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24 April 2018

NOTICE OF MEETING

A meeting of the **BUTE AND COWAL COMMUNITY PLANNING GROUP** will be held in **EAGLESHAM HOUSE, ROTHESAY** on **TUESDAY, 1 MAY 2018** at **10:00 AM**, which you are requested to attend.

BUSINESS

1. WELCOME AND APOLOGIES

2. DECLARATIONS OF INTEREST

3. MINUTES

- (a) Bute and Cowal Community Planning Group - 6th February 2018
(Pages 3 - 8)

4. MANAGEMENT COMMITTEE UPDATE

Report by Community Planning Manager (Pages 9 - 10)

5. AREA COMMUNITY PLANNING ACTION PLAN

- (a) Timetable for Area Community Planning Action Plan items (Pages 11 - 18)
Report by Community Planning Officer
- (b) Rothesay Pavilion Update
Update by Rothesay Pavilion Charity Representative.
- (c) Strachur Hub
Verbal update by Alistair McLaren

6. COMMUNITY FOCUS

- (a) Bute Island Alliance
Presentation by Paul Duffy

7. ARGYLL AND BUTE OUTCOME IMPROVEMENT PLAN 2013-2023 - OUTCOME 3 (EDUCATION, SKILLS AND TRAINING MAXIMISES OPPORTUNITIES FOR ALL)

- (a) Education Quality and Standards Report (Pages 19 - 72)
Report by Head of Education

- (b) Secondary School Education Reports
 - (i) Dunoon Grammar School (Pages 73 – 93)
 - (ii) Rothesay Academy (Pages 95 – 106)

8. PARTNERS UPDATE

Opportunity for verbal updates by Community Planning Partners

9. CPG AGENDA COMPILATION

Report by Area Governance Manager (Pages 107 - 112)

10. DATE OF NEXT MEETING - TUESDAY 14TH AUGUST 2018 IN THE TIMBER PIER BUILDING, DUNOON

BUTE AND COWAL COMMUNITY PLANNING GROUP

Willie Lynch (Chair)

Alistair McLaren (Vice Chair)

Stuart McLean, Area Committee Manager (Clerk)

Contact: Andrea Moir, Senior Area Committee Assistant - 01369 708662

**MINUTES of MEETING of BUTE AND COWAL COMMUNITY PLANNING GROUP held in the
TIMBER PIER BUILDING, DUNOON
on TUESDAY, 6 FEBRUARY 2018**

Present: Willie Lynch, Dunoon Community Council (Chair)

Alistair McLaren, Argyll TSI
 Shirley MacLeod, Area Governance Manager, Argyll & Bute Council
 Stuart McLean, Area Committee Manager, Argyll & Bute Council
 Councillor Alan Reid
 Samantha Somers, Community Planning Officer, Argyll & Bute Council
 Sharon MacDonald, Community Development Officer, Argyll & Bute Council
 Iain MacInnes, Digital Liaison Officer, Argyll & Bute Council
 Iona MacPhail, Regional Manager, ACHA
 Elaine Cameron, ACT Hubs Project Officer, ACT Hubs
 Helen Dick, Argyll and the Isles Tourism Cooperative
 Carron Tobin, Argyll and the Isles Tourism Cooperative
 Blair Moglia, CalMac Ferries
 Ailsa Clark, Inspiralba
 Paul Roberson, Police Scotland
 David McCaughey, Scottish Fire and Rescue
 Jas J Wilson, Hunter's Quay Community Council
 Kirstie Reid, Strachur Community Council
 Eleanor Stevenson, South Cowal Community Council
 Eileen Connel, Ardentinn Community Council
 Thomas McAlister, UnLtd

1. WELCOME AND APOLOGIES

The Chair welcomed everyone to the meeting and general introductions were made.

Apologies were received from :-

Campbell Cameron, Community Broadband Scotland
 Alison McGrory, NHS
 Councillor Jim Anderson
 David McKenzie

2. DECLARATIONS OF INTEREST

No declarations of interest were intimated.

3. MINUTES

(a) Bute & Cowal Community Planning Group - 3rd October 2017

The minute of the Bute and Cowal Community Planning Group meeting of 3rd October 2017 was approved as a correct record.

4. MANAGEMENT COMMITTEE AND FULL PARTNERSHIP UPDATE

The Group gave consideration to a briefing note outlining the highlights from the Argyll and Bute Community Planning Partnership (CPP) Management Committee meeting and full Partnership held on 5th December 2017.

Decision

The Group noted the contents of the briefing note.

(Ref: Briefing Note by Community Planning Manager, dated 6th February 2018, submitted).

5. AREA COMMUNITY PLANNING ACTION PLAN

(a) Area of Interest: Tourism

The Group gave consideration to a presentation and video from Carron Tobin of Argyll and the Isles Tourism Cooperative (AITC).

Discussion took place around the 'Wild about Argyll' campaign and Ms Tobin agreed to circulate the online and video links.

Decision

The Group noted the presentation and information.

(Ref: Presentation by Carron Tobin dated 6th February 2018, submitted).

6. COMMUNITY FOCUS

The Community Development Officer for Bute and Cowal noted the opportunity for community groups to participate in CPG meetings to raise awareness of their projects and seek support from partners, and made a plea for local groups to take up this chance. It was noted that the Third Sector Interface links strongly to this work and agreed that Ms Macdonald should encourage the Bute Island Alliance to attend the May CPG meeting which is in Bute, and work with Dunoon groups to encourage input from one of them to the August meeting which is to be held in Dunoon.

7. ARGYLL AND BUTE OUTCOME IMPROVEMENT PLAN 2013-2023 - OUTCOME 1 (THE ECONOMY IS DIVERSE AND THRIVING)

(a) Social Enterprise in Argyll Update

The Group gave consideration to a presentation from the Development Manager at Inspiralba.

She provided information on the census of Social Enterprise in Argyll and Bute, the characteristics and the future of Social Enterprise in the area.

Decision

The Group noted the presentation.

(Ref: Presentation by Development Manager, Inspiralba dated 6th February 2018, submitted).

(b) **Tourism**

The Group gave consideration to an information strategy update report from the Regional Director of Visit Scotland. The report detailed the background to the closures of the Tourist Information Centres across Argyll and Bute and provided figures in relation to those offices earmarked for closure. It also noted that there would be regional hubs created in Islay, Mull, Oban and Rothesay.

Decision

The Group noted the information provided.

(Ref: Report by Regional Director, Visit Scotland dated 6th February 2018, submitted).

(c) **Highlands and Islands Enterprise**

The Group gave consideration to a progress report from the Head of Special Projects at Highland and Islands Enterprise.

Decision

The Group noted the contents of the progress report.

(Ref: Report by Head of Special Projects, HIE, dated 6th February 2018, submitted).

(d) **Strategic Urban Regeneration Fund (SURF)**

Unfortunately there was no one in attendance from the Strategic Urban Regeneration Fund. It was agreed this item would be discussed at the next B&C Community Planning Group meeting when discussing Outcome 1 (The Economy is Diverse and Thriving).

(e) **No Fuss Events**

Unfortunately there was no one in attendance from No Fuss Events. It was agreed this item would be discussed at the next B&C Community Planning Group meeting when discussing Outcome 1 (The Economy is Diverse and Thriving).

(f) **Argyll and the Isles Coast and Countryside Trust**

The Group gave consideration to a report on the Argyll and the Isles Coast and Countryside Trust (ACT) Hubs Project, who have an active role in promoting tourism. ACT was established in April 2014 with a main vision to maintain, enhance and promote the coast and countryside of Argyll so that residents and visitors can enjoy it forever.

Discussion took place on the range of objectives to help fulfil their vision.

Decision

The Group noted the information provided.

(Ref: Report by ACT Hubs Project Officer dated 6th February 2018, submitted).

8. ARGYLL AND BUTE OUTCOME IMPROVEMENT PLAN 2013-2023: OUTCOME 2 (WE HAVE INFRASTRUCTURE THAT SUPPORTS SUSTAINABLE GROWTH)

(a) Digital Update

The Group gave consideration to a report providing an update on various digital infrastructure projects which are ongoing in the area including Superfast Broadband, other Broadband issues and mobile communications.

Decision

The Group noted the report.

(Ref: Report by Digital Liaison Officer dated 6th February 2018, submitted).

(b) Community Broadband Scotland

The Group gave consideration to a report from Campbell Cameron, CBS Adviser on Kyles Community Broadband (KCB) who have published a fresh State Aid Consultation for the supply of Superfast Broadband for the area of the Kyles of Bute.

The report advises that KCB Board plan to issue a fresh invitation to tender shortly for that service to be provided via the usual procurement channels. It is expected that project costs of c. £2.5m will be delivered via SRDP managed funds. The full project paper which will be completed for HIE approval will detail the project costs, funding package and on-going project sustainability.

The SAPC seeks to identify if any commercially provided service is proposed for the project area.

Decision

The Group noted the information report.

(Ref: Report by CBS Adviser dated 6th February 2018, submitted).

(c) ACHA Annual Update

The Group gave consideration to a detailed presentation from the

Regional Manager of ACHA.

Ms MacPhail discussed the key issues which are stock rationalisation, investment and regeneration, ACHA's Estate Management Action Plan, Community Action Fund; and Argyll Homes for All (AHFA).

Ms MacPhail advised that there is £2,500 available in the Community Action Fund for the Bute and Cowal area and asked that if anyone was interested in a grant before the end of the financial year to contact her.

Decision

The Group noted the presentation.

(Ref: Presentation by Regional Manager, ACHA, dated 6th February 2018, submitted).

(d) Scottish Water

Unfortunately there was no one in attendance from Scottish Water. It was agreed this item would be discussed at the next B&C Community Planning Group meeting when discussing Outcome 2 (We have Infrastructure that supports sustainable growth).

9. PARTNERS UPDATE

Scottish Fire and Rescue

Mr Mccaughey from Scottish Fire and Rescue gave an update to the Group. He advised that there have been 250 fire incidents in the last quarter and they have attended 175 home fire safety visits in the area. He confirmed that they ran a local campaign and undertook 39 home fire safety visits locally and advised they are available for anyone and to get in touch with the local office if you require one.

In responding to a question about fire hydrant checks Mr Mccaughey agreed to provide the requested information to Hunter's Quay Community Council.

He discussed the young volunteer firefighter programme. and agreed to circulate information on this to the group.

Police Scotland

Paul Robertson from Police Scotland gave an update to the Group on the last quarter. He confirmed that Bute and Cowal have a new Inspector called Duncan McLean who will be moving to the Dunoon area next month.

He advised the festive period went very well with less violence and anti-social behaviour crimes with an ongoing action plan in the key hot spot areas. He confirmed there has been a reduction overall in the last quarter.

He advised that the new Youth Engagement Officer is continuing to progress and develop and Mr Mitchell at Dunoon Grammar School has been very supportive in

working alongside them. He is also developing a Police Scotland Youth Volunteer group and will shortly be advertising for adult volunteers. ,

He advised that he is continuing to work closely with the licenced premises in the area to help reduce the amount of crimes.

Third Sector Update

Alistair McLaren gave an update to the Group on the traumatic and difficult year that Argyll TSI has faced with staffing difficulties but confirmed that interviews are taking place soon for a new Chief Executive which will be the start of something new.

CalMac Ferries

Blair Moglia from CalMac Ferries gave an update on the last Community and Stakeholder Board meeting which took place on 19th January and confirmed that the Terms of Reference for the group and all minutes are on the CalMac website

10. DATES FOR FUTURE MEETINGS 2018/19

The Group gave consideration to a report on the dates of future meetings of the Bute and Cowal Community Planning Group.

Decision

The Group agreed the dates as follows:-

- Tuesday 14th August 2018 at 10am in the Timber Pier Building, Dunoon
- Tuesday 6th November 2018 at 10am in Eaglesham House, Rothesay
- Tuesday 5th February 2019 at 10am in the Timber Pier Building, Dunoon
- Tuesday 7th May 2019 at 10am in Eaglesham House, Rothesay

11. DATE OF NEXT MEETING - TUESDAY 1ST MAY AT 10.00 IN EAGLESHAM HOUSE, ROTHESAY

The Group noted that the next meeting of the Bute and Cowal Area Community Planning Group would take place at 10.00am on Tuesday 1st May 2018 in Eaglesham House, Rothesay.

Argyll and Bute Community Planning Partnership**Bute and Cowal
Area Community Planning Group****1st May 2018**

Briefing Note: Community Planning Partnership Management Committee update

This briefing relates to the meeting of the Community Planning Partnership (CPP) Management Committee on 13 March 2018, and its consideration of issues raised by Area Community Planning Group Chairs. The briefing is for noting and relevant discussion.

Summary

The CPP Management Committee met on the 13 March in Kilmory, Lochgilphead.

Area Community Planning Group chairs raised matters of concern within their local areas with the CPP Management Committee, and these matters were taken on board and actioned where relevant. A report outlined the main issues from the last set of Area Community Planning Group meetings.

Further information is available in the *meetings, minutes and agendas* section of:

<https://www.argyll-bute.gov.uk/council-and-government/community-planning-partnership>

Matters Raised by Area Community Planning Group Chairs**BUTE AND COWAL**

Issue: Recognise the excellent window which the Wild About Argyll campaign provides for Argyll and Bute as a visitor destination and agree to promote the campaign video extensively across all partners and areas.

Response: This was agreed and noted. Further to this Pippa Milne, Outcome 2 Lead (Infrastructure) stated that the Environment, Development and Infrastructure meeting had recognised the success of the Wild About Argyll campaign.

MID ARGYLL, KINTYRE AND THE ISLANDS

Issue: CPG in regards the condition of the A83 and raise these at the highest level with strategic partners.

Response: Cleland Sneddon, Chief Executive of the council, said there was a need for a working group on integrated transport strategy with the Scottish Government. A second letter has been sent to Humza Yousaf, Scottish Government Minister for Transport and the Islands.

OBAN, LORN AND THE ISLES

Issue: Support was requested in regards of road closures in OLI and the need for clear and accurate communication with the community was raised.

Response: Jim McNeil, Local Senior Officer with Scottish Fire and Rescue Service, agreed to task a senior officer to look at bringing appropriate people together (from Police, Fire and Ambulance) to find a solution to the communication issue of road closures and identify any simplification within road closure procedures.

HELENSBURGH AND LOMOND

Issue: Lack of information to the Group about an update on the Out of Hours services at the Vale of Leven Hospital.

Response: Robin Creed, NHS Highland, will provide an update with the position of the Out of Hours service at the Vale of Leven Hospital to the chair for the Area Community Planning Group.

Issue: Arrochar Development Trust and community are looking for a commitment to assist with their community-led plans

Response: The council's Community Development team are engaged with the community on their community-led action plans and support will be given where possible. HIE offered the potential to support with their role in supporting Development Trusts.

Concluding Point for Action

Communicating Community Planning is a priority for the Partnership and we welcome issues raised at Area Community Planning Groups, where these cannot be resolved locally, to be highlighted to the Argyll and Bute Management Committee meetings.

For further information please contact: Rona Gold, Community Planning Manager, rona.gold@argyll-bute.co.uk, 01436 658 862

Bute and Cowal Area Community Planning Group

Timetable for Area Community Planning Action Plan items

1st May 2018

Background

The Bute and Cowal Area Community Planning Action Plan was signed off in October 2017 and work has been ongoing to determine how the actions will be progressed and presented to the Area Community Planning Group. This report presents a timetable for these items.

Recommendation

The Area Community Planning Group is asked to agree the timetable for those items listed and note that those currently not scheduled into an upcoming meeting will be when an appropriate timescale has been agreed with those involved in the action.

Detail

Table 1 – an overview of the proposed timetable within upcoming meetings.

Table 2 - more detail on the action.

Table 3 – completed actions

Table 4 – those to be defined and scheduled into meetings.

Table 1: Proposed timetable

Date of Meeting	Items required to report
May 2018	Rothesay Pavilion Charity Bute Island Alliance – brand narrative Strachur Hub to be raised as AOCB to encourage attendance to August meeting
August 2018	Communication of ongoing activity within the Dunoon area Update on Great Places Heritage Bid Feeling Safe Business Offering Strachur Hub
November 2018	Empty commercial properties on Bute
February 2019	Communication of ongoing activity within the Dunoon area
May 2019	Rothesay Pavilion Charity
August 2019	To be confirmed
November 2019	Rothesay Pavilion Charity

Table 2: Detail of actions

Action	Action Required	Success criteria	Milestones	Reporting Schedule	Lead Person(s)
Continue to work with Rothesay Pavilion charity to support the successful delivery of their business plan for the future management of the Pavilion as a centre for cultural and community activities	None at present. Will become evident in approximately Spring 2019 when nearing completion of build.	Partners to be aware of new delivery model and be supportive.	Appointment of Engagement Officer Feb 18, Capital Build concluding July 2019, Reopening building Autumn 2019	May 2018, May 2019, November 2019	Julia Twomlow, Rothesay Pavilion Charity Peter McDonald, Argyll & Bute Council
Use the feedback from the Place Standard consultation and produce a communication detailing what is happening within the Dunoon area and circulate widely	Lorna Pearce to look at responses and cross-reference with work that they've been doing with charrette and Dunoon alliance	Having a document prepared that is circulated widely Continuation of group working together in a formalised way. Dunoon Alliance to be mechanism of dissemination of information to community.	SURF exit process – group is sustainable enough to continue – April 2018 Creation of a town central web resource which is constantly updated - requires funding and someone to manage it	August 2018 February 2019	Lorna Pearce, Argyll & Bute Council
Ensure partnership working with the Great Places Heritage Bid.	None at present although there are portions of it which may be delivered outwith the bid	That organisations are able to attract other funding to deliver parts of the bid	None	August 2018	Lorna Pearce, Argyll & Bute Council
Agree a strategy and look to reduce the number of empty commercial properties	Very little that council can do as a landlord as all properties (currently) are leased or under offer.	Promote Rothesay Townscape Heritage grant when open	Update to ACPG and then plan of action developed	November 2018 (TH launching in March so May would have limited information)	Lorna Pearce and Ross McLaughlin initially then actions to be given back to

Action	Action Required	Success criteria	Milestones	Reporting Schedule	Lead Person(s)
on Bute	<p>Position may develop with rationalisation of depots etc.</p> <p>Standard of many empty shops is very poor, very few have toilets or own water supply, significant investment required from owners. Quality is not good enough for people to want to rent and H&S legislation has impact on employing people with no water. Greater issue than just getting empty properties back into use.</p> <p>Rothesay Townscape Heritage has grant money to improve shopfronts. Study has been done to look at factors.</p>	<p>Community (either ACPG or Bute Island Alliance) to take on responsibility for contacting owners of empty properties to encourage them to come back into use and tackle underlying issue.</p>		<p>then annual thereafter</p>	<p>community</p>
<p>Speak to local businesses about what activities they run in the area and the marketing for these activities. Create opportunities for the business community to engage with Argyll & the Isles Tourism Co-</p>	<p>Speak to businesses to keep them informed about ongoing work. Needs to be when time appropriate and have something to communicate – partners need to be aware and inter-agency communication improved</p>	<p>Local events are promoted widely through a range of outlets.</p> <p>Communication is improved between Visit Scotland, BID, Economic Development, visitors,</p>		<p>By August it will be known if the BID has been successful.</p> <p>Reports will be available from AITC and Visit Scotland and we can signpost the business community to</p>	<p>Marilyn Rieley, David Adams-McGilp/Donald Hoy, Colin Moulson</p>

Action	Action Required	Success criteria	Milestones	Reporting Schedule	Lead Person(s)
<p>operative and its partners to help understand and reach markets the area wants to attract and/or expand.</p>	<p>Organisers need to inform likes of Visit Scotland of events so that they can be promoted appropriately. Any event organiser can go on events section of website (free of charge)</p> <p>Business community to understand responsibilities and meet them</p> <p>Understanding of what businesses want. May get long list but will be an element of things that can be taken forward. Following ballot, BID will have business plan. Plan will be to widen out activities and do more culture and heritage activities. Need to find out from Colin if ask has happened.</p> <p>Dunoon Alliance funding for Dunoon town portal. Will help with events promotion. Will have interface with other information.</p>	<p>the local community and partners.</p> <p>There is an understanding of what the business community wants to happen in Dunoon to make conditions more favourable to them.</p> <p>Businesses invest in their businesses to make Dunoon more attractive to visitors.</p>		<p>information that is of use to them.</p>	

Action	Action Required	Success criteria	Milestones	Reporting Schedule	Lead Person(s)
Look at Strachur elderly support group as a model of best practice for social inclusion and exercise and promote learning from this	<p>Hold meeting with those involved in setting up Strachur group to outline/map out entire process</p> <p>Speak with colleagues in HSCP re how expansion of model would be delivered (AMcG, JWL)</p> <p>TSI to work with Strachur re sustainability and constitution</p> <p>Consider how best to build capacity for those communities who wish to use Strachur model</p>	<p>The Strachur Hub model is sustainable</p> <p>Other similar communities are able to set up hubs</p> <p>GP practices across the Cowal area are aware of the benefits of the model</p> <p>Other communities are able to learn from the best practice and expertise of the volunteers at Strachur</p>		<p>May – Alistair will promote at Bute meeting to encourage attendance in August</p> <p>August – Heather Grier to do presentation to ACPG.</p>	Heather Grier, Jayne Lawrence-Winch, Alistair McLaren
Consult with residents to understand why they feel “less safe”	<p>Set up short term working group to determine content of survey and communication/engagement plan</p> <p>Undertake survey</p> <p>Analyse results</p> <p>Work out action plan based on results of survey</p>	A high proportion of the residents of Dunoon from across the demographic areas respond to the survey	<p>Survey created</p> <p>Survey live</p> <p>Action plan determined</p>	Ideally August but may need to be pushed to November.	Duncan MacLean, Samantha Stubbs, Sheena McLean, Samantha Somers
Develop a brand	Invite Paul Duffy (BIA	Bute Island Alliance is	CPG to hear from Paul	May 2018	Lorna Pearce, Paul

Action	Action Required	Success criteria	Milestones	Reporting Schedule	Lead Person(s)
narrative for Bute to transform perception and promote this narrative on the island	Coordinator) to CPG Look to do Place Standard on Bute in late 2018/2019 to evaluate and see if progress has been made	supported to take forward their plans in promoting Bute AITC, Visit Scotland and Bute Island Alliance maximise promotion of Bute as a positive place with lots happening to visitors and residents	as to the plans of the Bute Island Alliance Place Standard tool happens again		Duffy Samantha Somers (Place Standard)

Table 3: Completed Actions

Name of action	Update on progress	Lead Person(s)
Invite a representative from Hunter's Quay Community Council to the Area Community Planning Group	Complete	Rona Gold, Argyll & Bute Council Shirley MacLeod, Argyll & Bute Council

Table 4: Actions still requiring planning meeting and insertion into timetable

Action	Key people
Work with communities to attract funding to help regenerate area	Susan Brooks, LLTNP Sharon MacDonald, Argyll & Bute Council Helen Dick, AITC Arlene Cullum, Argyll & Bute Council
Deliver engaging intergenerational workshops and projects with young people and the elderly to develop trust and promote creative learning	Hannah Arbuckle, Argyll and Bute TSI Bobby Tourish, SFRS David MacPhee, Police Scotland
Encourage growth in passenger vessel movements/cruise ship tender accommodation and increased associated commercial activity on Dunoon waterfront and other maritime access hubs (3 year action)	Marilyn Reiley, Argyll & Bute Council Stewart Clark, Argyll & Bute Council Colin, PA23
Continue to review the range of courses available on Bute and where possible, offer video conferencing to networked classes (non-practical)	Fraser to provide email confirming details

Conclusion

The above tables detail how the Bute and Cowal Area Community Planning Action Plan will progress the actions with each action timetabled to present an update or conclusion back to the Area Community Planning Group.

For More Information:

Samantha Somers, Community Planning Officer, Samantha.somers@argyll-bute.gov.uk

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Argyll and Bute: Education Annual Plan 2017/18



Our Children, Their Future



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SECTION ONE: FOREWORD AND INTRODUCTION**Councillor Yvonne McNeilly, Policy Lead for Education and Lifelong Learning**

I am delighted to provide you with the first Annual Education Plan for our schools and services in Education in Argyll and Bute for 2017/2018. This plan has been prepared in response to the requirements of the Standards in Scotland's Schools etc. Act 2000 which brings new statutory duties for the Local Authority into force.

Our plan draws together a range of information of the work of the Education Service for pupils, staff, parents and carers and our communities. It is aimed at ensuring that all of our children and young people are provided with the best possible educational experience and are fully supported to achieve their full potential.

I am pleased that this new annual plan helps us to recognise and celebrate a wide range of the work of the Service, to celebrate both our young people and our staff. We have a great deal to be proud of in Argyll and Bute and this plan illustrates a number of the successes and achievements of our children and young people, of our staff, as well as those of our schools and services. It is right to be proud of these achievements, but equally important to acknowledge that further improvements are still needed. Improvements which are being taken forward by the Service as part of our ambitious change programme. A programme which is aimed at responding to a period of significant National change, challenge and development for Scottish Education.

This plan sends an important message about the importance that Argyll and Bute Council places on the delivery of Education. The new Education Vision and Strategy: *Our Children, Their Future*, published earlier this year contains six key objectives. We have continued their use in this plan as our key drivers for raising educational attainment and achievement for all children and young people in Argyll and Bute.

Finally, my thanks to all of our children, young people, staff, families and communities for their continuing support at this important time.

Kind regards,



Yvonne

Ann Marie Knowles, Acting Executive Director, Community Services

Our Vision is to ensure that together we will realise **ambition, excellence and equality** for all. For Education Services this means delivering services of the highest quality that inspire all learners, transform and improve learning experiences and strengthen our communities to continually improve our service for everyone who use them.

The preparation and publication of this Annual Plan prescribed under the new legal framework arising from the Standards in Scotland's etc. Act. 2000, as revised in 2016 places an increased focus on improvement planning and, importantly, performance reporting for Education in Argyll and Bute, and the context for this new Annual plan takes full account of a number of significant National, Council and local expectations and developments.

Section 6 of the plan highlights the key objectives and actions to be addressed by the Service and by schools and establishments as an integral aspect of their improvement planning processes for session 2017/2018.

I hope you find the Annual Plan both informative and useful. The commitment of all of our staff who are part of Education Services enable us to continue to take forward our very high aspirations. Our continued focus is to ensure that we provide the best possible learning experiences for all of our children, young peoples and adults. Experiences which support and endorse our commitment to ambition, excellence and equality.

My sincere thanks to everyone for their contributions to the development of the Education Vision and Strategy, ***Our Children, Their Future*** and to the revision of Schools, Service and Establishment Improvement planning for session 2017/2018, essential features of this new Annual Education Plan.

A copy of this plan will now be sent to Scottish Ministers, as required within the legislation. Argyll and Bute welcomes this step, allowing us to develop and foster increasing and deeper knowledge of the successes and challenges facing Scottish Education, to engage with and share good practice and further our commitment to improving the lives of all children and young people in Argyll and Bute.

I would welcome any comments or suggestions you may have which will help Education Services make the most of the impact of the plan for our children, young people and communities.

Best wishes



Ann Marie

SECTION TWO: THE PURPOSE AND USE OF THE ANNUAL PLAN

The Education Services Annual Plan for 2017/2018 has been prepared in compliance with the statutory guidance set out within the “*Standards in Scotland’s Schools etc. Act 2000*”, Published by Scottish Government in March 2017. It brings together a range of information from each of the areas of the Education Service in Argyll and Bute, reaffirming our shared vision for Education Services of **ambition, excellence** and **equality** for all.

The plan is aimed at providing schools, services and staff with the necessary information to support them to:

- Make increasing use of the key objectives contained within the Education Vision and Strategy: “*Our children, Their Future*” when developing and implementing individual service, team and school improvement plans for session 2017/2018, and in doing so to ensure effective consultation with parents and carers, children and young people, staff, partners and communities is central to these processes;
- In doing so to have due regard to:
 - I. Improving educational outcomes for children and young people from socio-economic disadvantage;
 - II. Securing improvement in attainment, particularly in literacy and numeracy;
 - III. Closing the attainment gap between the most and least disadvantaged children and young people in Argyll and Bute;
 - IV. Improvement in the health and well-being of children and young people in Argyll and Bute, and
 - V. Improvement in employability skills and sustained, positive school-leaver destinations for all young people in Argyll and Bute.
- Make effective use of this plan and the associated improvement framework to implement our shared key objectives through the delivery of effective learners journeys between classes, and stages of curriculum for excellence and between and across schools, establishments and with our education partners;
- Use the objectives and improvement priorities to support and engage in professional discussions with children and young people, parents and carers, staff, partners and communities aimed at improving outcomes for learners;
- Take steps to identify, celebrate and share effective practice across Education Services;
- Take effective action in ensuring that both school and service/team plans complement and re-inforce the work being taken forward both by schools and services to deliver improving outcomes for children and young people;
- Ensure the use of an increasing range of relevant and appropriate performance data to inform decision making and secure improvement for all children and young people, and

- Continue their effective use of the National Improvement Framework Drivers for Improvement.

SECTION THREE: THE NATIONAL AND LOCAL POLICY CONTEXT

This is a time of significant change for Education Services. The pace of change, the drive to improve services and the financial context combine to place increasing demands on the delivery of education. Despite these challenges, it is important that we remain ambitious to ensure the best outcomes for our children and young people.

3.1 The Standards in Scotland's Schools etc. Act 2000 and the National Improvement Framework for Scottish Education

The 2017 document "The National Improvement Framework for Scottish Education: Achieving Excellence and Equity", published in December 2016 set out four National Priorities for Education. They are:

- 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 well-being, and
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people.

The improvement framework documentation notes further that:

"Everyone working in Scottish Education should be clear about how they can contribute to addressing these priorities. Local authority and school improvement plans should reflect these priorities and ensure the clear line of sight between local and national expectations. There may be further improvement priorities at school level based on local needs and self-evaluation."

Source: Page 2: 2017 National Improvement Framework for Scottish Education: Achieving Excellence and Equity.

These four priorities are set in the context of seven "drivers for improvement" summarised in the following diagram:



In addition to the National Improvement Framework, statutory guidance issued following the changes to the Standard's in Scotland's Schools etc. Act 2000, stressed a number of other important elements which should be included within their annual improvement plan. These include a requirement for:

“Education Authorities, in carrying out their school education functions, must have due regard to the need to reduce inequalities of educational outcome experienced by pupils as a result of socio-economic disadvantage, where:

- An education authority is making a decision of a strategic nature about the carrying out of its functions relating to school education, and
- An education authority is considering what steps to take to implement such a decision”.

The Authority must also seek and have “due regard” to the views of the following groups in relation to the Authority’s strategic decisions and steps to take to implement such decisions:

- a) The Head Teacher of such schools managed by the Authority as the Authority thinks appropriate;
- b) Such pupils as the Authority thinks appropriate;
- c) The parents of such pupils as the Authority thinks appropriate;
- d) The representatives of a trade union which appears to the authority to be representative of the teaching staff at such schools managed by the Authority as the Authority thinks appropriate;
- e) Such voluntary organisations as the Authority thinks appropriate, and
- f) Any other persons the Authority thinks appropriate.

The National Outcomes for Scotland include:

- Our children have the best start in life and are ready to succeed;
- Young people are equipped through their education to become successful learners, confident individuals, effective contributors and responsible citizens;

- We have tackled the significant inequalities in Scottish society, and
- We have improved the life chances for children, young people and families at risk.

Further legislation and policy are in place which require to be taken account of when delivering Education Services. This includes:

- The Education Additional Support for Learning (Scotland) Acts 2004 and 2009;
- The Children and Young People (Scotland) Act;
- The Scottish Schools (Parental Involvement) Act 2006;
- Teaching Scotland's Future: Report of a Review of Teacher Education (2010);
- Getting It Right For every Child;
- Curriculum for Excellence;
- The Scottish Attainment Challenge;
- The National Improvement Framework;
- Raising Attainment For All;
- A Blueprint for 2020: The Expansion of ELC in Scotland;
- The Early Years Framework, and
- Developing Scotland's Young Workforce.

These are inarguably the driving forces behind the work of Education Services reflecting national strategies such as the National Improvement Framework for Scottish Education as well as local strategies for the delivery of services in Argyll and Bute.

3.2 KEY PRIORITIES OF ARGYLL AND BUTE COUNCIL: EDUCATION SERVICE

Our aspiration is to ensure that Argyll and Bute is the best place in Scotland for our children to grow up. Our vision is that **together we will realise ambition, excellence and equality for all**. Our vision sends a signal about the importance we attach to education, is simple in message and is recognised by everyone.

Our vision is being delivered for all our children and young people through the following 6 key objectives. To:

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

Our strategy for realising this vision is best explained by showing how our six objectives link to each of the national drivers and improvement priorities.

Our Children Their Future (OCTF) Priority Actions	National Improvement Framework (NIF) Key Drivers for Improvement	National Improvement Framework (NIF) Key Priorities
Strengthen leadership at all levels	School Leadership	
	Teacher Professionalism	
Ensure high quality partnership working and community engagement.	Parental Engagement	
Ensure children have the best start in life and are ready to succeed.	Assessment of Children's Progress	Improvement in children and young people's health and wellbeing.
Equip young people to secure and sustain positive destinations and achieve success in life.		Improvement in employability skills and sustained, positive school-leaver destinations for all young people.
Raise educational attainment and achievement for all.	School Improvement	Improvement in attainment, particularly in literacy and numeracy
Use performance information to secure improvement for children and young people.	Performance Information	Closing the attainment gap between the most and least disadvantaged

SECTION FOUR: THE CONTEXT FOR THE ANNUAL EDUCATION PLAN

4.1 The Argyll and Bute Education Vision: Our Children, Their Future

Our aspiration is to ensure that Argyll and Bute is the best place in Scotland for our children to grow up. Our vision is that together we will realise **ambition**, **excellence** and **equality** for all. Our vision sends a signal about the importance we attach to education is simple in message and is recognised by everyone. This is best captured as:



The Education vision is underpinned by our values: **respect**, **openness** and **fairness**.

This vision is being delivered for all our children through the following 6 key objectives.

We will:

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

We acknowledge and value the involvement of all stakeholders in supporting the delivery of these key objectives. To date stakeholder engagement has been progressed in a variety of ways including:

- Initial consultation with a reference group;
- Committee papers to elected members;
- Education Service Team meetings;
- In-service session for teaching staff;
- Meetings with groups of children and young people at school and authority level;
- Parent Council meetings, and
- Community meetings and planning groups.

Further engagement will be achieved through improvement planning in schools,

establishments and services, ensuring our values are reflected in the work of all areas of the Service.

4.2 Our Children and Young People

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

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

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

4.3 The Population and Demographic Profile of Argyll and Bute

The total population of Argyll and Bute is 88,166 based on the 2011 census. This compares to a total population for the area of 91,306 in the 2001 census, a reduction of 3.4%. We were one of only 4 Local Authority areas to show a decrease in population. Future population projections suggest a reduction in our total population of 7.2% from 2010 to 2035.

The change in population from 2001 to 2011 is different across the 4 areas of Argyll and Bute as shown below.

Helensburgh and Lomond	– 7.5%
Bute and Cowal	– 4.8%
Mid Argyll, Kintyre and Islay	– 3.6%
Oban, Lorn and the Isles	+ 4.3%

The decline in population experienced to date and that projected in the future presents a significant challenge to the overall viability of the area. This challenge is made more difficult by the variation in population changes over the areas within our Local Authority area.

In addition to the changes in total population, the demographic balance is also changing. The table below shows the change in population over age cohorts projected for 2010 and 2035 and also the changes in demographics between 2001 and 2011.

Age	Change (2001 to 2011)	Projections (2010 to 2035)
Under 15	- 16.6%	- 8.7%
15 – 64	- 5.2%	- 14.4%
65 and over	+ 5%	+ 39.7%

More people living longer is a real success. However, demographic changes do create a number of challenges for us in Argyll and Bute. These challenges range from:

- Changes to service delivery requirements for Community Planning Partnership partners;
- The availability of people to join the overall workforce;
- A smaller pool of people creating wealth, and
- How to enhance the economic or community contribution made by people.

One in five of the population of Argyll and Bute (20.4%) is aged between 0 and 19 years (NRS 2011-based Mid-Year Estimates)

Age group	Number	Percentage of total population
Under 5	4,065	4.5%
5-15	10,063	11.2%
16-19	4,196	4.7%
20-29	9,488	10.6%
30-44	14,775	16.5%
45-64	27,314	30.5%
65 and over	19,689	22.0%
Total population	89,590	100%

Table 1: Argyll and Bute's Population (NRS 2011-based Mid-Year Estimates)

4.4 Multiple Deprivation in Argyll and Bute

The Scottish Index of Multiple Deprivation (SIMD) has been used to identify pockets of overall deprivation within Argyll and Bute. Based on the SIMD 2016, 10 out of the Council area's 125 data zones were identified as being amongst the 15% most overall deprived data zones in Scotland. All of these data zones are located in the area's towns. However, deprivation can, and does, occur elsewhere. Because the SIMD identifies concentrations of deprivation, smaller pockets and instances of individual deprivation are not picked up by the index.

The results for Argyll and Bute from the SIMD 2016 show

- 10 datazones in Argyll and Bute in the 15% most overall deprived datazones;
- 9 datazones are in the 15% most income deprived datazones;
- 10 datazones are in the 15% most employment deprived datazones;
- 7 datazones are in the 15% most health deprived datazones;

- 35,090 people live in the 47 datazones (37.6%) that are amongst the 15% most access deprived datazones, and
- 39 of Argyll and Bute's datazones – more than 31% – are in the 1% most access deprived datazones.

Overall according to the SIMD 2016 data Argyll and Bute has had no change in deprivation since the 2012 SIMD was published. Patterns of deprivation vary by domain.

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

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

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

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

4.5 Supporting all of our Children and Young People

The Education Service is currently responsible for:

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

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

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

Pupil Roll in Argyll and Bute

The total school pupil roll stands at 10,316 (December 2016 Census), comprising 5,789 primary pupils, 4,500 secondary pupils and 27 pupils in the school for pupils with complex additional needs. This compares with previous sessions, shown below:

Session	Total Pupil Roll
2015/16	10,445
2014/15	10,565
2013/14	10,675

Five years earlier this was 10,758 in 2011/12. In addition there are 1,742 pre-school children in two Council Nursery Centres, fifty one Early Learning and Childcare classes and three Early Learning and Childcare Gaelic classes.

Early Learning and Childcare Provision

767 children are catered for in twenty two voluntary, privately and independently managed Early Learning and Childcare establishments. 101 are receiving Early Learning and Childcare as a 2 year old under the Children and Young People Act criteria (70 with partner providers, 19 with local authority, 12 with childminders). Approximately 108 children share their Early Learning and Childcare hours across more than one nursery.

In 2016/17 our children and young people were supported in their learning by:

- 837.98 Full Time Equivalent (FTE) Teachers;
- 75.01 FTE Classroom Assistants;
- 179.85 FTE ASN Assistants;
- 14.29 FTE Pupil Support Assistants;
- 101.67 FTE Clerical Assistants;
- 30.02 FTE Technicians, and
- 94.14 FTE Childcare and Education Workers.

Early Learning and Childcare is also available within fifty four Services provided in schools. These fifty four Services are managed by Head Teachers. The largest services are supported by four Lead Childcare and Education Workers. The two stand-alone nurseries are managed by Heads of Centre, supported by a senior within each provision.

Youth Services Provision

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

Support for Children and Young People with Severe and Complex Needs

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

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

Autism Strategy

In 2014, it was agreed that developing an Argyll and Bute wide Autism Strategy would be the best way to establish a more coordinated approach and make best use of resources to support people with autism. The Argyll and Bute Autism Strategy is built around consultation with local people with autism and their carers, and in line with the priorities set out in the Scottish Strategy for Autism. Our vision for supporting people with autism in Argyll and Bute is:

“All people with autism are respected and accepted for who they are, are valued for what they contribute to our communities, and are able to live the life they choose.”

We fully recognise the valuable role that people with autism play in our communities in Argyll and Bute. We believe that people with autism should be treated with dignity and respect, and receive the support they require to continue to live full lives in their community. We believe that everyone is unique and entitled to a fulfilling life.

Delivery of the priorities set out in the strategy developed in 2014 are being led and coordinated by the Argyll and Bute Health and Social Care Partnership (ABHSCP), alongside third and independent sector organisations.

Gaelic Medium Education

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.

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 and is valid until 2018. Bòrd na Gàidhlig have assessed Argyll and Bute's progress in meeting the targets within our plan as 'moderate'. The Gaelic gathering and Gaelic education were commended.

Gaelic Medium Education is available in six pre-school and primary establishments at Bowmore, Rockfield, Salen, Sandbank, Strath of Appin and Tiree with continuity and progression of language skills in the five associated secondary establishments. Five secondary schools provide Gaelic Education for fluent speakers with four also providing Gaelic Learner Education. In August 2017 further primary GME provision will be offered in Bunessan, Ross of Mull and in 2018 further pre-school provision will be offered in Sandbank, Dunoon.

4.6 Resourcing Our Plan: The Education Budget

The budget for Community Services, Education is £71,722,957 as per Service Outcome.

Service Outcome	Annual Budget 2017-18
ED01 - Primary School Education	£26,374,357
ED02 - Secondary School Education	£25,753,402
ED03 - Central/Management Team	£4,273,951
ED04 - Additional Support Needs	£8,451,958
ED05 - Opportunities for All	£655,338
ED06 - Leadership and Professional Learning	£17,364
ED07 - Early Years	£6,196,587
Education	£71,722,957

Further funding has been provided by Scottish Attainment Challenge Funding and Pupil Equity Funding (PEF) and further detail on the allocation and use of this specific funding can be found in **Section 6.3** of the plan.

SECTION FIVE: CONTINUITY AND PROGRESSION WITH PREVIOUS PLANS

The preparation of the Annual Plan takes full account of the range of previous plans used by Education Services to inform our annual objectives and associated improvement priorities. In addition to the review and assessment of formal plans information from a range of other important reports and publications have been used to formulate this plan. These include:

- The Education Services Plan for 2016/2017;
- The Standards and Quality report published December 2016;
- School Improvement Plans;
- The Educational Psychological Services Plan;
- A range of Education performance reports presented for approval by Community Services Committee during 2015 – 2017;
- Education Scotland's report on the Strategic Inspection of the Education Functions of Argyll and Bute Council, 23 March 2017;
- Early Learning and Childcare 1140 Hours Delivery Plan, and
- Early Years Service Priorities 2016 – 17.

Having taken due regard of the information contained within each of these important publications this Annual Plan draws together a range of information on the performance of Education Services. The consistent review and analysis of a wide range of performance information allows us to deliver services effectively, demonstrating continual improvement in outcomes for children and young people. We use this performance information to intervene to secure improvement for both individual children and groups.

5.1 Analysis of Performance Information

A broad range of relevant and appropriate quality and performance information is available at both service and school levels. This is evaluated and refined routinely to meet expectations at National, Council and Service levels. A range of quantitative and qualitative measures are included within Pyramid. On a quarterly basis, this information is reported to EMT and DMT, as well as one to one discussions with the Head of Service, Executive Director and Chief Executive.

Regular progress reports are submitted to Community Services Committee and the Performance and Scrutiny Review Committee. This allows consideration of performance within and across outcomes in key areas linked to the SOA. In addition, performance information routinely used to support improvement includes:

- Early Years Developmental milestones data;
- Baseline reading assessment at P1;
- CfE levels at P1, P4, P7 and S3;
- Suffolk Reading test analysis at P4 and P7;
- A range of attainment data from INSIGHT;
- SQA Analysis;
- Achievement information including Duke of Edinburgh and Saltire Awards;
- School Leaver Destinations;

- A range of SEEMIS information including key information pertaining to vulnerable groups;
- Analysis of scrutiny information;
- Child's Plan audits and analysis;
- Autism Strategy Plan;
- Audit of Child Protection information;
- School visit feedback;
- PRISM (CLD Management Information System);
- Internal Audits;
- Consultation on policy and guidance;
- Complaints analysis;
- Attendance rates;
- Absence rates, and
- Exclusions from school.

Outcomes for Pupils

Pupil Attainment in External Examinations

The following table illustrates the overall authority performance in the National Qualifications Framework in sessions 2014/15 and 2015/16. A full analysis of the examination results for individual schools within the authority is available within the published committee reports on the council website.

Examination results for session 2016/17, due to be published in August 2017 were not available at the time of preparation of this plan.

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

Course	A and B Average % A-C Awards	National Average % A-C Awards	Difference	A and B Average % A-C Awards	National Average % A-C Awards	Difference
Year	2014/2015			2015/2016		
National 4	94.70%	93.30%	+1.4%	96.17%	93.20%	+2.97%
National 5	74.80%	79.80%	-5.0%	76.23%	79.40%	-3.17%
Higher	76.80%	79.2%	-2.4%	78.29%	77.20%	+1.09%
Advanced Higher	83.60%	80.90%	+2.7%	75.6%	81.70%	-6.10%

2015/2016 Summary:

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

results. Advanced Higher results were higher than the national average in 2015 however decreased in 2016.

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

Key Dashboard Measures from Insight

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

- Literacy and Numeracy;
- Improving attainment for all, and
- Attainment versus Deprivation.

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

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



Level 4 Literacy: despite maintaining the positive level of performance trend in Argyll and Bute, the performance of Argyll and Bute pupils in 2016 remained below the virtual comparator. This is an area for continuing improvement within the authority.

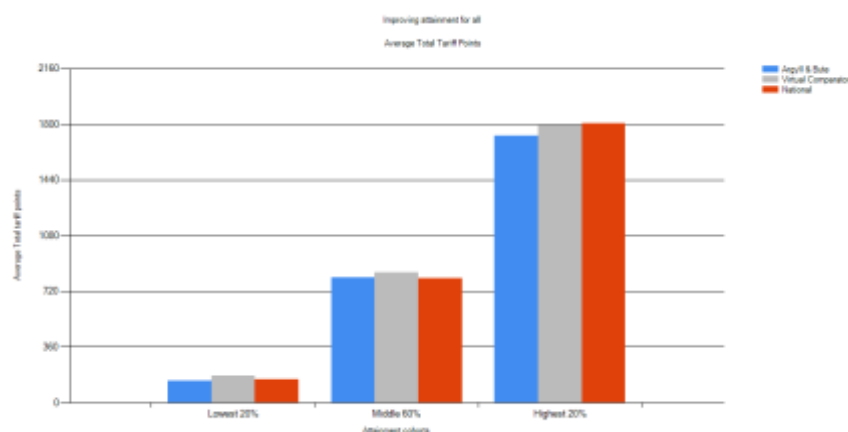
Level 5 Literacy: the data demonstrates improvement in 2016 for Level 5 literacy and numeracy. This is broadly in line with performance improvement by the virtual comparator.

Table illustrates both the annual percentage and number of pupils in each cohort achieving level 4 or level 5 literacy and numeracy in Sessions 2014 - 2016.

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

Bute				
Virtual Comparator	2016	87.22	63.43	9480
National	2016	84.76	61.21	54632

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



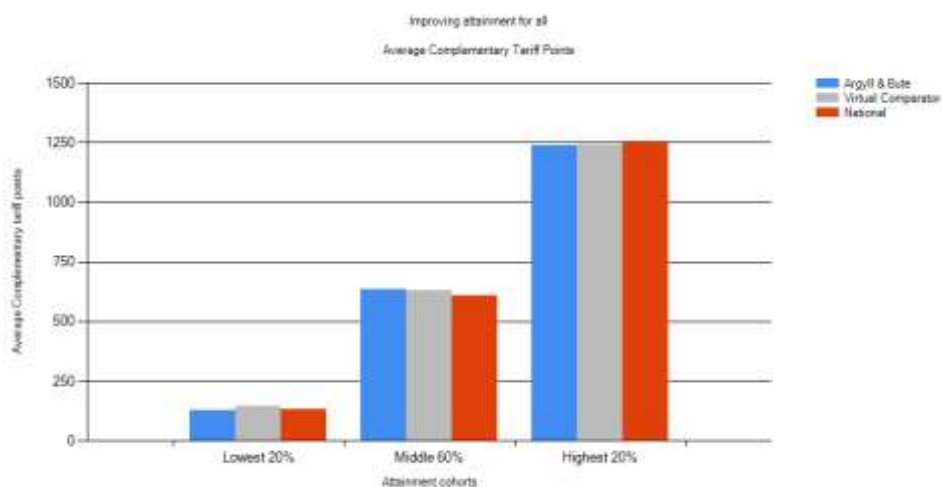
The data above illustrates the **total tariff points** achieved by pupils in each of three attainment groups in 2016.

The following table provides information on total tariff points for pupils across the three years from 2014 – 2016. This is important performance information is reviewed by both the service and schools on a regular basis to inform decisions on improving outcomes for learners.

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

It is also useful to consider the **complementary tariff points** as they offer a

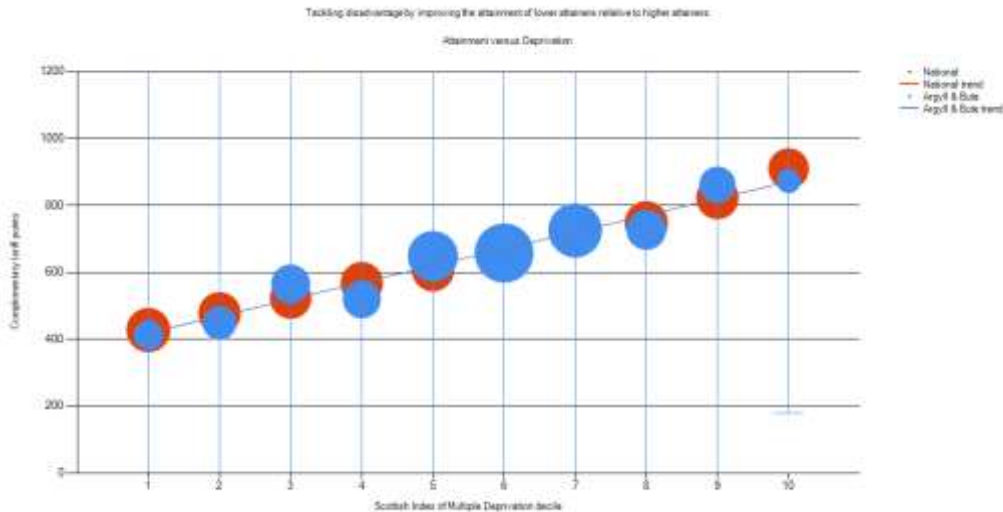
fairer 'like for like' comparison across different authorities and schools with a range of curricular models.



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

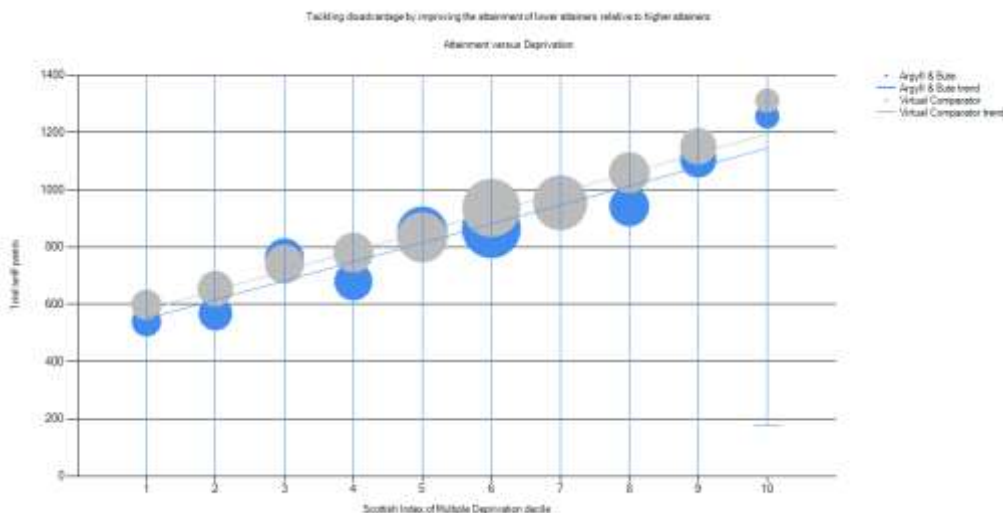
As reference 5 grade A's at Higher is 1020 points compared with 5 grade C's which is 800 points, 6 grade A's at National 5 is 504 points, 4 units at National 4 and 2 units at National 5 is 154 points. It is important to note that schools offer some course options that do not attract tariff points but positively impact on life chances for example Duke of Edinburgh Award.

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



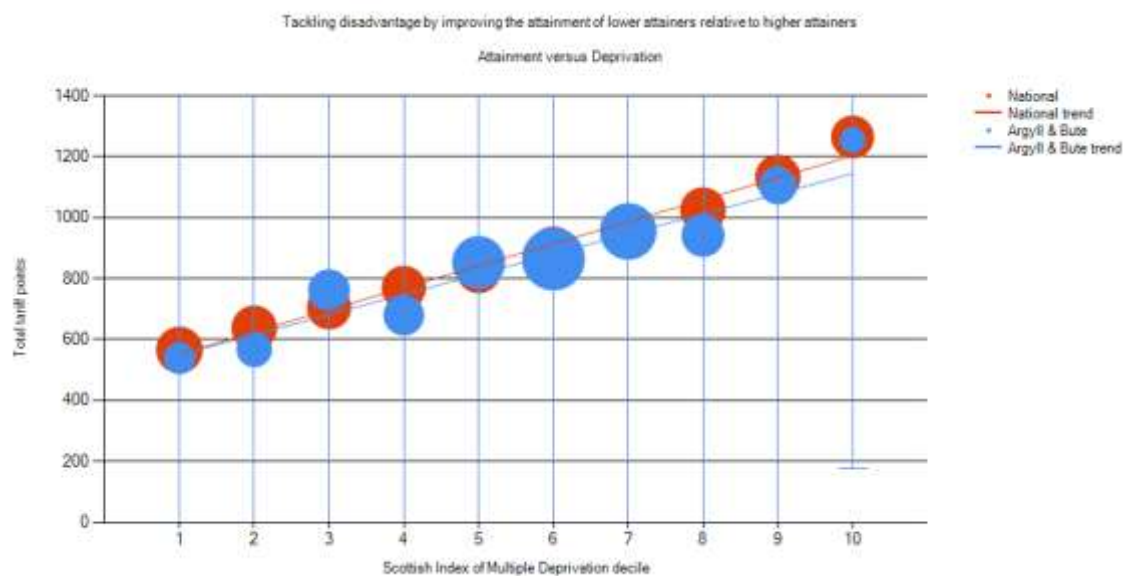
The 2016 data in the graph above shows the average **complementary tariff** points achieved by pupils in each of the 10 Scottish index of multiple deprivation (SIMD) cohorts in Argyll and Bute compared with the national data. Overall there are no significant differences in the data apart from SIMD 4.

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



The 2016 data in the graph below shows the average **total tariff** points achieved by

pupils in each of the 10 Scottish index of multiple deprivation (SIMD) cohorts in Argyll and Bute compared with the national data. In SIMD 2, 4 and 8 performance is lower than the national data.



Argyll and Bute Council works closely with key partner agencies, including Skills Development Scotland (SDS). Each secondary school has attached SDS member(s) of staff to support the delivery of careers information, advice and guidance predominately to senior phase pupils, although early intervention is available for pupils at risk of moving into a negative destination post school.

The Scottish Government have been working with Skills Development Scotland and key partners involved in Opportunities for All to develop a Participation Measure that provides a more comprehensive and detailed understanding of the activities young people are taking part in between 16 and 19 years of age. The Participation Measure is the primary means of monitoring the impact of the Opportunities for All pledge which aims to ensure all young people are supported in their path to sustainable employment.

Traditionally there has only been detailed information published concerning the destinations of school leavers – the School Leaver Destination Return (SLDR) – this group accounts for only a quarter of the 16-19 year old population. The Participation Measure shows the proportion of 16-19 year olds participating in education, training or employment, including those who are in the senior phase of their secondary education.

The Participation Measure for the period 1st April 2015 to 31st March 2016 for Scotland was published on 31st August. The Argyll and Bute Participation Measure showed 94.2% of our young people engaged in education, employment or training against the Scottish average of 90.4%. The Argyll and Bute data shows a

participation rate of 94.2% (3,429) from a cohort of 3,642 young people; 3.1% (113) not participating and 2.7% (100) unconfirmed.

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

Skills for Work and Wider Achievement Partnership Awards

Skills for Work (S4W) courses focus on the skills and knowledge required within a broad vocational area and provide an understanding of the workplace. These SQA accredited courses offer opportunities for learners to acquire employability skills through a variety of practical experiences that are linked to a particular vocational area such as Automotive Engineering, Construction, Engineering, Health & Social Care, Hospitality, Rural and Maritime. For session 16/17 we introduced the Foundation Apprenticeship award in Engineering to reflect local labour market opportunities available in Cowal.

In the 2016/17 academic session, there were 31 different skills for work courses delivered in partnership with Argyll College UHI, West College Scotland, local employers and local secondary schools. There were 65 classes on offer across the 10 secondary schools allowing a total of 501 young people to participate. The majority of classes (58) were delivered by Argyll College UHI with 5 delivered by the school/employer model and 3 through West College Scotland.

A further 2,137 pupils across S1 to S6 accessed 120 different wider achievement qualifications through courses such as Duke of Edinburgh Award, John Muir Award, Sports Leader Awards. All of these courses provide young people with an opportunity to spend time in a different learning environment, meet new people and face new challenges.

A total of 2,638 young people enhanced their curriculum through accessing these wider achievement partnership awards during session 2016/17. Young people further developed their skills for learning, life and work supporting their progress into positive and sustained destinations after leaving school.

SCHOOL/COLLEGE PARTNERSHIP QUALIFICATIONS

COURSE	LEVEL	NOS
Engineering	Foundation App	4
Administration and IT	Higher	5
Art	Higher	4
Beauty	Higher	3
Early Education and Childcare	Higher	21
Health and Social Care	Higher	6
Psychology	Higher	30
Cosmetology	NPA Level 4	31

Automotive Engineering	National 4	10
Creative Digital Media	National 4	14
Construction	National 4	9
Early Education and Childcare	National 4	35
Engineering	National 4	24
Financial Services	National 4 + 1 unit Nat 5	18
Hairdressing	National 4	10
Hospitality	National 4	16
Maritime Studies	National 4	20
Rural Skills	National 4	31
Sport and Recreation	National 4	14
Art	National 5	5
Construction	National 5	28
Early Education and Childcare	National 5	36
Energy	National 5	8
Engineering	National 5	25
Hairdressing	National 5	26
Hospitality	National 5	19
Practical Cookery	National 5	5
Rural Skills	National 5	13
Child Development	Non Certificate	10
Person Presentation	Non Certificate	12
Practical Experiences - Construction/Engineering	Non Certificate	9
TOTAL		501

Wider Achievement Partnership

The awards offered during 2016/17 included:

Organisation	SCQF LEVEL	LEVEL/GRADE	TOTAL
ASDAN	Preparatory	Towards Independence: Animal Care	2
ASDAN	4	Certificate of Personal Effectiveness	6
ASDAN	3rd/4th	Personal Development	5
BSC		Basic Food Hygiene	73
BSC		Health and Safety at Work	16
BSC		Lifting and Handling	15
CARITAS		Caritas Award	2
Duke of Edinburgh		Bronze + HIS	92
Duke of Edinburgh		Silver	48
Duke of Edinburgh		Gold	4

FAB		Friends Against Bullying	6
Dynamic Youth Award		Award	87
Heartstart		Heartstart	98
John Muir		Explorer	32
John Muir		Discovery	41
Polish		A level	1
Princes Trust	3	XL Personal Development	41
Professional		Introduction to stage make-up	1
Professional		Cyber Security	1
Professional		Estate Agency	1
Royal Yachting Association		Level 2 Dinghy Sailing	12
Saltire		SALTIRE Awards Scheme + HIS	471
Scottish Football Association		Football - Early Touches	32
SFA		Football Ref	10
Sports Leader		Day Leader Award	93
Sports Leader		Positive Coaching Scotland	77
Sports Leader		Sports First Aid	75
Sports Leaders		Sports Leader	77
SQA	5	Customer Services	90
SQA	5	Computer Games Design	13
SQA	5	Digital Photography	46
SQA	6	Eng Science	12
SQA	5	Eng Science	21
SQA	4	Food Hygiene for the Hospitality Industry	12
SQA	4	Hospitality NAT 4	33
SQA	5	Hospitality NAT 5	51
SQA	4	Kitchen Skills an introduction	12
SQA	4	Languages for life and work	120
SQA	5	Leadership	39
SQA	6	Leadership	12
SQA	4	Personal Development Award – Nat 4	3
SQA	5	Personal Development Award	4
SQA	5	Religion, Belief and Values	15
SQA	4	Religion, Belief and Values	1
SQA	4	Safe road user	17
SQA	5	Scottish Studies	11
SQA	6	Scottish Studies	10
SQA		Scots Language	2
SQA	5	Volunteering	6
SQA	5	Wellbeing	25
SQA	5	Woodwork skills NAT 5	8
SQA	4	Woodwork Skills NAT 4	1

SQA	4	Work Experience - Nat 4	29
SRU		SRU Rugby Ready	38
Youth Achievement Award	4	Bronze	10
Youth Achievement Award	5	Silver	48
Youth Achievement Award	5	Youth Coaching Course	5
West College Scotland	4	Introduction to Construction	3
West College Scotland	4	eSafety	1
West College Scotland	3	Introduction to Photography	2
West College Scotland	4	Introduction to information Technology	2
West College Scotland	4	Introduction to Retail	1
TOTAL NUMBER OF PUPILS			2122

In addition a number of sixth year students accessed qualifications at national 7 level offered by the Open University Young Applicants Scotland Scheme (YASS), the International Baccalaureate award and degree level modules. Further information is shown in the table below:

YASS	Engineering the Future	1
YASS	Galaxies, Stars, Planets	1
YASS	Law in Contemporary Scotland	2
YASS	Molecules - Medicines and Drugs	1
YASS	Retail Management & Marketing	2
YASS	Understanding the Autism Spectrum	1
YASS	English For academic purposes online	1
YASS	Statistics	1
International Baccalaureate	Social Science	2
International Baccalaureate	Science	2
West College Scotland	Human Body Structure and Functions	1
		15

5.2 Inspection and Scrutiny Outcomes

Strategic Inspection of the Education Functions of the Council

An evaluation of the effectiveness of the Education functions of the Council was conducted by Education Scotland in September 2016. The inspection was based on a framework of quality indicators (published in Quality Management in Education 2), which embody the Government's policy on Best Value. The framework is based on six high level questions which can be answered by evaluating the quality of education across ten key areas.

The inspection set out to answer the following questions:

- What key outcomes has the education authority achieved?
- How well are the needs of stakeholders being met?
- How well does the Education Authority deliver and improve the quality of its education services?
- How good is the quality of strategic leadership and direction?, and
- What is the Education Authority's capacity for improvement?

A number of selected updated quality indicators were evaluated against the six-point scale. As a core part of the inspection the Authority submitted their self-evaluation against these five quality indicators.

The following table illustrates the evaluations made by the Authority, compared with the Education Scotland evaluations.

Quality Indicator		Argyll and Bute Evaluation	Education Scotland Evaluation
QI 1.1	Improvements in performance	Satisfactory	Weak
QI 2.1	Impact on children, young people, adult learners and families	Satisfactory	Satisfactory
QI 5.1	Delivering and improving the quality of services	Satisfactory	Weak
QI 9.2	Leadership and direction	Satisfactory	Weak
QI 9.4	Leadership of change and improvement	Satisfactory	Weak

Education Scotland published its Report on 21 March 2017. The main findings of the inspection included an assessment of the key strengths and main points for action for the Authority arising from the inspection. The key strengths are identified as:

- The proportion of young people who move on from school to a positive destination;
- The contributions of the Early Years Team and the Educational Psychology Service in delivering a strong foundation and support for children's learning, and
- The positive and wide range of partnerships which help staff to meet learners' needs, particularly those of MOD families and refugees.

The published report also confirms a range of good or effective practice across areas of the Education Service including:

- The achievement of children and young people across Argyll and Bute reflects a broad range of national awards and award bearing wider achievement qualifications;
- Over 1500 young people last session achieved across a broad range of awards including the Duke of Edinburgh's Award, John Muir, Saltire and Youth Achievement Awards;

- In almost all early learning and childcare (ELC) settings, most children achieve their expected developmental milestones;
- The number of young people securing a positive destination on leaving school has increased over the period 2011-2016;
- Argyll and Bute has implemented all aspects of the Getting it Right for Every Child (GIRFEC) practice model and is continuing to develop and improve it. The Education Service plays a key role on leading the development of GIRFEC across Argyll and Bute and through its contribution to the national *Well-Being Application working group*;
- A significant amount of work has been carried out to support Looked After Children;
- There are good examples of the Early Years Strategy policy being embedded in practice;
- Important changes have been made across the Education Service to engage head teachers and senior staff in improvement activities. This includes the Secondary Performance Reporting group (now called the Achievement and Attainment Group), and
- A number of internal forums and working groups have been set up to support the implementation of Curriculum for Excellence.

The main points for action identified a need for the Authority to:

- Significantly improve young people's attainment across the authority;
- Improve the use of data, ensuring greater rigour;
- Continue to improve the quality of educational provision with consistently higher levels of support and challenge from central officers and elected members;
- Improve relationships and communication, promoting a more positive ethos amongst all stakeholders; and
- Improve the quality of strategic leadership and direction at all levels within the Education Authority.

The priority for the Education Service will be to retain our focus on delivering high quality services that improve outcomes for all of our children and young people. The Education Vision and Strategy: "Our Children, Their Future" is a key part of this. We note and welcome that the main points for action recommended in the Education Scotland report is in line with the aims of the new Education Vision and Strategy.

Since the inspection visit in September 2016 a number of improvements actions have been taken forward by Education Services through a detailed action plan. These include:

- The significant work of the Service in preparing and publishing the revised Education Vision and Strategy: Our Children, Their Future, with a clear focus on ambition, excellence and equality reflecting local and national priorities;
- A conclusion of the "tackling bureaucracy workload review" undertaken by Education Scotland in August 2016 identified the "Impact of assessment and moderation facilitators" as a key strength of the Authority;

- The role of centrally employed officers has been revised to provide increased support for schools and early years settings. This includes advice in curriculum areas such as literacy, numeracy and science, technology, engineering and mathematics (STEM);
- The appointment of two additional Principal Teachers, to support the development and improvement of Literacy and Numeracy of pupils across all schools in the Authority;
- A Head Teacher Advisory Group has been introduced with the main purpose of improving communication and engagement between schools and the Authority;
- Further improvements have been made to communication with schools and services through the publication of regular education bulletins;
- Curriculum guidance materials have been updated and made accessible to all staff through the Sharing Argyll Learning (SAL) site. These are designed to support staff in taking forward learning and teaching;
- A new approach to reviewing school examination results was introduced in September 2016. This is focused on increasing the use data to improve outcomes for learners;
- Following feedback from ELC practitioners, the Argyll and Bute Learning and Development Framework was issued to all ELC settings and childminders in Argyll and Bute. Locality based twilight training sessions delivered between March and June supported implementation
- Improvement planning materials for use by schools in session 17/18 were revised in consultation with Head Teachers, and
- Further development of collaborative working arrangements with other Local Authorities which focus on improvement and sharing of practice to support the raising of standards across services and schools.

In June 2017 a return visit was made by Education Scotland to assess the progress of the Authority in responding to the improvement priorities arising from the inspection report. They met with a variety of stakeholders reflecting on the following 3 questions:

1. What actions have Argyll and Bute Council taken to address the main points for action outlined in the Strategic Inspection Report of the Education Functions of the Council published on 21 March 2017?
2. What steps has Argyll and Bute Council taken to improve strategic leadership and direction across the education functions of the Council?
3. What progress has Argyll and Bute Council made in improving the levels of communication, support and challenge to its schools?

A letter will be provided by Education Scotland in August 2017 detailing their findings from this visit.

Education Scotland will conduct a further inspection in September 2017 to evaluate improvement against the main points for action detailed in the Inspection Report published in March 2017.

Further details of strategic interventions being undertaken by Education for 2017/2018 to improve outcomes for children and young people in Argyll and Bute are contained in **Section 6** of the plan.

School Inspection Outcomes

Within schools in Argyll and Bute there is strong commitment from our leadership teams and staff to improve outcomes for all children and young people and in ensuring that all of our children and young people are experiencing consistently high-quality learning experiences.

From January 2017 onwards, evidence from 5 school inspections following the revised Education Scotland Inspection Model indicated that:

- the majority of schools (60%) were evaluated as satisfactory or better and less than half (40%) were evaluated as weak for *Leadership of Change* (QI 1.3);
- all schools (100%) were evaluated as satisfactory or better and less than half of schools (40%) were evaluated as good or better for *Learning, Teaching and Assessment* (QI 2.3);
- all schools (100%) were evaluated as satisfactory or better and the majority (60%) of schools were evaluated as good or better for *Ensuring Wellbeing, Equality and Inclusion* (QI 3.1);
- all schools (100%) were evaluated as satisfactory or better and less than half of schools (40%) were evaluated as good or better for *Raising Attainment and Achievement* (QI 3.2), and
- all (100%) ELC settings inspected by Education Scotland were evaluated as satisfactory or better. This included 4 nursery classes within school settings and one partner provider.

From August 2013 - June 2016, evidence from 16 school inspections indicated that:

- all schools (100%) were evaluated as satisfactory or better and most schools (75%) were evaluated as good or better for *Learners' Experiences* (QI 2.1);
- almost all schools (94%) were evaluated as satisfactory or better, and a majority of schools (56%) were evaluated as good or better for *Improvements in Performance* (QI 1.1);
- almost all schools (94%) were evaluated as satisfactory or better, and a majority of schools (63%) were evaluated as good or better for *Meeting Learning Needs* (QI 5.3);
- the majority of schools (69%) were evaluated as satisfactory or better and less than half of schools (44%) were evaluated as good or better for the *Curriculum* (QI 5.1);
- most schools (88%) were evaluated as satisfactory or better and less than half of schools (25%) were evaluated as good or better for *Improvement through Self-evaluation* (QI 5.9), and

- most (87%) ELC settings inspected by Education Scotland were evaluated as satisfactory or better. This included 10 nursery classes within school settings and 5 partner providers.

5.3 Reducing Inequalities in Educational Outcomes as a result of Socio – Economic Disadvantage

A key driver of the National Improvement Framework is to reduce inequalities in educational outcomes as a result of socio-economic disadvantage. Education Services, in responding to National expectations have taken a number of steps to respond to this requirement. The Education Vision and Strategy “Our Children, Their Future” places the needs of all children and young people at the heart of our vision. Together we will realise **ambition**, **excellence** and **equality** for all. Our vision sends a signal about the importance we attach to education

Notably the recent Education Scotland Inspection Report highlighted the following service approaches which make an effective contribution to this important area of National policy:

- Argyll and Bute Council has implemented all aspects of the GIRFEC national practice model and is continuing to develop and improve it. At school and council-wide level there are well-developed and embedded systems for supporting children and young people. GIRFEC approaches are understood and there are positive examples of effective practice outlined in the Care Inspectorate Services for Children and Young People Inspection Report September 2013.
- Opportunities for staff continue to develop their own professional skills are readily accessible on the council website. Staff working in the ELC sector values the access which they have to e-learning. These opportunities are also impacting positively on the confidence of primary school staff to deliver the national practice model for GIRFEC and in improving their planning for the individual child and young person. The Education Service plays a key role in leading the development of GIRFEC across Argyll and Bute and through its contribution to the national *Well-Being Application* working group. Staff and young people have also worked well with partners, including health agencies and *Choose Life*, to develop guidance to support young people at risk of suicide and self-harm.
- Current arrangements for allocating Additional Support Needs (ASN) staffing and resources have been drawn up following considerable consultation with various stakeholders, including the ASN Review Group which includes Head Teachers, ASN specialists and teaching (and other) unions. The role of the area principal teacher of ASN in allocating resources to support ASN in schools is leading to greater fairness and equity.

Outcomes for Children and Young People who are Looked After

Community Services: Education has developed a range of effective 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.

Children and young people who are looked after are at an increased risk of experiencing mental health difficulties. The sustained focus on increasing the awareness and skills of staff and young people themselves, to ensure early intervention aimed at enhancing the mental health and wellbeing of all our children and young people, will have a particular impact on those who are, or have been, looked after.

Attainment of Looked After Young People at the secondary school stage

S4 pupils - performance in Literacy and Numeracy for the last three years

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 the national average 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 average.

S5 pupils - performance in Literacy and Numeracy for the last three years

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 they 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.

General Educational Attainment June 2015 for looked after leavers

Overall the performance of pupils looked after away from home 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.

	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%

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 2016 for Looked After Leavers

	Argyll & Bute (2016)		Virtual Comparator (2016)	
	LA	LAAC	LA	LAAC
1 or more qualification at SCQF Level 3 or better	78%(of 9)	75% (of 8)	93% (of 90)	91% (of 80)
1 or more qualification at SCQF Level 4 or better	78%	75%	90%	85%
1 or more qualification at SCQF Level 5 or better	56%	50%	62%	61%

1 or more qualification at SCQF Level 6 or better	22%	25%	38%	32%
1 or more qualification at SCQF Level 7 or better	0%	0%	13%	6%

Positive Destinations for Looked After Children

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.

Argyll and Bute Council offers all 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 people 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 is paid the national minimum wage.

Our Looked after Young People in Argyll and Bute leaving school are increasingly entering positive destinations from their 2014 outcomes (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)**. In 2016 the figure was **76.47% (cohort 17)**.

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 is a specific item on the agenda for this discussion, to be considered alongside their other achievements and the individual narrative for each young person.

Attendance, Absence 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 are 4.92%. No primary age looked after children were excluded from an Argyll and Bute primary school last session.

Secondary

The average total absence from school for all secondary age children is 8.20% and for looked after children are 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.

Source: Summary Statistics for Schools No.6 2015 Edition.

Achievement

The achievement of children and young people across Argyll and Bute Council reflects a broad range of national and award bearing wider achievement qualifications. Schools have worked well to develop a wide range of learning pathways for young people which enables them to achieve a broad range of skills. Over two thousand young people enhanced their achievement portfolio last session and this has contributed well to securing positive, sustained destinations for young people when they leave school.

The Council has secured a number of key partners to enhance the achievement of young people across all four administrative areas. There are strong examples of young people accessing courses to meet specific local needs, for example Maritime Skills. A large number of Skills for Work qualifications are available across the authority in key skills which have the potential to grow the local economy and enhance services, for example, in early education and childcare, hospitality, engineering and rural skills.

The 2015/2016 Council Standards and Quality report documents clearly the range of wider achievement courses and awards gained by young people. Over 1500 young people last session achieved across a broad range of awards including the Duke of Edinburgh's Award, John Muir, Saltire and Youth Achievement Awards. This is helping them to extend their personal achievements and to enhance their skills for learning, life and work. Schools are regular, successful contributors to the National Mod. The Council's Modern Apprenticeship programme has provided 23 young people with relevant placements and a few schools have been successful in offering senior phase learners Foundation Apprenticeships in both engineering and health and social care.

Education Digital Learning modern apprentice Steven Simpson completed his HND this session ahead of schedule and for the second year has been nominated as Apprentice of the Year. Steven has secured a permanent post as a Desktop Technician with the council IT service and will be undertaking a graduate level apprenticeship as part of this post.

The Early Years team carried out 'Learning and Development' self-evaluation visits to 65% of ELC settings between January and June 2016. Managers, head teachers and ELC teams welcomed these visits, leading to positive impact within each setting's self-evaluation and the process being taken forward during session 2016-17. 97% of ELC settings in Argyll and Bute submitted their data on developmental milestone progress to the Early Years Service by the end of June 2016. This enabled data to be shared with receiving schools and also showed that 74% of children had achieved their expected developmental milestones by the time they started Primary One in August 2016. Four members of the Early Years Team were accepted to participate in the 'Improvement Science in Action' programme delivered by the Scottish Government's 'Children and Young People Improvement Collaborative'. This is a year-long programme which has supported practitioners to develop their skills in using the Model for Improvement within their work. The Early Years team have been applying their new skills to an early literacy project – to ensure all children entering their last year of ELC know at least 3 nursery rhymes. Following a consultation with parents and carers, three Local Authority pre5 units provided flexible ELC during term time in addition to Commissioned Providers of Day-care of Children and Partner Childminders throughout session 2015-16. The Service will continue to develop the quality, accessibility and flexibility of provision in preparation for 1140 hours of funded ELC in Argyll and Bute by 2020.

Wellbeing Application (WBA) training started in earnest on 8th May and continued to 20th June on various dates. Training was held in 9 different locations including Mull, Bute, Islay and Tiree. During this time 89 staff members with responsibility either as a Named Person or a Named Person Support were trained on the WBA. An overview training session was provided to the central team before the end of the 2106-2017 session.

Further training is planned for 2017-2018 session with 3 dates in August having been agreed and a refresher training date set for Campbeltown in November. A total of 27 primary schools still need to have a member of staff trained on the Wellbeing Application, although some of these are shared headships. Most secondary schools have trained the majority of their guidance staff with all secondary schools having at least 1 member of staff being trained.

Continued training opportunities will be arranged for the GIRFEC Advisors throughout session 2017/2018.

SECTION SIX: THE NATIONAL IMPROVEMENT FRAMEWORK

In response to the drive to deliver excellence and equity for every child in education in Scotland and to deliver the four national priorities, the Scottish Government provided support to schools and local authorities through the Scottish Attainment Challenge Funding (SACF) and Pupil Equity Funding (PEF).

6.1 Scottish Attainment Challenge Funding

The First Minister launched the Scottish Attainment Challenge in February 2015 to prioritise 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. Argyll and Bute Council was not identified as a Challenge Authority through the Scottish Attainment Challenge initiative and did not benefit from additional funding. However one of our schools, Rosneath Primary School, was identified through the Scottish Attainment Scotland Fund Schools Programme to receive targeted support to close the poverty related attainment gap and received funding of £19,500 in Session 2015/2016 and £19,944 in Session 2016/2017.

All targeted pupils reading showed an increase in both their reading levels and reading ages. Most children have improved by 1 year or more over a 3 month period. There has also been an improvement in their confidence, enjoyment and motivation to read.

Measures demonstrate that the interventions made have raised the attainment of the targeted group of learners and in particular the most disadvantaged children have achieved success.

A further £63,279 grant funding was received from the Scottish Attainment Challenge Innovation Fund to support the Health and Wellbeing of children across a range of schools through Better Movers and Thinkers (BMT). BMT is an approach used in the learning and teaching of physical education designed to develop the ability of all children and young people to move and think in a more cohesive way developing, enhancing and fostering skills within the learning process.

Through the Scottish Attainment Challenge Funding 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. The Attainment Advisor for Argyll and Bute has also worked with central education staff to build capacity within the team to advice and support schools in responding to the NIF priority of raising attainment and reducing the poverty gap.

6.2 Addressing the Four National Priorities for Education in Argyll and Bute

Progress for Education in Argyll and Bute for 2016/17

In 2016, Education Services implemented the following approaches aimed at securing 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 as outlined in the CFE Experimental Statistics published by the Scottish Government 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%

This data has been derived from the first year of collection and is classed as experimental. Further development is planned by the Service in working with all schools during session 2017/18 and following the publication of the national data later in 2017.

The Attainment Advisor assigned to Argyll and Bute has provided support and challenge to the Head Teacher and staff at Rosneath Primary School to increase capacity within the school and identify strategies to 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. Support initiatives have also begun with other schools in the Helensburgh area, John Logie Baird, Garelochhead, St Joseph and Colgrain. In addition, the Attainment Advisor has also worked with central education staff to building capacity within the team to advise and support schools in responding to the NIF priority of raising attainment and reducing the poverty gap.

In addition, the Education Service have 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 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 (CfE). 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.

6.3 Pupil Equity Funding (PEF)

Pupil Equity Funding (PEF) is being provided by the Scottish Government for 2017/18 to continually improve Scottish Education through the provision of £120 million funding, allocated directly to schools and targeted at closing the poverty related attainment gap. Publicly funded primary, secondary and special schools 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. This grant is ring-fenced and is to be allocated directly to each qualifying school. National guidance explicitly notes that schools should use the funding for the purpose of delivering focused activities and interventions that lead to improvements in literacy, numeracy and health and wellbeing for identified pupils.

Argyll and Bute received PEF Funding of £1,304,400 for 2017/18, with 84% of schools receiving varying amounts of funding ranging from £1,200 to £76,800. All schools have submitted a PEF plan to the authority outlining how they will spend their funding to deliver interventions that will close the poverty related attainment gap. Education Officers will discuss progress on interventions with Head Teachers during calendared quality improvement visits during Session 2017/18.

6.4 Addressing the Six National Improvement Framework Drivers for Education in Argyll and Bute for 2017/2018

The National Improvement Framework Drivers for Education are:

- School Leadership;
- Staff Professionalism;
- Parental Engagement;
- Assessment of Children's Progress;
- School Improvement, and
- Performance Information.

Education Services will deliver the National Improvement Framework Drivers for 2017/2018 through our **6 key objectives** for Education in Argyll and Bute which are to:

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

The following section of the plan illustrates examples of the programmes of work being taken forward by staff across Education Services to deliver these expectations.

KEY OBJECTIVE 1:	RAISE EDUCATIONAL ATTAINMENT AND ACHIEVEMENT FOR ALL
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What is this?

The quality of education offered by each school in Argyll and Bute and how effective they are in raising educational attainment and achievement for all children and young people.

Why is this important?

The curriculum includes a broad range of experiences which are planned for children and young people through their education, to help every child and young person to develop knowledge, skills and attributes for success in learning, life and work. Research and evidence consistently demonstrates the direct link between poverty and deprivation and lower attainment and achievement.

Within Argyll and Bute Education Service we will raise educational attainment and achievement for all through the following agreed **priority actions**:

- Improve the overall quality of learning experiences;
- Tackle disadvantage and deprivation to close the attainment gap;
- Improve literacy, numeracy and health and wellbeing outcomes for children and young people, and
- Continually improve curriculum design and development.

In session 2017-2018 we will:

- Take further steps to increase the overall proportion of children and young people who achieve in line with the national expectation in Literacy and Numeracy;
- Take further steps to increase the overall proportion of children and young people who achieve in line with national expectation in Gaelic Medium Education;
- Re-engage schools with National guidance on curriculum principles, entitlements and expectations to ensure effective delivery of a quality curriculum at a local level. Prepare, in consultation with schools, a curriculum principle, entitlement and expectation paper for use by all schools ensuring the

opportunity for all children and young people to experience relevant and wider achievement within the curriculum;

- Implement revised approaches to ensure overall improvement in levels of attainment for Senior Phase pupils across all SQA examination levels;
- Revise approaches to quality assurance and moderation in all schools;
- Further improve the effectiveness of school support visits by Central Officers ensuring greater consistency and challenge to all schools, and ensure the needs of all pupils are being effectively met;
- enhance and further develop opportunities for digital learning and creativity in all of our establishments;
- 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;
- Provide a range of support to all Authority schools in taking forward assessment and moderation approaches;
- Continue to second a Literacy and Numeracy co-ordinator to support all Authority schools in raising attainment in literacy and numeracy;
- Deliver a programme of professional learning events aimed at raising attainment in literacy and numeracy;
- Improve the number of young people securing a positive destination for each secondary school in line with individual virtual comparators;
- Further develop support and engagement with Secondary schools to ensure increased positive, post school destinations for all Argyll and Bute leavers (Participation measures);
- Ensure that all secondary establishment work in collaboration with partners to support the development of skills for the world of work;
- Improve the pace and challenge of learning and development within ELC and create greater consistency across settings within literacy, numeracy and developmental milestones;
- Continue to ensure adequate provision of resources and equipment to meet the needs of children and young people with additional support needs, and
- Support the capacity and confidence of Head Teachers to meet the requirements of all Child's Plans.

KEY OBJECTIVE 2:	USE PERFORMANCE INFORMATION TO SECURE IMPROVEMENT FOR CHILDREN AND YOUNG PEOPLE
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What is this?

All of the information and data we need to get a full picture of how well education for our children and young people is improving. As no single measure provides a full picture of performance, we will gather together and analyse a broad range of data collected from each of the other key objectives of our children their future to assist us to provide a comprehensive overview of the progress being made by all children and young people.

Why is this important?

Education Services gather, analyse and report on a wide range of performance information that allow us to deliver services effectively and demonstrate that we are continually improving outcomes for children and young people. For example, we use information about the progress of our children and young people to inform the approaches to learning and teaching in the classroom. It is everyone's responsibility to gather and use performance information to intervene to secure improvement for both individual children and groups. We will actively engage parents and young people in this process.

Within Argyll and Bute Education Service we will use performance information to secure improvement for children and young people through our priority **actions**:

- Effectively assess, track and monitor the progress of our children and young people;
- Implement strong self-evaluation, quality assurance and improvement planning, and
- Clearly report outcomes.

In session 2017-2018 we will:

- Refine further steps taken to improve approaches to self-evaluation and planning for improvement and changes;
- Further refine the Authority approach to Standards and Quality Reporting and Improvement planning across establishments;
- Revise current arrangements to reporting of performance information at all levels to support elected members to effectively undertake their scrutiny role;
- Provide increasingly effective support to schools in the use of data to benchmark progress for learners and secure further improvement in achievement and attainment for all children and young people with effective interventions;
- Continue to work with the Attainment Advisor assigned to Argyll and Bute to provide support and challenge to the central team and schools in their use of performance information to secure improvement;
- Continue to monitor curriculum models across each of the ten secondary schools to ensure the average tariff scores for all Argyll and Bute young people are increased, as appropriate;
- Improve the attainment and progress of children in literacy and numeracy in P4 and P7 in line with national expectations;
- create greater ownership of data within ELC settings and to build confidence and capacity around analysis of data;
- Early Years Team to make more effective use of authority wide data within the self-evaluation of the Service, and
- Build capacity within each Argyll and Bute Family Pathway locality to analyse data and see how small changes can impact on local and national priorities.

KEY OBJECTIVE 3:	ENSURE CHILDREN HAVE THE BEST START IN LIFE AND ARE READY TO SUCCEED
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What is this?

In Argyll and Bute, we work together to ensure children and young people experience a positive start that supports and nurtures all children and builds firm foundations for later life.

Why is this important?

We know that children develop faster in the first few years of life than at any other time so, to make an impact and ensure we tackle potential disadvantage, this is a priority area for us.

In session 2017-2018 we will:

- 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;
- All Early Learning and Childcare (ELC) settings to share developmental milestone progress for all children entering primary education;
- As part of Argyll and Bute's Children, develop and implement a parenting strategy to support parenting from pre-birth to school leaving age;
- Plan and implement the necessary steps to ensure the delivery of 1140 hours of early learning and child care by 2020;
- Ensure greater consistency in expectations of children's progress in ELC literacy, numeracy and developmental milestones through effective support and challenge from the Early Years Team, and
- As part of the 1140 Hours Delivery Plan, develop an 'ELC Quality Action Plan' to ensure provision is of the highest quality for children in Argyll and Bute accessing 1140 hours of ELC by 2020.

KEY OBJECTIVE 4:	EQUIP YOUNG PEOPLE TO SECURE POSITIVE DESTINATIONS AND ACHIEVE SUCCESS IN LIFE
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What is this?

This is the progress our young people make in securing sustained positive destinations in employment training or further/ higher education when they leave formal education.

Why is this important?

For our population in Argyll and Bute to grow through economic development our industries need a workforce with the right skills, attitudes and capacities. Positive destinations information will tell us about how successful young people in Argyll and Bute are when they leave school. This will also tell us about the choices young

people make and the difference in positive destinations between those from the most and least disadvantaged backgrounds.

Within Argyll and Bute Education Service we will equip young people to secure and sustain positive destinations and achieve success in life through our priority **actions**:

- Equip children and young people with skills for learning, life and work.
- Promote enterprise and entrepreneurship.
- Support lifelong learning.

In session 2017-2018 we will:

- Increase positive destinations for looked after children in Argyll and Bute;
- 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;
- Increase the number of young people on Activity Agreements (AA) progressing into positive destinations;
- Increase the number of young people on Flexible Learning plans reengaging with school or progressing into positive destinations;
- Enhance and further develop opportunities for digital learning and creativity in all of our establishments;
- Reduce the number of young people recorded as unconfirmed on the Participation Measure for Argyll and Bute;
- Ensure that 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, and
- Increase the number of Youth Achievement and Dynamic Youth Awards achieved.

KEY OBJECTIVE 5:

ENSURE HIGH QUALITY PARTNERSHIP WORKING AND COMMUNITY ENGAGEMENT

What is this?

Partnership working and community engagement focuses on ways in which parents and carers, families and professionals work together to support children and young people's learning.

Why is this important?

We recognise that most of a child's development takes place outwith our schools and ELC settings therefore the role of families and carers is critical to ensuring our children and young people succeed. We will empower parents and carers to be part of the decisions that are taken in respect of their children's education and development, and to work along with the staff in each school on improvement planning. We will engage parents and carers in dialogue around the new duties on

education authorities, new approaches to learning and ultimately their role in their children's education. We will ensure that strong partnerships are created and maintained with local bodies including businesses, third sector organisations and community groups. This will broaden and deepen the curricular experiences offered to children and young people by our educational establishments.

Within Argyll and Bute Education Service we will strengthen parental and community engagement through our **priority actions**:

- Develop and strengthen parental engagement and participation;
- Improve the curriculum links between schools and colleges;
- Develop and strengthen partnerships with business and the community, and
- Work together to secure improvement.

In session 2017-2018 we will:

- Review and update further the Authority Parental Involvement Strategy to ensure greater engagement and communication with parents and carers;
- Identify a range of approaches to ensure that all young people are encouraged in making an effective contribution to decision making, self-evaluation and performance improvement processes at both school and Authority levels;
- Further develop the remit and focus of the Head Teacher Advisory Group to support improved communication, engagement and relationships between the Authority and Schools;
- Ensure the ongoing provision of a range of information is routinely issued to staff and parents to improve communication;
- Hold authority wide capacity building courses for young people to encourage involvement in local and national decision making;
- Ensure that Local Youth Forums attend at least one Community Planning Partnership (CPP) Area Planning Group meeting per annum;
- Further improve relationships and communication through consultation with all ELC stakeholders in preparation for 1140 hours of funded ELC, and
- Provide 1-1 support to each ELC provider around how they can improve family learning and engagement through effective use of their own community and local assets.

KEY OBJECTIVE 6:	STRENGTHEN LEADERSHIP AT ALL LEVELS
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What is this?

School leadership improves the quality and impact of leadership roles within schools at all levels. Teacher professionalism improves the overall quality of the teaching workforce and the impact of their professional learning on children's progress and achievement. In Argyll and Bute we have provided professional learning opportunities at all levels from pre career entry through to Head Teacher development and beyond; whilst ensuring staff in Argyll and Bute have quality experiences and development

opportunities. During a period of difficulty in teacher recruitment both in Argyll and Bute and nationally it has been essential to ensure there is opportunity to enhance the profession by providing opportunities to “Grow Our Own” teacher leaders. We also seek to retain our highly trained teacher workforce by providing professional development opportunities, to ensure that there are enough teachers and leaders with the requisite skills to ensure our schools thrive within their local communities. Pupil leadership is important within the learning context and all schools encourage pupil voice.

Why is this important?

Strong leadership within our schools helps ensure that all children achieve the best possible outcomes through the highest quality of learning and teaching. In Scotland we have a highly professional, graduate teaching workforce with high professional standards, which are set by the General Teaching Council for Scotland (GTCS). Within Argyll and Bute, we want to continue to improve the professionalism of our teachers and the quality and impact of their professional learning on improving children’s learning and the outcomes they achieve.

Within Argyll and Bute Education Service we will strengthen leadership at all levels through our **priority actions**:

- Focus on effective educational leadership;
- Promote career long professional development for all staff;
- Provide professional learning opportunities for front line services, and
- Maximise the use of resources.

In session 2017-2018 we will:

- Continue to promote the revised Education Vision and Strategy: Our Children, Their Future, with a clear focus on ambition, excellence and equality reflecting local and national priorities;
- Take steps to develop and strengthen strategic leadership across Education Services engaging all Senior Officers;
- Further develop the Education Authority Leadership Programmes at all levels;
- Provide an ongoing programme of professional development for centrally deployed officers to further extend their skills, knowledge and capacity in undertaking support and challenge activities with schools;
- Progress the review and realignment of central officer functions and responsibilities to ensure increased rigour and consistency in levels of support and challenge across all Authority schools in line with the Governance Review;
- Improve strategic direction in a number of areas including learning and teaching and curriculum development;
- 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;
- Strengthen approaches to professional review processes for all Head Teachers;

- Undertake further reviews of Head Teacher appointment processes;
- Review further recruitment challenges faced by the Authority: identify potential approaches to minimise the impact of the national teacher recruitment difficulties;
- Provide leadership training for Lead Childcare and Education Workers, and
- Provide induction training for all new Childcare and Education Workers and new ELC Managers / Head Teachers.

Conclusion:

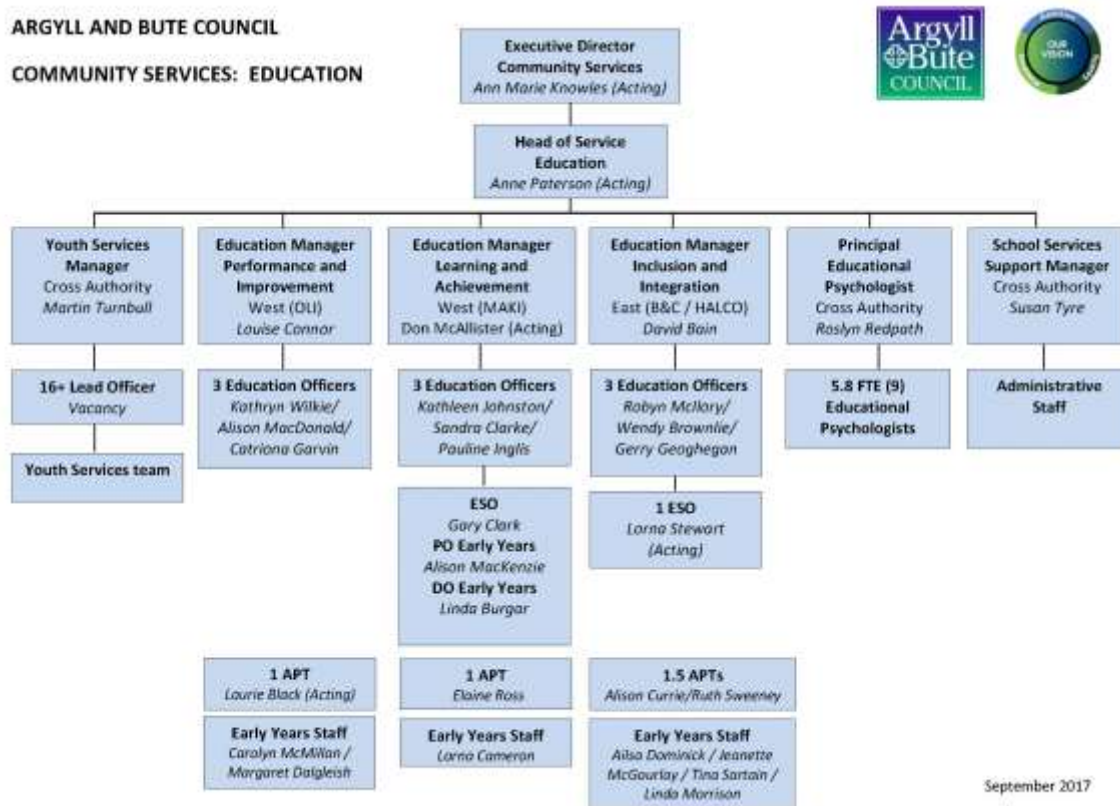
The planning and reporting processes at school, service and Education Authority levels are designed to produce robust, consistent and transparent data of the work of the Education Authority, to improve our understanding of what works and, ultimately, drive forward improvements that will improve outcomes for the children and young people of Argyll and Bute.

A key requirement of these processes is that the Scottish Ministers must publish a National Improvement Framework setting out the four key priorities which all partners in the education system should be working to address. The first NIF was published in January 2016. The first statutory NIF under the 2000 Act was published on 31 December 2016.

This Education Plan has been prepared in compliance with the requirements set out in the Statutory Guidance accompanying the Standards in Scotland's Schools etc. Act 2000 taking full account of the requirement to:

- Implement local plans and priorities for the 2017/2018 school year as set out in *Our Children, Their Future*;
- Responded to the requirements of the National Improvement Framework for Scottish Education (NIF);
- Introduced revised approaches to School Improvement Planning for school year 2017/2018;
- Publish the Annual Education Plan for 2017/2018 covering the period 1 September 2017 to 31 August 2018;
- Ensure the implementation of the Annual Education Plan during the period September 2017 to June 2018;
- Put in place the necessary arrangements to analyse the outcomes of the 2017/2018 Annual Education Plan and prepare and publish the Annual report of progress as soon as possible after 31 August 2018, and
- In addition takes full account of the main points for action contained within the inspection report on the education functions of the authority published by Education Scotland in March 2017.

Community Services: Education Organisation Chart



September 2017

- APT Assistant Principal Teacher
- ESO Education Support Officer
- PO Principal Officer
- DO Development Officer

The role of Chief Education Officer is undertaken by Head of Service Education

Glossary of terms

ASL	Additional Support for Learning
ASN	Additional Support Needs
AFA	Area Finance Assistant
Aifl	Assessment is for Learning
BGE	Broad General Education
BWG	Education Service Budget Working Group
CfE	Curriculum for Excellence
CIRF	Capital Items Replacement Fund
CLD	Community Learning and Development
CPD	Continued Professional Development
COSLA	Convention of Scottish Local Authorities
DHT	Deputy Head Teacher
DSM	Devolved School Management
EIS	Educational Institute of Scotland
ELCC	Early Learning and Childcare Centres
ESOL	English for Speakers of Other Languages
FE	Further Education
FTE	Full Time Equivalent
GIRFEC	Getting It Right For Every Child
GTCS	General Teaching Council (for Scotland)
HE	Higher Education
HGIOS4	How good is our School 4
HGIOELC	How Good Is Our Early Learning and Childcare
HMIE	Her Majesty's Inspectorate of Education
JSC	Joint Service Committee for Teaching Staff
LAC	Looked After Children and Young People
LNCT	Local Negotiation Committees for Teachers
MCMC	More Choices, More Chances
NAR	National Assessment Resource
NIF	The National Improvement Framework
NPF	National Performance Framework
PATHS	Promoting Alternative Thinking Strategies
PSD	Personal and Social Development
PSE	Personal and Social Education
QMIE2	Quality Management In Education 2
RMPS	Religious, Moral and Philosophical Studies
SCEL	Scottish College for Educational Leadership
SCQF	Scottish Credit Qualifications Framework
SCRA	Scottish Children's Reporter Administration
SEN	Special Education needs
SIMD	Scottish Index of Multiple Deprivation
SQA	Scottish Qualifications Authority
SRA	Shared Risk Assessment
SSLN	Scottish Survey of Literacy and Numeracy
SSSC	Scottish Social Services Council
SSTA	Scottish Secondary Teacher's Association
SVQ	Scottish Vocational Qualification
UCAS	Universities and Colleges Admissions Service
VLE	Virtual Learning Environment
VSE	Validated Self Evaluation

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School profile 2017/18



Dunoon Grammar School
Area Committee Report November 2017



School Profile 2017/2018

School Name Dunoon Grammar School
School Address Ardenslate Road, Dunoon, PA23 8LU
Head Teacher David Mitchell

Vision and Values

Our Vision

We see Dunoon Grammar School as a school at the heart of our community where we are striving together to do our best with pride.

Our Values

- Wisdom
- Justice
- Compassion
- Integrity

Furthermore as a learning community we strive to promote the values of: -

- Respect
- Honesty
- Responsibility

Our Aims

- To provide the best learning experiences for all our learners, using expertise from within and outwith the school
- To have the highest expectations of all within our learning community so that each individual experiences success and reaches her/his full potential
- To provide support systems which nurture the personal growth of each individual within our school community
- To develop active citizens and responsible stewards of our world

Our Curriculum

We have continued to develop our curriculum to meet the needs of our young people. Our S1 and S2 pupils follow a general course of study and experience 14 subjects. At the end of S2, pupils have the opportunity to personalise their learning and select 9 subjects to study. They must however, select Maths, English and a subject from each curricular area. Our young people will then select 7 subjects to study at National Qualification level. S5/6 pupils have the opportunity to select 5 courses from a suite of courses at National 5, Higher and Advanced Higher Levels. We continue to introduce new courses into options, Languages for life and work, John Muir award, STEM course (S3), Martine Studies, Energy Engineering, Creative Digital Media, Cosmetology, PDA in Youth Work, PDA in Drama, Engineering, Spanish, Personal Finance and Creative Industries. We are also working in partnership with Rothesay Academy and Argyll College to offer 2 Foundation Apprenticeships in Engineering and Social Services and Health Care. Dunoon Grammar School has 4 S5 pupils in their 2nd year of the Engineering FA. We also offer a vocational programme for our S4 pupils. This is called EXite.

S1 and S2 Curriculum

Curricular Area	Language and Literacy		Maths and Numeracy	Social Subjects	Science	Expressive Arts			Technologies		Health and Wellbeing			RMPs
Subject	English	Modern Languages	Maths	Geography History Modern St	Biology Chemistry Physics	Art and Design	Drama	Music	Design and Technology	IT	PE	Home Ec	PSE	RE
Number of periods	4	3	4	3	3	2	2	1	2	2	2	1	1	1
Interdisciplinary Learning Topics														

S3 Curriculum

Curricular area	Languages	Social Subjects	Science	Expressive Arts	Technologies	Health and Wellbeing	Free choice
Subjects	French	Geography	Biology	Art and Design	Design and Manufacture	Physical Education	1 x any subject
All pupils will study:	German	History	Chemistry	Drama	Graphic Communication	Hospitality	Free choice for pupils
Maths	Gaelic	Modern Studies	Physics	Music	Practical wood working	Junior Sports leader	Choice will include:
English		RMPs			Business Management		Hairdressing
PE					Computing Science		Child Care
RMPs					Administration and IT		STEM course
PSE							

S4 Curriculum

Pupils will continue to study Maths and English and select a further 5 National qualifications

Options	Option1	Option 2	Option 3	Option 4	Option 5
Subjects available	Biology Chemistry Computing Science Drama Gaidhlig John Muir Award Maritime Studies Modern Studies Sport and Recreation	Art and Design Creative Digital Media Design and Manufacture French Gaelic Learners Hospitality Music Physics Practical Craft Skills Support for Learning	Business Management Chemistry Early Education and Childcare EXite Geography German Hospitality Religious Studies	Administration and IT Art and Design Biology Computing Science Construction Hairdressing History Rural Skills	Art and Design Business Management EXite Graphic Communication Physical Education Practical Craft Skills Energy Engineering

S5/S6 Curriculum

Options	Option 1	Option 2	Option 3	Option 4	Option 5	Option 6 1 period choice
Subjects available at National 4 and National 5 level	Business Management Cake Decorating Cosmetology Early Education and Childcare Engineering Skills English	Art and Design Computing Science Lifeskills Maths Maths Modern Studies	Art and Design Business Management Construction Design and Manufacture Hairdressing History Physics Practical Metalwork Support for Learning	Biology English Geography Graphic Communication Hospitality Travel and Tourism Youth Achievement award	Administration Biology Hairdressing Hospitality Lifeskills Maths Maths Physical Education Sports Leadership	Columba 1400 Interact (Rotary) PE (Core) Photography Pupil View magazine Quick meals Religious Studies School Media Team English Tutorial Maths Tutorial SQA referee course SPLT Preparing for leaving SQA Leadership
Subjects available at Higher Level and Ad Higher Level	Administration and IT Biology Business Management Drama English Physics (AH) RMPs	Art and Design Biology (AH) Chemistry Computing Early Education Maths Modern Studies	Art Art (AH) Business Management Design and Manufacture Gaidhlig (AH) Geography German History	Biology Chemistry Chemistry (AH) English French(AH) Mandarin Graphic Communication Graphic Communication(AH)	French Geography Health and Social Care Maths Maths (AH) Physical Education Psychology	

The Foundation Apprenticeship opportunities are also offered to S4 & S5 pupils

School Review

On the 23rd and 24th May 2017, a Local Authority quality assurance (QA) team visited Dunoon Grammar School as part of our quality improvement and professional engagement visits. The team consisted of an Education Manager, two Education Officers, an associate Head Teacher, an associate Depute Head Teacher and an Area Principal Teacher (Learning Support).

How Good is our School? (4th Edition) was the framework used to self-evaluate for improvement. Challenge questions were selected from the following Quality Indicators:

- 1.1 Self Evaluation for Self-improvement
- 2.2 Curriculum
- 2.3 Learning, Teaching and Assessment
- 2.5 Transitions
- 3.2 Raising Attainment and Achievement

Challenge questions were used as appropriate with observed pupils and focus groups of pupils and staff.

The summary of strengths and areas for improvement are shown below

PARTICULAR STRENGTHS AND AGREED AREAS FOR IMPROVEMENT	
STRENGTHS	IMPROVEMENTS
<ul style="list-style-type: none"> •Leadership of the Head Teacher in building community with all stakeholders •Collaborative approaches to self-evaluation using a range of local and national advice and research to reflect on current practice and subsequent evaluation of changes that were introduced. •The curriculum has a clear vision and rationale shaped by the shared values of the school and its community aiming to provide equity of opportunity and flexible learning pathways to maximise the achievements of all learners. •All stakeholders promote a climate where children and young people feel safe and secure and there are positive relationships between staff and young people. •There is a comprehensive well-planned programme of transition arrangements in place from P7 to S1 highlighting pastoral support as a key strength. •Inclusion of learners with additional support needs in regular mainstream activities. 	<ul style="list-style-type: none"> •Track and monitor improvements in the learning experience of young people arising from the developments of the self-evaluation working group. •Continue to strengthen and further develop leadership capacity of all stakeholders, linking to PRD and GTCS as appropriate. •Planning, tracking and monitoring should be further developed using SEEMIS within the BGE to provide clear information on attainment across all curriculum areas, measure attainment over time and plan interventions to improve outcomes for all learners throughout their learning journey. •Pace and challenge should be reviewed, evaluated and improved within S2 programme Attainment levels in literacy and numeracy should be a central feature of the school's priorities for improvement in raising attainment across the curriculum. •Create and improve opportunities for learners in planning, evaluating and leading learning.

Some Highlights from 2016-17



A group of S2 pupils from Dunoon Grammar School entered the Apps For good competition and after winning the Scottish final they attended the National finals in London. The group from DGS were entered for the Internet of things competition. Oliva Robertson, Rory Oxland, Caleb McLeod and Abbi Paul not only won the Internet of things title, they were crowned Apps for Good UK school of the year.

Coca Cola Challenge



A group of 3rd year pupils reached the Scottish final of the Coca Cola Challenge. They had to design a healthy drink to be sold in shops. They had to send their ideas to Coca Cola and the company selected the top 10 ideas and asked them to attend the National final in Edinburgh.

Future Chef competition



Two of our pupils progressed to the regional final of the future chef competition. Louise Morrison and Owen Weston did extremely well at the final and received some excellent feedback from the competition judges.

School Trips

The school organised a number of school trips during the session. The large number of pupils took part in the French Exchange, German exchange, the Costa Rica trip, the Italy trip and the Ski trip.



We held a number of events to support our young people prepare for their examinations. The pupils were offered an extensive Easter school, a study weekend, a study skills input and they were given a number of inputs to support them deal with the stress of examinations.



Fundraising

During session 2016-17 Dunoon Grammar School raised over £2400 for charity. A number of events were held throughout the session including bake sales, coffee mornings, staff vrs pupil sports and with Senior Leadership Team served the S6 pupils their Christmas lunch.



More Fundraising



We held our annual fun run in memory of Karra Downie who sadly passed away in 2013. The Fun run was again a great success with a large amount of money raised.

Karra's family and friends also took part.



Our Depute Head Girl Isla Alexander-McGarry was invited to take part in International Woman's Day at the Scottish Parliament. Only 6 pupils were selected from across Scotland.

Isla had to present at the Scottish Parliament



We have been closely with the organisation "See me" to help young people understand Mental health issues. We held a "Walk a mile" event in aid of mental health. We have educated our young people about mental health issues.

Our work was recognised nationally and we were invited to attend an event by SAMH. Our pupils then met Sir Chris Hoy.

School shows

Our pupils performed two shows during the session. A panto was organised at Christmas and our end of term show this year was Grease. Both shows were well supported by the community of Dunoon.



Some other events



S1 Easter Experience



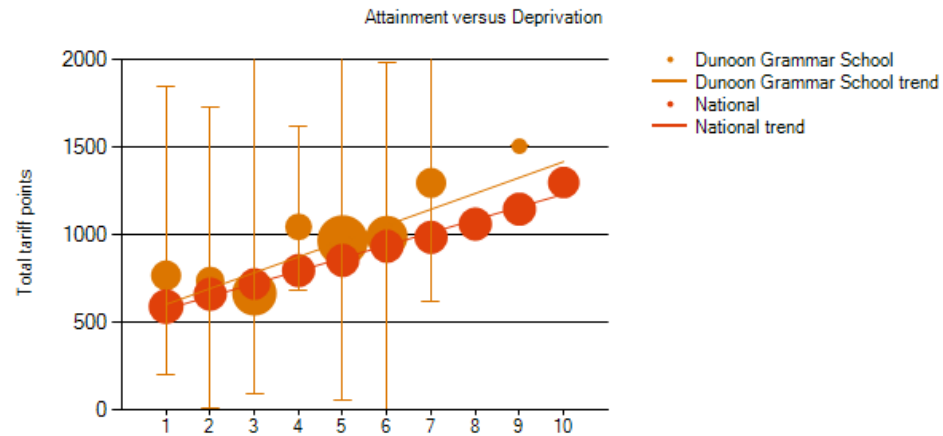
Health week assembly



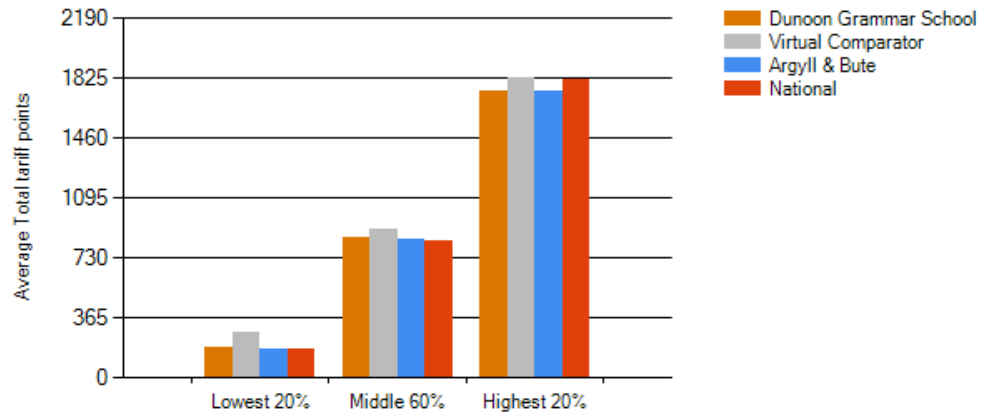
Jim Fleeting from the SFA visits the school

Insight information

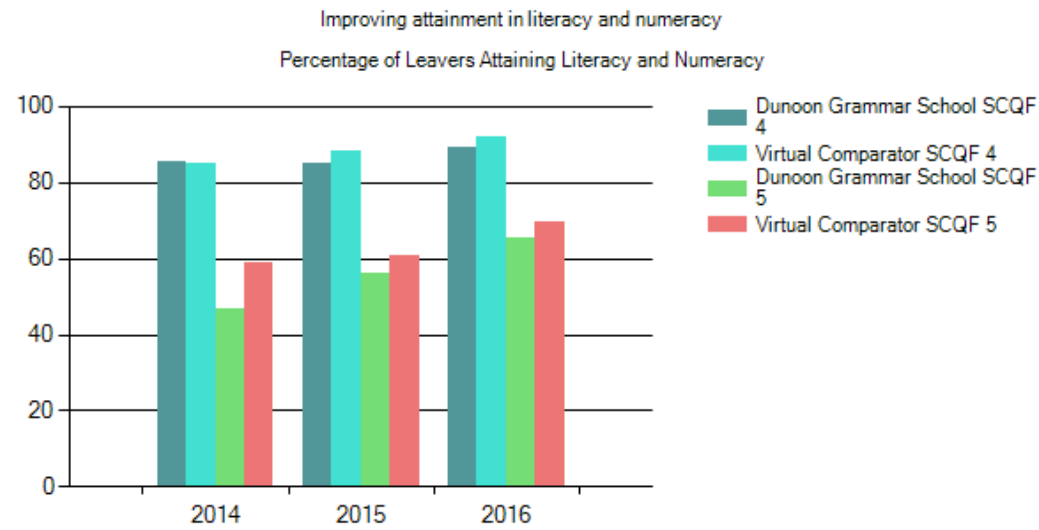
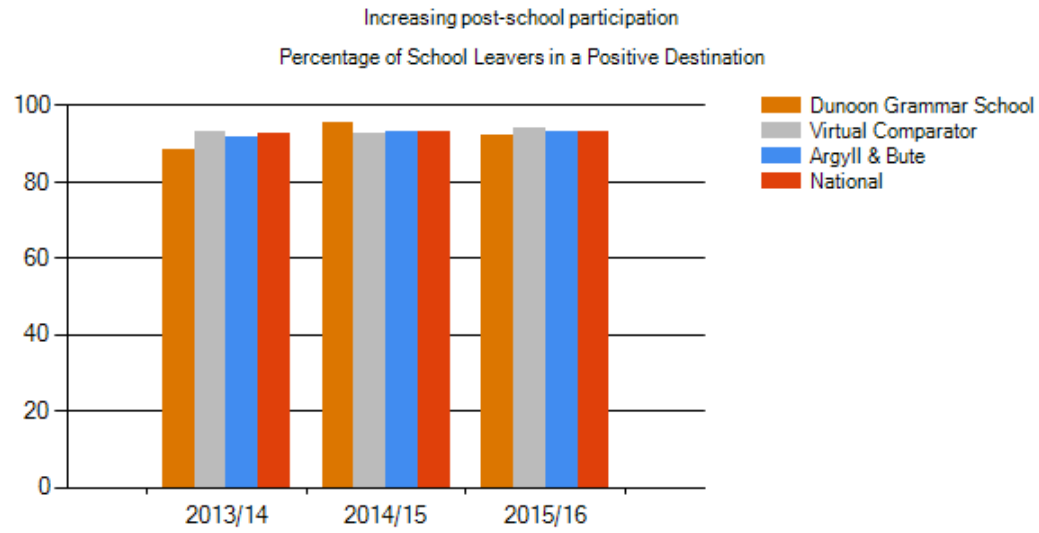
Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers



Improving attainment for all
Average Total Tariff Points



Insight Information



SQA Performance¹

School roll as at Census ^{1a}	S4	S5	S6
2016-2017	130	135	111

Advanced Higher	14/15	15/16	16/17
Number of Presentations ^{1a}	50	42	30
Number of passes Grade A-C	35	32	17
% of number passes Grade A-C	70.00%	76.19	56.67
% of number passes Grade A-C Authority Average	84.07%	75.22	76.98
% of number passes Grade A-C National Average ²	80.9%	81.7	80.00
Number of Awards Grade A-D	42	37	*
% Awarded Grade A-D	84.00%	88.1	66.67
% Awarded Grade A-D – Authority Average	92.92%	83.72	87.76
% Awarded Grade A-D – National Average	88.6%	89.2	na

Higher	14/15	15/16	16/17
Number of Presentations ^{1a}	512	420	412
Number of Awards Grade A-C	405	339	309
% Awarded Grade A-C	79.10%	80.71	75
% Awarded Grade A-C Authority Average	76.98%	78.29	75.89
% Awarded Grade A-C National Average ²	76.7%	77.2	77
Number of Awards Grade A-D	446	368	353
% Awarded Grade A-D	87.11%	87.62	85.68
% Awarded Grade A-D – Authority Average	85.61%	86.67	75.89
% Awarded Grade A-D – National Average	84.8%	85.7	77

SQA Performance (continued)¹

National 5³	14/15	15/16	16/17
Number of Presentations ^{1a}	805	767	718
Number of Awards Grade A-C	659	633	601
% Awarded Grade A-C	81.86%	82.53	83.70
% Awarded Grade A-C Authority Average	75.31%	76.23	81.10
% Awarded Grade A-C National Average ²	79.8%	79.4	79.50
Number of Awards Grade A-D	718	681	645
% Awarded Grade A-D	89.19%	88.79	89.83
% Awarded Grade A-D – Authority Average	84.08%	83.74	87.68
% Awarded Grade A-D – National Average ²	86.3%	86.0	na

National 4³	14/15	15/16	16/17
Number of Presentations ^{1a}	333	308	191
Number of Passes	333	289	191
% Passed	100%	93.83	100
% Passed Authority Average	100%	96.17	92.80
% Passed National Average ²	93.3%	93.2	

Literacy and Numeracy – Levels of Attainment

S6 pupils based on the S4 roll

S6 on S4 roll	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort
Dunoon Grammar School	2015	92.47	62.33	146
Virtual Comparator	2015	78.9	53.15	1460
Argyll & Bute	2015	81.42	54.18	958
National	2015	78.58	53.57	55673
Dunoon Grammar School	2016	82.93	58.54	164
Virtual Comparator	2016	83.41	57.87	1640
Argyll & Bute	2016	83.33	63.92	948
National	2016	84.77	61.22	54632
Dunoon Grammar School	2017	86.11	62.5	144
Virtual Comparator	2017	87.5	62.43	1440
Argyll & Bute	2017	85.31	69.48	878
National	2017	87.38	63.77	52975

S5 pupils based on the S4 roll

S5 on S4 roll	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort
Dunoon Grammar School	2015	86.84	48.68	152
Virtual Comparator	2015	89.74	62.11	1520
Argyll & Bute	2015	87.5	63.68	848
National	2015	89.65	64.92	47696
Dunoon Grammar School	2016	89.15	59.69	129
Virtual Comparator	2016	94.11	70	1290
Argyll & Bute	2016	89.57	71.61	796
National	2016	91.86	68.25	46310
Dunoon Grammar School	2017	96.83	65.08	126

Virtual Comparator	2017	89.92	65.32	1260
Argyll & Bute	2017	92.01	71.54	738
National	2017	92.18	70.6	45371

S4 pupils based on the S4 roll

S4 on S4	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort
Dunoon Grammar School	2015	85.82	29.79	141
Virtual Comparator	2015	82.55	40.35	1410
Argyll & Bute	2015	57.81	27.48	877
National	2015	82.63	43.51	52297
Dunoon Grammar School	2016	93.18	37.88	132
Virtual Comparator	2016	81.06	41.14	1320
Argyll & Bute	2016	58.23	31.05	802
National	2016	83.29	47.61	51297
Dunoon Grammar School	2017	92	57.6	125
Virtual Comparator	2017	83.6	50.32	1250
Argyll & Bute	2017	88.7	53.81	814
National	2017	85.34	52.26	50336

School Leaver Destination Returns (SLDR)⁴

Measure	11/12	12/13	13/14	14/15	15/16
Number of Total Leavers	154	176	136	149	157
Number of Young People entering Higher Education (%)	39.0%	35.2%	34.6%	38.9%	38
Number of Young People entering Further Education (%)	27.9%	29.5%	22.1%	22.1%	22
Number of Young People entering Training (%)	1.9%	4.0%	4.4%	4%	1

Number of Young People gaining Employment (%)	18.2%	20.5%	24.3%	28.2%	31
Number of Young People gaining Voluntary Work (%)	0.0%	0.0%	0.7%	0%	0
Number of Young People entering Activity Agreements (%)	0.0%	3.4%	2.2%	2%	1
Number of Young People - Unemployed Seeking (%)	10.4%	6.3%	11.0%	4%	5
Number of Young People - Unemployed Not Seeking (%)	0.6%	1.1%	0.7%	0.7%	3
Number of Young People - Unknown (%)	1.9%	0.0%	0.0%	0%	0
Total number of young people in a Positive Destination (%)	87.0%	92.6%	88.2%	95.3%	92
Total number of young people in Other Destination (%)	13.0%	7.4%	11.4%	4.7%	8
Total number of young people in a Positive Destination (%) Authority Average	90.1%	92.5%	91.0%	93.1%	92.91
Total number of young people in Other Destination (%) Authority Average	9.9%	7.6%	9.0%	6.9%	7.09
Total number of young people in a Positive Destination (%) National Average	89.9%	91.4%	92.3%	NA	93.34
Total number of young people in Other Destination (%) National Average	10.1%	8.6%	7.7%	NA	6.68

Overview

Measure	12/13	13/14	14/15	15/16	16/17	% change in Roll over 5 years
Roll (as at census)	871	824	775	735	716	-17.8%
Clothing and Footwear Grant (number of pupils)	95	110	168	118	137	
Clothing and Footwear Grant (% of number of pupils)	10.9%	13.3%	21.7%	16.1%	19.1%	
Clothing and Footwear Grant (%) - Authority Average ⁵	8.51%	9.54%	15.60%	16.16%	12.98%	
Free School Meals (number of pupils)	123	127	121	96	120	
Free School Meals (% of number of pupils)	14.1%	15.4%	15.6%	13.1%	16.8%	
Free School Meals (%) - Authority Average	13.1%	12.0%	10.8%	13.0%	10.53%	
Free School Meal - National Average for Secondary Schools (%) ⁶	15.4%	15.5%	15.0%	14.2%	14.1%	

Attendance, Absence and Exclusions⁷

Measure	12/13	13/14	14/15	15/16	16/17	Range of Attendance (%) over 4 years ⁸
Attendance:						0.99%
Attendance (% of school roll)	91.3%	91.9%	92.12%	91.6%	91.13%	
Authorised Absence (% of school roll) ⁹	5.7%	4.8%	5.33%	5.46%	5.80%	
Unauthorised Absence (% of school roll)	2.9%	3.2%	2.51%	2.92%	3.04%	
Attendance Number of Pupils (%) - Authority Average	93.1%	93.1%	92.64%	91.8%	91.58%	
Attendance Number of Pupils (%) - National Average ¹⁰	93.6%	not collated	93.7%	not collated	Not yet published	

Measure	12/13	13/14	14/15	15/16	16/17
Exclusions:					
Exclusion Openings	208	180	102	61	79
Exclusion Incidents	67	65	36	24	29
Number of Pupils	46	33	28	19	22
Exclusion Incidents per 1000 pupils	76.7	78.9	45.74	32.61	40.50
Exclusion Incidents per 1000 pupils - Authority Average	51.4	37.2	39.81	31.04	No longer available
Exclusion Incidents per 1000 pupils - National Average ¹⁰	32.8	not collated	27.2	not collated	Not yet published

Footnotes

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

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

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

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

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

³ 2013/2014 was the first year National 4 and National 5 Qualifications were offered as part of the SQA diet. Therefore no performance data is available prior to this date. 2014/2015 was the last academic year that Intermediate 1 and Intermediate 2 qualifications were offered as part of the SQA diet of examinations. They have been superseded by National 4 and National 5. Standard Grade qualifications were offered for the last time in 2012/2013 and were superseded by National 4 and National 5.

⁴ SLDR data is published by Skills Development Scotland (SDS) on behalf of The Scottish Government. The year runs from 1st August to 31st July each year and the data is collected on the 1st Monday in October each year. The data shown in this profile is the initial data collected.

- Higher Education includes HNC, HND and Degree courses
- Further Education includes Access, NPAs and Highers
- Training includes Employability Stage Funds 2 and 3 (previously called Get Ready for Work)
- Employment includes Modern Apprenticeships and any employment over 16 hours per week
- Voluntary includes Barnardos, Oxfam, Red Cross and community based volunteering
- Activity Agreements are for young people who are furthest removed from employment/training/education that are receiving mentoring support from a Trusted Professional
- Unemployment includes those young people who can't work through ill health, are caring for others or are pregnant

⁵ Clothing and Footwear Grant (CFG) is not shown as a National Average as each authority set their own criteria and therefore cannot be compared accurately. Figures are based on census roll figures.

⁶ National Averages for FSM have been taken from Summary statistics for attainment, leaver destinations and healthy living, June 2017 Edition,

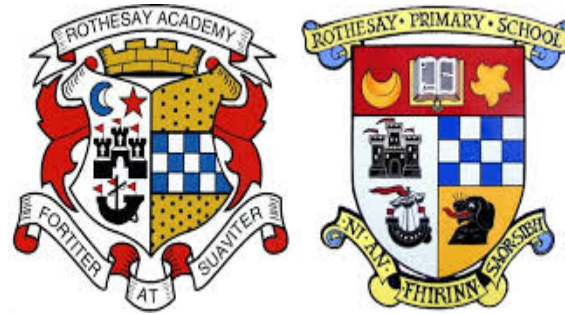
⁷ Attendance, Absence and Exclusion information is now collected on a biennial basis by Scottish Government. Data was collected in August for session 2016/17 and has not yet been published.

⁸ Please note that Attendance and Exclusion data can only be compared over a 4 year period as academic session 2017/18 is not yet complete and therefore the data for the current session may change and has not been included. The 4 year percentage change compares 4 full years. Information prior to 2016/17 was extracted from SEEMiS Vision. Data from 2016/17 is extracted from the SEEMiS Business Intelligence Reporting tool.

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

¹⁰ National Averages for Attendance and Exclusions have been taken from Summary Statistics for Schools in Scotland, No.6 | 2015 Edition.

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Rothesay Joint Campus



Area Committee Report November 2017



School Profile 2017/2018

School Name Rothesay Academy
School Address Rothesay Joint Campus, High Street, Rothesay, Isle of Bute PA20 9JH
Head Teacher Barry Wilson

Rothesay Joint Campus is a fully comprehensive, non-denominational 3-18 learning establishment which serves the local communities on the Isle of Bute. The campus, which is located in the town of Rothesay, was opened in 2008 and is made up of Rothesay Pre 5 Early Years Unit, Rothesay Primary School and Rothesay Academy. Other primary schools in the cluster who feed into Rothesay Academy are North Bute Primary School and St Andrew’s (RC) Primary School. The projected roll for session 2017-18 is 597 which is made up from 23 Pre 5 learners, 286 primary aged pupils and 288 secondary aged pupils.

The social/economic demographic of the communities which we serve is mixed and the table below indicates the range of Scottish Index of Multiple Deprivation (SIMD) deciles of our young people:

SIMD Range	Percentage of Pupils
Deciles 1 - 4	69.6%
Deciles 5 - 7	22.7%
Deciles 8 - 10	7.6%

In addition, the percentage of young people accessing Free Meal Entitlement (FME) is **19.6%** which is above the national average.

Rothesay Joint Campus is a vibrant and caring learning environment where the needs and aspirations of our young people are at the heart of our planning and practice. We have the highest standards and expectations for all members of our community and we work hard to fulfil these. Our staff are dedicated, supportive and focused on achieving positive outcomes for young people. We are also committed to providing a wide range of opportunities for our young people to experience to allow them to maximise their potential. Our curriculum aims to be both coherent from 3-18 and inclusive by providing progressive pathways where all young people can be supported in securing an ambitious and sustained positive post school destination.

Our Values: (CARE)

Confidence

Ambition

Respect

Equity

Recognising Wider Achievement

Over the last 12 months Rothesay Joint Campus has expanded its offer to widen the achievement opportunities of our young people. The table below provides a snapshot of the additional provision available during session 2016-2017. Full details will be presented at the Area Committee meeting.

Wider Achievement	Details
BBC 500 Words competition for Creative Writing	All pupils in S1 are entered into the BBC 500 Words competition for creative writing - this the third year we have done this on a large scale
Paired Reading	As part of Scottish Book Week last year S2 took part in a paired reading program with P1/2. They read the three nominees for a picture book award to the primary pupils and took part in a variety of activities throughout the week. This was a huge success and something we are hoping to repeat in the coming weeks
COPFS Public Speaking Competition	This year we competed in the COPFS public speaking competition and hope to use this as a platform to introduce public speaking/debating on a wider scale. We will also be entering Rotary competition for public speaking.
Poetry Competition	Pupils have had the opportunity to enter numerous poetry and short story writing competitions; on a national and local scale. This has included taking part in the Baird of Bute celebrations, entering the Walter Scott prize for Historical Fiction and entering several Young Writers poetry competitions. As part of National poetry day pupils went to Mount Stuart to take part in a poetry workshop with the poet Gerry Loose. The poem created by the pupils was live tweeted by Mount Stuart and displayed on their social media platforms, receiving lots of praise.
Sport Leaders	RJC embedded the Sports Leaders initiatives with Active Schools that allow pupils to achieve various National Governing Body coaching awards.
Social Subjects Excursions	Geography pupils have been on field trip to Ettrick Bay and successfully gathered data, field trip to Glasgow to gather data and using weather instruments at Bute Produce. History students have visited Mount Stuart Archive in order to look at real life career possibilities within history.
Vocational Learning Excursions	Hairdressing an inspiration trip to Glasgow with one of the pupils being offered a work placement from this and a chance to help in the Christmas lights switch on in Glasgow.
Maybe Trip	Eight young people benefited from a 5 day sailing expedition on the West Coast of Scotland
Work experience and extended work placements	A range of pupils had access to relevant work experience opportunities throughout the year
Argyll College Partnership	Learners benefitted from a range of college delivered course including courses in Hairdressing, Construction, Early Education and Childcare and Psychology.

SQA Performance¹

School roll as at Census ^{1a}	S4 - 46	S5 - 52	S6 - 20
2017-18			

Advanced Higher	14/15	15/16	16/17
Number of Presentations ^{1a}	14	14	14
Number of passes Grade A-C	11	*	*
% of number passes Grade A-C	78.57%	50	57.14
% of number passes Grade A-C Authority Average	84.07%	75.60	76.98
% of number passes Grade A-C National Average ²	80.9%	81.70	80.00
Number of Awards Grade A-D	12	*	*
% Awarded Grade A-D	85.71%	57.14	71.43
% Awarded Grade A-D – Authority Average	92.92%	85.34	87.76
% Awarded Grade A-D – National Average	88.6%	89.20	

Higher	14/15	15/16	16/17
Number of Presentations ^{1a}	162	155	131
Number of Awards Grade A-C	120	111	95
% Awarded Grade A-C	74.07%	71.61	72.52
% Awarded Grade A-C Authority Average	76.98%	79.7	75.89
% Awarded Grade A-C National Average ²	76.7%	77.20	77
Number of Awards Grade A-D	137	128	110
% Awarded Grade A-D	84.57%	82.58	83.97
% Awarded Grade A-D – Authority Average	85.61%	86.67	84.82
% Awarded Grade A-D – National Average	84.8%	85.70	85.15

SQA Performance (continued)¹

National 5³	14/15	15/16	16/17
Number of Presentations ^{1a}	313	220	305
Number of Awards Grade A-C	237	144	221
% Awarded Grade A-C	75.72%	64.45	72.16
% Awarded Grade A-C Authority Average	75.31%	76.23	81.10
% Awarded Grade A-C National Average ²	79.8%	79.40	79.50
Number of Awards Grade A-D	268	167	250
% Awarded Grade A-D	85.62%	75.91	81.97
% Awarded Grade A-D – Authority Average	84.08%	83.91	87.68
% Awarded Grade A-D – National Average ²	86.3%	86.00	na

National 4³	14/15	15/16	16/17
Number of Presentations ^{1a}	191	186	119
Number of Passes	191	173	119
% Passed	100%	93.01	100
% Passed Authority Average	100%	94.46	100
% Passed National Average ²	93.3%	93.20	92.80

Literacy and Numeracy

S6 pupils based on S4 roll

	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort
Rothesay Academy	2015	80.25	46.91	81
Virtual Comparator	2015	75.93	48.4	810
Argyll & Bute	2015	81.42	54.18	958
National	2015	78.58	53.57	55673
Rothesay Academy	2016	76.47	49.02	51
Virtual Comparator	2016	86.08	59.8	510
Argyll & Bute	2016	83.33	63.92	948
National	2016	84.77	61.22	54632
Rothesay Academy	2017	86.67	61.67	60
Virtual Comparator	2017	85.33	57.33	600
Argyll & Bute	2017	85.31	69.48	878
National	2017	87.38	63.77	52975

S5 pupils based on S4 roll

S5 pupils based on S4 roll	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort
Rothesay Academy	2015	74.51	41.18	51
Virtual Comparator	2015	85.69	55.49	510
Argyll & Bute	2015	83.1	58.5	935
National	2015	84.24	57.8	54530
Rothesay Academy	2016	86.21	53.45	58
Virtual Comparator	2016	84.66	53.45	580
Argyll & Bute	2016	85.29	65.61	884
National	2016	87.02	60.9	52853
Rothesay Academy	2017	90.7	53.49	43
Virtual Comparator	2017	84.42	52.56	430
Argyll & Bute	2017	88.48	66.42	807
National	2017	87.5	63.3	51836

S4 pupils based on S4 roll

S4 pupils based on S4 roll	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort
Rothesay Academy	2015	75.41	26.23	61
Virtual Comparator	2015	80	34.43	610
Argyll & Bute	2015	57.81	27.48	877
National	2015	82.63	43.51	52297
Rothesay Academy	2016	88.64	22.73	44
Virtual Comparator	2016	78.64	35.91	440
Argyll & Bute	2016	58.23	31.05	802
National	2016	83.29	47.61	51297
Rothesay Academy	2017	87.27	41.82	55
Virtual Comparator	2017	85.45	46.73	550
Argyll & Bute	2017	88.7	53.81	814
National	2017	85.34	52.26	50336

School Leaver Destination Returns (SLDR)⁴

Measure	13/14	14/15	15/16
Number of Total Leavers	71	77	42
Number of Young People entering Higher Education (%)	35.2%	27.3%	30.95%
Number of Young People entering Further Education (%)	36.6%	35.1%	33.33%
Number of Young People entering Training (%)	4.2%	3.9%	2.30%
Number of Young People gaining Employment (%)	12.7%	27.3%	26.19%
Number of Young People gaining Voluntary Work (%)	0.0%	1.3%	2.38
Number of Young People entering Activity Agreements (%)	1.4%	1.3%	
Number of Young People - Unemployed Seeking (%)	8.5%	3.9%	4.76%
Number of Young People - Unemployed Not Seeking (%)	1.4%		
Number of Young People - Unconfirmed (%)	0.0%		
Total number of young people in a Positive Destination (%)	90.1%	96.1%	95.15%
Total number of young people in Other Destination (%)	9.9%	3.9%	4.76%
Total number of young people in a Positive Destination (%) Authority Average	91.0%	93.1%	92.91%
Total number of young people in Other Destination (%) Authority Average	9.0%	6.9%	7.09%
Total number of young people in a Positive Destination (%) National Average	92.3%	92.9%	93.34%
Total number of young people in Other Destination (%) National Average	7.7%	7.1%	6.68%

Overview

Measure	12/13	13/14	14/15	15/16		% change in Roll over 5 years
Roll (as at census)	324	336	300	281	288	-11.11%
Clothing and Footwear Grant (number of pupils)	62	64	92	117	81	
Clothing and Footwear Grant (% of number of pupils)	19.1%	19.0%	30.7%	41.64%	28.13%	
Clothing and Footwear Grant (%) - Authority Average ⁵	8.51%	9.54%	15.60%	14.31%	12.98%	
Free School Meals (number of pupils)	66	52	68	92	72	
Free School Meals (% of number of pupils)	20.4%	15.5%	22.7%	32.74%	25.62%	
Free School Meals (%) - Authority Average	13.1%	12.0%	10.8%	11.20%	10.53%	
Free School Meal - National Average for Secondary Schools (%) ⁶	15.4%	15.5%	15.0%	14.2%	14.1%	

Attendance, Absence and Exclusions⁷

Measure	12/13	13/14	14/15	15/16	16/17	Range of Attendance (%) over 4 years ⁸
Attendance:						5.8%
Attendance (% of school roll)	93.2%	92.5%	95.3%	91.01%	89.5%	
Authorised Absence (% of school roll) ⁹	4.2%	4.3%	3.3%	6.15%	6.31%	
Unauthorised Absence (% of school roll)	2.6%	3.1%	1.2%	2.75%	4.17%	
Attendance Number of Pupils (%) - Authority Average	93.1%	93.1%	92.64%	91.80%	91.58%	
Attendance Number of Pupils (%) - National Average ¹⁰	93.6%	not collated	93.7%	Not collated	Not yet published	

Measure	12/13	13/14	14/15	15/16	16/17
Exclusions:					
Exclusion Openings	108	82	115	99	25
Exclusion Incidents	37	24	28	20	7
Number of Pupils	26	12	18	15	7
Exclusion Incidents per 1000 pupils	114.2	71.43	92.72	71.17	24.31
Exclusion Incidents per 1000 pupils - Authority Average	51.39	52.46	39.81	31.04	No longer available
Exclusion Incidents per 1000 pupils - National Average ¹⁰	32.8	not collated	27.2	Not collated	Not yet published

Footnotes

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

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

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

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

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

³ 2013/2014 was the first year National 4 and National 5 Qualifications were offered as part of the SQA diet. Therefore no performance data is available prior to this date. 2014/2015 was the last academic year that Intermediate 1 and Intermediate 2 qualifications were offered as part of the SQA diet of examinations. They have been superseded by National 4 and National 5. Standard Grade qualifications were offered for the last time in 2012/2013 and were superseded by National 4 and National 5.

⁴ SLDR data is published by Skills Development Scotland (SDS) on behalf of The Scottish Government. The year runs from 1st August to 31st July each year and the data is collected on the 1st Monday in October each year. The data shown in this profile is the initial data collected.

- Higher Education includes HNC, HND and Degree courses
- Further Education includes Access, NPAs and Highers
- Training includes Employability Stage Funds 2 and 3 (previously called Get Ready for Work)
- Employment includes Modern Apprenticeships and any employment over 16 hours per week
- Voluntary includes Barnardos, Oxfam, Red Cross and community based volunteering
- Activity Agreements are for young people who are furthest removed from employment/training/education that are receiving mentoring support from a Trusted Professional
- Unemployment includes those young people who can't work through ill health, are caring for others or are pregnant

⁶ National Averages for FSM have been taken from Summary statistics for attainment, leaver destinations and healthy living, June 2017 Edition,

⁷ Attendance, Absence and Exclusion information is now collected on a biennial basis by Scottish Government. Data was collected in August for session 2016/17 and has not yet been published.

⁸ Please note that Attendance and Exclusion data can only be compared over a 4 year period as academic session 2017/18 is not yet complete and therefore the data for the current session may change and has not been included. The 4 year percentage change compares 4 full years. Information prior to 2016/17 was extracted from SEEMiS Vision. Data from 2016/17 is extracted from the SEEMiS Business Intelligence Reporting tool.

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

¹⁰ National Averages for Attendance and Exclusions have been taken from Summary Statistics for Schools in Scotland, No.6 | 2015 Edition.

Argyll and Bute Community Planning Partnership**Bute & Cowal Area Community Planning Group****1st May 2018**

Title: Area Community Planning Group Meetings, Agenda Compilation.

Summary

This report outlines recent developments made by CPGs as they continue to focus on being effective partnership forums and outlines developments in the compilation of agendas for meetings.

1. Purpose

- 1.1 The purpose of this report is to outline a development in the compilation of agendas for meetings, linking to and progressing the work which has been carried out in developing Area Community Planning Action Plans and enabling groups to focus on a regular basis on local matters related to the various Outcomes in the Argyll and Bute Outcome Improvement Plan (ABOIP) 2013-2023.

2. Recommendations

- 2.1 The group is requested to consider and agree the proposed agenda compilation for meetings.

3. Background

3.1. Area Community Planning groups continue to evolve to provide effective local partnership forums and processes where partners, organisations and community groups/representatives can focus on working in partnership to address local priority issues relevant to the ABOIP. The need for meetings, which take place quarterly, to be focussed and effective is critical to ensuring the groups continue to thrive, deliver and develop.

4. Detail

4.1 Area Community Planning Groups are the vehicle to ensure that there is effective community planning delivery at a local level by:

- a) Acting on behalf of the Full Community Planning Partnership, via the Management Committee, to oversee the implementation of Local Action Plans which contribute to the delivery of the Argyll and Bute Outcome Improvement Plan.
- b) Acting on behalf of the community to ensure that local concerns and priorities are highlighted to the Full Community Planning Partnership via the Management Committee.

The role of the Area Community Planning Group is to:

- a) Oversee the implementation of the Local Action Plan for their area
- b) Encourage effective working across community planning partners at an area level; and
- c) Act as a conduit to ensure that local priorities are met and local issues addressed

4.2 Area Community Planning groups have been undergoing a process of development since their inception, and most particularly over the period of the last 3 years. Developments include revision of Terms of Reference and updating of memberships, new Chairs and Vice Chairs, and a process of development of Area Community Planning Action Plans.

In continuing to ensure that groups develop and make progress in fulfilling their role it is important that meetings are well structured, focussed on implementation of their Area Community Planning Action Plan and ensure that community planning partners and communities work effectively to meet local priorities and address local issues.

4.3 The key to effective and productive meetings is to ensure that agendas are relevant, current and worthwhile, give all members the opportunity for effective participation in the meeting and result in actions and outcomes which show progress with local matters.

To ensure that the groups retain currency with local and strategic matters, learn from existing best practise within their own

communities and ensure that partners deliver on expectations within the Community Planning Action Plan, it is suggested that agendas for meetings are structured as follows:

- a) Each agenda will focus on at least one main action from the relevant local action plan; agreement will be made in advance of each meeting what that action(s) will be.
- b) Each agenda will include a feedback report from the Management Committee. It will include answers to any points previously raised by the CPG with the Management Committee.
- c) Each agenda will detail an update on strategic actions from at least one of the six outcome areas of the Argyll and Bute Outcome Improvement Plan. The more detailed strategic input within this will be able to start after the CPP Management Committee meeting in June 2018 when detailed strategic updates from Leads will begin to form part of those meetings.
- d) Each agenda will include an item of Community Focus, preferably linked to the focused discussion at a) above, and will provide an opportunity for a community group to bring/present on their project or community led action plan. In considering items for this part of the meeting an invitation will be made to those who have a community-led action plan, and are challenged with taking parts of it forward, to raise these matters with the Area Community Planning Group.
- e) Each agenda will include an opportunity to submit items of local importance /concern related to 2 specific outcomes within the Outcome Improvement Plan, so that groups have the opportunity at least once per year to consider such matters on a structured basis.
- f) Each agenda will continue to include an item on Partner Updates. Where possible these will be submitted in advance and included in agenda packs for information, but they may also take the form of a verbal update provided at the meeting.

4.4 For the most part, items a)-d) are provided or supported by the Community Planning and Community Development Team and is subject to resource availability within the team.

4.5 In providing a holistic and structured opportunity for groups to discuss and progress matters through the agenda item a), it would be useful to consider an outline of topics/subjects from the Community Planning Action Plan to be considered at future

meetings. This would enable more focused meetings and address concerns raised in the CPG satisfaction survey carried out in 2016 that agendas tended to be over heavy and contain too much information and would hopefully also address concerns made previously that meetings should be informative, focussed, not take too long and allow time for discussion and problem solving rather than receiving of reports and information.

4.6 In maintaining the effective linking of the work of CPGs to the strategic work carried forward by the Management Committee on behalf of the Partnership, the current process of update reporting to Management Committee following each round of CPG meetings will continue.

4.7 Feedback from group participants has indicated that the process of issuing a draft front sheet for agendas 4 weeks in advance of meetings giving an outline of topics to be discussed and reports to be provided is helpful, particularly for community councils/groups who are then able to discuss with their membership any items they might wish included, any points they might wish to make at the meeting, and to consider the best way of representing those views at the meeting itself. This process, which includes asking all members of the group for details of items for inclusion on the agenda, linked to the overall topic/focus of the meeting will be continued, with a pre agenda discussion with Chairs and Vice chairs taking place 2 weeks before the CPG. The pre agenda is a valuable opportunity for the Chair and Vice Chair to make themselves fully familiar with items for discussion, ensure that they understand the points being brought to the meeting by partners, and allows them the chance to finalise the detail included for discussion; all of these things assist in ensuring the effective conduct of the CPG meetings.

5. Conclusions and Next Steps

5.1 In progressing the ongoing development and effectiveness of Area Community Planning Groups this report outlines a revised compilation of agendas for meetings, linking to and progressing the work which has been carried out in developing Area Community Planning Action Plans and enabling groups to focus on a regular basis on local matters related to the Outcomes in the Argyll and Bute Outcome Improvement Plan 2013-2023 (previously Single Outcome Agreement). Group Members are asked to consider and agree the proposed revised process and identify topics of focus within Community Planning Action Plans for future meetings.

6.0 SOA Outcomes

N/a – relates to the working arrangements of the Area CPG

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