Argyll and Bute Council
Comhairle Earra-Ghàidheal Agus Bhòid

Customer Services
Executive Director: Douglas Hendry

Kilmory, Lochgilphead, PA31 8RT
Tel: 01546 602127 Fax: 01546 604435
DX 599700 LOCHGILPHEAD
2 February 2016

NOTICE OF MEETING

A meeting of the **HELENSBURGH & LOMOND AREA COMMITTEE** will be held in the **PILLAR HALL, VICTORIA HALLS, HELENSBURGH** on **TUESDAY, 9 FEBRUARY 2016** at **9:30 AM**, which you are requested to attend.

Douglas Hendry
Executive Director of Customer Services

BUSINESS

1. **APOLOGIES**

2. **DECLARATIONS OF INTEREST**

3. **MINUTES**

    (a) Minutes of previous Helensburgh and Lomond Area Committee meeting held on 8 December 2015 (Pages 1 - 6)

4. **PUBLIC QUESTION TIME**

5. **HERMITAGE ACADEMY - SCHOOL PROFILE 2015/16** (Pages 7 - 20)

    Report by Executive Director – Community Services.

6. **HERMITAGE ACADEMY CURRICULUM REVIEW** (Pages 21 - 54)

    Report by Executive Director of Community Services

7. **CHARITY AND TRUST FUNDS** (Pages 55 - 60)

    Report by Head of Strategic Finance.

8. **CARE AT HOME & FINANCE/RESOURCE ALLOCATION** (Pages 61 - 72)

    Report by Executive Director – Community Services.

9. **FUTURE AREA COMMITTEE DATES** (Pages 73 - 76)

Report by Executive Director – Customer Services.

10. **HELENSBURGH SHOPFRONT ENHANCEMENT INITIATIVE - UPDATE** (Pages 77 - 82)

Report by Executive Director of Development and Infrastructure.

Helensburgh & Lomond Area Committee

Councillor Maurice Corry Councillor Vivien Dance
Councillor George Freeman (Vice-Chair)
Councillor David Kinniburgh Councillor Robert Graham MacIntyre
Councillor Aileen Morton Councillor Ellen Morton
Councillor Gary Mulvaney (Chair) Councillor James Robb
Councillor Richard Trail

Shona Barton – Area Committee Manager

Contact: Theresa McLetchie - Tel: 01436 657621

Agenda Item 3a

MINUTES of MEETING of HELENSBURGH & LOMOND AREA COMMITTEE held in the PILLAR HALL, VICTORIA HALLS, HELENSBURGH on TUESDAY, 8 DECEMBER 2015

Present:	Councillor Gary Mulvaney (Chair)

Councillor Maurice Corry	Councillor Ellen Morton
Councillor Vivien Dance	Councillor James Robb
Councillor David Kinniburgh	Councillor Richard Trail
Councillor Aileen Morton	

Attending:
Shona Barton – Area Committee Manager
Rebecca Barr – Area Manager, Community Services
David Clements – Programme Manager
Audrey Baird – Community Development Officer
Kevin McIntosh – Roads Performance Manager
Jim Littlejohn -   Service Manager, Adult Care
Ann Marie Knowles – Head of Education
Helen Ford – CHORD Project Manager
Andrew Collins – Regeneration Manager
Caroline Sheen – Estates Surveyor

1. APOLOGIES

Apologies for absence were intimated on behalf of the following:-

Councillor George Freeman
Councillor Robert G MacIntyre

The Chair advised, that the business dealt with at Item 13 of this Minute had been withdrawn.

2. DECLARATIONS OF INTEREST

Councillor Aileen Morton declared a non-financial interest in relation to Item 11 – Hermitage Academy Update and advised that in terms of the objective test she regarded the interest to be so remote and insignificant as to have no influence on her consideration of the matter.

3. MINUTES

(a) **Minutes of previous Helensburgh and Lomond Area Committee meeting held on 13 October 2015.**

The Minute of the previous meeting held on 13 October 2015 was approved as a true record.

Matters Arising

The Chair advised that the Roads Performance Manager would provide an

update regarding the new street cleaning machine under Item 9 Roads Revenue Budget.

(b) **Minutes of special Helensburgh and Lomond Area Committee meeting held on 23 November 2015.**

The Minute of the special meeting held on 23 November 2015 was approved as a true record.

4. PUBLIC QUESTION TIME

The Chair invited questions from the public in attendance at the meeting.

No questions were submitted.

5. ADULT PROTECTION COMMITTEE ANNUAL REPORT

The Committee considered a report and update providing the detail of the delivery of adult support and protection in Argyll and Bute.

Discussion followed and Members requested information in regards a Ministerial response to the report, linkage with the local Third Sector organisations, procedure for an investigation and if any military veterans were included on the data provided. Rebecca Barr, Area Manager advised that, as yet, there had not been a Ministerial response to the report, although in previous years they had received one. She affirmed that they had good relations with local Third Sector organisations and that the local Police Scotland Inspector chaired the local Forum group. In regards instigating an investigation, she highlighted the procedure in place which included case conferences and discussions between various agencies to reach a resolution. She verified that their data collection process could now identify military veterans. The Chair thanked Rebecca Barr for her informative update and report.

Decision

Members agreed to note the report and update.

(Reference: Report by Bill Brackenridge, Independent Chair dated 8 December 2015, submitted).

6. HELENSBURGH AND LOMOND AREA SCORECARD FQ2

The Committee considered a report which presented the Area Scorecard, with exceptional performance for financial quarter 2 of 2015-16 (July - September 2015.

Decision

Members agreed:

1. To note the exceptional performance presented on the Scorecard; and
2. The proposed changes at paragraph 3.1.; and
3. That the Programme Manager would include performance information Advanced Higher under the Education Scorecard and Car Parking Fines income under the Environment Scorecard.

(Reference: Report by Executive Director – Customer Services dated 8 December 2015, submitted)

7. THIRD SECTOR GRANTS 2015/16 - HIGHLAND GAMES

(a) Helensburgh Highland Games

The Committee considered a report which provided information by the Highland Games Committee within the End of Project Monitoring Report.

Decision

Members agreed that:

1. There is no underspend from the £4,000 allocated to the Highland Games Committee;
2. There are no unspent funds for the Highland Games Committee to carry forward from this year; and
3. The Highland Games Committee is eligible to apply for the maximum funding available through the Third Sector Grants in 2016.

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

(b) Rosneath Highland Games

The Committee considered a report which provided information by the Highland Games Committee within the End of Project Monitoring Report.

Decision

Members agreed that:

1. There is no underspend from the £4,000 allocated to the Rosneath Highland Games Committee;
2. There are no unspent funds for the Rosneath Highland Games Committee to carry forward from this year; and
3. The Rosneath Highland Games Committee is eligible to apply for the maximum funding available through the Third Sector Grants in 2016.

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

8. THIRD SECTOR GRANTS - UPDATE ON FUNDS REMAINING

The Committee considered a report which advised that Funds of £1,644 were offered in a third round of grant funds in 2015/16 and that no applications were received. In addition, an award of £4,000 granted in 2015/16 has not been drawn down by the applicant.

Discussion followed and Members questioned if participatory budgeting could be utilised in the decision making process for Third Sector grants applications.

Members agreed:-

1.   To note that the carry forward of funds to 2016/17 would be £5,644; and
2.   That the Community Development Officer would provide information to a
        future meetings on the options for using participatory Budgeting.

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

Councillor James Robb entered the meeting at 10.10a.m.

9.   ROADS REVENUE BUDGET - FQ2

The Committee considered a report which advised on the Roads Revenue Budget at
the end of the 2nd Quarter of the financial year 2015/16.

Discussion followed and Members raised the following issues:

More information in regards the Street Cleaning machine. The Roads Performance
Manager agreed to advise Members when the machine was next 'in situ' in
Helensburgh Town Centre.
An update on the cyclepath between Colgrain and Helensburgh and the land
purchase issues. The Roads Performance Manager agreed to review this issue and
update Members accordingly.
An update on progress on footways in Helensburgh and clarification on
responsibility.
The issue of the footway in Barrs Road, Cardross.
Verification that gully cleaning was being undertaken routinely and effectively. The
relief gully on the A814 was Members pointed out that MOD funding was in place to
remediate drainage issues.
Drainage issues on the carriageway between Colgrain Farm and Lylestone.

Members congratulated the local Roads team in the work which they had undertaken
to address localised flooding issues over the previous weekend.

Decision

Members agreed:

1.   To note the report; and
2.   That the Roads Performance Manager would review the issues raised and
     report back to Members.

(Reference: Report by Executive Director – Development and Infrastructure Services
dated 8 December 2015, submitted).

10.   CARE AT HOME - FQ2

The Committee considered a report which updated on the findings of the continuing
quarterly evaluation of the Care at Home provision within the Helensburgh and Lomond
area and the performance of the operational Adult Care Social Work Team.

Discussion followed and Members highlighted recent staffing issues in the local area and asked for clarification that there was now an element of stability. Jim Littlejohn, Service Manager outlined recent appointments and stated that he hoped that this would result in a more stable team. Members questioned how potential service cuts would impact onto the service and the Area manager affirmed that this would present a challenge.

Decision

Members agreed:-

1. To note the report; and
2. That the next report would include information on funding resources.

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

11. HERMITAGE ACADEMY UPDATE

The Committee heard a verbal update from Ann Marie Knowles, Head of Education.

Mrs Knowles outlined the progress in taking forward an internal review of the senior phase curriculum at Hermitage Academy. She advised Members of the composition of the team undertaking the review and affirmed that the review would be robust and address concerns which had been raised. Education Scotland had also been invited by the Council's Education Service to join the review team.
Mrs Knowles reported on the analysis of a wide range of background information including the scrutiny of examination statistics, approaches to whole school and departmental tracking and monitoring, including the effectiveness of the school's supporting learners programme - I Time.
Questionnaires had been sent out to all parents/carers, pupils and staff of Hermitage Academy and a full analysis of the questionnaire responses had been undertaken.
Mrs Knowles advised that a report was being presented to the Community Services Committee meeting on 10 December 2015. In addition, an action plan was being compiled, but as yet no timescale was in place. She highlighted that further discussions will be taken forward between the school, Education Services and the recently elected Parent Council to share the findings of the review and subsequent actions.
Discussion followed and Members raised concerns regarding the level of effective communication between the school and parents and the style of terminology which had been used in a recent letter sent out to parents by Hermitage Academy.

The Chair thanked Mrs Knowles for her update and noted her dedication and commitment to resolving this issue. He requested that local Members be kept up-to-date with developments.

Decision

Members agreed:-

1. To note the update; and

2. That the Head of Education would forward a progress report to local Helensburgh and Lomond Members.

12. CHORD PROGRESS REPORT

The Committee considered a report which advised on the Final Account for the Helensburgh CHORD public realm improvement works undertaken by Maclay Civil Engineering.

Decision

1. To note the contents of the report
2. That the CHORD Project Manager bring a report to a future Helensburgh and Lomond Area Committee on how best to appropriate the remaining CHORD funds.
3. To congratulate the CHORD Project Manager on the success of the Helensburgh CHORD project and bringing in the project within budget.

(Reference: Report by Executive Director – Development and Infrastructure Services dated 8 December 2015, submitted).

E1 13. HELENSBURGH SHOPFRONT ENHANCEMENT INITIATIVE UPDATE

This item had been withdrawn from the Agenda as noted at Item 1 of these minutes.

The Committee noted that in terms of Section 50(A)(4) of the Local Government (Scotland) Act 1973, the report submitted contained information that would have made it possible to exclude the public for this item of business on the grounds that it was likely to involve the disclosure of exempt information as defined in Paragraphs 8 and 9 of Part 1 of Schedule 7A to the Local Government (Scotland) Act 1973. Notwithstanding this, Members unanimously determined not to exclude the press and public and to discuss the item in public session.

14. FORMER MARINERS SITE, HELENSBURGH PIER

The Committee considered a report which updated Members in relation to the proposed exchange of ground at the former Mariners site, the Pier, Helensburgh.

Decision

Members agreed to note the contents of the report.

(Reference: Report by Executive Director – Customer Services dated 8 December 2015, submitted).

School Profile 2015/2016

Curricular Vision

Hermitage Academy aims to provide an education for all our young people which will enable them to:

achieve their potential,

experience success

and be well prepared for life beyond school

School Name   Hermitage Academy
School Address   Cardross Road, Helensburgh, Argyll G84 7LA
Head Teacher   G.T. Urie

Hermitage Academy

Hermitage Academy in Helensburgh is the largest school in Argyll and Bute and currently has 1345 pupils and is one of the largest schools in Scotland. The school serves the town of Helensburgh and the villages of Cardross, Rhu, Shandon, Garelochhead, Rosneath, Kilcreggan, Cove, Tarbet, Arrochar and Luss. It has a very large geographical catchment area and although no longer classified as a Rural School by the Scottish Government it has a substantial number of pupils who stay in rural areas.

The current building was opened in February 2008 and is a first class facility, incorporating excellent sports facilities which are widely used by the Community.

The school offers a very wide curriculum and the staying on rates at school are very high.

One of the features of the school is the excellent ethos and the wide variety of clubs, activities, trips and excursions on offer at the school.

Recognising Wider Achievement

The school recognises wider achievement by the pupils other than awards from the SQA. Pupils have been presented for the following courses

Dynamic Youth 1 to 5 star awards, Bronze, silver, gold or platinum Youth Achievement Award, Duke of Edinburgh Leadership Certificate, ASDAN Certificate of Personal Effectiveness, ASDAN Employability Award.

Through our Enhancement Programme in the school pupils were offered a wide variety of courses, some which led to Unit Awards or other certificates. Examples include Young Sports Leader Award, SFA Football Coaching, SFA Refereeing Award, hockey coaching, Sociology, hairdressing, and others.

The table below shows what the current figures are for this session

Alternative Qualifications Academic Session 2015/2016

Organisation	SCQF Level	COURSE/LEVEL	S4	S5	S6	TOTAL
SQA	4	Work Experience - National 4	15	95	44	154
Saltire		SALTIRE Awards Scheme			83	83
SQA	5	Higher Photography	18	9	13	40
		Friends Against Bullying (FAB)			29	29
		Sports Leader Award	17	7	4	28
		Netball Coaching	5	19	4	28
Scottish Football Association		Football Coaching	15	9	3	27
SQA	5	Woodwork skills NAT 5	12	10		22
Scottish Football Association		Football Refereeing	11	9	1	21
SQA	5	Practical Metalwork Skills NAT 5		21		21
SQA	5	Music Technology Higher		10		10
Youth Achievement Award	4	Bronze		5		5

Curriculum for Excellence

Curriculum for Excellence is based on the four capacities - Successful Learners, Confident Individuals, Effective contributors and Responsible Citizens. The school is involved in a large number of activities and events that offer pupils to experience success in these four areas, beyond the classrooms.

As a way of demonstrating this there follows a few examples, however the school has many that could not be listed here but this should not be taken as an oversight as these are being used as illustrations.

The school every year put on a school show and this offers pupils the opportunities associated not only with performing on the stage or in the band but all other aspects, including sound, filming, lighting, make-up and costumes. These shows are extremely successful and many pupils go on to study aspects of Musical Theatre after they leave school. The plan is to put on a Junior Show this year to extend this opportunity to younger pupils.

In Music the school have a large range of groups from the school orchestra to the Junior Choirs. We have even started a Ukulele Band for staff and pupils.

In sport the school have clubs and teams for many sports, for both boys and girls. The school have been successful last season in winning two Glasgow Schools' Football Cup Finals and were runners-up in another. The Netball team also had a great run in the Scottish Cup taking them to all parts of Scotland. The Sailing team lost their grasps on the Scottish Cup due to the extremely calm conditions in June (they were originally awarded the trophy but after I recount they came second). The first year indoor rowing team won the Scottish Championship at their first attempt and others did really well individually. We have the Scottish Champion at Table Tennis and in athletics triple jump. There are others however the most important part is that we have a large number of pupils who take part in activities, are proud to represent the school and who conduct themselves in an exemplary fashion.

There is a strong network of the Pupil Councils in the school and this is developing towards a very strong Pupil Voice in the school. Pupils will be asked for their views and opinions on a wide range of school related matters, including learning and teaching.

The school is also forming a School Sports Committee for pupils and this will hopefully work in conjunction with the Community Sports hub.

Debating in the school remains very active and there are teams who compete in inter-school competitions. We will also be looking at building on the very successful school debates on the Referendum, which raised awareness of issues and encouraged pupils to participate and become responsible citizens.

There were 77 pupils who achieved the Young Sports Leader Award through the Enhancement Programme last year and they are now able to work in the school, the primary schools and the local community in helping coach and promote sport in the area.

Curriculum for Excellence is working at Hermitage Academy and can be evidenced by

- Attendance at school

- Behaviour at school

- Pupils engaged with the school and their subjects

- Pupils working and learning with teachers

- Pupils acquiring skills that we be life long

- Pupils getting opportunities to experience success – not just Academically but through enhancement courses and other activities.

- Pupils showing pride in their performance and in their school

- Pupils being able to access extra-curricular activities during school day, particularly important for our rural catchment area.

- Sport teams being able to play Glasgow schools fixtures.

- The impact of Curriculum for Excellence on the Community and the Community's contribution to Curriculum for Excellence.

SQA Performance[1]

School roll as at Census [1a]	S4	S5	S6
2014-2015	226	223	173

Advanced Higher	11/12	12/13	13/14	14/15
Number of Presentations[1a]	166	128	174	126
Number of passes Grade A-C	145	97	138	108
% of number passes Grade A-C	87.3%	75.8%	79.3%	85.71%
% of number passes Grade A-C Authority Average	85.20%	79.30%	79.00%	84.07%
% of number passes Grade A-C National Average[2]	82%	84%	81.5%	80.9%
Number of Awards Grade A-D	153	102	158	118
% Awarded Grade A-D	92.17%	79.69%	90.80%	93.65%
% Awarded Grade A-D – Authority Average	91.48%	85.86%	89.80%	92.92%
% Awarded Grade A-D – National Average	Not available	90.3%	88.7%	88.6%

Higher	11/12	12/13	13/14	14/15
Number of Presentations[1a]	860	924	887	942
Number of Awards Grade A-C	632	693	667	688
% Awarded Grade A-C	73.5%	75.0%	75.2%	73.04%
% Awarded Grade A-C Authority Average	76.20%	77.60%	76.90%	76.98%
% Awarded Grade A-C National Average[2]	79%	79%	77.6%	76.7%
Number of Awards Grade A-D	724	778	750	779
% Awarded Grade A-D	84.19%	84.20%	84.55%	82.70%
% Awarded Grade A-D – Authority Average	86.09%	85.88%	85.20%	85.61%
% Awarded Grade A-D – National Average	Not available	87.3%	85.7%	84.8%

SQA Performance (continued)[1]

National 5[3]	11/12	12/13	13/14	14/15
Number of Presentations[1a]				421
Number of Awards Grade A-C				213
% Awarded Grade A-C			50.00%	50.59%
% Awarded Grade A-C Authority Average	No National 5 presentations across 10/11 - 12/13		82.00%	75.31%
% Awarded Grade A-C National Average[2]			81.30%	79.8%
Number of Awards Grade A-D				269
% Awarded Grade A-D			50.00%	63.90%
% Awarded Grade A-D – Authority Average			88.17%	84.08%
% Awarded Grade A-D – National Average[2]			87.3%	86.3%

National 4[3]	11/12	12/13	13/14	14/15
Number of Presentations[1a]			17	216
Number of Passes	No National 4 presentations across 10/11 - 12/13		17	216
% Passed			100%	100%
% Passed Authority Average			100%	100%
% Passed National Average[2]			93.90%	93.3%

The school made presentations in Higher in 27 Subjects, National 5 in 28 subjects and Advanced Higher in 17 subjects.

S5 Results

Calculations based on S4 Cohort pupil Roll of 236
Highers

	2010	**2011**	**2012**	**2013**	**2014**	**2015**
5+ @ A-C %	9	16	14	15	14	19
3+ @ A-C %	26	32	28	39	29	42
1+ @ A-C %	53	57	53	67	63	64

UCAS Tariff Points

	Higher	**Advanced Higher**
A	80	130
B	65	110
C	50	90
D	36	72

It should be noted that a D is viewed by the SQA as an Award and carries tariff points for UCAS.

SQA policy on Recognising Positive Achievement allows for candidates who have failed the external National 5 exam, to be submitted for a National 4 Course award on submission of an Added Value Unit from the school. In some cases this has already been done in other cases this will be included in the February update of results.

In 2015 the school presented all new Highers and was also the first year of presentation at National 5 and National 4. Many other school have retained the old Higher in a number of subjects.

Hermitage Academy has a positive presentation policy and presented a greater % of pupils than the national averages, for Highers and Advanced Higher in many subjects.

Literacy and Numeracy

S5 Current

Improving attainment in literacy and numeracy

Percentage of Candidates Attaining Literacy and Numeracy
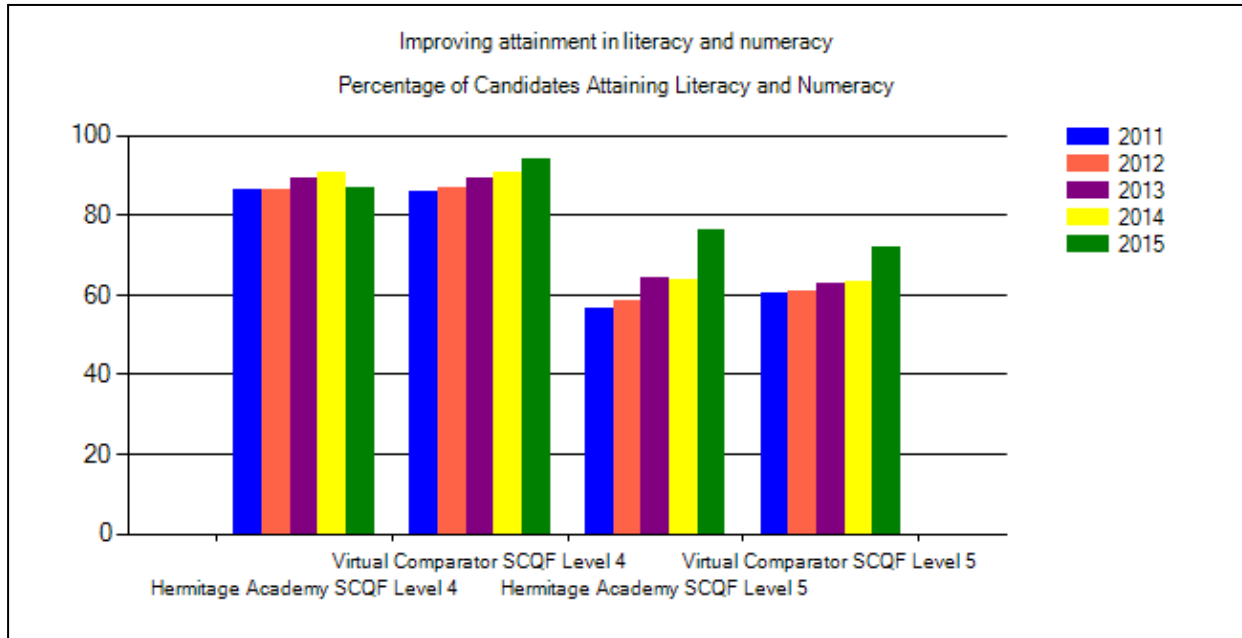
- The performance at Level 5 is very positive in terms of comparison to the trend over the past four years and also to the virtual comparator 2015.
- The performance at Level 4 is down on comparison to 2013 and 2014 and against the virtual comparator 2015. This will be updated in Feb 2016.

School Leaver Destination Returns (SLDR)[4]

Measure	11/12	12/13	13/14	14/15	15/16
Number of Total Leavers	213	200	260	215	
Number of Young People entering Higher Education (%)	45.5%	42.5%	46.5%	48.4%	
Number of Young People entering Further Education (%)	25.4%	25.0%	20.8%	22.3%	
Number of Young People entering Training (%)	4.2%	3.0%	2.7%	2.8%	
Number of Young People gaining Employment (%)	15.5%	16.0%	17.7%	13.5%	
Number of Young People gaining Voluntary Work (%)	0.5%	0.0%	0.4%	0.5%	
Number of Young People entering Activity Agreements (%)	0.5%	1.0%	0.8%	0.0%	
Number of Young People - Unemployed Seeking (%)	8.0%	10.5%	7.7%	10.2%	
Number of Young People - Unemployed Not Seeking (%)	0.5%	2.0%	3.1%	0.5%	Data not yet collated
Number of Young People - Unconfirmed (%)	0.0%	0.0%	0.4%	1.9%	
Total number of young people in a Positive Destination (%)	91.5%	87.5%	88.8%	87.4%	
Total number of young people in Other Destination (%)	8.5%	12.5%	11.2%	12.6%	
Total number of young people in a Positive Destination (%) Authority Average	90.1%	92.5%	91.0%	93.1%	
Total number of young people in Other Destination (%) Authority Average	9.9%	7.6%	9.0%	6.9%	
Total number of young people in a Positive Destination (%) National Average	89.9%	91.4%	92.3%	92.9%	
Total number of young people in Other Destination (%) National Average	10.1%	8.6%	7.7%	7.1%	

Overview

Measure	11/12	12/13	13/14	14/15	15/16	% change in Roll over 5 years
Roll (as at census)	1359	1323	1362	1309	1331	-2.06%
Clothing and Footwear Grant (number of pupils)	108	108	117	190	143	
Clothing and Footwear Grant (% of number of pupils)	7.9%	8.2%	8.6%	14.5%	10.74%	
Clothing and Footwear Grant (%) - Authority Average[5]	7.56%	8.51%	9.54%	15.60%	11.51%	
Free School Meals (number of pupils)	no data	127	123	133	119	
Free School Meals (% of number of pupils)	no data	9.6%	9%	10.2%	8.94%	
Free School Meals (%) - Authority Average	0.0%	13.1%	12.0%	10.8%	9.09%	
Free School Meal - National Average for Secondary Schools (%)[6]	15.2%	15.4%	15.5%	15.0%	not yet collated	

Attendance, Absence and Exclusions[7]

Measure	11/12	12/13	13/14	14/15	15/16	Range of Attendance (%) over 4 years[8]
Attendance:						0.47%
Attendance (% of school roll)	92.99%	92.58%	93.05%	92.87%	93.13%	
Authorised Absence (% of school roll)[9]	5.41%	5.62%	4.79%	4.99%	4.75%	
Unauthorised Absence (% of school roll)	1.55%	1.75%	2.13%	2.11%	2.11%	
Attendance Number of Pupils (%) - Authority Average	93.3%	93.1%	93.1%	92.64%	92.83%	
Attendance Number of Pupils (%) - National Average[10]	not collated	93.6%	not collated	93.7%	Not collated	

Measure	11/12	12/13	13/14	14/15	15/16
Exclusions:					
Exclusion Openings	245	243	133	185	6
Exclusion Incidents	47	37	24	33	1
Number of Pupils	33	29	16	25	1
Exclusion Incidents per 1000 pupils	34.7	28.0	17.61	24.81	0.75
Exclusion Incidents per 1000 pupils - Authority Average	51.45	51.39	52.46	39.81	9.99
Exclusion Incidents per 1000 pupils - National Average[10]	not collated	32.8	not collated	27.2	Not collated

Footnotes

Data will be anonymised to protect individuals where there are fewer than 5 pupils and or presentations.

SQA Please note that this data is based on current interim results. It does not take into account any updated results due to the SQA Post Result Services and therefore this data could change and is not reflective of leavers exit qualifications which are cumulative. Insight data is updated at the end of February that results post-results service outcomes.

[1] SQA Performance data was collected on 23rd November 2015 from SEEMiS Vision. Information previously provided in the SQA Authority Analysis reports for Committee will differ slightly to information provided here in order to ensure consistency of approach in collating data for comparative purposes.

[1a] Please note that some schools operate a positive presentation policy whereby they present students, if at all possible or at parental request for higher units however this can impact both the percentage pass rate and the level of awards. Therefore care must be taken when comparing number of presentations to the percentage pass rate.

[2] Results up to and including 2012/13 national percentages were sourced from the Annual Statistics Report 2013 (available only as whole percentages). National percentages grades A-C for 2013/14 came from Attainment Statistics (December) 2014. National percentages for 2014/15 and grades A-D for 2013/14 came from Attainment Statistics (August) 2015. Documents produced by SQA.

[3] 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. 2014/2015 was the last academic year that Intermediate 1 and Intermediate 2 qualifications were offered as part of the SQA diet of examinations. They have been superseded by National 4 and National 5. Standard Grade qualifications were offered for the last time in 2012/2013 and were superseded by National 4 and National 5.

[4] SLDR data is published by Skills Development Scotland (SDS) on behalf of The Scottish Government. The year runs from 1st August to 31st July each year and the data is collected on the 1st Monday in October each year. The data shown in this profile is the initial data collected.
- Higher Education includes HNC, HND and Degree courses
- Further Education includes Access, NPAs and Highers
- Training includes Employability Stage Funds 2 and 3 (previously called Get Ready for Work)
- Employment includes Modern Apprenticeships and any employment over 16 hours per week
- Voluntary includes Barnardos, Oxfam, Red Cross and community based volunteering
- Activity Agreements are for young people who are furthest removed from employment/training/education that are receiving mentoring support from a Trusted Professional
- Unemployment includes those young people who can't work through ill health, are caring for others or are pregnant

[5] Clothing and Footwear Grant (CFG) is not shown as a National Average as each authority set their own criteria and therefore cannot be compared accurately. Please note that 2015/16 data for CFG and Free School Meals (FSM) is to the 16th November 2015 and therefore may change as the year progresses. Figures are based on census roll figures.

[6] National Averages for FSM have been taken from Summary statistics for attainment, leaver destinations and healthy living, No. 5: 2015 Edition,

[7] Attendance, Absence and Exclusion information is now collected on a biennial basis by Scottish Government and was **not** collected for 2011/2012 or 2013/2014 academic year. Data was collected in August for session 2014/15 and is therefore not yet available.

[8] Please note that Attendance and Exclusion data can only be compared over a 4 year period as academic session 2015/16 is not yet complete and therefore the data for these years may change. The 4 year percentage change compared 4 full years. Please note that session 2014/2015 figures have been updated from last year's report to show the final figure. This information is taken from SEEMiS Vision.

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

[10] National Averages for Attendance and Exclusions for 2012/13 have been taken from Summary Statistics for Schools in Scotland, No.4 ¦ 2013 Edition, 11th December, 2013 (amended 11th February 2014). For session 2014/2015 they have been taken from Summary Statistics for Schools in Scotland, No.6 ¦ 2015 Edition, 9th December 2015.

Agenda Item 6

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES: EDUCATION

HELENSBURGH & LOMOND AREA COMMITTEE

9 FEBRUARY 2016

HERMITAGE ACADEMY CURRICULUM REVIEW

1.0		**EXECUTIVE SUMMARY**
	1.1	The purpose of this report is to provide an update to Area Committee of the progress in taking forward the agreed action plan arising from the internal review of the senior phase curriculum at Hermitage Academy.
	1.2	It is recommended that the Helensburgh and Lomond Area Committee:
	a	Note the progress of the areas identified for improvement contained within the Action Plan which was prepared in November 2015.
	b	Note that a further progress report will be presented to a future Area Committee meeting.

ARGYLL AND BUTE COUNCIL   **HELENSBURGH AND LOMOND AREA COMMITTEE 9 FEBRUARY 2016**

HERMITAGE ACADEMY CURRICULUM REVIEW

2.0	INTRODUCTION	
	2.1	The purpose of this report is to provide an update to Area Committee of the progress in taking forward the agreed action plan arising from the internal review of the senior phase curriculum at Hermitage Academy.
3.0	RECOMMENDATIONS	
	It is recommended that the Helensburgh and Lomond Area Committee:	
	a	Note the progress of the areas identified for improvement contained within the Action Plan which was prepared in November 2015.
	b	Note that a further progress report will be presented to a future Area Committee meeting.

4.0	DETAIL	
	4.1	At the Council meeting of 22 October 2015 the Council: • Noted the concerns expressed about the current curricular model (framework) in place at Hermitage Academy and the possible impact on the 2015 academic results for the school • Reaffirmed that the education of our children and young people is a key priority for the Council • Noted that the Council's Education Service has commenced a review of the curricular model (framework) in conjunction with the Hermitage Academy Senior Leadership Team following the publication of the first year of results • Agreed that the review will consult staff, parents and pupils with immediate effect to ensure their views are reflected in the evaluation and its outcome • Noted that the design of a curricular model (framework) for schools, firmly embedded in the Curriculum for Excellence, is an operational matter based on education professional judgement • Noted that it would be inappropriate for the council to direct the design of a school curriculum which is not based on a professional evaluation and prior to the conclusion of the current review

		• Agreed that any changes to the curricular model (framework)at Hermitage Academy should take account of the needs of all pupils at the school, including those currently in the senior phase • Endorsed the view of the Education Service that any critical adjustments found to be necessary during the review will be implemented immediately to minimise potential disruption to learners • Agreed that regular updates on the ongoing review, and any resulting changes to the curriculum model, are reported to the Helensburgh and Lomond Area Committee and the Community Services Committee • Agreed that any policy implications or changes required as a consequence of the review were reported to the Community Services Committee and Policy and Resources Committee for consideration.
	4.2	Following the October Council meeting, Education Services continued to progress the comprehensive review of the senior phase curriculum framework jointly with Hermitage Academy. As the Hermitage Academy curriculum framework was different in structure to that of other Argyll and Bute secondary schools, the engagement included a review of the senior phase curriculum in terms of both processes and outcomes. The principal aim of the review was to assess the effectiveness and impact of the current senior phase curriculum framework in meeting the needs of all of the young people attending Hermitage Academy. To assess this impact a number of review activities were taken forward including: • Analysis of a wide range of background information including: scrutiny of examination statistics, approaches to whole school and departmental tracking and monitoring: including the effectiveness of the school's supporting learners programme "*I time*", and review of subject timetabling arrangements; • A review of current departmental tracking and monitoring of individual pupil progress; • Issue of questionnaires to all parents/carers, pupils and staff of Hermitage Academy. Full analysis of the questionnaire responses; • Facilitation of a range of opt in focus groups for parents/carers, pupils, staff and pupils; • Analysis of responses from all focus groups; • Consideration of individual submissions by parents/carers; • Participation in one to one meetings, as requested by individual staff members; • Consideration of documentation provided at an initial meeting facilitated by the Parent Council;

		• Review of the effectiveness of approaches to engagement and communication between the school and parents; • Review of the documentation providing information on the individual learning experiences of young people, and • Meetings with a number of principal teachers.
	4.3	Following the initial field work phase of the curriculum review (as noted at section 4.2) Education Scotland was invited by the Council's Education Service to join the review team to contribute challenge, knowledge and advice to the Council's internal review of the senior phase curriculum at Hermitage Academy. This engagement included a commitment to provide on-going support to both the local authority and the school in order to offer an independent perspective, as well as advice around best practice, parental engagement and assessment.
	4.4	Key themes identified within the Curriculum Review
		Upon completion of the curriculum review, findings in relation to four key themes were agreed by members of the review team. These were: 1. Overall effectiveness of the current curriculum framework (model), including enhancement courses in meeting the needs of all young people; 2. Effectiveness and impact of whole school approaches to tracking and monitoring learners' progress; 3. Effectiveness of approaches to engagement and communication with key stakeholders; and 4. Evaluation of the school presentation policy and its impact on learners.
	4.5	Key messages
		4.5.1 Overall effectiveness of the current curriculum framework (model), including enhancement courses in meeting the needs of all learners: • The current curriculum framework is resulting in a range of positive outcomes for some learners. • In 2015, Attainment by the end of S5 at Higher (SCQF level 6) has increased since 2014 and is now in line with virtual comparators (the virtual comparator is compiled from the results of pupils across Scotland and is built to reflect the same socio economic/ demographic profile as Hermitage); • Some young people are also achieving certification through the enhancement courses. For example, community sports leadership awards, sociology and positive destination; • In 2015, Attainment at National 3, 4 and 5 was generally significantly below virtual comparators; and • Enhancement courses are perceived, by some, as not adding sufficient value for the time commitment.
		4.5.2 Effectiveness and impact of whole school approaches to tracking and monitoring learners progress:

		- There is a range of established procedures and processes in place to track and monitor outcomes for learners this includes the use of "*I-time*" and targeted support for young people; - Young people, parents and staff do not have a shared understanding of the progress individual young people are making; - Target and presentation levels are not sufficiently clear for all young people and their parents; - The reliability and consistency of assessment information requires to be improved; and - A strategic overview of pupil progress across subjects, courses and levels is not sufficiently well developed to lead to improved outcomes.
		4.5.3 Effectiveness of approaches to engagement and communication with key stakeholders: - A broad range of approaches is used by the school to engage effectively with pupils, parents and staff. This includes Parents Evenings, Open Night, P7 Information Evening; - Further work is required to improve engagement and communication with pupils and staff; and - Parents of the current S6 feel that they have been well-informed about the curriculum model. However, overall staff, pupils and parents are not sufficiently clear about the current curriculum framework. In particular there is a notable lack of clarity about the two year course versus the two year Higher.
		4.5.4 Evaluation of the school presentation policy and its impact on learners: Hermitage Academy's current presentation policy has resulted in a high level of attainment for many pupils. However for a significant number of young people the current framework did not fully meet their needs.
	4.6	Key actions
		A number of key actions have been identified to securing improvement in outcomes for all young people attending Hermitage Academy. These include making changes to the current framework : - Apply greater flexibility in the delivery of the current curricular pathways to improve further the outcomes for all young people. This should include increasing the range of opportunities for one and two years pathways to certification; - Immediately implement changes to the current delivery of enhancement courses to maximise opportunities for all young people to attain highly; - Review individual pupil progress across all subjects to ensure pupils are achieving at the appropriate level; - Build on the recent review of Broad General Education (BGE) to ensure pupils have appropriate opportunities for specialisation (ensuring young people have a suitably broad experience in the

		BGE to support their subject choices in the senior phase) ; • Develop further the recently revised processes in the senior phase for tracking and monitoring to inform appropriate and timely interventions to help secure improvements in attainment for all young people; • Work with parents, staff and pupils to develop a shared understanding of progress (assessment, working grades, target grades, presentation levels); • Ensure effective systems are in place to confirm the reliability and consistency of assessment information; and • Develop further the school's strategic overview of pupil progress across subjects and courses. Communicating the action planning to secure improvement: • A letter illustrating the findings of the curriculum review was prepared and issued to all parents, noting the comments of Education Scotland; • Further discussions have been taken forward between the school, Education Services and the recently elected Parent Council to share the findings of the review and subsequent actions; • Individual pupil and family engagement for all S4 and S5 pupils has been offered; and • A further presentation to the Helensburgh and Lomond Area Committee to share information on the review was agreed.
5.0	**DETAIL**	

	5.1	Good progress is being made in delivering the agreed actions as outlined within the Senior Phase Curricular review action plan. These include:
		
		1. Overall effectiveness of the current curriculum framework (model), including enhancement courses in meeting the needs of all young people:
		
		• **S4** – As agreed a review of the planned curriculum model for S4 pupils has now been undertaken following which a number of amendments have been made to support the current S4 pupils. These include:
		
		   ○ In meeting the needs of individual pupils they will be presented for National 3, 4 or 5 Mathematics in May 2016, as appropriate. Prelim examinations for Nat 5 have been arranged for Mon 1st Feb 2016. For some individual pupils there may be dual presentation in some subjects in S5, at the end of May 2017, to secure achievement in individual subjects.
		   ○ In session 2016/17 it has been agreed that the current S4 pupils, who will then be in S5, will not participate in

enhancement courses.   This will allow for an additional subject period in all subjects: (6 subjects x 5 periods per week) to support pupils to make progress as they prepare for presentation in National Examinations at the end of S5.

- **S5** – A revision of the current curriculum timetable for S5 pupils has taken account of their current participation in enhancement courses, with changes made supporting pupils to reduce the overall number of enhancement courses. The time allocation previously used for enhancements courses now provides support for additional study periods for pupils.

  o Further consideration will be given to the use of dual presentation in English in the examination diet scheduled for May 2016, where appropriate to the individual pupils.
  o Following the completion of the S5 Prelim examinations parental consultation meetings have now been held with parents, with over 70% of parents in attendance. The school and the Authority are undertaking a review of the range of assessment information for S5 pupils, this includes the outcome of Prelim Examinations and the achievement of internal course work national assessments.   This will now allow for the appropriate presentation level (in the examinations in May) to be agreed between the school, parents and pupils.
  o Where necessary a supporting statement has been provided for pupils as part of their application process for UCAS.

- **S6** – Pupils continue to participate in current coursework with regular tracking and monitoring taking place. Prelim examinations for the S6 cohort were undertaken week commencing 20th January and due to be concluded on 29th January.

- **S3 –** An evaluation and assessment of the current S3 timetable is now well underway. Consideration has been given to the views of parents, staff and pupils with an S3 parents evening held on 20th January. The presentation and parental questions have subsequently been posted on the school website for information for parents.   A number of key changes will be included as the S3 cohort move into S4 and this will include:
  o English and Mathematics will be compulsory for all S4 pupils and will receive 4 periods per week.
  o English and Mathematics receives a greater allocation each year from S1 to S3.

- Literacy and Numeracy is also delivered across the school and with inputs at *i-time.*
- Pupils will choose 4 other subjects (x 5 periods per week)
- All students will take PE x 2 periods per week (Compulsory as per Scottish Government guidelines).

- **S2 –** The school is currently revising the S3 Curriculum as a result of the Broad General Education review and is planning to offer more challenge, progression and specialisation in S3. This will allow pupils to have personalisation and choice and a successful transition into the Senior Phase.

- Further discussions on the S3 curriculum are planned between the school, Education Services and Education Scotland
  - A review group has now been established to evaluate the impact and benefit of enhancement courses for pupils.
  - Meetings have now been held with subject department Principal Teachers to discuss proposed curriculum changes.
  - Revised dates for the parent information evening are currently being agreed.

2. Effectiveness and impact of whole school approaches to tracking and monitoring learners' progress:

Leadership of tracking and monitoring whole School:
- Members of the Senior Leadership of the school continue to meet with subject departments to discuss the progress of pupils particularly those in the senior phase (S4, S5 and S6).
- Departmental reviews between the School's Senior Leadership Team and Subject Departments are increasingly supporting decisions on the presentation level for pupils in the forthcoming Examination Diet.
- Further work has been undertaken to create a whole school tracking and monitoring overview with a particular focus on the effectiveness of the data transfer for pupils from P7 to S1.
- Tracking review forms have been used to support pupils in learning conversations with Class Teachers, in i-time and with parents.

3. Effectiveness of approaches to engagement and communication with key stakeholders:

- Letters were provided to parents and carers of the S4, S5 and S6 cohorts outlining the proposed changes for their young people and offering the opportunity for individual consultation

		meetings, as necessary. Careful consideration is being given to the terminology and phraseology used in letters for parents and carers. ○ Further work has been undertaken in establishing positive working relationships between the school and the newly formed Parent Council with a number of meetings having been held. ○ Education Services have agreed to provide a range of support to the newly formed Parent Council to allow them to undertake their role as described within the Parental Involvement Act. This includes recently agreed timetable of training and development session to meet the identified needs of Parent Council members. These are being planned to be taken forward over the next few weeks in conjunction with Scottish Parent Teacher Association. ○ The schools website is being routinely updated with relevant information and this includes curricular information, powerpoint presentations, notification of examination timetables and a question and answer section. ○ S6 options booklets are currently being revised to include information on SCQF levels. ○ Approaches to engaging with pupils, through the work of Pupil Council is currently being implemented. 4. Evaluation of the school presentation policy and its impact on learners. • As agreed within the Senior Phase Review the school continues to evaluate the current presentation policy and its impact for learners, progress to date includes consideration of: ○ Dual presentation opportunities for some pupils ○ A review of Prelim information as a measure for consideration of Dual presentation. ○ Following the evaluation of the current assessment information for individual pupils additional support, as necessary will be planned to support pupils as they progress towards the final examinations in May/June 2016. A further summary of the wider progress is contained within Appendix 1 for information.
6.0	**CONCLUSION**	
	6.1	Following the Hermitage Academy curriculum review the team concluded that the current curriculum design should be amended and improved to ensure it effectively meets the needs of all young people.

		Education Services continues to engage with Hermitage Academy to ensure the delivery of these actions, as well as to provide on-going challenge and support. A programme of visits have been taken forward during which Education Services is monitoring the progress of the school in taking forward the key components of the action plan. Approaches to engaging and consulting with the newly established Parent Council are now in place. Education Services with the nominated Education Officer providing on-going support and advice to members of the Parent Council. Further letters were prepared and issued to all Hermitage Academy parents outlining the outcome of the review and confirming proposed actions. Support for pupils currently studying in the senior phase continues to be monitored to ensure the needs of learners are being met.	
7.0	**IMPLICATIONS**		
	7.1	Policy	The outcome of the curriculum review may result in policy implications.
	7.2	Financial	None
	7.3	Legal	The Council meets its duties in terms of the Education Standards in Scotland's Schools Act 2000.
	7.4	HR	None
	7.5	Equalities	None
	7.6	Risk	There are risks to the Council in terms of reputation and operational risks
	7.7	Customer Service	None

Cleland Sneddon
Executive Director of Community Services

Policy Lead, Councillor R Colville
10 December 2015

For further information contact:
Ann Marie Knowles – Head of Service: Education
Argyll House, Alexandra Parade,
Dunoon, PA23 8AJ

Tel: 01369 708474

APPENDICES

Appendix 1:   **Action Plan Progress Paper**

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Joint Senior Phase Review

Action Plan December 2015

Overview of Priorities

1. Improve the effectiveness of the current curriculum framework, including enhancement courses, in meeting the needs of all learners.

2. Improve the effectiveness and impact of whole school approaches to tracking and monitoring learners' progress.

3. Improve the effectiveness of approaches to engagement and communication with key stakeholders.

4. Evaluate the school presentation policy and its impact on learners.

Key Actions

A number of key actions have been identified to securing improvement in outcomes for all young people attending Hermitage Academy. These include making changes to the current framework:

- Apply greater flexibility in the delivery of the current curricular pathways to improve further the outcomes for all young people. This should include increasing the range of opportunities for one and two years pathways to certification;

- Immediately implement changes to the current delivery of enhancement courses to maximise opportunities for all young people to attain highly;

- Review individual pupil progress across all subjects to ensure pupils are achieving at the appropriate level;

- Build on the recent review of Broad General Education (BGE) to ensure pupils have appropriate opportunities for specialisation (ensuring young people have a suitably broad experience in the BGE to support their subject choices in the senior phase) ;

- Develop further the recently revised processes in the senior phase for tracking and monitoring to inform appropriate and timely interventions to help secure improvements in attainment for all young people;

- Work with parents, staff and pupils to develop a shared understanding of progress (assessment, working grades, target grades, presentation levels);

- Ensure effective systems are in place to confirm the reliability and consistency of assessment information; and

- Develop further the school's strategic overview of pupil progress across subjects and courses.

Communicating the action planning to secure improvement:

- A letter illustrating the findings of the curriculum review was prepared and issued to all parents, noting the comments of Education Scotland;

- Further discussions are being taken forward between the school, Education Services and the recently elected Parent Council to share the findings of the review and subsequent actions;

- Individual pupil and family engagement for all S4 and S5 pupils have now been offered; and

- A further presentation to the Helensburgh and Lomond Area Committee to share information on the review took place in December 2015.

Main Point for Action	4.5.1 Overall effectiveness of the current curriculum framework (model), including enhancement courses in meeting the needs of young people. (S4-6)			
Specific Action Point	**Strategies**	**Impact and Benefit for Pupils**	**Time-scale**	**Review January 2016**
Apply greater flexibility in the delivery of the current curricular pathways to improve further the outcomes for all young people.	Review the current curriculum pathways to improve further outcomes for young people: • S4 • S5 • S6	Curriculum pathways meet the needs of all S4, S5, and S6 young people. Improved attainment and achievement for all S4, S5, and S6 young people.	Nov 15 – Aug 16	Curriculum adaptations implemented for all year groups as outlined in parental letters issued in December 2015. Senior Phase (S4-S6) curriculum pathways consultations complete resulting in the production of the Senior Phase Curriculum Roadmap for session 16/17. On-going consultation and review will take place through the option choice process, i-time and parent information evenings.
Immediately implement changes to the current delivery of enhancement courses to maximise opportunities for all young people to attain highly.	Review the current delivery of enhancement course to assess the impact and benefit for young people in: S4 S5 S6	Achievement of enhancement courses supports young people in progression in their learning pathway and to a positive destination.	Nov 15 – Feb 16	Changes were implemented in January for the current S5 and S6 leading to increased study time in SQA subjects. A Review group has been established to consult with staff, parents and pupils on further improvements to enhancement courses that support progression in learning pathways and improve positive destination opportunities.
	Implement a reduction in the number of enhancement courses in S5.			A reduction of one enhancement course has been implemented in January 2016. This has increased study time in SQA subjects to support raising attainment. There will be no Enhancement courses in S5 in session 2016-17 and additional periods will be allocated to SQA subjects.
	Introduce increased subject study time for S5 pupils.			All 6 SQA subjects will have 1 extra period allocated in session 2016-17 to increase class contact time with teacher to maximise teaching time.
	Undertake regular review of the impact and benefit of enhancement courses for young people.			A Review group has been established to consult with staff, parents and pupils on further improvements to enhancement courses that support progression in learning pathways and improve positive destination opportunities. Monthly updates will be provided by the group to stakeholders.

Page 36

Main Point for Action	4.5.1 Overall effectiveness of the current curriculum framework (model), including enhancement courses in meeting the needs of young people. (S6)			
Specific Action Point	**Strategies**	**Impact and Benefit for Pupils**	**Time-scale**	**Review January 2016**
Review and refine the current S6 curriculum framework including courses, programmes and enhancements to meet the needs of all young people.	Identify individual timetable adaptations to meet the needs of current S6 in consultation with relevant Principal Teachers Curriculum and Principal Teachers guidance and subject staff.	Appropriate curriculum to meet the needs of individual pupils.	Nov 15-May 16	Individual S6 timetable changes are in place following consultation and agreement with staff, pupils and parents to meet the needs of all young people.
	Consult with S6 students on planned curriculum changes including timetabling	Revised curriculum framework meets the needs of individual students leading to improved educational outcomes and positive destinations.	Jan 2016	Following consultation with the current S6 pupils appropriate timetable changes were agreed and implemented to support pupil success in the forthcoming examination diet.
	Ensure effective consultation and engagement of proposed revisions to the curriculum framework for S6 with: • Parent Council • S6 Parent Forum • Pupil Council • Students			Consultation and engagement with stakeholders of immediate revisions to the curriculum framework for the current S6 is complete. Consultation with staff, pupils and parents on curriculum framework for session 2016-17 is ongoing.
	This should include regular programmed meetings, preparation of advice and information, frequent letters, curriculum leaflets, individual parent meetings, revised tracking and monitoring reports.			Ongoing
Review and implement changes to existing presentation policy to meet the needs of all young people.	Students presented for appropriate external certification including dual presentation in key subjects as appropriate.	Success in gaining SQA attainment qualifications.	Dec 2015 – Jan 2016	Where appropriate arrangements have been made for students to be re-presented or dual presented. Alternative timetables have been implemented to allow this to take place.
Provide support to young people in their application for application for employment and to further and higher education e.g. UCAS statement.	School provision of a supporting statement for UCAS applications and apprenticeship and employer references.	Increased number of young people achieving success in post-school destinations.	Feb-June 2016	As per 2015 application process statement was included in all 100 UCAS applicants (as at 29/1/16 25% of applicants have unconditional offers, 25% conditional offers, 11% invited for interview).

Main Point for Action	4.5.1 Overall effectiveness of the current curriculum framework (model), including enhancement courses in meeting the needs of young people. (S5)				
Specific Action Point	Strategies	Impact and Benefit for Pupils	Time-scale	Review January 2016	
Refine the current S5 curriculum framework including courses, programmes and enhancements to meet the needs of all young people.	Identify individual timetable adaptations to meet the needs of current S5 in consultation with relevant Principal Teachers Curriculum and Principal Teachers guidance and subject staff.	Appropriate curriculum increasingly meets the needs of individual pupils.	Nov 2015-May 2016	Enhancement adaptations in place for current S5 students. Agreed changes to level of presentation following completion of prelim and coursework assessments to be made in consultation with subject departments, pupils and parents.	
Implement the agreed actions from the Senior Phase review by refining and reducing the delivery of enhancement courses.	Consult with S5 students on planned curriculum changes including timetabling.	Revised curriculum framework meets the needs of individual students leading to improved educational outcomes and positive destinations.	Jan 2016	One year courses. Increased period allocation. No Enhancements in S5 curriculum next session.	
Continue to monitor and evaluate the effectiveness of enhancement courses.	Undertake a review of all enhancement courses.				
	Reduce the overall number of enhancement courses for all S5 pupils in Session 2015-16.			S5 students were offered the opportunity to reallocate an enhancement subject to individual study. 76 students took up this opportunity and revised timetables started on Tuesday 12th January 2016.	
Review and implement changes to existing presentation policy to meet the needs of all young people.	Ensure effective consultation and engagement of proposed revisions to the curriculum framework for S5 with: • Parent Council • S5 Parent Forum • Pupil Council • Students	Success in gaining SQA attainment qualifications.	Dec-Jan		
	This should include regular programmed meetings, preparation of advice and information, frequent letters, curriculum leaflets, individual parent meetings, revised tracking and monitoring reports.			Parental letter – December 2015 Revised Tracking and Monitoring Report – January 2016 S5 Parents Evening – January 2016	
	Students presented for appropriate external certification including dual presentation in key subjects as appropriate.			60 pupils in current S5 identified for recommended dual presentation in English.	

Provide support to young people in their application for employment and to Further and Higher Education eg UCAS statement.	School provision of a supporting statement for UCAS applications and apprenticeship and employer references.	Increased number of young people achieving success in post-school destinations.	Feb-June 2016	Statement was included in all 100 UCAS applications (as at 29/1/16 25% of applicants have unconditional offers, 25% conditional offers, 11% invited for interview). Statement will continue to be included in all references – college/training/employment.

Main Point for Action	4.5.1 Overall effectiveness of the current curriculum framework (model), including enhancement courses in meeting the needs of young people. (S4)			
Specific Action Point	**Strategies**	**Impact and Benefit for Pupils**	**Time-scale**	**Review Date(s)**
Refine the current S4 curriculum framework including courses, programmes and enhancements to meet the needs of all young people.	Identify individual timetable adaptations to meet the needs of current S4 in consultation with relevant Principal Teachers Curriculum and Principal Teachers guidance and subject staff.	Appropriate curriculum to meet the needs of individual pupils.	Nov 2015- May 2016	71 parents took up the opportunity of a S4 Review Meeting. These appointments took place between Monday 18th January and Friday 29th January 2016 and mostly focused as a follow up to the Tracking Reports that were issued on Wednesday 13th January 2016. Arrangements had been made for appropriate S4 pupils to be presented for N5 Mathematics at the end of S4; to support a Prelim examination for N5 Mathematics has been arranged for Monday 1st February 2016. 168 students will be sitting the prelim examinations.
Implement the agreed actions from the Senior Phase review by refining and reducing the delivery of enhancement courses.	Undertake a review of all enhancement courses.	Revised curriculum framework meets the needs of individual students leading to improved educational outcomes and positive destinations.		No enhancements in S4 curriculum next session.
Continue to monitor and evaluate the effectiveness of enhancement courses to ensure they support progression for all learners.	Ensure effective consultation and engagement of proposed revisions to the curriculum framework for S4 with: Parent Council S4 Parent Forum • Pupil Council • Students This should include regular programmed meetings, preparation of advice and information, frequent letters, curriculum leaflets, individual parent meetings, revised tracking and monitoring reports.	Increased confidence of students in assessing and evaluating the curriculum in meeting their learning needs.	Jan - May 2016	Parents Meeting took place 20/1/16.
		Increased opportunities for parents to effectively support young people in decisions affecting their learning.		Parental engagement has commenced with further consultation planned.
Review and implement changes to existing presentation policy to meet the needs of all young people.	Students presented for SQA qualification in Mathematics at the end of S4 as appropriate (National 3, 4 or 5).	Success in gaining SQA attainment qualifications.	Dec 15 – Jan 16	Option to present at National 3, 4 and 5 at the end of S4 now in place as appropriate for individual pupils

Provide support to young people in their application for employment and to Further Education.	School provision of appropriate references for applications to employment, apprenticeships or Further Education.	Increased number of young people achieving success in post-school destinations.	Feb-June 2016	Statement regarding curricular model to be included in all references – college/training/employment.

Main Point for Action	4.5.1 Overall effectiveness of the current curriculum framework (model), including enhancement courses in meeting the needs of young people. (S3)			
Specific Action Point	**Strategies**	**Impact and Benefit for Pupils**	**Time-scale**	**Review January 2016**
Further develop the review of the current Senior Phase 2-year course for implementation in 2016-17 to meet the needs of the current S3 cohort.	Consult on the revised S4/5 framework with: • Subject departments and PTs • Parent Council • Parent Forum • Pupil Council • Pupils This should include regular programmed meetings, preparation of advice and information, frequent letters, curriculum leaflets, individual parent meetings, tracking and monitoring.	Appropriate curriculum to meet the needs of individual pupils.	Nov-Dec 2015	Initial consultation has now taken place with PTs Curriculum. Further work will take place over the next few weeks involving the school, the authority and Education Scotland. S3 Parents Information Evening held on 20th Jan 2016.
		Revised curriculum framework meets the needs of individual students leading to progression through appropriate pathways. Increasing success of students in internal and external assessments.	Jan-May 2016 Jan 2016	
	Develop the role of the Pupil Council in supporting pupils to evaluate the effectiveness of the curriculum.			
	Refine curriculum pathway exemplars for pupils and parents.			Exemplars are currently being developed. Planned programme including: annual Employers Day held in school with over 60 employers in attendance; Assemblies; S3 Parents Information Evening 20/1/16.
	Refine the proposed framework to reflect the consultation outcomes.			S4 curriculum pathways now agreed for implementation in 2016-17.
	Prepare timetable programme to support the effective implementation of the revised S4/5 framework for Session 2016-17.			
	Undertake appropriate subject and course developments in collaboration with SQA.			On-going within Departments.
	Implement an ongoing review of the S4/5 curriculum throughout session 2016-17.			
	Identify S4/5 curriculum framework to meet the needs of current S3 in consultation with PT Curriculum.			S4 curriculum identified.
	Subject departments to undertake a review of course materials in all subject areas to ensure effective delivery of course content.			On-going within Departments.

	Increased consistency of moderation and assessment in subject areas.			Continued successful participation in SQA verification processes.

Main Point for Action	4.5.1 Overall effectiveness of the current curriculum framework (model), including enhancement courses in meeting the needs of young people. (Broad General Education)			
Specific Action Point	**Strategies**	**Impact and Benefit for Pupils**	**Time-scale**	**Review January 2016**
Undertake further evaluation of the current framework to ensure opportunity for breadth and depth of learning throughout the BGE (current S2 and beyond).	Review the BGE to ensure opportunities for specialisation as appropriate.	Increased opportunity for pupils for subject specialisation in S3.	Dec 2015	BGE Review completed in June 2015. Engagement with PTs/Depts about Curriculum Roadmap and courses to be offered in S3. Detailed consideration given to the coverage of Experiences and Outcomes in S1/S2 and in S3. Further work will take place over the next few weeks involving the school, the authority and Education Scotland.
	Consult on the revised BGE framework with: • Subject Departments and PTs • Parent Council • Parent Forum • Pupil Council • Pupils		Dec 2015 – Jan 2016	PT Meetings held to discuss this in December and another one arranged for 28th Jan 2016. S3 Parent letters issued in December 2015.
	Provide curriculum information to support pupils to make appropriate choices ensuring young people have a suitably broad experience in the BGE to support their subject choices in the senior phase.		Jan 2016	Exemplars are currently being developed. Planned programme including: annual Employers Day held in school with over 60 employers in attendance; Assemblies; S3 Parents Information Evening 20/1/16.
	Continue to review S3 course development to ensure it meets the needs of all learners.	S3 courses are more effective in meeting the needs of all learners. S3 courses enable pupils, where appropriate, to overtake Experiences and Outcomes at Level 4 and develop skills required for courses at National 4 and National 5.	Jan-May 2016	On-going.

Main Point for Action	4.5.1 Overall effectiveness of the current curriculum framework (model), including enhancement courses in meeting the needs of young people.			
Specific Action Point	**Strategies**	**Impact and Benefit for Pupils**	**Time-scale**	**Review January 2016**
Implement the key recommendations of the Senior Phase Review: specifically evaluating and refining the current approach to the delivery of enhancement programmes.	Further Review the value and impact of enhancement programmes for students including: • Objectives; • Time allocation; • Opportunities for progression within courses including leading to skills development and certification. Take forward a range of consultations on the revised enhancement programmes with: • Subject Departments and PTs • Parent Council • Parent Forum • Pupil Council • Pupils • College Partners Implement further recommendations arising from consultation and engagement.	Continued development of Skills for Work courses meets the needs of all learners. Continued development of certificated courses supports wider achievement for learners e.g. Health and Wellbeing, Leadership and Industry relevant qualifications.	Nov-May 2016	PTs consulted and feedback received regarding the option of S6 enhancements. No enhancements in S4 curriculum next session. Adaptations to current S5 Enhancements implemented. Working Group established. Discussion with Argyll College has taken place and is ongoing. Enhancement Review Group established.

Main Point for Action	4.5.2 Effectiveness and impact of whole school approaches to tracking and monitoring learners' progress. (Senior Phase)			
Specific Action Point	**Strategies**	**Impact and Benefit for Pupils**	**Time-scale**	**Review January 2016**
Ensure a strategic overview by the strategic leadership team of the educational progress of all learners. Improve tracking and monitoring approaches to support students to make effective progress through the Senior Phase.	Review departmental approaches to Tracking and Monitoring of student progress including: • Sampling assessment and moderation evidence activities within all subject departments, leading to appropriate interventions for individual students • Shared understanding of levels and progress within levels • Consistency of feedback to students supporting effective intervention • Further develop systems to ensure the provision of meaningful reporting information to students and parents • Increase the effectiveness and use of i-time.	Improved outcomes for all learners; • Appropriate presentation policy to meet the needs of learners • Increased understanding of individual learners progress and next steps • Increasing student/pupil confidence in evaluating their own learning • Pupils effectively supported in making informed decisions with parents • Timely intervention by departments to support learners leading to improved attainment and achievement.	Nov 15 - June 2016	Adaptation of January Tracking and Monitoring which included 'on track' or 'off track' information and a clear statement regarding presentation level. All level change conversations have taken place in full consultation with students and parents. The November tracking period allowed us as a school to continue the transition towards an updated approach to Tracking and Monitoring. In the January Tracking and monitoring period S5 and S6 moved onto the finalised version of our approach. S4 remained on the final transitional phase to allow for appropriate updates to be added to SEEMIS. The March Tracking and Monitoring process will allow for all S4-6 students to be recorded on the fully updated approach to recording and monitoring progress. Tracking and monitoring transitional stage to fully adapted process by 4th March 2016.
	Further develop the range of approaches to parental engagement to ensure that students, parents and staff have a shared understanding of progress made by students.			Tracking Review form used to engage students in conversations about their learning with class teachers, i-time supporters and parents.
	Amend Tracking and Monitoring calendar as appropriate to ensure continuity and progression in learning for all students.			Calendar will be adapted as appropriate for next session.

Page 46

Main Point for Action	4.5.2 Effectiveness and impact of whole school approaches to tracking and monitoring learners' progress. (Broad General Education)			
Specific Action Point	**Strategies**	**Impact and Benefit for Pupils**	**Time-scale**	**Review January 2016**
Ensure a strategic overview by the strategic leadership team of the progress of all learners. Improve tracking and monitoring approaches to support students to make effective progress through the Senior Phase.	Review departmental approaches to Tracking and Monitoring of student progress including • Sampling assessment and moderation evidence activities within all subject departments leading to appropriate interventions for individual students. • Shared understanding of levels and progress within levels. • Consistency of feedback to students supporting effective intervention. • Further develop systems to ensure the provision of meaningful reporting information to students and parents • Increase the effectiveness and use of i-time.	Improved outcomes for all learners through; • Appropriate presentation policy to meet the needs of learners • Increased understanding of individual learners progress and next steps • Increasing student confidence in evaluating their own learning • Pupils effectively supported in making informed decisions with parents • Timely intervention by departments to support learners leading to improved attainment and achievement.	Nov 15 - June 2016	Further work to be undertaken by the Senior leadership team to develop whole school approaches to tracking and monitoring.
	Further develop parental engagement to ensure that students, parents and staff have a shared understanding of the progress students are making.	Continued progression in learning for pupils.		
	Amend Tracking and Monitoring calendar, as appropriate.			
	Review and amend, where appropriate, current procedures for P7/S1 data transfer.			Spreadsheet created for whole-school Tracking and Monitoring overview.

Page 47

Main Point for Action	4.5.3 Effectiveness of approaches to engagement and communication with key stakeholders.				
Specific Action Point	**Strategies**	**Impact and Benefit for Pupils**	**Time-scale**	**Review January 2016**	
Take forward a range of key strategies to ensure improved communication with: • Staff • Pupils • Parents Implement an improved range of strategies to ensure effective and improved communication with: • Staff • Pupils • Parents	Regular and effective communication with the parent forum including, but not limited to: • Communication regarding the outcome of the Review and confirming proposed actions to all parents including the opportunity for individual pupil/family engagement for all S4 and S5 pupils • Tracking and Monitoring Reports (S1-S6 as per calendar) • Full Reports (S1-S6 as per calendar) • Parent Consultation Evenings (S1-S6 as per calendar) • Parent Information Evenings eg S2/S3 Options in January	Improved communication between school and home leading to improved outcomes for young people.	Jan – Jun 2016	Letters were provided to parents and carers of the S4, S5 and S6 cohorts outlining the proposed changes for their young people and offering the opportunity for individual consultation meetings, as necessary. Careful consideration is being given to the terminology and phraseology used in letters for parents and carers. Further work has been undertaken in establishing positive working relationships between the school and the newly formed Parent Council with a number of meetings having been held. The schools website is being routinely updated with relevant information and this includes curricular information, powerpoint presentations, notification of Prelim timetables and a question and answer section. S6 options booklets are currently being revised to include information on SCQF levels. An approach to engaging with pupils, through the work of Pupil Council is currently being implemented.	

Ensure the development and implementation of an effective parental engagement strategy.	Develop a comprehensive Parental Engagement Strategy. Review and refine approaches to consultation and engagement with the Parent Council and wider Parent Forum.			Education Services have agreed to provide a range of support to the newly formed Parent Council to allow them to undertake their role as described within the Parental Involvement Act. This includes recently agreed timetable of training and development session to meet the identified needs of Parent Council members. These are being planned to be taken forward over the next few weeks in conjunction with Scottish Parent Teacher Association.

Main Point for Action	4.5.3 Effectiveness of approaches to engagement and communication with key stakeholders.			
Specific Action Point	**Strategies**	**Impact and Benefit for Pupils**	**Time-scale**	**Review January 2016**
Improve approaches to communication and engagement with parents.	Improve the range and presentation of information for parent including: • Regular website updates • A programme calendar of curricular events, consultations, parents discussion and review and tracking and monitoring timescales • The range of curriculum documentation, advice and support • News Assess the current and future impact and value of further use of social media, text messaging, email, specific education media. Work together to develop a shared understanding of educational terminology, its context and application including: • Clear definitions/explanations in documentation • Website – glossary.	Improved communication between school and home leading to improved outcomes for young people.	Jan – Jun 2016	On-going Website has been updated with • Curricular information • Powerpoint presentations • Question and answer section • Information for pupils of the scheduled dates for Prelim examination

Page 50

Main Point for Action	4.5.3 Effectiveness of approaches to engagement and communication with key stakeholders.				
Specific Action Point	**Strategies**	**Impact and Benefit for Pupils**	**Time-scale**	**Review January 2016**	
Improve approaches to communication and engagement with pupils.	Improve opportunities for pupils to engage in the evaluation of learning and teaching including: • Focussed Learning Conversations – subject classroom and i:time • Pupils encouraged to be included in parental meetings, where appropriate • Departmental communications • Assembly • Daily Bulletin	Clear and shared understanding of progress and next steps in learning Clear and shared understanding of key events e.g. option process, exam diet	Jan – Jun 2016	Tracking and monitoring and Transition spreadsheet. Tracking Review form used in itime to engage students in conversations about their learning with class teachers and tutors. S6 Option Booklet being revised – adding in SCQF levels.	
	Further develop Pupil Voice across the broad range of schools activities.			Existing Pupil Councils will be further developed.	
	Improve pupil access to information to support learners to participate effectively and achieve success through: • Focused classroom discussions • Review of the effectiveness of learning and teaching • Regular website updates/news bulletins • Revised curriculum documentation, exemplars and advice			Tracking Review form used in itime to engage students in conversations about their learning with class teachers and tutors. Website has been updated with • Curricular information • Powerpoint presentations • Question and answer section • Information for pupils of the scheduled dates for Prelim examination	
	Consideration of further use of social media, text messaging, email			On-going	

Page 51

	Develop an increased, shared understanding of educational terminology • Clear definitions/explanations in documentation • Website – glossary			On-going

Main Point for Action	4.5.3 Effectiveness of approaches to engagement and communication with key stakeholders.				
Specific Action Point	**Strategies**	**Impact and Benefit for Pupils**	**Time-scale**	**Review January 2016**	
Improve approaches to communication and engagement with staff.	Develop a staff engagement strategy.	Improved communication within school leading to improved outcomes for young people Clear and shared understanding of language associated with courses, levels, progress and next steps in learning Clear and shared understanding of key events eg option process, exam diet and timelines.	Jan – Jun 2016	Scheduled to begin in February.	
	Revise existing approaches to staff communication and engagement in curriculum planning, assessment and reporting. • Daily Bulletin • Evaluate the effectiveness and impact of Departmental Meetings • Evaluate the effectiveness and impact of Whole Staff Meetings • PRD • Working Groups				
	Improve website through regular updates • Calendar • News • Documentation			Website has been updated with • Curricular information • Powerpoint presentations • Question and answer section • Prelim information	
	Consideration of further use of social media, text messaging, email, specific education media			On-going	
	Develop and agree shared understanding of educational terminology across all subject departments to include: • Clear definitions/explanations in documentation • Website – glossary of terms			On-going	

Page 53

Main Point for Action	4.5.4 Evaluation of the school presentation policy and its impact on learners.				
Specific Action Point	**Strategies**	**Impact and Benefit for Pupils**	**Time-scale**	**Review January 2016**	
Evaluate the school presentation policy and its impact for learners. Revise the current presentation policy to ensure that young people are presented at the right time at the right level to achieve the right outcomes.	Ensure greater flexibility for a range of 1 and 2 year pathways to certification including: • Current S4 - Students will continue to follow a 2 year course of study for the remainder of S4 and S5 in the majority of subjects. In Mathematics the option for presentation, at the appropriate level for each student, at the end of S4 will be made available. • The current S5 enhancement programmes will be reduced, where appropriate for students to enhance study in core curriculum subject and provide individual study time. • Ensure appropriate curriculum to meet the needs of individual pupils including dual presentation. • In session 2015-16 consider options for dual presentation for S5/6 students as appropriate. • On-going review and development of presentation policy to be contained within School Improvement Plan - introduce option for presentation, at appropriate level, in S4 from 2017 (current S3). • Ensure effective consultation and engagement with parents, staff and pupils on future presentation policy adjustments.	Revised presentation policy secures increased improvement in educational attainment and achievement for students.	Nov-May 2016	Prelim examinations and course assessment analysis will be used as a measure to consider dual presentation in particular subjects (ie English) for S6 students. Prelim examinations and course assessment analysis are being used with increasing effectiveness to consider dual presentation in particular subjects for S5 students. S5 students were offered the opportunity to reallocate an enhancement subject to individual study. 76 students took up this opportunity and revised timetables started on Tuesday 12th January 2016. Candidates for recommended dual presentation are currently being identified.	

Date: January 2016

Agenda Item 7

ARGYLL AND BUTE COUNCIL	**HELENSBURGH AND LOMOND AREA COMMITTEE**
STRATEGIC FINANCE	**9 FEBRUARY 2016**

CHARITY AND TRUST FUNDS

1. **EXECUTIVE SUMMARY**

1.1 This report sets out the estimated funding available for distribution of funds for the charities and trust funds in the four of the Helensburgh & Lomond area for 2015-16.

1.2 The recommendations are to note the valuation of the funds and the reserves policy and to agree the proposed distribution of the available funds.

ARGYLL AND BUTE COUNCIL

HELENSBURGH AND LOMOND AREA COMMITTEE

STRATEGIC FINANCE

9 FEBRUARY 2016

CHARITY AND TRUST FUNDS

2. INTRODUCTION

2.1 This report sets out the estimated funding available for distribution of funds for the charities and trust funds in the four of the Helensburgh & Lomond area for 2015-16.

3. RECOMMENDATIONS

3.1 To note the information provided on the value of charities and trust funds and the annual income.

3.2 To agree the proposed distribution of the funds available shown in Appendix 1.

3.3 To note the reserve policy: Utilise 1/20th of the unrestricted (revenue) reserve fund each year

4. DETAIL

4.1 It is good practice to set out the estimated amount of income available for distribution in relation to the Council's charitable and trust funds.

4.2 The Council administers a total of 4 charities and 7 Trust Funds in the Helensburgh & Lomond area which make up Argyll and Bute.

	Registered Charities	Trust funds
Helensbudrgh & Lomond	3	5
Council Wide	1	2
	4	7

4.3 There are a number of trust funds for which a procedure requires to be established for both the identification of the recipients and the process for distribution of the income. In respect of these funds it is proposed that there be no distribution of income until the procedure has been agreed. Further reports on the distribution procedure will be submitted to future meetings of the area committee for approval.

4.4   Appendix 1 sets out for the following information on each charity and trust fund:

Name
Purpose
Capital value
Revenue reserves
Total value
Estimated income
Accumulate distribution fund value
Distribution proposal
Proposed amount for distribution

4.5   The reserve policy is to utilise $1/20^{th}$ of the unrestricted (revenue) reserve fund each year.

5.   CONCLUSION

5.1   This report sets out the estimated income for each charitable and trust fund and a proposed basis of distribution of the available funds.

6.   IMPLICATIONS

6.1   Policy –   Sets proposed approach to distribution.
6.2   Financial -   Proposals for use of income set out in report.
6.3   Legal -   Proposes proper use of charity and trust funds.
6.4   HR -   None.
6.5   Equalities -   None.
6.6   Risk -   None.
6.7   Customer Service -   None.

Kirsty Flanagan, Head of Strategic Finance

For further information please contact Peter Cupples, Finance Manager – Corporate Support 01546-604183.

Appendix 1 – Analysis of Charities and Trust Funds

Appendix 1 - Analysis of Charities and Trust Funds

HELENSBURGH & LOMOND

Capital Fund = Original Bequest + Investments

Trust Funds

Name	Purpose	Capitlal (Restricted) Funds £	Revenue (Unrestricted) Funds £	Total Funds 31 March 2015 £	Estimated Income 2015-16 £	Accumulated Funds for Distribution £	1/20th Revenue Reserve £	Distribution Proposal	Distribution Proposal £
Helensburgh & Faslane Cemeteries Fund	Upkeep of tombstones etc in District cemeteries.	8,351	2,957	11,308	106	2,957	148	Transferred to Roads and Amenity Services annually.	254
Ballyhennan Churchyard	Upkeep of churchyard	378	161	539	4	161	8	Transferred to Roads and Amenity Services annually.	12
Sundry Bequests - Former Dumbarton Cemeteries	Upkeep of tombstones etc in District cemeteries.	2,119	692	2,811	56	692	35	Transferred to Roads and Amenity Services annually.	91
Cardross War Memorial	Upkeep of war memorial.	689	54	743	10	54	3	Transferred to Roads and Amenity Services annually.	13
Clydesdale Air Raid Distress Fund	For behoof of the former Helensburgh District Council Area.	2,703	765	3,468	13	765	38	No distribution	51
		14,240	4,629	18,869	189	4,629	231		420

Registered Charitable Trusts

Name	Purpose	Capitlal (Restricted) Funds £	Revenue (Unrestricted) Funds £	Total Funds 31 March 2015 £	Estimated Income 2015-16 £	Accumulated Funds for Distribution £	1/20th Revenue Reserve £	Distribution Proposal	Distribution Proposal £
Kidston Park Trust	Provide a public park, or recreation ground for the inhabitants of Helensburgh, and for the purposes of boating and bathing in the Gareloch.	1,986	2,194	4,180	31	2,194	110	Transferred to Roads and Amenity Services annually.	141
Miss Annie Dickson Burgh Bequest	The relief of distress in the Burgh of Helensburgh.	2,819	1,302	4,121	15	1,302	65	No distribution until further consideration on the process for identification of recipients.	80
Logie Baird Prize Fund	Advancement of Education by providing an annual prize to a pupil at Hermitage Academy, Helensburgh, for most ability in Science and Mathematics.	200	1,708	1,908	7	1,708	85	Paid to the Hermitage Academy school funds.	92
		5,005	5,204	10,209	53	5,204	260		313
TOTAL OF ALL H&L TRUST FUNDS		**19,245**	**9,833**	**29,078**	**242**	**9,833**	**492**		**734**

COUNCIL WIDE TRUSTS

Capital Fund = Original Bequest + Investments

Registered Charitable Trusts

Name	Purpose	Capitlal (Restricted) Funds £	Revenue (Unrestricted) Funds £	Total Funds 31 March 2015 £	Estimated Income 2015-16 £	Accumulated Funds for Distribution £	1/20th Revenue Reserve £	Distribution Proposal	Distribution Proposal £
County of Argyll Educational Trust Scheme, 1960	For the advancement of education for children and young people within the former County of Argyll by issuing grants to individuals and organisations. Applies to the former 'County of Argyll' therefore individuals and organisations within Bute and Helensburgh cannot apply.	313,036	135,697	448,733	8,700	144,397	7,220	Paid out on receipt of application.	15,920
		313,036	135,697	448,733	8,700	144,397	7,220		15,920

Trust Funds

Name	Purpose	Capitlal (Restricted) Funds £	Revenue (Unrestricted) Funds £	Total Funds £	Estimated Income 2014-15 £	Accumulated Funds for Distribution £	1/20th Revenue Reserve £	Distribution Proposal	Distribution Proposal £
Social Work Louden Bequest	Holiday fund for elderly people. (ex Strathclyde Regional Council trust.)	8,485	16,166	24,651	86	16,252	813	No distribution until further consideration on the process for identification of recipients.	899
Sundry Trusts	No information.	338	23	361	0	23	1	no distribution	1
		8,823	16,189	25,012	86	16,275	814		900

TOTAL OF COUNCIL WIDE TRUST FUNDS		**321,859**	**151,886**	**473,745**	**8,786**	**160,672**	**8,034**		**16,820**

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Agenda Item 8

ARGYLL AND BUTE COUNCIL   **HELENSBURGH AND LOMOND AREA COMMITTEE**

CUSTOMER SERVICES   18th January 2016

Adult Services: - CARE AT HOME & FINANCE/RESOURCE ALLOCATION.

1.0   EXECUTIVE SUMMARY

The purpose of this report is to update the Local Area Committee on the findings of the quarterly evaluation of the Care at Home provision within the Helensburgh and Lomond area and to report on the performance of the operational Adult Care Social Work Team. Additional information in respect of Adult Services budgets was also requested and that has also been included.

This report has been ordered to show the level of care at home being provided across the area and the quality of this as evaluated by the Care Inspectorate and from the levels of Service Concerns that are received. The Procurement and Commissioning Officers of the Department work to ensure best value, contract compliance, quality of services and customer satisfaction is maintained at the highest level. A significant number of case reviews are regularly undertaken and these help to ensure that any service concerns are addressed and that generally all appropriate standards of care are maintained and financial/budgetary matters are also properly managed.

Within the Helensburgh and Lomond area there is a significant number of fairly established providers who have a very good understanding of what is required by the Authority and generally they work to a very high standard. They are maintaining work with many established cases and by the very nature of the often serious and challenging issues experienced by service users they are increasingly involved in new higher demand care plans with more elderly, vulnerable and frail clients with more complex care and support needs and it is consequently important to monitor and reflect on the performance of the providers. There is also a general sense there is an increase in the number of younger adults affected by disabling or life limiting conditions who also require homecare and other supports and I would hope to report on our findings with regards to reviewing this activity in July.

ARGYLL AND BUTE COUNCIL   **HELENSBURGH AND LOMOND AREA COMMITTEE**

CUSTOMER SERVICES   **18th January 2016.**

CARE AT HOME & FINANCE/RESOURCE ALLOCATION

2.   INTRODUCTION

The purpose of this report is to update the Area Committee on the findings of the most recent quarterly evaluation of the Care at Home provision within the area and to provide the Financial/Resource details, requested at the December 2015 committee of the Local Authority's Adult/Older Peoples Resources across the 4 localities. (OLI, MAKI, B&C, H&L).

3.   RECOMMENDATIONS

It is recommended that the Area Committee note the contents of the report.

4.CURRENT WORKLOAD

Operations Team as at 18/01/2016 - Helensburgh & Lomond

Number of Unallocated Cases After 5 Working Days	0
Number of Care Assessments outstanding over 28 days	3
Number of Carers Assessments outstanding over 28 days	0
Number of Adult Care Operational Cases	558

Learning Disability as at 18/01/2016 - Helensburgh & Lomond

Number of Unallocated Cases After 5 Working Days	0
Number of Care Assessments outstanding over 28 days	0
Number of Carers Assessments outstanding over 28 days	0
Number of Adult Care Learning Disability Cases	107

Mental Health as at 18/01/2016 - Helensburgh & Lomond

Number of Unallocated Cases After 5 Working Days	0
Number of Care Assessments outstanding over 28 days	0
Number of Carers Assessments outstanding over 28 days	0
Number of Adult Care Mental Health Cases	40

CARE AT HOME PROVISION.

Within the Helensburgh and Lomond area there are 3 agencies on the contracting framework with an additional 6 who are also engaged to provide home care services in the area.

The additional demands for care services and the requirement to maintain an appropriately skilled workforce which is subject to increased regulation and which can manage the range of more complex care required has highlighted the need to continue to work with the full range of providers who are both on and off the contracting framework.

As of the week ending 15th January 2016 a total of 4,441.81 hours per week were being delivered a further 376.29 hours are being delivered in the form of Direct Payments.

Existing Providers		Hours at 15th Jan 2016	Hours at 25th Oct2015
Mears		357.25	268.5
Allied		374.50	330.5
Carr Gomm		151.75	212.25
Carers Direct		473.75	469.18
Carewatch		159.25	157.25
M&J Nagy		1073.00	1,041.75
Premier Healthcare		654.00	679.75
Quality Care		518.89	524.75
Alzheimer Scotland		42.5	37.5
Joan's Carers		589.75	508.25
Intensive home care team		47.25	27
	Total Hours	4441.89	4256.68
Direct payments		386.79	386.79
	Total Hours	4828.68	4643.47

CONTRACT MANAGEMENT PROCESS.

Argyll and Bute Council's Procurement and Commissioning team is responsible for the Contract and Supplier management of these services. This is complimented by the service monitoring and review process carried out by Homecare Procurement Officers and Case Managers. The Procurement and Commissioning Team carry out quarterly contract management meetings that determine the risk rating of each contract. All contracts are risk rated using a combination of Care Inspectorate grades, service concerns and complaints. Additional monitoring is undertaken as required where risk levels increase.

Breakdowns of the Care Inspectorate grades are detailed in the table below:

Provider		Care Inspection Grades		
		Quality of Care and Support	Quality of Staffing	Quality of Management and Leadership
Allied		6	6	5
Carers Direct		5	4	5
Carewatch		3	4	3
Care UK		4	4	3
Carr Gomm		4	4	5
Joan's Carers		5	5	5
M&J Care		4	4	4
Premier Healthcare		6	6	6
Quality Care		4	4	3

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

MONITORING ARRANGEMENTS.

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

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

Contact	Target	Actuals	Comment
Review of Care needs with service users, family and providers.	82	101	On Target.
Quarterly Contract and Supplier Meetings with Providers in line with the Scottish Government Guidance on the Commissioning of Care and Support Services	12	12	On Target
Provider Forums - Reshaping care for Older People meetings.	1	1	On Target

S

In addition to the case review activity a schedule of monitoring visits has been agreed with providers and a process to report the outcome of these visits to the Procurement and Commissioning Team has been developed:

Contact	Target	Actual	Comments
Monitoring Visits	16	15	On Target

SERVICE IMPROVEMENTS.

There is a clear service improvement process in place and in the period 1st October to 31st December 2015 there have been a total of 10 service concerns received.   All but 1 of these concerns have been fully investigated and the appropriate action has been taken to ensure that these issues are addressed by the providers.

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

Provider	Number of Concerns	Details of Concern
Provider A	1	Equipment issue
Provider B	1	Carers behaviour

Provider C	7	Late/missed visits only one carer attending. Issues with careplan. Carers not recording
Provider D	1	Only one Carer attending

For information – The above concerns (10) represent the total received in between 1st October and 31st December 2015. The total weekly service currently being delivered is 4441.89 as of 15th January 2016, to a total of 382 clients. This equates to a 97.4% satisfaction rate.

COMPLAINTS.

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

5. **HEALTH AND SOCIAL CARE PARTNERSHIP.**

The HSCP Strategic Plan has been previously circulated..

The 1st, 2nd and 3rd tier appointments are more or less concluded and further information in respect of recruitment and the development of the Locality Action Plans will become available over the course of the next quarter.

For H&L, Jim Littlejohn (Locality Manager) and Linda Skrastin (Local Area Manager) are both in post and will be working over the next 3 months to develop the structures and organisation required to take forwards the Health and Social Care Partnership objectives from April 2016.

Additionally, as was reported in December there has been a further change to the local Social Work Area Management Team. In July we reported that Mitch Dow and David Hall had been appointed to the vacant Team Leader positions, unfortunately David resigned wef from Friday 6th November however I am pleased to report that we have successfully seconded Jean Laws (SW) to that position.

6. **SERVICE DEVELOPMENTS.**

In the course of the last 6 weeks the allocations from the Integrated Care Fund have been confirmed. The details of these are reported separately. In addition to this the HSCP has also received funding to improve its performance around Hospital Delayed Discharges. The H&L area is quite

unique in that it receives from and contributes to a hybrid range of NHS Highland and NHS GG&C services. The ICF and DD budget allocations have enabled the HSCP to enter into an arrangement which will ensure the continuing clinical governance of H&L in-patients from the Vale of Leven Hospital who are subject to delays because of matters concerning the Adults With Incapacity Legislation but will allow them to be cared for in the more appropriate setting of a Nursing Home whilst the relevant applications in respect of Welfare and/or Financial Guardianship are being pursued.

This development will hopefully help us actively reduce the number of Delayed Discharge patients being recorded against this authority but more importantly will result in our clients being looked after in a more appropriate setting for their care needs whilst the legal elements of their continuing care are being resolved.

7.   FINANCE -   Resource Allocation

The details of the budgets which are allocated to the 4 Localities are attached.

8.   CONCLUSION.

It is clear from the information gathered from service users, their families and carers that in general the care at home is being consistently provided in an appropriate manner and at a level that continues to maintain people living healthily and safely in their own homes. A more robust in-reach service to the Vale of Leven and the other Glasgow Hospitals that provide for the local population has also been developed and although it's very early days we can see that this joint initiative with local Health colleagues is already proving to be a success in managing peoples care as they return home and reducing the bed days that are lost as inpatients. Ongoing evaluation and monitoring of this and the mainstream care at home services will continue to ensure good practice, customer satisfaction and will maintain standards. The recent allocation of additional funding from the ICF will now enable us to recruit to the key operational posts to enable and consolidate this development.

9.   IMPLICATIONS.

9.1 Policy   Consistent with Best Value and National Policy on Re-shaping Older People's Services

9.2 Financial   Allocations from ICF and Delayed Discharge budgets for the above mentioned service developments is confirmed.

9.3 Legal   None

9.4 HR   None

9.5 Equalities   None

9.6   Risk   None

9.7   Customer Service   None

Cleland Sneddon
Executive Director of Community Services

Policy Lead, James Littlejohn, Service Manager (Operations) Adult Care.
(Locality Manager)
18th January 2016.

For further information contact: James Littlejohn.

Adult Care budget Figures

			Area				
		HQ	**MAKI**	**OLI**	**B&C**	**H&L**	**Grand Total**
Older People	Assessment & Care Management	125,449	864,990	823,363	832,944	513,596	3,160,341
	Care at Home	156,490	2,733,450	3,350,866	3,403,545	2,603,042	12,247,394
	Day Services			200,876	179,901	214,617	595,393
	Delayed Discharge	108,202	124,733	22,974	49,544	22,974	328,427
	Dementia Services	330,452	96,916		151,505		578,873
	Integrated Care Teams		146,078	182,482	54,105	87,186	469,851
	Internal Residential Care		1,165,619	1,456,030	1,380,918		4,002,567
	Meals on Wheels and Lunch Clubs		9,356	5,565	15,944	14,682	45,547
	Occupational Therapy	106,808					106,808
	Other Services & Projects	99,044	15,385	17,469	15,680	24,411	171,989
	Residential Care	0					0
	Resource Release	22,364	6,000		21,191		49,555
	Respite and Support for Carers	557,495	30,558	28,526	40,835	69,889	727,303
	Sheltered Housing	122,496					122,496
	Telecare	-34,621					-34,621
Older People Total		**1,594,179**	**5,193,086**	**6,088,150**	**6,146,112**	**3,550,397**	**22,571,923**
Physical Disability	Assessment & Care Management	136,933					136,933
	Equipment & Adaptations	363,499					363,499
	Respite and Support for Carers		7,686	1,000	7,686	7,686	24,058
	Sensory Impairment Services	26,441					26,441
Physical Disability Total		**526,873**	**7,686**	**1,000**	**7,686**	**7,686**	**550,931**
Learning Disabilities	Assessment & Care Management	63,401	177,842	175,381	172,969	142,897	732,490
	Day Services	1,000	612,191	543,657	650,944	500,889	2,308,681
	Internal Supported Accommodation		306,760				306,760
	Residential Care	59,928					59,928

Category	Service						Total
	Respite and Support for Carers		60,771	20,083	28,931	71,188	180,973
Learning Disabilities Total		**124,329**	**1,157,563**	**739,121**	**852,844**	**714,974**	**3,588,831**
Mental Health	Assessment & Care Management	181,990	115,194	23,543	26,336	26,213	373,276
	Day Services		231,884	93,354	391,943		717,181
	Other Services & Projects	376,392					376,392
Mental Health Total		**558,382**	**347,078**	**116,897**	**418,279**	**26,213**	**1,466,849**
Vulnerable Adults	Adult Protection	97,553					97,553
Vulnerable Adults Total		**97,553**					**97,553**
Addictions	Addictions / Substance Misuse	458,708			29,139		487,847
Addictions Total		**458,708**			**29,139**		**487,847**
Central/Management Costs	Management and Support	386,495					386,495
Central/Management Costs Total		**386,495**					**386,495**
		3,746,519	**6,705,413**	**6,945,168**	**7,454,060**	**4,299,270**	**29,150,429**

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ARGYLL AND BUTE COUNCIL	**HELENSBURGH AND LOMOND AREA COMMITTEE**
CUSTOMER SERVICES	**8 FEBRUARY 2016**

FUTURE AREA COMMITTEE DATES

1.0   SUMMARY

This report outlines the proposed cycle of meetings within the Helensburgh and Lomond Area from May 2016 to April 2017.

2.0   RECOMMENDATIONS

3.1   Members are asked to consider the agreed cycle of Area Committee and Business Day meetings as detailed in the attached Appendix.

3.0   DETAIL

3.1   The Council considered and agreed a programme of meetings from May 2016 to April 2017 at the meeting held on 26 November 2015.

3.2   In accordance with this programme, Helensburgh and Lomond Area Committee meetings will continue with the existing cycle of meetings, such that:-

Area Committees will take place on the morning of the second Tuesday of June, August, October, December, February and April;

Pre-agenda briefings will take place two weeks before the Area Committee meeting; and

Business Day meetings will take place in the morning of the second Tuesday of May, September, November, January and March.

3.3   It should be noted that Standing Order 20.2 makes provision for the Chair of a Committee (or in whose absence the Vice-Chair) for good cause to cancel or alter the date, time or place for a meeting but not after the summons for the meeting has been issued.

3.4   Members are asked to give consideration to the timings for meetings. Historically the meetings of the Area Committee have been held in the morning commencing at 9.30 a.m., however, the recently published Audit Scotland Follow Up Report highlighted the lack of public attendance at

meetings of the Area Committees. It is therefore suggested that Members give consideration to trialling evening meetings in the new cycle and agree that the meetings of the Area Committee in June and August will commence at 6.30 p.m. with a review of the arrangements taking place shortly thereafter. Business Day meetings will continue to take place at 9.30 a.m. A draft timetable is provided at Appendix 1.

4.0 CONCLUSION

4.1 The Area Committee are invited to consider the programme of meetings attached as Appendix 1.

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

Executive Director of Customer Services
26 January 2016

For further information contact: Shona Barton, Area Committee Manager
(01436) 657605

APPENDICES
Schedule of Meetings – Appendix 1

HELENSBURGH AND LOMOND SCHEDULE OF MEETINGS

Reports to G & L	Pre Agenda Paper Issue	Pre Agenda Meeting	Reports to G & L	Agenda Issue	**AREA COMMITTEE MEETING**	Venue	Start Time
			2016				
Friday 20th May	Tuesday 24th May	Tuesday 31st May	Friday 3rd June	Tuesday 7th June	**Tuesday 14th June**	Pillar Hall	6.30pm.
Friday 15th July	Tuesday 19th July	Tuesday 26th July	Friday 29th July	Tuesday 3rd August	**Tuesday 9th August**	Pillar Hall	6.30pm
Friday 16th September	Monday 20th September	Tuesday 27th September	Friday 30th September	Tuesday 4th October	**Tuesday 11th October**	Pillar Hall	tbc
Friday 19th November	Tuesday 22nd November	Tuesday 29th November	Friday 2nd December	Tuesday 6th December	**Tuesday 13th December**	Pillar Hall	tbc
			2017				
Friday 20th January	Tuesday 24th January	Tuesday 31st January	Friday 3rd February	Tuesday 7th February	**Tuesday 14th February**	Pillar Hall	tbc
Friday 17th March	Tuesday 21st March	Tuesday 28th March	Friday 31st March	Tuesday 4th April	**Tuesday 11th April**	Pillar Hall	tbc

Reports to G & L	Agenda Issue	**BUSINESS DAY MEETING**	Venue	Start Time
		2016		
Friday 29th April	Tuesday 3rd May	**Tuesday 10th May**	Pillar Hall	9.30am
Friday 2nd September	Tuesday 6th September	**Tuesday 13th September**	Pillar Hall	9.30am
Friday 28th October	Tuesday 1st November	**Tuesday 8th November**	Pillar Hall	9.30am
		2017		
Wednesday 4th January	Tuesday 10th January	**Tuesday 17th January**	Pillar Hall	9.30am
Friday 3rd March	Tuesday 7th March	**Tuesday 14th March**	Pillar Hall	9.30am

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ARGYLL AND BUTE COUNCIL   Helensburgh & Lomond Area Committee

**DEVELOPMENT AND
INFRASTRUCTURE SERVICES**   **9 February 2016**

HELENSBURGH SHOPFRONT ENHANCEMENT INITIATIVE - UPDATE

1.0   EXECUTIVE SUMMARY

The purpose of this report is to update Members on progress with the Helensburgh Shopfront Enhancement Initiative following approval of 20 Stage 2 Applications in October 2014 and to consider, following requests from businesses to be able to apply for funding, as to whether the Initiative can be reopened to new applicants ahead of members' decision on the 14 October to hold the remaining funds until an evaluation of the approved 2014 Grants is undertaken.

1.1   It is recommended that Members:

- Note the contents of the paper;
- Consider the re-opening of Shopfront Grant Initiative from the 1 March to the 30 June 2016 in advance of an evaluation of the approved 2014 Grant awards.

ARGYLL AND BUTE COUNCIL   Helensburgh & Lomond Area Committee

DEVELOPMENT AND
INFRASTRUCTURE SERVICES   **9 February 2016**

HELENSBURGH SHOPFRONT ENHANCEMENT INITIATIVE - UPDATE

2.0   INTRODUCTION

2.1   On the 14 October 2014, the Helensburgh and Lomond Area Committee approved twenty Stage 2 Applications for funding from the Helensburgh Shopfront Enhancement Initiative funded from the S75 Waitrose development. This report updates members on the status of the approved applications.

2.2   Following request from businesses, the report also seeks members' view on whether to reopen the Initiative to new applicants ahead of members' decision on the 14 October to hold the remaining funds until an evaluation of the approved 2014 Grants is undertaken.

3.0   RECOMMENDATIONS

3.1   It is recommended that Members:

- Note the contents of the paper;
- Consider the re-opening of Shopfront Grant Initiative from the 1 March to the 30 June 2016 in advance of an evaluation of the approved 2014 Grant awards.

4.0   DETAILS

4.1   Thirty-three applications were successful at Stage 1 of the Helensburgh Shopfront Enhancement Initiative, total funding available £140,000, of these 21 applicants went on to submit Stage 2 Applications by the deadline of the 29 August 2014.

4.2   Additional support to assist their progression to Stage 2, as previously recommended, was provided to 3 applicants that failed at Stage 1, only 1 applicant took up this offer and successfully completed Stages 1 and 2.

4.3   An individually tailored letter was issued to all successful Stage 1 applicants on 4 June 2014 enclosing Guidance Notes and inviting them to attend a pre-booked 'help surgery' at the 1 East Princes Street offices on 25 and 26 June 2014. Unfortunately, take up was extremely poor and the consultant was required to make individual visits to premises on these days. Continued concerns about the lack of take up prompted the issue of a second 'reminder' letter on the 31 July 2014. This was again followed by door to door follow up visits on the 7 and 8 August 2014.

4.4 In addition to the 21 Stage 2 applicants received (and taking account of the 2, Stage 1 fails, 13 successful Stage 1 applicants made no return. This accounts for all 36 Stage 1 Awards. 21 applications were assessed in accordance with the Guidance Notes and agreed selection criteria. Of the 21 applications 1 applicant had already undertaken the work and was therefore ineligible, all the remaining 20 applications went on to meet the selection criteria of Stage 2 and were awarded Grants following member approval of the following recommendations on the 14 October 2014:

It is recommended that Members approve:

- *the 12 applications who satisfied the selection criteria;*
- *the 8 applications, subject to the applicants clarifying their planning status or supplying additional quotes; and*
- *that the balance of funds in the Section 75 is held until a post evaluation of the above Grant Awards is undertaken.*

4.5 From the 20 Stage 2 Grant Awards, 12 have now fully completed works and submitted grant claim payments which are currently being processed. 4 are on site 3 have yet to commence works. Helensburgh Cycles the 1 remaining Grant Award have indicated, they will not now progress with works. See **Appendix 1 – Status of Applications**

4.6 It has been previously recommended that any unspent S75 Helensburgh Shopfront Enhancement Initiative balance remains in the Section 75 Council funds until an independent post evaluation impact assessment is undertaken in the second quarter of 2016. However the Regeneration Project Manager has received several requests from business as to whether the Helensburgh Shopfront Enhancement Initiative can be reopened to new applications ahead of the independent evaluation to enable their shopfronts to be enhanced for summer 2016.

4.7 As outlined in **Table 1** below there remains approximately £56k of uncommitted S75 funding for the Helensburgh Shopfront Enhancement Initiative and given the positive impact the shopfront enhancement is having on the townscape there is clear merits in reopening the Initiative to new applications for a limited period starting from the 1 March to the 30 June with the Stage 1 and Stage 2 process now combined.

4.8 **Table 1:**

Stage 2 Summary Table	
Stage 2 Grant Applications (20)	£72,784.00
Design fees	£11,000.00
Total	**£83,784.00**
Grant funds available	£140,000.00
Balance remaining in the S75 fund	**£56,215.00**

5.0 CONCLUSION

5.1.1 The Helensburgh Shopfront Enhancement Initiative is beginning to make a positive contribution to the vitality of Helensburgh Town Centre which continues to benefit

3

from the newly enhanced public realm works that have delivered a much improved townscape. It is important to continue to encourage further investment by local businesses in the town centre and their respective premises through this initiative and this report therefore seeks the members' views on the re-opening of the Shopfront Initiative ahead of the independent evaluation of 2014 Shopfront Grant Awards in summer/autumn 2016.

6.0   IMPLICATIONS

6.1	Policy	The delivery of this project fits with the Council's Corporate Plan, Single Outcome Agreement, Economic Development Action Plan and approved Local Development Plan key actions and policy for safeguarding our built heritage and town centre regeneration.
6.2	Financial	Grants funded through the S75 monies allocation to enhance Shopfronts in the town centre.
6.3	Legal	Any issues will be dealt with through the Conditions of Grant Contract.
6.4	HR	The Helensburgh Project Manager will have overall responsibility for managing the Shopfronts initiative supported by external consultants as required.
6.5	Equalities	None
6.6	Risks	Financial – the S75 grant is not fully utilised; Quality – the work undertaken is not of acceptable standard. The Conditions of Grant will mitigate against the quality risk, the financial risk is negligible given the time frame for allocating funds.
6.7	Customer Services	None

Executive Director of Development and Infrastructure: Pippa Milne

Policy Lead: Ellen Morton

For further information please contact: Andrew Collins, Regeneration Project Manager, Phone number: 01436 657633

APPENDICES
Appendix 1 – Status of Applications

Helensburgh Shopfront Enhancement Initiative
STAGE 2 AWARD Key: Red not yet on site; Amber on site and Green works completed

Business/Address	Description of works to be undertaken	Current Status
Dino's Radio Café, 31 West Clyde Street	Shop front window and sign replaced.	Grant Acceptance Form Signed 6th November, 2014 - Works underway
New Dinos Café 32 West Clyde Street	New front windows, doors, granite and signage as it used to be.	Grant Acceptance Form Signed 6th November, 2014 - Works completed, Grant processed
Fit For Life, 82 West Clyde Street	Repair, repaint and render stonework above signage, replace four upper opening widows on the front of the shopfront and replace the shutters. Install new down lighting over the door and the signage and repaint all in corporate colours to match existing.	Grant Acceptance Form Signed 13th November, 2014 - Works Completed, Grant Claim processed.
Humbles Café Bistro, 11 Colquhoun Square	Remove existing canopies and replace with similar (green/cream stripes with new "Humbles Café Bistro" logo in red. Repair and repaint walls and window frames in co-ordinating neutral colours.	Grant Acceptance Form Signed 17th November, 2014 - Works Fully Completed, Grant Claim processed.
Former Edinburgh Woolen Mill, 55/56 West Clyde Street	Removal of timer cladding and upgrade of timber shop front and signage to include preparation and decoration of new door and larger window openings.	Grant Acceptance Form Signed 18th November, 2014 - Works Completed, awaiting re-submission of Grant Claim, i.e. Certified Payments, Building Warrants
Wix Wax, 49 West Clyde Street	Removal of overhanging projection above shop fascia and remove the fascia. Supply and fit new lead flashing from stonework above one fascia, along and round the length of shop. Renew the gutters.	Grant Acceptance Form Signed 27th November, 2014 - Works completed. Awaiting Claim form.
The Toy Shop, 90 West Clyde Street	Retain the original stone shop front, replace the existing windows in painted hardwood to imitate originals, repair damaged stonework after removal of window frames and repaint to match existing colours. Replace the storm doors in durable hardwood/refurbish existing. Installation of Dutch blinds, replace internal entrance door with a durable hardwood door and frame. Installation of a brick bond retractable security shutter. Reinstate the lead flashing on the external cornicing to prevent damage to the windows.	Grant Acceptance Form Signed 18th November, 2014 - Works completed and Grant claim processed..
Mira Mare, 82 West Clyde Street	Replacement of front door with a timbre front door and also replace side light window. Supply and fit of enclosed cassette awning with signage.	Grant Acceptance Form Signed 25th November, 2014 – Works underway.
The Clock Tower, Visit Helensburgh	Replace the existing projecting signage with new signs. Replace the facias and external signage at the main door. Install a new sign at the fascia of the side door. Replacement of timber door at side of property with a stable door to protect goods.	Grant Acceptance Forms received 11th May, 2015 (Not received earlier due to seasonal closure) No works to date
Lomond Tapestry, 42 West Clyde Street	Wooden shopfront was deteriorated badly due to weather. All damaged wood to be replaced along with tiling and shopfront to be painted and weather proofed.	Grant Acceptance Form Signed 1st February, 2015 - Works completed, Grant Claim processed.
The Pet Shop, 39 Sinclair Street	New fascia left right and middle, powder coated shop front to accommodate roller shutters. The housing should face inwards as required for a listed building. Works to incorporate existing sign.	Grant Acceptance Form Signed 19th November, 2014 - Works completed. Awaiting Claim form
Helensburgh Cycles, 39-41 East Clyde Street	Removal of existing defective aluminum shop front including 2 large windows and door, remove existing illuminated signage and cables, replace shopfront with polyester powder coated finished aluminum in dark blue colour in three screens. Replacement of the door in the same material to be fitted with concealed overhead closure, bottom pivot including adamsrite hook lock and standard pad link handles. All sections to be constructed from 100mm by 45mm non-thermor aluminum. Windows and door to be glazed with 6.4mm clear laminated glass, remainder of shopfront to be painted blue and new signage installed. Lowering of door access to improve disabled access to premises.	Grant Acceptance Form Signed 24th November, 2014 - No works to date (Tenant who made application now unlikely to proceed with works)
I Like Candy, 26 West Clyde Street	Replacement of windows with bi-fold doors. Replacement of existing signage with new sign work.	Grant Acceptance Form Signed 4th January, 2015 - Works completed, Grant claim processed.
MacGillivray's Scottish Gifts and Coffee Shop, 89 West Clyde Street	Renew shop window and renew with oak UPVC and toughened glass, size 1800 by 3000. Renew inside door and frame and renew with UPVC oak door, frame and skylight. Renew front entrance door and frame with oak UPVC. Paint outside wall to suit shop front. Frame and sheet inside at widow and door and decorate to suit.	Grant Acceptance Form Signed 5th December, 2014 - Works underway
Callaghan Butchers, 33-35 Sinclair Street	Two new boxed awnings for the front of the shop.	Grant Acceptance Form Signed 20 February, 2015 - All works completed, Grant Claim Currently being Processed for Payment
Fancy Fillings Sandwich Bar, 67 West Clyde Street	New sign above shop and replace wood for painting and signage.	Grant Acceptance Form Signed 17th February, 2015 - Works fully completed and awaiting Grant Claim.
Webster Jewelers, 40 West Clyde Street	New signage, remove and reset existing black marble panels and replace damaged section, repair canopy arms, replace timber fascia, upgrade existing showcase, supply and fit through lighting and pain shopfront.	Grant Acceptance Form Signed 29th November, 2014 - Works Completed.
Anne of Loudounville, 42 West Princes Street	Supply and fit two fully enclosed awnings to the front and the side of the shop and also the installation of a new front storm door.	Grant Acceptance Form Signed 30th March, 2015 - Delayed while awaiting Planning Permission, No works to date
Joseph Todisco, 51 West Clyde Street	The shop needs the front windows to be replaced also the front facing side of the shop needs to be repainted. The awning needs to be replaced and made water tight.	Grant Acceptance Form Signed 4th May, 2015 - Works underway
Catherine's Coffee Shoppe, 60 West Clyde Street	Flat protecting sun blinds retracting made of canvas or similar material for the window frontage. This is for the protection of goods and customers from direct sunlight.	Works likely to commence within next 4 weeks

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