Argyll and Bute Council
Comhairle Earra-Ghàidheal Agus Bhòid

Customer Services
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3 December 2015

NOTICE OF MEETING

A meeting of the **COMMUNITY SERVICES COMMITTEE** will be held in the **COUNCIL CHAMBERS, KILMORY, LOCHGILPHEAD** on **THURSDAY, 10 DECEMBER 2015** at **11:00 AM**, which you are requested to attend.

Douglas Hendry
Executive Director of Customer Services

BUSINESS

1. **APOLOGIES FOR ABSENCE**

2. **DECLARATIONS OF INTEREST**

3. **MINUTES** (Pages 1 - 10)
   Community Services Committee 10 September 2015

4. **EARLY YEARS COLLABORATIVE**
   Presentation by Quality Improvement Officer

5. **PERFORMANCE REPORT FQ2 - 2015-2016** (Pages 11 - 18)
   Report by Executive Director – Community Services

6. **EDUCATION DIGITAL LEARNING AND TEACHING STRATEGY** (Pages 19 - 66)
   Report by Executive Director – Community Services

7. **SQA SCHOOL EXAMINATION RESULTS 2015** (Pages 67 - 80)
   Report by Executive Director – Community Services

8. **EDUCATION STANDARDS AND QUALITY REPORT 2014/15** (Pages 81 - 132)
   Report by Executive Director – Community Services

Community Services Committee

Councillor Robin Currie (Chair)
Councillor Rory Colville
Councillor George Freeman
Councillor Donald Kelly
Councillor Neil MacIntyre
Councillor John McAlpine
Councillor Aileen Morton
Councillor Elaine Robertson
Father David Connor
William Marshall

Councillor Gordon Blair
Councillor Mary-Jean Devon (Vice-Chair)
Councillor Anne Horn
Councillor Iain MacDonald
Councillor Robert Macintyre
Councillor James McQueen
Councillor Douglas Philand
Councillor Isobel Strong
William Crossan
Alison Palmer

Contact: Fiona McCallum   Tel: 01546 604392

Agenda Item 3

MINUTES of MEETING of COMMUNITY SERVICES COMMITTEE held in the COUNCIL CHAMBERS, KILMORY, LOCHGILPHEAD on THURSDAY, 10 SEPTEMBER 2015

Present: Councillor Robin Currie (Chair)

Councillor Gordon Blair   Councillor John McAlpine
Councillor Rory Colville   Councillor James McQueen
Councillor Mary-Jean Devon   Councillor Aileen Morton
Councillor George Freeman   Councillor Douglas Philand
Councillor Anne Horn   Councillor Elaine Robertson
Councillor Iain Angus MacDonald   William Marshall
Councillor Neil MacIntyre   Alison Palmer
Councillor Robert E Macintyre

Also Present: Councillor Dick Walsh
Councillor Ellen Morton

Attending: Cleland Sneddon, Executive Director – Community Services
Jane Fowler, Head of Improvement and HR
Moira MacVicar, Housing Services Manager
Muriel Kupris, Leisure and Youth Services Manager
Gordon Murray, Service Manager Learning Disabilities
Peter McLaren, Interim Service Manager (Resources)
Brian Reid, Locality Manager
Jon Belton, Services Manager – Criminal Justice
Tricia O'Neill, Central Governance Manager
Morag Brown, Business Improvement Manager
Kevin Baker, Culture and Libraries Development Officer
Robin Harrison, David Adamson & Partners Ltd
Shirley Campbell, sportscotland
Lorna Jackson, sportscotland

Prior to the consideration of business the Chair invited the Leader of the Council to make a short statement on the Council's response to the Syrian refugee situation as given the immediacy and urgency of this issue it was important that Members were given the opportunity to be updated on the situation as it unfolds.

Councillor Dick Walsh read out the following statement to the Committee:-

Everyone is aware of the harrowing images dominating the media over the past few days, showing the plight of refugees frantically struggling to escape terror, destitution and the constant fear of death in Syria. Many of us have received representations from people in our communities asking what can be done to help them – and that question has undoubtedly dominated our own minds, too.

With hundreds of thousands of people caught in the most desperate of all situations, it is time for action, and that is why Argyll and Bute has joined other Scottish local authorities in offering assistance.

The Chief Executive has been in contact through COSLA to signal our willingness to get involved and offer whatever support we can. As a starting point, at least 20 families will be offered housing and support in the area, with the possibility of more in the future. Argyll and Bute will be offering these people the opportunity of a better life at a time when they most need it.

A team of officers are focusing on this, operating at the highest level and working with partners such as housing associations and other agencies, to put together a package of support for the families who ultimately arrive in Argyll and Bute. This team, the Refugee Resettlement Group, will meet for the first time on Friday 18 September under the direction of the Executive Director of Community Services.

The group will have to consider a wide range of issues and as we think of these, it is vital to remember that ultimately these are much more than a list of tasks – they are about finding solutions to some very human problems, like a place to live, furniture, education, health and more.

In addition we have already heard from ACHA and other local housing associations, who are also moving swiftly in offering their support and are keen to work in partnership to ensure that Argyll and Bute responds to this crisis collectively and in a spirit of unity.

The reasons behind this global humanitarian crisis are multiple and complex. Our response, though, is purely about people – about responding to people in need. This is more than another news story; it will not go away in a few days and no one can assume that it is someone else's problem. This is everyone's business.

We speak often about how everyone has a part to play in contributing to life in Argyll and Bute. Now we are playing our part by reaching out as a community to support unfortunate and desperate people who find themselves in the worst and most destitute of situations. We want to take every possible action that we can to welcome them to Argyll and Bute and to show them that here, compassion, humanity and opportunity are available to them in their time of need. I am confident that with support co-ordinated through the council, our community planning partners and, indeed, the people in our communities, they will be able to make a significant contribution to life in our area.

We know that millions of people have been displaced as a result of the civil war in Syria. Around 20,000 refugees will come to the UK, with Scotland welcoming 1,000 people initially.

It is heartening that along with other organisations across Argyll and Bute we are joining forces to work as a community; that we are part of a collective response which is not just national but global, uniting to offer support to people facing the very worst of situations.

1. **APOLOGIES FOR ABSENCE**

   Apologies for absence were intimated from Councillors George Freeman, Donald Kelly and Isobel Strong and from William Crossan, Church Representative.

2. **DECLARATIONS OF INTEREST**

There were no declarations of interest intimated at this point.

3. **MINUTES**

The Minute of the Community Services Committee held on 4 June 2015 was approved as a correct record.

Councillor Aileen Morton joined the meeting at this point.

4. **PERFORMANCE REPORT FQ1 2015-16**

Consideration was given to a report on the Community Services financial quarter one performance scorecard.

Decision

The Committee noted the performance for the quarter.

(Reference: Report by Executive Director – Community Services dated 18 August 2015, submitted)

Councillor Mary-Jean Devon joined the meeting at this point.

5. **EXTERNAL INSPECTION/AUDIT REPORTING: JANUARY TO JUNE 2015**

Consideration was given to a report providing details of all external inspection/audit reports received within Community Services during the period 1 January to 30 June 2015.

Decision

The Committee noted the contents of the report.

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

Councillor Elaine Robertson joined the meeting at this point.

6. **REPORT ON NEW WELCOME PACK FOR SERVICE FAMILIES IN HELENSBURGH AND LOMOND**

Consideration was given to a report presenting a copy of the Welcome Pack for Service families in Helensburgh and Lomond. The report presented the background leading to the creation of this Welcome Pack, the purpose of the Pack, the intended audience and the distribution strategy.

Decision

The Committee:-

1. noted the contents of the Welcome Pack created by the Service Pupil Advisor;

2. noted the commitment to partnership working between Argyll and Bute Council and The Ministry of Defence; and

3. agreed to the publication of this Welcome Pack on the Argyll and Bute Council website as well as in hard copy format.

(Reference: Report by Executive Director – Community Services dated 10 September 2015, submitted)

7. **NATIONAL IMPROVEMENT FRAMEWORK FOR SCOTTISH EDUCATION**

Consideration was given to a report advising of the First Minister's announcement of the publication of the first draft of the National Improvement Framework for Scottish Education on 1 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.

Decision

The Committee:-

1. noted the publication of the draft National Improvement Framework for Scottish Education by the Scottish Government;

2. noted the programme of engagement events planned by the Scottish Government to consult on the draft framework; and

3. agreed to the Education Service developing a draft response to the consultation for consideration by Council in November 2015 to align with the September to November consultation period.

(Reference: Report by Executive Director – Community Services dated 1 September 2015, submitted)

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

Councillor Aileen Morton declared a non financial interest in the following item as she represents the Council on the ACHA Board in the Helensburgh and Lomond Area. She claimed the benefit of the dispensation contained at section 5.16 of the Standard Commission's Guidance and Dispensation Note dated December 2010 to enable her to speak and vote on this item.

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

   A paper providing an interim progress report on the Strategic Housing Investment Plan (SHIP) and highlighting minor revisions to the Strategic Local Programme Agreement (SPLA) was considered.

   Decision

   The Committee:-

   1. noted the positive progress with the SHIP;

   2. agreed the proposed revisions to the Strategic Local Programme Agreement, which includes a new development of 16 units by ACHA at Jutland Court, Helensburgh in place of the original site at Cardross; and

   3. noted that discussions will resume with Tarbert and Skipness Community Council to ascertain the demand for housing in Tarbert.

   (Reference: Report by Executive Director – Community Services dated 26 August 2015, submitted)

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

   Consideration was given to a presentation given by Robin Harrison of David Adamson & Partners Ltd on the Atlantic Islands Private Sector House Condition Survey 2014.

   A report updating 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 was also considered.

   Decision

   The Committee noted the contents of the presentation and report.

   (Reference: Report by Executive Director – Community Services dated 26 August 2015, submitted)

10. **CULTURE AND HERITAGE ASSEMBLY**

    A report outlining progress in implementing the Culture, Heritage and Arts Strategy was considered. The report identified the challenges in progressing a community led initiative, outlined Creative Scotland's 'Place Partnership' offer in relation to the 'Culture, Heritage and Arts Strategy' and identified the next steps ahead.

    Decision

    The Committee noted the contents of the report.

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

*   **11.   SPORT AND LEISURE FRAMEWORK 2015-2019**

Consideration was given to a presentation by Shirley Campbell of sportscotland and a report presenting the draft Sport and Leisure Framework 2015 – 2019 for Argyll and Bute. The Framework was developed in partnership with sportscotland and other partners, including significant input from staff within the NHS and will replace the current Sport and Physical Activity Strategy and will act as the overarching plan across a wide range of services.

Decision

The Committee:-

1.   noted the content of the Sport and Leisure Framework and agreed to recommend to Council that it be adopted to replace the existing Sport and Physical Activity Strategy;

2.   agreed that a strategic health and physical activity forum is developed, managed and resourced to ensure that all opportunities to help people live active, health lives are well planned and delivered through partnership working and noted that the Policy Lead or Depute Policy Lead for Sport and Leisure within Community and Culture will be a Member of the Strategic Forum; and

3.   agreed 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.

(Reference: Report by Executive Director – Community Services dated 4 August 2015 and Sport and Leisure Framework 2015 – 2019, submitted)

Councillors Rory Colville, Aileen Morton and James McQueen left the meeting during consideration of the foregoing item.

The Chair ruled, and the Committee agreed, to adjourn the meeting at 1.35 pm for lunch.

The Committee reconvened at 2.00 pm.

Councillors Iain Angus MacDonald and John McAlpine did not return to the meeting.

12.   GAELIC LANGUAGE PLAN PROGRESS REPORT

Consideration was given to a report providing an update on progress in delivering the actions in the approved Argyll and Bute Council Gaelic Language Plan.

Decision

The Committee:-

1. noted the progress being made; and

2. noted that some measures require to be updated and that this will be reported to a future Committee.

(Reference: Report by Executive Director – Customer Services dated August 2015, submitted)

13. **LEARNING DISABILITY DAY SERVICES**

Consideration was given to a report providing a summary and update on the improvement and development of the Learning Disability Day Services.

Decision

The Committee noted:-

1. 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; and

2. the improved grading of Learning Disability Day Services following Care Inspectorate inspections.

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

14. **CARE AT HOME: FIXED HOUR CONTRACTS**

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. Consideration was given to a report advising that Community Services has now reviewed its position on Zero Hour contracts and proposes a shift away from this position where appropriate to the staff member, subject to discussions with staff and the main Trade Unions.

Decision

The Committee:-

1. noted the contents and direction of the report;

2. noted the details as set out in paragraph 4.1 on the processes to be followed in realising this move towards permanent contracts; and

3. agreed with the implementation of these proposals over the course of the Autumn 2015.

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

15. CORPORATE PARENTING

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 was presented to the Committee in this format as an Annual report.

Decision

The Committee noted the contents of the newsletter which is to be circulated to children, young people, carers and staff.

(Reference: Report by Executive Director – Community Services dated 11 August 2015, submitted)

Councillor Aileen Morton returned to the meeting during consideration of the foregoing item.

16. KINSHIP CARER ALLOWANCES

A report informing the 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 following 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 was before Members for consideration.

Decision

The Committee agreed that consideration of the Kinship paper be deferred to allow the implications of the COSLA Leaders decision last week to be fully understood and noted that a report would be brought back to the Community Services Committee once the financial implications have been considered by the Policy and Resources Committee.

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

Councillor Robert E Macintyre returned to the meeting at this point.

17. ADDITIONAL SUPPORT FOR CARE LEAVERS

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. A report advising of the changes introduced to "aftercare" and "continuing care" services within the 2014 Act and the implications for the Council was considered.

Decision

The Committee noted 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.

(Reference: Report by Executive Director – Community Services dated 3 August 2015, submitted)

18. **UPDATE OF COMMUNITY PAYBACK UNPAID WORK ACTIVITY 2014/15**

A report informing Members of the work being undertaken by offenders subject to Community Payback Unpaid Work was considered. Further information on work undertaken within the Helensburgh and Lomond area was also tabled for consideration.

Decision

The Committee noted the content of the report.

(Reference: Report by Executive Director – Community Services dated 26 June 2015, submitted and Appendix to the report, tabled)

Councillors Mary-Jean Devon and Elaine Robertson left the meeting during consideration of the foregoing item.

19. **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 to the following items being added to the Committee's agenda in December 2015:-

- Report on Housing Options wider than the RSL lets

- Follow up paper on Kinship Care Allowances

- Update on Integration of Health and Social Care

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

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ARGYLL AND BUTE COUNCIL   **COMMUNITY SERVICES COMMIITEE**

COMMUNITY SERVICES   **10 DECEMBER 2015**

PERFORMANCE REPORT FQ2 2015

1.0   EXECUTIVE SUMMARY

1.1   This report presents to the Community Services Committee the Community Service Performance Scorecards for FQ2 and asks Members to review performance for the quarter.

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ARGYLL AND BUTE COUNCIL   **COMMUNITY SERVICES COMMIITEE**

COMMUNITY SERVICES   **19th NOVEMBER 2015**

Performance report FQ2 2015

2.0   INTRODUCTION

2.1   This report presents to the Community Services Committee the Community Service Performance Scorecards for FQ2 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 FQ2:

4.0   DETAIL

4.1   Community Services performance scorecards for FQ2 2015 are attached for review by the Committee.

5.0   IMPLICATIONS

5.1   Policy – None.

5.2   Financial – None

5.3   Legal – None.

5.4   HR – None.

5.5   Equalities – None

5.6   Risk –None.

5.7   Customer Service - None

Cleland Sneddon
Executive Director of Community Services
19th November 2015

For further information contact:
Tommy Welch, Graduate Trainee, thomas.welch3@argyll-bute.gov.uk or telephone: 01546 604467.

APPENDICES
Appendix 1: FQ2 Performance report and scorecards – Community Services

Departmental performance report for **Community Services**	period **July to September 2015**

Key Successes

- 91% of our customer queries were resolved at first contact. Performance has remained the same from FQ1
- There has been improvement in the average number of working days between referral and initial adult Protection case conference, the average number of working days is 12 this quarter against a target of 15 days.
- The number of external Looked After and Accommodated child placements has reduced this quarter to 7 against a target of 11.
- 100% of children on the Child Protection Register have had no change of social worker this quarter
- 90% of children on the Child Protection register have a completed Child Protection plan in place, the target is 80% and performance continues to improve
- 81.6% of Community Payback Order cases have been seen within the 5 day target, performance continues to improve for this measure
- The number of visits to our museums either in person or by website has increased this quarter, 63,012 against a target of 55,000
- 7 young people achieved their Duke of Edinburgh Gold Award this year, receiving their awards at Holyrood House
- St Columba's primary school received a very positive inspection report from education Scotland, receiving 4 goods and 1 satisfactory
- Rhunahaorine pre 5 unit received 3 very goods and one good in its recent inspection by the Care Inspectorate, the inspectors noted that the pre 5 unit has established an excellent approach to involving children and their families in the ongoing improvement and development of the service.
- Dunoon primary school took on 300 schools from Scotland, England and Wales to take home the Kodu Kup, Microsoft UK's computer programming competition– taking the prize to Scotland for the first time.
- Lochdonhead Primary School in Mull won a national environment competition run by Scotland's Environment Web and supported by SEPA, Keep Scotland Beautiful, Young Scot and Education Scotland
- Oban High School pipe band came 2nd in the Novice Juvenile Category at the World Championships, a few weeks later they beat the world champions at the Cowal Games.
- A very successful stakeholder conference took place for the Local Housing Strategy in September
- New IT booking system for leisure is fully implemented
- First intake of the postgraduate diploma in Education in conjunction with Argyll College UHI as part of our "Growing Our Own" teacher programme.

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Key Challenges

- Progressing the integration of Health and Social Care Services.
- Development and consultation on the three year strategic plan for health and social care integration.
- Reducing the number of days lost through sickness absence across Community Services.
- Recruitment and training of foster carers given the highly successful move towards permanence which reduces available foster placements.
- Reviewing the implementation of the new National Qualifications.
- 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.
- Recruitment issues for both in house and commissioned care at home services impacting on range of care options available in certain areas.
- Demographic changes giving rise to growth in service demand across a range of client groups, in particular older persons, which present both financial and service delivery pressures.
- Achieving target for the completion of PDRs during the quarter.
- Monitoring delayed discharge figures against the target.
- 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.
- Increasing positive destinations for young people in the current economic climate
- 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

- 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.
- 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.
- 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.

- Working with partners to identify suitable community projects and supervision arrangements to facilitate the discharge of community payback orders.
- 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.
- 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.
- Work in partnership with schools, clubs and communities to maximise use of volunteers and resources.
- Ongoing discussions taking place with RSL partners to ensure homeless households maintain priority in relation to future allocations.
- 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.
- 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.
- Ongoing service redesign (all care groups) to try to mitigate growth in service demand.
- Agreement of a new process for the recording of PRDs which will include a review of the quality of completed reviews.
- Additional focus on preventing admission to hospital and accelerating discharge being undertaken in conjunction with NHS Highland and supported by delayed discharge funding
- Recruiting and retaining staff who focus on developing consistency and quality.
- Continue to work with the Council's HR service to advertise and recruit into vacant posts within the Oban and Mid Argyll areas.
- 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
- 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.

Argyll Bute COUNCIL

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

Community Services Scorecard 2015-16

FQ2 15/16

Click for Full Outcomes

(P) Priorities for 2015-17: Community Services

IMPROVEMENT

						Status	Trend

Improvement Plan Outcomes CM Outcomes	Total No	Off track	On track	Complete	A	⇨
	71	3	56	12		
CARP Community Services	Total No	Off track	On track	Complete	G	⇨
	105	0	88	17		

Customer Service CM	Number of consultations	2
Customer Charter	A ⇨	Stage 1 complaints	100 %	G ⇧
Customer satisfaction 90 %	G ⇧	Stage 2 complaints	100 %	G ⇧

Community Services Audit Recommendations	R	Overdue		Due in future		Future - off target	
		3	⬇	12	⇨	0	⇨
CM Average Demand Risk		Score	10	Appetite	10		⇨
CM Average Supply Risk		Score	9	Appetite	9		⇨

RESOURCES

People	Benchmark	Target	Actual	Status	Trend
Sickness absence CM [LGE]		3.1 Days	2.6 Days	G	⇧
Sickness absence CM [teachers]		1.8 Days	1.2 Days	G	⇧
PRDs % complete		90 %	61 %	R	

Financial	Budget	Forecast		
Finance Revenue totals CM	£K 143,032	£K 143,298	A	⇧
Capital forecasts - current year CM	£K 0	£K 0		
Capital forecasts - total project CM	£K 0	£K 0		

Efficiency Savings CM		Target	Actual		
	Actions on track	17	17		
	Savings	£K 608	£K 608	G	⇨
Asset Management - Community Services 2015-16				G	

Column 1

SOA Outcome - The economy is diverse and thriving			G ⇨

CC05 Argyll and Bute's economic success is built on a growing population	Success Measures	2	G
	On track	2	⇨

SOA Outcome - We have infrastructure that supports sustainable growth			A ⇨

CC07 People access a choice of suitable & affordable housing options ...	Success Measures	3	A
	On track	2	⇨

SOA Outcome - Education, skills and training maximises opportunities for all			A ⇨

CC03 Our adults are supported to access learning opportunities ...	Success Measures	2	A
	On track	1	⇩

ED01 Primary school children are enabled to increase levels of attainment ...	Success Measures	3	R
	On track	1	⇩

ED02 Secondary school children are enabled to increase levels of attainment ...	Success Measures	13	
	On track	7	

ED03 Education Central Management Team ensures continuous improvement ...	Success Measures	2	G
	On track	2	⇨

ED05 An effective system for Opportunities for All will operate in all secondary schools	Success Measures	4	R
	On track	2	⇩

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

Column 2

Community Services Scorecard 2015-16 FQ2 15/16	Click for Full Scorecard

SOA Outcome - Children and young people have the best possible start			A ⇨

CF01 The life chances for looked after children are improved	Success Measures	5	A
	On track	4	⇩

CF02 Children, young people and families at risk are safeguarded	Success Measures	4	A
	On track	2	⇨

CF03 ... making our communities safe from crime, disorder & danger	Success Measures	3	A
	On track	2	⇨

CC01 Our young people are supported to lead more active and healthier lives	Success Measures	2	G
	On track	2	⇨

ED04 Educational additional support needs of children & YP are met	Success Measures	9	R
	On track	2	⇨

ED07 Young children and their families assisted to achieve best start in life	Success Measures	2	A
	On track	1	⇩

Column 3

SOA Outcome - People live active, healthier and independent lives			A ⇨

AC01 Community is supported to live active, healthier, independent lives	Success Measures	5	R
	On track	2	⇩

AC02 Vulnerable adults at risk are safeguarded/Ensure clients asked for comments	Success Measures	3	G
	On track	3	⇧

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

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

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

SOA Outcome - People live in safer and stronger communities			A ⇨

CC06 Third Sector & communities ... enabled ... developing communities	Success Measures	2	A
	On track	1	⇩

CC08 Improved literacy, health ... access to ... culture, libraries & museums	Success Measures	4	G
	On track	4	⇧

8

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

EDUCATION SERVICE

10 DECEMBER 2015

EDUCATION DIGITAL LEARNING AND TEACHING STRATEGY

1.0   EXECUTIVE SUMMARY

1.1   The main purpose of this report is to inform the Community Services Committee of the current consultation taking place in regard to the development of a Digital Learning Strategy for Scotland. The final Digital Learning and Teaching Strategy is scheduled for the Spring of 2016. After the publication of the final document Argyll and Bute Education Service will be required to review current practice and establish a strategy to ensure that all learners will have access to appropriate technology to help them to realise their potential and explore skills for lifelong learning. In responding to this requirement it is proposed that an Argyll and Bute Digital Learning Strategy is prepared for publication in Autumn 2016.

In September 2015, the Scottish Government launched a consultation document which outlines a vision and areas for focus which will lead to the development of a National Digital Learning and Teaching Strategy for Scotland (appendix 1).

Response to this consultation document is to be completed by the 15th of December 2015 and Argyll and Bute Education Service will prepare a response.

1.2   Digital technology has the rich potential to support Education in Scotland's schools in a wide variety of ways, and is vital to ensure that our children and young people are equipped with the essential digital skills they will need to flourish in the 21st century. A well-defined strategy will contribute to the embedding of digital technology in learning and teaching across the curriculum.

The Draft National Digital Learning and Teaching Strategy for Scotland builds on the important work delivered to date across Scotland to support digital learning and teaching. It summaries evidence from research and engagement with stakeholders about the impact of digital technology on important priorities for education in Scotland. From the evidence the Scottish Government and its partners have identified the following key themes and proposed activities which provides for the focus to assist the full potential of digital technology whilst supporting positive educational outcomes for all.

2.0   RECOMMENDATIONS

2.1   It is recommended that Community Services:

- Note that Argyll and Bute Education Services currently utilise learning technologies in a range of ways to deliver the curriculum across all of our educational establishments.

- Note that the consultation taking place which will inform the development of a final National Digital Learning and Teaching Strategy for Scotland to be published Spring 2016 (as described in section 1.1).

- Note that Argyll and Bute Education Service will undertake a full review along with partners of the current strategy to produce A Digital Learning Strategy for Argyll and Bute in line with the National Strategy. This strategy will be developed in Autumn 2016.

ARGYLL AND BUTE COUNCIL   **COMMUNITY SERVICES COMMITTEE**

EDUCATION SERVICE   **10 DECEMBER 2015**

EDUCATION DIGITAL LEARNING AND TEACHING STRATEGY

3.0 INTRODUCTION

3.1 Digital technology is embedded in all aspects of modern life. Outside of our schools, children, young people and adults alike have access to technologies today that are transforming how they connect, share, work and play in innovative and exciting ways.

Argyll and Bute Education Services have, and continue to support learning technologies as an important feature of the delivery of high quality learning and teaching.

The Scottish Government is planning a number of key curriculum developments which will require teachers and learners to be confident and competent in the use of technology. Argyll and Bute schools, teachers and pupils in responding to this ambition will require the necessary skills and knowledge to equip them to embrace any changes.

Argyll and Bute Education Services have been delivering learning technology across the curriculum through the following vision:

"Argyll and Bute will be a 21st Century learning community whose learners are prepared to excel in a complex, interconnected changing world. To this end:
- We will ensure access to appropriate digital tools and resources to meet the needs of all learners;
- We will be adaptable and flexible in response to evolving and emerging technologies;
- We will promote the understanding of safe, legal and ethical use of digital information and technology, and
- We will support our staff in developing the skills they need to help pupils learn in a digital society".

Argyll and Bute Education Connected Vision paper 2013 (appendix 2)

3.2 Development of Learning Technologies currently focuses on the following key themes:

Infrastructure – this is connected with networks, wireless, and ability for personal devices and technologies to connect, the right band with capacity to

support increased pupil devices. A variety of projects have been taking place including the Lync Pilot at Tarbert Academy, Bring Your Own Device at Oban High School and the Education Domain Project within the Secondary Schools and a pilot at Ardrishaig Primary School.

Devices – the increased amount of and appropriate mix of laptops mobile devices and PCs and Apple devices available to schools as part of the current ICT provision to schools.

Pedagogy – the science of the way technology is used in learning and for learning. Pupils using technology that is relevant for them and helps them acquire digital literacy skills. The ways in which we use content, tools and services that are available from any device at any time including distance learning.

Supporting Leaders – Head Teachers and leaders require support from the service to take ICT in learning forward in schools and develop a vision with pupils.

Staff Continuing Professional Development – how we provide staff with practical opportunities to enhance their knowledge and acquire necessary skills for application.

Transforming Culture – the ways in which the service ensures the use of learning technologies is inclusive and relevant, accountable and engages with communities.

Developing a Workforce- the ways in which we as a service develop opportunities for pupils to access learning technology skills which will lead to employment opportunities in the digital market place.

3.3   The Scottish Government launched in September 2015 a consultation document which outlines a vision and areas for focus which will lead to the development of a National Digital Learning and Teaching Strategy for Scotland (appendix 1).

Response to this consultation document is to be completed by the 15th of December 2015. Argyll and Bute Education Service will respond to this consultation.

The final Digital Learning and Teaching Strategy is scheduled for the Spring of 2016. After the publication of the final document Argyll and Bute Education Service will be required to review current practice and establish a strategy to ensure that all learners will have access to appropriate technology to help them to realise their potential and explore skills for lifelong learning. In responding to this requirement it is proposed that an Argyll and Bute Digital Learning Strategy is prepared for publication in Autumn 2016.

4.0 RECOMMENDATIONS

4.1 It is recommended that Community Services:

- Note that Argyll and Bute Education Services currently utilise learning technologies in a range of ways to deliver the curriculum across all of our educational establishments.

- Note that the consultation taking place which will inform the development of a final National Digital Learning and Teaching Strategy for Scotland to be published Spring 2016 (as described in section 1.1).

- Note that Argyll and Bute Education Service will undertake a full review along with partners of the current strategy to produce A Digital Learning Strategy for Argyll and Bute in line with the National Strategy. This strategy will be developed Autumn 2016.

5.0 DETAIL

5.1 Digital technology has the rich potential to support education in Scotland's schools in a wide variety of ways, and is vital to ensure that our children and young people are equipped with the essential digital skills they will need to flourish in the 21st century. A well-defined strategy will contribute to the embedding of digital technology in learning and teaching across the curriculum.

5.2 The Draft National Digital Learning and Teaching Strategy for Scotland builds on the important work delivered to date across Scotland to support digital learning and teaching. It summaries evidence from research and engagement with stakeholders about the impact of digital technology on important priorities for education in Scotland. From the evidence the Scottish Government and its partners have identified the following key themes and proposed activities which provides for the focus to assist the full potential of digital technology whilst supporting positive educational outcomes for all.

5.3 Key themes

The four key emerging themes are:

- Empowering leaders of change to drive innovation and investment in digital technology for learning and teaching;
- Improving access to digital technology for al learners;
- Ensuring curriculum and assessment relevance in a digital context, and
- Extending the skills and confidence of teachers in the appropriate and effective use of digital technology.

6.0 CONCLUSION

6.1 Argyll and Bute Council's Education Service is forward looking and ambitious, continuously focused on improving the quality of learning and teaching. Achievement, raising attainment and inclusion are paramount in the continued success of digital learning. The approach to developing a Digital Learning and Teaching Strategy for Argyll and Bute will build on:

1) The importance that digital technology is embedded in all aspects of modern life and core to learning and teaching;
2) Ensuring that every child and young person has an effective and appropriate digital learning experience led by high quality Head Teachers, class teachers and support staff, and
3) That young people in Argyll and Bute are able to develop the digital skills they will need to flourish in the 21st century.

6.2 A Digital learning and Teaching Strategy for Argyll and Bute will be published in Autumn 2016 and will be based on A Digital Learning Strategy for Scotland published in Spring 2016.

7.0 IMPLICATIONS

7.1 Policy   The model for a Digital learning and Teaching Strategy for Argyll and Bute will meet the recommendations of the Scottish Government.

7.2 Financial   The strategy will be on line with the budget related to Learning Technologies.

7.3 Legal   None.

7.4 HR   Recruitment and training to equip staff to deliver on Digital learning and Teaching Strategy for Argyll and Bute.

7.5 Equalities   The Digital learning and Teaching Strategy for Argyll and Bute will ensure the use of learning technologies is inclusive and relevant, accountable and engages with communities.

7.6 Risk   The availability of adequate devices, suitable bandwidth and capacity to support increased use of digital learning.

7.7 Customer Services   None

Cleland Sneddon
Executive Director of Community Services

Councillor Rory Colville,
Policy Lead for Education and Lifelong Learning

10 December 2015

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APPENDICES

Appendix 1: Consultation on the development of a Digital Learning and Teaching
             Strategy for Scotland.

Appendix 2: Connected Vision 2013.

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Consultation on the development of a Digital Learning and Teaching Strategy for Scotland

Supporting school years education

September 2015

Education Scotland
Foghlam Alba

The Scottish Government
Riaghaltas na h-Alba

A Message from the Cabinet Secretary

Excellence in education is vital to delivering a successful, prosperous Scotland. We must do all we can to ensure all our children and young people are given opportunities to develop the skills and attributes that will enable them to become successful learners, confident individuals, effective contributors and responsible citizens.

We want to ensure that we raise attainment for every child in every school in the country. In particular, we want to close the attainment gap between the most and least disadvantaged children in Scotland. The new National Improvement Framework sets out our clear priorities and will ensure that there is work underway in a number of areas to help us achieve this.

Today, digital technology is increasingly embedded in every area of our society and our economy, reshaping our lives in countless ways. Digital devices, services and resources also present a wealth of opportunities for education, to enhance and enrich learning experiences across all areas of the curriculum.

The rapid pace of change in today's world also means that it is more crucial than ever that our young people develop the skills and attributes necessary to be digitally literate. Scotland's education system must ensure that learners gain a sound understanding of how to use digital technology and how it works.

Curriculum for Excellence puts us on a strong footing to achieve this. It provides teachers with more flexibility and offers learners a broader and richer education. However, the curriculum is only one part of the solution and we must build on the progress made by Curriculum for Excellence moving forward. Other essential components include improved access to digital technology and services; confident and skilled teachers; and education leaders who are empowered to get the best out of technology for our children and young people.

We are launching this consultation because we want to tap into the rich expertise that exists across the education sector and beyond. This proposal for a *Digital Learning and Teaching Strategy for Scotland* sets out our vision and the areas we think we need to focus on to ensure we deliver an education that is relevant for modern life. This is your opportunity to contribute your views and help make sure we get this right for all our children and young people.

This is not something government can do alone. We all need to work together to create the conditions that support the best learning experience for our children and young people in a digital world.

Angela Constance MSP
Cabinet Secretary for Education and Lifelong Learning

September 2015

Contents

Consultation questions are set out in green boxes throughout this consultation document.

All the questions are also listed in Annex B, alongside more information about the consultation and details of how you can participate.

1. Why is the importance of digital learning and teaching growing?

Digital technology has huge potential to enrich learning and enhance teaching across the curriculum

Digital technology is embedded in all aspects of modern life. Outside of schools, children, young people, and adults alike have access to technologies today that are transforming how they connect, share, work and play in innovative and exciting new ways.

From the rapid growth of the internet, online services and social networks, to the development of a wide variety of mobile devices and applications, digital technologies also offer tremendous opportunities for education. For example:

- **Learners** can access a vast range of digital tools, resources, and environments that support learning; they can collaborate with others learners and experts far and wide; learn in a personalised style and at a pace that best suits their individual needs; and learn at the most convenient time and place. Such opportunities exist throughout the journey of lifelong learners, from early learning and childcare settings, through the school years, further and higher education and beyond.

- **Teachers** and other practitioners can access a broad range of valuable information and resources; network with fellow professionals; share approaches to practice; collaborate and co-create; and personalise teaching strategies and methodologies to match specific learner needs.

- **Parents and carers** can access information about their child's school and the curriculum, and can more easily communicate with teachers and support their child's learning.

- In the **wider community**, those with an interest in education can provide resources and direct support to learners and teachers via a wide variety of technologies.

Digital skills are essential for learning, life and work

Scotland's learners live in a world that is changing at a rapid pace. The economy becomes more digitised by the day, and it is estimated that 90% of jobs across the UK today already require the skills to use digital technologies confidently in a wide variety of ways, with over half requiring more advanced skills.[1]

The digital economy is vital to Scotland's prosperity. Today, 84,400 people work in digital jobs in Scotland.[2] The digital sector alone contributes £4.5 billion value added to Scotland's economy,[3] and in the five years to 2013, the number of digital businesses in Scotland increased almost twice as fast as across the UK as a whole.[4]

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[1] UK Digital Skills Taskforce (2014) *Digital Skills For Tomorrow's World Interim Report* (http://policy.bcs.org/sites/policy.bcs.org/files/Interim%20report.pdf)
[2] Annual Population Survey, Jan 2014 – Dec 2014
[3] Scottish Annual Business Statistics, 2013
[4] The Tech Partnership (formerly e-Skills UK) (2015) *Tech Insights: The Digital Economy* (https://www.thetechpartnership.com/globalassets/pdfs/research-2015/techinsights_report_mar15.pdf)

We know that many of our children and young people will be employed in jobs that do not exist yet, and that the need for digital skills will only become more pronounced in the future. Key steps to address this need have already been set out in the *Digital Skills Investment Plan*, published in 2014.[5] Work to embed digital technologies in learning and teaching across the curriculum also has an important role to play, alongside that plan, in ensuring that all Scotland's learners are able to develop the skills they will need to flourish in the 21st century.

Digital technology
The term digital technology is used to describe those digital applications, services and resources that are used to find, analyse, create, communicate, and use information in a digital context.

Digital learning
Learning which is supported and enhanced by a range of digital technologies and approaches.

Digital teaching
Educators providing and supporting enhanced learning opportunities through the use of digital technologies.

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[5] Skills Development Scotland (2014) *Skills Investment Plan for Scotland's ICT & Digital Technologies Sector* (https://www.ourskillsforce.co.uk/media/463298/sds_ict_sip.pdf)

2. Why do we need a digital learning and teaching strategy?

Whilst significant progress has already been made in Scotland, there is still work to be done and challenges to be overcome to unlock the full potential of digital learning and teaching in all our schools. A strategy will allow all the various aspects to be considered and will help to deliver a coherent approach.

The work to date

Over the past decade, a national programme of work to support the use of information and communications technologies (ICT) for learning in schools has been advanced by the Scottish Government.

In 2007, Scotland launched the first national online learning environment in the world, now known as Glow. The Glow offering was significantly redeveloped in 2014 and continues to evolve. It provides access to a wide variety of up-to-date digital tools and resources, made available to all schools in Scotland at no cost. Glow supports learning and teaching across all areas of Curriculum for Excellence; for example, it enables learners across Scotland to create Glow Blogs to capture and share learning journeys; it hosts a growing range of online Professional Learning Communities supporting collaborative approaches to professional learning for all practitioners; and it offers access to innovative online learning spaces, such as the National Numeracy and Mathematics Hub. These are just some examples of its use.

The Scottish Government has also funded the roll-out of high speed broadband to local authorities via the Scottish Wide Area Network (SWAN) that has helped enable improvements in internet connectivity for schools. In addition, a national procurement framework has been established offering opportunities for all local authorities and schools to achieve significant savings on devices to support learning and teaching.[6]

This programme of work is delivered in close partnership with Education Scotland, local authorities and other key stakeholders: Views and contributions provided via seconded local authority staff, Glow Key Contacts, the National Digital Learning Forum, and the Digital Learning Community for Scotland have proved invaluable.

The programme has recently been reshaped into the Digital Learning and Teaching Programme. Whilst approaches to date have often focused primarily on providing access to technologies, this move places stronger emphasis on a wider range of factors that contribute to the delivery of effective digital learning and teaching.

The challenge ahead

In March 2015, Education Scotland published *Building Society*, a report on learners' experiences and outcomes in the technologies area of Curriculum for Excellence.[7] The report concluded that consistency in terms of access and approaches to the use of digital technology across the education sector in Scotland is uneven.

In assessing the future role of digital technology in learning, the report said:

> This review confirms beyond doubt that our children and young people need digital skills and technologies to be given an absolutely central role in the learning process – no longer an enhancement or 'bolt-on', but a foundation and a primary consideration for any planned learning.

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[6] More details on support for digital learning and teaching provided by the Scottish Government are available at Appendix A.
[7] Education Scotland (2015) *Building Society: Young people's experiences and outcomes in the technologies* (http://www.educationscotland.gov.uk/resources/0to9/genericresource_tcm4850865.asp)

This inconsistency seems to be reflected on an international level. A recent OECD study[8] revealed that only 40% of teachers used digital technology as a regular part of their teaching strategies.

There is an obvious disconnect between the widespread use of digital technology we see in everyday life, and how well it is embedded in formal education contexts. Clearly, it cannot be assumed that the potential of digital technology to improve outcomes for our children and young people will be unlocked automatically.

By placing digital technology at the heart of learning, the strategy we develop will make a strong contribution to our vision for education outlined in the *National Improvement Framework*.

This strategy will have an important role to play in supporting the delivery of key programmes of work across Scottish education, including:

The Scottish Attainment Challenge, which brings a greater sense of urgency and priority for everyone involved in Scottish education to relentlessly focus efforts on narrowing the attainment gap, at all levels and in all sectors.
http://www.gov.scot/Topics/Education/Schools/Raisingeducationalattainment

The National Improvement Framework, which will bring together a range of key performance information to improve outcomes for every child in Scotland and promote consistency, transparency and robustness in work across the country.
http://www.gov.scot/Publications/2015/09/7802

The National Improvement Hub, which will be a portal for education practitioners providing agile, accessible content and tools to improve practice and increase the quality of learner experiences and outcomes. The hub, the content and the tools will be determined and developed through a collaborative process.

Developing the Young Workforce, a seven-year programme that aims to better prepare children and young people from 3–18 for the world of work. The programme builds on the foundations already in place as part of Curriculum for Excellence. Its headline aim is to reduce youth unemployment by 40% by 2021.
http://www.educationscotland.gov.uk/learningandteaching/thecurriculum/dyw

Teaching Scotland's Future, the national programme to deliver improvements in teacher professional learning. It is led by the national organisations involved in teacher education in Scotland.
http://www.teachingscotlandsfuture.org.uk

The strategy will also contribute to the aims of the **iRights** initiative, which recognises that digital technologies are a fundamental part of children and young people's lives, and believes they must be empowered to access the digital world creatively, knowledgeably and fearlessly. First Minister Nicola Sturgeon has signed up the Scottish Government as an official supporter of the iRights coalition.
http://irights.uk/

[8] OECD (2015) *Teaching with technology* (http://dx.doi.org/10.1787/5jrxnhpp6p8v-en)

3. What is our vision and aim?

Our vision

The Scottish Government's vision for digital learning and teaching is:

Scotland's educators, learners and parents take full advantage of the opportunities offered by digital technology in order to raise attainment, ambition and opportunities for all.

This is clearly aligned with our vision for education set out in the *National Improvement Framework*, centred on *Excellence through raising attainment* and *Achieving equity*.

> The vision for digital learning and teaching builds on a number of key National Outcomes in the Scottish Government's National Performance Framework:
>
> - Our children have the best start in life and are ready to succeed.
> - Our young people are successful learners, confident individuals, effective contributors and responsible citizens.
> - We are better educated, more skilled and more successful, renowned for our research and innovation.
> - We have tackled the significant inequalities in Scottish society.
> - We live in well-designed, sustainable places where we are able to access the services we need.
>
> http://www.gov.scot/About/Performance/scotPerforms/outcome

Our aim

The aim of this strategy is to set out the Scottish Government's approach to digital learning and teaching, in order to create the conditions to realise our vision and unlock the full potential of digital technology in our schools.

This strategy:

- Acknowledges and builds on important **work delivered to date** across Scotland to support digital learning and teaching.
- Sets out its intended **audience** and underpinning **principles**.
- Summarises **evidence** from research and consultation about the impact of digital technology on educational priorities.
- Identifies **key themes** and proposed **priorities for action** that the Scottish Government and its partners will focus on to realise our vision and support positive outcomes for all.
- Highlights that partnership working with key stakeholders will be at the heart of successful **implementation** of the approach.

This strategy is the first of its kind in Scotland. It builds on wider work by the Scottish Government and its partners to ensure that Scotland takes full advantage of the opportunities offered by the digital age, including:

Scotland's Digital Future, which sets out the Scottish public sector's plans for digitising public services.
http://www.gov.scot/Publications/2011/03/04162416/0

Digital Participation: A National Framework for Local Action, which describes activity to enhance digital skills and promote digital access to ensure everyone can play a part in a Digital Scotland.
http://www.gov.scot/Publications/2014/04/6821

The Digital Skills Investment Plan, which describes plans to increase the supply of high quality digital skills to meet both the short and long term demand across Scotland's economy.
https://www.ourskillsforce.co.uk/spotlight-on-industry/ict-and-digital-technology/developing-skills-in-ict-and-digital-technologies/

Safe, Secure, and Prosperous: A Cyber Resilience Strategy for Scotland, which aims to enable individuals, families, and organisations to become more resilient when using online and digital technologies.

4. Who is this strategy for?

Policy makers at local and national level who make key decisions affecting learning and teaching, as well as those responsible for ICT services. This strategy sets out evidence of the impact of digital technologies on learning and teaching, and identifies conditions that need to be in place to maximise this impact. The strategy provides the rationale for investing in digital technologies to ensure that our children and young people are prepared to meet the challenges of the modern world.

Senior leaders at all levels in learning establishments, who are the leaders of change within education. This strategy can be used to guide their plans for developing and supporting approaches to digital learning and teaching that facilitate improved learning outcomes for all.

Teachers and other practitioners, who are the facilitators of effective learning and sustained improvement. This strategy can be used to help them understand how digital technology can support improved learning outcomes for all.

Parents and carers whose engagement in learning is key to improving learning outcomes. This strategy can be used to guide and inform their understanding of the ways in which policy makers, senior leaders in schools and teachers are supporting digital learning and teaching.

Stakeholders with an interest in learning and teaching and who support it in a variety of ways. The strategy document will be useful to them as they plan the most appropriate channels for supporting senior leaders, teachers and other practitioners, parents and carers, and learners.

Learners are the primary beneficiaries of this strategy.

Successful realisation of our vision for digital learning and teaching will help to ensure that today's learners have the best possible learning opportunities and are equipped with the confidence and skills to participate fully in a world where mastery of digital technology is essential.

5. What principles is this strategy built on?

Local leadership, national support. Approaches to the development of digital learning and teaching work best where they adapt to the contexts in which they are being applied: local leadership, at an authority and school level, is absolutely key. The Scottish Government collaborates in this process through providing guidance and support.

Partnership working. We all have a role in ensuring that our children and young people are prepared for life beyond school and that they engage in lifelong learning. The complexity of this requires partnership work and the sharing of responsibilities between all stakeholders who have an interest and involvement in learning.

Opportunities for all learners. Approaches to digital learning and teaching must work towards enriching the learning experience and improving outcomes for **all** our children and young people.

Evolution. Digital technology is fast changing, both in terms of the technology itself and in its potential uses for learning and teaching. Approaches to digital learning and teaching will require continual update and refreshment in order to get the best out of new and emerging technologies; to stay relevant to the evolving needs of learners; and to ensure continuous improvement is embedded as a principle for our development.

Integration. Our approach to the design and implementation of new technology should be based on open standards and form part of Scotland's wider public sector digital ecosystem. This will maximise our ability to cooperate on and share common services whilst ensuring that our investment in digital is as efficient and effective as possible.

> **Consultation Question 1:**
>
> Is the strategy founded on the right principles?
> Are there other principles that should be considered as we continue to develop the strategy?

6. What does the evidence tell us?

An independent literature review is being carried out on behalf of the Scottish Government, to look at what the international evidence base tells us about the impacts of digital technology on learning and teaching, with a focus on five key priorities for education in Scotland:

- Excellence through raising attainment
- Achieving equity
- Skills for learning, life and work
- Parental engagement
- Improving efficiency

A summary of the findings is presented here, and the full literature review will be made available during the consultation period.

To supplement this broad evidence base and provide a more focused Scottish context for the findings, we have also undertaken a series of well-attended face-to-face stakeholder events, themed around the same five priorities.

Excellence through raising attainment
We have a strong shared commitment across Scotland to raising attainment for all and closing the attainment gap between children and young people who are the most and least disadvantaged. This commitment has been identified as a key priority for this government, and lies at the heart of the Scottish Attainment Challenge.

Findings from the literature review
The literature review identified a substantial body of research examining the impact of digital approaches on children's attainment. The review found that there is 'conclusive' evidence[9] that digital approaches, where they are implemented effectively, can support improvements in educational attainment. The evidence of improved outcomes is strongest for numeracy and science learning, although there is evidence of positive impacts on literacy too. Additionally, there is evidence to suggest that digital tools and resources can help to reduce attainment gaps in reading and writing.

Examples highlighted by stakeholders
A wide range of digital approaches were identified by stakeholders as having a role in raising attainment in Scottish schools. Collaborative learning environments, for example, such as Glow, that encourage learners to work together and support one another, were highlighted by some stakeholders as contributing to improved attainment. Stakeholders also described positive impacts of mobile devices in extending access to learning resources in the classroom and at home. Online tutoring services (such as SCHOLAR, available via Glow), games-based learning technologies, and innovative approaches to incorporating audio and video resources into learning were also identified as contributing to improved outcomes.

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[9] i.e. from higher level studies, such as meta-analyses or studies that measure change quantitatively against a comparative group

Achieving equity

Removing barriers to learning, ensuring that the diverse needs of all learners are met in an equitable way, and supporting improved outcomes for all are central to Scottish Government education policy. The provisions of the Additional Support for Learning Act (Scotland) 2004, combined with the flexibility and promotion of personalised learning through Curriculum for Excellence, helps to ensure an inclusive 3-18 curriculum for all our learners.

Findings from the literature review

The literature review points to promising evidence that the effective use of digital tools and resources in schools can help to improve some outcomes for lower attaining learners and contribute to reducing gaps in subject attainment. There is also evidence that digital approaches can help learners with additional support needs to improve their skills and competencies in literacy and numeracy.

Examples highlighted by stakeholders

There is extensive use of digital approaches across Scottish schools to support this work. A variety of assistive technologies are used widely to meet very specific learner needs including; apps that support creative writing for children with autism; eye tracking technologies for learners with limited mobility; and Scottish Voice communication aids. CALL Scotland, whose core funding is provided by the Scottish Government, curates and promotes examples of digital approaches that can be accessed and applied by practitioners in all local authorities and establishments.

Skills for learning, life and work

Tackling youth unemployment is another key priority for this government. Curriculum for Excellence is designed to support all children and young people to develop essential skills that they will need throughout their lives, and the Developing the Young Workforce programme aims to drive the creation of a world class vocational education system and better prepare children and young people from 3–18 for the world of work.

Findings from the literature review

The literature review highlights 'promising' evidence[10] that the effective use of digital technologies can support secondary age students to develop key skills that are valued by employers and contribute to successful transitions into employment, including skills in collaboration, critical thinking and leadership. There is also promising evidence that digital resources can play a positive role in improving learners' knowledge and understanding of career pathways and the world of work.

Examples highlighted by stakeholders

Digital learning and teaching is supporting this work in a number of ways in Scotland. Stakeholders highlighted numerous examples of digital approaches that they found had a positive impact on digital literacy and collaborative skills, including the Apps for Good project, the use of Raspberry Pi and similar coding devices, and the introduction of after school coding clubs in some schools. Massive open online courses (MOOCs) focused on skills development were also cited as a valuable tool, and have been used to support the Developing the Young Workforce agenda in some areas. Social media, blogs, and the web in general were highlighted as playing a vital role in enabling learners to connect with employers, and as key sources of careers information and advice, while e-portfolios had offered important opportunities for learners to build and share evidence of skills and achievements.

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[10] i.e. from small scale studies

Parental engagement
There is widespread acknowledgement that parental and carer engagement in learning is vital at all levels of education, and Curriculum for Excellence recognises and promotes the key role played by parents. The Scottish Government works with a range of stakeholder groups to ensure that parent and carer voice is heard and taken account of.

Findings from the literature review
Whilst stakeholders highlighted examples of the use of digital technology having positive impacts on parental engagement at school level in Scotland, internationally there is not a great deal of research literature that has measured such impacts. There is some promising evidence, however, that using digital tools can help to improve direct communication between schools and parents – particularly those parents that teachers tend not to see face-to-face – and that this can be beneficial for learners, parents, and schools.

Examples highlighted by stakeholders
Digital approaches are used in Scottish schools to provide information and guidance to parents, to improve two way communication channels and to support involvement in learning. School websites, blogs, journals, e-portfolios, and email were all highlighted as playing a key role in improving parental engagement where they are used well, and a number of authorities have developed effective approaches to using social media as a communication tool as well. Access to mobile devices at home enabling learners to 'show and tell' was also cited as having a positive impact in improving discussions between learners and parents around learning.

Improving efficiency
It is essential for Scotland's learners that teachers are able to focus on teaching. The Curriculum for Excellence Working Group on Tackling Bureaucracy, established by the Scottish Government and partners, has highlighted the need to improve efficiency in several key areas, while *Teaching Scotland's Future* calls for 'better alignment, more agility and greater efficiency' in approaches to professional learning.

Findings from the literature review
The literature review indicates that there is currently only limited academic research in this area. It does, however, point to some evidence suggests the use of digital approaches can have a positive impact in supporting teachers in planning and preparation, assessment, and professional learning. It also suggests that, over time, moving towards 'blended learning' (combining digital and traditional pedagogical methods) should lead to time efficiencies for teachers, if implemented effectively.

Examples highlighted by stakeholders
There are a significant number of examples of the efficiencies enabled by digital learning and teaching. These include teacher networks that enable educators to create, share, re-use and adapt classroom resources, saving time and effort; homework services that enable teachers to set, collect and mark online and provide parental support; the use of video conferencing to reduce teacher travel time and enable an increased number of learners to access specific curriculum expertise. The SQA Solar service has also afforded efficiencies through the practice of online assessments with feedback. Glow TV and Glow Meets have supported collaboration between teachers and external experts.

7. What are the key themes that require our focus?

The evidence tells us that there are a variety of ways that digital technology can be used in our education system to positive effect. However, we know from Education Scotland's *Building Society* report that this positive impact on outcomes is not being experienced universally by all of our learners.

Through research and consultation, four key themes are emerging:

- Empowering **leaders** of change to drive innovation and investment in digital technology for learning and teaching

- Improving **access** to digital technology for all learners

- Ensuring **curriculum and assessment** relevance in a digital context

- Extending the skills and confidence of **teachers** in the appropriate and effective use of digital technology

These are the essential foundations that must be in place if we are to fully realise our vision and enable digital learning and teaching to make the strongest possible contribution to the vision for education set out in the *National Improvement Framework*. Crucially, it is the combination of these factors that will create the optimum conditions for the appropriate and effective use of digital technology to support positive learner outcomes.

> Beyond formal responses to this consultation (which should be submitted as per the guidelines set out in Annex B), ongoing dialogue and discussion related to these four themes will be facilitated on the new Digital Learning Community for Scotland website at www.digilearn.scot

Consultation Question 2:

Are the four key themes identified the right ones to focus on?
Are there other themes that should be considered?

Empowering **leaders** of change to drive innovation and investment in digital technology for learning and teaching

Sustainable change is most effective when supported by organisational structures and senior leader knowledge of what works best. Leadership is at its most effective when provided with the opportunities to create, share and innovate. Altering organisational models or leadership thinking are important factors in embedding change into systems.

Education leaders at a local authority and establishment level have the biggest single influence on the ethos, culture and direction of travel in our schools. As such, school leadership is recognised as one of the key drivers for improvement in the *National Improvement Framework.* Scotland's education leaders and decision makers at a national, local and school level need to understand how digital technology can support outcomes and help to deliver existing priorities, if they are to make positive decisions about innovation and investment.

One of the key aims of the Scottish College for Educational Leadership (SCEL) is to ensure that schools are research rich organisations, where policy and decision making are based on an extensive data set. SCEL and the General Teaching Council for Scotland (GTCS) are both pivotal in supporting the development of professional networks to enable knowledge exchange. Identifying and sharing evidence from a range of classroom practice can support valid conclusions about the wider impact of digital technology and can be of tremendous value to senior leaders.

The proposed **priorities for action** are to:

- Support senior leader collaboration and networking in identifying what approaches to the use of digital technology work and how to achieve change.

- Ensure that innovative schools collaborate and share their practice for the benefit of the wider community.

- Identify an appropriate approach to sharing research on digital technology in learning in a way that is most accessible to senior leaders and practitioners.

- Ensure that our vision for digital technology use is adequately captured and reflected in school improvement guidance and the approach to school inspections in Scotland.

Improving **access** to digital technology for all learners

Where learners and teachers have a high level of access to technology and appropriate infrastructure, confidence in the use of technology improves. Where variation in infrastructure and access exists, issues around educational inequality only become more pronounced. Improving access to devices and digital online services in school will help to establish a culture and pattern of use that have implications for school education and lifelong learning.

Local authorities are responsible for the delivery of education and therefore are responsible for providing learners with devices, connectivity and access to relevant online tools and services. The Scottish Government supports local authorities through the delivery of a high speed broadband connection and access to a range of tools and services via Glow for all learners and educators. A national procurement framework provides the opportunity to purchase devices at relatively low cost.

We know that learner access to infrastructure, technology and services that support learning differs from local authority to local authority, from school to school, and within schools. These variations have contributed to inconsistencies in the ways that children and young people across Scotland experience digital learning and teaching. Improved access for all our learners will require collaboration both at a local and national level, along with a strong commitment from all sides.

Alongside improved access, consideration needs to be given to child protection, data protection, content filtering, privacy and network security. Requirements for the specific setting of education are different from those in a corporate context – it is important to balance potential risk with the need for young people to learn to use relevant digital technologies in a real world environment.

The proposed **priorities for action** are to:

- Collaborate with partners, including local authority education and corporate services, to develop standards and guidance around learner access to digital technology in schools.

- Facilitate the sharing across local authorities of approaches to school infrastructure that put users at the heart of the design.

- Continue investment in high speed broadband through the Scottish Wide Area Network (SWAN).

- Consider future arrangements for Glow, ensuring the tools and services remain relevant and useful and continue to meet the requirements of the education system.

- Continue to provide a route to market for schools and local authorities for the procurement of digital devices.

- Explore the potential for other framework agreements that provide access to, for example, digital resources, services and support.

- Work with stakeholders to establish channels through which partnerships can enhance the provision of access to digital technology.

Ensuring **curriculum and assessment** relevance in a digital context

We know that in the future, many of our children and young people currently in education will be employed in jobs that do not exist yet. The *Digital Skills Investment Plan*, published in 2014, highlighted how important the ICT and digital technologies sector is to the Scottish economy. We need a curriculum that equips all children and young people in Scotland with the attributes, knowledge and skills they will need to flourish in life, learning and work in the 21st century. In a competitive globalised marketplace, those who do not possess these skills will find themselves at a severe disadvantage.

In today's rapidly changing social, economic and technological environment, keeping the curriculum up-to-date and relevant presents both an opportunity and a challenge – but doing so will be crucial to ensuring that digital learning and teaching is embedded in our schools.

> **Curriculum for Excellence** sets out the totality of experiences planned for Scotland's children and young people throughout their education, across eight curriculum areas – expressive arts, health and wellbeing, languages, mathematics, religious and moral education, sciences, social studies, and technologies – as well as in the three areas that are the responsibility of all practitioners: literacy, numeracy, and health and wellbeing.
>
> At present, 'ICT to enhance learning' is positioned as a strand of the technologies curriculum area, distinct from but related to other strands such as Computing Science and Technological Developments in Society. While Curriculum for Excellence guidance indicates that 'all teachers, in all sectors, in all departments and in all settings, have opportunities to apply, reinforce and extend ICT skills within and across curriculum areas', this is not formally a responsibility of all.
>
> https://www.educationscotland.gov.uk/learningandteaching/thecurriculum/

Education Scotland's recent report on the technologies area of Curriculum for Excellence, *Building Society*, highlighted the challenge that we face in ensuring the curriculum is kept relevant in the 21st century:

> We can be proud of what Scotland's technologies have achieved. However, that pride cannot lead to any sense of complacency when faced with the accelerating progress in the technologies around the world. Scotland's young people and communities need to be able to compete, thrive and provide leadership in that challenging environment.

The report concluded that "ICT has not yet had enough impact on young people's learning" and that "inclusion of advice on ICT with the other technologies, whilst logical in one sense, has diminished its influence and impact across the curriculum." Further, the report found that "developments in the digital technologies have accelerated since the original guidance on ICT was issued for Curriculum for Excellence. These developments have left 'ICT to enhance learning' looking like a dated concept, a product of its time which fails to promote an ambitious, accurate, forward-looking and creative role for the digital technologies."

Across the UK, careful consideration is being given to the position of digital skills within the curriculum. The recent review of the Welsh curriculum by Professor Graham Donaldson (*Successful Futures*, 2015) highlights that 'full participation in modern society and the workplace already demands increasingly high levels of digital competence and that process can only continue into a future that we cannot imagine'. The review calls for the development of a new 'digital competence framework' for Welsh learners, and proposes that 'literacy, numeracy and digital competence should be the responsibility of all teachers … these are so fundamental to thinking, learning and life that they should be developed and reinforced across the curriculum as a whole'.

Similarly, a recent House of Lords select committee report on digital skills (*Make or Break: the UK's Digital Future*, 2015) stresses that for young people, 'digital literacy is an essential tool that underpins other subjects and almost all jobs', and recommends that 'digital literacy is taught as a core subject alongside numeracy and literacy, embedded across all subjects and throughout the curriculum'.

http://gov.wales/topics/educationandskills/schoolshome/curriculuminwales/reform/successful-futures/?lang=en
http://www.parliament.uk/business/committees/committees-a-z/lords-select/digital-skills-committee/news/report-published/

In light of Education Scotland's *Building Society* report and other developments within the UK and elsewhere, the question needs to be asked: Are the existing provisions for digital learning within Curriculum for Excellence consistent with our ambitions? And if the answer is 'no', what should be done to redress that?

Like the curriculum, assessment is integral to learning and teaching. It helps to build a picture of young person's progress and achievements, and to identify next steps in learning.

Approaches to assessment can be supported by the use of digital technology in a range of innovative and powerful ways, such as: collecting and submitting evidence in a variety of digital formats; enabling the assessment of valuable skills that are otherwise difficult to capture; or providing opportunities for learners to undertake assessment at times and locations of their choice, thereby helping to personalise learning and widen access. We must ensure that assessment practices make full use of these opportunities to help to deliver positive outcomes for our learners.

The proposed **priorities for action** are to:

- Work with stakeholders to review the aspects of Curriculum for Excellence relating to the use of digital technology, considering their place within the curriculum structure and ensuring that they are relevant, ambitious and forward-looking.

- Work with SQA and other key partners to support, develop and embed approaches to assessment that make full use of digital technology.

- Explore ways in which digital technology can support the individual needs and capabilities of learners, and provide feedback to practitioners that is specific to the individual learner.

Extending the skills and confidence of **teachers** in the appropriate and effective use of digital technology

Excellent teaching is at the heart of improving outcomes for learners; digital technology can support this but it cannot replace it. In order to unlock the full potential of digital technology to enrich learning in Scotland's schools, it is vital to ensure that the teaching profession has the skills and confidence to use digital technology appropriately and effectively across the curriculum.

Teacher professionalism is highlighted as a key driver for improvement in the *National Improvement Framework*, and *Teaching Scotland's Future* aims to improve professional learning for all parts of the teaching profession, from initial teacher education through to senior leadership. It recognises the pivotal importance of digital technology.

> Twenty-first century Scots require high levels of skill and resilience if they are to thrive in a highly competitive, technologically sophisticated and interdependent world. Ensuring our education system anticipates and addresses the rapidly changing and variable needs of learners is a central professional and policy concern. The role of educators in preparing learners to engage successfully in this environment is of huge significance.

The GTCS Standards for Registration and for Career Long Professional Learning make clear that teachers must know how to use digital technology competently to support learning. To meet these standards, it is imperative that those entering the profession acquire a solid foundation in the use of digital technology through Initial Teacher Education. *Teaching Scotland's Future* stresses that 'this vital early phase in the development of new teachers must be relevant, coherent and of high quality'. Similarly, there must be learning and development opportunities for teachers at all career stages to ensure their skills remain relevant, appropriate and up-to-date.

Digital technologies hold vast potential not just for enriching learning and teaching, but also for supporting teacher education and professional learning in a variety of ways. Professional dialogue and collaborative learning, for example – both key elements of professional learning – can be enhanced through professional learning communities and collaborative online spaces. Similarly, tools like Insight – the senior phase benchmarking tool made available by the Scottish Government – can support practitioners to identify areas of success and drive improvement. Digital technologies such as these can provide real opportunities for teachers to progress, enrich, develop and enhance their knowledge and practice. This is reflected in the importance placed on data literacy skills for teachers by the *National Improvement Framework*.

The proposed **priorities for action** are to:

- Open a dialogue with Initial Teacher Education (ITE) providers to agree an approach for embedding digital learning and teaching in ITE, in line with the GTCS Standards for Registration.

- Work with key partners to ensure a range of professional learning opportunities are available to teachers at all stages to equip them with the skills and confidence to use technology effectively, in line with the GTCS Standards for Career Long Professional Learning.

- Liaise with relevant stakeholders to promote greater use of national online learning spaces and professional learning communities to support teacher networking and dialogue.

- Ensure there are stronger links with relevant European and global networks to improve the two-way sharing of information, advice and dialogue between educators on a global scale.

Consultation Question 3:

Do you agree with the proposed priorities for action outlined in the 'leaders' theme? Are there other actions that should be considered? (page 16)

Consultation Question 4:

Do you agree with the proposed priorities for action outlined in the 'access' theme? Are there other actions that should be considered? (page 17)

Consultation Question 5:

Do you agree with the proposed priorities for action outlined in the 'curriculum and assessment' theme? Are there other actions that should be considered? (pages 18-19)

Consultation Question 6:

Do you agree with the proposed priorities for action outlined in the 'teachers' theme? Are there other actions that should be considered? (pages 20-21)

8. How will this strategy be used to embed change?

This high level strategy for digital learning and teaching is the overarching driver for change. Such change can only be achieved where all of those with an interest in the future of Scottish education work together.

For each of the four key themes in this strategy, the Scottish Government and its partners will develop action plans detailing the activities that will be delivered. Those partners will include organisations that represent and work with a range of stakeholders from across the education community.

The final strategy will be closely aligned with work being taken forward on the new *National Improvement Framework*.

The action plans will be available in 2016.

9. How will we know if we are succeeding?

We will have access to a body of data from a number of national surveys that will help us to judge progress. These include: the upcoming review of Teaching Scotland's Future; Behaviour in Scottish Schools Research; and the Scottish Survey of Literacy and Numeracy. The content of Education Scotland inspection letters with regard to the use of technology will also be key in understanding any changes in the landscape.

We will know we are succeeding if we are able to see: networking and collaboration underpinning teacher professional learning with evidence of digital technology supporting approaches to learning and teaching; a growing body of research and evidence from within a Scottish context that is accessed by senior leaders and teachers to inform planning and practice; and an improvement in infrastructure and access to the most relevant digital technology in schools.

We want all of Scotland's schools to be places where:

- All learners have equitable access to fast broadband and digital technology in the school.

- Teachers have the knowledge and confidence to apply and justify their own professional approaches to digital learning and teaching.

- The curriculum will constantly evolve.

- Assessment strategies will embed digital practices.

- School structures and organisation ensure the best outcomes from the application of digital technology.

- Research and evidence underpins decisions around approaches to digital learning and teaching.

- Senior leaders and teachers make decisions around the use of digital technology that best reflects their own local contexts and needs.

- We have a clear method to measure the impact of our changes.

Consultation Question 7:

Would you be willing to share your experiences of digital learning and teaching with us?

Consultation Question 8:

Is there anything else you wish to add about the strategy?

Appendix A – Support for digital learning and teaching provided by the Scottish Government

Glow

Glow provides single sign-on access to a wide variety of digital tools and resources designed to support rich learning experiences across all areas of Curriculum for Excellence, accessible anywhere, at any time, on virtually any device. It is supported financially by the Scottish Government and is made available via Education Scotland to all schools at no cost. The core services include the following:

- **Glow Office 365** provides access to a variety of features including email and calendars; word processing, spreadsheet and presentation tools; collaboration spaces; newsfeeds to share ideas, post updates and ask questions; tools to create personal and shared websites; and online storage.
- **Glow Blogs** enable learners to develop and publish personal blogs, helping them to improve communication and presentation skills, as well as supporting them to reflect on, share and discuss personal learning experiences with others.
- **Glow Wikis** enable leaners to work collectively with peers to develop and publish educational resources connected to their learning experiences.
- **Glow Meet** is a broadcasting tool that supports learners and teachers to connect with experts and share learning experiences with peers across Scotland via live streaming video that can be recorded, shared and watched at any time.

A broad variety of educational apps are also available via the Glow App Library, with options open to schools and local authorities to add new apps and tailor Glow to suit local contexts. In addition, a new, intuitive authentication service is in place that streamlines account management for schools and local authorities and makes password resets easier.

More information on the purpose of Glow is set out in the Glow Position Statement, and further details about the services and examples of ways these are used in practice are available at the Glow Connect website.

National Procurement Framework for Tablet and Notebook Devices

This national framework provides a direct route to market for schools and local authorities interested in purchasing tablets and notebooks for education purposes, offering significant savings against the RRP of a wide range of devices. Since its launch in 2013, over 57,000 devices have been purchased through this framework, achieving a total saving for schools and local authorities of over £2.75m. More information is available at the Scottish Government website.

Scottish Wide Area Network (SWAN)

SWAN is a single public services network available for all public sector organisations in Scotland. To support improved, high speed access to the internet and online learning and teaching services such as Glow, the Scottish Government funds SWAN connectivity of 500MB, to each local authority for education purposes (where local infrastructure permits). Local authorities have the opportunity for further upgrades at their own cost and are themselves responsible for the onward connectivity to individual education establishments. More information is available at the SWAN website.

Appendix B – Consultation information and questions

The purpose of this consultation

This consultation builds on work across Scotland to create the conditions to unlock the full potential of digital learning and teaching in all our schools to improve outcomes for our children and young people. It seeks the views of all stakeholders with an interest in ensuring that learners today are well-equipped for learning, life and work in the 21st century. This document has been produced by the Scottish Government and been informed by international research as well as input from a wide range of stakeholders.

Responding to this consultation

Responses should reach us by **17 December 2015**. Earlier responses would be welcome.

You can complete your consultation response **online** at:

https://consult.scotland.gov.uk/learning-directorate/digital-learning

Alternatively, you can send your response, including the completed Respondent Information Form (see 'Handling your response' below), by **email** to:

DigitalLearning@gov.scot

or by **post** to:

Digital Learning and Teaching Team
Scottish Government
2A South
Victoria Quay
Edinburgh
EH6 6QQ

If you have any queries, please contact the Digital Learning and Teaching Team on 0131 244 4964.

This consultation, and all other Scottish Government consultation exercises, can be viewed online on the consultation web pages of the Scottish Government website at http://www.scotland.gov.uk/consultations.

The Scottish Government has an email alert system for consultations http://register.scotland.gov.uk. This system allows stakeholders, individuals and organisations to register and receive a weekly email containing details of all new consultations (including web links). It complements, but in no way replaces, SG distribution lists, and is designed to allow stakeholders to keep up to date with all SG consultation activity, and therefore be alerted at the earliest opportunity to those of most interest.

Handling your response

We need to know how you wish your response to be handled and, in particular, whether you are happy for your response to be made public. If you respond by email or post, please include a completed Respondent Information Form, provided at the end of this document. This will ensure that we treat your response appropriately. If you ask for your response not to be published we will regard it as confidential, and we will treat it accordingly. (If you respond online, the Respondent Information Form is built into the survey.)

All respondents should be aware that the Scottish Government are subject to the provisions of the Freedom of Information (Scotland) Act 2002 and would therefore have to consider any request made to it under the Act for information relating to responses made to this consultation exercise.

Next steps in the process

Where respondents have given permission for their response to be made public and after we have checked that they contain no potentially defamatory material, responses will be made available to the public in the Scottish Government Library. These will be made available to the public in the Scottish Government Library by and on the Scottish Government consultation web pages by 20 January 2016. You can make arrangements to view responses by contacting the SG Library on 0131 244 4552. Responses can be copied and sent to you, but a charge may be made for this service.

What happens next?

Following the closing date, all responses will be analysed and considered along with any other available and will inform development of a final strategy, which we aim to publish in Spring 2016.

Impact Assessments

This consultation will allow us to gather information and evidence to inform the development and subsequent publication of required impact assessments.

Comments and complaints

If you have any comments about how this consultation exercise had been conducted, please send them to the contact details above.

Consultation Questions

Specific questions on which the Scottish Government is seeking views are listed below and are also included on the Respondent Information Form (at the end of this document). To aid our analysis, it would be helpful if responses could be structured around these questions. However, we welcome contributions on any aspect of this consultation document, and consultees are free to provide additional comments, suggestions and information which they feel are not covered by this format.

Q1: Is the strategy founded on the right principles? Are there other principles that should be considered as we continue to develop the strategy? (Page 11)

Q2: Are the four key themes identified the right ones to focus on? Are there other themes that should be considered? (Page 15)

Q3: Do you agree with the priorities for action outlined in the 'leaders' theme? Are there other actions that should be considered? (Page 16)

Q4: Do you agree with the priorities for action outlined in the 'access' theme? Are there other actions that should be considered? (Page 17)

Q5: Do you agree with the priorities for action outlined in the 'curriculum and assessment' theme? Are there other actions that should be considered? (Pages 18-19)

Q6: Do you agree with the priorities for action outlined in the 'teachers' theme? Are there other actions that should be considered? (Pages 20-21)

Q7: Would you be willing to share your experiences of digital learning and teaching with us?

Q8: Is there anything else you wish to add about the strategy?

Consultation on a proposal for a Digital Learning and Teaching Strategy for Scotland

RESPONDENT INFORMATION FORM

Please note that this form **must** be returned with your response to ensure that we handle your response appropriately

1. Name / Organisation

Title   Mr ☐   Ms ☐   Mrs ☐   Miss ☐   Dr ☐   **Please tick as appropriate**

Surname

Forename

Organisation Name

2. Postal Address

Postcode	Phone	Email

3. Permissions   I am responding as an…

Individual	/	Organisation or Group
☐	**Please tick as appropriate**	☐

(a) Do you agree to your response being made available to the public (in Scottish Government library and/or on the Scottish Government web site)?

Please tick as appropriate
☐ Yes ☐ No

(c) The name and address of your organisation **will be** made available to the public (in the Scottish Government library and/or on the Scottish Government web site).

Are you content for your **response** to be made available?

Please tick as appropriate
☐ Yes ☐ No

(b) Where confidentiality is not requested, we will make your responses available to the public on the following basis

Please tick ONE of the following boxes

Yes, make my response, name and address all available ☐

or

Yes, make my response and name available, but not my address ☐

or

Yes, make my response available, but not my name and address ☐

(d) We will share your response internally with other Scottish Government policy teams who may be addressing the issues you discuss. They may wish to contact you again in the future, but we require your permission to do so. Are you content for Scottish Government to contact you again in relation to this consultation exercise?

Please tick as appropriate ☐Yes ☐No

Question 1

Is the strategy founded on the right principles? (Page 11)

Yes ☐   No ☐

Are there other principles that should be considered?

[   ]

Question 2

Are the four key themes identified the right ones to focus on? (Page 15)

Yes ☐   No ☐

Are there other themes that should be considered?

[   ]

Question 3

Do you agree with the priorities for action outlined in the 'leaders' theme? (Page 16)

Yes ☐   No ☐

Are there other actions that should be considered?

[   ]

Question 4

Do you agree with the priorities for action outlined in the 'access' theme? (Page 17)

Yes ☐   No ☐

Are there other actions that should be considered?

[   ]

Question 5

Do you agree with the priorities for action outlined in the 'curriculum and assessment' theme? (Pages 18-19)

Yes ☐   No ☐

Are there other actions that should be considered?

[   ]

Question 6

Do you agree with the priorities for action outlined in the 'teachers' theme? (Pages 20-21)

Yes ☐   No ☐

Are there other actions that should be considered?

[   ]

Question 7

Would you be willing to share your experiences of digital learning and teaching with us?

Yes ☐   No ☐

If so, please provide the details you would like us to use to contact you (e.g. an email address) in the box below.

_____

Question 8

Is there anything else you wish to add about the strategy?

_____

The Scottish Government
Riaghaltas na h-Alba

This publication is available at **www.gov.scot**

Any enquiries regarding this publication should be sent to us at
The Scottish Government
St Andrew's House
Edinburgh
EH1 3DG

w w w . g o v . s c o t

Connected Vision 2013

Our Vision

Argyll and Bute will be a 21st Century learning community whose learners are prepared to excel in a complex, interconnected, changing world.
To this end:

- We will ensure access to appropriate digital tools and resources to meet the needs of all learners.

- We will be adaptable and flexible in response to evolving and emerging technologies.

- We will develop understanding of global issues through the use of contemporary communication and collaboration tools.

- We will promote the understanding of safe, legal, and ethical use of digital information and technology.

- We will support our staff in developing the skills they need to help pupils learn in a digital society. (See Appendix for Key Skills)

What we are Learning for?

Argyll and Bute is a fragile area economically, due to the highly rural environment. Everyone who lives or works here cares about our economic future, and that future must have connected businesses and people at its heart.

The world has become "flatter" according to economic journalist Thomas Friedman, in that the internet has allowed businesses and people to take part in the world economy wherever they live. This is an opportunity for a rural environment like Argyll and Bute. Our businesses can sell anywhere and our people can work for businesses elsewhere while living here. This vision will require skilled and connected young people to come from our education system. We will need people who can go beyond basic use of word processors and spreadsheets. We need people who can design web experiences, who can programme and who can understand the nature of the new digital economy. If Argyll is to capitalise on these opportunities then we need a high skill level relative to the Scottish, or even world average. Our education sector must therefore work in tandem with all council colleagues, and expert members of our community to ensure that our expertise is shared and leveraged to produce confident and skilled young people.

The role of schools

Schools are clearly critical to growing this confidence and developing the skill levels required, but the computing and IT explosion which is happening has perhaps been too fast for all teachers to stay abreast of. We have a whole spectrum of skill and interest levels among our teachers from programmers and web enthusiasts, to those who only know enough to get-by.

Just as literacy and numeracy is the job of every teacher of young people, the high level of digital literacy that we need, must be contributed to by all teachers.

This doesn't mean that all teachers need to teach ICT skills directly, but that they should model openness to learning new skills and teach the place of computing and IT within any relevant topics. Everyone has something to contribute. This will require an understanding of the digital skills that might typically be needed by our young people at the various stages of their learning. It will also require an appreciation of the advanced skills which people are using when applying ICT and computing to building businesses. We need an ICT and computing skills framework to guide us in supporting young learners' entitlements. (See Appendix for Key Skills).

Schools must teach and develop confident and safe computing in our young people. We must help learners to avoid inappropriate or harmful relationships online, while helping them to connect with people who can provide learning or other opportunities. We must teach young people to have care and regard for their own safety in a world with predatory behaviour, "phishing" attacks, spamming and scams.

They must learn about basic virus and malware protection as well as how to protect their privacy. We must also teach learners how to establish a positive online presence to market themselves and to help them build useful networks.

In short the connected vision requires that our young people know how to connect effectively, skillfully and safely.

Schools must be open in general about IT and computing. In a world where young people are spending significant time online, watching commercial and industrial uses of computers on TV, using and possibly making apps, connecting freely through smartphones as well as home PC's, tablets and game consoles, we must make links to all of this.

If we ignore it then we may seem increasingly irrelevant; we don't need to be experts in any of these fields, but where we have opportunities to engage young people in relevant technology, and to make the learning connections for them, then we will be providing the connection between what they know is "out there" and what we value in terms of skills. Programming games, making videos, animations or podcasts, using "turtles" or "be-bots", designing blogs websites or wikis together, using programmable "Lego", all say, "we are part of the IT world you will work in, not irrelevant to it"

A small proportion of our young people must be allowed to really fly with their digital skillsets. Many youngsters are gifted programmers, or gifted web-designers, or possible hardware or networking enthusiasts. Schools traditionally do not cater for these individuals well.

This is perhaps where we can make more extensive use of online learning opportunities to support self-learning. A menu of possible teaching sites could be maintained to fill this gap. The ICT community is naturally inclined to learn in this way anyway and so the available range is extensive. This is an area where the experts in Argyll will be more often found in the ICT teams in the council or in local businesses. We need to tap into this expertise for these older, enthusiastic learners.

The role of our teachers

The days of top-down training initiatives are probably gone too, so as the skills and ideas develop among skilled or enthusiastic teachers, we must help them connect with other schools or teachers who are excited by them and want to learn more.

Our schools need to become simultaneously excited by what they learn, and unafraid of what they don't know. At school level this requires honesty about what is strong, and an equal openness and honesty about what new learning would be useful. Finally it will be essential for schools to network to learn from and with others. Individual teachers will need to apply the same honesty and openness to the skills and dispositions that they need to access or share. Remembering that a relative personal disinterest in ICT is no barrier to coaching young people in the opportunities that particular skills will open up.

Learning is increasingly becoming personalised. This is seen in the explosion of personal learning available on the internet. Sites from BBC "Byte Size" to You Tube offer tuition on just about anything you need to learn. There is almost no element of Maths or basic science that you couldn't learn from the Khan Academy for example. School courses are going online while even prestigious universities such as MIT and Stanford are putting whole courses online. In the UK, "FuturelLearn", led by the Open University is putting university education online for all. Bearing in mind that You Tube only launched in 2005, our school structures have not yet evolved to make sufficient use of this explosion of online learning. The summary of the trend in our use of Learning Technologies in schools could be summarised as:

"We are moving towards a more individualised learning approach, much of which can now be accessed online. Our provision of Learning Technology in schools must now reflect the need for individual access to a wide variety of learning sites".

Our pedagogy must evolve to maximise the benefits of this personalisation in accessing learning. It is not sufficient that we provide learners with a list of outcomes and a recommended list of online teaching, (although for some that will indeed be enough), we must think about how we structure learning. Underpinning a move towards more use of individual online learning must be a clearly shared framework of outcomes and skills to be overcome. This must be backed up by increased emphasis on supporting learners in managing their learning. Please note that nobody envisages classroom teaching being replaced by individuals working on personal devices, but a larger proportion of time can and should be devoted to this.

Self-Directed Group Learning: The use of groups, taking on learning challenges using shared devices has been shown to be very effective in learner-led learning by the seminal work of Sugata Mitra. Learning outcomes can be set for groups, and using co-operative learning methodologies, learners produce various outcomes or products of their learning, usually working within a limited timeframe. This can produce deeper learning as there is a social aspect to making meaning from what has been learned together.

Flipping the Classroom: Teachers assign more of the personal learning to online materials, while allotting more classroom time to differentiated responses to individual learners needs. "Flipped" here refers to homework or online-time providing the initial learning, and the classroom providing the stretching, remediation and group work. This can be done by recording videos of your teaching and providing some practice examples, or by identifying other online tuition covering the outcomes. Learners do this themselves and then come to the classroom ready to do some practice or a stretching activity.
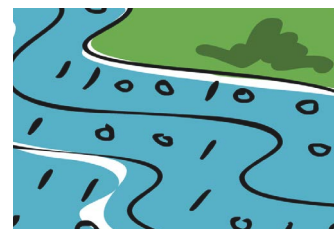
The role of video meetings

In addition to the shift towards personalisation of learning, we have increasingly got to share the expertise of specialist teacher with other schools or learners who cannot easily access their knowledge. Argyll must have a well-developed system of video links between schools. It should be possible in our highly rural environment for a number of schools to access specialist teaching to enhance their curriculum or to provide cover for gaps in provision where teachers are absent or where there are recruitment problems. Video has always been slightly problematic in that different systems don't always "talk to each other". As we may have to access people from a variety of networks, it will be essential that we have flexibility and ease in connecting to as many commonly used networks as possible.

Safe learning online

All young people will now have some regular time online, and for many, this will be a large proportion of their time. In the same way that schools support young people in raising awareness around issues of alcohol, drugs, sexual health, road safety, etc. we have to support young people in becoming more safety aware and skilled in managing their online presence. Where school staff lack awareness or confidence themselves, we need to provide support and development for them. In summary, this will require that:

- There is an authority strategy for supporting schools in the delivery of appropriate awareness-raising and training.

- All schools have an online safety awareness contact

- Online safety has a firm place in the curriculum.

The evolving learning environment

School and home life is not completely separate. There are many advances, regardless of our views of them, which strongly influence learners and their expectations of our online provision.

Social networks have become widespread in their use, as have cloud-utilities like Google Docs and Drop Box. These tools and services online are part of the real learning environment for our young people, and it is a challenge for us in schools to reflect that in any real way. We should not ignore it however, as we are not simply teaching knowledge. Our curriculum is all about skills, and the skills young people need for a world that blends business, social networks and online storage, can only be effectively developed if we engage as much as is possible with the tools and services of the real world. To look at a few examples, the new online university courses blend online video teaching, with social interaction tools for students to support each other's learning. It is also interesting that more and more businesses are turning their backs on their old websites, and shifting their online presence to social networks like Facebook. Young people now increasingly don't use fully featured office suites to write with, instead they are signing up for online tools like Office 365 or Google Docs. The advantage of this is the ability to log in anywhere and still access and work on their files. Any young person starting a business or even networking to grow their business may well be exercising these new communication skills. This is a new literacy challenge for us in Argyll. As the online world evolves, we need to do all we can to prepare learners for it, and that means engaging with it.

Personal devices.

There is a trend towards more people viewing their computers as personal devices. Devices that are not designed to support business networks or multiple users typify the huge growth of the tablet-computer. Increasingly these devices, along with smaller and more stylish notebooks and smartphones are changing the perception of computing, and making it personal.

This has huge challenges for us, but arguably, in terms of our aim of developing unusually high levels of ICT confidence in Argyll, it offers opportunities. Increasingly our vision for the connected Argyll learner is that every student can access the internet and its information whenever it supports their learning needs. This translates roughly to "every learner needs ready access to an internet browser during much of their learning".

For many young people that will mean a browser on a networked school machine, while for many others that will mean their own personal device. We are unlikely to ever be able to afford a single computer per child in schools, much less support and manage such devices. (At the time of writing, nearly 10,000 devices required to achieve this).

If we can offer an internet connection in school to those young people who are allowed to use their own devices, we might make this one browser per learner aspiration possible. The benefits might be:

- Building skills in learners

- Ease of access to information

- Cost savings in books and printing as more papers are delivered in PDF or standard formats to learners.

- More individual and personalised learning approaches possible for teachers.

Supporting this approach would require that we address the inequalities that exist among our families as best we can. Some learners will never be able to afford quality personal devices and Argyll and Bute will always have a desire to provide suitable access for them in schools. Many learners will be able to afford a small amount to get access to a suitable learning machine, and for them we could facilitate a purchasing scheme in partnership with an external provider to help parents get suitable hardware on an affordable basis.

We will have to address the infrastructural challenges inherent in this aspiration too. We are fortunate that our ICT team has planned and provided a flexible wireless infrastructure that makes such aspirations possible, but managing so

many devices, access will still be a challenge.
Two identified aims would be:

- To set up a single log-in for simplicity. This should ideally provide some degree of tracing learners for everyones' security.

- To set up or allow virtual storage spaces to help students work around the storage limitations of their varied devices as they accumulate materials and files from their work.

In summary, we aspire to have children confidently able to use their own devices to access information and create products in the digital world. As a result of this, in turn we aspire to have teachers nurturing increasingly independent and confident learners.

Our digital skills framework (Appendix)

These are the Key Skills to be progressed from Level 1 to 4. (These skills support the thinking skills within Blooms Taxonomy and the Revised Digital Taxonomy produced by Andrew Churches) These skills will be subject to review to future proof our thinking. Early Level skills will follow after consultation with Practitioners.

Be informed - get, manage, record and store information

Bookmarking: This is where the pupils mark for later use, web sites, resources and files. Pupils then organise these. Using Del.ico,us and other similar tools beyond simple bookmarking.

Searching:At its simplest, pupils are just entering a key word or phrase into the basic entry pane of the search engine progressing to a greater depth of understanding to be able to create, modify and refine searches to suit their search needs.

Recording: Write and upload media to a blog or other online source.

Categorising: Organise and classify files, web sites and materials using folders. Using Del.ico,us and other similar tools beyond simple bookmarking. This can be organising, structuring and attributing online data.

Uploading: Uploading materials to websites and cloud storage.

Editing: Using tools to make changes online/offline.

Be creative (make, design, build & create)

Programming: Pupils create their own applications, or develop games or multimedia applications within structured environments.

Filming, Photographing & Podcasting: Students capture, create, mix and remix content to produce unique products.

Composing: Creating music using software

Presenting: Producing presentations using on and off line materials.

Publishing: Publishing in text, media or digital formats.

Designing: Responding to a design brief.

Be connected (collaborate, network, connect, share)

Blogging: Used for discussion, collaboration, evaluation, reflection. Constructive criticism and reflective practice are often facilitated by the use of blogs and video blogs. Pupils commenting and replying to postings have to evaluate the material in context and reply to this.

Wiki-ing: Collaboration is an increasing feature of education. In a world increasingly focused on communication, collaboration, leading to collective intelligence is a key aspect.

Collaborating: Effective collaboration involves evaluating the strengths and abilities of the participants and evaluating the contribution they make.

Networking: Networking is a feature of collaboration, contacting and communicating with relevant persons via a network of associates. Pupils use a variety of tools including wikis, blogs, networking sites.

Be technical

Running/Operating: Operating and manipulating hardware and applications.

Troubleshooting: Responding to alerts/warnings. Using Help options.

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ARGYLL AND BUTE COUNCIL   **COMMUNITY SERVICES COMMITTEE**

COMMUNITY SERVICES   **10th DECEMBER 2015**

SQA SCHOOL EXAMINATION RESULTS 2015

1.0   EXECUTIVE SUMMARY

1.1   The main purpose of this report is to provide an update to elected members on the outcome of the 2015 examination diet, to outline the results for pupils entered for formal examinations and to share the successes of Argyll and Bute pupils across wider achievement.

1.2   Following changes to the New National Examinations, the introduction of Insight, replacing the previous STACS (Standard Tables and Charts), the Council received SQA examination results for all pupils entered for formal qualification in August 2015. Education Services undertook an initial analysis of the statistical information and provided a range of statistical data for all pupils across each of the ten secondary schools. This analysis will be complemented by further detailed statistical analysis and by the update to the 'Insight' tool which took place in September. 'Insight' is designed to assist local authorities and secondary schools to analyse, compare and improve the performance of pupils in the senior phase of Curriculum for Excellence. The 'Insight' tool was introduced in Session 2014-15 with a focus on the most up-to-date or most successful performance for each pupil in each subject. This reflects the holistic approach taken in Curriculum for Excellence.

1.3   New qualifications are being phased in over a three year period. New qualifications available in 2013/14 included National 3, 4 and 5 which replaced Standard Grade, Access 3, Intermediate 1 and 2 qualifications. National 1 and 2 qualifications are also available to meet the needs of learners with specific learning requirements replacing Access 1 and 2 qualifications (*Appendix 1 – Qualifications overview).* In 2014/15 the new Higher was available for the first time and in 2015/16 the new Advanced Higher will become available. To allow pupils the opportunity to repeat qualifications there was overlap with Access 3, Intermediate 1 and 2 qualifications continuing to be available in 2014/15. Scottish Government also agreed that for the 2014/15 session schools would able to continue to offer the existing Higher where schools were able to demonstrate this was in the best interests of pupils.   For session 2015/16 onwards only the new Higher will be available and Access 3, Intermediate 1 and 2 and the 'old' Higher courses will no longer be available. These overlaps prevent direct comparisons with attainment at S4 level and at Intermediate 1 and

2 in previous years. However the 2013/14, 2014/15, and 2015/16 attainment will provide a baseline for future years' trend analysis.

As a consequence of these changes extreme caution should be exercised when making comparisons of the overall levels of performance between years.

1.4   Over recent years, Argyll and Bute schools have been developing courses which are increasingly relevant to their pupils' needs. Some of these courses are either not accredited by the SQA or are courses run in partnership with the post-16 sector and not credited to the school's overall percentages. A summary of wider achievement of pupils is contained within the report.

1.5   This paper presents an overview and analysis of the progress of schools in implementing New National Qualifications and, importantly, illustrates the performance of schools in SQA examinations in 2015.

1.6   As part of the Authority approach to securing improvement for all learners the Education Service is continuing to work with individual schools through a comprehensive programme of support and challenge over the course of session 2014/2015 and beyond. Section seven of this report outlines the key approaches being taken.

2.0   RECOMMENDATIONS

2.1   It is recommended that the Community Services Committee:
   ·   Note the outcome of the examination results for pupils in academic year 2014/15;
   ·   Note the strategic programme of performance review between schools and education development and improvement staff as noted at section 7.1 of the report;
   ·   Continue to support the work of the Education Service in supporting schools to secure continuous improvement in outcomes for Argyll and Bute Learners and
   ·   Request a further report at the June Community Services Committee considering the national position arising from information released by Insight (anticipated release date in March 2016).

ARGYLL AND BUTE COUNCIL　　　　　**COMMUNITY SERVICES COMMITTEE**

COMMUNITY SERVICES　　　　　　　　**10ᵗʰ DECEMBER 2015**

SQA SCHOOL EXAMINATION RESULTS 2015

3.0　INTRODUCTION

3.1　The Council received SQA examination results for all pupils entered for formal qualifications in session 2014/2015 in August. This provided comprehensive information on the outcome of examination performance for pupils across all Argyll and Bute schools. Due to changes to the presentation of statistical information no national or benchmarking 'family' comparisons data will be available until Spring 2016. The introduction of Insight, formerly The Senior Phase Benchmarking Tool (SPBT), presents a significant change for all Scottish Local Authorities in receiving, reviewing and presenting examination data. As a consequence of these changes, the content and style of this report differs from previous attainment reports.

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

The tool will encourage:
- professional reflection and compare schools to a "virtual" comparator allowing users to see how the performance of their pupils compares to a similar group of pupils from across Scotland, and

- a collaborative approach to looking at data and working together as part of the improvement process encouraging schools to identify and interact with learning partners.

3.3 The Insight tool was updated at the end of February 2015 to take into account school leaver data and any updated attainment results for session 2013-14.

3.4 The Senior Phase of Curriculum for Excellence began in academic session 2013-14 for pupils in S4.   New qualifications are being phased in over a three year period.

3.5 Qualifications available in 2013/14 included National 3, 4 and 5 which replaced Standard Grade, Access 3, Intermediate 1 and 2 qualifications. National 1 and 2 qualifications are also available to meet the needs of learners with specific learning requirements replacing Access 1 and 2 qualifications (*Appendix 1 – Qualifications overview).*

3.6 In 2014/15 the new Higher was available for the first time and in 2015/16 the new Advanced Higher will become available. To allow pupils opportunity to repeat qualifications there was overlap with Access 3, Intermediate 1 and 2 qualifications continuing to be available in 2014/15. Scottish Government also agreed that for the 2014/15 session schools would able to continue to offer the existing Higher where schools were able to demonstrate this was in the best interests of pupils.

3.7 For session 2015/16 onwards only New National Qualifications will be available and Access 3, Intermediate 1 and 2, the 'old' Higher and 'old' Advanced Higher courses will no longer be available. These overlaps prevent direct comparisons with attainment at S4 level and at Intermediate 1 and 2 in previous years. However the 2013/14, 2014/15, and 2015/16 attainment will provide a baseline for future years' trend analysis.

3.8 As a consequence of these changes extreme caution should be exercised when making comparisons of the overall levels of performance across and between schools. Additionally, in some instances data for some schools in key qualifications is anonymised to ensure individual pupils cannot be identified.

4.0 **RECOMMENDATIONS**

4.1 It is recommended that the Community Services Committee:
- Note the outcome of the examination results for pupils in academic year 2013/14;
- Note the strategic programme of performance review between schools and education development and improvement staff as noted at section 7.1 of the report;
- Continue to support the work of the Education Service in supporting schools to secure continuous improvement in outcomes for Argyll and Bute learners and
- Request a further report at the June Community Services Committee considering the national position arising from information released by Insight (anticipated release date in March 2015).

5.0 DETAIL

5.1 The performance of Argyll and Bute schools in 2015 is slightly below the current national performance in Scottish Qualifications Authority (SQA) examinations at National 5 and Higher levels and above the current national performance at National 4 and Advanced Higher levels(*Table 1: refers*). However, it should be noted that new courses and examinations were introduced during session 2013/2014 and 2014/2015 with pupils being presented for the first phase of the new examinations in May 2014.

5.1.1 Due to the implementation of the revised National Qualifications at level 3, 4, 5, and Higher it is not reasonable to compare statistical outcomes across earlier years. Therefore, the results for Argyll and Bute pupils in session 2014/2015 are illustrated in individual tables across each of the six course levels, and for comparative purposes with session 2013/2014 attainment in a separate table.

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

Table 1: presents the overall performance of Argyll and Bute across all course levels.

COURSE	ARGYLL & BUTE AVERAGE (% A-C awards)	NATIONAL AVERAGE (% A-C awards)	DIFFERENCE (%)
NATIONAL 4	94.7%	93.3%	+1.4%
NATIONAL 5	74.8%	79.8%	-5.0%
HIGHER	76.8%	78.1%	-1.3%
ADVANCED HIGHER	83.6%	80.9%	+2.7%

Summary:

Overall, the results for pupils across National 5 and Higher are slightly below national averages. As a consequence of the reporting model and timescales it is not possible to provide a comparison against similar authorities at this time and, as such, these results should be treated with caution at this stage.

Table 2: presents the overall performance of Argyll and Bute across all course levels for 2013/2014 and 2014/2015.

COURSE	ARGYLL & BUTE AVERAGE (% A-C awards) 2014/2015	ARGYLL & BUTE AVERAGE (% A-C awards) 2013/2014	DIFFERENCE (%)
NATIONAL 4	94.7%	89.4%	+5.3%
NATIONAL 5	74.8%	81.7%	-6.9%
HIGHER	76.8%	76.6%	+0.2%
ADVANCED HIGHER	83.6%	78.5%	+5.1%

Summary:

Overall, the results for pupils across almost all levels are above the results noted in the 11 December 2014 Community Services Paper with the exception of National 5 results. It is worth noting that as SQA attainment is updated regularly within management reporting systems information at different stages of the academic session can be different for similar measures.

Table 3: National 4 presentations (No external examination)

National 4	No. of Entries	PASS	%
CGS	181	179	98.9%
DGS	381	333	87.4%
H Ac	218	216	99.1%
I H S	150	150	100.0%
LJC	159	158	99.4%
OHS	319	296	92.8%
R Ac	204	191	93.6%
Tar Ac	96	93	96.9%
Tir HS	*	*	100.0%
Tob HS	24	24	100.0%
Authority Average			94.7%
National Average			93.3%

NB. Where the data is less than 10 this is shown as *

National 4 Summary:

National 4 awards for pupils in Argyll and Bute are positive overall. All of the ten secondary schools presented pupils for National 4 certification. In eight of the ten schools pupils exceed the national pupil average. These results may alter with pupils not achieving recognition at National 5 levels being credited with National 4 awards.

Table 4: National 5 examination outcomes

National 5	No. of Entries	A	B	C	D	Number of A-C awards	% A-C awards
CGS	420	163	89	85	30	337	80.2%
DGS	801	264	206	179	59	649	81.0%
H Ac	426	63	70	80	56	213	50.0%
I HS	214	89	49	45	16	183	85.5%
LJC	417	143	104	89	36	336	80.6%
OHS	900	253	204	185	80	642	71.3%
R Ac	316	81	73	83	31	237	75.0%
Tar Ac	114	38	23	24	12	85	74.6%
Tir HS	21	*	*	*	*	17	81.0%
Tob HS	123	53	31	21	*	105	85.4%
Authority Average							74.8%
National Average							79.8%

National 5 Summary:

National 5 awards for pupils in Argyll and Bute are below the national average. All of the ten secondary schools presented pupils for National 5 certification. A smaller than might have been expected number of pupils were presented by Hermitage Academy. This is in line with their current chosen curriculum model. In six of the ten schools pupils exceeded both authority and national performance level. A further school was above authority but below national average. The other three schools were below both authority and national averages.

Table 5: Higher examination outcomes.

Higher	No. of Entries	A	B	C	D	Number of A-C Awards	% A-C Awards
CGS	246	56	82	60	22	198	80.5%
DGS	516	149	127	129	41	405	78.5%
H Ac	941	217	242	228	91	687	73.0%
I HS	140	28	38	44	13	110	78.6%
LJC	356	133	93	76	27	302	84.8%
OHS	614	158	148	145	48	451	73.5%
R Ac	162	29	48	43	17	120	74.1%
Tar Ac	65	12	23	14	*	49	75.4%
Tir HS	23	*	11	*	*	18	78.3%
Tob HS	106	28	40	26	*	94	88.7%
Authority Average							76.8%
National Average							78.1%

Higher Summary:

Higher awards for pupils in Argyll and Bute are below national average. All of the ten secondary schools presented pupils for certification at Higher level. In six of the ten schools pupils exceeded both authority and national performance level, the remaining four schools were below both authority and national averages.

Table 6: Advanced Higher examination outcomes

Higher	No. of Entries	A	B	C	D	Number of A-C Awards	% A-C Awards
CGS	20	*	*	*	*	18	90.0%
DGS	50	10	10	15	*	35	70.0%
H Ac	126	36	28	44	10	108	85.7%
I HS	12	*	*	*	*	11	91.7%
LJC	56	24	15	13	*	52	92.9%
OHS	45	18	*	11	*	38	84.4%
R Ac	14	*	*	*	*	11	78.6%
Tar Ac	*	*	*	*	*	*	100.0%
Tir HS	*	*	*	*	*	*	100.0%
Tob HS	13	*	*	*	*	*	53.8%
Authority Average							83.6%
National Average							80.9%

Advanced Higher Summary:

Advanced Higher awards for pupils in Argyll and Bute are positive overall. All of the ten secondary schools presented pupils for Advanced Higher certification. Seven of the ten schools pupils exceeded both authority and national performance level. However, in the remaining schools the performance of pupils in Advanced Highers is below or significantly below the national average. It should be noted that due to the small number of pupils being presented for Advanced Highers the statistical variances can be significant.

5.3   Attainment of Looked After Children and Young People in 2015

Attainment in Literacy and Numeracy for Looked After Children and Young People in 2015
(Data extracted from Insight)

	No of Entries	Argyll and Bute	National (Looked after Children and Young People)
S4 Level 4 literacy and numeracy	*	33.3%	37.0%
S4 Level 5 literacy and numeracy	*	0.0%	5.6%
S5 Level 4 literacy and numeracy	*	66.7%	50.2%
S5 Level 5 literacy and numeracy	*	16.7%	13.7%
S6 Level 4 literacy and numeracy	*	100.0%	84.5%
S6 Level 5 literacy and numeracy	*	40.0%	46.6%

NB. Where the data is less than 10 this is shown as *

Attainment in Literacy and Numeracy for Looked After Away from Home Children and Young People in 2015. (Data extracted from Insight)

	No of Entries	Argyll and Bute	National (Looked After Away from Home Children and Young People)
S4 Level 4 literacy and numeracy	*	28.6%	53.0%
S4 Level 5 literacy and numeracy	*	0.0%	8.1%
S5 Level 4 literacy and numeracy	*	25.0%	62.6%
S5 Level 5 literacy and numeracy	*	12.5%	23.5%
S6 Level 4 literacy and numeracy	*	100.0%	78.7%
S6 Level 5 literacy and numeracy	*	100.0%	41.8%

NB. Where the data is less than 10 this is shown as *.

Attainment in Literacy and Numeracy for both Looked After at Home and Looked After Away from Home Children and Young People is variable. It should be noted that due to the small number of pupils the statistical variances can be significant and care should be taken in any analysis.

5.4   General educational attainment for Looked after leavers is as below:

	Argyll & Bute Looked after leavers (2014)	National Looked after leavers (2014)**
1 or more qualification at SCQF Level 3 or better	83.3%	91%
1 or more qualification at SCQF Level 4 or better	83.3%	74%
1 or more qualification at SCQF Level 5 or better	50.0%	40%
1 or more qualification at SCQF Level 6 or better	27.8%	12%
1 or more qualification at SCQF Level 7 or better	11.1%	2%
No Qualifications	16.7%	9%

*Data taken from Insight. Please note data from the 2015 leavers is not yet available.
**Educational outcomes of looked after children 2013/14, Scottish Government

5.5   Looked after Young People in Argyll and Bute who leave school are increasingly entering positive destinations (education, employment or training). In 2014, **77.8%** of looked after young people who left school entered a positive destination. Four LAC entered Further Education/Higher Education (FE/HE), 1 gained employment, 1 undertook an Activity Agreement and 2 were unemployed. There were no young persons with unknown destinations. This compares positively with **46.7%** of LAC school leavers in 2013. Information on 2014/15 School Leaver Destination Return (SLDR) will not be published until December 2015 at the earliest.

6.0 WIDER ACHIEVEMENT COURSES AND QUALIFICATIONS

6.1 Argyll and Bute schools continue to deliver a comprehensive programme of alternative courses designed to meet the needs of all learners. These courses are defined as:

- School/College Partnership Courses including Skills for Work: Hairdressing, Hospitality, Rural Skills (National 4 and National 5) and Higher Awards such as Psychology;
- Wider Achievement Qualifications: e.g. ASDAN, Duke of Edinburgh, Princes Trust XL, YASS – S6 Open University, and
- UHI Degree Module Courses for example Climate Land & People and Scottish History

The participation rates for young people are as follows:

Number of Young People studying:

Students	2010/11	2011/12	2012/13	2013/14	2014/15
Skills for Work	647	621	563	524	525
Wider Qualifications	787	1386	1491	1364	1465
S6/UHI Partnership	0	0	4	3	4
TOTAL	1434	2007	2058	1891	2018

Number of courses on offer:

Number of courses	2010/11	2011/12	2012/13	2013/14	2014/15
Skills for Work	16	16	20	16	18
Wider Qualifications	27	37	31	33	55
S6/UHI Partnership	0	0	2	6	3
TOTAL	43	53	53	55	74

7.0 MONITORING PROGRESS AND IMPROVING OUTCOMES

7.1 As part of the Authority approach to securing improvement for all learners the Education Service will continue to work with individual schools through a comprehensive programme of support and challenge over the course of session 2015/2016 and beyond. Key approaches include:

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

ii.   members of the Education Team undertake a comprehensive review of the attainment sets for schools, including discrete subject areas, identification of key trends: positive and negative, three year averages and subject trends;

iii.   meaningful discussion of the outcome of statistical analysis of school reports between the Authority and individual schools;

iv.   ensuring evaluative discussions between school senior management team and subject department leaders take place. These will focus primarily on the performance of individual subject departments across one, three and five years;

v.   Head Teachers invite local Elected Members to a meeting with senior school staff to discuss the examination results in depth;

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

vii.   Education Officers will take forward a programme of school visits to discuss detailed analysis and predictions for the next examination period. (Due to the revised timescales for the presentation of national attainment statistics, these discussions are anticipated for conclusion early in 2016). Where appropriate, improvement actions at subject level to be agreed. These may include working across schools to improve consistency of standards, and

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

8.0   CONCLUSION

8.1   In 2015 the performance of Argyll and Bute schools varied across national qualification measures. In order to secure improvement for learners the work of the Education Development and Improvement Service over the course of session 2015/2016 will take forward a programme of support and challenge with schools across the authority across a range of actions and measures. The results from the 2015 examination diet will now be incorporated into improvement objectives and targets to support further improvement for examinations in 2016.

8.2   A further report on Educational Attainment and Wider Achievement will be presented to Community Services Committee following the publication of National Performance information anticipated in Spring 2016.

9.0 IMPLICATIONS

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

9.2 **Financial:** None

9.3 **Personnel:** None

9.4 **Equal Opportunities:** None

9.5 **Legal:** None

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

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

Cleland Sneddon
Executive Director of Community Services

Cllr Rory Colville,
Policy Lead for Education and Lifelong Learning

10 December 2015

For further information contact:
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APPENDICES
Appendix 1: Qualifications overview

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

Timetable for introduction	
2012-2013	Last certification of Standard Grade (Credit, General and Foundation).
2013-2014	National 1-5 introduced and 'dual run' with Access and Intermediate courses.
2014-2015	New Higher courses introduced and 'dual run' with current Higher, Intermediate and Access courses.
2015-2016	Introduction of new Advanced Higher. All new qualifications now in place.

THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

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

scqf
scottish credit and qualifications framework

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

Agenda Item 8

ARGYLL AND BUTE COUNCIL   **COMMUNITY SERVICES COMMITTEE**

COMMUNITY SERVICES: EDUCATION   **10th DECEMBER 2015**

EDUCATION STANDARDS AND QUALITY REPORT 2014/15

1.0   EXECUTIVE SUMMARY

1.1   This report is to update the Community Services Committee on the major achievements made within Education in Argyll and Bute across the session 2014/15 and includes the SQA examination results for pupils who sat examinations in May/June 2015.

The report is presented in a revised format based around the principle high level questions as outlined within Quality Management in Education (QMIE), the self-evaluation framework used by the Education function of the Local Authority.

Details of this report are based on the Standards and Quality Report for 2014/15. The full report will be available to view on Argyll & Bute Council website http://www.argyll-bute.gov.uk/education-and-learning/education-performance-and-standards

2.0   RECOMMENDATIONS

2.1   It is recommended that the Community Services Committee note the continuing progress made in relation to Education within Argyll and Bute. The Committee are asked to note the commitment of staff and the success and achievements of our children and young people.

ARGYLL AND BUTE COUNCIL   **COMMUNITY SERVICES COMMITTEE**

COMMUNITY SERVICES: EDUCATION   **10th DECEMBER 2015**

EDUCATION STANDARDS AND QUALITY REPORT 2014/15

3.0   EXECUTIVE SUMMARY

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4.0   RECOMMENDATIONS

4.1   It is recommended that the Community Services Committee note the continuing progress made in relation to Education within Argyll and Bute. The Committee are asked to note the commitment of staff and the success and achievements of our children and young people.

5.0   DETAIL

5.1   The Education Service reports on its quality and standards on an annual basis. The report appended to this document details progress made across the service in relation to the actions outlined in the Education Action Plan for 2014/15.

5.2   Particular successes highlighted within the appended report include:

- Improved results overall in National 4, Higher and Advanced Higher awards;
- Delivery of a greater range of wider achievement qualifications across our schools including:
  - o Award Scheme Development Accreditation Network;

- o British Safety Council Basic Food Hygiene Certificate;
- o Duke of Edinburgh;
- o John Muir Award, and
- o The Saltire Award scheme.

- 91% of young people entered a sustained positive destination post school;
- The number of schools receiving recognition and awards at local and national level. Particularly notable is the success of St Mun's Primary at the Rolls Royce Science Awards and Dunoon Primary at the Microsoft Awards
- Every child and young person in Argyll and Bute has a Named Person;
- A draft literacy policy has been developed and will be finalised following analysis of the self-evaluation activity undertaken as part of the validated Self Evaluation (VSE) process for Educational Psychology Services;
- Use of the Sharing Argyll Learning Initiatives, online resource, to promote quality Professional Learning Opportunities for all staff including our valued supply teachers;
- Two days training to cluster numeracy representatives from our Numeracy Hub Champion;
- All local area facilitators were trained in the use of the assessment and moderation toolkit;
- There is a greater emphasis in establishments on joint planning and reviewing of learning improving consistency of expectations for learner achievement;
- Primary establishments across Argyll and Bute have further developed and refined their curriculum plans to provide learning that is cohesive and relevant for children.
- Pupils in 98% of schools are experiencing 2 hours or 2 periods of quality PE which is enhancing their health and well-being;
- The revised Staged Intervention Policy brings together key aspects of practice and legislation relating to Additional Support Needs (ASN) and GIRFEC (Getting it right for Every Child).
- A framework model for leadership development at all stages of a teacher's career has been established with targeted support for:

  - o pre-career teachers on the Post Graduate Programme provided in partnership with University of Highlands and Islands;
  - o Newly Qualified teachers undertaking the Teacher Induction Scheme in Argyll and Bute;
  - o Non-promoted teachers who lead aspects of school development;
  - o Teachers seeking leadership roles and promoted posts;
  - o Aspiring Head Teachers (through the 'Into Headship' Programme delivered in partnership with the University of Highlands and Islands and the Scottish College for Educational Leadership);
  - o Newly promoted Head Teachers, and

    o Experienced Head Teachers.

5.3 What are we going to do next?

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

  - o an expectation that all Head Teachers will submit their initial analysis of their school's results to the Education Service following the initial release of results by the SQA in August;
  - o members of the Education Team undertake a comprehensive review of the attainment sets for schools, including discreet subject areas, identification of key trends: positive and negative, three year averages and subject trends, and
  - o meaningful discussion of the outcome of statistical analysis of school reports between the Authority and individual schools.
- Central staff and schools will further develop and promote *Skills for Work* and Partner Achievement Qualification opportunities thereby extending partnership working and wider achievement qualifications;
- Continue to work with young people and partner stakeholders to further increase the percentage of young people achieving sustained positive destinations;
- Support and positively promote engagement with national education awards in order that the work of pupils, schools and staff is celebrated, acknowledged and recognised;
- Through the Literacy Forum and activities arising from the attainment challenge across schools, increase the focus on evidence based interventions at the early primary stage;
- Schools will undertake focused activity to raise attainment on an aspect of reading, writing or numeracy in preparation for full implementation of the National Improvement Framework;
- Undertake focused pieces of work to evidence that technology in the classroom has a positive impact on attainment and achievement;
- Seek opportunities to work in partnership with colleagues from other authorities, Education Scotland, HMIe, SQA;
- Further develop the Assessment and Moderation Toolkit to cover all curriculum areas and increase coverage of the toolkit at third level;
- Support schools to engage staff, parents and the wider community in developing sustainable partnerships for learning that will impact on learner achievement;
- Support staff and schools to build capacity to meet the needs of our most vulnerable young people within our own establishments,

further reducing the number of children placed in educational establishments outside the Authority;

- Support schools to further develop their understanding of the increased expectations from Education Scotland quality indicators 5.1, The Curriculum and 5.9, Improvement through self-evaluation;
- Work with colleagues in all schools and establishments to develop leadership at all levels, and
- We will continue to work with schools to focus on raising attainment and achievement for all pupils.

6.0   CONCLUSION

6.1   The next Standards & Quality Report will be due December 2016 reporting on progress in session 2015/16.

7.0   IMPLICATIONS

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

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

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

7.4   HR – None.

7.5   Equalities – None.

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

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

Cleland Sneddon
Executive Director of Community Services

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

For further information contact:
Ann Marie Knowles, Head of Service: Education
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APPENDICES
>   Appendix 1 – Standards and Quality Report 2014/15

Standards and Quality in Argyll and Bute Schools 2014/15

Community Services: Education

Contents

Foreword

Welcome to this Standards and Quality Report 2014/15 for Argyll & Bute Council's Education Service.

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

From the busiest Town Centre to Highland Glen or to the most remote Island, Education Services deliver a pathway to achieving the highest attainment in some of Scotland's most challenging and unspoiled environments. As Policy Lead I believe that our staff and our children and young people are the greatest assets we have and I congratulate them all.

Councillor Rory Colville
Policy Lead
Education and Lifelong Learning

Section 1: Introduction

1.1   Argyll and Bute, the second largest local authority by area covers approximately 9% of the total land area of Scotland. Argyll and Bute has the third sparsest population density (0.13 persons per hectare). The population of 87,660(NRS 2014 MYE) is scattered across an area of just under 2,700 square miles. It is approximately 100 miles long from the Isle of Coll in the north to Southend in Kintyre, and 90 miles wide from Bridge of Orchy in the east to the Isle of Tiree in the west.

More than half of Argyll and Bute's population live in rural areas, as classified by the Scottish Government's Urban-Rural Classification (2013-2014). A further 32% per cent live in communities with populations between 3,000 and 10,000 people designated as small towns. Less than a fifth of the population live in an urban area with a population of over 10,000 people.

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

1.2   The Scottish Index of Multiple-Deprivation (SIMD)

The SIMD 2012, produced by the Scottish Government, identifies small-area concentrations of multiple-deprivation across Scotland. The SIMD is produced at datazone level, with datazones being ranked from 1 (most deprived) to 6,505 (least deprived).

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

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

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

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

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

Section 2: Context

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

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

The service is currently responsible for:

- Seventy two primary schools;
- Four 3-18 schools;
- Five secondary schools;
- One joint campus;
- One school for pupils with complex additional needs, and
- Two Early Learning and Childcare centres.

61% of Argyll and Bute primary schools have a FTE (full time equivalent) of 3 or less teachers covering the 5 to 12 age group.

The total school pupil roll stands at 10,575 (September 2014 Census), consisting of 5,770 primary pupils, 4785 secondary pupils and 20 pupils in the school for pupils with complex additional needs. This compares with a total pupil roll of 10,670 in 2013/14, 10,767 in 2012/13, 11,065 in 2011/12 and five years earlier 11,292 in 2009/10. In addition there are 793 pre-school children. These children are in two Council Pre-School Centres and fifty one Pre-School classes. A further 654 children are catered for in twenty three voluntary, privately and independently managed Pre-School establishments.

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

- 865.55 FTE teachers;
- 79.63 FTE classroom assistants;
- 153.91 FTE ASN assistants;
- 15.44 pupil support assistants;
- 116.68 clerical assistants;
- 10.00 FTE librarians in secondary schools, and
- 30.10 FTE technicians.

Early Learning and Childcare is available within fifty one Services provided in Schools. These fifty one Services are managed by the Head Teachers. The largest services are supported by four Lead Childcare and Education Workers. The two Pre-School Centres are managed by Heads of Centre, supported by a Senior within each provision. In addition 136 childcare and education workers (89.56 FTE) are employed. The Early

Years Service commissions an additional twenty three services to deliver Early Learning and Childcare.

Youth work activities are delivered in every area by Community Learning Development; Youth Workers (9.5FTE) and Youth Work Assistants (4.4FTE).

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

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

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

All schools, with the exception of one very small primary school, have a Parent Council as anticipated and defined within the Scottish Schools (Parental Involvement) Act 2006.

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

COMMUNITY SERVICES: EDUCATION

Head of Service Education — Ann Marie Knowles

School Services Support Manager — Susan Tyre

Argyll & Bute COUNCIL

Education Manager Performance and Improvement — Vacancy

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

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

Principal Educational Psychologist — Roslyn Redpath

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

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

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

Educational Psychology Team

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

ESO — Lena Carter (Secondment)

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

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

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

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

ESO — Maggie Irving

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

Communication and Engagement Officer — Vacancy

February 2015

Section 3: Legislative Duty and Service Aims

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

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

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

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

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

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

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

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

3.3 **Curriculum for Excellence**

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

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

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

3.5 Children and Young People (Scotland) Act 2014

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

The Act is very wide-ranging and also:

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

3.6 The Equality Act 2010

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

3.7 The Scottish Schools (Parental Involvement) Act 2006

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

3.8 Gaelic Language (Scotland) Act 2005

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

National Gaelic Language Plan 2012-17

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

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

Argyll and Bute Council Gaelic Language Plan 2014-18

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

3.9   The Single Outcome Agreement

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

3.10 Authority Priorities 2014 – 2015

The Education Service Aims:

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

Raising Attainment and Promoting Achievement through: Curriculum for Excellence: • moderation, assessment and reporting • literacy • numeracy • health and wellbeing	**Raising Attainment and Promoting Achievement through:** • Broad General Education • Senior Phase models • Developing Scotland's Young Workforce
Raising Attainment and Promoting Achievement through: Children, young people and families in the wider community.	**Raising Attainment and Promoting Achievement through:** The development of effective leadership of learning for all levels.

Section 4: What key outcomes have we achieved?

4.1   Key Performance Outcomes and Fulfilment of Statutory Duties

Attainment in National Qualifications

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

This section of the Standards and Quality report provides information on the overall performance of Argyll & Bute pupils entered for new National Qualifications in May 2015.

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

COURSE	ARGYLL & BUTE AVERAGE (%)	NATIONAL AVERAGE (%)	DIFFERENCE (%)
NATIONAL 4	94.7	93.3	+1.4
NATIONAL 5	74.8	79.8	-5.0
HIGHER	76.8	78.1	-1.3
ADVANCED HIGHER	83.6	80.9	+2.7

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

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

National 4 **	10/11	11/12	12/13	13/14	14/15
% passes Authority Average	No National 4 presentations across 10/11 - 12/13			100.0%	94.7%
% passes National Average				93.0%	93.3%

National 5 **	10/11	11/12	12/13	13/14	14/15
% awards Grade A-C Authority Average	No National 5 presentations across 10/11 - 12/13			82.0%	74.8%
% awards Grade A-C National Average				81.1%	79.8%

Higher	10/11	11/12	12/13	13/14	14/15
% awards Grade A-C Authority Average	75.9%	76.2%	77.6%	76.9%	76.8%
% awards Grade A-C National Average				77.1%	78.1%

Advanced Higher	10/11	11/12	12/13	13/14	14/15
% awards Grade A-C Authority Average	75.5%	85.2%	79.3%	79.0%	83.6%
% awards Grade A-C National Average				81.0%	78.5%

Overall, the results for pupils across almost all levels are above the results noted in the 11 December 2014 Community Services Paper with the exception of National 5 results. It is worth noting that as SQA attainment is updated regularly within management reporting systems information at different stages of the academic session can be different for similar measures.

Footnotes

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

National Averages have been taken from Summary Statistics for Schools in Scotland, Number 4, 2013 Edition, 11th December 2013 (amended 11th February 2014) and from information provided by SQA August 2015.

Argyll and Bute averages (2010-2014) were taken from SEEMis Vision in November 2014. Argyll and Bute averages (2014/15) were taken from SQA data provided in August 2015 and as such are liable to change throughout the session.

What we plan to do next:

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

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

ii. members of the Education Team undertake a comprehensive review of the attainment sets for schools, including discrete subject areas, identification of key trends: positive and negative, three year averages and subject trends;

iii. meaningful discussion of the outcome of statistical analysis of school reports between the Authority and individual schools;

iv. ensuring evaluative discussions between school senior management team and subject department leaders take place. These will focus primarily on the performance of individual subject departments across one, three and five years;

v. Head Teachers invite local Elected Members to a meeting with senior school staff to discuss the examination results in depth;

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

vii. Education Officers will take forward a programme of school visits to discuss detailed analysis and predictions for the next examination period. Where appropriate, improvement actions at subject level to be agreed. These may include working across schools to improve consistency of standards, and

viii. in addition, examination results and approaches to quality improvement will be routinely discussed with the Education Scotland, Area Liaison Officer.

4.2 Skills for Work and Wider Achievement Partnership Awards

SQA designated Skills for Work Qualifications

COURSE	LEVEL	Nos Pupils
Automotive Skills	National Progression Award	9
Creative Digital Media	Intermediate 1	23
Construction Crafts	National 4	7
Construction Crafts	National 5	26
Cosmetology	Intermediate 1	21
Cosmetology and Beauty	Higher	10
Early Education and Childcare	Intermediate 1	61
Early Education and Childcare	Intermediate 2	31
Early Education and Childcare	Higher	8
Engineering Skills	National 4	58
Hairdressing	Intermediate 1	27
Hairdressing	Intermediate 2	28
Hospitality	Intermediate 1	27
Hospitality	Intermediate 2	86
Rural Skills	Intermediate 1	36
Sport and Recreation	National 4	43
Travel and Tourism	National 5	11

Uniformed and Emergency Services	Intermediate 1	13
TOTALS		**525**

Skills for Work courses focus on generic employability skills that are needed for success in the workplace. These SQA courses offer opportunities for learners to acquire employability skills through a variety of practical experiences that are linked to a particular vocational area such as Construction, Hairdressing, Hospitality and Engineering.

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

The range of courses available to learners includes:

Wider Achievement Partnership
Through partnership working central education staff and secondary school colleagues have been developing a range of wider achievement courses that enhance the opportunities already offered in the senior phase curriculum. These new courses allow our young people to further develop their skills for learning, life and work.

The awards offered during 2014/15 included:

Organisation	COURSE/LEVEL	Nos of Pupils
ASDAN	Certificate of Personal Effectiveness	32
ASDAN	Certificate of Personal Effectiveness	9
ASDAN	Towards Independence: Animal Care	3
ASDAN	Towards Independence: Independent Living	2
ASDAN	Towards Independence: Using a Computer	3
ASDAN	Towards Independence: Business Enterprise	3
ASDAN	Towards Independence: Work Awareness	2
ASDAN	Towards Independence: Performing Arts	3
ASDAN	Towards Independence: Starting Out	1
ASDAN	Towards Independence: Practical Workshop	2
ASDAN	Transition Challenge: Feeling Good	4
ASDAN	Transition Challenge: Moving Forward	4
ASDAN	Foodwise Course	14
ASDAN	Personal Finance	5
ASDAN	Employability Award	9
Duke of Edinburgh	Bronze	63
Duke of Edinburgh	Silver	24
Duke of Edinburgh	Gold	4
Saltire	SALTIRE Awards Scheme	187
	Friends Against Bullying (FAB)	28
Princes Trust	XL Personal Development	20
John Muir	Intermediate	17
John Muir	Introductory	9
	YASS – S6 Open University	25
Youth Achievement Award	Bronze	24

Youth Achievement Award	Silver	5
Scottish Football Association	Football Coaching	27
Scottish Football Association	Football Refereeing	30
Scottish Football Association	Football - Early Touches	38
	Sports First Aid	15
	Positive Coaching Scotland	28
	Day Leader Award	28
SRU	Rugby Ready	28
UKCC	Introduction to Shinty	28
	Sports Leader Award	170
SQA	Enterprise and Employability NPA	64
SQA	Leadership	64
SQA	Psychology (Intermediate 2)	2
SQA	Psychology (Higher)	77
SQA	Biology (Higher)	2
SQA	Digital Photography (Higher)	30
SQA	Personal Development Award (Intermediate 2)	6
	Tutoring	6
SQA	Work Experience (Intermediate1)	207
SQA	Sound Engineering (Intermediate 2)	13
SQA	Music Technology (National 5)	10
SQA	Woodwork Skills (Intermediate 2)	19
SQA	Woodwork skills (National 5)	13
SQA	Engineering Craft Skills (Intermediate 2)	8
SQA	Practical Metalwork Skills (National 5)	13
SQA	Computer Games Design	15
SQA	Digital Photography	18
UHI	Climate Land and People (SCQF Level 7)	2
UHI	Personal Effectiveness and Study Skills (SCQF Level 7)	1
UHI	Scottish History: 1603 and beyond (SCQF Level 7)	1
	Total	**1465**

A total of 2,022 young people enhanced their senior phase curriculum through accessing *Skills for Work* and *Partner Achievement Qualifications* during session 2014/15. Consequently young people further developed their skills for learning, life and work supporting their progress into positive and sustained destinations post-school.

What we plan to do next:
- Central staff and schools will further develop and promote these opportunities thereby extending partnership working. We will include a focus on senior phase curriculum choices that build upon the economic development priorities for Argyll and Bute.

4.3   School Leavers' Destinations

The School Leaver Destination Return (SLDR) is a statistical return undertaken by Skills Development Scotland (SDS) on behalf of the Scottish Government. The initial destination information for 2013/14 leavers is based on the known status of school leavers on the 'snapshot' date of Monday 6th October 2014.

Overall Argyll and Bute recorded a 1.4% decrease in young people entering a positive destination post school from the initial SLDR figure of 2012/13. There has been a decrease in the number of young people entering further education, employment or training.

The table below illustrates the initial post school destinations of leavers, from the 10 Argyll and Bute Secondary Schools, who were eligible to leave compulsory education between 1st August 2013 and 31st July 2014. A total of 947 young people left school during this time and 91.0% entered a positive destination ie they secured a place for further study, training, employment, voluntary work or an Activity Agreement.

School	Total leavers	HE	FE	Training	Employed	Voluntary	Activity Agreement	Unemployed Seeking	Unemployed Not seeking	Not Known	Total Positive	Total Other
	Nos	%	%	%	%	%	%	%	%	%	%	%
Campbeltown GS	88	28.4	20.5	2.3	44.3	0	0	2.3	2.3	0	95.5	4.5
Dunoon GS	136	34.6	22.1	4.4	24.3	0.7	2.2	11.0	0.7	0	88.2	11.8
Hermitage A	260	46.5	20.8	2.7	17.7	0.4	0.8	7.7	3.1	0.4	88.8	11.2
Islay HS	30	46.7	3.3	6.7	33.3	0	0	10.0	0	0	90.0	10.0
Lochgilphead HS	92	34.8	25.0	1.1	29.3	0	0	7.6	2.2	0	90.2	9.8
Oban HS	227	42.3	10.1	4.8	34.8	1.3	0	5.7	0.9	0	93.4	6.6
Rothesay A	71	35.2	36.6	4.2	12.7	0	1.4	8.5	1.4	0	90.1	9.9
Tarbert A	19	63.2	15.8	0	21.1	0	0	0	0	0	100	0
Tiree HS	1	0	0	0	100.0	0	0	0	0	0	100	0
Tobermory HS	23	43.5	13.0	4.3	30.4	0	0	8.7	0	0	91.3	8.7
Total	947	40.3	19.1	3.5	26.9	0.5	0.6	7.2	1.7	0.1	91.0	9.0

What we plan to do next:

- Continue to work with young people and partner stakeholders to further increase the percentage of young people achieving sustained positive destinations.
- Share information with schools of current good practice, such as the Exite programme at Dunoon Grammar School.
- Host Opportunities for All event for all key partners to share good practice, network and develop the skillsets of all involved in supporting this agenda.
- Work towards the recommendations contained within the Scottish Government report, *Education Working for All.* Many of these recommendations are of relevance to school-age young people, including:
  - Preparing all young people for employment forming a core element of Curriculum for Excellence, and

- Senior phase pathways including industry-recognised vocational qualifications alongside academic qualifications.
- Develop the Opportunities for All team's knowledge and understanding of the Participation Measure and Insight, two new tools being introduced during 2015 which will examine in more detail young people's learning journeys age 16-19 , as well as tracking and monitoring their participation and progression.

4.4 Attendance and Exclusions

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

Attendance	2011/12	2012/13	2013/14	2014/15
Primary	96%	95%	96%	95%
National	N/A	95%	N/A	N/A
Secondary	93%	93%	93%	92%
National	N/A	92%	N/A	N/A

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

At the time of writing this report the national data for 2014/15 was not available.

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

Exclusions: The number of exclusion incidents per 1000 pupils in primary schools in Argyll and Bute has fallen year on year since 2011/12 and is lower than the national figure (where it is available). The rate in secondary schools dropped for two successive years, rising slightly in 2013/14 but has dropped significantly in 2014/15. The rate in both sectors remains lower than the national figure (where it is available). The number of exclusions nationally has been falling year on year since 2006/07 and this data is now only collected by Scottish Government every second year.

Exclusions incidents per 1000 pupils	2011/12	2012/13	2013/14	2014/15
Primary	7.97	6.14	5.46	4.68
National	N/A	10.4	N/A	N/A
Secondary	51.45	51.39	52.46	39.81
National	N/A	58.4	N/A	N/A

At the time of writing this report the national data for 2014/15 was not available.

What we plan to do next:
- Support schools to reduce the number of exclusions in line with the Exclusions Policy.

4.5 Staying on rates

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

Staying on rates as a percentage of the S4 cohort	2011/12	2012/13	2013/14	2014/15
S5 (September)	89%	92%	90%	92%
National	85%	86%	87%	N/A
S6	68%	64%	74%	78%
National	56%	59%	61%	N/A

In the four previous years the percentage of pupils staying on to S5 and S6 is consistently above the national average.

At the time of writing this report national data for 2014/15 is not available.

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

4.6 Local and National Achievement and Recognition of Schools and the Service

The Rolls Royce Science Awards In November 2014 St Mun's Primary 7 class won the coveted Eden Award, at the award ceremony held at the Science Centre in London, with their Biodiversity project entitled "If You Go Down In The Woods Today". The children won a trophy and a cheque for £5,000 to be put towards the cost of the trip to The Eden Project

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

In 2014/15 Argyll and Bute had 3 schools in the Scottish Kodu final; Dunoon Primary, Cardross Primary and Rosneath Primary.

It was really exciting, I enjoyed it immensely and can't wait to do it all again. P6 pupil.

Dunoon Primary School was crowned overall winners of the Scottish competition and impressed the judges with their computer game, presentation, business case and marketing plan.

The school went on to attend and win the UK Kodu final at Microsoft Headquarters. They are the first Scottish school to win the overall category of the UK competition.

My aim was to support our young people to be creators of digital content rather than just consumers of technology.

Argyll and Bute Council Excellence Awards Gary Clark, of the Learning Technologies Team, won a Silver Award in the category of Improvement and Innovation in Learning for his work in providing exciting computer science related learning opportunities for pupils in primary schools.

John McCann Unsung Hero Award The Unsung Hero Award is presented to a member of the Scottish Youth Parliament (MSYP) or group of MSYPs, who have overcome significant barriers to raise the voice of the young people they represent. Argyll and Bute's three Members of the Scottish Youth Parliament (MSYPs) have been awarded the John McCann Unsung Hero Award, at this year's Scottish Youth Parliament Awards for their drive, determination and innovation in working together to promote the Scottish Youth Parliament (SYP) to their peers during their three year term of office. Their enthusiasm has ensured more young people in Argyll and Bute are involved with the work of the Scottish Youth Parliament than ever before.

The **Marjorie Boxall Quality Award** is an accreditation scheme that recognises excellence in the work of nurture groups that have been running for two years or longer. Parklands School was the first Argyll and Bute School to receive this award.

National Mod Port Ellen Primary School Gaelic Choir won the Choral Unison Rural Primary, Choral Puirt-a-buel and Choral Two Part Harmony Learners categories in Inverness this year. Pupils were also successful in solo singing and poetry reading with medals being awarded to individual winners.

YES Awards
The Young Enterprise Scotland awards celebrate the success of businesses set up by young people aged 16-18. The Argyll and Bute Young Enterprise Area Board Final results were as follows:

Best presentation	Stamp, Oban High
Best trade stand	Maison Au Natural, Lochgilphead High
Best company report	Morphed Music, Dunoon Grammar
Best overall company	Stamp, Oban High

We have all immensely enjoyed the programme and feel it has given us an invaluable and rewarding insight into the reality of the business world.
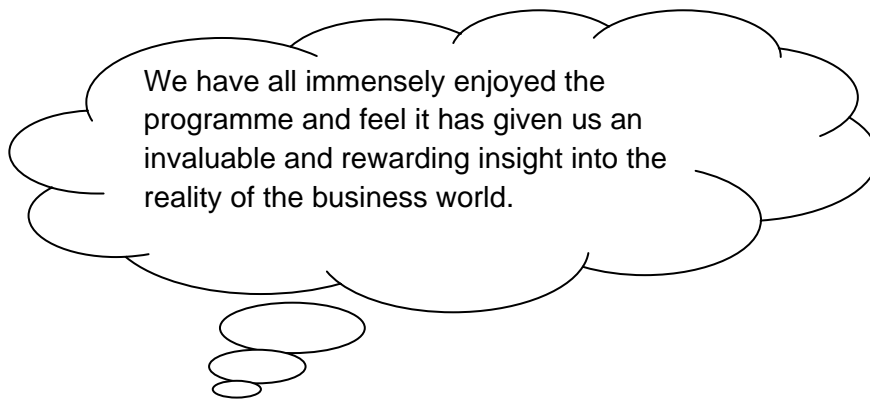
STAMP! from Oban High represented Argyll and Bute at the National Final. STAMP created innovative products using sustainable and trustworthy sourced components and stands for "Sustainable, Trustworthy and Man-made Products". The company made products including log candles, holly wreaths and cushions.

Loch Lomond and the Trossachs National Park Community Partnership
Arrochar Primary School won the Design a World War One Menu competition with prizes being awarded at a commemorative showcase event in the village hall in April 2015.

Children in Scotland
The Primary 6 class at Kirn Primary School participated in a Better Eating Better Learning project in partnership with Children in Scotland. The pupils worked with the school's catering team on the project which aims to highlight healthy eating and to promote a better understanding of our school dinners to the rest of the school community and to parents and carers. Due to the success of the project the class attended a celebration event at Dumfries House in Ayrshire on Thursday 5th March 2015 where they made a presentation sharing with other Scottish schools what they have been doing to promote and improve school meals.

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

4.7 Fulfilment of Statutory Duties

The context for the planning of services within Education includes National Priorities and Developments, local priorities for Argyll & Bute identified through the Council Plan and the priorities agreed with Community Planning Partnership. In session 2014/15 Education Services undertook to deliver a number of key objectives. Success has been achieved in:

- Effective planning to meet children and young person's needs has been further developed through the use of the Universal Child's Plan (UCP).

- An electronic version of the UCP has been developed for use by Head Teachers which allows a child or young person to have a single plan in line with the Children and Young People (Scotland) Act 2014.

- The Early Years Service consulted both parents and practitioners to develop a model for the increase of Early Learning and Childcare provision as stipulated in the Children and Young People Act (Scotland) 2014. As of August 2014, Early Learning and Childcare (ELCC) provision was increased from 475 hours to 600 hours per year. Both Local Authority Providers and Commissioned Providers have worked closely to ensure parents have choice in ELCC provision where possible.

- In addition to increased hours, provision has also been extended to eligible two year olds, and the Early Years Service carried out a scoping exercise to ensure there was sufficient ELCC provision for eligible two year olds across Argyll and Bute. As part of this process, the Service has also carried out a recruitment drive to attract more 'Partner Childminders' to provide Early Learning and Childcare for eligible two year olds. The Service also worked closely with a range of agencies to raise awareness of entitlement for eligible two year olds –eg. Health, Social Work, Job Centre Plus. As a result of extensive local media coverage and awareness raising, approximately 60% of eligible two year olds accessed their Early Learning and Childcare entitlement. The average uptake of entitlement across Scotland is reported to be 20% against national estimated figures. Very good progress has been made in taking forward each of these statutory duties.

What we plan to do next:

- Respond appropriately to all statutory requirements of the Children and Young People (Scotland) Act 2014.
- Continue to expand ELCC provision for eligible two year olds in preparation for a

wider cohort of two year olds becoming eligible in August 2015.

- Increase flexibility of ELCC provision within local authority Pre5 Units.
- Ensure all settings are able to provide a meal when children access their ELCC entitlement across the middle of the day.
- Continue to consult parents on ELCC provision within each area of Argyll and Bute.
- Continue to make capital improvements to local authority provision to meet Care Inspectorate and Environmental Health requirements for two year old provision.
- Continue to evaluate the impact of the revised Exclusion Policy on vulnerable groups through an analysis of exclusion information.

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

5.1   Impact on Service Users, Staff and Community

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

Literacy:

Key aim: Develop the literate child in Argyll and Bute	
Key Actions	**Impact for Learners**
• Evaluate approaches to addressing the needs of those children who are underachieving in reading to close the attainment gap;	Through head teacher meetings, information has been gathered on interventions aimed at addressing the needs of those children who are underachieving in reading. This information has been collated and analysed to inform the Attainment Challenge work being undertaken across primary schools This information demonstrated that many successful interventions are in place to support those children who are assessed to have difficulties at P4 and beyond, with impact being formally measured in some schools. There are however fewer interventions reported for children from P1 – 3. As a result there will be an increased emphasis on developing and sharing effective interventions aimed at the early primary stage.
• Produce a literacy policy;	A draft literacy policy has been developed and will be finalised following analysis of the self-evaluation activity being undertaken as part of the VSE process for Educational Psychology Services.
• Gather further data around the literacy skills of Looked After children;	The assessment of primary age looked after children has continued and is now part of the authority's wider assessment guidance. The assessment information is analysed and used to support the progress of individual children who are Looked After and to inform wider authority developments.

• Further develop reciprocal reading;	A comprehensive training programme for school staff in the delivery of reciprocal reading has been delivered across the authority. This has allowed teachers to begin to use this programme with pupils raising attainment in reading.
• Provide an on-going programme of high quality CPD for staff.	Over the last 5 years, a wide range of Professional Learning has been offered to staff to support the development of literacy skills of learners. Self-evaluation activity, including reviewing the literacy elements of all primary school improvement plans, will be used to identify the critical subject areas for continued high quality Professional Learning opportunities. Information gathered through the Literacy Forum to date, and through discussion at head teacher meetings has identified there is a need for Professional Learning to support approaches to teaching phonics beyond P1 / 2.
• Incorporate local and national Early Years priorities within 2014-15 Early Years Service CPD calendar	The Early Years Service carried out an annual needs analysis which helps to inform its CPD catalogue of training and events each year. In 2014/15, 689 Early Years practitioners accessed training, and 98% stated that the training met their professional needs. The Early Years Service delivered localised training on Building the Ambition – national ELCC practice guidance from the Children and Young People Act, as well as localized training for the Argyll and Bute Developmental Milestones Tool, resulting in a reach of 96% of ELCC settings.
• Deliver 'Active Play' and Bookbug sessions within each of the areas of Argyll and Bute	Early Years and Family Support Workers delivered blocks of 6 weekly 'Active Play' sessions 3 times per year to engage families in early literacy, numeracy and health and wellbeing. Activities were closely linked to 'Play @ Home' activities, enabling families to use these ideas for activities at home. Evaluations

were carried out to evidence impact of activities – highlighting that activities built confidence in parents and provided them with opportunities to meet with other parents. EYFSW and Bookbug volunteers delivered 3465 Gaelic Bookbug and Bookbug sessions within each of the areas of Argyll and Bute. These sessions built confidence in early literacy skills for children and their parents. In addition to this, the EY Service delivered training to other agencies to support isolated families with Bookbug Assertive Outreach, resulting in bringing books, stories and rhymes to the homes of 12 families in one area of Argyll and Bute.

What we plan to do next:

- Through the Literacy Forum and activities arising from the attainment challenge across schools, increase the focus on evidence based interventions at the early primary stage.

- Circulate an evaluation questionnaire to all staff trained to identify the impact of this approach on learners. Build on the evaluation of the Reciprocal Teaching programme to enhance learning opportunities across schools.

- Assess the need for further support to schools on the teaching of phonics, develop an appropriate Professional Learning plan and revise the guidance on Learning to Read and the Teaching of Phonics as required.

- Finalise the authority Literacy Strategy.

- Build confidence and capacity within each of the local groups to deliver Active Play sessions within ELCC settings, Parent and Toddler Groups and Family Learning Centres.

- Maintain a sustainable number of Gaelic Bookbug, Bookbug and Bookbug Assertive Outreach volunteers through training to ensure sessions continue to be delivered locally.

Numeracy:

Key aim: Support schools to continue the development of numeracy across the curriculum.	
Key Actions	**Impact for Learners**
This session the work of the Numeracy Forum has been overtaken by the Education Scotland funded Numeracy Hub Project. Our Numeracy Hub Champion has taken part in a programme of Education Scotland supported training. During the spring session each cluster of schools identified at least one numeracy representative to work with schools in the cluster to promote numeracy and the numeracy hub.	
• 2 Days training to cluster numeracy representatives from our Numeracy Hub Champion	Training was provided to cluster numeracy representatives on the purpose of the Numeracy Hub This training ensures a continued focus on improving numeracy outcomes for pupils.
• Numeracy representatives become familiar with the National Numeracy Hub and share good practice within their cluster	The National Numeracy Hub supports Continued Professional Learning and has improved staff confidence in delivering numeracy across the curriculum and thus improved outcomes for learners.
• Provide guidance and support for numeracy development at a local level.	All cluster representatives currently have access to an Edmodo group to share good practice, knowledge and understanding across the authority.
• Develop ELCC Early Numeracy Packs for taking home.	Early Years PTs have completed the packs and will be implementing them within Session 2015-16.

What we plan to do next:
- Use Edmodo to share good practice amongst cluster representatives;
- Cluster representatives to share good practice across the cluster;
- Clusters of schools to work with representatives to agree a cluster plan to take forward numeracy, and
- Numeracy Hub Champion to continue to participate in the National Numeracy Hub program and create an Argyll and Bute numeracy hub area.
- Implement Early Numeracy Packs for Home.

Assessment and Moderation:

Key aim: To support schools and clusters to embed moderation and tracking as a major strategy for assessing progress and ensuring high standards of attainment for all pupils and learners.	
Key Actions	**Impact for Learners**
• Provide an Assessment and Moderation Tool Kit for use by partner providers, schools and other partners to provide opportunities for professional dialogue to moderate and share standards;	Establishments are using the toolkit in a variety of ways to engage in professional dialogue regarding assessment and to moderate and share standards. This is resulting in staff more confidently discussing learning and assessment with learners.
• Evaluate the impact of the work of Local Area Facilitators on raising standards across quality indicators. • Share National developments including the relaunch of the NAR, Assessing Progress and Achievement Paper and workshop materials.	Facilitators continue to deliver moderation activities ensuring learners activities are benchmarked within schools and across schools. An evaluation was undertaken in partnership with Education Scotland which identified the following strengths: • more consistent use in establishments across the authority of the NAR flowchart leading to more focused planning for assessment; • a greater emphasis in establishments on joint planning and reviewing of learning improving consistency of expectations for learner achievement; • Overall improved understanding of Curriculum for Excellence assessment processes. This work has ensured staff are aware of literacy as a national priority and the importance of a continued focus on literacy leading to improved literacy outcomes for pupils. All local area facilitators were trained in use of the assessment and moderation toolkit.
• Test and implement the 'Developmental Milestone Tool' for children aged 3-5 years.	Using the Model for Improvement, the Tool was tested in one ELCC setting in September 2014. Following analysis, the tool was tested in an increasing number of sessions across Argyll and Bute until it was tested authority wide by the end of June 2015. Prior to testing the tool, each setting was given the opportunity to attend training on the Tool – as a result,

<table>
<tr><td></td><td>96% of ELCC settings attended training by the end of June 2015. Training highlighted the links to 'Building the Ambition', GIRFEC and Curriculum for Excellence – assessment and moderation. As a result settings were given an introduction to the Tool prior to implementation in August 2015. It is anticipated that confidence and capacity will grow in the assessment process within ELCC settings.</td></tr>
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What we plan to do next:

- Support schools to make intelligent used of data to improve attainment within the broad general education phase

- Schools will undertake focused activity to raise attainment on an aspect of reading, writing or numeracy in preparation for full implementation of the National Improvement Framework

- Further develop the Assessment and Moderation Toolkit to cover all curriculum areas and increase coverage of the toolkit at third level.

- Increase levels of engagement with the toolkit across the authority as a tool for planning for assessment and reviewing learning.

- Increase the scope and work of the Local Area Facilitators to ensure equity of provision across the authority and consistency of teacher/pupil judgement leading to more valid and reliable tracking of pupil progress.

- Plan for further localised and central training in the Developmental Milestone Tool aged 3-5 years.

- Develop and implement a Developmental Milestone Tool for 0-3 years.

</td></tr>
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Health and Wellbeing:

Key aim: Support schools with the development of Health & Wellbeing 3 – 18.	
Key Actions	**Impact for Learners**
• Support schools with the implementation of Health & Wellbeing 3 – 18;	A template to audit/evaluate or plan was trialled by members of the forum. This led to staff in schools having clearer understanding of the relationship between health and wellbeing and the wellbeing indicators at the heart of our curriculum
• Support schools to complete development of establishment anti-bullying policies;	Pupils understand what bullying behaviours are and the impact that they can have on others. Staff are more confident in addressing bullying.
Within Physical Education to:	
• Continue to provide targeted support to ensure 100% of schools meet the 2 hour Scottish Government PE target, and	Pupils in 98% of schools are experiencing 2 hours or 2 periods of quality PE which is enhancing their health and wellbeing
• Develop a programme in partnership with Stramash in PE	Programme enhanced delivery of PE in the outdoors across a number of schools.
• Work closely with partner agencies to deliver 'PAThS' and Roots of Empathy within Argyll and Bute	The EY Service worked in partnership with Educational Psychology to train 20 settings in the use of PAThS – 'Promoting Alternative Thinking Strategies'. This programme supports settings to build emotional literacy in children within Pre5. By June 2015, 18 settings were actively implementing the programme. In addition to this, Early Years and Family Support Workers worked in partnership with Health Family Support Workers to deliver 'Roots of Empathy' within 10 primary schools. An evaluation of the programme was carried out and impact was shared at an evaluation session in June 2015. Every school commented on the extremely positive impact of this programme on children's emotional literacy. It was agreed that children are better at

	negotiating; they use more sophisticated language about their feelings. Amongst evidence shared, practitioners agreed there were fewer issues in the playground, children are resolving issues themselves, and more kind and caring thoughts are conveyed.

What we plan to do next:
- Deliver support to pupils within all Secondary schools affected by drug and alcohol issues
- Provide Sexual Health and Relationship training to appropriate staff to support the delivery of this subject in our secondary schools
- Issue the toolkit to all schools and offer schools support to use the Health and toolkit to audit practice and ensure Health and Wellbeing, responsibility of all is being effectively delivered
- Explore appropriate up to date resources to support sexual health and relationship education in primary schools
- Encourage schools to participate in the School Sport Award as part of the PEPAS agenda
- PE lead officer will work with staff to increase confidence in delivering and assessing quality PE
- PE lead officer will work with staff in schools to develop an increased knowledge of using the outdoors, increasing opportunities for outdoor learning for all pupils.
- Increase number of settings trained in PAThS to 30.
- Increase the number of schools involved in Roots of Empathy to 12.

Information Communications Technologies (ICT):

Key aim: Implement key changes from Learning Technologies strategy	
Key Actions	**Impact for Learners**
• Share innovative practice using emerging technologies;	Pupil led technology showcase event at Dunoon Grammar School provided an opportunity for young people to showcase their technology expertise. A similar event will run in the Helensburgh area during next session.
• Offer ongoing training in Learning Technology pedagogy and approaches, and	Support has been provided to staff by introducing new and innovative technology through Professional Learning events and the learning technologies development group meetings. This work has supported young people to develop as creators of digital content rather than just consumers of technology.
• Review and update the Learning Technologies strategy	Continued to provide additional exciting computer science related learning opportunities for young people at primary level. Help young people to think about future career opportunities in the technology sector.

What we plan to do next: Continue to provide opportunities for schools and the central team to:
- Undertake a number of focused pieces of work to evidence that technology in the classroom has a positive impact on attainment and achievement
- Continue to promote mobile app development opportunities to enhance pupils' digital literacy skills. Two primary pupil led technology showcase events to be held in secondary schools to which parents and community will be invited to promote learning technologies
- Deliver further iPad and tablet professional learning events to support staff in sharing good practice and further enhancing professional skills with a particular focus on supporting schools to purchase and licence apps.

Curriculum Planning:

Key aim: To assist schools in implementing their curriculum plans and review the impact of the plans for learners.	
Key Actions	**Impact for Learners**
- Support those schools still developing their curriculum design plan to complete this activity; - Undertake further work to support head teachers and schools across all sectors to develop depth of learning and improved attainment and achievement as a result of continuous improvement in curriculum development, and - Continue to work in partnership with CLD, UHI, Argyll College and others to ensure relevant high quality learning experiences for all pupils.	Primary establishments across Argyll and Bute have further developed and refined their curriculum plans to provide learning that is cohesive and relevant for children. Most establishments are making good progress in engaging pupils, parents and partners in planning learning across the four contexts of the curriculum. Examples include: - At Lochnell Primary School, curriculum experiences are designed to firmly develop the four capacities and promote important social and life skills. Pupils demonstrate effective leadership skills through the Pupil Council, Sports Leaders, Peer buddying and ECO Committee. - Pupils at John Logie Baird Primary School are applying the school's shared values, which underpin the curriculum, to their learning and are able to talk about themselves as successful learners and effective contributors. - Learning about health and well-being for pupils at St Columba's Primary is enhanced and by a range of effective links with local health, outdoor learning and sports organisations that lead to a better understanding by pupils of the health and well-being issues. - At St Mun's Primary children are benefiting from increased opportunities to apply literacy and numeracy skills across the curriculum and in real life contexts.
Deliver Curriculum Design Training to ELCC Commissioned Providers	There was approximately 50% representation of Commissioned Providers at a local authority led Curriculum Design training session in early 2015. The training session focused on the Education Scotland Advice Note for 2014-15 and 'Building the Ambition'. Impact of this meant that awareness was

	raised in relation to national and local curriculum priorities. Managers attending valued the time to discuss priorities and to share practice. Those who attended expressed a desire for more curriculum sessions and more opportunities to share practice at a local level.

What we plan to do next:
- Support schools to engage staff, parents and the wider community in developing sustainable partnerships for learning that will impact on learner achievement.
- Support schools to ensure that their curriculum plans lead to improved attainment and achievement across all areas of the curriculum.
- Plan for more curriculum design training sessions for ELCC Commissioned Providers.
- PT Early Years to support local curriculum design sharing practice sessions.
- PT Early Years to provide curriculum design support for each setting.

Sharing Practice:

Key aim: To identify and share good practice across schools and partner providers	
Key Actions	**Impact for Learners**
• Organise events enabling good practice across the authority to be shared.	The Coaching Network continued to meet and develop their skills. This included further training provided by the General Teaching Council. Coaches provided training in their local areas to teachers and school leadership teams as requested. This has increased the number of staff trained in using coaching techniques to enhance professional development review and help drive forward professional standards.
• Further develop SAli to promote professional learning opportunities, and	This has assisted all teachers, including supply teachers, to access professional learning activities. It has also provided a platform for sharing localised training opportunities across the authority area.
• Create a discrete 'Early Years' section within SALi	The Early Years section within SALi has been used extensively to share resources linked to both Local and National Early Years priorities. This now saves the central team time as practitioners can be sign posted to resources. In addition to this, practitioners have increasing access to a wide range of useful early years

	resources, which they can select and download as required. This facility also supports sharing examples of effective ELCC practice.
• Further develop and evaluate 'Sharing Practice' Initiative to facilitate practitioners visiting other settings	Twenty local authority settings and 10 commissioned provider settings accessed 'Sharing Practice' funding in 2014-2015, with approximately 100 practitioners participating in sharing practice activity. Feedback from practitioners stated that the opportunity to visit other ELCC settings both in Argyll and Bute and across Scotland had significant impact on their practice and their involvement in taking forward improvement priorities within their setting. One practitioner stated: *'The visit has made me evaluate my own practice regarding the content of our Learning Journey folders.'* Another practitioner stated: *'The visit has helped with how we implement the Developmental Milestone Tool and also Numeracy.'*
• Early Years conference	In preparation for the launch of 'Building the Ambition' (CYP Act National Practice Guidance for ELCC) in August 2014, the Early Years Team participated in training with Education Scotland to deliver 'Building the Ambition' training sessions across Argyll and Bute. The Service also hosted a 'Building the Ambition' conference, where practitioners participated in discussions around what high quality ELCC looks like with key personnel involved in the creation of the National Practice Guidance. By June 2015, 90% of settings had participated in 'Building the Ambition' training. Throughout the session Early Years team members also delivered 'Building the Ambition' twilight sessions to ELCC Partner Childminders and Community Childminders.

What we plan to do next:
- Leadership conference for Head Teachers to consult on leadership developments, share learning from Scottish College for Educational Leadership
- Host 'Sharing Practice' Conference in 2015-16
- Focus 'Sharing Practice' funding on
  o Family Engagement

○ Early Level Literacy and Numeracy	
• Early Years Curriculum Design	

Teaching and Learning:

Key aim: Evaluate the effectiveness of Teacher Learning Community (TLC) groups and continue to support further development of these groups	
Key Actions	**Impact for Learners**
Our partnership with Tapestry in developing and supporting our model of TLCs was discontinued at the start of 2014-15 pending an evaluation of the impact. As the partnership model with Tapestry requires a six month forward planning process, no further support/development work of the existing model was carried out during 2014-15.	
What we plan to do next: • Plan a new TLC model for interdisciplinary learning to be rolled out across the authority from 2016 onwards. Identify personnel/partners to support the development of this model.	

Promoting the work of Argyll and Bute:

Key aim: Extend engagement with partners to promote the work of Argyll and Bute nationally and to engage in networking opportunities.	
Key Actions	**Impact for Learners**
Showcase the work of Argyll and Bute at the Scottish Learning Festival.	Raise the profile of our work developing Health and well-being and innovative use of technology to enhance achievement. Sharing this work nationally allowed us to gather feedback and views which will inform ongoing work
Continue to support staff to work with other local authorities and with national groups, as appropriate.	Staff participation in national groups and engagement with national officers ensures that: • staff are well informed and knowledgeable about national developments and initiatives, and • are at the forefront of informing these developments.
Continue to facilitate our personnel to: • Work with HMIe as Associate Assessors, and • Engage with Education Scotland and SQA in development work.	As a result of this engagement pupils benefit from working with staff that are motivated, engaged and well informed in curriculum development.

Work closely with colleagues from other agencies within the Early Years Collaborative	The Early Years Service has worked closely with a range of agencies to focus on how we achieve the Early Years Stretch aims within Argyll and Bute CPP. Following development of an Argyll and Bute Family Pathway, our EYC group chose to focus on testing the Pathway in Kintyre. By the end of June 2015, 100% of children had appropriate information shared from Health when starting Nursery and 85% of children had achieved their developmental milestones by the time they started P1. This information has been shared nationally through EYC Learning Sessions.

What we plan to do next:
- Seek opportunities to work in partnership with colleagues from other authorities, Education Scotland, HMIe and SQA.
- Continue to promote our work at the Scottish Learning festival
- Increase awareness of the Family Pathway with other CPPs
- Share Developmental Milestone Tool for 3-5 years with colleagues from other local authorities
- Invite Education Scotland and SSSC to speak at the next Argyll and Bute Early Years Conference
- Schedule termly meetings with the Care Inspectorate

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

6.1 Inclusion equality and fairness

The Education Service conducted an extensive review of ASN provision across the authority area. This has resulted in a number of areas of policy being identified for update or revision. Two working parties were established to review and update the policies on staged intervention and highly able pupils and are due to report back during session 2015-16.

A revised process of allocation of ASN assistants has been put in place, which is based on pupil need and allows a more consistent approach to allocation through the establishment of a scrutiny panel. It also has the benefit of reducing the bureaucratic demands placed on head teachers.

In an acknowledgement of the increasing needs of children with hearing impairment, a full-time HI teacher has been created.

The capacity of the ASN team has been enhanced with temporary provision of 2 officers increasing the central team's ability to support schools to meet the needs of children with ASN. In addition, to maximise support to HTs, a tiered matrix of support provision has been presented.

The revised Staged Intervention Policy brings together key aspects of practice and legislation relating to ASN and GIRFEC (Getting it right for Every Child).

Over the last session, the GIRFEC Practice model has been further developed and implemented. Key resources have been created and made available to staff online including:

- The Girfec learning module
- Planning for Children and Young People: A practitioners guide to chairing Child's Plan meetings

What we plan to do next:

Once the policy on Staged Intervention is adopted, working parties will be created to consider how best to support Looked After Children and the role of Learning Centres.

Education Scotland Inspection Reports

In session 2014/2015 Education Scotland conducted inspections in one secondary school and two primary schools. Across a total of twenty four quality indicators 50% were rated as good. This is a decrease of 16% from 13/14 session, and 2% from the 12/13 session. There was significantly reduced number of inspections carried out during the 14/15 session. There were nine inspections in 13/14 and three in 14/15.

Key:

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

What we plan to do next:
- Support schools and ELCC settings to further develop their understanding of the increased expectations from Education Scotland quality indicators 5.1, The Curriculum and 5.9, Improvement through self-evaluation.
- Support schools and ELCC settings to adopt and understand the practices as outlined in How Good is our School (HGIOS) 4 and How Good is our Early Learning and Childcare to be published in 2015/16.

Raising Attainment, Quality Assurance and Self-Evaluation

Education Services continues to provide a range of feedback and support to all educational establishments to assist them in taking forward their quality assurance and self-evaluation processes. In Session 2014/15 four school reviews were carried out leading to agreed identified priorities for action. Through this process and working in partnership with central staff, schools:

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

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

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

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

Performance reporting to secure improvement.

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

- Reporting to the Local Area Committee;
- Reporting to the Community Planning Group;
- Management information updates;
- Committee Reports to the whole Council;
- The Education Service website, and
- The annual Standards and Quality Report.

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

Section 7: How good is our management?
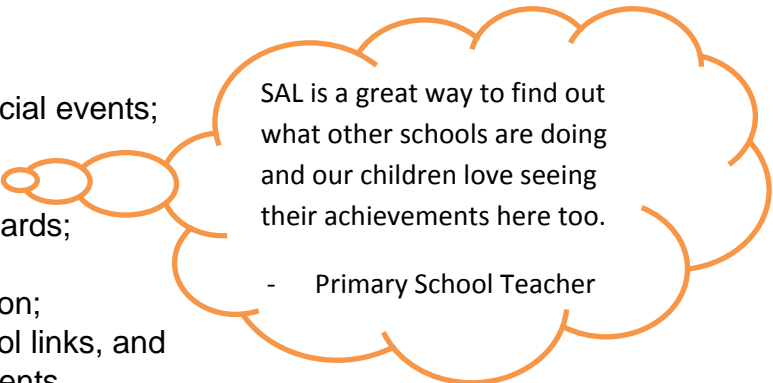
7.1

The Education Service has undertaken further refinements of key policies in line with recommendations from Scottish Government and other stakeholders. Policies were developed over the session in the areas of Staged Intervention for pupils with additional support needs, Argyll and Bute and individual schools' anti-bullying policy and a response to recommendations from Teaching Scotland's Young Workforce. These policy developments have supported schools and ensured we are keeping abreast of local as well as national priorities in education.

Following on from previously established pilots and development forums, key resources have been developed and shared with schools. The Education Service's online sharing presence, Sharing Argyll Learning (SAL) and its resource page; Sharing Argyll Learning Ideas (SALi) have been well populated and used by schools, teachers and pupils.

During the 2014/15 school session, SAL was populated with 368 individual posts written by pupils and staff. These posts included:

- Learning stories;
- Celebrations and special events;
- Announcements;
- Innovative practice;
- National and local awards;
- Enterprise education;
- Sustainability education;
- Community and school links, and
- Curriculum developments.
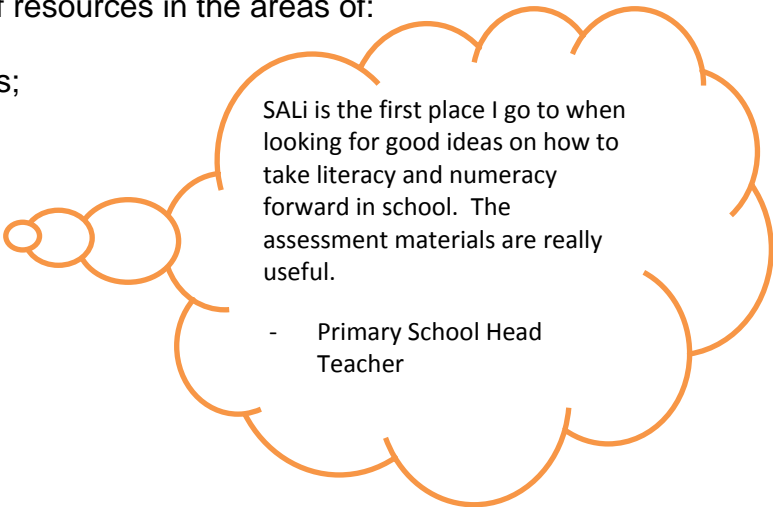
SAL is a great way to find out what other schools are doing and our children love seeing their achievements here too.

- Primary School Teacher

Comments from these posts came from community members, pupils and teachers from other schools and educationalists. These comments often provided positive feedback and also led to new links and endeavors being made as learning experiences were shared between establishments.

SALi was further populated with a range of resources in the areas of:

- Additional Support Needs;
- Assessment;
- Creativity;
- Curriculum;
- Health and Wellbeing;
- Leadership;
- Learning Technologies;
- Numeracy, and
- Outdoor learning.

SALi is the first place I go to when looking for good ideas on how to take literacy and numeracy forward in school. The assessment materials are really useful.

- Primary School Head Teacher

These resources and ideas have been widely accessed and used by schools to help inform their own improvement.

The Psychological Services team has continued to explore a model to further evaluate the effectiveness of strategic groups and consider the contribution across agencies. In June 2015 a partner agency focus group took place in an attempt to investigate further the perception of the added value of educational psychologists to strategic groups. For a number of reasons relating to availability of invited staff, most participants were unable to comment specifically on EP involvement in groups. Very helpful information was obtained on service delivery more generally. The partner agencies represented included Speech and Language Therapy, Community Child Health, Child and Adolescent Mental Health, Community Learning and Development, Social Work and Youth Services. There was also representation from a third sector organisation. The focus group provided helpful information about the nature of engagement with the service and the impact of the work of EPs on a range of stakeholders. This information will be used to inform psychological service improvement planning.

The Education Service has explored the use of social media by other departments of Argyll and Bute and by Education teams in other Local Authority areas. A strategy has been developed and a social media presence is planned which will link to SAL, SALi, School websites as well as to National bodies and their resources (Education Scotland, The Scottish College for Educational Leadership and The General Teaching Council for Scotland).

What we plan to do next:

- Continue to review and develop policy in response to and aligned with national guidance, specifically in the areas contained within the forthcoming Scottish National Improvement Framework, the National Attainment Challenge and any changes to legislation pertaining to education;
- Continue to monitor the use and impact of SAL and SALi as well as to promote their use and continued population;
- Align our approaches to reporting to stakeholders in order to produce the most timely, informative and helpful reports;
- Carry out a Validated Self Evaluation of Psychological Services supported by Education Scotland;
- Launch an outward facing social media presence to further share information and resources to and between schools and from national bodies, and
- Continue to enable the effective work carried out by development forums in the areas of Assessment, Literacy, Numeracy, Health and Wellbeing, Learning technologies, Developmental Milestones and Languages in order to further develop and share strategic direction and resources for schools' improvement.

Section 8: How good is our leadership?

The education service has continued to develop the effectiveness of self-evaluation processes with schools. This has included targeted professional learning for school leaders, including teaching professionals more in school reviews and the promotion of professional enquiry to inform school self-evaluation and improvement.

Early Years leadership activities for session 2014/15 included:

- Introducing Lead Childcare and Education Workers in four of our largest Pre5 units;
- Focusing on self-evaluation and improvement planning, and
- Encouraging all practitioners take responsibility for an element of the improvement plan.
- Introducing an induction to managing a local authority Pre5 Unit for newly appointed head teachers
- Continue to fund Early Years practitioners who wish to develop their practice further through additional qualifications.

Targeted professional learning for Head Teachers has included curriculum development days which bring Head Teachers together to examine their current curricular practice, engage with advice from Education Scotland and work with other school leaders to target and prioritise their own school's curriculum development areas.

Head Teachers have also had access to professional learning in the area of general self-evaluation which focused on the gathering and use of information and the use of this to develop effective strategic improvement plans.

All School Reviews carried out during session 2014/15 were partnership activities that were led by school leaders, members of the central education team and, in many cases, partner professionals from other establishments. The outcomes of reviews gave feedback to schools on the effectiveness of their self-evaluation procedures as well as informing future school improvement planning.

The recent school review was involved all staff, it was actually a good professional development opportunity and really helped us to think about how we can get even better.

- Primary School Head Teacher

Teachers from all parts of Argyll and Bute have been trained as Local Area Assessment and Moderation facilitators. These teachers have then assisted colleagues in their own and other local schools to assess the effectiveness of teaching and learning and how it impacts pupil achievement. In a number of schools this has led to professional collaborative enquiry into teaching and learning and curriculum development. Where this has been successfully used, more

teachers have taken on leadership responsibilities and practice has been developed and informed by local data, research and theory.
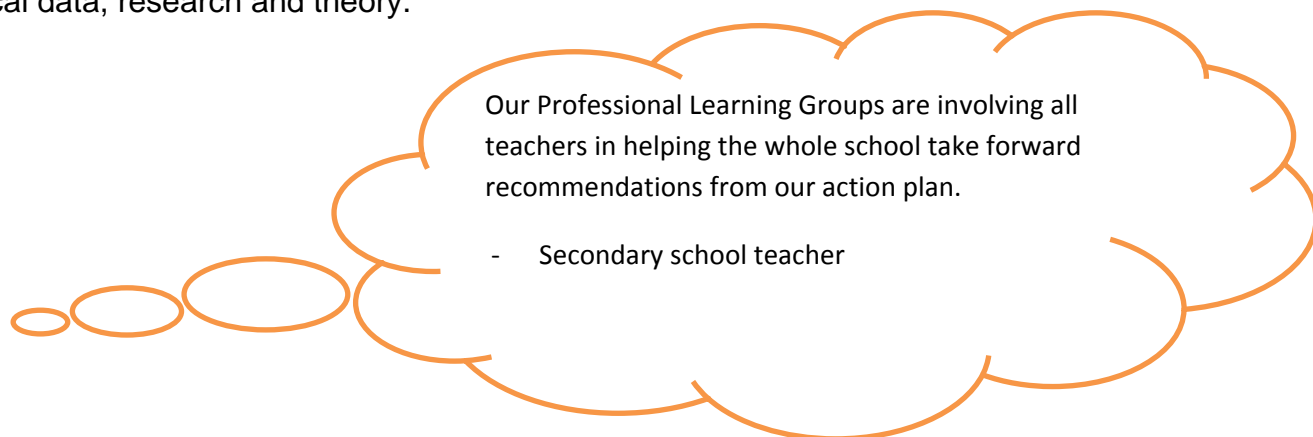
> Our Professional Learning Groups are involving all teachers in helping the whole school take forward recommendations from our action plan.
>
> - Secondary school teacher

A framework model for leadership development at all stages of a teacher's career has been established with targeted support for:
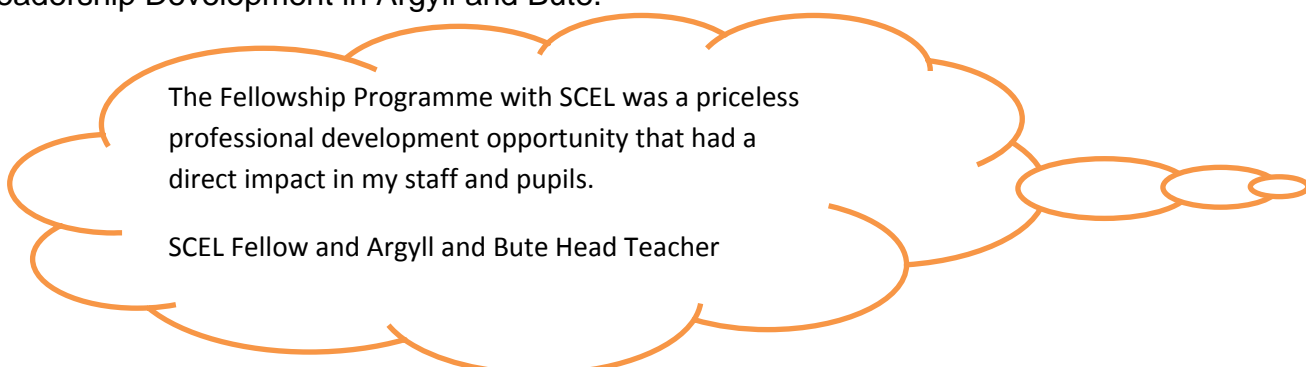
- pre-career teachers on the Post Graduate Programme provided in partnership with University of Highlands and Islands;
- Newly Qualified teachers undertaking the Teacher Induction Scheme in Argyll and Bute;
- Non-promoted teachers who lead aspects of school development;
- Teachers seeking leadership roles and promoted posts;
- Aspiring Head Teachers (through the 'Into Headship' Programme delivered in partnership with the University of Highlands and Islands and the Scottish College for Educational Leadership);
- Newly promoted Head Teachers, and
- Experienced Head Teachers.

Much of this support is building upon previous and continuing practice and now aligns to national priorities and guidance on leadership development.

During session 2014/15 the new Post Graduate Diploma in Education programme in partnership with University of Highlands and Islands was designed. Eleven students have been selected for the first cohort that will run during session 2015/16. The programme consists of taught core modules delivered by the university, locally delivered aspects provided by Argyll and Bute and teaching experience in Argyll and Bute schools.

A new Argyll and Bute Leadership Programme was designed in session 2014/15. A cohort of 24 teachers has been selected and will undertake the programme in session 2015/16.

New partnerships with SCEL and UHI have been cemented over the session. This has led to one Argyll and Bute employee becoming a Fellow of SCEL in its inaugural year and a second undertaking the Fellowship's second cohort. Argyll and Bute are the only Local Authority to be represented in both cohorts. As a result of this, the schools and local clusters represented by the Fellowship candidates have been involved in groundbreaking leadership development projects in the areas of teacher leadership and middle leadership. Both Fellows are now involved in taking forward Leadership Development in Argyll and Bute.

> The Fellowship Programme with SCEL was a priceless professional development opportunity that had a direct impact in my staff and pupils.
>
> SCEL Fellow and Argyll and Bute Head Teacher

SCEL have worked with University providers to design a new qualification for headship, 'Into Headship' which will replace the old Scottish Qualification for Headship as of session 2015/16. After a rigorous recruitment process six members of school staff have been nominated as Into Headship candidates. These candidates will undertake the programme in session 2015/16.

New Guidance was issued to schools receiving probationary teachers and an additional support day was offered for supporters of probationers. The Teacher Induction Scheme was evaluated and a new structure was trialed allowing for more contact time at Probationer seminars. This also included additional input from the GTC and a new focus on teacher leadership.

A Coaching Network has been established to train teachers in Coaching and Mentoring techniques in all areas. The Coaching Network has had training in coaching techniques and now provides coaching in their respective schools and clusters.

What we will do next:

- Continue to provide support for existing SCEL Fellowship candidate and support applications for future cohorts;
- Provide Coaching and Mentoring Training for Supporters of Students and Probationary teachers;
- Establish a network of Middle Leaders to enhance and optimize distributed leadership and increase future capacity to fill promoted posts;
- Support candidates through Into Headship by providing a mentor and facilitating a network of candidates. This will be done in partnership with UHI and SCEL;
- Deliver the Leadership Programme aimed at those teachers who hold a middle leadership role, or aspire to holding a middle leadership or Head Teacher post in the near future. We will seek SCEL and GTCS accreditation for this programme with the aim that successful participants will be granted Professional Recognition. We will also work closely with UHI so that there would be seamless transition, for those who want to then pursue a Master's in Education Post Graduate Degree with UHI and/or pursue Into Headship;
- Deliver training for existing Head Teachers in partnership with SCEL and others to help them engage with the Framework for Leadership and Model of Professional Learning Developed by Education Scotland and SCEL;
- Support students undertaking the Post Graduate Diploma in Education with UHI by providing academic input and effective school placements, and
- Continue the Coaching network and train coaches as trainers who can then deliver in house and targeted coaching training to colleagues.

Section 9: How good is our capacity to improve?

9.1 Further engagement to progress the implementation of the new Higher qualifications took place in a range of ways including:

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

This support ensured:

- All schools were effectively supported to implement the new Higher qualifications, and
- All schools successfully delivered National 4 and National 5 qualifications.
- New Higher courses were delivered in some subjects
- All schools offered a combination of old and new Highers in 2014/15.

Work with schools to develop robust pupil tracking has identified pupils whose performance is lower than predicted by prior assessment. Schools have been supported to identify priorities to improve attainment and outcomes for these young people. Central staff and school senior managers regularly review progress towards these priorities.

What we plan to do next:

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

- Engaging with partners and the wider community in continuing to review curriculum structures;
- Developing effective leadership at all levels;
- Progress assessment and moderation developments and curriculum design, and
- Use Insight as part of self –evaluation activities at authority, school, department and teacher level to support our analysis of attainment and wider achievement.
- Support schools to implement the recommendations from the National Improvement Framework
- Primary schools will be supported to undertake focused work to raise attainment in a specific aspect of reading, writing or numeracy

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ARGYLL AND BUTE COUNCIL   **Community Services Committee**

Community Services: Education   **10th December 2015**

Developing Scotland's Young Workforce (DYW)

1.0   EXECUTIVE SUMMARY

1.1   The main purpose of this report is to give an overview of the proposed spend for the funding received by Argyll and Bute Council from the Scottish Government to deliver the Youth Employment Strategy 'Developing the Young Workforce'.

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

1.3   Argyll and Bute Council (ABC) – including Education, Economic Development, Human Resources and Social Work – along with key partner agencies - including Argyll College UHI (ACUHI), Skills Development Scotland (SDS) and third sector organisations - plus local employers have key roles to play in Developing Argyll and Bute's Young Workforce.

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

1.4   Specific funding has been given to key organisations and local authorities to help support the delivery of these recommendations. In March 2015 Argyll and Bute Council was awarded £137,234 (this was reported to Committee in June 2015) and a second tranche of funding announced in September of £122,455 for session 2015/16. Taking the total award to the local authority of £259,689.

1.5   Delivery of the recommendations requires Argyll and Bute Council to work closely with key partner agencies, including Skills Development Scotland (SDS). During this current session ABC have been supporting SDS to collate information for a new Scottish Government statistical record - the Participation Measure. The Participation Measure records all learning, training and employment that 16 to 19 year old young people are engaged with, including remaining in the senior phase of secondary education. The Participation Measure will provide more robust and detailed information on a young person's learner journey compared to the traditional School Leaver

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

Destination Report (SLDR) that examined only the initial school leavers destinations. The first recorded Participation Measure for Argyll and Bute contained 3,805 young people and showed that 3,497 were participating in learning, employment or training. This data ranked Argyll and Bute in 6th position across the 32 local authority areas.

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

ARGYLL AND BUTE COUNCIL   **Community Services Committee**

Community Services: Education   **10th December 2015**

Developing Scotland's Young Workforce

2.0   INTRODUCTION

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

2.2   On 15th December 2014 the Scottish Government published a 7 year Youth Employment Strategy – Developing the Young Workforce (DYW) based on taking forward the CDSYW recommendations which included a joint Scottish Government/Local Government Implementation Plan. The plan will be managed through a National Advisory Group established by Scottish Government who will provide guidance to a Programme Board and 5 Change Theme (CT) Groups consisting of:
- CT1: **Schools** (A school curriculum that is industry focused and influenced)
- CT2:**School/College** (Clearer vocational pathways starting in the senior phase)
- CT3: **College** (A system fully focused on employability responding to industry needs)
- CT4: **Apprenticeships**
- CT5: **Employers** (Invest in Youth)

2.3   The DYW Youth Employment Strategy contains 11 key performance indicators with the ultimate aim of reducing youth unemployment by 40% by 2021, including:
- Increasing uptake of work related learning/qualifications in the senior phase;
- Careers Guidance introduced in the broad general education;
- New standard for work experience;
- New pre apprenticeship pilot to help those furthest from the labour market; and
- All secondary schools to have active partnerships with employers by 2018/19.

2.4 Delivery of the recommendations requires Argyll and Bute Council to work closely with key partner agencies, including Skills Development Scotland (SDS). Each secondary school has attached SDS member(s) of staff to support the delivery of careers information, advice and guidance predominately to senior phase pupils, although early intervention is available for pupils at risk of moving into a negative destination post school. SDS staff deliver a range of inputs including individual one-to-one careers guidance interviews; small group work on specific employment related topics; and career education lessons covering subject choice transition times at the end of S3 and positive destination opportunities including further and higher education, training and employment.

2.5 The Scottish Government have been working with Skills Development Scotland and key partners involved in Opportunities for All to develop a Participation Measure that provides a more comprehensive and detailed understanding of the activities young people are taking part in between 16 and 19 years of age. Traditionally there has only been detailed information published concerning the destinations of school leavers – the School Leaver Destination Return (SLDR) – and this group only accounts for a quarter of the 16-19 year old population. The Participation Measure shows the proportion of 16-19 year olds participating in education, training or employment, including those who are in the senior phase of their secondary education.

2.6 This is the first year that these experimental statistics have been published and the national Scottish figure for 16-19 year olds participating in education, training or employment is 87.6%, as of the snapshot date of 7th April 2015. The Argyll and Bute snapshot contained 3,805 young people and showed that 3,497 were participating in learning, employment or training. This data ranked Argyll and Bute in 6th position across the 32 local authority areas.

3.0 RECOMMENDATIONS

It is recommended that the Community Services Committee:

3.1 Note the Scottish Government Youth Employment Strategy and support the proposed approach to Developing Argyll and Bute's Young Workforce.

3.2 Endorse and support the continued utilisation of the Youth Employment Opportunities Fund to support our vulnerable young people to access and sustain positive destinations.

3.3 Continue to support work placements within Argyll and Bute Council and the ABC Modern Apprenticeship programme.

3.4 Support the setting up of an Argyll and Bute Regional Group.

4.0 DETAIL

4.1 Developing the Young Workforce has clear links with Argyll and Bute Community Planning Partnership's Single Outcome Agreement:
  ▪ Outcome 1: The economy is diverse and thriving
  ▪ Outcome 3: Education, skills and training maximises opportunities for all

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

4.2 The key recommendations that Argyll and Bute Council are currently examining include:

  • R1: Senior Phase pathways that allow young people to acquire industry relevant qualifications
    - ABC Community Services: Education and Argyll College UHI are developing Career Academies and Foundation Apprenticeship programmes in Engineering, Hospitality & Tourism and Social Care with support from local employers that will be developed ready for piloting during academic session 2016/17.

  • R2: Preparing all children and young people for employment through the development of skills for learning, life and work opportunities within Curriculum for Excellence
    - ABC Skills framework covering 40 agreed skills for learning, life and work has been shared with all education establishments, schools are currently developing a cluster approach as to how these skills will be delivered and recorded.

    R2: Ensuring all young people are able to access appropriate careers information, advice and guidance
    - Developing appropriate partnership working with Skills Development Scotland (SDS).

  • R3: Development of a work experience standard
    - ABC (Education, Health and Safety and Human Resources) are working with Education Scotland and local employers to contribute to the development of the standard.

  • R12: A focus on STEM subjects
    - Building upon and sharing good practice particularly across primary schools.

  • R13: Support for young people at risk of disengaging from

education and entering a negative destination post school
- Use of Flexible Learning Plans for senior phase pupils identified through the Risk Matrix as being disengaged
- Sharing and building upon good practice such as the Exite programme at Dunoon Grammar School.

- R26-39: The equalities agenda to ensure that all children and young people can access appropriate vocational pathways no matter what their gender, ethnicity or disability
  - Developing summer internship programme for LAC young people
  - Developing supported transition learning pathways from Activity Agreement through Employability Fund Stages 2/3 and on to Modern Apprenticeship or further education.
  - Hosting a 'Supporting Transition Post School for ASN Young People' conference with practitioners and key partner agencies.

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

L

| Broad General Education (BGE) | → | Senior Phase (SP) | → | Post School | Employment Further Education Higher Education Training Voluntary Work Activity Agreement |
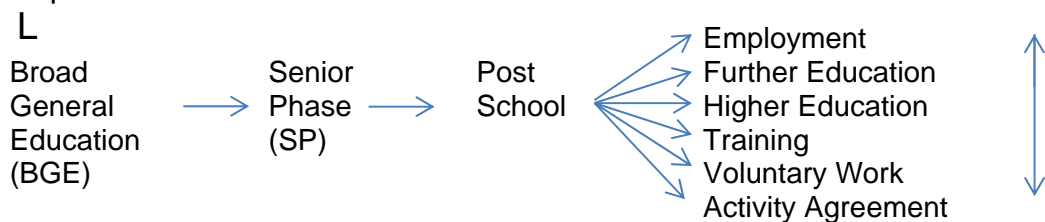
Learning pathways support DYW by:
• mapping courses/qualifications that help achieve personal objectives;
• delivering skills and knowledge;
• creating opportunities for new interests and changes of direction;
• improving employment prospects; and
• enriching learners' lives.

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

The distribution to local government was released on 3rd March 2015 with

permission to carry forward to session 15/16 due to the lateness in intimating the level of award. Further funding for 2015/16 was announced in September 2015. The strategy and proposals for the use of the 2014/15 DYW funding allocation was approved by the Community Services Committee at its meeting of 4th June 2015.

4.5 The SG Developing Young Workforce budget contains a number of other funding streams that organisations such as SDS, local colleges and the third sector can access to support their delivery of the recommendations. For example key partner agencies across Argyll and Bute are currently developing our approach to setting up a private sector led Regional Group (this was previously referred to as an Invest in Young People Group). The Regional Group will link with key employers to ensure their views are captured and represented in developing local opportunities for young people; and to support the employers knowledge and understanding of young peoples' learner journeys as they make their transition post school and on into employment via training, further and higher education study.

4.6 Argyll and Bute Council have identified funding that supports vulnerable young people to access summer internship and work placement opportunities in a variety of departments. Further progression may be available through accessing modern apprenticeship opportunities that are currently being developed by ABC Human Resources and key departments. The deployment of this funding was also approved by the Community Services Committee at its meeting of 4th June 2015.

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

Grant	£
SG DYW 2014/15	137,234
SG DYW 2015/16	122,455
TOTAL	**259,689**

4.8 To date £85,608.77 has been spent from the Scottish Government DYW funding. This spend can be broken down as follows:

ITEM	AMOUNT £
Business Breakfast for Foundation Apprenticeships	226.77
Work Experience Standard	72.25
SLDP4 Attendance at national DYW conference Oct 15	791.75
Contribution to Lead Officer:O4A Salary Costs	22,398.00
Contribution to PT Enterprise Salary Costs for parity	16,103.00
Secondary School DYW/Enterprise school funding	10,017.00

Enterprise budget – Skillsbook/Gateway	36,000.00
TOTAL	**85,608.77**

4.9 Proposed DYW spend based on current discussions in relation to implementing an Argyll and Bute response to the recommendations are outlined in the table below. This includes items approved by the Community Services Committee in June 2015.

AREA[2]	ACTIVITY	FUNDING
BGE/SP/POS/EQ SP/POS/EQ	Communication and engagement work undertaken to develop understanding of the world of work and the local labour market amongst parents, teachers, practitioners and young people. Collate learner journey pathway information – case studies/film clips.	£10,000
BGE	Interdisciplinary Learning programme that reflects the world of work, local labour market information and ABC Skills Framework developed and delivered in primary schools; ensure feeds into P7 profile	£2,000 cover and resources
BGE/SP	Develop Pre-Activity Agreement programme that can be delivered in schools for young people identified through ABC Risk Matrix as being disengaged from their learning and at risk of not making a positive transition from - primary to secondary - secondary to post school opportunities, draw on experiences of EXITE programme at DGS	£14,000 primary pilot £20,000 secondary
BGE	Audit how DYW programme is currently delivered and how it will be developed in secondary school curriculum plans for BGE; include how this feeds into P7/S3 profile.	£2,000 cover and travel
SP	Audit secondary school curriculum plans for SP and examine proposals for developing and implementing DYW recommendations across the SP.	£2,000 cover and travel
SP	Pilot My World of Work (MWOW) Ambassadors at Hermitage Academy – coaching and mentoring.	£500
SP	Participate in the Education Scotland led working group to develop the national standard for work experience in schools. Revisit ABC WBVL policy and procedure, update and share with secondary schools and key partners.	£1,000
SP/POS/EQ	Research and develop Career Academies and Foundation Apprenticeship course for Engineering, Hospitality & Tourism and Social Care.	£30,000
SP/POS/EQ	Work with Learning Technologies Modern Apprentices to develop a DA&BYW Facebook page. Offer training to MWOW Ambassadors in each school who would gather the information to populate the webpage.	£1,000
EQ/SP/POS	Supporting Transition Post School for ASN Young People Conference	£2,000
POS/EQ	Develop an employment and training programme that unemployed and Activity Agreement young people can access across ABC	£30,000
BGE/SP/POS/EQ	Innovation Fund – schools and key partners encouraged to submit a bid for funding from the DYW Innovation Fund. Bid will be scored according to set criteria based on the DYW recommendations	£59,580.23
TOTAL		**174,080.23**

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

5.0 CONCLUSION

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

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

6.0 IMPLICATIONS

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

6.2 Financial: ABC has received specific funding from the Scottish Government DYW budget to deliver the recommendations - £259,000. The authority is investing £153,000 through the Youth Employment Opportunity Fund to support young people, particularly those who are deemed to be vulnerable to access positive outcomes through the senior phase and post school.

6.3 Legal: Corporate Parenting Responsibility for LAC young people.

6.4 HR: The proposals outlined in this paper would require ongoing help and support from the HR department with regard to recruitment; work placement policies; and advice on employment legislation, terms and conditions. Opportunities for All team would contribute ongoing support to the programmes and act as a liaison between the various programmes and the local authority.

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

6.6 Risk: Failure to support young people to be able to access appropriate learning pathways may impact on the life chances of young people across the local authority area and may result in outward migration of young people.

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

Cleland Sneddon
Executive Director of Community Services: Cleland Sneddon
Policy Lead: Rory Colville
3rd November 2015

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APPENDICES

Appendix 1: ABC Developing Young Workforce Action Plan 2015/16

Appendix 1: ABC Developing Young Workforce Action Plan 2015/16

BROAD GERNERAL EDUCATION (BGE): Early Years, Primary and Secondary 1-3				
Recommendation	**ACTION**	**LEAD**	**TIMESCALE**	**FUNDING**
R2: Preparing young people for employment R12: Focus on STEM – Science, Technology, Engineering and Maths R15: School/ Business partnerships	• Interdisciplinary Learning programme that reflects the world of work, local labour market information and ABC Skills Framework developed and delivered in primary schools; ensure feeds into P7 profile. Reflect findings of EKOS Compelling Argyll and Bute study in the programme.	Stephen and Maureen MacDonald Port Ellen PS staff with support from SDS	Develop programme Jan-Mar 16; pilot April 16	DYW Budget £2,000
	• Audit how DYW programme is currently delivered and how it will be developed in secondary school curriculum plans for BGE; include how this feed into S3 profile.	Stephen and secondary DYW staff, support from CET	Audit questions dev &agreed by SLDP4 Jan 15; Audit Feb/March 16	DYW budget £2,000
	• Communication and engagement work undertaken to develop understanding of the world of work and the local labour market amongst parents, teachers, practitioners and young people. Prepare CPD presentation for each group and include learner journey pathway information – case studies and film clips.	SDS, CET and DYW school lead - Rosie and Dale Somerville	By March 2015	DYW Budget £5,000
	• DYW page to be set up on SALI	LO:O4A	By Nov 15	N/A
	• Embed the S3 'Finding and Applying for Work' resource developed by Education Scotland and SDS in schools.	SDS along with Guidance and Pastoral Staff	By June 2016	SDS budget
	• Support SDS's Relaunch of the My World of Work website – greater focus on career pathways.	SDS and HT	By June 2016	SDS budget
	• Develop primary/secondary cluster partnerships with local businesses to develop understanding of the world of work; key area for focus - support HubNorth projects across Argyll can bring to local school clusters.	HT, ABEP, HIE BG and local employers; LO:O4A & HubNorth	By June 2016	Employer support and HubNorth funding
SENIOR PHASE (SP): S4 – S6				
Recommendation	**ACTION**	**LEAD**	**TIMESCALE**	**FUNDING**
R1: Vocational Pathways	• Audit secondary school curriculum plans for SP and examine proposals for developing and implementing DYW recommendations across the SP.	Rosie and DYW school lead	Audit questions dev &agreed by SLDP4 Jan 15; Audit	DYW budget £2,000

				Feb/March 16	
R2: Preparing young people for employment	• An evaluation of what vocational qualifications are available in the senior phase; which school offer these and who delivers e.g. school/college, school/employer, school.	LO:O4A and O4A School lead	November 15 with report completed Dec 15	N/A	
R3: Work Experience Standard	• A review of the strategic partnership between ABC, schools and ACUHI to ensure courses on offer reflect the needs of the local labour market and career areas of interest of senior phase pupils.	LO:O4A and ACUHI	November 15 with report completed Dec 15	N/A	
R12: Focus on STEM	• An evaluation of what wider achievement qualifications are available in the senior phase; which school offer these and who delivers them; how these link with Insight and contribute to tariff scores.	LO:O4A, HT and CLD YSM	Jan 16 with report completed Feb 16	N/A	
R13: Support young people at risk of disengaging	• Engagement with young people, teachers, parents and employers to actively promote the variety and range of learner pathways opportunities. Include feedback from Compelling A&B study. • Produce case study material and short film clips showcasing our young peoples' learner journeys.	Rosie provide input at O4A CPD event HT, SDS and LO:O4A	12th November March 16	N/A £3,000	
R14: Invest in Youth Group	• Communication and engagement work undertaken to develop understanding of the world of work and the local labour market amongst parents, teachers, practitioners and young people. Prepare CPD presentation for each group and include learner journey pathway information – case studies and film clips.	SDS, CET and DYW school lead - Rosie and Dale Somerville	By March 2015	DYW Budget £5,000	
	• Support SDS's Relaunch of the My World of Work website – greater focus on career pathways. Pilot MWOW Ambassadors at Hermitage Academy.	SDS Rosie to lead pilot.	By March 2015	DYW Budget £500	
	• Participate in the Education Scotland led working group to develop the national standard for work experience in schools. Revisit ABC WBVL policy and procedure, update and share with secondary schools and key partners.	LO: O4A and Isabel Cullen (HA)	By December 2015	DYW Budget £1,000	
	• Research and develop Career Academies and Foundation Apprenticeship course for Engineering, Hospitality & Tourism and Social Care.	LO:O4A, ACUHI, SDS, HT and employers	Ready for launching August 2016	???	

		Establish an Argyll and Bute DYW Regional Group in partnership with the Argyll and Bute Economic Forum and Argyll and Bute Employability Partnership groups. • Launch event with local employers at Kilmory in January 2016.	Jane MacLeod, MacLeod Construction, ABEP and LO:O4A	Launch January 2016	DYW Budget £1,000
POST SCHOOL (POS): Age 16+					
R7: MAs aligned with the skills required to support economic growth	• Support targeted MA campaign promoted by SDS and participate in promoting MA week across schools and council departments.		SDS, LO:O4A and ABC HR	Ongoing and May 2016	SDS budget
	• Investigate pre-apprenticeship access pilot for those not in school and at risk.		SDS and LO:O4A	Ongoing 2016	SDS and DYW budget
	• SDS to support small and medium sized business to incentivise participation in MA programme.		SDS and ABEP	Ongoing	SDS and SG budget
R20: Small business incentive for MA	• Work with Learning Technologies Modern Apprentices in Dunoon and Helensburgh to develop a DA&BYW Facebook page to cover employment opportunities, information on training, further and higher education courses. Include links and information from SDS MWOW and Job Centre Plus etc. Offer training to MWOW Ambassadors in each school who could gather the information to populate the webpage.		LO: O4A and ESO: Technologies	Begin Jan 2016	DYW budget £1,000 to cover coaching sessions
R5: develop and enhance vocational education pathways	• Work with HubNorth to encourage main contractors and suppliers to train and employ local young people; and ensure ABC Community Benefit policy is applied to all appropriate procurement contracts.		LO:O4A, Hub North and key ABC depts..	Ongoing as new build and refurb begin and continue across A&B	HubNorth funding
	• College outcome agreements for UHI and West College Scotland regions for academic year 2015/16 developed with involvement from ABC – to include plans to develop senior phase vocational pathways in our local authority area.		ACUHI , WCS and ABC – Executive Director	SG/Educ Scot propose to hold a meeting between Nov-Jan	None
	• College curriculum planning established that is informed by the Skills Investment Plan and Regional Skills Assessment. Include feedback from Compelling A&B study.		ACUHI, SDS, HIE, ABC Econ Dev, CPP	Ongoing	College Funds
EQUALITIES					

R13: Support young people at risk of disengaging	• Once resources have been agreed with Education Scotland, embed equality education across Curriculum for Excellence. Lead Officer to inform Education Equalities and Inclusion team of developments and discuss how these should be rolled out across schools.	LO:O4A, Education Manager and team: Equalities and Inclusion	No timescale given at present	Unknown
R26/27: Cross Cutting Equality Issues	• Actively promote careers and option choice courses through equalities when delivering PSE provision; provide positive role models where possible – include this element in the learner journey case studies ABC is developing.	HT, LO:O4A,ABC HR SDS and local employers	Ongoing	YEOF budget
R28/29/30: Gender	• Support young people who are identified as being disengaged in their learning during the Senior Phase of education through development of Flexible Learning Plans in partnership with key agencies and local employers.	HT, O4A team, CLD YS, ACUHI and local employers	Ongoing	YEOF budget
R31/32: Young people from BME groups	• Revisit FLP documentation to ensure it takes cognisance of the relevant DYW recommendations	LO:O4A and Stuart Clark	December 15	None
R33/34/35/36: Young Disabled people	• Develop Pre-Activity Agreement programme that can be delivered in schools for young people identified through ABC Risk Matrix as being disengaged from their learning and at risk of not making a positive transition from - primary to secondary - secondary to post school opportunities, draw on experiences of EXITE programme at DGS	LO:O4A, YS Manager and key partner agencies	Have programmes ready by end of March 2015	DYW budget £13,000 £20,000
R37/38/39: Care Leavers	• Host a conference for practitioners in Argyll and Bute that 'Supporting Transition Post School for ASN Young People' that would allow for partner agencies to network, share good practice, examine whether the mechanisms on paper are fit for purpose etc	Stuart Clark, Education Equalities and Inclusion Team, Psychological Services	May 2016	DYW budget £2,000
	• Support young people to access appropriate work experience placements taking cognisance of their disability Requires an audit of the current work experience opportunities currently undertaken by our young people who have disabilities.	Stuart Clark and Education Equalities and Inclusion Team, ABC SW, H&S Officer	Have audit completed by end of February 2015	YEOF budget

• Support care leavers and other groups of young people who face significant barriers to employment through
  - ABC summer internship programme
  - Offer of work placement opportunities in ABC departments for young people on Stage 2 and Stage 3 of the Employability Pipeline.
	O4A team, SW C&F and AS, ABC depts. ABEP	Ongoing	YEOF budget

• Develop opportunities for these young people through the ABC MA programme.	O4A team, ABC HR, ABC depts.	Ongoing	YEOF budget
• Develop an employment and training programme that unemployed and Activity Agreement young people can access across Argyll and Bute – focus on Helensburgh, Oban, Campbeltown and Lochgilphead areas for delivery (HELP Ltd currently provide provision in Cowal & Bute).	O4A and Youth Services teams and key partner agencies	Have programme developed by June 2016 ready to launch Sept 2016	DYW budget £30,000
• Work with third sector agencies to support delivery of new jobs created by Community Jobs Scotland for underrepresented groups (care leavers, young offender and young people with disabilities).	AVA, HELP Ltd etc	Ongoing	Access specific funding through National SG DYW budget

The ABC DYW Working Group consists of:
Anne Paterson: Education Manager
Aileen Goodall: Lead Officer: O4A/DYW
Stephen Harrison: Head Teacher – Islay High
Stuart Clarke: Depute Head Teacher – Dunoon Grammar
Roseanne MacKay: Depute Head Teacher – Hermitage Academy

Each secondary school has a designated lead for DYW who is a member of the school's senior leadership team.

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ARGYLL AND BUTE COUNCIL **COMMUNITY SERVICES COMMITTEE**

COMMUNITY SERVICES **10th DECEMBER 2015**

SCHOOL EXPENDITURE PROFILE REPORT

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1.0 EXECUTIVE SUMMARY

1.1 School education accounts for a significant proportion of local authority expenditure. Audit Scotland published a report in June 2014 analysing education expenditure together with detail and commentary on the attainment and wider outcomes achieved.

1.2 The key findings of the Audit Scotland June 2014 report were presented to members of the Community Services Committee in December 2014, with a follow up presentation from Audit Scotland at the March 2015 Committee. Following the presentation, the Community Services Committee requested that a paper, detailing Argyll and Bute school expenditure, be presented at a future committee once the relevant information was available.

1.3 This report provides an overview of Argyll and Bute Council's 2014-15 Primary and Secondary school expenditure, categorised at subjective level.

1.4 The report also provides some further detail on the allocation of the related elements of Grant Aided Expenditure (GAE) and a comparison with the grant received by the three island authorities.

1.5 **RECOMMENDATIONS**

It is recommended that the Community Services Committee:

1. Note the expenditure profile of Argyll and Bute schools;
2. Note the analysis of GAE education related income received by Argyll and Bute Council from the Scottish Government;
3. Consider how the benchmarking information supports the future scrutiny of Council expenditure on Education Services.

ARGYLL AND BUTE COUNCIL   **COMMUNITY SERVICES COMMITTEE**

COMMUNITY SERVICES   **10th DECEMBER 2015**

SCHOOL EXPENDITURE PROFILE REPORT

2.0   INTRODUCTION

2.1   School education accounts for a significant proportion of local authority expenditure. Audit Scotland published a report in June 2014 analysing school education expenditure together with detail and commentary on the attainment and wider outcomes achieved.

2.2   The key findings from Audit Scotland's report were presented to members of the Community Services Committee in December 2014, with a follow up presentation from Audit Scotland at the March 2015 Committee. Following the presentation, the Community Services Committee requested that a paper, detailing Argyll and Bute school expenditure, be presented at a future committee once the relevant information was available.

2.3   This report provides an overview of Argyll and Bute Council's 2014-15 Primary and Secondary school expenditure, categorised at subjective level.

2.4   The report also provides some further detail on the allocation of the related elements of Grant Aided Expenditure (GAE) and a comparison with the grant received by the three island authorities.

3.0   RECOMMENDATIONS

It is recommended that the Community Services Committee:

1. Note the expenditure profile of Argyll and Bute schools;
2. Note the analysis of GAE education related income received by Argyll and Bute Council from the Scottish Government;
3. Consider how the benchmarking information supports the future scrutiny of Council expenditure on Education Services.

4.0   DETAIL

4.1   Argyll and Bute Council spent £104.644m on Education in financial year 2014-15, as per the audited financial statements.

4.2   Education is the single largest area of council expenditure, accounting for over a third (44%) of the Council's total expenditure on services in 2014-15. This includes a range of Education services and is inclusive of all costs for the service. A breakdown of the service areas and expenditure for the full

£104.644m spent on Education services in 2014-15 is provided in Table 1 below:

Table 1: Total Education Expenditure 2014-15

Category	£m	% Share
Secondary Education	28.165	27%
Primary Education	26.663	25%
Central Costs (includes Support Services, Capital Charges, Pension Adjustments, NDR, Insurances, etc.)	12.439	12%
NPDO	11.843	11%
Additional Support Needs	8.218	8%
Pupil Transport	6.153	6%
Central Education	5.260	5%
Early Years	2.836	3%
Community Education	1.971	2%
School Hostels	1.096	1%
Total	**104.644**	**100%**

4.3 The two main areas of spend within Education are Primary and Secondary school related and these two areas accounted for approximately 52% of the total expenditure. Table 2 below outlines primary and secondary school expenditure for 2014-15 at subjective level.

Table 2: Total School Expenditure 2014-15

Subjective Category	Primary £'000	Secondary £'000	Total £'000
Teachers	18,288	19,638	37,926
Other Employees	2,890	2,586	5,476
Premises Related Expenditure	1,687	1,183	2,870
Supplies and Services	3,311	2,538	5,849
Staff Transport Expenses	92	72	164
Third Party Payments	395	2,148	2,543
Total Direct School Expenditure	**26,663**	**28,165**	**54,828**
Additional Support Needs *			8,218
Pupil Transport *			6,153
Total Expenditure			**69,199**

*Non-devolved school budgets, held centrally and distributed on a needs basis.

4.4 The majority of school expenditure in 2014-15 was employee related, with approximately 55% on teaching staff. This percentage information, along with the other subjective categories of education spend, is illustrated in chart 1 below.

Chart 1:

2014-15 Total School Expenditure (Subjective Level)

- Pupil Transport 9%
- Additional Support Needs 12%
- Third Party Payments 4%
- Staff Transport Expenses 0%
- Supplies and Services 8%
- Premises Related Expenditure 4%
- Other Employees 8%
- Teachers 55%
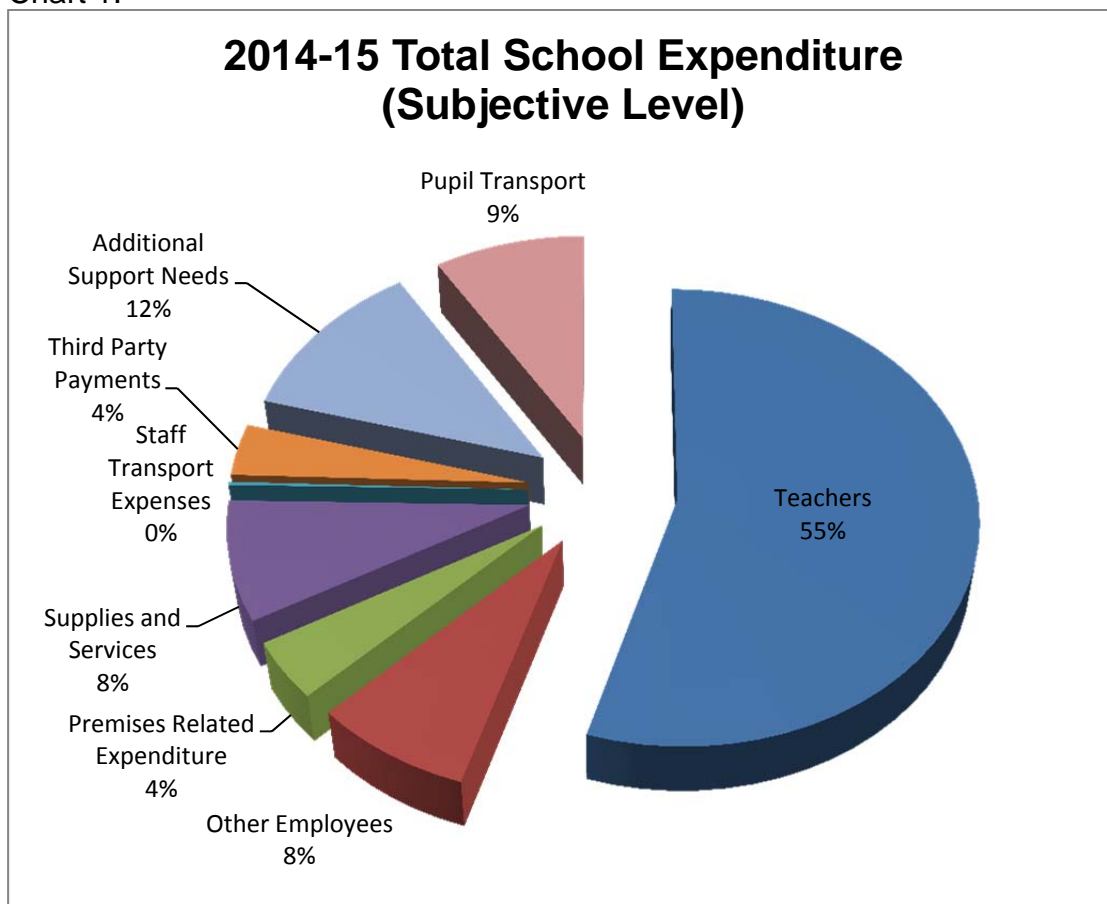
4.5 The combined 2014-15 pupil roll for both Primary and Secondary schools was a total of 10,562 pupils. This roll figure, taken with the total direct school expenditure of £54.828m, provides a total average spend per pupil figure of £5,191 for 2014-15. This excludes indirect school running costs such as support service allocations and capital charges as these costs are outwith direct control of the Head Teacher and service.

4.6 A breakdown of the total Primary and Secondary school costs outlined above in section 4.5 is included in Appendices 1 and 1.1, these show the average cost per pupil for each individual school. In addition, appendices 2 and 3 provide additional information on the type of expenditure for individual schools.

4.7 Benchmarking on spend per pupil across Scotland is carried out by the Improvement Service as part of the Local Government Benchmarking Framework (LGBF). National data is not currently available for 2014-15; the most up to date published data is from 2013-14. The average spend per pupil for Argyll and Bute in 2013-14 was £6,851 and for Scotland £5,514. The split between Primary and Secondary schools is as follows:

	2012-13		2013-14	
	Argyll and Bute	Scotland	Argyll and Bute	Scotland
Primary	5,848	4,752	5,911	4,734
Secondary	7,757	6,427	7,924	6,532
Total	**6,744**	**5,468**	**6,851**	**5,514**

(Source: Improvement Service website) – Please note these figures are not comparable with the average spend per pupil figure noted at section 4.5 above as these include insurance and support service costs.

4.8 Generally the trend is that rural councils, including Argyll and Bute, have the greatest cost per pupil. In 2013-14, Argyll and Bute was ranked 4th highest cost per pupil out of the 32 Scottish local authorities, within a range of between £4,894 and £10,949 for the lowest to highest cost. The 3 Councils with a higher cost per pupil than Argyll and Bute are the 3 island councils (Western Isles, Orkney and Shetland).

4.9 The LGBF benchmarking information and the total school expenditure for Argyll and Bute Council outlined in section 4.5 and detailed in the appendices are based on different costs therefore the two figures are not directly comparable. The benchmarking information is extracted from the Local Finance Return (LFR) which is submitted annually to the Scottish Government and is produced on a consistent basis across all Scottish Councils therefore this is the best available indication of our performance against other Councils. The information provided at section 4.5, and outlined in the appendices, is to give members a clearer overview of the running costs, based on the costs that are within the control of the service and to provide information which allows for a like for like comparison between individual schools.

4.10 Analysis of Grant Aided Expenditure (GAE) for Teachers

- The Council received GAE for Primary Teaching Staff which, for the current year, is a share of £902.5m distributed across all Scottish Councils. There are two indicators used to determine the distribution share. The main indicator is primary school age population, so that every local authority gets the same per pupil funding. For 2015-16, each local authority received £2,378 in GAE funding per pupil. In addition to this, the secondary indicator is the percentage of pupils in small schools (defined as with a roll of less than 70) and the additional GAE funding allocated as a result of this is noted below:

	GAE Per Pupil in Small Schools	% Pupils in Small Schools
Argyll and Bute	£2,475	23.4%
Western Isles	£2,549	27.0%
Orkney	£2,579	28.7%
Shetland	£2,541	26.6%

Argyll and Bute receive a smaller GAE allocation per pupil however this seems fair given that we have a smaller overall proportion of pupils in small schools. In total, the GAE allocation for Primary School Teaching Staff for 2015-16 was £16.812m.

- GAE is also received in relation to secondary teaching staff. Again, the main indicator relates to secondary school age population and distributes £1.142m across all Scottish councils. The secondary indicator is an Island Adjustment and redistributes £3.4m across the three Island Councils. This is a fixed amount and has not changed since 2001-2002. At the 2014 pupil count Argyll and Bute had 675 pupils in island secondary schools, 209 on Islay, 302 on Rothesay, 25 on Tiree and 139 on Mull. This compares with 1,545 in Western Isles, 1,190 in Orkney and 1,448 in Shetland. No additional GAE is received by Argyll and Bute Council for our island secondary school pupils and our GAE allocation is reduced by £58k as a result of the redistribution to the three Island Councils. In total the GAE allocation for Secondary School Teaching Staff for 2015-16 was £19.361m.

- There is an adjustment through the GAE allocation to redistribute funding for Remoteness and Distant Island Allowance. This GAE redistributes £11m from the 29 "mainland" councils to the 3 Island councils. Western Isles receives £3.4m, Orkney £3.1m and Shetland £4.6m. Argyll and Bute pays island allowances with the actual cost in 2014-15 being £0.150m although the estimate used in the GAE allocation for 2015-16 was £0.099m. Overall, in 2015-16, the Council made a net contribution to the 3 Island Councils of £89k despite having a greater number of inhabited islands (costs of £0.150m plus a contribution of £0.089m equates to a cost arising from this indicator of £0.239m). This is despite around 1,000 primary pupils in Argyll and Bute living on islands.

4.11 It can be seen from the GAE allocations, particularly within secondary education, that Argyll and Bute don't receive the same benefit as Island authorities despite having island communities. However, it is worth noting that there is an element of the local government finance distribution known as the floor mechanism which limits the overall reduction in funding or sets a minimum increase in funding for councils. Argyll and Bute Council currently receives benefit from the floor mechanism and given the falling population it is likely to remain in the floor mechanism for the medium term. This floor mechanism allocated £15.556m to Argyll and Bute Council in 2015-16. There are a wider range of indicators that contribute to our funding, for example Special Islands Needs Allowance and additional allocations to cover new responsibilities and it will be important for the Council to understand the overall impact of all the elements on Argyll and Bute Council's funding.

5.0 CONCLUSION

5.1 Argyll and Bute Council spent £104.644m on Education services in 2014-15, of which £54.828m was spent on Primary and Secondary School Education. Information has been provided on the average cost per pupil for each of the schools and benchmarking information showing how Argyll and Bute performs against other Councils in Scotland.

6.0 IMPLICATIONS

6.1 Policy – In line with national and council education policy around attainment and achievement

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 – the report highlights variations across schools

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

4 November 2015

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APPENDICES

Appendix 1: Primary – Average Spend per Pupil 2014-15
Appendix 1.1: Secondary – Average Spend per Pupil 2014-15
Appendix 2: Primary Education Expenditure (per School) at Subjective Level
Appendix 3: Secondary Education Expenditure (per School) at Subjective Level

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Primary - Average Spend per Pupil 2014-15

Row Labels	Sum of Actual 2014-15	Actual School Roll 2014-2015	Average School Spend per Pupil 2014-15
CS EDU - Achahoish Primary	80,907	10	8,091
CS EDU - Achaleven Primary	115,602	9	12,845
CS EDU - Ardchattan Primary	47,368	0	N/A
CS EDU - Ardrishaig Primary	520,066	106	4,906
CS EDU - Arinagour Primary	199,036	24	8,293
CS EDU - Arrochar Primary	354,783	59	6,013
CS EDU - Ashfield Primary	83,787	6	13,964
CS EDU - Barcaldine Primary	102,173	4	25,543
CS EDU - Bowmore Primary	513,659	94	5,464
CS EDU - Bunessan Primary	258,478	42	6,154
CS EDU - Cardross Primary	654,488	176	3,719
CS EDU - Carradale Primary	145,507	13	11,193
CS EDU - Castlehill Primary	725,705	184	3,944
CS EDU - Clachan Primary	138,691	9	15,410
CS EDU - Colgrain Primary	954,204	256	3,727
CS EDU - Craignish Primary	173,752	31	5,605
CS EDU - Dalintober Primary	702,347	197	3,565
CS EDU - Dalmally Primary	248,519	36	6,903
CS EDU - Dervaig Primary	163,824	25	6,553
CS EDU - Drumlemble Primary	209,387	31	6,754
CS EDU - Dunbeg Primary	367,102	81	4,532
CS EDU - Dunoon Primary	885,592	196	4,518
CS EDU - Easdale Primary	180,940	26	6,959
CS EDU - Furnace Primary	146,388	10	14,639
CS EDU - Garelochhead Primary	464,139	83	5,592
CS EDU - Gigha Primary	142,154	8	17,769
CS EDU - Glassary Primary	163,235	33	4,947
CS EDU - Glenbarr Primary	130,686	18	7,260
CS EDU - Hermitage Primary	1,218,864	398	3,062
CS EDU - Innellan Primary	160,230	8	20,029
CS EDU - Inveraray Primary	351,490	69	5,094
CS EDU - Iona Primary	111,709	17	6,571
CS EDU - John Logie Baird Primary	716,309	170	4,214
CS EDU - Keills Primary	186,051	23	8,089
CS EDU - Kilchattan Primary	111,688	9	12,410
CS EDU - Kilchrenan Primary	105,729	4	26,432
CS EDU - Kilcreggan Primary	387,806	86	4,509
CS EDU - Kilmartin Primary	176,232	18	9,791
CS EDU - Kilmodan Primary	145,311	14	10,379
CS EDU - Kilninver Primary	184,497	27	6,833
CS EDU - Kirn Primary	824,595	239	3,450
CS EDU - Lismore Primary	104,862	9	11,651
CS EDU - Lochdonhead Primary	129,141	9	14,349
CS EDU - Lochgilphead Primary	799,679	230	3,477

Primary - Average Spend per Pupil 2014-15

Row Labels	Sum of Actual 2014-15	Actual School Roll 2014-2015	Average School Spend per Pupil 2014-15
CS EDU - Lochgoilhead Primary	161,460	22	7,339
CS EDU - Lochnell Primary	464,322	109	4,260
CS EDU - Luing Primary	122,045	14	8,717
CS EDU - Luss Primary	151,210	16	9,451
CS EDU - Minard Primary	98,519	8	12,315
CS EDU - North Bute Primary	258,837	47	5,507
CS EDU - Park Primary	831,752	230	3,616
CS EDU - Port Charlotte Primary	263,709	51	5,171
CS EDU - Port Ellen Primary	367,286	72	5,101
CS EDU - Rhu Primary	685,197	194	3,532
CS EDU - Rhunahaorine Primary	114,436	9	12,715
CS EDU - Rockfield Primary	1,234,113	368	3,354
CS EDU - Rosneath Primary	425,444	91	4,675
CS EDU - Rothesay Primary	821,576	225	3,651
CS EDU - Salen Primary	382,560	71	5,388
CS EDU - Sandbank Primary	525,053	119	4,412
CS EDU - Skipness Primary	82,727	3	27,576
CS EDU - Small Isles Primary	135,379	11	12,307
CS EDU - Southend Primary	150,310	17	8,842
CS EDU - St Andrew's Primary	421,106	103	4,088
CS EDU - St Columba's Primary	428,412	83	5,162
CS EDU - St Joseph's Primary	740,961	190	3,900
CS EDU - St Mun's Primary	553,551	134	4,131
CS EDU - Strachur Primary	283,035	47	6,022
CS EDU - Strath of Appin Primary	247,663	33	7,505
CS EDU - Strone Primary	217,318	26	8,358
CS EDU - Tarbert Primary	339,487	81	4,191
CS EDU - Taynuilt Primary	397,151	91	4,364
CS EDU - Tayvallich Primary	153,188	21	7,295
CS EDU - Tighnabruaich Primary	199,459	30	6,649
CS EDU - Tiree Primary	258,576	52	4,973
CS EDU - Tobermory Primary	282,045	61	4,624
CS EDU - Toward Primary	172,909	31	5,578
CS EDU - Ulva Primary	105,291	12	8,774
Grand Total	**26,662,795**	**5,769**	**4,622**

Secondary - Average Spend per Pupil 2014-15

Secondary School	Sum of Actual 2014-15	Actual School Roll 2014-2015	Average School Spend per Pupil 2014-15
Campbeltown Grammar	2,617,412	429	6,101
Dunoon Grammar	4,221,336	784	5,384
Hermitage Academy	6,216,462	1,329	4,678
Islay High	1,713,154	210	8,158
Lochgilphead High	2,752,558	489	5,629
Oban High	4,963,518	975	5,091
Rothesay Academy	2,351,304	302	7,786
Tarbert Academy	1,191,192	110	10,829
Tiree High	834,030	25	33,361
Tobermory High	1,304,790	140	9,320
Grand Total	**28,165,756**	**4,793**	**5,876**

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Primary Education Expenditure (per School) at Subjective Level

2014-15 Actual

School	Teachers	Other Employees	Premises Related Expenditure	Supplies and Services	Transport Related Expenditure	Third Party Payments	Grand Total	School Roll
CS EDU - Achahoish Primary	43,778	13,806	8,555	14,133	535	100	**80,907**	10
CS EDU - Achaleven Primary	73,384	16,349	9,588	16,050	132	100	**115,602**	9
CS EDU - Ardchattan Primary	25,596	5,152	5,882	9,933	546	260	**47,368**	0
CS EDU - Ardrishaig Primary	348,321	55,531	52,049	61,267	2,706	191	**520,066**	106
CS EDU - Arinagour Primary	138,408	16,256	11,972	30,486	1,673	240	**199,036**	24
CS EDU - Arrochar Primary	228,989	42,977	32,845	49,616	257	100	**354,783**	59
CS EDU - Ashfield Primary	44,009	11,737	7,302	20,296	343	100	**83,787**	6
CS EDU - Barcaldine Primary	60,694	16,434	6,504	16,698	863	980	**102,173**	4
CS EDU - Bowmore Primary	367,336	56,746	26,542	62,063	871	100	**513,659**	94
CS EDU - Bunessan Primary	186,123	20,178	6,068	44,954	1,055	100	**258,478**	42
CS EDU - Cardross Primary	454,970	73,925	62,842	60,837	1,813	100	**654,488**	176
CS EDU - Carradale Primary	79,876	18,314	16,384	30,196	637	100	**145,507**	13
CS EDU - Castlehill Primary	468,656	68,956	86,928	100,249	815	100	**725,705**	184
CS EDU - Clachan Primary	96,820	17,402	5,865	18,391	112	100	**138,691**	9
CS EDU - Colgrain Primary	691,271	88,642	86,365	87,025	801	100	**954,204**	256
CS EDU - Craignish Primary	122,329	23,627	7,752	18,138	1,806	100	**173,752**	31
CS EDU - Dalintober Primary	467,323	78,448	54,544	100,161	1,576	295	**702,347**	197
CS EDU - Dalmally Primary	163,879	29,856	12,608	41,664	513	0	**248,519**	36
CS EDU - Dervaig Primary	108,635	23,644	5,757	23,645	1,851	292	**163,824**	25
CS EDU - Drumlemble Primary	130,943	34,396	7,146	36,157	647	100	**209,387**	31
CS EDU - Dunbeg Primary	236,965	52,670	23,007	53,855	505	100	**367,102**	81
CS EDU - Dunoon Primary	597,376	88,569	96,090	101,314	2,143	100	**885,592**	196
CS EDU - Easdale Primary	116,947	20,963	6,886	35,935	108	100	**180,940**	26
CS EDU - Furnace Primary	92,324	16,515	10,915	25,675	858	100	**146,388**	10
CS EDU - Garelochhead Primary	304,404	47,348	61,090	51,000	0	297	**464,139**	83
CS EDU - Gigha Primary	101,908	13,143	6,716	18,882	1,406	100	**142,154**	8
CS EDU - Glassary Primary	121,575	17,279	6,911	17,183	188	100	**163,235**	33
CS EDU - Glenbarr Primary	83,384	15,742	8,713	21,668	1,079	100	**130,686**	18
CS EDU - Hermitage Primary	864,290	112,126	114,173	127,383	792	100	**1,218,864**	398
CS EDU - Innellan Primary	78,001	31,762	23,431	26,248	689	100	**160,230**	8
CS EDU - Inveraray Primary	241,185	45,777	16,348	48,079	0	100	**351,490**	69
CS EDU - Iona Primary	86,925	13,128	1,947	7,691	1,918	100	**111,709**	17
CS EDU - John Logie Baird Primary	496,223	75,000	62,436	82,199	351	100	**716,309**	170
CS EDU - Keills Primary	134,448	22,657	7,261	20,552	1,033	100	**186,051**	23
CS EDU - Kilchattan Primary	75,208	15,634	2,579	16,840	1,328	100	**111,688**	9
CS EDU - Kilchrenan Primary	68,462	14,011	9,758	12,603	896	0	**105,729**	4
CS EDU - Kilcreggan Primary	268,365	45,280	28,960	41,852	250	3,100	**387,806**	86
CS EDU - Kilmartin Primary	113,991	31,364	16,145	13,081	1,551	100	**176,232**	18
CS EDU - Kilmodan Primary	91,149	19,004	8,632	24,795	1,630	100	**145,311**	14
CS EDU - Kilninver Primary	132,279	16,675	5,885	28,118	1,440	100	**184,497**	27
CS EDU - Kirn Primary	587,695	75,465	63,538	96,690	1,107	100	**824,595**	239
CS EDU - Lismore Primary	66,917	14,404	4,366	17,429	1,647	100	**104,862**	9
CS EDU - Lochdonhead Primary	83,087	15,198	6,549	19,589	4,617	100	**129,141**	9
CS EDU - Lochgilphead Primary	564,227	52,771	96,613	83,660	2,308	100	**799,679**	230
CS EDU - Lochgoilhead Primary	110,644	18,240	5,888	25,961	627	100	**161,460**	22
CS EDU - Lochnell Primary	327,939	50,906	19,004	65,600	627	245	**464,322**	109
CS EDU - Luing Primary	79,003	16,289	7,278	18,266	1,035	174	**122,045**	14
CS EDU - Luss Primary	98,646	23,526	6,917	20,344	1,676	100	**151,210**	16
CS EDU - Minard Primary	66,877	14,529	6,399	10,516	97	100	**98,519**	8
CS EDU - North Bute Primary	192,623	27,988	17,030	20,457	639	100	**258,837**	47
CS EDU - Park Primary	584,832	76,030	66,219	103,078	1,493	100	**831,752**	230
CS EDU - Port Charlotte Primary	177,206	37,050	13,582	35,422	350	100	**263,709**	51
CS EDU - Port Ellen Primary	234,163	49,902	34,651	46,033	2,189	347	**367,286**	72
CS EDU - Rhu Primary	479,381	70,440	51,064	82,596	1,492	224	**685,197**	194
CS EDU - Rhunahaorine Primary	73,314	18,602	3,927	16,716	1,776	100	**114,436**	9
CS EDU - Rockfield Primary	927,921	100,001	65,061	139,739	1,291	100	**1,234,113**	368
CS EDU - Rosneath Primary	269,862	41,420	49,975	63,599	488	100	**425,444**	91
CS EDU - Rothesay Primary	543,272	73,265	121,013	81,761	2,166	100	**821,576**	225
CS EDU - Salen Primary	270,491	41,381	21,341	47,230	2,017	100	**382,560**	71
CS EDU - Sandbank Primary	381,636	55,228	36,173	51,415	502	100	**525,053**	119
CS EDU - Skipness Primary	55,281	11,943	2,294	13,071	37	100	**82,727**	3
CS EDU - Small Isles Primary	88,456	15,894	9,512	18,298	3,120	100	**135,379**	11
CS EDU - Southend Primary	91,397	18,136	8,564	31,348	765	100	**150,310**	17
CS EDU - St Andrew's Primary	299,534	55,715	36,236	28,967	555	100	**421,106**	103
CS EDU - St Columba's Primary	235,473	25,161	84,734	79,162	2,622	1,260	**428,412**	83
CS EDU - St Joseph's Primary	511,202	76,883	69,845	81,594	1,337	100	**740,961**	190
CS EDU - St Mun's Primary	379,389	58,860	43,327	70,424	1,450	100	**553,551**	134
CS EDU - Strachur Primary	190,404	36,605	12,584	42,943	398	100	**283,035**	47
CS EDU - Strath of Appin Primary	185,523	23,977	6,125	30,820	1,117	100	**247,663**	33
CS EDU - Strone Primary	124,821	36,028	20,369	34,943	1,057	100	**217,318**	26
CS EDU - Tarbert Primary	261,520	26,856	100	48,085	2,826	100	**339,487**	81
CS EDU - Taynuilt Primary	277,381	49,884	22,264	46,055	1,267	300	**397,151**	91
CS EDU - Tayvallich Primary	118,759	15,663	3,946	14,635	84	100	**153,188**	21
CS EDU - Tighnabruaich Primary	118,473	32,393	12,394	34,127	1,972	100	**199,459**	30
CS EDU - Tiree Primary	184,767	49,888	0	22,586	1,234	100	**258,576**	52
CS EDU - Tobermory Primary	233,172	19,391	0	29,047	335	100	**282,045**	61

Primary Education Expenditure (per School) at Subjective Level								
2014-15 Actual								
School	**Teachers**	**Other Employees**	**Premises Related Expenditure**	**Supplies and Services**	**Transport Related Expenditure**	**Third Party Payments**	**Grand Total**	**School Roll**
CS EDU - Toward Primary	130,428	19,431	4,481	14,085	4,349	135	**172,909**	31
CS EDU - Ulva Primary	75,607	17,080	3,491	7,618	1,395	100	**105,291**	12
Grand Total	18,288,072	2,889,445	2,068,237	3,310,824	91,778	14,440	26,662,795	**5,769**

Secondary Education Expenditure (per School) at Subjective Level

2014-15 Actual

School	Teachers	Other Employees	Premises Related Expenditure	Supplies and Services	Transport Related Expenditure	Third Party Payments	Grand Total	School Roll
Campbeltown Grammar	1,790,489	208,449	273,032	294,929	6,538	43,975	**2,617,412**	429
Dunoon Grammar	3,014,362	341,844	456,969	325,683	4,629	77,849	**4,221,336**	784
Hermitage Academy	4,485,343	439,293	680,517	467,524	2,843	140,942	**6,216,462**	1,329
Islay High	1,114,200	165,147	206,012	202,769	6,230	18,797	**1,713,154**	210
Lochgilphead High	1,889,175	208,544	285,419	319,890	2,243	47,286	**2,752,558**	489
Oban High	3,500,528	501,057	392,318	422,791	23,356	123,467	**4,963,518**	975
Rothesay Academy	1,615,483	227,417	260,448	207,246	5,384	35,326	**2,351,304**	302
Tarbert Academy	821,473	141,096	116,840	99,328	4,039	8,416	**1,191,192**	110
Tiree High	536,949	154,915	54,463	79,456	5,834	2,415	**834,030**	25
Tobermory High	869,565	198,501	94,619	118,635	11,145	12,325	**1,304,790**	140
Grand Total	**19,637,565**	**2,586,263**	**2,820,638**	**2,538,251**	**72,240**	**510,799**	**28,165,756**	**4,793**

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ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

COMMUNITY SERVICES

10 DECEMBER 2015

COMPLIANCE WITH TEACHER NUMBERS COMMITMENT

1.0   EXECUTIVE SUMMARY

1.1   The purpose of this report is to provide an update of the Council's position in relation to the teacher numbers commitment made as part of the financial settlement for 2015/16 with the Scottish Government. It outlines the efforts made by the Council to meet the commitment, a range of other issues which have impacted on the ability of the council to recruit and retain teaching staff and the extra ordinary mechanisms used to deliver the required numbers.

1.2   It is recommended that the Community Services Committee:

a   Note the commitment to maintain overall teacher numbers and pupil: teacher ratio at 2014/15 levels as part of the 2015/16 budget settlement.

b   Note the level of supernumerary teaching posts above the staffing entitlement model that the council require to retain to meet this commitment.

c   Note the efforts made by the Council to recruit sufficient teachers to meet the commitment on the date of the census in September 2015 whilst addressing additional national policy ambitions (e.g. Raising attainment for all).

d   Note the other factors which impacted on the Council's ability to meet the teacher number commitment.

e   Note that the Council was unable to recruit sufficient teaching staff despite considerable efforts to meet the commitment which potentially will result in the loss of some or all of the share of the Scottish Government's additional £51m resources to maintain teacher numbers.

f   Note that this potential loss of additional grant may be mitigated by deleting supernumerary teacher posts with a resultant full year saving of c. £1.57m.

g   Note that no class in any Argyll and Bute school could not be staffed despite the national shortage of teachers due to the application of an efficient and equal staffing model at the commencement of session 2015/2016.

h   Agree that the issue of the teacher numbers commitment is referred to the next meeting of the Policy and Resources Committee for consideration of the financial implications arising from the position represented in this report.

ARGYLL AND BUTE COUNCIL   **COMMUNITY SERVICES COMMITTEE**

COMMUNITY SERVICES   **10 DECEMBER 2015**

COMPLIANCE WITH TEACHER NUMBERS COMMITMENT

2.0   INTRODUCTION

2.1   The purpose of this report is to provide an update of the Council's position in relation to the teacher numbers commitment made as part of the financial settlement for 2015/16 with the Scottish Government. It outlines the efforts made by the Council to meet the commitment, a range of other issues which have impacted on the ability of the council to recruit and retain teaching staff and the extra ordinary mechanisms used to deliver the required numbers.

3.0   RECOMMENDATIONS

It is recommended that the Community Services Committee:

a   Note the commitment to maintain overall teacher numbers and pupil: teacher ratio at 2014/15 levels as part of the 2015/16 budget settlement.

b   Note the level of supernumerary teaching posts above the staffing entitlement model that the council require to retain to meet this commitment.

c   Note the efforts made by the Council to recruit sufficient teachers to meet the commitment on the date of the census in September 2015 whilst addressing additional national policy ambitions (e.g. Raising attainment for all).

d   Note the other factors which impacted on the Council's ability to meet the teacher number commitment.

e   Note that the Council was unable to recruit sufficient teaching staff despite considerable efforts to meet the commitment which potentially will result in the loss of some or all of the share of the Scottish Government's additional £51m resources to maintain teacher numbers.

f   Note that this potential loss of additional grant may be mitigated by deleting supernumerary teacher posts with a resultant full year saving of c. £1.57m.

g   Note that no class in any Argyll and Bute school could not be staffed despite the national shortage of teachers due to the application of an efficient and equal staffing model at the commencement of session 2015/2016.

h   Agree that the issue of the teacher numbers commitment is referred to the next meeting of the Policy and Resources Committee for

consideration of the financial implications arising from the position represented in this report.

4.0 DETAIL

4.1   In January 2015, John Swinney, Cabinet Secretary for Finance, Constitution and Economy wrote to each Council Leader requiring them to meet a number of conditions as part of the financial settlement for local government for 2015/16. Two of the conditions related to Education Services – to offer places for all probationer teachers and to maintain teacher numbers and pupil: teacher ratios at 2014/15 levels.   To assist with meeting this commitment, Mr Swinney advised he would add £10m to the previous grant level of £41m to be distributed to local authorities.

4.2   COSLA sought an opportunity to move the position away from this commitment noting it was for local authorities to determine the best use of resources to meet educational outcomes and that individual local authorities were at different levels. The Scottish Government advised these were non-negotiable commitments that the requirement was for absolute numbers regardless of roll changes (previous years' commitments were to maintain teacher numbers in line with roll changes) and for Councils to confirm acceptance by 20 February 2015.

4.3   At its meeting of 12 February 2015, the Council agreed to accept the commitment but highlighted to the Cabinet Secretary a number of key points.   These included noting Argyll and Bute had a declining pupil roll which would lead to supernumerary posts; noting this was an input measure unrelated to educational outcomes; noting that Argyll and Bute had a very low pupil: teacher ratio and might be penalised if it increased marginally when authorities with much higher starting ratios would not if they maintained their ratio.   A full copy of the letter sent to the Cabinet Secretary is attached at appendix one.

4.4   During 2015, a number of local authorities have reported a crisis in teacher recruitment with examples of schools, predominantly in rural areas, having to send pupils home as they could not staff all classes or having to deploy central team staff in classrooms to avoid doing so.   In addition to an overall teacher shortage, recruitment difficulties are particularly acute in certain subject areas such as the sciences, mathematics, Gaelic, etc. There are also substantial recruitment difficulties for Councils in filling Head Teacher posts.

4.5   In recognising the emerging recruitment issues, the 2015/16 staffing exercise ensured class compositions in primary were as efficient as possible whilst meeting the national class size maximas for each age group and were equitable across all primary settings in their allocations.   There were a few examples of disagreement from parent councils to this equity model where some schools had benefitted from an allocation above their entitlement over previous years.   This approach has however ensured that every class in Argyll and Bute has been able to be staffed in session 2015/16.

Where appropriate, all permanent primary staff were able to be successfully redeployed into permanent posts with the exception of approximately 1.3 FTE

posts on Islay. The intention for the supernumerary posts were to focus on improvement activities in support of the Attainment Challenge (see Section 3.11) and local supply cover in clusters, where practicable.

4.6 <u>Staffing Targets</u>
The 2014/15 census figures are summarised in the table below and reflect all GTCS registered teachers in schools/early years establishments.

Sep-14		
	No. of Teachers	FTE
Primary	613	419.36
Secondary	492	433.69
Special	16	12.5
Total	**1,121**	**865.55**

The target for the census date in September 2015 was therefore 866 FTE teaching staff.

4.7 The Council coordinates teacher recruitment centrally for all posts with an FTE above (0.5) FTE with local recruitment undertaken by Head Teachers for posts under (0.5) FTE. Generally this is from the approved supply teacher register. These latter appointments are thereafter reported to HR Services by the respective Head Teachers for contract and payroll purposes. The preparation for the annual census is a resource intensive and highly complex exercise however, due to the recruitment shortages in 2015, this exercise accounted for well over 40 full days of work for the team. This included the repeated review and update of individual staff and school data as well as cross checking revisions of contracts and appointments.

4.8 The Executive Director of Community Services, Head of Education and School Support Manager held a video conference prior to the census with Scottish Government officials. In that meeting the exceptional efforts undertaken were highlighted along with the continuing difficulties in recruitment. In addition, proposals for the use of quality improvement staff and temporary staff in support of school improvement work and the Scottish Government Raising Attainment for all initiatives were discussed and noted by Scottish Government representatives as consistent with the approach of a number of other authorities.

4.9 The Council has made considerable efforts to try to meet the teacher number commitment. These include:

- Repeated national advertisements running continuously pre summer through to the census date
- Exhausting all available teaching staff on the supply register
- Offering placements to all probationary teachers. Despite this offer, 5 probationer teachers were withdrawn at very short notice resulting in a reconfiguration of staffing for these schools who were due to have a probationer placed within their staffing entitlement.
- Designing a new post graduate diploma in education (PGDE) course in

conjunction with Argyll College UHI to "grow our own" teachers.   First intake was in 2015/16.   Two places were specifically ringfenced for Gaelic

- Implementation of the shared headship policy where appropriate to assist in minimizing recruitment difficulties
- Reviewing our advertising strategy in collaboration with HR colleagues
- Supporting the local advertisement of hard to appoint posts at considerable cost
- Offering opportunities for extended contracts to teachers on part time or job share contracts
- Appointment of retired teaching practitioners to temporary posts
- Identification of additional staff within Argyll and Bute with active GTCS registration not currently employed and working in teaching posts
- Providing support to individual teachers wishing to secure registration in an alternative sector e.g. Secondary qualified teacher wishing to teach in primary
- Working with appropriate teacher recruitment agencies to identify potential appointees
- Liaison with other local authorities to discuss and identify further options/approaches which might be beneficial. This included Head of Service attendance at the North East Local Authority teacher recruitment summit
- Highlighting social rented housing opportunities where available stock exists via our RSL colleagues and offering relocation packages.

4.10   Other Impacts
In addition to the failures in national workforce planning that has created a shortage of available teaching staff and direct competition between authorities to recruit those that are available; there have been other impacts that have exacerbated the situation for Argyll and Bute.

4.11   Scottish Attainment Challenge/Raising Attainment for All
The First Minister announced the launch of the Scottish Attainment Challenge during the summer which focuses on two key priorities: to raise attainment in Scotland's schools and to address educational inequalities. Both priorities feature as new statutory duties in the draft Education (Scotland) Bill and are reflected in the draft National Improvement Framework.

4.12   In conjunction with the announcement, the Scottish Government also announced the creation of an Attainment Fund of £100m.   The first tranche of funding has been targeted to seven urban authorities on the basis of deprivation indicators and the second tranche to 57 schools across Scotland in authorities outwith the first seven and using the same urban deprivation indicators.   Argyll and Bute has only one school (Rosneath Primary School) in the programme.

4.13   The vast majority of the £100m has now been allocated with an expected but yet to be confirmed allocation of only around £20,000 for Rosneath Primary School. There would appear to have been no resources as yet identified to address educational inequalities in a rural context despite repeated communications/requests from specifically affected local authorities.

4.14 As a result of the allocation of resources to urban areas, those recipient authorities have created additional posts which has resulted in a further loss of teaching staff in areas such as Argyll and Bute.   This has had a further impact on the Council's ability to meet the teacher numbers commitment.

4.15 Probationer Teachers
Each year the Scottish Government indicates to each authority the potential number of probationer teacher places it requires them to accommodate.   This is a positive request and, given the high quality of probationers coming through our universities, gives us an opportunity to encourage suitable probationers to stay with the authority at the end of their probationary period.   For 2015/16 however, Argyll and Bute received 5 FTE fewer than expected at relatively late stage which added to the recruitment target.

4.16 Quality Improvement Staff
Following the census date, in November 2015, the Council was requested by Scottish Government officials to recode the quality improvement team so as to exclude them from the census calculation.   The Council has complied with this request but have written to the Scottish Government officials to note this is a change in position from the pre-census video conference.

Cover for a range of short and long term absences from existing staffing and the teacher supply register have been implemented, as appropriate – for example there are currently 11 acting Primary Head Teachers and a range of maternity leave covers. In addition consideration has also been given to the cessation of secondments out with the Authority.

4.17 2015/16 Census Figures
The 2015/16 census figures confirmed by the Scottish Government are therefore as follows:

	FTE published in 2014 Census	FTE reported in September 2015 Census return
Primary School Teachers	419	408
Secondary Schools Teachers	434	425
Special Teachers	13	11
Centrally Employed Staff	-	13*
	866	857

* The deployment of GTCS registered staff from the central team was included following discussion with Scottish Government officials pre census.

	All pupils Primary, Secondary, Special in 2014-15	All pupils Primary, Secondary, Special in 2015-16
Total number of pupils	10,565	10,445
	Figure Agreed with Scottish Government	Actual Figure reported in September 2015 Census return
Total number of teachers (FTE all sectors)	866	857
Pupil/ Teacher Ratio (all sectors excluding ELC)	12.2	12.4

4.18 Both COSLA and ADES have written to the Scottish Government highlighting the exceptional efforts made by local authorities to comply with the teacher number commitment and the impact of the other Government policies and making a case that no penalties be applied. A full sanction removing the Council's share of the £51m would be approximately £0.895m. This compares with the full year costs of 36 FTE supernumerary posts (20 FTE primary and 16 FTE secondary which is broken down as follows: additional 12 FTE within Oban High and Hermitage Academy and 4 FTE within other secondary establishments across the Authority) of c.£1.5m.

4.19 Should the sanction be applied it would be open to the Council to remove the supernumerary posts. All appointments to such posts have been made on a temporary basis to ensure no ongoing liability is incurred.

5.0 CONCLUSION

5.1 The Council entered into agreement with the Scottish Government to maintain teacher number at the 2014/15 levels as part of the 2015/16 financial settlement. Despite all efforts, the national teacher shortages exacerbated by the number of additional posts in urban authorities has meant that insufficient teachers could be recruited to meet that commitment. Efficient application of an equitable staffing model ensured that all classes in Argyll and Bute schools could be staffed. However, it was not possible to maintain the level of supernumerary posts required.

The annual staffing exercise ensured the delivery of the relevant teaching posts in all Argyll and Bute primary schools.

6.0 IMPLICATIONS

6.1 Policy — The outcome of the teacher number census has an impact on the ability of the Council to meet its commitments in relation to the financial settlement.

6.2 Financial — There is a risk of financial sanctions being applied to the Council for all or part of the £0.895m additional

		grant. The full year cost of the supernumerary posts is however c. £1.57m.
6.3	Legal	The Council meets its duties in terms of the Education Standards in Scotland's Schools Act 2000.
6.4	HR	All permanently contracted staff have been the allocated to schools. All supernumerary posts have been filled are on temporary contracts with the exception of secondary subject supernumeraries.
6.5	Equalities	None
6.6	Risk	There are risks to the Council in terms of reputation, financial, operational and HR risks as a result of the national teacher shortages.
6.7	Customer Service	None

Cleland Sneddon
Executive Director of Community Services

Policy Lead, Councillor R Colville
12 November 2015

For further information contact: Ann Marie Knowles – Tel: 01369 708474

APPENDICES
> **Appendix 1** Letter to Cabinet Secretary

Councillor Dick Walsh
Leader

Argyll
Bute
COUNCIL

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Mr John Swinney
Deputy First Minister and Cabinet Secretary for   Our Ref: DW/WB
Finance, Constitution and Economy
The Scottish Government
St Andrew's House   Your Ref:
Regent Road
Edinburgh   Date : 19 February 2015
EH1 3DG

Dear John

TEACHER NUMBERS 2015-16

Thank you for your letter of 5th February 2015 in connection with the above.

As you will now be aware, the Scottish Government proposal set out within your letter was considered in detail at a Special CoSLA Leaders meeting held on Friday 6th February. The meeting agreed the following motion:

"It is difficult to see how the Scottish Government's letter to all Council Leaders can be described as fair or equitable with regard to financing targets and sanctions on the issue of teacher numbers. Only collective discussions at a national level can resolve the inherent unfairness of the deal. Therefore, CoSLA call upon the Scottish Government to re-engage in national discussion. Further it is imperative that no council is sanctioned as a result of workforce planning issues".

I would strongly urge you to consider the request made by CoSLA and to return to the negotiation table to seek a mutual agreed resolution to this issue through the recognised collective bargaining arrangements. I believe that both sides have a common interest in ensuring the quality of education services in Scotland are of the very highest however this must be done within a balanced budget and I welcome your recognition regarding the very real financial pressures being faced by local authorities. I also hope that the process of negotiation ensures that there are no unintended consequences arising from this proposal that unfairly impact on some local authorities.

You may be familiar with some of these potential consequences through recent negotiations however I present them within this letter for information:

a) Agreement to a national ratio of 13.5 pupils per teacher should be achievable for Argyll and Bute given our current position however, if this is applied to overall teacher numbers, this will have an impact on the ability of the Council to balance its budget in future. Clarification that the commitment to overall teacher numbers would be calculated excluding natural changes as a result of pupil roll changes would be helpful. The council's proportion of the additional £10m on the normal distribution formula would be around £170,000 equating to only approximately 4 FTE teaching posts.

b) All authorities are at different starting points in relation to these targets. For example an authority that has made significant reductions to its FTE teacher numbers in previous years and have a high ratio may not be penalised if they maintained teacher numbers in line with 2014-15 levels whereas an authority that has kept its ratio low but planned to implement reductions in 2015-16 would be penalised even if they still had a lower ratio than the first authority. Argyll and Bute would fall into the latter category. I would urge consideration is given to meeting the target ratio rather than on overall teacher numbers

c) Linked to the above point, clarification is required that the proposed maintenance of overall teacher numbers is applied after the changes in staffing associated with the natural change related to increases or decreases in school rolls as in previous years. This would have a further impact on authorities like Argyll and Bute which have projected reductions in school rolls in 2015-16.

d) The teacher census figures need to take some cognisance of partnership arrangements between schools and FE colleges or other training/ education institutes. Following Government policy direction, many Argyll and Bute schools have a curriculum that features input from colleges and use their resources to buy such support and this improves the educational experience and outcomes for our young people. This has the effect of reducing the number of FTE teaching staff directly employed by the Council. To fail to recognise this approach, will penalise authorities that have been pro active in designing an education system that is designed around the needs of its learners.

e) Many authorities including Argyll and Bute have experienced difficulties in recruiting teachers which links to national workforce planning. I would request that the count relates to posts and not teachers in post as many authorities would be unfairly disadvantaged due to their inability to recruit.

f) The ability of local authorities to reduce its staffing may also be variable – in Argyll and Bute despite significant reductions in pupil numbers, this is not always able to be matched by a reduction in teacher numbers. For example a school that had a single class with 14 pupils two years ago and 6 pupils this year still has the same staffing requirement. The council could be doubly affected as the reducing pupil roll results in a lower per capita grant aided expenditure (GAE) allocation for pupils.

g) There is almost universal agreement that input measures are not a good single measure for education quality and work on a wider educational

outcomes framework needs to be progressed as a matter of priority. There is no similar protection in place for any other local government employees which introduces an inequity between groups of employees and I would hope that a commitment is secured that this would be the last year that these targets are solely linked to the financial settlement.

If there is no agreement to continue collective negotiations through CoSLA despite the widespread support for this approach, I write to confirm that Argyll and Bute Council will accept the terms of your revised offer. In doing so it would be helpful to have your consideration of the factors outlined above and the clarifications requested by CoSLA in their submission on 2nd February 2015.

Yours sincerely

Dick Walsh
Council Leader

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Agenda Item 13

ARGYLL AND BUTE COUNCIL   **COMMUNITY SERVICES COMMITTEE**

Community Services   **10 DECEMBER 2015**

ADDITIONAL SUPPORT NEEDS REVIEW UPDATE

1.0 EXECUTIVE SUMMARY

1.1 The main purpose of this report is to confirm the Council decision in relation to the operational review of Additional Support Needs (ASN) provision by Education Services. Future reports will be presented to the Community Services Committee as the review group progress their remaining terms of reference.

2.0 RECOMMENDATIONS

2.1 It is recommended that the Community Services Committee:

a) Note the ongoing operational review of ASN provision by the Education Service, Community Services

b) Note the decision by the Council at its meeting of 26 November 2015 in relation to operational efficiency savings and the service choices programme

c) Agree that further updates on the progress of the ASN review will be reported to the Community Services Committee.

ARGYLL AND BUTE COUNCIL   **COUNCIL**

COMMUNITY SERVICES   **10 DECEMBER 2015**

ADDITIONAL SUPPORT NEEDS REVIEW UPDATE

3.0   INTRODUCTION

3.1   An initial review of provision of additional support needs was held on 5th and 6th February 2015 with a recall day was on 26th March. The review days considered both the areas of policy/practice and budget with the aim of rationalising the ASN policy and practice framework which meets the demands of current legislative and national policy requirements and ensures the continued provision of the most effective and efficient service within the Council's budget requirements.

3.2   An Operational Review Group was established to take forward this work and comprised a representative sample of teaching staff from all sectors and areas across the authority area, Education Service central team and the Educational Psychology Service. In addition there is representation from teaching and non-teaching trades unions and from Social Work. Representatives from Strategic Finance and Human Resources provide appropriate information and advice as and when required

3.3   The Review Group focus has been to specifically examine the current model of provision and options in the following five areas;

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

3.4   Reports on the progress of the review have been presented to the Community Services Committee during 2015 however, following the Council decision at its meeting of 22 October 2015 to advance its decision on the Service Choices option relating to a 45% cut in ASN Assistant hours, the most recent update was presented to the Council meeting on 26th November 2015.

3.5   The main purpose of this report is to confirm the Council decision in relation to the operational review of Additional Support Needs (ASN) provision by Education Services. Future reports will be presented to the Community Services Committee as the review group progresses its remaining terms of reference

4.0   RECOMMENDATIONS

4.1   It is recommended that the Community Services Committee:

   a) Note the ongoing operational review of ASN provision by the Education Service, Community Services
   b) Note the decision by the Council at its meeting of 26 November 2015 in relation to operational efficiency savings and the service choices programme
   c) Agree that further updates on the progress of the ASN review will be reported to the Community Services Committee.

5.0
Legislative Framework

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

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

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

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

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

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

Persons and who have a key role in supporting children with additional support needs.

3.7 Delivery of ASN in Argyll and Bute

There is a high level of inclusion within Argyll and Bute with children and young people with a wide range of complex and challenging needs effectively supported within their local schools. At January 2011, only 47 children and young people from Argyll and Bute were educated in specialist day and residential placements out with the authority. Since that time this number has been further reduced by 50% with approximately 23 children and young people placed in external specialist resources at the present time. Given that a specialist placement can cost upwards of £250,000 per placement, the mainstream inclusion of pupils with high end complex needs is not only beneficial for the pupil and their family but also financially efficient. This number has remained relatively stable over the last 18 months. It should be noted however that there will always be a need for a level of specialist residential placements outwith the authority given the very complex needs for some pupils.

3.8 As at the start of academic year 2015/16, a total of (1,931) pupils in Argyll and Bute had been identified as having an additional support need equating to (18.4%) of pupils, slightly below the national average. These figures may change on a daily basis. Of that number, 940 had a need for a child support plan (CSP) reflecting their level of needs and around 570 of that number has an identified need for a level of ASN assistant support. These figures illustrate that not all pupils with an additional support need require a support plan with their needs being met by teaching staff in the classroom through strategies such as differentiation in learning and teaching strategies. Equally not all pupils with a CSP has a need for ASN assistant support which reflects an appropriate staged intervention approach.

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

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

3.11 The Review Group established that the policy framework for meeting additional support needs in Argyll and Bute had not kept pace with the developing legislative framework. Much of current policy was needing to be reviewed and revised ensuring there is a common understanding of certain

key elements of practice such as staged intervention. Therefore one critical aspect of the ASN review was to agree areas of future policy development to allow current and future Education Service ASN policy framework to be fit for purpose.

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

5.0   DETAIL

5.1   The Council decision taken at its meeting of 26th November 2015 was that the Council:

   a)   Notes the ongoing operational review of ASN provision by the Education Service, Community Services;
   b)   Notes the progress reached by the operational review group and the impact of that work in relation to achieving an equitable distribution of support and delivering on service efficiencies;
   c)   Agrees to link these operational efficiencies to the service choices programme from the start of academic year 2016-17 as outlined in section 5.5.3 resulting in a part year saving of £175,000 (full year equivalent of £280,000);
   d)   Notes that further updates on the progress of the ASN Review Group will be reported to the Community Services Committee;
   e)   Agrees the option of reducing ASN assistant support by 45% should be removed from the current service choices consultation programme;
   f)   Notes that the decision would reduce the savings options in terms of service choices by £1.090m full year costs;
   g)   Agrees that Community Services be instructed to identify alternative savings options to offset this reduction, for further consideration as part of the ongoing budget process;
   h)   Notes any remaining gap or shortfall will be dealt with as part of the budget process.

5.2   Next Steps for the Operational Review Group

5.3   Development of Staged Intervention Procedures

   Two working groups, on staged intervention and more able pupils, were convened since June 2015. Staged intervention is at the core of how the Education Service responds to need. A clear and explicit framework was essential to effective and consistent intervention to meet those needs. There

had been no consistent position in relation to more able pupils. It was therefore considered necessary to develop within the framework a clear position and procedures to outline support provision for pupils who are considered to be 'more able'. A draft framework has been completed on schedule and it will be issued out in draft to all schools and parent councils for consultation during November/ December 2015 with the intention of being operationally adopted in January 2016.

5.4   Management of Peripatetic Support Teachers

The development of proposals for improved management arrangements for peripatetic support teachers to ensure the maximum flexibility in their deployment to schools.

5.5   Review of Learning Centres

The review of learning centre operations will also consider the need to maximise capacity to meet pupil ASN needs through the establishment of a Primary Learning Centre in the Campbeltown area and thus provide consistency of Learning Centre provision in the primary sector in all four mainland areas. This will identify specific provision for children with higher tariff additional support needs across all 4 mainland areas and concentrate support resources in identified locations. This will have to be developed in conjunction with an updated approach on Learning Centres – it is anticipated this work will be reported on by June 2016.

5.6   Looked After Children and Those at Risk of Becoming Looked After

The development of approaches to support the joint social work/education Alternatives to Care initiative. It is anticipated that this will reduce the amount spent on out of authority day and residential placements in the longer term.

5.7   Generic Support Assistant Role

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

This may also involve maximising deployment flexibility within support assistant contracts through the introduction of area contracts.

5.8   Support for Children with a Hearing Impairment

The Review Group has noted a considerable increase in the number of children with a hearing impairment. Consideration will be given how best to adequately address needs of this cohort.

5.9 The progress of the ASN Review will continue to be reported to the Community Services Committee on a regular basis.

6.0 CONCLUSION

6.1 The decision taken by the council at its meeting of the 26th November 2015, results in an operational efficiency being accepted which is linked to the work of the ASN Review Group. The Review will continue to consider the remaining elements of its terms of reference and will report to the Community Services Committee on a regular basis.

7.0 IMPLICATIONS

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

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

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

7.4 Personnel: The Education Service will consult with relevant trade union colleagues on any impacts arising from the ASN Review and all efforts will be made to avoid compulsory redundancy. Discussions may be required with HR to vary contracts if the option of creating a general assistant post is pursued.

7.5 Equalities: In meeting the additional support needs of individual children and young people there is a requirements to be aware of the provisions within The Equality Act 2010.

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

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

Cleland Sneddon

Executive Director of Community Services

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

For further information contact:
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Agenda Item 14

ARGYLL AND BUTE COUNCIL   **COMMUNITY SERVICES COMMIITEE**

COMMUNITY SERVICES   **10th DECEMBER 2015**

MACMILLAN @ ARGYLL AND BUTE LIBRARIES

1.0   EXECUTIVE SUMMARY

1.1   The Macmillan Cancer Information and Support Service (MCISS), or Macmillan @ Argyll and Bute Libraries, provides an excellent opportunity to develop Macmillan Cancer information, support and signposting services in a networked partnership approach across Argyll and Bute which meets local needs within local areas. This service raises awareness of cancer and associated risks; early detection and preventative action, utilising existing and new links with core partner services such as Argyll and Bute Council, NHS Highland, Macmillan Cancer Support and Argyll Voluntary Action (now called Argyll and Bute Third Sector Interface), as well as local partnerships. The partnership model established a consistent level of training and services across the pilot areas of Kintyre and Bute during Phase 1 of the project, within the restrictions of available supports and Macmillan grant (£176,000). Phase 2 of the project has seen Macmillan Cancer Support provide a further £300,000 to roll out the MCISS to the remaining libraries, as well as two island locations, over the next 3 years. Macmillan Cancer Support believes that this type of service is best delivered in a non-clinical environment and libraries are viewed as the ideal location.

It is recommended that the Community Services Committee:

a) Note the achievements and excellent provisions being provided by the Macmillan @ Argyll and Bute Libraries service.

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ARGYLL AND BUTE COUNCIL   **COMMUNITY SERVICES COMMIITEE**

COMMUNITY SERVICES   **10th DECEMBER 2015**

MACMILLAN @ ARGYLL AND BUTE LIBRARIES

2.0   INTRODUCTION

2.1   The purpose of this report is to provide the Community Services Committee with information on the excellent work and achievements of the Macmillan @ Argyll and Bute Libraries provisions across Argyll and Bute.

3.0   RECOMMENDATIONS

3.1   It is recommended that the Community Services Committee:

a) Note the achievements and excellent provisions being provided by the Macmillan @ Argyll and Bute Libraries Service.

4.0   DETAIL

4.1   The purpose of the Macmillan @ Argyll and Bute Libraries Initiative is that it allows people affected by cancer to improve their quality of life by ensuring that they receive the right information and support at the right time, regardless of where they are on their cancer journey; having access to practical and emotional support. They also offer signposting to specialist services as well as offering access to quality information on all aspects of being affected by cancer.

4.2   In 2015 The Macmillian @ Argyll and Bute Libraries Initiative success has been highlighted by Argyll and Bute Council as they achieved two successes at the Council's Excellence and Recognition Awards. They were presented with the Gold Winners Award for Tackling Inequalities and Improving Health and The Provost Award. This has led to the initiative being entered into the COSLA excellence awards for 2016 for the category of Tackling Inequalities and Improving Health.

4.3   The service supports the key aims and objectives outlined in the following policy documents by providing supported access to cancer related information: Argyll and Bute Community Planning Partnership Single Outcome Agreement 2013-2023 (Outcome 5: People live active, healthier and independent lives); Skills for Scotland: Accelerating the Recovery and Increasing Sustainable Economic Growth (2010); Achieving a Sustainable Future: Regeneration Strategy (2011); Adult Literacies in Scotland 2020: Strategic Guidance; Delivering for Remote and Rural Healthcare: The Final Report of the Remote and Rural Workstream (2008); Better Cancer Care, An Action Plan (2008) and Better Cancer Care, An Action Plan Progress Report (2010), Reshaping Care For Older People A Programme

For Change 2011 – 2021, Co-Production in Health and Social Care (2012).

4.4   Governance is provided by a Steering Group and there are four geographic Operational Groups to manage and develop the service at a local level with core partners represented who can make decisions on the service's operation. The Operational Groups will increase as the service rolls out across Argyll and Bute over the next 3 years.

4.5   Working with library staff, health and wellbeing spaces were created in the libraries that have Macmillan branding, comfortable seating with tables, access to refreshments, a display area, booklets, information folders (transport, national / local support agencies, local activities),health related books, plants, access to a phone, access to a PC or laptop and a more private quiet room. Suitable drop-in times were identified and volunteers were recruited to fill these time slots. These volunteers were then supported by partners, PVG checked and trained to start to work with the staff to run the drop-ins, including completing data forms to record enquiries and identifying any issues that can be fed back to partners. Monitoring and evaluation is ongoing and includes, but is not limited to, structured independent evaluation, staff and user feedback and Macmillan's Quality Standards.

4.6   The service is run by the MCISS Service Manager and the MCISS Volunteer co-ordinator, with library staff and 6-8 volunteers trained in each location to run the drop ins. Annually volunteers provide almost 1000 hours a year on behalf of the Council in each location. Volunteer development is integral and core to each area of service provision, with the MCISS Volunteer co-ordinator working closely with partners like Argyll and Bute TSI to recruit and offer additional support to the volunteers across the areas. Services are volunteer-led, but supported operationally through a framework provided by the MCISS team whilst funding is available.

4.7   The service strives to develop partnership working in accordance with good community development practices. A formal partnership has developed with Cancer Support Scotland to provide complementary therapies and counselling services. Informal signposting are developed with a range of localised partnership agencies. Leaflets and information on how to contact these agencies are collated and stored in public folders located in the drop-in areas. The service is registered with the Argyll and Bute Advice Network (ABAN) which has an online referral system.

4.8   The service has examples of service users gaining information that has assisted with early diagnosis. Positive feedback shows that the service is meeting community needs. The service has the potential to position Argyll and Bute Libraries at the heart of community led and supported health promotion, awareness raising and emotional support, harnessing the passion and commitment of its communities. This model can be used to develop similar support in libraries or other Council locations for different health needs, or other Council services. It is anticipated that this kind of health work will grow as people live longer and are likely to have co-health conditions that the NHS will need service users to self-manage in their communities.

5.0 CONCLUSION

5.1 The excellent work of the Macmillan @ Argyll and Bute Libraries service should be noted as it provides a necessary service for people affected by cancer to improve their quality of life by ensuring they receive the right information and support at the right time. It allows users of the service to access to practical and emotional support regardless of where they are on their cancer journey. The initiative has received recognition of its excellent work at council level winning the Gold Award for Tackling Inequalities and Improving Health as well as the Provost Award. This has led The Macmillan @ Argyll and Bute Libraries to be entered into the COSLA excellence awards for 2016.

5.2 The model used by the The Macmillan @ Argyll and Bute Libraries initiative could be used to deliver similar initiatives for different health needs across Argyll and Bute either in libraries or other council buildings. It is anticipated that this kind of health work will grow as people live longer and are likely to have co-health conditions that the NHS will need service users to self-manage in their communities.

6.0 IMPLICATIONS

6.1 Policy – None.

6.2 Financial – external funding totaling £476,000 has been received to implement this initiative

6.3 Legal – None.

6.4 HR – None.

6.5 Equalities – the initiative offers support to those who are affected by cancer within the community

6.6 Risk –None.

6.7 Customer Service - None

Cleland Sneddon
Executive Director of Community Services
10th December 2015

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

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ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

COMMUNITY SERVICES

10 DECEMBER 2015

INTEGRATION OF HEALTH AND SOCIAL CARE

1.0   EXECUTIVE SUMMARY

1.1   The purpose of this report is to provide the Community Services Committee with an update on the progress of integration of health and social care in Argyll & Bute.

1.2   In summary the report outlines
- the legislative requirements for integration of health and social care;
- the model and scope of integration in Argyll & Bute;
- progress toward establishing the HSCP and Locality Planning Groups
- Development of a 3 year Strategic Plan
- Consultation on the draft Strategic Plan
- The role and responsibilities of the Integration Joint Board
- The statutory responsibilities of Argyll & Bute Council and NHS Highland

1.3   The Report recommends that the Community Services Committee:
- Notes the legislation and timescale for the HSCP/IJB? to be operational;
- Notes the scope of delegation, profile of services and resources
- Notes progress to date on the draft Strategic Plan and consultation process and agrees the terms of a Council response
- Continues to monitor progress and influence, where necessary, the content of the Strategic Plan.

ARGYLL AND BUTE COUNCIL   **COMMUNITY SERVICES COMMITTEE**

COMMUNITY SERVICES   **10 DECEMBER 2015**

INTEGRATION OF HEALTH AND SOCIAL CARE

2.0   INTRODUCTION

The Public Services (Joint Working) (Scotland) Act 2014 requires that all local authorities and their local health board(s must jointly prepare an integration scheme for the area of the local authority with), forming a Health and Social Care Partnership by 1st April 2016.

Argyll & Bute Council and NHS Highland Health Board will form the Argyll & Bute Health and Social Care Partnership (HSCP). Health and Social Care Partnership" means the parties working together in accordance with the Scheme and the Strategic Plan to achieve the outcomes specified Delegated responsibility and resources will be managed by Argyll and Bute Integration Joint Board (IJB), with effect from April 1st 2016.Until then the parent bodies will retain day-to-day control of resources and service delivery, with governance being overseen by NHS Highland Board and the Community Services Committee of Argyll & Bute Council.

3.0   RECOMMENDATIONS

It is recommended that the Community Services Committee:
a   Notes progress towards the HSCP establishment and that the IJB becoming fully operational on April 1st 2016
b   Notes the draft Strategic Plan and consultation process which the council as a parent body is invited to respond to, and considers the terms of the draft response to the questions raised in the Strategic Plan at appendix C
c   Is aware of the crucial nature of Locality Planning Groups and monitors development of these groups
d   Notes the financial constraints in which the HSCP/IJB has to deliver and transform services
e   Continues to monitor progress and influence the development of the Strategic Plan.

4.0   DETAIL

The integration model agreed by the parties in Argyll & Bute. Is the body corporate model which requires the delegation of functions by the local authority and the Health Board to the IJB. The scope of functions delegated to

the IJB in Argyll & Bute has previously been agreed by the parties as:
- All health services allowed within the legislation (this excludes some functions such as professional registration e.g. NMC, GP registration on NHS performers list)
- All Adult social work
- All Children & Families social work
- All Criminal Justice social work

The Argyll and Bute IJB will therefore be responsible and accountable for a budget of circa £250m and a workforce of circa 3,000.
The integration scheme for Argyll and Bute was approved by the Scottish Ministers on 28th June 2015 The Integration Scheme is the legal document which sets out the conditions agreed by the parties by which the HSCP will operate. The approved Integration scheme can be found at www.healthytogetherargyllandbute.org.uk/

Management Appointments

A Chief Officer, Health and Social Care, Christina West, was appointed in October 2014 and took up the position in December 2014, and as per the requirement in section 10 of the act was confirmed as C.O. at the first meeting of IJB on the 7th July 2015

Progress has been made on further appointments to the senior management team. These posts have been developed as single integrated management posts responsible for health and social care to drive forward the establishment of a single health and social care services:

Head of Adult Services – East	Allen Stevenson
Head of Adult Services – West	Lorraine Paterson
Head of Strategic Planning & Performance	Stephen Whiston
Head of Children & Families	Louise Long

Tier 2 managers appointed are:

Locality Manager Adult Services MAKI	John Dreghorn
Locality Manager Adult Services Helensburgh and Lomond	Jim Littlejohn
Locality Manager Adult Services Cowal and Bute	Viv Hamilton
Locality Manager Adult Services OLI	Vacant
Locality Manager Children's Services MAKI	Brian Reid
Locality Manager Children's Services Helensburgh and Lomond	Paul Kyle
Locality Manager Children's Services Cowan and Bute	Mark Lines
Locality Manager Children's Services OLI	Alex Taylor

Recruitment to the Tier 3 joint management posts is now underway, with a target to appoint to the full integrated management structure by the end of November 2015.

Tier 3 managers appointed are:

Local Area Manager Helensburgh & Lomond	Linda Skrastin
Local Area Manager Cowal	Jayne Lawrence-Winch
Local Area Manager Rural General Hospital, Oban	Donald Watt
Local Area Manager Mental Health Services	Alison Guest
Local Area Manager Mid Argyll	Kate MacAulay
Local Area Manager Kintyre	Alison Hunter
Local Area Manager Bute	Awaiting appointment
Local Area Manager Islay	Awaiting appointment
Local Area Manager Mull	Awaiting appointment
Local Area Manager Oban Community	Awaiting appointment

Integration Joint Board (IJB)

The **Integration Joint Board (IJB)** is now fully constituted following the approval of the integration scheme; The first formal meeting took place on 7th July 2015. A series of development sessions are being provided to IJB members, alongside regular business meetings.

Membership of the IJB comprises 8 voting members (4 from Argyll & Bute Council and 4 from NHS Highland Board) and a number of non-voting members representing both professional and public interests as detailed below:

Designation	Source
Chief Officer Health and Social Care	Through appointment: Christina West
Chief Social Work Officer	Through appointment: Louise Long
4 x Board members, NHS Highland	Agreed by NHS Highland Board: Robin Creelman (IJB Vice Chair) Garry Coutts Ann Gent Elaine Wilkinson Crane
4 x elected members, Argyll & Bute Council	Agreed by Argyll and Bute Council: Cllr Douglas Philand (IJB Chair) Cllr Anne Horn Cllr Elaine Robertson Cllr. Mary Jean Devon
Independent sector representative	Through Scottish Care: Denis McGlennon
Third sector representative	Through Third Sector Interface: Glen Heritage
Registered Nurse	Through appointment: Elizabeth Higgins
Registered medical practitioner	Through appointment:

who is not a GP	Dr Michael Hall
Registered General Practitioner	Through appointment: TBA
Trade union representatives for each organisation	Through Partnership Forum: Dawn Gillies NHS Kevin McIntosh Council
2 x Public Representatives	Through application and interview process: Elizabeth Rhoddick Maggie McCowan
Carer Representative	Through application and interview process: Heather Grier TBA
Finance/Section 95 Officer	Through appointment: TBA
Other members as agreed by the voting members of the IJB	Through application and interview process
In attendance:	
Integration Programme Lead	Through appointment: Stephen Whiston
Minute taker	Through appointment:
Other stakeholders/officers co-opted	As required

The role and responsibilities of IJB members can be found at Appendix A.

The formal role of the IJB until April 1st 2016 is:
- Production of the Argyll and Bute HSCP /IJB?/ Strategic Plan
- Oversight of the integration transition arrangements regarding:
  - Health and care Governance (Quality and safety)
  - Health and social care workforce and partnership arrangements
  - Financial governance
  - Organisational development
  - Patient/service user and carer engagement and involvement arrangements

From April 1st 2016 the Integration Joint Board assumes responsibility and accountability for implementation of the Strategic Plan and for the financial and operational management and delivery of health and social care services in Argyll and Bute.

The delegation of the budget to IJB means it will also be responsible for meeting any savings targets over the 3 years of the strategic plan. At this stage the scale of savings has not been confirmed as both host bodies are awaiting settlements and decisions on funding and allocation.

However, the IJB has to formally consider agree and accept the proposed budget and to inform this preliminary modeling/forecasting and due diligence work has been undertaken by the financial work stream. The current estimates, indicate that although funding is expected to remain fairly flat over the three years, costs are expected to rise for a variety of reasons, including;

- Pay awards
- Inflation
- Increasing costs to maintain current services
- Increasing demand for existing services
- Development of new treatments and services

Current forecasts indicate that costs are likely to increase by as much as £17m over available funding by 2018/19. This is demonstrated in the table below:

Argyll & Bute HSCP	2016/17	2017/18	2018/19
Consolidated Funding and Expenditure	£'000	£'000	£'000
Forecast Available Funding	254,665	255,668	256,725
Forecast Expenditure	261,510	267,453	273,761
Forecast Deficit (Cumulative)	(6,845)	(11,785)	(17,036)

In response to this, the IJB will have to take decisions which will reduce forecast expenditure by £17m over the three year period if it is to operate within budget. The saving required to be achieved in year one, 2016/17, is currently estimated at £6.8m.

The HSCP senior management team are currently considering the impact of this shortfall and identifying the service changes and transformation plans to identify how this scale of savings can be achieved, whilst at the same time ensuring maintenance of a high quality, safe and sustainable core health and social care service.

The IJB will be presented with the proposals for consideration at its January meeting with any requirements identified for formal consultation complying with CEL 4 (2010) Informing, Engaging and Consulting People in Developing Health and Community Care Services.

Argyll and Bute HSCP Strategic Plan

The Strategic Plan describes how Argyll and Bute Health and Social Care Partnership will make changes and improvements in the way it delivers health and social care over the next three years from the 1st April 2016. It explains what services it is responsible for, what the priorities are, why and how they have been decided t. It shows how it intends to make a difference by working closely with partners in and beyond Argyll and Bute. The design of the plan includes and builds on the existing strategies and policies and

the consultations already held in relation to those, for example the recent consultation on the Integrated Children's Service Plan and the Reshaping Care for Older People programme.

It explains what is happening, including the legal requirement for integration and the reasons why change is needed. As with all change some things will be kept and some things will be altered or stopped as we move forward. The Strategic Plan details the ambitions for health and social care services making positive changes that improve quality of services, do away with waste, duplication and inefficient, top down systems. Its focus will be on well-being and prevention using co-production and collaboration which builds on existing commitment, experience and skills, best practices and services are also fundamental to this. The Strategic Plan will focus on what the public and users of services have said they value, and on the services that keep them safe and well.

As referenced earlier, the financial context is a difficult one, funding is tight and the IJB will have to make tough choices on service investment and disinvestment. Argyll and Bute Council's overall savings targets and NHS Highland's saving targets for Argyll and Bute are initially estimated to be £17 million over the course of the plan

The IJB aims to make these tough choices via engagement and consultation with localities, communities and stakeholders; they will be open and honest, as communities and stakeholder experiences and expertise will help to reshape and transform health and care services.

The Strategic Plan will therefore provide a "road map" for how health and social care services will be organised and provided in this area to meet our vision – "Helping the people in Argyll and Bute live longer, healthier, independent lives".

A Strategic Planning Group as required in terms of the act was established with membership directed by guidance and it first met in March 2015 to oversee the production of the Strategic Plan for Argyll & Bute HSCP.

As a first step the Strategic Planning Group designed and published information leaflets for the public (30,000 copies inserted into local newspapers), followed by an Outline Strategic Plan, with an opportunity for informal consultation, at this early stage.

The purpose of the outline strategic plan was to provide clarity over the change required, to test the breadth and knowledge of our existing plans, current and future issues, the reason for change and future shape of services with communities and our staff.

In addition it was intended to support the initial ground work in outlining the expectation of the role and accountability localities will have to develop, enable them over the 3 years of the plan, so that they will as operational partnership entities "Locality Plan, Locality Own and Locality Deliver".

There were 703 responses to the Outline Strategic Plan, a copy of the plan and summary of the responses can be found at www.healthytogetherargyllandnute.org.uk/

The timetable for production/completion of the Strategic plan is:

Item	Task	Time Scale
1	Establish Strategic Planning Group- Membership, ToR, Governance	Jan/Feb 15
2	Prepare proposals about matters the strategic plan should contain	End of Mar 15
3	Consult the Strategic planning group on proposals	End of April 15
4	Produce first draft of plan for SPG consideration	End of June 15
5	Consult the Strategic planning group first draft	End of July 15
4	Prepare second draft of Strategic Plan	End of August 15
	Consult the Strategic Planning Group and wider stakeholders on Strategic plan (3 months) including prescribed consultees which includes the Council/NHS Highland	End of November 15
5	Prepare final strategic plan	End of December 15
6	Approved by A&B IJB, with go live date agreed NHS Board and Council , delegated responsibility passed to IJB	Jan - Feb 2016
7	A&B HSCP Go Live	April 2016

The formal consultation draft of the Strategic Plan was published in mid-September. Printed copies are now available in the 7 localities, together with memory sticks, pre-loaded with the consultation draft of the Strategic Plan. The draft is also available on line (see 3.5). The consultation period has been extended to the end of November. All feedback will be collated and will inform the final draft of the Strategic Plan, to be approved by the IJB in January/February 2016.

The important element to note in this is that the consultation on the strategic plan is not targeted at getting feedback on existing service plans which have already been consulted on such as the Integrated Children's Services Plan, Reshaping Care for Older people programme etc. these remain extant. It is primarily focused on the transformation in health and care services that is required as a result of integration and in response to the challenges and drivers re demography, multi-morbidity, depopulation, sustainability, efficiency, best value and savings targets

The Strategic Plan is about creating a sense of urgency to respond to these issues and challenges.

The critical factor in this is locality planning and the ability of the HSCP to "tool

up" the localities to effectively undertake this work. The consultation is aimed at incorporating a range of "locality planning" catalyst events to support the development of locality planning. As such the consultation is targeted at obtaining responses and views on locality planning processes and questions have been designed to support this see:

https://www.surveymonkey.com/r/YSDM7PJ

The NHS Highland Board and Argyll and Bute Council as detailed in the Act will be consulted to provide a formal response to the full Strategic Plan and a formal invitation has been sent. The terms of a draft response are attached for the Committees consideration at Appendix C.

Locality Planning Groups will be established in each of the 7 Localities –Oban Lorn and the Isles; Mid Argyll; Kintyre; Islay and Jura; Helensburgh and Lomond; Bute; Cowal.

In respect of membership, there is Scottish Government guidance for localities www.gov.scot/Publications/2015/07/5055/downloads

Required membership is outlined in the guidance, but each locality will have autonomy to appoint appropriate members to the Locality Planning Group. See Appendix B for suggested membership.

The conclusion of the Strategic Planning Consultation in December will then see the establishment of the locality planning groups through January to March 2016.

Corporate Support Services are not within the remit of the HSCP/IJB, however the parent bodies have a responsibility to provide corporate support commensurate with the operational needs of the HSCP, in accordance with section 4.3 of the Integration Scheme which states:

'**Corporate Support Services**

The Parties will identify and put in place the corporate support required to fulfill the duties of Argyll and Bute Integration Joint Board. The Parties will, by 1.04.2016:

- Identify the corporate resources currently utilised to deliver the delegated functions.

- Agree the corporate support services required to fully discharge Argyll and Bute Integration Joint Board's duties under the Act.

- The Parties will provide Argyll and Bute Integration Joint Board with the corporate support services it requires to fully discharge its duties under the Act. The provision will be reviewed within the first year to ensure that it is adequate.'

Both NHS Highland and the Council recognise these services are critical in supporting the shaping and ability of health and care services to operate as a single integrated team delivering person centred care.

As such the integration programme has a number of work streams examining these services i.e. establishing single Health and Safety arrangements, risk reporting, clinical and care governance, management reporting etc.

In addition this is also an area which presents opportunities for efficiencies across corporate support services, reducing duplications and enhancing productivity and reducing cost and currently areas such as procurement, fleet management and Information Technology are being investigated facilitated by NSS.

The expectation is that the IJB will develop a commissioning type arrangement from both bodies for corporate services (payroll, HR, legal, customer services etc) as the budgetary value of these services is circa £10 million (identified by the finance integration work stream).

The budget and commissioning arrangements for the provision of corporate support services have yet to be formalized and agreed and this is being considered within the corporate work stream of the integration project.

Statutory responsibilities retained by Parent Bodies

The Integration Joint Board is a separate legal entity which, through its Chief Officer, has responsibility for the planning, resourcing and operational delivery of all integrated services within the strategic plan.

From April 1st 2016 all decisions on integrated services will be made by the IJB.

When resources for delegated functions are allocated to the IJB, the IJB will then make decisions on the use of integrated finance and the Chief Officer will be responsible for the financial governance of those resources.

Whilst the IJB will be responsible for the delivery and management of health and social care services the Integration Scheme sets out areas of responsibility/accountability that remain with Argyll & Bute Council and NHS Highland (the parent bodies) including but not restricted to:

- Complaints (Section 11, Integration Scheme), the parent bodies retain responsibility for complaints, but should agree a single point of access for complainants.
- Claims handling, Liability and Indemnity (Section 12, Integration Scheme)
- Risk management (Section 13, Integration Scheme, finance, service continuity etc) the parent bodies will develop a shared risk management strategy and will keep the IJB informed
- Dispute resolution mechanism (Section 14, Integration Scheme)
- Designate Chief Social Work Officer in terms of 1968 Act
- Staff Consultation - s.195 of the Trade Union and Labour Relations

(Consolidation) Act 1992

The IJB will produce and publish an annual performance report, within 4 months of the end of the reporting year (i.e. by the end of July each year) in accordance with Section 42 of the Public Bodies (Joint Working) (Scotland) Act 2014. This report will be shared with its parent bodies and other stakeholders, in addition update reports on pertinent performance areas will be produced for the parent bodies. The process, mechanism and recipient body/committee remain in development.

5.0 CONCLUSION

The Integration of Health & social care is a legislative requirement for the whole of Scotland, it is intended to deliver services that are person-centred, high quality and outcome focused and delivers gains in efficiency and provides best value.

The key drivers for integration are the changing demographic profile in Scotland, the increasing demand for health and care services and the financial context for the public sector.

Argyll and Bute is faced with a falling population, including net migration of younger people and an increasing population of older people. This makes the challenges of a sustainable and high quality health and care service with an ageing workforce and a historic configuration of services and facilities significantly greater within a remote rural and island geography.

To address this will require a transformation in the way that health and care services are delivered, the vision "Helping the people in Argyll and Bute live longer, healthier, independent lives" illustrates that the approach must be about supporting people to look after and maintain their own health. To this end it is clear the transformation in service provision must be at locality level "Locality planned, Locality owned and Locality delivered" will be the key development area in the HSCP Strategic Plan. Continuing the existing model of health and social care is not sustainable or viable going forward.
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The integration programme is on target in terms of progress towards the establishment of the Argyll & Bute health and social care Partnership by the 1st April 2016

6.0 IMPLICATIONS

6.1	Policy	Policy changes required to support the transition of responsibility to Argyll & Bute Integration Joint Board
6.2	Financial	Budgets for health and social care will be fully integrated from April 1st 2016. Finalization of the delegated budget is yet to be confirmed by both Council and NHS Highland an agreed by the IJB.
6.3	Legal	Legal implications for the council and health have been

		assessed and included in the Integration scheme
6.4	HR	Staff will remain with their original employer, including their respective terms and conditions, policies and procedures
6.5	Equalities	The integration of health and social care is part of policy to address inequalities and services and arrangements will be impact assessed as this goes forward.
6.6	Risk	Formal risk assessment and mitigation process is in operation and further development
6.7	Customer Service	

Christina West
Chief Officer

Policy Lead: Cllr. Mary Jean Devon
18/11/2015

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APPENDICES
Appendix A: Role and Responsibilities of IJB Members:

Name of Group or Committee:	Argyll and Bute Integration Joint Board (IJB)
Personal role:	Being a member of Argyll and Bute Integration Joint Board (IJB) with a term of a maximum of 4 years.
Personal responsibilities	Attend and participate in regular IJB meetings and development sessions (every 8 weeks).
	Undertake personal preparation prior to the meeting including identification of any issues in advance of the meeting
	Participate in development sessions for members of the IJB and assimilate the learning from these experiences
	To interface and communicate with the relevant groups, networks or representatives within the specific role undertaken to bring an informed and objective view and analysis of issues, status etc to support the Boards governance role.
Main Tasks:	List of main tasks for non-voting members:
	1. To act at all times to promote the interests of patients, service users, carers, the public and the workforce.
	2. To participate actively in Argyll and Bute Integration Joint Board meetings, and in associated pieces of work in agreement with the Chair.
	3. To bring an external perspective into the work of the Board and in particular, to bring constructive challenge to its actions and decision-making.
	4. To bring to the attention of the Chair issues, questions, ideas or suggestions raised by patients, carers, the public and the workforce.
	5. To contribute to local health and social care service projects or initiatives aimed at improving the health and wellbeing of local people.
	6. To contribute to the planning of service improvement and change and transformation initiatives, and to encourage good practice in informing and involving patients, carers, the workforce and the wider community.
	7. To take a corporate and supportive approach as a full member of the Board and to respect the normal rules of Board conduct. This includes adhering to the code of confidentiality.
	8. To attend on a regular basis and to give apologies and feed-back, if unable to attend.
	9. To use the existing systems and networks to access carer or patient feedback to bring this within the Boards consideration and to feedback as appropriate.
Time Commitment:	You will be asked to commit to a series of dates. The Board will meet every 8 weeks or at other intervals, by agreement. We will provide information in support of these meetings a week in advance of the date of each meeting. The length of the meetings will be approximately three hours but there will be personal preparation time and reading of papers in advance of the meetings. In addition to formal Board meetings, the Board will also hold regular development and planning of service sessions.

	You may also be required to attend and support various meetings or events within your remit as agreed with the Chair. The length of time a person can be appointed to the Board is for two years in the first instance which may be extended.
Where (Location):	The Board meetings will be held in rotating locations within Argyll and Bute. There will be video-conferencing available. If travel is necessary within your role your expenses will be met by NHS Highland/Argyll and Bute Council out of pocket expenses policy for volunteers.
Required Skills, Experience & Capabilities:	As an active member of the IJB you will have: - An active interest in health and social care services and/or community development/ developing community resilience and coproduction. - Motivation to learn about the full range of NHS and Council services which includes adult, children & families and criminal justice social work. - Ability to work in a positive and questioning way alongside a wide range of people from the NHS, Council and partner agencies in the interests of all patients, carers, workforce and communities, and to challenge, question and contribute in a constructive manner. - Good communication skills, including the ability to communicate on behalf of other people, even if you do not share their views - Ability to assimilate large amounts of information - Ability to seek and consider the views of others - Willingness to contribute to shared goals - Ability to work within a multi-disciplinary team - Willingness to support other IJB members in their work - Confidence to constructively challenge other members and the information presented to you You will be comfortable and able to: - Abide by relevant governance procedures and practices - Work with the IJB chair, fellow IJB members and staff working within the Health and Social Care Partnership - Work to time, mindful of the time available in meetings, and use the opportunity to contribute by raising issues with the chair between meetings - Maintain confidentiality about any issues where appropriate - Demonstrate awareness of the vision and values of the Health and Social Care Partnership and the parent bodies (NHS Highland and Argyll & Bute Council) In order to fully contribute to the IJB you will be able to: - Present own viewpoint clearly and concisely - Actively listen to others - Reflect back your own understanding of others' contributions - Respond tactfully and sensitively to others' verbal /non-verbal reactions - Build up working relationships - Actively present the views of the people of Argyll and Bute and feedback to them as required To fulfil the role as a member of the IJB you will also be able to: - Maintain focus and relevance to matters being discussed during meetings - Contribute to meetings by studying information sent in good time

	• Formulate testing questions • Recognise situations where you require more support/information
Code of Conduct:	You will be expected to abide by the principles of good governance (The Nolan Principles) which govern public life and our Code of Conduct which covers the following aspects:

Principle	Description
Supporting participation	We will provide volunteers with information, training, performance development through role development, appraisal, re-imbursement of expenses and protection under our policies (e.g. health and safety, grievance, confidentiality)
Organisational values	We expect volunteers to abide by the values that underpin all our work such as person-centred service delivery; locality leadership and co-production and supporting the Health and Social Care Partnership to achieve the national health and well-being outcomes.
Policies	We expect volunteers to support our vision and values and abide by organisational policies.
Conflict of interest	We expect volunteers to declare any conflict of interest, any circumstance that may be viewed by others as giving rise to conflict of interest and to be guided by our judgment regarding potential conflict of interest
Personal conduct	We expect volunteers to be responsible for their own actions and to ensure that they conduct themselves appropriately at all times, within the framework of our organisational policies
Equality and diversity	Our recruitment and work practices reflect our commitment to promoting equality and encouraging diversity. We will provide support for participation in our work which is tailored to individual needs and circumstances.
Confidentiality	We expect volunteers to keep information secure in line with data protection duties and our information governance and confidentiality policies
Protecting the organisation's reputation	We expect that when working with us and as a private citizen, volunteers will strive to uphold the reputation of the organisation and those who work in it
Expenses	We will reimburse documented expenses in line with our guidance
Meetings and teamwork	We expect volunteers to take part in line with our governance procedures
Issues of conflict and complaints	Volunteers working with us are covered by our complaints and bullying and harassment procedures. Any complaints alleging misconduct by a volunteer will be investigated. NHS Highland and Argyll & Bute Council staff and members are expected to work in partnership with each other, and to treat each other with dignity and respect. All staff and members have a responsibility for their own behaviour and to ensure their actions, attitudes or behaviours do not cause distress or upset to others

Support available:	Written information and guidance including: • Induction packs provided to NHS Board non- executive Board Members and members of Argyll and Bute Council. Guidance published by the Scottish Government. Argyll and Bute's Integration Scheme.

	In addition there will be support and guidance from the Chair of the IJB: • Introduction to the role, and to the responsibilities of the Board. • Argyll and Bute Integration Joint Board member development • Review of member's contributions to the Board • Awareness of the Board's policy and statutory requirements including codes of conduct and confidentiality. • Awareness of public sector and personal responsibilities in relation to equality and diversity • Feedback systems including meeting minutes, newsletters and briefing notes. • Annual performance review and development meeting with the Chair and Vice Chair
Any other Requirements:	NHS Highland is guided by the National Standards for Community Engagement, in particular the 'Working Together Standard'. NHS and Argyll and Bute Council staff and members are expected to work in partnership with each other and associated groups, and to treat each other with dignity and respect. All staff and all public members have a responsibility for their own behaviour and to ensure their actions, attitudes or behaviours do not cause distress or upset to others. There are organisational policies for managing situations of conflict. NHS Highland's values and operational management system are set out as part of the Highland Quality Approach.
Further information:	You can attend a various meetings as an observer e.g. NHS Board meetings, Argyll and Bute Committee meetings, Argyll & Bute Council Area Committee meetings. Previous meeting papers are available on the integration NHS Highland/Argyll & Bute Council website : www.healthytogetherargyllandbute.org
Recruitment Process:	The role description will be circulated widely and promoted through the media. Those interested will be asked to provide a short biography, which will describe the experiences and skills they can bring to the Board. Assistance will be offered if for any reason a member is unable to apply in this way. When applications are received, a shortlist for interview will be drawn up based on those people who are able to demonstrate that their skills, knowledge and personal qualities match the criteria outlined in the role description of lay member. The shortlist will be drawn up by the Chair of the Integration Joint Board. The short listed members will then be asked to attend an interview to be chaired by the Chair of the Integration Joint Board. Declarations of interest must be made and potential conflicts of interest declared an agreement reached by all parties on how these will be dealt with. Examples might include journalists, locally elected members, MSPs, existing or recently retired NHS or Council staff. If you would like any more information about the Integration Joint Board or the role please contact: Christina West, Chief Officer, Health and Social Care. christina.west@nhs.net Douglas Philand, Chair IJB dougie.philand@argyll-bute.gov.uk Robin Creelman, Vice Chair IJB robin.creelman@nhs.net Deadline for applications is XXXXXX
Date role created:	

Appendix B –Membership Locality Planning Groups.

Member source	Identified by
General Practitioner (may be one or more representing local GP practices)	IJB
Primary care – other professionals(may be one or more representing local GP practices)	IJB
Secondary care (including clinicians or representatives from unscheduled care)	IJB
Social work and Social Care representatives	IJB
Community Council representative (s)	Locality
Health & Care Forum representative(s)	Locality
Patient Participation Groups representative(s)	Locality
Carers representative(s)	Locality
Young people	Locality
Older people	Locality
People with disabilities	Locality
Third Sector	IJB
Independent Sector	IJB

Appendix C

Argyll and Bute Council

Response to Consultation Strategic Plan 2016/17 2018/19

November 2015

1.0   Thinking about health and care services you may have used or have experience of:

What needs to change to make this happen?

Argyll and Bute Council welcomes the opportunity to respond to the formal consultation relating to the 3 Year Strategic Plan with a particular focus on locality planning arrangements.

The Council as one of the parent bodies of the new Health and Social Care Partnership have been fully involved in the preparatory work required to deliver our new partnership arrangements. Council and NHS Officers undertook the work to complete our Integration scheme which was signed off by the Scottish Government on 28th June 2015.

The Council recognises the draft Strategic Plan describes how Argyll and Bute Health and Social Care Partnership will make changes and improvements in the way it delivers health and social care over the next three years from the 1st April 2016. The design of the plan includes and builds on existing strategies and policies. It reflects consultations already held in relation to those, for example the recent consultation on the Integrated Children's Service Plan and the Reshaping Care for Older People programme.

Council staff have been an integral part of the team taking forward the wide ranging consultation events across Argyll and Bute during the autumn of 2015. The final draft of the 3 Year Strategic Plan is now nearing completion after a 3 month period of consultation. The Council acknowledges the time and effort that has been devoted to ensuring staff and public have been involved at all the key stages of the development of the draft Strategic Plan.

The Council supports the move towards the following:

- Service delivery with an increased focus on person centred care
- Services that are increasingly community based
- Improved focus on preventative and anticipatory care

Commitment to these approaches will ensure people across Argyll and Bute live longer, healthier, happier and independent lives.

The Council is committed to supporting its staff to develop and improve joint working across teams to deliver improved outcomes for the children, young people, adults and older people who require advice, guidance and support. Leadership and improved

management of resources will help deliver our ambitious plan for the development of more person centred services. The Council would expect to see the pace of change in service redesign and innovation increase as a result of the integration of services.

2.0   What would you like to improve?

The Council recognise that continuing to do the same things and delivering traditional services will not deliver the change required in practice to support an increasing older population across our localities.   Delivering safe and sustainable services across localities will be a significant challenge over the next 3 - 5 years. The Council acknowledge adults and older people have a desire and expectation that person centred care will be delivered as close to home as possible and in a way that increases flexibility, choice and control for individuals and their families.

The Council have been working with individuals and families to encourage the uptake of Self-directed Support options for the past 3 years. It is expected that as adults and families become more aware and confident regarding options for managing and arranging their own care the uptake of individual budgets may become a better and more person centred approach for many individuals. The use of direct payments as a way of receiving support is already well established across Argyll and Bute.

The Council would expect to see service models be redesigned to support that level of person centred and directed care – to more closely meet the needs and aspirations of service users. The Council would support the focus on preventive and anticipatory care as helping to sustain independence and producing a financially sustainable model. The use of new technologies will play a significant part in delivering on these aims.

The council would support the development of joint single assessments and the improved coordination of professional services across health and social care as delivering on positive outcomes for our service users and patients.

3.0   To improve services in the future we need to do things differently so?

3a.   Are there things we should stop doing?

As previously stated, the Council will continue to promote the use of the legislation relating to Self-directed Support (SDS).   SDS offers individuals and their families increased flexibility and control over how they meet their social care needs.

The Council is aware that people across services are increasingly looking for more flexibility of choice and control over how they improve their lives. A shift to community options and individual support will mean people are less likely to accept a one size fits all approach to service delivery.   This will include less reliance on building based services and a real push for support that involves a more active role within communities with people accessing more individualised support.   This move will present real challenges for the new Health and Social Care Partnership during the next 3/5 years. Releasing resources currently tied into building based services will

require significant service re-design and re-configuration across health and social care services.

The council would expect to see the release of resources from the acute sector in line with the impact of preventive strategies which should reduce the burden on unplanned hospital admission.

3b   What services do you know that work really well and that other people could learn from?

The Council receive positive feedback in relation to services both provided internally by the Council, those delivered by NHS Highland and from services commissioned from the private and voluntary sectors. Increasingly older people, for example, who want to stay in their own home for as long as possible will only want to consider moving to a care home setting when they are unable to live safely at home. The Council recognise that advances in health treatments is now ensuring people are able to live at home for longer with long term conditions. The technical advances in telecare and telehealth are welcome additions which assist to improve outcomes for older people.

The partnership has the best balance of care position of any Scottish local authority area and an increasingly improving delayed discharge position.

3c   Are there things we should do differently?

The Council recognise that it is vitally important that as we move to better joint working a reduction in assessment activity will be achieved. The Partnership is developing new assessment tools to ensure adults and their families only tell their story to one lead professional. The lead professional will then complete an assessment and ensure a support plan is put in place timeously. For many years duplication of effort has been present within health and social care settings. Closer joint working will deliver more seamless assessment and care planning activity.

The advances in telehealth and telecare will continue to develop and the Partnership will need to re-design services to take account of these advances and use these tech solutions to support more people in their own homes. Developing a new model of care will reduce the need for traditional type services which includes staff staying overnight in an adult's home which is both costly and intrusive.

The Partnership will correctly look to developing new service models including targeting step up/ step down intermediary care as a vehicle for speeding up hospital discharge further and improving the opportunities for regaining independent living.

4.0   Who should be on your Locality Planning Group?

The Council is aware that Officers from the Partnership are now working to form new locality groups across our 7 localities. These groups will be led in localities in partnership with key partners and members of our local communities. The legislation relating to integration refers to localities as being the engine room of integration and

membership will be agreed in line with the guidance issued by the Scottish Government.

Membership will include GP's, primary care representatives, secondary care representatives, Social Work and social care representatives, community council representatives, health and care forum representatives, carers representatives, patient representatives, patients, service users, third and independent sector. Each locality will have autonomy to appoint appropriate members to their respective locality groups. The partnership will work with partners to ensure locality groups are formed during January and February 2016.

5.0   How should your Locality Planning Group work?

The Council is clear about the role new locality planning groups will have to help improve health and wellbeing of individuals and communities moving forward. It is a reality that increasing demand will create ongoing challenges for the Partnership to address the widening gap in health inequalities. Effective local delivery will require effective and pro-active participation in decision making at a local level. This will only happen by empowering individuals, families and local communities.

The Council will actively encourage locality planning groups to base decisions on locality health and needs assessment information. An emphasis should also be placed on securing improvement based on the information patients/service users provide in relation to their experience of contact with services. Robust financial information will also be made available to locality groups to ensure they can make decisions based on reliable financial information.

Argyll and Bute Council recognise the considerable challenge ahead for the Integration Joint Board (IJB) regarding current financial forecasts. Costs are likely to increase by as much as £17m over available funding by 2018/19. In response to this, the IJB will have to take decisions which will reduce forecast expenditure by £17m over the three year period if it is to operate within budget. The Council are committed to working with the Board to ensure financial balance is achieved. The Council also welcome the commitment by the IJB to continue delivering high quality, safe and sustainable core health and social care service.

The Council will continue to support effective leadership and workforce planning to address challenges faced by remote and rural teams spread across Argyll and Bute.

6.0   Any other comments or suggestions you would like to make?

Argyll and Bute Council are committed to ensuring the new Health and Social Care Partnership meets the future aspirations of our communities in terms of health and wellbeing outcomes for our children, young people, adults and older people.

The completion of the new 3 Year Strategic Plan will ensure a road map is available to guide and influence the development of new and improved joint working arrangements across all localities in Argyll and Bute.

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ARGYLL AND BUTE COUNCIL   **COMMUNITY SERVICES COMMITTEE**

COMMUNITY SERVICES   **10th DECEMBER 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 implementation of parity between
        foster and kinship carers is estimated at £527,000 for 2016/17 with a
        further £169,000 estimated costs related to the introduction of the new
        kinship care arrangements. 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 £601,000 was previously agreed for
        2016/17 for inclusion in the 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

October 2015 in accordance with the letter from Scottish Government dated 5th October 2015.

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   **10th DECEMBER 2015**

KINSHIP CARER ALLOWANCES

1.0 INTRODUCTION

1.1   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.

1.2   Kinship Care is the term applied to arrangements where a child or children are no longer able to live with a parent and move to stay with a 'relative'. Within the context of modern family arrangements 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

1.3   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).

1.4   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 the introduction of Universal Credit are considered.   In acknowledgement of the increased cost to the local authorities Scottish Government advised that additional financial support would be made available. A policy update and an allocation of funds were issued by letter on the 5th October 2015 by Scottish Government.

2.0   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 October 2015 in accordance with the letter from Scottish Government dated 5th October 2015.

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.

3.0   DETAIL

3.1   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.

3.2   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 and parity.   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).

3.3 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.

3.4 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.

3.5 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.

3.6   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.

3.7   In response to the additional cost to the local authorities Scottish Government has now allocated additional funding. The total sum that the Scottish Government will transfer to local authorities to pay for this policy is £10.1 million per annum, which includes 50% of the estimated cost for formal care (£3.3 million) and 100% of the estimated cost for holders of a section 11 Order/Kinship Care Order (£6.8 million). The allocation to Argyll and Bute for 2015/16 is £58,842, as a 6 month pro rata allocation, and £117,684 per annum thereafter.

3.8   There are presently 47 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 cost of implementation has been estimated at £527,000 for 2016/17, for the cases the Council is aware of.   It is considered unlikely by Social Work Scotland that there would be a further legal challenge with regard to the backdating of any local parity agreement.

3.9   A demand pressure totaling £601,000 was previously agreed for inclusion in the 2016/17 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.

3.10   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 working 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.

3.11　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 further guidance with regard to Kinship Care Orders is still 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 £137,000 in 2015/16 and £169,000 in 2016/17.

4.0　CONCLUSION

4.1　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 is clearly the intention of Scottish Government that a Local Parity Model be adopted as an interim solution.

4.2　The adoption of a Local Parity model to deliver parity between foster and kinship carers has significant financial implications.   Based on the existing number of Looked After Children in kinship care placements and the projected number of Kinship Care Orders the additional cost to the Council has been estimated at £527,000 for 2016/17 for the placements the Council is aware of.

4.3　Although additional funding totaling £601,000 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.

4.4　Kinship carers will come into the social work system and Argyll and Bute will continue to pay them until the child reaches adulthood. This will place financial strain on the Children and Families Service.

4.5 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.

5.0 IMPLICATIONS

5.1 Policy — The financial policy for the assessment of kinship carer allowance for the kinship carers of Looked After Children will need to be revised.

5.2 Financial — The additional cost of implementing a Local Parity Model of allowances has been estimated at £527,000 for 2016/17. 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 £601,000 was previously agreed for inclusion in the 2016/17 Children and Families Services budget to meet the estimated costs of allowance parity and the introduction of Kinship Care Orders. Kinship parity payments are separate from the duties placed on the Council through the Child and Young People (Scotland) Act 2014. Children and Families will need to financially, emotionally and practically support kinship carers until the child reaches adulthood, placing significant financial strain on the system.

5.3 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 which is reflected in this paper.

5.4 HR — There are no immediate HR implications.

5.5 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.

5.6	Risk	The reputational and financial risk to the Council of not implementing a Local Parity model is significant.
5.7	Customer Service	The implementation of a Local Parity model will greatly improve the material circumstances of Looked After Children in kinship care.

Cleland Sneddon
Executive Director of Community Services

Policy Lead
Cllr Mary Jean Devon

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

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

If the family is 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**

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ARGYLL AND BUTE COUNCIL	**COMMUNITY SERVICE COMMITTEE**
COMMUNITY SERVICES	**10th December 2015**

With Scotland Report on Child Protection Registrations

1.0 **EXECUTIVE SUMMARY**

1.1 Argyll and Bute child protection registrations have shown a downward trend over the last three years. Within the Argyll and Bute audit programme there was no easily identifiable reason for a reduction in child protection registrations. A hypothesis at the Child Protection Committee (CPC) that the possible cause for a decrease in registration rates were due to the impact of the *Getting It Right for Every Child* (GIRFEC) practice model. The CPC were questioning if by interviewing and supporting families at an earlier stage through GIRFEC. Argyll and Bute had managed to reduce child protection registrations.

1.2 In 2015, the Argyll and Bute CPC commissioned WithScotland, Scottish experts to undertake an independent review of child protection activity. The review used methodology and included an audit of case files, focus groups with staff, managers and staff survey information. WithScotland supported their findings by analysing national and local benchmarking information.

1.3 WithScotland study found that child protection activity is in line with comparative authority. While the reduction in child protection registration over the last three years could be attributed to families and children being identified early and receiving appropriate help, the lack of consistency within assessment and planning made it difficult to draw this conclusion. The report highlights a number of strengths including partnership working, engagement with families, strong leadership and partnership committed to self-evaluation.

1.4 The Child Protection Committee and Argyll and Bute's Children will review the report and ensure robust plans are in place to address any improvement. The report needs to be circulated widely to ensure partners, staff and Elected Members understand the findings. On 5 November the CPC ratified the report and agreed the report be disseminated to various groups

1.5 The WithScotland findings are important and while it recognised the significant strengths in the partnership, it highlights areas for improvement. The report need to be disseminated so we understand the current child protection services in Argyll and Bute.

1.6 It is recommended that Community Services Committee agree that:

a) WithScotland's report will be disseminated across the partnership.

b)   Key areas for improvement are taken forward by the CPC and Argyll and Bute's Children.

ARGYLL AND BUTE COUNCIL   **COMMUNITY SERVICES COMMITTEE**

COMMUNITY SERVICES   **10th December 2015**

With Scotland Report on Child Protection Registrations

2.0   INTRODUCTION

2.1   Since 2013 Argyll and Bute Child Protection Committee has recorded a decrease in child protection registrations, in the context of a declining population but with increasing numbers of families referred to social work for some support. In 2013, an internal audit identified no concerns with the decision-making processes for whether to register a child or not. Argyll and Bute's Child Protection Committee hypothesised that the decrease in registration rates could be attributed to the impact of the implementation of the *Getting it Right for Every Child* (GIRFEC) practice model. However, the review concluded that it was too early in the implementation of GIRFEC to assess impact.

2.2   In 2015 Argyll and Bute Child Protection Committee commissioned WithScotland to undertake a follow-up review to consider if the GIRFEC practice model and early identification was impacting on child protection registration. WithScotland are experts in field of child protection undertook a review of universal and social work services. In 2015 WithScotland undertook focus groups, audited files and used Argyll and Bute self-evaluation activity to produce an extensive report, with a summary report available for ease of reference.

2.3   The full report findings will be considered by the CPC on 5th November 2015 for both implementation and future actions.

3.0   RECOMMENDATIONS

It is recommended that Community Services Committee agree that:

a)   The findings of the With Scotland's study of child protection activity in Argyll and Bute Partnership.

b)   WithScotland's report will be disseminated across the partnership.

c)   Key areas for improvement are taken forward by the CPC and Argyll and Bute's Children.

4.0   DETAIL

4.1   The Study Aimed: -

- to explore in detail child protection activity and identify possible underlying causes for a decrease in rates of registration and consider how this compares with Argyll and Bute's comparator authorities and neighbouring areas.
- In addition the study aimed to understand if the interventions and processes which have been put in place prior to making a child protection referral. Also to consider the implications of the GIRFEC Practice Model and the role of the Named Person were making a difference to child protection registration in Argyll and Bute.

4.2   The Methodology of the Study was: -

- to map current trends and patterns of national, comparator and local child protection statistics, and identify similarities and differences with Argyll and Bute.

- the study also undertook an audit of a sample of at least twenty case files to gather information on the nature of referrals to child protection and intervention offered.

- it used information held by Argyll and Bute including the recent survey undertaken by Argyll and Bute's Children to all multi-agency colleagues to gather information about views, working routine and decision making across children's services including the GIRFEC Practice Model.

- to explore its findings further it arranged focus groups with operational staff and managers to consider the pattern of child protection activity. This included colleagues from health, local authority, police, voluntary sector, education and other colleagues identified.

- The study began in March 2015 and concluded in August 2015. The final report was presented to Argyll and Bute CPC on 5 November.

4.3   The study found Argyll and Bute has several strengths in the operation of its child protection systems and processes. Its continued commitment to ongoing self-evaluation was acknowledged and recommended. Many issues raised within this report were known through self-evaluation activity and identified by Argyll and Bute and the Care Inspectorate report (2013a). The child protection improvement Plan outlines a number of activities to support the improvement of practice across the partnership.

4.4 The review team were impressed with the professionalism and reflectiveness of all staff. The dedication of multi-agency professionals to meet each child's needs was striking. It was clear from focus group discussions that children are at the heart of practice. Families were thought to generally engage well with GIRFEC; for example attending Child's Plan meetings, which suggests that families knew what to expect, felt less threatened and engaged better.

4.5 *Getting it Right for Every Child* (GIRFEC) appears well embedded in the processes and practices of professionals across agencies in all areas and does appear to impact on registration rates. There was an acknowledgement that decision-making was not yet consistent across all areas and in all cases, however, there are new structures and posts in place to support this. There continues to be broad support for the principles of GIRFEC while it was recognised that challenges remain, particularly for the universal services, in relation to capacity, resourcing and skills.

4.6 The quality of inter-agency working and communication was a significant feature to emerge from the case file reading, focus groups and follow-up survey, and appeared a conduit for robust safeguarding. The relationships and communication across some areas was more developed than in others, but this was attributed to changes in staff and new relationships being formed rather than barriers to communication. There is a high staff turnover across the partnership and this could be a contributing factor as to why communication is more developed in some areas. The reviewers were particularly impressed by the sense of nurturing and respect staff had for each other across the agencies with supportive senior management.

4.7 The findings suggest that perhaps Argyll and Bute is following the national trend more closely than first thought in terms of child protection activity. The national trend currently shows that there is an increase in Child Protection activity. There may be fewer registrations, but activity may have shifted in terms of local processes. Statutory interventions and referrals to the Reporter are in line with national statistics. The picture is likely to be more complex than whether a decrease in registration is the result of GIRFEC. On one hand, the quality of inter-agency working and communication does appear to result in early intervention for children and families within Argyll and Bute. On the other, the needs and risks for some children may not be fully understood or identified at this earlier stage.

4.8 The picture that emerged through discussions with staff and the survey is not always reflected in the case files and through recording systems. It was difficult to determine the effectiveness of GIRFEC in Argyll and Bute as the quality of assessment, plans and reviews, adherence to processes and

assessment or risk were variable. This follow-up review did not set out to assess the impact of GIRFEC, but it is worth noting that there was a general lack of outcome data and reflections of the impact and effectiveness of actions and services for the child and family within the files. Robust evaluation measures are needed to determine whether practice is safe, but robust evaluation is only as good as the information available.

4.9   As yet, there is no national research, which links GIRFEC with safer outcomes for children. It has been suggested that outcomes depend on how well interventions are tailored to match the circumstances and how manageable those circumstances are (Daniel 2015). It is difficult to capture the complexity of routine interventions and attributing outcomes in the context of external variables, however, the positive culture for multi-agency challenge and dialogue and Argyll and Bute's ongoing commitment to self-evaluation should provide a basis for moving forward.

5.0   CONCLUSION

5.1   WithScotland study found that child protection activity is in line with comparative authority. While the reduction in child protection registrations over the last three years could be attributed to families and children being identified early and receiving appropriate help, the lack of consistency within assessment and planning made it difficult to draw this conclusion. The report highlights a number of strengths including partnership working, engagement with families, strong leadership and partnership committed to self-evaluation.

5.2   The Child Protection Committee and Argyll and Bute's Children will review the report and ensure robust plans are in place to address any improvement. The report needs to be circulated widely to ensure partners; staff and Elected Members understand the findings.

5.3   All improvements will be addressed through the Child Protection Improvement Plan and the Integrated Children Service Plan. Each agency has already taken ownership of areas of practise requiring actions that can be progressed immediately.

6.0 IMPLICATIONS

6.1 Policy – There are no changes required to the GIRFEC and Child Protection policies in Argyll and Bute.

6.2 Financial – None

6.3 Legal – None

6.4 HR – None

6.5 Equalities – None

6.6 Risk – Failure to meet the Council's child protection responsibilities could have implications for the Council's reputation.

6.7 Customer Service – will help deliver positive outcomes for children and young people.

Cleland Sneddon
Executive Director of Community Services

Policy Lead: Health and Social Care Integration
Cllr Mary Jean Devon
11th November 2015

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APPENDICES

Appendix 1: Executive Summary Report With Scotland
Appendix 2: Dissemination Plan

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Small-scale Study of Child Protection Activity in Argyll and Bute: Executive summary

Background to the study

- Argyll and Bute Child Protection Committee has recorded a decrease in child protection registrations since 2013 in the context of a declining population but with increasing numbers of families referred to social work for some support. In 2013, an internal audit identified no concerns with the decision-making processes for whether to register a child or not. A hypothesis attributed the decrease in registration rates to the impact of the implementation of the *Getting it Right for Every Child* (GIRFEC) practice model. However, the review concluded that it was too early in the implementation of GIRFEC to assess impact. Two years on, Argyll and Bute commissioned WithScotland to undertake the follow-up review.

A picture of Argyll and Bute

Argyll and Bute's strategic vision

- The vision of Argyll and Bute Council and NHS Highland is for its community to live longer, healthier, happier, independent lives. The core values of Argyll and Bute Council and NHS Highland are: compassion; respect; integrity; team work; equality; fairness; transparency; efficiency; improvement; involvement, co-production and a person centred approach (Argyll and Bute and NHS Highland 2015). Argyll and Bute's Child Protection Committee has identified a strong commitment to partnership working and improving the lives of children, young people and families. The *Getting it Right for Every Child* (GIRFEC) approach underpins integrated working to improve the wellbeing of children and young people.

Care Inspection (2013)

- The report of the joint pilot inspection of Argyll and Bute Council's services to protect children and young people was published in 2013. The inspection report noted that staff were very effective in recognising when children, young people and families need additional help, and that support and guidance was put in place at an early stage to stop difficulties getting worse. Implementation of GIRFEC was progressing very well with a strong culture of trust and working together and staff highly committed to working together to consider all aspects of children's and young people's well-being. Social workers, health and education staff respond quickly to the early signs of emotional difficulty (Care Inspectorate 2013).

- The report also highlighted areas for continued development: that services need to develop a systematic approach to quality assurance with managers continuing to provide additional support and guidance to help staff raise standards; that staff need to improve how they use chronologies of significant events to identify concerning patterns and risks to children and young people; that the quality of assessment of risks and needs was still too variable; and further work was needed to improve the quality of plans.

Argyll and Bute's internal audit (2013)

- Argyll and Bute's internal audit identified regular information sharing through multi-agency meetings, good recording, good recognition and discussion about care needs, evidence of joint

discussion, assessment and planning of needs and that decisions taken collectively and responsibilities noted. It also identified areas for improvement in terms the variety of formats and inconsistency of recording with little reference to well-being indicators and a lack of risk assessment and analysis (Argyll and Bute 2013).

Follow-up review by WithScotland (2015)

- In 2015, Argyll and Bute approached WithScotland to undertake a follow-up review of registration rates. The review asked some key questions.

What has contributed to a decrease or increase in child protection registrations in Argyll and Bute?

- Argyll and Bute experienced a significant decrease in child protection registrations during 2013 with a slight increase in 2014, however, the trend that Argyll and Bute experienced was similar to child protection registrations in rural areas across Scotland although those increases in 2014 were greater. There are perhaps wider influences which have impacted on Argyll and Bute's registration rate such as the focus on the preparation for implementation of Children and Young People (Scotland) Act 2014, which became law in March 2014. It is worth bearing in mind the data from SCRA suggests that Argyll and Bute child protection activity is more similar to national trends than perceived.

- There was a general sense that child protection registration rates may have decreased, staff were clear that child protection *activity* had remained the same or increased.

- In 2013, staff and managers had a sense that GIRFEC was impacting on registration rates. Two years on, focus group participants reported a similar picture, but were able to identify more clearly the reasons for this:

  o An increase in confidence and communication between agencies and professionals in relation to recognising and responding to a child's needs.

  o Although an increased attendance at meetings, this was targeted and appropriate.

  o The informal ad hoc advice and support from social work or child protection advisor was highly valued by colleagues working within universal services. Informal support structures from partner agencies allayed most concerns and relationships were often described as nurturing and supportive.

  o Following a period of organisational change, there was felt to be greater stability in staff and management across agencies, which had impacted positively on decision-making.

What has been the impact of GIRFEC on recognising and responding to a child's needs and risks?

- There was a sense that GIRFEC had helped families feel less threatened and more engaged, and that their participation was pivotal to effective early interventions. Due to its perceived success, participants from health, education and social work thought that the participatory and friendly aspect for children and families of a Child's Plan meeting should be replicated in child protection case conferences.

- Just over half (56%) in the 2015 survey of Named Person and Lead Professional agreed that they were able to spend more time with families, which was a slight increase of four per cent from

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2013. Respondents strongly agreed, however, that GIRFEC had improved the assessment of a child's needs (86%) and this had remained constant since 2013. Eighty-six per cent also recognised improvements to the way workers plan to meet children's needs; an increase from 81% in 2013.

- It appears that staff are identifying earlier children in **need** of additional support, but the identification of **risk** is more variable. There was variability across all areas and agencies of what was recorded and, the level of dialogue, assessment and planning was often more *implicit* than *explicit*:

  o The rationale for early intervention was not always clearly recorded and although current needs were often identified, there was less recognition or assessment of the risks for the child.

  o The Named Person and Lead Professionals were identified in social work files, but not always in the files of other agencies. It was also a mixed picture as to how much families' understood the distinct roles of Named Person or Lead Professional.

  o Professionals responded well to the immediate situation of the child, however, sometimes more attention was given to parents than children and to contemporary than historical information.

  o The impact of GIRFEC on professionals was in different ways. Social workers reflected that they were often working with more complex cases, health visitors spoke of the increase in the administrative demands of GIRFEC and anxieties relating to new tasks (i.e. chairing Child's Plan's meetings) without additional training, and teachers highlighted the blurring of professional roles and voiced anxieties in terms of undertaking what were viewed as social work tasks without the relevant training or expertise. Some also questioned the proportionality of some processes; the bureaucracy seemed disproportionate for a child whose level of additional need was low.

  o The process from moving from a child's plan to a child protection plan and from the Named Person to Lead Professional was thought clear and well managed across the four areas. However, there was greater variability and less confidence when a protection plan reverts a child's plan. Some felt that practice was inconsistent, resulting in drift and further unmet need and risks not identified.

Do systems and processes support decision-making?

- In 2015, there was certainly greater reference to GIRFEC and SHANNARI in the paperwork across all agencies, but the formats, tools and information recorded in case files still varied across agencies and localities in several ways:

  o The range of assessment frameworks and tools used by agencies for their own purposes and versions of multi-agency formats such as the Universal Child's Assessment made it difficult to get a sense of the child, their family and circumstances.

  o It was evident that there was a lack of consistency in the application of assessment frameworks and some tools aimed at supporting staff in their decision-making.

  o There was little consistent or explicit reference to the risk assessment tool or frameworks that staff might be adopting, such as the National Risk Assessment Framework. The quality of risk assessment in Argyll and Bute was also variable.

- o The quality of plans was variable; actions were often identified for both professionals and the family, but timescales were not always detailed and the planned outcomes were often broad. Not all case files had a plan and it was difficult to determine which was the most up-to-date.

- o Some files had chronologies and others did not, and different formats seemed to be in place and used in different ways; for example, chronologies, were complied with but appeared to have little impact on planning and decision-making.

- o Quality of analysis was variable with summaries of the information appearing in its place. However, there were examples of excellent multi-agency and good analysis by social workers informed and supported by colleagues within and across agencies, but these were in the minority.

Do structures and management approaches support staff and promote effective working?

- Senior strategic leadership across Argyll and Bute was recognised as supportive and listening, which many felt was reflected in recent organisational changes. There was consensus that the changes were positive providing greater clarity in terms of processes, better relationships and communication, and increased confidence in decision-making.

- The governance arrangements were less evident within universal services in terms of perceived access to support, capacity and supervision arrangements. This was not discussed in relation to the substantive role of professionals, but to their changing role as the Named Person.

- The appointments of Practice Leads, Family Support Workers, the newly forming CARO team, and the Child Protection Nurse Advisor were all seem as valuable sources for advice and as a means of building confidence and supporting decision-making.

- The strong culture of trust and willingness to work collaboratively has, if anything, strengthened. Very good relationships were clear across all areas although some relationships were more recent and still taking time to embed.

- However:

  - o Sometimes information recorded on social work case files did not appear in the files of other agencies and might have been useful to share.

  - o Sharing information with agencies not often involved with individual children in Argyll was more challenging at times; for example CEOP. Participants also thought that perhaps more effective relationships needed to be built with wider community groups such as local faith groups, community childminders and GPs.

  - o Greater discussion and perhaps training on the impact of GIRFEC should perhaps be considered, particularly in relation to the practicalities of managing the Child's Planning process although there is evidence of such developments already.

How do you evidence the involvement of families and better outcomes for children?

- A clear finding from the audit was that professionals responded well to the immediate situation of children and families. Staff did not shy away from tackling difficult issues with parents and there was evidence of discussions with parents, which explored their circumstances and explained the impact of actions by parents on their children, such as domestic abuse. There was much

engagement with families to ensure they understood what needed to change and consents were regularly sought to share information where appropriate.

- However, the focus on parents and carers within the case files was strong, but much less was recorded about the children who felt invisible at times. It is not a case of focussing on one at the expense of the other but rather about seeing the family as a whole with the child at the centre.

- Contemporary information relating to a case was readily shared, but the exchange of more contextual, historical information was less evident.

- There was less information about how parents may or may not contribute to decision-making and less evidence recorded in the files of staff helping the child or young person to contribute to and understand decisions.

Conclusion

- Argyll and Bute has several strengths in the operation of its child protection systems and processes and its continued commitment to ongoing self-evaluation should be acknowledged.

- The findings suggest that perhaps Argyll and Bute is following the national trend more closely that first appears in terms of child protection activity. There may be fewer registrations, but activity may have shifted in terms of local processes. Statutory interventions and referrals to the Reporter are in line with national statistics. The picture is likely to be more complex: on one hand, the quality of inter-agency working and communication does appear to result in early intervention for children and families within Argyll and Bute; and on the other, the needs and risks for some children may not be fully understood or identified at an earlier stage.

- The review team was impressed with the professionalism and reflectiveness of all staff. The dedication of multi-agency professionals to meet each child's needs was striking.

- Getting it Right for Every Child (GIRFEC) appears well embedded in the processes and practices of professionals across agencies in all areas and does appear to impact on registration rates. There was acknowledgement that decision-making was not yet consistent across all areas and in all cases, but the new structures and posts in place to support this were welcomed. It was also recognised that challenges remain, particularly for universal services in relation to capacity, resourcing and skills, and the supervisory arrangements had perhaps not taken account of these changes.

- The quality of inter-agency working and communication was a significant feature to emerge from the case file reading, focus groups and follow-up survey. This appeared a conduit for robust safeguarding. The relationships and communication across some areas was more developed than in others, but this was attributed to changes in staff and new relationships being formed rather than barriers to communication.

- The picture emerging from discussions with professionals and the survey is not always reflected in the case files and through recording systems. It is worth noting that there was a general lack of outcome data and reflections of the impact and effectiveness of actions and services for the child and family within the files.

- It is difficult to capture the complexity of routine early interventions and attributing outcomes in the context of external variables, however, the positive culture for multi-agency challenge and dialogue and Argyll and Bute's ongoing commitment to self-evaluation should provide a basis for moving forward.

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Appendix 2 – Dissemination report

Child Protection Committee	Full report and executive summary
Departmental Management Team	Executive summary
Health & Social Care Partnership	Executive summary
Chief Officer Group for Public Protection	Executive summary
Argyll & Bute's Children	Full report and executive summary
Getting It Right For Every Child Executive	Full report
Executive Groups x 4	Executive summary
Community Services Committee	Executive summary
Area Committees	Executive summary

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Community Services Committee Work Plan 2015-16

December 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 10th December 2015				
	Financial Quarter Two Performance Scorecard Scrutiny	Community Services – Cleland Sneddon	Quarterly	
	With Scotland Report on Child Protection Registrations	Children and families		
	Kinship Carer Allowances	Children and Families		
	Education Digital Learning and Teaching Strategy	Education – Anne Paterson		
	SQA School Examination Results 2015	Education		
	Education Standards and Quality Report 2014/15	Education		
	Developing Scotland's Young Workforce (DYW)	Education		
	Early Years Collaborative Presentation	Education		
	Hermitage Academy Curriculum Review	Education		
	School Expenditure Profile Report	Education		
	Compliance with Teacher Numbers Commitment	Education		
	Additional Support Needs Review Update	Education		
	Health and Social Care Integration	Stephen Whiston		
	MacMillan @Argyll and Bute Libraries	Community & Culture		

Community Services Committee Work Plan 2015-16

Thursday 10th March 2016				
	VSE Psychological Services (Ann Marie)			
	School Leaver Destination Report 2014/15	Education – Ann Marie Knowles	Annual	Data not ready until January 2016
	Dunclutha New Build	Community Services – Morag Brown and Billy Moore		
Future Reports – dates to be determined				