

**Argyll and Bute Council**  
**Comhairle Earra-Ghàidheal Agus Bhòid**

*Customer Services*  
*Executive Director: Douglas Hendry*



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*5 April 2017*

**NOTICE OF MEETING**

A meeting of the **OBAN LORN & THE ISLES AREA COMMITTEE** will be held in the **CORRAN HALLS, OBAN** on **WEDNESDAY, 12 APRIL 2017** at **10:30 AM**, which you are requested to attend.

Douglas Hendry  
Executive Director of Customer Services

**BUSINESS**

- 1. APOLOGIES**
- 2. DECLARATIONS OF INTEREST**
- 3. MINUTES**
  - (a) Oban, Lorn and the Isles Area Committee - 8th February 2017 (Pages 1 - 4)
  - (b) Oban Common Good Fund - 10th February 2017 (for noting) (Pages 5 - 10)
  - (c) Special Oban Common Good Fund - 10th March 2017 (for noting) (Pages 11 - 14)
  - (d) Special Common Good Fund - 20th March 2017 (Pages 15 - 16)
- 4. PUBLIC AND COUNCILLOR QUESTION TIME**
- 5. ARGYLL COLLEGE** (Pages 17 - 24)  
Presentation by representative of Argyll College
- 6. AREA SCORECARD** (Pages 25 - 30)  
Report by IOD Programme Manager
- 7. SPORTS DEVELOPMENT GRANTS**

Verbal update by Principal Teacher of Health and Wellbeing

8. **PRIMARY SCHOOLS REPORT** (Pages 31 - 78)  
Report by Education Officer
9. **NEW SCHOOLS REDEVELOPMENT PROJECT - OBAN HIGH SCHOOL** (Pages 79 - 92)  
Report by Schools Development Project Manager
10. **ROADS REVENUE BUDGET AND ROADS ACTIVITIES 2016/17 - 3RD QUARTER UPDATE** (Pages 93 - 100)  
Report by Roads Performance Manager
11. **STREET CLEANING**  
Briefing note by Head of Roads and Amenity Services (to follow)
12. **HEALTH AND SOCIAL CARE PARTNERSHIP UPDATE** (Pages 101 - 118)  
Report by Locality Manager
13. **ABC SUPPORTING COMMUNITIES FUND** (Pages 119 - 124)  
Report by Community Development Officer
14. **PUBLIC TELEPHONE KIOSK - APPLICATION FROM COMMUNITY HEARTBEAT TRUST** (Pages 125 - 128)  
Report by Area Committee Manager
- E1 15. **SNACK BAR SITE - FIONNPHORT** (Pages 129 - 134)  
Report by Property Services Manager

The Committee will be asked to pass a resolution in terms of Section 50(A)(4) of the Local Government (Scotland) Act 1973 to exclude the public for items of business with an "E" on the grounds that it is likely to involve the disclosure of exempt information as defined in the appropriate paragraph of Part I of Schedule 7a to the Local Government (Scotland) Act 1973.

The appropriate paragraphs are:-

- E1 **Paragraph 8** The amount of any expenditure proposed to be incurred by the authority under any particular contract for the acquisition of property or the supply of goods or services; and
- E1 **Paragraph 9** Any terms proposed or to be proposed by or to the authority in the course of negotiations for a contract for the acquisition or disposal of property or the supply of goods or services.

## **OBAN LORN & THE ISLES AREA COMMITTEE**

Councillor Mary-Jean Devon	Councillor Kieron Green
Councillor Alistair MacDougall	Councillor Neil MacIntyre
Councillor Iain MacLean	Councillor Roderick McCuish (Chair)
Councillor Julie McKenzie	Councillor Elaine Robertson (Vice-Chair)
Graeme Forrester, Area Committee Manager (Clerk)	

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

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**MINUTES of MEETING of OBAN LORN & THE ISLES AREA COMMITTEE held in the  
CORRAN HALLS, OBAN  
on WEDNESDAY, 8 FEBRUARY 2017**

**Present:** Councillor Roddy McCuish (Chair)

Councillor Elaine Robertson                      Councillor Kieron Green  
Councillor Mary-Jean Devon                      Councillor Neil MacIntyre  
Councillor Alistair MacDougall

**Attending:** Jim Smith, Head of Roads and Amenity Services  
Graeme Forrester, Area Committee Manager  
Ross McLaughlin, Property Development Manager  
Annie MacLeod, Locality Manager  
Julie Fairbrass, GRAB Trust

**1. APOLOGIES**

Apologies were received from Councillors McKenzie and MacLean.

**2. DECLARATIONS OF INTEREST**

There were no declarations of interest intimated.

**3. MINUTES**

**(a) Oban, Lorn and the Isles Area Committee - 9th December 2016**

The minute of the Oban, Lorn and the Isles Area Committee held on 9<sup>th</sup> December 2016 was approved as a correct record, subject to the following amendments:

- at item 3(a) on page 1 to remove 'COSLA guidance' and replace with 'Scottish Government, COSLA, CCPS and Scottish Care agreement titled Guidance to Support Delivery of the Living Wage Commitment to Care at Home and Housing Support'; and
- at paragraph 4 on page 2 to remove 'street' and replace with 'civic'.

**(b) Special Oban Common Good Fund - 20th January 2017 (for noting)**

The minute of the Special Oban Common Good Fund held on 20<sup>th</sup> January 2017 was noted.

**4. PUBLIC AND COUNCILLOR QUESTION TIME**

Mr Leady questioned the position regarding issues raised at the previous Committee meeting, noting that he had received no response to date. He advised of drainage issues which are of particular concern in icy conditions, and of a pothole. The Head of Roads and Amenity Services agreed to respond to Mr Leady within two weeks.

Councillor Devon advised of a meeting regarding provision of bins to be held on Thursday 9<sup>th</sup> February with the Head of Roads and Amenity Services, the four Ward Councillors, the Chair of Oban Community Council, and Soroba residents.

## **5. GRAB TRUST UPDATE**

Julie Fairbrass of the GRAB Trust gave a verbal update to the Committee on what the GRAB project is involved in and advised where they feel they could help the community with the support of the Council and local housing associations.

She updated the Committee on the grants they can offer from the beaches and litter project, advising that this is a fully funded project which has £1,100 left for this financial year and £7,000 for the next financial year.

### **Decision**

The Committee noted the information provided and thanked Julie for coming along.

(Ref: Verbal update by Julie Fairbrass, GRAB Trust dated 8<sup>th</sup> February 2017, submitted).

## **6. LOCALITY PLANNING UPDATE**

Annie MacLeod, Locality Planning Manager gave a verbal update to the Committee on the three Locality Planning Groups in Oban, Lorn, advising that Oban is looking at improving their community care centre and Mull is looking at recruitment and retention of the GP service.

She advised there is a lot to be proud of in the Oban, Lorn and the Isles area to date in Home Care with the new centre up and running in Port Appin with eleven in the team. She confirmed that there has been further development in Mull with staffing as they have previously struggled but feel that a film produced to help bring people to the area has been beneficial.

### **Decision**

The Committee noted the information provided and thanked Ms Macleod for attending.

(Ref: Verbal update by Locality Planning Manager dated 8<sup>th</sup> February 2017, submitted).

## **7. NEW SCHOOLS REDEVELOPMENT PROJECT - OBAN HIGH SCHOOL UPDATE**

A report providing the Committee with progress on the Council's Schools Redevelopment Project in partnership with hubNorth Scotland Ltd (hubNorth) to build a new secondary school in Oban, was considered.

It was noted that this project is two weeks ahead of schedule and a local electrical company won a contract for work in the school.

**Decision**

The Committee noted the contents of the report.

(Ref: Report by School Redevelopment Project Manager dated 13<sup>th</sup> January 2017, submitted).

**8. GRASS CUTTING - PROPOSED CHANGES**

The Committee considered a report setting out some of the representations received following one of the Service Choices policies RAMS01i (Reduce/Stop Grass Cuts).

The report also seeks approval to amend the previously approved policy and to revert to cutting all areas previously maintained but at a reduced frequency that can be accommodated within the available budget.

**Decision**

The Committee approved the amended grass cutting proposals detailed in the report.

(Ref: Report by Head of Roads and Amenity Services dated January 2017, submitted).

The Council resolved in terms of Section 50(A)(4) of the Local Government (Scotland) Act 1973 to exclude the press and public for the following 3 items of business on the grounds that it was likely to involve the disclosure of exempt information as defined in Paragraphs 8&9 respectively of Part 1 of Schedule 7A to the Local Government (Scotland) Act 1973.

**E1 9. KERRERA SCHOOL HOUSE**

The Committee considered report advising the Committee of a request regarding the lease of the former Kerrera School.

**Decision**

The Committee agreed the recommendations at 3.1 and 3.2 of the report.

(Ref: Report by Property Development Manager dated 21<sup>st</sup> December 2016, submitted).

**E1 10. GANAVAN UPDATE**

The Committee considered a report from the Property Development Manager, providing an update on the Ganavan Carpark lease.

**Decision**

The Committee agreed the recommendations in the report.

(Ref: Report by Property Development Manager dated 16<sup>th</sup> January 2017, submitted).

E1 11. **LISMORE SCHOOL HOUSE**

The Committee considered a report from the Property Development Manager on the proposed lease of Lismore Schoolhouse.

**Decision**

The Committee agreed the recommendations at 3.1 of the report.

(Ref: Report by Property Development Manager dated 11<sup>th</sup> January 2017, submitted).

**MINUTES of MEETING of OBAN COMMON GOOD FUND held in the MUNICIPAL BUILDINGS, OBAN on FRIDAY, 10 FEBRUARY 2017**

**Present:** Councillor Elaine Robertson (Chair)  
Councillor Alistair MacDougall      Councillor Neil MacIntyre  
Councillor Kieron Green

**Attending:** Shirley MacLeod, Area Governance Manager  
David McGregor, Simmers & Co  
Marri Malloy, Chair of Oban Community Council  
Dugald Cameron, Church of Scotland  
Nichola MacGillivray, OASIS (item 10a only)

**1. APOLOGIES**

There were no apologies intimated.

**2. DECLARATIONS OF INTEREST**

Dugald Cameron declared a non-financial interest in relation to the application from the Mod Academy which was dealt with at item 11(c) of this Minute as he is a member of the Committee but as he is just an observer of the Oban Common Good Fund he remained in the meeting for discussion of this item.

David McGregor declared a non-financial interest in relation to the application from the Multiple Sclerosis Centre which was dealt with at item 11(d) of this Minute as Simmers and Co are named on their accounts but confirmed this is not his client and therefore remained in the meeting for discussion of this item.

Councillor Robertson declared a non-financial interest in relation to the application from University of Highlands and Islands Wind and Wave Club which was dealt with at item 11(f) of this Minute, due to a family member being involved in a partner organisation on the application. She intimated her intention to leave the room and have no part in the discussion of this item.

**3. MINUTES**

**(a) Oban Common Good Fund - 17th November 2016**

The minutes of the Oban Common Good Fund meeting held on 17<sup>th</sup> November 2016 were approved as a correct record.

**(b) Special Oban Common Good Fund - 20th January 2017**

The minutes of the Special Oban Common Good Fund meeting held on 20<sup>th</sup> January 2017 were approved as a correct record.

#### **4. LOGO AND BANNERS**

The Trustees considered a banner template from Digital Kangaroo for 2 pop up banners to be used by successful applicants to advertise the Fund.

##### **Decision**

The Trustees:-

1. Agreed the banner template subject to a couple of adjustments being made to the banner before printing;
2. Agreed to meet on Friday 17<sup>th</sup> February at 3pm in Municipal Buildings for a photo opportunity with the pop up banner and have it sent to the Oban Times with information on what the Trustees of the fund have achieved in their Trusteeship of the Fund 2012-2017; and
3. Agreed to write to the Music Society expressing their disappointment on the Oban Common Good Fund not being mentioned as being a funder in the recent article in the Oban Times.

#### **5. OVERVIEW OF DEVELOPMENTS MADE BY OBAN COMMON GOOD FUND**

A report providing the Trustees of the Oban Common Good Fund with a short update on the development work undertaken by the fund during the term of their Trusteeship of the Fund, was considered.

##### **Decision**

The Trustees noted the development work which has been undertaken by the current Trustees of the Common Good Fund.

(Ref: Report by Area Governance Manager dated 10<sup>th</sup> February 2017, submitted).

#### **6. CORRESPONDENCE**

##### **(a) Glencruitten Cathedral of Trees**

The Trustees considered a thank you letter from Glencruitten Cathedral of Trees.

##### **Decision**

The Trustees noted the information provided.

The Council resolved in terms of Section 50(A)(4) of the Local Government (Scotland) Act 1973 to exclude the press and public for the following items of business on the grounds that it was likely to involve the disclosure of exempt information as defined in Paragraph 6 respectively of Part 1 of Schedule 7A to the Local Government (Scotland) Act 1973.

#### **E1 7. END OF PROJECT MONITORING FORMS**

##### **(a) Dunollie Projects Ltd**

The Trustees considered an end of project monitoring form from Dunollie Project Ltd.

**Decision**

The Trustees noted the information provided.

E1 **8. ACTUAL INCOME EXPENDITURE REPORT**

A financial statement detailing the current position of investment transaction for the period 1<sup>st</sup> April 2016 – 31<sup>st</sup> December 2016 was considered.

**Decision**

The Trustees noted the information provided.

(Ref: Financial Statement by David McGregor, Simmers & Co dated 10<sup>th</sup> February 2017, submitted).

E1 **9. APPLICATION SUMMARY**

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

E1 **10. CONTINUED APPLICATIONS**

(a) **OASIS**

The Chair welcomed Nichola MacGillivray of OASIS to the meeting and thanked her for coming along to answer questions the Trustees had in regard to her application.

Nichola gave a brief update to the Trustees on the background of OASIS and what services they provide in the area for children with substance misuse and family parental misuse problems. She confirmed the most up to date funding packages they have received to date and OASIS' current financial position.

The Trustees asked a number of questions which Nichola gave detailed answers to.

Nichola left the meeting prior to a decision on the OASIS application being made by Trustees.

**Decision**

The Trustees agreed to award £2,600.

E1 **11. NEW APPLICATIONS**

(a) **Highlands and Islands Music and Dance Festival**

The Trustees considered an application from the Highlands and Islands Music and Dance Festival.

**Decision**

The Trustees agreed to award £620.

(b) **Hope 2 Oban**

The Trustees considered an application from Hope 2 Oban.

**Decision**

The Trustees agreed to award £2,200.

(c) **MOD Academy**

The Trustees considered an application from the Mod Academy.

**Decision**

The Trustees agreed to award £1,500 on the basis that this is part of an ongoing development plan for a growing project.

(d) **Multiple Sclerosis**

The Trustees considered an application from the Multiple Sclerosis Centre.

**Decision**

The Trustees agreed to award £2,227.50.

(e) **Oban High School Pipe Band**

The Trustees considered an application from Oban High School Pipe Band.

**Decision**

The Trustees agreed to write to Oban High School Pipe Band, requesting more information in support of their application and to reconsider this application at a Special Meeting on Friday 10<sup>th</sup> March.

Councillor Robertson, having declared a non-financial interest in the application from Highlands and Islands Wind and Wave Club left the room and took no part in the discussion of this item. Councillor MacDougall took the Chair.

(f) **University of Highlands and Islands Wind and Wave Club**

The Trustees considered an application from the University of Highlands and Islands Wind and Wave Club.

**Decision**



The Trustees agreed to write to the University of Highlands and Islands Wind and Wave Club, requesting more information in support of their application and to reconsider this application at a Special Meeting on Friday 10<sup>th</sup> March.

Councillor Robertson returned to the meeting and took the Chair.

## **12. DATE OF NEXT MEETING**

Should the Trustees receive more information from Oban High School Pipe Band and the Highlands and Islands Wind and Wave Club, a Special meeting of the Oban Common Good Fund is scheduled for Friday 10<sup>th</sup> March at 10:30am in Municipal Buildings, Oban.

The Chair thanked everyone for all their support over the last 5 years, she thanked David McGregor for his financial expertise, both past and present Councillors and thanked Marri Malloy and Dugald Cameron for being observers on the fund which she has found very useful and supportive.

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**MINUTES of MEETING of OBAN COMMON GOOD FUND held in the MUNICIPAL BUILDINGS, OBAN on FRIDAY, 10 MARCH 2017**

**Present:** Councillor Elaine Robertson (Chair)  
Councillor Kieron Green Councillor Neil MacIntyre

**Attending:** Shirley MacLeod, Area Governance Manager  
David McGregor, Simmers & Co  
Marri Malloy, Chair of Oban Community Council  
Dugald Cameron, Church of Scotland

**1. APOLOGIES**

Apologies were received from Councillor MacDougall.

The Chair ruled and the Group agreed, in terms of Standing Order 3.2.2 that applications regarding Oban Community Council and Argyllshire Gathering and Argyll Piping Trust dealt with at items 4(d) and 4(e) of this Minute, be taken as matters of urgency due to projects taking place before the next scheduled meeting of the Common Good Fund.

**2. DECLARATIONS OF INTEREST**

The Chair declared a non-financial interest in relation to the application from University of Highlands and Islands Wind and Wave Club which was dealt with at item 3(b) of this Minute, due to a family member being involved in a partner organisation on the application. She intimated her intention to leave the room and have no part in the discussion of this item.

Marri Malloy declared a non-financial interest in items 4(a) and 4(d) of this Minute as she is the Chair of Oban Community Council and was involved submitting both applications. She left the room and took no part in the discussions of these items.

David McGregor declared a non-financial interest in relation to the application from the Oban Community Council which was dealt with at item 4(d) of this Minute as he is a former Director on the BIDs Board but confirmed this is not his client and therefore remained in the meeting for discussion of this item.

The Committee noted that given the Declaration of Interest made by Councillor Robertson the meeting would not be quorate in respect of agenda item 3(b) and resolved that for this item only they would agree a temporary delegation to the Executive Director of Customer Services, and the decision recorded is on that basis.

The Committee resolved in terms of Section 50(A)(4) of the Local Government (Scotland) Act 1973, to exclude the public for the following items of business on the grounds that it was likely to involve the disclosure of exempt information as defined in Paragraph 6 of Part 1 of Schedule 7A to the Local Government (Scotland) Act 1973.

E1 **3. CONTINUED APPLICATIONS**

(a) **Oban High School Pipe Band**

The Trustees reconsidered an application from Oban High School Pipe Band.

**Decision**

The Trustees agreed to award £1,800.

Councillor Robertson, having declared a non-financial interest in item 3(b), left the room and took no part in the discussion of this item. Councillor Green took the Chair.

(b) **Highland & Islands Wind and Wave Club**

The Trustees reconsidered an application from the Highlands and Islands Wind and Wave Club.

**Decision**

The Trustees agreed to award £1,000.

Councillor Robertson returned to the meeting and took the Chair.

**4. NEW APPLICATIONS**

Marri Malloy, having declared a non-financial interest in item 4(a), left the room and took no part in the discussion of this item.

(a) **Soroba Community Enterprise Ltd**

The Trustees considered an application from the Soroba Community Enterprise.

**Decision**

The Trustees agreed to award £ 761.98.

Marri Malloy returned to the meeting.

(b) **Oban Hockey Club**

The Trustees considered an application from Oban Hockey Club.

**Decision**

The Trustees agreed to award between £750-£1500 dependent upon option 1, 2 or 3 being agreed as the preferred option by the Sports Hub.

(c) **Hope Kitchen**

The Trustees considered an application from the Hope Kitchen.

**Decision**

The Trustees agreed to award £3,000 subject to receiving an up to date copy of their signed accounts.

Marri Malloy, having declared a non-financial interest in item 4(d), left the room and took no part in the discussion of this item.

(d) **Oban Community Council**

The Trustees considered a late application from Oban Community Council.

**Decision**

The Trustees agreed to award £3,000 subject to receiving an up to date copy of their signed accounts.

Marri Malloy returned to the meeting.

(e) **Argyllshire Gathering & Argyll Piping Trust**

The Trustees considered a late application from the Argyllshire Gathering & Argyll Piping Trust.

**Decision**

The Trustees agreed to write to the applicant inviting them to apply to the next meeting of the Oban Common Good Fund with different options for delivering their proposed project.

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**MINUTES of MEETING of OBAN COMMON GOOD FUND held in the MUNICIPAL BUILDINGS, OBAN on MONDAY, 20 MARCH 2017**

**Present:**

Councillor Elaine Robertson (Chair)

Councillor Neil MacIntyre

Councillor Kieron Green

Shirley MacLeod, Area Governance Manager

David McGregor, Simmers & Co

Marri Malloy, Chair of Oban Community Council

Dugald Cameron, Church of Scotland

**1. APOLOGIES**

Apologies were received from Councillor Alistair MacDougall.

The Area Governance Manager apologised to the Trustees for the extra Special Meeting which had to be called due to an oversight of applications at the previous meeting.

**2. DECLARATIONS OF INTEREST**

There were no declarations of interest intimated.

The Committee resolved in terms of Section 50(A)(4) of the Local Government (Scotland) Act 1973, to exclude the public for the following item of business on the grounds that it was likely to involve the disclosure of exempt information as defined in Paragraph 6 of Part 1 of Schedule 7A to the Local Government (Scotland) Act 1973.

**E1 3. OBAN HIGH SCHOOL NEW YORK EXPERIENCE**

The Trustees considered an application from Oban High School New York Experience.

**Decision**

The Trustees agreed to award £1,500.

The Trustees had a discussion over the Oban Common Good Fund bank accounts and agreed that the authorised signatories in the current mandate, for the accounts detailed in section 2, be changed in accordance with section 5 and 6 and the current mandate will continue as amended.

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Briefing Paper March 2017

## Introduction

Argyll College UHI provides high quality innovative educational opportunities, contributing to the development of the Argyll economy and enhancing the quality of life for the communities we serve.

Argyll College is one of the 13 partner institutions of the University of the Highlands and Islands, and we are Argyll's largest provider of further and higher education. Argyll College UHI works closely with the regions schools, giving over 200 school pupils access to college courses as an integral part of their school curriculum. We provide a wide range certified training and professional development opportunities for local businesses.

The college was established in 1997 and since then has grown rapidly, now fulfilling the needs of more than 1600 students across a network of local learning centres located throughout the region.

The institution's annual graduation ceremony is held in Oban and the 2016 event was the largest ever, with 56 different qualifications being conferred to over 100 students, three quarters of whom received a Higher Education Award.

In recent years Argyll College has increased curricular provision and both the number and success rates of students, against a very challenging financial background.



## Who We Are

### Structure

Argyll College UHI Ltd is a not-for-profit limited company and a registered Scottish charity which is governed by a Board of up to 16 Governors. Our principal source of funding is Scottish Funding Council's (SFC) further and higher education funds.

We operate 9 staffed Learning Centres throughout Argyll in the towns of Campbeltown, Dunoon, Lochgilphead (2 centres) and Oban, and the islands of Arran, Bute, Islay and Mull. We also provide access to further and higher education in collaboration with partners in the communities of Helensburgh, Coll and Tiree.

Each Learning centre is equipped with computers, high-speed internet access, video conferencing facilities and student study areas. We offer a flexible approach to learning, allowing study by open and online learning as well as through face to face teaching.

Oban is home to our largest centre. Originally located at Dunstaffnage, we soon outgrew this location and relocated to Glenshellach Business Park in February 2010. In 2016, with teaching space becoming a major issue in this centre, the college reconfigured the bottom floor of the building to provide further teaching space. As a result 11 staff who have college wide remits, including the Principal, have been moved to temporary accommodation in the West Highland Housing Association (WHHA) offices.



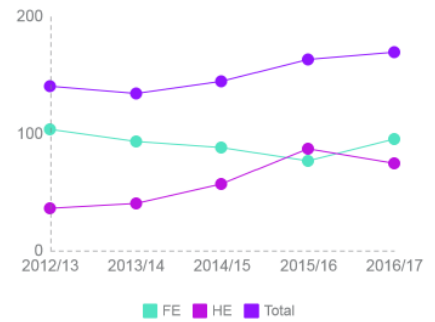
### Student Population

The majority of our full time students (65%) are young people aged between 16 and 24 years old: 72% of FE students are in this age range and 58% of HE students fit this profile.

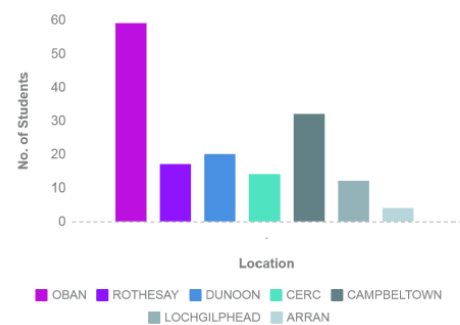
There are currently 463 students based in our Oban centre which constitutes 30% of our entire student population. Of these, 169 are full-time students, a figure which has increased by over 20% in the past five years.

Over that period the number of Further Education students based in Oban has remained relatively static at around 100, but we have seen an increase in students studying Higher Education courses at SCQF level 7 and above, from 36 in 2013/14 to 74 in the current academic year.

Oban Full Time Students



FT FE Students Locations 2015-16



Staff Resource

Argyll College UHI currently has 251 employees across all centres, and more than a quarter of staff are based in Oban, including the majority of the college’s full time staff.

The number of staff employed in our Oban Centre, and temporarily annexed in WHHA, has increased by 28 % since 2014. We currently have 44 teaching staff and 23 support staff based in Oban.

Staff qualifications, particularly in teaching, continue to increase, and we now meet the key Scottish Funding Council indicator of 100% of full time teaching staff having a teaching qualification. Part time teaching staff are also encouraged to access a range of qualifications and this also continues to increase.

What We Do

Little Learners' Nursery, Dunstaffnage.

Little Learners' nursery is owned and operated by Argyll College UHI and registered with the Care Inspectorate. The nursery was named Best Independent Nursery in Scotland in 2015 at the Scottish Nursery Awards. The facility provides full day care for up to 32 children from the ages of 3 months to 5 years for 50 weeks of the year and is commissioned by Argyll and Bute council to provide preschool education for children between the ages of 3-5 years who are eligible.

The nursery has operated at full capacity for the last 7 years and currently has 19 children on a waiting list. Demand is so high that in recent years we have been unable to place children.

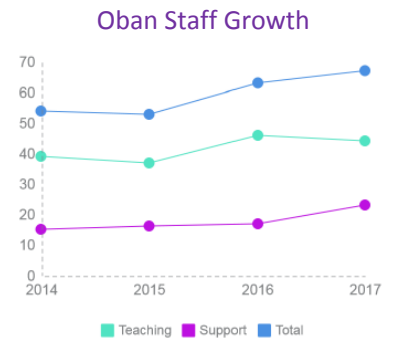
The facility annually supports placement opportunities for six Argyll College students studying Childhood Practice. The number of staff employed in the nursery has increased from 10 in 2013, to a current figure of 18; all staff employed at the nursery, apart from the Nursery Manager, have previously been Argyll College students.

Schools

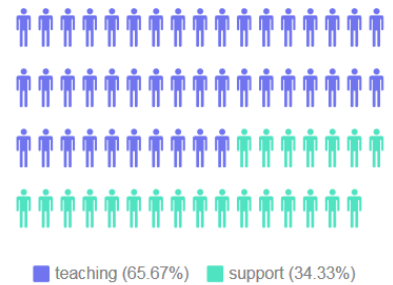
Argyll College UHI work closely with the region’s high schools providing Skills for Work courses, Foundation Apprenticeships and Nations 4s, 5s and Highers to senior phase pupils as part of their school curriculum.

In Oban, High School pupils have access to Childcare, Automotive Skills, Engineering Skills, Construction Skills, Rural Skills, Maritime Skills, Cosmetology, Hairdressing, Travel and Tourism, Aquaculture as well as to a range of online first year degree modules from the University of the Highlands and Islands.

In 2016 we implemented a cross curricular ‘Field to Fork’ competition to encourage senior school pupils to work with local businesses to investigate the area’s food and drink and hospitality industries and create a menu of local produce.



Oban Current Staff



Tobermory High School

Winners of 2016 Field to Fork Competition



Further Education (FE)

Over 30 individual full and part time Further Education courses (up to SCQF level 6) are available at Argyll College UHI. The curriculum is designed to support the economic growth of Argyll and subjects range from Hospitality and Tourism, to Construction and Engineering, Horticulture and Agriculture to Sport and Maritime as well as Administration, Business and Computing. The student success rates for Hospitality, Land-based Industries and Performing Arts students are higher than the national average for these subjects.

Statistics released by the Scottish Funding Council for the year 2015-16, show the proportion of Further Education (FE) students completing full-time courses at Argyll College UHI has increased by a huge 13.7% over the last three years.

The overall total of 72.3% of successful completions is now nearly 7% above the national average, putting the college ahead of the pack in terms of successfully supporting its FE students through to the end of their chosen courses.

The figures also show a 19.6% increase over the last year in the corresponding figure for part-time Argyll College UHI students (on courses taking up more than 320 hours), which is now 80.6%. This is 6% above the national average.

More than half of FE students progress into Higher Education whilst almost a third go directly into employment.

Higher Education (HE)<sup>1</sup>

The college delivers a wide range of Higher Education courses (SCQF level 7 and above) including HNCs, HNDs and SVQs, across a curriculum which reflects the Further Education provision and offers clear progression routes for students.

The college has continued to increase the number of students in higher education and is the fastest growing partner of UHI in terms of HE student numbers.

University of the Highlands and Islands (UHI)

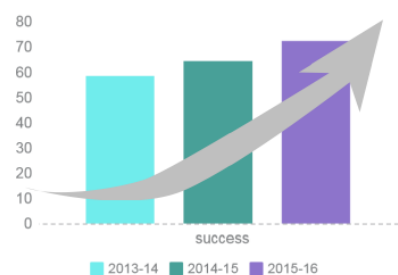
We continue to develop as a partner within the University of the Highlands and Islands. Students can access the range of undergraduate degrees offered by the University.

Argyll College delivered the Professional Graduate Diploma in Education (PGDE) for primary teaching in Oban for the first time in 2015-16 in conjunction with A&BC, and will expand this to include the PGDE for secondary teaching in the coming academic year, covering subject areas of business studies, mathematics, home economics, chemistry and science, physics and science, and technical education.

During 2016-17 Argyll College have collaborated closely with SAMs, another academic partner of UHI, to develop and deliver HNC Applied Sciences for the first time in Oban. The course utilises facilities of both partners and provides an entry route to BSc Applied Science with UHI.



Last year 74.9% of full-time, further education students completed their course, and 72.3% of them successfully achieved their qualification.



That's increased by 13.7% over



Argyll College UHI average National Average

80.6% of our part time students, who study for more than 320 hours, have a successful outcome; that's 6% above the national average.

<sup>1</sup> Statistics relating to HE student success rates are collated by UHI at a regional level.

## Supporting the Local Economy

### Working with Partners

We work closely with a range of public, private and third sector partners to deliver our remit, including local employers, Schools, Oban Communities Trust, Bid4Oban, Skills Development Scotland (SDS), JobCentre Plus, Business Gateway, Developing the Young Workforce; and of course A&BC.

### Apprenticeships

We have recently been successful in a bid to SDS to deliver 56 modern apprenticeships (MA) in a wide range of employment areas including Business, Administration, Landbased industries, Engineering, Energy, Hospitality and Tourism, Hairdressing, Sport, Health and Social Care. This constitutes a significant increase in the number and scope of MAs that we can offer and further strengthens the college's engagement with local employers.

### Perle Hotel, Oban

Tourism is a major cornerstone of the Argyll Economy and our FE hospitality students have a higher success rate than the national average. We are working closely with The Perle Hotel to build a lasting relationship which will see us provide training for their staff in the areas of catering and hospitality. The hotel is also keen to provide high quality work placements to ensure that students leave us work ready.

### Rockfield Centre, Oban

In May 2015 Oban Communities Trust took ownership of the former Rockfield School building in the centre of Oban with the ambition to transform it into a creative cultural hub for the town. Argyll College UHI is working with the Trust with the aim of supporting their longer term educational goals.

### Oban as a University Town

Argyll College UHI is a key member of the Oban University Town Steering Group. We support the vision and aims of this initiative and in particular are committed to the identified work streams of 'Developing the Academic Offer' and 'Accommodation'.



## Next Steps

We are working to more closely align our curriculum to local economic drivers and this planning is informed by HIE Skills Investment Plans, the EKOS Compelling Argyll & Bute Report, and information from the Community Planning Partnership. We have identified the following developments for new curriculum areas:

### BSc Nursing

We are eager to position ourselves to deliver the BSc Nursing as part of the recently formed UHI School of Health, Social Care and Wellbeing. Oban would be the location for delivery given our close proximity to Lorne and the Isles District General Hospital which would allow us to mix practical experience in the hospital with theory classes in Argyll College.

### Maritime

Argyll College UHI is committed to providing training that develops a work-ready workforce within the Maritime sector in Argyll. Current provision includes the RYA Powerboat 2 syllabus, VHF, 1st Aid, Marine Diesel, and day / Coastal Skipper Navigation Theory certificates, and SQA Skills for Work Maritime Skills.

Highlands and Islands Enterprise (HIE) have recently commission research into Argyll's Maritime and Aquaculture sectors, and we are aware that there may be a proposal to develop a Maritime Facility near to Oban as part of Oban as a University Town project.

We would be fully supportive of this as it would allow us to significantly expand our current maritime provision to include a range of courses to support the development of the sector. We are currently involved in the development of the new Modern Apprenticeship in Boatbuilding which we would hope to deliver in Oban along with Modern Apprenticeship schemes in Workboats, and Able Seafarer, and the Diploma in Maritime Studies: Marinas and Boatyards, as well as a Modern Apprenticeship in Aquaculture.

### BA Rural Business Management

Argyll College UHI is working with HIE and others to bring this concept to reality and the role of the College would be enhanced by leading a degree programme that is relevant to the needs of local communities and also attractive to students from outwith the area.

A degree with a strong emphasis on entrepreneurship that is focused on the characteristics and challenges of economic development in coastal communities will contribute strongly to this goal.

Our intention is to create a broad-based management qualification that will that will provide learners with the management skills they will need to establish their own business and/or prepare learners for a career in rural business management. Significant focus will be placed on developing entrepreneurial approaches to sustainable community development. The degree will offer a pathway from further education as well as Higher National certificate routes.



## Challenges

Given the growth we've experienced in the past 4 years (20% student numbers and 28% staff numbers in Oban) space in our Oban centre is in great demand.

We will require additional space in Oban to accommodate the new curricular developments outlined above, as well as increase and expand existing curriculum areas. Capital funding is required to allow us to expand the centre at Glenshellach. Despite recent reallocation of space to form two additional teaching rooms we estimate that we actually require double the 1130 square meters that the Oban centre represents.

As we strive to attract more students to Oban from outwith the region, we will need to provide dedicated student accommodation. This is one of the priorities of Oban as a University Town.

The college continues to be challenged by the increase in targeted numbers of credits with diminished unit of resource provided by SFC.





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**ARGYLL AND BUTE COUNCIL**

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

**CUSTOMER SERVICES**

**12<sup>th</sup> April 2017**

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**AREA SCORECARD FQ3 2016-17**

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**1 Background**

- 1.1 This paper presents the Area Scorecard, with performance for financial quarter 3 2016-17 (October - December 2016). Where commentary has been entered in Pyramid, it is included here.

**2 Recommendations**

- 2.1 It is recommended that the Area Committee notes the performance presented on the Scorecard.

**Douglas Hendry  
Executive Director, Customer Services**

Jane Fowler  
Head of Improvement & HR

For further information, please contact:

David Clements  
Improvement and Organisational Development Programme Manager (Planning and  
Performance Management)  
01546 604205


**Oban, Lorn and the Isles Area Scorecard**
**FQ3 16/17**

<b>Environment</b>	<i>Target</i>	<i>OL&amp;I</i>	<i>Council</i>
Car Parking income to date - OL&I	£ 387,319	£ 440,762 <b>G</b>	£ 663,554
Dog fouling - number of complaints LORN		15 <b>↓</b>	79
Dog fouling - number of complaints MULL		3 <b>↓</b>	
Dog fouling - number of fines issued LORN		0 <b>→</b>	1
Dog fouling - number of fines issued MULL		0 <b>→</b>	
LEAMS - OL&I Lorn	73	75 <b>G</b> <b>↓</b>	77
LEAMS - OL&I Mull	73	75 <b>G</b> <b>↑</b>	
No of Complaints ref Waste Collection - OL&I Lorn		14 <b>↑</b>	74
No of Complaints ref Waste Collection - OL&I Mull		2 <b>→</b>	
<b>Roads &amp; Street Lighting</b>	<i>Target</i>	<i>OL&amp;I</i>	<i>Council</i>
% road area resurfaced/reconstructed - OL&I	FY 15/16 7.00 %	0.61 % <b>R</b> <b>↓</b>	0.38 %
% road area surface treated - OL&I	FY 15/16 2.04 %	2.57 % <b>G</b> <b>↓</b>	6.09 %
% Cat 1 road defects repaired timeously - OL&I	90 %	0 % <b>R</b>	96.9 %
Street lighting - % OL&I faults repaired within 7 days	88 %	37 % <b>R</b> <b>↓</b>	42 %
<b>Economy</b>	<i>Target</i>	<i>OL&amp;I</i>	<i>Council</i>
CC1 Affordable social sector new builds - OL&I	20	20 <b>G</b> <b>↓</b>	47
% of Pre-App Enquiries Processed in 20 working days in OL&I	75.0 %	66.2 % <b>R</b> <b>↓</b>	72.2 %
All Local Planning Apps: Ave no of Weeks to Determine - OL&I	12.0 Wks	11.9 Wks <b>G</b> <b>↓</b>	13.0 Wks
Householder Planning Apps: Ave no of Weeks to Determine - OL&I	8.0 Wks	6.5 Wks <b>G</b> <b>↓</b>	7.6 Wks
<b>Adult Care</b>	<i>Target</i>	<i>OL&amp;I</i>	<i>Council</i>
OL&I - No of LD Cases		84 <b>↓</b>	371
OL&I - Number of SM Clients		127 <b>↑</b>	487
OL&I - Total no of MH Clients		46 <b>↓</b>	265

<b>Education</b>			<i>Target</i>	<i>OL&amp;I</i>	<i>Council</i>
HMIE positive School Evaluations - OL&I Sec			0 %	0 %	0 %
% positive destinations	Oban High	ACY 14/15		95.4 %	
% positive destinations	Tiree High	ACY 14/15		100.0 %	92.7 %
% positive destinations	Tobermory High	ACY 14/15		100.0 %	
School % unauthorised absence			Oban High	2.5 %	
School % unauthorised absence			Tiree High	15.6 %	1.7 %
School % unauthorised absence			Tobermory High	0.8 %	
National 4 % pass rate	Oban High	ACY 15/16		93.03 %	
National 4 % pass rate	Tiree High	ACY 15/16		100.00 %	94.70 %
National 4 % pass rate	Tobermory High	ACY 15/16		100.00 %	
National 5 % pass rate	Oban High	ACY 15/16		70.82 %	
National 5 % pass rate	Tiree High	ACY 15/16		100.00 %	74.80 %
National 5 % pass rate	Tobermory High	ACY 15/16		86.52 %	
New Higher % pass rate	Oban High	ACY 15/16		77.24 %	
New Higher % pass rate	Tiree High	ACY 15/16		78.57 %	76.80 %
New Higher % pass rate	Tobermory High	ACY 15/16		87.91 %	
<b>Children &amp; Families</b>			<i>Target</i>	<i>OL&amp;I</i>	<i>Council</i>
CA12 OL&I - Total No LAAC				19	109
CA17 OL&I - No of External LAAC				1	9
CA25 OL&I - % Reviews of LAAC Convened within Timescales			85 %	95 %	88 %
CP16 OL&I % of Children on CPR with a completed CP plan			100 %	100 %	84 %
CABD53 OL&I - Open Cases - children with disability					
CP5 OL&I - No of children on CPR				12	33

Success Measure	Target FQ3 16/17	Actual FQ3 16/17	Traffic Light	Trend	Comments
Affordable social sector new builds – OL&I	20	20	Green	Descending	New Affordable Homes Completed Oct - Dec 2016: 10 @ Glenshellach, Oban, 10 @ Connel, 10 @ Islay and 17 @ St Cuthbert's, Dunoon
% Cat 1 road defects repaired timeously - OL&I	90%	0%	Red		No commentary in Pyramid
% Positive destinations	92%				<p>A new approach that brings greater clarity and consistency for users of school leavers statistics and a clearer picture of the destinations of Scotland's school leavers is being introduced.</p> <p>The decision has been made by Scottish Government and Skills Development Scotland to streamline and reduce the number of different publications and statistics. SDS will now focus on the publication of the annual Participation Measure every August - showing all 16-19 year olds participating in education (including secondary senior phase), training and employment.</p> <p>The Participation measure for Argyll and Bute as of August 2016 was 94.2% against the Scottish average of 90.4% - placing us in fifth place out of the 32 local authorities. The first public release of initial school leaver destinations for 2015/16, including the local authority information will be published March 2017 - schools and local authorities will have access to their initial leaver destinations through INSIGHT data published February 2017.</p>
% of Pre-App Enquiries Processed in 20 working days in OL&I	75%	66%	Red	Descending	No commentary in Pyramid
Street lighting - % OL&I faults repaired within 7 days	88%	37%	Red	Descending	No commentary in Pyramid

<b>Success Measure</b>	<b>Target FQ3 16/17</b>	<b>Actual FQ3 16/17</b>	<b>Traffic Light</b>	<b>Trend</b>	<b>Comments</b>
Dog fouling - number of complaints OL&I	12	18	Red	Descending	No commentary in Pyramid
All Local Planning Apps: % processed in 2 months in OL&I	70%	49%	Red	Descending	No commentary in Pyramid

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**ARGYLL AND BUTE COUNCIL****OBAN, LORN AND THE ISLES  
AREA COMMITTEE****COMMUNITY SERVICES****12<sup>TH</sup> APRIL 2017**

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**PRIMARY SCHOOL REPORT 2016/17 – OBAN, LORN AND THE ISLES**

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**1. SUMMARY**

The attached is a report on the primary schools in Oban, Lorn and the Isles 2016/17 which is being presented to the OLI Area Committee for noting.

**2. RECOMMENDATIONS**

2.1 That Members note the content of the appended report.

If you require further information, please contact the Head of Education on [annmarie.knowles@argyll-bute.sch.uk](mailto:annmarie.knowles@argyll-bute.sch.uk)

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Argyll and Bute Council 2016-17



## OUR CHILDREN...



## THEIR FUTURE...

Community Services: Education

Primary Area Report: Oban, Lorn and the Isles

# Introduction

Within the Oban, Lorn and the Isles area there are 26 Primary Schools including mainland schools stretching from Appin to, Kilninver and Dalmally. Our island schools are situated on Mull, Iona, Tiree, Coll, Colonsay, Seil, Luing and Lismore. There is secondary school provision in Oban, Tobermory and Tiree. Nursery provision is provided within several of these schools and Gaelic medium education is provided at Salen, Tiree, Rockfield and Strath of Appin Primary Schools. Our 26 primary school rolls vary considerably ranging from 5 pupils (Kilchattan) to over 400 (Rockfield).

This report provides a range of key information about the schools in the area and highlights some of the wide and varied range of activities our young people have been involved in during session 2016-17.

The Standards and Quality report to Community Services, 8 December 2016 provided elected members with important information on the progress made in relation to education within all of Argyll and Bute.

Most recently (March 9 2017) two Community Services Committee papers were presented to elected members:

The National Improvement Framework for Scottish Education, provided an overview of the Primary achievement in Literacy and Numeracy for P1, P4, P7 in Argyll and Bute, Achievement of Curriculum for Excellence (CFE) Levels 2015/16 (Appendix B) and Gaelic Education and Gaelic Specific Grant Funding.

These three papers all provide relevant background information to this report.

More detailed information about each school can be found in the school's Standards and Quality Reports. In addition each school's Improvement Plan outlines their main priorities for improvement. Many schools have an active website where these documents can be accessed and further links or information can be obtained from the Headteacher.

## Primary School Profiles including cluster SIMD profile and achievement of a level data:

Table showing number of pupils at each SIMD level in each cluster area of Argyll and Bute.

Cluster	1	2	3	4	5	6	7	8	9	10	Total
Bute	17	56	86	120	1	56		37	1		374
Cowal	93	77	76	188	285	128	20			1	868
H&L	54	111	117	3	349	47	326	293	359	109	1768
Islay				51		163	13				227
N Kintyre				1	1	98					100
S Kintyre		89	87	1	155	96	85				513
<b>OLI</b>	<b>1</b>	<b>24</b>	<b>156</b>	<b>36</b>	<b>117</b>	<b>435</b>	<b>261</b>	<b>180</b>	<b>1</b>	<b>1</b>	<b>1209</b>
Mid Argyll				50	133	218	194		1		596
<b>Mull</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>137</b>	<b>1</b>	<b>83</b>	<b>1</b>	<b>1</b>	<b>220</b>

- The SIMD data for Dervaig, Tobermory, Salen, Lochdonhead and Ulva show that there are no pupils in the most deprived 30% with almost two thirds of pupils in the middle 40% and just over a third in the least deprived 30%.

### Mull Cluster Primary School Profile 2016-2017

Primary School Roll (as at census) *						
Cluster Primary Schools	12/13	13/14	14/15	15/16	16/17	% change in Roll over 5 years <sup>1</sup>
Dervaig Primary School	24	29	25	23	19	<b>-20.8%</b>
Lochdonhead Primary School	13	9	9	9	9	<b>-30.8%</b>
Salen Primary School	26	27	33	33	27	<b>3.9%</b>
Salen Gaelic Primary School	32	36	38	43	45	<b>40.6%</b>
Tobermory Primary School	66	62	61	62	63	<b>-4.6%</b>
Ulva Primary School	11	12	12	8	10	<b>-9.1%</b>
<b>Total Roll for cluster</b>	<b>172</b>	<b>175</b>	<b>178</b>	<b>178</b>	<b>173</b>	<b>0.6%</b>

\* Data for rolls provided at Census each year

<sup>1</sup> Please note the % change in Roll over 5 years shows the percentage change in roll figures from 2012/2013 to 2016/2017 and is not an average.

- Overall the primary school roll on Mull has remained steady over the past 5 years however there are significant falls in Dervaig and Lochdonhead and a large increase in Salen.

**Footwear and Clothing Grant and Free School Meal Information - Mull Cluster**

	12/13	13/14	14/15	15/16	16/17
Clothing and Footwear Grant (CFG) (number of pupils) <sup>2</sup>	8	8	5	15	9
Clothing and Footwear Grant (CFG) (% of cluster school roll)	4.7%	4.6%	2.8%	8.4%	5.2%
<b>Total CFG for Primary Schools in Argyll and Bute</b>	947	1096	1113	891	801
<b>Total CFG for Primary Schools as a % of total school roll in Argyll and Bute</b>	16.6%	19.2%	19.2%	14.6%	13.8%
	12/13	13/14	14/15	15/16 <sup>3</sup>	16/17
Free School Meals (number of pupils)	13	13	9	10	6
Free School Meals (% of cluster school roll)	7.6%	7.4%	5.1%	5.6%	3.5%
<b>Total Free School Meals for Primary Schools in Argyll and Bute</b>	871	898	856	675	666
<b>Total Free School Meals for Primary Schools as a % of total school roll in Argyll and Bute</b>	15.2%	15.8%	14.8%	11.1%	11.5%
<b>National Average for Free School Meals for Primary Schools (%)</b>	22.0%	20.6%	55.3%	54.1%	Not yet collated
<b>National Average for Free School Meals for P4-P7 only (%)</b>	Not collated	Not collated	Not collated	19.2%	17.9%

<sup>2</sup> 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 2016-2017 data for CFG and Free School Meals (FSM) is to date (January 2017) and therefore may change as the year progresses.

<sup>3</sup> On 5 January 2015, the Scottish Government launched the extension of free school meals eligibility to include all children in primary 1-3.

National Averages for Free School Meals have been taken from 'Summary statistics for attainment, leaver destinations and healthy living, No. 6: 2016 Edition'

- The numbers of pupils receiving a clothing grant or a free school meal is significantly lower than the national average over the past five years and has fallen significantly in 2016-17.
- It is recommended that free school meal uptake is looked at very carefully and promoted at school level.

**Exclusion and Attendance Information for Mull Cluster**

	12/13	13/14	14/15	15/16	16/17 <sup>6</sup>
Attendance (% of cluster school roll) <sup>4</sup>	95.68%	96.57%	95.72%	96%	94.60%
Unauthorised Absence (% of cluster school roll)	1.00%	0.94%	0.97%	1.18%	2.60%
<b>Authority Average – (%) Primary Schools in Argyll and Bute</b>	95.74%	95.40%	95.87%	95.52%	95.60%
<b>Unauthorised Absence - (%) Primary Schools in Argyll and Bute</b>	0.79%	0.87%	0.89%	0.98%	1.09%
<b>National Average for both Secondary and Primary Pupils (%)<sup>5</sup></b>	93.60%	Not collated	93.70%	Not collated	Not yet collated
	12/13	13/14	14/15	15/16	16/17 <sup>7</sup>
Exclusion Openings	0	2	0	0	0
Exclusion Incidents	0	1	0	0	0
<b>As a % of Total Argyll and Bute Primary School Exclusion Openings</b>	0	1%	0	0	0
<b>As a % of Total Argyll and Bute Primary School Exclusion Incidents</b>	0	1.6%	0	0	0

<sup>4</sup> 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.

<sup>5</sup> Attendance, Absence and Exclusion information is now collected on a biennial basis and was **not** collected for 2013/2014 or 2015/2016 academic year. It will be collected at the start of 2017/2018 session for 2016/2017.

<sup>6</sup> Please note that attendance data for 2016-2017 is for the year to date and not a complete year. It is therefore subject to change.

<sup>7</sup> Please note that exclusion data for 2016-2017 is for the year to date and not a complete year. It is therefore subject to change.

National Averages for Attendance have been taken from Summary Statistics for Schools in Scotland, No.6 | 2015 Edition, 9th December, 2015.

- Attendance is fractionally below the Argyll and Bute average for all primary schools.
- Unauthorised absence is marginally higher in Mull than in the rest of Argyll and Bute.
- There have been no exclusion incidents over the past 3 years and only 1 in the past 5 years.

## Achievement of level June 2016:

	Stage Roll	Stage	ER	EW	ELT	N	roll	GR	GW	GL&T
Bute	42	P1	76%	76%	76%	86%				
	55	P4	55%	45%	55%	53%				
	53	P7	74%	72%	87%	68%				
Cowal	122	P1	68%	68%	75%	80%	9	67%	78%	100%
	125	P4	72%	62%	76%	72%	6	67%	67%	83%
	136	P7	69%	58%	71%	61%	6	67%	67%	83%
Islay	22	P1	68%	68%	82%	82%	2	100%		100%
	33	P4	64%	42%	67%	58%	2	100%	100%	100%
	41	P7	66%	66%	73%	29%	2	100%	100%	100%
Mid Argyll	76	P1	71%	70%	82%	79%				
	69	P4	78%	71%	65%	62%				
	90	P7	76%	66%	76%	67%				
Mull	32	P1	56%	56%	59%	81%	12	83%	75%	92%
	36	P4	69%	56%	81%	64%	7	71%	57%	86%
	28	P7	71%	61%	86%	71%	4	100%	25%	75%
N Kintyre	15	P1	73%	73%	73%	73%				
	16	P4	13%	13%	6%	0%				
	14	P7	64%	64%	64%	0%				
OLI exc Mull	188	P1	72%	73%	73%	87%	24	100%	100%	100%
	164	P4	71%	61%	74%	61%	6	67%	50%	67%
	154	P7	77%	72%	82%	62%	9	70%	50%	90%
S Kintyre	80	P1	80%	70%	70%	73%				
	62	P4	63%	56%	65%	73%				
	67	P7	64%	64%	64%	64%				
MAKI	193	P1	75%	70%	76%	76%		100%		100%
	180	P4	64%	56%	60%	59%		100%	100%	100%
	212	P7	69%	65%	71%	54%		100%	100%	100%
OLI	220	P1	70%	71%	71%	86%	36	94%	91%	97%
	200	P4	71%	60%	75%	62%	13	69%	54%	77%
	182	P7	76%	70%	83%	63%	13	79%	43%	86%
C&B	164	P1	70%	70%	76%	82%		67%	78%	100%
	180	P4	67%	57%	69%	66%		67%	67%	83%
	189	P7	70%	62%	75%	63%		67%	67%	83%
HALCO	275	P1	91%	87%	96%	92%				
	230	P4	83%	79%	90%	81%				
	244	P7	81%	78%	89%	77%				
NATIONAL		P1	81%	78%	76%	85%		82%	81%	87%
		P4	75%	69%	69%	81%		79%	76%	87%
		P7	72%	65%	75%	77%		72%	72%	80%

**NOTES:**

ER English reading, EW English writing, ELT English Listening and talking

N Numeracy

GR Gaelic reading, GW Gaelic writing, GLT Gaelic Listening and talking.

Curriculum for Excellence expectation or benchmark is that 75% of pupils will achieve the level appropriate for their stage. Due to the small sample size it is important to note that the data may vary considerably from year to year and that caution should be used when making comparisons between schools or with national data.

Individual school data that is not suppressed can be accessed by elected members from the Scottish Government website:

<https://public.tableau.com/profile/sq.eas.learninganalysis#!/vizhome/AchievementofCurriculumforExcellenceCfELevels201516/Dashboard1>

Individual school data that is suppressed can be requested from the Education Service. The experimental statistical analysis of the achievement of curriculum for excellence levels can be found at:

<http://www.gov.scot/Publications/2016/12/3546/336271>

- The above data for Mull, highlighted in yellow, indicates that there are areas for development with English reading, English and Gaelic writing in P1, P4 and P7 as well as Numeracy in P4 and P7

## Oban, Lorn and the Isles Cluster Primary School Profile 2016-2017

Primary School Roll (as at census) *						
Cluster Primary Schools	12/13	13/14	14/15	15/16	16/17	% change in Roll over 5 years <sup>1</sup>
Achaleven Primary School	4	5	9	10	12	200%
Ardchattan Primary School	3	4	0	0	0	-100%
Arinagour Primary School	27	30	24	23	18	-33.3%
Barcaldine Primary School	17	10	4	4	8	-52.9%
Bunessan Primary School	44	40	42	39	34	-22.7%
Dalmally Primary School	44	43	36	38	37	-15.9%
Dunbeg Primary School	73	76	81	82	78	6.9%
Easdale Primary School	28	33	26	28	21	-25%
Iona Primary School	7	13	17	15	19	171.4%
Kilchattan Primary School	5	5	9	6	5	0%
Kilchrenan Primary School	8	7	4	4	9	12.5%
Kilninver Primary School	22	25	27	30	23	4.6%
Lismore Primary School	8	9	9	8	8	0%
Lochnell Primary School	101	112	109	114	124	22.8%
Luing Primary School	12	15	14	8	8	-33.3%
Park Primary School	230	223	230	241	245	6.5%
Rockfield Gaelic Primary School	37	40	48	49	51	37.8%
Rockfield Primary School	298	304	320	316	318	6.7%
St Columba's Primary School	81	78	83	81	96	18.5%
Strath of Appin Primary School	27	29	30	30	31	14.8%
Strath of Appin Gaelic Primary School	4	4	3	5	5	25%
Taynuilt Primary School	81	83	91	83	82	1.2%
Tiree Gaelic Primary School	21	22	23	36	29	38.1%
Tiree Primary School	23	25	29	28	23	0%
<b>Total Roll for cluster</b>	<b>1171</b>	<b>1196</b>	<b>1235</b>	<b>1278</b>	<b>1284</b>	<b>9.7%</b>

\* Data for rolls provided at Census each year

<sup>1</sup> Please note the % change in Roll over 5 years shows the percentage change in roll figures from 2012/2013 to 2016/2017 and is not an average.

- The primary school roll in the OLI area I has steadily increased by almost 10% over the past 5 years however there are significant falls in a number of schools and one is now no longer operating. Some schools have very large increases in roll, most notably Achaleven, Iona, Tiree Gaelic, Rockfield Gaelic, Lochnell and St Columba's.



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

	12/13	13/14	14/15	15/16	16/17
Clothing and Footwear Grant (CFG) (number of pupils) <sup>2</sup>	190	236	196	173	119
Clothing and Footwear Grant (CFG) (% of cluster school roll)	16.2%	19.7%	15.9%	13.5%	9.3%
<b>Total CFG for Primary Schools in Argyll and Bute</b>	947	1096	1113	891	801
<b>Total CFG for Primary Schools as a % of total school roll in Argyll and Bute</b>	16.6%	19.2%	19.2%	14.6%	13.8%
	12/13	13/14	14/15	15/16 <sup>3</sup>	16/17
Free School Meals (number of pupils)	168	174	152	161	104
Free School Meals (% of cluster school roll)	14.3%	14.5%	12.3%	12.6%	8.1%
<b>Total Free School Meals for Primary Schools in Argyll and Bute</b>	871	898	856	675	666
<b>Total Free School Meals for Primary Schools as a % of total school roll in Argyll and Bute</b>	15.2%	15.8%	14.8%	11.1%	11.5%
<b>National Average for Free School Meals for Primary Schools (%)</b>	22.0%	20.6%	55.3%	54.1%	Not yet collated
<b>National Average for Free School Meals for P4-P7 only (%)</b>	Not collated	Not collated	Not collated	19.2%	17.9%

<sup>2</sup> 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 2016-2017 data for CFG and Free School Meals (FSM) is to date (January 2017) and therefore may change as the year progresses.

<sup>3</sup> On 5 January 2015, the Scottish Government launched the extension of free school meals eligibility to include all children in primary 1-3.

National Averages for Free School Meals have been taken from 'Summary statistics for attainment, leaver destinations and healthy living, No. 6: 2016 Edition'

- The numbers of pupils receiving a clothing grant or a free school meal has fallen significantly in 2016-17.
- It is recommended that free school meal uptake is looked at very carefully and promoted at school level.

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

	12/13	13/14	14/15	15/16	16/17 <sup>6</sup>
Attendance (% of cluster school roll) <sup>4</sup>	95.12%	95.60%	95.02%	94.57%	95.39%
Unauthorised Absence (% of cluster school roll)	1.16%	1.09%	1.26%	1.31%	1.18%
<b>Authority Average – (%) Primary Schools in Argyll and Bute</b>	95.74%	95.40%	95.87%	95.52%	95.60%
<b>Unauthorised Absence - (%) Primary Schools in Argyll and Bute</b>	0.79%	0.87%	0.89%	0.98%	1.09%
<b>National Average for both Secondary and Primary Pupils (%)<sup>5</sup></b>	93.60%	Not collated	93.70%	Not collated	Not yet collated
	12/13	13/14	14/15	15/16	16/17 <sup>7</sup>
Exclusion Openings	2	6	2	0	0
Exclusion Incidents	2	3	1	0	0
<b>As a % of Total Argyll and Bute Primary School Exclusion Openings</b>	0.7%	3.0%	1.8%	0	0
<b>As a % of Total Argyll and Bute Primary School Exclusion Incidents</b>	10%	4.8%	3.7%	0	0

<sup>4</sup> 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.

<sup>5</sup> Attendance, Absence and Exclusion information is now collected on a biennial basis and was **not** collected for 2013/2014 or 2015/2016 academic year. It will be collected at the start of 2017/2018 session for 2016/2017.

<sup>6</sup> Please note that attendance data for 2016-2017 is for the year to date and not a complete year. It is therefore subject to change.

<sup>7</sup> Please note that exclusion data for 2016-2017 is for the year to date and not a complete year. It is therefore subject to change.

National Averages for Attendance have been taken from Summary Statistics for Schools in Scotland, No.6 | 2015 Edition, 9th December, 2015.

- Attendance has remained very steady over the past 5 years and is very close to the Argyll and Bute average for all primary schools.
- Unauthorised absence is marginally higher in OLI than in the rest of Argyll and Bute.
- There have been no exclusion incidents over the past 2 years and 6 in the past 5 years.

## Achievement of level June 2016:

	Stage Roll	Stage	ER	EW	ELT	N	roll	GR	GW	GL&T
Bute	42	P1	76%	76%	76%	86%				
	55	P4	55%	45%	55%	53%				
	53	P7	74%	72%	87%	68%				
Cowal	122	P1	68%	68%	75%	80%	9	67%	78%	100%
	125	P4	72%	62%	76%	72%	6	67%	67%	83%
	136	P7	69%	58%	71%	61%	6	67%	67%	83%
Islay	22	P1	68%	68%	82%	82%	2	100%		100%
	33	P4	64%	42%	67%	58%	2	100%	100%	100%
	41	P7	66%	66%	73%	29%	2	100%	100%	100%
Mid Argyll	76	P1	71%	70%	82%	79%				
	69	P4	78%	71%	65%	62%				
	90	P7	76%	66%	76%	67%				
Mull	32	P1	56%	56%	59%	81%	12	83%	75%	92%
	36	P4	69%	56%	81%	64%	7	71%	57%	86%
	28	P7	71%	61%	86%	71%	4	100%	25%	75%
N Kintyre	15	P1	73%	73%	73%	73%				
	16	P4	13%	13%	6%	0%				
	14	P7	64%	64%	64%	0%				
OLI exc Mull	188	P1	72%	73%	73%	87%	14	100%	100%	100%
	164	P4	71%	61%	74%	61%	3	67%	50%	67%
	154	P7	77%	72%	82%	62%	3	70%	50%	90%
S Kintyre	80	P1	80%	70%	70%	73%				
	62	P4	63%	56%	65%	73%				
	67	P7	64%	64%	64%	64%				
MAKI	193	P1	75%	70%	76%	76%		100%		100%
	180	P4	64%	56%	60%	59%		100%	100%	100%
	212	P7	69%	65%	71%	54%		100%	100%	100%
OLI	220	P1	70%	71%	71%	86%	26	94%	91%	97%
	200	P4	71%	60%	75%	62%	10	69%	54%	77%
	182	P7	76%	70%	83%	63%	7	79%	43%	86%
C&B	164	P1	70%	70%	76%	82%		67%	78%	100%
	180	P4	67%	57%	69%	66%		67%	67%	83%
	189	P7	70%	62%	75%	63%		67%	67%	83%
HALCO	275	P1	91%	87%	96%	92%				
	230	P4	83%	79%	90%	81%				
	244	P7	81%	78%	89%	77%				
NATIONAL		P1	81%	78%	76%	85%		82%	81%	87%
		P4	75%	69%	69%	81%		79%	76%	87%
		P7	72%	65%	75%	77%		72%	72%	80%

## NOTES:

ER English reading, EW English writing, ELT English Listening and talking  
N Numeracy  
GR Gaelic reading, GW Gaelic writing, GLT Gaelic Listening and talking.

Curriculum for Excellence expectation or benchmark is that 75% of pupils will achieve the level appropriate for their stage. Due to the small sample size it is important to note that the data may vary considerably from year to year and that caution should be used when making comparisons between schools or with national data.

Individual school data that is not suppressed can be accessed by elected members from the Scottish Government website:

<https://public.tableau.com/profile/sq.eas.learninganalysis#!/vizhome/AchievementofCurriculumforExcellenceCfELevels201516/Dashboard1>

Individual school data that is suppressed can be requested from the Education Service. The experimental statistical analysis of the achievement of curriculum for excellence levels can be found at:

<http://www.gov.scot/Publications/2016/12/3546/336271>

- The above data indicates that there are areas for development with English and Gaelic writing particularly at P4 and P7 as well as Numeracy in P4 and P7

## **OLI Area Committee Report – Early Years Update**

### **Early Learning and Childcare**

Children and families within Oban, Lorn and the Isles mainly access Local Authority Early Learning and Childcare (ELC) offered as either a morning or afternoon session. In order to meet the childcare needs of our parents, we are expanding flexibility of local authority ELC and currently are piloting a more flexible model of provision in Taynuilt and Dunbeg to offer 600 funded hours across different times and days.

ELC is also provided by Voluntary and Private operated groups in addition to Local Authority Services. The 3rd sector are in a position to provide 'wrap around' Childcare for Parents who wish to purchase hours to allow them to work, attend college etc.

Community Childminding is a service which is provided for children following a referral from Health or Social Work; it is designed to be an early intervention to support families predominately for children aged less than 3 years. Partner Childminders can also provide ELC for eligible children aged 2 years.

### **Proposed expansion of ELC**

The Scottish Government is proposing to increase the number of ELC funded hours to 1140hrs per year from 2020. The Early Years Service is currently working with ELC providers to look at what we need to do to ensure there is sufficient provision in place by 2020. Parents will also be consulted to find out what they want and need.

### **Scottish Governments 1140 hrs Trials**

Argyll and Bute have been successful in securing funding to support Trials for implementing 1140 hrs, the learning from the Trials will be shared with other Local Authorities and will possibly impact on delivery models across Argyll and Bute.

Tiree – we will be working with Tiree ELC to offer Parents and carers 1140hrs from August 2017, we will also be working closely with SCMA to support interested parties to become registered Childminders who could offer 'blended' ELC including hours outwith term time

Mull – we will be working with Mull and Iona Community Trust to support them to become registered as a Daycare of Children's Service, which will initially operate from with the Tobermory ELC Service during the holidays with a view to them establishing their own premises. In addition we will continue in our attempts to recruit more childminders to offer blended models of childcare. The work on Mull will be supported by SCMA and Early Years Scotland – a national Early Years organisation.

For more information on expansion of ELC contact Alison MacKenzie – [alison.mackenzie@argyll-bute.gov.uk](mailto:alison.mackenzie@argyll-bute.gov.uk)

## Transition

The annual ELC/P1 Transition Celebration event took place at Oban High School at the end of the first term and was well attended by nurseries, schools, children and their families despite the awful weather! This followed the successful model from the previous year where families could drop in between 4 and 6pm. There were displays from Nursery settings and P1 classes showcasing examples and photographs of the children's work and experiences linked to the Rhyming Rabbit joint project. Primary staff were available to talk about the children's progress in P1 and parents and children valued the opportunity to chat to nursery staff about how they were getting on at school.

There was a themed Bookbug Session with a visit from Bookbug himself and there were various activity stations for children and their siblings to participate in throughout the evening including a Rhyming Rabbit character hunt, sensory playdough and face painting. There were prizes to be won for parents and children in return for telling us their favourite rhymes and this activity unearthed a few oldies but goodies such as *Winkin Blinkin and Nod*.

*For more information, please see Transition Report Appendix 1*

## Workforce Development

We had a number of CPD courses held locally in Oban last quarter including:

- Paediatric First Aid
- Childminders Network Meeting
- Attachment with Tina Hendry
- Speech, Language and Communication Development
- Using Music to Improve Numeracy & Literacy

And, most recently, our Gaelic Development day which explored the ***Advice on Gaelic Education*** document and good practice around storytelling in Gaelic and the effective use of puppets, music and lycra for language development.

For more information on EY workforce Development and transitions, please contact Linda Bugar – [linda.bugar@argyll-bute.gov.uk](mailto:linda.bugar@argyll-bute.gov.uk)

## Family Learning

Three 'Book Week Scotland' days were held at Oban High School where we worked with Library Services and the Argyll College students to deliver 'Bookbug Explorer' themed sessions. They were attended by 145 Primary 1 children, 337 Nursery children, 60 parents and 70 babies and toddlers.

The annual 'Family Fun Day' was held during the summer holidays last year in partnership with other agencies to provide a family day for children of all ages and their parents.

In addition to this the following regular family groups are on offer to parents across the Oban area:

- Young Mums
- Down Syndrome Group
- Twin Group

- Maternity Services
- Roots of Empathy (delivered within some of the schools in the Oban area to children in Primary 1-3)
- Bookbug to Parent and Toddler Groups

For more information on Family Learning in the OLI area, please contact Margaret Dalglish – [margaret.dalglish@argyll-bute.gov.uk](mailto:margaret.dalglish@argyll-bute.gov.uk)

### **ELC - Learning and Development**

As part of the Education Strategy 'Our Children, Their Future' an Early Years 'Learning and Development Framework' has been developed to provide strong and consistent guidance on learning and development from birth through to a child starting school. Every setting and childminder is being issued with this guidance and providers are encouraged to use this tool as part of their self-evaluation, along with 'Building the Ambition' and 'How Good is our Early Learning and Childcare?' Members of the central support team use the Framework as a key document as part of their support visits, focusing on 'Environment', 'Experiences' and 'Interactions'. Data is also used to analyse the quality of provision with progress being tracked through 'Care Inspectorate' and 'Education Scotland' inspections. Twice a year the local authority gathers data in relation to 4 year old children's progress within their developmental milestones, and this is used to target resources more effectively. Teams are being trained in the use of improvement methodology to support their own improvement journeys – being clear about how they know a change has led to an improvement.

As well as tracking progress in children's learning outcomes, practitioners in nurseries also track each child's progress within their developmental milestones. We know that most children achieve their milestones as a matter of course. However, some children might need a little extra help or time to achieve theirs. The milestones we track are:

- Social, emotional and behavioural
- Speech and language
- Cognitive and sensory
- Fine motor skills
- Gross motor skills

The Early Years Service gathers data twice a year to find out how children are progressing within their milestones. In OLI, the data shows us that 38% of our four year olds had already met their developmental milestones by the end of December 2016.

There are currently 23 settings which provide ELC throughout Oban, Lorn and the Isles. At present 87% have been graded '4' (good) or above as a result of Care Inspectorate inspections.

For more information on ELC Learning and Development, please contact – Kathleen Johnston – [kathleen.johnston@argyll-bute.gov.uk](mailto:kathleen.johnston@argyll-bute.gov.uk)

## OLI Primary School Overview

All schools in the area are currently focused on their assessment and moderation work particularly in the areas of Literacy, Numeracy and Health and Wellbeing whilst looking to raise attainment in these crucial areas, especially for pupils who face barriers to learning. Many schools now have assessment facilitators who are engaged in leading colleagues in detailed and extensive professional development activities to help ensure robust and consistent assessment processes in our schools. All schools are intent on improving attainment for their pupils and looking at closing the attainment gap between pupils who experience barriers to learning and those who do not.

Below are just a few samples of work and activities that have taken place in the Mull and OLI schools in various key areas in the past year. They represent the sort of activities that have taken place in most of our schools. Further detailed information can be obtained from each school's Standards and Quality Report.

## Teaching and Learning: Literacy

Language and literacy is of great personal, social and economic importance. Our ability to use language lies at the heart of the development and expression of our emotions, our thinking, our learning and our sense of personal identity. Language is itself a key aspect of our culture. Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum.

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

### **Iona**

Following the introduction of highly-effective schemes for mathematics (Heinemann Active Maths) and grammar (VCOP) 100% of pupils are above their 'reading age' and 84% above their 'spelling age' (evidenced by Suffolk Reading Test and Parallel Spelling Test 2015).



## **St Columba's**

Revised teaching and learning approaches to reading have ensured that all pupils have made good progress in reading, with some pupils making very good progress. Pupils can now discuss a range of reading strategies that they can use and are now discussing Higher Order Thinking Skills while reading. Writing and talking and listening attainment has also improved due to updated resources and discussions with teachers which has ensured that teachers have increased expectations of pupils, pupils are experiencing a wide range of genre and are learning in a stimulating and motivating way. Teachers plan collaboratively and setting is in place to support less able pupils as required for writing.

The school has started to implement the L1+2 initiative and French will now be taught from P1.

## **Park**

This year we have seen significantly raised attainment in Literacy at the end of Early Level. This is particularly apparent in Reading and Writing. Baseline Assessment is used to assess acquisition of early literacy skills in the pre-school year, Primary 1, 2 and in a few cases, Primary 3. Most Primary 4 pupils have attained First Level in Literacy. Almost all Primary 7 pupils have attained Second Level in Literacy, with many already working well within Third Level.

Accelerated Reading in use from Primary 4 to 7 continues to improve pupils' reading skills and comprehension. This has also proven to be a successful assessment tool for staff and management. We wanted to work on improving motivation in Accelerated Reading for Primary 7s, so this year the top 10 most improved readers went on a trip to Glasgow to AirSpace. We noticed a definite increase in motivation with most Primary 7s as they all wanted to go on this trip.

We use the Suffolk Reading tests to assess reading ability at Primary 3 which determines the number of pupils who require to begin the Toe by Toe programme. We continue to monitor progress using this test at every stage thereafter. This is the third year where we have been able to assess the impact of this programme, resulting in all Primary 7 pupils achieving in advance of the functional reading age of 9.5 years. The Parallel Spelling test is also used from Primary 3 to 7 to monitor progress in spelling. Once again, the Baseline assessment monitors this in the Pre 5 year and Primary 1 and 2. We are using the results of all these tests to inform our next steps and provide necessary support.

Big Talk, which goes along with Big Writing, is being used in the development of talking before writing at the early stages. This was purchased and has been used to promote imaginative thinking which leads to story telling and writing. We adapted our Big Writing assessment format as we felt that using the original format meant that children advanced through the levels very quickly. However, on closer inspection, we noticed gaps in their writing ability. We have now altered the success criteria to ensure depth of learning is being met and gaps have been bridged.

Many classes this year chose to write and illustrate a storybook. Feedback from parents has been extremely positive for all projects. Benefits for the children included the opportunity to write a longer, structured story, to peer assess, to read their stories to each other and to share at home.

Whilst opportunities have been given to develop and enhance pupils' talking, presenting and performing skills, we need to source an assessment tool that will help us track and monitor progress in Listening and Talking. We are hopeful that using the significant aspects of learning will help with this.

### **Dalmally**

***Kidnapped Jan–June 2016:*** Through exploring the book 'Kidnapped' by Robert Lewis Stevenson and a play script based on the novel, children developed skills in reading, listening and talking. Children were encouraged to discuss and compare the features of the two texts and also undertook some research to explore the historical context of the story: The Jacobite rebellion. Children were then given the opportunity to develop their knowledge and skills in drama and performance through producing a film of the play. This enabled children to demonstrate a deep level of understanding of the characters and events in the story.

### **Lochdonhead and Ulva**

We have introduced CEM, a standardised assessment moderated and marked in Durham. This information was analysed and informed our planning. Analysed data also drove us to undertake a short lived attainment challenge in problem solving in both schools.

PTs created an action plan for Literacy and Numeracy, developing moderation and assessment. This was reviewed at monthly meetings and drove forward many improvements including, Number Talks, daily mental maths and reciprocal reading. Skillsbook has been used in both schools to record assessments; Lochdonhead pupils led the learning at a workshop in Ulva. We are now going to introduce a more efficient reporting tool, Evidence for Learning. Our PT in Lochdonhead is a member of the Authority's Literacy forum and middle management network. Expertise, networking and capacity have all grown as a result. Also there has been an improvement in moderation and quality assurance.

Our Ulva PT is undertaking Into Headship training, developing knowledge and understanding of leadership and management. The Community Café initiative being taken forward in Ulva is part of her project.

New reporting format for literacy, numeracy and health and wellbeing introduced in consultation with parents. This provides termly information regarding focused progress, next steps and advice on how to help your child. Parents have provided very positive feedback regarding these new reports.

Early Year's Initiative which allowed the two PTs sharing practice across sectors developed understanding and quality assurance. Maths talk and mental maths

undertaken daily have developed more evidence of assessment.

Joint planning meetings were undertaken monthly, with a focus on school developments, assessment, moderation, quality assurance have developed good practice across schools. HT attended D William Tapestry Conference on assessment and shared knowledge and understanding with staff. As a result an assessment map was created by the Head Teacher and Principal Teachers to identify key summative and formative assessment throughout the year, ensuring there is a good balance of formal and informal assessments.

Accelerated Reading tracking tool provides effective assessment and reporting for pupils, parents and staff. We have entered a variety of competitions and our successes provide evidence of quality assurance.

### **Dunbeg**

Reading, Spelling and Writing standards in Literacy were retained through the motivation surrounding Accelerated Reader levels, the use of group novels in the upper stages which encourage discussion and critical thinking, progression and noted accuracy in spelling through a consistent whole-school phonic approach ie 'Floppy's Phonics', homework and weekly spelling tests and the increased opportunities to write in context within interdisciplinary learning along the success of, and evidence produced from, the embedding of Big Writing strategies.

High order reading skills, in particular, showed increased improvement and our Improvement Plan for next session continues the requirement to look at further use of novel-based reading in the middle stages taking into consideration resources for the More Able reader. This interest and enjoyment of reading is further enhanced through the use of computer-based 'Junior Librarian' where pupils are responsible for the logging in and out of their own library books with the help of Pupil Council librarians during weekly time-tabled visits and the building up of Library resources.

Common strategies are in place and the importance of listening skills very much a priority while confidence in pupils' talking/presentation skills is actively in evidence through collaborative learning, formal presentation, group discussion and at whole-class level. The confidence in, and quality of, oral delivery is also in evidence at weekly whole-school assemblies and noted especially at the ELC stage.

### **Dervaig**

Read, Write, Inc has been introduced and the Primary 1 pupils are using the teaching and learning programme as the basis for their phonics work. The programme is helping the children to develop their early reading and writing skills, along with talking and listening. Parental feedback is positive and the learning is reinforced at home too. The pupils are able to demonstrate their use and understanding of Speed Sounds set 1 as they moved onto their Ditty books. Primary 2, 3 & 4 are working on Speed Sounds set 2 & 3 and their knowledge of the complex speed sounds has increased. This learning is reinforced at home and knowledge

applied through their language work as well as across all curriculum areas. Summative assessments have demonstrated that the children are making good individual progress.

The Accelerated reader programme was introduced and feedback from the children, parents and staff is very positive, demonstrating increased motivation from the children and higher reading skills – comprehension and understanding of vocabulary. The Star Tests give regular check points for the children along with enabling staff to analyse individual progress and share with parents. The suggested next steps for progression have been used to develop next steps in teaching. Parents are able to access their child's bookshelf at home and check the level of books through Book Finder. This means that children and parents are also selecting books from home to read and take quizzes.

## **Tobermory**

Tracking progression of literacy within Early Years:

Pre 5 now refers to BIG WRITE criteria when assessing emergent writing skills. There are moderation sessions with P1 teachers to ensure a shared standard is developed. A new more detailed marking criterion from the Highlands is now being assessed for better evaluation and assessment of skills.

## **Languages 1+ 2: Gaelic Language in the Primary School:**

Gaelic Language in the Primary School (GLPS) has been flourishing since August 2016. GLPS is the training vehicle through which staff develop their skills for the delivery of Gaelic as part of the Languages 1 + 2 initiative. There are currently four teachers from Argyll and Bute on this year's training course in Stirling; two from Helensburgh and two from Bunessan and Iona. These areas have never been previously represented, showing a significant increase in the awareness of the importance of Gaelic as part of the 1 + 2 approach.

The two candidates currently being trained as national 'GLPS trainers' are both Argyll and Bute staff. One of whom, as a retired Gaelic Medium teacher, will train GLPS participants for the Consortium in Stirling and the other, a current Gaelic Medium teacher, will enhance refresher training across our own education authority.

Rockfield Primary School, Oban, has chosen to study Gaelic at L2 due to the fact that Gaelic Medium Education (GME) is available in the school. It is extremely important that all children within the school have an opportunity to learn about the Gaelic language and culture, with a shared understanding of basic vocabulary that can be used in a wide variety of daily interactions. This promotes inclusion, equity and tolerance and ensures that Gaelic Medium pupils have a sense of belonging.

In order to motivate the children and encourage attainment in the Gaelic language, Rockfield Primary School pupils have devised a 'badge system' that rewards individuals with a different coloured badge once they have met specific success criteria, exemplified in videos produced by the children themselves. The colours

depict the progression each learner makes in acquiring more vocabulary and phrases.

There is a whole school approach to 'Gaelic Phrase of the Week', introduced at weekly assemblies and encouraged across all aspects of the school through the week.

Rockfield GM pupils enjoy 'Gaelic Time' once weekly where they are encouraged to use their Gaelic language in informal, social situations. The scheme runs using a points system encouraging pupils to use high quality Gaelic throughout the week in order to gain enough points to allow them to choose the most sought after activities!

### **March 2016 – World Book Day at Taynuilt Nursery**

Staff.....well, Little Red Riding Hood's Granny, Cinderella's ugly Stepsisters and Stepmother celebrated World Book Day with the children from Taynuilt Nursery on Friday. Everyone dressed up as a character from their favorite story book or Nursery Rhyme. We read a variety of traditional fairytales which the children choose and listened to with delight.

Great fun and giggles were had by all!



### **March 2016 – World Book Day Celebrations at Luing**

To celebrate World Book Day every pupil came dressed as a character from one of their favourite books, we had a friendly pirate, a fireman, a ladybird, Burglar Bill, a tiger, Fantastic Mr Fox and Mrs Fox as well as characters from Harry Potter.



Each of the children gave a short talk about their favourite book.

This was followed by a delicious book themed lunch of Oliver's Vegetable Kebabs, Gruffalo Pie or Roman Adventure Pizza, followed by Harry Potter's Magic Hats and Oliver's Vegetable Kebabs.

## Teaching and Learning Numeracy

Being numerate helps us to function responsibly in everyday life and contribute effectively to society. It increases our opportunities within the world of work and establishes foundations which can be built upon through lifelong learning. Numeracy is not only a subset of mathematics it is also a life skill which permeates and supports all areas of learning, allowing young people access to the wider curriculum. Numeracy develops the confidence and competence in using number which allows individuals to solve problems, analyse information and make informed decisions based on calculations.

### **Kilchattan**

All pupils have made good progress and some have made very good progress with their Numeracy. They are increasingly applying their skills with accuracy in various contexts. Class teachers have worked with pupils to develop “Assessment is For Learning” strategies to enable pupils to become more independent learners. This has had a measurable impact as pupils are able to identify specific areas for development and teachers can then plan individual learning around this. For example, pupils have assessed their prior learning in Fractions, Decimals and Percentages and are able to identify specific next steps in learning thus increasing the pace of attainment. Younger pupils have made good progress in mathematics by using and applying Number Bonds, Measure and Time in various contexts.

### **Bunessan**

Pupils attended Oban High School’s Maths Fest for the first time. P6/P7 challenge maths morning activities were planned and developed. These activities provided challenge for most able mathematicians – raising the profile of maths in our school. This encouraged pace and challenge and helped children get more excited about maths. We hope to demonstrate the impact of these changes in future attainment measures in numeracy.

### **Dunbeg**

Dunbeg Improvement in Numeracy continues to be noted through the, now embedded, interactive approach and consistency of progression using Big Maths strategies. While it is very obvious that pupils are motivated by the variety of learning methods involved, the teachers are most enthusiastic and aware of the success of delivering lessons using this approach. Decisions were also made this session to follow a whole-school approach to the teaching of areas of maths further encouraging planning together and the whole-school approach to delivery.

### **Dervaig**

Heinemann Active Maths was introduced into the school in the Spring Term 2016. Some of the resources had been used before and all of the other cluster schools were teaching using the programme. This would result in all the pupils going into High School being familiar with Heinemann Active Maths. Pupils have made progress with their Maths and the range of learning opportunities has increased. More work is needed to embed the programme further, as well as linking it with a

number of other high quality resources. Opportunities to share aspects of the programme are utilised by sharing through homework.

Mental Maths is an area identified by staff that needed development. Working in partnership with the cluster schools, along with the principal teacher for Maths and Science at Tobermory High School 'Number Talks' was introduced. Number Talks has become an established part of the Maths sessions and it helps pupils to increase their mental Maths skills and the strategies they can use to solve the problems. It demonstrates the different strategies that people use to solve problems and enables the teaching of a wider range of strategies, often suggested by pupils. The children are demonstrating a greater level of confidence when solving mental Maths problems and transferring these skills to other areas of learning in Maths and other curriculum areas. We continue to monitor the individual progress of mental Maths through formative and summative assessments and will review the progress following the CEM summative tests.

### **Lochdonhead and Ulva**

Maths day for all the P6 and P7 pupils, organised and run by Tobermory High School, providing excellent transition opportunity and shared expectations. Staff working with Amy Thompson, PT of Maths at Tobermory High School both at inset and during P6/7 Maths day. PT shared examples of Better Movers and Thinkers practice in maths which is part of our daily practice, with teachers at high school. New observation tool is proving effective for focused class observations. HT and PTs involved in undertaking observations.

### **Kilninver**

We undertook a baseline assessment of children's ability in Maths and have used this data to support our conclusions and inform our next steps. We have now been using a more active approach to the Teaching and Learning of this subject for many years, results and comments from parents and children are very encouraging. The data we have collected this session clearly indicates that children's levels of attainment are appropriate in this area of the curriculum. We plan to swap staff over to teach different subjects this session. The teacher who will now have responsibility for maths across the school would like to use Heinemann Active maths as it relates closely to the Curriculum for Excellence and is well resourced.

The parents had the opportunity to examine this resource at a Parent Forum Meeting and liked what they saw. They also supported our proposal to use an online homework site 'SumDog' next session.

# Teaching and Learning Health and Wellbeing

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

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

## **Health and Wellbeing St Columba's**

The school continues to strive for improvement in the development of health and wellbeing, to ensure that it is embedded throughout all aspects of school life. At all stages, pupils benefit from two hours of physical education. The school uses a number of resources within the community to support the teaching of health and wellbeing including the NHS, Stramash and Atlantis Leisure.

An increased focus on pupils working within their Clans has led to an improvement in team working and leadership skills.

## **Tobermory**

Implementation of Promoting Alternative Thinking Strategies (PATHS):

Key workers have undergone PATHS training and are at the early stages of using strategies to help develop resilience in young children. PATHS enables children to identify emotions and provides tools to enable children to deal proactively with their feelings. Pre 5 staff are planning to deliver a PATHS workshop to parents early in the new session.

## **May 2016 – Arinagour Primary School – 1<sup>st</sup> Winners of New Trophy**

Five pupils competed in the OLI Interschool Orienteering Championships at Ganavan on Friday 6th May.

A wonderful team effort resulted in the children winning the trophy for teams from smaller schools in the closely fought competition. Also well done on two outstanding individual performances. Gold Medal winner – boys P7 Gold Medal winner – boys P6.





### **September 2016 - Gold School Sport Award Flag Still Flying High at Arinagour Primary on Coll**

Pupils and staff are delighted that the school has won this award from Sport Scotland for a second time. The award is recognition of our school's achievements in putting physical education and sport at the heart of the school. We are committed to ensuring that there are opportunities for every pupil to engage in physical education, school sport and ultimately go on to enjoy life long participation in sport and physical activity.



### **November 2016 – Open Morning at Easdale School**

Parents came to Easdale School to find out about what pupils have been learning. We invited the adults to join us for breakfast. There were lots of healthy breakfast foods to choose from. Mrs MacKechnie and Mrs MacLarty helped us by setting up the kitchen and hall. Thank you to Tesco for the food donations for this.



Our main backdrop has been Health and Wellbeing and we were set the task to

create information boards to share our learning. We gave a short presentation to parents on Health and Wellbeing then we set off on our daily mile walk. After everyone went back inside and had the opportunity to see maths and language resources and the gym was set up for adults to join in. We also tested them on problem solving! We think that all parents and children enjoyed the morning.

### **October 2016 – Salen Primary Star Jumper**

P7 pupil, Keira Munro, proudly shows her shield. Keira and Toby won the O'Donnell Shield at the Pony Club Working Hunter Show for having the most points over all. Well done, Keira. You were up against older and more experienced competitors. Keira had previously managed to achieve a 2nd and two 3rds for show jumping at the Salen Show in August. We look forward to following your Pony Club career.



### **December 2016 – Rookie Lifeguard Awards for St Columba's Swimmers!**

Some of the P7 and P6 pupils in St Columba's Primary School, Oban, have managed to achieve the Rookie Lifeguard Bronze Award during their swimming lessons in school. With the help of fundraising by the Parent Council, all pupils from P3-P7 have an eight week swimming block every year to ensure that as many pupils as possible are competent swimmers by the time they leave primary school. Of course, none of this would be possible without the help and support of Atlantis Leisure.



Lismore

**Health and Well Being**



Aspects of Health and Well Being have been incorporated into every area of school life. Every day begins with physical activity of some sort – fitness circuits, ball skills sessions, running relays, etc. and the children are encouraged to play outside at playtimes.

The children take part in daily PE sessions developing skills and fitness. All the children have improved their fitness and stamina and this has been reflected in their efforts at the recent Co-op Sports Day. The children attended a six week block of swimming and sports sessions at Atlantis Leisure Centre in Oban. Nearly all the children can now swim unaided and the children had the opportunity to play in larger team sports such as Tag Rugby alongside their peers from other schools in the Co-op.

We have continued to take part in the Childsmile daily teeth cleaning programme with all the children. The Early Level Class has prepared their own snack in school each day, learning about table manners, to use cutlery and about healthy eating. All the children have school meals every day. The children have been able to develop social skills as they all sit around one big table with staff and any visitors and many interesting discussions have taken place in this less formal setting. May was a healthy eating month where the children kept a health diary recording portions of fruit, vegetables and water. There was also a new fruit or vegetable to try each week. The children learnt about the hidden sugars in food, food labelling and the different food groups. The month ended with a "Come Dine With Me" style healthy snack competition of which the children made a film.

The children have had the opportunity to cook and to taste foods from different cultures. They are happy to try new foods and some of these have been added to the school menu. They enjoyed trying African stew and an African pudding as well as curry and their own homemade pakoras during Global Diversity Week.

The children have taken part in daily circle times where Health and Well Being issues have been discussed in a relaxed and secure atmosphere. The children have been encouraged to make suggestions about how to resolve any problems. The children, parents and staff all signed a contract at the beginning of the session agreeing to take responsibility for the children's learning and also agreeing to the Golden Rules. The children are able to refer to these and they are used as a starting point for any discussions about behaviour and friendships.

We have continued to work to improve the children's confidence in making new friends and to address the socialisation issues of living on a small island, through our visits to Mull and Coll and some joint activities with the North Lorn Coop Schools and other island schools. The children entertained the children from Arinagour School for a day of activities followed by supper and met them again during at the Scottish Opera Workshop.

The children have worked through the Friends for Life programme and have taken part in Forest activities. Both these experiences have bolstered self esteem and confidence, as well as allowing the children to spend time outside.

We are committed to ensuring that we get it right for every child. The children have completed their own GIRFEC evaluation and every child has a simple GIRFEC checklist in their profile folder. A Health and Well Being tracking sheet has also been introduced this year to ensure breadth across the curriculum. We are planning to introduce an individual plan which is formed through discussion between child, teacher and parent. This will be based on SHANNARI and will support the individual needs of every child.











**April 2016 – Big Pedal at Taynuilt Nursery**

Nursery children brought a variety of bikes and scooters to Nursery as part of the Big Pedal Week and also used the Nursery bikes and scooters on our Wednesday Gym session. This will be done again this week so hope the sun shines on us all again!





# Teaching and Learning in the Outdoors

## Bunessan

Introduction of outdoor learning opportunities in Tironan Community Forest: Several visits to school by Emily Wilkins, from the local Ranger service, to work with Pre-5 children and staff took place and the school purchased a range of resources. The school successfully worked with the local Ranger service and carefully planned visits to Community Forest (36 mile round trip) were made. This raised pupil challenge in science, health and well-being, co-operative learning and helped with the development of resilience and skills in assessing risk as well as stimulating staff ideas to widen the application and use of outdoor learning.

## ECO in Kilchattan

The pupils went on visits to two local beaches looking at bio-diversity and comparing pollution levels.



*On the eco field trip, taking advantage of the special environment on our doorstep to research bio-diversity*

## Eco Celebrations

One highlight was the building of our Willow Den under the direction of Tara Coggins with help from P6 and P7 pupils. This gives us another opportunity to use our grounds as an 'Outdoor Classroom' This term has continued to be busy for our 'Greenhouse Gang' who have grown tomatoes as well as strawberries in our 'bottle greenhouse' – delicious! We are



hopefully all now experts in renewable energy sources and took part in the National Spring Clean week, helping to tidy up our village, much to the delight of our local community. We await the arrival of our Sixth Green Flag following evaluation in June.

## Lochnell

Lochnell's eco school and green flag journey allows many practical and meaningful opportunities to develop the 'stewardship' aspect of learning and growing up. This is a whole school and nursery process that is pupil led and demonstrates many successes – the interim application is available on request but we offer the following as qualitative comments:

*'In my experience Lochnell Pupils are engaging, inquisitive and with a sense of responsibility for their social and natural environment.'* Dr A Miller, SAMS Head of Communications, Director of the Ocean Explorer Centre.

*'The parent council had looked at buying ready build playground equipment but the cost was enormous. Instead we consulted with the pupils and the eco committee and we went for a few sustainable and recycled items which have made a big impact on not only how the playground looks but on the children themselves. The wooden climbing frame, willow den, orchard and recycled boat have all fired their imaginations and the climbing frame teacher them to manage risk.'* M Milarvie, Parent Council.

*'I have always been very impressed by the knowledge of the children and how the issues discussed are incorporated into the life of the school.'* T Donovan, GRAD Trust.

## Dalmally

Crofting Connections:

Over the spring and summer terms we have re-established our links with Crofting Connections activities through our poly tunnel project. This has given pupils the opportunity to explore the benefits of growing their own food and develop their knowledge and understanding of healthy and sustainable living. The nursery also planted outdoors in buckets and tyres. The harvest in the autumn was worth waiting for.

## September 2016 – Salen Primary School Eco-Committee Brave the Weather

Despite the wind and rain on Tuesday the Eco-committee managed to start a very important task. Many of the shrubs need pruned so the pupils took the opportunity to take soft wood cuttings and pot them up. If they root successfully the shrubs will eventually be planted out in the school grounds and at the school's planned pond area. The photos show our blueberry and raspberry cuttings.





### September 2016 – Herb Harvest at Salen Primary School

The Eco-committee harvested mint, ginger-mint, sage, chives, and fennel from the school grounds. Everything had grown so well that there was plenty to send home with all the pupils.



### Our Environment competition

(SEPA), A pupil from Ulva was placed, and Lochdon Primary School won £1000 as first prize. SEPA provided resources for our scientific laboratory.



**Lochdon pupils** formed a drama after school club, wrote and performed a play at the Tobermory Drama Festival and won a trophy.



The high level of involvement of parents in the tag rugby has resulted in Lochdon having a very strong rugby team side and also the development of a joint school rugby team with Ulva. We have, again had success with winning trophies this year.



## Contributions to charities

### January 2017 – Christmas at Barcaldine Primary School

The children of Barcaldine Primary School decided to do something a little different for our recent Christmas celebrations.



Their first job was to organise a school enterprise project. The children named themselves The BPS Elves and made wreaths and Christmas decoration from natural materials along with the glitter and sparkling ribbon! The children sold to their families, staff members and the local community and made an impressive £100 profit.

The children decided that the money would be split between two different charities. The children selected Northern Inuit Rescue Society as their first charity because the school recently had Wayne and Koda visit to tell us all about their travel, along the coast of Britain, collecting rubbish. The second charity selected was Water Aid. Two cheques are now on their way to these very worthwhile charities.

Their second (and most important job) was to write their own pantomime. The children all got together and threw around ideas on what their panto could be about. It was decided to have Snow White and the Christmas Disaster. The P6 and 7 pupils wrote the play and then along with staff co-ordinated parts, and costumes, as well as having to learn their lines. The play was a great success and thoroughly enjoyed by

everyone who came along to St Modan's Church. The evening was finished off with a nativity scene while the P6 and 7 pupils read Bible scriptures, carol singing, ukulele playing, a recorder quartet and finally a quiz led by Rev McCormick.

The children also held a silver collection at their Christmas evening celebrations. Their chosen charity for this was Hope Kitchen in Oban. Just under £50 was raised on the evening and the school topped up the donation to £100 with proceeds from their recent rag bag collection.

## Fund Raising

Caring for others less fortunate than themselves is very much in the thoughts of Dunbeg Primary pupils. This year's fund raising ventures included CLIC Sargent, and The Shoe Box Appeal. 55 boxes were sent to Blythswood as a result of the Shoe Box Appeal. The proceeds of our annual Christmas Concert went as usual to CLIC Sargent.





# Community Partnership

## Tiree

Tiree Primary enjoys very good community links and benefits from the following:

Tiree Baptist Church and Tiree Church of Scotland Church, Tiree Trust provides a Youth Worker. Tiree Ranger service.

Into Film Festival: Pupils were invited over from Coll primary and pupils from Pre5 up to S3 participated in filmmaking workshops. Fiona Malcolm provided help with the Tiree Bake Off. We also receive ongoing support in our partnerships with:

At the A'Bhuain (Tiree Homecoming) celebrations, our S2 and S3 pupils performed as did the primary choir.

The Christmas show had everyone in the school involved both on stage, playing music, and in the production of the show. Gala Day, upper primary and secondary involved in bringing the community and school together in a joint fundraising enterprise

A group of P6 and P7 pupils initiated fundraising evening for Cancer Research UK Primary pupils contributed a display to An Iodhlann, Tiree's Historical Museum.



## Dervaig

During the course of the year there has been excellent parental support for school events. The parents and community actively participated in the 1960's party, the Viking feast, the open afternoon and the art afternoon/exhibition. In addition parents supported in-class discussions with the children on improving the playground and taking this onto the next step of supporting work parties out of school time. The children's, parents and community support for key school events has been very positive. The provision of refreshments and a raffle at the Christmas production, baking and serving teas at the local Producer Market and the successful Summer Fair have all helped raise funds as well as the profile of the school in the community.

The Parent Council has met regularly throughout the year and a smooth transition between the old chair and new chair, along with having a vice-chair has strengthened the Parent Council.

Parents have also played an active role in learning in the school – making books with the children, a volcano experiment, making Guy Fawkes, participating in workshops with the children, tie dying, bringing in caterpillars to follow their progress as they turn into butterflies and a grandparent teaching Scottish Country dancing.

### **Tiree**

The Parent Council has seven members and has a positive relationship and impact in the life of the school. During 2015-16, the PC was involved in a wide range of activities supporting the school.

The Parent Council invited the community in one Saturday morning to help tidy up the school playground and brighten up the Gaelic classroom infant toilets with wall stickers. This was well attended by parents and staff and it is intended that this become a regular event.

### **HT recruitment video**

The PC was heavily involved in the recruitment process for our new head teacher. A video about the school was made by PC members, staff, parents and pupils and posted on You Tube and social media with the intention of reaching as wide an audience as possible. [https://www.youtube.com/watch?v=t5NU\\_f6h6e8](https://www.youtube.com/watch?v=t5NU_f6h6e8)

### **Tobermory**

Parental Engagement:

Parents are more actively involved in helping in the playroom. Our 'Helping Hands' chart lists jobs parents can do to help Pre 5 staff. We had a large turnout of parents decorating the playroom for Christmas and helping set up role play areas. Several parents have shown interest in forming a fund-raising group but this is still in the planning stage.

### **Strath of Appin**

We have worked hard at further developing our existing established links between the school and wider community to enable links to have a clearer curricular focus.

Throughout the year there have been numerous opportunities for the children to engage with, and develop partnerships with our local community. For example, Grab Upcycling Workshops, Felt making workshop, jewellery making workshop singing at Rowan Club and Lynne of Lorn Nursing Home, visiting a local hotel to watch them prepare locally sourced produce and visiting a local farm. These events have helped to enrich the children's learning experiences and have promoted learning engagement, understanding, knowledge and motivation.

Pre 5 parents attended a Developmental Milestone information session on how the toolkit would be used to track learning and progress.

The school produces a Curriculum Bulletin to inform parents of what children are learning (pupil language). The introduction of the Parent Council Facebook page is very popular with parents as it is updated regularly with regard to what is happening in the school.

Our new informative school website is now up and running and the school now produces a more informative weekly newsletter.

### **December 2016 – Digital Leaders at St Columba’s**

Some of the pupils in St Columba’s, have been awarded the title of Digital Leaders. The school works in partnership with iTeach, an education company who supports staff and pupils to embed the use of technology into their curriculum, who have helped to train some of the pupils to ensure that they can, amongst a wide range of things, troubleshoot and create video tutorials to support other pupils and staff. Every child in the school has their own iPad that is used to support them in all areas of the curriculum and to ensure that the children in St Columba’s have the very highest standard of digital skills possible.



### **October 2016 – Luig Pupils Visit the Atlantic Island Centre**

On Monday 3rd October the pupils from Luig Primary visited the Atlantic Island Centre on Luig to see the farming exhibition. Jane MacLachlan and Col MacDougall showed the children round and explained some of the exhibits and photographs. Col, who had worked on the farm for 55 years, answered lots of questions about how farming has changed. All of the children found it very interesting and they especially enjoyed seeing relatives and neighbours in a lot of the old photographs.



### November 2016 – Easdale Primary Remembrance

Helen Glennie, Ron Hetherington and Colonel Tim Sinclair came into give us a talk on Remembrance and showed us a display. Helen told us about some of the people who were from Seil, Easdale and Luing who died in World War 1. Tim told us about why we do remembrance and what it is for as well as why we wear poppies. Tim came in his uniform and told us about his medals and rank.



On the 11th we held our Remembrance Service in the hall. Local members of the British Legion joined us as well as some parents. They were able to view the display and children talked about those lost in the war.



Then we had two minutes silence. Tim laid a wreath and pipes were played. Adults were then able to stay for tea and coffee after the service.

Reported by P7 pupil.

### March 2016 – Science fun resonating round Achaleven

Gravity-defying structures, precious egg-bundles and musical mayhem were the order of the day on Tuesday when **Kilchrenan** and **Barcaldine** Primaries joined **Achaleven** for a celebration of science and technology as part of British Science Week.





Teamwork was required to figure out how to protect their prized eggs from damage whilst being dropped from great heights, whilst some amazing feats of architecture were created from spaghetti and marshmallows!



In the afternoon there was a fantastic sound workshop “Ella’s Wobble” by the team from Generation Science. Great fun was had making a variety of different sounds with unusual materials to mimic sounds of nature.



A fantastic day was had by all.

Thanks to the British Science Association for a grant which made this all possible.

### December 2016 - Rockfield Holly Tea 2016

On Saturday 3rd December 2016, Rockfield pupils, staff and PTA held their annual Holly tea. This event was very well attended and we would like to thank everyone who was involved in making this such a wonderful and successful event!





The Holly Tea raised a total of £2359!!! There were plenty of lovely cakes and biscuits for everyone on the day and the raffle ticket and tombola stalls were kept very busy. Thanks also go to all of those who donated such wonderful raffle prizes and items for the bottle stall! Santa visited the Holly Tea and a marvellous 108 children visited Santa in the space of 2 hours! Thanks go to all of the pupils who created entries for the Rockfield Bakery competition and congratulations go to all those pupils who won prizes.

Thanks go to the face and nail painters, snowball and Christmas bauble organisers and the team of people providing games and activities for the younger generation! Thanks go to the pupils from P4 – P7, who made a variety of Christmas goodies to sell as part of their Enterprise initiative. The table decorations looked fabulous and thanks to all of those who organised and attended this after school creative activity. Once again, a great time was had by all and thank you so much for your support and all of the fantastic donations!



## Creative Arts

### Singing in Iona

Developing Expressive Arts through Art, Music, and Drama in Iona. A successful choir has now been established. They performed for the community in February, are the opening act for the Island Music Festival and entered the local Mod this year.

### October 2016 – Rockfield Rocks Fasanta!

A number of pupils in P4, P5, P6 and P7 took part in Castle to Catwalk, a costume design competition for schools in and around Oban, run by Dunollie Projects Ltd, as part of their Fasanta Festival of Fashion and Textiles.

The winning three designs were made into real wearable costumes by Dunollie's volunteer Threads and Yarn group and were paraded on stage at their Annual Fasanta Community Catwalk in the Corran Halls on Saturday 22nd October 2016. Rockfield P7 pupil Edie Elliott was one of the winners and wore her costume on the catwalk. Rockfield P7 Pupils Jessica Main and Liam Byers modelled the other two winning costumes.



### January 2017 - Taynuilt Primary School – Charles Rennie Mackintosh

Taynuilt Primary 6 and 7 enjoyed a visit from Mr Bruce Jamieson of Greenspace. He came to discuss our recent project on Charles Rennie Mackintosh. Ms Burger hosted the event with a question and answer session followed by presentations by the children in pairs to Mr Jamieson. The children learned about the current renovation of a Mackintosh property in Helensburgh and were so interested in the project they have formed a School Trip Focus Group to plan and organise a visit to Helensburgh to both the new project and the Hill House. Watch this space...



# APPENDIX 1

## Oban and Lorn Joint Transition Project 2016

In 2016 the group agreed to go with *The Rhyming Rabbit*. This is another Julia Donaldson book with lots of rhyme and potential for the children to take their learning off in different directions with the development of early literacy skills through food, animals, homes etc



### Planning

Building on last year's project, the group looked at aspects to develop this year from the **Transition driver diagram**, compiled by a national focus group. The following were agreed:

- **Increasing family engagement**, linking with Education and Early Years Service priorities and the new QI in How *good is our Early Learning and Childcare*. This was in the form of a short information sheet for parents outlining the aims of the transition project, a brief summary of what happened last year, and asking them how they would like to be involved.

In general parents wanted to be kept informed about what was happening with the transition project and to be involved by coming into settings to join in activities. Some parents were not that confident about their child's move up to school. Some parents wished it was still half days to start with as it was felt children would be very tired going straight into a full day at school. 1<sup>st</sup> Steps started a transition book, compiled at the nursery, where parents' and children's views were collected. The manager started with "early adopters" to encourage others to contribute too. This strategy worked and a significant number of parents and children expressed their views on going to school which assisted the nursery to support them appropriately through transition.

- **Nursery children were asked about what they knew and what they wanted to know about going to school some of the responses included:**

School is after you go to nursery.

I am a bit worried about play time in case I fall and who will help me.

You play at school.

I'm not going to Callan's it's a new school and you make stuff.

You do homework

You play and go home

Have lunch it smells good, play with fun things.

- **Primary 1 children were asked about their experiences of coming to school what they feel nursery children should be made aware of:**

#### **What they liked best about coming to school –**

Having fun, playing with my friend, reading books, learning Gaelic, playing in the big playground, playing on the football pitch, playing games in the classroom after work, making new friends.

I was excited about working, writing, playing with new friends, eating a snack, playing messy activities in the sand, having outdoor adventures, drawing, a and my new teacher



## **What were you scared/ worried about when you came into P1?**

I was worried about the teachers, the teachers might be scary  
Not knowing the older children, not knowing what would happen the first day  
not knowing where I would sit, worried about what I was going to do, wondering what would happen to me  
worried about going to the toilet alone  
getting stuck in the toy hut at break  
scared about what school would look like  
worried about not having any friends  
Leaving mummy and daddy  
if my friend was off sick  
the huge dinner hall  
making new friends  
having to eat the food in the dinner hall  
learning and understanding English  
Being able to carry the dinner tray  
Toilets

## **What do they think nursery children would like to know?**

What they will learn at big school,  
school and class rules,  
keeping themselves healthy,  
teachers in the school,  
Maths topics.

In Park Primary, P1 children were generally happy and confident coming up to school, their concerns were practical ones around coping with routines. The school used the nursery transition character Sparky to compile a one page visual social story to help nursery children understand what it is like “a day in the life of Sparky at school”

Rockfield highlighted the benefits of extended transition for several ASN children this year and the use of a social story to support this.

## **Books**

Investment from the Early Years Service ensured that participating schools and nurseries were provided with books for their Transition project with additional copies for parental engagement.

## **Gaelic**

Sgoil Araich opted to do **Am Burras Acrach, (The Hungry Caterpillar)** for their transition project; they already had resources to support with this and worked closely with the Gaelic P1 teacher as *The Rhyming Rabbit* does not easily translate into Gaelic.

## **Nursey learning – activities and experiences**

While it was initially thought that the children’s interests might be taken forward with a focus on the characters and the food, in practice it was very much centred on rhyme and literacy outcomes. First Steps did quite a bit of creative work with the children around the 2 main characters, rabbit and

sheep, through wall displays and floorbook work and designing rabbit burrows. Rhyme was progressed through the Hairy McLary books, through the children making up rhymes to go with their names and making up rhymes with puppets for their graduation. They moved on to trying out simple alliteration with nursery routines and took part in imagination stories where they took turns at creating a start, middle and end for stories.

Soroba Young Family group encouraged the children to make up rhymes with their parents at home and send them back into nursery. Parents got copies of the books home and many of them used them for a bedtime story – creativity was very much in evidence with the singing rhyme, within the book, taking on different tunes.

Park ELC also focused on literacy and rhyme and it was observed that the children's understanding of rhyme and rhyming skills had improved. There were different kinds of rhyming games and activities (matching pairs, finishing poems, finding partners, the children even wrote a group poem).

Little Learners progressed several of their planned literacy outcomes through the project and created a floorbook around this. They also involved parents and carers by encouraging rhyme and alliteration at home through simple activities and by children reviewing the book at home with their parents.

Taynuilt Primary used the story at her induction days and noticed the children from Stramash were familiar with it.

### **Continuity over the Summer Holidays**

**Community engagement** was encouraged through parents' links with local shops and businesses. A "Good luck to all starting P1" poster was displayed with a picture of the transition book and characters from it with the aim of raising the profile of the Transition project within the community.

**Bookbug Event for new P1s** - personal invitations were issued to all nursery children going into P1 to attend a Bookbug event during the summer holidays linked to *The Rhyming Rabbit*.

Waterstones hosted this in August prior to school starting. The Bookbug Session was delivered members of the Early Years Service and Sarah from Waterstones introduced a new storybook which contained lots of rhyme. The children were encouraged to talk about The Rhyming Rabbit project and there was a display of the characters on the walls. There was also a display of the schools and their transition characters which the children talked about with enthusiasm. The event was attended by 29 children and their families.



### **Primary 1 building on Nursery experiences**

The Primary Schools built on *The Rhyming Rabbit* during the first term in a variety of ways. Park continued with rhyme and alliteration and progressed onto Superworm and a mini beasts poem. Rockfield created an animal collage of all the characters in the book and the class worked with the music teacher to create their own song using percussion instruments to capture the movement of the animals. Taynuilt had a focus on poetry and rhyming words. They made up poems about each phonic sound learnt to fit in with the Rhyming Rabbit topic (e.g. Sammy the slippery snake slides slowly southwards etc.) St. Columba's took forward rhyme using Big Writing Adventures and Hetty's Hat shop.

### **Transition Celebration Event**

The Transition Celebration event took place at Oban High School at the end of the first term and was well attended by nurseries, schools, children and their families despite the awful weather! This followed the successful model from the previous year where families could drop in between 4 and 6pm

There were displays from Nursery settings and P1 classes showcasing examples and photographs of the children's work & experiences linked to the Rhyming Rabbit joint project. Primary staff were available to talk about the children's progress in P1 and parents and children valued the opportunity

to chat to nursery staff about how they were getting on at school.

There was a themed Bookbug Session with a visit from Bookbug himself and there were various activity stations for children and their siblings to participate in throughout the evening including a Rhyming Rabbit character hunt, sensory playdough and face painting. There were prizes to be won for parents and children in return for telling us their favourite rhymes and this activity unearthed a few oldies but goodies such as *Winkin Blinkin and Nod*

**Parents' views were sought at the event and the following are some of the comments:**

**Do You think the Joint Nursery - Primary Transition Project helped your child to settle into primary school?**

Definitely, the transitional work between nurseries and school has been amazing!

My child has enjoyed the topic, it has helped having the continued them from Nursery to School

Yes, it is good to have a familiar topic to carry over into P1

Disappointed that Little Learners were not represented tonight, we really enjoyed the book when we had it home

Yes, anything that improves continuity seems to help

C's transition from nursery to P1 went very well, the induction days were a good reflection of what we had to do at the start, it can be a very difficult time with a lot to take in

Yes – it made the transition seamless and tearless!

Absolutely and the children had a great chance to see round the school

Yes, I just didn't like the story

**This Transition celebration event is intended to show parents how the literacy work which was started in Nursery has been continued and built upon in Primary 1 through joined up working between Nurseries and Schools in the local area.**

**Please tell us your views on this evening's event and how we can improve it for families**

Great! And good for the kids to see the work and be reminded of how it relates

Great idea, good stalls

Great to see School + Nursery work

Involve more schools to show work

Excellent, nice range of activities and nice to see the children's work

Great evening – perfect content and length - Thank you!

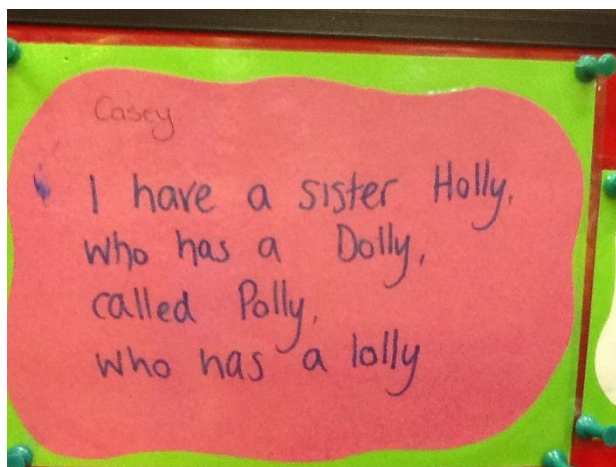
Friendly event, a lot of effort, Bookbug folk are great, kids enjoyed it

Great evening – thank you

It's been great – thanks

Great 😊

It's a great idea to see what the children have been doing





## School Contact List:

School	Contact	Position	Address	Phone No.
Achaleven Primary	Sharon Burt	Head Teacher	Achaleven, Connel PA37 1PH	01631 710529
Arinagour Primary	Aileen Cook	Head Teacher	Arinagour, Isle of Coll, PA78 6TA	01879 230376
Barcaldine Primary	Julie Watson	Head Teacher	Barcaldine, Connel, PA37 1SG	01631 720391
Bunessan Primary	Susan Hawkes	Head Teacher	Bunessan, Isle of Mull, PA67 6DL	01681 700283
Dalmally Primary	Lynn Sinclair	Head Teacher - Joint Headship with Inveraray	Dalmally, Argyll PA33 1BE	01838 200359
Dervaig Primary	Tricia Evans	Head Teacher	Dervaig, Isle of Mull, PA75 6QW	01688 400227
Dunbeg Primary	Sine T MacVicar	Head Teacher	Dunbeg, Connel, PA37 1QF	01631 564781
Easdale Primary	Sheena Nisbet	Head Teacher (Joint Headship with Luining)	Easdale, Oban, PA34 4RF	01852 300243
Iona Primary	Stephen Glen- Lee	Head Teacher	Isle of Iona, PA76 6SJ	01681 700348
Kilchattan Primary	Gillian MacKenzie	Head Teacher	Isle of Colonsay, Argyll, PA61 7YR	01951 200340
Kilchrenan Primary	Jean Harlow	Head Teacher Secondment	Kilchrenan, Taynuilt, PA35 1HD	01866 833312
Kilninver Primary	Bernadette McMillan	Head Teacher (Joint Headship with Craignish Primary)	Kilninver, Oban, PA34 4UT	01852 316236
Lismore Primary	Catherine Davies	Head Teacher	Isle of Lismore, Oban, PA34 5UG	01631 760258
Lochdonhead Primary	Susie Carmichael	Acting Head Teacher (Joint Headship with Ulva Primary)	Lochdonhead, Isle of Mull, PA64 6AP	01680 812473
Lochnell Primary	Shirley Matheson	Head Teacher	Lochnell, Ledaig, Connel, Argyll PA37 1QS	01631 720300
Luining Primary	Sheena Nisbet	Head Teacher (Joint Headship with Easdale)	Isle of Luining, PA34 4TY	01852 314245
Park Primary	Gillian Carney	Head Teacher	Kerrera Terrace, Oban, PA34 5AU	01631 563941
Rockfield Primary	Caroline Fothergill	Head Teacher	Oban Primary Campus, Soro- ba Road, Oban, PA34 4SB	01631 568090/ 568091
Salen Primary	Mairi Maclean	Head Teacher	Salen, Isle of Mull, PA72 6JL	01680 300348
St Columba's Primary	Michaelina MacLellan	Head Teacher	Oban Primary Campus, Soro- ba Road, Oban, PA34 4SB	01631 568092/ 568090

Strath of Appin Primary	Marissa Melville	Head Teacher	Strath of Appin, Appin, PA38 4BG	01631 730345
Taynuilt Primary	Jacqueline McLarty	Head Teacher	Taynuilt, Argyll, PA35 1JE	01866 822343
Tiree HS Primary	Graham Wilks	Head Teacher	Isle of Tiree, PA77 6XA	01879 220383/ 220790
Tobermory HS Primary Dept.	Janice Mitchell	Acting Head Teacher	Tobermory, Isle of Mull, PA75 6PB	01688 302062

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ARGYLL AND BUTE COUNCIL

OLI AREA COMMITTEE

COMMUNITY SERVICES  
CUSTOMER SERVICES

12 APRIL 2017

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**NEW SCHOOLS REDEVELOPMENT PROJECT  
OBAN HIGH SCHOOL UPDATE**

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**1.0 EXECUTIVE SUMMARY**

- 1.1 This report provides Members with progress on the Council's Schools Redevelopment Project in partnership with hubNorth Scotland Ltd (hubNorth) to build a new secondary school in Oban.
- 1.2 The project continues to make good progress. The metal decking and all concrete floor slabs have been completed to each floor. The roofing works and secondary steelwork are nearing completion and the cladding to the building along with the external blockwork has commenced.
- The construction of the new grass pitch on the existing blaise pitch at Mossfield is on schedule.
- 1.3 Progress on the construction of the new school building is illustrated in a series of photographs in Paragraph 4.3
- 1.4 The third quarterly newsletter was made available at the end of February and through the dedicated Oban High School project website, hosted by Morrison Construction, at [www.ohsproject.co.uk](http://www.ohsproject.co.uk)
- 1.5 The school redevelopment projects have provided already a number of community benefits and through the projects it has been agreed that modern apprenticeships will be provided at each site. In addition, discussions are ongoing with the Facilities Management (FM) contractor to provide apprenticeships over the 25 year life span of the Design Build Finance and Maintain (DBFM) contract.
- 1.6 Planning for the decant of pupils, staff and resources has commenced. Regular meetings will continue to take place and information will be issued at appropriate times from now through to the decant itself which is due to take place in February 2018.
- 1.7 Partnerships Bulletin – Partnerships Awards 2017

HubNorth Scotland Ltd and Galliford Try nominated the Campbeltown and Oban DBFM project for the Partnerships Awards 2017 and the Project Team has been notified that the Campbeltown/Oban DBFM project has been shortlisted under two separate categories:

- Best Education Project; and
- Public Sector Procurer of the Year.

Separately, ABC Schools has nominated the current NPDO schools project which has been shortlisted for Best Operational Project.

The Gold and Silver Award winners in each category will be announced on Thursday 11 May 2017.

## **RECOMMENDATIONS**

It is recommended that Members note the content of this report.



ARGYLL AND BUTE COUNCIL

OLI AREA COMMITTEE

COMMUNITY SERVICES  
CUSTOMER SERVICES

12 APRIL 2017

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**NEW SCHOOLS REDEVELOPMENT PROJECT  
OBAN HIGH SCHOOL UPDATE**


---

**2.0 INTRODUCTION**

2.1 This report provides Members with progress on the Council's Schools Redevelopment Project in partnership with hubNorth Scotland Ltd (hubNorth) to build a new secondary school in Oban.

**3.0 RECOMMENDATIONS**

It is recommended that Members note the content of this report.

**4.0 DETAIL**

4.1 The new Oban High School Redevelopment Project is a Design Build Finance and Maintain (DBFM) Project being delivered as a part of the Scottish Government's Schools for the future Programme pipeline with hubNorth Scotland Ltd, the Council's project partner.

**4.2 Key Programme Dates**

The key contract programme dates for Oban High School are:

<b>Date</b>	<b>Description</b>	<b>Comment</b>
May 2016 – March 2018	Phase 1 – Construction of new school building	
March/April 2018	Oban High School Decant	Pupils/staff move into new school building
April 2018 – February 2019	Phase 2 External Works	Demolition of existing school buildings, construction of car park, bus drop- off and landscaping
February 2019	Phase 2 Completion	All works completed and whole school availability

At this stage in the Phase 1 construction period, there is no change to the intended programme.

As part of the Planning approval for the new school, a compensatory grass pitch is a planning requirement and this needs to be delivered as part of the project for the new Oban High school. This is a matter that has been reported previously to the Council's Policy and Resources committee and the local area committee.

The construction of the new grass pitch is underway at Mossfield and is currently on schedule for completion April 2017.

#### 4.3 Construction Update

The construction of the new building is progressing well, with the following works having been completed since the previous update report provided to Members on 8 February 2017. Namely:

- All concrete floor slabs;
- Underfloor heating pipes installed to ground floor atrium;
- Concrete shuttering to perimeter beam; and
- Secondary steel frame has been erected to the full length of the North Elevation.

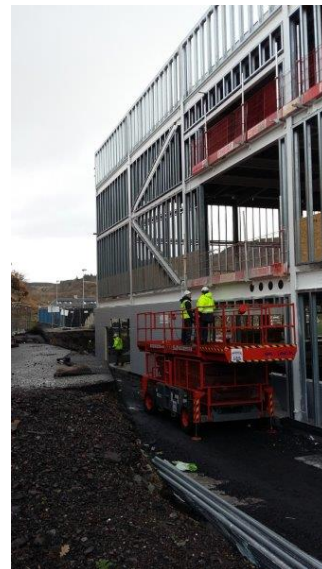
Ongoing works include:

- Secondary steel frame to South elevation
- The external cladding;
- Substructure blockwork;
- Window frames and glazing; and
- The final sections of the roof installation.

Photographs 1 - 10 illustrate the progress made since February 2017.



Photograph 1  
Secondary steelwork completed on North Elevation



Photograph 2  
External cladding being erected on North Elevation



Photograph 3 Roof works over Dance Studios and Gymnasia



Photograph 4 Rooflights over central atrium



Photographs 5 and 6  
Central Atrium view looking West and East



Photographs 7 and 8  
Lift Shaft No 2 in October 2016 and now encased  
March 2017





Photograph 9 The double height main entrance



Photograph 10 Glazed screen elements assembled on site

#### 4.4 Future Building Works

Future works planned include:

- Continue with roof works and curtain walling;
- Commence rooflights;
- Commence rain screen installation; and
- Start of the internal blockwork.

#### 4.5 Communications

The third quarterly newsletter was made available through the dedicated project website at [www.ohsproject.co.uk](http://www.ohsproject.co.uk). The website, hosted by Morrison Construction, has a direct link available from the Oban High School Facebook page and website.

Arrangements are being made for staff and pupils to make regular visits on an ongoing basis to the site every Friday morning.

A presentation on the school project was made by pupils and staff from both Oban High School and Campbeltown Grammar School to the Community Services Committee on 9 March.

Initial discussions on the decant of pupils, staff and resources to the new school have commenced, with the first meeting with the school representative taking place on Thursday 2 March. Regular meetings will continue to take place and information will be issued at appropriate times from now through to the decant itself which is due to take place in Spring 2018.

#### 4.6 Community Benefits

As previously reported to Members in the December 2016 update report, Sally Cooper, Morrison Construction Corporate Social Responsibility Manager, has met with Aileen Goodall, the Council's Lead Officer for 16+, Skills Development Scotland and Argyll College to develop a range of community benefits through the construction period of the new Oban High School.

A number of Modern Apprenticeships are being put in place for each of the school redevelopment projects in Campbeltown, Oban and in Dunoon through the Kirn and Dunoon Primary Schools as a combined project. For each project site, one administration and two trade apprenticeships are being put in place.

Separate discussions are ongoing with the Facilities Management (FM) contractor to provide apprenticeships throughout the 25 years of the Design Build Finance and Maintain (DBFM) contract.

In addition, the Mechanical and Electrical (M&E) Contractor is offering experience placements for students that are currently in college studying electrical engineering / electrician courses.

#### Local Primary Schools

Planning is underway to provide an upper primary school science, technology, engineering and mathematics (STEM) event. This would be a partnership event with Skills Development Scotland, CITB, HubNorth and Morrison Construction's design team and sub-contractors coming together to deliver a one day event for upper primary school pupils.

#### **4.7 Health, Safety and Environmental Matters**

Since the previous project update report provided to Members in February 2017, the inspection of the site regarding performance on Environmental matters found the works to be compliant. There have been no issues raised and with no RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations) accidents or injuries.

#### **4.8 Considerate Contractor Scheme**

There has been no inspection visit since the last report issued to Members in February 2017.

#### **4.9 Partnerships Bulletin – Partnerships Awards 2017**

HubNorth Scotland Ltd and Galliford Try have nominated the Campbeltown and Oban DBFM project for the Partnerships Awards 2017. The Awards, now in their 19th year, is the largest event recognising and rewarding the best in PPP and is open to projects and companies around the globe.

The School Redevelopment Project Team has received notification that the Campbeltown/Oban DBFM project has been shortlisted under two separate categories:

- Best Education Project, and
- Public Sector Procurer of the Year.

Separately, ABC Schools has nominated the current NPDO schools project which has been shortlisted for Best Operational Project.

The shortlist for each of the 16 Award categories is set out in Appendix

1 hereof. The Gold and Silver Award winners in each category will be announced on Thursday 11 May 2017.

## 5.0 CONCLUSION

- 5.1 The project to deliver new schools on a design, build, finance, and maintain basis in respect of Oban High School is now in the construction phase. This report provides highlight reporting in relation to the progress of Phase 1, the construction of the new school building.
- 5.2 The planning meetings for the decant of pupils staff and resources to the new school have commenced. These meetings will take place on a regular basis through until Spring 2018 when the new school is due to open.
- 5.3 A compensatory grass pitch is a planning requirement and this needs to be delivered as part of the project for the new Oban High school. The construction of the new grass pitch is progressing and is on schedule for completion in April 2017.

## 6.0 IMPLICATIONS

- Policy** The Council delegated all matters in respect of the provision of the new school facilities to the Council's Policy and Resources Committee.
- Financial** The Project is been delivered within the financial envelope agreed by the Council in its Capital Plan and Revenue Outlook at the budget meeting of 11 February 2016.
- Legal** The Project Agreement was signed on 24 March 2016.
- HR** None at present.
- Equalities** None at present.
- Risk** The Council, in partnership with hubNorth Scotland Ltd, continues to monitor the progress of the Project to ensure completion of construction of the schools within the Scottish Government's end date of March 2018.
- Customer Service** The planning meetings on preparing for the decant of pupils and staff to the new school have commenced.

Ann Marie Knowles (Acting Executive Director of Community Services)  
Douglas Hendry (Executive Director of Customer Services)

Councillor Rory Colville (Policy Lead - Education, Lifelong Learning)

2 March 2017

For further information contact:

Mike Casey (School Redevelopment Project Manager)

Tel: 01586 555917

[Michael.casey@argyll-bute.gov.uk](mailto:Michael.casey@argyll-bute.gov.uk)



## **Appendix 1 – Partnerships Awards 2017**

### **Shortlist for the 16 Partnerships Awards categories**

#### **Best Operational Project**

Argyll & Bute Schools, UK

Covesea Homes, UK

Darling Harbour Live, International Convention Centre, Sydney, Australia

Holyrood Student Residences in partnership with the University of Edinburgh, UK

M8 M73 M74 Motorway Improvements, UK

Miles Platting Neighbourhood PFI Project, UK

Priority Schools Building Programme PF2 Batch 1 - North East, UK

Project Allenby Connaught – Army Basing Programme, UK

University of Hertfordshire - College Lane Residences, UK

#### **Best Education Project**

Ayr Campus, UK

Condorcet University PPP, France

The Karamoja Primary Education Programme (KPEP), Uganda

Campbeltown Grammar School and Oban High School, UK

Priority School Building Programme - Batch 4, Yorkshire, UK

Priority School Building Programme - Hertfordshire, Luton and Reading Batch, UK

William McIlvanney Campus, UK

#### **Procurer of the Year**

Argyll & Bute Council - Campbeltown Grammar School and Oban High School DBFM Project

Central Government Real Estate Agency, Netherlands

Slough Urban Renewal

#### **Best Healthcare Project**

East Lothian Community Hospital

Ekisehir City Hospital Healthcare PPP Project

Elazig Integrated Health Campus PPP, Turkey

Izmir Bayrakli Hospital PPP Project, Turkey

Primary Care Centres PPP Project, Ireland

#### **Best Social Infrastructure Project (excluding Education and Healthcare)**

Amsterdam Court PPP, Netherlands

Australian National University Student Accommodation Transaction, Australia

University of Gloucestershire - Pittville Student Residences Project, UK

University of St Andrews, Student Accommodation Fife Park (Phase Two), UK

#### **Best Transit Project**

Capital Metro PPP, Australia

Gold Coast Light Rail Stage 2, Australia

High Capacity Metro Trains, Australia

Rock Rail East Anglia, UK

#### **Best Road Project**

D4-R7 Highway PPP, Slovak Republic

Metro 4 Project Financing, Italy

N25 New Ross By-Pass, Ireland

North Marmara Motorway (3rd Bosphorus Bridge) Project, Turkey



Passante di Mestre, Italy  
WestConnex Stage 2, Australia

**Best Utilities Project**

Alsace Broadband Network, France  
Edinburgh & Midlothian Recycling and Energy Recovery Centre, UK  
Kemsley Energy-from-Waste Project, UK  
North Wales Residual Waste Treatment Project, UK  
Scaling Solar, Zambia

**Debt Provider of the Year**

Allianz Global Investors  
Aviva Investors Infrastructure Finance  
MUFG  
Nord/LB  
Sumitomo Mitsui Banking Corporation Group  
T. Garanti Bankasi

**Equity Fund Manager of the Year**

BAM PPP PGGM Infrastructure Coöperatie  
DIF  
InfraRed Capital Partners

**Financial Adviser of the Year**

Arup Corporate Finance  
BDO  
Deloitte  
EY  
KPMG  
Macquarie Capital  
Operis  
Sumitomo Mitsui Banking Corporation Group

**Legal Adviser of the Year**

Ashurst  
Bevan Brittan  
Clayton Utz  
CMS  
DLA Piper UK  
Gowling WLG  
Herbert Smith Freehills  
Hogan Lovells International  
McDermott Will & Emery  
Pinsent Masons  
Squire Patton Boggs

**Sponsor/Developer of the Year**

Amey  
Galliford Try Investments  
Hub North Scotland  
Hub South East Scotland  
Plenary Group  
Rock Rail Holdings

**SPV Management Company of the Year**

Ascent Flight Training (Management)  
Cintra  
Community Solutions Partnership Services  
Equitix Management Services  
Galliford Try Investments Consultancy Services  
HCP  
IML  
Plenary Group  
WSP | Parsons Brinckerhoff

**Government PPP Promoter of the Year**

National Development Finance Agency, Ireland  
Projects Malta  
Rijkswaterstaat, Netherlands  
Scottish Futures Trust

**Technical Adviser of the Year**

Arup  
Johnston Houston  
Mott MacDonald  
WSP | Parsons Brinckerhoff

**Appendix 1 – Considerate Constructors Report Summary****Considerate Constructors Scheme**  
*Monitor's Site Report*

<b>Project Name</b>	Oban High School				
<b>Contractor Name</b>	Morrison Construction Scotland – Highland				
<b>Onsite contact(s)</b>	Andy Bostwick, Project Manager				
<b>Site ID number</b>	97007	<b>Visit no</b>	2	<b>Visit date</b>	14/12/16

**Site description, context and location**

Construction of a large new school in the grounds of an existing school in the town of Oban. The existing school is operational but separated from the works area. The entrance to the site is shared with the bus access to the school Houses are present immediately outside the front of the site and also to the rear of the site. Open land, owned by the school, lies to the south. The site offices are located in some existing accommodation at the main site entrance. The majority of the steel frame construction is now complete and more trades have started to arrive on site.

Checklist section	1 <sup>st</sup> Visit	2 <sup>nd</sup> Visit		Score descriptor
1. Care about <b>Appearance</b>	8	8	/10	<b>1.</b> Gross Failure <b>2.</b> Failure <b>3.</b> Major non compliance <b>4.</b> Minor non compliance <b>5.</b> Compliance <b>6.</b> Good <b>7.</b> Very Good <b>8.</b> Excellent <b>9.</b> Exceptional <b>10.</b> Innovative
2. Respect the <b>Community</b>	7	8	/10	
3. Protect the <b>Environment</b>	7	7	/10	
4. Secure everyone's <b>Safety</b>	8	8	/10	
5. Value their <b>Workforce</b>	7	8	/10	
<b>Total Score</b>	<b>37</b>	<b>39</b>	<b>/50</b>	

*For more information on score descriptors, see "Site Scoring Explained" or visit [www.ccscheme.org.uk](http://www.ccscheme.org.uk)*

**Executive Summary**

The excellent appearance seen at the initial visit has been maintained, but it is unfortunate that the smokers' area was so untidy at the time of the visit. There are many procedures/checks in place to maintain a high level of site tidiness. The planned involvement with the local schools and community has commenced and there is a feeling of involvement with the local community. There is also a high level of support for the Scheme and also support for sites to exceed Scheme requirements. Display/communication of the site's success in using local supply chain could be promoted. There is evidence of an awareness of environmental matters, but no improvements have been put in place to those areas highlighted at the initial visit. The use of LED lighting and smart meters is good practice. The company's very high expectations of safety on site remain clearly in place and there are many good initiatives to promote safety and improve performance. The company is yet to address FORS/CLOCS through its supply chain. All visitors could be asked for CSCS cards and about medical information. The induction has been amended and posters displayed on Equal Opportunities policy and procedures. The welfare is well equipped and well maintained and much has been done to improve the health and wellbeing of the Workforce. It will be good to see some of the apprenticeships and work placements on site as the works progress. The Project Manager, although still relatively new to the site, had prepared well for the visit. The potentially non-compliant issues noted at the initial visit had been actioned and other improvements had been put in place, improving the overall level of compliance with the Scheme's checklist. This project continues to give a professional image of the company and the industry.



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**ARGYLL AND BUTE COUNCIL****OBAN, LORN AND THE ISLES AREA  
COMMITTEE****DEVELOPMENT AND  
INFRASTRUCTURE SERVICES****12 APRIL 2017**

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**ROADS REVENUE BUDGET AND ROADS ACTIVITIES 2016/17 – 3rd Quarter Update**

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**1.0 EXECUTIVE SUMMARY**

- 1.1 The purpose of this report is to advise Members of the roads revenue budget position at the end of the 3rd Quarter of financial year 2016/17. It also provides a commentary of the main operational activities undertaken in the quarter.
- 1.2 2016/17 Budget - The overall roads maintenance budget for the 2016/17 year (excluding winter maintenance and coastal protection) is £3,972,055. The roads maintenance budget for the 2016/17 year (excluding winter maintenance, coastal protection and centrally allocated budgets) for the Oban, Lorn and the Isles area, is £1,109,050. A Roads Revenue spend of £771,525 has been reported at the end of the 3rd Quarter – or 70%.

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ARGYLL AND BUTE COUNCIL

OBAN, LORN AND THE ISLES AREA  
COMMITTEE

DEVELOPMENT AND  
INFRASTRUCTURE SERVICES

12 APRIL 2017

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**ROADS REVENUE BUDGET AND ROADS ACTIVITIES 2016/17 – 3rd Quarter Update**

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**2.0 SUMMARY**

2.1 This report follows-on from the reports presented at earlier Committees, which provided information on road maintenance revenue budget and activities being delivered.

**3.0 RECOMMENDATIONS**

3.1 That the Committee notes this report.

**4.0 DETAILS**

4.1 The Roads Operations Budget is proposed in line with the Roads Maintenance and Management Strategy and the Roads Maintenance and Asset Management Plan (RAMP).

4.2 Roads revenue expenditure is closely monitored by separating types of work into different 'activities'. This report is based solely upon financial information which has been collated through the 'Total' costing system. Budgetary figures provided in the Appendices to this report represent spends to the end of Q3 for the 2016/17 financial year. Winter maintenance and coastal protection costs have been excluded from this report.

4.3 Appendix 1 provides information on percentage spend at the end of Q3 for 2016/17 for each area – The Oban, Lorn and the Isles area is highlighted in yellow

4.4 Appendix 2 shows spend at the end of Q3 for all activities in the Oban, Lorn and the Isles area this financial year 2016/17.

**5.0 OPERATIONAL ACTIVITIES THIS QUARTER**

5.1 Lorn  
A819 Ladyfield capital reconstruction, edge widening and overlay  
Pothole repairs all routes  
Scrub cut Appin area  
Scrub cut Oban area  
Verge reinforcement, verging, vehicle barrier and overlay Port Appin  
Verge reinforcement, verging, vehicle barrier and overlay Portsonachan  
Drainage ditching Easdale area  
Salt heaps and grit bins all routes

Winter maintenance all routes  
Road repairs unmade roads on Kerrera  
Minor signage, gully and ditching repairs

5.2 Mull  
Pothole repairs all routes  
Salt heaps and grit bins all routes  
Winter maintenance all routes  
Scrub cut north end  
Ditching Kilachronan

5.3 In addition to the above works, repairs have been carried out to defects identified from safety inspections, reported defects etc. These works have been carried out to ensure that the road network is safe for the travelling public.

## 6.0 CONCLUSIONS

6.1 This report provides Members with a financial update on the roads revenue maintenance budget for the Oban, Lorn and the Isles area at the end of Q3 2016/17.

6.2 It indicates that 70% or £771,525 of the roads maintenance revenue budget has been spent.

6.3 This Report provides an update on roads activities for the Oban, Lorn and the Isles area.

6.4 Further quarterly reports will continue to be presented to Members at future Area Committees.

## 7.0 IMPLICATIONS

7.1	Policy	Works assessed and carried out under the current Roads Asset Management and Maintenance Plan.
7.2	Financial	None
7.3	Legal	None
7.4	HR	None
7.5	Equalities	None
7.6	Risk	None
7.7	Customer Services	Maintains service level commitment set out in Service Plan.

**Executive Director of Development and Infrastructure Pippa Milne**



**Policy Lead** Cllr Ellen Morton

**Head of Roads & Amenity Services** Jim Smith

**For further information contact:** Kevin McIntosh, Roads Performance Manager,  
Tel: 01546 604621

## **APPENDICES**

Appendix 1 – 2016/17 – End of Q3 Budget Spend

Appendix 2 – 2016/17 – Budget Spend Q3 Detail – Oban, Lorn and the Isles

# APPENDICES

## Roads Revenue Maintenance Budget 2016 to 2017

## End Spend Q3 – All Areas

	COMBINED AREA BUDGETS *												
	Mid Argyll	Kintyre	Islay	MAKI	Lorn	Mull	OLI	Bute	Cowal	B & C	H & L	**Bridges / Cattle grids etc.	Total
Area Budget	£369,687	£369,682	£369,681	£1,109,050	£739,366	£369,684	£1,109,050	£255,570	£596,330	£851,900	£632,800	£269,255	£3,972,055
Actual Spend - End of Q3	£221,117	£235,314	£277,232	£733,663	£444,406	£327,119	£771,525	£215,180	£450,160	£665,340	£525,116	£180,761	£2,876,405
Remaining Budget	£148,570	£134,368	£92,449	£375,387	£294,960	£42,565	£337,525	£40,390	£146,170	£186,560	£107,684	£88,494	£1,095,650
Percentage Spend	60%	64%	75%	66%	60%	88%	70%	84%	75%	78%	83%	67%	72%

\* Combined Area Budgets - See Appendix 2 for list of activities included.

\*\* Remaining 'central budget' - Bridges, cattle grids, traffic signals, summer stand-by and illuminated bollards

### Budget and Spend for Q3– YTD Oban, Lorn and the Isles Area

Activity	Activity Description	Budget	YTD Spend	Budget Remaining	Percentage Budget Split
0501	Patching	125,000	2,592	122,408	2%
0502	Potholing	235,000	276,622	-41,622	118%
0503	Road Master	200,000	163,127	36,873	82%
0701	Bridges	0	0	0	0%
0801	Cattle Grids	5,000	6,421	-1,421	128%
1001	Footways/Kerbs	53,000	307	52,693	1%
1002	Cycleway/Patching	10,000	32	9,968	0%
1301	Remedial Earthworks	20,000	192	19,808	1%
1401	Drainage/Culverts	51,000	18,538	32,462	36%
1402	Drainage/Ditches	121,000	52,592	68,408	43%
1601	Scrub/Tree Maintenance	37,000	35,288	1,712	95%
1701	Roads Markings/Studs	15,000	19,681	-4,681	131%
1801	Gully Emptying	64,000	65,083	-1,083	102%
2001	Boundary Fences/Walls	7,500	717	6,783	10%
2101	Pedestrian Guardrails	3,500	0	3,500	0%
2201	Traffic Signals	0	70	-70	100%
2301	Traffic Signs	5,000	14,447	-9,447	289%
2311	Illuminated Bollards	0	0	0	0%
2401	Vehicle Safety Fence	25,000	8,006	16,994	32%
2411	Street Name Plates	650	0	650	0%
2501	Sweeping and Cleaning	0	0	0	0%
3201	Emergency Incidents	10,000	9,418	582	94%
3202	Summer Standby	13,400	11,891	1,509	89%
<b>Roads</b>		<b>1,001,050</b>	<b>685,021</b>	<b>316,029</b>	<b>68%</b>
1501	Grass Cutting	88,000	86,504	1,496	98%
1503	Weed Spraying	20,000	0	20,000	0%
<b>Amenity</b>		<b>108,000</b>	<b>86,504</b>	<b>21,496</b>	<b>80%</b>
		<b>1,109,050</b>	<b>771,525</b>	<b>337,525</b>	<b>70%</b>

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# Argyll & Bute Health and Social Care Partnership

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Performance Exception Report for Integrated Joint Board  
30th November 2016

**Performance & Improvement Team**

“People in Argyll and Bute will live longer, healthier, happier,  
independent lives”

## Exception Reporting & Briefing Frequency

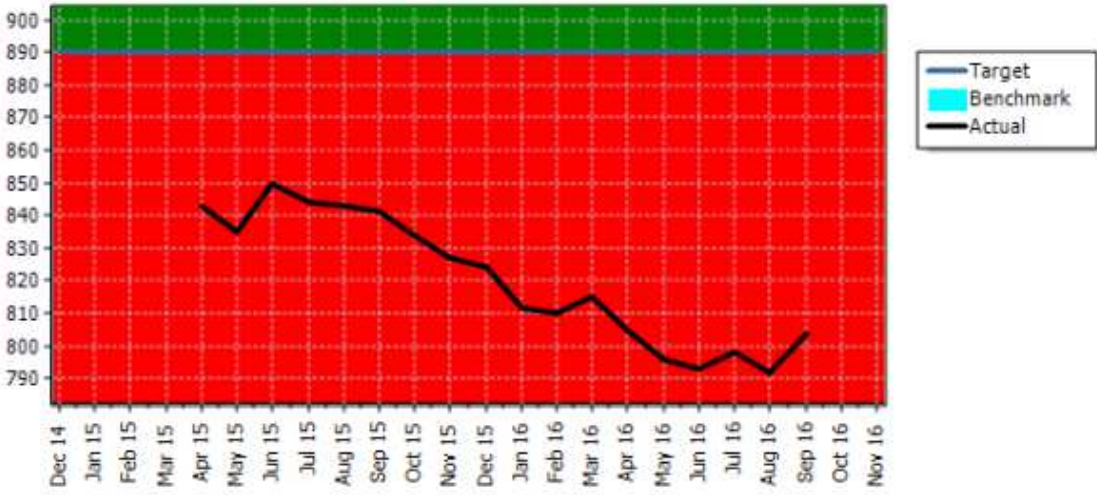
The Integrated Joint Board will receive this performance and exception report on a 6 weekly basis, this will be taken from a live snapshot of the current overall HSCP performance; focussing on those measures showing as below target performance. The layout of the report is designed to give IJB members a quick easy-read overview of exception across the IJB Scorecard, the format of the report uses the key aspects of the Pyramid Performance Management System in order to ensure continuity and consistency. Trend indicators are included within the report to ensure that performance variance and movement is reflected against the most recent reporting episodes.

This exception report format will be used to communicate performance across the HSCP and key stakeholders including its host bodies. The table below notes the groups and briefing frequency:

Group	Briefing Frequency
Local Authority –PR Committee	Quarterly
NHS Board	Quarterly
Community Planning Partnership *	Quarterly
Area- Community Planning Partnerships*	Quarterly



Performance Measure / Outcome		Target	Actual	Trend	Period	Responsible Manager
3	No of patients with early diagnosis & management of dementia	890	804	↑	FQ2	Lorraine Paterson
Performance Measure / Outcome		Target	Actual	Trend	Period	Responsible Manager
4	Falls rate per 1,000 population aged 65+	20	23	→	FQ2	Lorraine Paterson
4	Rate of emergency admissions per 100,000 population for adults	11,865	12,045	→	FQ2	Lorraine Paterson
4	% of health & care resource spend on hospital stays, patient admitted in an emergency	22%	23%	→	FQ2	Allen Stevenson
4	No of outpatient ongoing waits >12 wks	0	58	↓	FQ2	Lorraine Paterson
4	% of patients on the admissions waiting lists with social unavailability	15.7%	26%	↓	FQ2	Lorraine Paterson
4	% of patients on the admissions waiting lists with medical unavailability	2.0%	2.7%	↓	FQ2	Lorraine Paterson

<b>Management Exception Reporting</b>																																							
<b>Performance Indicator: Outcome 3</b> No of patients with early diagnosis & management of dementia	<b>Responsible Manager:</b> Lorraine Paterson																																						
<b>Target:</b> 890 <b>Actual:</b> 804	<b>Date of Report:</b> FQ2																																						
<b>Description of Exception</b>																																							
<p>(Consideration should be given when describing the nature of the exception with regards to previous trends, reasons for exception, external /internal influences on performance, previous action taken to address performance, actions current in place to improve performance)</p> <p style="text-align: center;"><b>No of patients with early diagnosis &amp; management of dementia</b></p>  <table border="1"> <caption>Approximate data from the line graph</caption> <thead> <tr> <th>Month</th> <th>Actual</th> </tr> </thead> <tbody> <tr><td>Apr 15</td><td>840</td></tr> <tr><td>May 15</td><td>835</td></tr> <tr><td>Jun 15</td><td>850</td></tr> <tr><td>Jul 15</td><td>845</td></tr> <tr><td>Aug 15</td><td>845</td></tr> <tr><td>Sep 15</td><td>840</td></tr> <tr><td>Oct 15</td><td>835</td></tr> <tr><td>Nov 15</td><td>825</td></tr> <tr><td>Dec 15</td><td>820</td></tr> <tr><td>Jan 16</td><td>810</td></tr> <tr><td>Feb 16</td><td>810</td></tr> <tr><td>Mar 16</td><td>815</td></tr> <tr><td>Apr 16</td><td>805</td></tr> <tr><td>May 16</td><td>795</td></tr> <tr><td>Jun 16</td><td>795</td></tr> <tr><td>Jul 16</td><td>800</td></tr> <tr><td>Aug 16</td><td>795</td></tr> <tr><td>Sep 16</td><td>805</td></tr> </tbody> </table>		Month	Actual	Apr 15	840	May 15	835	Jun 15	850	Jul 15	845	Aug 15	845	Sep 15	840	Oct 15	835	Nov 15	825	Dec 15	820	Jan 16	810	Feb 16	810	Mar 16	815	Apr 16	805	May 16	795	Jun 16	795	Jul 16	800	Aug 16	795	Sep 16	805
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<p>The performance measure used for this standard is the number of people with a diagnosis of dementia on the Quality and Outcomes Framework (QoF) dementia register and other equivalent sources. The standard supports a commitment to achieve improvements in the early diagnosis and management of people with dementia. This should be supported by physical and mental health reviews every 15 months along with an assessment of carers needs which includes an appraisal of the impact of caring on the care giver.</p>																																							
<b>Actions Identified to Address Exception and Improve Performance</b>																																							
<p>(Consideration should be given when describing actions to address performance with regards what requires to be done, who is going to do it and how will this improve performance)</p> <p>Following the abolition of QoF within the GP contract, there has been a fall in performance against this standard. The locality community dementia teams are continuing to support and advise primary care.</p> <p>Scotland's National Dementia Strategy 2016-19. Was published in March 2016. The HSCP is now establishing a Dementia Programme Board recognising that work has stalled on this. The Board will be meeting on the 12<sup>th</sup> December 2016; the Board is chaired by the Lead Nurse.</p> <p>It is expected that a suite of actions will be identified to address the deficiency in performance and will be monitored by the Programme Board and at locality level.</p>																																							
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<b>Additional Support Requirements Identified</b>																																					
<b>Improvement Forecast Date:</b> March 2017	<b>Review Date:</b> monthly																																				
<b>Management Exception Reporting</b>																																					
<b>Performance Indicator: Outcome 4</b> Falls rate per 1,000 population for adults aged 65+	<b>Responsible Manager:</b>  Lorraine Paterson																																				
Target: 20      Actual: 23	Date of Report: FQ2 16/17																																				
<b>Description of Exception</b>																																					
<p>(Consideration should be given when describing the nature of the exception with regards to previous trends, reasons for exception, external /internal influences on performance, previous action taken to address performance, actions current in place to improve performance)</p> <p style="text-align: center;"><b>Falls rate per 1,000 population aged 65+</b></p> <table border="1"> <caption>Falls rate per 1,000 population aged 65+</caption> <thead> <tr> <th>Fiscal Year</th> <th>Actual</th> <th>Target</th> <th>Benchmark</th> </tr> </thead> <tbody> <tr> <td>FY 11/12</td> <td>25</td> <td>20</td> <td>21</td> </tr> <tr> <td>FY 12/13</td> <td>23</td> <td>20</td> <td>21</td> </tr> <tr> <td>FY 13/14</td> <td>24</td> <td>20</td> <td>21</td> </tr> <tr> <td>FY 14/15</td> <td>23</td> <td>20</td> <td>21</td> </tr> <tr> <td>FY 15/16</td> <td>23</td> <td>20</td> <td>21</td> </tr> <tr> <td>FY 16/17</td> <td>-</td> <td>20</td> <td>21</td> </tr> <tr> <td>FY 17/18</td> <td>-</td> <td>20</td> <td>21</td> </tr> <tr> <td>FY 18/19</td> <td>-</td> <td>20</td> <td>21</td> </tr> </tbody> </table> <p>The indicator is measured using data gathered by Information Services Division (ISD) on the number of patients aged 65 plus <u>who are discharged from hospital</u> with an emergency admission code 33 - 35 and ICD10 codes W00 – W19.</p>		Fiscal Year	Actual	Target	Benchmark	FY 11/12	25	20	21	FY 12/13	23	20	21	FY 13/14	24	20	21	FY 14/15	23	20	21	FY 15/16	23	20	21	FY 16/17	-	20	21	FY 17/18	-	20	21	FY 18/19	-	20	21
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<p>(Consideration should be given when describing actions to address performance with regards what requires to be done, who is going to do it and how will this improve performance)</p> <p>All localities are working through the National Framework for Action on the Prevention and Management of Falls in the community, and have supporting action plans. The HSCP Falls prevention advisor Dr Christine MacArthur is leading on this work working within localities</p> <p>Level 1 screening postcards have been implemented with appropriate training. Mangar-elk, lifting apparatus has been allocated to each area and staff training is being implemented through 2016.</p> <p>Level 2 multi-factorial falls risk screening is being carried out by some third sector organisations following training.</p> <p>Community responders for non-injured falls are being implemented detail and coverage per locality is being mapped</p>																																					

<b>Actions Identified to Address Current /Future Barriers</b>	
<p>(Consideration should be given when describing barriers with regards to, how are the barriers going to be managed, who will take this work forward)</p> <p>The actions identified focused on preventative work in the community and this will take time to work through. The actions identified are well evidenced and should have an impact on meeting the target.</p> <p>A recently published economic evaluation provided an estimate of the cost to health and social care services in Scotland of managing the consequences of falls: in excess of £470 million (<a href="http://www.ncbi.nlm.nih.gov/pubmed/24215036">http://www.ncbi.nlm.nih.gov/pubmed/24215036</a>) and without intervention is set to rise over the next decade as our population ages and the proportion with multi- morbidity and polypharmacy increases.</p>	
<b>Additional Support Requirements Identified</b>	
<p>Will be reviewed once training programme and initiatives outlined above have been completed and evaluated</p>	
<b>Improvement Forecast Date:</b>	<b>Review Date:</b>
March 2016	On-going

<b>Management Exception Reporting</b>																																					
<p><b>Performance Indicator: Outcome 4</b> Rate of emergency admissions per 100,000 population for adults</p>	<p><b>Responsible Manager:</b> Lorraine Paterson</p>																																				
<p><b>Target:</b> 11,865      <b>Actual:</b> 12,045</p>	<p><b>Date of Report:</b> FQ2 16/17</p>																																				
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<p>Rate of emergency admissions per 100,000 population for adults.</p> <p>Published data: ISD Inpatient and Day Case Activity (2013/14) Frequency: Financial Year, data available June each year.</p> <p>Definition: Based on SMR01 returns for acute hospitals, and SMR04 data for psychiatric hospitals (note that some further work will be undertaken by ISD regarding this data source). Linked to IJB Outcome 1,2,4,5 &amp; 7.</p>																																					

<b>Actions Identified to Address Exception and Improve Performance</b>	
<p>(Consideration should be given when describing actions to address performance with regards what requires to be done, who is going to do it and how will this improve performance)</p> <p>The prevention of avoidable emergency admissions continues to be an area of focus for the localities.</p> <p>Applying the 6 essential actions for unscheduled care, including Anticipatory Care planning, community "pull through" and step up support his work.</p> <p>Community teams continue to have challenges with the provision of homecare, to fully facilitate these actions.</p> <p>Work with independent homecare providers and the commissioning team continues to support homecare provision.</p> <p>Performance information is being developed at locality level reflecting greater sensitivity for local performance</p>	
<b>Actions Identified to Address Current /Future Barriers</b>	
<p>(Consideration should be given when describing barriers with regards to, how are the barriers going to be managed, who will take this work forward)</p>	
<b>Additional Support Requirements Identified</b>	
<b>Improvement Forecast Date:</b>	<b>Review Date:</b>

<b>Management Exception Reporting</b>																						
<b>Performance Indicator: Outcome 4</b> % of health & care resource spend on hospital stays, patient admitted in an emergency	<b>Responsible Manager:</b>  Allen Stevenson																					
Target: 22%      Actual: 23%	Date of Report: FQ2 16/17																					
<b>Description of Exception</b>																						
<p>(Consideration should be given when describing the nature of the exception with regards to previous trends, reasons for exception, external /internal influences on performance, previous action taken to address performance, actions current in place to improve performance)</p> <p style="text-align: center;"><b>% of health &amp; care resource spend on hospital stays where patient admitted in an emerg</b></p> <table border="1"> <caption>Data for % of health &amp; care resource spend on hospital stays where patient admitted in an emergency</caption> <thead> <tr> <th>Financial Year</th> <th>Actual (%)</th> <th>Target Range (%)</th> </tr> </thead> <tbody> <tr> <td>FY 11/12</td> <td>23.0</td> <td>22.0 - 24.2</td> </tr> <tr> <td>FY 12/13</td> <td>24.0</td> <td>22.0 - 24.2</td> </tr> <tr> <td>FY 13/14</td> <td>24.0</td> <td>22.0 - 24.2</td> </tr> <tr> <td>FY 14/15</td> <td>23.0</td> <td>22.0 - 24.2</td> </tr> <tr> <td>FY 15/16</td> <td>23.0</td> <td>22.0 - 24.2</td> </tr> <tr> <td>FY 16/17</td> <td>23.0</td> <td>22.0 - 24.2</td> </tr> </tbody> </table>		Financial Year	Actual (%)	Target Range (%)	FY 11/12	23.0	22.0 - 24.2	FY 12/13	24.0	22.0 - 24.2	FY 13/14	24.0	22.0 - 24.2	FY 14/15	23.0	22.0 - 24.2	FY 15/16	23.0	22.0 - 24.2	FY 16/17	23.0	22.0 - 24.2
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<p>Percentage of health and care resource spend on hospital stays where the patient admitted in an emergency.</p> <p>Published data: ISD Standard Outputs - Health and Social Care Data Integration Frequency: Annual</p> <p>Definition: Cost of emergency bed days for adults - Includes admissions from all hospital specialties, acute, geriatric long stay and mental health.</p>																						
<b>Actions Identified to Address Exception and Improve Performance</b>																						
<p>(Consideration should be given when describing actions to address performance with regards what requires to be done, who is going to do it and how will this improve performance)</p> <p>Our HSCP staff are actively working to reduce emergency admissions to hospital across Argyll and Bute. Our community teams are attempting to intervene earlier when older people start to deteriorate at home and encounter problems with their physical or mental health.</p> <p>Our approach to re-ablement is currently under review as we attempt to increase the impact of this work on sustaining people at home for longer and maximise their independent living skills. Re-ablement work increases confidence levels and people generally feel more able to undertake daily living tasks by themselves.</p> <p>The early implementation of planning for discharge starts as soon as patients arrive</p>																						

in hospital with target discharge dates identified shortly after admission. A recent example of this improvement work was highlighted as a result of an RPIW workshop in Oban where the team have been able to sustain lowering the number of days patients stay in hospital. Lessons learned from this activity need to be shared more effectively across all localities.

**Actions Identified to Address Current /Future Barriers**

(Consideration should be given when describing barriers with regards to, how are the barriers going to be managed, who will take this work forward)

- We need to ensure our re-ablement model is working effectively across all our community teams. We are currently planning a review of our progress across our community teams which will help deliver increased consistency of approach to re-ablement.
- We need to ensure we share and spread the good outcomes from a recent RPIW in Oban which has delivered shorter length of stay for the patients admitted to hospital.
- We need to accelerate work towards shifting the balance of care from hospital to community and ensure we achieve the current 80% target. This will only be achieved if we accelerate our re-design work across localities.

**Additional Support Requirements Identified**

The actions described above need to be secured to deliver our desired outcome of shifting the balance of care.

This is a medium term focusing on shifting the balance of care and hence seeing a corresponding shift in resources by disinvesting from acute and reinvesting in community services

<b>Improvement Forecast Date:</b>	<b>Review Date:</b>
	Quarterly



<b>Management Exception Reporting</b>																																																				
<b>Performance Indicator: Outcome 4</b> No of outpatient ongoing waits greater than 12 wks		<b>Responsible Manager:</b> Lorraine Paterson																																																		
Target: 0    Actual: 58		Date of Report: FQ2 16/17																																																		
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<p>The table below details the breakdown of the waits in Argyll and Bute:</p>																																																				
Hospital	Specialty	Number Waiting over 12 Weeks at end Sep16																																																		
Campbeltown Hospital	Dermatology	1																																																		
Campbeltown Hospital Total		1																																																		
Lorn and Islands Hospital	Chronic Pain Management Service	25																																																		

	Oral Surgery	16
	Dermatology	7
	Orthopaedics	4
	Gynaecology	1
	Haematology	1
	Ophthalmology	1
Lorn and Islands Hospital Total		55
Mull And Iona Community Hospital	Cardiology	1
	Ophthalmology	1
Mull And Iona Community Hospital Total		2
<b>A&amp;B HSCP Total</b>		<b>58</b>

The most significant waits are in Pain, Oral Surgery and Dermatology at LIH.

There has been historical use of initiative clinics to reduce these waiting times, however these are expensive options and not affordable.

#### **Actions Identified to Address Current /Future Barriers**

(Consideration should be given when describing barriers with regards to, how are the barriers going to be managed, who will take this work forward)

There has been historical use of initiative clinics to reduce these waiting times, however these are expensive options and not affordable.

The most significant breach remains in the Pain Service delivered by the single consultant anaesthetist from LIH Oban. This is primarily due to the Consultant's capacity and the chronic nature of the pain patients requiring continual follow up thereby resulting in low number of patient discharges.

The HSCP has been working to look to maximise efficiencies within the service and have done the following:

- Redesigned the pathway by issuing patient questionnaires to get as much information from the patient to reduce appointment times
- Follow up the questionnaire with a telephone triage appointment to establish the best and most appropriate route for the patient to get treatment. This should reduce the amount of outpatient appointments required and will increase capacity.
- Physiotherapists participating in the pain service to triage, treat and manage appropriate patients which will allow the patients to be discharged from the Consultant caseload along with OT support.

<ul style="list-style-type: none"> <li>• Self management tools for patients are being examined and rolled out to patients</li> <li>• The waiting list administration for the service has been centralised to Oban Lorn and Islands hospital to ensure equity of appointing across the HSCP as waiting times differed depending on the availability of the Consultant to visit that area Oban, Kintyre and Mid Argyll).</li> <li>• Utilising Technology Enabled Care (TEC) by using “Florence” a text reminder service to help patients self manage their pain control. There are 5 patients currently using Florence.</li> <li>• Patients are being appointed in chronological order, ensuring the longest waiter is appointed first. Whilst there is still a long waiting list, the Service is stabilising and a significant reduction has been seen within the waiting time and breach numbers although this remains high.</li> </ul>	
<p><b>Additional Support Requirements Identified</b></p>	
<p>Solution is a combination of additional capacity and further redesign. However, sourcing an anaesthetic consultant with the relevant expertise for what is probably 1 or 2 extra sessions a month is unlikely and expensive if waiting list initiative rates are used.</p>	
<p><b>Improvement Forecast Date:</b></p>	<p><b>Review Date:</b></p>
<p>Not in the next 6 months</p>	<p>On-going</p>

<b>Management Exception Reporting</b>																																																			
<b>Performance Indicator: Outcome 4</b> % of patients on the admissions waiting lists with social unavailability	<b>Responsible Manager:</b> Lorraine Paterson																																																		
Target: 15.7%      Actual: 26%	Date of Report: FQ2 16/17																																																		
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<p>This target relates to day case and inpatient admissions at Lorn and Island hospital Oban (primarily general surgery). The patient focused booking system allows patients to revise their appointments and in some cases defer admission due to personal circumstances and this is coded as social unavailability, due to patient personal choice.</p>																																																			
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<p>The local team have been alerted to the increasing trend since May and an investigation into the increase is underway. It should be noted that LIH admission and day case waiting time is less than 7 weeks as at 4<sup>th</sup> November 2016.</p>																																																			
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## Argyll & Bute Health & Social Care Partnership

### Integration Joint Board

Agenda item : 5.5

**Date of Meeting:** 30 November 2016

**Title of Report:** Argyll & Bute HSCP - Performance Report National Health and Well Being Outcome indicators

**Presented by:** Stephen Whiston, Head of Strategic Planning & Performance

#### The Integration Joint Board is asked to:

- Note the performance against Outcome 3 and 4 for Quarter 2
- Note the progress in with regard to the HSCP performance against Outcome 3 and 4
- Note the action identified to address deficiencies in performance as detailed in the exception reports

### 1. Background

The national health and wellbeing outcomes provide a strategic framework for the planning and delivery of health and social care services. These suites of outcomes, together, focus on improving the experiences and quality of services for people using those services, carers and their families. These outcomes focus on improving how services are provided, as well as, the difference that integrated health and social care services should make, for individuals.

Currently there are 9 key National Health and Wellbeing Outcomes (NHWBO) and 23 sub-indicators which form the basis of the reporting requirement for the HSCP.

### 2. HSCP Performance against the NHWB outcomes for Financial Quarter 2 16/17

Table 1 below provides a Pyramid summary, noting the 101 scorecard success measures and of these 60 are currently reported as being on track for FQ2



Table 1

Integrated Joint Board [IJB] Scorecard	Success Measures	101	R
	On track	60	→
Outcome 1 - People are able to improve their health FQ2 16/17	No of indicators	14	R
	On track	6	↓
Outcome 2 - People are able to live in the community FQ2 16/17	No of indicators	18	A
	On track	13	→
Outcome 3 - People have positive service-user experiences FQ2 16/17	No of indicators	11	A
	On track	10	→
Outcome 4 - Services are centered on quality of life FQ2 16/17	No of indicators	15	A
	On track	8	→
Outcome 5 - Services reduce health inequalities FQ2 16/17	No of indicators	5	A
	On track	2	→
Outcome 6 - Unpaid carers are supported FQ2 16/17	No of indicators	1	R
	On track	0	→
Outcome 7 - Service users are safe from harm FQ2 16/17	No of indicators	12	R
	On track	5	→
Outcome 8 - Health and social care workers are supported FQ2 16/17	No of indicators	4	R
	On track	2	→
Outcome 9 - Resources are used effectively in the provision of health and social care services, with FQ2 16/17	No of indicators	12	A
	On track	7	→
Customer Services FQ2 16/17	No of indicators	9	A
	On track	7	→

Members should note that due to the recent national release of missing data (e.g. annual returns) and new indicators supplied by the Scottish Government the number of indicators has increased from 93 to 101 which has resulted in a number of amendments to outcome measures. These changes have also had an impact on performance, the outcome measures are:

Outcome	Indicator
<b>Outcome 1</b>	<ul style="list-style-type: none"> <li>Premature Mortality rate</li> <li>Rate of emergency admissions per 100,000 population for adults.</li> </ul>
<b>Outcome 2</b>	<ul style="list-style-type: none"> <li>Emergency Admissions bed day rate (per 100,000 population)</li> <li>Readmissions to hospital within 28 days of discharge (per 1000 population).</li> <li>Proportion of last 6 months of life spent at home or in a community setting</li> <li>Falls rate per 1,000 population aged 65+</li> <li>% of adults with intensive needs receiving care at home</li> <li>% of health and care resource spend on hospital stays where the patient admitted in an emergency</li> </ul>
<b>Outcome 3</b>	<ul style="list-style-type: none"> <li>% Percentage of adults supported at home who agree that their health and care services seemed to be well co-ordinated</li> <li>% Percentage of adults receiving any care or support who rate it as excellent or good</li> </ul>
<b>Outcome 4</b>	<ul style="list-style-type: none"> <li>% Percentage of adults supported at home who agree that their services and support had an impact in improving or maintaining their quality of life</li> </ul>
<b>Outcome 6</b>	<ul style="list-style-type: none"> <li>% of carers who feel supported to continue in their caring role</li> </ul>
<b>Outcome 7</b>	<ul style="list-style-type: none"> <li>% of adults supported at home who agree they felt safe</li> </ul>



### **3 Detailed Performance Report Outcome Indicators 3 and 4**

**Outcome 3** - People are able to look after and improve their own health and wellbeing and live in good health for longer.

There are 11 indicators being measured against this outcome, 10 are on track, 1 is off track and red flagged.

- *No of patients with early diagnosis & management of dementia*

The exception report attached provides the detail of the performance against this indicator and the action in hand to rectify performance.

**Outcome 4** - People, including those with disabilities or long-term conditions, or who are frail, are able to live, as far as reasonably practicable, independently and at home or in a homely setting in their community.

There are 15 indicators being measured against this outcome, 9 are on track and 6 are off track and red flagged.

The report attached provides the detail of the indicators and the exception report for those indicators red flagged which are listed below:

- *Falls rate per 1,000 population aged 65+-*
- *Rate of emergency admissions per 100,000 population for adults*
- *% of health & care resource spend on hospital stays, patient admitted in an emergency*
- *No of outpatient ongoing waits >12 wks*
- *% of patients on the admissions waiting lists with social unavailability*
- *% of patients on the admissions waiting lists with medical unavailability*

## **4 Governance Implications**

### **4.1 Contribution to IJB Objectives**

The PPMF is in line with the IJB objectives as detailed in its strategic plan.

### **4.2 Financial**

There are a number of NHWBO indicators which support the quality and financial performance of the HSCP including productivity, value for money and efficiency.

### **4.3 Staff Governance**

A number of indicators under outcome 8 are pertinent for staff governance purposes

### **4.4 Planning for Fairness:**

The NHWBO indicators help provide an indication on progress in addressing health inequalities.

**4.5 Risk**

Ensuring timely and accurate performance information is essential to mitigate any risk to the IJB governance, performance management and accountability.

**4.6 Clinical and Care Governance**

A number of the NHWBO indicators support the assurance of health and care governance and should be considered alongside that report

**4.7 Public Engagement and Communication**

A number of the NHWBO indicators support user and patient experience/assessment of the HSCP services and planning processes

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**ARGYLL AND BUTE COUNCIL****OBAN, LORN AND THE ISLES  
AREA COMMITTEE****COMMUNITY SERVICES****12 April 2017**

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**SUPPORTING COMMUNITIES FUND 2017/18**

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**1.0 SUMMARY**

- 1.1 This report details recommendations for the award of the Supporting Communities Fund (previously Third Sector Grants) to Third Sector organisations for Oban, Lorn and the Isles.
- 1.2 Applications are considered once a year in April. This is intended to ensure allocation of the full budget at one meeting and enable organisations to have the maximum amount of time within the financial year to utilise the fund.
- 1.3 The total Supporting Communities Fund budget made available by the Council for allocation in Oban, Lorn and the Isles for 2017/18 is £28,000. In addition, there is a carry forward from the financial period 2016/17 of £1,000 that had been allocated to Mull Safe & Sound but was not required, making a total amount available for allocation of £29,000.
- 1.4 The Area Committee agreed to an upper limit of £4,000 to any one organisation in any one financial period, unless there are exceptional circumstances.
- 1.5 31 applications have been received, 25 of which were eligible to be assessed, 4 of which are for Events and Festivals.
- 1.6 A request has been received from Oban Gaelic Choir that members give consideration to granting a carry forward of the portion of their 2016/17 award that was allocated for the recording of a CD. The choir are staging a concert to be held in the Corran Halls in June 2017 featuring Argyll and Bute musicians and wish to record the performance.

**2.0 RECOMMENDATIONS**

- 2.1 17 organisations listed below are awarded funding from the Supporting Communities Fund budget totalling £29,000.
- 2.2 Those organisations that have received funding for the two previous years or more should not be awarded more than the amount they received in 2016/17 unless increased developmental aspects are detailed in the application. These repeat applicants may be subject to a 20% reduction on the previous year's allocation. This is to reduce applicants' dependency on Council grants and encourage fundraising and income generation initiatives.
- 2.3 Where possible, and if appropriate, new applicants should receive all or most of the amount requested (up to 50% total project costs).

- 2.4 Grants will be awarded pending receipt of the correct paperwork and an End of Project monitoring form (if a grant was awarded in previous year).
- 2.5 Oban Gaelic Choir carry forward a portion of their 2016/17 award that was allocated, to allow for the recording of a CD in June 2017.

Ref No	Organisation	Grant 15/16	Grant 16/17	Total Project Cost	Amount Requested	Recommendation 2017
1	1 <sup>st</sup> Oban Boys Brigade	New	New	£2,920	£1,460	£750
2	Appin Community Development Trust	New	New	£5,600	£2,800	£2,550
3	Argyll & Bute Youth Forum	£250	n/a	£5,550	£694	£0
4	Argyll Riding for the Disabled Driving Group	n/a	£0	£3,900	£1,950	£1,000
5	Aros Hall	New	New	£13,312	£4,000	£3,600
6	Bridge of Orchy Village Hall	£1,960	n/a	£6,090	£3,045	£0
7	Clan MacLean Association	n/a	n/a	£11,272	£3,272	£3,100
8	Coisir Ceann an Tuirc (Argyll Male Voice Gaelic Choir)	n/a	n/a	£800	£400	£0
9	Coisir Gaidhlig Taigh an Uillt (Taynuilt Gaelic Choir)	£200	£240	£560	£280	£0
10	Curam Thiriodh Ltd	£1,960	New	£37,684	£4,000	£1,000
11	Developing Potential – Oban Link Club	n/a	n/a	£6,860	£3,260	£0
12	Dunollie Projects Limited	n/a	n/a	£4,466.27	£2,233	£2,000
13	Feis na h-Apainne	New	New	£7,948.10	£3,000	£1,500
14	GalGael Trust	n/a	£0	£55,067	£4,000	£0
15	Highlands and Islands Music and Dance Festival	£1,500	£1,200	£29,837	£2,000	£1,000
16	Hope Kitchen	n/a	n/a	£29,250	£4,000	£0
17	Isle of Kerrera Community Trust	New	New	£14,000	£4,000	£3,600
18	Lorn and Oban Healthy Options	New	New	£21,088	£3,392	£3,250
19	Luing Community Trust	New	New	£48,494	£4,000	£2,000
20	Mull Safe and Sound	n/a	£1,161	£1,000	£500	£500
21	Newstart Oban	n/a	£1,161	£2,500	£500	£250

22	Oban Lorne RFC	New	New	£3,000	£1,000	£1,000
23	Oban Youth Cafe	n/a	£500	£3,420	£700	£0
24	Salen SWRI	New	New	£953.75	£300	£150
25	Tiree Piping Society	New	New	£4,977	£2,488.50	£2,250
<b>Total funding available</b>						<b>£29,000</b>
<b>Total funding allocated</b>						<b>£29,000</b>

*\*Events and Festivals*

### 3.0 DETAIL

Ref No	Organisation	Rationale for grant allocation
1	1 <sup>st</sup> Oban Company Boys Brigade	This organisation works with young people across a range of ages and are looking for support with revenue costs. Their fundraising is currently focussed on generating money for capital outdoor equipment and sports and activities materials. A contribution towards uniform costs and disposable (non-capital) equipment is recommended.
2	Appin Community Development Trust	This project will see the development of community transport to support older and less physically able people in the Appin area to access services and activities. They have identified a clear need, presented funding projections and have evidenced support from other partners.
3	Argyll & Bute Youth Forum	The AB awards are a biennial event which showcase young people's contribution to the area and overcome negative portrayals of young people. The event is receiving support from the Council with a number of associated costs and no award is recommended in this instance.
4	Argyll Riding for the Disabled Driving Group	Group have identified this is a one-off request since they have experienced significant capital outlay to replace equipment which has left them low on funds. A one-off grant to assist this year due to their exceptional circumstances is recommended.
5	Aros Hall	This hall hosts a range of activities for the local community and visitors. The grant will contribute towards salary costs for three part-time members of staff to support the hall and provide a place for local activities to take place. The committee are rolling out a programme of continual improvements as funding is secured.
6	Bridge of Orchy Village Hall	The hall are undertaking extensive improvements to the building and this project aims to upskill local community members with a tiling course run in the local hall. The practical element of the course will be delivered in the hall through a drop-in course with follow up work to support individual projects however it is not clear how many people will drop-in and therefore what the community benefit will be. Support to source alternative

Ref No	Organisation	Rationale for grant allocation
		funding will be offered.
7	The Clan Maclean Association	This grant is to provide better facilities (erection of marquee, mobile toilets and associated infrastructure) for the participants of the 5-yearly meeting of the Clan Congress in Mull from the 20th to 25th June 2017.
8	Coisir Ceann an Tuirc	This group pulls together members from across Argyll and with that come challenges with travel and costs. The group runs with little profit generated and manages to meet its running costs annually. No unexpected expenses have been identified for this year. An offer of support to source alternative funding will be made.
9	Coisir Ghaidhlig Taigh and Uillt	This project have received funding over the last three years for the same purpose and there is no additional developmental aspect to the application. An offer of support to source alternative funding will be made.
10	Cùram Thiriodh Ltd	This group provides a service for older and less able people who are unable to access mainland services and provision. They are now expanding what they do and working with North Argyll Carers Centre to provide occasional 1:1 carer's support where required.
11	Developing Potential - Oban Link Club	Developing Potential supports people experiencing mental health difficulties and have applied for assistance to fund a range of activities including outdoor adventure, trips away and dining out experience. The application is for additional activities rather than core expenses and support to identify other potential funding sources and other local activities the group can potentially access will be offered.
12	Dunollie Projects Ltd	This project will offer the opportunity for people with mental health difficulties to gain skills through environmental improvement activities. It will be adopted into the Dunollie Links project and included in its fundraising strategy. This group are requesting some one-off start-up funding and an award is recommended.
13	Fèis na h-Appaine	Feis na h-Apaine is a relatively new organisation and have run a pilot to trial whether the project would be successful. The feedback and numbers indicate that there is a demand for the project.
14	The GalGael Trust	This project aims to offer residential and day programme support to people from Argyll and Bute at their centre in Barmaddy, Loch Awe side. This is a pilot project and demand from Oban, Lorn and the Isles is not yet known. The application focusses on an Argyll and Bute wide audience and may be better suited to look at area wide grants. The group will be signposted to other potential funding sources.
15	Highlands and Islands Music and Dance Festival	The grant is to fund an additional day of the festival to enable more children and young people to take part in the classes. The grant will also provide a schools event involving primary schools and nurseries from across the area. The festival will take place between the 28th April and the 1st May 2017.

Ref No	Organisation	Rationale for grant allocation
16	Hope Kitchen	This projects supports lonely, vulnerable and isolated people in the Oban area to access food and support services either through provision at HOPE Kitchen itself or through outreach services such as their Foodbank. The project is well established and is seeking on-going running costs – no additional developmental aspect has been identified. Assistance to identify other potential sources of funding will be offered.
17	Isle of Kerrera Development Trust	This award will support the group with consultancy and development support to look at the costings and feasibility of a number of community led projects.
18	Lorn and Oban Healthy Options	This group are aiming to roll out their “healthy villages” programme to Dalmally, Port Appin and the Isle of Seil. The project works with older people through a range of activities including falls prevention work and exercise classes.
19	Luìng Community Trust	This project will support staffing costs for the Atlantic Islands Centre and a range of cultural and arts activities including the development of Luìng Arts trail, 14 cultural events, 6 workshops, Luìng Slate Festival and 5 exhibitions.
20	Mull Safe and Sound	This group were awarded funding in two stages in 2016/17 but did not draw down the second stage. The funding will support training for group members, training for trainers so that group members can then train others on WRAP (wellness recovery action planning). Also the development of Social Prescribing for people with physical and mental health difficulties and website costs to raise the profile of the group.
21	Newstart Oban	This group supports people moving from homelessness into new tenancies with start-up packs. An award to contribute towards non-capital items is recommended.
22	Oban Lorne RFC	Oban Lorne RFC are developing their young player academy and a contribution towards coaching and training costs and non-capital items is recommended.
23	Oban Youth Café Project	This organisation works with young people and is requesting assistance with funding for residential trips in the Summer. An award was given for Summer activities last year – support will be offered to identify other potential funding sources for this project.
24	Salen SWI	The Christmas lunch is well attended and brings together older people from around the Salen area at a time of year where people can feel isolated. Transport is supported to allow participation from all older people and a contribution is recommended.
25	Tiree Piping Society	This project provides traditional music tuition for young people on the Isle of Tiree. With no piping tutor currently on the island, the group faces additional funding challenges in securing tuition.

#### 4.0 CONCLUSION

4.1 All organisations have been contacted and grant applications assessed.

## **5.0 IMPLICATIONS**

- 5.1 Policy: None
- 5.2 Financial: As per area budget allocation.
- 5.3 Legal: None
- 5.4 HR: None
- 5.5 Equalities Consistent with the Equal Opportunities policy of Argyll and Bute Council.
- 5.6 Risk: Monitoring of the process will minimise any risk to the Council
- 5.7 Customer Service: None

## **6.0 APPENDICES**

None

**Rona Gold**  
**Community Planning Manager**  
**Community Planning and Community Development**

**17 March 2017**

**For further information contact:** Laura Macdonald, Community Development Officer for Oban, Lorn and the Isles Tel No 01631 567944



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**ARGYLL AND BUTE COUNCIL****OBAN, LORN AND THE ISLES AREA  
COMMITTEE****CUSTOMER SERVICES****12 APRIL 2017**

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**PUBLIC TELEPHONE KIOSK – APPLICATION FROM COMMUNITY HEARTBEAT  
TRUST**

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**1.0 INTRODUCTION**

- 1.1 The Council has been advised by BT of a request from The Community Heartbeat Trust to adopt the telephone kiosk at the Old Post Office, Tioran, Isle of Mull. This report advises of the request and of the consultation process which must take place prior to this request being agreed by BT.

**2.0 RECOMMENDATIONS**

- 2.1 The Area Committee is asked to confirm that they have no objections to the proposal for The Heartbeat Trust to adopt the telephone kiosk at the Old Post Office, Tioran, Isle of Mull.

**3.0 DETAIL**

- 3.1 The Heartbeat Trust have approached BT with a request to adopt the telephone kiosk at the Old Post Office, Tioran, Isle of Mull under BT's adopt a kiosk programme. The Community Heartbeat Trust have stated they intend to place a defibrillator in the kiosk. In terms of the consultation process there is a requirement for the Council to respond to BT with any objections to the proposal including any comments made by members of the public.
- 3.2 BT have an obligation to provide a Universal Service and have advised that this will be maintained as there are other kiosks within the vicinity. A public notice is being displayed in the kiosk and any comments will be directed to the Council's planning office, responses will be collated and sent on to BT. A copy of the letter from BT and the public notice are attached as an Appendix to this report.
- 3.3 If no objections are received from the Council or interested parties then BT will progress with the permanent removal of the telephony service.

**4.0 CONCLUSION**

- 4.1 The Heartbeat Trust have applied to adopt the telephone kiosk at the Old Post Office, Tioran, Isle of Mull. This report advises Members of the request and the consultation process which is currently being undertaken and asks Members to

confirm that they have no objection to the proposal.

## **5.0 IMPLICATIONS**

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

**Executive Director of Customer Services**  
**Policy Lead – Councillor Ellen Morton**  
17 March 2017

**For further information contact:** Graeme B. Forrester, Area Committee Manager  
(01546) 604197

## **APPENDICES**

Appendix 1 – letter from BT advising of removal of public payphone service



Planning Department  
Argyll & Bute Council  
Kilmory  
Lochgilphead  
Argyll  
PA31 8RT

13 March 2017

**TIME SENSITIVE DOCUMENT – REPLY REQUIRED**

Our reference: - JB-01681705254

Dear Sir or Madam

**REMOVAL OF PUBLIC PAYPHONE SERVICE:**

I am writing to advise you that BT has received requests from The Community Heartbeat Trust, CHT Office, 78 Loughborough Road, Quorn. LE12 8DX to adopt the telephone kiosk 01681705254 Old Post Office Tiroran Isle of Mull. PA69 6ER to install a defibrillator.

Our obligation to provide a Universal Service will be maintained, as there are other kiosks within the vicinity. The nearest alternative kiosk is at Pennyghael.

Before we can have a kiosk adopted we have an obligation to consult with relevant public bodies on the proposed removal of telephony service. As part of the consultation process it is a requirement that the Council reply in writing to BT within 90-days giving their comments or any objections received from the local community. Further information on the consultation process can be found at:

<http://stakeholders.ofcom.org.uk/binaries/consultations/uso/statement/removals.pdf>

I am writing on behalf of The Community Heartbeat Trust, CHT Office, 78 Loughborough Road, Quorn. LE12 8DX to ask that Argyll & Bute Council do not raise any objection to cease of service so the CHT can adopt the telephone box, which is their desire.

If you do not reply, it will be taken that the council and interested parties have no objection to the permanent removal of the telephony service.

A notice of our proposal is being displayed in the kiosk and a copy is enclosed with this letter for your information.

If you require any further information or have any queries please do not hesitate to contact me via email at [btpcfo@bt.com](mailto:btpcfo@bt.com)

Yours faithfully

Jim Blanch  
BT Payphones - Commercial Field Officer

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of Schedule 7A of the Local Government(Scotland) Act 1973

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