

Argyll and Bute Council
Comhairle Earra-Ghàidheal Agus Bhòid

Customer Services
Executive Director: Douglas Hendry



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1 December 2016

NOTICE OF MEETING

A meeting of the **COMMUNITY SERVICES COMMITTEE** will be held in the **COUNCIL CHAMBERS, KILMORY, LOCHGILPHEAD** on **THURSDAY, 8 DECEMBER 2016** at **10:30 AM**, which you are requested to attend.

Douglas Hendry
Executive Director of Customer Services

BUSINESS

- 1. APOLOGIES FOR ABSENCE**
- 2. DECLARATIONS OF INTEREST**
- 3. MINUTES**
 - (a) Community Services Committee 8 September 2016 (Pages 1 - 8)
 - (b) Special Community Services Committee 21 November 2016 (Pages 9 - 10)
- 4. PERFORMANCE REPORT FQ2 - 2016/17**

Report by Acting Executive Director – Community Services (Pages 11 – 18)
- 5. SCHOOL HOLIDAY DATES FOR 2017/2018**

Report by Acting Executive Director – Community Services (Pages 19 – 32)
- 6. SCHEME OF DEVOLVED SCHOOL MANAGEMENT (DSM)**

Report by Acting Executive Director – Community Services (Pages 33 – 66)
- 7. STANDARDS AND QUALITY REPORT 2015-16**

Report by Acting Executive Director – Community Services (Pages 67 – 138)

- 8. DEVELOPING SCOTLAND'S YOUNG WORKFORCE (DYW)**
Report by Acting Executive Director – Community Services (Pages 139 – 146)
- 9. SQA SCHOOL EXAMINATION RESULTS 2016**
Report by Acting Executive Director – Community Services (Pages 147 – 168)
- 10. INSPECTION OF THE EDUCATION FUNCTIONS OF ARGYLL AND BUTE COUNCIL (INEA) SELF EVALUATION SUMMARY**
Report by Acting Executive Director – Community Services (Pages 169 – 182)
- 11. ARGYLL AND BUTE LOCAL HOUSING STRATEGY (LHS) 2016/17 - 2020/21**
Report by Acting Executive Director – Community Services (Pages 183 – 210)
- 12. COMMUNITY SERVICES WORK PLAN 2016/17** (Pages 211 - 212)

Community Services Committee

Councillor Robin Currie (Chair)	Councillor Gordon Blair
Councillor Rory Colville	Councillor Maurice Corry
Councillor Mary-Jean Devon (Vice-Chair)	
Councillor George Freeman	Councillor Kieron Green
Councillor Anne Horn	Councillor Neil MacIntyre
Councillor John McAlpine	Councillor Roderick McCuish
Councillor Julie McKenzie	Councillor James McQueen
Councillor Aileen Morton	Councillor Elaine Robertson
Councillor Isobel Strong	Margaret Anderson
William Hamilton	Alison Palmer
William Shaw	

Contact: Fiona McCallum Tel: 01546 604392

**MINUTES of MEETING of COMMUNITY SERVICES COMMITTEE held in the COUNCIL
CHAMBERS, KILMORY, LOCHGILPHEAD
on THURSDAY, 8 SEPTEMBER 2016**

Present: Councillor Robin Currie (Chair)

Councillor Gordon Blair	Councillor Roderick McCuish
Councillor Rory Colville	Councillor James McQueen
Councillor George Freeman	Councillor Elaine Robertson
Councillor Anne Horn	Councillor Isobel Strong
Councillor Neil MacIntyre	Alison Palmer
Councillor Robert E Macintyre	

Also Present: Councillor Ellen Morton

Attending: Ann Marie Knowles, Acting Executive Director – Community Services
Anne Paterson, Acting Head of Education
Donald MacVicar, Head of Community and Culture
Jeannie Holles, Adult Learning Manager
Roslyn Redpath, Principal Educational Psychologist
David Bain, Education Manager – Inclusion and Integration
Gary Clark, Education Support Officer
Shona Taylor, HM Inspector, Education Scotland

1. APOLOGIES FOR ABSENCE

Apologies for absence were intimated from Councillors Maurice Corry, Mary-Jean Devon, Julie McKenzie and Aileen Morton.

2. DECLARATIONS OF INTEREST

There were no declarations of interest.

3. MINUTES

The Minute of the Community Services Committee held on 2 June 2016 was approved as a correct record.

With reference to item 8 – School Holidays 2017–18, it was noted that the final pattern of schools holidays and in-service days would be presented for consideration at the December Community Services Committee meeting as further consultation was still underway with the appropriate Unions.

4. ADULT LEARNING AND LITERACIES SERVICE

Consideration was given to a presentation on the work undertaken by the Adult Learning and Literacies Service to support individuals over the age of 16 years with significant to very severe issues to enable them to communicate effectively, to find work or to get help with services they need.

Decision

The Committee:-

1. thanked the Adult Learning Manager for her very informative presentation and noted the valuable service provided by the Adult Learning and Literacies Service; and
2. congratulated the Welfare Reform Working Group on receiving the overall Scottish IRRV Award for their USDL (Universal Support Delivered Locally) trial and Excellence in Partnership Working.

Councillor Elaine Robertson joined the meeting during consideration of the foregoing item.

5. PERFORMANCE REPORT FQ1 - 2016/17

Consideration was given to a report on the Community Services FQ1 Performance Scorecard.

Decision

The Committee noted the performance for the quarter.

(Reference: Report by Acting Executive Director – Community Services dated 12 August 2016, submitted)

*** 6. EDUCATION VISION AND STRATEGY**

Consideration was given to a report advising Members of the outcome of the process of consultation on the Education Vision and Strategy - Our Children, Their Future, which was prepared by Education Services to allow the Service to effectively respond to the changing national and local policy contexts and, in doing so, ensure the future delivery of an Education Service which supports our children, young people and communities to achieve the best possible outcomes.

Decision

The Committee agreed:-

1. to note the consultation feedback on the draft Education Vision and Strategy;
2. that the draft Strategy should be circulated by the Acting Executive Director – Community Services to all elected Members for comment; and
3. to refer to Council the final approval of the draft Strategy.

(Reference: Report by Acting Executive Director – Community Services dated September 2016 and Draft of Education Vision and Strategy document, submitted)

Councillors Elaine Robertson and Councillor Robert E Macintyre left the meeting at this point.

7. DELIVERING EXCELLENCE AND EQUITY IN SCOTTISH EDUCATION

A report advising Members of the recently published Delivery Plan for Scottish Education and the implications arising from the Delivery Plan for both the Council and Education Services was considered.

Decision

The Committee agreed to:-

1. note the publication of “Delivering Excellence and Equity in Scottish Education: a Delivery Plan for Scotland”;
2. note the implications for Education Services in meeting the requirements set out within the Delivery Plan; and
3. note that a progress report will be presented to a future Community Services Committee meeting.

(Reference: Report by Acting Executive Director – Community Services dated 8 September 2016, submitted)

8. INSPECTION OF THE EDUCATION FUNCTIONS OF ARGYLL AND BUTE COUNCIL (INEA)

A report advising the Committee of the planned inspection of the Education functions of Argyll and Bute Council was considered. It was noted leaders of the Opposition Groups had indicated at the meeting they wanted to be included in interviews as part of the inspection activity.

Decision

The Committee agreed to:

1. note the planned INEA inspection of the Education Services of Argyll and Bute Council;
2. note the timetable associated with the inspection; and
3. request the Executive Director of Community Services to bring a report confirming the outcome of the inspection to a future meeting of the Community Services Committee.

(Reference: Report by Acting Executive Director – Community Services dated 25 July 2016, submitted)

9. REVISED SCHOOL INSPECTION FRAMEWORK BY EDUCATION SCOTLAND

A report updating Members on the revised school inspection framework implemented by Education Scotland from August 2016 was considered.

Decision

The Committee agreed to:-

1. note the revised school inspection framework implemented by Education Scotland from August 2016; and
2. note that the Argyll and Bute Education Service will review and further develop its approach to inspection and review, in consultation with Head Teachers, in line with the revised framework from Education Scotland.

(Reference: Report by Acting Executive Director – Community Services dated 8 September 2016, submitted)

10. ADDITIONAL SUPPORT NEEDS REVIEW UPDATE

Following approval by the Community Services Committee in June 2015 a comprehensive review of the delivery of support for pupils with additional support needs was implemented by Education Services. Consideration was given to a report updating Members of progress with this review.

Decision

The Committee agreed to:-

1. note the areas of progress in developing the ASN provision in Argyll and Bute as outlined in section 5 of the report;
2. note the areas of continued development as outlined in section 6 of the report; and
3. request that a further progress report be brought to a future Community Services Committee for consideration.

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

11. EDUCATION DIGITAL LEARNING AND TEACHING STRATEGY UPDATE

A report updating the Committee on the development of a Digital Learning Strategy for Scotland was considered.

Decision

The Committee agreed to:-

1. note that Argyll and Bute Education Services will continue to utilise learning technologies in a range of ways to deliver the curriculum across all the council's educational establishments;
2. note the outcomes from the consultation document which will inform the final National Digital Learning and Teaching Strategy for Scotland to be published in September 2016;

3. note that Argyll and Bute Education Service are undertaking a full review, along with partners, of the current strategy to produce A Digital Learning Strategy for Argyll and Bute in line with the National Strategy and which will be published in January 2017; and
4. request that Education bring the digital learning strategy to a future meeting of the Community Services Committee.

(Reference: Report by Acting Executive Director – Community Services dated September 2016, submitted)

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

12. PARENTAL INVOLVEMENT STRATEGY PAPER

Consideration was given to the revised draft Parental Involvement Strategy developed in consultation with Head Teachers and Parent Councils.

Decision

The Committee agreed to:

1. endorse the revised draft Parental Involvement Strategy;
2. note the continued commitment of the Education Service to enhance and further develop opportunities for parental involvement in all the council's schools; and
3. the publication of this revised draft Parental Involvement Strategy.

(Reference: Report by Acting Executive Director – Community Services dated 4 August 2016 and draft Parental Involvement Strategy dated June 2016, submitted)

13. SKIPNESS PRIMARY SCHOOL

A report advising the Committee of the current situation of Skipness Primary School was considered.

Decision

The Committee agreed that:-

1. Skipness Primary School discontinue as a school on a temporary basis and that the building be retained for two years on a care and maintenance basis;
2. if there are no registered pupils by the commencement of session 2018/19, the school be considered for formal closure through the statutory process; and
3. the community will have prearranged access to the building to promote community functions.

(Reference: Report by Acting Executive Director – Community Services dated 8 September 2016, submitted)

Alison Palmer left the meeting at this point.

* **14. STRATEGIC HOUSING INVESTMENT PLAN 2017/18 - 2021/22**

A report summarising the proposals for the revised Strategic Housing Investment Plan (SHIP), in line with statutory requirements and the latest guidance was considered. The report also highlighted progress with the previous SHIP and the outputs achieved over the last five years.

Decision

The Committee agreed to:-

1. note the positive progress with the SHIP 2011-2016;
2. approve the proposals summarised in the report; and
3. recommend to Council that the proposals summarised in the report form the basis of the submission to the Scottish Government in November 2016.

(Reference: Report by Acting Executive Director – Community Services dated 8 September 2016, submitted)

Councillor James McQueen left the meeting at this point.

15. EMPTY HOMES UPDATE

A report updating Members on the empty homes issue and outlining the activity which assists owners to bring empty homes back into use was considered.

Decision

The Committee agreed to note the content of the report.

(Reference: Report by Acting Executive Director – Community Services dated 8 September 2016, submitted)

16. REMIT OF COMMUNITY SERVICES COMMITTEE

A report updating Members on the remit of the Community Services Committee following the inception of the Argyll and Bute Health and Social Care Partnership and the Integration Joint Board (IJB).

Decision

The Committee agreed to note the revised remit of the Community Services Committee.

(Reference: Report by Executive Director – Customer Services dated 1 August 2016, submitted)

17. COMMUNITY SERVICES COMMITTEE WORK PLAN 2016/17

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

Decision

The Committee agreed to note the content of the work plan.

(Reference: Community Services Work Plan dated September 2016, submitted)

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**MINUTES of SPECIAL MEETING of COMMUNITY SERVICES COMMITTEE held in the
COUNCIL CHAMBER, KILMORY, LOCHGILPHEAD
on MONDAY, 21 NOVEMBER 2016**

Present: Councillor Robin Currie (Chair)

Councillor Gordon Blair	Councillor Julie McKenzie
Councillor Rory Colville	Councillor Aileen Morton
Councillor George Freeman	Councillor Elaine Robertson
Councillor Kieron Green	Councillor Isobel Strong
Councillor Neil MacIntyre	William Hamilton – Teacher
Councillor Roderick McCuish	Representative

Attending: Donald MacVicar – Head of Community and Culture
Alan Martin – Ernest and Young
Ann Marie Knowles – Acting Executive Director of Community Services
Charles Reppke – Head of Governance and Law

The Chair welcomed William Hamilton – Teacher Representative to his first Community Services Committee meeting.

The Chair ruled, and the Committee agreed, that the business dealt with at item 4 of this Minute be dealt with as a matter of urgency by reason of the need to take action to resolve the issues.

1. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillor Anne Horn and from William Stewart Shaw, Church Representative.

2. DECLARATIONS OF INTEREST

There were none intimated.

*** 3. CHARITABLE LEISURE & LIBRARIES TRUST - FULL BUSINESS CASE**

The Committee heard a presentation from Alan Martin of Ernst and Young (EY) and gave consideration to a Full Business Case, prepared by EY, for the creation of a charitable trust to deliver leisure and library services in Argyll and Bute. The Business Case explored the service transformation options available to the Council for its Leisure and Libraries Services.

It was highlighted to the Committee that under the Office of the Scottish Charity Regulator (OSCR) guidance mandates the best option for a Board of Directors/Trustees is for a new trust to be comprised of seven individuals, including four independent members (one of which to be a Trade Union representative) and three Elected Members in order to create an independent board.

Decision

The Committee agreed to;

- 1) approve the Full Business Case prepared by Ernst and Young;
- 2) approve that the next steps to implementation of a Charitable Trust be taken forward within the proposed governance arrangements; and
- 3) recommend to Council approval of the Charitable Leisure and Libraries Trust Full Business Case.

(Reference: Report by Acting Executive Director – Community Services dated 18 October 2016, submitted; and Full Business Case for a Charitable Leisure and Libraries Trust by Ernst and young, 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 item of business on the grounds that it was likely to involve the disclosure of exempt information as defined in Paragraphs 8 and 9 respectively of Part 1 of Schedule 7A to the Local Government (Scotland) Act 1973.

4. RIVERSIDE SWIM AND HEALTH CENTRE, DUNOON REFURBISHMENT PROGRAMME

The Committee considered a report relating to the Riverside Leisure Centre in Dunoon which comprises a six lane swimming pool, gym and fitness facilities, café and spa area. The report highlighted that it has been over thirteen years since the last major investment in the facility and which now requires essential maintenance in order to sustain the building, obtain improved energy efficiency and meet customer expectations.

Decision

The Committee endorsed the recommendations contained within the report.

(Reference: Report by Acting Executive Director – Community Services dated 21 November 2016, tabled)

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

COMMUNITY SERVICES

8th DECEMBER 2016

PERFORMANCE REPORT FQ2 2016/2017

1.0 EXECUTIVE SUMMARY

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

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

COMMUNITY SERVICES

8th DECEMBER 2016

PERFORMANCE REPORT FQ2 2016/2017

2.0 INTRODUCTION

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

3.0 RECOMMENDATIONS

3.1 It is recommended that the Community Services Committee review departmental performance for FQ2.

4.0 DETAIL

4.1 Community Services performance scorecards for FQ2 2016/2017 are attached for review by the Committee.

5.0 IMPLICATIONS

5.1 Policy – None.

5.2 Financial – None

5.3 Legal – None.

5.4 HR – None.

5.5 Equalities – None

5.6 Risk –None.

5.7 Customer Service - None

Ann Marie Knowles
Acting Executive Director of Community Services
16th November 2016

For further information contact:

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

APPENDICES

Appendix 1: FQ2 Performance report and scorecards – Community Services

Key Successes

A number of the Community Services Teams and employees who were recognised for their work with our communities. Notably:

- Steven Simpson from the Education Learning Technologies Team was the outright winner of the Scottish Training Federation (STF) Modern Apprentice of the Year Award
- Morag Brown Business Improvement Manager won the Making a Difference Award at this year's Argyll and Bute Excellence Awards
- The Strategic Housing Investment Plan (SHIP) delivered by members of the Community Services Team received recognition as recipients of the Provost's Award and the Gold Award in the Strong and Sustainable Communities category
- "Bute Welcomes Refugees" winners of a prestigious Gold Award at the Argyll and Bute Excellence Awards in the Achieving Better Outcomes category
- Supporting learners with English as an additional language on Bute for winning a Silver Award at the Argyll and Bute Excellence Awards in the Tackling Inequalities and Improving Health category
- Cowal Money Advice Project – Argyll and Bute Family Pathway for winning a Bronze Award at the Argyll and Bute Excellence Awards in the Achieving Better Outcomes category
- SQA Professional Development Awards went to our Classroom and Support Assistants for winning a Bronze Award at the Argyll and Bute Excellence Awards in the Achieving Better Outcomes category
- Arinagour Primary School on winning the Gold School Support Award from Sports Scotland for a second time
- % of positive post school leaver destinations is at 92.7%, which is slightly higher than the National average
- Number of exclusions within secondary schools – number of incidents recorded remains below the target for this quarter
- The number of probationer placements in primary schools exceeds its target of 12 with the actual figure being 15 for this quarter
- The number of probationer placements in secondary schools is on target with 6 being achieved in this quarter
- % of positive local authority Care Commission Inspection Evaluations is 100% against a target of 75% for the quarter
- Number of adults accessing community based adult learning exceeds the target of 250 with 685 users
- The number of people accessing Council pools exceeds the target of 23,333 with the actual figure 24,358 for this quarter
- The number of people accessing Council gyms exceeds the target of 6,667 with the actual figure 7,931 for this quarter
- The number of children's swimming lessons far exceeds the target of 2,500 with the actual figure 6,189 for this quarter

- The number of times libraries have been used by external agencies is well above its target of 120 with the actual figure being 224 for the quarter
- The number of visits in person and by website for museums is 82,327 well above the target of 65,000 for this quarter
- 18 Syrian families have now been resettled in Bute and 3 new families have recently been resettled in this quarter and are settling in really well to life on Bute. The process continues to be so successful due to the fantastic contribution from partners and the local community highlighting the importance of partnership working and show casing how successful these approaches can be

Key Challenges

1. Reducing the number of days lost through sickness absence across Community Services.
2. Reviewing the implementation of the new National Qualifications arising from the Education Delivery Plan for Scotland which was published in June 2016
3. Meeting the requirements of new legislation e.g. Self-Directed Support Act, Children and Young People's Act 2014 and Community Empowerment Act, etc. and key requirements emerging as a consequence of legislative changes such as the Education Bill and Carers Bill
4. Achieving target for the completion of PDRs during the quarter
5. Increasing positive destinations for young people in the current economic climate
6. Continue to raise attainment for all of our children and young people, specifically in reading, writing and numeracy in line with the new National Improvement Framework for Education including:
 - 6.1 Continue to work to close the gap between the most and least disadvantaged children in school as outlined in the new National Improvement Framework
 - 6.2 Introduction of new national standardised assessments in P1, P4, P7 and S3 which focus on progression on literacies and numeracy as part of the new National Improvement Framework
7. Ongoing challenges associated with teacher recruitment in certain Council locations and for certain subjects to assist the authority to meeting its commitment in relation to teacher numbers
8. Delivering Excellence and Equity in Scottish Education – The Delivery Plan. There are a number of key challenges for the Education Service in delivering the identified actions for the authority within tightly prescribed timescales

Action points to address the challenges

1. Continue to work to ensure that return to work interviews are completed for all periods of sickness absence by targeting individual Managers and Team Leaders in the context of performance. Staff to be offered appropriate support in the management of this issue.

2. Continue to support work on curriculum design to reflect the new Curriculum for Excellence framework and training on the new secondary benchmarking toolkit. The examination results for session 2015/16 will be analysed in detail and used to review the curricula available within secondary schools
3. Meeting the requirement of all new legislation
4. Implementation of a new process for the recording of PRDs which will include a review of the quality of completed reviews.
5. Detailed and individualised information and advice for school leavers is being provided in conjunction with Skills Development Scotland. Multi agency plan to meet the recommendations of Scotland's Young Workforce currently being implemented
6. Continue to develop the new Education Strategy to deliver on the new National Improvement Framework and the additional duties in the updated Education Act
7. Recruiting and retaining staff who have a focus on developing consistency and quality. Continue to work with the Council's HR service to advertise and recruit into vacant posts within the Oban and Mid Argyll areas
8. A timetable will be shared at Community Services Committee and with the Education Team, Head Teachers and parents



Steven Simpson from the Education Learning Technologies Team was the outright winner of the Scottish Training Federation (STF) Modern Apprentice of the Year Award.



Pupils from Arinagour Primary School celebrating winning the Gold School Support Award from Sports Scotland for the second time



SQA Professional Development Awards went to our Classroom and Support Assistants for winning a Bronze Award at the Argyll and Bute Excellence Awards in the Achieving Better Outcomes category.

Making A&B a place people choose to live

SOA Outcome - People live active, healthier and independent lives	Success Measures	5	A
	On track	4	→

SOA Outcome - People live in safer and stronger communities	Success Measures	5	A
	On track	4	↑

SOA Outcome - Children and young people have the best possible start	Success Measures	28	A
	On track	17	→

Making A&B a place people choose to learn

SOA Outcome - Education, skills and training maximises opportunities for all	Success Measures	58	A
	On track	47	→

Making A&B a place people choose to work

SOA Outcome - The economy is diverse and thriving	Success Measures	2	G
	On track	2	→

SOA Outcome - We have infrastructure that supports sustainable growth	Success Measures	2	G
	On track	2	→

Making it happen

Supporting Outcome - Service Delivery Enablers	Success Measures		
	On track		



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

IMPROVEMENT

		Status Trend				
Improvement Plan Outcomes CM	Outcomes	Total No	Off track	On track	Complete	
		49	13	0	36	
CARP Community Services		Total No	Off track	On track	Complete	G →
		91	0	82	9	
Customer Service CM	Number of consultations				1	
Customer Charter	Stage 1 complaints	0 %				G ↓
Customer satisfaction	Stage 2 complaints	0 %				G ↓
Community Services Audit Recommendations		R	Overdue	Due in future	Future - off target	
			3 ↓	7 →	0 →	
CM Average Demand Risk	Score	9	Appetite	9		→
CM Average Supply Risk	Score	8	Appetite	8		→
Health & Safety		Overdue	Rescheduled	Actions in Plan	Complete	
Service H&S Plan Actions						
H&S Investigation Actions		R	1	0	4	

Community Services Scorecard 2016-17

Scorecard owner **Ann Marie Knowles** FQ2 16/17

[Click for Full Outcomes](#)

P Priorities for 2015-17: Community Services

RESOURCES

People	Benchmark	Target	Actual	Status Trend
Sickness absence CM [LGE]		2.0 Days	1.6 Days	G ↑
Sickness absence CM [teachers]		1.6 Days	1.0 Days	G ↑
PRDs % complete		90 %	59 %	R
Financial		Budget	Forecast	
Finance Revenue totals CM		£K 81,504	£K 81,504	G →
Capital forecasts - current year CM		£K 0	£K 0	
Capital forecasts - total project CM		£K 0	£K 0	
Asset management red risks			0	

SOA Outcome - The economy is diverse and thriving G			
CC05 Argyll and Bute's economic success is built on a growing population	Success Measures	2	G
	On track	2	→
SOA Outcome - We have infrastructure that supports sustainable growth G			
CC07 People access a choice of suitable & affordable housing options ...	Success Measures	2	G
	On track	2	→
SOA Outcome - Education, skills and training maximises opportunities for all A			
CC03 Our adults are supported to access learning opportunities ...	Success Measures	2	G
	On track	2	→
ED01 Primary school children are enabled to increase levels of attainment ...	Success Measures	21	A
	On track	15	→
ED02 Secondary school children are enabled to increase levels of attainment ...	Success Measures	15	A
	On track	11	↓
ED03 Education Central Management Team ensures continuous improvement ...	Success Measures	8	G
	On track	8	↑
ED05 An effective system for Opportunities for All will operate in all secondary schools	Success Measures	4	G
	On track	4	↑
ED06 Education staff have increased capacity for leadership ...	Success Measures	5	G
	On track	5	→
ED08 Young people have the opportunity to access accredited wider learning opportunities	Success Measures	3	A
	On track	2	↓

Community Services Scorecard 2016-17

FQ2 16/17

[Click for Full Scorecard](#)

SOA Outcome - Children and young people have the best possible start A			
CC01 Our young people are supported to lead more active and healthier lives	Success Measures	2	G
	On track	2	→
ED04 Educational additional support needs of children & YP are met ...	Success Measures	14	R
	On track	4	↓
ED07 Young children and their families assisted to achieve best start in life ...	Success Measures	12	A
	On track	11	→
SOA Outcome - People live active, healthier and independent lives A			
CC02 Raised lifelong participation in sport ... healthy lives	Success Measures	3	G
	On track	3	→
CC04 Less people will become homeless ... thru proactive approach ...	Success Measures	2	A
	On track	1	→
SOA Outcome - People live in safer and stronger communities A			
CC06 Third Sector & communities ... enabled ... developing communities	Success Measures	1	G
	On track	1	↑
CC08 Improved literacy, health ... access to ... culture, libraries & museums	Success Measures	4	A
	On track	3	→

ARGYLL AND BUTE COUNCIL**Community Services Committee****COMMUNITY SERVICES****8 December 2016**

School Holiday Dates for 2017/2018

1.0 EXECUTIVE SUMMARY

- 1.1 The purpose of this report is to provide the Community Services Committee with an update to the further consultation that took place with Parent Councils, Head Teachers and teaching staff with regard to School Holiday dates for 2017-2018.
- 1.2 Members are asked to agree a framework for the main school holiday periods in Argyll and Bute that will enable Education Services to align the in-service days for teachers and the holiday dates for pupils.
- 1.3 Prior to submitting this update full consultation took place with Parent Councils for school holiday arrangements for 2017/2018. The consultation documents and summary outcomes were presented to Community Services Committee on the 2nd June 2016.
- 1.4 It is recommended that the Community Services Committee:
 - a. Note the update to the proposed arrangement for school holiday in session 2017/2018 following the first round of consultation with Parent Councils (Appendix 1).
 - b. Note the outcome of the second round of consultation that has taken place via a web based survey with Parent Councils, Head Teachers and teaching staff (Appendix 2).
 - c. Note that consultation with appropriate Unions on the proposal for school holiday arrangements in Session 2017/2018 has been undertaken at both JSC and LNCT meetings where the updated proposal was noted. The outcome of the further consultation referred to the JSC on the 26th October 2016 was that the proposed school holiday dates in Appendix 3 was approved. The outcome of the further consultation has been referred to the LNCT on the 30th November 2016 for decision.
 - d. Note that advantage to the service of being able to deliver focused continuing professional development to teaching and support staff with the increase in common in-service dates.
 - e. Approve the proposed school holiday dates for Session 2017/2018 and 2018/19 as outlined in Appendix 3 and Appendix 4.

School Holiday Dates for 2017/2018

2.0 INTRODUCTION

- 2.1 The major school holiday arrangements for Argyll and Bute for session 2017/2018 require to be set by the Council.
- 2.2 Members are asked to agree a framework for the main school holiday periods in Argyll and Bute that will enable Education Services to align the in-service days for teachers and the holiday dates for pupils.
- 2.3 Increasing the number of common in-service dates for teachers will enable the service to provide enhanced opportunities for staff to come together to work on key improvement activities arising from the new Education Act and National Improvement Framework (NIF).
- 2.4 Common in-service dates will also enhance the delivery of focused continuing professional development to improve the knowledge and skills of staff in a number of areas eg assessment and moderation and leadership.
- 2.5 Common in-service dates will also allow staff to meet and share good practice that will improve outcomes for children and young people.
- 2.6 Common in-service dates will enable the service to provide a comprehensive calendar of CPD activities and deliver them as cost effectively as possible eg reducing teacher cover costs.
- 2.7 Prior to submitting this update full consultation took place with Parent Councils for school holiday arrangements for 2017/2018. The consultation documents and summary outcomes at this stage of the consultation were presented to Community Services Committee on the 2nd June 2016.
- 2.8 It was recommended that further consultation take place with Parent Councils, Head Teachers and teaching staff and that the outcome of this further consultation is presented at Community Services Committee on the 8th December 2016. The updated proposal for the main school holiday periods in Argyll and Bute used in the second round of consultation is attached as Appendix 1. Cognisance was taken of the responses to the initial consultation with Parent Councils within the updated proposal.

3.0 RECOMMENDATIONS

3.1 It is recommended that the Community Services Committee:

It is recommended that the Community Services Committee:

- a. Note the update to the proposed arrangement for school holiday in session 2017/2018 following the first round of consultation with Parent Councils (Appendix 1).
- b. Note the outcome of the second round of consultation that has taken place via a web based survey with Parent Councils, Head Teachers and teaching staff (Appendix 2).
- c. Note that consultation with appropriate Unions on the proposal for school holiday arrangements in Session 2017/2018 has been undertaken at both JSC and LNCT meetings where the updated proposal was noted. The outcome of the further consultation referred to the JSC on the 26th October 2016 was that the proposed school holiday dates in Appendix 3 was approved. The outcome of the further consultation has been referred to the LNCT on the 30th November 2016 for decision.
- d. Note that advantage to the service of being able to deliver focused continuing professional development to teaching and support staff with the increase in common in-service dates.
- e. Approve the proposed school holiday dates for Session 2017/2018 and 2018/19 as outlined in Appendix 3 and Appendix 4.

4.0 DETAIL

- 4.1 There is no requirement under Schedule 1 of the Schools (Consultation) (Scotland) Act 2010, 2000 to consult on and give notice in respect of school holidays.
- 4.2 However, prior to submitting this update paper two consultations took place; the first with Parent Councils and the second with Parent Councils, Head Teachers and Teaching staff to ensure that all stakeholders gave consideration to the updated proposal.
- 4.3 The updated proposal took cognisance of as many of the respondent views as possible and ensured that:
 - a two week break in October was included;
 - a one week break in February was included;
 - the number of incomplete school weeks for pupils were minimised and
 - there was an increase in the number of common in-service dates supporting the delivery of focused CPD were aligned.

4.4 The outcome of the second round of consultation is as follows:

Parent Councils voted in favour of the updated school holiday dates for 2017-2018:

- there were 37 responses from Parent Councils, including two late responses
- 62.2% of Parent Councils that responded agreed to the updated proposal
- 37.8% of Parent Councils that responded rejected the updated proposal

School Staff voted against the updated school holiday dates for 2017-2018:

- there were 474 (**60.5%**) responses from Head Teachers, teaching staff and support staff from a total staff of 783.58 fte.
- **45%** of Head Teachers and Teaching staff that responded **agreed** to the updated proposal for the following reasons:
 - staff would prefer to retain two weeks at October;
 - staff welcomed the one week break in February and
 - aligning the in-service days allows for increased collaboration between schools
- **55%** of Head Teachers and Teaching staff that responded **rejected** the updated proposal for the following reasons:
 - The majority of staff would prefer to retain their two week Winter break;
 - staff who work on Islands were concerned about the shortened winter break and the implications for travel;
 - two in-service days in January were too soon;
 - two weeks in October was too long and
 - HALCO staff would prefer the holiday dates to align with neighbouring authorities.

5.0 CONCLUSION

5.1 Parent Councils voted in favour of the updated school holiday dates for Session 2017/2018 and the proposed dates should therefore be considered for approval.

5.2 Teaching staff rejected the proposed dates and the modified proposal contained in Appendix 3 should be considered for approval to retain the parent wishes and to accommodate the majority of staff who wished to

retain their two week winter break. Head Teachers would agree the pattern of in-service days for their cluster (geographical area).

- 5.3 The school holiday dates for Session 2018/2019 contained in Appendix 4 should be considered for approval to enable the school holiday dates for 2017/2018 and 2018/2019 to be published to stakeholders.

6.0 IMPLICATIONS

- | | | |
|-----|-------------------|--|
| 6.1 | Policy: | None. |
| 6.2 | Financial: | None. |
| 6.3 | Legal : | None. |
| 6.4 | HR: | None. |
| 6.5 | Equalities: | None. |
| 6.6 | Risk: | There is a risk to the reputation of the Council if we cannot provide School holiday arrangements for 2017/2018. |
| 6.7 | Customer Service: | School holiday arrangements for 2017/2018 will be made available to the public via the Council Website. |

Ann Marie Knowles
Acting Executive Director of Community Services

Councillor Rory Colville
Policy Lead for Education and Lifelong Learning
18th October 2016

For further information contact:

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APPENDICES

- Appendix 1: Updated School Holiday Dates for 2017/2018**
- Appendix 2: Outcomes of second round of consultation on Proposed School Holiday Dates for 2017/2018**
- Appendix 3: Proposed solution to the School Holiday School Holiday Dates for 2017/2018**
- Appendix 4: Proposed School Holiday Dates for 2018/2019**

Appendix 1 Updated Proposed School Holiday plan 2017/2018

Argyll and Bute Council
Community Services: Education
School Holiday Arrangements
2017/2018

TERM	BREAK	DATES OF ATTENDANCE	
First			14 th and 15 th August 2017 Teachers' In-Service
		Open	16 th August 2017 Pupils Return
	October	Close	6 th October 2017
		Open	23 rd October 2017
			24 th November 2017 Teachers' In-service
	Christmas	Close	22 nd December 2017
Second			4 th and 5 th January 2017 Teachers' In-Service
		Open	8 th January 2018 Pupils return
		Close	9 th February 2018
		Open	19 th February 2018
	Spring*	Close	29 th March 2018
		Open	16 th April 2018
Third	May	Close	4 th May 2018
		Open	8 th May 2018
		Close	29 th June 2018

* Good Friday – 30th March 2018

* Easter Sunday – 1st April 2018

The updated proposed dates for in-service for all schools for 2017-18 are therefore:

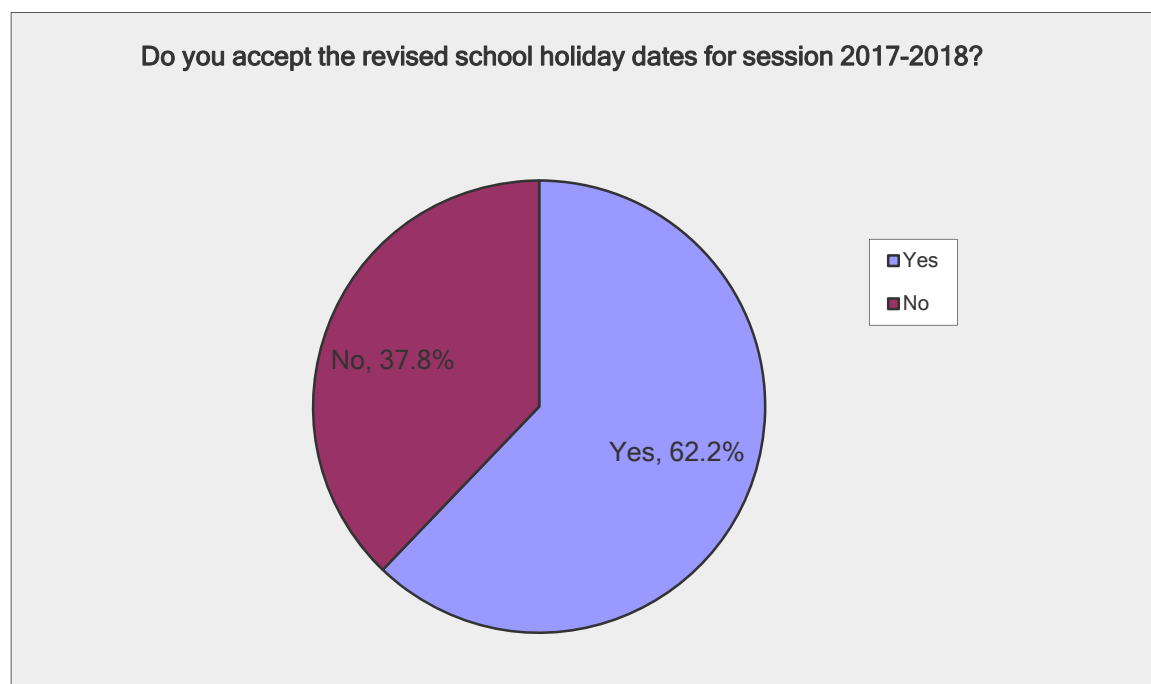
Monday 14th August 2017
 Tuesday 15th August 2017
 Friday 24th November 2017
 Thursday 4th January 2018
 Friday 5th January 2018

APPENDIX 2: Outcome of further consultation on Proposed School Holiday plan 2017/2018

PARENT COUNCIL

**School Holiday Dates Consultation - 2017 - 2018
Further Consultation - Parent Council**

Do you accept the revised school holiday dates for session 2017-2018?		
Answer Options	Response Percent	Response Count
Yes	62.2%	22
No	37.8%	14
Any further comments		20
<i>answered question</i>		37
<i>skipped question</i>		0



Yes - By Area

COWAL	1	5%
OLI	10	45%
HALCO	4	18%
MAKI	5	23%
No school indicated	2	9%
Total	22	100%

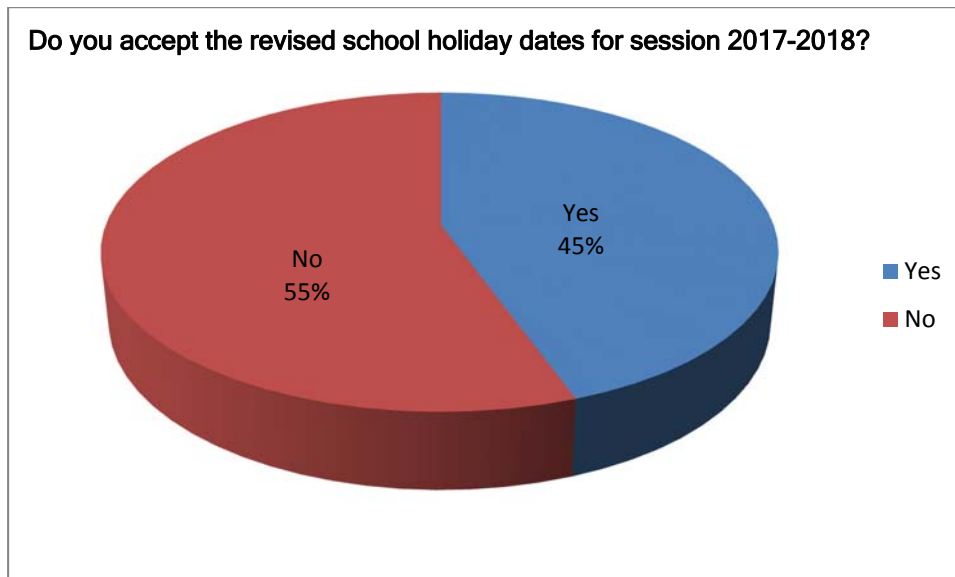
No - By Area

COWAL	3	21%
OLI	1	7%
HALCO	5	36%
MAKI	5	36%
No school indicated	0	0%
Total	14	100%

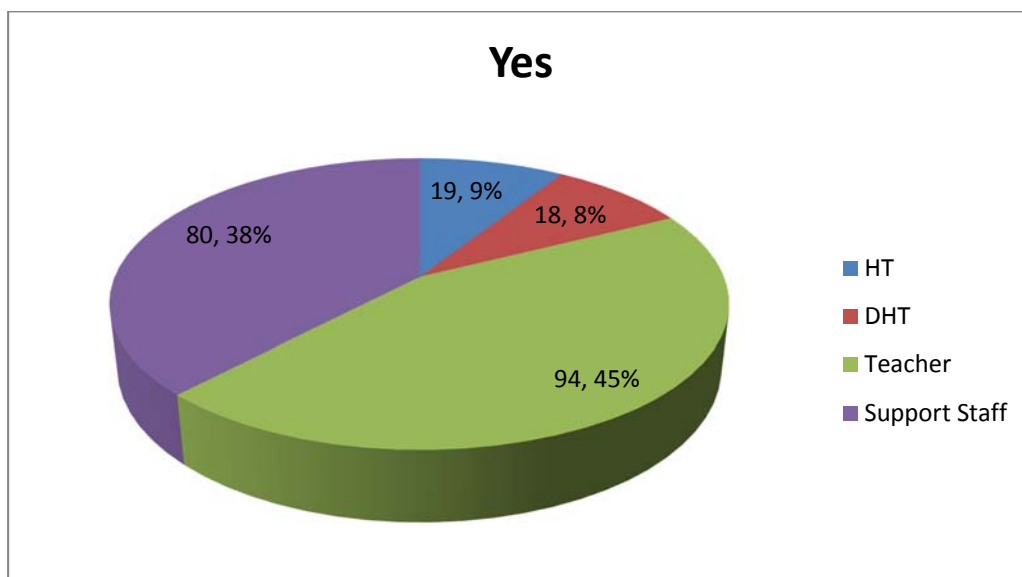
HEAD TEACHERS AND TEACHING STAFF OUTCOME

**School Holiday Dates Consultation - 2017 - 2018
Further Consultation - Head Teachers and Teaching Staff**

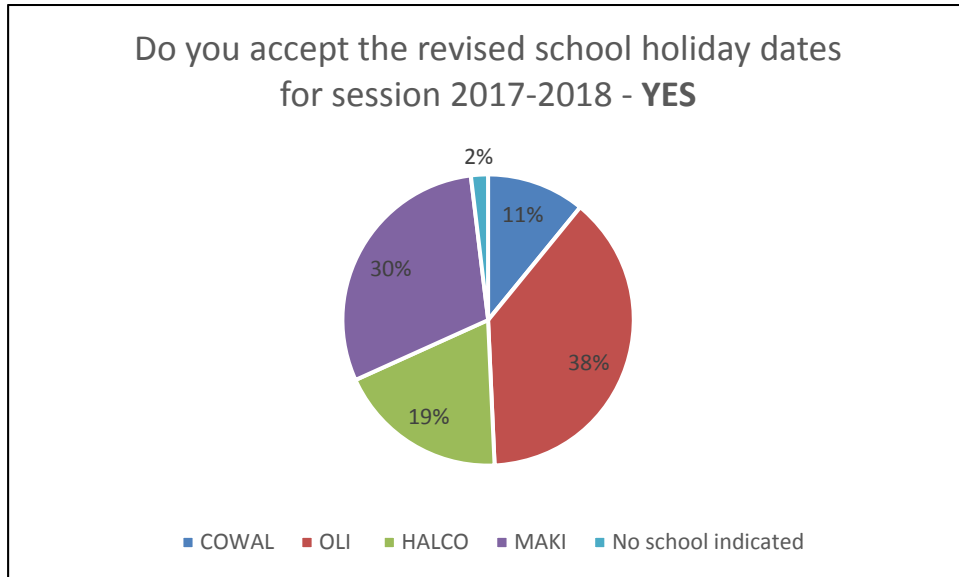
Do you accept the revised school holiday dates for session 2017-2018?		
Answer Options	Response Percent	Response Count
Yes	45%	211
No	55%	263
Any further comments		232
<i>answered question</i>		474
<i>skipped question</i>		0



Percentage Breakdown for Yes

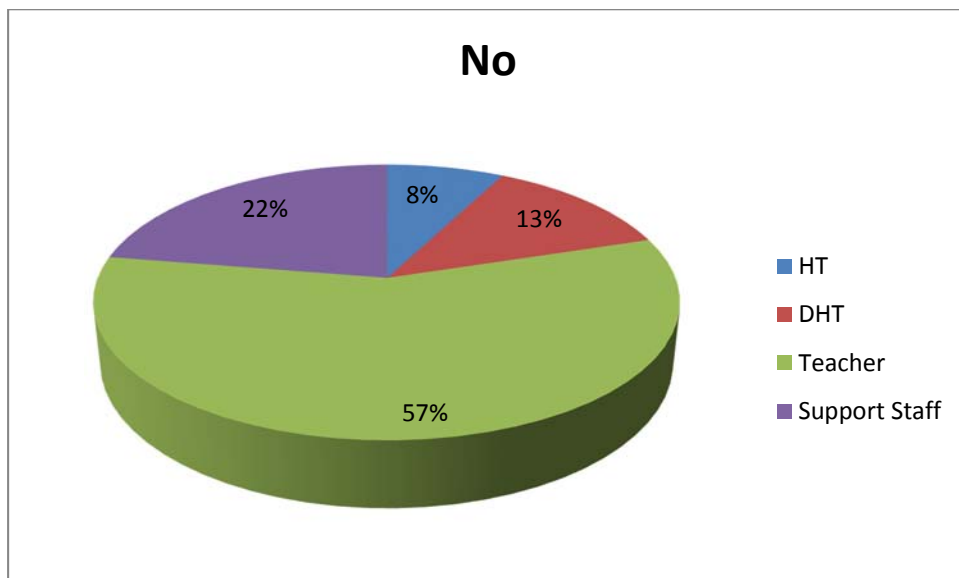


Yes - By Area

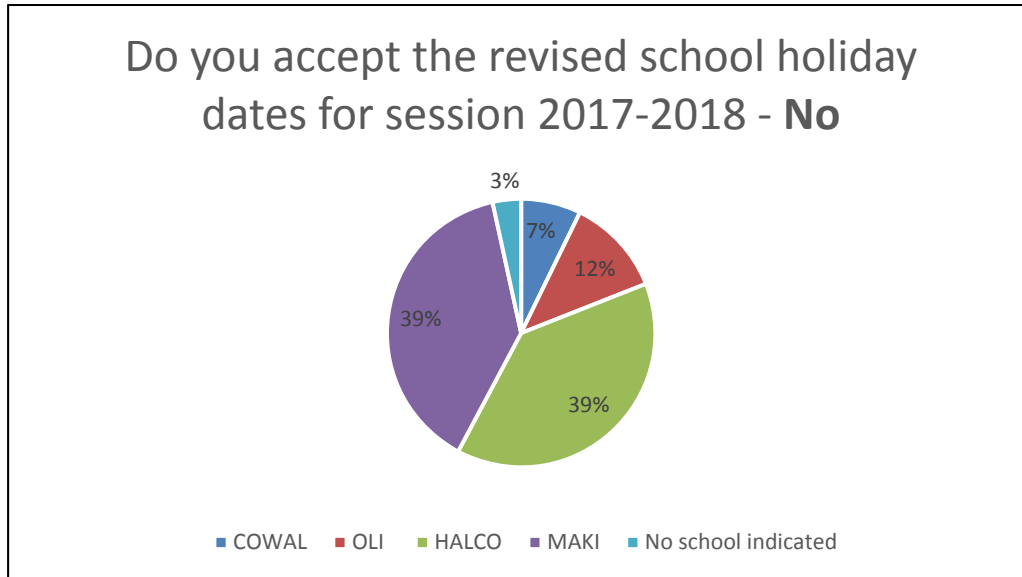


COWAL	23	11%
OLI	81	38%
HALCO	40	19%
MAKI	63	30%
No school indicated	4	2%
Total	211	100%

Percentage Breakdown for No



No - By Area



COWAL	19	7%
OLI	31	12%
HALCO	102	39%
MAKI	102	39%
No school indicated	9	3%
Total	263	100%

Breakdown of Teaching Staff Respondents

Staff	Total	%
HT	39	8%
DHT	51	11%
Teacher	245	52%
Support Staff	139	29%
OVERALL TOTAL	474	100%

Appendix 3 Proposed School Holiday Plan 2017/2018

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	PD	TD	
AUG														IS	IS																		12	14
SEPT																																X	21	21
OCT									H	H	H	H	H			H	H	H	H/IS	H/IS													12	12 or 14
NOV																											IS*				X	22 or 21	22	
DEC																										H	H	H	H	H			16	16
JAN	H	H	H	H	H																												18	18
FEB												H	H	H	H/IS	H/IS														X	X	X	15	15 or 17
MAR																															H		21	21
APR		H	H	H	H	H			H	H	H	H	H																		X		11	11
MAY							H*																			IS*			H*				22 or 21	22
JUN																															X	21	21	

Good Friday	30 March 2018	Pupil Day (PD)	190
Easter Monday	2 April 2018	Teacher Day (TD)	195
If choosing the 2 weeks break in October then you would take the November in-service Day			
If choosing a shorter October break then you would take the May in-service day.			
This pattern of Inset days supports collegiate working in areas rather than across the Authority			
Only one of the May holidays can be taken and area Head Teachers would decide which one suited the cluster best.			

Appendix 4 Proposed School Holiday plan 2018/2019

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	PD	TD
AUG										IS			IS																			14	16
SEPT																															X	20	20
OCT								H	H	H	H	H			H	H	H	H/IS	H/IS													13	13 or 15
NOV																										IS*					X	22 or 21	22
DEC																									H	H	H	H	H		H	15	15
JAN	H	H	H	H																												19	19
FEB											H	H	H	H/IS	H/IS														X	X	X	15	15 or 17
MAR																																21	21
APR	H	H	H	H	H			H	H	H	H	H							H												X	10	10
MAY						H*																			IS*			H*				22 or 21	22
JUN																															X	20	20

Good Friday	19th April 2019	Pupil Day (PD)	190
Easter Monday	22nd April 2019	Teacher Day (TD)	195
If choosing the 2 weeks break in October then you would take the November in-service Day			
If choosing a shorter October break then you would take the May in-service day.			
This pattern of Inset days supports collegiate working in areas rather than across the Authority			
Only one of the May holidays can be taken and area Head Teachers would decide which one suited the cluster best.			

ARGYLL AND BUTE COUNCIL

Community Services Committee

COMMUNITY SERVICES

8 December 2016

Scheme of Devolved School Management (DSM)

1.0 EXECUTIVE SUMMARY

- 1.1 The purpose of this report is to provide an overview of the current Scheme of Devolved School Management (DSM) and to outline the findings and recommendations of a working group established in February 2016 to review the scheme to increase the flexibility and use of budgets for Head Teachers whilst adhering to the national DSM guidelines.
- 1.2 It is recommended that the Community Services Committee:
- a. Note the review of the current Scheme of Devolved School Management (DSM) guidelines;
 - b. Note the updated guidelines (Appendix 1).

Scheme of Devolved School Management (DSM)

2.0 INTRODUCTION

2.1 A working group was established in February 2016 to undertake a review of the Scheme of Devolved School Management (DSM). The working group consisted of Primary and Secondary Head Teachers, Principal Accountant and Education Manager. A Union Representative was copied into all related correspondence for information and comment.

2.2 The terms of reference for the review of DSM were that any proposed updates:

- must ensure that the Council meets its commitments to the Scottish Government;
- should focus on assisting schools to have a greater level of autonomy with their school budgets;
- should increase the flexibility for Head Teachers for virements;
- adhere to the national DSM guidelines that were produced by a wide range of stakeholders and agreed unanimously by councils at the COSLA Convention in March, 2012 and by the Cabinet Secretary for Education and Lifelong Learning in June 2012.
- be incorporated, where necessary, to reflect requirements within the Education Scotland Act;
- be at the discretion of the Executive Director of Community Services should exceptional circumstances arise.

3.0 RECOMMENDATIONS

It is recommended that the Community Services Committee:

- a. Note the review of the current Scheme of Devolved School Management (DSM) guidelines;
- b. Note the updated guidelines (Appendix 1).

4.0 DETAIL

- 4.1 The national DSM Guidelines were produced by a wide range of stakeholders and agreed unanimously by councils at the COSLA Convention in March, 2012 and by the Cabinet Secretary for Education and Lifelong Learning in June 2012. The guidelines are based on nineteen principles that are grouped under the four headings of Subsidiarity and Empowerment; Partnership Working; Accountability and Responsibility; and Local Flexibility. Their objective is to enhance the quality of education by enabling more informed decision-making at local level with the effective use of available resources to support learning and teaching.
- 4.2 Argyll and Bute Council is committed to delegating responsibility for budget management and decision making to the most appropriate level in the organisation and seeks to ensure that the detailed regulations in its scheme of Devolved School Management (DSM) are consistent with the principles of the 2012 DSM Guidelines issued by Scottish Government/COSLA.
- 4.3 A working group was established in February 2016 to undertake a review of the Scheme of Devolved School Management (DSM). The working group Representatives consisted of Primary and Secondary Head Teachers, Principal Accountant and Education Manager. A Union Representative was copied into all related correspondence for information and comment.
- 4.4 The following recommendations were made to increase the flexibility and use of budgets for Head Teachers:
- staffing virements, including teacher cover, are unlimited;
 - school discretionary budget virements are unlimited and these will be monitored and discussed by the HT and the AFAs on a regular basis;
 - there will be no limit on carry-forwards subject to spending plans being submitted, scrutinised and approved by Education management;
 - there will be no limit on contributions to the Capital Items Replacement Fund subject to spending plans being submitted, scrutinised and approved by Education management. All approved contributions to be made only where school outturn allows for it and;
 - should a CIRF balance be no longer required by a school the monies could be distributed to other schools on a bid basis.

4.5 The following recommendations were made to improve budget monitoring and to reduce risk:

- virements from lines outwith the HT control, including carry-forward lines, will be prohibited;
- it is proposed that deficits are carried forward in line with the national DSM guidelines. At present, if a school overspends in one year this does not have any impact on its budget for the following year;
- where routine budget monitoring alludes to a year-end overspend, the HT has the responsibility to report it immediately in writing to the Head of Service with written confirmation of the underlying reason(s) and a plan to bring spending back in line sent to the Community Services Finance Team; and
- financial forecasts for the year to be prepared by the HT, with assistance from cluster AFA's, based on the establishment financial position as at period end of December, submitted to the Community Services Finance Team, and copied to Education Service, by the end of January; and
- training on the use of the updated DSM guidelines to be delivered to Head Teachers.

4.6 The Argyll and Bute DSM guidelines should be reviewed every three years in terms of their implementation to ensure that they remain fit for purpose, operate within Best Value regimes, to seek continuous improvement and reflect the requirements of the Education Scotland Act 2016.

5.0 CONCLUSION

5.1 The proposals contained within the updated DSM guidelines for use by Head Teachers in the management of their school budgets will empower them to meet local needs and deliver the best possible outcomes for children and young people within Argyll and Bute in line with the objectives of Curriculum for Excellence, GIRFEC (Getting it right for every child), the Early Years Framework and achieving excellence and equity.

5.2 The proposals contained within the updated DSM guidelines for use by Head Teachers in the management of their school budgets increases flexibility whilst increasing management responsibilities and accountability.

6.0 IMPLICATIONS

6.1 Policy – Update in line with national guidance.

6.2 Financial – None

6.3 Legal – None

6.4 HR – None

6.5 Equalities – None

6.6 Risk – If school budget deficits are carried forward there may be risks to the central budget.

6.7 Customer Service –Argyll and Bute DSM guidelines will be made available via the Council Website.

Ann Marie Knowles
Acting Executive Director of Community Services

Councillor Rory Colville
Policy Lead for Education and Lifelong Learning
18th October 2016

For further information contact:

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APPENDICES

Appendix 1 – Updated Scheme of Devolved School Management (DSM) Guidelines

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ARGYLL & BUTE COUNCIL

COMMUNITY SERVICES: EDUCATION

SCHEME OF DEVOLVED SCHOOL MANAGEMENT (DSM)

OCTOBER 2016

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INTRODUCTION

Education is a fundamental core service that is delivered locally under the strategic democratic leadership and accountability of councils. Nearly half of Scottish Council budgets are currently spent on school education, with a significant proportion of this expenditure funding the salary costs of teaching and support staff. To enhance and improve the management of resources at local (school) level, Devolved School Management (DSM) was introduced in 1993. This required councils to devolve 80-90% of school budgets to Head teachers with the twin aims of improving local decision making and providing greater flexibility to Head teachers in responding to the needs of individual schools.

The 2006 DSM Guidelines issued by the Scottish Executive recommended that local authorities increase the level of devolved budgets to 90%. This advice reflected the principle that everything that could be devolved should be devolved, except for certain areas of expenditure that were not considered suitable for devolution. Since the issue of the DSM Guidelines there have been significant changes in the policy landscape in Scotland that impact on DSM. Moreover, there has been a considerable change in the economic and financial climate for local government and the wider public sector in Scotland.

In 2011 Michael Russell, then Cabinet Secretary for Education and Lifelong Learning from the Scottish Government and Cllr Isabel Hutton, COSLA Spokesperson for Education, Children and Young People agreed that the 2006 DSM Guidelines should be reviewed and amended to take account of a much changed environment, described in the following 'context' paragraphs, albeit with existing local democratic accountability and oversight of education services being maintained.

UPDATED DSM GUIDELINES: KEY CONTEXTS

There are a number of key national drivers for modernising DSM Guidelines. The implementation of the national reform of the school curriculum is well advanced. Curriculum for Excellence affords individual schools and groups of schools working together considerable autonomy in shaping a curriculum which best meets their circumstances. As such, an increase in curricular autonomy will require a greater and more consistent level of resource and management autonomy across Scotland's schools.

Since the establishment of Single Outcome Agreements (SOAs) there has been a growing recognition of the importance of an outcomes-based approach to planning, managing and evaluating public services. Schools have a key role in delivering improved outcomes for Scotland's children and young people. Therefore, planning and budget management at school level need to be increasingly aligned to that end.

The report of the Christie Commission published in June 2011 recommended that public services should be built around people and communities, achieve outcomes, prioritise prevention, improve performance and reduce costs. The report is of clear relevance to DSM and the direction of public

services since the management of schools is crucial to the ambitions of local authorities and their community planning partners for children's services.

There are two clear aims that underpin the updated DSM guidelines:

1. To empower Head teachers to meet local needs and deliver the best possible outcomes for young learners, in line with the objectives of Curriculum for Excellence, GIRFEC and the Early Years Framework.
2. To ensure that existing best practice in relation to the operation of DSM Schemes will become standard practice based on the core values of subsidiarity, openness, transparency and local accountability.

The objective of the scheme of devolved management is to enhance the quality of education by enabling more informed decision-making at local level with the effective use of available resources to support learning and teaching.

Argyll and Bute Council is committed to delegating responsibility for budget management and decision making to the most appropriate level in the organisation and seeks to ensure that the detailed regulations in its scheme of Devolved School Management (DSM) are consistent with the principles of the 2012 DSM Guidelines issued by Scottish Government/COSLA. Argyll and Bute Council will update its scheme of DSM where necessary to reflect the Education Scotland Act 2016.

Consultation is a key element in the process of devolved decision-making. Advice and support from all levels within the service should ensure that decisions are supported by the expertise that resides in the service as a whole. Appropriate review arrangements will be put in place in order to monitor and evaluate the effectiveness of the scheme and to refine and develop it further over the coming years.

It is proposed that the scheme will be reviewed every three years in line with the national recommendations of the scheme and the DSM toolkit will be used as the self-evaluation tool to assist with this process. This will be done in consultation with relevant stakeholders as laid down in the guidelines.

Budgets within the Devolved Management Scheme are only one part of the overall financial management of the service and it is important to recognise that there is a strong relationship between devolved and non-devolved budgets in maintaining a sound and robust financial strategy for Education Resources.

It is important to also note that the Devolved Management Scheme sets out the rules and principles in which schools operate in normal circumstances. The financial climate is such that it may be necessary to review the scheme given changing financial circumstances of Education Resources and/or the Council. As a result it may be necessary to revise the rules of DSM in exceptional circumstances and this will be done at the discretion of the Executive Director of Community Services should the need arise. Schools will be communicated of such intent as early as possible, with the implications of such a decision clearly identified and explained.

SECURITY REGULATIONS AND FINANCIAL RECORDING

As per Argyll and Bute Council's financial and security regulations, Head teachers, like all other Council officers, have a responsibility for taking reasonable action to provide for the security of the assets / resources under their control, and for ensuring that the use of these resources is legal, properly authorised, provides value for money and achieves the statutory duty to secure best value.

The Council must also adhere to the requirements of the Procurement Reform (Scotland) Act 2014, and the EU Procurement Directives. Council officers, including Head teachers, engaged in procurement activity must comply with the Council's contract standing orders and financial and security regulations as well as the approved Council Procurement Strategy and Procurement Manual.

Within the authority's financial reporting system, each Council organisational unit is referred to as a 'cost centre', and is allocated an 11 digit cost centre code. Actual income and expenditure transactions, and related budgets, are held against individual descriptive account codes (of 5 digits) therefore all actual expenditure and income, along with related budgets, will be held against the relevant cost centre and account code combinations indicating the organisational unit responsible and the exact nature of the income or expenditure incurred. It is essential that whenever income or expenditure is being incurred or accrued, the related cost centre account / code combination is identified from the outset.

Each cost centre will have a nominated Budget Holder authorised to act on the Executive Director's behalf in respect of payments, income collection and placing orders. In school establishments this will be the Head teacher. The Budget Holder is the person primarily responsible for the management of the budget and for all resulting actual expenditure and income. Whilst the Budget Holder may delegate some day-to-day budget operations to other staff, ultimate responsibility remains with the Budget Holder.

The Council's Administration and Finance Assistants (AFAs) are assigned a cluster of schools and are ordinarily based in the Secondary school within their cluster. One of the primary functions of the AFAs, working under the School Support Services Manager, is to ensure that high quality services and best value are delivered to service users by ensuring that all agreed plans are implemented efficiently and effectively. AFAs must ensure that Head Teachers are complying with the Council's financial regulations including those set out within the Scheme of Delegation and advise Head Teachers on the monitoring and operation of delegated budgets for the establishments allocated to their cluster. Directly reporting to the School Support Services Manager allows for an independent reporting process to ensure financial regularity is complied with.

SCHOOL BUDGET ALLOCATIONS

The Argyll and Bute Council Scheme of Devolved School Management (DSM) sets out the rules and formulas for the calculation of budgets for individual school establishments and sets out any restrictions on how those budgets may be used.

Like all other service areas within the Council, schools are allocated running cost budgets (also referred to as revenue budgets) for the period of a financial year (1 April to 31 March).

The main elements included in the initial school budgets are:

- Teacher Employee Costs (i.e. basic salary costs plus related Employer's National Insurance and Superannuation contributions plus any relevant individual allowances);
- Local Government Employee Costs (i.e. basic salary costs plus related Employer's National Insurance and Superannuation contributions plus any relevant individual allowances);
- An allowance for Teacher absence cover;
- An allocation for discretionary expenditure incurred by the school including educational equipment, materials, staff travel, postage, printing, etc., and
-

All budgets above are seen as being within the direct control and responsibility of the Head teacher for the purposes of Devolved School Management. There are however several other budgets that are devolved to each school to assess its full running cost but which are not regarded as being within the direct control or responsibility of the Head teacher. These are essentially premises costs i.e. fuel, utilities, cleaning, grounds maintenance, refuse collection, building insurance, staff insurance items, school meal costs and related income, telecommunications costs and SQA pupil examination fees. Virements to or from these budget lines are prohibited and any year-end balances are not included within school carry forward calculations.

As per the revised DSM guidance the following areas of expenditure are generally not considered suitable for devolution in relation to the budget for schools:

- Capital expenditure, including all PPP/PFI costs;
- Central support services e.g. English as an additional language support, hearing, visually impaired services, educational psychology services;
- School meals;
- Bursaries, clothing and footwear grants;
- Expenditure supported by central government specific grants, where it is explicit that the purpose is to support council wide initiatives;
- Home-to-school transport;
- Premature retirement costs;

- Centrally funded support for children and young people who require significant additional support whether from education (e.g. auxiliary support, specialist aids and appliances) or from other agencies (e.g. health services);
- Education Maintenance Allowances;
- Council contracted work on managing the School Estate where applicable;
- School security running costs.

PRIMARY SCHOOL BUDGET CALCULATIONS

Teachers

The total number of Full Time Equivalent (FTE) Teachers to which a Primary school is entitled is calculated based on the following elements:

Number of classes

This is currently determined by an Education Management professional decision, and takes cognisance of the Scottish Negotiating Committee for Teachers (SNCT) class size maxima, as to the number of classes required to provide for the specific number and age of the pupils in each school.

Each class is given an allocation of **1.0 FTE** and the legislative class sizes are outlined below:

Stage / Composition	Class Size Maxima
P1	25
P2 – P3	30
P4 – P7	33
Composite	25
Multi-composite	25

McCrone Time

This is a related allowance to provide for the non-class contact time in teachers conditions. Currently an addition of 0.1FTE per class is added.

Promoted Post Structure

The relevant Education Management Circular (currently 2.03) sets out the scheme for the determination of promoted posts in Primary schools. In addition to classroom teacher, the following grades of posts are applicable:

- Principal teacher
- Depute head teacher
- Head teacher

The establishment of Principal teacher posts will be determined by a ratio of one Principal teacher post for every six full-time equivalent members of teaching and non-teaching staff. Where a Head Teacher is leading and managing two schools under a shared headship arrangement then a 0.6FTE Principal Teacher is appointed in both schools.

In schools with a roll exceeding 220 pupils a Depute head teacher will be appointed. This post carries the equivalent value of two principal teacher posts. Accordingly the overall entitlement of Principal teacher posts will be reduced by two.

Principal Teacher (PT) Management Time

For those schools which are allocated Principal Teachers, additional management time is allocated on the basis of **0.1FTE** for each PT at scale point 1 and **0.2FTE** for each PT at scale point 2. Thereafter principal teacher management time will be increased by **0.05 FTE** per job sized scale point.

Post	Minimum Management Time
Principal teacher scale point 1	0.1 FTE
Principal teacher scale point 2	0.2 FTE

Deputy Head Teacher (DHT) Management Time

For those schools which are allocated Deputy Head Teachers, additional management time is allocated on the basis of **0.3 FTE** for each DHT.

Post	Minimum Management Time
Depute head teacher	0.3 FTE

HT Management Time

The relevant Education Management Circular (currently 2.03) sets out the sub-formula for the calculation of Head teacher management time (at Appendix 1 of the circular) within the overall teaching staff entitlement. This table is outlined below:

Core Teaching Staff (FTE)	HT Management Element (FTE)	Time Allocation (based on a 35 hour week i.e. 5 days x 7 hours)
1 – 1.9	0.2	7 hours
2 – 2.9	0.29	10 hours 09 minutes
3 – 3.9	0.38	13 hours 18 minutes
4 – 4.9	0.47	16 hours 27 minutes
5 – 5.9	0.56	19 hours 36 minutes
6 – 6.9	0.65	22 hours 45 minutes
7 – 7.9	0.74	25 hours 54 minutes
8 – 8.9	0.83	29 hours 03 minutes
9 – 9.9	0.92	32 hours 12 minutes
10 – 10.9	1.01	35 hours 21 minutes
11 – 11.9	1.10	38 hours 30 minutes
12 – 12.9	1.19	41 hours 39 minutes
13 – 13.9	1.28	44 hours 48 minutes
14 – 14.9	1.37	47 hours 57 minutes
15 – 15.9	1.46	51 hours 06 minutes
16 – 16.9	1.55	54 hours 15 minutes
17 - 17.9	1.64	57 hours 24 minutes

Where a Head Teacher is leading and managing two schools under a shared headship arrangement then they are allocated 0.5 fte to each school and are designated non-teaching.

Teacher Absence Cover

This allocation is essentially provided in order to allow schools to bring in cover for teaching staff who are absent. It is not intended to be a source of funding for extra staff or materials.

The number of days Teacher absence cover allocated to each school should be the equivalent of:

= 5.22 fixed days plus 4.30 days for each Teacher FTE

As a result of the Service Choices savings agenda for financial year 2016-17, a further saving was applied to Teacher absence cover on a pro-rata basis, which reduced the total budget allocation to schools. As a result of this, the formula above is no longer the current basis of budget allocation. A review is currently underway through the Education Budget Working Group to agree the revised basis of the formula allocation going forward. This document will be amended to reflect the outcome of this.

The budget allocations for cover days are currently based on the cost of a teacher at the top of the basic teacher scale. This approach dates back to an earlier time when most teachers employed for cover would be paid at this rate. Due to changes to terms and conditions introduced in 2011, many cover days are now paid below this rate.

Pre-Five Units

If the school has a pre-five unit attached to it a further allowance will be given for teacher input time depending on the number of places involved. Whilst this provides the school with some additional flexibility, and is managed as part of the overall school staffing within the Head teacher's control, the pre-Five teacher allowance is budgeted and accounted for against the pre-five unit cost centre rather than that of the school. Historic management time allocations are currently operating in ELCC establishments. These management time allocations will be adjusted to reflect current Scottish Government policy.

Newly Qualified Teachers

Special additions may be included in school entitlements for newly qualified teacher placements. For newly qualified teachers being placed into vacancies the allowance is currently 0.28 FTE (0.18 FTE to cover class contact shortfall – i.e. newly qualified teachers are only expected to fulfil 18.5 of 22.5 hours class contact time - and 0.1 to provide mentoring). Where a newly qualified teacher is 'fully-funded' by the Scottish Government, an additional 1.1 FTE cost will be added to the staffing budget.

Teacher Entitlement (FTE) Adjustments

Once the teaching establishment of each school has been determined, including promoted posts, the corresponding financial budget is calculated. This is done by entering details of each post/postholder onto a staffing 'template'. This is routinely a large Excel workbook which holds details of posts at each school, the staff filling these posts (if known), their grades, salary scale points and any allowances such as those for island/remoteness or first aid qualifications. It also includes formulae for calculating Employer's National Insurance and Superannuation contributions. Extracts from this staffing template form an essential part of the budget monitoring process as they explain the detail behind the financial budget figures and also allow variances to be identified by comparing actual staff being paid with those budgeted.

One point to note about this method of budget preparation is that when all details of current teaching staff in a school (according to latest payroll records) have been entered onto the staffing template, there may be differences between the related current total FTE and the total FTE according to the entitlement calculation. In such cases an FTE adjustment will be entered as additional posts (or part thereof) costed at the top of the basic teacher scale. Where these FTE adjustments are positive (i.e. the current FTE is less than entitlement) these are additions available for the school to use. However where the FTE adjustments are negative (i.e. the current FTE is more than entitlement) schools must be aware that action is required on their part to bring actual staffing in to line with entitlement, as soon as possible, otherwise an overspend will arise and continue to grow as the year progresses.

Local Government Employees

Local Government employees provided in the Primary school budget will normally include Clerical Assistants, Classroom Assistants, Pupil Support Assistants and Janitors.

Clerical Assistants

The total number of weekly clerical assistant hours allocated to each school is based on the following formula bandings:

Band	Pupil Roll including FTE Pre-5s	Hours of Clerical Assistant Allocation
1	0-19	16.50
2	20-50	21.50
3	51-75	26.00
4	76-100	28.50
5	101-150	33.25
6	151-200	42.75
7	201-250	52.25

8	251-300	61.75
9	301-350	76.00
10	351-400	90.25
11	401-450	104.50

Classroom Assistants

The total number of weekly Classroom Assistant hours allocated to each school is based on the formula:

= Number of classes x 4.75 hours (rounded up to the nearest 0.25) with a **minimum floor allocation of 5 hours**.

In practice there may be some discretion exercised by Education Management as to when schools will receive a change in allocation arising from a change in the number of classes. Schools however should plan to staff in accordance with the formula entitlement as set out within this DSM scheme.

Pupil Support Assistants

The total number of weekly Pupil Support Assistant hours allocated to each school was historically based on a banding formula which is currently under review through the Education Budget Working Group.

Absence Cover for Local Government Employees

In the budget calculation for school-based local government employees (excluding Janitors) within Primary schools, a 4% budget addition is included for each post in respect of absence cover. Rather than leave such small amounts at the disposal of each school, which would likely be inadequate to cover periods of absence, these additions are pooled together to create cluster totals that can be operated more effectively by the AFAs. Therefore Primary schools should consult with their AFAs in the first instance if they need cover for local government employee absences.

Janitors

Janitor staff transferred from Customer Services to Education in 2011. Janitor budgets are essentially based on the details of the actual posts transferred at that time. There is a small centrally held budget for Janitor absence cover and any requests for cover should be discussed with the cluster AFA in the first instance and then routed via them to Education Management.

School Discretionary Budget

This allocation formula was based on the general concept that all schools require finance for basic establishment expenditure irrespective of the number of pupils however schools will also have expenditure that is mainly driven by pupil numbers. The values in the formula are only intended to reflect that there is such a split, rather than prescribe how schools should use this allocation.

Following a review in 2012, the allocation for Primary schools is calculated as:

= £4,000 per school plus £32 per pupil x 86% (routinely based on the most recent pupil census figures when the budget is being calculated).

The 86% factor applied to this formula allocation relates to a budget saving reduction applied.

As a result of the Service Choices savings agenda for financial year 2016-17, a further saving was applied to School Discretionary budgets on a pro-rata basis, which reduced the total budget allocation to schools. As a result of this, the formula above is no longer the current basis of budget allocation. A review is currently underway through the Education Budget Working Group to agree the revised basis of the formula allocation going forward. This document will be amended to reflect the outcome of this.

Use of PE Facilities

The delivery of PE in Argyll and Bute must reflect the Scottish Government's commitment that every school pupil in Scotland will benefit from at least two hours per week of physical education in primary school, and two periods in S1 to S4.

The overall funding for the use of PE facilities has been subject to significant saving reductions in recent years. The remaining balance available for distribution is now allocated on the basis of an Education Management assessment. Priority is given to those schools which have limited or no facilities on their premises to deliver basic PE activities and therefore require additional funding for hire of facilities and any related transport costs. This budget may only be used for the use of PE facilities and related transport costs.

Other Budgets Allocated to Schools

There are several other budgets devolved to each school which are not regarded as being within the direct control of the Head teacher and therefore not available for use. These include premises-related items such as Electricity, Heating Oil, Gas, Water, telephone line and rental costs, school meal costs and related income. The reason for allocating these budgets to individual schools is to achieve a more realistic cost of running each establishment. Head teachers, in their capacity as budget holder, are however expected to be aware of the cost behaviour associated with these cost types and should raise appropriate query with the Community Services finance team where variations/deviations from budget exist.

Please note that formulas may be subject to review in line with Corporate Budget decisions.

SECONDARY SCHOOL BUDGET CALCULATIONS

Teachers

The teacher staffing budget within Secondary schools is based on an allocation to cover the basic number of full time equivalent (FTE) teacher posts plus an allocation to cover the additional cost of the promoted element of the staff in the schools promoted post structure.

Basic Teacher Entitlement

The total teacher FTE posts that a Secondary school is entitled to is currently based on the following formula. This formula has two parts. Firstly, there is an element which is directly related to the number of pupils:

= Pupil roll x 0.06 x 95%

Secondly, there is a fixed stepped element which is related to the size banding of which the total school roll falls within:

Pupil Roll Banding	FTE Allocation
1-499	9.85 x 95%
500-999	10.00 x 95%
1000-1499	10.25 x 95%

The 95% factor applied to these allocations relates to a historic budget saving reduction applied.

Mid-Year Adjustments

The pupil roll figures used in these calculations will normally be those from the most recent census prior to the commencement of the budget preparation exercise. The pupil rolls for September of one year therefore will be used as the basis of the teacher entitlement to be in place from April the following year through to March in the year after that. In previous years, adjustments to teacher entitlements for the new school year would have been applied based on the updated rolls from the census of the September in that financial year. Following representations from Head teachers, these so-called mid-year adjustments were discontinued on the basis that they were applied too late in the school year to assist with staff planning. However, due mainly to pressures on the budgets caused by exceptional adjustments being made for increases but not decreases, mid-year adjustments have been re-instated.

Promoted Structure

Schools should operate on the basis of reasonable, sustainable promoted structures agreed between Head teachers and Education Management. These structures should be revised every 3 years and in line with School Plans. Promoted posts may be subject to job-sizing at the discretion of the Executive Director of Community Services in line with national guidelines.

Teacher Absence Cover

This allocation is essentially provided in order to allow schools to bring in cover for teaching staff who are absent. It is not intended to be a source of funding for extra staff or materials.

The number of days Teacher cover allocated to each school should be the equivalent of:

= 2.38 fixed days plus 4.27 days for each Teacher FTE

As a result of the Service Choices savings agenda for financial year 2016-17, a further saving was applied to Teacher absence cover on a pro-rata basis, which reduced the total budget allocation to schools. As a result of this, the formula above is no longer the current basis of budget allocation. A review is currently underway through the Education Budget Working Group to agree the revised basis of the formula allocation going forward. This document will be amended to reflect the outcome of this.

The budget allocations for cover days are currently based on the cost of a teacher at the top of the basic teacher scale. This approach dates back to an earlier time when most teachers employed for cover would be paid at this rate. Due to changes to terms and conditions introduced in 2011, many cover days are now paid below this rate.

Additional Teacher Staffing

In addition to the basic Teacher FTE, schools may be allocated further entitlements for specific purposes. Historical additional allocations to schools have included those for alternatives to exclusion and chronic illness cover.

Newly Qualified Teachers

Special additions are also applied for newly qualified teacher placements. For newly qualified teachers being placed into vacancies this allowance is currently 0.28 FTE (0.18 FTE to cover class contact shortfall – i.e. newly qualified teachers are only expected to fulfil 18.5 of 22.5 hours class contact time - and 0.1 FTE to provide mentoring).). Where a newly qualified teacher is ‘fully-funded’ by the Scottish Government, an additional 1.1 FTE cost will be added to the staffing budget.

Teacher Entitlement (FTE) Adjustments

Once the teacher establishment of each school has been determined, including promoted posts, the corresponding financial budget is calculated. This is done by entering details of each post/postholder onto a staffing ‘template’. This is routinely a large Excel workbook which holds details of posts at each school, the staff filling these posts (if known), their grades, salary scale points

and any allowances such as those for island/remoteness or first aid qualifications. It also includes formulae for calculating Employer’s National Insurance and Superannuation contributions. Extracts from this staffing template form an essential part of the budget monitoring process as they explain the detail behind the financial budget figures and also allow variances to be identified by comparing actual staff being paid with those in the budget.

One point to note about this method of budget preparation is that when all the details of the current teacher staff in a school (according to latest payroll records) have been entered onto the staffing template, there may be differences between the current total FTE and the total FTE according to the entitlement calculation. In such cases an FTE adjustment will be entered as additional posts (or part thereof) costed at the top of the basic teacher scale. Where these FTE adjustments are positive (i.e. the current FTE is less than entitlement) these are additions available for the school to use. However, where the FTE adjustments are negative (i.e. the current FTE is more than entitlement) schools must be aware that action is required on their part to bring actual staffing into line with entitlement as soon as possible otherwise an overspend will arise and continue to grow as the year progresses.

Local Government Employees

Local Government employees in the Secondary school budget will normally include Clerical Assistants, Classroom Assistant and Janitors.

Clerical Assistants

The total number of weekly clerical assistant hours allocated to each school is based on the following formula bandings:

Band	Pupil Roll	Hours of Clerical Assistant Allocation
1	0-19	16.50
2	20-50	21.50
3	51-75	26.00
4	76-100	28.50
5	101-150	33.25
6	151-200	42.75
7	201-251	52.25
8	251-300	61.75
9	301-350	76.00
10	351-400	90.25
11	401-450	104.50

12	451-500	118.75
13	501-750	147.25
14	751-1000	175.75
15	1001-1250	204.25
16	1250+	232.75

Senior Clerical Assistants are not included in the above formula but are allocated at the discretion of Education Management in relation to specific workloads and other senior administration staffing at the schools i.e. AFAs.

Classroom Assistants

The total number of weekly Classroom Assistant hours allocated to each school is based on the formula:

= 27.5 hours plus (Pupil Roll x 0.17) hours (rounded up to the nearest 0.25).

In practice there may be some discretion exercised by Education Management as to when schools will receive a change in allocation arising from a change in the number of classes. Schools however should plan to staff in accordance with the formula entitlement.

Absence Cover for Local Government Employees

In the budget calculation for school-based local government employees (excluding Janitors) at Secondary schools, a 4% budget addition is included for each post in respect of absence cover. These additions form an integral part of the local government employee budget total at each Secondary school.

Janitors

Janitor staff transferred from Customer Services to Education in 2011. The Janitor budgets are essentially based on the details of the actual posts that transferred. There is a small centrally held budget for Janitor absence cover and any requests for cover should be discussed with the cluster AFA in the first instance and then routed via them to Education Management.

School Discretionary Budget

This allocation formula was based on the general concept that all schools require finance for basic establishment expenditure irrespective of the number of pupils however schools will also have expenditure that is mainly driven by pupil numbers. The values in the formula are only intended to reflect that there is such a split, rather than prescribe how schools should use this allocation.

Following a review in 2012 the allocation for Secondary schools was calculated as:

= **£25,000 per school plus £73 per pupil x 86%** (routinely based on the most recent pupil census figures when the budget is being calculated).

The 86% factor applied to these allocations relates to a budget saving reduction applied.

As a result of the Service Choices savings agenda for financial year 2016-17, a further saving was applied to School Discretionary budgets on a pro-rata basis, which reduced the total budget allocation to schools. As a result of this, the formula above is no longer the current basis of budget allocation. A review is currently underway through the Education Budget Working Group to agree the revised basis of the formula allocation going forward. This document will be amended to reflect the outcome of this.

Use of PE Facilities

The overall funding for the use of PE facilities has been subject to significant saving reductions in recent years. The remaining balance available for distribution is now allocated on the basis of an Education Management assessment. Priority is given to those schools which have limited or no facilities on their premises to deliver basic PE activities and therefore require additional funding for hire of facilities and any related transport costs. This budget may only be used for the use of PE facilities and related transport costs.

Examination Fees

The cost of fees for pupils sitting SQA examinations will be charged directly to their respective school. Specific budget will be allocated for this expenditure and schools will not normally be required to find funds from their main allocation nor will they be able to use any underspend from the exam fees budget. Schools will however be responsible for the costs of dual presentations, late entry changes, clerical checks, marking reviews and priority marking reviews from their discretionary allocations. Further guidance can be accessed from the SQA using the following hyperlink.

<http://www.sqa.org.uk/sqa/65427.html>

Other Budgets Allocated to Schools

There are several other budgets devolved to each school which are not regarded as being within the direct control of the Head teacher and therefore not available for use. These include premises-related items such as Electricity, Heating Oil, Gas, Water, telephone line and rental costs, school meal costs and related income. The reason for allocating these budgets to individual schools is to achieve a more realistic cost of running each establishment. Head teachers, in their capacity as budget holder, are however expected to be aware of the cost behaviour associated with these cost types and should raise appropriate queries where variations / deviations from budget exist.

Please note that formulas may be subject to review in line with Corporate Budget decisions.

SPECIAL SCHOOLS AND LEARNING CENTRES

The budgets for special schools and learning centres are subject to the Scheme of Devolved Management however rather than being calculated by formulas, their resource allocations are essentially by professional assessment of need based on expected service demand.

BUDGET MONITORING ARRANGEMENTS

Schools will incur expenditure across the financial year either actively (e.g. by placing purchase orders for goods and services) or passively (e.g. by the payroll costs of their in-post staff being processed automatically through the payroll system). **The key principle of financial control is that schools should only incur expenditure for which they have corresponding uncommitted budget.**

Schools are issued with monthly budget monitoring reports showing spend to date, budget allocated to date and annual budget. They are also supplied with detailed monthly payroll reports showing cost details of all staff being charged to their budgets. In addition, all cluster AFA's have access to the Council's financial reporting system (Oracle Discoverer), which will allow them to run monitoring reports at any time and to identify the transactions which underlie any accounting total.

Head teachers should be assisted by their cluster AFA (Administration and Finance Assistant) and nominated Finance Contact (Strategic Finance) throughout the financial year for regular budget monitoring and to help them identify, explain and resolve any significant differences between actual and budgeted expenditure.

In the Council's financial reporting system, all expenditure is allocated to its appropriate accounting month. Therefore in order to monitor the progress of actual expenditure against corresponding budget and identify variances, it is important to have budget also allocated to separate accounting months (i.e. profiled) across the year.

Schools will generally only need to profile budget for the expenditure which they actively incur. The budget for all other expenditure including permanent staff and premises costs will normally be profiled centrally by Finance staff, based on the expected pattern of actual expenditure.

The comparison of year-to-date actual expenditure against year-to-date budget can be a useful indicator of whether progress is on target or whether any intervention is required. This is particularly the case where the profile of expenditure can be accurately assessed from the outset (as in the case of permanent staff). Year-to-date information on its own however can be of limited value, or even misleading, unless one also takes account of what is likely to arise in the remainder of the financial year. It is for this reason that budget monitoring in Argyll and Bute Council now focuses primarily on each Budget Holder's assessment of the year-end outturn position.

Where routine budget monitoring alludes to a year-end overspend, which cannot be rectified or offset by transferring uncommitted budget from elsewhere, the Head teacher has a responsibility to report it in writing to the Head of Education, copied to the Community Services Finance Team, immediately. **Unplanned** overspends must be investigated as soon as they are identified and written confirmation should be sent to the Community Services Finance Team outlining the underlying reason for overspend and a detailed plan of how this will be addressed. Any **planned**

overspends must be approved in writing by the Head of Education, prior to expenditure being committed.

Head teachers, with assistance from their Cluster AFA’s, should prepare forecast outturns for their respective school budgets based on the position as at the end of month 9 (December) and submit these to the Community Services Finance Team, copied to the School Services Support Manager, by the end of month 10 (January).

VIREMENTS

Where schools wish to use budget for a different purpose from the one to which it was originally allocated, they may arrange to transfer the budget (i.e. ‘vire’) to a different account line.

The principal reason for processing virements within a school is to ensure there is a reasonable match between budget and actual expenditure. We therefore want to avoid a situation where there are numerous, potentially offsetting over and under-spends, and the overall variance position is unclear.

The virements limits are as follows:

Budget Type	Virement Limit (total)
Employee Costs (including Teacher Cover)	Unlimited. Virements will not be permitted until month 10 (January) when it is clear that uncommitted budget is available for use.
School Discretionary Budget	Unlimited. Virements to Employee lines will be monitored and excessive transfers will be highlighted to the Head of Service where explanations may be required.
Use of PE Facilities	Virements prohibited except to cover related transport costs.
School Carry-Forwards	Virements prohibited.
Other school budgets	Virements prohibited.

When requesting virements, schools should ensure that there are no outstanding commitments against the budget which they propose to transfer. For proposed staffing virements, including teacher cover, Head teachers in conjunction with their Cluster AFA, should submit a case to the Community Services Finance Team explaining how the underspend has been calculated. They must

also be sure that unspent staffing budget to date will not be offset by future overspends, perhaps arising from an unplanned level of absence cover. This means that staffing virements should not be submitted until month 10 (January), when forecast underspends will be more certain.

It is imperative that no budget should be transferred out to an area where there is an ongoing commitment into future years, e.g. diverted funds cannot be used to permanently increase staffing levels as the source of funding cannot be guaranteed in future years. This principle also applies to temporary grant funding. If schools do this, they will be deemed to have accepted full financial risk.

YEAR-END CALCULATIONS

In accordance with the principles of devolved school management Argyll and Bute Council adheres to the principle of local flexibility which states that, as the financial year does not run concurrently with the academic year, it is considered good practice to allow establishment Head teachers the ability to carry forward funds. This in effect means that Argyll and Bute schools will be able to transfer unspent budget from one financial year to the following financial year subject to various conditions as follows:

The carry-forward facility relates only to budgets that are deemed to be under the direct control of the Head teacher. This therefore essentially includes all staff costs (i.e. all account codes starting with 0 except those relating to insurance which are applied centrally) plus the school discretionary budget, taking account of the fact that this may have been distributed (vired) to various other non-staff account lines.

As the use of PE facilities budget is based on an education management audit assessment, no underspend may be carried forward, any overspend however will be taken into account and deducted from total carry-forward. The Head teacher, in conjunction with their cluster AFA, should immediately advise the Community Services Finance Team of any projected underspend within their PE allocation, as this will be withdrawn for redistribution.

The calculation must also take account of any overspends on controllable budgets to ensure the carry-forward does not leave the whole controllable budget in a net overspend position. This is not acceptable.

The carry-forward calculation looks individually at the categories of payroll costs and discretionary non-payroll costs:

- Where both categories are underspent at the year-end, the respective balances are carried forward into the corresponding carry-forward budget codes in the following year.
- Where one category is underspent and the other overspent however the net position is still an underspend, the net balance is carried forward and allocated to the carry-forward budget code of the category which had been underspent.
- Where one category is underspent and the other overspent and the net position is an overspend, no carry forward is made.

- Where both categories are overspent, no carry forward is made.

Budgets carried forward into the subsequent year must be utilised as soon as possible and must be entirely utilised within that year. Any surplus budget remaining within the carry-forward line at the year-end will not be permitted carry-forward again.

It should however be noted that as all carry-forwards are subject to Council approval, the allocation of carry-forward balances to schools will be dependent on the overall year-end position of the Education Service and the Council as a whole as well as the demands of any future year saving targets.

At present, if a school overspends in one year this does not have any impact on its budget for the following year – despite the fact that national DSM guidelines indicate that deficits should be carried forward. This is justified on the basis that any such overspend is most likely to have been beyond the control of the Head teacher. However, such assumptions are subject to investigation and verification. Therefore, in line with national DSM guidelines, deficits will be carried forward – subject to justification and approval by Education Services.

CAPITAL ITEMS REPLACEMENT FUND (Repairs and Renewals)

The capital items replacement fund (CIRF) is a tool available to schools that provides Head Teachers with the opportunity to place annual revenue funding into Council reserves in order to allow planning for larger areas of investment in the future to meet the needs of the school.

The CIRF enables Head Teachers to essentially ‘save up’ for the purpose of defraying expenditure to be incurred from time to time in repairing, maintaining and renewing any buildings, works, equipment or articles belonging to the school. This allows resources to be more efficiently managed and offer greater flexibility and control of budget at a local level within the principles of the scheme.

For contributions to the fund, a CIRF contribution form (attached as Appendix 1) should be completed by the Headteacher, with assistance from the cluster AFA, and be submitted to the Community Services Finance Team in month 12 (March). Head Teachers are required to submit and hold relevant spending plans to enable the contribution to reserves to be made at the end of the financial year and these plans will be subject to Education Management approval.

For withdrawals from the fund, a CIRF withdrawal form (attached as Appendix 2) should be completed by the Headteacher, outlining the nature of spend in line with relevant spending plans, and be submitted to the Community Services Finance Team, routed via their cluster AFA.

CIRF balances will be reviewed regularly by Education Management to ensure that valid supporting spending plans are held and expenditure is being incurred in line with them.

PROCUREMENT

'Procurement' is the process we follow when purchasing works, goods and services. This term applies to all aspects of the purchasing process, from the identification of a need to purchase, to the end of the contract or useful life of the item.

All purchasing must take place in accordance with the Council's statutory duty to secure best value under the Local Government in (Scotland) Act 2003. Best Value means choosing a supplier that offers the best balance between the whole life cost (from acquisition to disposal) of goods and services against predefined requirements (which include quality) and this takes into account savings from collaborating with other public bodies and from streamlining the procurement process.

The Council must also adhere to the requirements of the Procurement Reform (Scotland) Act 2014, and the EU Procurement Directives. Council staff members engaged in procurement activity must comply with the Council's Contract Standing Orders, the Financial and Security Regulations, and the approved Council Procurement Strategy and Procurement Manual.

It is recognised that Devolved Management of Resources (DMR) applies to schools. However the above requirements still apply to all education staff. Head Teachers are empowered to determine the purchasing requirements for their schools within the budgets devolved to them. Where pre-existing contracts are in place, which cover such requirements, these must be utilised on every occasion in order to ensure best value is being obtained. Head Teachers (and their authorised delegates) will be enabled to place orders under such contracts through the PECOS system. Where there are no pre-existing contracts which meet their requirements, Head Teachers are required to place requisitions for their requirements with the Education Purchasing Team who will source best value goods and services on their behalf.

The Education Purchasing Team (EPT) has a duty to respond promptly to the requirements of head teachers and ensure that suitable goods and services are sourced at best value to meet those requirements. The EPT will co-ordinate and consolidate similar requirements across schools wherever possible in order to achieve best value.

Certain small value purchases can also be made by schools through authorised purchasing card payments. This is subject to agreed limits and categories which are agreed for each card with the cardholder. Such purchases must be made in accordance with the agreed terms and conditions attached to the card use.

Any queries relating to any aspect of Procurement for Education should be addressed to Emma Graham/Christine Todd, Category Management Officer or Anne MacColl-Smith, Procurement and Commissioning Manager.

DONATIONS

Where a school receives money from a third-party, e.g. Parent Council or school fund, to allow the school to make corresponding additional expenditure, this is treated as a donation. The income received should be credited to the Donations account line. Budget increases can then be processed

to the Donations account and the expenditure account against which the additional funding will be spent.

PURCHASES ON BEHALF OF PUPILS

Under Appendix 3 of Standard Circular 1.10 (General Purpose Fund Procedure Manual), schools may purchase equipment on behalf of pupils, provided this meets all the relevant conditions specified in the circular. This allows pupils to obtain the financial advantage of the Council's special VAT reclaim status. Under this arrangement, the Council expenditure and the corresponding income from the pupil should be offset against the same account line. This is just about the only situation where such netting-off is permitted. It is important that both sides of the transaction take place as close together in time as possible to avoid any imbalances appearing.

GRANTS

The Education service can be offered, or can bid for, additional external funding over and above their mainstream Council budget allocation. These are ordinarily referred to as 'Grants'. Grants are offered by various organisations, such as the Scottish Government, The Big Lottery and Scottish Arts Council, etc.

The Education Management team approve acceptance of these grants and appoint a budget holder. The budget holder may devolve part of the grant funding to schools or ask schools to bid for funding.

Grant funding must be spent within the terms and conditions of each individual awarding body and within the timescales set by them. No carry forwards are permitted unless written approval is obtained from the awarding body.

If a Head teacher wishes to bid for additional funding from external bodies a copy of the bid must be sent to the Education Manager and respective Finance Contact. You should advise your Education Manager and respective Finance Contact if the bid has been successful or not. Projections for the year-end position pertaining to grants must be provided to your Finance Contact in advance of the year-end.

VAT

VAT-related issues / queries will arise frequently both internally and from schools. VAT can be problematic because it is complex and occasionally subject to change. Unless completely sure of the answer to a VAT issue, the recommended action is to refer it to the Council's VAT officer who will normally refer it to the Council's VAT advisors.

Donations:

The most common issue to arise from the schools is how non-Council parties can take advantage of the Council's 'section 33 status' which allows it to reclaim VAT incurred in carrying out activities which are non-business and outside the scope of VAT. There have been many different approaches to this issue depending on the exact circumstances of each case however essentially these have evolved into a single procedure which appears to be acceptable to all parties including auditors. This

involves the third party (i.e. school fund, parent Council or external donor etc.) paying money to the school which it then treats as a donation. This involves the actual income being coded to Donations account 62290. This in turn allows the school to increase the budget in account 62290 and also an appropriate expenditure account by the corresponding amount. The school can then make actual expenditure, at some point, against this increased expenditure budget. This will be regarded as school expenditure, like any other, and will mean that any VAT can be reclaimed by the Council. As far as the accounting system is concerned, there is no necessary relationship between the donation and the resulting expenditure, albeit there may have been such an underlying intention. The only things to watch out for in such an arrangement is that there are no factors involved which appear to contradict what appears in the accounting system. For example, there should be nothing in any donation documentation to suggest that this is anything but a gift for the school to spend for the benefit of the school and pupils (i.e. the donor should not get any part of whatever is purchased). Any resulting orders must be placed by the school and not the donor. Resulting goods or services must be supplied direct to the school and not the donor. The school should retain clear ownership of any items purchased. The whole point about this process is that it ensures that the transactions are actually in accordance with the VAT regulations rather than just being made to appear so. Standard Circular 1.10 on school funds sets out conditions whereby goods purchased by the Council may still be owned by the school fund however this is not an issue which has arisen as far as we are aware and the preferred approach is still for the school to own any items purchased.

Education Non-Core Purchases:

Standard Circular 1.10 on school funds (appendix 3 par 9) sets out the conditions on the resale of goods purchased by schools (for which VAT will have been reclaimed). This is important as some schools or individuals will seek to use the Council's VAT status to obtain goods for personal use at a price excluding VAT. These guidelines are fairly clear and are generally understood by AFAs and schools. Few issues arise unless they are raised by someone new to the process. The actual accounting procedure is to charge both the cost of the items and the related income to account code 29906 (Education non-core purchases). This is just about the only account which permits the netting of expenditure and income (i.e. there is no need for budgets presumably on the basis that the money is just passing through the Council's accounts rather than being proper Council income and expenditure). This is a long established practice which is generally acceptable to auditors. The main accounting problem is where there is a timing difference between the expenditure and income. Ideally AFAs should ensure that there are no balances on account 29906 as the postings should be made as close together as possible (i.e. expenditure should only be charged to this account when offsetting income will be received soon thereafter).

School Photographs:

VAT on school photographs is an issue which comes up very occasionally. Current guidance is available from various sources including the HMRC website. Usually the problem centres around trying to clarify exactly what role the Council plays in the process. Normally, but not always, the school photographer will effectively give the school some level of commission payment (either directly or as the net result of money collected and that actually taken by the photographer). Any such commission payment is seen as a business activity and is therefore deemed to contain an

element of VAT. The schools and AFAs are normally aware of this and know that when they are coding the income they need to code the appropriate element to the VAT code.

EDUCATION SERVICE - ARGYLL & BUTE COUNCIL

2016 - 2017

CONTRIBUTION TO CAPITAL ITEMS REPLACEMENT FUND



SCHOOL ESTABLISHMENT	
-----------------------------	--

	Cost Centre	Account	Amount
LEDGER CODE (ORACLE)			

	Current Balance	Contribution	New Balance
Totals	£0.00	£0.00	£0.00

CONTRIBUTION SPENDING PLAN

CONTRIBUTION SPENDING PLAN

The Capital Items Replacement Fund can ONLY be used to replace or renew equipment of a capital nature, such as computers, PE equipment, lathes, furniture and mini-buses. The fund CANNOT be used to finance the appointment of staff posts or purchase consumable items.

SCHOOL ESTABLISHMENT:

	NAME	DESIGNATION	SIGNATURE	DATE
Completed:				
Authorised:				

FINANCE DEPARTMENT ONLY:

	NAME	DESIGNATION	SIGNATURE	DATE
Checked:				
Authorised:				

EDUCATION SERVICE - ARGYLL & BUTE COUNCIL



2016 - 2017

WITHDRAWAL FROM CAPITAL ITEMS REPLACEMENT FUND

SCHOOL ESTABLISHMENT

	CURRENT BALANCE	WITHDRAWAL	NEW BALANCE
AMOUNT			

WITHDRAWAL SPENDING PLAN															

The Capital Items Replacement Fund can ONLY be used to replace or renew equipment of a capital nature, such as computers, PE equipment, lathes, furniture and mini-buses. The fund CANNOT be used to finance the appointment of staff posts or purchase consumable items.

BUDGET ALLOCATION:			BUDGET PROFILE												
COST CENTRE	ACCOUNT	AMOUNT	APRIL	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	CHECK
															0
															0
															0
															0

SCHOOL ESTABLISHMENT:

	NAME	DESIGNATION	SIGNATURE	DATE
Completed				
Authorised				

FINANCE DEPARTMENT ONLY:

	NAME	DESIGNATION	SIGNATURE	DATE
Checked				
Authorised				

ARGYLL AND BUTE COUNCIL

Community Services Committee

COMMUNITY SERVICES: EDUCATION

8 December 2016

Standards and Quality Report 2015-2016

1.0 EXECUTIVE SUMMARY

- 1.1 The purpose of this report is to update the Community Services Committee on the major achievements made within Education in Argyll and Bute across the session 2015/16 and includes the SQA qualification results for pupils who sat examinations in May/June 2016.
- 1.2 It is recommended that the Community Services Committee:
- a. Note the continuing progress made in relation to Education within Argyll and Bute.
 - b. Note the ongoing commitment of staff and the success and achievements of our children and young people.
 - c. Note the commitment of the Education Service for further development of the service during 2017/18.

ARGYLL AND BUTE COUNCIL

Community Services Committee

COMMUNITY SERVICES: EDUCATION

8 December 2016

Standards and Quality Report 2015-2016

2.0 INTRODUCTION

- 2.1 The Education Service reports on its standards and quality on an annual basis. The Report appended to this document details progress made across the service in relation to the actions outlined in the Education Action Plan for 2015/16 and includes the SQA qualification results for pupils who sat examinations in May/June 2016.
- 2.2 Details of this report are based on the Standards and Quality Report for 2015/16. The full report will be available to view on Argyll & Bute Council website: <http://www.argyll-bute.gov.uk/education-and-learning/education-performance-and-standards>

3.0 RECOMMENDATIONS

It is recommended that the Community Services Committee:

- a. Note the continuing progress made in relation to Education within Argyll and Bute.
- b. Note the ongoing commitment of staff and the success and achievements of our children and young people.
- c. Note the commitment of the Education Service for further development of the service during 2017/18.

4.0 DETAIL

- 4.1 The Education Service reports on its quality and standards on an annual basis. The report appended to this document details progress made across the service in relation to the actions outlined in the Education Action Plan for 2015/16 and includes the SQA qualification results for pupils who sat examinations in May/June 2016.
- 4.2 Details of this report are based on the Standards and Quality Report for 2015/16. The full report will be available to view on Argyll & Bute Council

website: <http://www.argyll-bute.gov.uk/education-and-learning/education-performance-and-standards>

4.3 Particular successes highlighted within the appended report include:

- All fifty four local authority and twenty two partner providers of Early Learning and Childcare have achieved the delivery of six hundred hours of Early Learning and Childcare for all 3 and 4 year olds.
- The Early Years team has targeted all settings which are graded below good, providing more regular support and challenge. As a result, Care Inspectorate grades have increased to 93% of settings reaching “good” or above as of the end of June 2016.
- Improved attendance and reduced exclusions across primary and secondary schools.
- Improved results overall in National 4 and Higher qualification awards:
 - Increase of 2.97% for National 4 to 96.17% compared with a national figure of 93.20% and
 - Increase of 1.09% for Higher to 78.29% compared with a national figure of 77.20%.
- Continued implementation of the development of literacy and numeracy across the curriculum including curriculum design days focusing on raising attainment.
- The 56 skills for work courses delivered in partnership with Argyll College UHI, West College Scotland, local employers and local secondary schools. A total of 535 young people accessed the 56 courses which included amongst others Automotive Engineering, Health and Social Care, Sport and Recreation and Rural Skills.
- Delivery of a greater range of wider achievement qualifications accessed by 1,535 pupils across our schools including:
 - Award Scheme Development Accreditation Network;
 - British Safety Council Basic Food Hygiene Certificate;
 - Duke of Edinburgh;
 - John Muir Award, and
 - The Saltire Award scheme and
 - Sports Leader Awards.
- 92.7% of young people entered a positive destination (education,

employment or training) post school. Looked after Young People who leave school are increasingly entering positive destinations ie 88.24% in 2015 compared with 77.8% in 2014.

- Youth Service Events were attended by 9,311 young people.
- A successful technology and showcase event was hosted in Helensburgh and Lomond attended by 300 pupils and their parents.
- Professional Development awards (PDA) were presented to 22 ASN Assistants.
- Helen Baynham of “Cottage Kindergarten” in Helensburgh was appointed an MBE in the Queen’s New Year Honours list for services to preschool education.
- Every child and young person in Argyll and Bute has a Named Person to ensure that Argyll and Bute Council are legislatively compliant with the Children and Young People (Scotland) Act 2014.
- The Getting It Right for Every Child (GIRFEC) Practice model continues to be further developed including the development of the national wellbeing application for use in Argyll and Bute.
- The range of Health and Wellbeing initiatives supporting our children and young people including twenty-six schools obtaining National School Sports Awards.
- Use of the Sharing Argyll Learning Initiatives, online resource, to promote quality Professional Learning Opportunities for all staff including our valued supply teachers.
- A framework model for leadership development at all stages of a teacher’s career is established.
- The increasing partnerships that contribute and enhance the learning and development of our children and young people.
- The number of establishments receiving recognition and awards at local and national level eg
 - Six young people achieved their “Gold” Duke of Edinburgh award.
 - Ulva Primary school was presented with a social Enterprise Academy award from John Swinney MSP and Cabinet Secretary for Education and Skills in June 2016.

- Port Ellen Primary School won both the Primary Junior Saltire Award and the Primary STEM Challenge and subsequently put their invention to the test at the University of Edinburgh's Flo Wave Ocean Energy Facility.
- Luss Primary School were crowned Scottish Champions in the Total Green Awards for 2015-16, sponsored by the Total Oil Co and the Young People's Trust for the Environment winning £1,000.
- Pupils from Rockfield Primary School Chess Club qualified for the UK School's Chess Megafinal held in Airdrie.
- Dalintober, Southend and Drumlemble Primary Schools maintained their eco-schools green flag status with Rosneath Primary School achieving theirs for the first time.
- Five Lochgilphead High School pupils were awarded third place in the Besson 2016 Scottish Solo and Ensemble Championships.
- Little Learners Nursery in Oban won "Best Individual Nursery" as part of the "Nursery Management Today (NMT) awards in September 2015.

4.4 What are we going to do next?

As part of the Authority approach to securing improvement for all learners the Education Service will:

- Ensure Our Children, Their Future guides the overall strategy for Education and effectively implement it across all services, establishments and partners to secure improved outcomes for all learners;
- Further develop approaches to engaging children and young people in shaping the quality of their learning experiences, at school and Authority level, through the progression of Our Children, Their Future.
- Strengthen work with establishments, including formal Reviews and self-evaluation activity (HGIOS4/HGIOELC), to ensure effective support and challenge to deliver continuous improvement across all educational establishments.

- Evaluate the impact of the work on Curriculum Design and develop a rigorous approach to targeting further support where required.
- Further develop approaches to moderating and gathering achievement and attainment data to ensure this is robust and provides accurate information upon which to inform and target interventions to improve outcomes for learners and to close the attainment gap.
- Continue to work with schools to further develop and enhance their use of SIMD and other information to assist the identification of children and young people who may be at risk of missing out.
- Further review and update literacy and numeracy strategies to improve outcomes for learners, including adult learning, reflecting national and local policy changes.
- Evaluate the overall impact of achievement approaches to ensure positive outcomes for learners, including sustained destinations.
- Further develop approaches to leadership of improvement and change with a specific focus on the role of Strategic Leadership and Staff Empowerment;
- Take forward the key actions arising from the revised Parental Involvement Strategy with a particular focus on enhancing the impact of parental voice on improving Education Services.
- Continue to work effectively with a range of partners, businesses and other departments in the Council to ensure positive outcomes for all children, young people and adult learners across the authority.
- Continue to develop and refine policies in line with national and local priorities in particular the education Scotland Act 2016 and the National Improvement Framework.

5.0 CONCLUSION

- 5.1 The next Standards & Quality Report will be due December 2017 reporting on progress in session 2016/17.

6.0 IMPLICATIONS

- 6.1 Policy - This report links directly to Outcome 3 in the Argyll and Bute Single Outcome Agreement (Education Skills and Training Maximises Opportunities for All).
- 6.2 Financial – Standards and Quality Report allows targeting of financial input into areas of development.
- 6.3 Legal – Meet statutory requirements as prescribed in the ‘Standards in Scotland’s etc. Act 2000.
- 6.4 HR – None.
- 6.5 Equalities – None.
- 6.6 Risk - The performance of Education in Argyll and Bute can significantly enhance or detract from the Council’s reputation and attractiveness as an area to work and live in.
- 6.7 Customer Service – This report provides elected members with an overview of Service Performance.

Ann Marie Knowles
Acting Executive Director of Community Services

Councillor Rory Colville
Policy Lead for Education and Lifelong Learning
18th October 2016

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APPENDICES

Appendix 1 – Standards and Quality Report 2015/16

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Standards and Quality in Argyll and Bute Schools 2015/16

Community Services: Education



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Foreward - Cllr Rory Colville Policy Lead for Education and Lifelong Learning

I am pleased to present the Education Service Standards and Quality report for 2015/2016 which is aimed at providing an overview of the many important achievements, developments and successes of our Education Service. This includes illustrations of both individual and collectives achievements of our children and young people and staff, as well as those of our schools and services.

Whilst much has been achieved across the service during the last year, we recognise that further important improvements are still being taken forward by the Service as part of our ambitious change programme. A programme which is aimed at responding to a period of significant National change and development for Education. Notably:

- New and impending education legislation and policy frameworks including the revised Education Act of 2016, the introduction of a National Improvement Framework for Scottish Education and a specific Education Delivery Plan published in June of this year;
- Revised self-evaluation frameworks for schools I services;
- Revised inspection frameworks for educational establishments;
- Challenges in recruiting and retaining staff at all levels, and
- Considerable public sector financial challenges.

Despite these challenges I am pleased to recognise the many achievements of the Education Service, our staff, children and young peoples and communities. We have much to be proud of in Argyll and Bute. But we cannot and must not be complacent which is why I welcome the introduction of the revised Education Vision and Strategy: *Our Children, Their Future*. This Strategy sends an important message about the importance we attach to Education. The Vision will be delivered for all of our children and young people through six key objectives which are aimed at raising educational attainment and achievement for all children and young people in Argyll and Bute.

As Policy Lead for Education and Lifelong Learning I firmly believe that success can only be achieved through the hard work and dedication of every member of our staff, our children and young people and our communities. They are our greatest assets and I offer my sincere congratulations and thanks to them all.

Section 1: Introduction

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

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

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

1.2 The Scottish Index of Multiple-Deprivation (SIMD)

<http://www.gov.scot/Topics/Statistics/SIMD>

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

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

These ten datazones are located in Argyll and Bute's towns:

- Two each in Helensburgh, Rothesay and Campbeltown
- Three in Dunoon
- One in Oban.

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

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

Argyll and Bute Council's Vision 'Realising our Potential Together' is underpinned by 4 key values:

- We involve and listen to our customers and communities;
- We take pride in delivering best value services;
- We are open, honest, fair and inclusive; and
- We respect and value everyone.

Section 2: Context

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

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

The service is currently responsible for:

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

56% of Argyll and Bute primary schools have a FTE (full time equivalent) of 3 or less teachers covering the 5 to 12 age group.

The total school pupil roll stands at 10,445 (September 2015 Census), comprising 5,790 primary pupils, 4632 secondary pupils and 23 pupils in the school for pupils with complex additional needs. This compares with a total pupil roll of 10,575 in 2014/15, 10,670 in 2013/14, 10,767 in 2012/13, and five years earlier 11,065 in 2011/12. In addition there are 1,844 pre-school children. 1,161 children are in two Council Nursery Centres and fifty one Early Learning and Childcare classes. 683 children are catered for in twenty two voluntary, privately and independently managed Early Learning and Childcare establishments. 145 are receiving early learning and childcare as a 2 year old under the Children and Young People Act criteria. Approximately 128 children share their Early Learning and Childcare hours across more than one nursery.

In 2015 /16 our children and young people were supported in their learning by:

- 843.91 FTE teachers;
- 79.48 FTE classroom assistants;
- 188.35 FTE ASN and pupil support assistants;
- 104.82 clerical assistants;
- 9.00 FTE librarians in secondary schools, and
- 29.76 FTE technicians.

Early Learning and Childcare is available within fifty four Services provided in schools. These fifty four Services are managed by Head Teachers. The largest services are supported by four Lead Childcare and Education Workers. The two stand-alone nurseries are managed by Heads of Centre, supported by a senior within each provision. In addition 137 childcare and education workers (89.94 FTE) are employed. The Early Years Service commissions an additional twenty two services to deliver Early Learning and Childcare.

2.2 Youth Services work with young people in schools and the wider learning community to improve their life chances through learning, personal development and active citizenship. Youth Services is made up of a FTE Youth Service's Manager, 1 FTE Admin Officer, 9.5 FTE Community Learning and Development Youth Workers (including a Youth Participation Worker and a Duke of Edinburgh's Award Development Worker,) and 4.4 FTE Youth Work Assistant's posts. The team delivers a range of range of informal and curriculum based learning opportunities across Argyll and Bute.

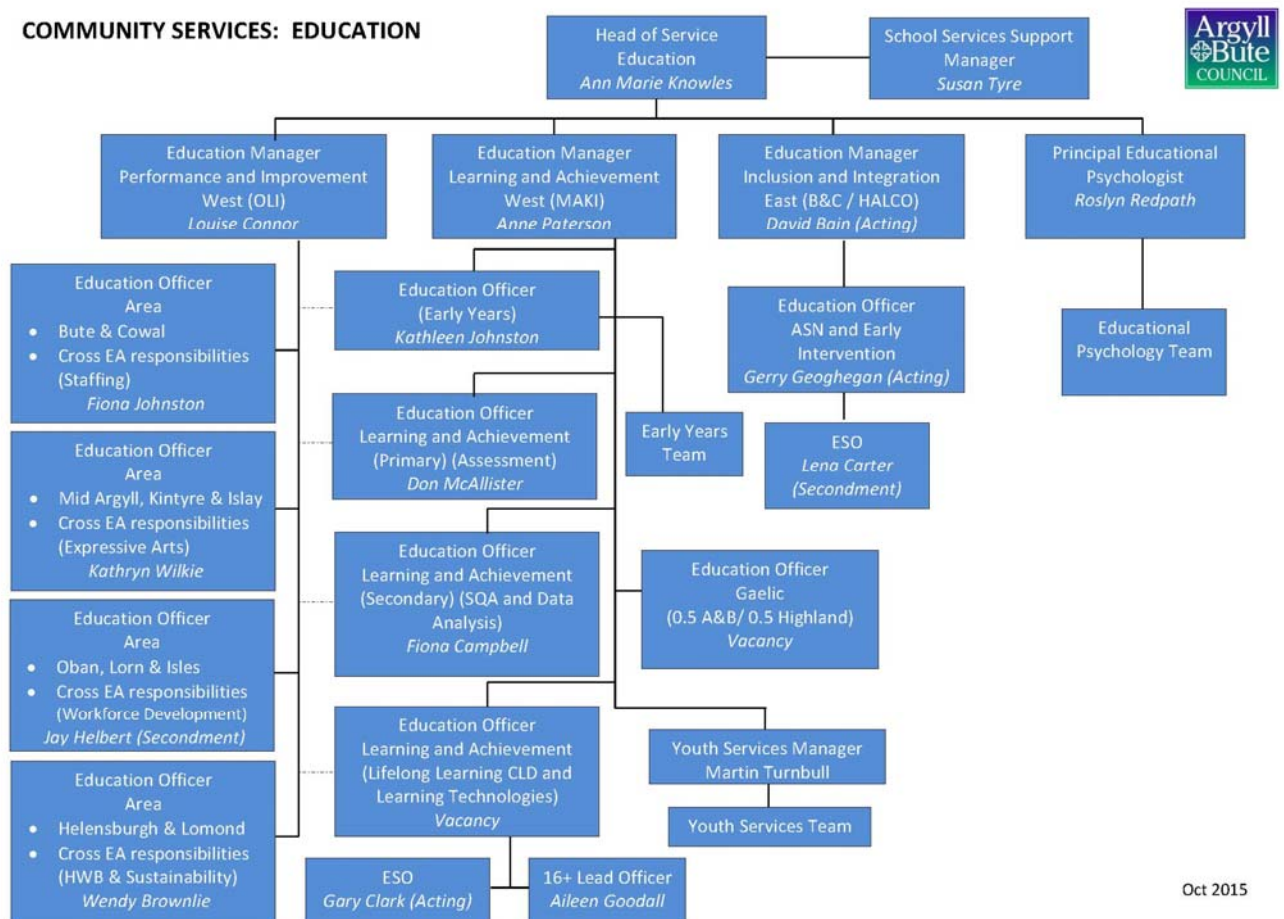
2.3 A range of provisions to support the needs of children and young people, identified as having severe and complex needs, as described in the Additional Support for Learning (ASL) Act are available across a number of schools within the Authority.

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

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

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

COMMUNITY SERVICES: EDUCATION



Section 3: Legislative Duty and Service Aims

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

The Standards in Scotland's Schools Etc Act, 2000 (http://www.legislation.gov.uk/asp/2000/6/pdfs/asp_20000006_en.pdf) sets out the national agenda for Education. The act provides an improvement framework for Scottish Education.

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

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

3.2 The Education Act 2016

The Education (Scotland) Act 2016 was passed by the Scottish Parliament on 2nd February 2016 and introduced provisions in relation to school education covering new statutory duties to raise attainment and address educational inequalities of outcome for pupils. The Act also contains provisions that modify the Education (Additional Support for Learning) (Scotland) Act 2004 and section 70 of the Education (Scotland) Act 1980; provisions in relation to Gaelic medium education, the provision of school meals, the appointment of Chief Education Officers, the registration of independent schools and teachers in grant-aided schools and the standards of education and training of persons to be appointed as head teachers. It is a wide ranging Act that enables provisions to be made requiring a minimum number of hours of school education to be provided, enables provisions to be made about school clothing grants; extends the duty to provide early learning and childcare to certain children; and for connected purposes.

3.3 The National Improvement Framework (NIF)

The NIF is intended to contribute directly to the National Outcome to “ensure that our children and young people are equipped through their education to become successful learners, confident individuals, effective contributors and responsible citizens”. Consequently the Scottish Government’s vision for education is for:

- **Excellence through raising attainment:** ensuring every child achieves the highest standard in literacy and numeracy and the right range of skills, qualifications and achievements to allow them to succeed; and
- **Achieving equity:** ensuring every child has the same opportunity to succeed.

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

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

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

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

The quality indicators within **How Good are the Learning and Development in our Community?** reflect the context within which community learning and development partners operate. The quality indicators focus specifically on the impact of community learning and development provision and include work with young people, adults and communities sharing a common language and basis with other Education Scotland self-evaluation frameworks.

Strategic Guidance for Community Planning Partnerships: Community Learning and Development:- <http://www.cldplanning.com/argyll-and-bute>

The Requirements for Community Learning and Development (Scotland) Regulations 2013 place a statutory duty on Councils to produce a 3 year plan which outlines how Community Learning and Development (CLD) will be delivered in the local authority area. Each local authority should have a clearly defined framework for planning and delivering CLD, through partnership, as a key element of its reformed public services. CLD's specific focus should be on:

- Improving life chances for people of all ages through learning, personal development and active citizenship.
- Supporting the development of stronger, more resilient, influential and inclusive communities.

The CLD Strategic Guidance also states that CLD partners should aim to work together to deliver CLD outcomes through Youth work, family learning and other early intervention work with children, young people and families.

3.5 Curriculum for Excellence

Curriculum for Excellence sets out an aim where: *“all children develop their capacities as successful learners, confident individuals, responsible citizens and effective contributors to society.”* It is designed to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18. The curriculum includes the totality of experiences which are planned for children and young people through their education, wherever they are being educated.

How Good is our School? (4th edition), published in September 2015 is designed to promote effective self-evaluation as the first important stage in the process of achieving self - improvement.

How Good is our early learning and childcare? Published in November 2015 supports practitioners, managers and stakeholders to evaluate what is working well for children and what could be better.

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

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

3.7 Children and Young People (Scotland) Act 2014

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

The Act is very wide-ranging and also:

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

3.8 The Equality Act 2010

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

3.9 The Scottish Schools (Parental Involvement) Act 2006

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



The **National Improvement Framework for Scottish Education** sets out the Scottish Government's vision and priorities for our children's progress in learning. It aims to improve and increase the ways in which parents and families can engage with teachers and partners to support their children and increase the voice of parents in leading improvements with schools.

3.10 Gaelic Language (Scotland) Act 2005

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

3.10.2 National Gaelic Language Plan 2012-17

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

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

Argyll and Bute Council Gaelic Language Plan 2014-18

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

3.11 The Local Outcome Improvement Plan

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

3.12 Authority Priorities 2015 – 2016

The Education Service Aims:

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

Raising Attainment
and
Promoting Achievement
through
Pre Birth to Three and
Curriculum for Excellence

- moderation, assessment and reporting
- literacy
- numeracy
- health and wellbeing

Raising Attainment
and
Promoting Achievement
through
Curriculum Design

- Play
- broad general education
- senior phase models
- Developing Young Workforce

Raising Attainment
and
Promoting Achievement
through
Engagement

children, young people
and families
in the wider
community

Raising Attainment
and
Promoting Achievement
through
Professional Development

the development of
effective leadership
of learning for
all staff

Section 4: What key outcomes have we achieved?

4.1 Key Performance Outcomes and Fulfilment of Statutory Duties

Attainment in National Qualifications

The Council received SQA examination results for all pupils entered for formal qualifications in session 2015/16 in August 2016. This provided comprehensive information on the outcome of examination performance for pupils across all Argyll and Bute secondary schools.

This section of the Standards and Quality report provides information on the overall performance of Argyll & Bute pupils entered for National Qualifications in May 2016.

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

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

Course	A and B Average % A-C Awards	National Average % A-C Awards	Difference	A and B Average % A-C Awards	National Average % A-C Awards	Difference
Year	2014/2015			2015/2016		
National 4	94.7%	93.3%	+1.4%	96.17%	93.20%	+2.97%
National 5	74.8%	79.8%	-5.0%	76.23%	79.40%	-3.17%
Higher	76.8%	78.1%	-1.3%	78.29%	77.20%	+1.09%
Advanced Higher	83.6%	80.9%	+2.7%	75.6%	81.7%	-6.10%

Summary:

Overall, the results for pupils across National 4 are higher than the national average and demonstrate an increasing trend. The results for pupils across National 5 are slightly below national. However, there was an improvement in the Higher results of 1.09% for Argyll and Bute schools when compared with their 2014/15 results. Advanced Higher results are higher than the national average in 2015 and much lower in 2016.

It is important to note that % pass rate data needs to be interpreted very carefully as schools tend to have presentation policies that are designed to encourage pupils to achieve success at the highest level of qualification that they can. For some pupils this may mean that they receive a D grade which is an award. It is also the policy in Argyll and Bute, as with other local authorities, that pupils and parents are given a strong voice when it comes to

deciding to continue with a course or whether to sit an external exam. Some pupils are given the opportunity to attempt a level that they may find challenging to pass as it may be their last opportunity to do so eg in S6. Schools will again offer these pupils the opportunity to sit the exam to improve their positive destination chances eg access to Higher or Further Education.

Improved performance due to post results service marking reviews is not included in the above data (it will be included in the update to Insight in February 2017). This is where a pupil's grade may improve from a D to a C or a C to a B or a B to an A. In terms of the A-C pass rates the impact of the successful marking reviews is very small (0.001%) however for the young person concerned the impact can be very significant.

Table 3: National 4 presentations (No external examination)

National 4	No. of Entries	Pass	%	No. of Entries	Pass	%		
			2014/2015			2015/2016		
CGS	181	179	98.90	113	103	91.15		
DGS	381	333	87.40	308	289	93.83		
H Ac	218	216	99.10	341	341	100.00		
I H S	150	150	100.00	161	161	100.0		
LJC	159	158	99.40	170	168	98.82		
OHS	319	296	92.80	244	227	93.03		
R Ac	204	191	93.60	186	173	93.01		
Tar Ac	96	93	96.90	38	38	100.0		
Tir HS	*	*	100.00	*	*	100.0		
Tob HS	24	24	100.00	28	28	100.0		
Authority Average			94.70	1589	1501	94.46		
National Average			93.30			93.20		

NB. Where the data is less than 5 pupils this is shown as *
This data does not include not evaluated presentations

Summary:

National 4 awards for pupils in Argyll and Bute are positive overall. All of the ten secondary schools presented pupils for National 4 certification. In seven of the ten schools pupils exceed the national pupil average. These results may improve when the not evaluated presentations are submitted as a pass for young people. These results may also alter with pupils not achieving recognition at National 5 levels being credited with National 4 awards. This data will be available in February 2017 when Insight is updated.

Table 4: National 5 examination outcomes

NAT 5	No. Of Entries	A	B	C	D	Number of A-C awards	% A-C awards	% A-D awards	% NO awards
2014/2015									
CGS	420	163	89	85	30	337	80.20	87.4	12.6
DGS	801	264	206	179	59	649	81.00	88.4	11.6
H Ac	426	63	70	80	56	213	50.00	63.2	36.8
I HS	214	89	49	45	16	183	85.50	93.0	7.0
LJC	417	143	104	89	36	336	80.60	89.2	10.8
OHS	900	253	204	185	80	642	71.30	80.2	19.8
R Ac	316	81	73	83	31	237	75.00	84.8	15.2
Tar Ac	114	38	23	24	12	85	74.60	85.0	15.0
Tir HS	21	*	*	*	*	17	81.0	81.0	11.9
Tob HS	123	53	31	21	*	105	85.40	91.1	8.9
Authority Average							74.80	83.4	16.6
National Average							79.80	86.3	13.7

NAT 5	No. Of Entries	A	B	C	D	Number of A-C awards	% A-C awards	% A-D awards	% NO awards
2015/2016									
CGS	408	113	117	81	29	311	76.23	85.33	14.67
DGS	767	281	200	152	48	633	82.53	88.79	11.21
H Ac	681	164	162	156	50	482	70.78	78.12	21.88
I HS	221	66	58	43	19	182	82.35	90.29	9.71
LJC	444	160	102	87	39	349	78.60	87.39	12.61
OHS	771	193	187	166	64	546	70.82	79.12	20.88
R Ac	220	53	32	59	23	144	64.45	75.91	24.09
Tar Ac	138	49	36	35	*	120	92.03	92.03	7.97
Tir HS	*		*	*	*	*	100.00	100	0
Tob HS	141	58	35	29	*	122	86.52	92.2	7.8
Authority Average	3791					2889	76.21	83.47	16.53
National Average							79.40	86.0	14

Summary:

National 5 awards for pupils in Argyll and Bute are below the national average. All of the ten secondary schools presented pupils for National 5 certification. Four of the ten schools pupils exceeded both authority and national performance level. A further three schools were either above or equal to authority but below national average. The other three schools were below both authority and national averages. The relatively large proportion of no awards has an important background narrative that is outlined in the final summary section 4.3.

Table 5: Higher examination outcomes

Higher	No. Of Entries	A	B	C	D	Number of A-C awards	% A-C awards	% A-D awards	% NO awards
2014/2015									
CGS	246	56	82	60	22	198	80.5	89.4	10.6
DGS	516	149	127	129	41	405	78.5	86.4	13.6
H Ac	941	217	242	228	91	687	73.0	82.7	17.3
I HS	140	28	38	44	13	110	78.6	87.9	12.1
LJC	356	133	93	76	27	302	84.8	92.4	7.6
OHS	614	158	148	145	48	451	73.5	81.3	18.7
R Ac	162	29	48	43	17	120	74.1	84.6	15.4
Tar Ac	65	12	23	14	*	49	75.4	86.2	13.8
Tir HS	23	*	11	*	*	18	78.3	100	0
Tob HS	106	28	40	26	*	94	88.7	92.5	7.5
Authority Average							76.8%	88.3%	11.7%
National Average							78.1%	87.3%	12.7%

Higher	No. Of Entries	A	B	C	D	Number of A-C awards	% A-C awards	% A-D awards	% NO awards
2015/2016									
CGS	244	66	57	67	21	190	77.87	86.48	13.52
DGS	420	105	123	111	29	339	80.71	87.62	12.38
H Ac	1012	310	274	226	81	810	80.04	88.04	11.96
I HS	160	36	50	37	15	123	76.88	86.25	13.75
LJC	241	54	68	61	29	212	75.93	81.85	18.15
OHS	624	146	164	172	52	482	77.24	85.58	14.42
R Ac	155	28	46	37	17	111	71.61	82.58	17.42
Tar Ac	59	20	18	11	*	49	87.50	89.93	10.07
Tir HS	14	*		*	*	11	78.57	92.86	7.14
Tob HS	91	26	30	24	*	80	87.91	93.41	6.59
Authority Average	3020					2407	79.7	86.67	13.33
National Average							77.20	85.7	14.3

NB. This data does not include withdrawals from courses or not evaluated presentations.

Summary:

Higher awards for pupils in Argyll and Bute are above the national average. All of the ten secondary schools presented pupils for certification at Higher level. In seven of the ten schools pupils exceeded both authority and national performance level. One school exceeded national but was below authority average. The remaining three schools were below both authority and national averages.

Table 6: Advanced Higher examination outcomes

Advanced Higher	No. Of Entries	A	B	C	D	Number of A-C awards	% A-C awards	%A-D	% No award
2014/2015									
CGS	20	7	6	5	0	18	90.0%	90.0%	10%
DGS	50	10	10	15	7	35	70.0%	84.0%	16%
H Ac	126	36	28	44	10	108	85.7%	93.6%	6.4%
I HS	12	5	1	5	1	11	91.7%	100%	0%
LJC	56	24	15	13	3	52	92.9%	98.2%	1.8%
OHS	45	18	9	11	4	38	84.4%	93.3%	6.7%
R Ac	14	*	*	*	*	11	78.6%	85.7%	14.3%
Tar Ac	4	*	*	*	*	4	100%	100%	0%
Tir HS	1	*	*	*	*	1	100%	100%	0%
Tob HS	13	*	*	*	*	7	53.8%	84.6%	15.4%
Authority							83.6%	93%	7%
National							80.90		

Advanced Higher	No. Of Entries	A	B	C	D	Number of A-C awards	% A-C awards	%A-D	%No award
2015/2016									
CGS	22	5	*	7	*	13	59.09	68.18	31.82
DGS	42	7	18	7	10	32	76.19	88.1	11.9
H Ac	131	24	41	38	12	103	78.63	87.79	12.21
I HS	5	*	*	*	*	*	40.00	80.0	20
LJC	53	18	15	7	*	40	71.70	83.02	16.98
OHS	56	21	11	10	14	48	85.71	85.71	14.29
R Ac	14	*	*	*	*	7	50.00	57.14	42.86
Tar Ac	6	*	*	*	*	*	100.00	100	0
Tir HS	*	*	*	*	*	*	87.50	100	0
Tob HS	7	*	*	*	*	*	42.86	42.86	57.14
Authority	336					243	75.6	83.72	16.28
National							81.70	89.2	10.8

Summary:

Advanced Higher awards for pupils in Argyll and Bute are variable. All of the ten secondary schools presented pupils for Advanced Higher certification. Three of the ten schools pupils exceeded both authority and national performance level. However, in the remaining schools the performance of pupils in Advanced Higher is below or significantly below the national average. It should be noted that due to the small number of pupils being presented for Advanced Higher the statistical variances can be significant. As aforementioned some pupils are given the opportunity to attempt a level such as advanced higher that they may find challenging to pass as it may be their last opportunity to do so. Schools offer these pupils the opportunity to sit the exam to improve their positive destination chances eg access to Higher or Further Education.

Attainment of Looked After Children and Young People

S4 pupils - Performance in Literacy and Numeracy for the last three years compared with the virtual comparator and national data:

	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort
Argyll & Bute	2014	35	10	20
Virtual Comp	2014	68	19.5	200
National	2014	37.33	5.55	1117
Argyll & Bute	2015	30	0	10
Virtual Comp	2015	71	19	100
National	2015	45.93	6.97	1119
Argyll & Bute	2016	42.86	19.05	21
Virtual Comp	2016	66.67	32.86	210
National	2016	47.81	8.65	1167

Summary:

Overall the performance of pupils in Argyll and Bute is lower than the national average and significantly lower than virtual comparator at SCQF Level 4.

At SCQF Level 5 the performance of pupils in Argyll and Bute is higher than the national average but significantly lower than the virtual comparator.

S5 pupils - performance in Literacy and Numeracy for the last three years compared with the virtual comparator and national data:

	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort
Argyll & Bute	2014	76.47	29.41	17
Virtual C	2014	77.06	46.47	170
National	2014	45.52	15.83	714
Argyll & Bute		42.86	14.29	14
Virtual C	2015	78.57	45.71	140
National	2015	57.21	19.27	659
Argyll & Bute	2016	50	0	8
Virtual C	2016	82.5	46.25	80
National	2016	60.19	21.2	736

Summary:

Overall the last two years the performance of pupils in Argyll and Bute is lower than the national average and significantly lower than virtual comparator at SCQF Levels 4 and 5.

General educational attainment for Looked after leavers:

	Argyll & Bute Looked after leavers (2015)	National Looked after leavers (2015)
1 or more qualification at SCQF Level 3 or better	94.12%	94.12%
1 or more qualification at SCQF Level 4 or better	82.35%	91.76%
1 or more qualification at SCQF Level 5 or better	52.94%	73.53%
1 or more qualification at SCQF Level 6 or better	23.53%	37.65%
1 or more qualification at SCQF Level 7 or better	5.88%	8.82%

Overall the performance of pupils in Argyll and Bute is lower than the national average at all levels apart from SCQF Level 3.

Positive Destinations

Looked after Young People in Argyll and Bute that leave school are increasingly entering positive destinations (education, employment or training).

In 2014, **68.4% (cohort 19)** of looked after young people who left school entered a positive destination. In 2015 the figure was **88.24% (cohort 17)**.

Education Scotland Inspection Reports

In session 2015/2016 Education Scotland conducted inspections in 4 primary schools and 3 Early Learning and Childcare Centres (ELCC). There were no secondary school inspections.

Within primary, across a total of 20 quality indicators 30% were rated as good, 45% were rated as satisfactory and 25% were rated as weak. There were 4 inspections carried out during the 15/16 academic session compared with 3 in 14/15 academic session.

Within ELCC, across a total of 15 quality indicators 20% were rated as good, 40% were rated as satisfactory and 20% were rated as weak. There were 3 inspections carried out during the 15/16 academic session compared with 4 in 14/15 academic session.

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

Youth Work Services wider accreditation

In addition to achievement in formal examinations:

- 1344 young people registered and accessed Youth Services activities.
- 9311 young people attended Youth Service events.
- 332 accredited learning outcomes were achieved through Youth Work Services programmes or events including Youth Achievement Awards, John Muir, vocational qualifications and Duke of Edinburgh.

Six young people from across Argyll and Bute achieved their Duke of Edinburgh Award Golds this year – pictured here is Kerry Mackay, from Oban who was presented with her award at Holyrood palace by comedian and presenter Des Clarke.



What we plan to do next:

As part of the Authority approach to securing improvement for all learners the Education Service will continue to work with individual schools through a comprehensive programme of support and challenge over the course of session 2016/2017. Key approaches include:

- The submission by Head Teacher of their analysis of their school results to the Education Service following the initial release of results by the SQA in August 2016;
- Support schools and ELCC settings to develop their understanding of the new range of inspection models and approaches to inspection and review to be implemented by Education Scotland in session 2016-17;
- Support schools and ELCC settings to further develop their understanding of how the new HGIOS4 Quality Indicators to be evaluated on the six-point scale in full school inspections have been re-focused to align with the new National Improvement Framework;
- Support schools and ELCC settings to further develop their use of the priorities and key drivers within the National Improvement Framework within their local improvement planning and self-evaluation.
- Support schools and ELCC settings to adopt and understand the practices as outlined in How Good is our School (HGIOS) 4 and How Good is our Early Learning and Childcare to enhance their self-evaluation activities.
- The presentation by Head Teachers of their school Performance Report at their respective Area Committee meeting.
- The routine discussion of examination results and approaches to quality improvement with the Education Scotland, Area Liaison Officer.
- A programme of school visits undertaken by Education Officers to discuss a detailed statistical analysis of school results including performance at National 4, 5, Higher and Advanced Higher, College and wider achievement courses.
- A professional discussion of the school programmes in place to ensure that evaluative discussions between school senior management team and subject department leaders take place to support improvement.
- An invitation to Elected members from Head Teachers to a meeting with senior school staff to discuss the examination results in depth.

4.2 Skills for Work and Wider Achievement Partnership Awards

Skills for Work courses focus on generic employability skills that are needed for success in the workplace. These SQA courses offer opportunities for learners to acquire employability skills through a variety of practical experiences that are linked to a particular vocational area such as Construction, Hairdressing, Hospitality and Engineering. For session 15/16 we introduced the S4W award in Maritime Studies reflecting local labour market opportunities available in Cowal and Mid Argyll.

In the 2015-16 academic session, there were 56 skills for work courses delivered in partnership with Argyll College UHI, West College Scotland, local employers and local secondary schools. A total of 535 young people accessed the courses which included amongst others Automotive Engineering, Health and Social Care, Sport and Recreation and Rural Skills. A further 1,535 pupils accessed wider qualifications through courses such as Duke of Edinburgh Award, John Muir Award, Sports Leader Awards. Courses are delivered in partnership with our local colleges (Argyll College UHI and West College Scotland) and employers, giving young people the chance to spend time in a different learning environment, meet new people and face new challenges.

SQA designated Skills for Work Qualifications

COURSE	LEVEL	NOS
Automotive Engineering	National 4	14
Construction	National 5	23
Construction	National 4	20
Cosmetology	NPA Level 4	42
Creative Digital Media	National	5
Early Education and Childcare	Higher	17
Early Education and Childcare	National 5	30
Early Education and Childcare	National 4	65
Child Development	Non Certificate	11
Engineering	National 5	40
Engineering	National 4	32
Hairdressing	National 5	25
Hairdressing	National 4	26
Personal Presentation	Non Certificate	8
Hospitality	National 5	9
Hospitality	National 4	32
Maritime Studies	National 4	11
Rural Skills	National 5	8
Rural Skills	National 4	25
Managing Environmental Resources	Access 3	6
Sport and Recreation	National 5	9
Sport and Recreation	National 4	10
Travel and Tourism	National 5	21
Psychology	Higher	32
Environmental Science	Higher	5
Health and Social Care	Higher	9
TOTAL		535

Wider Achievement Partnership

Through partnership working central education staff, youth services and secondary school colleagues have been developing a range of wider achievement courses that enhance the opportunities already offered in the senior phase curriculum. These new courses allow our young people to further develop their skills for learning, life and work. The awards offered during 2015/16 included:

Organisation	SCQF Level	COURSE/LEVEL	TOTAL
ASDAN	Prep	Towards Independence: Animal Care	4
ASDAN	4	Certificate of Personal Effectiveness	9
ASDAN	Prep	Transition Challenge: Moving Forward	2
ASDAN	¾	Short Courses	6
ASDAN	3/4	Personal Development	2
BSC		Basic Food Hygiene	9
BSC		Health and Safety at Work	9
BSC		Lifting and Handling	9
Duke of Edinburgh		Bronze	22
Duke of Edinburgh		Silver	8
Duke of Edinburgh		Gold	2
FAB		Friends Against Bullying	29
Heartstart		Heartstart	5
John Muir		Intermediate	24
John Muir		Introductory	23
Open University	7	Beginners Italian	1
Open University	7	Chemistry - molecules or oil	1
Open University	7	Communications Skills for Business Studies	3
Open University	7	Computing	1
Open University	7	Engineering the Future	1
Open University	7	Galaxies, Stars, Planets	5
Open University	7	Introduction to Statistics	1
Open University	7	Languages and Cultures	1
Open University	7	Law in Contemporary Scotland	4
Open University	7	Molecules - Medicines and Drugs	1
Open University	7	Retail Management & Marketing	3
Open University	7	The Frozen Planet	3
Open University	7	Topics in Health Sciences	2
Open University	7	Understanding the Autism Spectrum	8
Open University	7	History	1
Open University	7	Beginner's Chinese	1
Princes Trust	3	XL Personal Development	32
RDA		Volunteers Award - Bronze	2
Saltire		SALTIRE Awards Scheme	72
Scottish Football Assoc		Football - Early Touches	30
SFA		Football Coaching	33
SFA		Football Ref	17
Sports		Hockey	46
Sports		Netball	27
Sports Leader		Day Leader Award	37

Sports Leader		Positive Coaching Scotland	37
Sports Leader		Sports First Aid	20
Sports Leaders		Sports Leader	85
SQA		Admin	13
SQA	NC	Agriculture	1
SQA	6	Biology – Higher	15
SQA		Classics	28
SQA		Computer Games Designs	19
SQA	5	Construction	1
SQA		Creative Writing	25
SQA		Dance	10
SQA	5	Digital Photography	16
SQA		Electronics	17
SQA		Engineering Science	22
SQA		French	25
SQA		Games Design	24
SQA		Health & Food	9
SQA	4	Hospitality NAT 4	28
SQA	5	Hospitality NAT 5	4
SQA		Inventor	19
SQA	5	Leadership	10
SQA		Metal Work	17
SQA	5	Music Technology NAT 5	7
SQA	4	NPA Employability Units	8
SQA	4	Personal Development Award 1	4
SQA	5	Personal Development Award	5
SQA		Philosophy	98
SQA		Photography	47
SQA		Politics	27
SQA	6	Psychology – Higher	49
SQA		Sociology	32
SQA		Statistics	6
SQA	5	Teamwork through sport and recreation	32
SQA		Travel and Tourism	44
SQA	5	Woodwork skills NAT 5	41
SQA	4	Woodwork Skills NAT 4	9
SQA	4	Work Experience	42
SRU		SRU Rugby Ready	32
UKCC		UKCC Introduction to Shinty	64
Youth Achievement Award	4	Bronze	4
Youth Achievement Award	5	Silver	11
		Youth Coaching Course	32
		TOTAL NUMBER OF PUPILS	1535

A total of 2,070 young people enhanced their senior phase curriculum through accessing *Skills for Work* and *Partner Achievement Qualifications* during session 2015/16. Consequently young people further developed their skills for learning, life and work supporting their progress into positive and sustained destinations after leaving school.

What we plan to do next:

- Central staff and schools will further develop and promote these opportunities and extend partnership working. We will include a focus on senior phase curriculum choices that build upon the economic development priorities for Argyll and Bute, taking cognisance of the Compelling Argyll and Bute research.
- Through our partnership with Argyll College UHI we plan to pilot Foundation Apprenticeship qualifications that allow young people to progress their learning from Skills for Work awards into employer based qualifications and relevant work placements.
- We will offer secondary school staff appropriate continued professional learning in the new Education Scotland National Standards for Careers Education and Work Experience.

4.3 School Leavers' Destinations

The School Leaver Destination Return (SLDR) is a statistical return undertaken by Skills Development Scotland (SDS) on behalf of the Scottish Government. The initial destination information for 2014/15 leavers is based on the known status of school leavers on the 'snapshot' date of Monday 5th October 2015.

Following five years of steady progress the overall percentage of leavers entering a positive destination for 2014/15 was 93.1%, an increase of 1.4% points in comparison to 2013/14. This is 0.2% above the Scottish National average of 92.9%.

The table below illustrates the initial post school destinations of leavers, from the 10 Argyll and Bute Secondary Schools, who were eligible to leave compulsory education between 1st August 2014 and 15th September 2015. A total of 909 young people left school during this time and 93.1% entered a positive destination ie they secured a place for further study, training, employment, voluntary work or an Activity Agreement.

School	Total leavers	HE	FE	Training	Employed	Voluntary	Activity Agreement	Unemployed Seeking	Unemployed Not seeking	Unconfirmed	Total Positive	Total Other
	Nos	%	%	%	%	%	%	%	%	%	%	%
Campbeltown GS	101	33.7	29.7	0	31.7	0	0	5	0	0	95	5.0
Dunoon GS	149	38.9	22.1	4	28.2	0	2	4	0.7	0	95.3	4.7
Hermitage A	215	48.4	22.3	2.8	13.5	0.5	0	10.2	0.5	1.9	87.4	12.6
Islay HS	36	36.1	8.3	5.6	44.4	0	0	5.6	0	0	94.4	5.6
Lochgilphead HS	94	45.7	7.4	5.3	28.7	3.2	0	5.3	4.3	0	90.4	9.6
Oban HS	194	33	16.5	6.2	37.1	0.5	2.1	3.1	1.5	0	95.4	4.6
Rothesay A	77	27.3	35.1	3.9	27.3	1.3	1.3	3.9	0	0	96.1	3.9
Tarbert A	16	43.8	18.8	0	31.3	0	0	6.3	0	0	93.8	6.2
Tiree HS	3	33.3	33.3	0	0	0	33.3	0	0	0	100	0
Tobermory HS	24	50	16.7	0	33.3	0	0	0	0	0	100	0
Total	909	39.3	20.7	3.7	27.7	0.7	1	5.5	1	0.4	93.1	6.9

Of the 909 leavers 508 were male and 401 female. 94.5% (379) of females entered a positive destination compared to 91.9% (467) of males. 68.6% of females continued with their studies post school compared to 53.1% of males; and 36.8% of males entered employment or training compared to 24.7% of females. Importantly the data shows that males are twice as likely to be unemployed and seeking employment, training or further education compared to females – 66%/34% split.

Where our school leavers live can impact on their initial destination post school. Leavers who live in more deprived areas are less likely to enter positive destinations on leaving school than those from the less deprived areas – 15% Scottish Index of Multiple Deprivation 2 (SIMD 2) compared to 4% (SIMD 9). Leavers who live in the less deprived areas are more likely to enter higher education in comparison to those leavers who live in more deprived areas – 66% from SIMD 9 compared to 13% from SIMD 2.

Dunoon Grammar School increased their positive destinations by 6.81% from the follow-up 2013/14 report, Rothesay Academy increased by 4.45% and Islay High by 4.63%.

What we plan to do next:

- Continue to work with young people and partner stakeholders to further increase the percentage of young people achieving and sustaining positive destinations.
- Work towards the recommendations and key performance indicators of the Scottish Government's Developing the Young Workforce programme with a focus on:
 - Developing the Argyll and Bute Council Modern Apprenticeship and Summer Internship Programmes to help support our young people into an initial positive destination and support succession planning of the local authority's workforce.
 - Further develop Senior phase pathways including industry-recognised vocational qualifications alongside academic qualifications.
- Supporting Looked after and accommodated young people to ensure they are able to access and sustain appropriate post school transitions.
- Develop the Opportunities for All Team's knowledge and understanding of the Participation Measure and Insight, two new tools introduced during 2015. These examine in more detail young people's (age 16-19) learning journeys, as well as tracking and monitoring their participation and progression.

4.4 Attendance and Exclusions

Attendance:

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

Primary

Year	Attendance	
	LA	National
2013/2014	95.40%	93.60%
2014/2015	95.48%	93.70%
2015/2016	95.52%	N/A

Secondary

What we

- Provide primary

Year	Attendance	
	LA	National
2013/2014	93.15%	93.60%
2014/2015	92.64%	93.70%
2015/2016	91.80%	N/A

plan to do next:

ongoing support to schools to ensure improved attendance figures for both and secondary pupils.

Exclusions:

The number of exclusion incidents per 1000 pupils in primary and secondary schools in Argyll and Bute has fallen year on year and is lower than the national figure (where it is available).

Exclusions incidents per 1000 pupils	2013/14	2014/15	2015/16
Primary	5.46	4.68	2.24
National	N/A	9.0	N/A
Secondary	52.46	39.81	31.04
National	N/A	49.5	N/A

The number of exclusions nationally has been falling year on year since 2006/07. This data is now only collected by Scottish Government every second year.

What we plan to do next:

- Support schools to reduce the number of exclusions in line with our Exclusions Policy.

4.5 Staying on rates

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

Staying on rates as a percentage of the S4 cohort	2013/14	2014/15	2015/16
S5 (September)	90%	92%	84%
National	87%	N/A	N/A
S6	74%	78%	69%
National	61%	N/A	N/A

At the time of writing this report national data for 2015/16 is not available.

What we plan to do next:

- Further develop our work with schools to support pupils into positive and sustained destinations.

4.6 Celebrating Success

We are very proud of the achievements and successes of our pupils, young people and staff across Argyll and Bute. Within this section we have highlighted some notable successes of 2015 – 2016.

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

The Awards ceremony celebrating the achievements of Argyll and Bute young people was held in Oban on the 24th September 2015. 32 young people were shortlisted for eight award categories with the winners being announced on the night to a capacity audience. The ceremony was hosted by Naomi Campbell (Chair of the Argyll and Bute Youth Forum) and John Loughton (motivational speaker and former Big Brother winner). It was an excellent evening showcasing the amazing and talented young people we have in Argyll and Bute. It is worthy of note that the young people of Argyll and Bute Youth Forum were involved in every aspect of the organising and delivery of the AB Awards and were outstanding in their effort and enthusiasm.



Young Enterprise Area Finals

On Tuesday 26th April two groups of 6th year students from Lochgilphead High School went to compete with other Argyll and Bute schools in the local Area finals of the Young Enterprise Company Competition. Both groups have started a Business in the

last year and been selling their product which they came up with over the last year. Both groups performed very well in the Interview and Presentation sections of the competition. After all teams had presented their products the judges then took their time to decide which teams would win. Oban High school and Dunoon also had teams in the competition. We are delighted to announce that our team called Fyne Gems won Best Trade stand and Interview.



Fyne Gems – Best Trade stand and Interview

Our other team Deja Moo went on to win Best Presentation, Best Report and Best Overall Company which now means Deja Moo will travel to Glasgow on the 15th June to compete in the National Finals. We would like to Thank our three local Business advisors who have provided the pupils with advice over the last year and were there to support them on the night:- Liza Moran, David Renwick and Colin McLean.



Deja Moo- Best Presentation, Best Report and Best Overall Company

Argyll and Bute ASN Assistants receive Professional Development Awards

June 2016 saw 22 assistants being presented with their SQA, Professional Development Awards by Roslyn Redpath, Principal Educational Psychologist in Argyll and Bute. The assessors and verifiers commented on the high standard of the work

presented.

Candidates are required to attend approximately ten delivery days at a central location. Presentation of aspects of each unit has been enriched by contributions from professionals from within Argyll and Bute, partner agencies, the voluntary sector and Education Scotland.

Candidates have commented on finding this learning both interesting and useful in their day-to-day work in schools.



Little Learners Nursery in Oban won 'Best Individual Nursery' as part of the 'Nursery Management Today (NMT) awards in September 2015. One of the reasons the judges chose Little Learners' was because 'they have extended the boundaries of learning to incorporate, not only their immediate environment, but the community and the world that surrounds them.'



Helen Baynham of 'Cottage Kindergarten' in Helensburgh was appointed an MBE in the Queen's New Year Honours list for services to preschool education.

Argyll and Bute Council Excellence Awards

- The Early Years Service was awarded a bronze award for its Early Years CPD

Programme – Ensuring Quality Early Learning and Childcare Practice as part of the 'Securing a Workforce for the Future' category

- The Early Years Collaborative won a silver award for the Argyll and Bute Family Pathway as part of the 'Tackling Inequalities and Improving Health' category
- The Early Years' Service also won a gold award for its Developmental Milestone Tool as part of the 'Service Innovation and Improvement' category.



Ulva Primary School were presented with a Social Enterprise Academy award from John Swinney MSP and Cabinet Secretary for Education and Skills on the 16th June in Edinburgh. The pupils conducted a community questionnaire in November 2015 regarding their plans to organise and run a café for the local community. Based on the responses, the pupils, with support from their parents and school staff, operate a community café on a Tuesday afternoon serving coffee and cake and providing an opportunity for the community to come together.

In June 2016 Port Ellen Primary School won both the Primary Junior Saltire Award and the Primary STEM Challenge. The STEM event involved Port Ellen children taking part in a series of challenges focussing on problem solving within the oil industry. Tasks undertaken included stabilising a bridge, building a train and inventing a floating wave energy convertor that used wave power to create electricity. As finalists in the Scottish Council for Development and Industry's Celebration of Engineering and Science the pupils were invited to put their invention to the test at the University of Edinburgh's Flo Wave Ocean Energy facility.



Five Lochgilphead High School pupils competed in the Besson 2016 Scottish Solo & Ensemble Championships in the Brass section that were held in Livingston. They performed well in the Youth Class (for under 21 years) and were awarded a third place.

Argyll and Bute Piping held a Fanfare concert in November 2015. Some 170 young musicians participated showcasing the best of piping and drumming from across the authority.

The Scottish Schools Pipe Band Championships Quartet Competition was a great celebration of the talent of our young people. A Mid-Argyll quartet were awarded second prize in their category. Young people delivered outstanding performances in all categories. It was a day of keen competition, camaraderie and tremendous talent.

The Royal National Mod was held in Oban in 2015. Many young people aged from five to eighteen from across Argyll and Bute took part. They included instrumentalists, poets, storytellers, singers, choristers and action singers, with significant medal and trophy success.

Luss Primary School were crowned Scottish Champions in the Total Green Awards for 2015-16, sponsored by the Total Oil Co. and the Young People's Trust for the Environment. Over the past five years Luss has won the Totally Clued-up Category three times and on a fourth occasion was awarded a Special Award created for them because their work was of such a high standard. Their prize as the Scottish champions this year is £1,000. Pupils from the school flew to London on 16th June for the presentation ceremony at London Zoo where they were awarded their prize by Dermot O'Leary.



Pupils from Rockfield Primary School Chess Club qualified for the UK School's Chess Megafinal held in Airdrie.



Dunoon Grammar School students represented their school and Argyll and Bute on a one day trip to Auschwitz in Poland, This life changing trip was part of an experience organised and part funded by the Holocaust Educational Trust (HET), designed to keep the memory of the Holocaust alive and to educate younger generations on the lessons of the past. The group were taken on a tour of the museum and memorial sites at Auschwitz by experienced HET educators. After taking time to reflect on their experiences, the DGS participants led school assemblies to spread awareness of the Holocaust and keep the memory alive of one of Europe's worst tragedies.



Eco-Schools is an international initiative designed to encourage whole-school community action on Learning for Sustainability. It is an environmental management tool, a learning resource and a recognised award scheme which empowers children and young people to take action towards an economically, socially and environmentally just world, The impact on children's learning is seen in a heightened awareness of sustainability issues and increased confidence and independence in taking action. Amongst schools to continue achieving green flags during – the national recognition for a pupil's achievements – during 2015-16 were Dalintober, Southend and Drumlemble Primary Schools, while Rosneath Primary School achieved their very first award.

Dalintober Primary School were represented at the National Schools Swimming Championship Finals in Glasgow. Five pupils took part, with the notable achievement of the school providing the youngest team in the finals of the 4 x 50m freestyle relay.

What we plan to do next:

Support and positively promote engagement with local and national education awards in order that the work of pupils, schools and staff is continuously celebrated, acknowledged and recognised.

4.7 Fulfilment of Statutory Duties

The context for the planning of services within Education includes National Priorities and Developments, local priorities for Argyll & Bute identified through the Council Plan and the priorities agreed with Community Planning Partnership. In session 2015/16 Education Services undertook to deliver a number of key objectives. Success has been achieved in:

- Establishing a Named Person Service to ensure that Argyll and Bute Council are legislatively compliant with the Children and Young People (Scotland) Act 2014.
- Working with SEEMIS to design and develop the national wellbeing application for use in Argyll and Bute. The application is designed to meet the planning needs of every school in Scotland and be legislatively compliant in terms of the Children and Young Person's Act.
- A revised Staged Intervention framework which was presented to head teachers in February 2016. Staged Intervention considers the needs of children and informs the nature of support which is appropriate to those needs. This is a key aspect of practice and legislation relating to ASN and GIRFEC (Getting It Right for Every Child).

- All fifty four local authority and twenty two partner providers of Early Learning and Childcare have achieved the delivery of six hundred hours of Early Learning and Childcare for all 3 and 4 year olds. Early Learning and Childcare for eligible 2 year olds has been offered by a range of services including:
 - 30 Partner Childminders
 - Fifteen Partner Provider nurseries
 - Six Local Authority Pre 5 units
- Work has been undertaken with Property Services to ensure a further six Local Authority Pre 5 units will be built/adapted to allow the premises to be registered to provide Early Learning and Childcare for 2 year olds.
- As part of Argyll and Bute's implementation of the Children and Young People's Act, three Local Authority Pre 5 units have piloted the provision of flexible Early Learning and Childcare, with a view to increasing this provision in 2016-17.
- The Children and Young People's Act also highlights the importance of high quality Early Learning and Childcare provision through the statutory guidance, 'Building the Ambition'. The work of the Scottish Leadership Development Programme within Argyll and Bute is focusing on 'Ensuring Quality Early Learning and Childcare for Eligible 2 year olds', with a view to implementing findings in 2016-17.
- In addition, the Early Years Service has developed a 'Learning and Development Strategy', which incorporates developmental milestones 0-5 and progression in literacy and numeracy to support all Early Learning and Childcare settings. Feedback from practitioners who have accessed support from this strategy has been extremely positive, helping teams to improve the quality of their provision through effective self-evaluation.

What we plan to do next:

- Continue to increase provision for eligible 2 year olds across Argyll and Bute;
- Continue to increase provision of flexible Early Learning and Childcare within local authority settings;
- Implement findings of the Scottish Leadership Development Programme in further improving the quality of Early Learning and Childcare provision for 2 year olds;
- Continue to develop the Early Years Service 'Learning and Development Strategy';
- Identify potential models of provision in preparation for the possible increase of Early Learning and Childcare to 1140 hours;
- Ensure that the Education Service continues to meet its statutory duties in relation with existing and new legislation in relation to ASN, and
- Proceed with training plan for the Seemis well-being application.

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

5.1 Impact on Service Users, Staff and Community

Established practitioner forums supported the work of schools 3-18 in key curricular areas. These areas included Literacy, Numeracy, Health and Wellbeing, Learning Technologies and Assessment and Moderation. The forums comprised practitioners from schools and the central education team who had an interest in the relevant areas.

The revised National Improvement Framework (NIF) was launched by the First Minister on 6 January 2016. This Framework outlined the ambitious plans to narrow the attainment gap and ensure the delivery of excellence and equity.

One of the key priorities in delivering excellence and equity is to improve attainment, particularly in literacy and numeracy. During June 2016, Local authorities, in partnership with schools were asked to undertake a “Teacher Judgement Collection Exercise” at the key stages of P1, P4, P7 and S3. This exercise consisted of schools recording and reporting pupil level data in literacy and numeracy as follows:

- Numeracy
- Literacy - Reading (English)
- Literacy – Writing (English)
- Literacy - Listening and Talking (English)

In addition, for pupils based in Gaelic Medium Primary classes the following data was recorded and reported:

- Literacy – Reading (Gàidhlig)
- Literacy – Writing (Gàidhlig)
- Literacy – Listening and Talking (Gàidhlig)

Argyll and Bute data was submitted to the Scottish Government by the submission date of the 31st August 2016. The data collected will be used to inform the 2016 National Improvement Framework Report which will be published around the end of 2016.

Literacy:

Key aim: Develop the literate child in Argyll and Bute	
Key Actions	Impact for Learners
Through the Literacy Forum and activities arising from the attainment challenge across schools, increase the focus on evidence based interventions at the early primary stage.	<p>The Early Years Literacy guidance document has been revised and updated to include Building the Ambition and our Argyll and Bute Developmental Milestones Tool. A Pre-Birth to Three Literacy diagram has also been added to the Authority Literacy Action Plan.</p> <p>A smaller range of evidence based interventions is being used more effectively to improve outcomes for</p>

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

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

Finalise the authority Literacy Strategy.

Build confidence and capacity within each

learners. For example self-evaluation activity demonstrates that the implementation of Toe-by-Toe is having a positive impact in terms of improved outcomes for learners. Children enjoy the approach because of the predictability. There is also a high level of reliability for implementation and a noted improvement in motivation and relationships.

Evaluation of the impact of Reciprocal Teaching has been undertaken with very positive results. Staff across schools report: increased pupil confidence in contributing to group discussion; increased confidence in tackling unseen texts; mixed ability groups enhancing skills and raising confidence; increased interest in reading; a focus on higher order reading skills.

This valuable information will be fed back to all schools and used to inform further training and implementation.

Through the engagement of the Educational Psychology Service and partners with a team from Education Scotland, the process of Validated Self Evaluation produced a number of key messages:

- The reading initiative has provided focus for school literacy strategies and brought structure across stages.
- Some schools have embedded the assessment processes and use data to inform approaches to meeting the needs of individuals and groups as well as to inform learning and teaching more widely
- There is increased knowledge across schools of how to use assessments to support planning.
- In some areas, there is strong collegiality across schools to support each other to understand the teaching of reading and the use of appropriate resources.

This information has been used to inform a professional learning plan and the revision of supporting guidance.

The learning from the VSE process and other self-evaluation activity will inform

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

the finalised Literacy Strategy this session.

Blocks of Active Play sessions have been delivered by members of the Early Years Team within Oban, Helensburgh, Lochgilphead, Tayvallich and Dunoon. Where possible, sessions have been held within Family Learning Centres or schools to build positive relationships. In addition to this, sessions have been delivered during the school holiday period to provide families with a fun activity to participate in together and for ideas to take home with them. In Dunoon, there were 68 adults and 92 children attending a block of sessions in July. Families have provided very positive feedback on their experiences. When asked to describe the sessions in two words parents stated they were: *'brilliant fun; exploring experience; great fun; messy madness; stimulating fun; Great fun; happy and unique; awesome and new; sociable and colourful; fun exploring; absolutely fabulous; imaginative and fun'*

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

Delivery of Bookbug has gone from strength to strength. There has been a thirteen percent increase in the number of sessions delivered in English and an eleven and a half percent increase in the number of Gaelic sessions delivered. This has resulted in an increase of eleven percent of adults and nine percent of children participating in English Bookbug sessions and an increase of twenty two percent of adults and twenty four percent of children participating in Gaelic Bookbug sessions. In order to build sustainability of Bookbug in Argyll and Bute, 34 session leaders have been trained by the Early Years Service this session

What we plan to do next:

Identify staff within the education service and beyond where targeted training can be provided under "learning and teaching". This could include health visitors, additional support needs teachers, area principal teachers and midwives.

Improve teacher knowledge and confidence in teaching phonics through a range of professional learning opportunities including identifying and providing centralised support to specific schools where required.

Within professional learning sessions, enhance practitioners' / teachers' understanding of the data, and how this can be used effectively to improve outcomes.

Make more effective use of the available data to inform discussions with schools to deliver continuous improvement.

Members of the Early Years Service to support ELC settings to build confidence and capacity in providing their own family learning activities.

Numeracy:

Key aim: Support schools to continue the development of numeracy across the curriculum

Key Actions

Clusters of schools to work with representatives to agree a cluster plan to take forward numeracy.

Numeracy Hub Champion to continue to participate in the National Numeracy Hub program and create an Argyll and Bute numeracy hub area.

Implement Early Numeracy Packs for Home.

Impact for Learners

To be progressed during session 2016-17, led by Principal Teacher Numeracy.

Argyll and Bute Numeracy Hub Champion attended national meetings devised a plan for taking forward numeracy in Argyll and Bute.

This plan sits within a wider action plan to be implemented during session 2016-17.

An Early Learning and Childcare early Numeracy pack for taking home called 'Talking Maths' was developed. Using the model for improvement, the tool was tested with one setting, then three and scaling up to eight settings by the end of May. Parents, practitioners and children have commented positively on how engaging the pack is and there is evidence that use at home builds confidence and capacity in the use of mathematical vocabulary.

What we plan to do next:

- Issue 'Talking Maths' to every Early Learning and Childcare setting to share with parents and children at home
- Develop and implement an Early Learning and Childcare numeracy tracker as part of the Early Learning and Childcare Learning and Development Profile
- Principal Teacher for Numeracy will support clusters in developing approaches to raising attainment in numeracy
- Provide in-service training/CPD opportunities to reflect the outcomes of SSLN and NIF
- Create progression milestones to support moderation and more consistent understanding of achievement of a level in numeracy

Assessment and Moderation:

Key aim: To support schools and clusters to embed moderation and tracking as a major strategy for assessing progress and ensuring high standards of attainment for all pupils and learners

Key Actions	Impact for Learners
<p>Support schools to make intelligent use of data to improve attainment within the broad general education phase.</p> <p>Schools will undertake focused activity to raise attainment on an aspect of reading, writing or numeracy in preparation for full implementation of the National Improvement Framework.</p> <p>Further develop the Assessment and Moderation Toolkit to cover all curriculum areas and increase coverage of the toolkit at third level.</p> <p>Increase levels of engagement with the toolkit across the authority as a tool for planning for assessment and reviewing learning.</p> <p>Increase the scope and work of the Local Area Facilitators to ensure equity of provision across the authority and consistency of teacher/pupil judgement leading to more valid and reliable tracking of pupil progress.</p> <p>Plan for further localised and central training in the Developmental Milestone Tool aged 3-5 years.</p> <p>Develop and implement a Developmental Milestone Tool for 0-3 years.</p>	<p>The process for supporting schools to generate valid and reliable data within the broad general education and to use this to raise attainment began in earnest during 2015-16.</p> <p>A working group was set up to produce guidance on tracking progress in the BGE at secondary stage. A draft guidance paper was produced and is currently out for consultation, due to be implemented by January 2017.</p> <p>In response to the Scottish Government's requirement for CfE achievement data, training events took place for senior leaders, assessment and moderation facilitators and other key school personnel, attended by representatives from almost every establishment. This focused on achieving consistency of teacher judgement. Data was collected and moderated before being submitted to the Scottish Government.</p> <p>During 2015-16, three Assessment and Moderation Facilitators were trained as trainers. These trainers led courses for 55 new Assessment and Moderation Facilitators. Facilitators have begun to work with staff in schools to develop their use of the Assessment Toolkit and the NAR flowchart to support joint planning and more holistic judgements by teachers. Facilitators report that their work is starting to have an impact on pupil learning and achievement with pupils being more involved in planning and evaluating their learning.</p> <p>Within Early Learning and Childcare, as of December 2015, 46% of N5 children have achieved all of their developmental milestones. In June 2016 data was gathered from 96% of settings, with 74% of children achieving all of their expected developmental milestones.</p>

What we plan to do next:

- Further training for new Assessment and Moderation Facilitators and recall days for existing Facilitators to focus on bringing further consistency to understanding standards within CfE broad general education
- Quality assurance visits to schools to focus on analysis of data relating to achieving a level in order to raise attainment
- Schools to be supported in developing robust tracking systems to monitor progress towards achieving a level, backed up by a range of evidence in order that teacher judgement is valid and reliable, and children and young people are making good progress within levels.

Health and Wellbeing:

Key aim: Support schools with the development of Health & Wellbeing 3 – 18	
Key Actions	Impact for Learners
<ul style="list-style-type: none"> • Deliver support to pupils within all Secondary schools affected by drug and alcohol issues. • Provide Sexual Health and Relationship training to appropriate staff to support the delivery of this subject in our secondary schools. • Issue the toolkit to all schools and offer schools support to use the Health and toolkit to audit practice and ensure Health and Wellbeing, responsibility of all is being effectively delivered. • Explore appropriate up to date resources to support sexual health and relationship education in primary schools. • Encourage schools to participate in the School Sport Award as part of the PEPAS agenda. • PE lead officer will work with staff to increase confidence in delivering and assessing quality PE. • Increase number of settings trained in PAtHS . 	<p>Third sector partners delivered drug and alcohol sessions to pupils in all ten secondary schools. Pupils reported increased knowledge and awareness of the risks associated with drugs and alcohol. One to one counselling was delivered across secondary schools supporting young people affected by their own or others substance abuse.</p> <p>SHARE training was delivered over six days to staff from all ten secondary schools improving staff confidence and enabling more effective delivery of this area of the curriculum.</p> <p>The toolkit was issued to all primary and secondary schools with guidance on how it could be used to plan or audit the curriculum.</p> <p>Scottish Government is currently developing new materials for sexual health and relationship education in primary schools which should be available late 2016.</p> <p>Some schools have participated in the award this year with pupils experiencing a wider range of sporting activities in school. The newly formed Sport in School group will continue to promote this work.</p> <p>More schools are planning around the significant aspects in PE. New progression framework for assessment was published at the end of March 2016 and is supporting schools to improve assessment in PE, particularly in primary schools. As a result pupils have a clearer understanding of their progress in physical education.</p> <p>Staff from Rockfield and St. Columba's participated in whole school PAtHS training in August 2015. The PAtHS programme- Promoting Alternative Thinking Strategies', supports settings</p>

<ul style="list-style-type: none"> • Increase the number of schools involved in Roots of Empathy to 12. 	<p>to build emotional literacy in children within ELC. In addition to the whole school training session, 28 practitioners from across Argyll and Bute were trained in March 2016, with each nursery allocated a PAtHs pack. Forty five percent of ELC settings are now trained in the use of PAtHs, which will lead to a positive impact on the emotional wellbeing of our children. Evaluations attached from recent training which was revised following VSE to link with Action plan.</p> <p>Roots of Empathy- an emotional literacy programme, was delivered in 15 schools during session 2015-16. Amongst evidence shared, practitioners agreed there were fewer issues in the playground, children are resolving issues themselves, and more kind and caring thoughts are conveyed, as a result of participating in this internationally recognised programme.</p>
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What we plan to do next:

- PE lead officer will work with schools to ensure all schools are achieving two hours quality PE provision by the end of session 2016-2017
- PE lead officer will continue to work with staff, including early years, to raise attainment, increase confidence in planning and delivering PE based round the SALs, and develop assessment in PE using Education Scotland's new progression framework and video clips
- PE lead officer will work with staff in schools to develop an increased knowledge of using the outdoors for teaching and learning in PE – using resources that have been developed, 'No Limits PE Resource and orienteering - particularly with schools with limited indoor facilities for PE and schools with timetabling issues for use of indoor space increasing opportunities for outdoor learning through PE for all pupils.
- PE lead officer, working in conjunction with Active Schools, to encourage all schools to participate in the School Sport Award as part of the PEPAS agenda, completing the online assessment tool to see if they have achieved an award – bronze, silver or gold, and to use the results of the assessment to assist with future planning.
- Prioritise PAtHs as the main vehicle for giving our children the language and strategies to manage their own emotions and consider the feelings of others
- As a result of Developmental Milestone data from December 2015, additional funding will be provided to purchase sufficient PAtHs packs to train the remainder of nurseries in Argyll and Bute.
- The SEEMiS Well Being Application will be used in planning for children's needs. The application is designed to be legislatively compliant in terms of the Children and Young Person's Act and to meet the planning needs of every school in Scotland.
- A training plan will be rolled out to staff. Supporting documentation will also be made available to staff as part of the training programme.

Digital Learning

Key aim: Implement key changes from Learning Technologies strategy	
Key Actions	Impact for Learners
<ul style="list-style-type: none"> Undertake a number of focused pieces of work to evidence that technology in the classroom has a positive impact on attainment and achievement. Continue to promote mobile app development opportunities to enhance pupils' digital literacy skills. Two primary pupil led technology showcase events to be held in secondary schools to which parents and community will be invited to promote learning technologies. Deliver further iPad and tablet professional learning events to support staff in sharing good practice and further enhancing professional skills with a particular focus on supporting schools to purchase and license apps. 	<p>Building on a successful technology showcase event in Cowal last year a similar event ran for Helensburgh and Lomond pupils this year. This event was attended by approximately 300 pupils and their parents. This event comprised of 9 pupil led technology workshops and provided excellent peer learning opportunities.</p> <p>Continue to roll out the latest advice from Education Scotland with regards to computer science and computational thinking to cluster groups via twilight sessions. This work has started with the HALCO cluster.</p> <p>Provide training opportunities for the learning technologies development group around computational thinking and app development.</p> <p>Continue to work with Psychological Services to investigate if tablet devices can have a positive impact on literacy of children.</p>
<p>What we plan to do next:</p> <ul style="list-style-type: none"> Produce a Learning Technologies strategy Host a central iPad learning event open to all primary schools Raise awareness in primary schools of the Technology Significant Aspects of Learning and ensure these are embedded in the primary curriculum. Progress a curriculum delivery project in Mid Argyll with senior pupils across secondary schools working together on a project of unit using Lync. Undertake further projects in aspects of both literacy and numeracy using tablet devices to further explore the potential for raising attainment and closing the gap. 	

Curriculum Planning:

Key aim: To assist schools in implementing their curriculum plans and review the impact of the plans for learners.	
Key Actions	Impact for Learners
<ul style="list-style-type: none"> • Support schools to engage staff, parents and the wider community in developing sustainable partnerships for learning that will impact on learner achievement. • Support schools to ensure that their curriculum plans lead to improved attainment and achievement across all areas of the curriculum. • Plan for more curriculum design training sessions for Early Learning and Childcare Commissioned Providers. • PT Early Years to support local curriculum design sharing practice sessions. • PT Early Years to provide curriculum design support for each setting. 	<p>There was a focus during 2015-16 on developing partnerships that impact on health and wellbeing the impact of which is described above.</p> <p>Further work with Head Teachers on curriculum design took place through 'Curriculum Design Day 6'. These days brought together small groups of school leaders from similar sized schools. A greater focus was placed on the curriculum raising attainment in literacy and numeracy and will form the basis for evaluative work to take place in 2016-17</p> <p>The Principal Teachers have supported Commissioned Providers with the development of their self -evaluation processes and curriculum.</p> <p>In addition to this, the Early Years Service has developed a 'Learning and Development' checklist which highlights the big messages within 'How Good is Our Early Learning and Childcare?' and 'Building the Ambition'. Members of the Early Years team have been visiting settings across Argyll and Bute to introduce the checklist and support teams through self -evaluation to identify areas for priority for the coming session. Feedback from settings on the impact of the Learning and Development visits has been very positive- 'We found the learning and development self-evaluation visit to be a positive experience which will allow us to progress action points through our improvement planning process. The visit was supportive and professional dialogue around action points along with helpful guidance has given a focus on what we need to revisit or establish as a staff team.' This work has provided validation for settings in identifying their improvement priorities for the year ahead. It has also helped teams in 'signposting' examples of effective practice or</p>

	resources which will be useful as part of their self-evaluation. This in turn will lead to higher quality Early Learning and Childcare provision and children will have their needs met more effectively.
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What we plan to do next:

- Establishments will be supported through the work of Assessment and Moderation Facilitators to link planning for learning and teaching across the broad general education phase closely with curriculum plans to ensure raising in attainment in literacy, numeracy and health and wellbeing across the curriculum.
- Develop confidence in linking Education Scotland Benchmarks for achieving a level to establishment curriculum plans, using these alongside the Assessment Toolkit in making robust judgements on progress across all contexts of learning.
- Continue to build confidence and capacity in Early learning and Childcare curriculum design and self-evaluation
- Continue to develop the Early learning and Childcare 'Learning and Development self- evaluation visits to settings
- Support secondary schools to ensure senior phase curriculum plans take cognizance of the local labour market.
- Each secondary school will be supported to develop a formal partnership agreement with one or more employers from their local community that will impact on learner achievement, attainment and post school transitions through enhance work related activities and experiences being offered across the broad general education and senior phase.

Sharing Practice:

Key aim: To identify and share good practice across schools and partner providers	
Key Actions	Impact for Learners
<ul style="list-style-type: none"> Teachers to consult on leadership developments, share learning from Scottish College for Educational Leadership Host 'Sharing Practice' Conference in 2015-16 Focus 'Sharing Practice' funding on Family Engagement Early Level Literacy and Numeracy Early Years Curriculum Design 	<p>Practitioners attended SCEL Teacher Leadership engagement sessions throughout the authority in 2015-16, producing high quality initiatives in the classroom, with some presented their work at SCEL Teacher Leadership Conference in May 2016.</p> <p>The Early Years annual conference was held at the end of October and the theme was 'Sharing Practice'. As well as listening to presentations from Education Scotland and SSSC on the importance of professional development, there were storyboards sharing the work of settings from across Argyll and Bute – from engaging families to cluster transition events. One delegate stated, <i>'I have come away with lots of ideas for engaging parents and families. We need much more of this, it is very valuable'</i>.</p> <p>20 local authority settings and 5 partner provider settings participated in 'Sharing Practice' visits with a focus on:</p> <ul style="list-style-type: none"> Family Engagement Early Level Literacy and Numeracy Early Years Curriculum Design <p>Primary One practitioners and providers of Early Learning and Childcare for two year olds were encouraged to participate in sharing practice visits. One P1 practitioner stated, <i>'The visit enhanced ideas for active learning. There were opportunities to discuss and share practice approaches. I could see clear visible progression planned for in literacy and numeracy. Time was allowed for moderation opportunities also. I thoroughly enjoyed the experience to see learning and practice from early into first level.'</i></p> <p>Practitioners were encouraged to evaluate the impact of the visit. <i>'This was such a worthwhile visit. The nursery has been graded as Excellent and so this gave us lots of ideas and 'food for thought' on how we can adapt and improve our</i></p>

own practice and environment. As a unit we had already made a start on building an enabling environment, looking at how the children engage with the different areas, beginning to neutralise the walls/displays etc., having more resources on the floor and less tables in the unit. The visit really helped as we saw our vision / ideas for improvement in action and how they might work in our unit. . We are both very excited about the changes happening here and were enthused and motivated after the visit.'

One delegate stated, '*i have come away with lots of ideas for engaging parents and families. We need much more of this, it's very valuable'*

Several practitioners shared their practice through short, ten minute presentations to give people a flavour of their work, which was positively received. One practitioner stated, '*I absolutely loved this session, I found it very useful. Inspiring! Lots of ideas to take back, I love seeing what other centres are doing- very important that we share.'*

In March and April 2016, the Early Years Service hosted ELC Leadership days to highlight increased expectations within Early Learning and Childcare and to introduce 'How Good is our Early Learning and Childcare. Thirty five senior leaders attended the Local Authority Leadership Day in March – representing approximately 60% of local authority settings. There were 13 managers attending the Partner Provider Leadership Day in April – representing approximately 60% of settings.

What we plan to do next:

- Continue to promote sharing practice visits – both within and out with Argyll and Bute
- Provide the opportunity for settings to share practice at the Early Years Annual Conference in 2016
- Promote greater collaboration between nurseries within clusters – with a focus on moderation and shared understanding

Teaching and Learning:

Key aim: Evaluate the effectiveness of Teacher Learning Community (TLC) groups and continue to support further development of these groups	
Key Actions	Impact for Learners
<ul style="list-style-type: none"> Plan a new TLC model for interdisciplinary learning to be rolled out across the authority from 2016 onwards. Identify personnel/partners to support the development of this model. 	<p>This initiative did not take place due to cost implications.</p>
What we plan to do next:	
<ul style="list-style-type: none"> Respond to updated advice from Education Scotland on the Broad General Education Curriculum. 	

Promoting the work of Argyll and Bute:

Key aim: Extend engagement with partners to promote the work of Argyll and Bute nationally and to engage in networking opportunities	
Key Actions	Impact for Learners
<ul style="list-style-type: none"> • Seek opportunities to work in partnership with colleagues from other authorities, Education Scotland, HMle and SQA. • Continue to promote our work at the Scottish Learning festival • Increase awareness of the Family Pathway with other CPPs 	<p>Education Scotland shared Argyll and Bute ELC approaches to assessment through their 'Early Years Matters' publication in September. The article was entitled, 'Knowing Each Child as a Learner in Argyll and Bute', and highlighted effective planning, assessment and moderation processes within Kilmartin Pre5 Unit. This article is now on the 'National Improvement Hub' to be shared with practitioners across Scotland and beyond.</p> <p>Rhunahaorine Pre5 Unit shared their work on outdoor learning and the Developmental Milestone Tool at the Scottish Learning Festival in September. This raised the awareness of the Tool and shared their effective practice in linking developmental milestones to outdoor learning.</p> <p>The joint Pre5 –P1 transition projects in Oban & Lorn and Mid Argyll have been featured in the Education Scotland resource: 'Engaging parents and families A toolkit for practitioners Section 3: Home/school/partnership settings' (page 21)</p> <p>Members of the Argyll and Bute Early Years Collaborative presented the 'Argyll and Bute Family Pathway to members of the Community Planning Partnership in Machrihanish in August. This enabled the group to share progress and outcomes with the wider CPP and outline next steps for scaling up to Cowal.</p> <p>The Argyll and Bute Family Pathway featured on the 'main stage' at 'Early Years Collaborative Learning Session 8'. As part of the presentation, there was a 4 minute film to highlight the main priorities within the Family Pathway. This video is now shared on the 'Early Years Collaborative' website as an example of good practice.</p>
<ul style="list-style-type: none"> • Invite Education Scotland and SSSC 	<p>The annual Early Years Service conference was held in November, with</p>

<p>to speak at the next Argyll and Bute Early Years Conference</p> <ul style="list-style-type: none"> • Schedule termly meetings with the Care Inspectorate 	<p>over 80 practitioners from across Argyll and Bute attending. As part of the agenda, representatives from both Education Scotland and SSSC presented on the value of sharing practice and professional development.</p> <p>Members of The Early Years Service now meet with the Care Inspectorate every quarter to share progress and identify next steps.</p>
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What we plan to do next:

- Strengthen work with establishments, including formal Reviews and self-evaluation activity (HGIOS4/HGIOELC), to ensure effective support and challenge to deliver continuous improvement across all educational establishments in line with the new Inspection and Review Model being implemented by Education Scotland from August 2016.
- Further develop approaches to moderating and gathering achievement and attainment data to ensure this is robust and provides accurate information upon which to inform and target interventions to improve outcomes for learners and to close the attainment gap.
- Continue to work with schools to further develop and enhance their use of SIMD and other information to assist the identification of children and young people who may be at risk of missing out.
- Evaluate the overall impact of achievement approaches to ensure positive outcomes for learners, including sustained destinations.
- Work with secondary schools to implement revised SQA courses and course assessments.

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

6.1 Inclusion equality and fairness

In session 2014-15 the Education Service conducted an extensive review of Additional Support Needs (ASN) provision. Following this review a number of areas of policy were highlighted as requiring update or revision. During 2015-16 working groups considered Staged Intervention, highly able pupils and Learning Centres. These groups reported their findings which will be used as the basis of a revised ASN policy.

In June 2016, 22 support assistants were presented with their Scottish Qualification Authority (SQA) award in Professional Development (PDA) after successfully undertaking 18-22 months of study, training and assessment. During their studies, each student received support from their school, the PDA coordinator, the Area Principal Teacher and from the local SQA coordinator.

Senior officers from the ASN team produced a procedure to allow ASN staff to monitor schools who report repeated incidents of challenging behaviour from pupils. This then allowed appropriate intervention to be delivered to support school staff and pupils.

A presentation has been developed to raise staff awareness of child sexual exploitation which links with existing child protection materials. This additional material will be used to train staff at the beginning of each school session.

A revised Staged Intervention framework was presented to head teachers in February 2016. Staged Intervention considers the needs of children and informs the nature of support which is appropriate to those needs. This is a key aspect of practice and legislation relating to ASN and GIRFEC (Getting It Right for Every Child).

The GIRFEC Practice model continues to be further developed. During 2015-16:

- A Named Person Service was established to ensure that Argyll and Bute Council are legislatively compliant with the Children and Young People (Scotland) Act 2014
- Staff across the Service worked with SEEMIS to design and develop the national wellbeing application for use in Argyll and Bute. This application is designed to meet the planning needs of every school and ensure legislative compliance with the Children and Young Person's Act.
- Training for Trainers events took place and a training plan has been developed which will be made available to staff at the start of session 2016-17. Supporting documentation will be made available to staff as part of the training programme.

What we plan to do next:

Work will continue to further develop the GIRFEC practice model and the ASN framework to ensure that the needs of all pupils continue to be met.

The Education Support Officer (ASN) will have a principal responsibility to build capacity amongst education staff to better meet the additional support needs of children and young people.

Raising Attainment, Quality Assurance and Self-Evaluation

Education Services continues to provide a range of feedback and support to all educational establishments to assist them in taking forward their quality assurance and self-evaluation processes. In Session 2015/16 two school reviews and a joint Validated Self Evaluation (VSE) with Education Scotland were carried out leading to agreed identified priorities for action. Through this process and working in partnership with central staff, schools:

- Continued to raise attainment and achievement;
- Developed an understanding of their strengths and areas for development, and
- Improved outcomes for young people through improved monitoring and tracking and effective intervention.

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

What we plan to do next:

Continue to work in partnership with schools and partner organisations to:

- Support the identification of priorities which will secure improved outcomes for young people;
- Support self-evaluation activities, and
- Encourage and promote leadership of self-evaluation at all levels.
- Implement a risk matrix approach to school reviews in consultation and partnership with Head Teachers.

Performance Reporting to secure improvement

An increasingly broad range of mechanisms is in place to support the collection, analysis and review of information from educational establishments, services and, where appropriate partner providers. As a result of reducing resources, increased use is being made of team approaches to support and challenge in schools, bringing together EOs, ESOs, Area Principal Teachers, the Early Years' Team and Educational Psychologists. This also allows greater consideration of performance information from a range of sources and perspectives, as well as extending the ability of central staff to respond to needs identified by schools and services.

The range of approaches used across the Service to evaluate the effectiveness of education is also supported by an annual review of improvement plans across schools, by Education Officers and Education Managers. This is now routinely followed up by quality improvement discussions with individual schools at the start of each new academic session. Quality and performance of individual establishments is monitored and supported through an increasing range of approaches which includes:

- review of school Standard Quality Reports
- evaluation of Insight data and SQA analysis
- review of School Leaver Destination Reports with each secondary school
- information on CfE levels at school and authority levels, to support expectation arising from the National Improvement Framework
- engagement with Education Scotland Inspections and Care Commission visits
- engagement with Early Years Learning and Development visits

- regular visits to schools to consider needs at the level of individual pupils, groups and strategic developments
- formal school reviews
- overview and analysis of complaints
- analysis of a range of SEEMiS information, including exclusion and attendance trends
- analysis of PRISM data (CLD Management Information System)

A revised approach to secondary school and area primary school performance profiles, introduced in 2015 is subject to annual review and refinement to inform targeted support and challenge, as appropriate. Increasingly effective use is being made of this broad range of performance information to identify service strengths and areas for improvement in order to improve outcomes for all learners and service users. Increasingly the information derived from the range of engagements between the centre and schools is being used to inform priorities for improvement across the service.

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

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

What we plan to do next:

- Further develop the range of performance reports to illustrate the performance of Education Service, schools and establishments.
- Review in partnership with Head Teachers the School Review process to secure further improvement.
- Improve school improvement planning through the use of a new planning format focusing on guidelines from Education Scotland and improved outcomes for children and young people.
- Reflect the statutory guidance from the Education Scotland Act 2016 with respect to performance reporting.

Section 7: How good is our management?

7.1 Education is going through a significant period of change, the impending legislative changes: updates to the Education Act, compliance with Scottish Government policy e.g teachers numbers and the associated challenges being faced and of course the continuing work around implementing and developing a Curriculum for Excellence provide the context for our service.

Key policy and guidance required to effectively support children and young people with additional support needs has been developed or reviewed. This included the guidance on Staged Intervention to ensure processes are legislatively compliant and in line with the GIRFEC practice model; a framework for meeting the needs of Highly Able pupils; Coordinated Support Plans, and School Leaving Dates. Input has been provided to Head Teacher meetings to raise awareness of the new or revised policy and guidance.

The Educational Psychology Service produced two newsletters this session that were distributed to stakeholders and made available on the Argyll and Bute website. More formal reports, such as the Standards and Quality report and outcomes of Validated Self Evaluation were also included on the website.

The Validated Self Evaluation process took place in November 2015. During this process there was very positive engagement between Education Scotland, the Educational Psychology team and partners. Helpful documentation on the Service's self-evaluation journey was produced in advance and demonstrated that the Service has a well-developed approach to continuous improvement.

Education Scotland reported they were confident that the Educational Psychology Service had a strong capacity for improvement. In particular, Education Scotland identified that evidence based expertise within the Service is strong, and staff contributed with skill and confidence to improvement planning and evaluating Service delivery. It was noted there is close synergy between the Service's work and the educational priorities of the Council. The education authority now need to engage the Educational Psychology Service more closely in strategic partnership working to ensure they can continue to make a positive contribution to authority priorities.

The literacy forum has continued to meet on a regular basis. Members of the forum formed the core team for the validated self -evaluation process and were praised for the rigour they brought to the activity and the analysis of data.

Following the process of validated self -evaluation a revised action plan is in place.

The Education Service has developed policies in relations to national and local priorities and the following papers were presented to Community Services Committee covering the period from June 2015 to September 2016

- Teaching Staff Recruitment, Retention and Leadership in Argyll & Bute "Growing your Own" – June 2015
- Education Digital Learning & Teaching Strategy – December 2015
- Youth Strategy – June 2016
- Education Strategy "Our Children, Their Future" – June 2016
- Education Digital Learning & Teaching Strategy – September 2016
- Parental Involvement Strategy – September 2016

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

What we plan to do next:

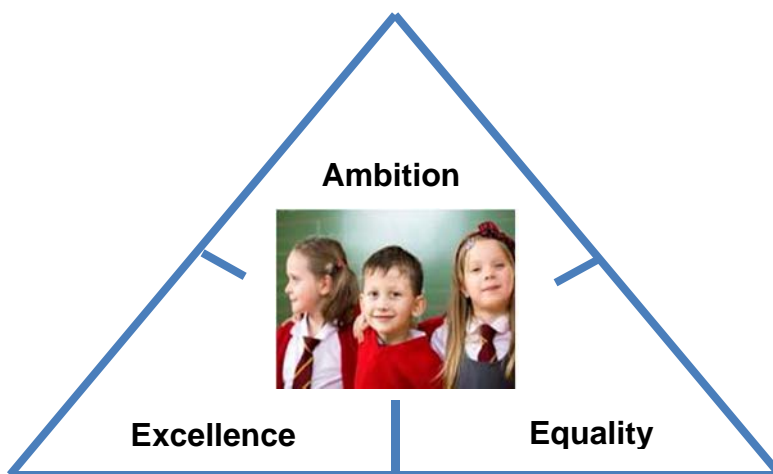
- Continue to review and develop policy to meet the needs of all learners, specifically ensuring the educational needs of Looked After Children are effectively tracked and monitored to ensure improved outcomes.
- To develop guidance to support wellbeing, relationships and positive behaviour for all children and young people.

Section 8: How good is our leadership?

8.1 Vision, Values and Aims

In March 2016 the Education service reviewed and revised the vision, values and aims in line with national and legislative expectations. This document entitled Our Children, Their Future has been widely shared with stakeholders through a process of consultation and clearly details the direction for the Education Service. This new strategy document replaces the previous document “Our Learning Culture”

The vision for the Education Service sends a signal about the importance we attach to education, is simple in message to allow it to be recognised by everyone



The vision is underpinned by the following values:

- Respect
- Openness
- Fairness

The vision will be delivered for all our children through the following 6 key objectives:

- Raise educational attainment and achievement for all
- Use performance information to secure improvement for children and young people
- Ensure children have the best start in life and are ready to succeed
- Equip young people to sustain positive destinations and achieve success in life
- Strengthen partnership working and community engagement
- Strengthen leadership at all levels

The work on implementing Our Children Their Future will be taken forward during session 2016/17

8.2 Leadership and direction

The main strategic planning document that sets out Argyll and Bute Council's overall direction and vision is the Local Outcome Improvement Plan (LOIP) . The LOIP has been agreed locally by all partners and nationally with the Scottish Government. There is a clear "golden thread" which links Education Service planning with other relevant plans, shared priorities are reflected in the LOIP. Corporate and Community Service plans as well as national education priorities. In turn, establishment plans are linked to the Education service priorities, which are reviewed on an annual basis.

The policy lead for Education and Lifelong Learning works closely with the Executive Director for Community Services and Head of Education. Regular meetings take place where Service matters are routinely discussed with the Education and Lifelong Learning Lead to support service delivery.

8.3 Developing people and partnerships

The Education Service provides a range of relevant opportunities for staff at all levels to engage in professional learning opportunities to develop leadership skills. Programmes have been evaluated and form a structure for leadership development that helps to 'Grow Our Own' in Argyll and Bute. Many of the participants have gone on to promoted posts within the authority.

Effective approaches have been put in place to address difficulties with teacher recruitment and enhance the profession by providing teacher leadership opportunities, ensuring improved succession planning in schools. Practitioners attended SCEL Teacher Leadership engagement sessions throughout the authority in 2015-16, producing high quality initiatives, with some presented their work at SCEL Teacher Leadership Conference in May 2016.

8.4 Leadership of change and improvement

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

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

Early Years leadership activities for session 2015/16 included:

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

further through additional qualifications.

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

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

All School Reviews carried out during session 2015/16 were led by school leaders, members of the central education team and, in many cases, partner professionals from other establishments. The outcomes of reviews gave feedback to schools on the effectiveness of their self-evaluation procedures as well as informing future school improvement planning.

What we plan to do next:

- Ensure effective implementation of Our Children, Their Future across all services, establishments and partners to secure improved outcomes for all learners.
- Ensure future strategic planning frameworks clearly and fully reflect current and future financial resourcing challenges facing the Authority.
- Further develop approaches to leadership of improvement and change with a specific focus on the role of Strategic Leadership and Staff Empowerment.
- Continue to build on the current scrutiny and challenge arrangements to secure further improvement in outcomes for all learners.

Framework for Leadership Development

A framework model for leadership development at all stages of a teacher's career has been established with targeted support for:

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

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

During session 2015/16 eleven students undertook the Post Graduate Diploma

in Education programme delivered in partnership with University of Highlands and Islands. The programme consists of taught core modules delivered by the university, locally delivered aspects provided by Argyll and Bute and teaching experience in Argyll and Bute schools.

In addition, twenty four teachers undertook the Argyll and Bute Leadership Programme in session 2015/16. These programmes are supported by Argyll and Bute SCEL fellows to progress leadership development in Argyll and Bute.

SCEL have worked with University providers to design a new qualification for headship, 'Into Headship' which replaced the old Scottish Qualification for Headship as of session 2015/16. Six members of school staff have undertaken the programme in session 2015/16.

A Coaching Network was established in 2014/2015 and continues to train teachers in Coaching and Mentoring techniques in all areas who then provide this service in their respective schools and clusters.

What we plan to do next:

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

Section 9: How good is our capacity to improve?

Education Services in Argyll and Bute are now demonstrating a stronger capacity for improvement. Following the revision of the organisational functions of the service a number of important improvements have been made across the Service.

This includes:

- A full revision of the operational functions of Education Services to encompass all aspects of education pre-birth to youth learning services to ensure the needs of all learners are met;
- Development of a revised Education Vision and Strategy which will be the key driver for ensuring leadership and improvement of Education Services over the course of the next five years, and
- Initiated a thorough review of a wide range of Education policies, procedures and protocols to ensure greater consistency by all schools, services and establishments in securing improvement for learners.

These are increasing the authority's capacity to improve, but have not yet had full impact. Much remains to be done at this point in the Change Programme.

The Executive Director, Head of Education, Senior Education Managers, Head Teachers, staff, Elected Members and Service users have made good progress in developing a clear, aspirational vision based around education in its broadest sense – pre-birth to lifelong learning for the provision of education for all learners and communities in Argyll and Bute. With improved leadership structures at all levels and a sound base of effective practice on which to build, the Council is increasingly better placed to move forward and fulfil its shared vision.

The service has undergone a period of transition and significant change since 2014, including the merge of early years and youth learning services into Education and the challenges associated with a number of staffing changes and ongoing vacancies across Education Services. These have now been resolved by the Service with a number of recent appointments, including the planned secondment of staff for specific, time-limited pieces of work, as well as to increase the capacity of the authority to deliver greater consistency in the quality of services to children, young people, their families and adult learners. As yet this increased capacity for improvement has not had time to have full impact.

The Chief Executive, elected members and senior officers continue to provide increasingly effective challenge and scrutiny to Education Services to ensure that good quality services to children, young people and families is delivered.

What we plan to do next:

As part of the Authority approach to securing improvement for all learners the Education Service will:

- Ensure Our Children, Their Future guides the overall strategy for Education and effectively implement it across all services, establishments and partners to secure improved outcomes for all learners;

- Further develop approaches to engaging children and young people in shaping the quality of their learning experiences, at school and Authority level, through the progression of Our Children, Their Future.
- Further develop approaches to leadership of improvement and change with a specific focus on the role of Strategic Leadership and Staff Empowerment;
- Take forward the key actions arising from the revised Parental Involvement Strategy with a particular focus on enhancing the impact of parental voice on improving Education Services.
- Continue to work effectively with a range of partners, businesses and other departments in the Council to ensure positive outcomes for all children, young people and adult learners across the authority.



Argyll and Bute Council Community Services: Education



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ARGYLL AND BUTE COUNCIL
Community Services Committee**Community Services: Education****8 December 2016**

Developing Scotland's Young Workforce (DYW)

1.0 EXECUTIVE SUMMARY

- 1.1 The main purpose of this report is to give an overview of the progress to date in implementing the Scottish Government's Youth Employment Strategy – Developing the Young Workforce and to provide a breakdown of how the funding received by Argyll and Bute Council has so far been spent.
- 1.2 Scotland's young people are our future workforce: investing in them is key to their own success and to Scotland's economic prosperity. The Youth Employment Strategy aims to reduce youth unemployment by 40% from 2014 levels (18.8%¹) by 2021.
- 1.3 Argyll and Bute Council (ABC) – including Education, Economic Development, Human Resources and Social Work – along with key partner agencies - including Argyll College UHI (ACUHI), Skills Development Scotland (SDS) and third sector organisations - plus local employers have key roles to play in Developing Argyll and Bute's Young Workforce.

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

- 1.4 Specific funding has been given to key organisations and local authorities to help support the delivery of these recommendations. In March 2015 Argyll and Bute Council was awarded £137,234 (this was reported to Committee in June 2015) and a second tranche of funding announced in September of £122,455 for session 2015/16. Taking the total award to the local authority of £259,689 (this was reported to Committee in December 2015).
- 1.5 Delivery of the recommendations requires Argyll and Bute Council to work closely with key partner agencies, including Skills Development Scotland (SDS). Alongside the traditional School Leaver Destination Report that examines initial and sustained destinations of our senior phase school leavers, the Scottish Government has introduced a second measure to monitor and track 16 to 19 year olds participation in their learner journey through education, training or employment.

The Participation Measure for the period 1st April 2015 to 31st March 2016 for Scotland was published on 31st August. The Argyll and Bute Participation Measure showed 94.2% of our young people engaged in education, employment or training against the Scottish average of 90.4%. This data ranked Argyll and Bute in 5th position across the 32 local authority areas.

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

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

Developing Scotland's Young Workforce

2.0 INTRODUCTION

- 2.1 The Commission for Developing Scotland's Young Workforce (CDSYW), chaired by Sir Ian Wood, was set up in January 2013 and produced a report in June 2014 with 39 recommendations - covering education, training, involvement of employers and advancing equalities. The CDSYW recommendations build on Scottish Government's reforms including implementation of Curriculum for Excellence, college regionalisation and the growth of Modern Apprenticeships.
- 2.2 The DYW Youth Employment Strategy contains 11 key performance indicators with the ultimate aim of reducing youth unemployment by 40% by 2021, through:
- Increasing uptake of work related learning/qualifications in the senior phase;
 - Careers Guidance introduced in the broad general education;
 - New standard for work experience;
 - New pre apprenticeship pilot to help those furthest from the labour market; and
 - All secondary schools to have active partnerships with employers by 2018/19.
- 2.4 Delivery of the recommendations requires Argyll and Bute Council to work closely with key partner agencies, including Skills Development Scotland (SDS). Each secondary school has attached SDS member(s) of staff to support the delivery of careers information, advice and guidance predominately to senior phase pupils, although early intervention is available for pupils at risk of moving into a negative destination post school. SDS staff deliver a range of inputs including individual one-to-one careers guidance interviews; small group work on specific employment related topics; and career education lessons covering subject choice transition times at the end of S3 and positive destination opportunities including further and higher education, training and employment. SDS has also recently launched a web based career education programme for upper primary schools. Information on this programme has been shared with all of our primary schools.
- 2.5 The Scottish Government have been working with Skills Development Scotland and key partners involved in Opportunities for All to develop a Participation Measure that provides a more comprehensive and detailed understanding of the activities young people are taking part in between 16 and 19 years of age. Traditionally there has only been detailed information published concerning the destinations of school leavers – the School Leaver Destination Return (SLDR) – this group accounts for only a quarter of the 16-19 year old population. The Participation Measure shows the proportion of 16-19 year olds participating in

education, training or employment, including those who are in the senior phase of their secondary education.

- 2.6 The Participation Measure for the period 1st April 2015 to 31st March 2016 for Scotland was published on 31st August. The Argyll and Bute Participation Measure showed 94.2% of our young people engaged in education, employment or training against the Scottish average of 90.4%. The Argyll and Bute data shows a participation rate of 94.2% (3,429) from a cohort of 3,642 young people; 3.1% (113) not participating and 2.7% (100) unconfirmed.

This can be compared to the Scottish figures of 90.4% participating, 4.0% not participating and 5.6% unconfirmed. Argyll and Bute is one of 18 local authorities to report a higher rate than the national figure and we are currently in fifth position behind Western Isles, Shetland, East Renfrewshire and East Dunbartonshire.

3.0 RECOMMENDATIONS

It is recommended that the Community Services Committee:

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

4.0 DETAIL

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

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

- 4.2 The total funding package we have been given by the Scottish Government to support the delivery of the DYW recommendations is outlined in the table below:

Grant	£
SG DYW 2014/15	137,234
SG DYW 2015/16	122,455
TOTAL	259,689

- 4.3 By 31st March 2016 £86,042.03 has been spent from the Scottish Government DYW funding. This spends can be broken down as follows:

ITEM	AMOUNT £
Business Breakfast for Foundation Apprenticeships	226.77
Work Experience Standard	103.95
SLDP4 Attendance at national DYW conference Oct 15	791.75
DYW Regional Group Employer Lunch, Kilmory	154.56
Contribution to Lead Officer:O4A Salary Costs	22,398.00
Contribution to PT Enterprise Salary Costs for parity	16,103.00
Secondary School DYW/Enterprise school funding	10,018.00
Enterprise budget – Skillsbook/Gateway	36,246.00
TOTAL	86,042.03

- 4.4 For 2016/17 the following spend has been agreed in order to allow continued implementation of the Argyll and Bute Council response to the DYW recommendations and KPI's:

AREA ²	ACTIVITY	FUNDING
BGE/SP/POS/ EQ	Communication and engagement work undertaken to develop understanding of the world of work and the local labour market amongst parents, teachers, practitioners and young people.	£10,000
SP/POS/EQ	Collate learner journey pathway information – case studies/film clips.	
BGE/SP/POS/ EQ	DYW Design a Logo Competition for use by ABC in partnership with key organisations and employers	£500
BGE/SP	Develop Pre-Activity Agreement programme that can be delivered in schools for young people identified through ABC Risk Matrix as being disengaged from their learning and at risk of not making a positive transition from - primary to secondary - secondary to post school opportunities, draw on experiences of BGE/SP programmes already being used by individual schools	£5,000 primary pilot £5,000 secondary
BGE	Audit how DYW programme is currently delivered and how it will be developed in secondary school curriculum plans for BGE; include how this feeds into P7/S3 profile.	£3,000 cover and travel
SP	Audit secondary school curriculum plans for SP and examine proposals for developing and implementing DYW recommendations across the SP.	
SP/POS/EQ	Research and develop Career Academies and Foundation Apprenticeship course for Engineering, Hospitality & Tourism and Social Care – spent over session 16/17 and 17/18	£25,000
SP/POS/EQ	Work with Learning Technologies Modern Apprentices to develop a DA&BYW Facebook page. Offer training to MWOW Ambassadors in each school who would gather the information to populate the webpage.	£1,000
EQ/SP/POS	Supporting Transition Post School for ASN Young People Conference	£2,000
POS/EQ	Develop an employment and training programme that unemployed and Activity Agreement young people can access across ABC	£5,000
BGE/SP/POS/ EQ	Innovation Fund – schools and key partners encouraged to submit a bid for funding from the DYW Innovation Fund. Bid will be scored according to set criteria based on the DYW recommendations	£30,000
BGE/SPE	PT Enterprise parity to support delivery of DYW in secondary school	£24,000
BGE/SP/POS	Contribution to Lead Officer Salary for session 16/17 & 17/18	£51,200
TOTAL		161,700

² BGE: Broad General Education; SP: Senior Phase; POS: Post School; EQ: Equalities

There is currently £12,000 not allocated as there are ongoing discussions in relation to senior phase qualifications and support for vulnerable young people, particularly those in the bottom SIMD or with multiple barriers especially Additional Support Needs.

- 4.5 The unifying propose of the 39 DYW recommendations is to increase the rate of youth employment through better qualified young people, who are better prepared to succeed in the modern labour market. The recommendations are also aimed at encouraging more employers to offer work related opportunities and to increase the number of young people recruited into employment direct from education.

There are 11 Key Performance Indicators that the Scottish Government is using to monitor their Youth Employment Strategy. The indicators that ABC is working towards with partners are shown below and include benchmark and progression data where published:

KEY PERFORMANCE INDICATORS	Argyll and Bute Council		
	2014/15	2015/16	2016/17
Overarching Target - To reduce the level of youth unemployment (excluding those in full-time education) by 40 per cent by 2021. There were 280 unemployed 16-24 year olds on 1 st April 2014 – a 40% reduction would see this figure reduce to 168.	1/4/2014 – 280 16-24 yr olds unemployed		1/04/2016 – 145 16-24 year olds unemployed
KPI 3 - Increase the percentage of school leavers attaining vocational qualifications³ at SCQF level 5 and above by 2021. The number of Argyll and Bute school leavers who attained vocational qualifications at SCQF level 5 and above each session was:	10.6% of 2014 school leavers 6 th overall in LA table	15.7% of 2015 school leavers 4 th overall in LA table	Introduction of Foundation Apprenticeship in Engineering - DGS/ACUHI Aug 16
KPI 5 - The number of Modern Apprentices at level 3 and above to be increased. The target is for 20,000 out of a total of 30,000 MA starts per year to be at this level by 2021, i.e. two-thirds. Argyll and Bute figures shown in table	Total MAs in training at 31/03/14 444	Total MAs in training at 31/03/15 446	Total MAs in training at June 2016 470
KPI 11 - Increase positive destinations for looked after children by 4 percentage point per annum resulting in parity by 2021 Positive destinations for looked after children was:	4 initially, 5 at follow up. 71%		

- 4.6 In relation to the overall targeting of reducing youth unemployment by 40% by 2020/21, Argyll and Bute has already made significant progress. There were 280 unemployed young people when the KPIs were launched on 1st April 2014. Two years later that figure has reduced by 52% to 145 unemployed young people. While showing considerable success this figure is very fluid and we should not be complacent in our approach over the next 5 years.

³ *Vocational qualifications: for the purposes of base lining, we are interpreting this as National Certificates, Higher National Qualifications, Scottish Vocational Qualifications, National Progression Awards, and Skills for Work at SCQF Level 5 and above but recognise that this should evolve to fully reflect vocational qualifications valued by employers. We will consult further with stakeholders on this.

- 4.7 Over the course of the last 18 months we have also seen 23 Modern Apprenticeship opportunities being offered by Argyll and Bute Council – 2 of which have been accessed by vulnerable young people. We are keen to ensure that figure continues to grow and Education will continue to work closely with the recently appointed Talent Manager and Growing Our Own Officer to ensure that our young people, parents and teachers are aware of the various career progression journeys open to them post school and what Argyll and Bute can offer in relation to employment, training and further education.

5.0 CONCLUSION

- 5.1 ABC Community Services is pleased that the Scottish Government has made a commitment to enhance significantly Scotland's success in ensuring that its young people have access to appropriate vocational courses and progression routes that ultimately lead to employment. The Youth Employment Strategy allows the local authority to work with key partner agencies across education, training, employment and equalities to support and deliver the DYW recommendations.
- 5.2 All of our key partner agencies are keen to develop sustainable placement and employability opportunities that allow our young people to remain in Argyll and Bute. By offering local opportunities Argyll and Bute Council is retaining the youth population and giving these young people the opportunity to contribute to our local economy and their local communities.

6.0 IMPLICATIONS

- 6.1 Policy: This report links directly to Outcomes 1 and 3 of the Argyll and Bute Single Outcome Agreement.
- 6.2 Financial: ABC has received specific funding from the Scottish Government DYW budget to deliver the recommendations - £259,000. The authority is investing £153,000 through the Youth Employment Opportunity Fund to support young people, particularly those who are deemed to be vulnerable to access positive outcomes through the senior phase and post school.
- 6.3 Legal: Corporate Parenting Responsibility for LAC young people.
- 6.4 HR: The proposals outlined in this paper would require ongoing help and support from the HR department with regard to recruitment; work placement policies; and advice on employment legislation, terms and conditions. Opportunities for All team would contribute ongoing support to the programmes and act as a liaison between the various programmes and the local authority.
- 6.5 Equalities: Key focus of Developing Young Workforce recommendations is ensuring that all young people are able to access a place in education, training or employment who wants to; all partners should work together to actively address disadvantage.
- 6.6 Risk: Failure to support young people to be able to access appropriate learning pathways may impact on the life chances of young people across the local authority area and may result in outward migration of young people.
- 6.7 Customer Service: this report provides elected members with an overview of the Developing Young Workforce Strategy and the current ABC position.

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3rd October 2016

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ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****COMMUNITY SERVICES****8 DECEMBER 2016**

SQA SCHOOL EXAMINATION RESULTS 2016

1.0 EXECUTIVE SUMMARY

- 1.1 The main purpose of this report is to provide an update to elected members on the outcome of the 2016 examination diet, to outline the results for pupils entered for formal examinations and provide an overview of key performance data from an authority perspective.
- 1.2 Education Services undertook an initial analysis of the statistical information and provided a range of statistical data for all pupils across each of the ten secondary schools. This analysis was complemented by further detailed statistical analysis available from 'Insight' in September 2016. The 'Insight' tool was introduced in Session 2014-15 to provide the most up-to-date or most successful performance for each pupil in each subject with emphasis on Literacy and Numeracy and with a focus on the performance of particular groups of pupils most notably those from more disadvantaged backgrounds, those who are looked after and those with additional support needs. This reflects the holistic approach taken in Curriculum for Excellence. Insight is designed to allow fair comparison of a group of pupils in Argyll and Bute with larger groups of pupils taken from all the other 31 local authorities with similar backgrounds (gender, additional support need and SIMD band). This is known as the virtual comparator (VC) and is a key feature of Insight. Insight also allows comparison with national data.
- 1.3 Over recent years, Argyll and Bute schools have been developing courses which are increasingly relevant to their pupils' needs. Some of these courses are either not accredited by the SQA or are courses run in partnership with the post-16 sector and not credited to the school's overall percentages.
- 1.4 It is recommended that the Community Services Committee:
- a. Note the outcome of the examination results for pupils in academic year 2015/16;
 - b. Note the strategic programme of performance review between schools and education development and improvement staff at section 4.7 of the report;
 - c. Continues to support the work of the Education Service in supporting schools to secure continuous improvement in outcomes for Argyll and Bute Learners;
 - d. Requests a further report be brought to the Community Services Committee considering the national position arising from information released by Insight in February 2017;

- e. Continues to be involved with current training events on understanding the use of Insight, recognising the increasing use of Insight data in School presentations to elected members;
- f. Note that a summary discussion note will be presented to the Policy Lead, as appropriate, ensuring that performance reporting reflects the requirements of the National Improvement Framework.

SQA SCHOOL EXAMINATION RESULTS 2016

2.0 INTRODUCTION

2.1 The Council received SQA examination results for all pupils entered for formal qualifications in session 2015/2016 in August. This provided comprehensive information on the outcome of examination performance for pupils across all Argyll and Bute schools.

2.2 The Insight tool provided data in September 2016 that covered a wide range of SCQF (Scottish Credit and Qualifications Framework) credit-rated awards and programmes. Insight is designed to:

- provide data on four key dashboard measures which have been carefully selected to support Curriculum for Excellence;
- be intuitive to use;
- be used by all secondary schools and teaching staff, local authorities and Education Scotland;
- provide more information on educational outcomes for a variety of learner groups including post-school destinations and attainment in literacy and numeracy;

The Insight tool encourages professional reflection and analysis for intervention and improvement. Schools are compared to a “virtual” comparator allowing users to see how the performance of their pupils compares to a similar group of pupils from across Scotland, and supports collaborative approaches to looking at data and working together as part of the improvement process.

2.3 As a consequence of the changes to National Qualifications over the past three years, caution should be exercised when making comparisons of the overall levels of performance across and between schools beyond the last two years. Additionally, in some instances data for some schools in key qualifications is anonymised to ensure individual pupils cannot be identified.

3.0 RECOMMENDATIONS

It is recommended that the Community Services Committee:

- a. Note the outcome of the examination results for pupils in academic year 2015/16;
- b. Note the strategic programme of performance review between schools and education development and improvement staff at section 4.7 of the report;
- c. Continues to support the work of the Education Service in supporting schools to secure continuous improvement in outcomes for Argyll and Bute Learners;
- d. Requests a further report be brought to the Community Services Committee considering the national position arising from information released by Insight in February 2017;
- e. Continues to be involved with current training events on understanding the use of Insight, recognising the increasing use of Insight data in School presentations to elected members;
- f. Note that a summary discussion note will be presented to the Policy Lead, as appropriate, ensuring that performance reporting reflects the requirements of the National Improvement Framework.

4.0 DETAIL

- 4.1 The performance of Argyll and Bute schools in 2016 is above the current national performance in Scottish Qualifications Authority (SQA) examinations at National 4 and Higher levels and below the current national performance at National 5 and Advanced Higher (*Table 1*).
- 4.2 Due to the implementation of the revised National Qualifications at level 3, 4, 5, and Higher it is not advisable to compare statistical outcomes across several years. Therefore, the results for Argyll and Bute pupils in session 2015/2016 are illustrated for comparative purposes with session 2014/15 and including 2013/2014 within Advanced Higher data only. It is important to note that percentage pass rates are based on presentation levels and these can vary from school to school and between authorities, particularly at National 5 level, where a number of pupils may be given the opportunity to sit an exam where tracking evidence suggests that they may narrowly pass.

- 4.3 The following tables illustrate overall authority performance and performance in each of the ten secondary schools across the National Qualifications Framework:

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

Course	A and B Average % A-C Awards	National Average % A-C Awards	Difference	A and B Average % A-C Awards	National Average % A-C Awards	Difference
Year	2014/2015			2015/2016		
National 4	94.7%	93.3%	+1.4%	96.17%	93.20%	+2.97%
National 5	74.8%	79.8%	-5.0%	76.23%	79.40%	-3.17%
Higher	76.8%	78.1%	-1.3%	78.29%	77.20%	+1.09%
Advanced Higher	83.6%	80.9%	+2.7%	75.6%	81.7%	-6.10%

Summary:

Overall, the results for pupils across National 4 are higher than the national average and demonstrate an increasing trend. The results for pupils across National 5 are slightly below national. However, there was an improvement in the Higher results of 1.09% for Argyll and Bute schools when compared with their 2014/15 results. Advanced Higher results are higher than the national average in 2015 and much lower in 2016.

It is important to note that % pass rate data needs to be interpreted very carefully as schools tend to have presentation policies that are designed to encourage pupils to achieve success at the highest level of qualification that they can. For some pupils this may mean that they receive a D grade which is an award. It is also the policy in Argyll and Bute, as with other local authorities, that pupils and parents are given a strong voice when it comes to deciding to continue with a course or whether to sit an external exam. Some pupils are given the opportunity to attempt a level that they may find challenging to pass as it may be their last opportunity to do so eg in S6. Schools will again offer these pupils the opportunity to sit the exam to improve their positive destination chances eg access to Higher or Further Education.

Improved performance due to post results service marking reviews is not included in the above data (it will be included in the update to Insight in February 2017). This is where a pupil's grade may improve from a D to a C or a C to a B or a B to an A. In terms of the A-C pass rates the impact of the successful marking reviews is very small (0.001%) however for the young person concerned the impact can be very significant.

Table 3: National 4 presentations (No external examination)

National 4	No. of Entries	Pass	%	No. of Entries	Pass	%
2015			2016			
CGS	181	179	98.90	113	103	91.15
DGS	381	333	87.40	308	289	93.83
H Ac	218	216	99.10	341	341	100.00
I H S	150	150	100.00	161	161	100.0
LJC	159	158	99.40	170	168	98.82
OHS	319	296	92.80	244	227	93.03
R Ac	204	191	93.60	186	173	93.01
Tar Ac	96	93	96.90	38	38	100.0
Tir HS	*	*	100.00	*	*	100.0
Tob HS	24	24	100.00	28	28	100.0
Authority Average			94.70	1589	1501	94.46
National Average			93.30			93.20

NB. Where the data is less than 5 pupils this is shown as *
This data does not include not evaluated presentations

Summary:

National 4 awards for pupils in Argyll and Bute are positive overall. All of the ten secondary schools presented pupils for National 4 certification. In seven of the ten schools pupils exceed the national pupil average. These results may alter with pupils not achieving recognition at National 5 levels being credited with National 4 awards. This data will be available in February 2017 when Insight is updated.

Table 4: National 5 examination outcomes

NAT 5	No. Of Entries	A	B	C	D	Number of A-C awards	% A-C awards	% A-D awards	% NO awards
2015									
CGS	420	163	89	85	30	337	80.20	87.4	12.6
DGS	801	264	206	179	59	649	81.00	88.4	11.6
H Ac	426	63	70	80	56	213	50.00	63.2	36.8
I H S	214	89	49	45	16	183	85.50	93.0	7.0
LJC	417	143	104	89	36	336	80.60	89.2	10.8
OHS	900	253	204	185	80	642	71.30	80.2	19.8
R Ac	316	81	73	83	31	237	75.00	84.8	15.2
Tar Ac	114	38	23	24	12	85	74.60	85.0	15.0
Tir HS	21	*	*	*	*	17	81.0	81.0	11.9
Tob HS	123	53	31	21	*	105	85.40	91.1	8.9
Authority Average							74.80	83.4	16.6
National Average							79.80	86.3	13.7

NAT 5	No. Of Entries	A	B	C	D	Number of A-C awards	% A-C awards	% A-D awards	% NO awards
2016									
CGS	408	113	117	81	29	311	76.23	85.33	14.67
DGS	767	281	200	152	48	633	82.53	88.79	11.21
H Ac	681	164	162	156	50	482	70.78	78.12	21.88
I HS	221	66	58	43	19	182	82.35	90.29	9.71
LJC	444	160	102	87	39	349	78.60	87.39	12.61
OHS	771	193	187	166	64	546	70.82	79.12	20.88
R Ac	220	53	32	59	23	144	64.45	75.91	24.09
Tar Ac	138	49	36	35	*	120	92.03	92.03	7.97
Tir HS	*		*	*	*	*	100.00	100	0
Tob HS	141	58	35	29	*	122	86.52	92.2	7.8
Authority Average	3791					2889	76.21	83.47	16.53
National Average							79.40	86.0	14

Summary:

National 5 awards for pupils in Argyll and Bute are below the national average. All of the ten secondary schools presented pupils for National 5 certification. Four of the ten schools pupils exceeded both authority and national performance level. A further three schools were either above or equal to authority but below national average. The other three schools were below both authority and national averages. The relatively large proportion of no awards has an important background narrative that is outlined in the final summary section 4.3.

Table 5: Higher examination outcomes

Higher	No. Of Entries	A	B	C	D	Number of A-C awards	% A-C awards	% A-D awards	% NO awards
2015									
CGS	246	56	82	60	22	198	80.5	89.4	10.6
DGS	516	149	127	129	41	405	78.5	86.4	13.6
H Ac	941	217	242	228	91	687	73.0	82.7	17.3
I HS	140	28	38	44	13	110	78.6	87.9	12.1
LJC	356	133	93	76	27	302	84.8	92.4	7.6
OHS	614	158	148	145	48	451	73.5	81.3	18.7
R Ac	162	29	48	43	17	120	74.1	84.6	15.4
Tar Ac	65	12	23	14	*	49	75.4	86.2	13.8
Tir HS	23	*	11	*	*	18	78.3	100	0
Tob HS	106	28	40	26	*	94	88.7	92.5	7.5
Authority Average							76.8%	88.3%	11.7%
National Average							78.1%	87.3%	12.7%

Higher	No. Of Entries	A	B	C	D	Number of A-C awards	% A-C awards	% A-D awards	% NO awards
2016									
CGS	244	66	57	67	21	190	77.87	86.48	13.52
DGS	420	105	123	111	29	339	80.71	87.62	12.38
H Ac	1012	310	274	226	81	810	80.04	88.04	11.96
I HS	160	36	50	37	15	123	76.88	86.25	13.75
LJC	241	54	68	61	29	212	75.93	81.85	18.15
OHS	624	146	164	172	52	482	77.24	85.58	14.42
R Ac	155	28	46	37	17	111	71.61	82.58	17.42
Tar Ac	59	20	18	11	*	49	87.50	89.93	10.07
Tir HS	14	*		*	*	11	78.57	92.86	7.14
Tob HS	91	26	30	24	*	80	87.91	93.41	6.59
Authority Average	3020					2407	79.7	86.67	13.33
National Average							77.20	85.7	14.3

NB. This data does not include withdrawals from courses or not evaluated presentations.

Summary:

Higher awards for pupils in Argyll and Bute are above the national average. All of the ten secondary schools presented pupils for certification at Higher level. In seven of the ten schools pupils exceeded both authority and national performance level. One school exceeded national but was below authority average. The remaining three schools were below both authority and national averages.

Table 6: Advanced Higher examination outcomes

Advanced Higher	No. Of Entries	A	B	C	D	Number of A-C awards	% A-C awards	%A-D	% No award
2015									
CGS	20	7	6	5	0	18	90.0%	90.0%	10%
DGS	50	10	10	15	7	35	70.0%	84.0%	16%
H Ac	126	36	28	44	10	108	85.7%	93.6%	6.4%
I HS	12	5	1	5	1	11	91.7%	100%	0%
LJC	56	24	15	13	3	52	92.9%	98.2%	1.8%
OHS	45	18	9	11	4	38	84.4%	93.3%	6.7%
R Ac	14	*	*	*	*	11	78.6%	85.7%	14.3%
Tar Ac	4	*	*	*	*	4	100%	100%	0%
Tir HS	1	*	*	*	*	1	100%	100%	0%
Tob HS	13	*	*	*	*	7	53.8%	84.6%	15.4%
Authority							83.6%	93%	7%
National							80.90		

Advanced Higher	No. Of Entries	A	B	C	D	Number of A-C awards	% A-C awards	%A-D	%No award
2016									
CGS	22	5	*	7	*	13	59.09	68.18	31.82
DGS	42	7	18	7	10	32	76.19	88.1	11.9
H Ac	131	24	41	38	12	103	78.63	87.79	12.21
I HS	5	*	*	*	*	*	40.00	80.0	20
LJC	53	18	15	7	*	40	71.70	83.02	16.98
OHS	56	21	11	10	14	48	85.71	85.71	14.29
R Ac	14	*	*	*	*	7	50.00	57.14	42.86
Tar Ac	6	*	*	*	*	*	100.00	100	0
Tir HS	*	*	*	*	*	*	87.50	100	0
Tob HS	7	*	*	*	*	*	42.86	42.86	57.14
Authority	336					243	75.6	83.72	16.28
National							81.70	89.2	10.8

Summary:

Advanced Higher awards for pupils in Argyll and Bute are variable. All of the ten secondary schools presented pupils for Advanced Higher certification. Three of the ten schools pupils exceeded both authority and national performance level. However, in the remaining schools the performance of pupils in Advanced Highers is below or significantly below the national average. It should be noted that due to the small number of pupils being presented for Advanced Highers the statistical variances can be significant. As aforementioned some pupils are given the opportunity to attempt a level such as advanced higher that they may find challenging to pass as it may be their last opportunity to do so. Schools offer these pupils the opportunity to sit the exam to improve their positive destination chances eg access to Higher or Further Education.

4.4 Attainment of Looked After Children and Young People (Insight data – Local Benchmarking data for All Looked After Children and Young People)

S4 pupils - Performance in Literacy and Numeracy for the last three years compared with the virtual comparator and national data:

	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort
Argyll & Bute	2014	35	10	20
Virtual Comp	2014	68	19.5	200
National	2014	37.33	5.55	1117
Argyll & Bute	2015	30	0	10
Virtual Comp	2015	71	19	100
National	2015	45.93	6.97	1119
Argyll & Bute	2016	42.86	19.05	21
Virtual Comp	2016	66.67	32.86	210
National	2016	47.81	8.65	1167

Summary:

Overall the performance of pupils in Argyll and Bute is lower than the national average and significantly lower than virtual comparator at SCQF Level 4.

At SCQF Level 5 the performance of pupils in Argyll and Bute is higher than the national average but significantly lower than the virtual comparator.

S5 pupils - performance in Literacy and Numeracy for the last three years compared with the virtual comparator and national data:

	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort
Argyll & Bute	2014	76.47	29.41	17
Virtual C	2014	77.06	46.47	170
National	2014	45.52	15.83	714
Argyll & Bute		42.86	14.29	14
Virtual C	2015	78.57	45.71	140
National	2015	57.21	19.27	659
Argyll & Bute	2016	50	0	8
Virtual C	2016	82.5	46.25	80
National	2016	60.19	21.2	736

Summary:

Overall the last two years the performance of pupils in Argyll and Bute is lower than the national average and significantly lower than virtual comparator at SCQF Levels 4 and 5.

4.5 General educational attainment for Looked after leavers:

	Argyll & Bute Looked after leavers (2015)	National Looked after leavers (2015)
1 or more qualification at SCQF Level 3 or better	94.12%	94.12%
1 or more qualification at SCQF Level 4 or better	82.35%	91.76%
1 or more qualification at SCQF Level 5 or better	52.94%	73.53%
1 or more qualification at SCQF Level 6 or better	23.53%	37.65%
1 or more qualification at SCQF Level 7 or better	5.88%	8.82%

Overall the performance of pupils in Argyll and Bute is lower than the national average at all levels apart from SCQF Level 3.

- 4.6 Looked after Young People in Argyll and Bute that leave school are increasingly entering positive destinations (education, employment or training). In 2014, **68.4% (cohort 19)** of looked after young people who left school entered a positive destination. In 2015 the figure was **88.24% (cohort 17)**.

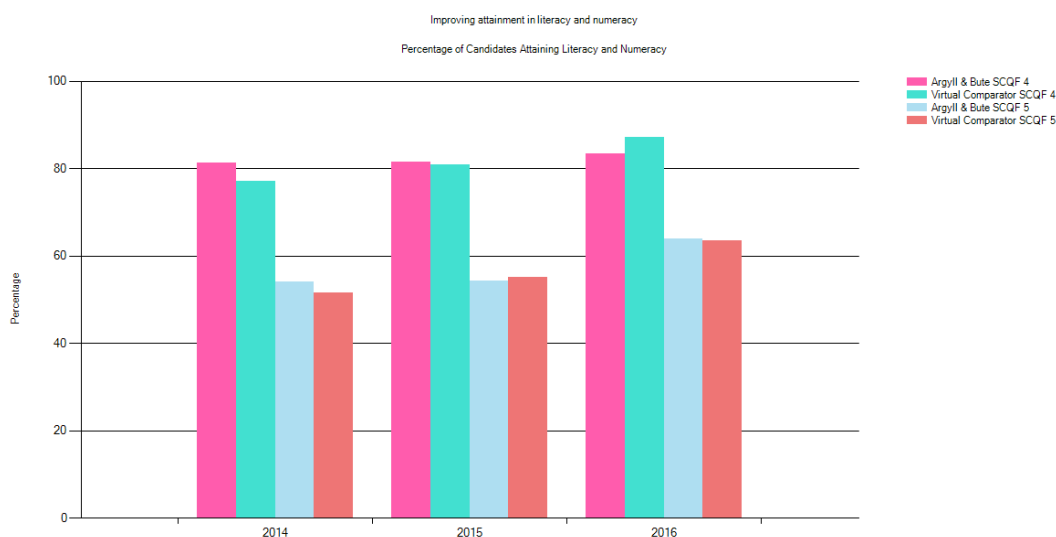
4.7 Key dashboard measures from Insight:

Schools will increasingly be presenting this type of data at their annual meetings with elected members as part of their Performance Reports. The data presented here is a sample covering some of the main measures in the benchmarking tool:

- Literacy and Numeracy
- Improving attainment for all
- Attainment Versus Deprivation

School leaders, teachers and education officers analyse the attainment in these areas for particular groups or cohorts including LAC, gender, additional support needs and SIMD level for improvement. Insight also shows which subject departments are producing very good or outstanding results allowing good practice to be identified and shared. Similarly, departments that are underperforming are identified and support is put in place for improvement.

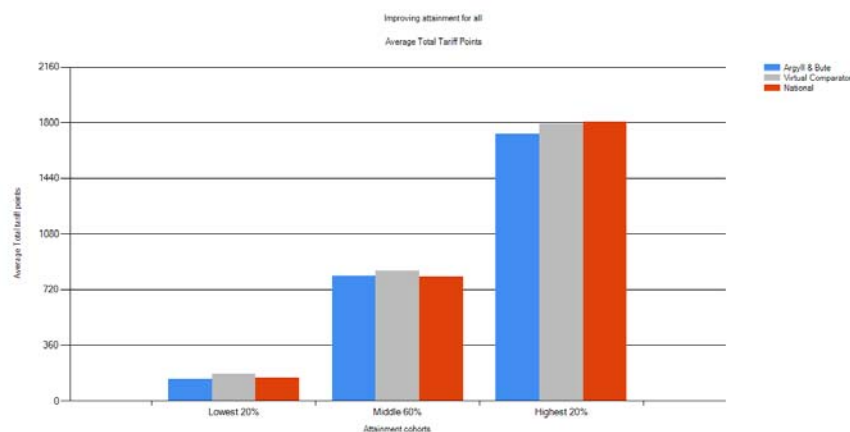
Literacy and numeracy (for S6 pupils based on the S4 roll)



The data above shows a significant improvement in 2016 for Level 5 literacy and numeracy over the past three years which is also true of the performance of the virtual comparator. At level 4, despite an improving trend in Argyll and Bute, there is a gap in 2016 below the virtual comparator and this is an area for improvement.

	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort
Argyll & Bute	2014	81.23	54.12	959
Virtual Comparator	2014	77.16	51.65	9590
National	2014	76.41	51.33	56029
Argyll & Bute	2015	81.42	54.18	958
Virtual Comparator	2015	80.95	55.19	9580
National	2015	78.58	53.57	55673
Argyll & Bute	2016	83.33	63.92	948
Virtual Comparator	2016	87.22	63.43	9480
National	2016	84.76	61.21	54632

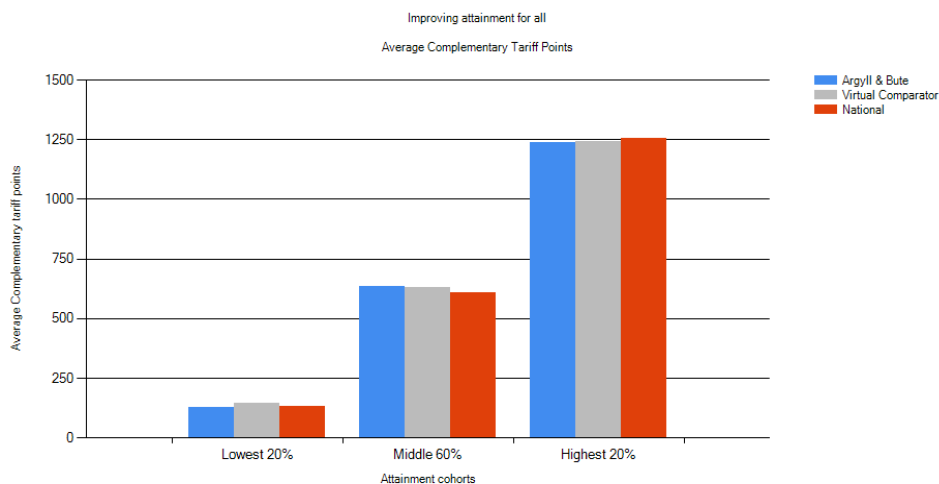
Improving attainment for all (S6 pupils based on the S4 roll)



The data above shows the **total tariff points** for each of three attainment groups for 2016. There is a steady trend over the past three years of around 800 points for the middle attaining group and 1750 points for the highest attaining 20%. There has been a fall however in the lowest attaining 20% from 175 to 140 points over the past three years. The highest attaining group are a little below virtual comparator and national data.

	Year	Lowest 20%	Middle 60%	Highest 20%	Number in Cohort
Argyll & Bute	2014	177	817	1758	959
Virtual Comparator	2014	143	738	1765	9590
National	2014	138	739	1784	56029
Argyll & Bute	2015	173	784	1773	958
Virtual Comparator	2015	167	796	1803	9580
National	2015	149	778	1815	55673
Argyll & Bute	2016	141	809	1726	948
Virtual Comparator	2016	174	840	1794	9480
National	2016	151	805	1805	54632

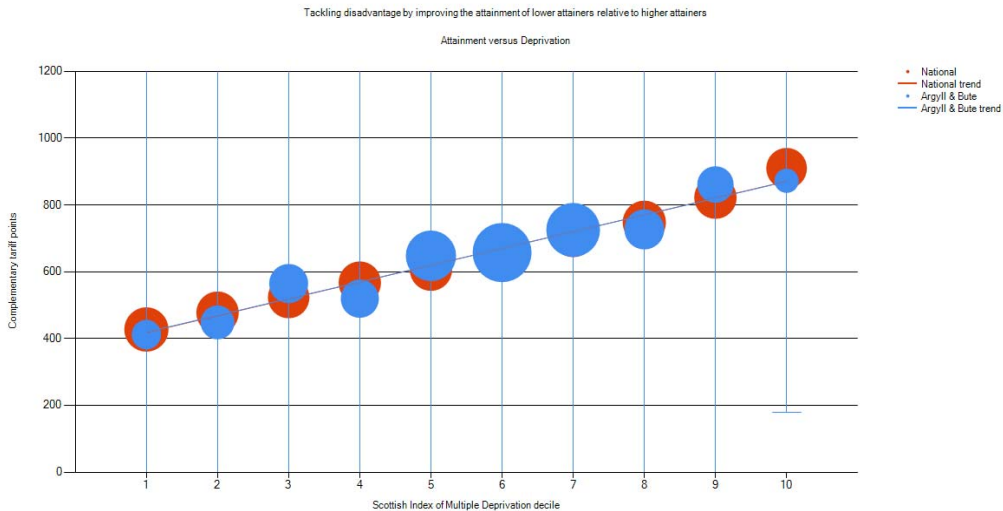
However, it is useful to consider the **complementary tariff points** as they offer a fairer 'like for like' comparison across different authorities and schools with a range of curricular models. The data below indicates a better performance compared with virtual and national especially for the middle 60% and it is significant to note that the highest attaining 20% performed almost as well as virtual and national in 2016. The trend for the middle 60% is showing steady improvement over the past three years.



	Year	Lowest 20%	Middle 60%	Highest 20%	Number in Cohort
Argyll & Bute	2014	145	604	1233	959
Virtual Comparator	2014	119	546	1211	9590
National	2014	115	549	1227	56029
Argyll & Bute	2015	138	579	1240	958
Virtual Comparator	2015	133	585	1237	9580
National	2015	122	572	1243	55673
Argyll & Bute	2016	127	634	1236	948
Virtual Comparator	2016	146	630	1241	9480
National	2016	130	607	1256	54632

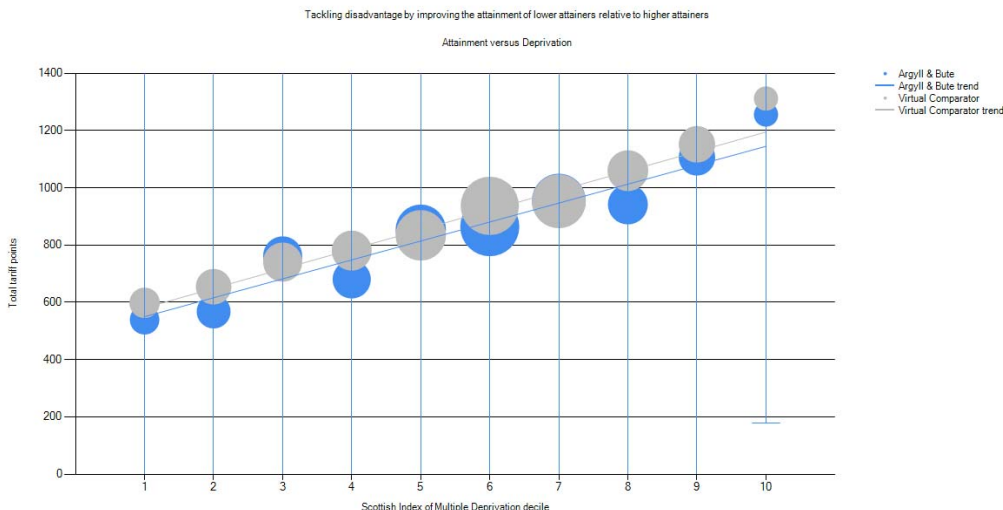
For an outline of tariff point values for different levels of national awards and different grades see Appendix 2. As a quick reference 5 grade As at Higher is 1020 points compared with 5 grade Cs which is 800 points, 6 grade As at National 5 is 504 points, 4 units at National 4 and 2 units at National 5 is 154 points. It is important to note that schools offer some course options that do not attract tariff points but positively impact on life chances eg Duke of Edinburgh Award.

Attainment versus deprivation (S6 pupils based on the S4 roll)

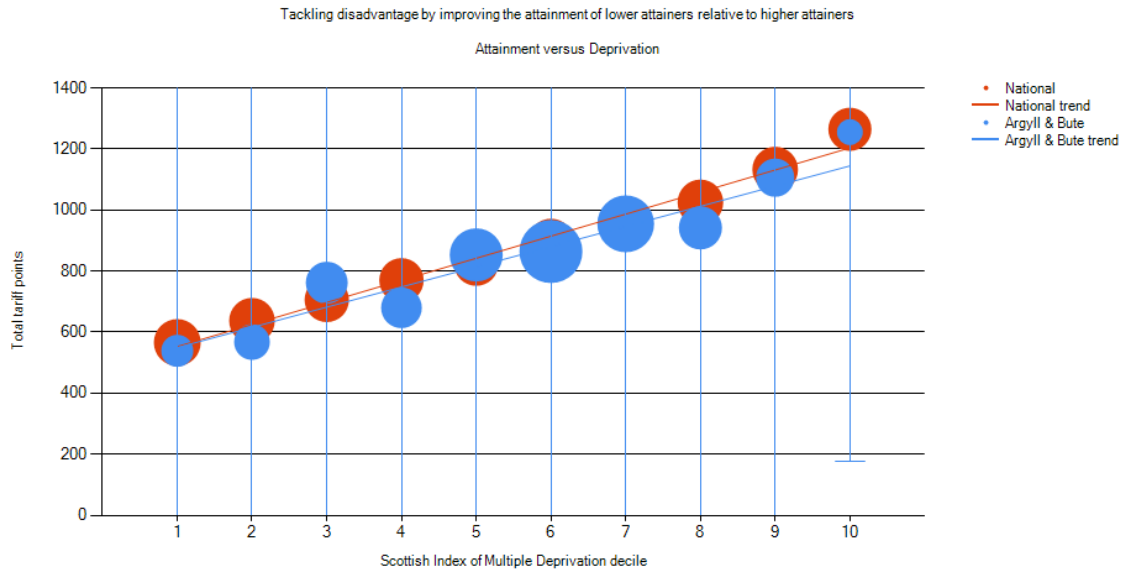


The 2016 data in the graph above shows the average **complementary tariff** points achieved by pupils in each of the 10 Scottish index of multiple deprivation (SIMD) cohorts in Argyll and Bute compared with the national data. There are no significant differences in the data apart from SIMD 4 which is a little low.

Below the Argyll and Bute figure is shown alongside the virtual comparator. Insight commentary does not pick out any statistically significant gaps although SIMD 2, 4, 6 and 8 are a little lower than the VC.



The 2016 data in the graph below shows the average **total tariff** points achieved by pupils in each of the 10 Scottish index of multiple deprivation (SIMD) cohorts in Argyll and Bute compared with the national data. In SIMD 2, 4 and 8 performance is lower than the national data.



4.8 MONITORING PROGRESS AND IMPROVING OUTCOMES

As part of the Authority approach to securing improvement for all learners the Education Service will continue to work with individual schools through a comprehensive programme of support and challenge over the course of session 2016/2017. Key approaches include:

- The submission by Head Teacher of their analysis of their school results to the Education Service following the initial release of results by the SQA in August 2016;
- A programme of school visits undertaken by Education Officers to discuss a detailed statistical analysis of school results including performance at National 4, 5, Higher and Advanced Higher, College and wider achievement courses.
- A professional discussion of the school programmes in place to ensure that evaluative discussions between school senior management team and subject department leaders take place to support improvement.
- An invitation to Elected members from Head Teachers to a meeting with senior school staff to discuss the examination results in depth.
- The presentation by Head Teachers of their school Performance Report at their respective Area Committee meeting and
- The routine discussion of examination results and approaches to quality improvement with the Education Scotland, Area Liaison Officer.

5.0 CONCLUSION

- 5.1 In 2016 the performance of Argyll and Bute schools varied across national qualification measures with strong performances in some schools and in some departments. The key measure of literacy and numeracy at Level 5 has seen some welcome improvement in 2016. The attainment gap as identified nationally between groups of pupils at different SIMD levels is evident in Argyll and Bute and is an area for action and improvement. The Education Development and Improvement Service is taking forward a programme of support and challenge with schools across the authority involving a range of actions and measures. In August, the ten secondary schools met with an officer and manager to present, discuss and scrutinise their results, forming the basis of an ongoing improvement dialogue throughout the school year.
- 5.2 A further report on Educational Attainment and Wider Achievement will be presented to Community Services Committee in Spring 2017 following the publication of updated National Performance information on Insight.

6.0 IMPLICATIONS

- 6.1 **Policy:** This report links directly to Outcome 3 in the Argyll and Bute Single Outcome Agreement (Education Skills and Training Maximises Opportunities for All)
- 6.2 **Financial:** None
- 6.3 **Personnel:** None
- 6.4 **Equal Opportunities:** None
- 6.5 **Legal:** None
- 6.6 **Risk:** The performance of Argyll and Bute schools in national examinations can significantly enhance or detract from the Council's reputation and attractiveness as an area to work and live in.
- 6.7 **Customer Services:** This report provides elected members with an overview of Service Performance.

Ann Marie Knowles
Acting Executive Director of Community Services

Cllr Rory Colville,
Policy Lead for Education and Lifelong Learning

9th November 2016

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APPENDICES

Appendix 1: Qualifications overview

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

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

THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

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



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

Appendix 2 - Tariff point guide:

SCQF Level	Grade	SCQF Points	Tariff Score
7	A	32	480
	B	32	440
	C	32	400
	D	32	380
	Individual units	17/2*SCQF Points Varies (6)	Usually 51
6	A	24	204
	B	24	182
	C	24	160
	D	24	149
UNGRADED COURSE	EG Scottish studies award	24	160
	Individual units	14/3*SCQF Points Varies (6)	Usually 28
5	A	24	84
	B	24	74
	C	24	64
	D	24	59
Individual units		11/6*SCQF Points Varies	11
4	Course – Pass	24	33
	Added value unit	6	15
	Individual units	1*SCQF Points Varies	6
3	Total units	18	12
	Individual units	2/3*SCQF Points	4
2	Total units	18	6
	Individual units	1/3*SCQF Points	2
1	Individual units	6	1

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ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****EDUCATION****8 DECEMBER 2016**

INSPECTION OF THE EDUCATION FUNCTIONS OF ARGYLL AND BUTE COUNCIL (INEA) SELF EVALUATION SUMMARY

1.0 EXECUTIVE SUMMARY

- 1.1 The main purpose of this report is to provide a further update to Community Services Committee on the inspection of the Education functions of Argyll and Bute Council. Specifically to communicate the self-evaluation summary presented to Education Scotland as part of the planned inspection programme.
- 1.2 Section 9 of the 'Standards in Scotland's Schools etc. Act 2000' charges Education Scotland (formerly HM Inspectorate of Education) on behalf of the Scottish Ministers, to provide an external evaluation of the effectiveness of the local authority in its quality assurance of educational provision within the Council and of its support to schools in improving the quality of Education.
- 1.3 Education Scotland notified the Chief Executive of the Council that an announced inspection of the Education Services by Education Scotland would commence the week beginning 19th September 2016. As part of the planned inspection, Education Services were required to prepare and submit a self-evaluation statement on the work of the Education Functions of the Council

Evaluations contained within the self-evaluation statement were based on a framework of quality indicators, published in Quality Management in Education 2 (QMIE2), which embody the Government's policy on Best Value. The framework is based on six high level questions which can be answered by evaluating the quality of education across ten Key areas, with the revised version of QMIE 2 (revised July 2016) used throughout the inspection.

The quality indicators used during the inspection were:

1. **What key outcomes have we achieved?**
2. **How well do we meet the needs of our stakeholders?**
3. **How good is our delivery of education processes?**
4. **How good is our leadership?**
5. **What is our capacity for improvement?**

- 1.4 The Standards in Scotland's Schools etc. Act 2000 also provides a framework for improvement planning that requires education authorities to set out and report on improvement objectives related to the National Performance Framework (NPF), national priorities and associated measures of performance

2.0 RECOMMENDATIONS

It is recommended that the Community Services Committee:

- Note the further update on the INEA inspection of the Education Services of Argyll and Bute Council;
- Note the key messages contained within self-evaluation statement, and
- Request the Executive Director of Community Service brings a report confirming the outcome of the inspection to a future meeting of the Community Services Committee.

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

EDUCATION

8 DECEMBER 2016

INSPECTION OF THE EDUCATION FUNCTIONS OF ARGYLL AND BUTE COUNCIL (INEA) SELF EVALUATION SUMMARY

3.0 INTRODUCTION

- 3.1 The main purpose of this report is to advise the Community Services Committee of the planned inspection of the Education functions of the Council.

Education Scotland notified the Chief Executive that an announced inspection of the Education Services by Education Scotland would commence week beginning 19th September 2016. As part of the planned inspection, Education Services were required to prepare and submit a self-evaluation statement on the work of the Education Functions of the Council.

- 3.2 The *Standards in Scotland's Schools etc. Act 2000* places a duty on education authorities to provide children and young people with school education and (in terms of raising standards) requires authorities to endeavor to secure improvement in the quality of that school education. The Act also places a duty on HM Inspectors to provide external evaluation of the effectiveness and performance of education authorities in relation to their education functions.
- 3.3 HM Inspectorate of Education (HMIE) inspected the Education functions (INEA) of each local authority in Scotland between 2000 and 2005. These inspections used *Quality Improvement in Education (QMIE)*, published in 2000. A second cycle of local authority inspections (INEA 2) began in 2006. These were more streamlined and had a greater emphasis on outcomes and leadership. These inspections used the quality indicators in *Quality Improvement in Education 2 (QMIE2)*, published in 2006. Around half of Scotland's 32 authorities were inspected in this way.
- 3.4 Following the publication of the Crerar Review (*The Report of the Independent Review of Regulation, Audit, Inspection and Complaints Handling of Public Services in Scotland*) in 2007, HMIE put in place a process of validated self-evaluation (VSE). This was a voluntary process which aimed to support and challenge education authorities to improve the quality of their provision and their learners' outcomes and, importantly, was not a form of scrutiny.
- 3.5 As a result of the recommendations from Crerar, Local Area Networks (LANs) representing all key national scrutiny organisations were established for each

Council area and a process of Shared Risk Assessment (SRA) has been in place since 2009. Audit Scotland oversees this work nationally and LANs share evidence about each local authority, deciding on any necessary scrutiny activity depending on any areas of risk identified.

- 3.6 A Local Scrutiny Plan is published annually for each local authority area. Education Scotland plays a key role in the SRA process, using information gathered from establishment and service-level inspections as well as authority-wide data on, for example, young people's achievements.

In March 2016, the published Local Scrutiny Plan for Argyll and Bute Council indicated that a scrutiny response was required. The strategic level inspection of the Education functions of the Council, outlined below, constitutes this scrutiny response.

The inspection evaluates the quality of Education Services using an agreed framework of quality indicators (published in Quality Management in Education 2), which embody the Government's policy on Best Value. The framework is based on six high level questions which can be answered by evaluating the quality of education across ten Key areas. The revised version of QMIE 2 (revised June 2016) was used throughout the initial inspection phase.

These were:

1. **What key outcomes have we achieved?**
2. **How well do we meet the needs of our stakeholders?**
3. **How good is our delivery of education processes?**
4. **How good is our leadership?**
5. **What is our capacity for improvement?**

- 3.7 The Standards in Scotland's Schools etc. Act 2000 also provides a framework for improvement planning that requires education authorities to set out and report on improvement objectives related to the National Performance Framework (NPF), national priorities and associated measures of performance.

4.0 RECOMMENDATIONS

It is recommended that the Community Services Committee:

- Note the further update on the INEA inspection of the Education Services of Argyll and Bute Council;
- Note the key messages contained within self-evaluation statement, and
- Request the Executive Director of Community Service brings a report confirming the outcome of the inspection to a future meeting of the Community Services Committee.

5.0 DETAIL

- 5.1 Education Scotland allocated a team of eight inspectors to work on the inspection process led by a Managing Inspector, Mr. Alastair Brown. All eight inspectors were or had previously been Area Lead Officers with Education Scotland. No Associate Assessors were included as part of the inspection team. The Managing Inspector and the Acting Executive Director of Community Services met to discuss the plan for the forthcoming inspection.
- 5.2 The planned inspection footprint covered a wide range of the Education functions of the Council, requiring a significant level of resource both in advance of and during the inspection week. The main inspection activities were as follows:
- The formal inspection took place over the course of 1 week: 19th – 23rd September. This included the inspection team contacting and interviewing a wide range of senior council officers, elected members, staff, learners and young people. They also meet with a range of users and partners of the Education Function of the Council, and
 - The inspection focused on a number of quality Indicators from QMIE2 (revised version, as previously noted):
- 5.3 During the course of the inspection week all eight inspectors engaged in a range of inspection activities including:
- Individual interviews with Chief Officers and their Managers, the Policy Lead for Education, Elected Members, Key Strategic Partners;
 - An introductory engagement session with the Acting Executive Director of Community Services and members of the Education Management Team, during which there was an opportunity to present an initial summary of the Councils self-evaluation of the Quality Indicators;
 - Focus groups of staff, partners, parents and learners;
 - Observation of a number of strategic meetings;
 - Planned school/service visits;
 - Review of inspection evidence, and
 - Attendance at relevant Council meetings scheduled to take place during the course of the inspection week.
- 5.4 A range of preparatory work was undertaken by Education Services to support the inspection process. Both Education and the respective Officers from Communities & Culture Service undertook a range of activities. These included:
- The preparation of the self-evaluation position statement for submission to Education Scotland on 6th September 2016;
 - Identification of relevant supporting evidence;
 - Preparation of a range of communications, e.g. Committee reports, notification and advice for Head Teachers, Teachers/Staff, Members, Partners, Parent Council Chair;

- Preparation of the inspection timetable, including co-ordination of meetings, focus groups, visits, and
- Scheduling diary arrangements for Chief Officers, Elected Members.

6.0 Self Evaluation Summary

6.1 As previously noted in sections 1.1 and 3.1 respectively a self-evaluation summary report was prepared for presentation and consideration by Education Scotland as an integral aspect of the planned inspection of the Education functions of Argyll and Bute Council.

The evaluations across each of the Quality Indicators outlined areas of strength and those requiring improvement. The following information provides a broad summary of the evaluations contained within the inspection profile:

6.1.1 What key outcomes have we achieved?

Performance in this area was evaluated as satisfactory. Areas of strength included:

The authority's approach to enhancing literacy skills of young learners through effective engagement with parents is a key service priority. Increasingly effective use is being made of a range of data to track and monitor the progress of children, young people and adult learners across services and establishments.

Over the last two years, SCQF level 5 literacy and numeracy levels are above the nation performance level.

In April 2015, data confirmed that 87% of Early Learning and Childcare registered settings in Argyll and Bute were graded at good or above for each of the care themes.

Steady progress in improvement in the overall percentage of Argyll and Bute leavers entering an initial positive destination.

In the 2015-16 academic session, there were 56 skills for work courses delivered in partnership with Argyll College UHI, West College Scotland, local employers and local secondary schools. A total of 535 young people accessed the courses which included amongst others Automotive Engineering, Health and Social Care, Sport and Recreation and Rural Skills. A further 1,535 pupils accessed wider qualifications through courses such as Duke of Edinburgh Award, John Muir Award, Sports Leader Awards.

Increasing numbers of adult learners are achieving SQA accredited qualifications, from 36 in 2013-14 and 64 in 2014-15 to 166 in 2015-16;

The majority of pupils, in line with national figures, are making good progress with the development of reading skills. The figures over five years of data suggest that more pupils than expected are scoring at a level more than one

standard deviation above the mean in relation to reading, and that this pattern remains stable over time.

Key areas requiring improvement:

- The need to further develop approaches to moderating and gathering achievement and attainment data to ensure this is robust and provides accurate information upon which to base improvement priorities;
- Ensuring that there is further improvement across the service in the use of data across services and establishments to inform and target interventions to improve outcomes for learners, and
- While a positive start has been made in working with schools using the Scottish Index of Multiple Deprivation (SIMD) and other information to assist the identification of children and young people who may be at risk of missing out. This now needs to be developed further.

6.1.2 How well do we meet the needs of our stakeholders?

Performance in this area was evaluated as satisfactory. Areas of strength included:

Almost all primary establishments have developed a curriculum plan unique to their circumstances and location. This follows a series of Curriculum Design Days attended by Senior Leadership from all schools.

The 'Argyll and Bute Family Pathway' approaches have provided increased opportunities for a range of partners to work with, identify and support needs of key families.

The impact of digital learning technology on learners which has resulted in an increased number of learners and schools achieving success in a range of local and national initiatives.

Educational Psychologists provide effective input to Autism Assessment Teams to ensure that contextual assessment and a multiagency perspective informs the diagnostic process as well as providing continuity of support with schools and families.

Up to 200 adults with literacy difficulties receive good quality intensive support to achieve their goals annually.

The number of children and young people placed out of the authority has reduced by over 50% since 2011, with the number being maintained at around 22 over the last 2 years.

Adult Learning participants improving their ICT skills and digital capability in short IT courses has risen from 74 in the first quarter of 2014-15 to 259 in the last quarter of 2015-16.

Promoting Alternative Thinking Strategies (PATHS) continues to be successfully rolled out across the authority, using a clear and effective implementation strategy, to prevent or reduce the impact of socio-emotional

and behaviour difficulties upon children's learning and development.

A strong range of information to support parents actively engaged in their child's learning is routinely available for parents of children in Early Learning and Child Care (ELCC) settings.

Assessment and Moderation Facilitators provide strong and valuable support to practitioners across the authority leading to improving consistency in assessment and moderation of Curriculum for Excellence (CfE) levels.

The Getting it Right for Every Child (GIRFEC) practice model is well embedded in practice across educational establishments, resulting in effective multiagency working to meet the needs of children and young people.

Key areas requiring improvement:

- The need to further develop approaches to engaging children and young people in shaping the quality of their learning experiences, at school and Authority level, through the progression of *Our Children, Their Future*;
- Evaluate the overall impact of achievement approaches to ensure positive outcomes for learners, including sustained destinations;
- Further review and update literacy and numeracy strategies to improve outcomes for learners, including adult learning, reflecting national and local policy changes, and
- Take forward the key actions arising from the revised Parental Involvement Strategy with a particular focus on enhancing the impact of parental voice on improving Education Services.

6.1.3 How good is our delivery of education processes?

Performance in this area was evaluated as satisfactory. Areas of strength included:

The recently developed Education Service vision and strategy document entitled *Our Children, Their Future* is clear and well considered ensuring all areas of the service are of the highest quality, meeting the needs of all learners. Six high level objectives have been identified which will be used to guide planning and service delivery across all services. These objectives will be used to identify impact and measure success for learners. This strategy places the learning, care and development needs of all learners at the heart of service delivery.

Educational establishments are provided with clear guidance on approaches to planning and reporting.

Approaches to engagement with schools and services have recently been revised to ensure greater consistency of approach across the whole service.

The Education Authority supports the strong plans put in place by the strategic Community Learning and Development (CLD) Partnership to coordinate CLD

provision. The legislative requirements of the CLD Regulations have been met to date.

The Early Years' Service is configured to respond effectively to local Early Learning and Childcare (ELCC) opportunity and need through locality based team members.

Over the last 18 months an increasingly systematic review of policy and guidance to address the additional support needs of learners has taken place to ensure compliance with current legislation and consider the extent to which policy and guidance is impacting on practice to improve outcomes for children and young people.

Schools have been challenged to raise attainment through engagement with How Good is our School 4 (HGIOS4), short life action research, a focus on curriculum design, focus on leadership and through working groups within the Authority including the assessment forum, literacy forum, health and wellbeing group, Child Protection and GIRFEC.

All schools have been provided with literacy assessment materials (York Assessment of Reading Comprehension) and support on the use of these materials, to allow staff to further analyse the learning needs of children and young people who are having difficulty with the acquisition of literacy skills.

An enhanced range of approaches is being used by Education Services, with increasing effectiveness, to moderate establishments' and services' self-evaluation. These include:

- Central Education staff engaging with educational establishments to support processes of self-evaluation and validating these processes;
- Realignment within the central education team to ensure mechanisms for ensuring quality improvement are enhanced, and
- Revised planning processes implemented, with associated guidance.

The very positive engagement between the Educational Psychology Service, Education Scotland and partners throughout a process of Validated Self Evaluation (VSE) in November 2015.

The Early Years' Service has developed a comprehensive system to gather data relating to progress in developmental milestones from every ELCC setting across Argyll and Bute. Strong approaches to the collection and analysis of Early Years data is being used effectively to support improvement. This includes analysing the views of parents to inform Service planning.

Significant work has been undertaken across Argyll and Bute to ensure the practice model for Getting it Right for Every Child (GIRFEC), including Child's Planning, is implemented effectively to ensure improving outcomes for children and young people.

Very good programmes have been developed to support vulnerable children and families, including Service Children and refugee families.

Key areas requiring improvement:

- Ensuring Our Children, Their Future guides the overall strategy for Education to show impact for children and young people leading to improved outcomes;
- Evaluating the impact of the work on Curriculum Design and develop a rigorous approach to targeting further support where required;
- Strengthening our communication and work with establishments, including formal Reviews and self-evaluation activity How Good is our School 4/ How Good is our Early Learning and Childcare (HGIOS4/HGIOELC), to ensure effective support and challenge to deliver continuous improvement across all educational establishments, and
- Evaluating the overall impact of revised Education policy and guidance for learners.

6.1.4 How good is our leadership?

Performance in this area was evaluated as satisfactory. Areas of strength included:

The well-considered Leadership Strategy Framework has successfully raised the profile of the leadership agenda within Argyll and Bute. As part of the authority's Leadership strategy and support for the Scottish College for Educational Leadership (SCEL) Fellowship programme, a strong Middle Leadership Network has been developed to support leaders in using successful school self-evaluation tools. A strong programme is in place to support Probationers in Argyll and Bute.

A strong CLD Partnership is closely linked with the Community Planning Partnership (CPP).

Effective approaches put in place by Education Services to respond to the challenges faced with teacher recruitment difficulties as well as to enhance the profession by providing teacher leadership opportunities, ensuring improved succession planning in schools

The Education Service has a well-developed approach to Multi-agency and partnership working with social work, health, police and Scottish Children's Reporter Administration (SCRA) within a mature local GIRFEC practice model and Child Protection framework.

The revised Education Service Budget Working Group (BWG) involving Head Teachers, senior officers, union representatives, Strategic Finance and HR, robustly considers the strategic financial agenda.

The Education Service follows the Councils agreed framework for identifying, assessing, managing and controlling, reviewing and reporting risk. This is a continuous process which is clearly linked to Service Planning, financial planning and performance management.

There is a clear 'golden thread' which links Education Service planning with other relevant plans. Shared priorities are reflected in the Single Outcome Agreement (SOA), Corporate and Community Service plans as well as national education priorities. In turn, establishment plans are linked to the Education Service priorities, which are reviewed on an annual basis. *Our Children, Their Future* will be the key driver for the production of current and future school improvement plans firmly based on the 6 key objectives.

Following review of the effectiveness of area reporting all Secondary Head Teachers and Area Education Officers now report annually to Area Committees on attainment results and school Standards and Quality (S&Q) reports. This revised approach to reporting has evolved over the last 18 months, supported by a Secondary School Performance Working Group and initial feedback from Area Elected Members.

Key areas requiring improvement:

- Ensure effective implementation of *Our Children, Their Future* across all services, establishments and partners to secure improved outcomes for all learners;
- Further develop approaches to leadership of improvement and change with a specific focus on the role of Strategic Leadership and Staff Empowerment;
- Ensure future strategic planning frameworks clearly and fully reflect current and future financial and resourcing challenges facing the Authority, and
- Continue to work effectively with a range of partners, businesses and other departments in the Council to ensure positive outcomes for all children, young people and adult learners across the authority.

6.1.5 What is our capacity for improvement?

In completing the self-evaluation profile a summary statement on our capacity for improvement was provided. This reflected the role of strategic leaders across the Council in securing improvement in the delivery of the Education functions of the Council. This is summarised as follows:

Education Services in Argyll and Bute are now demonstrating a stronger capacity for improvement. Following the revision of the organisational functions of the service a number of important improvements have been made across the Service.

This includes:

- A full revision of the operational functions of Education Services to encompass all aspects of education pre-birth to youth learning services to ensure the needs of all learners are met;
- Development of a revised Education Vision and Strategy which will be the key driver for ensuring leadership and improvement of Education Services over the course of the next five years, and

- Initiated a thorough review of a wide range of Education policies, procedures and protocols to ensure greater consistency by all schools, services and establishments in securing improvement for learners.

These are increasing the authority's capacity to improve, but have not yet had full impact.

The Executive Director, Head of Education, Senior Education Managers, Head Teachers, staff, Elected Members and Service users have made good progress in developing a clear, aspirational vision based around education in its broadest sense – pre-birth to lifelong learning for the provision of education for all learners and communities in Argyll and Bute. With improved leadership structures at all levels and a sound base of effective practice on which to build, the authority is now well placed to move forward and fulfil its shared vision.

The service has undergone a period of transition and significant change since 2014, including the merge of early years and youth learning services into Education and the challenges associated with a number of staffing changes and ongoing vacancies across Education Services. These have now been resolved by the Service with a number of recent appointments, including the planned secondment of staff for specific, time-limited pieces of work, as well as to increase the capacity of the authority to deliver greater consistency in the quality of services to children, young people, their families and adult learners. As yet this increased capacity for improvement has not had time to have full impact.

Despite a significant period of uncertainty for Scottish Education which includes:

- The Scottish Government Governance Review of Education;
- The Delivery Plan for Scottish Education;
- A considerable number of pertinent education functions contained within the Programme for Government commitments;
- The current and future financial context;
- Scottish Qualifications Authority (SQA) changes in response to the reduction of bureaucracy requirements, and
- The commitment to deliver 1140 hours of Early Learning and Childcare

The Chief Executive, elected members and senior officers continue to provide effective challenge and scrutiny to Education Services to ensure that good quality services to children, young people and families is maintained.

7.0 CONCLUSION

- 7.1 The self-evaluation summary provided as part of the planned inspection of the Education functions of the Council highlighted areas of strength across key aspects of the Service. While much has been achieved, further important improvements still require to be taken forward by the Service as part of our

ambitious change programme. A programme which is aimed at responding to a period of significant National change and development for Education.

- 7.2 Education Scotland carried out the initial phase of the inspection of the Education functions of the Council commencing week beginning 19th of September 2016. The publication of the final inspection report by Education Scotland is anticipated by the end January 2017.
- 7.3 Following the publication of the inspection report a full update on the outcome of the inspection will be provided at a future Community Services Committee.

8.0 IMPLICATIONS

- 8.1 Policy The *Standards in Scotland's Schools etc. Act 2000* places a duty on education authorities to provide children and young people with school education and (in terms of raising standards) requires authorities to endeavor to secure improvement in the quality of that school education.
- 8.2 Financial None
- 8.3 Legal Set None
- 8.4 HR Resourcing of the planned inspection and associated follow up procedures presents additional, short term resource implications for the Council
- 8.5 Equalities None
- 8.6 Risk The evaluation of the quality of education provision by Argyll and Bute may significantly enhance or detract from the Council's reputation and attractiveness as an area to work and live in.
- 8.7 Customer Service This report provides elected members with an overview of the self-evaluation profile of Service performance.

Ann Marie Knowles
Acting Executive Director of Community Services

ClIr Rory Colville
Policy Lead for Education and Lifelong Learning
18 November 2016

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ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

COMMUNITY SERVICES

8 DECEMBER 2016

ARGYLL & BUTE LOCAL HOUSING STRATEGY (LHS) 2016/17 – 2020/21

1.0 EXECUTIVE SUMMARY

- 1.1 This report advises Members of the arrangements for submission of the finalised Local Housing Strategy (LHS) for approval by Scottish Ministers, in accordance with the council's statutory duties under the Housing (Scotland) Act 2001, subsequent legislation, and the latest revised guidance issued by the Scottish Government in 2014.
- 1.2 The new LHS 2016-21 builds on the positive achievements of the previous strategy for 2011-2016, and sets out a vision for housing across all tenures over the next five years, which is:
- “To deliver a housing system in Argyll and Bute that makes a strong contribution to thriving and sustainable communities and supports economic growth.”**
- 1.3 The summary strategy is attached as an appendix to this report and the full document with supporting materials are available on the Council website and hard copies have been lodged with Member Services for information.
- 1.4 The Report recommends that the Community Services Committee:
- a) approve the strategy for submission to the Scottish Minister.

ARGYLL & BUTE LOCAL HOUSING STRATEGY 2016/17 – 2020/21

2.0 INTRODUCTION

- 2.1 The LHS is the local authority's sole strategic document for housing in its area. The Housing (Scotland) Act 2001 places a statutory requirement on local authorities to produce an LHS which sets out its strategy, priorities and plans for the delivery of housing and related services. The Act also states that the LHS must be supported by an assessment of housing provision and related services, that it must be submitted to Scottish Ministers, and that local authorities must keep their LHS under review. Local authorities should build on their existing strategies and are encouraged to demonstrate this continuity when setting out the new LHS for its area.
- 2.2 Increasing the supply of homes is a national performance indicator and a high profile policy objective for the Scottish Government. The achievement of this objective is at the heart of the housing planning framework. The LHS should set out the joint and strategic approach of the local authority and its partners to delivering high quality housing and housing related services across all tenures, to meet identified need in its area. The Housing Need and Demand Assessment (HNDA) is a key part of the evidence base for both the LHS and Strategic and Local Development Plans, and should form the basis for setting the Housing Supply Target (HST).
- 2.3 The LHS also has a key role to play in contributing to the effective integration of health and social care. It should set out clearly the contribution that housing can make in support of this agenda, through the design and delivery of housing and housing related services, that are capable of responding to the needs of individuals as and where they arise.
- 2.4 The LHS should also set out a local authority's approach to meeting its other statutory housing responsibilities. These include fuel poverty, house condition, and homelessness; as well as its strategic response to national outcomes, and national housing priorities such as the Scottish Housing Quality Standard, Town Centre living, housing's contribution to the reduction of carbon emissions, improving environmental and design standards, and supporting the development of sustainable communities.

3.0 RECOMMENDATION

It is recommended that the Community Services Committee:

- a) approve the strategy for submission to the Scottish Minister.

4.0 DETAIL

- 4.1 The Housing (Scotland) Act 2001 places a duty on all local authorities in Scotland to:
 - Carry out an assessment of local needs and demand for housing and related services; and
 - Prepare and submit a Local Housing Strategy (LHS) which sets out how the Council and its partners will address these identified needs over the next 5 years.
- 4.2 This LHS sets out the housing vision of Argyll and Bute Council and our strategic partners for the future of housing across all tenures and types of accommodation, taking account of national priorities as well as local needs. It must be based on a “robust and credible” Housing Needs and Demand Assessment and should:-
 - Set out a shared understanding of the need and demand for all types of housing, and for related services such as housing support, now and in the future;
 - Set out actions and targets to improve the standard and condition of housing;
 - Provide clear strategic direction for housing investment;
 - Focus on the outcomes required to achieve the vision; and
 - Identify specific commitments by all key partners to enable the delivery of outcomes as shared priorities.
- 4.3 There are a number of statutory requirements that need to be addressed in the LHS. The LHS is expected to show how actions will support and contribute to achieving the Scottish Government National Outcomes and Targets, including those set out in the Housing and Regeneration Outcomes Framework. It is important that the LHS supports and helps to deliver national outcomes and targets, whilst reflecting the needs and priorities of the local authority area.
- 4.4 The LHS is required to set out housing supply targets for both affordable and market housing and indicate how the Council will contribute to the national priority of increasing housing supply. It should be developed in conjunction with a local Housing Market Partnership, which in the case of this authority comprises the members of the Argyll and Bute Strategic Housing Forum. The strategy should reflect both the national performance framework for housing and regeneration and the local Single Outcome Agreement; as well as being aligned with the Local

Development Plan(s) and other key strategic documents, such as economic development and regeneration plans, and the Health and Social Care integration plans.

- 4.5 The new strategy should build on the previous LHS and also address a number of additional key issues as set out in the revised guidance issued by the Scottish Government in 2014.
- 4.6 Additional requirements include:
- **A summary of the local context** - progress made with the previous LHS; and the option appraisal/prioritisation process;
 - **Consultation** - outlining the inclusive stakeholder engagement underpinning the development of the strategy;
 - **Community Planning** - clear links with the SOA;
 - **Action Plan** - outcomes, actions, baseline, targets, responsibilities, timescales, milestones, indicators/measures.
- 4.7 **Impact Assessments** - The strategy includes an equalities statement and a detailed Equalities Impact Assessment has also been completed. The Council has also carried out an initial pre-screening of the consultative draft LHS in respect of the 2005 Environmental Assessment (Scotland) Act and we have determined, in consultation with the SEA Gateway, Historic Scotland, Scottish Environment Protection Agency and Scottish Natural Heritage, that the strategy is unlikely to have significant environmental effects. Within the hierarchy of plans and strategies relating to the LHS, the key documents requiring full SEA are the Local Development Plan and the SoA and Council's Corporate Plans.
- 4.8 Given the extent and scope of these requirements, the final LHS document is not particularly succinct and therefore an accessible summary has also been prepared. All documents and supporting materials will be available on the council website and can also be requested in hard copy from Housing Services.
- 4.9 In particular, the LHS should state how the local authority will draw on housing supply, place-making and housing related services to promote good outcomes across a range of social and economic factors, noting that good housing promotes health, education, employment, community safety, social connectedness and community resilience.

5.0 CONCLUSION

- 5.1 The Argyll and Bute LHS 2016/17-2020/21 has been developed over the last three years and has been informed by detailed partnership engagement and extensive stakeholder consultation. A consultative summary draft LHS was then issued in January–March 2016 and a collated version submitted for peer review and government appraisal in September 2016. Feedback throughout the development process and

formal consultation periods has been positive and supportive with strong agreement on the strategic vision, priorities, aims and outcomes, objectives and actions.

- 5.2 In summary, the new Argyll and Bute LHS details how the Council and its partners will address the challenges and issues within the local housing system over the next five years in order to achieve our strategic vision:

“To deliver a housing system in Argyll & Bute that makes a strong contribution to thriving and sustainable communities and supports economic growth”

- 5.3 To achieve this vision four overarching outcomes have been identified as strategic investment priorities:

- **To facilitate access to sufficient, suitable and affordable housing across all tenures**
- **To promote individual housing options to meet housing need**
- **To enable people to live independently in their own homes**
- **To regenerate communities through improving the quality, condition and energy efficiency of housing**

- 5.4 Members are asked to note that the final draft of the LHS analyses the operation of the housing system down to the level of 9 distinct local housing market areas. The LHS has been prepared to reflect national housing policy objectives and local requirements. It sits within the local planning framework and in particular, the context set by the Argyll & Bute Community Planning Partnership. It has been fully endorsed by our partners on the Strategic Housing Forum. The plan forms a strategic framework for partnership working and will be subject to annual updates and monitoring reports. It will also provide the crucial basis for future bidding for resources to support improvements to the local housing system.

6.0 IMPLICATIONS

- 6.1 **Policy:** The LHS sits within the framework of national policy objectives and local requirements. It also relates to the outcomes contained in the Argyll & Bute Community Plan, the Single Outcome Agreement, the Council’s Corporate Plan, the Argyll & Bute Local Development Plan, and the Loch Lomond & Trossachs National Park Local Plan, among others. It also reflects and supports policy in relation to regeneration, sustainability, economic development, community care, health and well-being.

- 6.2 **Financial:** Nil

- 6.3 **Legal:** The development of the strategy and ancillary documents fulfils the council's statutory duties under the Housing (Scotland) Acts 2001 and 2006
- 6.4 **Personnel:** Nil.
- 6.5 **Equal Opportunities:** The document has been prepared to promote equal opportunities and principles of inclusion and diversity. It will have positive benefits for older persons, young people, those with disabilities and particular needs, and ethnic or cultural groups such as Gypsies/ Travellers, among others. A full Equalities Impact Assessment is available. No negative impacts have been identified.
- 6.6 **Risk:** Nil.
- 6.7 **Customer Services:** Nil

Ann Marie Knowles
Executive Director Community Services

Councillor Robin Currie
Policy Lead for Strategic Housing, Gaelic, Community and Culture
24 October 2016

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APPENDICES: Summary LHS 2016/17 – 2020/21



LOCAL HOUSING STRATEGY 2016-2021 SUMMARY



Delivering a housing system that makes a strong contribution to thriving and sustainable communities and economic growth



INTRODUCTION



This Local Housing Strategy (LHS) sets out Argyll and Bute council's ambitious vision for housing over the next five year period from 2016 to 2021 which is

“A housing system that makes a strong contribution to thriving and sustainable communities and supports economic growth”

Housing is fundamental to the health and well-being of our local communities and every resident of Argyll and Bute has a stake in this strategy and in the future of the area. The preparation of the strategy has involved pro-active engagement with a wide range of partners and stakeholders, as well as detailed consultation with our local communities. The results reflect the diverse views and priorities of the people of Argyll & Bute.

This strategy builds on the very positive achievements of the previous LHS over the last five years, however, we continue to face significant challenges including public sector resource constraints; the integration agenda for Health and Social Care and the ongoing welfare reform; and the implications of a declining and ageing demography, combined with an uncertain economic environment, which all impact on housing circumstances and the lives of individuals in the area.

The strategy is closely aligned with the Single Outcome Agreement for the area and also reflects national housing and regeneration priorities as well as aiming to address local need and demand. We believe that the LHS will help to address these issues and to ensure that Housing Services contribute to a positive, vibrant and inclusive future for Argyll and Bute.

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

November 2016

WHAT IS THE LOCAL HOUSING STRATEGY?

The Housing (Scotland) Act 2001 places a statutory duty on local authorities to prepare a Local Housing Strategy (LHS) supported by a robust and credible assessment of housing need and demand. This is a summary of the finalised Argyll and Bute Local Housing Strategy for 2016-2021. The full document and supporting materials are available from the Council website.

The LHS sets out the overarching vision, outcomes and a five year action plan to address housing needs across **all types and tenures** of housing in Argyll and Bute and also provides the strategic direction on Homelessness, Housing Support, Fuel Poverty and Energy Efficiency/Climate Change.

The main purpose of the LHS is to:

- Set out a shared understanding of the need and demand for all types of housing, and for related services such as housing support, now and in the future;
- Set out actions and targets to improve the standard and condition of housing;
- Provide clear strategic direction for housing investment;
- Focus on the outcomes required to achieve the vision

The LHS must contribute to national priorities; provide clear links to local plans and strategies; set out the approach to meeting our legal duties; and reflect the views and contribution of stakeholders.

National Priorities – The LHS supports the Scottish Government’s housing vision that “**All people live in high quality sustainable homes that they can afford and that meet their needs**” This LHS will also directly contribute to the high level national outcomes for housing of:

- ❖ A well-functioning housing system;
- ❖ high quality sustainable homes;
- ❖ homes that meet people’s needs; and
- ❖ sustainable communities.

Links to the local strategic planning framework - the LHS has been developed to support the Single Outcome Agreement (SOA) and Community Plan for Argyll and Bute, which has an overarching vision that “**Argyll and Bute’s economic success is built on a growing population**”. It is also closely aligned with the aims and objectives of a number of local plans and strategies including: Local Development Plans; the Economic Development Action Plan; and the Integrated Health & Social Care Strategic Plan among others.

ARGYLL AND BUTE HOUSING MARKET CONTEXT¹

Argyll and Bute is the second largest local authority area in Scotland covering an area of 691,000 hectares. It is bounded by the urban areas of Helensburgh and Dunoon along the Clyde, and Loch Lomond to the east; the Mull of Kintyre to the south; Atlantic Islands to the west; and the Sound of Mull and Appin to the north. Almost 30% of the Loch Lomond and the Trossachs National Park area fall within the local authority's boundaries.

The area is home to around 1.6% of Scotland's population, and with an average of just 13 persons per square kilometre, this is the third sparsest population density of the 32 Scottish local authority areas; and as the main settlements tend to be at the extremity of the mainland area the population is also highly dispersed.

Over half the population (52%) live in settlements of fewer than 3,000 people or out with settlements altogether; and 17% of the population live on the 23 inhabited islands. The area is also home to several long sea lochs, which bisect the landscape and along with the islands give Argyll and Bute a very long coastline and a higher level of reliance on ferries for travel.

"Argyll & Bute Community Plan"



ARGYLL AND BUTE

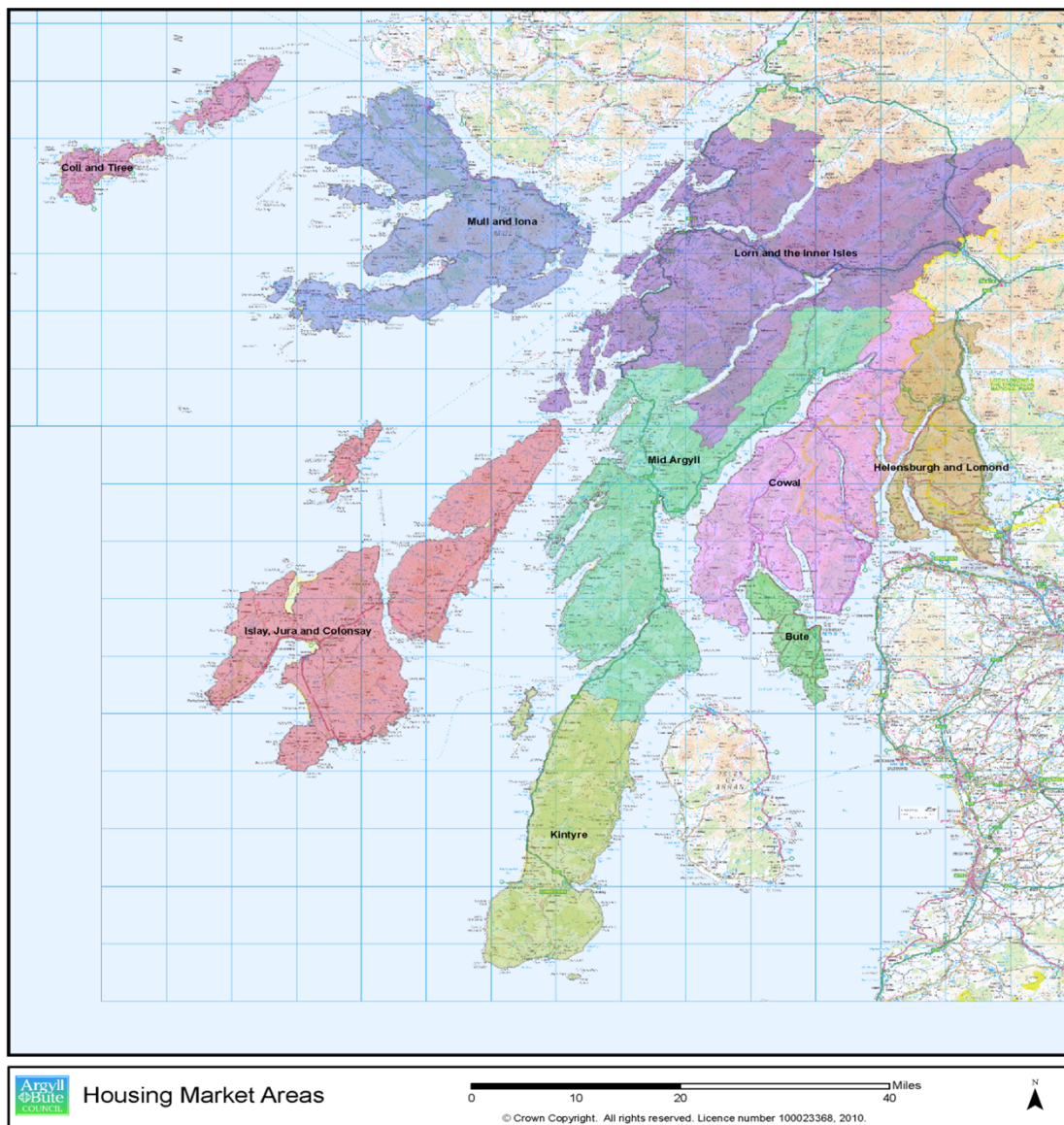
Population	88,050
Households	40,125
Dwellings	46,073
Ineffective stock	5,948
RSL Stock	8,366
Waiting List	1,672
Annual Lets	911
Pressure Ratio	3:1
Average House Price	£145,460
Average Income	£30,612
Affordability Ratio	4.7

¹For details, sources and further analysis of the data set out in this summary, see the Argyll and Bute Housing Need and Demand Assessment 2016, available on the council website.

Housing Market Areas (HMAs)

The local authority area comprises a range of complex geographies, but for strategic planning purposes 9 distinct Housing Market Areas (HMAs) have been identified:

- Bute
- Coll & Tiree
- Cowal
- Helensburgh & Lomond
- Islay, Jura & Colonsay
- Kintyre (plus Isle of Gigha)
- Lorn & Inner Isles
- Mid Argyll (includes Inveraray, Lochgilphead & Tarbert)
- Mull & Iona



**BUTE**

Population	6,410
Households	3,387
Dwellings	4,200
Ineffective stock	813
RSL Stock	1,099
Waiting List	127
Annual Lets	126
Pressure Ratio	1:1
Average House Price	£98,591
Average Income	£26,694
Affordability	3.7

**COLL & TIREE**

Population	839
Households	403
Dwellings	632
Ineffective stock	229
RSL Stock	58
Waiting List	24
Annual Lets	4
Pressure Ratio	6:1
Average House Price	£177,708
Average Income	£30,300
Affordability	5.9

**COWAL**

Population	14,650
Households	7,139
Dwellings	8,284
Ineffective stock	1,145
RSL Stock	1,436
Waiting List	292
Annual Lets	162
Pressure Ratio	2:1
Average House Price	£122,957
Average Income	£29,004
Affordability	4.2

**HELENSBURGH &
LOMOND**

Population	26,170
Households	10,811
Dwellings	11,660
Ineffective stock	849
RSL Stock	1,471
Waiting List	330
Annual Lets	183
Pressure Ratio	2:1
Average House Price	£174,669
Average Income	£38,435
Affordability	4.5

**ISLAY, JURA &
COLONSAY**

Population	3,437
Households	1,646
Dwellings	2,109
Ineffective stock	463
RSL Stock	445
Waiting List	105
Annual Lets	20
Pressure Ratio	5:1
Average House Price	£133,477
Average Income	£27,977
Affordability	4.8

KINTYRE

Population	7,767
Households	3,469
Dwellings	3,851
Ineffective stock	382
RSL Stock	1,144
Waiting List	104
Annual Lets	122
Pressure Ratio	1:1
Average House Price	£125,764
Average Income	£27,315
Affordability	4.6



LORN

Population	16,333
Households	7,160
Dwellings	7,989
Ineffective stock	829
RSL Stock	1,505
Waiting List	463
Annual Lets	165
Pressure Ratio	3:1
Average House Price	£153,195
Average Income	£31,692
Affordability	4.8



MID ARGYLL

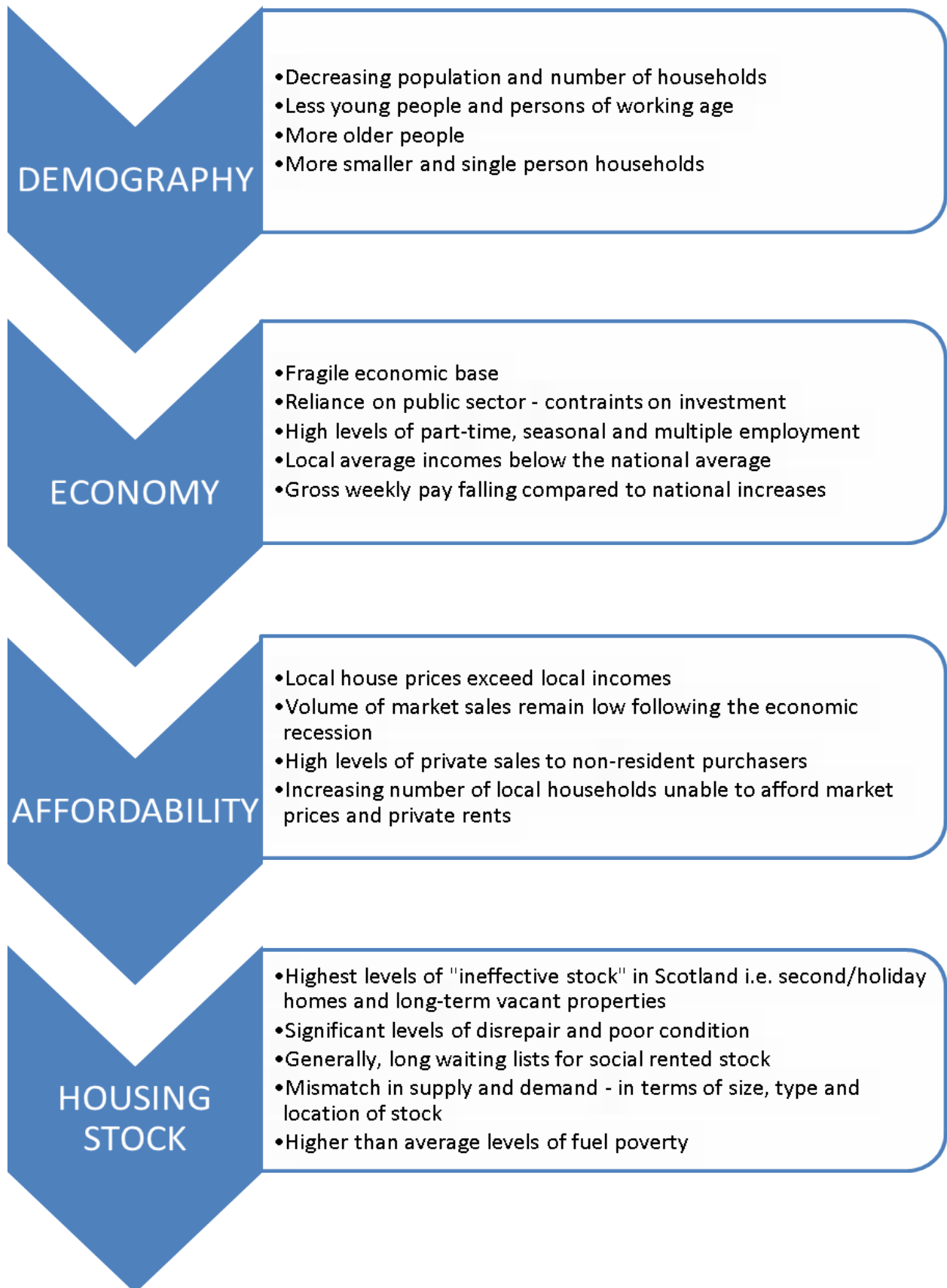
Population	9,382
Households	4,759
Dwellings	5,515
Ineffective stock	756
RSL Stock	971
Waiting List	155
Annual Lets	109
Pressure Ratio	1:1
Average House Price	£139,142
Average Income	£32,670
Affordability	4.3



MULL & IONA

Population	3,062
Households	1,351
Dwellings	1,833
Ineffective stock	482
RSL Stock	237
Waiting List	72
Annual Lets	20
Pressure Ratio	4:1
Average House Price	£183,634
Average Income	£31,417
Affordability	5.8

HOUSING MARKET CONTEXT - KEY ISSUES



Strategy Development, Partnership Working, Consultation

The development and implementation of the LHS is overseen by the Argyll & Bute Strategic Housing Forum which is a multi-agency partnership administered by the Council's Housing Services and chaired by the policy lead for strategic housing. The Council no longer has a landlord function but retains a statutory role as the strategic housing authority for Argyll and Bute. It works closely with a range of local and national partners to plan and deliver housing and related services across the authority area. The Forum meets quarterly and core partners include:

- Housing Associations (ACHA, Fyne Homes, WHHA and Dunbritton)
- Scottish Government
- Council and Loch Lomond & Trossachs National Park Planners
- Health & Social Care Partnership
- Argyll & Bute Care and Repair
- Tenants Panel
- Economic Development
- Scottish Water
- Allenergy

A wide range of key stakeholders were involved in a series of dedicated workshops, conferences and review days at which the strategic vision, outcomes and priorities for the LHS were considered and agreed. A report summarizing the formal methodology and outputs of this process is available from the council¹.

The local authority has continued to consult on the local housing strategy on a continuous and cyclical basis, and at every stage of the planning process. While responses from the consultation and stakeholder engagement have inevitably been wide-ranging, diverse and occasionally contradictory, a general consensus was evident and the key messages are embodied in this strategy. As well as local citizens and residents, other key stakeholders engaged in this process include:-

- Energy Efficiency Forum (Home Energy Scotland; local projects)
- National or specialist RSLs such as Bield, Trust, Cairn, and Key Housing
- Support services (e.g. HELP, KYES, Carr Gomm)
- Argyll & Bute Mediation Services
- Argyll & Bute Women's Aid
- Argyll and Bute Advice Network (e.g. CAB)
- Private developers/construction sector
- Private landlords, letting agents and tenants
- Estates and land owners
- MOD HMNB Clyde; and
- Local community groups (Community Councils, Development Trusts)

¹ "Argyll & Bute Council LHS Option Appraisal Outcomes, Final Report", Arneil Johnson, January 2016.

Strategic Vision and Outcomes 2016-21

The LHS should reflect, and flow from, the overarching community planning vision for the area as a whole, and aim to promote economic growth and help to reverse population decline. Based on the outputs of the strategic development process, and the stakeholder consultation, partners approved the following vision for this LHS:

A housing system in Argyll & Bute that makes a strong contribution to thriving and sustainable communities and supports economic growth

Underpinning this vision are four key priorities for the strategy:

***Outcome 1:
People can access sufficient,
suitable and affordable housing
across all tenures***

***Outcome 2:
People can access an effective,
personalised Housing Options
service to meet their housing
need***

***Outcome 3:
People are enabled to live
independently in their own homes***

***Outcome 4:
Communities are regenerated by
improving the quality, condition
and energy efficiency of housing***

LHS OUTCOME ONE:

People can access sufficient, suitable and affordable housing across all tenures

LHS OUTCOME 1: Strategic Objectives

- More affordable housing
- Better use of existing stock
- Improved Town Centres
- Sustainable Rural Communities
- Increased Investment & Generous Land Supply

The main strategic objective is to increase the supply of affordable housing, not only through a programme of targeted new build but also by maximising the effective use of existing stock. This will contribute to the improvement of our town centres as well as helping to sustain fragile rural communities. To achieve this, we will need to secure sufficient financial resources and a generous supply of effective land for housing development. Local housing need and demand is driven primarily by demographic and economic trends, plus estimates of existing or backlog need. The Argyll and Bute Housing Need and Demand Assessment (HNDA) 2016 sets out the evidence for the new build housing over the next 5 to 10 years, and provides a breakdown of the need for:

- **PRIVATE MARKET HOUSING** – which includes accommodation for Owner occupation and Private Renting; and
- **AFFORDABLE HOUSING** – which is defined as: *“housing of a reasonable quality that is affordable to people on modest incomes... affordable housing may be:*
 - social rented accommodation,
 - below-market rented accommodation,
 - shared ownership,
 - shared equity,
 - discounted low cost housing for sale including plots for self-build, and
 - low-cost housing without subsidy”.

The Housing Supply Target (HST) for Argyll & Bute has been set as follows:

Argyll & Bute	Annual	5 Year Total	10 Year total
Total HST	240 - 300	1,200 -1,500	2,400 - 3,000
Affordable Housing	110-130	550-650	1,100-1,300
Private Market Housing	130-170	650-850	1,300-1,700

LHS Outcome One: Key Actions

The affordable housing supply will be increased by:

- Ensuring delivery of the Strategic Housing Investment Plan and the Strategic Local Programme
- Providing an appropriate range of affordable tenure types (subject to local market conditions and viability)
- Maximising investment via the SHIP and other sources of finance (e.g. Rural Housing & Island Funds; Housing Infrastructure Fund; alternative & innovative models) where feasible
- Engaging with owners to bring empty properties back into effective use
- Maintaining an effective landbank of sites to facilitate development
- Promoting partnership activities to address infrastructure constraints where these are proving major obstacles to development.
- Sustaining a sufficient supply of private rented homes in areas of need
- Supporting local communities to carry out robust and credible housing surveys within the overarching HNDA framework.
- Working in partnership with HMNB Clyde to address potential needs arising from the development of the naval base in Lomond.

Key targets
A minimum of 550 affordable homes completed over the initial 5 years (with at least 80% for social rent)
A programme of at least 50 potential housing projects available in anticipation of new budgets
A completed review of the effectiveness of existing LDP housing sites, in terms of infrastructure delivery and consumer interest
A minimum of 125 long term empty homes in the private sector brought back into use over the next 5 years
4,000 households have their housing needs met through the operation of the common housing register

LHS OUTCOME TWO:

People can access an effective, personalised Housing Options service to meet their housing need

LHS Outcome 2: Strategic Objectives

- **Fewer people experiencing homelessness**
- **Greater awareness of Housing Options**
- **More people sustaining tenancies for longer**
- **Adequate provision of good quality temporary accommodation**
- **Enhanced engagement with stakeholders and increased satisfaction for service users**

This outcome focuses on the provision of effective information, advice and support on the range of Housing Options available to meet local need in Argyll and Bute. The primary strategic objective is to alleviate extreme housing need, particularly homelessness in all its forms, through a clear focus on prevention and by facilitating access to appropriate temporary and permanent accommodation, and supporting households to maintain tenancies. To achieve this, we will need to sustain and enhance partnership working across sectors and agencies. Strategically, there is a clear and direct link between this LHS Outcome and the national Scottish Housing Charter Outcome 12, that requires local authorities to perform their duties on homelessness so that: *homeless people get prompt and easy access to help and advice; are provided with suitable, good-quality temporary or emergency accommodation when this is needed; and are offered continuing support to help them get and keep the home they are entitled to.*

The recent welcome reduction in homelessness must be sustained, but close monitoring is also required to ensure that current systems are not simply “gate-keeping” or artificially restricting entry to the homeless route for rehousing. It is vital to ensure that the significant reduction in presentations is due to positive interventions and genuine, sustainable outcomes for the individuals involved.

In line with the key priorities of the Scottish Housing Regulator and the Social Housing Charter, service user engagement and involvement in decision making is a basic principle of this LHS and will continue to underpin the development and delivery of our Housing Options activities and homelessness services. Given the geographic and resourcing issues, as well as the small numbers often involved, achieving this kind of meaningful engagement will present challenges, which will be addressed via the Housing services Communication Plan.

LHS Outcome Two: Key Actions and Targets

Homelessness and housing need will be met by:

- Continuing to develop and promote information and advice on sustainable housing solutions, including welfare rights and energy advice
- Putting protocols in place to ensure that Looked After Children and Care Leavers have adequate access to housing
- Ensuring there is adequate provision of good quality temporary accommodation
- Ensuring housing partners support Multi Agency Public Protection Arrangements(MAPPA) to promote community safety & reduce re-offending
- Delivering a person-centred approach to meeting the housing and underlying support needs of potentially homeless households, in partnership with external support services

Key targets
Homeless presentations remain at or below baseline levels
Increase in % of homeless households securing defined positive outcomes
Average allocation period for homeless persons in RSL tenancies remains at or below 26 weeks
Repeat homelessness maintained at or below baseline percentage
% of positive PREVENT1 outcomes increased
Protocols for Looked After Children & Care Leavers successfully implemented
Average duration of stay in Temporary Accommodation remains at or below baseline
Increased tenant satisfaction with temporary accommodation
Nil breaches of unsuitable accommodation order & minimal use of B&B
100% of homeless households are assessed for support needs
The % of clients with planned departures from Tenancy Support Services increases
Regular meetings of MAPPA-related operational groups are held as required, with RSL representation & protocols for re-housing offenders are in place
People being released from custody are supported to secure suitable accommodation
Reduced levels of Rough Sleeping (i.e. proportion of homeless households reporting sleeping rough in 3 months preceding their application)

**LHS OUTCOME THREE:
People are enabled to live independently
in their own homes**

- LHS Outcome 3: Strategic Objectives**
- **A range of affordable housing models suitable to meet particular needs**
 - **More people with particular needs supported to remain in their homes and communities**
 - **Planning & service delivery co-ordinated across housing, health & social care**
 - **Greater involvement in, & satisfaction with, housing services among equalities groups and those with particular needs**
 - **Housing and Health inequalities eradicated**

This objective concerns the contribution that Specialist Housing Provision plays in enabling people to live well, with dignity and independently for as long as possible. This involves planning and services for persons with particular needs who require a range of specialist accommodation or support to continue to live as independently as possible in their communities. This will include:

- older people;
- those with a physical disability;
- people with a mental health condition;
- people with a learning disability;
- young people;
- those leaving or requiring supported accommodation;
- ethnic minorities, including migrants, refugees, and Gypsy/Travellers.

The LHS focuses on the requirement for specialist provision rather than individual sectors of the population, given that specific equalities groups are no more homogenous than the population as a whole, and will have a range of needs and aspirations; while, on the other hand, individuals across different groups may share similar needs. Specialist provision, in the context of the LHS, includes the following:

Category of Housing Need	Type of Housing Provision
Property Needs	a) Accessible and adapted housing b) Wheelchair housing
Care and Support Needs	c) Supported provision e.g. care homes; sheltered/very sheltered housing; hostels and refuges d) Care/ support services for independent living
Locational or Land Needs	e) Site provision e.g. sites/pitches for Gypsy/ Travellers and sites for Travelling Show people

LHS Outcome Three: Key Actions

The requirement for specialist provision will be met by:

- Improving awareness of, and enabling access to, housing options services for people with particular housing needs
- Continuing to deliver an effective Care & Repair service
- Promoting a housing strategy that prioritizes housing and support activity for those with an assessed need for specialist provision
- Working together to consider alternative uses of existing stock to suit different client groups
- Monitoring and encouraging regular engagement with equalities groups, including Gypsy/Travelers, to inform service improvement

Key Targets
At least 10% of affordable new builds should comprise some form of specialist provision
100% of affordable new builds should be built to life-time standards for varying needs
Identified needs for adaptations to existing homes should be addressed within the life of the strategy
The overall stock of specialist housing in the RSL sector will be increased
The percentage of elderly & disabled persons receiving a positive outcome via PREVENT1 assistance will be sustained or increased above the baseline.
Official Gypsy/Traveler sites will meet the recommended national standards
Levels of Gypsy/Traveler satisfaction with sites & services will be sustained or increased.
Further research will be undertaken on specific equalities groups, as required to enhance the evidence base and inform future updates of the HNDA.

LHS OUTCOME FOUR:
Communities are regenerated by improving housing quality, condition & energy efficiency

LHS Outcome 4: Strategic Objectives

- **Improved Private Rented Sector**
- **Fuel Poverty reduced**
- **Greenhouse Gas emissions reduced**
- **Improved energy efficiency across all tenures**
- **Stock condition in town centres and rural settlements improved**
- **Home Owners more aware of responsibilities & rights in respect of their properties**

This outcome focuses on the quality and condition of housing stock, across all tenures, and how this will contribute to the regeneration and sustainability of local communities. It includes the key issues in relation to tackling fuel poverty and addressing the wider climate change agenda.

The condition of RSL stock has improved significantly over the last five years, and landlords have effectively achieved the Scottish Housing Quality Standard target for the majority of their eligible properties. However, energy efficiency remains a critical issue in this authority and is the criterion against which most fails are recorded. The introduction of the Energy Efficiency Standard for Social Housing (EESH) should help to stimulate further improvements in this area. A concentration of poor stock condition has also been identified in the private sector, particularly among private rented properties, and, given the constraints / removal of subsidised grant aid; this will present a significant challenge for the future.

A significant proportion of the dwelling stock is off the gas grid and/or comprises hard-to-treat construction types. A targeted strategy is necessary to address these issues. The Council will continue to monitor levels of fuel poverty; and strive to address this as far as possible in line with the Scottish Governments' revised targets. The provision of welfare rights advice and other measures to tackle fuel poverty and support income maximisation will also be critical.

Housing can make an important contribution to community sustainability, and in addition to stock improvements and increased supply supporting regeneration, consideration should be given to the need for stock restructuring, demolitions, and reconfiguration particularly in town centres in tandem with new build programmes. In addition, community sustainability requires positive and effective estate management policies; with housing services and schemes which promote community health and safety; and which tackle anti-social behaviour. The council will aim to support landlords and partners to achieve this.

LHS Outcome Four: Key Actions

The requirement for improvements in stock condition will be met by:

- **Improving energy efficiency across both public and private sectors by utilising national funding programmes.** (such as HEEPS: ABS, the Home Energy Efficiency Programmes for Scotland: Area Based Schemes);
- **Working with partners and stakeholders to develop housing projects that help regenerate communities, including town centres and rural settlements.** (In addition to new build schemes and empty homes initiatives, a range of actions to improve, repair and maintain existing stock will also be critical, including: joint working with the multi-agency APAGs so that a planned approach to activating enforcement powers is achieved; delivery of the council's Scheme of Assistance; and achieving synergies with wider regeneration initiatives such as THI and CARS. Other potential opportunities presented by, for example, the Community Empowerment Act will also be explored.);
- **Encouraging access to affordable energy to address fuel poverty by exploring emerging and innovative options, e.g. community fuel groups.**
- **Working with partners to support fuel poor households.**

Key Targets
HEEPS:ABS programme covers all 9 HMAs by 2020 and 1,500 private sector properties/households have received practical assistance.
100% of all eligible RSL stock is EESSH compliant by 2020
Energy Efficiency ratings for A&B dwelling stock improved by 2021
Fuel poverty is maintained at or below baseline levels
The 2020 targets for Greenhouse Gas emissions (-42%) have been achieved
Initiatives such as "Our Power" have been evaluated and benefits assessed in the rural context of Argyll & Bute
Satisfaction among PRS tenants remains at or above baseline level
All the main town centres have been subject to Local House Condition Surveys (in-house or commissioned depending on available resources)
Income maximization – £10m generated by Welfare Rights activity by 2020
Area Property Action Groups (APAGs) joint working results in building improvements in designated areas
Energy Efficiency Forum (EEF) increased membership and convened at least 3 meetings per annum
Number of private/RSL properties with factoring arrangements in place has increased by 2021

CONTACTS & FURTHER INFORMATION

The LHS provides the overarching framework and vision for housing, housing-related services and housing investment across all tenures in Argyll and Bute. It is therefore a critical document for the Council and its Community Planning Partners, as well as having the potential to affect every individual resident and local citizen in the area. If you require any further information or if you would like this summary or the full document in another language or format, please contact us directly at:

LHS Team
Argyll & Bute Council
Dolphin Hall
Manse Avenue
Dunoon
PA23 8DQ

Telephone: 01369 708679 / 01369 708564

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Other supporting materials such as the full Local Housing Strategy and the Housing Needs & Demand Assessment are also available at the council website:

<https://www.argyll-bute.gov.uk/housing/housing-strategies-consultations-and-research-0>



Community Services Committee Work Plan 2016-17

December 2016: This is an outline plan to facilitate forward planning of reports to the Community Service Committee.

Date	Paper Designation	Lead Service/ Officer	Regularity of occurrence/ consideration	Comment
Thursday 8 December 2016				
	Performance Report FQ2 2016/17	Community Services Directorate	Quarterly	
	School Holidays 2017/18	Education		Noted at Community Services Committee on 8 Sept 2016 that finalised pattern would come to Dec 2016 mtg.
	Scheme of Devolved School Management	Education		
	Education Services Standards & Quality	Education		
	Developing the Young Workforce	Education		
	SQA Exam Results 2016	Education		
	Inspection of the Education Functions of Argyll and Bute Council (INEA) Self Evaluation Summary	Education		
	Local Housing Strategy	Community & Culture		
Thursday 9 March 2017				
	Gaelic Specific Grant – overview	Education		Requested at CS Pre Agenda – 23 Nov 2016
Future Reports – dates to be determined				
	Establishment of Leisure Trust	Community & Culture		
	Rezoning request - Kerrera	Community & Culture		

Community Services Committee Work Plan 2016-17

	Education (Scotland) Act 2016	Education		Update report to future meeting requested at Community Services Committee on 10 March 2016 (once Council has received additional statutory guidance which considers the implications for Council and the actions necessary to comply with the new statutory duties).
	Draft Service Plans 2017/18	Education and Community & Culture		
	Hermitage Academy Curriculum Review	Education		Agreed at Community Services Committee on 2 June 2016 that a further progress report be provided to a future meeting.
	Delivering Excellence and Equity in Scottish Education	Education		Agreed at Community Services Committee on 8 Sept 2016 that a progress report would be brought to future Community Services meeting.
	Inspection of the Education Functions of Argyll and Bute Council (INEA)	Education		Requested by Community Services Committee on 8 Sept 2016 that outcome of inspection be reported to future Community Services Committee meeting.
	ASN Review Update	Education		Requested by Community Services Committee on 8 Sept 2016 that a further progress report be brought to a future Community Services Committee meeting.
	Digital Learning Strategy	Education		Agreed by Community Services Committee on 8 Sept 2016 that Strategy be brought to a future Community Services Committee meeting.