Public Document Pack

Argyll and Bute Council Comhairle Earra-Ghàidheal Agus Bhòid

Customer Services Executive Director: Douglas Hendry



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3 September 2015

NOTICE OF MEETING

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

> Douglas Hendry Executive Director of Customer Services

BUSINESS

1. APOLOGIES FOR ABSENCE

4.

- 2. DECLARATIONS OF INTEREST
- MINUTES
 Community Services Committee 4 June 2015 (Pages 1 8)
 - PERFORMANCE REPORT FQ1 2015-16
 - Report by Executive Director Community Services (Pages 9 16)
- EXTERNAL INSPECTION/AUDIT REPORTING: JANUARY TO JUNE 2015 Report by Executive Director – Community Services (Pages 17 – 32)
- 6. REPORT ON NEW WELCOME PACK FOR SERVICE FAMILIES IN HELENSBURGH AND LOMOND

Report by Executive Director – Community Services (Pages 33 – 82)

- NATIONAL IMPROVEMENT FRAMEWORK FOR SCOTTISH EDUCATION Report by Executive Director – Community Services (Pages 83 – 106)
- 8. STRATEGIC HOUSING INVESTMENT PLAN 2015-2020: PROGRESS REPORT AND THE REVISED STRATEGIC LOCAL PROGRAMME 2015

Report by Executive Director – Community Services (Pages 107 – 112)

9. HOME ENERGY EFFICIENCY PROGRAMME AREA BASED SCHEME (HEEPS:ABS) - TACKLING FUEL PROVERTY

Presentation by Robin Harrison, David Adamson & Partners Ltd on Atlantic Islands Private Sector House Condition Survey 2014 and Report by Executive Director – Community Services (Pages 113 – 120)

10. CULTURE AND HERITAGE ASSEMBLY

Report by Executive Director – Community Services (Pages 121 – 126)

* 11. SPORT AND LEISURE FRAMEWORK 2015-2019

Presentation by sportscotland and Report by Executive Director – Community Services (Pages 127 – 138)

12. GAELIC LANGUAGE PLAN PROGRESS REPORT

Report by Executive Director – Customer Services (Pages 139 – 152)

13. LEARNING DISABILITY DAY SERVICES

Report by Executive Director – Community Services (Pages 153 – 160)

14. CARE AT HOME: FIXED HOUR CONTRACTS

Report by Executive Director – Community Services (Pages 161 – 164)

15. CORPORATE PARENTING

Report by Executive Director – Community Services (Pages 165 – 170)

16. KINSHIP CARER ALLOWANCES (Pages 171 - 180)

Report by Executive Director – Community Services

17. ADDITIONAL SUPPORT FOR CARE LEAVERS

Report by Executive Director – Community Services (Pages 181 – 186)

18. UPDATE OF COMMUNITY PAYBACK UNPAID WORK ACTIVITY 2014/15 Report by Executive Director – Community Services (Pages 187 – 194)

19. COMMUNITY SERVICES WORK PLAN 2015-2016

Report by Executive Director – Community Services (Pages 195 – 198)

Items marked with an "asterisk" are items, on the basis of information available at the time this Agenda is published, on which the Committee may not have delegated powers to act, and which may therefore require to be referred to the Council or another Committee, and that referral may depend on the decision reached at the meeting.

Community Services Committee

Councillor John Armour Councillor Gordon Blair **Councillor Rory Colville** Councillor Robin Currie (Chair) Councillor Mary-Jean Devon (Vice-Chair) Councillor George Freeman **Councillor Anne Horn** Councillor Donald Kelly Councillor Iain MacDonald Councillor Neil MacIntyre **Councillor Robert Macintyre** Councillor John McAlpine Councillor James McQueen Councillor Aileen Morton **Councillor Douglas Philand** Councillor Isobel Strong Councillor Elaine Robertson William Crossan Father David Connor William Marshall Alison Palmer

Contact: Fiona McCallum Tel: 01546 604392

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Agenda Item 3

MINUTES of MEETING of COMMUNITY SERVICES COMMITTEE held in the COUNCIL CHAMBERS, KILMORY, LOCHGILPHEAD on THURSDAY, 4 JUNE 2015

Present:	Councillor Robin Currie (Chair)		
	Councillor John Armour Councillor Rory Colville Councillor Mary-Jean Devon Councillor George Freeman Councillor Anne Horn Councillor Neil MacIntyre	Councillor James McQueen Councillor Aileen Morton Councillor Douglas Philand Councillor Elaine Robertson Councillor Isobel Strong	
Attending:	Cleland Sneddon, Executive Director Ann Marie Knowles, Head of Educa Jim Robb, Head of Adult Care Louise Long, Head of Children and Anne Paterson, Education Manager David Bain, Education Manager – In Roslyn Redpath, Principal Education Jeannie Holles, Community Learnin Morag Brown, Business Improveme Fiona Campbell, Education Officer – Tricia O'Neill, Central Governance M	tion Families - Learning and Achievement Inclusion and Integration Inal Psychologist g Manager Int Manager - Learning and Achievement (Secondary)	

1. APOLOGIES FOR ABSENCE

Apologies for absence were intimated from Councillors Donald Kelly, Alistair MacDougall and Robert E Macintyre and from William Crossan, Church Representative, Alison Palmer, Teacher Representative and William Marshall, Teacher Representative.

2. DECLARATIONS OF INTEREST

There were no declarations of interest.

3. MINUTES

The Minute of the Community Services Committee held on 12 March 2015 was approved as a correct record.

4. PERFORMANCE REPORT FQ4 2014-2015

Consideration was given to a report on the Community Services financial quarter four performance scorecard and the Executive Director responded to a number of questions arising from this report.

Decision

The Committee noted the performance for the quarter.

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

Councillors Devon, MacDonald and Philand joined the meeting during consideration of the foregoing item.

5. INSIGHT PROGRESS UPDATE

A report providing an update regarding information released by Insight the new Scottish Government toolkit was considered. Insight replaces STACs (Standard Tables and Charts) previously used to analyse and compare Scottish Qualification Award (SQA) results.

Decision

The Committee agreed:-

- a) to note the outcomes for Argyll and Bute Learners illustrated through the four dashboard measures provided by Insight;
- b) to note the progress of Education in introducing Insight in Schools as contained at Section 6.1 of the report;
- c) to 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
- d) to continue to support the work of the Education Service in supporting schools to secure continuous improvement in outcomes for Argyll and Bute learners.

(Reference: Report by Executive Director – Community Services dated 4 June 20915, submitted)

6. DEVELOPING SCOTLAND'S YOUNG WORKFORCE

A report giving an overview of the Scottish Government Youth Employment Strategy 'Developing the Young Workforce' which was launched in December 2014 was considered along with the detail of 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.

Decision

The Committee agreed:-

- a) to note the Scottish Government Youth Employment Strategy and support Argyll and Bute's proposed approach to Developing the Young Workforce locally;
- b) to endorse and support the continued utilisation of the Youth Employment Opportunities Fund to support vulnerable young people to access and sustain positive destinations;
- c) to continue to support work placements within Argyll and Bute Council and ABC Modern Apprenticeship programme;

- d) to support the setting up of an Argyll and Bute Invest in Young People Group; and
- e) to note that the work of the Council's Employability Team will be imbedded into future reports on Developing Scotland's Young Workforce.

(Reference: Report by Executive Director – Community Services dated 4 June 2015, submitted)

7. ADDITIONAL SUPPORT NEEDS REVIEW UPDATE

A report providing an update of the review of Additional Support Needs (ASN) provision by Education Services as outlined in the Community Services Committee report of 12 March 2015 was considered.

Decision

The Committee agreed:-

- a) the areas for immediate development ASN as outlined in section 5.6 of the Executive Director's report;
- b) to note the areas for further development as outlined in section 5.7 of the Executive Director's report;
- c) to note the wider consideration of Additional Support Needs provision as part of the Service Choices programme; and
- d) that information should be circulated to the Members of the Committee on the number of pupils in each area requiring Additional Support Needs and the number of specialist staff employed to support these children.

(Reference: Report by Executive Director – Community Services dated 5 June 2015, submitted)

8. PROVISIONS OF THE EDUCATION (SCOTLAND) BILL

A report providing the Committee with information on the provisions of the Education (Scotland) Bill was considered.

Decision

The Committee noted the provisions being placed on education authorities from the Education (Scotland) Bill.

(Reference: Report by Executive Director – Community Services dated 7 May 2015, submitted)

9. EDUCATION STANDARDS AND QUALITY REPORT 2013/14

A report providing a copy of the Education Services Standards & Quality Report for session 2013/2014 was considered. The report was 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 presented the major achievements made within Education in Argyll and Bute across the session 2013/14 and included the SQA examination results for pupils who sat examinations in May/June 2014.

Decision

The Committee agreed:-

- a) to endorse the revised report in preparing and publishing Standards & Quality Reports;
- b) to note the continuing progress made in relation to Education within Argyll and Bute;
- c) to note the commitment of staff and the success and achievements of the children and young people; and
- d) to the publication of this Standards & Quality Report for 2013/14.

(Reference: Report by Executive Director – Community Services dated 5 May 2015 and Standards and Quality in Argyll and Bute Schools 2013/14, submitted)

10. TEACHING STAFF RECRUITMENT, RETENTION AND LEADERSHIP IN ARGYLL AND BUTE "GROWING OUR OWN"

A report providing an update on current practice and future developments related to Teacher Recruitment and Retention including "Growing Our Own" in place in Argyll and Bute was considered.

Decision

The Committee agreed:-

- a) to note the current practice and the future developments for teacher recruitment and leadership programme;
- b) to support the involvement with partner organisations such as University of the Highlands and Islands and SCEL to improve the professional competence and skills of teachers; and
- c) to note that financial support will be required for access to the Headship Qualification and that 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.

(Reference: Report by Executive Director – Community Services dated 4 June 2015, submitted)

11. SCHOOL HOLIDAYS 2016/2017

A report presenting information on the proposals for setting of school holiday arrangements for Argyll and Bute for session 2016/2017 which require to be set by

the Council was considered.

Decision

The Committee agreed:-

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

(Reference: Report by Executive Director – Community Services dated 30 April 2015, submitted)

12. VALIDATED SELF EVALUATION FOR EDUCATIONAL PSYCHOLOGY SERVICES

A report advising 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 was considered. The report detailed the suggested themes for consideration during this process within Argyll and Bute.

Decision

The Committee agreed:-

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

(Reference: Report by Executive Director – Community Services dated 22 April 2015, submitted)

The Chair ruled, and the Committee agreed to adjourn the meeting at 1.10 pm for lunch.

The Committee reconvened at 1.40 pm. Councillor Freeman did not return to the meeting.

13. STRATEGIC COMMUNITY LEARNING AND DEVELOPMENT (CLD) PARTNERSHIP PLAN

Consideration was given to a report advising of the responsibilities laid on the Community Planning Partnership by 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. The report also advised of 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.

Decision

The Committee agreed:-

- a) to note the contents of the report; and
- b) to endorse the approach taken to the development of the Plan.

(Reference: Report by Executive Director – Community Services dated 21 April 2015, submitted)

14. INTEGRATION OF HEALTH AND SOCIAL CARE

A report providing an update on progress of the integration of Health and Social Care in Argyll and Bute was considered.

Decision

The Committee agreed:-

- a) to note the legislation and timescale of integration;
- b) to note the scope of delegation, profile of services and resources;
- c) to note the approval process for the Integration Scheme;
- d) to note progress to date on the Strategic Plan; and
- e) to continue to monitor progress and influence, where necessary, the content of the Strategic Plan.

(Reference: Joint report by Chief Officer, Health and Social Care Integration and Executive Director – Community Services, submitted)

15. CARERS (SCOTLAND) BILL

Consideration was given to a report advising of the Carers (Scotland) Bill introduced by the Scottish Government to parliament on 9 March 2015. The Bill sets out the legislative provisions which, once implemented, will further support both adult and young carers in Scotland.

Decision

The Committee agreed:-

- a) to note the publication of the Carers (Scotland) Bill and the likely impact on Argyll and Bute Council; and
- b) to note that the Council through COSLA Leaders raised concerns during the consultation on the proposals for a Carers Bill and that COSLA Leaders will continue to raise these issues with the Scottish Government as the Bill passes

through the Parliament.

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

16. JOINT INSPECTION OF OLDER PEOPLE'S SERVICES

A report providing an update on progress to date relating to the inspection of Older People's Services by Healthcare Improvement Scotland and the Care Inspectorate in Argyll and Bute was considered.

Decision

The Committee agreed to note that:-

- a) the inspection of Older People's Services is now underway across Argyll and Bute;
- b) the inspection commenced on 4 February 2015 and runs for 24 weeks;
- c) the findings of the inspection will be drawn together by the inspection agencies and presented to Council and NHS Highland at the end of August 2015;
- d) 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; and
- e) a new Joint Improvement Plan for 2015/16 has now been completed through a reinvigorated approach to Self Evaluation activity and that this Plan was reviewed at the Joint Managers meeting and will be endorsed at the Health and Social Care Partnership meeting in June 2015.

(Reference: Report by Executive Director – Community Services dated 15 April 2015 and Joint Improvement Plan – Adult Care 2015-16, submitted)

17. COMMUNITY SERVICES WORK PLAN 2015/2016

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 that the report on ICT Strategy for Education be moved to the December 2015 meeting.

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

The Committee noted that Jim Robb, Head of Adult Care, would be retiring from the Council before the next meeting of the Community Services Committee. The Chair, on behalf of the Committee, thanked him for his enormous contribution to Social Work over the years which was greatly appreciated. Councillor Devon also gave thanks for his commitment to Argyll and Bute over the years.

Agenda Item 4

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

COMMUNITY SERVICES

10 SEPTEMBER 2015

PERFORMANCE REPORT FQ1 2015-2016

1.0 EXECUTIVE SUMMARY

1.1 This report presents to the Community Services Committee the Community Services Performance Scorecards for FQ1 and asks Members to review performance for the quarter.

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

COMMUNITY SERVICES

10 SEPTEMBER 2015

PERFORMANCE REPORT FQ1 2015-16

2.0 INTRODUCTION

2.1 This report presents to the Community Services Committee the Community Services Performance Scorecards for FQ1 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 FQ1.

4.0 DETAIL

4.1 Community Services performance scorecards for FQ1 2015-16 is attached for review by the Committee.

IMPLICATIONS 6.0

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 18th August 2015

For further information contact:

Morag Brown **Business Improvement Manager** Tel: 01546 604199

APPENDICES

Appendix 1: FQ1 Performance report and scorecards – Community Services

period April to June 2015

Key Successes

- Sickness absence is below target for education (including teachers), community and culture and children and families. The performance of Adult Care has improved this quarter and the average days lost are 3.74 against a target of 3.73.
- 91% of our customer queries were resolved at first contact. This is an increase form 65% in FQ4 2014/15
- There have been 20 affordable social sector new builds completed (12 completed at Duchess Ct, Helensburgh and 8 completed at Connel)
- The new HOMEArgyll website is up and running, this has been developed in partnership with all of our Registered Social Landlords.
- There has been an increase in the number of adults achieving accredited learning outcomes through Community Based Adult Learning 188 compared to 122 for the same period last year.
- There has been a marked increase in the number of participants of activities that improve literacy and numeracy, 664 participants against a target of 280. The figure for FQ1 shows the highest number of participants recorded.
- There has been increased uptake in the "IT for Employability", which has increased to 110 from 77 in FQ4.
- There have been 440 capacity building support sessions have been given to community groups this quarter, compared to 198 for the same period last year.
- 90% of children on the child protection register have had no change of social worker from date of registration; this shows an increase from the previous quarter.
- Shellach View Childrens Unit was inspected in May 2015 and received grade 5s (very good) across all indicators by the Care Inspectorate.
- Argyll and Bute Council and NHS Highland successfully applied for grant funding of £400,000 from the Scottish Government's Technology Enabled Care Development Programme. Our TEC project was launched in April and the aim of transforming the provision of home care by removing the barrier of distance in providing person centred care, giving people a greater choice and control in health, care and wellbeing services.
- The number of enhanced telecare packages has risen to 487 from the previous quarter.
- 96% of Argyll and Bute Addictions Team clients entered treatment for drug and alcohol addictions within 21 days from referral, the Scottish Government HEAT 11 standard is 90%.
- We have increased the number of extracurricular sports opportunities for schools from 242 in Term 2 2014/15 to 283 in Term 3 2014/15
- A very successful technology showcase event was held in Dunoon, encouraging young people to think about future career opportunities in the technology sector in addition to showcasing their talents.
- Dunoon Primary School's Pro-Gamers team of three eleven and twelve-year-olds fought off challenges from schools across

Scotland to win the Scottish Microsoft 'Kodu Kup' at West College Scotland on 17 June. 4 primary schools from Argyll and Bute were finalists.

- Ardrishaig, Strone and Ulva Primary schools successfully applied for Food for Thought Grants.
- In April Oban High School pipe band travelled to New York to take place in the Tartan Day Parade and in June the pipe band came 4th in the European championships.
- Park Primary are the Scottish Shinty Champions they won shinty's most prestigious competition the MacKay Cup beating Newtonmore convincingly 7 1 in the final.
- Roots of Empathy, a programme to develop empathy and emotional literacy and delivered in partnership by trainers from the Early Years Service and Health, held a very successful event for trainers and class teachers in June to celebrate success and share best practice.
- Over the past year the Early Years Service has been working closely with practitioners to evaluate the 'Developmental Milestone Tool'. The Early Years Team delivered training on the tool to 98% of settings by the end of June 2015.

Key Challenges

- 1. Progressing the integration of Health and Social Care Services.
- 2. Development and consultation on the three year strategic plan for health and social care integration.
- 3. Reducing the number of days lost through sickness absence across Community Services.
- 4. Maintaining the Community Payback Order service given the broad dispersal of offenders which impacts on the ability to construct supervised work squads.
- 5. Recruitment and training of foster carers given the highly successful move towards permanence which reduces available foster placements.
- Increasing the percentage of children on the Child Protection Register (CPR) with a completed Child Protection (CP) plan. This has remained under target for the last 3 quarters, reflecting the increasing levels of quality assurance activity prior to signing off completed plans.
- 7. Increasing participation in sport and athlete development within restricted budgets and the delivery of Commonwealth Games Legacy Plan within existing resources.
- 8. 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.
- 9. Reviewing the implementation of the new National Qualifications.
- 10. Meeting the requirements of new legislation e.g. Self Directed Support Act, Children and Young People's Act 2014 and Community Empowerment Act, etc. and emerging legislative changes such as the Education Bill and Carers Bill.
- 11. Recruitment issues for both in house and commissioned care at home services impacting on range of care options available in certain areas.
- 12. Demographic changes giving rise to growth in service demand across a range of client groups, in particular older persons, which

present both financial and service delivery pressures.

- 13. Achieving target for the completion of PDRs during the guarter. 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.
- 14. Overall numbers of delayed discharge clients have increased from 14 in FQ1. Of the 20, 6 were adults without capacity (therefore subject to legal proceedings, 6 are under the national target of 2 weeks and the remainder were waiting on specialist housing and family agreement on support packages.
- 15. The % of child protection investigations with an inter-agency planning meeting taking place within 24 hours continues to be challenging. This measure is affected by issues around out of hours access to health advice within the IRTD process which is currently being addressed by the Chief Officer Integration.
- 16. Increasing positive destinations for young people in the current economic climate
- 17. Ongoing challenges associated with teacher recruitment in certain locations and for certain subjects to assist the authority to meeting its commitment in relation to teacher numbers.

Action points to address the challenges

- 1. The timescale for integration has been established as April 2016. The scheme of integration has been agreed, the integration joint board is formally established in August 2015 and the project team are developing a consulting on the three year strategic plan. The project team are also progressing 7 workstreams that will deliver on the project plan to prepare for an integrated service.
- 2. A first draft of the three year strategic plan is currently out to consultation with a more detailed second draft scheduled for consultation prior to the end of the calendar year.
- 3. 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.
- 4. Working with partners to identify suitable community projects and supervision arrangements to facilitate the discharge of community payback orders.
- 5. The Fostering and Adoption service is currently undertaking a recruitment campaign. Preparation for foster carers is being run throughout Argyll and Bute however it takes 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.
- 6. 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 and leading to improvements in the practice standards.
- 7. Work in partnership with schools, clubs and communities to maximise use of volunteers and resources.
- 8. Ongoing discussions taking place with RSL partners to ensure homeless households maintain priority in relation to future allocations.
- 9. Continue to support work on curriculum design to reflect the new Curriculum for Excellence framework and training on the new

secondary benchmarking toolkit. The examination results for session 2014/15 will be analysed in detail and used to review the curricula available within secondary schools.

- 10. Working with IRISS along with commissioned care at home providers to better coordinate resources and to improve recruitment into care at home posts. Additional work is ongoing to review the model of care for care at home services and the contractual arrangements for staff.
- 11. Ongoing service redesign (all care groups) to try to mitigate growth in service demand.
- 12. Agreement of a new process for the recording of PRDs which will include a review of the quality of completed reviews.
- 13. Additional focus on preventing admission to hospital and accelerating discharge being undertaken in conjunction with NHS Highland and supported by delayed discharge funding
- 14. Recruiting and retaining staff who focus on developing consistency and quality.
- 15. Continue to work with the Council's HR service to advertise and recruit into vacant posts within the Oban and Mid Argyll areas.
- 16. Interim arrangements being put in place by NHS Highland to ensure that there is access to health advice for out of hours and weekend IRTDs
- 17. Detailed and individualised information and advice for school leavers being provided in conjunction with Skills Development Scotland. Multi agency plan to meet the recommendations of Scotland's Young Workforce currently being implemented.
- 18. Development of a postgraduate diploma in Education in conjunction with Argyll College UHI as part of our "Growing Our Own" teacher programme first intake in September 2015; provision made for accommodating probationer teachers; assistance with accommodation for newly recruited teachers; detailed teacher and newly appointed head teacher induction and development programmes.



Making Argyll and Bute a place people choose to live, learn, work and do business

Community Services Scorecard 2015-16



FQ1 15/16

IMPROVEMENT						Sta	atus Trend
Improvement Plan	Total No	Off	track		On track	Complete	•
Outcomes CM Outcomes	71		8		58	5	A
CARP Community	Total No	Off	track	(Due	Complete	7
Services	105		0		0	0	G
Customer Service CM		Nun	Number of consultations			4	
Customer Charter	<mark>A</mark> 4	Stag	ge 1 (com	plaints	75 %	R 🎙
Customer satisfaction 88 %	G	Stag	ge 2 (com	plaints	93 %	G 🌡
Community Services Audit	Ove	rdue		Dı	ue in futur	el	re - off raet
Recommendations	0		⇒		12 🗖		Î
CM Average Demand Risk	Score	e	10		Appetite	e 10	ų
CM Average Supply Risk	Score	9	9		Appetite	e 9	\$

RESOURCES					
People	Benchmark	Target	Actual	Status	Trend
Sickness absence CM [LGE]		2.7 Days	2.7 Days	G	î
Sickness absence CM [teachers]		1.8 Days	1.7 Days	G	
PRDs % complete		90 %	74 %	R	
Financial	Budget	Foreca	əst		
Finance Revenue totals CM	£K 139,811	£K 1	39,811	G	î
Capital forecasts - current year CM	£K 0	£	К 0		
Capital forecasts - total project CM	£K 0	£	к о		
	Target	Actual			
Efficiency Savings CM Actions on track	(17	17		_	
Savings	£K 608	£K 608		G	î
Asset Management - Community Services 20)15-16			G	

Community Services Scorecard 2015-16 FQ1 15/16	Click for Full Scorecard		SOA Outcome - Children and young people have the best possib	le start
SOA Outcome - The economy is diverse and thriving	G		CF01 The life chances for looked after children are improved	Success Measures On track
CC05 Argyll and Bute's economic success is built on a growing population	Success 2 Measures 2		CF02 Children, young people and families at risk are safeguarded	Success Measure
SOA Outcome - We have infrastructure that supports sustainable growth	On track 2 1		CF03 making our communities safe from crime, disorder & danger	On track Success Measure On track
CC07 People access a choice of suitable & affordable housing options	Success Measures 3 On track 2		CC01 Our young people are supported to lead more active and healthier lives	Success Measures On track
SOA Outcome - Education, skills and training maximises opportu for all	nities 🖬		SOA Outcome - People live active, healthier and independent live	es
CC03 Our adults are supported to access learning opportunities	Success Measures 2 On track 2		AC01 Community is supported to live active, healthier, independent lives	Success Measure On track
		-	AC02 Vulnerable adults at risk are safeguarded/Ensure clients asked for comments	Success Measure On trac
SOA Outcome - People live in safer and stronger communities	A		AC03 The impact of alcohol and drugs is reduced	Success Measure On track
CC06 Third Sector & communities enabled developing communities	Success 2 Measures 2		CC02 Raised lifelong participation in sport healthy lives	Success Measure On trac
CC08 Improved literacy, health access to culture,	Success 4 Measures 4		CC04 Less people will become homeless thru proactive	Success Measure

approach ...

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ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

COMMUNITY SERVICES

10 SEPTEMBER 2015

EXTERNAL INSPECTION / AUDIT REPORTING: JANUARY TO JUNE 2015

1.0 EXECUTIVE SUMMARY

- 1.1 This report provides details of all external inspection / audit reports received within Community Services during the period 1st January to 30th June 2015.
- 1.2 There were 19 external inspection reports received by Community Services during the period January to June 2015 and of the 87 ratings given by Education Scotland and the Care Inspectorate, 80% were rated as good or above, this is a reduction of 5% from the previous six month period.
- 1.3 It is recommended that the Community Services Committee note the content of this report and appendix 1 attached.

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

COMMUNITY SERVICES

10 SEPTEMBER 2015

EXTERNAL INSPECTION / AUDIT REPORTING: JANUARY TO JUNE 2015

2.0 INTRODUCTION

2.1 This report provides details of all external inspection / audit reports received by Community Services during the period 1st January to 30th June 2015.

3.0 **RECOMMENDATION**

3.1 The Community Services Committee are asked to note the contents of this report and appendix 1 attached.

4.0 DETAIL

- 4.1 A detailed summary of all external inspection / audit reports received for the period January to June 2015 are provided in appendix 1.
- 4.2 The number of external audit reports received for period January to June 2015 can be compared on a service basis as follows;

Service	Jan – Jun 2015
Adult Care	6
Children and Families	2
Community and Culture	0
Education (including Early Years)	11
TOTAL	19

4.3 There were 21 ratings given by Education Scotland over the period, they are as follows;

Rating	No. of ratings for Jan to Jun 2015	% overall ratings	No. of ratings for Jul to Dec 2014	% overall ratings
Excellent				
Very Good			3	11%
Good	8	38%	15	53%
Satisfactory	12	57%	7	25%
Weak	1	5%	3	11%
Unsatisfactory				
TOTAL	21	100%	28	100%

For the period January to June 2015 there were 21 ratings given in total from Education Scotland. Of these ratings 8 (38%) were rated as good or above, this is a decrease of 26% from the previous 6 month period.

4.4 There were 66 ratings given by the Care Inspectorate over the period, they are as follows;

Rating	No. of ratings for Jan to Jun 2015	% overall ratings	No. of ratings for Jul to Dec 2014	% overall ratings
Excellent			4	9%
Very Good	37	56%	18	38%
Good	25	38%	24	51%
Adequate	4	6%	1	2%
Weak				
Unsatisfactory				
TOTAL	66	100%	47	100%

For the period January to June 2015 there were 66 ratings given in total from the Care Inspectorate. Of these ratings 62 (94%) were rated as good or above, this is a decrease of 4% from the previous 6 month period.

5.0 CONCLUSION

5.1 In summary, a total of 19 external inspection reports were received for the period January to June 2015 and of the 87 ratings given by Education Scotland and the Care Inspectorate, 80% were rated as good or above, this is a reduction of 5% from the previous six month period.

6.0 IMPLICATIONS

- 6.1 Policy: This report supports the scrutiny function of the Community Services Committee.
- 6.2 Financial: None.
- 6.3 Legal: None.
- 6.4 HR: None.
- 6.5 Equal Opportunities: None.
- 6.6 Risk: None.
- 6.7 Customer Service: None.

Appendices Appendix 1 – Summary Reports

Cleland Sneddon Executive Director of Community Services

Cllr Rory Colville Policy Lead Education and Lifelong Learning Cllr Mary Jean Devon Policy Lead Health and Social Care Integration

For further information contact: CS Directorate, Community Services Tel: 01546 604199

Appendix 1 – Summary Reports

Education

Inspection Agency: Education Scotland	
Overall Ratings:	
Bowmore Primary School	
Learner' experiences	Good
Improvements in performance	Satisfactory
Maating laarning naada	Catiofastam
Meeting learning needs	Satisfactory
	Satisfactory
Nursery Class	
	Satisfactory
Nursery Class	
Nursery Class Improvements in Performance	Satisfactory
Nursery Class Improvements in Performance Children's experiences Meeting learning needs	Satisfactory Satisfactory
Nursery Class Improvements in Performance Children's experiences Meeting learning needs Primary School & Nursery	Satisfactory Satisfactory Satisfactory
Nursery Class Improvements in Performance Children's experiences Meeting learning needs	Satisfactory Satisfactory

Main Strengths

- Opportunities for wider achievement in choir, drama, and sporting activities and through a range of school clubs.
- The strong and productive links with the wider community which enrich learning,
- The quality of experiences for children in the Gaelic nursery class.

Areas for improvement

- Raise attainment in English language, Gaelic and mathematics.
- Increase the pace of learning and provide more challenging activities, better matched to children's needs.
- Improves the strategic leadership of the curriculum to ensure all staff are supported in taking forward Curriculum for Excellence.
- Ensure that self-evaluation has a stronger focus on improving outcomes for children.

The Quality Improvement Team have been supporting the school. Support has been in to the form of staff development, preparation, implementation and evaluation of an action plan. In June 2015 a new school improvement plan was prepared and has included the main actions from the Education Scotland Report.

Date of Inspection: **13th January 2015** Lead Officer to take forward improvement: **Helen Gilbert**

Report Title: Port Charlotte Primary School and Pre-5 Unit				
Inspection Agency: Education Scotland				
Overall Ratings:				
Port Charlotte Primary School		_		
Learner' experiences	Good			
Improvements in performance	Satisfactory			
Meeting learning needs	Satisfactory			
		4		
Pre-5 Unit				
Improvements in Performance	Good			

Improvements in Performance	Good
Children's experiences	Good
Meeting learning needs	Good

Primary School & Nursery

The curriculum	Satisfactory
Improvement through self-evaluation	Satisfactory

Main Strengths

- Well-behaved children, who are proud of their school and community.
- Strong partnership working to support children who have difficulties with their learning.
- Effective use of the local area to provide interesting and relevant leaving experiences for children.
- The new head teacher's commitment to improving learning outcomes for all children.

Areas for improvement

- Improve consistency in learning and teaching approaches across the school.
- Improve the curriculum to meet children's needs more effectively.
- Continue to develop strategies to monitor and track children's progress.

The Quality Improvement Team have been supporting the school. Support has been in to the form of staff development, preparation, implementation and evaluation of an action plan to address the main actions from the Education Scotland Report.

Date of Inspection: **3rd March 2015** Lead Officer to take forward improvement: **Danielle Vessey**

Report Title: Garelochhead Playgroup		
Inspection Agency: Education Scotland		
Overall Ratings:		
Education Scotland's gradings		
Improvements in Performance	Good	
Children's experiences	Good	
Meeting learning needs	Good	
The curriculum	Satisfactory	
Improvement through self-evaluation	Satisfactory	
Care Inspectorate's gradings		
Quality of care and support	Good	
Quality of environment	Adequate	
Quality of staffing	Good	
Quality of management and leadership	Adequate	
Main Strengths		
Confident, happy and settled childre		
Motivated and committed staff who		0 11
Positive relationships between child	ren, staff and p	parents.
Areas for improvement		
Improve the curriculum to provide g	reater levels of	choice and challenge to enhance
children's experiences.		
Use observations to identify and pla	•	
Further improve approaches to mon	•	
ensure continuing improvements in	children's learn	ning and achievement.
Date of Inspection: 20 th January 2015		
Lead Officer to take forward improvement:	Denise Donal	a
Denest Titles, Dent Eller, Drivers, Dry 511	. 14	
Report Title: Port Ellen Primary Pre-5 Ur	זונ	

Inspection Agency: **Care Inspectorate** Overall Ratings:

Quality of Care and Support	5	Very Good
Quality of Environment	5	Very Good
Quality of Staffing	5	Very Good
Quality of Management and Leadership		Very Good

Main Strengths

- The service has established a very good approach to involving children and their families in the ongoing improvement and development of the service. They respected their views and valued their opinions.
- Children were being given very good opportunities to grow and develop, and be active and independent in their play and learning.

Areas for improvement

• The provider should continue to develop in line with their current plans.

Date of Inspection: **17th March 2015**

Lead Officer to take forward improvement: Maureen MacDonald

Report Title: Port Charlotte Primary Pre-5 Unit

Inspection Agency: Care Inspectorate

Overall Ratings:

Quality of Care and Support	4	Good
Quality of Environment	4	Good
Quality of Staffing	4	Good
Quality of Management and Leadership	4	Good

Main Strengths

- The service was found to be developing a very good approach to involving children and their families in the ongoing improvement and development of the service. It was clear the service respected their views and valued their opinions.
- Children were being given good opportunities to grow and develop and be active and independent in their play and learning.

Areas for improvement

• The provider should continue to develop in line with their current plans.

Date of Inspection: **12th March 2015**

Lead Officer to take forward improvement: Danielle Vessey

Report Title: Kilmodan Primary Pre-5 Unit

Inspection Agency: Care Inspectorate

Overall Ratings:

Quality of Care and Support	5	Very Good
Quality of Environment	4	Good
Quality of Staffing	5	Very Good
Quality of Management and Leadership	5	Very Good

Main Strengths

- The provider was found to be establishing a very good approach to involving children and their families in the ongoing improvement and development of the service and it was clear that they respected their views and valued their opinions.
- The Children were given very good opportunities to grow and develop and be active and

independent in their playing and learning.

Areas for improvement

• The provider should continue to develop in line with their current plans.

Date of Inspection: 2nd February 2015

Lead Officer to take forward improvement: Joyce Hawkins

Report Title: Kilmartin Primary Pre-5 Unit Inspection Agency: Care Inspectorate

Overall Ratings:

Quality of Care and Support	5	Very Good
Quality of Environment	5	Very Good
Quality of Staffing	5	Very Good
Quality of Management and Leadership	5	Very Good

Main Strengths

- The provider has established a very good approach to involving children and their families in the ongoing improvement and development of the service. It is clear that they respect their views and value their opinions.
- The children are given very good opportunities to grow and develop and be active and independent in their play and learning.

Areas for improvement

• The provider should continue to develop in line with their current plans.

Date of Inspection: 4th February 2015

Lead Officer to take forward improvement: Fiona Johnson

Report Title: Kilcreggan Primary Pre-5 Unit Inspection Agency: Care Inspectorate

Overall Ratings:

Quality of Care and Support	5	Very Good
Quality of Environment	5	Very Good
Quality of Staffing	5	Very Good
Quality of Management and Leadership	5	Very Good

Main Strengths

- The provider has established a very good approach to involving children and their families in the ongoing improvement and development of the service. It is clear that they respect their views and value their opinions.
- The children are given very good opportunities to grow and develop and be active and independent in their play and learning.

Areas for improvement

• The provider should continue to develop in line with their current plans.

Date of Inspection: 4th February 2015

Lead Officer to take forward improvement: Frances Bretman

Report Title: Iona Primary Pre-5 Unit	
Inspection Agency: Care Inspectorate	

Overall Ratings:

Quality of Care and Support	5	Very Good
Quality of Environment	4	Good
Quality of Staffing	5	Very Good
Quality of Management and Leadership	5	Very Good

Main Strengths

- The provider has established a very good approach to involving children and their families in the ongoing improvement and development of the service. It is clear that they respect their views and value their opinions.
- The children are given very good opportunities to grow and develop and be active and independent in their play and learning.

Areas for improvement

• The provider should continue to develop in line with their current plans.

Date of Inspection: **24th April 2015** Lead Officer to take forward improvement: **Katharine Elwis**

Report Title: Dalintober Primary Pre-5 Unit Inspection Agency: Care Inspectorate

Overall Ratings:

Quality of Care and Support	5	Very Good
Quality of Environment	4	Good
Quality of Staffing	5	Very Good
Quality of Management and Leadership	5	Very Good

Main Strengths

- The provider has established a very good approach to involving children and their families in the ongoing improvement and development of the service. It is clear that they respect their views and value their opinions.
- The children are given very good opportunities to grow and develop and be active and independent in their play and learning.

Areas for improvement

• The provider should continue to develop in line with their current plans.

Date of Inspection: 4 th March 2015	
Lead Officer to take forward improvement: Caroline Armour	

Report Title: Carradale Primary Pre-5 Unit		
Inspection Agency: Care Inspectorate		
Overall Ratings:		
Quality of Care and Support	4	Good
Quality of Environment	Λ	Good

Quality of Environment	4	Good
Quality of Staffing	4	Good
Quality of Management and Leadership	4	Good

Main Strengths

- The provider has established a very good approach to involving children and their families • in the ongoing improvement and development of the service. It is clear that they respect their views and value their opinions.
- The children are given very good opportunities to grow and develop and be active and ٠ independent in their play and learning.

Areas for improvement

• The provider should continue to develop in line with their current plans. Date of Inspection: **7th May 2015**

Lead Officer to take forward improvement: Anne Marie Elliot

Children and Families

Report Title: Shellach View Inspection Agency: Care Inspectorate

Overall Ratings:

Quality of Care and Support	5	Very Good
Quality of Environment	5	Very Good
Quality of Staffing	5	Very Good
Quality of Management and Leadership	5	Very Good

Main Strengths

• The service continued to offer young people with a safe and nurturing environment. Corporate parenting responsibilities remained a priority for all working at Shellach View.

Areas for improvement

• The service should continue to explore how aspects of the physical environment and daily practices can continue to be modified to meet the needs of a population of young people who are preparing for transitions into adulthood.

Date of Inspection: **15th May 2015**

Lead Officer to take forward improvement: Mandy Sheridan

Report Title: Community Support Network – Kintyre Network Centre Inspection Agency: Care Inspectorate

Overall Ratings:

Quality of Care and Support	4	Good
Quality of Staffing	4	Good
Quality of Management and Leadership	4	Good

Main Strengths

- The service continues to provide opportunities for children and young people to expand their social and recreational opportunities.
- The manager and staff are committed to providing a service that meets the needs of the whole family and in so doing so have built positive relationships with children and young people and their relatives.
- The service encourages children and young people to be themselves in a way that helps reduce their anxieties and stress.

Areas for improvement

• A number or areas for improvement were made and an action plan will be compiled, with contributions from service users, staff and other stakeholders.

Date of Inspection: 26th March 2015

Lead Officer to take forward improvement: **Deirdre MacPherson**

Adult Care

Report Title: Ardfenaig Residential Home Inspection Agency: Care Inspectorate

Overall Ratings:

Quality of Care and Support	4	Good
Quality of Environment	4	Good
Quality of Staffing	4	Good
Quality of Management and Leadership	5	Very Good

Main Strengths

- The residential home offers a positive, supportive environment for older people in the Mid Argyll area which is greatly valued by the local community. The service has consistently provided good quality care and staff were very caring in their approach to the people they support.
- Each person and their next of kin are involved in developing an individual care plan and there is a review process in place. The Staff have developed good relationships with service users, and their families are made welcome and are encouraged to be involved in their relative's care.

Areas for improvement

- The previous inspection noted that many individuals would benefit from a more individualised approach to lifestyle choices and individual activity. Only a few have access to outdoor activities and fresh air due to staffing constraints. The manager and staff team are committed to developing more individual plans for activity.
- The care planning system is being improved and the inspection showed that staff are aware of the need for accountability.

Date of Inspection: 18th March 2015

Lead Officer to take forward improvement: Ann Anderson

Report Title: Gortanvogie Residential Home
Inspection Agency: Care Inspectorate
Overall Ratings:

Quality of Care and Support	4	Good
Quality of Environment	3	Adequate
Quality of Staffing	4	Good
Quality of Management and Leadership	4	Good

Main Strengths

- The service provided by the residential home is greatly valued by the local communities of Islay and Jura. The inspection showed that staff were caring in their approach and that they understood service users' needs very well.
- Family members and friends are made welcome in the care home and encouraged to be involved as much as possible.
- There are good links with health professionals and people's health needs are met well.
- The manager and staff at the care home show high levels of commitment to improving the service.

Areas for improvement

- The process of improving care planning is ongoing.
- A more consistent approach to forward planning and lifestyle choices at reviews would be beneficial to service users and support people to feel more in control of their daily lives.

Date of Inspection: **31st March 2015**

Lead Officer to take forward improvement: Shona Hutchinson

Report Title: Struan Lodge

Inspection Agency: Care Inspectorate

Overall Ratings:

Quality of Care and Support	5	Very Good
Quality of Environment	5	Very Good
Quality of Staffing	5	Very Good
Quality of Management and Leadership	4	Very Good

Main Strengths

- Struan Lodge offers residents an excellent range of opportunities to assess the quality of care and support they receive.
- The home has a relaxed, homely atmosphere. Relatives said that staff were very welcoming when they came to visit.
- Staff are motivated to deliver a good service. There is a low turnover of staff which is particularly good for residents with dementia and this has encouraged relationships to be built.

Areas for improvement

- Consent forms for the use of restraint such as bedrails should be signed by the resident or their representative.
- Adults with Incapacity certificates should have a treatment plan.
- The environment would benefit from being more dementia friendly.
- Minutes of group meetings should be more detailed.

Date of Inspection: **26th January 2015**

Lead Officer to take forward improvement: Ann Kennedy

Report Title: Phoenix Resource Centre Inspection Agency: Care Inspectorate

Overall Ratings:

Quality of Care and Support	5	Very Good
Quality of Environment	4	Good
Quality of Staffing	5	Very Good
Quality of Management and Leadership	5	Very Good

Main Strengths

• The service provides the people who use it with a range of activities and a social environment that they would not have if the service was not there.

Areas for improvement

• The garden area outside the centre is not currently accessible for people who have problems with their mobility. The management team have plans to improve this and work is due to begin when the weather improves.

Date of Inspection: 24th March 2015

Lead Officer to take forward improvement: Heather Gillies

Report Title: Woodlands Centre

Inspection Agency: Care Inspectorate

Overall Ratings:

Quality of Care and Support	5	Very Good
Quality of Environment	5	Very Good
Quality of Staffing	5	Very Good
Quality of Management and Leadership	5	Very Good

Main Strengths

- This is a very good service with a staff team committed to encouraging people who use it to become as confident and independent as possible.
- People who use the service and their carers are given a range of opportunities to be involved in all areas of the service.
- The service has good links with healthcare professionals and staff respond promptly to any concerns.
- Staff receive a range of training to meet the needs of people who use the service.
- There are good systems in place to monitor quality.

Areas for improvement

- Medication recordings should be monitored regularly to ensure their accuracy.
- A regular walk round of the building would identify any areas of the environment that require improvements.
- The manager should consider how to involve stakeholders in feedback of the quality of service.

Date of Inspection: **19th March 2015**

Lead Officer to take forward improvement: Ann Anderson

Report Title:	Mid-Argyll,	Kintyre, Isla	y and Jura Home	Care Service
	•			

Inspection Agency: Care Inspectorate

Overall Ratings:

Quality of Care and Support	4	Good
Quality of Staffing	3	Adequate
Quality of Management and Leadership	4	Good

Main Strengths

- The care home organisers and the staff teams are enthusiastic and committed to the people they support.
- It was found that the staff were keen to improve the service for each person and worked effectively with health teams and other professionals to make sure that people's needs were being met.

Areas for improvement

- The service is continuing to develop its assessment and care planning procedures to improve outcomes for people who used the service and their relatives or carers
- More effective quality management procedures were needed.
- Staff still require training in medication administration and the medication policy still needs to be updated. Staff are still working on zero hours contracts and this impacts on recruitment and retention of staff teams.

Date of Inspection: 19th March 2015

Lead Officer to take forward improvement: Jenni Hodgson

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

COMMUNITY SERVICES: EDUCATION

10 SEPTEMBER 2015

Report on new Welcome Pack for Service Families in Helensburgh and Lomond

1.0 EXECUTIVE SUMMARY

- 1.1 The purpose of this report is to present a copy of the Welcome Pack for Service families in Helensburgh and Lomond to the Community Services Committee for consideration. This has been created due to demand from parents from Armed Forces families, who requested a comprehensive pack outlining education provision in Helensburgh and Lomond, to support families moving to the area from different locations with differing education systems. This has been funded through the Ministry of Defence Education Fund.
- 1.2 This report presents the background leading to the creation of this Welcome Pack for Armed Forces families in Helensburgh and Lomond, the purpose of the pack, intended audience and distribution strategy.

1.3 Recommendations

It is recommended that the Community Services Committee:

- Note the attached Welcome Pack created by the Service Pupil Advisor;
- Note the commitment to partnership working between Argyll & Bute Council and The Ministry of Defence, and
- Agree to the publication of this Welcome Pack on the Argyll & Bute Council website as well as in hard copy format.

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

COMMUNITY SERVICES: EDUCATION

10 SEPTEMBER 2015

Report on new Welcome Pack for Service Families in Helensburgh and Lomond

2.0 INTRODUCTION

- 2.1 The purpose of this report is to present a copy of the Welcome Pack for Service families in Helensburgh and Lomond to the Community Services Committee for consideration. This has been created due to demand from parents from Armed Forces families, who requested a comprehensive pack outlining education provision in Helensburgh and Lomond, to support families moving to the area from different locations with differing education systems. This has been funded through the Ministry of Defence Education Fund.
- 2.2 The report presents the background leading to the creation of a Welcome Pack for Armed Forces families in Helensburgh and Lomond, the purpose of the pack, intended audience and distribution strategy.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Community Services Committee:
 - Note the attached Welcome Pack created by the Service Pupil Advisor;
 - Note the commitment to partnership working between Argyll & Bute Council and The Ministry of Defense, and
 - Agree to the publication of this Welcome Pack on the Argyll & Bute Council website as well as in hard copy format.

4.0 DETAIL

- 4.1 HM Naval Base (HMNB) Clyde is home to the UK submarine fleet and headquarters of the Royal Navy in Scotland. From over 3000 pupils in the Helensburgh and Lomond area approximately, 20% primary pupils and 43% secondary pupils are believed to be children from Armed Forces families and may have interrupted learning needs due to the nature of mobility and deployment of their parent's job.
- 4.2 Re-basing of submariners and submariner training will result in HMNB Clyde becoming the main centre for submarine training, thus resulting in personnel rising to 9500 by 2023, having a direct effect on the number of families and infrastructure in the Helensburgh and Lomond area. Armed Forces families tend to move to this area from base port areas of Portsmouth and Plymouth for the Royal Navy and Plymouth, Taunton and Poole for the Royal Marines.

- 4.3 It is not uncommon for families moving to Helensburgh and Lomond to consult other parents through social media as to the process of enrolling their child into school or early education providers. Information can be misleading and not based on fact.
- 4.4 Parents from Armed Forces families have requested a Welcome Pack to support the transition from different education systems, and explaining in detail how our education system works, what their local school is and a guide to enrolling their child in school.
- 4.5 The Welcome Pack includes:
 - An overview of Argyll & Bute's Education Vision and Aims;
 - The Armed Forces Context within Helensburgh and Lomond;
 - Information about schools in Helensburgh and Lomond including:
 - How to find your local school and catchment area;
 - o Local schools in relation to service family accommodation;
 - o Placing requests;
 - How to enroll your child in school;
 - o Argyll & Bute Council's Anti-Bullying Policy, and
 - Contact details for all schools in Helensburgh and Lomond.
 - Early Years and Childcare Provision in Helensburgh and Lomond;
 - Detailed information regarding Curriculum for Excellence including;
 - o Assessment;
 - Qualifications;
 - A UK comparison of stages in education for children, and
 - Additional Support Needs and the GIRFEC model.
 - Answers to Frequently Asked Questions;
 - Information to provide to the school, including the importance of advising your child is from an Armed Forces family;
 - Contact details for youth clubs and organisations in the Helensburgh and Lomond area, and;
 - Details of the Children's Education Advisory Service (CEAS) and links to their Moving Schools Pack which supports Armed Forces families when moving school.
- 4.6 What are we going to do next?
 - Publish the Welcome Pack electronically on the Argyll & Bute Council website;
 - Liaise with the Communications Team to ensure the Welcome Pack is publicised;
 - Publish hard copies of the Welcome Pack, to be available for distribution via the Service Pupil Advisor;
 - Distribute electronic and hard copies via the RNRM Welfare Team based in Churchill, Helensburgh, and HMNB Clyde;
 - Distribute electronic and hard copies to families who make contact with

schools in our area;

- Distribute electronic and hard copies to contact in Base Port areas for families to access prior to a move.
- Continue to review the information within the Welcome Pack and update changes on our electronic versions both on our website and versions to be distributed, and
- Share our Welcome Pack with interested parties who work on behalf of Armed Forces families such as the Association of Directors in Education in Scotland (ADES), ADES Armed Forces Working Group, The Royal Caledonian Education Trust (RCET) Practitioners Conference and other Local Authorities.

5.0 CONCLUSION

5.1 This report has outlined the background leading to the creation of a Welcome Pack for Armed Forces families in Helensburgh and Lomond, the purpose of the pack, intended audience and distribution strategy.

6.0 IMPLICATIONS

- 6.1 Policy This report links directly to Outcome 1 In Argyll and Bute the economy is diverse and thriving, Outcome 3 Education, skills and training maximises opportunities for all, and Outcome 4 In Argyll and Bute children and young people have the best possible start.
- 6.2 Financial This Welcome Pack has been funded by monies from the MOD Education Fund.
- 6.3 Legal None
- 6.4 HR None.
- 6.5 Equalities None.
- 6.6 Risk Not providing this Welcome Pack to Armed Forces families will result in continued access to misleading information via social media for families wishing to move to our area, and may be disadvantageous to the transition process of moving school.
- 6.7 Customer Service None

Cleland Sneddon Executive Director of Community Services

Councillor Rory Colville **Policy Lead for Education and Lifelong Learning** 10 September 2015

For further information contact:

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APPENDICES

Appendix 1 – Welcome Pack for Armed Forces families in Helensburgh and Lomond.

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Argyll and Bute Council Education Service

Welcoming our Armed Forces

Information for Families of Serving Personnel and Veterans in the Helensburgh and Lomond Area.

Supporting children and young people from Armed Forces families.

> Offering a warm welcome to Helensburgh and Lomond.





www.argyll-bute.gov.uk/armed-forces

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Introduction and Education Statement
Service Family Liaison
Information about schools in Helensburgh
and Lomond
Early Years and Childcare
The Curriculum, Assessment and
Qualifications
Additional Support Needs
Frequently Asked Questions
Help us to support your children in our
schools.
Youth Clubs and Organisations

- Section 10 CEAS Moving Schools Pack
- Section 11 Additional Information

INTRODUCTION

Argyll & Bute's Education Vision:

Our education service is forward looking and ambitious, continuously improving the quality of provision through self- evaluation. Achievement, raising attainment and inclusion are at the heart of all we do. We recognise the importance of involving the whole community in educating a child. We will ensure that views are listened to, heard and acted upon, and make sure that every child and young person has an effective and appropriate education led by top quality head teachers, class teachers and support staff.

Argyll & Bute's Education aim:

To work together to create a 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.

Armed Forces Context within Helensburgh and Lomond

Her Majesty's Naval Base (HMNB) Clyde, at Faslane, is a major local employer for both civilian and Service personnel and has a direct impact on the number of Service children currently enrolled within Helensburgh and Lomond Schools.

HMNB Clyde has a wide range of roles, the most well-known being the home to the United Kingdom's Strategic Nuclear Deterrent Force and the new ASTUTE Class Fleet submarines. However it is also the Baseport for the First Mine Countermeasure Squadron (MCM1) and the Faslane Patrol Boat Squadron (FPBS). HMNB Clyde is also the home of the Royal Marine's Fleet Protection Group (FPGRM) and the Northern Diving Group (NDG). It also has significant numbers of Armed Forces personnel involved in training, engineering support, personnel support, administration and medical roles.

The variety of different ships, submarines and support organisations and their differing roles means that there is a constant cycle of, often unpredictable, deployment patterns. Depending upon the particular role being conducted there can be times when contact between Service personnel and their families can be extremely limited, often for extended periods.

Our Service children and young people often experience situations and challenges that their civilian counterparts may not. Particularly coping without a parent during deployments and the general uncertain stability of some jobs can have an impact upon Service children. Mobility within the Services may also mean that children change schools and geographical locations more frequently, adding extra pressures.

Education, from early years through to higher education, can provide the stability to help children and young people through these times.

SERVICE FAMILY LIAISON

Teaching Staff

Teaching staff in Helensburgh and Lomond are aware of the issues faced by children from Armed Forces through training opportunities and their close links to the community.

Staff will support your child in their new learning community, help them settle in, ensure that they continue to learn and also identify and support pupils who have gaps in their learning that have arisen from moving between different education systems. Staff will provide pastoral and emotional support to pupils who may be affected by their parent's deployment.

Service Pupil Advisor



Davina Blair, Service Pupil Advisor, is the nominated person for overseeing and supporting Armed Forces Families in Argyll and Bute. Contact details: Colgrain Education Office Redgauntlet Road Helensburgh Argyll G84 7TZ Tel: 01436 657665 Email: Davina.blair@argyll-bute.gov.uk

The Service Pupil Advisor is a unique role created by Argyll and Bute Council to provide advice and support for the large numbers of Armed Forces children in the Helensburgh and Lomond area. This temporary post is funded by the MOD Education Support Fund.

Their role is to act as a key contact and point of reference for Armed Forces families. They are involved in providing opportunities for families to come together to discuss and learn about issues which are important to them. They also contribute to the development of training for staff to help raise awareness in schools of issues facing Armed Forces families in our area.

The Service Pupil Advisor aims to strengthen the pupil voice by promoting and developing HMS Heroes groups, currently established in some schools in Helensburgh and Lomond. They are also working with high school pupils to create a DVD outlining the specific challenges faced by children from Armed Forces families.

Liaison with HMNB Clyde

Argyll & Bute Council work alongside staff at HMNB Clyde to ensure that families from our Armed Forces continue to be an important part of our community. This is enshrined in the Argyll & Bute Armed Forces Community Covenant Agreement.

INFORMATION ABOUT SCHOOLS IN HELENSBURGH AND LOMOND

Overview of Education provision in Helensburgh and Lomond

Scotland's Education System provides a curriculum for children aged 3 – 18.

In Scotland, Local Authorities have had a duty to secure a funded part-time early learning and childcare place for every 3 and 4 year old whose parents wish it. You are entitled to a funded part-time place for your child, broadly speaking, from the beginning of the school term starting after their third birthday.

Children begin primary school at the starting age of 4-5 years old. Your child will be placed automatically into Primary 1 in August if his or her fifth birthday falls between 1 March of that year and the last day of February the following year.

Children normally transfer to secondary school after the Primary 7 stage (see table below):

Starting Age	Provision	Stage
3	Pre-5 unit	Early Years
3-4	Pre-5 unit	Early Years
4-5	Primary	Primary 1
5-6	Primary	Primary 2
6-7	Primary	Primary 3
7-8	Primary	Primary 4
8-9	Primary	Primary 5
9-10	Primary	Primary 6
10-11	Primary	Primary 7
11-12	Secondary	S1
12-13	Secondary	S2
13-14	Secondary	S3
14-15	Secondary	S4
15-16	Secondary	S5
16-17	Secondary	S6

Within the Helensburgh and Lomond area, there are 13 local authority schools in total; 11 primary schools, Parklands School which offers provision for children with special needs from 5 to 19 years old, and Hermitage Academy, the associated secondary school in the area, which children from associated primary schools attend.

There is a variety of pre-school provision; Section 3 of this pack provides more detail.

INFORMATION ABOUT SCHOOLS IN HELENSBURGH AND LOMOND

Your Local School and Catchment Areas in Helensburgh and Lomond

Argyll & Bute Council, like other Councils in Scotland, has divided towns and country areas into catchment areas. Children living in a catchment area usually go to the local school within their catchment area.

Denominational Schools

In Helensburgh and Lomond, the denominational school is St Joseph's Primary School located in Helensburgh. Parents can choose to request their child further their denominational schooling at Our Lady and St Patrick's High School in neighbouring council West Dunbartonshire.

Secondary School

The secondary school for Helensburgh and Lomond is Hermitage Academy in Helensburgh.

Locating your child's catchment area school

If you know the postcode of where you will be living, you can send an enquiry through the following link to establish which is your child's catchment school www.argyll-bute.gov.uk/forms/contact-us

Service Family Accommodation in Helensburgh and Lomond

If you know you will be living in service family accommodation in Helensburgh, the catchment schools are as follows:

Service Family	Non-	Roman	Non-	Roman
Accommodation	denominational	Catholic	denominational	Catholic
	primary school	primary school	secondary	secondary
			school	school
Churchill	John Logie	St Joseph's	Hermitage	Our Lady & St
Estate,	Baird Primary	Primary	Academy	Patrick's High
Helensburgh	School	School		School
Colgrain Estate,	Colgrain	St Joseph's	Hermitage	Our Lady & St
Helensburgh	Primary School	Primary	Academy	Patrick's High
		School		School
Bannachra	Hermitage	St Joseph's	Hermitage	Our Lady & St
Estate,	Primary School	Primary	Academy	Patrick's High
Helensburgh		School		School
McKenzie	Rhu Primary	St Joseph's	Hermitage	Our Lady & St
Estate, Rhu	School	Primary	Academy	Patrick's High
		School		School

INFORMATION ABOUT SCHOOLS IN HELENSBURGH AND LOMOND

If you are awaiting allocation of housing

If you don't have a postcode, as you are awaiting allocation of housing, you are still able to register your child for school. You will be required to complete a placing request. The form (PC1(a)) can be downloaded at www.argyll-bute.gov.uk, click on the link to 'Schools, Education and learning', then click on 'Register your child for school' then scroll down and click on 'form (PC1(a)). The postal address can be found on the form.

School transport

Primary pupils living further than 2 miles from their catchment school, and Secondary pupils living further than 3 miles from their catchment school will be entitled to free transport. More details can be found at

www.argvll-bute.gov.uk/educationandlearning/school-transport

Choosing a school other than your catchment school

In Scotland you have the right to decide the catchment school is not the school you wish to send your child to; this is known as a placing request. The council has a duty to grant such a request wherever possible. However, the size of the school, the current roll and number of children who already live in the catchment area and other factors will affect the council's ability to grant a placing request.

Note, if a placing request is granted, your child will not be entitled to a free transport. It is the responsibility of the parent/carer to transport their child to school and back.

For more information regarding this, please visit Argyll & Bute Council's website, click on the link 'Schools, Education and Learning', then click on the 'Register your child for school' link.

How to enrol your child in a school

When deciding on the school you prefer, here are some important things to keep in mind.

- Arrange to visit the school and speak to the Head Teacher. Schools make • special arrangements to welcome visitors and it is advisable to find out what these arrangements are. A telephone call to make an appointment always helps. All our schools in Helensburgh and Lomond have a website; details of this are located later in this section.
- If you decide you want to know about other schools before you make up your • mind, try to arrange a visit by telephone or by letter, to the schools you are considering. You will find all details of local schools later in this section.
- You may also wish to take into account when choosing a school the ٠ environmental impact of how your child would travel there each day if not eligible for free school transport. This may include exploring what options there are for travelling to the school such as walking or cycling. A helpful publication produced by Parentzone is the document 'Choosing a school - a guide for parents' can be found at www.educationscotland.gov.uk/parentzone/myschool/choosingaschool

INFORMATION ABOUT SCHOOLS IN HELENSBURGH AND LOMOND

Deferred Entry to School or Early Entry to School

Children whose fifth birthday falls in January or February have the right to start school at 4½. They also have the right to defer entry and to have a free Early Learning and Childcare place for an extra year. Please visit www.argyll-bute.gov.uk/registering-your-child-nursery for more information.

For further information regarding early entry, please visit www.argyll-bute.gov.uk/education-and-learning/school-placement-early-entry

Parents/carers may have concerns about the stage of schooling your child enters into when moving to our area. If you do have concerns, our Head Teachers will be happy to discuss these with you. Contact your schools Head Teacher to arrange a discussion regarding this. Contact details are located in Section 3 of this booklet.

Child Protection

The Argyll and Bute Child Protection Committee brings together all the organisations involved in protecting children in the area. Should you wish further information on Child Protection or if you have a concern about a child or young person's welfare and safety, visit the council's website for further information at www.argyll-bute.gov.uk/abcpc

Argyll & Bute Council's Anti-Bullying Policy

Argyll and Bute Council is committed to providing a safe and supportive environment for all people in its educational establishments and promoting a culture where bullying is recognised as being unacceptable.

Bullying behaviour is not, and should never be, an inevitable part of school life or a necessary part of growing up.

All schools in Argyll & Bute Council are committed to the following:

- promote respectful relationships between staff, between staff and parents, staff and children and amongst children;
- stop any bullying as quickly as possible;
- raise awareness and prevent bullying behaviour;
- provide appropriate support and intervention to all those involved to limit the impact of bullying behaviour.

More details of this policy can be found at www.argyll-bute.gov.uk/school-policies-and-plans

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INFORMATION ABOUT SCHOOLS IN HELENSBURGH AND LOMOND

Argyll & Bute Education Services Schools in Helensburgh and Lomond

Arrochar Primary School



Arrochar Primary School Tarbet Arrochar Argyll and Bute G83 7DG Tel: 01301 702261 Website: www.arrochar.argyll-bute.sch.uk Email: enquiries@arrochar.argyll-bute.sch.uk

Arrochar Primary School is a non-denominational, co-educational, school covering stages P1 - P7. The school is located in the village of Tarbet. The school serves the communities of Arrochar, Tarbet and the surrounding area.

Cardross Primary School



Cardross Primary School Kirkton Road Cardross G82 5PN Tel: 01389 841433 Website: <u>www.cardrossprimary.org/</u> Email: <u>enquiries@cardross.argyll-bute.sch.uk</u> Follow us on Twitter @CardrossPrimary

Cardross Primary School is a non-denominational, co-educational school covering stages P1 - P7. The school is located in the village of Cardross which is situated between Helensburgh and Dumbarton.

Colgrain Primary School



Colgrain Primary School and Nursery Redgauntlet Road Helensburgh G84 7TZ Tel: 01436 673557 Website: <u>www.colgrain.argyll-bute.sch.uk</u> Email: <u>enquiries@colgrain.argyll-bute.sch.uk</u>

Colgrain Primary School is a non-denominational, co-educational school covering stages P1 – P7. The school is located in the town of Helensburgh.

SECTION 3

INFORMATION ABOUT SCHOOLS IN HELENSBURGH AND LOMOND

Garelochhead Primary School



Garelochhead Primary School Feorlin Way Garelochhead G84 0DG Tel: 01436 810322 Website: <u>www.garelochhead.argyll-bute.gov.uk</u> Email: <u>enquiries@garelochhead.argyll-bute.sch.uk</u>

Garelochhead Primary School is a non-denominational, co-educational school covering stages P1 – P7. The school is located within Bendarroch Park in the village of Garelochhead. The catchment area stretches from Shandon to Rahane on the Gareloch and as far as Strone Mallon on Loch Long. The village of Portincaple also lies within the catchment.

Hermitage Primary School



Hermitage Primary Argyll Street East Helensburgh G84 7EW Tel: 01436 672949 Website: www.hermitageprimaryschool.org Email: enguiries@hermitage-pri.argyll-bute.sch.uk

Hermitage Primary School is a non-denominational, co-educational school covering stages P1 – P7. The school is located in the town of Helensburgh.

John Logie Baird Primary School



John Logie Baird Primary 1 Winston Road Helensburgh G84 9EP Tel: 01436 674001 Website: <u>www.johnlogiebaird.argyll-bute.sch.uk</u> Email: enquiries@johnlogiebaird.argyll-bute.sch.uk

John Logie Baird Primary School is a non-denominational, co-educational school covering stages P1 – P7. The school is located in the town of Helensburgh.

SECTION 3

INFORMATION ABOUT SCHOOLS IN HELENSBURGH AND LOMOND

Luss Primary School



Luss Primary School Luss by Alexandria G83 8NY Tel: 01436 860244 Website: <u>www.luss.argyll-bute.sch.uk</u> Email: <u>enquiries@luss.argyll-bute.sch.uk</u>

Luss Primary is a non-denominational, co-educational school covering stages P1 - P7. The school is situated in the village of Luss.

Rhu Primary School



Rhu Primary School Rhu Argyll G84 8RS Tel: 01436 820316 Website: <u>www.rhu.argyll-bute.sch.uk</u> Email: <u>enquiries@rhu.argyll-bute.sch.uk</u>

Rhu Primary is a non-denominational, co-educational school covering stages P1 – P7. The school is situated in the village of Rhu.

St Joseph's Primary School



St Joseph's Primary School Old Luss Road Helensburgh G84 7LR Tel: 01436 671748 Website: <u>www.st-josephs.argyll-bute.sch.uk</u> Email: <u>enquiries@st-josephs.argyll-bute.sch.uk</u>

St Joseph's Primary is a Roman Catholic, co-educational school, situated in the town of Helensburgh serving the Helensburgh and Lomond area of Argyll and Bute. St. Joseph's Primary covers the stages P1 - P7.

INFORMATION ABOUT SCHOOLS IN HELENSBURGH AND LOMOND

Parklands School



Parklands School 27 Charlotte Street Helensburgh G84 7EZ Tel: 01436 673714 Website: <u>www.parklands.primaryblogger.co.uk</u> Email: <u>parklands.enquiries@ea.argyll-bute.sch.uk</u>

Parklands School in Helensburgh is a purpose-built school for pupils with Complex Additional Support Needs. The school meets the needs of pupils from 5 to 19 years with a wide range of Additional Support Needs, including; moderate, severe and complex learning difficulties, autistic spectrum disorders, complex and multiple disabilities and social, emotional and behavioural needs.

Hermitage Academy



Hermitage Academy Cardross Road Helensburgh G84 7LA Tel: 01436 672145 Website: www.hermitageacademy.argyll-bute.sch.uk

Email: enquiries@hermitageacademy.argyll-bute.sch.uk

Hermitage Academy is the largest secondary school in Argyll and Bute and is located in the town of Helensburgh. The catchment area includes the town of Helensburgh and the villages of Cardross, Rhu, Shandon, Garelochhead, Clynder, Rosneath, Kilcreggan, Arrochar, Tarbet and Luss. It also includes other rural areas and it stretches from the Firth of Clyde, to Loch Lomond and as far as the Rest and Be Thankful. Hermitage Academy is a non-denominational, comprehensive school provides secondary education for pupils from S1 to S6.

INFORMATION ABOUT SCHOOLS IN HELENSBURGH AND LOMOND

Partner Secondary School

Our Lady & St Patrick's High School



Our Lady and St Patrick's High School 50 Hawthornhill Road Dumbarton G82 5JN Tel: 01389 762101 Website: <u>www.olsp.org.uk</u> Email: <u>schooloffice.olsp@west-dunbarton.gov.uk</u>

Our Lady & St Patrick's High School is a Roman Catholic secondary school which is located in Dumbarton and serves the catchment area of Helensburgh and Lomond, as well as Balloch and Dumbarton. Our Lady & St Patrick's High School provides secondary education for pupils from S1 to S6. St Joseph's Primary in Helensburgh is a partner primary school.

Independent Schools

Lomond School



Lomond School 10 Stafford Street Helensburgh G84 8JX Tel: 01436 672476 Website: www.lomondschool.com Email: admin@lomondschool.com

The Independent Lomond School is situated in Helensburgh and is a co-educational school. It provides day places for children aged 3 to 18 years and weekly and termly boarding options from the age of 10. Lomond School is the West of Scotland's only day and boarding school.

EARLY YEARS AND CHILDCARE

Early Learning and Child Care (ELCC) Provision in Argyll & Bute

The first years of your child's education – from birth to the start of primary school - are often called the 'early years'.

Free Early Learning and Child Care is available for all three and four year olds in Scotland.

The number of hours of free Early Learning and Child Care (formerly Preschool education) for children ages three and four has increased to 16 hours per week. Some two year olds will also receive this full entitlement if they are looked after under a kinship care order or with a parent-appointed guardian and/or if you are receiving certain qualifying benefits.

Find information on the Scottish Government website about qualifying benefits at <u>http://www.gov.scot/Topics/People/Young-People/early-years/parenting-early-learning/childcare</u> or contact the Argyll & Bute Early Years Helpline on 01369 708503 or by email at <u>earlyyears@argyll-bute.gov.uk</u>

Parents of eligible children usually register at their preferred nursery in the February prior to their third birthday. Information leaflets will be available from Early Learning and Childcare Providers at the time of registration. Parents can obtain further guidance, from the Argyll & Bute Early Years Team.

Early Learning and Childcare and Out of School Providers in Helensburgh and Lomond

The following is a list of providers in the Helensburgh and Lomond area registered with the Care Inspectorate:

Name of Provider	Type of Provision	Address	Contact
Stepping Stones Private Nursery	Private Nursery (offering ELCC*)	110 West King Street, Helensburgh, G84 8DQ	Tel: 01436 673380 Email: <u>steppingstonesg84@gmail.com</u>
Garelochhead Playgroup	Voluntary Nursery (offering ELCC*)	Garelochhead Primary School, Feorlin Way, Helensburgh, G84 0DG	Tel: 01436 811162 Email: <u>GarelochheadPG.enquiries@ea.argyll</u> -bute.sch.uk Website: <u>http://www.garelochheadplaygroup.we</u> bs.com/

EARLY YEARS AND CHILDCARE

Name of	Type of	Address	Contact
Provider	Provision		
Mulberry Bush Nursery	Private Nursery offering wraparou nd care and out- of school care. (offering ELCC*)	17 Charlotte Street, Helensburgh, G84 7EY	Tel: 01436 679822 Email: <u>mulbushoffice@btconnect.com</u> Website: <u>http://www.mulberrybush-</u> argyll.co.uk/
Clyde Nursery	Private	Station Road,	Tel: 01436 821698
(open to MOD Military & Civilian staff only)	Nursery (offering ELCC*)	Shandon, by Helensburgh, G84 8HX	Email: <u>clydenurseryclyde@aol.co.uk</u> Website: <u>http://www.carouselnurseries.co.uk/</u>
Colgrain	Local	Redgauntlet	Tel: 01436 673557
Primary Pre	Authority	Road,	Email: enquiries@colgrain.argyll-
Five Unit	(offering	Helensburgh,	bute.sch.uk
	ELCC*)	G84 7TZ	Website: http://www.colgrain.argyll-
			bute.sch.uk/
John Logie	Local	1 Winston	Tel: 01436 674001
Baird Primary	Authority	Road,	Email:
Pre Five Unit	(offering	Helensburgh,	enquiries@johnlogiebaird.argyll-
	ELCC*)	G84 9EP	bute.sch.uk
			Website: www.johnlogiebaird@argyll-
			bute.sch.uk
Kilcreggan	Local	School Road,	Tel: 01436 842109
Primary Pre	Authority (offering	Kilcreggan,	Email:
Five Unit	ELCC*)	G84 0HT	mailto:enquiries@kilcreggan.argyll-
			bute.sch.uk
Lomond	Independ	10 Stafford	Tel: 01436 672476
School	ent	Street,	Email: admin@lomond-school.org
Nursery	Nursery	Helensburgh,	Website: www.lomondschool.com/
, see g	School	G84 9JX	
	(offering		
	ELCC*)		
Kidlywinks	Private	Shore Road,	Tel: 01436 831242
Nursery	Nursery	Clynder, by	
	(offering	Rosneath, G84	
	ELCC*)	0QD	

SECTION 4

EARLY YEARS AND CHILDCARE

	T	A 1 1	0
Name of	Type of	Address	Contact
Provider	Provision Private	1 Alexander	Tel: 01436 821554
Kanga Rhu Preschool	Nursery	Place,	Email: annelouise2010@live.co.uk
1 16301001	(offering	Smugglers	Linali. alineiodisezo lo@live.co.uk
	ELCC*)	Way, Rhu,	
		G84 8JF	
The Cottage	Private	31 East	Tel: 01436 671275
Kindergarten	Nursery	Montrose	Email: helenbaynham@hotmail.co.uk
Ū	(offering	Street,	Website:
	ELCC*)	Helensburgh,	www.thecottagekindergarten.co.uk/
		G84 7HR	
St. Joseph's	Local	Old Luss	Tel: 01436 671748
Primary	Authority	Road,	Email: enquiries@st-josephs.argyll-
Family	(offering	Helensburgh,	bute.sch.uk
Learning	ELCC*)	G84 7LR	Website: <u>www.st-josephs.argyll-</u>
Centre			bute.sch.uk/
Arrochar	Local	Tarbet, by	Tel: 01301 702261
Primary Pre	Authority	Arrochar,	Email: enquiries@arrochar.argyll-
Five Unit	(offering	Argyll,	bute.sch.uk
	ELCC*)	G83 7DG	Website: www.arrochar.argyll-
	,		bute.sch.uk/
Cardross	Voluntary	Church Halls,	Tel: 01389 849089
Parish Church	Nursery	Station Road,	Email: <u>carol.paterson@virgin.net</u>
Playgroup	(offering	Cardross, G82	
	ELCC*)	5NL	
Nursery	Private	2 Reay	Tel: 01389 849227
Rhymes	Nursery	Avenue,	Email: <u>nurseryrhymes1@yahoo.co.uk</u>
Childcare Ltd.	offering	Cardross, G82	
	wraparou	5NT	
	nd care.		
	(offering		
	ELCC*)		
	(offering		
	ELCC*)		Tak 04420 070000
B.A.S.I.C. and Corner House	Voluntary	13 East King	Tel: 01436 679666
Corner House Creche	Out of School	Street, Helensburgh,	Email: <u>manager.basic@yahoo.co.uk</u> Website: <u>www.basicchildcare.co.uk/</u>
CIECHE	Care and	G84 7QQ	
	Creche		
		1	

SECTION 4

EARLY YEARS AND CHILDCARE

Name of	Type of	Address	Contact
Provider	Provision		
Geilston Hall After School Club	Private out of School Care Provision	Geilston Hall, Main Road, Cardross, G82 5PA	Tel: 01389 849227

*ELCC (Early Learning and Child Care).

Details of Care Inspectorate Reports can be found <u>www.careinspectorate.com</u>

Dinky Dolphins is a Voluntary Run Creche who do not provide ELCC. They are not registered with the Care Inspectorate as sessions are under two hours and parents remain on the premises. Contact details are as follows:

Name of	Type of	Address	Contact
Provider	Provision		
Dinky	Voluntary	Families Centre,	Tel: 07920 022510
Dolphins	Run	Churchill Square,	Email: <u>DinkyDolphins123@aol.com</u>
Creche	Creche	Helensburgh,	
(Open to		G84 9HL	
Military			
families only)			

THE CURRICULUM, ASSESSMENT AND QUALIFICATIONS

Introduction

Curriculum for Excellence (CfE) is the curriculum in Scotland which applies to all children and young people aged 3-18, wherever they are learning. It aims to raise achievement for all, enabling children and young people to develop the skills, knowledge and understanding they need to succeed in learning, life and work.

The Four Capacities - the curriculum aims for all children to become:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

The Eight Curriculum areas are:

- Expressive Arts including art and design, dance, drama and music
- Health and Wellbeing mental, emotional, social and physical wellbeing; PE; food and health; substance misuse; and relationships, sexual health and parenthood
- Languages listening and talking, reading and writing in English and modern languages, plus classical languages and literacy, and Gaidhlig/Gaelic learners (where available)
- **Mathematics** including analysing information, solving problems and assessing risk
- Religious and Moral Education (denominational and non-denominational) learning about Christianity, other world religions, and developing values and beliefs
- **Sciences** understanding important scientific concepts across planet Earth, forces, electricity and waves, biological systems, materials and topical science
- **Social Studies** understanding people, place and society in the past and present including history, geography, modern studies and business education
- **Technologies** including computing science, food, textiles, craft, design, engineering, graphics and applied technologies

Entitlements

All young people in Scotland are entitled to:

- A coherent curriculum smooth progression through the curriculum outcomes.
- A broad general education.
- Support assistance to help learners access the curriculum.
- Skills for learning, life and work to develop skills for employment with the opportunity to put learning into a practical context.

THE CURRICULUM, ASSESSMENT AND QUALIFICATIONS

- A senior phase to prepare for qualifications and develop skills for the future.
- Positive destinations to support young people to move successfully onto work or further education.

16+ Learning Choices

16+ Learning Choices is a guaranteed offer of a place in post-16 learning for every young person who wants it. This is the Scottish Government's model for helping young people to stay in learning after the age of 16. 16+ Learning Choices looks to help reduce youth unemployment in Scotland and to contribute towards economic growth. 16+ Learning Choices seeks to equip all young people in Scotland with the skills and knowledge they need post-school to achieve their full potential and find a positive destination in further education, training or employment. 16+ Learning Choices is seen as an integral part of Curriculum for Excellence.

16+ Learning Choices ensures that there is partnership working with Skills Development Scotland, Local Authorities, Schools, Jobcentre Plus, Colleges and other providers of learning and support to ensure all young people in Scotland are supported into positive and sustained destinations.

Assessment

Scotland has introduced a new assessment framework and new qualifications that best support and reflect children's learning. This will raise standards of achievement, improve learning experiences and develop skills for learning, life and work.

What does assessment cover?

- The ways teachers support and assess children's learning and monitor progress.
- Reporting to parents in writing and discussions to help them understand their child's progress and what parents can do to help their child's learning.
- Formal recognition of learners' achievements through profiles and qualifications.

What and how will teachers assess?

Teachers carry out ongoing assessment to see what children know, understand and are able to do. Teachers assess in a number of ways, such as watching pupils carry out tasks like practical investigations and providing written responses to a report or project.

THE CURRICULUM, ASSESSMENT AND QUALIFICATIONS

When will teachers assess a child's learning?

Assessment will take place throughout the school year. Parents are key partners in learning, and assessment gives them a chance to be involved in understanding, reviewing and planning next steps. Parents can discuss any concerns or questions about their child's learning with the school.

How will assessment be reported?

Parents will receive information on their child's progress. This information may be in the form of an annual written report or more regular written or oral reports. Regardless of the format the report will provide clear, positive and constructive feedback about children's learning and their progress against national standards and expectations.

What are profiles?

All children and young people will have their achievements and progress formally recorded. At Primary 7 and S3, a 'profile' is created. The profile confirms how they are doing, records their achievements and progress against national standards and expectations, noting any awards. It records achievement in literacy and numeracy. It also contains a learner statement – their thoughts on their own achievements.

Qualifications

Qualifications in Scotland have changed. New qualifications will continue developing learners' knowledge and understanding, and will have more of a focus on developing skills.

The new qualifications recognise that different learners perform at their best in different ways, and are designed to reward learners for their skills in performance based activities as well as in academic tasks.

Curriculum Levels and Qualifications

The table below outlines a rough guide of the different curriculum levels and qualifications that may be offered in the 3-18 Curriculum in Scotland:

Starting Age	Year Group	Curriculum Level
3	Nursery	Early Level
3-4	Nursery	Early Level
4-5	Primary 1	Early Level
5-6	Primary 2	First Level
6-7	Primary 3	First Level
7-8	Primary 4	First Level
8-9	Primary 5	Second Level
9-10	Primary 6	Second Level
10-11	Primary 7	Second Level
11-12	Secondary 1	Third Level

THE CURRICULUM, ASSESSMENT AND QUALIFICATIONS

Starting Age	Year Group	Curriculum
		Level/Qualifications
12-13	Secondary 2	Third/Fourth Level
13-14	Secondary 3	Third/Fourth Level
14-15	Secondary 4	National 4/National 5
		Qualifications
15-16	Secondary 5	National 4/National
		5/Higher Qualifications
16-17	Secondary 6	Choices of: Advanced
		Higher, Higher, National 4,
		National 5

Information about the current qualifications offered at Hermitage Academy can be found at <u>www.hermitageacademy.argyll-bute.sch.uk</u>

Information about the current qualifications offered at Our Lady & St. Patrick's High School can be found at <u>http://www.olsp.org.uk/</u>

The Scottish Qualifications can be further illustrated in the diagram below:

0005				Overlife entropy of the t	
SCQF Levels		SQA Qualifications		Qualifications of Higher Education Institutions	SVQs/MAs
12			\uparrow	Doctoral Degree	Professional Apprenticesh
11	Some SQA qua			Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Professional Apprenticesh SVQ 5
10	See www.sqa.org.			Honours Degree, Graduate Diploma, Graduate Certificate	Professional Apprenticesh
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				

Please visit <u>www.scqf.org.uk</u> to view an interactive version of the above diagram.

THE CURRICULUM, ASSESSMENT AND QUALIFICATIONS

Where can I get information or ask a question?

Speak to your local school or visit their website or visit: <u>www.youngscot.org</u> (learners) <u>www.parentzonescotland.gov.uk</u> (parents and carers) <u>www.employersandyoungpeople.co.uk</u> (employers) <u>www.sqa.org.uk</u> (information on qualifications) <u>www.hmie.gov.uk</u> (standards, inspections) <u>www.ltscotland.org.uk</u> (teaching practice and support) <u>www.engageforeducation.org</u> (share ideas and questions about education issues) <u>www.scotland.gov.uk/cfeinaction</u> (examples of CfE in action)

UK Comparison of stages in Education for Children

Starting Age	Scotland	England and Wales	Northern Ireland
3	Nursery – Early Level	Nursery (universally	Nursery (universally
	(universally available but	available but non-	available but non-
	non-compulsory)	compulsory	compulsory
3-4	Nursery – Early Level (universally available but non-compulsory)	Primary – Key Stage 1 Reception Class	Primary – Key Stage 1 Year 1
4-5	Primary – Early Level	Primary – Key Stage 1	Primary – Key Stage 1
	P1	Year 1	Year 2
5-6	Primary – First Level	Primary – Key Stage 1	Primary – Key Stage 1
	P2	Year 2	Year 3
6-7	Primary – First Level	Primary – Key Stage 2	Primary – Key Stage 2
	P3	Year 3	Year 4
7-8	Primary – First Level	Primary – Key Stage 2	Primary – Key Stage 2
	P4	Year 4	Year 5
8-9	Primary – Second Level	Primary – Key Stage 2	Primary – Key Stage 2
	P5	Year 5	Year 6
9-10	Primary – Second Level	Primary – Key Stage 2	Primary – Key Stage 2
	P6	Year 6	Year 7
10-11	Primary – Second Level	Secondary – Key Stage 3	Secondary – Key Stage 3
	P7	Year 7	Year 8
11-12	Secondary – Third Level S1	Secondary – Key Stage 3 Year 8	Secondary – Key Stage 3 Year 9
12-13	Secondary – Third/Fourth Level S2	Secondary – Key Stage 3 Year 9	Secondary – Key Stage 3 Year 10

SECTION 5

THE CURRICULUM, ASSESSMENT AND QUALIFICATIONS

Starting Age	Scotland	England and Wales	Northern Ireland
13-14	Secondary – Third/Fourth Level S3	Secondary – Key Stage 4 Year 10	Secondary – Key Stage 4 Year 11
14-15	Secondary – Senior Phase S4	Secondary – Key Stage 4 Year 11	Secondary – Key Stage 4 Year 12
End of C	ompulsory Schooling		
15-16	Secondary – Senior Phase S5	Secondary – (Lower Sixth) Year 12	Secondary Year 13
16-17	Secondary – Senior Phase S6	Secondary – (Upper Sixth) Year 13	Secondary Year 14

It's important to note from this chart, that there are significant differences between Scotland and England/Northern Ireland.

For example, children in England and Northern Ireland attend Primary at an earlier age than children in Scotland. This may mean your child may return to Nursery Education if you move to Scotland when your child is aged 4-5

Furthermore, children in England and Northern Ireland attend Secondary School at the starting age of 10-11, whereas children in Scotland attend Primary 7 at the starting age of 10-11. This may mean your child is placed in Primary Education if you move to Scotland when your child has already started, or is due to start Secondary School in England. This in no way affects their academic progress, as is illustrated in the table above, and prior learning is taken into account.

ADDITIONAL SUPPORT NEEDS

All staff within the education service have a responsibility for addressing 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) Acts 2004 and 2009.

Children or young people may require additional support for a variety of reasons, either for short periods of time or throughout their education. Children with additional support needs may include those who:

- have motor or sensory impairments;
- are being bullied;
- are particularly able or talented;
- have experienced a bereavement;
- have a learning difficulty;
- are living with parents who are abusing substances;
- are living with parents who have mental health problems;
- have English as a second language;
- are not attending school regularly;
- have emotional or social difficulties (these may be a result of parental deployment);
- moving home frequently;
- are on the child protection register, and
- are young carers.

It is not possible to list all the reasons because it will always depend on the individual child.

What is important is that many circumstances may affect children's ability to learn. Support may need to come from health, social work or certain voluntary organisations, as well as from education. Professionals with different areas of expertise should all work together to make sure any support your child gets is properly tailored to their individual needs. Your child's needs may last a short time, and the problem may be resolved easily. Or their needs might be very complex, and they may require additional support for a number of years.

It is most helpful to discuss any questions, issues or concerns about the provision for additional support needs with the Head Teacher in the first instance.

Enquire

Enquire is the Scottish Advice Service for additional support for learning. They have produced leaflet 'A Parent's Guide to Additional Support for Learning' which can be accessed electronically via their website. Visit <u>enquire.org.uk/publications/parents-guide</u> for details.

ADDITIONAL SUPPORT NEEDS

Getting it Right for Every Child (GIRFEC)

Getting it right for every child (known as GIRFEC) is the national approach in Scotland intended to make sure that all the people who support your child work together seamlessly to give you and your child the right help at the right time.

What does GIRFEC mean for me and my child?

Whenever your child needs help or support, GIRFEC aims to make sure that both you and your child:

- feel confident about the help being given
- understand what is happening and why
- are listened to carefully, with your wishes heard and understood
- are appropriately involved in discussions and decisions that affect you
- can rely on appropriate help being available as soon as possible
- experience a fair and co-ordinated response from staff.

Important elements of GIRFEC are:

- By 2016 every child and young person aged 0-18 will have a named person someone that you or your child can contact whenever you have any concerns or problems. In Argyll & Bute every young person now has a named person. From birth to starting school, this is the Health Visitor. In Primary Schools, this will be the Head Teacher or Depute Head. In Secondary Schools, this will be the Guidance/Pastoral Teacher.
- If at any time your child needs support from people in different professions and organisations (for example health and social work) as well as school staff, someone called a **lead professional** will be appointed to ensure that all the people supporting your child work well together.

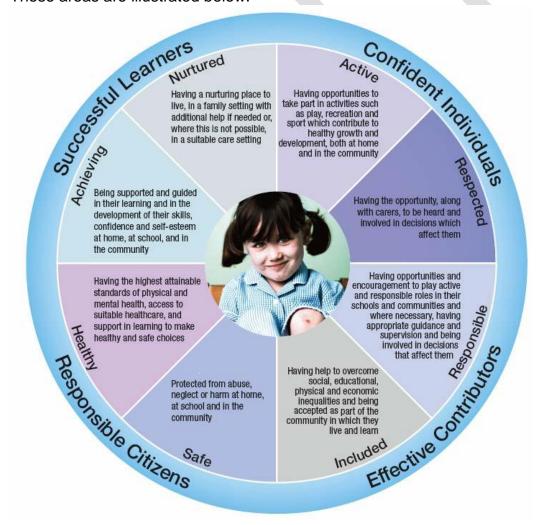
ADDITIONAL SUPPORT NEEDS

GIRFEC is about wellbeing

GIRFEC focuses on eight areas of wellbeing that are important for your child to grow and develop to reach their full potential. This is often referred as SHANARRI. The eight areas are

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Respected
- Responsible
- Included.

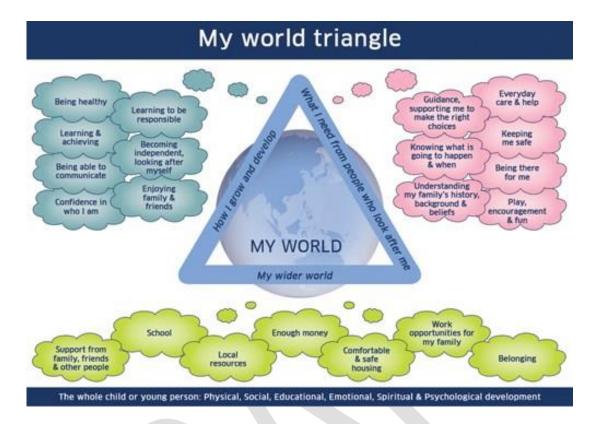
These areas are illustrated below:



Staff will use this wellbeing wheel to assess your child's wellbeing across all eight areas, and to identify what's good in a child's life and whether there are any areas where support is needed.

SECTION 6

ADDITIONAL SUPPORT NEEDS



Staff also use the 'My World Triangle' to understand a child or young person as a whole and to get a better picture of their needs.

The GIRFEC Planning Process

Any child who needs additional support will have a Universal Child's Plan. This is a document that uses specific tools to consider important information about a child or young person. The Universal Child's Plan records short and long term outcomes as well as actions need to be carried out to make these outcomes happen. This means help or support is co-ordinated and everyone is clear about who is doing what.

The Universal Child's Plan is the document used by every service involved in planning support for children and young people. The information that goes into a Universal Child's Plan is agreed at a Child's Plan meeting in which parents and children must be included.

Further information about GIRFEC

- <u>Wellbeing for young Scots</u> a young person's guide to GIRFEC
- <u>Children, young people and families</u> section of the Scottish Government website
- <u>Scottish Government Guide to Getting it right for every child</u>.

ADDITIONAL SUPPORT NEEDS

Children and Young People Act

The <u>Children and Young People (Scotland) Act 2014</u> takes forward the Getting it right for every child approach to ensure that:

- all children and young people from birth to 18 years old have access to a Named Person;
- a single planning process is put in place to support those children who require it;
- a definition of wellbeing exists in legislation, and
- public bodies have a duty to co-ordinate the planning, design and delivery of services for children and young people, with a focus on improving wellbeing outcomes, and to report collectively on how they are improving those outcomes.

Argyll & Bute's Educational Psychology Service

The role of the Educational Psychology service is to promote the wellbeing and development of all children and young people using the knowledge and evidence base of child psychology. Educational Psychologists have specialist knowledge of child psychology, development and education. They use this knowledge to work alongside teachers and others to help children and young people succeed in education and beyond.

The type of service your family will receive from Argyll and Bute's Educational Psychology Service will differ from services received in other parts of Britain. Scotland does not have a 'statementing' procedure but operates the wholly inclusive policy of GIRFEC (see above).

Schools and nurseries have at least one named psychologist who is responsible for meeting the psychological needs of all their pupils. If you know which school your child is to attend, you can find the name of the responsible psychologist/s from the Head Teacher, Manager or on our Educational Psychology Website <u>www.argyll-bute.gov.uk/education-and-learning/educational-psychology</u>

Where your child is arriving in the area with ongoing psychological assessment or support issues, and you are seeking continuity of support throughout your child's transition, you should inform the Head Teacher. If this is not possible, you may contact Head Office for have an informal discussion with Isabella Laporte (Administrator) or Roslyn Redpath (Principal Psychologist) as follows:

Argyll House, Alexandra Parade, Dunoon, PA23 8AJ. Tel 01369 708537

ADDITIONAL SUPPORT NEEDS

If new difficulties arise for your child once you have settled in the local area, the Head Teacher (Primary Schools and Nurseries) or Principal of Support for Learning (Secondary Schools) will normally begin the process of Staged Intervention.

In this process, at the first stage, the school works alongside education colleagues to rectify any difficulties within the school context. If difficulties persist, the school will move to the second stage and may recruit additional specialist support or outside agencies. If the difficulties do not respond to any of these interventions, the school may recommend moving to the third stage and discuss a referral to Educational Psychology with you.

'Information for Parents' and 'Information for Children and Young People' leaflets that explain the process of referral to Educational Psychology can be obtained by contacting Head Office at the above address/telephone number.

FREQUENTLY ASKED QUESTIONS

At what age do children in Scotland start school?

Your child will be placed automatically into a school in August if his or her fifth birthday falls between 1 March of that year and the last day of February of the following year.

How do I enrol my child in a school?

You should contact your local catchment school (details can be found in Section 3 of this leaflet.)

Is there any help with childcare costs in Scotland?

Parents of eligible children usually register at their preferred nursery in the February prior to their third birthday to access the entitlement of 16 hours free Early Learning and Childcare per week. (details can be found in Section 4 of this booklet.) Note that some two year olds will be eligible for this entitlement.

How will the teachers know where to start with my child?

We will ask the previous school for information about your child's previous learning and attainment and will review this carefully. We will also talk to your child and you about your thoughts and ideas and involve you in making decisions about next steps. We will also carry out assessments to gather information about your child's core skills in literacy and numeracy to ensure that we can develop these properly.

Teachers in Argyll & Bute are aware of the differences between curriculums in the UK, are capable of identifying any gaps in learning, and will welcome and support your child to settle into their new school.

What are the dates for school holidays?

These can be found on our website <u>www.argyll-bute.gov.uk</u> by clicking the link to 'Schools, Education and Learning.'

Where can I buy the school uniform?

Details regarding school uniform can be found on the school's website or by contacting the school directly (see Section 3 for details.)

FREQUENTLY ASKED QUESTIONS

Is there any help with school meals and the cost of uniform in Scotland?

In Scotland all pupils in Primary 1-3 are entitled to a free school meal. Parents do not have to register for this; all pupils will receive this meal automatically.

Your child may qualify for free school meals beyond Primary 3 if you are in receipt of certain benefits, please contact the relevant school (during term time). You can apply for free school meals at www.argyll-bute.gov.uk/education-and-learning/school- www.argyll-bute.gov.uk/education-and-learning/school-

School Clothing Grants are available if you are in receipt of certain benefits. You can find out more by visiting <u>www.argyll-bute.gov.uk/education-and-learning/school-</u> <u>clothing-grant</u>

Financial assistance in the form of an Education Maintenance Allowance is available if you are 16 to 19 years old and attend a school or college in Argyll & Bute, and come from a low household income. Find out more by visiting <u>www.argyll-bute.gov.uk/education-and-learning/education-maintenance-allowance</u>

Will my child's school receive a Pupil Premium payment?

The Pupil Premium Scheme which operates in England does not apply in Scotland. However, since 2011 Argyll and Bute Council have been accessing the MOD Education Support Fund, to provide extra support and resources for our children from Armed Forces families in schools. For example, additional teaching staff have been employed in schools in Helensburgh and Lomond from this funding. Resources and training to support emotional wellbeing and numeracy such as 'Seasons for Growth' and 'Maths Recovery' have been funded using the MOD Education Support Fund. The funding also allows for continuous training opportunities for staff in Helensburgh and Lomond to share practice and support colleagues who work with children from Armed Forces families.

When a GIRFEC plan is being made, is the fact that a child is a service child taken into consideration?

Universal Children's Plans are created using GIRFEC (Getting it Right for Every Child) methodology and all factors that affect a young person are taken into consideration at the assessment stage. This may include being a young person in a service or veteran family – where this information is disclosed to us by the parent/carer. Further details regarding GIRFEC can be found in Section 6 of this booklet, or our website page can give you more information: www.argyll-bute.gov.uk/girfec

FREQUENTLY ASKED QUESTIONS

What would happen in Argyll & Bute if a service family came to the area with a halfcompleted EHC or Statement as known by in England?

All information shared by previous schools regarding a young person moving into Argyll and Bute is taken into consideration when assessing their needs. Young people are assessed within the environment of their new school and any appropriate additional assessment needed is requested by the school.

What is the procedure in place in Argyll & Bute if a service family were moving to the area and needed to place their child in a school, however they did not at that point have an address?

The procedure for any family moving into the area without having a current address in the area is that a placing request is made to the school of their choice. This will then be considered following the process outlined on our website. You can view this process at<u>www.argyll-bute.gov.uk/education-and-learning/placing-your-child-school</u>

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SECTION 8

HELP US TO PROVIDE FOR YOUR CHILDREN IN OUR SCHOOLS

It is important to pass on as much information about your child as possible to their school. You should include:

- Relevant information about the family number of children in family, long term deployments.
- A list of schools your child has attended.
- Examples of your child's work.
- Information about what your child is good at or enjoys doing
- Information about your child's activities and interests.
- Achievements
- Their last school report.
- Details of any difficulties your child has had at school, eg, settling in, additional support needs
- Information about medical conditions and dietary needs
- Any National Curriculum or other test results.

In Section 9 of this pack, there is a Moving Schools Pack created by CEAS which supports you in keeping a record of the above.

Identification to school of a parents service status in the Armed Forces

Parents/carers within the Armed Forces (Regular, Reserve and Veterans) are encouraged to ensure that the Head Teacher of their child's school is aware of their service status so that the school is able to work in partnership to provide informed support if and when it is needed.

Why is this important?

The health and wellbeing of all children is a key focus of education in Scotland. Pupils are encouraged to learn, perform and work towards achieving their own potential.

How to let the school know that your child is part of an Armed Forces family?

School registration forms will offer a section where you can indicate that your child is part of an Armed Forces family.

Schools need to know so that support can be provided in partnership with your family

Children and young people from Armed Forces families often experience numerous changes in their lives which means that they may need additional support – albeit for a short time – to help them cope with the effects of these changes.

HELP US TO SUPPORT YOUR CHILDREN IN OUR SCHOOLS

Support provided by the school might relate to:

- mobility
- deployment
- periods of separation due to training, deployment, posting, assignment
- interrupted learning due to mobility
- moving from one school to another at times throughout the year
- increased levels of anxiety or worry
- adjusting to a new school community
- leaving friends and peer groups
- making new friends
- learning new educational systems, the language and setting.

Transitions can have a big impact on children's learning and wellbeing and it is important that parents are well informed to help them support their children as they move onto different stages of learning. Transitions can include moving to primary school from nursery, moving from primary to secondary school, moving to the senior phase of Curriculum for Excellence and then post-school learning, training or work. Transitions also include any changes in a pupil's learning journey, for example when a pupil changes school or when learning is interrupted.

Further information for supporting your child at school for Service families can be found at <u>adescotland.org.uk/service-children/</u>

YOUTH CLUBS AND ORGANISATIONS IN HELENSBURGH AND LOMOND

There is a superb variety of clubs and organisations for our children and young people in Helensburgh and Lomond, which cater for all interests. Most schools also run after-school clubs for children. Details can be obtained from your local school. Clubs and organisations are split into different areas and listed below.

Young Scot

Young people aged 11-26 years old qualify for the National Entitlement Card which offers a variety of benefits including travel discounts. Further details can be found and applications made at the Young Scot website www.youngscot.org/the-young-scot-card/

If you are aged between 11 and 16, you can apply for a card by telephoning 01546 604142 which will put you through to Argyll & Bute's Young Scot Service.

Skills Development Scotland

An organisation that delivers the Scottish Government's guarantee to offer a place in education or training for all 16-19 year olds. Helensburgh Job Centre. Telephone 01389 761421 to arrange an appointment.

Helensburgh Area

Helensburgh and Lomond Youth Forum

Representing views and aspirations of young people. Contact Youth Services, Helensburgh on 01436 658740.

Youth Information Service

Information on various subjects. Hermitage Academy on Monday, Tuesday and Thursday lunchtimes. Contact Youth Services, Helensburgh on 01436 658740.

Helensburgh Library

West King, Street, Helensburgh. Visit

www.argyll-bute.gov.uk/library/helensburgh-library for details and opening times.

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YOUTH CLUBS AND ORGANISATIONS IN HELENSBURGH AND LOMOND

Girl Guiding and Scout Association

To register interest to attend Rainbows, Brownies, Guides Beavers, Cubs or Scouts, visit <u>www.girlguiding.org.uk</u> or <u>www.scouts.org.uk</u>

Helensburgh Golf Club

East Abercromby Street, Helensburgh. Visit <u>www.helensburghgolfclub.co.uk</u> for details.

Helensburgh Netball Club

Over 15's only. Visit <u>www.helensburghnetballclub.co.uk</u> for details.

G84 Junior Netball Club

For children age 5 to 16. Please email <u>g84juniornetball@hotmail.co.uk</u> for details.

Helensburgh Tennis Club

Located in Suffolk Street in Helensburgh. Visit <u>www.tennishelensburgh.org.uk/</u> for more information.

Helensburgh Junior Rugby Club

Visit <u>www.pitchero.com/clubs/helensburghyouthrugby/</u> or telephone 01436 674056 for more details.

Helensburgh Amateur Athletics Club

Junior section caters for age groups from 9 to 17. Visit <u>www.helensburghaac.co.uk</u> for more information.

Helensburgh Junior Football Club

Based in Helensburgh. Various age groups. Visit <u>www.helensburghfc.co.uk</u> for more information.

YOUTH CLUBS AND ORGANISATIONS IN HELENSBURGH AND LOMOND

Ardencaple Football Club

Based at Hermitage Academy, Helensburgh. Visit <u>www.ardencaplefc.co.uk</u> for more information.

Kishido Helensburgh

Based at Hermitage Academy, Helensburgh. Visit <u>www.karatedoshotokan-</u> <u>scotland.com/ClubDetails/helensburgh</u> for more details.

Taekwon-Do and Kickboxing

Based at St Joseph's Hallls, Helensburgh. Visit <u>stevenmclaren.co.uk/classes/</u> for more details.

Helensburgh and District Royal Scottisch Country Dance Society

Based in Helensburgh Guide Hall. Visit <u>www.rscds-helensburgh.org.uk</u> for more details.

Helensburgh Amateur Swimming Club.

Based at Helensburgh Swimming Pool. Visit <u>helensburghasc.co.uk/hascm/</u> fore more details.

Helensburgh & Lomond Young Carers

Based at The Carers Centre in Helensburgh, this organisation aims to make a positive difference to the lives of young carers. Visit <u>helensburgh-carer-support.org/</u> for more details.

<u>Cornerstone</u>

Based in Helensburgh, Cornerstone provides a service to children and young people with varying levels of support needs via short breaks, supporting young people into college, to musical therapy and film and art projects. Visit <u>www.cornerstone.org.uk</u> for more details.

YOUTH CLUBS AND ORGANISATIONS IN HELENSBURGH AND LOMOND

Helensburgh and Lomond Autism/Aspergers Society

Based in Helensburgh, this group provides support meets for parents/carers, training/information seminars and activities for families. Visit <u>www.helensburghandlomondautism.co.uk</u> for more details.

1st/2nd Helensburgh Boys Brigade Company

Based in Helensburgh. The Boys Brigade aims to offer a wide range of activities, and the opportunity to learn new and develop existing skills. Contact lain Talman on 01436 678445.

Royal Navy Royal Marines Welfare Youth Forum

Based in Churchill, Helensburgh. Please contact the RNRM Welfare Team on 01436 675496 more more details.

The Tower

Based in Helensburgh, this organisation shows cinema releases as well as hosting various clubs such as film and drama. Visit <u>www.thetoweronline.com/</u> for more details.

Children's Cinema Club

Based at The Tower in Helensburgh, offering family films every fortnight. For more information contact The Tower on 01436 674239 or visit their Facebook page.

Army Cadet Force

Open to 12-18 year olds. Based at the ACF Hut in Helensburgh. Visit <u>www.armycadets.com/county/argyll-and-sutherland-highlanders-battalion-acf/</u> for more details.

Arrochar and Tarbet Area

Arrochar Youth Club

Arrochar and Tarbet Youth Club is open to secondary school-age kid's on Friday evenings from 7-9pm. Visit <u>http://www.threevillages.org.uk</u> for more information.

YOUTH CLUBS AND ORGANISATIONS IN HELENSBURGH AND LOMOND

Garelochhead Area

Route 81, Garelochhead

Route 81 operates from a dedicated facility called The Hub, sited in the Centre 81 building in Garelochhead. They are a community-based project - encouraging the local community to participate in both the running of the youth project and the decision-making. Visit <u>http://www.route81.org.uk/</u> for more information.

Army Cadet Force

Open to 12-18 year olds. Based at the Garelochhead Training Camp in Garelochhead. Visit

<u>www.armycadets.com/county/argyll-and-sutherland-highlanders-battalion-acf/</u> for more details.

Taekwon-Do

Class in Centre 81, Garelochhead. Visit <u>www.stevenmclaren.co.uk/classes/</u> for more details.

Rosneath and Kilcreggan Area

<u>Rosneath Library</u> Rosneath Primary School. Visit <u>www.argyll-bute.gov.uk/library/rosneath-library</u> for details and opening times.

<u>Cove and Kilcreggan Youth Café</u> Cove Burgh Hall, Cove. Visit <u>www.coveburghhall.co.uk</u> for details.

Rhu Area

<u>Helensburgh Sea Cadets</u> Open to 10 to 18 year olds. Based in Rhu. Visit <u>www.sea-cadets.org/helensburgh/home.aspx</u> for more details.

Helensburgh Sailing Club

Family orientated sailing club offering training and club activities. Visit <u>www.helensburghsailingclub.co.uk/</u> for details.

YOUTH CLUBS AND ORGANISATIONS IN HELENSBURGH AND LOMOND

Luss Area

Helensburgh Canoeing and Kayaking

The club offers Basic Skills training programmes and runs trips around various locations. Visit <u>www.helensburghcc.org.uk</u> for more details.

Note that the above list is not exhaustive, other clubs and organisations in the area may not be listed.

CEAS MOVING SCHOOLS PACK

Overview of The Children's Education Advisory Service (CEAS)

Children's Education Advisory Service (CEAS) is a tri-service organisation funded by the MOD. It was established to provide information and support to Service families and eligible MOD civilians on all aspects of the education of their children in the UK and overseas.

When children move frequently from one school to another or between different educational systems obtaining appropriate provision can be complex.

CEAS provides information and advice as well as supporting parents at meetings with schools, local authorities, at tribunal etc.

Contact CEAS

The CEAS Helpline is manned from 8.30am to 3.30pm, Monday to Friday. At other times, or when the helpline is busy, messages can be left on the answer machine or sent via email. Please ensure that your name, the name and date of birth of the child (if appropriate) and your contact details are left slowly and clearly.

Children's Education Advisory Service Trenchard Lines Upavon, Pewsey Wiltshire SN9 6BE

Telephone: 01980 618 244 (Military 94 344 8244) Email: <u>enquiries@ceas.uk.com</u> Fax: 01980 618245 (military 94 344 8245)

In Scotland, Donna McCartney is the dedicated Parent Support Officer. Donna can be contacted by telephoning or emailing the above.

Moving Schools Pack

CEAS have developed a moving schools pack to support you and your child when moving schools.

These can be downloaded electronically by visiting https://www.gov.uk/government/publications/moving-school-packs

Hard copies of the pack can be obtained from Davina Blair, Service Pupil Advisor. Please telephone 01436 657665 or email <u>Davina.blair@argyll-bute.gov.uk</u> to request this.

Alternatively, hard copies may also be available from The Families Centre, Churchill, Helensburgh. Please telephone 01436679526 to request this.

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ADDITIONAL INFORMATION

Argyll & Bute Council's schools, education and Learning website www.argyll-bute.gov.uk/education-and-learning

Argyll & Bute Council's Armed Forces page

www.argyll-bute.gov.uk/armed-forces

A parent's guide to education in Scotland www.educationscotland.gov.uk/parentzone

The Scottish Government's website for early years and childcare

www.gov.scot/Topics/People/Young-People/early-years/parenting-earlylearning/childcare

Argyll & Bute Council's Early Years Helpline <u>www.earlyyears@argyll-bute.gov.uk</u> or 01369 708503

The Scottish Qualifications Agency (information on school qualifications)

www.**sqa**.org.uk

Education Scotland's School Inspection Reports

www.educationscotland.gov.uk/inspectionandreview/index.asp

A parent's guide to Additional Support for Learning in Scotland

www.enquire.org.uk/publications/parents-guide

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ADDITIONAL INFORMATION

A young person's guide to Getting it right for every child (GIRFEC)

www.wellbeingforyoungscots.org/

The Scottish Government's Guide to GIRFEC

www.gov.scot/Topics/People/Young-People/gettingitright/publications/practice-guide

Skills Development Scotland – 16-19 year old support for education or training.

www.skillsdevelopmentscotland.co.uk/

Royal Navy Royal Marines Welfare

www.royalnavy.mod.uk/welfare

Children's Education Advisory Service (CEAS)

www.gov.uk/childrens-education-advisory-service or 01980 618244

The Royal Caledonian Education Trust

www.rcet.org.uk



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ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

COMMUNITY SERVICES

10 SEPTEMBER 2015

NATIONAL IMPROVEMENT FRAMEWORK FOR SCOTTISH EDUCATION

1.0 EXECUTIVE SUMMARY

- 1.1 The First Minister announced the publication of a first draft of the National Improvement Framework for Scottish Education on 1st September 2015. The publication of the framework will be followed by an extensive period of consultation by the Scottish Government to help refine its contents and focus to ensure it helps meet the key strategic drivers of raising attainment and addressing educational inequalities.
- 1.2 The draft strategy and anticipated consultation timeline is presented for the information of the Community Services Committee due to the timeline for publishing papers for the committee meeting on 10th September 2015, there has been limited time to consider the framework in any detail. The Education Service will attend the various engagement events planned by the Scottish Government and draw together a draft response for council consideration prior to the final publication of the framework anticipated in December 2015.

1.3 **Recommendation**

It is recommended that the Community Services Committee:

- a) Note the publication of the draft national improvement framework for Scottish education by the Scottish Government.
- b) Note the programme of engagement events planned by the Scottish Government to consult on the draft framework
- c) Agree the Education Service will develop a draft response to the consultation for consideration by council to align with the September to November consultation period.

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NATIONAL IMPROVEMENT FRAMEWORK FOR SCOTTISH EDUCATION

2.0 INTRODUCTION

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- 2.2 The draft strategy and anticipated consultation timeline is presented for the information of the Community Services Committee due to the timeline for publishing papers for the committee meeting on 10th September 2015, there has been limited time to consider the framework in any detail. The Education Service will attend the various engagement events planned by the Scottish Government and draw together a draft response for council consideration prior to the final publication of the framework anticipated in December 2015.

3.0 **RECOMMENDATIONS**

- 3.1 It is recommended that the Community Services Committee:
 - a) Note the publication of the draft national improvement framework for Scottish education by the Scottish Government.
 - b) Note the programme of engagement events planned by the Scottish Government to consult on the draft framework
 - c) Agree the Education Service will develop a draft response to the consultation for consideration by council to align with the September to November consultation period.

4.0 DETAIL

4.1 The Scottish Government is committed to developing an outcomes based framework for improving and reporting on the progress of Scottish Education and to provide a more sophisticated assessment than the reliance on senior phase SCQF qualifications attainment or input measures such as teacher numbers or pupil: teacher ratios in isolation. In support of this work, the Scottish Government has worked closely with CoSLA and the Association of Directors of Education in Scotland (ADES) amongst other contributors. The framework is designed to build on the development of the Curriculum for Excellence (CfE).

- 4.2 The draft framework contributes to the Scottish Government's vision for education:
 - Excellence through raising attainment: ensuring every child achieves the highest standard in literacy and numeracy and the right range of skills, qualifications and achievements to allow them to succeed; and
 - Achieving equity: ensuring every child has the same opportunity to succeed.
- 4.3 The Scottish Government's key priorities are indicated as:
 - Improvement in attainment, specifically in reading, writing and numeracy
 - Closing the attainment gap between the most and least disadvantaged children
 - Improvement in children and young people's health and wellbeing
 - Improvements in sustained school leaver destinations for all young people
- 4.4 The framework will bring together key information to evaluate performance and will use that data and evidence to plan improvements for children. There are key features that are summarised below:
 - New national standardised assessments at P1, P4, P7 and S3 which will focus on progress on literacies and numeracy
 - Greater focus on progress in relation to children's health and wellbeing
 - From the above, improved understanding for pupils of their progress in learning and for parents about their child's progress
 - An outline of the key drivers of improvement including school improvement, school leadership, teacher professionalism, assessment of children's progress, parental involvement and performance information.
 - An outline of roles and responsibilities for teachers, head teachers, parents, local authorities, the Scottish Government, Education Scotland and other partner agencies such as Universities/ Colleges, the National Parent Forum, ADES, CoSLA, and the General Teaching Council for Scotland (GTCS)
- 4.5 The implementation of the framework is scheduled into stage 1 activities (2015-17) and stage 2 (2017 onwards).
- 4.6 The Scottish Government have indicated a series of regional engagement workshop events for education authorities complemented by the planned Scottish Government/ ADES/ CoSLA round table event and Directors of Education meetings throughout October and November.

5.0 CONCLUSION

5.1 The first draft of the National Improvement Framework for Scottish Education was published on 1st September 2015 and outlines its support for the Scottish Government's vision and priorities for education. The draft framework will be consulted on between September and November 2015 and the Education Services will develop a draft response for consideration by council following participation in a series of engagement events.

6.0 IMPLICATIONS

- 6.1 Policy The development of the national framework for Scottish education supports the central purpose of the Scottish Government and the delivery on the national outcomes. The framework would support delivery on the SOA Outcomes 1 and 3.
- 6.2 Financial No implications arising directly from this report
- 6.3 Legal No implications arising directly from this report
- 6.4 HR No implications arising directly from this report
- 6.5 Equalities one of the two main tenets of the Scottish Government's vision for education is to address educational inequalities
- 6.6 Risk No implications arising directly from this report
- 6.7 Customer Service No implications arising directly from this report

Cleland Sneddon Executive Director of Community Services

Councillor Rory Colville Policy Lead for Education and Lifelong Learning

1 September 2015

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Appendix 1: Creating a Smarter Scotland: A draft national improvement framework for Scottish Education





The National Improvement Framework

Scotland's children and young people are our greatest asset and investing in their education is essential to achieving their aspirations and our ambitions as a country.

We are taking the right steps to improve Scottish education and we are seeing positive results. The successful implementation of Curriculum for Excellence has been a major step forward and one which has attracted international attention. It gives teachers more flexibility, provides a broader education and sets higher standards for achievement than ever before. It has transformed the quality of children's learning, and their confidence and motivation. Excellent learning and teaching is key to raising attainment and closing the gap in attainment between those in our most and least deprived areas.

As we move to a new phase of Curriculum for Excellence, we have committed to developing and implementing a National Improvement Framework for Scottish education. This will ensure that our education system is continually improving, that <u>all</u> children are equipped with the skills they need to get on in the world, and that we are making progress in closing the gap in attainment. I am delighted to publish the first draft of the Framework today.

To make sure we are providing the support that all our children and young people need, we need to know much more, on a consistent and systematic basis, about the performance of our education system. The National Improvement Framework will allow us to see where we're succeeding and where we need to do more. By doing that, it will help us to raise standards more quickly. At its heart will be a new national standardised assessment for children in primaries 1, 4, 7 and in S3. This assessment will focus on progress in literacy and numeracy. We will also bring greater focus to improvements in the health and wellbeing of young people. This will bring consistency, transparency and robustness to the work currently taking place across the country and will inform teachers' professional judgement of children's progress within Curriculum for Excellence.

In developing a new approach to assessment and reporting, we will learn from our own experience of previous approaches and work with teachers to avoid the disadvantages often associated with rigid systems of testing. The curriculum is now broader and richer than ever before, and we want to ensure that our approach to assessment reinforces that. The most important aspect of the National Improvement Framework is that it will

drive improvements in learning for individual children and that information is gathered for a purpose - to take action where it is needed.

Every child and young person in Scotland should be clear on how they are progressing and what support is in place to help them succeed, and that support should be carefully planned to meet their needs. Every parent will have a clear understanding of how their child is progressing, and the information they need to help them play their key role in their child's education.

Teachers, schools and local authorities will have a clear understanding of the improvements required at a local level to enable children and young people to succeed. This new system will also help to reduce the burden of assessment, building on best practice and replacing the wide variety of approaches taken by local authorities with a new streamlined, consistent approach.

Support will be provided to schools and local authorities in using the range of data to plan further improvements. We will also provide clear exemplification of how a range of evidence, including the standardised assessment, can be brought together to inform teachers' professional judgement of children's progress.

To give the Framework the appropriate status and to enhance transparency, accountability and consistency we will look to amend the current Education (Scotland) Bill to place the Framework and reporting arrangements on a statutory footing. Our commitment is to report annually, using the information we gather from the Framework. These reports will allow us collectively to assess progress at a national level and also support improvement at local authority or school level where that is necessary. We will consult in the coming months about the publication of data and format of information to ensure everyone has the right access to the information they need to drive improvement.

The introduction of this Framework will bring about a cultural shift in Scottish education. I want to be absolutely clear about what, collectively, we want to deliver for Scotland's children. The combination of the strong foundations laid out by Curriculum for Excellence, the professionalism of our teacher workforce and the strong leadership that exists at a local and national level will put us in a good position to deliver on the huge ambition that I have for Scotland's children and young people.

During the remainder of 2015, we will undertake a series of national and regional engagement events to provide you with an opportunity to hear more, discuss and provide your views on the Framework. I will continue to listen to the views of local government, parents, teachers, children, and other key partners as the National Improvement Framework develops and is implemented.

Zila Sturgen

Rt Hon Nicola Sturgeon MSP First Minister of Scotland

September 2015

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Education in Scotland

The central Purpose of this Government is to *create a more successful country with opportunities for all of Scotland to flourish, through increasing sustainable economic growth.* Through Curriculum for Excellence, there are four agreed purposes of education - that our young people are *successful learners, confident individuals, effective contributors and responsible citizens* – and this is also one of our National Outcomes.

We are committed to a fairer Scotland and ensuring that every child is able to develop the knowledge, skills and attributes they will need to flourish in life, learning and work.

There is a strong body of evidence about the key factors of a successful education system at classroom, school, local and national level. The most important factor is the belief that every young person matters and can achieve their full potential.

This matters to us as a nation. Scotland pioneered the idea of universal access to school education in the 17th and 18th centuries and a commitment to universal education has been part of our identity ever since. Excellence in education will be essential to our success as a nation in the future.

It is important that we recognise the strengths of our education system and the significant changes and improvements which have been made to our school system over the last 10 years. Strong, broad foundations on which we can build:

- We now have a more coherent, flexible and child-focused curriculum which sets higher standards for achievement than ever before with the development and implementation of **Curriculum for Excellence**
- We continue to invest in the quality of our teaching profession including through the implementation of **Teaching Scotland's Future** to ensure we have a professional and highly skilled teaching workforce
- We are improving the breadth of opportunities available to children and young people to experience high quality work-focussed learning and develop their skills for work throughout and beyond their school years through implementation of the **Youth Employment Strategy**
- We are building new schools and improving existing schools through our **Schools** for the Future programme.

In Scotland, children's life chances are often determined by their socio-economic background and by their attainment and achievement in their early years and at school. By improving educational outcomes for all children and young people we can support them to become confident, successful, responsible and effective learners prepared with the knowledge, skills and attributes required to be successful adults. This supports the economic growth of the country, improving lifestyles and opportunities for all. Nationally, it is essential for Scotland's future that we enable every child to achieve his or her potential.

Our vision

Our vision for education is:

- Excellence through raising attainment: ensuring that every child achieves the highest standards in literacy and numeracy and the right range of skills, qualifications and achievements to allow them to succeed; and
- Achieving equity: ensuring every child has the same opportunity to succeed. The Scottish Attainment Challenge will help to focus our efforts and deliver this ambition.

In doing so, we must:

- Ensure that schools are at the heart of the communities that they serve, working in partnership with local government, parents, carers, schools, colleges and the wider community, including employers
- **Improve information on our performance**, to drive further improvements for children and ensure public confidence in the system.

We have a strong foundation for further success. We are ambitious for Scotland and for our children and young people, we will:

- · Ensure that every child is ready for school and able to succeed
- · Have the right structures in place to deliver the improvements we need
- Help parents and communities to understand and to support children's education
- Continue to refine and adjust our curriculum to ensure that it remains relevant and prepares our children for a rapidly changing world
- Continue to set the highest expectations for our teachers and education leaders throughout their careers
- Identify and address barriers to parental engagement to ensure that all parents can be involved in their child's education.

What is the National Improvement Framework?

The National Improvement Framework for Scottish education brings together key information to evaluate performance and informs the action taken to improve attainment and wider outcomes for every child in Scotland. It sets out our vision and priorities for Scotland's children, particularly for the most disadvantaged, and the drivers of improvement which support those priorities. It builds on the best practice within Curriculum for Excellence in using a range of data and evidence to report and plan improvements for children.

It will ensure that education in Scotland is continually improving and that all children are being equipped with the skills they need to get on in the world. Most importantly, it will ensure that we are making progress in closing the gap in attainment between those in our most and least deprived areas. The Framework will promote consistency and transparency, support diversity and give room for innovation in schools.

We have based the Framework on the best practice which exists internationally on the use of data and intelligence to improve education at national, local, school and individual child level. Our work has been informed by the OECD research on *Synergies for Better Learning* <u>http://www.oecd.org/edu/school/synergies-for-better-learning.htm</u>.

Providing the support that all our children and young people need is at the heart of the Framework. To do that we need to know much more, on a consistent and systematic basis, about the performance of our education system. The National Improvement Framework will allow us to see where we are succeeding and where we need to do more. By doing that, it will help us to raise standards more quickly. At its heart will be a new national standardised assessment for children in primaries 1, 4, 7 and in S3. This assessment will focus on progress in literacy and numeracy. We will also bring greater focus to improvements in the health and wellbeing of children and young people. We intend to start publishing information about children's progress at the different levels of Curriculum for Excellence in primary and lower secondary school – just as we do already for the senior years of secondary school. We will consult on the detail and format of publication to ensure that we are providing it in the appropriate context.

This will bring consistency, transparency and robustness to the work currently taking place across the country and will inform teachers' professional judgement of children's progress within Curriculum for Excellence.

What the Framework will mean:

For children:

- I will have teachers who help me learn and progress and give me the help I need
- I will give my views and thoughts on how well I am doing and what school is like for me
- My teachers will gather information in different ways about what I do at school to let me know how well I am doing
- I will take part in national assessments at P1, P4, P7 and S3.

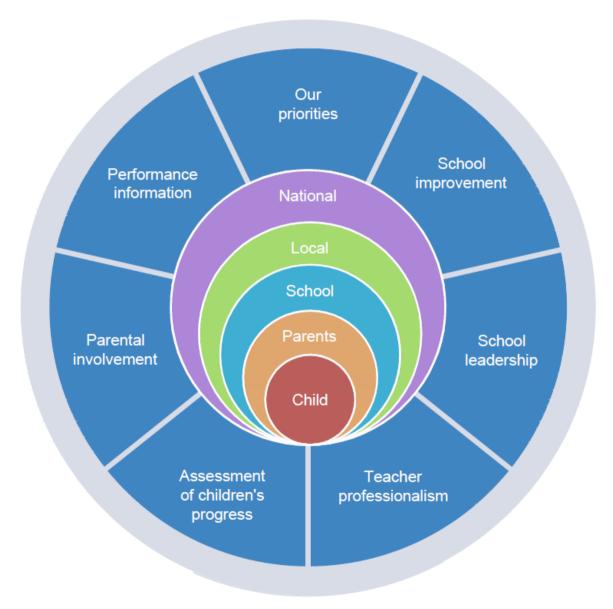
For parents:

- I will have the information I need to help my child progress
- I will have confidence that schools in Scotland are all working to improve reading, writing and numeracy for my child and for every other child
- I will get better information on my child's progress including feedback on national assessments carried out at P1, P4, P7 and S3.

For teachers:

- I will make clear judgements about children's progress, drawing on a range of evidence including the results of national assessment
- I will use this evidence to work with colleagues to lead and drive improvement for individual children and at a local level
- I will have the information I need to support me to close the gap in attainment.

The National Improvement Framework



Our priorities

The Framework sets out clear priorities. Everyone working in Scottish education should be clear about what they are trying to achieve and focussed on delivering against the priorities. These priorities will cover the reach of Curriculum for Excellence.

The priorities may change over time depending on what the evidence is telling us. Our current key priorities are:

- Improvement in attainment, specifically in reading, writing and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people's health and wellbeing
- Improvement in sustained school leaver destinations for all young people

Drivers of improvement

The Framework and our key priorities will be supported by a number of drivers of improvement which are based on the recommendations of the OECD when developing a national framework of this kind. These drivers of improvement will build on much of the positive work already underway in Scottish education.

- School improvement
- School leadership
- Teacher professionalism
- Assessment of children's progress
- Parental involvement
- Performance information

We will take action under each of these areas.

School improvement

- All schools to self-evaluate and report annually on their work to raise attainment, specifically in relation to the priorities of the National Improvement Framework from 2016
- Schools and parents to work together to agree School Improvement Plans which are linked to the National Improvement Framework by 2016/2017
- All education authorities to report annually on raising attainment, specifically in relation to the priorities of the National Improvement Framework from 2016
- This activity to realise a year on year increase in the proportion of schools evaluated as being "good" or "better" at "self-evaluation for self-improvement" and "raising attainment and achievement".

School leadership

- All new headteachers to hold the Standard for Headship by 2018/2019
- The Framework for Educational Leadership to provide learning opportunities in leadership for all teachers no matter their sector, subject or location by August 2017.

Teacher professionalism

- The uptake and offer of quality professional learning at SCQF Level 11 (Masters) for teachers to be increased by August 2017
- Support for teacher professional learning and evaluation of its impact to be strengthened during 2015/16
- New resources and support for teachers to enhance data literacy skills and improve literacy and numeracy by September 2016 – to be used in professional learning opportunities (including in service days), teacher induction and initial teacher education.

Assessment of children's progress

- Support for moderation and professional judgement to be increased by January 2016
- Standardised assessment in reading, writing and numeracy, aspects of which will be piloted in 2016, to be used in all schools from 2017
- Improvements to the range and quality of information for children and parents by 2017.

Parental involvement

- To realise year on year improvement in levels of parental satisfaction measured through annual inspection questionnaires
- As part of this, to realise year on year improvement in positive responses to the following statements:
 - My child's learning is progressing well
 - My child is encouraged to work to the best of their ability
 - The school keeps me well informed about my child's progress.

Performance information

- Annual report to set out overall performance against the key priorities
- Proactive use of data and information to identify areas of good practice and areas of concern
- Good practice disseminated and spread and plans developed to address concerns
- Progress reviewed and support to schools and local authorities implemented in relation to all drivers of improvement.

Development of the Framework

We recognise that the Framework will represent a substantial change to the way in which we understand Scottish education. For that reason, we will consult on the development of the Framework until the end of November 2015 and will publish the Framework itself in December 2015.

We will also phase in the Framework, developing all of the interconnected elements over time. We have already made considerable progress in several areas identified in the Framework, so we will continue to develop these, accelerating current arrangements.

We have also identified two areas of specific priority for Stage 1 of the work:

- The clear statement of our specific priorities and how we will measure progress towards achieving them.
- The introduction of the standardised assessment for aspects of reading, writing and numeracy for P1, P4, P7 and S3 along with the development of health and wellbeing measures to support the measurement of our priorities. Measurement will also encompass progress towards the achievement of Curriculum for Excellence levels and existing senior phase qualifications results and leaver destinations.

Starting in school year 2017-18, Stage 2 of the Framework will add additional elements – in particular to introduce data on the early years. Over time, the new assessment will replace the Scottish Survey of Literacy and Numeracy. The new assessment will provide better information for teachers, local authorities and nationally about how our children are progressing and highlight where action is required.

The table in the Annex sets out the proposed timetable for development and implementation of the Framework and more detail is provided below. Relevant and appropriate links with Getting it Right for Every Child will also be included.

Stage 1: 2015-2017

In the first stage we will focus on the school years, and the skills which underpin successful learning in all areas.

Setting out our specific priorities

Within the broad general education, achievement of curriculum levels in reading, writing and numeracy are essential features of becoming literate and numerate. These are the aspects we will focus on for collecting attainment data.

The specific priorities for Stage 1 are:

- Year on year improvement in attainment, specifically in reading, writing and numeracy
- Year on year improvement in closing the attainment gap
- Year on year improvement in children's health and wellbeing
- Year on year improvement in sustained leaver destinations for all young people

Our ambition is for all children to achieve the very high standards set out within Curriculum for Excellence levels in literacy and numeracy. However, to ensure that all children are equipped with the skills they need to get on in the world, every child should leave primary school with a functional reading age and numeracy skills. We recognise that reading skills and numeracy unlock learning in all other areas and a top priority for all primary schools must be to deploy all available resources and support to ensure that children develop the skills they need for further learning. Children with complex additional support needs should develop literacy and numeracy skills to achieve the targets set within their individual learning plans where appropriate.

The role of standardised assessment for the Framework

Almost all local authorities use standardised assessment – but they use different approaches which makes sharing amongst local authorities and schools to help bring about improvement difficult, and collecting information and analysis at a national level unreliable.

To ensure a greater degree of consistency in the information and data in the Framework the Scottish Government is working with teachers, local government and other partners to commission a new Scottish standardised assessment. This will provide a diagnostic child level assessment, which will help teachers to drive forward improvement by identifying children's strengths and areas for development. This new, streamlined assessment will focus on aspects of reading, writing and numeracy. These are essential elements within Curriculum for Excellence and will support the skills children need to succeed. The new standardised assessment will also aim to reduce the overall burden for teachers and children.

From 2017, teacher judgement will be informed by the new national assessment – this will ensure more consistency and reliability. Aspects of this assessment will be piloted in the 7 local authorities taking part in the Scottish Attainment Challenge during 2016 and used by all local authorities from 2017.

Consideration will be given to the nature and type of assessment, to ensure that it reflects the different age and stage of children. For example:

- At P1 a short assessment will focus on a range of early reading, writing and numeracy skills. For example, recognising sounds, letters and common words. In numeracy this could include ordering numbers and grouping of 2D shapes and 3D objects.
- At P4 the assessment will focus on a greater range of reading and writing. For example, using a variety of punctuation and sentence structures to convey meaning and using strategies to spell familiar and unfamiliar words. In numeracy this could include rounding numbers, relative size of fractions and using scales for measurement including time.
- At P7 more advanced reading and writing skills will be assessed. For example, answering literal, inferential and evaluative questions about a text and using a range of spelling strategies to ensure writing is accurate. In numeracy this could include multiples and factors of numbers and relationship between fractional numbers, decimal fractions and percentages.

• At S3 the final assessment before young people complete the broad general education and move into the senior phase will focus on advanced literacy and numeracy skills. For example, recognising persuasive techniques and evaluating the reliability and relevance of sources with increasing independence. In numeracy this could include prime numbers, effect of operations on fractional and negative numbers and proportion.

The new standardised assessment will help to support teachers as part of their approach to assessing children's progress. The assessment results should not be considered in isolation – they are only one part of the story of a child's progress in learning. The assessment results will be one of a range of sources of evidence that teachers will consider when judging if a child has achieved a Curriculum for Excellence level in literacy and numeracy. As well as assessment results, this evidence could include, for example, on-going classwork, written work in jotters, observations and presentations. No one source of evidence will override teacher judgements on when children achieve Curriculum for Excellence levels. These judgements will continue to be quality assured through moderation at local and national level.

Learning lessons

We want to learn lessons from previous approaches to gathering and publishing school performance data, as well as from those countries where high-stakes testing is used to judge the effectiveness of schools. Particular attention will be given to identifying and addressing any unintended effects of assessment activity so that the results of the new assessment are used diagnostically and to bring improvements for children.

Improvement in attainment – reading, writing and numeracy

From 2015/16 we will collect data on the achievement of Curriculum for Excellence levels in reading, writing and numeracy based on teacher judgement, supported by a range of assessment evidence available locally. Teacher judgements will be validated locally through moderation between teachers and schools. We will collect the following:

- The percentage of children in P1 who are achieving CfE early level in reading, writing and numeracy
- The percentage of children in P4 who are achieving CfE first level in reading, writing and numeracy
- The percentage of children in P7 who are achieving CfE second level in reading, writing and numeracy
- The percentage of young people in S3 who are achieving CfE third level in reading, writing and numeracy.

Within the senior phase, there are a wide range of qualifications and awards within literacy and numeracy that young people can achieve.

We currently report on these qualifications to local authorities and schools through our Insight benchmarking tool. We will include within the Framework data on:

- The percentage of school leavers achieving SCQF level 4 or better in literacy and in numeracy
- The percentage of school leavers achieving SCQF level 5 or better in literacy and in numeracy.

Closing the attainment gap

Using the data on teacher judgement collected from 2015/16 onwards, where it is possible, we will produce a breakdown of teacher judgement of pupil progress by the Scottish Index of Multiple Deprivation (SIMD) to enable us to report on performance across SIMD.

Specifically we will measure:

- The percentage point gap between pupils in SIMD quintile 1 (pupils in the 20% most deprived areas) and all other pupils (SIMD quintiles 2-5, pupils in the other 80% of areas) in terms of their attainment in each of the P1, P4, P7 and S3 measures
- The percentage of pupils in each SIMD quintile (1-5) achieving the measures.

Improvement in health and wellbeing

A new children and young people's health and wellbeing survey is being planned, with the aim of gathering the first set of data in 2017. In the meantime, data is available on health and wellbeing from a number of sources, including:

- Physical health and health behaviours (including physical activity, eating habits)
- · Life satisfaction and wellbeing
- Peer relationships
- Experience of the school environment (including bullying)
- Leisure time (including screen time).

During 2016 we will consult with a wide range of stakeholders as part of the development of the new children and young people's health and wellbeing survey about what constitutes the most appropriate measures of health and wellbeing for children and young people at different ages and stages.

Improvement in leaver destinations

There is a strong link between achievement in school and making a successful transition to post school activities such as Further or Higher Education, training or work. This is already recognised by the Scottish Government as one of its National Performance Framework indicators, reporting the overall rate of positive sustained destinations for young people. The National Improvement Framework will build on this by including a measure of the percentage of school leavers in each SIMD quintile in a sustained positive destination. This will be drawn from the annual publication of school leaver destinations.

Stage 2: 2017 onwards

The Framework will be expanded to include more information covering the full 3-18 age range of Curriculum for Excellence. A particular focus will be the inclusion of measures from the early years. We will also consider how best to incorporate the existing measures of success adopted by the Developing the Young Workforce programme. The inclusion of other curricular areas and priorities will also be considered.

How we report on progress

The National Improvement Framework will ensure that a range of measures and approaches are used to report progress. At school level, there will be a clear link with gathering assessment evidence and reporting against the national priorities. The Framework will provide teachers with the data and evidence to address the particular needs of children in their class, and also headteachers with the data to drive school improvement. Annual School Improvement Plans will explicitly report to the local authority and to parents on the key priorities of the National Improvement Framework.

At local level, the National Improvement Framework will provide local authorities with robust evidence to support their local improvement planning and reporting arrangements. They will be required to report on improvement and progress against the national priorities and produce an annual plan describing further improvement measures. Both the plans and reports will be published and will be available for parents.

Nationally, Scottish Ministers will use the National Improvement Framework to help focus and report to stakeholders on the major priorities and challenges in the education system as a whole. The information gathered will inform policy planning and development so that outcomes for children are improved. It will also provide transparent, robust and comprehensive reporting information for parents and the public on the Framework's priorities.

Planning and reporting on implementation of the Framework at school, local authority and national level will become a legal requirement, introduced through the Education (Scotland) Bill. This change will provide parents and communities with assurance that statutory arrangements are in place for scrutinising improvement activity across the education system.

Interim reports, using available information, will be published at the end of 2015 and at the end of 2016. The first full Framework report based on the new approach will be published at the end of 2017.

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Roles and responsibilities

There is universal commitment to delivering high quality outcomes for children and young people. This is a shared responsibility and we all have a part to play. As part of the Framework, it is important to set out specific roles and responsibilities. These are set out below:

Teachers will:

- Meet individual children's needs and ensure that they achieve the highest possible standards
- Continue to plan a broad, rich learning experience for all children, building on the successes and improvements achieved as a result of Curriculum for Excellence
- Prioritise professional learning time to focus on achieving the key priorities at classroom and school level
- Use a range of assessment evidence, including the new assessment to make robust judgements about children's progress and achievement of curriculum levels and report these clearly to parents.

Headteachers will:

- Provide leadership to their staff in driving up standards and improving attainment through the highest quality of teaching and learning
- Ensure that all children achieve the highest standards across the curriculum, with a particular focus on reading, writing and numeracy
- Use the information gathered from a range of assessment evidence including the new assessment to guide improvement planning and self-evaluation
- Monitor, evaluate and improve educational performance continually at individual and class level.

Parents will:

- Support their child's education both at home and at school
- Work with their school to support and develop their child's aspirations
- Work with their child's school and teachers to help them achieve their full potential
- Get involved in their child's education and in their school in a way which is relevant to their circumstances, interests, background and needs.

Local authorities will:

- Work in partnership with the Scottish Government to support the development and implementation of the National Improvement Framework
- Support and challenge schools to help all children to succeed and achieve the highest possible standards
- Support teachers to access high quality professional learning opportunities
- Make forensic use of school performance information to target support and intervention, fulfilling their statutory duties
- Provide strong leadership and direction to schools and teachers to continually improve children's attainment
- Ensure that the priorities are translated into local improvement plans.

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Scottish Government will:

- Work with key partners to develop and implement the Framework
- Use the evidence generated by the Framework to inform policy development and plan improvement for children
- Report on performance using a range of measures and information from the Framework
- Review progress, and the priorities, measures and interventions
- · Take action where improvement is needed
- Support teachers and school leaders in using the data and evidence from the Framework to drive improvement
- Make information accessible and useful for parents to help them support their child and their school.

Education Scotland will:

- Use the key priorities to direct the support provided at national and local level
- Increase support for moderation and exemplify the achievement of Curriculum for Excellence levels
- Provide rapid intervention to support improvement in schools where weaknesses are identified
- Develop a new national improvement hub to coordinate all the support and resources to help teachers to raise attainment and improve performance.

Partner organisations:

- Universities will focus on the key priorities when refreshing courses of initial teacher education, for example by significantly increasing content on literacy and numeracy, and including data literacy
- The General Teaching Council for Scotland will ensure that the priorities are reflected in courses and programmes when accrediting initial teacher education and professional update
- Directors of Education within local authorities will lead the implementation of the Framework at local level, which will help to realise their 2020 vision
- COSLA, the Scottish Local Government Partnership, and the Improvement Service will work with all partners in supporting the implementation of the Framework
- National Parent Forum of Scotland will work with Education Scotland to prepare materials explaining the new Framework to parents and support parents with the interpretation of a range of performance data
- Teacher professional associations will support communication and work with the Scottish Government on the Framework to ensure that approaches to assessment are manageable
- Other partner organisations will consider how they can provide support and contribute to the Framework.

Next steps

This Framework will result in a significant shift in how we understand Scottish education.

There is much work to do to develop and implement the Framework in the coming months and years. Our collective skills, knowledge and expertise mean that we are in a strong position to deliver on this work. We are confident that there is sufficient commitment from all stakeholders to develop and implement a Framework that will drive improvement and achieve better outcomes for our children and young people.

A series of events will be taking place during the remainder of 2015 which will provide an opportunity to discuss and debate the Framework and participate in development activity. We will be publishing information about these events in the coming weeks.

> In the meantime, if you would like to find out more about the Framework please contact:

nationalimprovementframework@gov.scot

or call:

0131 244 7016

ANNEX

Stage 1: School years - reading, writing, numeracy and health and wellbeing

2015	1 September	Programme for Government/
		Launch draft National Improvement Framework
	Sep-Dec	Procure new assessment
	Sep-Nov	Consultation on the draft Framework
	December	National Improvement Framework published
	December	2015 interim Framework report based on existing data and including Curriculum for Excellence levels from local authorities
2016	Jan-Dec	Support for schools and local authorities in relation to all the drivers of improvement
	Jan-June	Consider findings of 2015 Framework report and identify national and local priorities for improvement
	May-June	Collection of teacher professional judgement for P1, P4, P7 and S3
	June-Oct	Test and pilot new assessment in the 7 Challenge Areas
	Sep-Dec	Pilot new health and wellbeing survey in 3 local authorities
	By December	2016 interim Framework report – including national teacher judgement data and information from pilot areas
2017	Jan-June	Consider findings of 2016 Framework report and identify national and local priorities for improvement
	May-June	Collection of teacher professional judgement, supported by standardised assessment
	May-June	Launch new assessment for all schools
	Sep-Dec	Launch new health and wellbeing survey for all schools
	By December	2017 Annual Framework report – including data from new assessment
	By December	Reporting duties under Education (Scotland) Bill come into effect

Stage 2: Wider aspects of the Framework will be developed

2017	Oct-Dec	Inclusion of data on Child Health 27-30 month review
2017	Oct-Dec	Inclusion of data on other priorities and other priority areas identified
2017	Oct-Dec	Inclusion of data on expected developmental milestones at the time the child starts primary school
2019	Oct-Dec	Inclusion of data on pre-school development assessment



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Agenda Item 8

ARGYLL AND BUTE COUNCIL

Community Services Committee

Community Services

10 September 2015

STRATEGIC HOUSING INVESTMENT PLAN 2015-2020: PROGRESS REPORT AND THE REVISED STRATEGIC LOCAL PROGRAMME 2015

1.0 EXECUTIVE SUMMARY

- 1.1 Members approved the Argyll and Bute Strategic Housing Investment Plan 2015-2020 (SHIP) on 27th November 2014. This was then submitted to the Scottish Government, in line with statutory requirements, on 28th November 2014.
- 1.2 The Scottish Government's local area team provided positive feedback on the SHIP in April 2015, and, subsequently, discussions between Council housing officers, the Scottish Government and individual Registered Social Landlords were initiated in May 2015 with a view to reviewing and updating the Strategic Local Programme Agreement (SLPA).
- 1.3 The SHIP and SLPA are part of a continuous, iterative process and are therefore subject to constant amendment and revision. This report summarises the positive progress to date and also notes minor adjustments to the programme schedule and the funding requirement to deliver the proposed projects.
- 1.4 In 2014/15, a total of 164 new homes were delivered via the SHIP (exceeding the annual target by 48%) and bringing the cumulative 4 year total to 501. The revised SLPA proposes up to 135 new homes in 2015/16, which would require Scottish Government investment of £7.364m and approximately £2.392m from the council's Strategic Housing Fund (excluding grant and loan already drawn down last year). There is also potential for a further 300 units by 2018, which would require an estimated £11.401m from the Scottish Government Affordable Housing Supply Programme (AHSP).

1.5 **Recommendation**

It is recommended that the Community Services Committee:

- (i) Note the positive progress with the SHIP; and
- Agree the proposed revisions to the Strategic Local Programme Agreement, which include a new development of 16 units by ACHA at Jutland Court, Helensburgh in place of the original site at Cardross.

ARGYLL AND BUTE COUNCIL

Community Services committee

Community Services

10 September 2015

STRATEGIC HOUSING INVESTMENT PLAN (SHIP) 2015-2020: PROGRESS REPORT AND THE REVISED STRATEGIC LOCAL PROGRAMME 2015

2.0 INTRODUCTION

- 2.1 This paper provides an interim progress report on the SHIP and highlights minor revisions to the Strategic Local Programme Agreement (SLPA).
- 2.2 The SHIP itself is a continuous, iterative process: individual projects are subject to a variety of factors which can lead to slippage or revision; and the overall programme requires constant monitoring and will inevitably evolve almost on a monthly, if not weekly, basis. This report notes the adjustments that have been proposed in partnership with the Scottish Government and RSLs, during the latest round of SLPA discussions.

3.0 **RECOMMENDATIONS**

- **3.1** It is recommended that the Community Services Committee:
 - (i) Note the positive progress with the SHIP; and
 - Agree the proposed revisions to the Strategic Local Programme Agreement, which include a new development of 16 units by ACHA at Jutland Court, Helensburgh in place of the original site at Cardross.

4.0 DETAIL

- 4.1 **SHIP Process**. The SHIP was approved by Council in November 2014 and received positive feedback from the Scottish Government in April 2015. The Scottish Government places significant importance on the SHIP as it demonstrates the Council's key development priorities and therefore informs the Government's own housing investment decisions. In reviewing the SHIP the Scottish Government were particularly interested in: fit with Local Housing Strategy (LHS) outcomes; the prioritisation of development opportunities and their deliverability; the Local Authority contribution; engagement with Stakeholders; and equalities.
- 4.2 The feedback was positive in its appraisal of the Argyll and Bute SHIP against all of these criteria. Given the scale, complexity and level of competing demands across this area they were reassured to see the

emphasis that has been given to ensure for example that areas which are remote or isolated are not disadvantaged. Crucially, the Scottish Government approved of our approach to "over programming" which should provide required flexibility to accelerate projects should slippage occur. This approach is very much in keeping with the advice issued in HSGN 2014/07 (Guidance on the Preparation of Strategic Housing Investment Plans). In fact, it was suggested that further consideration could be given to increase the level of over programming for the initial years of the SHIP, and this will inform future updates of the programme.

4.3 **Current Progress**. Positive progress continues against the target which the Council set in 2011, of 110 affordable housing completions for each of the five years of the Local Housing Strategy. In the first three years of the strategy 337 properties were completed and the output for 2014/15 has now also been confirmed and is detailed in the Table 1 below.

RSL	Project/Site	Units
WHHA	Dunbeg	50
WHHA	Taynuilt	6
DHA	Helensburgh	51
ACHA	Bonawe	2
ACHA	Glenshellach, Oban	40
ACHA	Tarbert	8
Fyne	Ardfern	6
Private Developer	Lunga Estate (carry forward)	1
A&B Totals		164

 Table 1: SHIP New Build Completions, 2014/15

This is 48% higher than the annual target, and brings the 4 year total to 501 (exceeding the cumulative target, which would be 440, by 14%).

4.4 In Q1 of 2015/16, a further 20 units were completed (in Helensburgh and Connel – see table below). Following the recent SLPA discussions between the Council, Scottish Government and RSLs, a revised schedule has been developed for the current year, 2015/16 as follows:

DEVELOPER	PROJECT	UNITS	AHSP
			Total (£m)
	Benderloch	12	0.257
WHHA	lona	5	0.396
	Lochdon, Mull	6	0.408
WHHA/LINK	Dunbeg (Phase 2)	25	0.913
	Helensburgh, Duchess Court	12	0.696
	Connel	8	0.472
	Inveraray	12	0.803
ACHA	Bowmore (phase 1)	20	1.36

TABLE 2: Revised SLP, 2015/16.

	Tayvallich	2	0.126
	Connel Phase 2	10	0.658
	Bowmore (Phase 2)	10	0.758
	Victoria Park, Dunoon	5	0.295
FYNE	Kilmun	8	0.222
	Total	135	7.364

It should be noted that two of these projects, Lochdon and Victoria Park, Dunoon, have not yet progressed to final approval stage and final proposals and applications for council funding for these are still to be confirmed.

4.5 SLP 2016-2018

The SLPA discussions with the Scottish Government and RSLs have resulted in additional revisions to the timing of some projects in the programme for years 2 and 3, 2016/17 and 2017/18. In addition, the most significant addition to the programme is the inclusion of a development at Jutland Court, Helensburgh. ACHA propose to provide 16 units on this site, to utilise resources which have been freed up due to the removal of their original site in Cardross. This was removed from the Local Development Plan as a consequence of local objections which were upheld by the Reporter. No new site has yet been identified for Cardross, which remains a high demand area in terms of expressed need, so this has been rescheduled for later years of the programme. Table 3 shows proposals for 2016-2018 which are at varying stages in the development process.

PROJECT	DEVELOPER		ed Completion te*
		2016/17	2017/18
Golf Club, Helensburgh	DHA	16	
Golf Club , Helensburgh Phase 2	DHA		54
East King Street Helensburgh	DHA	24	
Succoth	DHA	26	
Imeraval, Islay	WHHA	18	
St Cuthberts, Dunoon	FYNE	17	
Glenshellach, Oban	ACHA	17	
Spence Court, Dunoon	FYNE		16
Ganavan, Oban	WHHA/Link	10	
Port Charlotte, Islay	WHHA		6
Luss	Link	5	
Tigh Rhuda, Tiree (PCC)	ACHA	10	
Coll	ACHA		2
Jutland Court substitute for Cardross	ACHA		16
Carradale	tbc		2

TABLE 3: SLP 2016/17 – 2017/18

Jura	tbc		2
Strachur	FYNE		4
Dunbeg Phase 3	WHHA/Link		55
Total		143	157

Dependent on progress with individual projects, availability of resources, and any slippage within the current programme, there is still potential for developments to move forward or back in the schedule.

4.6 **Scottish Government Funding (Affordable Housing Supply Programme)**

In summary, the revisions to the SHIP and SLP for years 2 and 3 could deliver up to 300 new homes at a total cost in terms of core development funding from the Scottish Government of £11.401m. To date, there have been no amendments to the basic Resource Planning Assumptions (RPA) which were outlined in the November 2014 paper. The *minimum* RPA from the Scottish Government's core development funding stream, the Affordable Housing Supply Programme, for this authority for the period 2015/16 to 2017/18 remains as indicated in Table 4 below. (Additional resources may however become available in later years, and local authorities are encouraged to over programme with this in mind).

TABLE 4: RESOURCE PLANNING ASSUMPTIONS 2015- 2018 (£M)

	15/16	2016/17	2017/18	Total	
RPA	£7.246	£6.216	£4.976	£18.438	
Estimated AHSP Requirement	£7.364	£6.2	£5.201	£18.765	

4.7 SLP 2018-2020 (Shadow Programme)

The SHIP guidance requires local authorities to set out proposals for years 4 and 5 of the programme too, i.e. 2018/19 and 2019/20. The *minimum* RPAs for the latter years of the programme, 2018/19 and 2019/20, have been confirmed as £3.317m per annum. The potential developments for these latter years were outlined in the SHIP as approved in November 2014. A number of these projects are sufficiently advanced that they could be brought forward quickly if additional resources become available or slippage occurs with existing projects in the early years of the schedule; however, many will be merely notional proposals at this stage and are likely to change significantly over time. Given the lack of evidence regarding potential pressures in the Rosneath area, this has been removed from the shadow programme for now, pending further assessment.

5.0 CONCLUSION

5.1 In summary, very positive progress continues to be made with the SHIP and SLPA, with 164 new homes completed in 2014/15; and over the next five years the current projection is for around 584 new build

completions, as outlined in the table below (albeit the latter years of the programme remain highly provisional at this stage).

	2015/16	2016/17	2017/18	2018/19	2019/20	Total
Total units	135	143	157	82	67	584

6.0 IMPLICATIONS

- 6.1 **Legal**: Based on the revised proposals set out in the body of this report, Strategic Local Programme Agreements will be concluded between the Council and Scottish Government.
- 6.2 **Financial**: The proposals are based on the Resource Planning Assumptions provided by the Scottish Government; the Strategic Housing Fund and RSL private finance.
- 6.3 **HR**: None
- 6.4 **Policy**: Proposals are consistent with current Council policy, including the revised policy in respect of the use of Strategic Housing Fund monies.
- 6.5 **Equal Opportunities**: The proposals are consistent with aims and objectives set out in the local housing strategy which has been subject to an EQIA.
- 6.6 **Risk:** Risk assessment is an integral part of each development and will be considered as the programme moves forward.
- 6.7 **Customer Service**: The proposals will deliver increased access to a range of suitable, affordable housing options.

Cleland Sneddon, Executive Director of Community Services

Cllr Robin Currie Policy Lead Strategic Housing, Gaelic, Community and Culture 26 August 2015

For further information contact: Donald MacVicar, Head of Community and Culture 01546 604364

Agenda Item 9

ARGYLL AND BUTE COUNCIL

Community Services Committee

Community and Culture

10 September 2015

HOME ENERGY EFFICIENCY PROGRAMME AREA BASED SCHEME (HEEPS:ABS) - Tackling Fuel Poverty

1.0 EXECUTIVE SUMMARY

- 1.1 Fuel poverty is a significant issue facing Argyll and Bute, with the most recent Scottish House Condition Survey (SHCS) suggesting that 43% of residents are living in fuel poverty 4% higher than the national average. The Atlantic Islands House Condition Survey suggests that in some areas 63% of local residents are in fuel poverty.
- 1.2 Argyll and Bute Council is committed to tackling fuel poverty with one of the four overarching outcomes, of the Local Housing Strategy 2011-2016, stating that:

"More people in Argyll and Bute will live in well repaired and maintained homes that are affordable to heat.",

- 1.3 This report updates Members on the Home Energy Efficiency Programme: Area Based Scheme (HEEPS:ABS) which represents the main Scottish Government grant funded programme to tackle fuel poverty.
- 1.4 It also outlines some of the activities by other partners operating in the area to tackle home energy efficiency and associated fuel poverty.

1.5 **RECOMMENDATION**

It is recommended that the Community Services Committee note the content of the report.

ARGYLL AND BUTE COUNCIL

Community Services Committee

Community and Culture

10 September 2015

HOME ENERGY EFFICIENCY PROGRAMME AREA BASED SCHEME (HEEPS:ABS) - Tackling Fuel Poverty

2.0 INTRODUCTION

2.1 Argyll and Bute Council is committed to tackling fuel poverty. One of the four overarching outcomes, of the Local Housing Strategy 2011-2016, states that:

"More people in Argyll and Bute will live in well repaired and maintained homes that are affordable to heat."

2.2 The Housing (Scotland) Act 2001 sets out a statutory duty on the Scottish Government to eradicate fuel poverty in Scotland, as far as is reasonably practicable, by November 2016. The Act also outlined what the Scottish Government meant by 'fuel poverty' by publishing the first Fuel Poverty Statement; thus adopting the following definition:

"A household is in fuel poverty if, in order to maintain a satisfactory heating regime, it would be required to spend more than 10% of its income (including Housing Benefit or Income Support for Mortgage Interest) on all fuel use."

2.3 Living in fuel poverty can be extremely harmful to a person's physical and mental health; with respiratory health, cardiovascular systems, arthritis being identified as having their roots from a person living in fuel poverty. In addition, recent research conducted by 'Save the Children' suggests that 'the effects of Fuel Poverty for infants and children are primarily on physical health, which in turn might affect overall wellbeing and educational achievement.'

3.0 **RECOMMENDATION**

3.1 It is recommended that the Community Services Committee note the content of the report.

4.0 DETAIL

Fuel Poverty Action in Argyll and Bute

4.1 The Scottish Government states that tackling fuel poverty should go in tandem with reducing rates of carbon emissions. Furthermore, The Climate Change

(Scotland) Act 2009 requires Scottish greenhouse gas emissions to be reduced by 42% by 2020 and at least 80% by 2050.

- 4.2 The most recent Scottish House Condition Survey indicated that the fuel poverty rate across Scotland equated to 39% an increase of 4% from the previous year. Recent research conducted by the Housing Service suggests that fuel poverty in Argyll and Bute is higher than the Scottish average. The 'Atlantic Islands Private Sector House Condition Survey' shows that in some areas, the fuel poverty rating is 63% with the average Standard Assessment Procedure (SAP) rating the measurement used to assess the energy efficiency of a dwelling- for private sector properties, across all of the Atlantic Islands, being measured at 48, against a national average of 63.
- 4.3 Fuel poverty is mainly caused by three factors:
 - Inadequate insulation in the property;
 - Low incomes
 - High costs of energy
- 4.4 There are a number of reasons why rural areas are affected more by fuel poverty than urban areas, including:
 - The average income in Argyll and Bute is lower than the national average and as such the disposable income of someone living in the area is not as great as someone living in another part of the country.
 - 41% of the Argyll and Bute population are off the gas grid and have to buy more expensive energy to heat and run their homes.
 - A larger proportion of properties in Argyll and Bute are more expensive when it comes to completing insulation measures. According to Home Analytics data, 38% of all properties in Argyll and Bute were built before 1945 and a significant number of these were built using solid walls. These factors mean that it is more expensive to carry out the required insulation measure to improve the energy efficiency.
 - The ageing population of Argyll and Bute also generate challenges with regards to the affordability of installing an energy efficiency measure to a property. The SHCS states that pensioners are more likely to be living in fuel poverty than any other age-group. Therefore, often those most at risk of fuel poverty are not able to go ahead with the insulation measures due to not being able to afford the costs of the works that are required.
- 4.5 Action to tackle fuel poverty is currently focused on the implementation of the HEEPS: ABS programme. HEEPS: ABS is a Scottish Government funded initiative which attempts to tackle fuel poverty by increasing the energy efficiency of properties. The area-based scheme is implemented by local authorities to provide energy efficiency measures, to private properties, in a defined area which suffers significantly from fuel poverty. In practice, this can mean that

households, if applicable, can access a grant up to £7,500 to insulate their property. In 2015/16 householders may be able to access grant assistance up to £9,000 if they meet the more stringent eligibility criteria. This increase was largely a result of lobbying by Argyll and Bute Council; whereby evidence was presented to the Government, to support the grant amount being increased. Often the grant alone is insufficient to cover the cost of the measure and it may also require a contribution from ECO (energy company obligation) and an owner's contribution. The government will also offer loans under the HEEPS: ABS scheme in certain circumstances.

- 4.6 Since the programmes inception there has been total investment of £4.9m which has supported the installation of energy efficiency measures to over 1,300 properties in Argyll and Bute. Areas previously benefitting from the HEEPS: ABS programme are Dunoon, Oban, Helensburgh, Mid Argyll, Kintyre and Bute. ALlenergy have delivered the HEEPS: ABS programme on behalf of the Council since 2010.
- 4.7 The current programme for 2015/16 is focusing on Bute, Mull, Iona, Islay and Jura. The Scottish Government has awarded Argyll and Bute Council £1.9M in grant funding to deliver a range of energy efficiency measures to private properties Table 1 below outlines the targets agreed with the government in terms of the measures to be offered in the relevant areas. The intention for future years is to focus on those areas which evidence the highest levels of fuel poverty and which have not yet benefitted from the investment programme ie landward areas around main settlements and the remaining island communities.

Table 1: 2015-16 HEEPS:ABS Programme						
Area	External Wall Insulation (EWI)	Internal Wall Insulation (IWI)	Loft Insulation	Cavity Wall Insulation (CWI)	Underfloor Insulation	Total Measures per area
Mull	5	95	13	7	13	133
lona	0	6	0	0	1	7
Islay	2	78	10	6	10	106
Jura	0	7	2	0	1	10
Bute	2	25	0	0	0	27
Total	9	211	25	13	25	283

4.8 Experience gained in the first three years of the programme has shown that delivery has been adversely affected by changes to ECO rates and protracted timescales for customers. Consequently for the 2015/16 programme the Council is implementing a thorough and detailed management and delivery process which will: ensure that customers are kept informed at every stage of the HEEPS: ABS process; improve on the time taken to complete measures following the initial enquiry and; strengthen the partnership working with Home Energy Scotland.

Energy Efficiency of Social Rented Properties

4.9 The Homeargyll partners are also carrying out a significant programme of works to improve the energy efficiency of their stock. Following on from the Scottish Housing Quality Standard (SHQS), the Scottish Government has recently

introduced the Energy Efficiency Standard for Social Housing (EESSH), as a means of improving the energy efficiency of social stock. Even though the SHQS contains an element on energy efficiency, this standard has now been superseded by EESSH. EESSH requires social landlords to have their properties up to a minimum Energy Performance Certificate (EPC) rating of EE by the end of 2020. An EPC denotes the energy performance of a dwelling, and is required at point of sale or re-let.

- 4.10 The most recent Annual Performance on Charter (ARC) return submitted to the Scottish Housing Regulator would suggest that a large percentage of the social rented properties in Argyll and Bute are on course to meet the SHQS by next year. According to the ARC returns:
 - 99.75% of ACHA properties,
 - 96.4% of Fyne Homes,
 - 94.8 % of Dunbritton Housing Association properties, and
 - 100% of all West Highland Housing Association properties

EESSH will pose significant challenges for the RSL's; progress monitoring will continue by the Strategic Housing Forum, and also at the Home Energy Efficiency Forum.

4.11 HEEPS: ABS can assist Homeargyll partners in bringing properties up to an energy efficient standard in mixed tenure blocks. The Council is engaged with Homeargyll partners to maximise resources and benefits of joined up work planning.

Information and Advice

4.12 **ALIenergy- Affordable Warmth Service**: In addition to the management and delivery of the HEEPS:ABS scheme, ALIenergy also provide an in-depth advice service that assists clients with a range of energy efficiency information and assistance. Launching in 2009, ALIenergy's 'Affordable Warmth' service aims to reduce the number of households in Argyll and Bute who are experiencing fuel poverty. Their efforts are targeted towards those most at risk from fuel poverty; including: the elderly, single parents, families with young children, young adults living alone and disabled clients

The affordable warmth service will provide advice and assistance in the following areas:

- Energy Bills;
- Energy Debt;
- Insulation;
- Benefit checks and income maximisation;
- Behavioural changes and efficient use of appliances

Figures provided by ALIenergy would suggest that the service has had a positive impact on tackling fuel poverty. In the past year, ALIenergy have:

• Provided in-depth advice, support and mentoring to 331 vulnerable fuel poor households and conducted 134 benefit checks – many of whom

received help with benefits applications

- Provided information, awareness and general advice to 8,150 people at events and 1,000 people online
- Recruited and supported 62 energy champion volunteers 22 of which are trained to City and Guilds level or a similar EAS-organised training scheme
- 4.13 **Home Energy Scotland:** Home Energy Scotland is the Scottish Government funded freephone helpline which offers free, impartial advice to householders, community groups, private sector landlords, local authorities, housing associations and businesses. The advice that can be provided from this service can include: information about saving energy; grant and loan schemes; renewable energy; sustainable transportation and waste prevention.
- 4.14 Following contact being made with HES, a referral will be made to the most appropriate service. In 2014/15, the three most common measures that people were referred to were:
 - Insulation (574),
 - Energy Assistance Scheme (342)
 - The Warm Homes Discount (191).
- 4.15 **Welfare Rights**. Maximising income is also an important element in tackling fuel poverty and it is worth noting the contribution made by the Council's Welfare Rights Service who in 2014/15 secured £2.9m in additional benefits for some of the most vulnerable people in our community.
- 4.16 **Fyne Heat**: Fyne Homes have recently received funding from the Climate Change Fund to launch their 'Fyne Heat' programme. This programme will recruit and train a number of Fyne Homes Advisors; who will be tasked with providing expert advice to Fyne Home tenants on how they might be able to reduce their energy use.

Partnership Working

4.17 In 2013, the Home Energy Efficiency Forum was established to bring together all the main energy efficiency agencies operating in Argyll and Bute. This forum was established to further promote partnership working between the different energy agencies. All members of the Energy Efficiency Forum are also part of the Argyll and Bute Advice Network (ABAN) and the online referral system is the main way in which referrals are made to each of the advice agencies.

5.0 CONCLUSION

5.1 Fuel poverty is a significant issue for a large percentage of the population. Combined efforts by the Scottish Government, the Council and the energy advice agencies both national and local are tackling the problem but due to the wide range of factors which create fuel poverty it is an issue which will require

ongoing sustained action by all agencies. The HEEPS:ABS programme is important in that it is helping to reduce fuel poverty and improve property condition in both the private and public sector. However, there is still a lot to be done to reduce the levels and impact of fuel poverty.

6.0 IMPLICATIONS

- 6.1 Policy: The Council's Local Housing Strategy has an outcome to ensure that people in Argyll and Bute are living in 'well repaired and maintained homes that are affordable to heat'. HEEPS:ABS contributes to the achievement of this outcome.
- 6.2 Financial: The HEEPS: ABS grant awarded to Argyll and Bute Council has a number of conditions to ensure that the management of the grant is being distributed in accordance with Scottish Government guidance outlined in grant acceptance letter.
- 6.3 Legal: There are legal implications if the Council fails to adhere to Scottish Government guidance with the management of the grant awarded. Furthermore, the Council has responsibility in terms of The Climate Change Act (2009) and The Housing (Scotland) Act 2001
- 6.4 Equalities: The successful delivery of HEEPS: ABS aims to lift vulnerable clients out of fuel poverty.
- 6.5 Risk: Legal, financial and reputational risk exists with the failure to manage grant awarded appropriately.
- 6.6 Customer Service: Regular programme monitoring and feedback will help to improve the customer experience of the HEEPS: ABS programme.

Cleland Sneddon Executive Director of Community Services

Cllr Robin Currie Policy Lead Strategic Housing, Gaelic, Community and Culture

26th August 2015

For further information contact: Moira MacVicar Housing Services Manager. 01631 572184.

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ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

COMMUNITY AND CULTURE

10 SEPTEMBER 2015

CULTURE AND HERITAGE ASSEMBLY

1.0 EXECUTIVE SUMMARY

- 1.1 This report outlines the progress in implementing the 'Culture, Heritage and Arts Strategy'.
- 1.2 The report identifies the challenges in progressing a community led initiative.
- 1.3 The report outlines Creative Scotland's 'Place Partnership' offer in relation to the 'Culture, Heritage and Arts Strategy'
- 1.4 The report identifies the next steps needed.

1.5 Recommendation

It is recommended that the Community Services committee note the content of the report.

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

COMMUNITY AND CULTURE

10 SEPTEMBER 2015

CULTURE AND HERITAGE ASSEMBLY

2.0 INTRODUCTION

- 2.1 Following on from the Community Services Committee's acceptance of the 'Culture, Heritage and Arts Strategy' in May 2014 a meeting, convened by the Strategy consultants BTS, was held at the Queen's Hall, Dunoon on 18th June 2014 to which all contributors to the strategy were invited. Ninety people attended.
- 2.2 The findings of the Strategy were discussed and majority agreed. In taking the Strategy forward the following priorities were identified and endorsed.
 - Linking to others and networking
 - Communication and promotion to the two separate communities of residents and visitors
 - With communication and networking, many people are excluded because they are not IT literate nor used to working in social media, so future communication needs to take this into account
 - Need for the Local Authority to recognise the economic and social value of the cultural sector and commit more funding
 - Need for a body (cultural assembly) to identify priorities and projects, be a forum for new schemes and attract funds for projects
 - Advocacy –the assembly should play a role
 - Need to find ways to ensure balance in the assembly to ensure each area has equal influence
 - There is a need to engage schools and young people so that "culture" is passed to them
 - Provide access to markets (for those working in sector)
- 2.3 Caroline Docherty, the Local Government Liaison Officer from Creative Scotland outlined the 'Place Partnership' agreement with Argyll and Bute Council. This is for £200K which must be matched. Some potential partners will be: LEADER; Historic Scotland; VisitScotland; Scottish Natural Heritage. There is no annularity attached to this offer and the matched funding can come from any source. The matched funding does not need to be 'new spend'. The 'Place Partnership' plan must be created with the strong involvement of the Cultural sector within Argyll and Bute and must be agreed with both the Council and Creative Scotland.

2.4 It was agreed that before any of these could be achieved it would be necessary to establish the eight geographic hubs and create a democratically elected Steering Group of representatives from each of those areas.

3.0 **RECOMMENDATION**

3.1 It is recommended that the Community Services committee note the content of the report.

4.0 DETAIL

Public Meetings and establishment of local 'hubs'

- 4.1 The success of the Culture and Heritage Assembly relies on those individuals and organisations involved in the sectors to 'buy in' to the concept. It was important to be, and be seen to be inclusive and to give everyone the opportunity to participate.
- 4.2 The Strategy suggested eight geographic hubs, mirroring those of the Argyll and Isles Strategic Tourism Co-operative (AISTC). To achieve the required level of opportunity for inclusivity fifteen public meetings were required
 - **Bute** One meeting in Rothesay
 - **Cowal** One meeting in Dunoon
 - Inveraray, Kilmartin and Knapdale Glen Two meetings: Lochgilphead and Inveraray.
 - Islay, Jura and Colonsay Two meetings: Islay and Jura.
 - Kintyre and Gigha Two meetings: Campbeltown and Tarbert.
 - **Mull, Iona, Tiree and Coll** Four meetings: Tobermory, Creich, Coll and Tiree.
 - **Oban and Lorn** Two meetings: Oban and Lismore.
 - West Loch Lomond and Clyde Sea Lochs One meeting: Helensburgh.
- 4.3 One of the major functions of these local groupings is to allow for physical meetings. For this reason it has been agreed to divide 'Mull and Iona' and 'Tiree and Coll' into separate 'hubs; giving a total of nine.
- 4.4 Local 'hubs' have been established in each of these areas and a representative, plus in some cases a depute, has been democratically elected.
- 4.5 The first meeting of the democratically elected Steering Group was held on July 31st in the Council Chambers, Kilmory. The main decisions are listed at 4.7 below.
- 4.6 We currently have 445 individuals and organisations involved in Culture and Heritage on our database

- 4.7 The Steering Group meeting on 31st July identified the following priorities for action:
 - Identify and engage with key partners and funding bodies such as SNH, Historic Scotland, Visit Scotland, Craft Scotland, Lottery Fund and LEADER
 - Create a legal entity to allow for fundraising, marketing, lobbying and administrative purposes.
 - Complete the first draft of the 'Place Partnership' plan for Creative Scotland.
 - Produce a data protection statement to allow contact sharing within the Cultural Assembly.
 - Creation of a skills database for skills sharing between Cultural Assembly members.
 - Establish an events diary detailing future events with contact details.

5.0 CONCLUSION

5.1 The culture and heritage sector in Argyll and Bute is underdeveloped. The sector has the potential to make an important contribution to economic development through employment and tourism. It can also contribute to quality of life and addressing depopulation. The Council's limited resources make it imperative that it is the sector itself which takes responsibility for this development with Council support. The process is time consuming and complex but the long term gains can be significant.

6.0 IMPLICATIONS

- 6.1 Policy: The success of a coordinated and sector led development of our Culture and Heritage sectors will contribute to four of the six economic development priorities in the Economic Development Action Plan.
 - Assist the continued regeneration of our main towns, building on the CHORD Programme, and our smaller rural and island communities;
 - Continue to develop successful partnership working with our key industries to create sustainable growth (e.g. Argyll and Bute Renewable Alliance – ABRA; Argyll and the Isles Strategic Tourism Partnership – AISTP; Food from Argyll and the Argyll and the Isles Agricultural Forum); NB Culture and Heritage should be recognised as an industry and a potential key economic driver.
 - Work with over 1,500 new and existing businesses to help them start, grow and prosper;
 - Attract economically active individuals and families to Argyll and Bute for whom living in rural Scotland is a lifestyle ambition.
- 6.2 Financial: In order to unlock the £200,000 from Creative Scotland matched funding must be found. By creating a development organisation from the practitioners within the sector, this will allow for a wide range of potential partner funders. There is no financial implication for the Council beyond existing budgets.
- 6.3 Legal: None

- 6.4 Equalities: None
- 6.5 Risk: Council capacity to lead the project until it can become self-sustaining, at which point the Council will take on a supporting role Financial risk to the success of the project if match funding cannot be identified from non-Council funding streams.
- 6.6 Customer Service: Working in partnership with individuals and organisations operating in the Culture and Heritage sectors within our communities will enhance the reputation of the Council and will add to wellbeing.

Cleland Sneddon Executive Director of Community Services

Cllr Robin Currie Policy Lead for Strategic Housing, Gaelic, Community and Culture

21st July 2015

For further information contact: Kevin Baker, Culture and Libraries Development Officer 01631 567978

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ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

COMMUNITY SERVICES

10th SEPTEMBER 2015

Sport and Leisure Framework 2015-2019

1.0 EXECUTIVE SUMMARY

- 1.1 The purpose of this report is to present to Members the draft Sport and Leisure Framework 2015 – 2019 for Argyll and Bute. The framework will replace the current Sport and Physical Activity Strategy and will act as the overarching plan across a wide range of services.
- 1.2 The Framework was developed in partnership with sportscotland and other partners, including significant input from staff within the NHS.
- 1.3 The aim of the Framework is to provide the focus and strategic approach to ensure that Argyll and Bute Council continues to maintain and develop services which improve the overall sport outcomes, health, fitness and general wellbeing of our communities.
- 1.4 This updated strategic approach is designed to ensure that the vision, mission, values and priorities of the Sport and Leisure Framework ensure that all partners work together to deliver the outcomes of Argyll and Bute's Single Outcome Agreement (SOA) 2013 - 2023
- 1.5 Recommendations It is recommended that the Community Services Committee:
 - a) Note the content of the Sport and Leisure Framework and agree that it be adopted to replace the existing Sport and Physical Activity Strategy.
 - b) Agree that a strategic health and physical activity forum is developed, managed and resourced to ensure that all opportunities to help people live active, healthy lives are well planned and delivered through partnership working. The Police Lead or Depute Policy Lead for Sport and Leisure within Community and Culture will be a Member of the Strategic Forum
 - c) That the priority goals and outcomes of the Framework support the outcomes of the SOA and that a monitoring and reporting process is implemented to ensure that performance monitoring is accurate, current and widely shared with Community Planning and other relevant partners

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

COMMUNITY SERVICES

10th SEPTEMBER 2015

Sport and Leisure Framework 2015-2019

2.0 INTRODUCTION

2.1 There have been significant changes in the strategic and operational environment for sport and leisure both within Argyll and Bute and nationally since the completion of the existing Sport and Physical Activity Strategy. These include the challenging financial position for the public sector, Health and Social Care integration and the important role of the Argyll and Bute SOA in defining a clear set of overarching outcomes.

3.0 RECOMMENDATIONS

It is recommended that the Community Services Committee:

- a Note the content of the Sport and Leisure Framework and agree that it be adopted to replace the existing Sport and Physical Activity Strategy.
- b Agree that a strategic health and physical activity forum is developed, managed and resourced to ensure that all opportunities to help people live active, healthy lives are well planned and delivered through partnership working. The Police Lead or Depute Policy Lead for Sport and Leisure within Community and Culture will be a Member of the Strategic Forum
- c That the priority goals and outcomes of the Framework support the outcomes of the SOA and that a monitoring and reporting process is implemented to ensure that performance monitoring is accurate, current and widely shared with Community Planning and other relevant partners

4.0 DETAIL

- 4.1 The development of the Argyll and Bute Council's Sport and Leisure Framework was facilitated by **sport**scotland staff and this assistance and support ensured that the strategic planning reflects their wide range of knowledge and experience gained through their work nationally.
- 4.2 The project team included representatives from the NHS and their contribution was very helpful in the consideration and inclusion of the

wider health and well-being requirements of communities across all age ranges and physical abilities.

- 4.3 Recognising the constraints on budgets and resources, a critical aspect of the Framework development was recognition and agreement of what activities and outcomes were within the scope of the council's service delivery and that of partners, or out with the scope of the plan completely.
- 4.4 In developing the Framework the strategic priorities were identified as:
 - Recognise the potential of Argyll and Bute
 - Recognise the range of ways people can get involved in physical activity and sport
 - Influence how people feel about physical activity and sport
 - Be clear about where sport can happen
 - Match opportunities to abilities
 - Contain a clear expression of ambition
 - Provide direction and accountability
 - Maximise use of shared resources.
- 4.5 It is a priority of the Framework that community engagement and communication is embedded in all service activities. The draft Framework has been circulated to our customers, stakeholders, partners and the Community Planning Partnership for comment.

5.0 CONCLUSION

5.1 The Sport and Leisure Framework provides a concise, realistic, inclusive and flexible plan for sport and physical activity across Argyll and Bute. It recognises the constraints that exist but has a clear focus on partnership working to maximise all the available resources, facilities and skills to deliver the best possible service. It aims to increase physical activity for all and nurture ambition and talent for our athletes.

6.0 IMPLICATIONS

6.1 Policy	The improved joint working and planning, delivery and enhanced opportunities for physical activity meet a number of the outcomes of the SOA and other relevant plans.
6.2 Financial	It is anticipated that sharing of resources will be enhanced through joint working, otherwise there will be no financial implication.
6.3 Personnel	None

6.4 Equal opportunities	This proposal is consistent with the Council's policy on Equalities
6.5 Risk	The Framework has been developed to reflect the realistic ability to deliver outcomes and can be amended if circumstances change materially.
6.6 Customer Service	Customer service will be enhanced through more joined up working and improved communication and engagement.

Appendix 1 – Sport & Leisure Framework 2015 - 2019

Cleland Sneddon Executive Director Community Services

Councillor Robin Currie Policy Lead for Strategic Housing, Gaelic, Community and Culture

4 August 2015

For more information contact:

Muriel Kupris Leisure & Youth Services Manager Tel: 01631 572181

Donald MacVicar Head of Community and Culture Tel: 01546 604364



2015 - 2019

Foreword

I am delighted to introduce this framework for Sport and Leisure which will provide the focus and strategic approach to ensure that Argyll and Bute Council continues to maintain and develop services aiming to improve the overall sport outcomes, health, fitness and general wellbeing of our communities. By working in partnership with other organisations and through our network of committed volunteers we can maximise the resources available in the very challenging financial environment facing local authorities.

I would like to thank **sport**scotland for the facilitation support provided throughout the development process of the framework.

Robin toume.

Councillor Currie Policy Lead Community, Culture and Housing



Sport and Leisure in Argyll and Bute – Inspiring people to be active, healthy and sporty.

OUP MISSION

Our service aspires to be welcoming, inclusive and ambitious.

We will increase opportunities for physical activity and sport and contribute to health outcomes through working closely with our partners; motivating and engaging our communities to enjoy the diverse and unique environment of Argyll and Bute.

OUP VALUES

- **HONESTY** We are open honest and approachable with our customers, communities and partners.
- DIVERSITY We value diversity and respect equality.
- YOUNG PEOPLE are involved in decision making and delivery of sport and physical activity.
- **POTENTIAL** We recognise and support potential.
- **PRIDE** We take pride in delivering high quality services for best value.
- **INVOLVEMENT** We involve our communities to plan, prioritise, develop and promote sport and leisure opportunities.
- ACCOUNTABILITY We are accountable to ensure our service provision is needs based and evaluated through effective performance management.
- **COMMITMENT -** We are committed to clear long term outcomes.
- **PATHWAYS** We create lifelong pathways to ensure opportunities for all.
- **PARTNERSHIP WORKING** will be at the heart of all we do.

OUP PRIORITIES

1: School Sport

Physical Education, Physical Activity and Sport (PEPAS) is embedded within all schools across Argyll & Bute promoting pathways from schools to clubs and communities.

GOALS

Priority 1.1 Create PEPAS group to integrate Physical Education, Physical Activity and Sport in Schools (curricular and extra-curricular), and into the community

OUTCOMES

- 1.1.1 Multi partner PEPAS group is functioning well with links to all secondary schools and associated primary clusters
- 1.1.2 School Senior Management teams value the contribution of PEPAS to the wider educational agenda
- 1.1.3 Integrated PEPAS plan is managed, resourced and delivered
- 1.1.4 Increased opportunities to engage under- represented groups through effective PEPAS activities

Priority 1.2 Physical Education is well planned and coordinated

- 1.2.1 All schools achieving two hours / two periods of quality PE in accordance with the Scottish Government target
- 1.2.2 All schools participate in the School Sport Award scheme

Priority 1.3 Active Schools is well resourced, planned and delivered

- 1.3.1 Strong pathways exist between school and clubs to support the transition from school to community sport
- 1.3.2 More opportunities for children & young people to participate in sport and physical activity

Priority 1.4 Continue to develop a strong network of people to deliver Physical Education, Physical Activity & Sport in Argyll & Bute Schools

- 1.4.1 A strong network of people, including Young Leaders, delivering PEPAS in Argyll & Bute Schools are well supported and valued
- 1.4.2 Young people are involved in decision making in school and community sport
- 1.4.3 Well trained coaches delivering high quality sport delivery





Sport & Leisure Framework

2: Club Sport Support sports clubs to enable accessible and sustainable sports provision in communities.		
GOALS		
Priority 2.1 Adopt a strategic approach to the development of Community Sport Hubs in identified communities in Argyll and Bute		
OUTCOMES		
2.1.1	Local plans are developed and implemented by local stakeholders and partners in every CSH area	
2.1.2	Young Hub Leaders are involved in decision making in each Community Sport Hub	
2.1.3	Increased membership of local clubs engaged in Community Sport Hubs	
Priority 2.2 Community Sport Hubs are well resourced, planned and delivered		
2.2.1	Community Sport Hubs within ArgyII & Bute are sustainable	
2.2.2	The needs of local clubs in Hubs are understood and addressed through partnerships with identified stakeholders	
2.2.3	Well trained people delivering high quality services in fit for purpose facilities	
	Priority 2.3 Utilise the local club accreditation scheme with identified clubs to support and develop local coaches, officials and volunteers	
2.3.1	Volunteers and coaches within school and community programmes are supported and mentored	
2.3.2	Local sports clubs are recognised and rewarded	
2.3.3	Local sports clubs are well-resourced and well connected	
2.3.4	Local sports clubs are well planned and well organised	
2.3.5	Increased membership of local clubs	
Priority 2.4 Maximise the opportunities afforded by the regional sporting infrastructure and sportscotland's Regional Sporting Partnership		
2.4.1	Effective pathways create a supportive environment for lifelong participation and encourage high level sporting achievement	
2.4.2	Additional resources and expertise are available to grow sporting excellence in Argyll and Bute	
	Priority 2.5 Encourage clubs to engage with young people through participation and/or leadership opportunities	
2.5.1	Young people hold leadership roles within clubs	

2.5.2 Sports clubs are connected with schools to provide quality opportunities for young people





Sport & Leisure Framework

3: Community Sport and Physical Activity:

Maximise access to and promotion of sport and physical activity opportunities to engage people in their local communities.

GOALS

Priority 3.1 Ensure that sport and physical activity is embedded in the strategic planning of the Council and the Community Planning Partnership and its role in achieving the outcomes of the SOA is clear

OUTCOMES

- 3.1.1 Community Planning Partners and communities working together to understand and address sport and physical activity needs across Argyll and Bute.
- 3.1.2 Performance monitoring information is accurate, current and widely shared with CPP partners and other relevant partners

Priority 3.2 Engage with partners to maximise opportunities to access sport and physical activity

3.2.1 Sport and Physical Activity opportunities are accessible, inclusive, affordable and financially viable

3.2.2 Performance monitoring information is used to influence planning and resource decisions.

Priority 3.3 Ensure the profile, and benefits of, Sport & Physical Activity are clearly communicated

- 3.3.1 The profile and benefits of sport and physical activity are communicated with elected members, CPP partners and other relevant partners
- 3.3.2 People and local communities are aware of the local opportunities in sport and physical activity

4: Lifelong health and wellbeing

Helping people live active, healthy lives.

GOALS

Priority 4.1 Establish a strategic health and physical activity forum to ensure all opportunities are well planned, resourced and delivered

OUTCOMES

- 4.1.1 Strategic health and physical activity forum is managed, resourced and delivered
- 4.1.2 Increased participation in physical activity and sport for all age ranges which contribute towards improved health outcomes
- 4.1.3 The health and wellbeing needs of local communities are identified, understood and addressed through partnerships with identified stakeholders
- 4.1.4 Opportunities are well planned, resourced and delivered which encourage more people to engage in lifelong sport & physical activity
- 4.1.5 Communities are aware of the opportunities and significant benefits of sport & physical activity

4.1.6 Reduced health inequality within areas of need

4.1.7 Performance monitoring information is used to influence planning and resource decisions

Priority 4.2 Work in partnership with the NHS to drive the development of affordable best practise exercise referral schemes

4.2.1 The Argyll Active and Healthy Working Lives programmes are developed and sustained

4.2.2 Sustainable, coordinated & person centred physical activity and sport interventions are delivered

Priority 3.3 Increase resources targeted towards the physically inactive among our population

3.3.1 Increase in numbers of previously inactive people engaging in sport & physical activity

	GOALS
	Priority 5.1 Deliver a high quality leisure service infrastructure by adhering to Argyll & Bute Council strategic priorities
	OUTCOMES
5.1.1	All our buildings, facilities and equipment are maintained to a high, safe standard
5.1.2	Capital investment is committed through a planned, strategic approach based on robust data
5.1.3	Access to the facilities is well managed and used to capacity for Physical Activity and Sport opportunities
5.1.4	Access to the school estate is well managed
	Priority 4.2 Invest in training and support to develop staff
5.2.1	Invest in recruitment and training to ensure well trained people delivering high quality services
	Priority 4.3 Create a welcoming environment in all our facilities for all customers
5.3.1	Facilities are warm, clean, friendly and provide an appropriate environment for participants in sport & physical activity
	Priority 5.4 Work with partners, including community planning partners, to promote opportunities for sustainable and responsible use of our natural resources for Physical Activity and Sport
5.4.1	Access to outdoor environments and green spaces is increased

6: Communication and Engagement

Community engagement and communication is embedded in all service activities.

GOALS

Priority 6.1 Use a range of innovative communication channels to reach and engage with communities

OUTCOMES

6.1.1 Communication plan is developed, managed, resourced and delivered incorporating all relevant corporate strategies and plans

6.1.2 Information is current and accessible

- 6.1.3 Raised awareness of sport and physical activity opportunities
- 6.1.4 Performance monitoring information is accurate, current and widely shared with CPP partners and other relevant partners
- 6.1.5 Performance monitoring information is used to influence planning and resource decisions

Priority 6.2 Consult regularly with our customers, clubs and communities for feedback on service improvements to meet their needs

- 6.2.1 Customers are fully engaged to address issues which directly affect them
- 6.2.2 Hard to reach customers are engaged
- 6.2.3 Enhanced customer feedback channels to identify areas of improvement and good practice
- 6.2.4 Service delivery meets the needs of customers
- 6.2.5 Improved information flow and more responsive service delivery
- 6.2.6 Increase of participation and customer satisfaction across all service programmes

STPATEGIC CONTEXT

The Sport & Leisure Framework has been written with our partners in order to maximise service and form a cohesive document to compliment National Strategies and our Single Outcome Agreement. Spanning the next 4 years, this document sets out the vision for sport and leisure within Argyll & Bute.



With thanks to all our partners











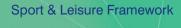












ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES

CUSTOMER SERVICES

10 SEPTEMBER 2015

GAELIC LANGUAGE PLAN PROGRESS REPORT

1.0 EXECUTIVE SUMMARY

The purpose of this report is to update the Community Services Committee on progress in delivering the Council's Gaelic Language Plan.

There are no financial implications from this paper.

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

CUSTOMER SERVICES

10 SEPTEMBER 2015

GAELIC LANGUAGE PLAN PROGRESS REPORT

2. INTRODUCTION

2.1 The purpose of this report is to update the Community Services Committee on progress in delivering the actions in the approved Argyll and Bute Council Gaelic Language Plan

3. **RECOMMENDATIONS**

It is recommended that the Policy and Resources Committee:

- 3.1 Notes the progress being made in delivering the Council's Gaelic Language Plan
- 3.2 Notes that some measures require to be updated and that this will be reported to a future Committee.

4. DETAIL

- 4.1. Argyll and Bute Council has a duty under the Statutory Notice by Bord na Gaidhlig to produce a Gaelic Language Plan. The Council approved its Gaelic Language Plan in 2014 following consultation and sign off by Bord na Gaidhlig.
- 4.2 The Gaelic Language Plan is aligned with the National Gaelic Plan and focuses on the same themes. These are:
 - Gaelic in the Home
 - Gaelic in the Community
 - Gaelic in Education
 - Gaelic in the Workplace
 - Gaelic in the Arts, Heritage, Media and Tourism
 - Gaelic in Economic Development
- 4.3 The Council's Plan contains a number of actions with success measures that have been develop and agreed as our approach to delivering on the Plan. Attached to this report in Appendix 1 is a table with progress against each of the actions that have been agreed.
- 4.4 The Action Plan has been built into the Council's Performance Management system, Pyramid, so all actions can be tracked and progress monitored.

- 4.5 Each of the actions has an identified lead officer. Regular meetings are programmed with the Policy Lead to provide updates on progress against the agreed actions.
- 4.6 As the plan progresses, the actions will be completed or reviewed to ensure that they remain appropriate. Any changes will be reported via the Policy lead to the Community Services Committee.

5.0 CONCLUSION

5.1 Progress is being made by the Council on delivery of the Gaelic Language Plan. Some of the measures require adjustment to reflect changes since the Plan was initially developed.

6.0 IMPLICATIONS

- 6.1 **Policy** This proposal is compliant with the Council's policies and procedures.
- 6.2 **Financial** There are no financial implications from this report.
- 6.3 **Legal** The Council has a duty under a statutory notice to produce a Gaelic Language Plan
- 6.4 **HR** None
- 6.5 **Equalities** None
- 6.6 **Risk** None
- 6.7 **Customer Services** None

Executive Director of Customer Services Policy lead – Robin Currie

August 2015 For further information contact: Jane Fowler, Head of Improvement and HR

APPENDICES Appendix 1 – Gaelic Language Plan Actions update. This page is intentionally left blank

Gaelic Language Plan – Status 31/07/15					
Element	Latest update	Status	In charge	Comments	
GP1 - Gaelic is audible and visible in our communities					
 Deliver locally-sourced Gaelic awareness sessions 	FQ1 14/15	On track	Donald MacVicar		
Groups accessing Gaelic Centre in Oban	FQ1 15/16	On track	Ann Marie Knowles	Qtr 1 - 2015-2016 Thirteen groups are currently accessing Gaelic language activities under the Furan brand.	
Signage replaced bilingually	FQ1 15/16	Complete	Malcolm MacFadyen	FQ1 2015/16 All signs are now replaced bilingually as standard. Complete.	
Increase Gaelic materials in libraries	FQ1 15/16	On track	Donald MacVicar	Demand for materials is currently being assessed	
 Website and multimedia platforms have Gaelic material 	FQ1 15/16	On track	Judy Orr	Gaelic press releases are placed on Council website, facebo and tweets are also used for a wider coverage. Investigating using the top 100 pages from the Council website and web manager to attend next officer meeting with recommendat	
 Increase printed material available through the medium of Gaelic 	FQ1 15/16	On track	Jane Fowler	Translation facilities are made available for all documents. only fully translated document to date has been the Gaelio Language Plan. Further materials are made available throu online media in Gaelic. This is now a greater priority as communications move increasingly online. To be reviewed – increasingly moving away from printed materials.	

 Formal process for translation/interpretation 	FQ1 15/16	Complete	Jane Fowler	The Council has internal and external arrangements in place to provide Gaelic translation. There is currently available budget.
Develop a standard policy for bilingual signage	FQ1 15/16	Complete	Malcolm MacFadyen	Complete.
Monthly press releases in Gaelic	FQ2 15/16	Complete	Jane Fowler	Complete and ongoing as business as usual.
No of Gaelic press releases	FQ1 15/16	50	Jane Jarvie	Gaelic press releases are issued on a range of topics on a regular basis
GP2 - People have opportunities to use Gaelic				
Monitoring framework for partners delivering activities	FQ1 15/16	On track	Jane Fowler	Exploratory work underway with CPP partners
• Gaelic forum meets biannually	FQ1 15/16	Not on track	Jane Fowler	Discussions have taken place with the Policy Lead about the benefits of having a Gaelic forum established. Contact has been made with other public sector bodies that have a presence in Argyll and Bute. A forum consisting of community groups and local organisations or an online forum are alternative proposals to be considered.
 Research to identify baseline Gaelic activities 	FQ1 15/16	On track to revised plan	Jane Fowler	This is now a priority for 2015-16.
Assess impact of community initiatives	FQ1 15/16	On track to revised plan	Jane Fowler	This is now a priority for 2015-16.

 No of Gaelic partnerships operating in Argyll and Bute 	FQ1 15/16	7	Ann Marie Knowles	This measure requires consideration as it was written in 2011 in different financial circumstances. Work to be undertaken to identify which partnerships are still in place, as some are no longer operating.
GP3 - People have access to Gaelic learning and usage opportunities				
 Number of students accessing Gaelic classes 	FQ1 15/16	358		Materials have been placed on the Hub to support awareness and Gaelic Language Learning for staff. The findings from the Employee Survey 2014 on Gaelic showed that there was significant interest from staff in learning the language. Classes were advertised on The Hub and over 30 employees across the area expressed an interest. Some challenges have arisen in agreeing on a day and time for classes and discussions have been held with ICCI as to revisit the delivery of classes in August after the school holidays.
Free Council venues for provincial mods	FQ1 15/16	On track	Donald MacVicar	In process.

 Financial support for local Gaelic partnerships 	FQ1 15/16	On track	Ann Marie Knowles	Gaelic Partnerships provide valuable opportunities for communities to engage with Gaelic activities. This measure will require reconsideration as it was written in 2011. The Gaelic Specific grant is no longer able to support Gaelic partnerships. Support would have to be sought from GLAIF to continue this.
• Promotion of Gaelic learning opportunities	FQ1 14/15	On track	Donald MacVicar	In process – promoting through the Hub.
GP4 - Bord na Gaidhlig integrated in Argyll and Bute CPP				
 Bord na Gaidhlig invited to become member of CPP 	FQ1 15/16	Complete	Donald MacVicar	Complete
GP5 - Strengthen Gaelic activities for families with children				
 Gaelic Bookbug delivered in areas with GME 	FQ1 15/16	On track	Ann Marie Knowles	Success story in the growth of Gaelic Medium Education that provides opportunities for children and their parents to interact with Gaelic activities together. Bookbug sessions in all areas with Gaelic Medium Education and Ross of Mull, Mid-Argyll, Tobermory and 4 sessions on Islay. A further two areas will be targeted, these will be Kintyre and HALCO.
• Promote the benefits of bilingualism	FQ1 15/16	On track	Ann Marie Knowles	Positive promotional and marketing undertaken in Mid Argyll with sustainable growth in Gaelic Bookbug leading to a request for dedicated Gaelic Medium Education in Mid Argyll.
• Expand the Parental Advocacy Scheme	FQ1 15/16	On track	Ann Marie Knowles	Parental advocates provide a genuine and tested perspective on Gaelic Medium Education (GME) to parents considering GME for their children. Parental advocates are currently active in: Cowal Oban Islay, and Appin Targets over the next year will be: Tiree, and Mull

GP6 - Provide a high quality experience for young people				
 Number of curricular areas delivered through Gaelic 	FQ1 15/16	Not on track	Ann Marie Knowles	The curricular areas delivered through Gaelic in Secondary school curriculum during sessions 2012-2014 were: * Art * Maths * History/Geography. All of the above were delivered in Tobermory High School. Strathclyde University's Gaelic Immersion for Teachers (GifT) course will be heavily marketed and promoted through Head Teachers. This will allow current GTCS practising teachers to become Gaelic Medium teachers of their curricular area. This year negotiated satellite to Inverness and Benbecula and will look to widen to Argyll & Bute next year.
• Access to new qualifications through Gaelic	FQ2 15/16	On track	Ann Marie Knowles	Strathclyde University's Gaelic Immersion for Teachers (GifT) course will be heavily marketed and promoted. This will allow current GTCS practising teachers to become Gaelic Medium teachers of their curricular area. This year negotiated satellite to Inverness and Benbecula and will look to widen to Argyll next year. In process – Gaelic communication course for teachers at Argyll College.
• Number of schools offering GLPS	FQ1 15/16	45	Ann Marie Knowles	Languages 1+2 Strategy statement recommending that the majority of schools will be delivering Gaelic as either L2 or L3 by 2020.
 Provide CPD opportunities for all Gaelic Education staff 	FQ1 15/16	Not on track	Ann Marie Knowles	Due to financial constraints the Council is in a position to provide one CPD opportunity for Gaelic Education Staff. Essential and high quality opportunities for CLPL for all facets of those employed in the delivery of Gaelic Medium and Gaelic Learners Education.

 Strategy to increase number of teachers qualified to deliver GME/GLPS 	FQ1 15/16	On track	Ann Marie Knowles	Formal strategies are to be formulated by 2016 and current actions are as follows: * Partnership with Argyll College delivering PGCE in Oban with 2 Gaelic student teachers. * Strathclyde University's Gaelic Immersion for Teachers (GifT) course will be heavily marketed and promoted. This will allow current GTCS practising teachers to become Gaelic Medium teachers of their curricular area. This year negotiated satellite to Inverness and Benbecula and will look to widen to Argyll next year, * Opportunities for staff to acquire Gaelic through Sabhal Mòr Ostaig and Bòrd na Gaidhlig's language acquisition models and through ICCI
 Local and national policies reviewed and implemented 	FQ1 15/16	On track	Ann Marie Knowles	Achieving commitments in Education section of Gaelic Language Plan.
GP7 - Lifelong learning opportunities meet needs of communities				
• Families accessing out of school activities	FQ1 15/16	Not on track	Ann Marie Knowles	Currently issues with resourcing. Funding opportunities being investigated. The objective is to present an opportunity to naturalise and normalise Gaelic for young people and their families in regular contexts.
 Young people with Gaelic engaging with wider community 	FQ1 15/16	On track	Ann Marie Knowles	Proven track record of engagement and high levels of participation in local and national opportunities that provide wider achievement and attainment contextual learning activities for young people. Opportunities are: * Film Making * Gaelic Debate * Writing Competitions * Drama Festival * Sporting Opportunities * Media Opportunities.
GP8 - Maintain strong partnerships and networks				

Access to specialist school support staff	FQ1 15/16	Not on track	Ann Marie Knowles	Current work with Psychological Services and national working groups on ASN in GME is being undertaken. Positive local and national movement towards addressing the issues facing children and schools with additional support needs in GME.	
GP9 - People are aware of the importance of Gaelic in the home					
 Promotion of benefits of bilingual environment in home setting 	FQ1 15/16	On track	Jane Fowler	In process.	
GP10 - Opportunities for natural use of Gaelic in the home					
• Families empowered to create Gaelic environment in the home	FQ1 15/16	On track	Jane Fowler	Education are progressing.	
GP11 - Gaelic is audible and visible in the workplace					
 Increase Council vacancies where Gaelic is desirable 	FQ1 15/16	On track	Jane Fowler	One post this quarter (non education) was advertised with Gaelic as a desirable criteria. This represents 100% increase o the previous quarter.	
Council vacancies advertised bilingually	FQ1 15/16	On track	Jane Fowler		
 Increase Gaelic content on 'The Hub' and website 	FQ1 15/16	On track	Jane Fowler	Regular press releases in Gaelic are issued and are updated on the Council's website. New material has been uploaded onto the Hub to enable employees to take advantage of online Gael learning materials.	
 Promotion of good news stories in and relating to Gaelic 	FQ1 15/16	On track	Jane Fowler		
 Staff are engaged with Gaelic Language Plan 	FQ1 15/16	On track	Jane Fowler	The Gaelic Language Plan is available to employees through the Hub and progress on the actions are now visible and available through Pyramid. many employees follow the council's Facebook page and Gaelic press releases are also issued there.	

 Mail and email received in Gaelic will be responded to in Gaelic 	FQ1 15/16	On track	Jane Fowler	The Council receives very few items of correspondence in Gaelic. Translation facility is available to provide a response in Gaelic at all times.
 Complaints received in Gaelic are responded to in Gaelic within timescale 	FQ1 15/16	On track	Jane Fowler	All complaints are dealt with by the Council through a systematic approach and in line with agreed timescales. Facility is available for translation of any complaints in Gaelic that require a response in Gaelic.
 Standard bilingual welcome for Council Reception staff 	FQ1 15/16	Not on track	Judy Orr	Awaiting details of pronunciation in order to re-teach staff It is proposed that this is amended to "encourage bilingual welcome"
GP12 - Staff have opportunities to improve their Gaelic skills				
Carry out staff language skills audit	FQ1 15/16	Complete	Jane Fowler	A question on the interest of learning Gaelic was included in the Employee Survey in 2014. 31% of respondents would like to learn Gaelic or improve their Gaelic and a further 3% already have Gaelic skills and are happy with their current level of fluency.
 No of staff accessing Gaelic language learning classes 	FQ1 15/16	358	Jane Fowler	358 employees have accessed Gaelic learning to date. Arrangements are being put in place, but the timing of the classes is proving challenging to resolve. Materials are available on the Hub to support Gaelic learning. This aligns with our approach to moving from face to face learning to e learning, which is more flexible and cost effective. A new target will be required in due course

 TO BE REPLACED - No of staff accessing Gaelic Toolkit 	FQ1 15/16	On track to revised plan	Jane Fowler	The Gaelic Toolkit provides a flexible approach to learning Gaelic by employees, but officers are currently unable to measure the usage of the site as it is externally hosted. It is proposed to change this measure to Promotion of the Gaelic toolkit.
 Committee meetings opened with a Gaelic greeting 	FQ1 15/16	Complete	Charles Reppke	Gaelic greetings at Council meetings in place and ongoing. CS Meetings now opened in Gaelic.
 Automated messages on contact with the council to have a Gaelic greeting 	FQ1 15/16	Complete	Judy Orr	Awaiting details of received pronunciation and native Gaelic speaker to do recordings
 Increase Gaelic content on plasma screens at customer service points 	FQ1 14/15	On track	Judy Orr	
 Promotion of Gaelic activities on website, plasma screen and service points 	FQ1 15/16	Not on track	Donald MacVicar	In progress to establish on website and roll out to plasma screens – web team and IHR.
GP13 - Gaelic is used in arts, media and culture				
Host a successful Royal National Mod	FQ1 15/16	On track	Donald MacVicar	In progress.
 Gaelic media organisations receive all council press releases 	FQ1 15/16	On track	Jane Fowler	Complete.
• Number of Feisean events in A&B	FQ1 15/16	0	Donald MacVicar	Consideration is being given to changing this measure, as the Council does not deliver these events.
GP14 - People participate in Gaelic arts, media heritage events				
 Increase participants in Royal National Mod 	FQ1 14/15	On track	Donald MacVicar	Target completion set per Oban Mod in October 2015
 Increase visitors attending Royal National Mod 	FQ1 14/15	On track	Donald MacVicar	Target completion set per Oban Mod in October 2015

 Increase number participating in Fèisean events 	FQ4 14/15	4703	Donald MacVicar	As at the end of 2014-15, there were 4,703 people participating in Fèisean events in Argyll and Bute. Target set as cumulative within Financial Year based on 408 in 2011-12 Also see comments above
 Increase number attending Fèisean events 	FQ4 14/15	2890	Donald MacVicar	As at the end of 2014-15, there were 2,890 people attending Fèisean events in Argyll and Bute. Target set as cumulative within Financial Year based on 987 in 2011-12 Please add comment(s) in explanation of any amendment(s) to targets Also see comments above
GP15 - Gaelic related activities bring economic benefits				
 Increase economic impact of hosting Royal National Mod 	FQ1 15/16	0	Donald MacVicar	Mechanism for identifying the economic impact is currently underway ahead of the 2015 Oban Mod
• No of tutors in feisean activities	FQ1 15/16	122	Donald MacVicar	As at the end of 2014-15, there were 122 tutors in Argyll and Bute delivering feisean activities. Target has been 'flat-lined' at 100, assumed to be a running total.
• Support HIE Research	FQ1 15/16	On track	Jane Fowler	Argyll and Bute Council were represented on the Steering group for the HIE commissioned research. HIE are coordinating arranging a collective discussion around embedding the concept of using Gaelic as an Asset in both the new National Gaelic Plan (currently under development) and in the high level aims for the Gaelic Plans. The group hopes to meet over the summer 2015 to support the realization of the potential for economic and social value of using Gaelic as an asset.

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

COMMUNITY SERVICES

10 SEPTEMBER 2015

LEARNING DISABILITY DAY SERVICES

1.0 EXECUTIVE SUMMARY

- 1.1 The purpose of the report is to provide a summary and update on the improvement and development of the Learning Disability Day Services.
- 1.2 The Service Manager for Registered Services has continued to be involved with the reviewing and implementation of improvement plans throughout all Council operated services. There is evidence that the appropriate improvements are incrementally improving grades following being assessed by the Care Inspectorate.
- 1.3 All externally commissioned services in line with the Service Choices agenda will be subject to new reviews of Service provision in conjunction with Commissioning team. This will seek to ensure that the Council are in receipt of best value and that they are providing positive and outcome based interventions to everyone in receipt of supports and intervention.
- 1.4 It is envisaged that Adult Care services will provide and commission modern and person centred Day Services which are socially inclusive and provide positive personal outcomes. In order to provide meaningful activities and be participative they have to be inclusive of evenings and weekends.
- 1.5 In achieving the above it is essential that there is greater consistency and standardisation across all services in line with the demands of our service users, families and carers and the Care Inspectorate. This process has begun and is ongoing and the Care Inspectorate are supportive of the progress being made to this juncture.
- 1.6 Recommendations

It is recommended that the Community Service Committee notes:

- a) The ongoing process and development of modern and person centred Day Service Resources throughout Argyll and Bute regardless of whether they are internally or externally sourced.
- b) The improved grading of Learning Disability Day Services following Care Inspectorate inspections.

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

COMMUNITY SERVICES

10 SEPTEMBER 2015

LEARNING DISABILITY DAY SERVICES

2.0 **INTRODUCTION**

- 2.1 The last major policy driver in relation to Learning Disability and which had implications for Day Services was the "Same as You" (2000). The Keys to Life and Self Directed Support legislation are the two major pieces of Legislation which are likely to affect and impact the Learning Disability population at the present time.
- 2.2 The Service Manager for Registered Services continues to work alongside the Learning Disability Day Services ensuring that they were not only meeting the needs of their client group but that they were planning and implementing changes and modernising their services. Work has been undertaken to ensure services are well prepared for Care Inspectorate visits, able to meet the challenges of Self Directed Support and develop services which continued to be viable and offer flexible and dynamic services beyond the traditional Day Service model. This flexibility is supported by the recent changes to staff terms and conditions which allows for aligning staff to the needs and aspirations of service users.

3.0 RECOMMENDATIONS

It is recommended that the Community Service Committee notes:

- a) The ongoing process and development of modern and person centred Day Service Resources throughout Argyll and Bute regardless of whether they are internally or externally sourced.
- b) The improved grading of Learning Disability Day Services following Care Inspectorate inspections.

4.0 DETAIL

4.1 ASIST (Cowal)

Day Services	Care Inspe			
	Care and Support	Management and Leadership		
ASIST	4	4	4	4

ASIST continues to achieve acceptable standards following Care Inspectorate inspections was graded as all 4's under the 4 themes inspected. The most recent Inspection took place on 26^{th} May.2015 and the feedback would clearly

indicate that the service is incrementally improving and developing and it is hoped that the grading will reach 5's in the future.

4.2 Phoenix (Bute)

Day Services	Care Inspe				
	Care and Support	Care and Staffing Environment Support			
Phoenix	5	5	4	5	

Phoenix was most recently inspected on 3rd March 2015 and has again seen the grades increasing in line with the improvement plan and the implementation of Standardised Paperwork. The progress has continued in an upward trend with the grades again being lifted to five's across three inspected areas and a four for environment following a Care Inspection on 3rd March 2015. These improved grades demonstrate positive progress in light of the previous inspection in January 2013 which resulted in grades of 2 across all inspection themes and ten requirements.

- 4.3 The manager of the Phoenix and ASIST service is presently undertaking a specific piece of work standardising documentation and installing a shared IT drive across all Argyll and Bute Council Learning Disability Day Services before extending this to all Argyll and Bute Council's Older Peoples regulated services. This work is envisaged to be complete by April 2016.
- 4.4 In conclusion it is evident that both services are moving in the right direction and the staff teams in both services are working to achieve positive outcomes for their service users.

4.5 Lorn Day Service (Oban)

Day Services	Care Inspectorate Grading			
	Care and Support	Staffing	Environment	Management and Leadership
Lorn	3	3	3	3

The Lorn Day Service in Oban was inspected on 23rd January 2015 and achieved grading's of an adequate standard. The service was graded on the themes inspected as achieved 3's across all themed areas, with several recommendations and requirements. Anticipated improvements in the grades have not been realised as yet and they remain disappointing and frustrating for this service. The Lorn Service will be focussing on the required changes and diversifying. This will involve the service modernising the support it offers and move away from the historical perception of how it is used and defined.

4.6 Since the last inspection a staff development day has been held which attempted to allow the staff team to begin to take ownership and be more involved and participative in the growth and development of the service. Although this has not

yet been reflected in improved grades, there has been more vibrancy and urgency about implementing changes which will hopefully better meet the needs of service users and be reflected in future inspections. A comprehensive Development and Action Plan has been developed to guide these changes. The standardisation process noted above and the adoption of the new Care and Support Plans within this unit are key areas for the action plan.

4.7 Woodlands Day Centre (Campbeltown)

Day Services	Care Inspectorate Grading			
	Care and Support	Staffing	Environment	Management and Leadership
Woodlands	5	5	5	5

Woodland Day Centre was inspected in March 2015. The inspection was positive with grades of 5's being achieved across all themed areas of the inspection. The service has a stable and longstanding group of service users and staff team. The staff team are confident with regards the engagement process with service users and families and carers. The service has in place confident and diligent management and staff group. Whilst the service has received positive grades it has recognised it would benefit from becoming more community inclusive and more dynamic. This is an area which the Unit Manager and the staff are aware of and will take forward developments and change through the Unit's Improvement Plan.

4.8 Lochgilphead Day Service

Day Services	Care Inspectorate Grading			
	Care and Support	Staffing	Environment	Management and Leadership
Lochgilphead	6	5	4	4

Lochgilphead Day Service was last inspected by the Care Inspectorate on 28th and 29th August 2014 with an expected inspection in August 2015. The service previously had received two 6's in their areas of themed inspection. The grades for Lochgilphead remain more than satisfactory achieving one 6(excellent), one 5(very good) and two 4's (good). Some of the rationale for some of the fours was for issues relating to building related issues which have been addressed and actioned in line with the Action Plan submitted to the Care Inspectorate.

4.9 Greenwood (Campbeltown)

Day Services	Care Inspectorate Grading			
	Care and Support	Staffing	Environment	Management and Leadership
Greenwood	4	4	4	4

The Greenwood service received an intensive inspection from 26th through 28th

May 2014 .This inspection resulted in 2's across all themed areas and a significant amount of requirements, recommendations and areas of improvement. An Action Plan was developed and immediately tackled and resolved the significant and most concerning areas of practice and policy and procedures.

- 4.10 Due to the concerning levels of grades a significant input and investment in time was made within the Greenwood service in conjunction with the Unit Manager and the support team. The intervention focused on ensuring basic and fundamental practice and procedural issues were addressed.
- 4.11 A comprehensive Inspection was conducted on 13th and 14th May 2015 and the progress and improvements have been significant. The grades across all four themed areas were lifted from 2s (Weak) to 4's (Good). The management and staff team within the Service continues to seek improvement and development to build on the progress to date.
- 4.12 All the services continue to benefit from working closer together. The standardisation process has also progressed beyond the standardisation of Care Plans and Systems which are now in place to each service now working with person centred plans reflecting an outcome based approach and a shared IT drive embedded into each service. A next step for the service is to improve structures for staff and management to connect with Social Work colleagues and share goals and aspirations. The target for the standardisation process is for all services to attain in future Inspections at least 5's (very good) across all themed areas.
- 4.13 As a provider, Argyll and Bute Council aspires to provide very good and excellent services across all quality themes in line with our Care Inspectorate inspections. The majority of our Learning Disability Day Services are attaining a minimum of 4's (good) which although acceptable should be viewed as a baseline for improvement. Those services still to attain that level are subject to focussed improvement activity and we will seek to request another Care Inspection when the Action and Improvement plan have been embedded into the service.
- 4.14 In ensuring that our services maintain and retain their positive grades it has been necessary that a systematic approach has been developed which ensures that the services are continuously and routinely revisiting and updating their self-assessments and working alongside the Service Manager (Resources) through their regular meetings. Monthly reporting mechanisms have also greatly assisted the review and development of the services and the continuation of regular and mandatory attendance at Unit Managers have allowed for mutual sharing , learning and improvement across all internally operated services .

5.0 FUTURE AND ONGOING WORK

5.1 Meetings have been held and are currently ongoing between the Day Service Management teams and their aligned Area Social Work Teams. There is a need to not only improve relationships but to facilitate the interface and understanding of respective roles and remits. These ongoing meetings are a pre-requisite to generating increased understanding and should seek to offer direction and establish future service provision and flexibility.

- 5.2 Development days are planned to be taking place between Health professionals and Social Work working across the Learning Disability field . There is a need with Health and Social Care Integration to increase our understanding of role and remit but to generate improved and more effective working relationships. These two development days are planned to take place in September 2015 over two separate days.
- 5.3 Strategic Finance is aware that the rates currently being applied across the Day Services are unlikely to be competitive in the SDS market. There is recognition that our internally operated services have significant financial overheads which the third sector providers do not have. Work is ongoing to establish new rates across all Internal Day Services. In doing so we require to implement a rate for our services which is competitive giving weight of their considerable overheads and additional expenditures. It is also noted that the Third Sector would not be able to provide a building based service at the rates they currently charge. Cognisance has to be given to the demography and communities in which our Day Services operate when considering the balance of building based or community based services.
- 5.4 Stakeholders Days throughout all the Council Day Services have been established and taken place. They have been beneficial in developing and offering direction to the services based on service user/ carer feedback. The development of co-production across all services will continue to be beneficial in establishing and modernising the services. Stakeholders Days involving all partners and agencies should now be viewed as the norm and be planned to be held on regular and consistent basis throughout the year as they inform, direct and modernise and develop these services. These carefully planned events would not require any external input or intervention and they would be coordinated and planned by each Day Services Management Team.
- 5.5 The management teams in some Services will benefit from additional training in areas such as Leadership and Management. This training will also focus on developing understanding of individual service budgets, budget control and management and developing and growing the relationships with the Strategic Finance team. Overall control of staffing allocations and posts needs to have input from the unit managers and cannot be decided remotely otherwise the units are not being staffed efficiently. Learning Disability Day Services have a mixture of one to one; shared and group supports and this is a challenge and requires detailed staff resource planning.
- 5.6 The Service will also review the charging policy and how it applies to the budgets of learning disability services and the application of the criteria for applying waivers to ensure parity or uniformity and develop proposals for a consistent Transport Policy in place across all of Argyll and Bute.
- 5.7 The Service Manager for Registered Services is currently involved in working in partnership with the Commissioning Team to evaluate Enable, who are externally commissioned Day Service for Helensburgh and Lomond .In

consultation with the Commissioning Team, it is necessary to look at all providers and to ascertain whether they are providing best value to the council. The Council is aware in some areas of Argyll and Bute Council there exists significant staffing and resourcing issues for some providers. Significant work is required in our more rural areas to develop and grow the health and social care workforce in partnership with our local colleges and providers. There is a need to ensure that all internal and external providers are developing and fostering greater understanding and working more cooperatively together. Recently providers meetings were initiated in all areas of the council in order that shared practice and cooperation are at the forefront of our practice going forward and all providers continue to meet the needs and expectations of service users.

- 5.8 At the present time a scoping exercise has been requested from all operational teams with a view to identifying the number of service users currently in out of authority placements, those in internal placements or at home but whose arrangements are at risk of breaking down. This will help identify known individuals who may require additional or new resourcing/packages over the next 1, 3 and 5 years. This exercise will hopefully provide the health and social care partnership with data and information which will inform and offer direction with regards future provision. An initial report should be available in the autumn of 2015. This will allow the partnership to project expenditure and look towards potential efficiency savings in the future.
- 5.9 Training The Unit Managers, across Learning Disabilities and Older People, recently compiled a comprehensive list of training which was felt to be of value and necessary to the development of the services. Within Learning Disability Services the initial priority training will be on Risk Assessment which can be internally sourced. The other significant training and knowledge gap within the staff teams is on the specialist area of Autism. Scottish Autism, who are active throughout Argyll and Bute Council, have been asked to provide costings to provide training around Autism and to support the development of Autistic Champions in each service /area. They would develop and harness this group's skills and knowledge and support and improve how we engage more successfully with our service users on the Autistic Spectrum. This partnership would additionally provide evidence of our commitment towards the National Autistic Strategy and develop a strong and skilled workforce able to meet the needs of those affected by ASD.
- 5.10 Future Efficiencies Recent discussions have taken place between Learning Disability and Older Peoples colleagues with regards the challenges and possible solutions driven by the future need for service efficiencies. This was a positive and energising process and although only in its infancy and start of a process it requires to be rolled out to all areas to ascertain how the various services can make savings and work differently, more cooperatively and still maintain high levels of positive outcomes and interventions for our service users across different client groups .

6.0 CONCLUSIONS

6.1 The Learning Disability services continue to demonstrate significant improvement in their respective grading's and feedback from the Care Inspectorate has on the whole been positive and reflects that the services are

on the right path. The standardisation process has clearly allowed us to demonstrate that we now have services which are person centred and utilising an outcome based approach.

- 6.2 The daycare service will work to improve structures and opportunity for meeting with Area Team Social Work colleagues in order that the support they offer continues to develop, grow and diversify away from providing outputs and delivering customised, individual commissioned services which are person centred and outcome driven.
- 6.3 Recent developments and improvements within Day Services have been focused on improved grading which has been an intensive, but necessary, piece of work. It is envisaged that with a better understanding of outcome driven intervention and supports the Learning Disability Services can develop and grow to meet the needs, hopes and aspirations of those we support.

7.0 IMPLICATIONS

7.1 Policy	None.
7.2 Financial	None.
7.3 Personnel	None
7.4 Equal opportunities	The improvements outlined in this paper support the council's policy on Equalities
7.5 Risk	Positive inspection gradings support the council's management of reputational risk.
7.6 Customer Service	More person centred approaches to support services improve outcomes for service users.

Cleland Sneddon Executive Director of Community Services

Cllr Mary Jean Devon Policy Lead - Health and Social Care Integration

29 July 2015

For further information contact: Gordon Murray, Service Manager Learning Disabilities Email <u>gordon.murray@argyll-bute.gov.uk</u> Tel 01436 658874

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

COMMUNITY SERVICES

10TH SEPTEMBER 2015

Care at Home: Fixed Hour Contracts

1.0 EXECUTIVE SUMMARY

- 1.1 A main feature of the Council's internal care at home service has been a historical reliance on zero hour contracts. This has also been a feature across a number of local authorities and private care providers as a contractual response to the changing demand for services across localities thereby more effectively aligning service availability to service user need.
- 1.2 The natural consequences of adopting zero hour contracts as the standard contractual position across the care at home is twofold, namely that;
 - Employees are within their rights to not agree to the offer of hours where this does not meet their personal circumstances
 - A growing concern nationally that zero hour contracts can be seen to be exploitative, skews the balance in the in interests of employers and offer little protection to the workforce. There was a particular heightened awareness of the negativity of zero hour contracts in the run up to the recent General Election.
- 1.3 As part of its ongoing review of services, Community Services has now reviewed its position on Zero Hour contracts and proposes to move away from this position where appropriate, subject to discussions with staff and the main Trade Unions. Given that only a residual internal care at home service remains across MAKI and the islands, following the earlier externalisation of the care at home service, we are in a better position than before to address this issue.
- 1.4 It is recommended that the Community Services Committee:
 - i) note the contents and direction of this Report
 - ii) note the details as set out in Para 4.1 on the processes to followed in realising this move towards permanent contracts
 - iii) agree with the implementation of these proposals over the course of the Autumn 2015

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

COMMUNITY SERVICES

10TH SEPTEMBER 2015

Care at Home: Fixed Hour Contracts

2.0 INTRODUCTION

- 2.1 A main feature of the Council's internal care at home service has been a historical reliance on zero hour contracts. This has also been a feature across a number of local authorities and private care providers as a contractual response to the changing demand for services across localities thereby more effectively aligning service availability to service user need.
- 2.2 The natural consequences of adopting zero hour contracts as the standard contractual position across the care at home is twofold, namely that;
 - Employees are within their rights to not respond to the offer of hours where this does not meet their personal circumstances
 - A growing concern nationally that zero hour contracts can be seen to be exploitative, skews the balance in the in interests of employers and offer little protection to the workforce. There was a particular heightened awareness of the negativity of zero hour contracts in the run up to the recent General Election.

Zero hour contracts were seen as controversial although employers state that they provide a flexible labour market. Engagement with staff confirmed that fixed hour contracts are not suitable or preferred by all staff as they may not want the mutuality of obligation in having to work set hours. Zero hours contracts may be preferable for some people who wish to be entirely flexible about when they work. On the other hand, for other staff who would prefer the consistency of hours, they argue that they undermine the employee's reasonable expectation to a stable income. For people in the general working population, the risk of unpredictable hours and earnings may be high

2.3 Community Services has now reviewed its position on Zero Hour contracts and proposes to shift away from this position where appropriate to the staff member, subject to discussions with staff and the main Trade Unions. This development reflects the greater volume of work available which provides certainty that staff fixed contract hours will be fully utilised. These changes will affect circa 300 care at home staff.

3.0 **RECOMMENDATIONS**

- 3.1 It is recommended that Community Services Committee:
 - i) note the contents and direction of this Report
 - ii) note the details as set out in Para 4.1 on the processes to followed in realising this move towards permanent contracts
 - iii) agree with the implementation of these proposals over the course of the Autumn 2015

4.0 DETAIL

- 4.1 With regard to the *fixed hour's contracts*, covering zero hour and bank employees, the Council has agreed in principle with the TUs to the following:
 - Those on existing permanent or long term (12 months or more) temporary contracts will receive a permanent contract offer for a fixed number of hours based upon an average of their weekly hours over the past year x 70% (rounded to 16, 20, 25 or 30). The expectation is that staff will work longer than the contracted hours while the allocation of only 70% of the work being contracted allows for service user turnover and avoids paying staff when they lose service users from their allocated list.
 - For existing staff only on permanent or long term (12 months or more) temporary contracts of less than 16 hours per week, they will retain their contracted hours subject to mutual agreement. If they wish additional hours and hours are available then consideration will be given to increasing the contract subject to service needs and after those on permanent/long term contracts over 16 hours have been accommodated.
 - For any new recruits after implementation, they will be offered a contract on 16, 20, 25 or 30 hours but we recognise also the ongoing need for bank staff to support flexibility of response across localities. The scale of bank staff will vary across localities based upon level of need and availability of contracted staff.
 - Contracts will be reviewed after 12 months to ensure the hours contracted remain appropriate and may be increased within above limits.
 - Community Services will develop approaches on communication with affected employees with HR and the TUs and look to early implementation if the Community Services Committee agree the recommendations within this Report.

 It should be noted that not all staff will take up the offer of contracted hours. This will be undertaken only where care at home staff wish for this to occur and will not be a compulsory arrangement. Certain home carers, due to domestic circumstances and due to having other employment may not take up this offer as they do not wish to have a mutuality of obligation in relation to their contracted hours of employment. In such instances employees would be retained on a bank basis. Indeed, the future changing demands for care at home services necessitates the retention of a quota of bank staff to allow greater flexibility of response.

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5.0 CONCLUSION

5.1 Community Services Committee is requested to support the reduction in the use of zero hour contracts across the internal care at home service.

6.0 IMPLICATIONS

- 6.1 Policy: Various including Reshaping Care for Older People
- 6.2 Financial: No impact as the hours of service are converted from existing zero hours contracts towards greater use of fixed contract hours. The cost is met within the current revenue budget
- 6.3 Legal: the zero hours and fixed hours contracts of employment for care at home staff bot are compliant with current employment legislation.
- 6.4 HR: The proposal will affect c.230 employees however agreement to the offer of fixed term contracts will not be compulsory. Communication will be undertaken with all affected employees and TUs
- 6.5 Equalities: The proposal will assist employees who have felt disadvantaged because of the use of zero hour contracts to attain a greater level of security of employment and income.
- 6.6 Risk: increased service stability, improved ability to recruit and retain care at home staff
- 6.7 Customer Service: Nil

Cleland Sneddon Executive Director of Community Services

Cllr Mary Jean Devon Policy Lead – Health and Social Care Integration

4 August 2015 For further information contact:

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ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

COMMUNITY SERVCES

10 SEPTEMBER 2015

CORPORATE PARENTING

1.0 EXECUTIVE SUMMARY

1.1 Argyll and Bute's Corporate Parenting Board has developed a process to communicate with staff, young people and carers. The newsletter published by the Corporate Parenting Board is a method of communicating the activity of the board in an easily accessible manner and is presented to the Community Services Committee in this format as an annual report.

1.2 **Recommendation**

The report recommends Community Services Committee note the contents of the newsletter which is to be circulated to children, young people, carers and staff.

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

COMMUNITY SERVICES

10 SEPTEMBER 2015

CORPORATE PARENTING

2.0 INTRODUCTION

2.1 Argyll and Bute's Corporate Parenting Board has developed a process to communicate with staff, young people and carers. The newsletter published by the Corporate Parenting Board is a method of communicating the activity of the board in an easily accessible manner and is presented to the Community Services Committee in this format as an annual report.

3.0 **RECOMMENDATIONS**

3.1 Community Services Committee to note the contents of the newsletter prior to publication.

4.0 DETAIL

- 4.1 In 2014 Argyll and Bute established the Corporate Parenting Board. The Board is made up of senior officers from public services, Who Cares? Scotland, four Area Children's Champions who are Elected Members and is chaired by the Policy Lead for Health, Social Care and Integration -Councillor Devon. The Board meets twice a year and delivers on the actions outlined in the Integrated Children's Services Plan to improve life chances for looked after children and young people.
- 4.2 Originally the board involved young people who were ex-care leavers from Argyll and Bute, however, feedback from the young people is that the format of the meeting meant it was not easy for them to participate. Argyll and Bute's Corporate Parenting Board put in place a schedule of activities which the Board members participate in throughout the year. These activities give members the opportunity to engage with children, young people, carers and staff to see how the Board can make a difference to looked after children's lives.
- 4.3 The Board has created a DVD and a newsletter to communicate with staff, carers and looked after children and young people. The newsletter is written by the Chair of the Board, Councillor Devon and published twice a year. The newsletter and DVD will be posted on the Council's website.

5.0 CONCLUSION

5.1 The report outlines the Corporate Parenting Board's process for engaging with young people and carers, it also asks DMT to note the contents of the Corporate Parenting Board newsletter.

6.0 IMPLICATIONS

- 6.1 Policy to promote the delivery of the Integrated Children's Service Plan
- 6.2 Financial none
- 6.3 Legal none
- 6.4 HR none
- 6.5 Equalities none
- 6.6 Risk none
- 6.7 Customer Service the newsletter is in a more accessible format for its intended audience

Cleland Sneddon Executive Director of Community Services

Cllr Mary Jean Devon, Policy Lead Health and Social Care Integration

11 August 2015

For further information contact:

Louise Long Head of Children and Families Tel: 01546 604256

APPENDICES

Appendix 1 – Argyll & Bute's Corporate Parenting Board Newsletter

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ArgyII and Bute's Corporate Parenting Board



Newsletter

Issue I



Introduction

Welcome to Argyll and Bute's Corporate Parenting Board newsletter.

This is the first issue of our newsletter. The Corporate Parenting Board has been set up to ensure that we are constantly improving the lives of children and young people looked after by the local

authority. We have prepared an Integrated Children's Services Plan which details all of the improvements we intend to make over the two years.

You can access this on line through: <u>Integrated Children's Services Plan 2014-17</u> or request a hard copy of the from Yvonne Murton, Information Officer on <u>yvonne.murton@argyll-bute.gov.uk</u>

The Corporate Parenting Board meets formally twice a year. Members of the Board include myself as Chair, our four area children's champions who are local elected members, the Chief Executive of Argyll and Bute Council, the Council's Executive Director of Community Services, the Chief Social Work Officer, the Chief Officer for Health and Social Care, the Chief Superintendent of Police Scotland and the Area Commander of Scottish Fire, Chair of the Support Forum and Who Cares Scotland?

During the past year we have also had the opportunity to meet with young people, staff, kinship and foster carers, visited children's houses and attended the Support Forum for ex care leavers to hear directly from them how we can make a difference to the lives of our young people. It has been a busy time for the Board but it is by far one of the best parts of my job as Policy Lead for Health and Social Care

Children's Houses

The three children's houses in Argyll and Bute (Shellach View, East King Street and Dunclutha) have all been inspected by the Care Inspectorate in the last year and have been assessed as very good in all aspects of their care and support. In June this nurturing environment was observed by the Council's Chief Executive, Sally Loudon when she came for tea with myself, the young people and staff in East King Street.

Dunclutha

The Council has big plans for Dunclutha. We are going to build a new children's house within the grounds of the current home, which should be ready to move into in Spring 2017. Young people, staff and the community have been involved in the design of the new build for Dunclutha. Councillor Marshall, Children's Champion for Bute and Cowal and board member has been involved in this project and we have commissioned a DVD to be made which will document the new build and capture the history of Dunclutha for the future.

Argyll and Bute's Support Forum

Argyll and Bute's SUPPORT forum meets quarterly to promote, support and develop our approach to consultation and engagement with LAC and care leavers in the design and delivery of children and family services. The Forum brings together care experienced young people, residential staff, Who Cares? (Scotland) and invited guests to discuss the issues that effect our Looked After Children across Argyll and Bute. Since establishing the SUPPORT forum, which provides a clear link between young people and the Corporate Parenting Board, our young people have requested that the Forum be held in each of our towns rather than meet in a central location. This will ensure maximum participation from workers and young people across the Authority and to ensure we have representation from young people in residential care, foster care, kinship care and Throughcare. The SUPPORT Forum also organise an annual consultation event where managers and policy makers from all corporate parenting disciplines and elected members are invited to participate in discussions and activities with our young people around some of the issues that affect their lives. These issues include "what do I expect from my corporate parents" and the Children and Young People's (Scotland) Act 2014.



enting proving ocal etails 1. Children's Houses 2. Dunclutha 4. Tony's Story 5. COSLA Awards 6. Fostering utive 7. Children & Young

Children & Youn People Act

Tony's Story

In Argyll and Bute we are very proud of all of our young people. Tony MacDonald, an ex-care leaver from Argyll and Bute, has been inspiring young people across Scotland and internationally. Tony was sponsored by Argyll and Bute Council to undertake employment and studies with Who Cares? Scotland. After two years with Who Cares? he has obtained a permanent contract as an Ambassador. Tony and other young people from Who Cares? lobbied the Scottish Government to increase the age that looked after young people can receive continuing care, this is now legislation in the new Children and Young Persons Act. Tony also recently travelled to New Zealand as an Ambassador for Who Cares? Scotland.

Children and Young Persons Act 2014

This new Act places a duty on all public services to be corporate parents. Our Support Forum told us what they expected from the Act and in response the Board created a DVD explaining what it means to board members to be a corporate parent. The Act means we will be able to provide support to young people to the day before their 26th birthday.

The Act also outlines the support local authorities need to provide to kinship carers. The Board is working to redesign services and the Council has committed an additional £850,000 to meet the increased financial demand of implementing the new Act.

Fostering & Adoption

The fostering and adoption service has had two events this year with foster carers and potential adoptive parents. Members of Corporate Parenting Board were able to attend and were extremely impressed by the quality and commitment of our carers. Carers spoke about the need for more carers and better support for our carers. A recruitment campaign has taken place and we have a number of carers currently being assessed. The fostering and adoption service has had

difficulty recruiting staff and this has impacted on the support received. New initiatives to support carers are being explored including the development of online support. Currently all aspects of fostering and adoption service have been assessed as good by the Care Inspectorate.

Awards



Argyll and Bute Council Children and Families Service have had a busy year winning gold in the COSLA awards in the "securing a workforce for the future" category. And two social workers, Tom Niccolls (Fostering and Adoption) and Stephen Malcolm (Oban) making the final of Social Worker of the Year. Our Looked after young people were involved in the redesign of the service which won the COSLA award and nominated both of our social workers of the year.

Finally, I hope you have enjoyed the newsletter if you have any ideas to improve it let us know by e-mailing karen.aspinall@argyll-bute.gov.uk

OR, if you would like the Corporate Parenting Board to visit you we want to hear from you.

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

COMMUNITY SERVICES

10 SEPTEMBER 2015

KINSHIP CARER ALLOWANCES

1.0 EXECUTIVE SUMMARY

- 1.1 The purpose of this report is to inform Community Services Committee of the recent discussions that have taken place between the Scottish Government, Social Work Scotland (SWS), the Convention of Scottish Local Authorities (COSLA) and the Scottish local authorities. This follows the legal intervention of the Equalities and Human Rights Commission (EHRC) in support of financial parity between foster and kinship carers through the threat of Judicial Review. It is the view of Scottish Government that should there be an application for Judicial Review it will be upheld.
- 1.2 Scottish Government, Social Work Scotland (SWS) and the Convention of Scottish Local Authorities (COSLA) now advocate the adoption of a Local Parity model with regard to foster and kinship carer allowances in respect to Looked After Children. The adoption of a Local Parity model will have significant financial implications for the Council - achieving parity is presently estimated to cost in the region of £158,000 per year. These costs are separate to the responsibilities and duty placed on the council in respect of Kinship Order Part 13, in the Children and Young People (Scotland) Act 2014. The Scottish Government has acknowledged the additional cost of parity and has offered unspecified financial support to the local authorities.
- 1.3 A demand pressure totaling £658,000 has been included in the 2015/16 Children and Families Services budget to meet the estimated costs of allowance parity and the introduction of Kinship Care Orders. However, there remains significant uncertainty regarding the number of Kinship Care Orders that may be applied for and the additional cost which may arise as a consequence. This is due to the Council not being involved in, and therefore aware of, all of the currently informal arrangements that families have put in place that could meet the qualifying criteria for a Kinship Care Order and, subsequently, financial support from the Council.
- 1.4 It is recommended that Community Services Committee agree that :
 - a. The Local Parity model is adopted for the payment of allowances to foster and kinship carers of Looked After Children as an interim solution to the issue of parity.
 - b. Provision is made to backdate any unpaid allowances to the 1st April 2015 or such other date as is advised through further guidance from the Scottish

Government.

c. Officers continue to work with Scottish Government, Social Work Scotland (SWS), the Convention of Scottish Local Authorities (COSLA) and the 32 Scottish local authorities in developing a longer term solution to the issue of parity.

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

COMMUNITY SERVICES

10 SEPTEMBER 2015

KINSHIP CARER ALLOWANCES

2.0 INTRODUCTION

- 2.1 Local authorities have a duty to safeguard and promote the welfare of Looked After Children under Section 17 of the Children (Scotland) Act 1995. The Argyll and Bute Council provides care and support to Looked After Children through the provision of home supervision, residential, foster and kinship care. Since the implementation of the Looked After Children (Scotland) Regulations 2009 kinship care is increasingly viewed as being the preferred community based alternative to foster and residential care. The expectation behind the Looked After Children (Scotland) Regulations 2009 was that there should be parity between foster and kinship carers with regard to financial support.
- 2.2 Kinship Care is the term applied to arrangements where a child or children no longer able to live with a parent move to stay with a 'relative'. Within the context of modern family dynamics the term 'relative' is interpreted quite widely, and may include significant adults who are close to the child or family but not necessarily having a recognised legal or genetic relationship.

There are three broad categories of kinship care arrangements:

- Arrangements made between family members without any involvement from Social Work Services
- Arrangements facilitated by Social Work Services
- Arrangements subject to an order from the Children's Panel. Children in this final category are viewed as Looked After children to whom the Council has certain legal responsibilities
- 2.3 Whilst some councils have adopted financial parity between foster and kinship carers most have not and this includes Argyll and Bute Council. During the course of 2014 the Equalities and Human Rights Commission (EHRC) advised 7 non-compliant Scottish local authorities that unless they adopted parity they would face Judicial Review. The legal position as reported by Scottish Government is that should this challenge proceed to court it will be upheld. In the meantime a further 5 councils have been included in the proposed application for Judicial Review by the Equality and Human Rights Commission. (EHRC).
- 2.4 The Convention of Scottish Local Authorities (COSLA) in conjunction with

Scottish Government and Social Work Scotland (SWS) invited all 32 Scottish local authorities to discuss the Equality and Human Rights Commission (EHRC) legal challenge in February 2015. At this meeting the need for all the councils to act together was emphasised and a Local Parity model was proposed as an interim solution whilst the implications arising from Universal Credit are considered. In acknowledgement of the increased cost to the local authorities Scottish Government advised that unspecified additional financial support would be made available.

3.0 RECOMMENDATIONS

It is recommended that Community Services Committee agree that:

- a) The Local Parity model is adopted for the payment of allowances to foster and kinship carers of Looked After Children as an interim solution to the issue of parity.
- b) Provision is made to backdate any unpaid allowances to the 1st April 2015 or such other date as is advised through further guidance from the Scottish Government.
- c) Officers continue to work with Scottish Government, Social Work Scotland (SWS), the Convention of Scottish Local Authorities (COSLA) and the 32 Scottish local authorities in developing a longer term solution to the issue of parity.

4.0 DETAIL

- 4.1 Kinship care is the care of children by their extended family or by a close friend of the family. It includes children who are "looked after" by the local authority and arrangements that are made privately between family members without local authority involvement. The number of children in kinship care over the past decade has steadily increased across Scotland and this is the case within Argyll and Bute. This trend is likely to continue as research suggests kinship care generally offers the best outcomes for children and should be considered as the first option for a placement for a Looked After Child.
- 4.2 Kinship carers of children who are not looked after are currently supported under Section 22 of the Children (Scotland) Act 1995. This is discretionary and has no impact on a family's entitlement to housing benefit and tax credits. These arrangements and payments are not presently subject to the threat of Judicial Review. Argyll and Bute kinship carers for Looked After Children are paid an allowance under Section 50 of the Children Act 1975 for the "maintenance of children" which is disregarded when calculating entitlement to housing benefit and tax credits. Argyll and Bute kinship carer allowances are presently calculated by maximising a families' access to benefits and where necessary topping up payments to ensure that families receive a level of income equivalent to the approved/agreed rate (Appendix 1). This rate is approximately 50% of the rate

currently paid to foster carers (Appendix 2).

- 4.3 The guidance for the Looked After Children (Scotland) Regulations 2009 does not specify amounts or minimum levels of payment local authorities are to make to the kinship carers of Looked After Children. As a consequence there is a wide variation in local authority practice across Scotland. However, the Concordat agreement between Scottish Government, the Convention of Scottish Local Authorities (COSLA) and the local authorities in 2007 stated that by 2011 local authorities would provide an "allowance for kinship carers of looked after children to treat them on an equivalent basis to foster carers". During the course of 2014 the Equalities and Human Rights Commission (EHRC) have advised a further 5 Scottish local authorities that they are not compliant with the European Convention articles that relate to privacy and discrimination.
- 4.4 The Convention of Scottish Local Authorities (COSLA) in conjunction with Scottish Government and Social Work Scotland (SWS) invited all 32 Scottish local authorities to discuss the Equality and Human Rights Commission (EHRC) legal challenge in February 2015. The legal position as reported by Scottish Government was and remains that should this challenge proceed to court it will be upheld. The meeting advocated the adoption of a Local Parity model as a way to become compliant and avoid Judicial Review. The Equality and Human Rights Commission (EHRC) have subsequently indicated to Scottish Government, Social Work Scotland (SWS) and the Convention of Scottish Local Authorities (COSLA) they would be supportive of councils adopting this type of model as this would resolve many of their concerns.
- 4.5 The Local Parity model is derived from the current practice in Inverclyde and only applies to kinship carers caring for Looked After Children. This involves the Council paying kinship carers the same allowance as paid locally to foster carers, but subtracting eligible benefits. The Local Parity model achieves parity in payment levels for kinship and foster carer allowances by paying kinship care allowances locally that are the equivalent to foster care allowances minus benefits i.e. child benefit and tax credits. These kinship care allowances are paid under Section 22 of the Children (Scotland) Act 1995 on the basis that these allowances will be to meet the child's social, emotional, educational and recreational needs and are reviewed annually. Under these arrangements the rate at which an informal kinship carer is supported would remain unchanged.
- 4.6 The financial implications of Local Parity for Argyll and Bute Council are considerable. The allowances presently paid to Argyll and Bute foster carers (2015 / 2016) are banded 0 to 10 years and 11 to 18 years and are £273.19 and £327.82 per child per week respectively (Appendix 2). These allowances include a foster carer fee element of £76.48 and £87.42 respectively which is excluded from the local parity model and would not be paid to the kinship carers of Looked

After Children. In acknowledgement of the increased cost to the local authorities the Scottish Government has advised that presently unspecified additional financial support will be made available.

- 4.7 There are presently 44 Looked After Children in kinship care placements within Argyll and Bute. In calculating the additional cost to the Council in implementing the Local Parity model there are a number of complexities as the allowance is paid minus child benefit and tax credits. With this caveat the current cost of implementation is estimated to be £158,000 per annum. It is presently considered unlikely by Social Work Scotland that there would be a further legal challenge with regard to the backdating of any local parity agreement.
- 4.8 A demand pressure totaling £658,000 was included in the 2015/16 Children and Families Services budget to meet the estimated costs of allowance parity and the I introduction of Kinship Care Orders. However, there remains significant uncertainty regarding the number of Kinship Care Orders that may be applied for and the additional cost which may arise as a consequence. This is due to the Council not being involved in, and therefore aware of, all of the currently informal arrangements that families have put in place that could meet the qualifying criteria for a Kinship Care Order and, subsequently, financial support from the Council.
- 4.9 The adoption of the Local Parity model will only be an interim solution to the immediate legal challenge posed by the Equality and Human Rights Commission (EHRC). In the longer term the introduction of Universal Credit will pose a different set of challenges and will require another solution. Family members who look after children as part of a formal care arrangement with the local authority will not be eligible for benefits under Universal Credit, which if left unmitigated could pass on more costs to local authorities. There will, therefore, be a need for Scottish Government, Social Work Scotland (SWS), the Convention of Scottish Local Authorities (COSLA) and the local authorities to continue work together in addressing this. It has been mooted that a national framework of allowances could offer a way forward. It should be noted, however, that a National Parity model will have implications for the local rates of fostering allowance paid as they will in future be pegged to kinship care allowances.
- 4.10 The Children and Young People (Scotland) Act 2014 has introduced the Kinship Care Order to formalise the many informal arrangements. This enables kinship carers to obtain a Kinship Carer Order under Section 11 of the Children (Scotland) Act 1995. In this respect Kinship Care Orders are similar to Residence Orders which may become deemed Kinship Care Orders in due course. Whilst guidance with regard to Kinship Care Orders is awaited it is becoming clear that Scottish Government intend for the carers of children on Kinship Care Orders to be afforded parity with Foster Carers. The financial implications of this are hard to project as it is difficult to determine how many Kinship Care Orders will be sought and made over the years to come. The

Children and Young People (Scotland) Act 2014 also places responsibility on council to treat kinship carers like foster carers ensuring they have access to similar social work support, training and the costs attached to the Act are estimated at £169k in 2015/16 and £112k from 2016/17 onwards. This funding has been approved in the 2015/16 budget.

5.0 CONCLUSION

- 5.1 The threatened legal challenge by the Equality and Human Rights Commission (EHRC) with regard to financial parity between foster and kinship carers caring for Looked After Children requires a response. It has been recommended by Scottish Government, Social Work Scotland (SWS) and the Convention of Scottish Local Authorities (COSLA) that a Local Parity model be adopted as an interim solution.
- 5.2 The adoption of a Local Parity model to deliver parity between foster and kinship carers has significant financial implications. Based on the current number of Looked After Children in kinship care placements the additional cost to the Council is estimated to be £158,000 per annum.
- 5.3 Although additional funding totaling £658,000 is in place to fund allowance parity and the introduction of Kinship Care Orders, there remains significant uncertainty regarding the overall cost to the Council of allowance parity and the new Kinship Care Order requirements.
- 5.4 The phased introduction of Universal Credit renders the Local Parity model to be an interim solution. It is, therefore, important that officers continue to work with Scottish Government, Social Work Scotland (SWS) the Convention of Scottish Local Authorities (COSLA) and the other Scottish local authorities in finding a longer term solution to the issue of parity.

6.0 IMPLICATIONS

6.1 Policy

The financial policy for the assessment of Kinship Carer allowance for the Kinship Carers of Looked After Children will need to be revised.

6.2 Financial

The additional cost of implementing a Local Parity model of allowances is estimated to be £158,000 per annum for the cases the Council currently supports. There remains significant uncertainty however regarding the overall cost as the Council is not aware of the full extent of the currently informal family

arrangements which could qualify for Kinship Care Orders and, subsequently, financial support from the Council. A demand pressure totaling £658,000 was included in the 2015/16 Children and Families Services budget to meet the estimated costs of allowance parity and the introduction of Kinship Care Orders.

6.3 Legal

The adoption of a Local Parity model will avert the immediate risk of Judicial Review. Enquiries have established that COSLA has not taken legal advice from Counsel and those councils which have are unlikely to share that advice. Argyll and Bute Council has however taken the advice of legal Counsel in this matter and is reflected in this paper.

6.4 HR

There are no immediate HR implications.

6.5 Equalities

The Equality and Human Rights Commission (EHRC) have identified the absence of parity between foster and kinship carers for Looked After Children as a matter of discrimination.

6.6 Risk

The reputational and financial risk to the Council of not implementing a Local Parity model is significant.

6.7 Customer Service

The implementation of a Local Parity model will greatly improve material circumstances of Looked After Children in kinship care.

Cleland Sneddon Executive Director of Community Services

Cllr Mary Jean Devon Policy Lead Health and Social Care Integration

2 September 2015

For further information contact:

Louise Long	Head of Service, Children and Families
Alex Taylor	Locality Manager, Oban, Lorn and the Isles

APPENDICES

Appendix 1	Kinship Carer Allowances 2015 / 2016
Appendix 2	Foster Carer Allowances for 2015 / 2016

Appendix 1 Kinship Carer Allowances 2015/2016

Age Banding	Weekly Rate
0-4 years	76.94
5-10 years	95.53
11-15 years	117.42
16 plus	153.97

Child Benefit	
1 st Child	20.70
2 nd or subsequent children	13.70

Kinship payments are calculated by taking the weekly rate (above) and deducting for any child benefit.

If the families are in receipt of child benefit for any other children in their care, the lower amount would be deducted.

Appendix 2 Foster Carer Allowances for 2015/2016

Breakdown of Foster Carer Allowances for 2015/2016

	2015/16	
	0-10 yrs	11-18 yrs
Weekly Rate	273.19	327.82

Description	2015/16	
Carer's component	76.48	87.42
Clothing & footwear	32.78	43.71
Food	32.78	43.71
Household costs	19.13	19.13
Pocket money & leisure	19.12	30.03
Childcare	13.66	13.66
Training & meetings	13.66	13.66
Travel	13.66	13.66
Personal care	7.11	18.03
Insurance/wear & tear	19.13	19.13
Birthday & religious		
festivals	12.02	12.02
Holidays	13.66	13.66
Weekly Allowance	273.19	327.82

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

COMMUNITY SERVICES

10 SEPTEMBER 2015

ADDITIONAL SUPPORT FOR CARE LEAVERS

1.0 EXECUTIVE SUMMARY

- 1.1 Parts 10 and 11of the Children and Young People (Scotland) Act 2014 ensures better permanence planning for children and young people, and extends support to Looked After Children and Care Leavers by increasing the eligible age of accessing services.
- 1.2 These new statutory duties introduce a potentially significant rise in the numbers of children and families eligible for services and, the requirement of the Council to establish an additional range of resources and services to meet the changes.

1.3 **Recommendation**

It is recommended that the Community Services Committee note the increased requirements in Section 10 Aftercare and Section 11 Continuing Care of the Children and Young People (Scotland) Act 2014 and the potential impact on the Council.

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

COMMUNITY SERVICES

10 SEPTEMBER 2015

ADDITIONAL SUPPORT FOR CARE LEAVERS

2.0 INTRODUCTION

- 2.1 The Children and Young People (Scotland) Act 2014 introduces reform in children's services with new statutory duties, which introduce a significant rise in the numbers of children and families eligible for services.
- 2.2 Parts 10 and 11of the Act ensures better permanence planning for children and young people, and extends support to Looked After Children and Care Leavers by increasing the eligible age of accessing services.
- 2.3 These new statutory duties introduce a potentially significant rise in the numbers of children and families eligible for services and, the requirement of the Council to establish an additional range of resources and services to meet the change in scale, range and diversity of need.
- 2.4 This report considers the changes introduced to "aftercare" and "continuing care" services within the 2014 Act and the implications for the Council

3.0 **RECOMMENDATIONS**

It is recommended that the Community Services Committee:

3.1 Note the increased requirements in Section 10 Aftercare and Section 11 Continuing Care of the Children and Young People (Scotland) Act 2014 and the potential impact on the Council.

4.0 DETAIL

4.1 Argyll and Bute Aftercare Team provide support to looked after and young people and care leavers who are 16. The service provides individual support to young people in care. Working with young people to support the transition into adulthood including financial/housing support. Predominantly the service works with 16-18 year olds however maintains contact with all care leavers. Argyll and Bute Council have a financial responsibility to support care leavers through their further education. The Children and Young People (Scotland) Act 2014 introduces reform in children's services with new statutory duties, which present a significant increase to the scale, range and diversity of need;

providing services and resources for children and young people from birth up to age twenty five inclusive.

- 4.2 The new legislative requirements under section 10 and 11 of the Act, increases the age and therefore the number of young people eligible for Aftercare support and introduces a new obligation on the Council to maintain some care leavers in their looked after placement, or suitable alternative accommodation, up to their 22nd birthday.
- 4.3 The following terms for the provision of care to young people are used in this report; Aftercare is the continuing support, planning and guidance for a young person who has left care or a supported living environment. It can mean supporting young people in practical matters such as setting up home, budgeting skills, seeking employment, continuing education and can offer encouragement for developing their own social networks and interpersonal skills.
- 4.4 Throughcare is the on-going preparation and support for young people who have been looked after and may soon be making the transition to live more independently. It is not possible to put an age on when throughcare support and preparation should begin and end. This should depend on the young person and their individual needs. It can depend on a young person's own circumstances, their level of maturity and emotional development.
- 4.5 The Council's financial allocation for these requirements of the Act from Scottish Government is as yet unknown. The Scottish Government have made a public commitment to fully fund the additional and new requirements contained within the Children and Young Persons Act and the Council's settlement will be announced once negotiations conclude between the Scottish Government and COSLA.
- 4.6 Part 10 of the Act extends the age to which care leavers can receive support from their local authority. This can include (but is not restricted to) helping a young person to secure accommodation, education and employment opportunities, and financial support. Young people who have been in care will be able to ask local authorities for support until they turn 26.
- 4.7 If a young person who has been in care asks their local authority for support and assistance, the local authority has a duty to assess their needs. If that young person has eligible needs, and the needs cannot be met elsewhere, the authority must offer support.
- 4.8 Part 11 of the Act gives young people at the age of 16 years the right to choose to continue in care where they are living, up to their 21st birthday. This means young people may continue to live in residential care, residential school or foster placement.
- 4.9 The Aftercare changes (part 10) and "Continuing Care" provisions both came into effect on 1 April 2015. However, they will not apply to all care leavers. The right to "Continuing Care" will only be available to new care leavers

(those who leave care in or after April 2015) who were born after 1 April 1999 and whose last placement was 'away from home'.

- 4.10 The Scottish Government will introduce 'Continuing Care' in a staged process. In the first year (2015-16) only 16-year-old care leavers (who leave care in or after April 2015) will be eligible to a 'Continuing Care' arrangement. In each of the next four years (2016-17 to 2019-20) the Scottish Government will extend the right to 'Continuing Care' to an older year group (17,18, 19, etc.), allowing the 16 year olds who opted for 'Continuing Care' in 2015-16 to remain in their placements up until their 21st birthday.
- 4.11 At any stage until their 21st birthday, young people can choose to leave continuing care and move to Throughcare and Aftercare.
- 4.12 The likely demand for this increased provision is very challenging to predict. The raising of eligibility from 18 to 21, which includes the concept of 'continuing care' could result in a 10 to 40 percent increase in current placements. However experience shows that the majority of accommodated young people's preference is for Aftercare sooner rather than later. The number of Aftercare cases will likewise also increase and planning assumptions appear to be at around forty percent.
- 4.13 At the time of writing, July 2015, the Council currently has approximately 70 Looked After and Accommodated Children and Care Leavers who would qualify for the additional provisions within the Act. This number is of course subject to fluctuations which are very difficult to predict due to the nature of the services provided.
- 4.14 Importantly, by the year 2020 the number of children and young people eligible for services will be approximately 300 Looked After and Accommodated Children, and Care Leavers from a current approximate 190.
- 4.15 Argyll and Bute's three children houses, supported lodgings provide and foster care service do not have the capacity to cope with a large number of young adult eligible for a service. It also not appropriate for 20 year old to be in a children's house with a 12 year old. A new model is being developed with flats and houses located close to children's houses this is known as a "core and cluster model"
- 4.16 An 'alternative to care project' supported by 'core and cluster accommodation' is being considered at this time. Additional staffing and support will be available across Oban, Helensburgh and Dunoon. This program has the potential capacity to meet the increase in needs. This project will depend on Scottish Government delivering recurring revenue funding.

5.0 CONCLUSION

5.1 The new provisions in the Act are intended to provide care leavers with a more graduated transition out of care. This will help to normalise the experience by

allowing strong and positive relationships between young people and their careers to be maintained into adulthood.

5.2 The Act however, presents issues about the age range of children and young people in children's units and capacity in both residential and foster care. The Children and Families service are currently developing a set of proposals which would both provide extra capacity and facilities where young people could learn independence skills in consultation with our young people.

6.0 IMPLICATIONS

- 6.1 Policy Proposals being developed in line with the provisions of the Children and Young Persons Act
- 6.2 Financial Awaiting settlement from the Scottish Government. The level of additional resource is not known at this time
- 6.3 Legal The Council has key legal responsibilities for looked after children and the Children and Young People (Scotland) Act 2014 will add to these.
- 6.4 HR Implementing these sections of the Act will inevitably involve additional staffing requirements
- 6.5 Equalities Compliance with the Act helps ensure our looked after children and young people have increased support.
- 6.6 Risk Failure to receive an appropriate financial settlement which will ensure the increased provisions can be delivered could lead to cost pressure for the service and reputational 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: Billy Moore, Area Manager for Looked After Children Tel. 01369 707162

3rd August 2015

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ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

COMMUNITY SERVICES

10 SEPTEMBER 2015

UPDATE OF COMMUNITY PAYBACK UNPAID WORK ACTIVITY 2014/15

1.0 EXECUTIVE SUMMARY

The purpose of this report is to inform members of the work being undertaken by offenders subject to Community Payback Unpaid Work.

Unpaid Work offers reparation to society for an offender's misconduct and opportunities for rehabilitation through skills training and positive social activity.

In 2013/14 the Unpaid Work scheme provided 16,154 hours of labour. During 2014/15 this figure rose to 19,945 - the equivalent of £133,631 worth of labour put back into the community.

The report highlights that activity is expanding due to an increased use of Unpaid Work as a sentencing option by the Courts. All communities in Argyll and Bute have benefitted from unpaid work. The scheme is focusing on larger more visible community projects and this is attracting positive feedback and improving the capacity for offenders to make reparation and start the process of rehabilitation. Smaller charitable groups also benefit from individual placements.

The report makes reference to the difficulties in managing resources to meet spikes in demand across a large geographic area – reliant upon a flexible workforce, but also applying a cautionary approach to managing local demand and expectation.

The Unpaid Work Scheme is part of the functions of Criminal Justice Social Work and is delivered via a ring-fenced grant from Central Government. There are no financial implications.

Recommendations

The report recommends that the Community Service Committee: a) Note the content of this report

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

COMMUNITY SERVICES

10 SEPTEMBER 2015

UPDATE OF COMMUNITY PAYBACK UNPAID WORK ACTIVITY 2014/15

2.0 INTRODUCTION

- 2.1 Unpaid Work is one of nine requirements that can make up a Community Payback Order imposed upon offenders by means of a community based sentence.
- 2.2 Unpaid Work offers reparation to society for an offender's misconduct and opportunities for rehabilitation through skills training and positive social activity.
- 2.3 The Unpaid Work scheme provided the equivalent of £133,631 worth of labour in the community in 2014/15

3.0 **RECOMMENDATIONS**

3.1 The Committee is invited to note the content of this report

4.0 DETAIL

4.1 The introduction of Community Payback Orders (which replaced Community Service and Probation) in February 2011 has resulted nationally in a significant increase in offenders required to carry out Unpaid Work as a community based sentence. In Argyll and Bute this increase is subject to local variation dependent upon the sentencing practice of individual Sheriffs and this dictates the need for a flexible workforce that can respond to spikes in demand across a large geographic area.

Unpaid Work Requirements can be imposed by the Court on 2 levels:

Level 1 – between 20 and 100 hours to be completed in 3 months Level 2 – between 101 and 300 hours to be completed within 6 months (although the court may stipulate a different period of time).

4.2 The delivery of the Unpaid Work scheme is carried out either by work squad or agency placement – both are overseen by the Scheme Coordinator. Work squads are run by a number of permanent and sessional supervisors located across Argyll and Bute (not Helensburgh and Lomond, which are serviced through a partnership arrangement with West Dunbartonshire Council).

4.3 During 2014 – 2015 the Scheme operated approximately 12 work squads per week across the area. Work undertaken in Argyll and Bute can be found highlighted at appendix 1. This list is not exhaustive - it details mainly larger projects that benefit the majority of people and have greater community visibility.

Promotion of the work undertaken by the scheme is applied with caution to avoid over expectation, as the capacity to commit to any project is dictated by the availability of offenders on suitable orders in that area. Despite having a flexible workforce, financial and practical constraints limit what can be achieved in any given area at any one time and this carries the potential to disappoint local demand.

- 4.4 On occasion and if the offender's risk permits, an individual may be placed within an agency setting and supervised by that agency directly. The scheme has been successful in placing offenders in Charity Shops, Residential Homes for the elderly, local charities such as the Help project and local Community Trusts. The scheme is developing links with the following community gardens at Dalmally, Campbeltown and Colintraive. Such placements offer a better quality of work to some offenders who match certain criteria, giving them more opportunity to complete their hours whilst gaining experience of the work place.
- 4.5 In 2013/14 the Unpaid Work scheme undertook 16,154 hours of work in Argyll and Bute. During 2014/15, this figure rose to 19,945 hours the equivalent of £133,631 (using minimum wage of £6.70/hr) of labour put back into the community. Whilst this figure provides an interesting view of "payback" by offenders, what is missing from Government statistics and is impossible to gather at a local level, is the impact of specifically undertaking Unpaid Work and developing new skills or experiencing meaningful activity, upon re-offending rates.

There were 135 Community Payback Orders with a requirement to undertake Unpaid Work given in 2014/15 in Argyll and Bute. Just under a half (62) were at Level 1, representing less serious offending dealt with through a more constructive response to rehabilitation than punishment simply through financial penalty. The average Level 1 requirement was 78 hours of unpaid work to be completed within 3 months.

Just over half (73) were dealt with at Level 2. These represent the more serious offending, act as an alternative to custody and, commonly, are imposed along with a requirement for supervision by a social worker to undertake offence related interventions. The average Level 2 requirement was 189 hours to be completed within 6 months – indicating a lengthier and more intense order than at Level 1.

There we 20 applications for breach for non-compliance, usually as a

result of failure to attend as instructed. Three are still outstanding matters in the Court, the remaining 17 were all prosecuted successfully indicating a robust, effective but fair response to managing discipline.

4.6 For the future the Scheme is looking to build upon the success of the Glenfinnart Walled Garden project and link with other community projects to acquire small pieces of land across Argyll and Bute to use for planting and horticulture. The aim of this is to grow fruit and vegetables with a view to supplying local foodbanks.

In Bute and Cowal the scheme is working with Community owned forestry groups to make land more accessible to local tourists. Such work has potential to give service users a real chance of developing skills in this area, making them more employable.

Another future project awaiting confirmation is the installation of child size road safety signs to be situated outside selected primary schools in the area with the purpose of encouraging drivers to take better care on the roads. This is in conjunction with Roads Scotland and Police Scotland.

4.7 The scheme is very proud of the feedback received in the last year from beneficiaries of service, often citing that work has been carried out efficient and tidily and noting the benefit to the community. In addition, some past service users have returned as volunteers to the projects they had assisted on the Unpaid Work scheme. The scheme has also welcomed media interest by way of positive newspaper articles from across the Authority.

5.0 CONCLUSION

- 5.1 All communities in Argyll and Bute have benefitted from unpaid work by offenders. The scheme is focusing on larger more visible community projects and this is attracting positive feedback and improving the capacity for offenders to make reparation and start the process of rehabilitation in the community. Smaller charitable groups also benefit from individual placements.
- 5.2 Capacity of the Unpaid Work scheme is dependent upon local Court sentencing which subsequently limits the number, length and breadth of the projects it can commit to.

6.0 IMPLICATIONS

- 6.1 Policy There are no policy implications to this report
- 6.2 Financial

There are no financial implications to this report. Unpaid Work is delivered within the ring-fenced Social Work (Scotland) 1968 S27 grant from the Scottish Government provided for the management of offenders.

- 6.3 Legal There are no legal implications to this report
- 6.4 HR There are no HR implications to this report
- 6.5 Equalities There are no equalities implications to this report
- 6.6 Risk There are no risk implications to this report
- 6.7 Customer Service There are no customer service implications to this report

Cleland Sneddon Executive Director of Community Services

Cllr Mary-Jean Devon Policy Lead Health and Social Care Integration

26 June 2015

For further information contact:

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APPENDICES

Appendix 1: Work currently Undertaken by Unpaid Work squads

Work currently Undertaken by Unpaid Work squads in Argyll and Bute:

- Beach Cleaning Throughout the area including Toward, Dunoon, Loch Eck, Tighnabruaich, Strachur, Kilmun, Blairmore, Ardentinny, various locations on the Isle of Bute and Campbeltown.
- Gardening Working with Argyll and Bute Operational services, ACHA and Fyne Homes we identify vulnerable residents and, on a rota basis, undertake domestic gardening. We have cleared weeds from foot paths and road edges at Blairmore, Kames and Tighnabruaich. We annually assist Ferfadd Court to plant beds and assist at events such as the Highland Games and local shows.
- Furniture removal for vulnerable persons only. Each case is assessed on its own merits. A recent example of this type of work was in Oban where we assisted a family in need with a full house move. The family in question had care of an extremely ill child and this work was invaluable to them as they were on very limited means.
- Path/land Clearance Bishops Fairy Glen, Taynuilt, Oban, and other woodland areas. Squads recently completed a fairly large piece of work at the Oban sensory Garden where we cleared land and painted benches.
- Decorating Examples of work undertaken include the painting of Dunoon pipe band hall, and other various village halls such as Strachur, Ardentinny, Port Bannatyne, and Lochgoilhead.
- Woodwork and Joinery The creation of raised beds, school play equipment and historically even the design and building of doll's houses for the local hospice. We have also made bird boxes and benches for donation to local not for profit community groups.
- Play parks/playgrounds Tasks involve painting, cleaning areas and power washing play equipment. At Lochgoilhead Play Park we delivered and laid 10 tonnes of sand and 6 tonnes of bark.
- Litter picking throughout the region. At North Bute Primary school we also put down wood chippings donated by other community projects.
- Tarbert Harbour painting and planting.
- Other larger scale projects such as
 - Machrihanish community airbase this involves litter picking, rubbish clearance, painting fences and walls and fence erection and painting inside buildings.

Kilfinan forest – Path clearance, forestry work general land maintenance as and when required.

Glenfinnart walled garden – planting, growing and maintaining edible crops and other plants in the gardens. Maintaining the play areas and orchards. We are also fortunate to have been given a small part of this garden which enables our offenders to grow their own vegetables promoting a healthier lifestyle within our client base. Barbluie Woodland Enterprise, Lochgilphead -Path clearance, forestry work, general land maintenance as and when required.

Campbeltown community garden – with a real focus on education this multiactivity site enables our clients and others to benefit from tips of how to cultivate and develop land.

• Winter weather work. In conjunction with Argyll and Bute council we were heavily involved during winter 2014/2015 with path clearance and gritting to provide access to vulnerable persons to essential services such as hospitals and doctors surgeries.

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Community Services Committee Work Plan 2015-16

SEPTEMBER 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 10 th September 2015				
	Financial Quarter 1 Performance Scorecard Scrutiny	Community Services – Morag Brown	Quarterly	
	Kinship Care Allowances	Children and Families – Louise Long		
	Corporate Parenting Board Annual Report	Councillor Mary Jean Devon – Policy Lead		
	Summary of Community Payback Order local Project Work	Children and Families – Jon Belton		
	Children and Young Person's Act – update Additional Support for Care Leavers	Children and Families – Louise Long	Regular update required	
	External Inspection / Audit Reporting – January to June 2015	Community Services – Morag Brown	6 monthly	
	Sport and Leisure Framework	Community and Culture – Muriel Kupris		
	Culture, Heritage Assembly	Community and Culture – Donald MacVicar		

	Learning Disabilities – Registered	Adult Services –		
	Services Update	Allen Stevenson		
	Octvices Opdate	Gordon Murray		
	Care at Home: Fixed Term	Adult Services –		
	Contracts	Peter McLaren		
	Gaelic Language Plan - Update	Customer Services – Jane Fowler		
	SHIP Update	Community and Culture – Moira MacVicar		
	HEEPABS & Atlantic Islands Study	Community and Culture – Moira MacVicar		
	National Improvement Framework for Scottish Education	Education		
	Report on new Welcome Pack for Service Families in Helensburgh and Lomond	Education		
Thursday 10 th December 2015				
	Financial Quarter Two Performance Scorecard Scrutiny	Community Services – Cleland Sneddon	Quarterly	
	Validated Self Evaluation of Psychological Services	Education – Ann Marie		
	Dunclutha New Build	Community Services – Morag Brown and Billy Moore		
	Child Protection Committee - Self Evaluation	Children and families – Moira McKinnon	Bi-Annual	
	ICT Strategy	Education – Anne		

Community Services Committee Work Plan 2015-16

		Paterson		
	Carers Strategy	Adult Services –		
		Allen Stevenson		
		Peter McLaren		
Future Repo	rts – dates to be determined			
	School Leaver Destination Report	Education – Ann	Annual	Data not ready until January 2016
	2014/15	Marie Knowles		
	Adult Services Improvement Plan	Adult Services –		
		Allen Stevenson		
	Education Expenditure Profile	Education – Ann		
		Marie		

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