

Argyll and Bute Council
Comhairle Earra-Ghàidheal Agus Bhòid

Customer Services
Executive Director: Douglas Hendry



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2 March 2017

NOTICE OF MEETING

A meeting of the **COMMUNITY SERVICES COMMITTEE** will be held in the **COUNCIL CHAMBERS, KILMORY, LOCHGILPHEAD** on **THURSDAY, 9 MARCH 2017** 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

Community Services Committee 8 December 2016 (Pages 1 – 6)

4. PRESENTATION ON CAMPBELTOWN NEW SCHOOL BUILD

Presentation by School

5. PRESENTATION ON OBAN NEW SCHOOL BUILD

Presentation by School

6. SPORT AND LEISURE FRAMEWORK

Presentation by Active Schools Manager and Health and Fitness Manager Report by Acting Executive Director – Community Services (Pages 7 – 12)

7. DRAFT SERVICE PLANS 2017-20

Report by Executive Director – Customer Services (Pages 13 – 30)

8. PERFORMANCE REPORT FQ3 2016/2017

Report by Acting Executive Director – Community Services (Pages 31 – 38)

- 9. OUR CHILDREN, THEIR FUTURE: EDUCATION VISION AND STRATEGY**
Report by Acting Executive Director – Community Services (Pages 39 – 46)
- 10. SCOTTISH ATTAINMENT CHALLENGE: PUPIL EQUITY FUNDING**
Report by Acting Executive Director – Community Services (Pages 47 – 58)
- 11. NATIONAL IMPROVEMENT FRAMEWORK FOR SCOTTISH EDUCATION**
Report by Acting Executive Director – Community Services (Pages 59 – 66)
- 12. SUPPORTING THE EDUCATION OF LOOKED AFTER CHILDREN**
Report by Acting Executive Director – Community Services (Pages 67 – 78)
- 13. GAELIC EDUCATION AND GAELIC SPECIFIC GRANT FUNDING**
Report by Acting Executive Director – Community Services (Pages 79 – 90)
- 14. THE EXPANSION OF FUNDED EARLY LEARNING AND CHILDCARE TO 1140 HOURS**
Report by Acting Executive Director – Community Services (Pages 91 – 98)
- 15. HOUSING DEVELOPMENT - LOAN APPLICATION: FYNE HOMES - COURTHOUSE, ROTHESAY**
Report by Acting Executive Director – Community Services (Pages 99 – 102)
- 16. HOME ENERGY EFFICIENCY PROGRAMMES FOR SCOTLAND: AREA BASED SCHEME (HEEPS: ABS)**
Report by Acting Executive Director – Community Services (Pages 103 – 108)
- 17. COMMUNITY SERVICES COMMITTEE WORK PLAN 2016/2017** (Pages 109 - 112)

Community Services Committee

William Hamilton
Councillor Robin Currie (Chair)
Councillor Rory Colville
Councillor George Freeman
Councillor Anne Horn
Councillor John McAlpine
Councillor Julie McKenzie
Councillor Aileen Morton
Councillor Isobel Strong
Alison Palmer

Councillor Maurice Corry
Councillor Gordon Blair
Councillor Mary-Jean Devon (Vice-Chair)
Councillor Kieron Green
Councillor Neil MacIntyre
Councillor Roderick McCuish
Councillor James McQueen
Councillor Elaine Robertson
Margaret Anderson
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 DECEMBER 2016**

Present: Councillor Robin Currie (Chair)

Councillor Gordon Blair	Councillor Elaine Robertson
Councillor Rory Colville	Councillor Isobel Strong
Councillor Mary-Jean Devon	Margaret Anderson
Councillor George Freeman	William Hamilton
Councillor Kieron Green	Alison Palmer
Councillor Neil MacIntyre	William Stewart Shaw

Attending: Ann Marie Knowles, Acting Executive Director – Community Services
Anne Paterson, Acting Head of Education
Donald MacVicar, Head of Community and Culture
Louise Connor, Education Manager
Aileen Goodall, 16+ Lead Officer
John MacPherson, Education Officer

1. APOLOGIES FOR ABSENCE

Apologies for absence were intimated from Councillors Anne Horn, Roderick McCuish, Julie McKenzie and Aileen Morton.

2. DECLARATIONS OF INTEREST

There were no declarations of interest.

3. MINUTES

- a) The Minute of the Community Services Committee meeting held on 8 September 2016 was approved as a correct record.
- b) The Minute of the Community Services Committee meeting held on 21 November 2016 was approved as a correct record.

4. PERFORMANCE REPORT FQ2 - 2016/17

Consideration was given to a report on the Community Services FQ2 Performance Scorecard.

Decision

The Committee noted the performance for the quarter.

(Reference: Report Acting Executive Director – Community Services dated 16 November 2016, submitted)

5. SCHOOL HOLIDAY DATES FOR 2017/2018

The major school holiday programme arrangements for Argyll and Bute for session 2017/18 require to be set by the Council. 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. Consideration was given to a report updating the Committee on the further consultation that took place with Parent Councils, Head Teachers and the teaching staff with regard to the School Holiday dates 2017-2018 which were now before the Committee and recommended for approval.

Motion

To agree recommendations 1.4a – 1.4e as detailed in the report.

Moved by Councillor Robin Currie, seconded by Councillor Mary-Jean Devon

Amendment

That Members of the Community Services Committee note the contents of the report relating to the proposed school holidays for 2017-18; and

- a. Agree that the proposed dates are a major departure from the current arrangements and are likely to cause major concerns for many parents/carers/staff/Parent Council members/employers across Argyll and Bute.
- b. Agree to support the views of Parent Councils in the Bute and Cowal Area, the Helensburgh and Lomond Area and the Mid Argyll, Kintyre and Islay area who reject the proposed dates for school holidays contained within the report.
- c. Request that Officers review the proposed dates contained within the report and bring forward new proposals that are in line with the current arrangements that allow flexibility across the four decentralised areas.

Moved by Councillor George Freeman, seconded by Councillor Isobel Strong

The Motion was carried by 6 votes to 3 and the Committee resolved accordingly.

Decision

The Committee agreed to:-

1. note the update to the proposed arrangement for school holidays in session 2017/18 following the first round of consultation with Parent Councils, as outlined in Appendix 1 of the report;
2. 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, as outlined in Appendix 2 of this report;
3. note that consultation with appropriate Unions on the proposal for school holiday arrangements in Session 2017/18 has been undertaken at both JSC and LNCT meetings where the updated proposal was noted.

4. note the 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; and
5. approve the proposed school holiday dates for Session 2017/18 and 2018/19 as outlined in Appendix 3 and Appendix 4 of this report.

(Reference: Report by Acting Executive Director – Community Services dated 18 October 2016, submitted)

6. SCHEME OF DEVOLVED SCHOOL MANAGEMENT (DSM)

Consideration was given to a report which provided an overview of the current Scheme of Devolved School Management (DSM) and outlined 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.

Decision

The Committee agreed to note:

1. the review of the current Scheme of Devolved School Management (DSM) guidelines; and
2. the updated guidelines as outlined in Appendix 1 of this report.

(Reference: Report by Acting Executive Director – Community Services dated 18 October 2016, submitted)

7. STANDARDS AND QUALITY REPORT 2015-16

Consideration was given to a report which provided an update on the major achievements made within Education in Argyll and Bute across the session 2015/16 and included the SQA qualification results for pupils who sat examinations in May/June 2016.

Decision

The Committee agreed to note:-

1. the continuing progress made in relation to Education within Argyll and Bute;
2. the ongoing commitment of staff and the success and achievements of our children and young people; and
3. the commitment of the Education Service for further development of the service during 2017/18.

(Reference: Report by Acting Executive Director – Community Services dated 18 October 2016, submitted)

8. DEVELOPING SCOTLAND'S YOUNG WORKFORCE (DYW)

Consideration was given to a report which gave an overview of the progress to date in implementing the Scottish Government's Youth Employment Strategy – Developing the Young Workforce. The report also provided a breakdown of how the funding received by Argyll and Bute Council has so far been spent.

Decision

The Committee agreed to:-

1. note the Scottish Government Youth Employment Strategy and support the authority's approach to Developing Argyll and Bute's Young Workforce;
2. endorse and support the continued utilisation of the Youth Employment Opportunities Fund to support vulnerable young people to access and sustain positive destinations;
3. continue to support work placements within Argyll and Bute Council and the ABC Modern Apprenticeship programme; and
4. support the setting up of an Argyll and Bute Development Young Workforce Regional Group.

(Reference: Report by Acting Executive Director – Community Services dated 3 October 2016, submitted)

9. SQA SCHOOL EXAMINATION RESULTS 2016

Consideration was given to a report which provided an update on the outcome of the 2016 examination diet, outlined the results for pupils entered for formal examinations and provided an overview of key performance data from an authority perspective.

A presentation was also given on the key outcomes of the four examinations, namely - National 4s, National 5s, Highers and Advanced Highers along with the steps being taken to secure improvements for young people and how the professional tool "Insight" is utilised by Education staff.

Decision

The Committee agreed to:

1. note the outcome of the examination results for pupils in academic year 2015/16;
2. note the strategic programme of performance review between schools and education development and improvement staff detailed at paragraph 4.7 of the report;
3. continue to support the work of the Education Service in supporting schools to secure continuous improvement in outcomes for Argyll and Bute Learners;

4. request that a further report be brought to the Community Services Committee considering the national position arising from information released by Insight in February 2017;
5. continue 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; and
6. 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.

(Reference: Report by Acting Executive Director – Community Services dated 9 November 2016, submitted)

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

Consideration was given to a report which provided a further update to the Committee on the inspection of the Education functions of Argyll and Bute Council and communicated the self-evaluation summary presented to Education Scotland as part of the planned inspection programme.

Decision

The Committee agreed to:-

1. note the further update on the INEA inspection of the Education Service of Argyll and Bute Council;
2. note the key messages contained within the self-evaluation statement; 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 18 November 2016, submitted)

*** 11. ARGYLL AND BUTE LOCAL HOUSING STRATEGY (LHS) 2016/17 - 2020/21**

Consideration was given to a report advising 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.

Decision

The Committee agreed to recommend to the Council approval of the Local Housing Strategy for submission to the Scottish Ministers.

(Reference: Report by Acting Executive Director – Community Services dated 24 October 2016, submitted)

12. COMMUNITY SERVICES 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 Committee Work Plan dated December 2016, submitted)

ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES****COMMUNITY SERVICES COMMITTEE****9 MARCH 2017**

SPORT AND LEISURE FRAMEWORK

1. EXECUTIVE SUMMARY

- 1.1 The purpose of this report is to update Members on progress delivering the Sport and Leisure Framework 2015 – 2019 for Argyll and Bute. The framework replaced the previous Sport and Physical Activity Strategy and acts as the overarching plan across a wide range of services.
- 1.2 The Framework was developed in partnership with **sportscotland** and other partners, including significant input from staff within the NHS.
- 1.3 The aim of the Framework is to provide the focus and strategic approach to ensure that Argyll and Bute Council continues to maintain and develop services which improve the overall sport outcomes, health, fitness and general wellbeing of our communities.
- 1.4 This updated strategic approach is designed to ensure that the vision, mission, values and priorities of the Sport and Leisure Framework ensure that all partners work together to deliver the outcomes of Argyll and Bute's Single Outcome Agreement (SOA) 2013 – 2023.
- 1.5 Significant progress has been made to deliver the outcomes of the Framework which has achieved recognition nationally as being an example of best practice.
- 1.6 It is recommended the Community Services Committee:
 - a) Note the progress in delivering the aims of the Sport and Leisure Framework.
 - b) Note that a strategic health and physical activity forum is crucially important and that this is effectively managed and resourced. This will ensure that all opportunities to help people live active, healthy lives are well planned and delivered through partnership working.

- c) Agree that the priority goals and outcomes of the Framework support the outcomes of the SOA and that a monitoring and reporting process is maintained to ensure that performance monitoring is accurate, current and widely shared with Community Planning and other relevant partners.

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES

COMMUNITY SERVICES COMMITTEE

9 MARCH 2017

SPORT AND LEISURE FRAMEWORK

2. INTRODUCTION

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

3. RECOMMENDATIONS

It is recommended that the Community Services Committee:

- a) Note the progress in delivering the aims of the Sport and Leisure Framework.
- b) Note that a strategic health and physical activity forum is crucially important and that this is effectively managed and resourced. This will ensure that all opportunities to help people live active, healthy lives are well planned and delivered through partnership working.
- c) Agree that the priority goals and outcomes of the Framework support the outcomes of the SOA and that a monitoring and reporting process is maintained to ensure that performance monitoring is accurate, current and widely shared with Community Planning and other relevant partners.

4. DETAIL

- 4.1 Since Council approval of the Sport and Leisure Framework in November 2015 a number of Planning and Delivery groups have been set up and good progress has been made to ensure joined up working and strategic planning with a wide range of internal and external partners. Action Plans and key performance measures are in place to track improvements and demonstrate impact in order to clearly support the outcomes of the SOA.

- 4.2 These groups included representatives from the NHS, Education service, sportscotland, National Governing Bodies (NGB) of sport, 3rd sector and others. Their contribution ensures the consideration and inclusion of the wider health and well-being requirements of communities across all age ranges and physical abilities.
- 4.3 Recognising the constraints on budgets and resources, a critical aspect of the Framework development was recognition and agreement of what activities and outcomes were within the scope of the council's service delivery and that of partners, or out with the scope of the plan completely.
- 4.4 In developing the Framework the strategic priorities were identified as:
- Recognise the potential of Argyll and Bute
 - Recognise the range of ways people can get involved in physical activity and sport
 - Influence how people feel about physical activity and sport
 - Be clear about where sport can happen
 - Match opportunities to abilities
 - Contain a clear expression of ambition
 - Provide direction and accountability
 - Maximise use of shared resources.
- 4.5 There have been a number of tangible achievements in sport and leisure outcomes which are unlikely to have occurred without the Framework being in place.
- Healthy Living Coordinator pilot post in Helensburgh and Lomond.
 - Increased resources directed to sport in Argyll and Bute by NGBs with **sportscotland** assistance. This includes staffing resources from NGB Regional Managers to assist with Club Development Programmes and financial support towards Coach Education courses.
 - Development of PE, Physical Activity and Sport (PEPAS) group led by education and delivering to national priorities for education.
 - PEPAS survey distributed to all Head Teachers to assess gaps, opportunities and current best practice. The PEPAS Planning and Delivery Group is currently analysing the survey results to develop an Action Plan and to share good practice identified across all schools.
 - Five Leisure fitness staff trained in falls prevention and eight in exercise referral.
 - Increase in shared knowledge and planning across services.
 - Formation of an inter – agency group to provide enhanced opportunities for children with additional support needs to be

physically active. Addressing the high priority commitment for Equalities by the council and sportscotland.

5. CONCLUSION

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

6. IMPLICATIONS

- | | |
|--------------------------------|---|
| 6.1 Policy | The improved joint working and planning, delivery and enhanced opportunities for physical activity meet a number of the outcomes of the SOA and other relevant plans. |
| 6.2 Financial | Sharing of resources has been enhanced through joint working, otherwise there will be no financial implication. |
| 6.3 Personnel | None |
| 6.4 Equal Opportunities | This proposal complies with the Council's policy on Equalities |
| 6.5 Risk | The Framework has been developed to reflect the realistic ability to deliver outcomes and can be amended if circumstances change materially. |
| 6.6 Customer Services | Customer service will be enhanced through more joined up working and improved communication and engagement. |

Ann Marie Knowles
Acting Executive Director Community Services

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

16 January 2017

For more information contact:

Nicola Hackett
Active Schools Manager
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Head of Community and Culture
Tel: 01546 604364

ARGYLL AND BUTE COUNCIL**Community Services Committee****Customer Services****9 March 2017**

Draft Service Plans 2017-20

1.0 EXECUTIVE SUMMARY

1.1 The purpose of this report is to present to the Community Services (CS) Committee the Draft Service Plans 2017-20. The Draft Service Plans for 2017-20 support the delivery of the Corporate Plan.

1.2 The Strategic Management Team agreed at their meeting on 19th September 2016 to proceed with three-year service plans with a one-year budget, the Draft Service Plans attached cover the 2017-20 period. The budget for 2017-18 will be included once the budget settlement figure is known.

1.3 It is recommended that the CS Committee note the attached Draft Service Plans for 2017-20.

ARGYLL AND BUTE COUNCIL

Community Services Committee

Customer Services

20 February 2017

Draft Service Plans 2017-20

2.0 INTRODUCTION

2.1 The Strategic Management Team agreed at their meeting on 19th September 2016 to proceed with three-year service plans with a one-year budget, the Draft Service Plans attached cover the 2017-20 period. The budget for 2017-18 will be included once the budget settlement figure is known.

3.0 RECOMMENDATIONS

3.1 It is recommended that the CS Committee note the attached Draft Service Plans for 2017-20.

4.0 DETAIL

4.1 The Strategic Management Team agreed at their meeting on 19th September 2016 to proceed with three-year service plans with a one-year budget, the Draft Service Plans attached cover the 2017-20 period. The budget for 2017-18 will be included once the budget settlement figure is known.

4.2 Work was undertaken by HR&OD to improve the format, consistency and use of plain language in the service plans. This has resulted in the previous 63 Service Outcomes being replaced with 32 Business Outcomes; the use of Access rather than Excel; Service Plans becoming 2-part with a strategic 'locked-down' top level and operational, flexible lower level. These changes support high-level scrutiny and strategic focus by Elected Members.

4.3 The Draft Service Plans 2017-20 include key Improvements that each service has identified it will work towards.

4.4 Operational Risks will be aligned to the Challenges set out in the Draft Service Plans as identified by Services. The service-led Challenges will provide a more robust and appropriate source for the operational risks.

4.5 HR&OD supported Heads of Service through the service planning process and undertook a robust quality assurance exercise.

4.6 The Draft Service Plans will clearly identify how different services are contributing to the same Business Outcome along with the appropriate resources.

4.7 Two Business Outcomes focusing on Education – BO19 and BO20 - have been combined to remove reference to Primary and Secondary. This is in line with the holistic approach taken throughout the education system from pre-school to leavers' destinations.

5.0 CONCLUSION

5.1 The Draft Service Plans for 2017-20 are presented in a new format to support high-level scrutiny and strategic focus by Elected Members with a more consistent use of plain language throughout and aligned to the delivery of the Corporate Plan.

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 - None

6.7 Customer Service – The format of the Draft Service Plans for 2017-20 was developed after taking into account customer feedback from previous years.

Douglas Hendry

Executive Director of Customer Services

19 January 2017

For further information contact: Jane Fowler, Head of IHR.

APPENDICES

Appendix 1 – Business Outcomes

Appendix 2 – Draft Service Plans 2017-20

Business Outcomes_All	
BORef	Business Outcome
BO01	The health of our people is protected through effective partnership working
BO02	Lifelong participation in sport and physical activity are increased
BO03	Prevention and support reduces homelessness
BO04	Benefits are paid promptly and accurately
BO05	Information and support are available for everyone
BO06	Quality culture, archives, libraries and museums are provided to promote wellbeing
BO07	Our communities benefit from the development of renewables
BO08	The third sector has increased capacity to support sustainable communities
BO09	Our assets are safe, efficient and fit for purpose
BO10	Quality of life is improved by managing risk
BO11	There is no place for discrimination and inequality
BO12	High standards of Public health and health protection are promoted
BO13	Our built environment is safe and improved
BO14	Our transport infrastructure is safe and fit for purpose
BO15	Argyll and Bute is open for business
BO16	We wholly embrace our Corporate Parenting responsibilities
BO17	The support needs of children and their families are met
BO18	Improved lifestyle choices are enabled
BO19	All children and young people are supported to realise their potential.
BO20	No longer used – incorporated into BO19
BO21	Our young people participate in post-16 learning, training or work
BO22	Adults are supported to realise their potential.
BO23	Economic growth is supported
BO24	Waste is disposed of sustainably
BO25	Access to and enjoyment of the natural and built environments is improved
BO26	People have a choice of suitable housing options
BO27	Infrastructure and assets are fit for purpose
BO28	Our processes and business procedures are efficient, cost effective and compliant
BO29	Health and safety is managed effectively
BO30	We engage with our customers, staff and partners
BO31	We have a culture of continuous improvement
BO32	Our workforce is supported to realise its potential
BO33	Information and support are available for our communities

The principal purpose of the Service is to:

Working together to support our communities to realise their potential by enhancing access to learning, leisure, culture and housing.

The Service employs 216 FTE

The Service faces the following significant challenges:

Implementation of the Leisure and Libraries Trust.

Sustainability of MacMillan Cancer Information and Support Service once MacMillan funding runs out in March 2018.

Increasing demands associated with implementation of new legislative requirements of the Community Empowerment (Scotland) Act and Community Justice (Scotland) Act.

Supporting adult jobseekers with mental health issues to improve their employability.

Supporting a programme of school sport competition.

Delivering the Strategic Housing Investment Plan (SHIP).

The difference the Service makes:

The Service contributes to the following Business Outcomes:

BO02	Lifelong participation in sport and physical activity are increased	£2,735,597
BO03	Prevention and support reduces homelessness	£1,968,038
BO06	Quality culture, archives, libraries and museums are provided to promote wellbeing	£1,756,361
BO15	Argyll and Bute is open for business	£118,439
BO22	Adults are supported to realise their potential	£601,869
BO26	People have a choice of suitable housing options	£709,102
BO33	Information and support are available for our communities	£540,516
	Central Management Costs	£184,553
		£8,614,475

Community and Culture Success Measures

	SM Code	Outcome success measures	Target	Timescale	Benchmark
BO02	Lifelong participation in sport and physical activity are increased				
	CC02_01	Number of visits to council gyms.	22,000 per quarter	Quarterly	Internal benchmark: 20,000
	CC02_02	Number of visits to council pools.	70,000 per quarter	Quarterly	Internal benchmark: 68,000
	CC02_03	Number of extracurricular sport opportunities for schools.	260 per term	Annual	247 Active Schools Scotland
	CC02_04	Number of young people gaining Sports Leadership and Coaching Awards.	175 qualified senior pupils	Quarterly	150 Active Schools Scotland
BO03	Prevention and support reduces homelessness				
	CC03_01	The percentage of clients leaving the Housing Support Service with a planned approach.	80%	Quarterly	Internal benchmark: 70
	CC03_02	The percentage of positive homeless prevention interventions (prevent 1).	70%	Quarterly	LHS 70%
BO06	Quality culture, archives, libraries and museums are provided to promote wellbeing				
	CC06_01	Number of visits to council owned and/or funded museums.	45,000 per quarter	Quarterly	Internal benchmark: 43,000
	CC06_02	Number of times libraries are used by outside agencies.	120 per quarter	Quarterly	Internal benchmark: 100
	CC06_03	Number of visits to libraries.	72,000 per quarter	FQ4 2017/18	Scottish national quartile benchmark: 85,000
	CC06_04	Number of archive enquiries.	130 per quarter	Quarterly	Internal benchmark: 120
BO15	Argyll and Bute is open for business				
	CC15_01	Maintain regular information updates and monitoring for the 6 SOA delivery plans.	6 per quarter	Quarterly	Internal benchmark: 6

	SM Code	Outcome success measures	Target	Timescale	Benchmark
BO22	Adults are supported to realise their potential				
	CC22_01	Number of participants in activities that improve literacy and numeracy levels.	110 per quarter	Quarterly	Internal benchmark: 100
	CC22_02	Number of adults accessing Community Based Adult Learning.	325 per quarter	Quarterly	Internal benchmark: 300
BO26	People have a choice of suitable housing options				
	CC26_01	Number of new affordable homes completed per annum.	100	FQ4 2017/18	LHS 80
	CC26_02	Number of empty properties back in use per annum.	25 per annum	FQ4 2017/18	LHS 25
	CC26_03	Amount of income generated by Welfare Rights.	£2.5m per year	Quarterly	Internal benchmark: £2.3m
BO33	Information and support are available for our communities				
	CC33_01	Number of capacity building support sessions given to community groups.	360 per annum	Quarterly	Internal benchmark: 300

Community and Culture Service Improvements

	Improvement Action	Completion date	Source of improvement	Source detail
BO02	Lifelong participation in sport and physical activity are increased Introduce new Scottish Swimming Framework across Leisure Service pools	October 2017	Other	Partnership agreement with Scottish swimming and the aquatics plan.
BO05	Information and support are available for everyone Develop, launch and promote an Argyll and Bute Community Action Plan toolkit	June 2017	Digital Action Plan	
BO08	The third sector has increased capacity to support sustainable communities Improve digital capacity of community groups, through digital training and promotion of digital tools for use by community groups.	March 2018	Digital Action Plan	
BO22	Adults are supported to realise their potential Increase the number and range of SQA basic accreditations achieved at Level 2 and 3	March 2018	Other	CLD Partnership Plan.
	Increase the number of adult learners who improve their financial capability through digital skills	March 2018	Other	Money Skills Argyll project.
BO26	People have a choice of suitable housing options Complete a review of the communication strategy for housing information and advice.	September 2017	Other	Local Housing Strategy
BO30	We engage with our customers, staff and partners Introduce improved opening hours within our libraries	June 2017	Other	Based on feedback from the opening hours survey.
BO31	We have a culture of continuous improvement Implement online booking capability for all suitable functions provided by Leisure Services	October 2017	Other	Leisure System project implementation plan.
BO33	Information and support are available for our communities			

Improvement Action

Complete the marketing action plan for Leisure Services.

Completion date

September 2018

Source of improvement

Other

Source detail

Short term marketing consultants assisting with project.

The principal purpose of the Service is to:

Education Services is responsible for the delivery of all aspects of Education. The Service provides Early Learning and Child Care, Primary Education, Secondary Education, Education Psychological Services, 16+ Learning Choices and Youth Services.

The Service employs 1463 FTE

The Service faces the following significant challenges:

Implementation of a number of legislative and policy changes.

Implementing Service Choices whilst providing an effective service.

Prepare for the delivery of the increase in the number of hours of pre-5 provision.

Improving attainment and achievement of all children and young people whilst closing the attainment gap and responding to national challenges e.g. National Improvement Framework

Responding to challenges around recruitment and retention of teaching staff.

Implementing a digital strategy that provides technology to improve learning and teaching.

The difference the Service makes:

The Service contributes to the following Business Outcomes:

BO16	We wholly embrace our Corporate Parenting responsibilities	£8,451,842
BO17	The support needs of children and their families are met	£6,196,980
BO18	Improved lifestyle choices are enabled	£0
BO19	All children and young people are supported to realise their potential	£52,086,539
BO21	Our young people participate in post-16 learning, training or work	£655,305
BO30	We engage with our customers, staff and partners	£20,860
BO31	We have a culture of continuous improvement	£4,191,992
BO32	Our workforce is supported to realise its potential	£17,364
	Central Management Costs	£0
		£71,620,882

Education Success Measures

	SM Code	Outcome success measures	Target	Timescale	Benchmark
BO16	We wholly embrace our Corporate Parenting responsibilities				
	ED16_01	Provide a Looked After Children - Annual Performance Report to the Corporate Parenting Board.	Completion and presentation of Report	FQ4 annually	No benchmark
	ED16_02	Increase the number of looked after young people participating on the 2017 Summer Internship Programme.	10 looked after young people participate on the programme.	FQ2 2017/18	7 looked after young people completed the Summer Internship Programme in 2016
	ED16_03	Increase positive destinations for looked after children in Argyll and Bute.	80% 84%	FQ1 2017/18 FQ1 2018/19	76% - FQ4 2016

SM Code	Outcome success measures	Target	Timescale	Benchmark
BO17	The support needs of children and their families are met			
ED17_01	Meet statutory timescales when opening co-ordinated support plans.	100%	Quarterly	No benchmark
ED17_02	Appropriate Flexible Learning Plans are in place for all young people following a flexible timetable across establishments.	100%	FQ1 2017/18	No benchmark
ED17_03	Develop a Parental Involvement Strategy to improve engagement and support with families and parents.	Approved	FQ2 2017/18	No benchmark
ED17_04	Deliver 1140 hours of early years child care by 2020.	(a) Complete scoping exercise for Early Learning and Childcare (ELC). (b) Implement Pilot programme (pending Scottish Government agreement). (c) Evaluate Trial. (d) Implement ELC models.	(a) FQ1 2017/18 (b) FQ1 2018/19 (c) FQ2 2018/19 (d) FQ1 2020/21	No benchmark
ED17_05	Train school staff on the SEEMiS Wellbeing Application.	Training on wellbeing module completed by 70 Head Teachers and 40 Guidance Teachers (12 multiagency Named Person/Lead Professional training sessions to be delivered)	FQ1 2017/18	No benchmark

	SM Code	Outcome success measures	Target	Timescale	Benchmark
BO18	Improved lifestyle choices are enabled				
	ED18_01	Increase the number of staff that are trained and delivering the PATHS (Promoting Alternative Thinking Strategies) programme as identified.	100%	FQ1 2017/18 FQ3 2017/18	No benchmark
	ED18_02	To increase the skill and confidence in effectively identifying and responding to mental health issues, bespoke intervention training will be delivered to all secondary establishments by Educational Psychology Team.	100%	FQ3 2017/18	No Benchmark
	ED18_03	Young people have the opportunities to learn how to keep themselves safe online and how to report abuse through the delivery of internet safety sessions to S1s.	1 session in each secondary school	FQ3 2017/18	No benchmark

SM Code	Outcome success measures	Target	Timescale	Benchmark
BO19	All children and young people are supported to realise their potential			
ED19_01	Annual audit of curriculum models across all secondary establishments with follow up support and challenge as required.	100%	FQ1 2017/18	Current Audit of Curriculum Maps
ED19_02	As part of Argyll and Bute's Children, audit existing parenting provision and resources for each point on the parenting pathway from pre-birth to school leaver age.	Complete	FQ1 2017/18	No benchmark
ED19_03	As part of Argyll and Bute's Children, develop and implement a parenting strategy to support parenting from pre-birth to school leaving age.	Develop complete Implement Complete	FQ3 2017/18 FQ1 2018/19	No benchmark No benchmark
ED19_04	Multi-agency guidance reviewed and implemented, leading to increased numbers of children having effective transitions from primary to secondary to post school.	Complete	FQ3 2017/18	No benchmark
ED19_05	Increase the number of Duke of Edinburgh (D of E) participants from the most deprived SIMD (Scottish Index of Multiple Deprivation) areas in Argyll and Bute	8%	FQ4 2018/18	4%
ED19_06	Achievement of the strategic priorities set out in the National Improvement Framework (NIF).	Production and publication of Local Authority Annual Plan	FQ1 2018/19	No benchmark
ED19_07	Include a curriculum discussion in quality improvement visits and school reviews.	100%	FQ1 2017/18	Current Audit of Curriculum Maps School Improvement Plans
ED19_08	The opportunity children and young people to experience relevant and wider achievement within the curriculum is offered in all establishments	100%	FQ2 2017/18	Current Audit of Curriculum Maps
ED19_09	As part of Argyll and Bute's Children, identify key stages with in a parenting pathway from pre-birth to school leaving age.	Complete	FQ1 2017/18	No benchmark
ED19_10	All educational establishments routinely use click and go pastoral notes to record significant events/incidents.	100%	FQ4 2018/19	No benchmark
ED19_11	Improve outcomes in performance within national qualifications at SCQF 5 (National 5).	79%	FQ2 2017/18	National data
ED19_12	Improve outcomes in performance within national qualifications at SCQF 7 (Advanced Higher).	82%	FQ2 2017/18	National data

SM Code	Outcome success measures	Target	Timescale	Benchmark
ED19_13	Improve outcomes in completion rates and performance within college courses.	10% increase on 2016 baseline	FQ2 2017/18	College data
ED19_14	Hold authority wide capacity building courses for young people to encourage involvement in local and national decision making.	3 per annum	FQ4 2018/19	No benchmark
ED19_15	Increase the number of Youth Achievement and Dynamic Youth Awards achieved.	10% increase on 2016 baseline	FQ4 2018/19	Youth Achievement Awards: 26 Dynamic Youth Awards: 56
ED19_16	All educational establishments routinely use click and go to monitor and track young people's progress.	100%	FQ4 2018/19	No benchmark
ED19_17	Increase the percentage of school leavers attaining vocational qualifications at SCQF level 5 and above.	17%	FQ2 2017/18	10.6%
ED19_18	All Early Learning and Childcare (ELC) settings to share developmental milestone progress for all children entering primary education.	100%	FQ1 2018/19	No benchmark
ED19_19	Improved reliability and consistency of teacher professional judgement in line with national expectations in order to raise attainment.	100% Deliver 2 quality assurance events. ≥75%	FQ2 2017/18 FQ4 2018/19	Current national data
ED19_20	Local Youth Forums attend at least one Community Planning Partnership (CPP) Area Planning Group meeting per annum	≥1	FQ4 2018/19	No benchmark
BO21	Our young people participate in post-16 learning, training or work			
ED21_01	Increase the number of young people on Activity Agreements (AA) progressing into positive destinations.	≥70%	FQ2 2017/18 FQ4 2018/19	69%
ED21_02	Reduce the number of young people recorded as unconfirmed on the Participation Measure for Argyll and Bute.	10% reduction	FQ3 2017/18	2016: 100 young people registered as unconfirmed
BO30	We engage with our customers, staff and partners			
ED30_01	All secondary establishments have a minimum of 3 DYW (Developing Young Workforce) partnership agreements for school-employer collaboration in supporting knowledge and understanding of world-of-work and applicable skills.	100%	FQ2 2017/18	No benchmark

SM Code	Outcome success measures	Target	Timescale	Benchmark
BO31	We have a culture of continuous improvement			
ED31_01	Revise and implement a comprehensive programme of educational establishment reviews (early years, primary, secondary, youth services and education services) ensuring effective support and challenge to deliver continuous improvement.	Revision of current programme. Implement a minimum of 3 reviews within an academic year.	FQ1 2017/18 (Programme in place) FQ4 2017/18 onwards: 3 per year	No benchmark
ED31_02	Undertake a programme of Quality Improvement visits to each establishment to monitor the quality and impact of interventions on outcomes for Children and Young People.	Minimum of 3 visits per establishment	Each Academic Year	3
BO32	Our workforce is supported to realise its potential			
ED32_01	Support probationer teachers working within Argyll & Bute.	6 probationer support days 100% probationers complete.	FQ1 2017/18 FQ1 2017/18	Current probationer completion rate.
ED32_02	All PRDs (Professional Review and Development) are undertaken for education staff.	100%	FQ4 2018/19	100%
ED32_03	Produce a prospectus that details all leadership courses and modules offered by Argyll and Bute Council and Partners. Secure accreditation for Argyll and Bute Middle Leadership Programme.	Complete	FQ1 2017/18 FQ4 2018/19	No benchmark
ED32_04	Audit and analyse the continuing professional development (CPD) needs of all primary and secondary teaching staff in relation to the NIF (National Improvement Framework). Plan and implement CPD programme as identified in the needs audit.	Audit and analysis complete. Implementation complete.	FQ1 2017/18 FQ2 2017/18	No benchmark
ED32_05	Increase the number of staff accessing Teacher Leadership (100%), Middle Leadership (50%) and maintain number participating in Into Headship programme.	2016/17: 3 teachers 2016/17: 23 teachers middle leaders 2016/17: 12 Into headship	FQ4 2018/19	2016/17: 3 teachers 2016/17: 23 teachers middle leaders 2016/17: 12 into headship
ED32_06	Improve the quality of leadership at all levels through a programme of Continuing Professional Development (CPD) in leadership development.	Teacher Action Research programme implemented.	FQ4 2018/19	No benchmark

Education Service Improvements

	Improvement Action	Completion date	Source of improvement	Source detail
BO19	All children and young people are supported to realise their potential Additional Improvement Actions may arise from the INEA (Inspection of Education Authority) Inspection report due by March 2017.		Audit or inspection key recommendation	
	Develop an effective system that, where possible, allows information to be shared on progress within developmental milestones for children prior to starting entitled Early Learning and Childcare Centres (ELC).	FQ1 2018	Other	The Early Year Team recognises this as an area of improvement based upon feedback from Family engagement by team members and engagement with Early Learning and Childcare Centres (ELC).
BO30	We engage with our customers, staff and partners Consult with stakeholders to establish their views on the quality of education provision and learning experiences. Undertake a minimum of 3 surveys on the quality of education provision and learning experiences.	FQ1 2017 FQ4 2018	Other	The Education Management Team recognises the need to include the views of parents, children, young people and community partners in a structured way in their self-evaluation process to inform planning for the future.
BO32	Our workforce is supported to realise its potential Analyse information from 20 Teacher Professional Updates ensuring a high quality of CPD (continuing professional development) that impacts on learners.	FQ2 2017	Other	The learning and Achievement Team recognises the need to collect data on the impact of CPD (continuing professional development) for both teachers and learners to inform delivery.

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ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****COMMUNITY SERVICES****9th MARCH 2017**

PERFORMANCE REPORT FQ3 2016/2017

1.0 EXECUTIVE SUMMARY

- 1.1 This report presents to the Community Services Committee the Community Service Performance Scorecards for FQ3 and asks Members to review performance for the quarter.

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

COMMUNITY SERVICES

9th MARCH 2017

PERFORMANCE REPORT FQ3 2016/2017

2.0 INTRODUCTION

- 2.1 This report presents to the Community Services Committee the Community Service Performance Scorecards for FQ3 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 FQ3.

4.0 DETAIL

- 4.1 Community Services performance scorecards for FQ3 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
13th February 2017

For further information contact:

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APPENDICES

Appendix 1: FQ3 Performance report and scorecards – Community Services

Key Successes

Key successes this quarter include improved performance against the following performance measures:

1. 8,423 children's swimming lessons were completed this quarter against a target of 4,500.
2. 909 adults have accessed Community Based Adult Learning, the target for this quarter is 350.
3. 320 participants have taken part in activities that improve literacy and numeracy across Argyll and Bute, the target for this quarter was 80.
4. A number of new affordable homes were completed: 10 @ Glenshellach, Oban, 10 @ Connel, 10 @ Islay and 17 @ St Cuthbert's, Dunoon between October to December.
5. There have been 27 school improvement visits undertaken by members of the Education central team, the target for this quarter was 3. Schools reviewed include Carradale, Castlehill, Clachan, Dalintober, Drumlemble, Gigha, Rhunahaorine, Southend, Tarbert Colgrain (3), JLB (3), Rosneath (2), Hermitage PS (2), Parklands (1), Luss (2), Garelochhead (1), Kilcreggan (3), Rhu (1).
6. The Education Service organised and delivered 62 targeted staff development courses which took place across key subject or service areas including Early Years, Gaelic, ICT, languages 1+2, leadership, educational central team and probationer training.
7. The Education Service delivered 4 Aspiring Leaders courses: Argyll and Bute Leadership Enterprise programme, Middle Leadership Training Network, Into Headship training. The target for the quarter was 1.
8. The Implementation of the Development Milestone Tool 0-3 yrs was completed on schedule.
9. Two entries were submitted to the Quality Improvement Awards. In the Top Team Awards the Argyll and Bute Family Pathway – Growing up in Kintyre was shortlisted with Argyll and Bute's entry Engaging Parents in Early Learning and Childcare shortlisted for the Merit Award for Quality Improvement in Early Years.
10. Argyll and Bute Local Housing Strategy (LHS) 2016/17 – 2020/21 was launched.
11. At the Council meeting in November the business case for the Leisure and Libraries Trust was approved, a project team has now been set up and work started to progress the business case.
12. In November, Minard Primary fought off stiff competition from across Scotland to win a national competition for its innovative ways of making waste go for further. Instead of using traditional recycling methods for disposing of waste paper, pupils at Minard Primary School have been turning it into recycled paper briquettes which can then be used in the community as fuel.

As a result of this ingenious idea, Minard Primary was crowned the winner of the Community Resources Network Scotland (CRNS) School Challenge Competition.

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 published in June 2016.
3. Meeting the requirements of new legislation e.g. 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.
4. Achieving the agreed 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 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.
9. Deliver a successful recruitment process to establish independent members of a Leisure and Library Trust Board.

Action points to address the challenges

1. Continue to work with staff to ensure that return to work interviews are completed for all periods of sickness absence through increased support and guidance for individual Managers and Team Leaders.
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 each of the ten secondary schools.
3. Deliver a number of key actions in order to meet 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 Vision and Strategy to take account of the new National Improvement Framework and the additional duties in the updated Education Act.
7. Recruiting and retaining teaching 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. An update on the progress of the Education Delivery Plan will be shared at Community Services Committee and with the Education Team, Head Teachers and parents.
9. Preparing a report for elected members to agree the recruitment process for membership to the Leisure and Library Trust Board.



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

Community Services Scorecard 2016-17

Scorecard owner

Ann Marie Knowles

FQ3 16/17















[Click for Full Outcomes](#)

P Priorities for 2015-17: Community Services

IMPROVEMENT						Status Trend	
Improvement Plan Outcomes CM	Outcomes	Total No	Off track	On track	Complete		
		49	0	0	49		
CARP Community Services		Total No	Off track	On track	Complete		
		91	1	25	65		
Customer Service CM			Number of consultations				7
Customer Charter			Stage 1 complaints		43 %		
Customer satisfaction			Stage 2 complaints		67 %		
Community Services Audit Recommendations		Overdue	Due in future		Future - off target		
		0	3		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							

RESOURCES

People	Benchmark	Target	Actual	Status Trend
Sickness absence CM [LGE]		2.0 Days	2.5 Days	
Sickness absence CM [teachers]		1.6 Days	1.5 Days	
PRDs % complete		90 %	64 %	
Financial	Budget	Forecast		
Finance Revenue totals CM	£K 82,127	£K 82,163		
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				
CC05 Argyll and Bute's economic success is built on a growing population	Success Measures	2		
	On track	2		
SOA Outcome - We have infrastructure that supports sustainable growth				
CC07 People access a choice of suitable & affordable housing options ...	Success Measures	2		
	On track	2		
SOA Outcome - Education, skills and training maximises opportunities for all				
CC03 Our adults are supported to access learning opportunities ...	Success Measures	2		
	On track	2		
ED01 Primary school children are enabled to increase levels of attainment ...	Success Measures	21		
	On track	15		
ED02 Secondary school children are enabled to increase levels of attainment ...	Success Measures	15		
	On track	10		
ED03 Education Central Management Team ensures continuous improvement ...	Success Measures	8		
	On track	8		
ED05 An effective system for Opportunities for All will operate in all secondary schools	Success Measures	4		
	On track	2		
ED06 Education staff have increased capacity for leadership ...	Success Measures	5		
	On track	4		
ED08 Young people have the opportunity to access accredited wider learning opportunities	Success Measures	3		
	On track	1		

Community Services Scorecard 2016-17

FQ3 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	E	
	On track	2		
ED04 Educational additional support needs of children & YP are met ...	Success Measures	8	A	
	On track	4		
ED07 Young children and their families assisted to achieve best start in life ...	Success Measures	12	A	
	On track	10		
SOA Outcome - People live active, healthier and independent lives				R
CC02 Raised lifelong participation in sport ... healthy lives	Success Measures	3	R	
	On track	1		
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	E	
	On track	1		
CC08 Improved literacy, health ... access to ... culture, libraries & museums	Success Measures	4	A	
	On track	2		

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

COMMUNITY SERVICES: EDUCATION

9 MARCH 2017

OUR CHILDREN, THEIR FUTURE: EDUCATION VISION AND STRATEGY

1.0 EXECUTIVE SUMMARY

- 1.1 At their meeting of 8th September 2016 Community Services Committee noted the development of *Our Children, Their Future*, the new Education Vision and Strategy, referring the final strategy to full Council for approval. The Vision and Strategy was subsequently approved by Council on 29th September 2016. As part of the approval process it was agreed that the draft Vision and Strategy document would be formatted and published in both electronic and hard copy formats.
- 1.2 The purpose of the paper is to advise Elected Members that *Our Children, Their Future*, the Education Vision and Strategy final document was officially launched by Education Services on the 16th of January 2017. The vision and strategy document is the blueprint for 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.

The strategy sets out:

- The policy context;
- The key ambitions for our children, young people and communities;
- The Education vision;
- An overview of the Education Services Strategy;
- Cross cutting themes;
- Our 6 Key objectives;
- How services will action the strategy;
- How we will report on outcomes, and
- The proposed approach to monitoring and reviewing the implementation of the Education Strategy.

1.3 RECOMMENDATIONS

It is recommended that the Community Services Committee:

- a) Note the official launch of the Education Vision and Strategy which is now the main driver for delivery of the Education Service in Argyll and Bute;
- b) Note that all new and future policy and procedures within the Education service will be based on the vision and strategy within *Our Children, Their Future*;
- c) Note the future engagement timeline in regard to *Our Children, Their Future*, and

- d) Note all improvement and reporting will be related to the six key objective.

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

COMMUNITY SERVICES: EDUCATION

9 MARCH 2017

OUR CHILDREN, THEIR FUTURE: EDUCATION VISION AND STRATEGY

2.0 INTRODUCTION

- 2.1 At their meeting of 8th September 2016 Community Services Committee noted the development of *Our Children, Their Future*, the new Education Vision and Strategy, referring the final strategy to full Council for approval. The Vision and Strategy was subsequently approved by Council on 29th September 2016. As part of the approval process it was agreed that the draft Vision and Strategy document would be formatted and published in both electronic and hard copy formats.
- 2.2 The purpose of the paper is to advise Elected Members that *Our Children, Their Future*, the Education Vision and Strategy final document was officially launched by Education Services on the 16th of January 2017. The vision and strategy document is the blueprint for 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.

The strategy sets out:

- The policy context;
 - The key ambitions for our children, young people and communities;
 - The Education vision;
 - An overview of the Education Services Strategy;
 - Cross cutting themes;
 - Our 6 Key objectives;
 - How we will report on outcomes, and
 - The proposed approach to monitoring and reviewing the implementation of the Education Strategy.
- 2.3 The strategy will become the basis for all policy development within Argyll and Bute Education Service and all future policy will be related to driving forward the 6 Key objectives:
- Raise educational attainment and achievement for all;
 - Use performance information to secure improvement for all children and young people;
 - Ensure children have the best start in life and are ready to succeed;
 - Equip young people to secure and sustain positive destinations and achieve success in life;

- Strengthen high quality partnership working and community engagement, and
- Strengthen leadership at all levels.

3.0 RECOMMENDATIONS

It is recommended that the Community Services Committee:

- a) Note the official launch of the Education Vision and Strategy which is now the main driver for delivery of the Education Service in Argyll and Bute;
- b) Note that all new and future policy and procedures within the Education service will be based on the vision and strategy within *Our Children, Their Future*;
- c) Note the future engagement timeline in regard to *Our Children, Their Future*, and
- d) Note all improvement and reporting will be related to the six key objective.

4.0 DETAIL

4.1 Official Launch

Our Children Their Future was launched by Cllr Rory Colville, Policy Lead for Education and Lifelong Learning on the 16th of January 2017 at Tarbert Academy, a 3 -18 school who work with a range of community partners who support the work of the school. At the launch the Head Teacher supported by staff, pupils, the youth services worker and community members through interactive presentations demonstrated Tarbert Academy's approach to the delivery of the 6 key objectives.

Following the official launch the finalised publication of *Our Children, Their Future*, the finalised document was:

- Issued to all Head Teachers for dissemination and discussion with the whole school staffing and wider school community;
- Discussed with Secondary Head Teachers at a planned meeting on 17th January;
- Printed and distributed in hard copy format and individual reference cards to all secondary establishments.
- Communication with local and national press has taken place via the Council's Communications Team.

4.2 Engagement Timeline

4.2.1 Engagement of all Stakeholders January - March 2017

Throughout January and February 2017, *Our Children, Their Future* has been planned as a feature of team meetings/development days for all aspects of the Education Service, for example, Early Years' Team meetings, Area Principal Teachers meeting, Youth Services Team meeting, Psychological Services Team meeting, centrally deployed Education Staff Team meetings.

During the February 2017 in-service day, schools have been asked to host a session for all staff on *Our Children, Their Future* to discuss and agree how they will work together to make an effective contribution in delivering the ambitions of *Our Children, Their Future* whilst ensuring improved outcomes for children and young people across Argyll and Bute. This will include the use of a standardised power point presentation aimed at providing a consistent message for all participants.

In addition a range of engagements with groups of children and young people both at school level and authority level will be set up.

Further presentations will be made to:

- Parent Council Chairs;
- Members of the Community Learning and Development Strategic Partnership;
- Third Sector and Communities Group, and
- Area Community Planning Groups.

4.2.2 April / May 2017 Improvement Planning and Reporting Cycle

All services will be supported to use *Our Children, Their Future* as a strategic direction for improvement planning and reporting. This should be set against the 6 key objectives.

4.2.3 June 2017 Initial Evaluation Activity

- Visits to establishments by the central Education team.
- Discussions with Parent Council Chairs and young people to engage in developing the vision and strategy.
- Formation of a multiagency strategy group including all aspects of the Education Service to support evaluation and reporting of the agreed outcomes, as well as to plan further developments.

4.3 6 Key Objectives

- There are clear priority actions identified under each of the key objective outlined within the Vision and Strategy;
- It will be the responsibility of all within Argyll and Bute Education Services to deliver improved outcomes under the key objectives;
- All services within Education will be supported to use *Our Children, Their Future* as a strategic direction for their improvement plan.
- All future reporting, across educational establishments and other Education Services, will be against the 6 key objectives.

4.4 Next steps

The following action will also be taken

- The information in section 5 that provides an overview of the cross cutting themes, key objectives and associated priority actions will be developed as a strategy on a page, and produced in poster form, and
- Work will now be progressed to produce a summary version of the strategy for parents along with a format that is accessible to children and young people.

5.0 CONCLUSION

- 5.1 The education Vision and Strategy presents an opportunity for Education Services to effectively respond to the changing National and local policy contexts to ensure the future delivery of an Education Service which supports our children, young people and communities to achieve the best possible outcomes. It is important that *Our Children, Their Future* is shared widely, understood by all and used as a working document to shape and improve the delivery of education services across all areas.

6.0 IMPLICATIONS

- | | | |
|-----|------------------|--|
| 6.1 | Policy | <p>This strategy presents an opportunity for the Education Service to effectively respond to the changing policy context at both National and Local levels.</p> <p>The strategy makes an effective contribution to SOA outcomes 3 and 4.</p> |
| 6.2 | Financial | None |
| 6.3 | Legal | None |
| 6.4 | HR | None |
| 6.5 | Equalities | The Education Vision and Strategy clearly sets out the contribution Education Services will make contribution to the main tenets of the Scottish Government's vision for Education to address educational inequalities. |
| 6.6 | Risk | None |
| 6.7 | Customer Service | Engaging pupils, parents and communities to further develop and implement the vision and strategy. |

Ann Marie Knowles
Acting Executive Director of Community Services

Cllr Rory Colville
Policy Lead for Education and Lifelong Learning

9 March 2017

For further information contact:

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APPENDICES

Appendix 1: https://www.argyll-bute.gov.uk/sites/default/files/argyll_bute_vision_strategy_final_web.pdf

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ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****COMMUNITY SERVICES****9 MARCH 2017**

SCOTTISH ATTAINMENT CHALLENGE: PUPIL EQUITY FUNDING

1.0 EXECUTIVE SUMMARY

- 1.1 The First Minister launched the Scottish Attainment Challenge in February 2015 to bring a greater sense of urgency and priority to improving outcomes for children and young people, with a specific focus on raising attainment and closing the poverty gap. The Attainment challenge is underpinned by the National Improvement Framework, Curriculum for Excellence and Getting it Right for Every Child (GIRFEC).
- 1.2 Education Services presented a report to Community Services Committee in March 2016, to provide the Committee with information on the statutory intention of the Scottish Government in introducing the new National Framework and outline some of its provisions. It noted the publication of the first Interim Framework Report and provided an outline for Committee of some of the actions that Education Services were taking to address the new statutory duties.
- 1.3 The Scottish Attainment Challenge focuses on, and accelerates targeted improvement activity in literacy, numeracy and health and wellbeing in specific areas of Scotland. It is also intended to support and complement the broader range of initiatives and programmes to ensure that all of Scotland's children and young people reach their full potential.

The £750m Attainment Scotland Fund supports a targeted initiative focused on supporting pupils in the local authorities of Scotland with the highest concentrations of deprivation. The nine Challenge Authorities are currently Glasgow, Dundee, Inverclyde, West Dunbartonshire, North Ayrshire, Clackmannanshire, North Lanarkshire, East Ayrshire and Renfrewshire. The Fund initially focused on primary schools and targets improvements in literacy, numeracy and health and wellbeing. A number of primary schools, out with the Challenge Authorities, with significant proportions of their pupils living in deprived areas are also benefiting. These schools have been identified on the basis of supporting a significant proportion of pupils and families from communities which are facing some of the greatest challenges across Scotland. The scope of the Programme was also extended to support up to 133 secondary schools across Scotland. One school in Argyll and Bute, Rosneath Primary, receives funding from the Attainment challenge allocations

- 1.5 On 1 February 2017 the share each school will receive from the Scottish Government's £120 million Pupil Equity Funding was announced. With funding provided through the Attainment Scotland Fund and allocated directly to schools, targeted at those children most affected by the poverty related attainment gap.
- 1.6 The Scottish Attainment Challenge is about achieving equity in educational outcomes. Equity can be achieved by ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.
- 1.7 This paper provides the Committee with information on the recently announced Scottish Government Pupil Equity Funding, introduced as a core element of the Scottish Attainment Challenge which will distribute £120 million Pupil Equity Funding to schools across Scotland. A number of schools within Argyll and Bute have been identified to receive funding for the specific purpose of raising attainment and closing the equality gap. The paper also provides an outline for Committee of some of the actions that Education Services are taking to ensure adherence to specific grant requirements associated with the Pupil Equity Funding. The paper further outlines action which is being taken to support schools in delivering the requirements of the Scottish Attainment Challenge. (Appendix 1 provides an overview of the funding allocations for Argyll and Bute Schools eligible to receive Pupil equity Funding.
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1.8 **RECOMMENDATIONS**

It is recommended that the Community Services Committee:

- a) Note the Scottish Government's Pupil Equity Funding announcement;
- b) Note the provision of strategic guidance at Scottish Government and Authority levels to support the implementation of the Pupil Equity Funding, and
- c) Request the Executive Director of Community Service to bring a progress update on the implementation programme by schools to a future meeting of the Committee.

SCOTTISH ATTAINMENT CHALLENGE: PUPIL EQUITY FUNDING

2.0 INTRODUCTION

- 2.1 The First Minister launched the Scottish Attainment Challenge in February 2015 to bring a greater sense of urgency and priority to improving outcomes for children and young people, with a specific focus on raising attainment and closing the poverty gap. The Attainment challenge is underpinned by the National Improvement Framework, Curriculum for Excellence and Getting it Right for Every Child.
- 2.2 Education Services presented a report to Community Services Committee in March 2016 to provide the Committee with information on the statutory intention of the Scottish Government in introducing the new National Framework and outline some of its provisions. It noted the publication of the first Interim Framework Report and provided an outline for Committee of some of the actions that Education Services were taking to address the new statutory duties.
- 2.3 The Scottish Attainment Challenge focuses on, and accelerates targeted improvement activity in literacy, numeracy and health and wellbeing in specific areas of Scotland. It is also intended to support and complement the broader range of initiatives and programmes to ensure that all of Scotland's children and young people reach their full potential.
- 2.4 The £750m Attainment Scotland Fund, a targeted initiative focused on supporting pupils in the local authorities of Scotland with the highest concentrations of deprivation. The nine Challenge Authorities are currently Glasgow, Dundee, Inverclyde, West Dunbartonshire, North Ayrshire, Clackmannanshire, North Lanarkshire, East Ayrshire and Renfrewshire. The Fund initially focused on primary schools, targeting improvements in literacy, numeracy and health and wellbeing. A number of primary schools, out with the Challenge Authorities, with significant proportions of their pupils living in deprived areas are also benefiting. These schools were identified on the basis of supporting a significant proportion of pupils and families from communities facing some of the greatest challenges across Scotland. The scope of the Programme was later extended to support up to 133 secondary schools across Scotland.

On 1 February 2017 the share each school will receive from the Scottish Government's £120 million Pupil Equity Funding was announced. With funding provided through the Attainment Scotland Fund and allocated directly to

schools, targeted at those children most affected by the poverty related attainment gap.

- 2.5 This paper provides the Committee with information on the intention of the Scottish Government, as part of the Scottish Attainment Challenge to disperse the £120 million Pupil Equity Funding to a number of schools within Argyll and Bute for the specific purpose of raising attainment and closing the gap. It also provides an outline for Committee of some of the actions that Education Services are taking forward to address the specific grant requirements associated with the funding.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Community Services Committee:

- a) Note the Scottish Government's Pupil Equity Funding announcement;
- b) Note the provision of strategic guidance at Scottish Government and Authority levels to support the implementation of the Pupil Equity Funding, and
- c) Request the Executive Director of Community Service to bring a progress update on the implementation programme by schools to a future meeting of the Committee.

4.0 DETAIL

- 4.1 The First Minister has reinforced the Scottish Government's commitment to continually improve Scottish Education and close the attainment gap through the provision of £120 million funding, ring fenced specifically for the delivery of the Governments Policy to improve education and close the attainment gap. Now titled "Pupil Equity Funding" this funding is allocated directly to schools and targeted at closing the poverty related attainment gap. The Scottish Government has committed to this funding as part of the Scottish Attainment Challenge programme from 2017-18. With an anticipated commitment for funding over the next three years. The Pupil Equity Funding forms part of the £750m Attainment Scotland Fund.
- 4.2 National guidance (at this stage draft guidance) provided by Scottish Government is intended to help schools plan how they will most effectively invest their Pupil Equity Funding allocation to improve the educational outcomes of children affected by poverty. Argyll and Bute will issue complementary guidance about how the funding will operate locally. Within the national guidance a core set of key principles are outlined to be observed by schools, Education Authorities and Scottish Government. These are:
- Head Teachers must have access to the full amount of the allocated Pupil Equity Funding;

- The Pupil Equity Funding must enable schools to deliver activities, interventions or resources which are clearly additional to those which were already planned;
- Head Teachers should work in partnership with each other, and their local authority, to agree the use of the funding. Schools must take account of the statutory responsibilities of the authority to deliver educational improvement, secure best value, and the authority's role as employer. Local Guidance will set out more detail on how this will operate;
- The operation of the Pupil Equity Funding should articulate as closely to existing planning and reporting procedures as possible – e.g. through School Improvement Planning and Standards and Qualities reports;
- Parents and carers, children and young people and other key stakeholders should be involved in the planning process;
- Funding must provide targeted support for children and young people affected by poverty to achieve their full potential. Although the Pupil Equity Funding is allocated on the basis of free school meal eligibility, Head Teachers can use their professional judgement to bring additional children in to the targeted interventions;
- Head Teachers must base their use of the funding on a clear contextual analysis which identifies the poverty related attainment gap in their schools and plans must be grounded in evidence of what is known to be effective at raising attainment for children affected by poverty, and
- Schools must have plans in place at the outset to evaluate the impact of the funding.

4.3 **Funding levels:** Publicly funded primary, secondary and special schools will receive £1,200 in 2017-18 for each child in Primary 1 to S3, or equivalent, who are eligible and registered for free school meals.

4.4 **Funding allocation and criterion:** Pupil Equity Funding will be allocated to schools on the basis of the estimated number of children and young people in P1-S3 registered for free school meals under the national eligibility criteria.

In 2017/18 the funding allocation used by Scottish Government has been calculated using the most recently available Healthy Living Survey and Pupil Census data and will be based on:

- The estimated number of P1-P3 pupils who would be registered for free school meals using the national eligibility criteria. This will be done by taking the figures for 2014/15 and then applying those to the 2016 school rolls for P1 to P3.
- The estimated number of P4-P7 and S1-3 pupils who are registered for free school meals.
- The estimated number of special school pupils in the P1-S3 age range registered for free school meals.

4.5 At this stage Scottish Government has confirmed that the approach to estimating free school meal registrations will be kept under review as

Government seeks to improve the quality of data for identifying children living in households affected by poverty.

- 4.6 Funding for 2017/18 will be paid by the Government to the Authority by means of ring-fenced grant which will clearly indicate the amounts to be allocated directly to each school, with a requirement for the Council will be to confirm arrangements in place for distribution to school level.

Spending criteria: within the guidance there is an explicit message that all funding allocated to schools should be used for the purpose of delivering focused activities and interventions that will lead to improvements in literacy, numeracy and health and wellbeing.

- 4.7 Although the funding is allocated to schools on the basis of free school meal eligibility, Head Teachers will have the discretion to make decisions about which children and young people would benefit most from any particular intervention, whilst keeping a clear focus on delivering equity. Family learning opportunities can also be considered as potential interventions, as can interventions that impact on transitions between school stages.
- 4.8 A framework, "Interventions for Equity" has been developed to support the planning and implementing of interventions to meet the needs of children and young people affected by poverty in order to close the attainment gap. With specific examples cited to act as a stimulus for wider reflection of what would suit the local context of each individual school.

Head Teachers may work at an individual school and local community level or collegiately in wider school clusters and beyond at local authority level to address common interests. Interventions should be considered within the context of the school planning cycle and must be targeted towards closing the poverty related attainment gap. Where appropriate, funding should articulate with existing Scottish Attainment Challenge School and Challenge Authority improvement plans.

Evidence shows that some children and young people from equalities groups are disproportionately affected by deprivation and can therefore face significant additional barriers to learning. Education authorities have responsibilities to actively address inequality. In this context, Head Teachers should promote equity by taking into account equality groups when planning support and interventions. Funding should not be used in ways that stigmatises children and young people or their parents.

- 4.9 **Partnership working to improve outcomes for pupils:** The guidance confirms the role of parents and communities in improving outcomes for children and young people. Specifically noting parents and the local community as valuable sources of support and partnership. In many contexts schools may be able to achieve the best possible outcomes for children and young people by working with a range of bodies such as parent groups; parent councils; other local authority services; third sector organisations (including youth work, family learning organisations); other educational sectors; and/or centres of expertise. Understanding the needs of children and young people should help to identify appropriate areas for collaboration.

- 4.10 **Staffing and recruitment and retention:** Where schools identify the need to recruit additional staff for an appropriate intervention or activity, they will be required to work closely with the Authority (as the employer) to ensure that the job remits and specifications are clearly tied to the aims of the intervention. In doing so, Head Teachers will also be required to take full account of the Authority HR policies and procedures. Importantly, any additional teachers recruited utilising the Pupil Equity Funding will be excluded from the authority's contribution to the national teacher numbers and / or ratio commitment. Given the time limited nature of the funding, a significant concern is the avoidance of ongoing liabilities or redundancy costs that are unfunded.
- 4.11 **Procurement:** the purchase of resources, equipment or services must comply with existing local authority procurement procedures. This will be particularly important when buying ICT resources (see below) or, for example, services from third sector partners. Schools will be required to liaise with the authority finance team to ensure compliance with procurement policies and legislation.
- 4.12 **ICT:** Pupil Equity Funding can be used to procure digital technologies, including hardware and software, when its allocation and use is particularly focused on supporting children and young people affected by poverty to achieve their full potential. The Scottish Government provides access to a range of national procurement frameworks for the purchase of digital technology products and devices, including a range of desktops, laptops and tablets. The frameworks offer a direct route to market and significant savings against RRP.

To prevent issues arising with compatibility and connectivity, schools seeking to purchase digital technology will be required to do so in close consultation with the Council IT Service. Simply providing more technology does not result in improved outcomes for learners. Therefore, any deployment of technology in an educational setting should be undertaken in line with the objectives of the national Digital Learning and Teaching Strategy.

- 4.13 Support for schools to assist them in planning the use of their allocated pupil Equity Funding has been confirmed by Scottish Government and includes:
- A framework of evidenced and proven educational interventions and strategies to help tackle the poverty related attainment gap. The framework can be used by all partners and should help to inform the decisions schools make. The structure and content is confirmed as being dynamic, with a commitment to continue to evolve the framework as an integral part of the National Improvement Hub, where a wide range of improvement, self-evaluation and research materials are available and where practice exemplars can be shared. Other research summaries and intervention examples will be incorporated as these become available;
 - Materials will be developed further in the coming months as the Scottish Government works with the Education Endowment Foundation to develop a Scottish specific version of their Teaching and Learning toolkit;
 - A series of regional events aimed at school leaders took place in February 2017, with Scottish Government supporting locally organised events where possible;
 - Attainment Advisors to provide advice on a regional basis;

- A dedicated Scottish Attainment Challenge community on Glow where all educators will have online discussions, ask questions, post responses, exchange ideas, access additional resource materials and share examples of practice. In addition, this secure community will be used to host regular discussions about the interventions and strategies being developed through the Pupil Equity Funding;
- Access to collaboration and communication tools on Glow including Yammer, Sharepoint, Blogs and Glow TV. These tools provide great opportunities for joint working and for sharing materials across all involved in the Scottish Attainment Challenge, with the ability to control visibility where required, and
- School Improvement Planning guidance to be provided through the National Improvement Framework.

In addition, the Education Authority will also offer our own packages of support and detailed procedural guidance for schools to assist them plan how to use the funding effectively.

- 4.14 **Outcomes, impact and measurement:** At a school level, it is essential that teachers continue to make best use of the data they have access to locally to understand which children and young people would benefit from targeted support and to monitor and track learners' progress over time. Further guidance on the Broad General Education (BGE) assessment model issued by Education Scotland in November 2016 will be used by schools and the Education Authority.
- 4.15 **Accountability and reporting:** Head Teachers will be accountable to the Education Authority for the use of Pupil Equity Funding within their school. To ensure transparency, schools will be expected to incorporate details of their Pupil Equity Funding plans into existing reporting processes to their Parent Council and Forum, including in their School Improvement Plans and Standards and Quality Reports. Reports will be publicly available so that parents can understand what is happening in their school. Arrangements for publication will be confirmed by the local authority in due course.

School inspection and other review processes will be used where necessary to ensure schools use their funding appropriately. 'How Good Is Our School? 4' includes an evaluation on the six point scale of the school's success in raising attainment and achievement and ways in which they can demonstrate improvements to equity for all learners. In addition, the operation, use and effectiveness of the Pupil Equity Funding at closing the poverty related attainment gap at a local authority level will feed into other existing quality assurance processes, such as Audit Scotland's Shared Risk Assessment.

- 4.16 **Unspent funds;** the guidance received from Scottish Government confirms that in circumstances where schools are unable to spend their full allocation during the financial year, any underspent grant may be carried forward to the next financial year though it would be expected that it would normally be spent within the school year. In order to support this requirement Education Services will work with Finance colleagues to ensure the appropriate arrangements are

put in place to ensure schools liaise closely with to agree the necessary arrangements for carrying forward Pupil Equity Funding. In doing so, this will need to be considered separately from other funding within the devolved school management budget.

5.0 Pupil Equity Funding- Roles

- 5.1 In taking forward the expectations arising from the new Pupil Equity Fund it is reasonable to consider the requirements placed upon staff at both school and Education Service levels of the Council. A helpful starting position, arising from discussions between the Society of Chief Executive Officers (SOLACE), the Association of Directors of Education (ADES), Scottish Government and Education Scotland. At this stage the outline responsibilities have been set out as follows:

Key roles: Schools

- Develop and implement a plan for use of funding to make greatest impact. Taking into account national and local operational guidance;
- Explore opportunities for collaboration with other schools and partners, including consideration of Community Learning and Development (CLD), family learning and out of school activities;
- Consult with parents and children and young people on plans;
- Publish plans and progress reports;
- Develop measurement plans to ensure desired outcomes are achieved, and
- Report on progress through existing standards and qualities reporting.

Key roles: Local Authority

- Support for planning and reporting:
 - Facilitate collaborative approaches within and across school clusters
 - Support schools in their decision making.
- Operationally:
 - Ensure schools are aware of and are supported to comply with Human Resource (HR), Procurement and Finance processes
 - Provide support to schools in responding to HR, Procurement and Finance matters
 - Ensure schools are able to fully access the funding allocated to them from the pupil Equity Funding.
- Accountability:
 - Part of the normal Local Government processes – complying with the statutory responsibilities for school improvement, value for money and performance reporting
 - Ensuring a continued use of existing approaches to securing improvement with schools. For example: School Improvement Planning, guidance, support and review and preparation and publication of Standards and quality reporting mechanisms.

Key roles: National

- Confirming individual school funding allocations;

- Issue of grant funding notification to the local authority and processing of grant draw down from the Authority;
- Monitoring of progress:
 - School inspection and review processes;
 - Audit Scotland's Shared Risk Assessment process (SRA);
 - Sampling of School Improvement Plans/Standards and Quality reports.
- Support:
 - Through the work of Education Scotland Attainment Advisors /Area Lead Officers (ALOs);
 - Provision of a framework of interventions (as noted in section 4.9 of this report);
 - Scottish specific EEF learning and teaching toolkit.
- Provision of a range of networking and collaboration tools and events for the local authority and schools.

5.2 Education Services, in conjunction with schools, in responding to the Scottish Attainment Challenge are taking a number of steps to respond to the updated National expectations and ensure adherence to the revised statutory obligations placed on the Council. These include:

- In June 2016, Education Services participated in the Teacher Judgement Survey where the achievement of Curriculum for Excellence levels were gathered nationally for Reading, Writing, Listening and Talking and Numeracy at the stages of P1, P4, P7 and S3. The 2016 Evidence Report details the national picture of the percentage of P1, P4, P7 and S3 pupils who are achieving the expected CfE Level relevant for their stage in Literacy and Numeracy (Appendix C);
- All local Authorities have direct access to a named Scottish Government Attainment Advisor who works collaboratively alongside local authority staff on agreed priorities which support the Scottish Attainment Challenge. Rosneath Primary School was identified through the Scottish Attainment Challenge initiative to receive targeted support to close the poverty related attainment gap. The Attainment Advisor assigned to Argyll and Bute has provided support and challenge to the Education Officer (Area), Headteacher and staff at the school to increase capacity within the school and identify strategies that will raise attainment in literacy;
- A range of learning and teaching approaches have been put in place and data has been generated to evidence improvement. Following analysis and evaluation of information gathered, successes will be shared with schools across the authority in order to inform best practice;
- Undertaken a revision of Authority Improvement Planning guidance for use by Education Officers, Head Teachers, school staff, pupils and parents;
- Appointed a team of Quality Assurance and Moderation Support Officers (QAMSOs) from within the central team and education establishments. These officers are released from the Authority to attend National Improvement Framework workshops in Glasgow and Edinburgh on sharing standards of attainment. The knowledge gained at these meetings

by QAMSOs is used to inform the Education Service's strategy in raising attainment in literacy and numeracy and to ensure;

- Are currently rolling out a training programme that aims to have by June 2017 a dedicated Assessment Facilitator in every establishment. Assessment Facilitators build capacity in their establishments in order that teachers are confident in planning for improved attainment and making quality professional judgements on achieving Curriculum for Excellence levels. Facilitators are increasingly working collaboratively to bring cluster school staff together to share their understanding of standards expected in order that there is consistency across establishments;
- Ensured attendance at the range of National briefings and event hosted by Scottish Government and Education Scotland. Further ensuring relevant information is cascaded to schools;
- Disseminated a range of updates and supporting information to Head Teachers through the work of the JSC and LNCT, Head Teachers' meetings and regular education bulletins and briefings, and
- Have nominated a Lead Authority Officer for INSIGHT who will engage in training and development of the Senior Phase Benchmarking Tool across all ten secondary school in the Authority.

6.0 CONCLUSION

- 6.1 The Scottish Attainment Challenge focuses on, and accelerates targeted improvement activity in literacy, numeracy and health and wellbeing in specific areas of Scotland. It is also intended to support and complement the broader range of initiatives and programmes to ensure that all of Scotland's children and young people reach their full potential.

7.0 IMPLICATIONS

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|-----|------------|---|
| 7.1 | Policy | The introduction of the Scottish Attainment Challenge: Pupil Equity Funding supports the central purpose of the Scottish Government and the delivery on the national outcomes. Supporting delivery on the SOA Outcomes 1 and 3. |
| 7.2 | Financial | Potential financial implications given the time limited nature of funding in ensuring the avoidance of ongoing liabilities or redundancy costs which are unfunded. |
| 7.3 | Legal | The council requires to meet their statutory duties as prescribed in the 'Standards in Scotland's etc., Act 2000'. |
| 7.4 | HR | Potential HR implications given the time limited nature of the funding in ensuring the avoidance of ongoing HR liabilities or redundancy costs which are unfunded. |
| 7.5 | Equalities | One of the two main tenets of the Scottish Government's vision for education is to address educational inequalities. |

This current approach from Scottish Government is aimed at reducing inequalities.

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|-----|------------------|---|
| 7.6 | Risk | Potential reputational risk to the Council by failing to deliver the statutory requirements of the revisions arising within the Standards in Scotland's Schools etc., Act 2000. |
| 7.7 | Customer Service | The Scottish Attainment Challenge, Pupil Equity Funding is clear around expectations, particularly for parental involvement and engagement which should provide positive benefits in supporting their role in their children's education. |

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Councillor Rory Colville
Policy Lead for Education and Lifelong Learning

30 January 2017

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Further information sources:

<http://www.gov.scot/Topics/Education/Schools/HLivi/schoolmeals/FreeSchoolMeals>

<https://education.gov.scot/improvement/Pages/Interventions-for-Equity-framework.aspx>

www.gov.scot/Publications/2016/09/9494

Full school allocation list: <http://bit.ly/2kVgp7Q>

ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****COMMUNITY SERVICES****9 MARCH 2017**

NATIONAL IMPROVEMENT FRAMEWORK FOR SCOTTISH EDUCATION

1.0 EXECUTIVE SUMMARY

- 1.1 This paper provides the Committee with an update on the Scottish Governments 2017 National Improvement Framework and Improvement Plan for Scottish Education (Appendix A) and the actions undertaken by Education Service during the course of 2016 to secure educational improvement for all children and young people within Argyll and Bute.
- 1.2 This paper will also provide an overview of the Primary and Secondary achievement in Literacy and Numeracy for P1, P4, P7, S3 in Argyll and Bute published in Achievement of Curriculum for Excellence (CFE) Levels 2015/16 (Appendix B).

1.3 RECOMMENDATIONS

It is recommended that the Community Services Committee:

- a) Note the actions that Education Services planned and implemented in 2016 to secure educational improvement for all children and young people within Argyll and Bute;
- b) Note the overview of the Primary and Secondary achievement in Literacy and Numeracy for P1, P4, P7, S3 within Argyll and Bute, and
- c) Note the actions to be undertaken by Education Service in response to the 2017 revised National Improvement Framework and Improvement Plan for Scottish Education.

ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****COMMUNITY SERVICES****9 MARCH 2017**

NATIONAL IMPROVEMENT FRAMEWORK FOR SCOTTISH EDUCATION

2.0 INTRODUCTION

- 2.1 The National Improvement Framework for Scottish Education was announced as the centrepiece of the Programme for Government in September 2015. Following a period of consultation on a draft Framework, the final publication was launched by the First Minister of Scotland, Nicola Sturgeon MSP, in January 2016. The Framework aims to raise attainment and ensure equalities of outcomes for all children and young people. As part of the Education (Scotland) Act 2016, the reporting procedures for the Framework have been placed on a statutory footing.
- 2.2 In December 2016, the Deputy First Minister and Cabinet Secretary for Education and Skills, John Swinney MSP, launched the 2017 National Improvement Framework and Improvement Plan for Scottish Education which sets out how everyone will secure educational improvement. On the same date, the National Improvement Framework evidence report for 2016 was also published (Appendix C) providing an overview of Scottish Education and the context in which children and young people learn. It details current evidence on achievement, attainment and health and well-being. The evidence report incorporates a range of evidence sources including the new Achievement of CfE Levels return (based on teacher professional judgements), Scottish Survey of Literacy and Numeracy (SSLN), Pupil Census, Teacher Census, Attendance, Absence and Exclusions, Growing Up in Scotland, 27-30 month Child Health Reviews, the OECD's Programme for International Student Assessment (PISA), Scottish Health Survey, the Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) and HMI inspections (Appendix A).
- 2.3 This paper provides the Committee with an up-date on the 2017 National Improvement Framework and Improvement Plan for Scottish Education and, importantly how Education Services will respond. It also outlines for Committee the actions that Education Services implemented in 2016 to secure educational improvement for all children and young people within Argyll and Bute.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Community Services Committee:

- a) Note the actions that Education Services planned and implemented in 2016 to secure educational improvement for all children and young people within Argyll and Bute;
- b) Note the overview of the Primary and Secondary achievement in Literacy and Numeracy for P1, P4, P7, S3 within Argyll and Bute, and
- c) Note the actions to be undertaken by Education Service in response to the 2017 revised National Improvement Framework and Improvement Plan for Scottish Education.

4.0 DETAIL

4.1 In publishing the National Improvement Framework in January 2016, the First Minister, Nicola Sturgeon, reinforced the Scottish Government's commitment to continually improve Scottish Education and close the attainment gap, delivering both excellence and equity. The Framework identifies four key priorities in Scottish education namely:

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children,
- Improvement in children and young people's health and wellbeing, and
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

4.2 The Framework builds on a strong record of improvement and will drive work to continually improve Scottish Education and close the attainment gap, delivering both excellence and equity. Alongside the Scottish Attainment Challenge, the Framework identifies the following 6 key drivers of improvement:

- School leadership;
- Teacher professionalism;
- Parental engagement;
- Assessment of children's progress;
- School improvement, and
- Performance information.

The Framework is central to the Scottish Government's commitment to raising attainment for all, and closing the poverty-related attainment gap.

4.3 In 2016, Education Services implemented the following to secure educational improvement for all children and young people within Argyll and Bute.

- In June 2016, Education Service participated in the Teacher Judgement Survey where the achievement of Curriculum for Excellence levels were gathered nationally for Reading, Writing, Listening and Talking and Numeracy at the stages of P1, P4, P7 and S3. The 2016 Evidence Report details the national picture of the percentage of P1, P4, P7 and

S3 pupils who are achieving the expected CfE Level relevant for their stage in Literacy and Numeracy (Appendix C).

- Within Argyll and Bute, the percentage of P1, P4, P7 and S3 pupils who are achieving the expected CfE Level relevant for their stage in Literacy and Numeracy is outlined in the Achievement of CfE Levels 2015/15 document (Appendix B) and is summarised below:

CfE Levels	2015/2016	P1	P4	P7	S3	S3
		Early Level	First Level	Second Level	Third Level	Fourth Level
Reading	Argyll & Bute	82%	72%	75%	89%	32%
	Scotland	81%	75%	72%	86%	39%
Writing	Argyll & Bute	80%	64%	70%	88%	34%
	Scotland	78%	69%	65%	84%	37%
Listening and Talking	Argyll & Bute	86%	75%	80%	91%	43%
	Scotland	85%	81%	77%	87%	41%
Numeracy	Argyll & Bute	85%	68%	65%	89%	62%
	Scotland	84%	73%	68%	86%	49%

- All local Authorities have direct access to a named Scottish Government Attainment Advisor who works collaboratively alongside local authority staff on agreed priorities which support the Scottish Attainment Challenge. Rosneath Primary School was identified through the Scottish Attainment Challenge initiative to receive targeted support to close the poverty related attainment gap. The Attainment Advisor assigned to Argyll and Bute has provided support and challenge to the Education Officer (Area), Headteacher and staff at the school to increase capacity within the school and identify strategies that will raise attainment in literacy. A range of learning and teaching approaches have been put in place and data has been generated to evidence improvement. Following analysis and evaluation of information gathered, successes will be shared with schools across the authority in order to inform best practice.
- The Attainment Advisor has recently begun to support initiatives in other schools in the Helensburgh area, John Logie Baird, Luss, and Colgrain. She has also worked with central education staff in building capacity within the team to advise and support schools in responding to the NIF priority of raising attainment and reducing the poverty gap.
- The Education Service has recruited a team of Quality Assurance and Moderation Support Officers (QAMSOs) from within the central team

and education establishments. These officers are released from the Authority to attend National Improvement Framework workshops in Glasgow and Edinburgh on sharing standards of attainment. The knowledge gained at these meetings by QAMSOs is used to inform the Education Service's strategy in raising attainment in literacy and numeracy and to ensure standards of attainment are in line with national expectations.

- The Education Service is currently rolling out a training programme that aims to have by June 2017 a dedicated Assessment Facilitator in every establishment. Assessment Facilitators build capacity in their establishments in order that teachers are confident in planning for improved attainment and making quality professional judgements on achieving Curriculum for Excellence levels. Facilitators are increasingly working collaboratively to bring cluster school staff together to share their understanding of standards expected in order that there is consistency across establishments.

4.4 In December 2016, the Deputy First Minister and Cabinet Secretary for Education and Skills, John Swinney MSP, launched the 2017 National Improvement Framework and Improvement Plan for Scottish Education which sets out how everyone will secure educational improvement. The Framework will see new and better information gathered throughout primary and early secondary school years to support individual children's progress and to identify where improvement is needed. The data will be used to close the gap in attainment between children from the least and most deprived communities in Scotland.

4.5 The 2017 National Improvement Framework and Improvement Plan for Scottish Education contain both ongoing and new improvement activity to be implemented by Education Service within each of the 6 key drivers (Appendix A). In 2017 we will be required to respond to the new improvement activity summarised below:

- School Leadership – support more teachers to take the step to headship;
- Teacher Professionalism – raise levels of STEM (Science, Technology, Engineering, and Mathematics) enthusiasm, skills and knowledge including enhanced Career-Long Professional learning for practitioners.
- Parental Engagement – implement final recommendations on the Scottish Schools (Parental Involvement) Act 2006;
- Assessment of children's progress – ensure that nurseries in the most disadvantage areas benefit from an additional teacher or degree qualified early learning and childcare professional. Improve attachment, resilience and mental wellbeing in our children and young people through programmes of support;
- School Improvement – implement the expansion of Early Learning and Childcare entitlement, the changes to National 5, Higher and Advanced Higher qualifications and improve the use of assessment data in schools to drive improvements in learner outcomes, and

- Performance Information – implement the standardised assessment tool in schools, reduce the attainment gap and carry out our statutory duties to plan and report on the National Improvement Framework.
- After the analysis of the NIF data from June 2016 Education Officers have been supporting schools to improve their tracking and monitoring to ensure that young people are making good progress within levels. All schools will be asked to provide an update of Literacy and Numeracy levels in February 2017 at P1, P4, P7 and S3.

5.0 CONCLUSION

- 5.1 Education Service will continue to plan and implement both the ongoing and new improvement activity within the 2017 National Improvement Framework and Improvement Plan for Scottish Education to secure educational improvement for all children and young people within Argyll and Bute and meet our statutory duties within the Education (Scotland) Act 2016.

6.0 IMPLICATIONS

- | | | |
|-----|------------|--|
| 6.1 | Policy | The development of the National Framework for Scottish Education supports the central purpose of the Scottish Government and the delivery on the national outcomes. The framework would support delivery on the SOA Outcomes 1 and 3. |
| 6.2 | Financial | Potential resource implications arising from the introduction of the NIF. Specifically around the standardised testing and assessment, collation of data, additional reporting at class, school and authority level. |
| 6.3 | Legal | As part of the Education (Scotland) Act 2016, the reporting procedures for the Framework have been placed on a statutory footing placing further duties on Argyll and Bute Council. |
| 6.4 | HR | There are potential workload issues for teaching staff that should be considered within school working time agreements. |
| 6.5 | Equalities | One of the two main tenets of the Scottish Government's vision for education is to address educational inequalities. There is no current evidence base that standardised assessments leads to a reduction in inequalities and can only be viewed as one element that contributes to professional teacher judgement and assessment. |
| 6.6 | Risk | There is a potential reputational risk for the Council if there is failure to secure improvements/close the attainment gap for children and young people. |

- 6.7 Customer Service The NIF is clear around the expectations for parental involvement and engagement which should provide positive benefits in supporting their role in their children's education.

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9 March 2017

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Appendices

Appendix A: 2017 National Improvement Framework for Scottish Education -
<http://www.gov.scot/Resource/0051/00511513.pdf>

Appendix B: Achievement of CfE Levels 2015/16 document -
<http://www.gov.scot/Resource/0051/00511579.pdf>

Appendix C: National Improvement Framework – 2016 Evidence Report -
<http://www.gov.scot/Resource/0051/00511488.pdf>

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ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****EDUCATION****9 MARCH 2017**

SUPPORTING THE EDUCATION OF LOOKED AFTER CHILDREN

1.0 EXECUTIVE SUMMARY

- 1.1 The purpose of the paper is to advise Elected Members of the actions taken by Education Services to ensure that all looked after children in Argyll and Bute education establishments reach their fullest educational potential and considers a number of additional actions to improve the educational support for looked after children.

1.2 RECOMMENDATIONS

It is recommended that the Community Services Committee:

- (a) Note the content of this paper and the actions already taken to ensure that the support needs of looked after children are assessed and addressed in an effective and timely manner.
- (b) Note the additional actions to support schools to meet the educational needs of looked after children.

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

EDUCATION

9 MARCH 2017

SUPPORTING THE EDUCATION OF LOOKED AFTER CHILDREN

2.0 INTRODUCTION

- 2.1 This paper outlines the range of actions taken by Education Services to ensure that all looked after children in Argyll and Bute education establishments reach their fullest educational potential and considers a number of additional actions to improve the educational support for looked after children.

3.0 RECOMMENDATIONS

It is recommended that the Community Services Committee:

- (a) Note the content of this paper and the actions already taken to ensure that the support needs of looked after children are assessed and addressed in an effective and timely manner.
- (b) Note the additional actions to support schools to meet the educational needs of looked after children.

4.0 DETAIL

- 4.1 The Education (Additional Support for Learning) Scotland Act 2009 identified that all looked after children, whether looked after at home or away from home, should automatically be deemed to have additional support needs (ASN) unless the education authority assessed that they do not require additional support to benefit from school education. Over the academic session 2015/16 there were 202 looked after children in Argyll and Bute educational establishments. This total includes any child who was formally looked after at any point during that academic session.

Stage	Looked After Children	Looked after by Argyll and Bute	Looked after by another Local Authority	Looked after at home	Looked after away from home
Primary	114	82%	18%	39%	61%
Secondary	88	85%	15%	34%	66%

4.2 Actions by Education Service to date

Community Services: Education has developed a range of measures to support the educational needs of looked after children in schools. In line with legislation, support to looked after children is needs based, through appropriate assessment being carried out with evidence based interventions then implemented. The GIRFEC practice model is the principal vehicle to assess needs and devise appropriate outcomes. There are procedures in place to ensure that looked after children have:

- An identified named person;
- A designated senior manager with whole school responsibility for looked after children;
- Screening using the Wellbeing indicators to identify whether the child or young person has additional support needs;
- Procedures in place to ensure that the individual educational needs will be known to their respective teachers;
- A support plan or Child's Plan, if required, with appropriate educational outcomes;
- Regular progress reviews with support plans updated accordingly, and
- Their looked after status recorded appropriately in SEEMIS.

4.3 The Authority Staged Intervention procedures have been reviewed and updated to address the requirements of the Children and Young People (Scotland) Act 2014. Staged Intervention allows head teachers to allocate support according to need.

SEEMIS contains a Risk Matrix which identifies vulnerable children in schools (including looked after children) based on a number of risk factors and recorded on a red/amber/green basis. The Risk Matrix is being reviewed by the Administrative and Management Information Officer to ensure risks are weighted appropriately to highlight the most vulnerable of children.

4.4 Data Sharing

The Statutory Guidance on Part 9 of the Children And Young People (Scotland) Act 2014 states;

Effective collaboration will depend, in part, on the sharing of information. In most cases it should be possible to share relevant information without requiring the disclosure of personal information. When corporate parents wish to disseminate information about the activities and support they provide, for example, they should collaborate with those corporate parents (such as local authorities) who have direct contact with children and young people, and can distribute information on their behalf. Where the sharing of personal information is required in order to safeguard or promote the wellbeing of a child or young person, this should be done proportionately, in compliance with the principles and provisions of the Data Protection Act 1998.

With the above in mind it is essential that educational establishments receive timely updates to ensure the accuracy of information relating to looked after children for the purposes of tracking and monitoring. A key challenge is to ensure that we are targeting support and intervention to the right children and young people at the right time and this requires the alignment of data currently held in Care First and SEEMIS Click and Go. A system has been put in place to ensure that the information from the Social Work Looked After list is updated centrally in Click and Go and that, at the same time, changes to a pupil's looked after status will be notified to the Head Teacher by email. However, the system relies on the accuracy of the information from Children and Families and requires monitoring by both services.

4.5 All but one area of the action points identified in the internal audit (Looked After Children and Equality of Education conducted September 2015) have been overtaken. The outstanding action relates to the Scottish Government delay on the implementation of Named Person and will be addressed in line with revised dates for statutory implementation.

4.6 Effective support for looked after children and young people is focused on reporting on 4 key areas. These are;

- Attainment;
- Exclusions;
- Attendance, and
- Positive Destinations.

4.7 **Attainment**

The key drivers to raise attainment for looked after children within each individual education establishment is to ensure that each looked after child and young person has their own;

- Needs assessed and identified;
- Appropriate planning and individualised outcomes, and
- That there is rigorous tracking and monitoring of the child's or young person's progress.

4.8 **Primary**

Detailed information on literacy attainment for children who were looked after

last session was presented at the January meeting of the Corporate Parenting Board.

4.9 Secondary

The tables below illustrates the attainment of looked after children and young people in Insight.

(Insight data – Local Benchmarking data for Looked After Children and young people at home (LA) and Looked after away from home (LAAC))

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

S4	Year	% Level 4 Literacy and Numeracy		% Level 5 Literacy and Numeracy		Cohort numbers	
		LA	LAAC	LA	LAAC	LA	LAAC
Argyll & Bute	2014	27	44	9	11	11	9
Virtual Comp	2014	68	68	18	21	110	90
National	2014	29	45	4	7	554	563
Argyll & Bute	2015	33	28.6	0	0	3	7
Virtual Comp	2015	78	68.6	16.7	20	30	70
National	2015	37	53	5.6	8	500	619
Argyll & Bute	2016	50	38.5	37.5	7.7	8	13
Virtual Comp	2016	74	62	44	26	80	130
National	2016	39	55	6.8	10	514	653

Summary:

At SCQF level 4 the performance of Looked after at home pupils in Argyll and Bute was close to the national average in 2014 and 2015 and significantly higher in 2016. Looked after away from home pupils performed much better in 2014 than those at home but then fell below in 2015 and well below in 2016.

At SCQF Level 5 the performance of looked after at home pupils in Argyll and Bute was much higher than the national average in 2016 but a little lower than the virtual comparator. In 2016 the performance of looked after away from home pupils was much lower than those looked after at home and below the national.

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

S5	Year	% Level 4 Literacy and Numeracy		% Level 5 Literacy and Numeracy		Cohort numbers	
		LA	LAAC	LA	LAAC	LA	LAAC
Argyll & Bute	2014	82	67	18	50	11	6
Virtual C	2014	85	62	48	43	110	60
National	2014	36	53.5	13	18	333	381
Argyll & Bute	2015	67	25	17	12.5	6	8
Virtual C	2015	82	76	42	49	60	80
National	2015	50	62.5	13.7	23.5	285	374
Argyll & Bute	2016	50	50	0	0	2	6
Virtual C	2016	90	80	40	48	20	60
National	2016	51.6	65.6	16	24	283	453

Summary:

At level 4 and 5 over the last three years the performance of pupils in Argyll and Bute for both looked after away from home and at home has declined and was lower than the national average and significantly lower than virtual comparator at SCQF in 2016.

IMPORTANT NOTE 1: It is very important to note the very small numbers of pupils as this can lead to large fluctuations in percentage figures.

IMPORTANT NOTE 2: When the looked after filters are used within the insight tool the virtual comparator is not one of the variables that determine pupil selection so the pupils who are looked after in Argyll and Bute are not being compared with other looked after children across Scotland in the VC data.

The only comparator data is age, gender, ASN and SIMD rank. Therefore it is much fairer to look at the national data as this is only composed of pupils who are looked after and therefore does offer a like for like comparison.

General educational attainment June 2015 for looked after leavers:

	Argyll & Bute (2015)		Virtual comp (2015)	
	LA	LAAC	LA	LAAC
1 or more qualification at SCQF Level 3 or better	87%(of 8)	100% (of 9)	94.12%	89% (of 90)
1 or more qualification at SCQF Level 4 or better	87.5%	78%	91.76%	84%
1 or more qualification at SCQF Level 5 or better	75%	33%	73.53%	64%
1 or more qualification at SCQF Level 6 or better	37.5%	11%	37.65%	29%
1 or more qualification at SCQF Level 7 or better	12.5%	0%	8.82%	6%

Overall the performance of looked after away pupils in Argyll and Bute is significantly lower than the pupils who are looked after at home whose performance is broadly in line with the virtual comparator.

2016 leavers data is not available until the February Insight update as this data is based on the December 2016 leavers census.

4.10 Planning/Review meetings

Every looked after child should be assigned a Lead Professional who is responsible for co-ordinating the work of different agencies involved with the child and managing the Child's Plan. The Lead Professional for a looked after child is a social worker.

In order that planned support is effective, it is critical for establishments to take an active part in review processes for looked after children. This will include where appropriate;

- Educational outcomes are included in looked after children plans;
- Key Education staff attend looked after children Planning/Review meetings;
- An education report is written and submitted to looked after children Planning/Review meetings, and
- At each review meeting reports from schools will include, where appropriate, attainment information and progress towards identified educational outcomes.

4.11 The Educational Psychology Service continues to support schools to assess the reading and spelling skills of primary age children. Appropriate assessment

material has been provided to all schools with results collated and analysed centrally. While results are collected centrally annually, there is an expectation that all schools will use this information to monitor and review progress on an ongoing basis. The assessment includes a self report scale to gauge looked after children's views of themselves as learners.

- 4.12 In August of each year, Education Officers have initial discussions with senior leadership teams in secondary schools regarding the outcome of the most recent certificate examinations. The SQA results for looked after children will be a specific item on the agenda for this discussion, to be considered alongside their other achievements and the individual narrative for each young person.

4.13 **Positive Destinations**

The Education Service endorses the principles of the Care Leavers Covenant and is committed to working for real change in the lives of care experienced young people to improve their support, opportunities and outcomes.

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)**.

Argyll and Bute Council offers our S4 – S6 Looked After and Accommodated Children (LAAC) the opportunity to gain that first taste of employment through a summer internship placement with the Council. The LAAC young persons attend the summer placement for four days a week over a five week period and completed an identified project on behalf of a council department. During the placement the young person would be paid the national minimum wage.

4.14 **Attendance and Exclusions**

Primary

Overall attendance for primary aged pupils in Argyll and Bute and nationally is increasing slightly. The average total absence from school for all primary age children is 4.48% and for looked after children is 4.92%. No primary age looked after children were excluded from primary school last session.

Secondary

The average total absence from school for all secondary age children is 8.20% and for looked after children is 14.52%. Further analysis demonstrates that this average figure is inflated by a smaller number of young people who have a significant difficulty with school attendance. Exclusions openings account for 0.07% of the absences for looked after children, with the overall secondary school population figure for exclusion being 0.04%. There requires to be a

continued focus on ensuring children and young people at the secondary stage are meaningfully engaged with the life of the school and sustain positive attendance.

For the past two full school sessions looked after pupils account for between 9-10% of the total number of pupils excluded. The cohort of 202 looked after pupils in session 2015-2016 forms just 2% of the overall school population of 10,445.

For looked after pupils the number of days absent due to exclusion reduced by over 40% from session 2014-2015 to 2015-2016. This compares to a 33% reduction for the whole school population. The number of looked after pupils being excluded reduced by 21% compared to a 30% reduction for the whole school population.

There is a downward trend for all pupils over the past two full school sessions with Exclusion Incidents per 1000 pupils reducing from 20.53 to 15.08 in session 2015-2016. This is below the national average which was reported as 27.2 in session 2014-2015. Figures obtained from the Summary Statistics for Schools No.6 2015 Edition.

This correlates with the introduction of the revised Exclusion policy.

4.15 Future Education actions

The low numbers of looked after children within the authority area who sit national qualifications can mean that percentage attainment rates can vary widely from year to year. For some looked after children and young people attainment may have to be considered a longer term outcome whilst more immediate wellbeing outcomes are addressed in the first instance. The low level of attainment as reported in the recent Scottish Government publication 'Education Outcomes for Looked After Children 2014 / 15' has informed specific actions to further build the capacity to support and improve outcomes for looked after children at all levels within the Education service. These are;

- Supporting looked after children is a key priority within the Education Service Plan 2017-18;
- The looked after children framework for education introduced which ensures that head teachers understand their roles as corporate parents;
- Progress of looked after children towards their educational outcomes should be part of regular tracking and monitoring dialogue between line manager and class teacher in every education establishment;
- Looked after children attainment is a specific area of discussion between members of the senior leadership team and principal teachers in secondary establishments;
- Looked after children attainment and wellbeing is a specific area of discussion between head teachers and educational psychologists at the primary stage;

- Headteacher representation on the Corporate Parenting Board;
- Looked after children support systems in educational establishments to be included in Quality Assurance visits;
- Support for children with ASN to be included in revised model of school reviews, and
- Area Principal Teachers will be given a strategic responsibility to support the transitional arrangements for looked after and accommodated children to ensure that the receiving educational establishment obtains all the appropriate educational information and that all arrangements for support are in place.

5.0 CONCLUSION

- 5.1 An annual performance report will be provided in FQ4 of each year to both Community Services Committee and the Corporate Parenting Board that incorporates performance information for looked after children i.e. attainment in Literacy and Numeracy; attainment in national qualifications, wider achievement and positive destinations.
- 5.2 More rigorously applied approaches to assessment, intervention, tracking, monitoring and reporting on the needs of looked after children within education will be supported by the central education team.
- 5.3 There is a need for the appropriate officers and managers from both Education and Social work to continue to meet on a regular basis to ensure that database information is entered and updated consistently to generate an agreed list of children and young people whose progress will be tracked and monitored to improve outcomes.
- 5.4 Following implementation, there will be an evaluation of the impact of the guidance to support schools to meet the educational needs of looked after children.

6.0 IMPLICATIONS

- | | | |
|-----|-----------|---|
| 6.1 | Policy | The support for looked after children is consistent with the council's corporate parenting role.
Guidance to support schools to meet the educational needs of Looked After children. |
| 6.2 | Financial | None |
| 6.3 | Legal | Compliance with the Education (Additional Support for Learning) (Scotland) Act 2009 and the Children and Young People (Scotland) Act 2014. |

6.4	HR	None
6.5	Equalities	There is a requirement for the Council to ensure children who are looked after are given equality of opportunity.
6.6	Risk	Failure to adequately support the educational needs of looked after children with the potential for reputational damage to the Council.
6.7	Customer Service	None

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9 March 2017

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ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****COMMUNITY SERVICES: EDUCATION****9 MARCH 2017**

Gaelic Education and Gaelic Specific Grant Funding

1.0 EXECUTIVE SUMMARY

- 1.1 The main purpose of this report is to inform Committee members of the developments within Gaelic Education in Argyll and Bute since August 2016 and the Gaelic Specific Grant application for 2017/18.
- 1.2 This paper will provide a detailed report on the main actions undertaken in Gaelic Education since August 2016 with a focus on the rationale behind each project / initiative.
- 1.3 Committee members will be presented with a comprehensive overview of the 2017/18 specific grant application to the Scottish Government with reference to allocations made in previous years.

1.4 RECOMMENDATIONS

It is recommended that the Community Services Committee:

- a) Note commitment of Gaelic professionals in providing a robust, rigorous and relevant education to young people in Gaelic Education as detailed in 'Our Children, Their Future', the Education Vision and Strategy;
- b) Note the grant application and the commitment to delivery of the conditions of grant;
- c) Note the developments being undertaken within Gaelic Education in Argyll and Bute;
- d) Note the new legislation; Education (Scotland) Act 2016 and the raised expectations of Councils to promote Gaelic Medium Education and the benefits of bi-lingualism;
- e) Note the challenges around staffing and the potential necessity to provide enhancements / relocation packages to attract key professionals to live and work in Argyll and Bute, and
- f) Note that teaching posts which have been grant funded for 5 years will now become part of the mainline staffing.

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

COMMUNITY SERVICES: EDUCATION

9 MARCH 2017

GAELIC EDUCATION AND GAELIC SPECIFIC GRANT FUNDING

2.0 INTRODUCTION

- 2.1 In August 2016 the Gaelic Support Officer for Gaelic took up post. There had been a delay since the initial appointment due to a lack of backfill for the candidate's substantive post. The education authority are now moving forward with several developments in Gaelic Education including; liaison with Education Scotland, in-service training for staff, curriculum development work and initiatives to build a future workforce.

2.2 Current Provision:

Gaelic Medium Pre-5 provision (Sgoil Àraich) is currently available in Rockfield Primary School in Oban, Salen Primary School in Mull and Bowmore Primary School in Islay. At present there are 38 children attending a Gaelic Pre-5 provision with an additional 12 accessing places the Gaelic Playgroup in Dunoon.

Gaelic Medium Primary Provision (GMPE) is established in six schools across Argyll; Tiree Primary, Rockfield Primary in Oban, Strath of Appin Primary, Bowmore Primary in Islay, Sandbank Primary in Dunoon and Salen Primary in Mull. In total there are **183 Gaelic Medium primary** pupils in Argyll and Bute. Secondary schools offering Gaelic as a subject choice for fluent speakers include Dunoon Grammar School, Tobermory High, Tiree High, Oban High and Islay High, serving **76 students**. All apart from Dunoon Grammar offer a Learner's Gaelic qualification too.

The Languages 1 + 2 initiative has seen three clusters within Argyll and Bute elect to study Gaelic as Language 2 (L2) - Mull, Islay and Jura and Tiree. Primary Schools delivering Gaelic Medium Education are aware of the benefits to their setting of providing Gaelic at L2 in order to create an ethos of inclusion where Gaelic is celebrated across the whole school. As a result of this approach children in an English Medium setting from P1 – P7 will learn Gaelic in class as part of their curriculum. The Council has an expectation that schools across the authority will study Gaelic as Language 3 (L3) from P.5 to P.7.

2.3 Specific Grant Funding:

The Gaelic Specific grant funding is allocated to local authorities directly from the Scottish Government and requires to be applied for on an annual basis. The main purpose of the grant is to assist in meeting the targets as set by Bòrd na Gàidhlig's National Gaelic Language Plan and Argyll and Bute's Gaelic Language Plan, which was approved by Bòrd na Gàidhlig in April 2014.

The Gaelic Language (Scotland) Act 2005 (the Act), passed by the Scottish Parliament, seeks to secure the status of Gaelic as an official language of Scotland commanding equal respect to the English language.

As such, the National Plan has legal status and is more than a list of corporate priorities.

The Act requires a revised Plan to be submitted every five years.

The Plan includes proposals for the promotion of strategies for increasing the number able to speak Gaelic, encouraging its use and facilitating access to Gaelic language and culture. It includes priorities that other bodies and authorities should have regard to in respect of Gaelic matters and the preparation of Gaelic Language Plans.

3.0 RECOMMENDATIONS

3.1 It is recommended that the Community Services Committee:

- a) Note commitment of Gaelic professionals in providing a robust, rigorous and relevant education to young people in Gaelic Education as detailed in 'Our Children, Their Future', the Education Vision and Strategy;
- b) Note the grant application and the commitment to delivery of the conditions of grant;
- c) Note the developments being undertaken within Gaelic Education in Argyll and Bute;
- d) Note the new legislation; Education (Scotland) Act 2016 and the raised expectations of Councils to promote Gaelic Medium Education and the benefits of bi-lingualism;
- e) Note the challenges around staffing and the potential necessity to provide enhancements / relocation packages to attract key professionals to live and work in Argyll and Bute, and
- f) Note that teaching posts which have been grant funded for 5 years will now become part of the mainline staffing.

4.0 DETAIL

4.1 Staffing Challenges:

Staffing Gaelic provisions has always been a challenge, both nationally and locally. The recruitment of teaching staff to Gaelic posts requires a multi-pronged approach including networking, liaison with Bòrd na Gàidhlig, social media and council granted incentives such as relocation packages. It is important to take a creative approach to these challenges, as advocated by Education Scotland when describing their 'blended approach' to meeting needs through Gaelic. Ionad Chaluim Chille Ìle (ICCI), the Gaelic College in Islay, has been fully utilised to support staffing in a local primary school, ensuring the best experiences for the children.

A range of innovative approaches have been taken by both Education and schools to attract candidates. These include: Rockfield Primary School pupils who made a teacher recruitment video in May 2016 which was posted on YouTube and shared generously across social media by individuals and Bòrd na Gàidhlig. This campaign resulted in an appointment for August 2016.

The current Education Support Officer for Gaelic was unable to take up post for eight months due to a lack of backfill. An appointment was eventually made in time for August 2016 due to intensive networking amongst Gaelic professionals across the country.

It is essential that Argyll and Bute Council have a high profile at Career Fayres and university open days, including visits to speak with students choosing their NQT placements. Encouraging students to come to Argyll for placements is another way of building our work force. At present we have a GM student in placement who is very keen to return to Argyll as a teacher.

From August 2015 a partnership with UHI/Argyll College introduced a Post Graduate Diploma in Education (PGDE) Primary (English and Gaelic) being taught via Argyll College Oban and online facilities. This allows candidates with an appropriate degree the opportunity to gain a teaching qualification in Gaelic based in Argyll.

Building our work force in Argyll and Bute continues to be a priority to ensure Gaelic provision is fully staffed. Session 2017/18 will see 3 candidates from Argyll and Bute Council undertake the Gaelic Immersion for Teachers Course (GIFT) with Strathclyde University. This is the first year that candidates from this authority have had the opportunity to attend. The aim of the course is that these qualified teachers will be in a position to teach in Gaelic Medium at the end of the one year, full time course.

4.2 Key developments:

There have been a number of key developments in Gaelic Education within Argyll and Bute Council since August 2016.

Argyll and Bute's vision for Gaelic Education is that our teachers and Pre-5 workers comprise a professional learning community who have the skills, knowledge and necessary guidance to provide the best education possible for our young people. In order to achieve this Education Scotland have been invited to liaise with officers, managers and practitioners to make clear their expectations of Gaelic Education as detailed in the document; Advice on Gaelic Education, February 2015. Work has started on the importance of a Curriculum Rationale for Gaelic in our schools, showing how Gaelic is considered in all aspects of strategic planning. Progression Pathways for Literacy and Gaelic, Early, 1st and 2nd Level, and a Grammar programme have been distributed to all schools and Pre-5 classes providing Gaelic. The aim is to create a consistency of approach across the authority while ensuring progression, evidenced through rigorous assessment and tracking. This vision is in line with the revised Education Vision and Strategy: 'Our Children, Their Future'.

The Education Service is ensuring that there is a focus on the development of Gaelic Education curriculum pathways to support S1 to S3.

Teaching professionals in Argyll and Bute have access to the webpage 'Sharing Argyll Learning ideas' (SALi). There is now a discrete 'Gaelic Education' area on the website with a drop-down menu offering a range of resources from Education Scotland documents to Reciprocal Reading materials. Staff have the opportunity to share their practice and resources, reinforcing the sense of 'community' essential to the raising of standards and attainment.

Argyll and Bute has been in discussion with Western Isles Council regarding 'e-sgoil', the virtual school. E-sgoil has been very helpful in advising on the technology required to create a professional learning community who are able to communicate and collaborate despite geographical distances. Both Argyll and Bute Council and Western Isles Council are keen to work together on a moderation project for Speaking and Listening in Gaelic classes.

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

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

4.3 Working with Partner Agencies:

There have been several opportunities for Argyll and Bute Council to work in partnership with a wide range of national and local agencies. Bòrd na

Gàidhlig are now represented on the authority's 'Gaelic Additional Support Needs Working Group', looking at appropriate and timeous assessments required to track the progress of pupils. Liaison with Bòrd na Gàidhlig has resulted in Argyll and Bute accessing the GIFT programme for teachers.

Argyll and Bute is also represented in a number of National Gaelic related programmes and meetings including:

- The 'Gaelic Local Authority Networking' meetings (GLAN) where representatives from the Scottish Government, Education Scotland, Bòrd na Gàidhlig and education authorities regularly meet to discuss Gaelic policy and practice;
- The Board of Directors of Stòrlann, the main provider of Gaelic resources for students, both fluent and learners. This places the authority in a very strategic position of influencing the direction Stòrlann takes with regard to priority resourcing. The Council is now also represented on the Stòrlann Gaelic Learner Education Panel, dealing with Go! Gaelic, the national resource for Gaelic as part of Languages 1 +2, Ceumannan, the resource for secondary Gaelic learners and national strategic guidance on Gaelic Language Education (GLE);
- Engagement as partner to the GLPS Consortium with ten candidates, including officers, managers and practitioners attending the Scottish Government's GLPS Conference on Friday 3rd March where Mr. John Swinney, Depute First Minister, will be giving a keynote address, and
- Locally, with positive relationships with Comann nam Pàrant reinforced through correspondence, attendance at meetings and a planned approach to meeting learner's needs across the whole community. The Gaelic Administrator in Furan, Corran Halls, is currently adding value to children's educational experiences by working on songs, rhymes, drama projects and oral Gaelic in a number of schools and Pre-5 establishments across the authority.

4.4 Capital Funding from the Scottish Government:

Sandbank Primary School in Dunoon has established Gaelic Medium classes from P1 to P7 with excellent links to Dunoon Grammar School where Gàidhlig for fluent speakers is available as an examinable subject, offering a pathway from 5 – 18. Sandbank Primary has a Gaelic Playgroup that runs for two hours each afternoon where those parents who wish their children to experience Gaelic can choose to attend. At present, there is no designated Gaelic Medium Pre-5 provision (Sgoil Àraich) in the Cowal area. In order to provide the pathway of Gaelic Medium Education as recommended by Education Scotland (Advice February 2015) and the Scottish Government (Gaelic Language Act 2016) funding was accessed by Argyll and Bute from the Government's Capital Fund. The government granted £560,000 for a new, purpose built Sgoil Àraich in Sandbank Primary School which will be ready to accept children by February 2018 registration.

4.5 **Education (Scotland) Act 2016: Commencement of Gaelic Provisions**

The Education (Scotland) Act 2016 was passed on 2nd February 2016 and contains several provisions in relation to Gaelic Education. These include a duty on Education Authorities to promote and support Gaelic Medium Education (GME) in their area, and the establishment of a process by which parents can request Gaelic Medium Primary Education (GMPE) from their Education Authority. These provisions are scheduled to commence on 1st February 2017.

Argyll and Bute was the very first Education Authority to receive such a request from parents in Buessan, Isle of Mull.

Officers of the Council visited the school, staff, children and parents and undertook a consultation with families of children from 0 – 5 to ascertain whether projected numbers were such that a new stream of education would be viable. At this time, the Council is moving to a full assessment to explore whether it is feasible to deliver this project within the timescales provided.

4.6 **On-going and Future Plans:**

In order to provide stability to Gaelic Medium Education and ensure our focus on good quality teaching and learning and increased attainment, Education Services is moving to recruit an Education Support Officer for Gaelic on a permanent basis.

Work has started on ensuring an informative and supportive approach with young parents with children from 0-3. Early Learning and Childcare providers are supported through opportunities for collegiate working and staff development. An inter-generational approach to meeting the needs of Gaelic speaking children outside the classroom continues to be developed through joined-up working between Education and community partnerships.

The recruitment and retention of high quality teaching staff remains a key priority and future plans include attendance at Career Fayres, University Open Days and visits to students choosing 'Newly Qualified Teacher' (NQT) placements. The creation of a supportive, collegiate and active professional learning community of Gaelic staff may encourage teachers to stay in this area.

The provision of a well-respected programme for Newly Qualified Teachers is in place within the authority and is being further developed through liaison between the programme co-ordinators and the Education Support Officer for Gaelic. The most recent Gaelic Newly Qualified Teacher's (NQT's), Tiree and Oban, have elected to remain in this area beyond their probation year.

4.7 **Specific Grant:**

The 2017/18 Gaelic Specific Grant application totalled **£425,887**. This amount is required to pay for staffing in schools and Pre-5 units, the Gaelic Education Support Officer, pupil travel, Career Long professional Learning (CLPL), Adult

Learning delivered from Ionad Chaluim Chille Ìle (ICCI), partnership agencies, administration fee and materials. It is worth noting however that a specific condition of the allocated grant aid is that up to the first five years of a project will be supported with the expectation that Councils will mainline costings thereafter.

The Specific Grant covers up to 75% of costings, with a 25% contribution from the Council. The cost to the Council will be **£145,447. The total amount required to cover all projects is £581,790.** (Appendix 1 outlines the projects requiring government funding for session 2017/18).

Table of allocation of Specific Grant over past 3 years:

Session	Council Contribution	SEED	Total
2014/15	123,333	370,000	493,333
2015/16	123,333	370,000	493,333
2016/17	121,667	365,001	486,667

- 4.8 In order to meet the costs of Gaelic Language in Primary School (GLPS) training, the Gaelic Education Officer, pupil transport on Islay, Career Long Professional Learning, the Gaelic Administrator in 'Furan' and Argyll and Bute's administration fee, a total of £176,454 has been applied for with an expected Council contribution of £58,818.
- 4.9 In addition to this, £234,597.75 is required from the Government with £78,199.25 from the Council to cover the staffing costs of Gaelic teachers, Pre-5 workers and language auxiliaries who are still coded to the grant. Prior to the 2017/18 application time was taken to 'mainline' several posts in the hope that the Government would look favourably upon this. Salen Pre-5 staffing and building contribution and Bowmore Pre-5 staffing was mainlined. All three posts had been in place in excess of five years.
- 5.0 CONCLUSION**
- 5.1 A total amount of £425,887 has been applied for to the Scottish Government for the financial year 2017/18. This amount covers the cost of non-mainlined Gaelic staff and GLPS, Education Support Officer, pupil transport, CLPL, Gaelic Administrator in Furan and the council's administration fee.
- 5.2 The Education Service will continue to plan for and develop Gaelic Education in

line with current legislation (Education (Scotland) Act 2016) and advice from Education Scotland to secure educational improvement as detailed in 'Our Children, Their Future'.

6.0 IMPLICATIONS

- 6.1 Policy – Argyll & Bute Council Gaelic Language Plan 2014-2018
- 6.2 Financial – Potential future funding pressure on the Council to pay for Gaelic teaching and support staff.
- 6.3 Legal – The Gaelic Language (Scotland) Act 2005 and the Education (Scotland) Act 2016: Commencement of Gaelic Provisions
- 6.4 HR – Identify permanent staff who have been in post for 5 years or more.
- 6.5 Equalities – Parity of support given to Gaelic and English Medium provision as outlined in Bòrd na Gàidhlig's Language Plan.
- 6.6 Risk – That the grant, allocated annually, will fall significantly short of meeting staffing costs.
- 6.7 Customer Service – n/a

Ann Marie Knowles
Acting Executive Director of Community Services

Cllr Rory Colville
Policy Lead for Education

Cllr Robin Currie
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9 March 2017
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Appendices:

Appendix 1: Projects requiring Government Funding Session 2017/18

APPENDIX 1

COMMUNITY SERVICES: EDUCATION

Projects requiring Government Funding
Session 2017/18

SUMMARY - GAELIC SPECIFIC GRANT BUDGET PLAN 2017/2018			
	Council Contribution	SEED	TOTAL
Gaelic Central Specific Grant	65,998	197,995	263,993
Gaelic Learner in the Primary School (GLPS)	1,250	3,750	5,000
Dunoon Grammar Gaelic Grant	10,077	30,230	40,306
Tobermory High Gaelic Grant	11,552	34,655	46,206
Islay High Gaelic Grant	6,820	20,460	27,280
Oban High Gaelic Grant	11,174	33,522	44,696
Rockfield Gaelic Grant	11,552	34,655	46,206
Strath of Appin Gaelic Grant	3,248	9,743	12,990
Salen Primary Gaelic Grant	10,068	19,747	40,270
Strath of Appin Gaelic Language Auxiliaries	1,698	5,094	6,792
Sandbank Gaelic Language Auxiliaries	3,451	10,353	13,804
Bowmore Gaelic Pre-Five Unit	0	0	0
Rockfield Gaelic Pre-Five Unit	3,644	10,932	14,576
Salen Gaelic Pre-Five Unit	0	0	0
Sandbank Gaelic Pre-Five Unit	4,918	14,753	19,671
	145,447	425,887	581,790

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ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

COMMUNITY SERVICES: EDUCATION

9 MARCH 2017

THE EXPANSION OF FUNDED EARLY LEARNING AND CHILDCARE TO 1140 HOURS

1.0 EXECUTIVE SUMMARY

- 1.1 The purpose of this report is to provide an update to Committee on plans to implement 1140hours of funded Early Learning and Childcare (ELC) in Argyll and Bute per year by 2020 as required within the new Scottish Government National Policy Imperatives. In order to ensure successful and sustainable implementation, several key elements will require to be considered both at a national level and at an Argyll and Bute level:

- **Affordability** – funding for implementation and to ensure affordability for parents;
- **Accessibility** – ensuring that funded ELC is accessible to all regardless of where they live;
- **Flexibility** – where possible ensuring there are options for parents to choose from, and
- **Quality** – a key element within the learning environments and within the ELC workforce- to ensure all children are getting the best start in life.

1.2 RECOMMENDATIONS

It is recommended that the Committee Services Committee:

- a) Note the significant capital and revenue funding which will be required in order to ensure Argyll and Bute Council is able to fully implement 1140 hours of ELC by 2020;
- b) Note that Partner Providers play a key role in the expansion of ELC in Argyll and Bute, therefore support and investment will be required to ensure their continued partnership in providing ELC across each of the localities;
- c) Note that the expansion of the Early Years Workforce will be a significant challenge within Argyll and Bute, therefore will require continued investment and partnership working both within the council and with wider partners to ensure a high quality workforce is in place by 2020, and
- d) Request the Executive Director of Community Services to bring a progress update on the implementation of 1140 hours of Early Learning and Childcare to a future meeting of the Committee.

THE EXPANSION OF FUNDED EARLY LEARNING AND CHILDCARE TO 1140 HOURS

2.0 INTRODUCTION

- 2.1 The Scottish Government has pledged to increase the provision of free Early Learning and Childcare provision to 1140 hours per year by 2020, for children who are 3 or 4 years old, as well for 2 year olds whose parents/carers are on qualifying benefits and are eligible for the 600 hours free entitlement through the Children & Young People's Act 2014. This expansion in ELC entitlement will be one of the most important and transformative changes made in recent years. (Appendix 1)
- 2.2 Currently, free provision of Early Learning and Child care is offered to all 3 and 4 year olds as well as eligible 2 year olds. As of August 2014, the Children and Young People (Scotland) Act increased this free provision to 600 hours per year. This equates to around 16 hours per week during school term time. This free provision is delivered by a mixture of local authority nurseries, nursery classes attached to schools, partnerships offered by private or non-profit nurseries, and some child-minders. The 16 hours provision per week can be taken in sessions of between 2.5 hours per day and up to a maximum of 8 hours.
- 2.3 This Scottish Government's ambition for children and families across Scotland will require significant resourcing and planning within each local authority in order to ensure successful and sustainable implementation by 2020.

3.0 RECOMMENDATIONS

It is recommended that the Committee Services Committee:

- a) Note the significant capital and revenue funding which will be required in order to ensure Argyll and Bute Council is able to fully implement 1140 hours of ELC by 2020;
- b) Note that Partner Providers play a key role in the expansion of ELC in Argyll and Bute, therefore support and investment will be required to ensure their continued partnership in providing ELC across each of the localities;

- c) Note that the expansion of the Early Years Workforce will be a significant challenge within Argyll and Bute, therefore will require continued investment and partnership working both within the council and with wider partners to ensure a high quality workforce is in place by 2020, and
- d) Request the Executive Director of Community Services to bring a progress update on the implementation of 1140 hours of Early Learning and Childcare to a future meeting of the Committee.

4.0 DETAIL

- 4.1 A scoping exercise has been carried out within each of the areas of Argyll and Bute in order to identify potential solutions to the challenge of expansion of ELC within each locality.

In addition to this, parents have been consulted on their preferred pattern of ELC provision, should they have the opportunity to access 1140 hours of funded ELC. This has provided a 'snapshot' of the current provision and the current demand within each locality. As a result an action plan has been drawn up to prioritise the capital funding spend as it is released to local authorities. To ensure provision meets the needs of children and their families parents will continue to be consulted each year to allow consideration of changing needs and wishes.

- 4.2 At this stage an additional £30 million of Scottish Government capital funding is being made available to local authorities ready to begin expansion of their ELC capital provision. Argyll and Bute has expressed an interest in accessing funding as part of its 1140 hours action plan, however there has been significant interest shown by local authorities across Scotland and as a result the initial capital funding will not be sufficient enough to meet all of the demands expressed. In addition to this, the Scottish Government has been working with the Care Inspectorate to produce an 'ELC Design Guide' for the development of future ELC buildings. This will ensure greater consistency in capital provision across Scotland, as well as producing ELC settings which are fit for purpose.

- 4.3 The First Minister announced that a series of trials would be run to test a variety of models for delivering the ELC expansion to 1140 hours, with Scottish Government providing £1million of investment to support the delivery of the trials. The overall programme of trials for delivering 1140 hours of entitlement is structured to enable as many different types and models of childcare to be trialed as possible, and should include a range of both local authority and partner providers. Argyll and Bute Council has been successful in its bid to run a trial over two islands: Mull and Tiree. These have been selected to support the expansion of Early Learning and Childcare funded hours which may have a positive impact on Parents/Carers' ability to work and a further positive impact on children's lives. Both islands currently have no private or voluntary providers of childcare and limited numbers of childminders. (Appendix 2)

- 4.4 In addition to releasing £30 million of capital funding, the Scottish Government has also released £30 million of funding to support expansion of the Early Years workforce. As part of this funding the Scottish Government is committed to ensuring that by 2018, early learning and childcare settings in the most deprived areas will benefit from an additional graduate – either a teacher with early years expertise or a graduate practitioner with the BA Childhood Practice award. Argyll and Bute has been allocated three additional graduates, who will begin training in 2018. This will support current Argyll and Bute workforce developments such as providing funding for ELC practitioners who need additional qualifications as part of Scottish Social Services Council (SSSC) requirements. It is clear from both qualitative and quantitative data that there will be a shortfall in the number of ELC practitioners across Argyll and Bute. It is therefore important that the role of a Childcare and Education Worker is promoted as a worthy and valued career across the local authority, as well as a clear emphasis made on the importance of a high quality workforce, with the right qualifications and skills to support our children and families. (Appendix 3).
- 4.5 In order to provide a more flexible ELC provision and also to build capacity within each locality, there has been a recruitment drive to attract more childminders to work in partnership with the local authority to provide ELC for eligible 2 year olds. The local authority currently provides a 'start-up grant' as well as support in the registration process through partnership working with the 'Scottish Childminding Association' (SCMA).
- 4.6 Argyll and Bute currently offers ELC through 54 local authority pre5 units and 24 partner providers. Our partner providers are made up of private nurseries and voluntary groups and they provide a vital role in the provision of early learning and childcare within Argyll and Bute. Some partner providers offer 'wraparound' childcare to working parents, as well as flexible models of funded ELC. However, there are pressures on partner providers to comply with recent legislation which is having an impact on the sustainability of services.

The local authority can provide support with funding for qualifications and professional development training, as well as supporting the quality of settings. However, only voluntary groups can access funding through the Early Years Grants and other funding bodies. In order to consult partner providers on how they see 1140 hours being implemented, each partner provider will be offered a meeting to discuss potential challenges and opportunities. These meetings will take place between April and June 2017.

The national organisation 'Early Years Scotland' is also providing help and support to partner providers across Argyll and Bute specifically focused on ensuring sustainability of ELC.

- 4.7 When planning for the expansion of ELC, it is vital not only to consider expansion of capital provision and the workforce, but also to ensure that the increased provision offers high quality ELC. As part of the Education Strategy 'Our Children, Their Future' an Early Years 'Learning and Development Framework' has been developed to provide strong and consistent guidance on learning and development from birth through to a child starting school. Every setting and childminder is being issued with this guidance and providers are encouraged to use this tool as part of their self-evaluation, along with 'Building the Ambition' and 'How Good is our Early Learning and Childcare?' Members of the central support team will continue to use the Framework as a key document as part of their support visits, focusing on 'Environment', 'Experiences' and 'Interactions'. Data is also used to analyse the quality of provision with progress being tracked through 'Care Inspectorate' and 'Education Scotland' inspections. Twice a year the local authority gathers data in relation to 4 year old children's progress within their developmental milestones, and this is used to target resources more effectively. The use of improvement methodology is being developed with ELC establishments which will support their own improvement journey. There continues to be a challenge around recruitment and retention across the workforce, with some settings trying to improve provision whilst coping with a constantly changing team. Some practitioners also learn whilst they are working, which can lead to mixed quality of provision until they are fully trained. Funding is available for new practitioners to visit more experienced practitioners and to learn from their practice.

The local authority also offers a comprehensive professional development calendar for all providers to access free of charge.

There will be a continued focus on improving the quality of provision, as a vital part of the success of 1140 hours will be to ensure that all children experience high quality ELC so that they have the best start in life and are ready to succeed.

5.0 CONCLUSION

- 5.1 Argyll and Bute Council is making progress in identifying what will be needed to comply with the requirement to expand to 1140 hours of funded ELC by 2020.

In order to ensure that the local authority is ready to implement the increase in hours, the following points will need further consideration:

- Ensuring that ELC capital and revenue funding which will meet the needs of each local authority should be made available as soon as possible;
- The need to raise awareness of and the importance of the Early Years Workforce in order to ensure sufficient capacity and quality by 2020, and
- The need to provide appropriate funding and support to ELC partner providers in order to ensure accessible, affordable and flexible ELC within each of the localities of Argyll and Bute.

6.0 IMPLICATIONS

6.1	Policy	Supports the 2014 SOA outcome 4 – children and young people have the best possible start.
6.2	Financial	Expansion is dependent on capital and revenue funding from the Scottish Government.
6.3	Legal	Compliance with the Children and Young People Act (Scotland).
6.4	HR	Consultation and support from HR in expanding the workforce.
6.5	Equalities	Support equality of provision for children and families.
6.6	Risk	Without sufficient funding there is a risk that implementation will not be complete by 2020
6.7	Customer Service	

Ann Marie Knowles
Acting Executive Director of Community Services

Cllr Rory Colville
Policy Lead for Education and Lifelong Learning

9 March 2017

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APPENDICES

Appendix 1

Additional ELC Hours - <http://www.gov.scot/Topics/People/Young-People/early-years/ELCTrials>

Appendix 2

Early Learning and Childcare Trials - <http://www.gov.scot/Topics/People/Young-People/early-years/ELCTrials/ELCTrials>

Appendix 3

Additional Graduate Commitment- <http://news.gov.scot/news/early-years-workforce-expansion>

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ARGYLL AND BUTE COUNCIL**Community Services Committee****Community Services****9 March 2017**

**HOUSING DEVELOPMENT - LOAN APPLICATION:
FYNE HOMES – COURTHOUSE, ROTHESAY**

1.0 EXECUTIVE SUMMARY

- 1.1 This report deals with an application for an extension to an existing loan from Fyne Homes, subsidiary Fyne Initiatives for bridging finance for the Old Courthouse Development.
- 1.2 In August 2012 Members agreed to support the Housing Association development programme by providing access to £3.5m for short term front funding and £5m for long term loans. This application meets the criteria previously agreed.

1.3 RECOMMENDATION:

Members are asked to approve:

- an extension to the loan of £561,319 to Fyne Initiatives, on the same terms and conditions, for a further three years to 31 March 2021, in respect of the development at the Old Court House, Rothesay.

ARGYLL AND BUTE COUNCIL**Community Services Committee****Community Services****9 March 2017**

HOUSING DEVELOPMENT: LOAN APPLICATIONS**Fyne Homes – Courthouse, Rothesay**

2.0 INTRODUCTION

- 2.1 In August 2012 the Council approved a recommendation to provide a short term loan facility from the Strategic Housing Fund and a Long Term Loan facility funded from Council reserves. These decisions were taken to enable the affordable housing development programme to continue in Argyll and Bute at a time when it was particularly difficult for Housing Associations to secure private finance.
- 2.2 **In 2012** Fyne Initiatives were provided with loan funding for an initial three year period in anticipation that the properties at the Old Courthouse would be sold within that timeframe. The downturn in the Housing Market since 2012 has resulted in low demand for these properties and a further extension to the loan was approved by the Community Services Committee on 11 September 2014. Fyne Initiatives have made application to extend their existing loan facility for a further three years.

3.0 RECOMMENDATIONS

- 3.1 Members are asked to approve:
- an extension to the loan of £561,319 to Fyne Initiatives, on the same terms and conditions, for a further three years to 31 March 2021 in respect of the development at the Old Court House, Rothesay.

4.0 DETAIL

- 4.1 **Fyne Homes Application.** In November 2011 Council approved a £1.9m 3 year loan to Fyne Initiatives, a subsidiary of Fyne Homes for the redevelopment of the former Council Chambers and Courthouse in central Rothesay. This loan arrangement will cease on 31st March 2018. At the time of writing, 17 properties had been sold leaving 8 remaining. As the properties are sold the capital loan is repaid directly to the Council and consequently the loan extension is for £561,319, considerably less than the original loan. Interest is payable at the PWLB rate applicable at the time of draw down plus 0.25%.
- 4.2 The New Supply Shared Equity Scheme (NSSE) was completed in March 2011 and comprises 25 x 1,2,3 bedroom shared equity properties. Fyne Homes have conducted extensive marketing campaigns but due to the downturn in the economic market, sales have been very slow. Feedback from applicants, other interested parties and the Estate Agent is that that the Old Courthouse development itself attracts great interest and that the properties are of good quality

and highly desirable. However there are two main elements affecting overall sales, these are the current market/economic conditions and the criteria to qualify under the NSSE scheme. The housing market in general is still very slow. There is a particularly high volume of flats available to purchase on Bute and feedback from the Estate Agent is that flats are still the most difficult to sell despite the quality and location of The Old Courthouse development

- 4.3 **NSSE qualifying criteria** –As house sales have started to move more recently The Old Courthouse development is still generating initial enquiries. The Scottish Government has a specific set of criteria which buyers have to meet in order to qualify to enter the scheme and purchase one of these properties. New Supply Shared Equity mainly aims to help first-time buyers. However, it can help others too in certain circumstances such as where there is a significant change in a person's household circumstances or if they have a disability and own a house which doesn't suit their needs. In these cases the person has to sell their current property and also has to meet the financial criteria. If the purchaser can afford more than 80% of the property whilst retaining a maximum of £5k savings they are deemed to be outside of the financial criteria of those the scheme aims to help. An applicant may retain £5000 of any personal contributions held. Above this amount, 90 per cent of the balance will be treated as a contribution towards the purchase of a property. These criteria are applied because of state aid issues but they do limit the number of people eligible to purchase these properties.

5.0 CONCLUSION

- 5.1 The Council has previously agreed to support the affordable housing development programme in Argyll and Bute by providing the Housing Association sector access to loan finance. There are significant challenges facing Fyne Homes due to the prevailing housing market conditions on Bute.

6.0 IMPLICATIONS

- 6.1 Policy: The proposals are consistent with current Council policy.
- 6.2 Financial: The financial appraisal and risk assessment will be updated.
- 6.3 Legal: A loan agreement will require to be signed by both parties.
- 6.4 HR: None.
- 6.5 Equalities: None
- 6.6 Risk: The financial risk assessment will be updated.
- 6.7 Customer Service: None

Acting Executive Director of Community Services, Ann Marie Knowles
Cllr Robin Currie Policy Lead, Gaelic, Community and Culture and Strategic Housing
2nd February 2017

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

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ARGYLL & BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****COMMUNITY AND CULTURE****9 MARCH 2017**

HOME ENERGY EFFICIENCY PROGRAMME FOR SCOTLAND: AREA BASED SCHEME (HEEPS: ABS)

1.0 EXECUTIVE SUMMARY

- 1.1 For the past four years, the Scottish Government has provided grant funding to the Council for energy efficiency home improvements through the Home Energy Efficiency Programme for Scotland: Area Based Schemes (HEEPS: ABS). The funding assists with alleviating fuel poverty for private sector households and contributes to the reduction of carbon emissions, in line with the Scottish Governments climate change aspirations.
- 1.2 In 2016/17, the Argyll and Bute HEEPS: ABS grant was £1,174,967.00 to provide energy efficiency improvements to private households and the following areas were targeted:
- Mull and Iona;
 - Islay and Jura;
 - Tiree and Coll;
 - Areas of Oban, Dunbeg, Taynuilt
 - Areas of Helensburgh
 - Lomond
- 1.3 Argyll and Bute Council were notified on 6th February that HEEPS: ABS grant for 2017/18 will be £1,666,978.00. This report advises members of the revised methodology for the distribution of this grant funding for 2017/18 scheme agreed with the Scottish Government. The government has yet to issue guidance and application format for HEEPS: ABS 2017/18.

1.4 RECOMMENDATION

Members are asked to note that the Council has been allocated £1,666,978.00 for HEEPS:ABS programme delivery in 2017/18 and that the Scottish Government has agreed, in principle, to the distribution of HEEPS:ABS funding across the Argyll and Bute area. Increased weighting will be given to those areas with the highest levels of deprivation and fuel poverty.

HOME ENERGY EFFICIENCY PROGRAMME FOR SCOTLAND: AREA BASED SCHEME (HEEPS: ABS)

2.0 INTRODUCTION

- 2.1 In 2013, the Scottish Government developed the Home Energy Efficiency Programmes for Scotland: Area Based Scheme (HEEPS: ABS) to assist households across Scotland to make energy efficiency improvements to their homes. The intention was to reduce levels of fuel poverty and greenhouse gas emissions to achieve the Scottish Governments targets for climate change and alleviation of fuel poverty – as far as reasonably practicable – by 2016. Argyll and Bute's estimated fuel poverty rate is 40%.

3.0 RECOMMENDATION

- 3.1 Members are asked to note that the Council has been allocated £1,666,978.00 for HEEPS programme delivery in 2017/18 and that the Scottish Government has agreed, in principle, to the distribution of HEEPS funding across the Argyll and Bute area. Increased weighting will be given to those areas with the highest levels of deprivation and fuel poverty.

4.0 DETAIL

- 4.1 HEEPS: ABS provides energy efficiency measures such as External Wall Insulation (EWI); Internal Wall Insulation (IWI); Cavity Wall Insulation (CWI); Loft Insulation (LI); and Underfloor Insulation (UFI) to owner occupiers and private rented householders in Council Tax Bands A-C (and Council Tax Band D with an income of less than £20,000). The grant levels for HEEPS: ABS 2016/17 are shown below in table 4.1:

Table 4.1	
Property Type	HEEPS: ABS Cap
Flat	£6,500
Terraced	£7,000
Semi Detached/Detached	£7,500
Islands	£7,500 regardless of property type or £9,000 with a £1,000 client contribution

- 4.2 The budget is split between capital expenditure and resource expenditure. Capital expenditure is funding which has been spent on the installation of the energy efficiency improvements. The resource expenditure is funding which covers the administration and management of the scheme; including scheme marketing promotion and publicity, scheme development costs, transport and complaints procedure costs.

4.3 **HEEPS: ABS 2016/17**

The 2016/17 programme is being delivered in the following areas:

- Mull and Iona
- Islay and Jura
- Tiree and Coll
- Areas of Oban, Dunbeg, Taynuilt
- Areas of Helensburgh
- Lomond

The HEEPS: ABS budget for Argyll and Bute was £1,174,967.00, with this being split into £176,245.00 of resource funding and £998,722.00 of capital funding for installations. The majority of referrals to the scheme have been from Helensburgh and Lomond due to the large concentration of properties in these areas. Argyll and Bute Council have also secured an additional £140,000.00 HEEPS: ABS funding for Argyll Community Housing Association (ACHA) to assist with their capital programme for energy efficiency in order that their housing stock meets the Energy Efficiency Standard for Social Housing (EESH).

4.4 **HEEPS: ABS 2017/18**

The Scottish Government issued information on allocations for 2017/18 on the 1st of February 2017; however scheme guidance and applications for the scheme have not been issued. The HEEPS: ABS budget for 2017/18 is £1,669,978 - which is an increase from the 2016/17 budget. The budget is split between Resource and Capital of £250,496.70 and £1,419,481.30 respectively.

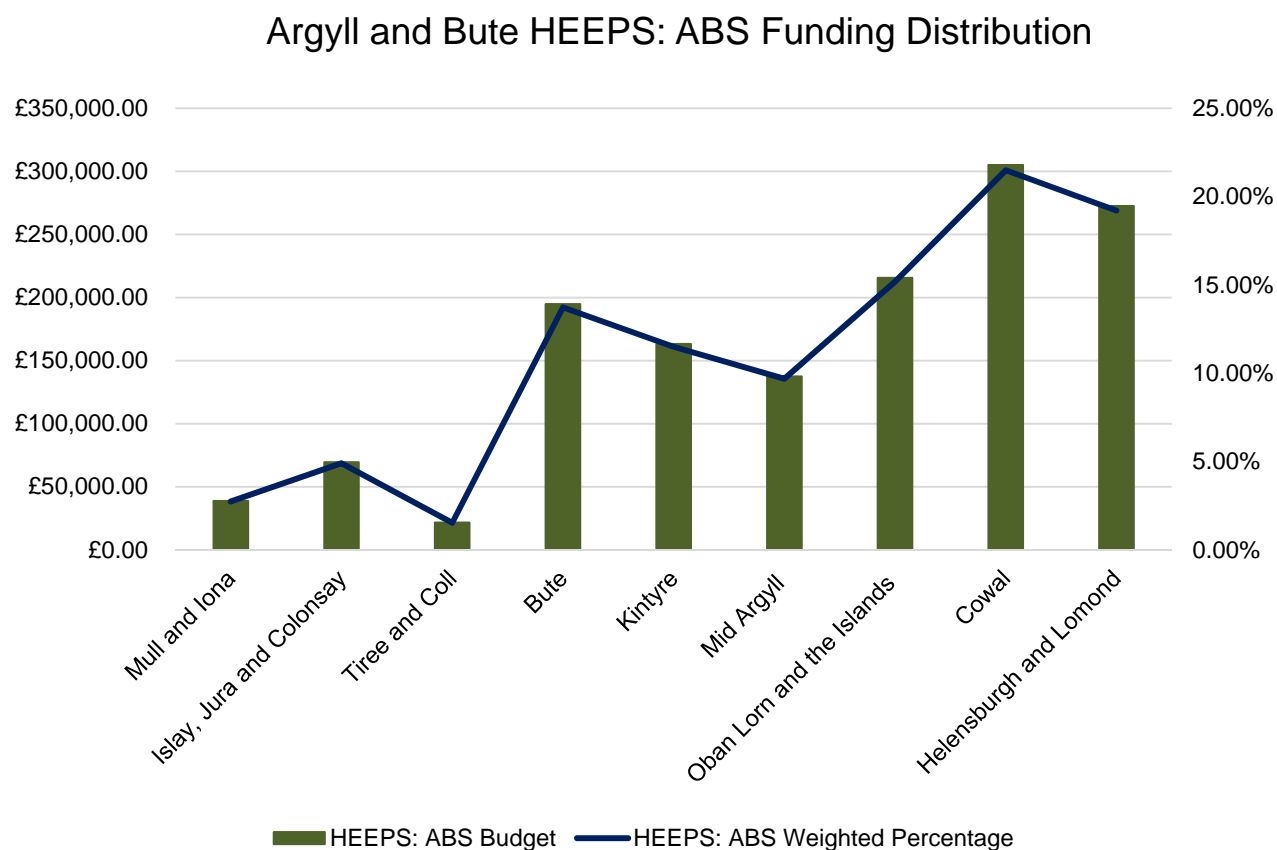
4.5 Prior to 2017/18 the programme has been delivered in small geographic areas. The proposal to the Scottish Government, which at the time of writing has been developed by Housing Services and is awaiting the HEEPS: ABS application form and guidance, proposes that instead of targeting different areas, the whole of Argyll and Bute will be eligible, with a focus on the lowest SIMD data zones. This process will allow HEEPS: ABS to align with other Scottish Government Energy Efficiency schemes such as the Warmer Homes Scotland Scheme, the HEEPS: Equity Loan Scheme and the HEEPS: Loan scheme. It also means that the scheme can easily work alongside other grant assistance schemes such as the Private Sector Housing Grants (PSHG) and potentially the Empty Homes grant scheme.

4.6 This approach ensures that each area will benefit, with budgets being allocated across all nine Housing Market Areas (HMA), which are:

- Mull and Iona
- Islay, Jura and Colonsay
- Tiree and Coll
- Bute
- Kintyre
- Mid Argyll
- Oban and Lorn
- Cowal
- Helensburgh and Lomond

The budgets will be distributed pro rata basis, based on the number of Council Tax Band A-C properties in each of the HMAs and weighted according to levels of deprivation. If uptake is low in areas it would be the intention to review expenditure on a monthly basis and if necessary allocate money across the areas to achieve full expenditure by March 2018. Figure 4.1 demonstrates the distribution of the grant by HMA.

Figure 4.1



Argyll and Bute Council are participating in the Scotland Excel Framework to procure energy assessors and a contractor for the scheme.

4.7 FUTURE CHANGES TO ENERGY EFFICIENCY FUNDING

As of 2018, there will be two notable changes to the energy efficiency sector funding. The HEEPS: ABS scheme will change to the SEEPS scheme - which will target both domestic and non-domestic properties. This will require the Council as a whole to coordinate a joined up approach to capital investment programmes and the development of SEEP projects. The Energy Company Obligation (ECO) funding – which consists of the green levies paid on householder's energy bills - will also change. This is set to be devolved to Scotland – one of the outcomes of the Smith Commission – and is set to be renamed the Suppliers Obligation (SO).

5.0 CONCLUSION

The Scottish Government has reinforced their commitment to energy efficiency by making it a National Infrastructure Priority. The scheme has a lasting benefit for households in Argyll and Bute alleviating fuel poverty and reducing carbon emissions. However, there is uncertainty over how future energy efficiency programmes will operate and a particular challenge for local authorities going forward is the proposals to include non-domestic properties in future schemes.

6.0 IMPLICATIONS

- 6.1 Legal: contract conditions and compliance is monitored by the Council to ensure that funding is correctly spent
- 6.2 Financial: The grant levels are identified in the HEEPS: ABS guidance provided by the Scottish Government
- 6.3 HR: None
- 6.4 Policy: The proposals contribute towards the Scottish Governments target of alleviating fuel poverty; reducing greenhouse gas emission by 42% by 2020; and reducing greenhouse gas emissions by 80% by 2050. It assists in achieving the Local Housing Strategy's aim to improve the quality and condition of housing.
- 6.5 Equal Opportunities: The scheme is consistent with the aims and objectives set out in the Local Housing Strategy.
- 6.6 Risk: Risk assessments are produced for energy efficiency improvements and all health and safety requirements are considered and actioned by the Contractor.
- 6.7 Customer Service: Increased opportunities for householders to access funding for energy efficiency improvements.

Ann Marie Knowles
Acting Executive Director of Community Services

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

10th February 2017

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Community Services Committee Work Plan 2016-17

March 2017: 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 9 March 2017				
	Presentation of Campbeltown New School Build	Education		
	Presentation on Oban New School Build	Education		
	Sport and Leisure Framework	Community & Culture		
	Draft Service Plans 2017/20	Education and Community & Culture		
	Performance Report FQ3 – 2016/17	Directorate		
	Our Children, Their Future: Education Vision and Strategy	Education		
	Scottish Attainment Challenge: Pupil Equity Funding	Education		
	National Improvement Framework for Scottish Education	Education		
	Supporting the Education of Looked After Children	Education		
	Gaelic Specific Grant – overview	Education		Requested at CS Pre Agenda – 23 Nov 2016
	The Expansion of Funded Early Learning and Childcare to 1140 Hours	Education		
	Housing Development – Loan Application: Fyne Homes – Courthouse, Rothesay	Community & Culture		

Community Services Committee Work Plan 2016-17

	HEEPS:ABS Home Energy Efficiency Programme for Scotland Area Based Scheme	Community & Culture		
Future Reports – dates to be determined				
	Establishment of Leisure Trust	Community & Culture		
	Rezoning request - Kerrera	Education		
	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).
	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 December 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.

Community Services Committee Work Plan 2016-17

	Digital Learning Strategy	Education		Agreed by Community Services Committee on 8 Sept 2016 that Strategy be brought to a future Community Services Committee meeting.
	SQA School Examinations – consider national position arising from information released by Insight in February 2017	Education		Agreed by Community Services Committee on 8 Dec 2016 that this be brought to future meeting of Committee.

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