



Argyll and Bute Council
Comhairle Earra-Ghàidheal Agus Bhòid

Customer Services
Executive Director: Douglas Hendry

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8 March 2018

NOTICE OF MEETING

A meeting of the **COMMUNITY SERVICES COMMITTEE** will be held in the **COUNCIL CHAMBERS, KILMORY, LOCHGILPHEAD** on **THURSDAY, 15 MARCH 2018** at **10:30 AM**, which you are requested to attend.

Douglas Hendry
Executive Director of Customer Services

BUSINESS

1. **APOLOGIES FOR ABSENCE**
2. **DECLARATIONS OF INTEREST**
3. **MINUTE**
Community Services Committee 14 December 2017 (Pages 5 – 14)
4. **SCOTTISH FIRE AND RESCUE SERVICE - CONSULTATION; YOUR SERVICE.....YOUR VOICE**
Report by Chief Executive (Pages 15 – 30)

Presentation by James McNeill, Local Senior Officer, Scottish Fire and Rescue Service
5. **SCOTTISH FIRE AND RESCUE SERVICE - ARGYLL AND BUTE PERFORMANCE REPORT FQ3 1 OCTOBER - 31 DECEMBER 2017**
Report by Local Senior Officer, Scottish Fire and Rescue Service (Pages 31 – 40)
6. **ARGYLL AND BUTE LOCAL POLICING PLAN 2014 - 2017 - QUARTERLY REPORT Q3 2017/18**
Report by Divisional Commander for Argyll and Bute, West Dunbartonshire Division, Police Scotland (Pages 41 – 56)

- 7. THE ELECTION OF A TEACHER REPRESENTATIVE TO THE COMMUNITY SERVICES COMMITTEE**
Report by Acting Executive Director – Community Services (Pages 57 – 60)
- 8. PERFORMANCE REPORT FQ3 2017/18**
Report by Acting Executive Director – Community Services (Pages 61 – 70)
- 9. THE EXPANSION OF FUNDED EARLY LEARNING AND CHILDCARE IN SCOTLAND - ARGYLL AND BUTE EARLY LEARNING AND CHILDCARE DRAFT DELIVERY PLAN**
Report by Acting Executive Director – Community Services (Pages 71 – 78)
- 10. NATIONAL IMPROVEMENT FRAMEWORK FOR SCOTTISH EDUCATION**
Report by Acting Executive Director – Community Services (Pages 79 – 88)
- 11. CONSULTATION DETAIL AND TIMELINE FOR ARDCHATTAN AND ASHFIELD PRIMARY SCHOOLS**
Report by Acting Executive Director – Community Services (Pages 89 – 98)
- 12. SCOTTISH ATTAINMENT CHALLENGE - PUPIL EQUITY FUNDING**
Report by Acting Executive Director – Community Services (Pages 99 – 116)
- 13. INSPECTION OF THE EDUCATION FUNCTIONS OF ARGYLL AND BUTE COUNCIL (INEA)**
Report by Acting Executive Director – Community Services (Pages 117 – 120)
- * 14. GAELIC LANGUAGE PLAN 2018-22**
Report by Executive Director – Customer Services (Pages 121 – 162)
- 15. ARGYLL AND BUTE HSCP - NATIONAL HEALTH AND WELLBEING OUTCOMES PERFORMANCE REPORTING FRAMEWORK AND EXCEPTION REPORTING ARRANGEMENTS**
Report by Head of Strategic Planning & Performance, Argyll and Bute HSCP (Pages 163 – 194)
- 16. COMMUNITY SERVICES COMMITTEE WORK PLAN 2018-19 (Pages 195 - 198)**

REPORT FOR NOTING

- 17. SUMMARY STATISTICS FOR SCHOOLS IN SCOTLAND**
Report by Acting Executive Director – Community Services (Pages 199 – 206)

Items marked with an “asterisk” are items, on the basis of information available at the time this Agenda is published, on which the Committee may not have delegated powers to act, and which may therefore require to be referred to the Council or another Committee, and that referral may depend on the decision reached at the meeting.

Community Services Committee

Councillor Jim Anderson	Councillor Rory Colville
Councillor Robin Currie	Councillor Mary-Jean Devon
Councillor Lorna Douglas	Councillor Audrey Forrest
Councillor Kieron Green (Vice-Chair)	Councillor Graham Hardie
Councillor Anne Horn	Councillor Julie McKenzie
Councillor Yvonne McNeilly (Chair)	Councillor Barbara Morgan
Councillor Alan Reid	Councillor Elaine Robertson
Councillor Richard Trail	Councillor Andrew Vennard
Margaret Anderson	William Shaw
William Hamilton	Alison Palmer

Contact: Fiona McCallum, Committee Services Officer Tel: 01546 604392

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**MINUTES of MEETING of COMMUNITY SERVICES COMMITTEE held in the COUNCIL
CHAMBERS, KILMORY, LOCHGILPHEAD
on THURSDAY, 14 DECEMBER 2017**

Present: Councillor Yvonne McNeilly (Chair)

Councillor Jim Anderson	Councillor Anne Horn
Councillor Rory Colville	Councillor Alan Reid
Councillor Robin Currie	Councillor Elaine Robertson
Councillor Lorna Douglas	Councillor Richard Trail
Councillor Kieron Green	William Hamilton, Teacher Rep

Attending: Ann Marie Knowles, Acting Executive Director – Community Services
Pippa Milne, Executive Director – Development and Infrastructure Services
Anne Paterson, Acting Head of Education
Jane Fowler, Head of Improvement and HR
Malcolm MacFadyen, Head of Facility Services
Shona Barton, Area Committee Manager
Louise Connor, Education Manager
Douglas Whyte, Housing Strategy Manager
Alison MacDonald, Education Officer
Gerry Geoghegan, Education Officer
Louise Maclean, Language Plan Officer, Bòrd na Gàidhlig
Chief Superintendent Hazel Hendren, Local Police Commander (Argyll and West
Dunbartonshire Division), Police Scotland
Stephen Whiston, Head of Strategic Planning & Performance, Argyll and Bute
Health and Social Care Partnership
Tom Sinton, Depute Commander, Scottish Fire and Rescue
Stuart MacDonald, Local Liaison Officer, Scottish Fire and Rescue

1. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors Mary-Jean Devon, Audrey Forrest, Graham Archibald Hardie and Barbara Morgan.

An apology for absence was also received from Margaret Anderson, Church representative.

2. DECLARATIONS OF INTEREST

Councillor Richard Trail declared a non-financial interest in item 14 (ACHA Stock Restructuring Proposals) as he has previously represented the Council on the ACHA Board. As this is no longer the case he advised that he would not leave the meeting during discussion of this item.

The Acting Executive Director – Community Services referred to the decision by the Council to delegate to the Community Services Committee the appointment of two Teacher representatives to the Committee. She advised that the ballot process has been delayed and she was seeking approval of the Committee to appoint the previous Teacher representatives pro tem and to note that a report would come back to the Committee in March 2018 on the outcome of the ballot.

Decision

The Committee agreed to appoint Pro Tem Alison Palmer and William Hamilton as Teacher representatives on the Community Services Committee and noted that a further report would come to the Committee in March 2018 on the outcome of the ballot.

3. MINUTE

The Minute of the Community Services Committee meeting held on 14 September 2017 was approved as a correct record.

4. DRAFT GAELIC LANGUAGE PLAN PROGRESS REPORT (Pages 11 - 12)

A presentation on the Gaelic language was made by Bòrd na Gàidhlig's Language Plan Officer, Louise Maclean. Her presentation highlighted the key benefits to business of using Gaelic; the social value of Gaelic; statistical information on the number of Argyll and Bute Gaelic speakers; Statutory Guidance on Gaelic Education; and the production of Gaelic Language Plans. She also responded to a number of questions arising from her presentation.

A report updating the Committee on progress with producing the new Argyll and Bute Council Gaelic Language Plan for 2018 – 2022 was also considered.

Decision

The Committee agreed to:-

1. note progress being made in producing the new Argyll and Bute Council Gaelic Language Plan 2018 – 2022; and
2. approve the Plan for going forward to public consultation with various different community and stakeholder groups, then returning to Community Services Committee in March 2018, and thereafter to full Council before submission to Bòrd na Gàidhlig for final approval.

(Reference: Report by Executive Director – Customer Services dated December 2017 and Argyll and Bute Draft Gaelic Language Plan 2018 – 2022, submitted and Economic Measures to be included at Objectives 11 and 13 of the Draft Plan, tabled)

The Chair ruled, and the Committee agreed to vary the order of business and consider the report by Police Scotland next to allow Chief Superintendent Hendren to leave early to attend other meetings later in the day.

5. ARGYLL AND BUTE LOCAL POLICING PLAN 2014 - 2017 - QUARTERLY REPORT Q2 2017/18

A report by Police Scotland which provided the second quarter update in relation to the Argyll and Bute Local Policing Plan for 2017/18 was before the Committee for consideration.

Chief Superintendent Hazel Hendren gave an overview of statistics in respect of priorities going forward in 2017/18 and responded to a number of questions from the Committee.

Decision

The Committee reviewed and noted the contents of the report and responses to questions asked.

(Reference: Report by Local Police Commander for Argyll and West Dunbartonshire Division, Police Scotland dated 23 October 2017, submitted)

Councillor Alan Reid joined the meeting during consideration of the foregoing item.

6. PERFORMANCE REPORT FQ2 2017/18

A report presenting the Community Service Performance Scorecards for FQ2 2017/18 was before Members for consideration.

Decision

The Committee reviewed and noted the departmental performance for the quarter.

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

7. DRAFT SERVICE PLANS 2017-20 FOR 2018-19 BUDGET

A report presenting the Education Service Draft Service Plan 2017-20 for the 2018-19 budget was considered.

Decision

The Committee reviewed and endorsed the Education Service Draft Service Plan for onward submission to the Policy and Resources Committee in February for the 2018-19 budget allocation.

(Reference: Report by Executive Director – Customer Services dated 28 November 2017, Business Outcomes and Education Draft Service Plan 2017-20 for 2018-19 budget, submitted)

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

A report advising the Committee of the outcome of the further inspection of the Education functions of Argyll and Bute Council and confirming progress made by the Authority in addressing the main points for action contained within the initial inspection report of 21 March 2017 was considered.

Following an extensive discussion and in answer to a number of questions, the Chair confirmed that she is well aware of the role played by the Central Education Team particularly in relation to the improvements highlighted in the follow up report and will take cognisance of all the information received when going through the budgetary process.

Decision

The Committee:-

1. Welcomed the publication on 7th December 2017 of the Education Scotland Follow-up Report on Argyll and Bute's Education Service;
2. Endorsed the positive improvements outlined in the report, including:-
 - Sound progress in quality of leadership, relationships and communication
 - Development of a clear vision for education
 - Positive destinations achieved by almost all school leavers
 - Considerable improvement in secondary attainment across a range of key measures
 - Above national average attendance rates and below national average exclusion rates
 - Significant improvement in engagement between schools and central officers
3. Acknowledged the commitment and effort of Education service staff at all levels and in all areas who, working together with pupils, parents and wider school communities, are delivering a vision of ambition, excellence and equality for young people in Argyll and Bute as well as securing significant improvements through the inspection process; and
4. Agreed that further progress reports should come to future meetings of the Community Services Committee

(Reference: Report by Acting Executive Director – Community Services dated 7 December 2017 and Education Scotland Further Strategic Inspection of the Education Functions of Local Authorities – Argyll and Bute Council dated December 2017, submitted)

9. PRELIMINARY CONSULTATION REQUIREMENTS FOR ARDCHATTAN AND ASHFIELD PRIMARY SCHOOLS

On 24 April 2014 the Council approved the mothballing of Ardchattan Primary School and agreed that if there were no registered pupils by the close of the registration period for session 2016/17 the Council would consult formally on the future of school provision at Ardchattan. On 10 March 2016 the Community Services Committee approved the mothballing of Ashfield Primary School and agreed that if there were no registered pupils by the commencement of session 2017/18 the school be considered for formal closure through the statutory process. Neither Ardchattan Primary School nor Ashfield Primary School have had any pupils enrolled at either school since elected Members approved their mothballing. A report providing the Committee with an overview of the legislation in relation to the proposed closure of a rural school and an indication of the process and timescales to be followed was before the Committee for consideration.

Decision

The Committee:-

1. noted the background to the proposal to consult on the closure of Ardchattan and Ashfield Primary Schools;
2. noted the legislation in respect of the proposed closure of a rural school; and
3. agreed that the Education Service will undertake the required preliminary consultation for both Ardchattan and Ashfield Primary Schools for Members consideration at the meeting of the Community Services Committee scheduled for 15 March 2018.

(Reference: Report by Acting Executive Director – Community Services dated 14 November 2017, submitted)

10. ADDITIONAL SUPPORT NEEDS REVIEW UPDATE

A report updating the Committee on the implementation of the review and the impact of the new allocations process on a demand led service was considered. The report also provided a comparison between the demand for Additional Support Needs (ASN) support in Argyll and Bute and the national picture.

Decision

The Committee:-

1. considered the continued improvements to the ASN service through the implementation of the ASN review;
2. noted the projected overspend to the ASN service in 2017/18 of £150k as demand for the service continues to increase and ASN support is required to meet these needs; and
3. noted that it is expected that this demand led pressure will continue to 2018/19 and the Council's budget outlook has been updated to reflect this.

(Reference: Report by Acting Executive Director – Community Services dated 6 November 2017, submitted)

11. THE EXPANSION OF FUNDED EARLY LEARNING AND CHILDCARE IN SCOTLAND - ARGYLL AND BUTE EARLY LEARNING AND CHILDCARE DRAFT DELIVERY PLAN, FUNDING AND EARLY YEARS GRADUATE

A report providing an update for Members on progress being made by the Education Service in preparing for the proposed expansion of Early Learning and Childcare (ELC) and the implementation of 1140 hours of funding ELC in Argyll and Bute per year by 2020 was considered.

Decision

The Committee agreed to:-

1. note the contents of the Argyll and Bute ELC Draft Delivery Plan submitted to the Scottish Government on 29 September 2017;
2. note the contents of the Argyll and Bute Financial Template submitted to the Scottish Government on 29 September 2017 and note the potential financial risks for Council if full funding from the Scottish Government is not available to Argyll and Bute Council to enable delivery of the Plan;
3. note the Additional Graduate Plan submitted to the Scottish Government on 29 September 2017 and its dependence on appropriate funding from the Scottish Government for full implementation; and
4. request that the Acting Executive Director, Community Services bring forward progress updates in relation to the Expansion of Early Learning and Childcare to future meetings of the Community Services Committee.

(Reference: Report by Acting Executive Director – Community Services dated 21 August 2017, Argyll and Bute Early Years Strategy – 1140 Hours 2017-2020 (Draft Delivery Plan), Argyll and Bute Financial Template and Argyll and Bute Graduate Plan, submitted)

12. EDUCATION PERFORMANCE DATA ANALYSIS 2017

A report providing an overview of key performance data and outcomes for all pupils across each of the ten secondary schools for session 2016-17 incorporating both SQA and Insight data from an authority perspective was considered.

Motion

To agree the recommendations a – g detailed in report.

Moved by Councillor Richard Trail, seconded by Councillor Anne Horn

Amendment

To agree all the recommendations detailed in the report.

Moved by Councillor Yvonne McNeilly, seconded by Councillor Kieron Green

The Amendment was carried by 7 votes to 3 and the Committee resolved accordingly.

Decision

The Committee agreed to:-

1. note the outcome of the initial SQA examination results for pupils in academic year 2016/17 complemented by 3-year trend data;
2. note the further detailed statistical analysis included from Insight in September 2017 that overviews authority data and allows further comparison with national data;

3. note that following the release of the examination results the Education Service undertook a programme of strategic performance review meetings between schools, HTs, the Executive Director (Acting), Head of Service (Acting) and Education Service staff in individual schools in relation to the SQA examination outcomes as detailed at section 4.4 of this report;
4. note the strategic programme of performance review between schools and education development and improvement staff as detailed at section 4.7 of this report;
5. continue to support the work of the Education Service in supporting schools to secure continuous improvement in outcomes for Argyll and Bute Learners;
6. request a further report at the June Community Services Committee to consider the national position arising from information released by Insight in February 2018;
7. continue to be involved with current training events on understanding the use of Insight, recognising the increasing use of Insight data in school presentations to elected members; and
8. note that a summary discussion note will be presented to the Policy Lead, as appropriate, ensuring that performance reporting reflects the requirements of the National Improvement Framework.

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

13. SCHOOL HOLIDAY DATES SESSION 2019/2020

A report presenting the school holiday date pattern for 2019/2020 was considered.

Decision

The Committee agreed the school holiday date pattern for session 2019/20 as detailed at Appendix 1 of this report.

(Reference: Report by Acting Executive Director – Community Services dated 3 November 2017 at School Holiday Dates for 2019-2020, submitted)

William Hamilton left the meeting at this point.

14. DEMOLITION OF WITCHBURN ROAD OFFICES

As part of the Campbeltown Office Rationalisation project, Council staff moved from the former offices at Witchburn Road to Kintyre House at the end of 2016. The Valuation Joint Board also used space within the property for storage but they have recently moved from the premises. A report advising on the planned demolition of the premises and seeking approval that the costs involved with this be met from the Strategic Housing Fund was before the Committee for consideration.

Decision

The Committee agreed that the cost of the demolition should be met from the Strategic Housing Fund on the basis that clearance of the site would enable future housing development. This is on the understanding that a report will be brought back to the June 2018 meeting of the Committee outlining options for the development of the site.

(Reference: Joint report by Executive Director – Customer Services and Acting Executive Director – Community Services dated 30 November 2017, submitted)

* **15. ACHA STOCK RESTRUCTURING PROPOSALS**

A report advising of a proposal put forward by Argyll Community Housing Association (ACHA) to reduce the housing stock transferred to them by Argyll and Bute Council in 2006 was considered.

Decision

The Committee agreed to recommend that the Council:-

1. agree ACHA's proposals to remove 89 units from the affordable rented stock by means of sale or demolition by a formal amendment to the Transfer Agreement;
2. support ACHA's request to the Scottish Government to exclude any disposals undertaken as part of these proposals from the tripartite Disposal Clawback Agreement;
3. advise ACHA that the proposed demolitions will require to be the subject of separate approvals from the Council as the Planning and Building Control Authority. ACHA also to be reminded that they will remain responsible for the maintenance of the areas of land detailed in this report; and
4. advise ACHA that any future proposals to dispose of any of the land freed up by the demolitions will be subject to approval from Argyll and Bute Council.

(Reference: Report by Executive Director – Development and Infrastructure Services dated 30 October 2017 and letter from ACHA dated 30 August 2017, submitted)

16. ARGYLL AND BUTE HEALTH & SOCIAL CARE PARTNERSHIP - NATIONAL HEALTH AND WELLBEING OUTCOMES PERFORMANCE REPORTING FRAMEWORK AND EXCEPTION REPORTING ARRANGEMENTS

Consideration was given to a report presenting Argyll and Bute Health & Social Care Partnership's (HSCP) performance against National Health and Wellbeing Outcomes 1, 2, 3 and 4 for FQ1 2017/18. The Head of Strategic Planning & Performance also responded to a number of questions from the Committee.

Decision

The Committee:-

1. considered the HSCP performance report in line with the current national reporting requirement; and
2. noted the content of the Integration Joint Board performance scorecard for FQ1 2017/18.

(Reference: Report by Head of Strategic Planning & Performance, HSCP dated 14 December 2017, submitted)

17. SCOTTISH FIRE AND RESCUE - ARGYLL AND BUTE PERFORMANCE REPORT 1 APRIL - 30 SEPTEMBER 2017

A report which highlighted the Scottish Fire and Rescue Service's (SFRS) second quarter review of local performance within Argyll and Bute for 2017-2018 was considered.

Jim Sinton, Depute Commander presented the detail of this report and he and Stuart MacDonald, Local Liaison Officer, responded to a number of questions from the Committee

Decision

The Committee reviewed and noted the contents of the report and responses to questions asked.

(Reference: Q2 2017/18 Report by Local Senior Officer, Scottish Fire and Rescue, submitted)

18. COMMUNITY SERVICES COMMITTEE WORK PLAN 2017/18

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

Decision

The Committee agreed the contents of the work plan for 2017/18.

(Reference: Community Services Committee Work Plan 2017/18, submitted)

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ARGYLL AND BUTE COUNCIL**Community Services Committee****Chief Executives Unit****15 March 2018**

Scottish Fire and Rescue Service – Consultation; Your Service.... Your Voice

1.0 INTRODUCTION

- 1.1 The Scottish Fire and Rescue Service is undertaking a consultation on the future of the service. This consultation is being presented to the Committee under this agenda item by the Local Senior Officer for members' consideration.

2.0 RECOMMENDATIONS

- 2.1 It is recommended that the Community Services Committee considers the presentation from James McNeil, Local Senior Officer, Scottish Fire and Rescue on the "Your Service Your Voice" consultation. The consultation document can be viewed online at www.firescotland.gov.uk/transformation/public-consultation.aspx

3.0 DETAIL

- 3.1 The Scottish Fire and Rescue Service (SFRS) has commenced a 90 day consultation on the future of the service which will run until 14 May 2018. James McNeil, Local Senior Officer, SFRS will present the consultation document to this committee and support discussion by the committee with regards to the Council's response.

4.0 CONCLUSION

- 4.1 Members should consider the presentation from the Local Senior Officer at the Committee meeting.

5.0 IMPLICATIONS

- 5.1 Policy; none

- 5.2 Financial; none
- 5.3 Legal; none
- 5.4 HR; none
- 5.5 Equalities; none
- 5.6 Risk; none
- 5.7 Customer Service; none

Chief Executive; Cleland Sneddon

For further information contact: Stuart Green

Your service Your voice

Have **your** say



A consultation on
the safe and planned
future of the
Scottish Fire and
Rescue Service

Published 13 February 2018



Your service Your voice

Have **your** say



The creation of the Scottish Fire and Rescue Service (SFRS) in 2013 has been good for Scotland.

The Service has continued to improve the safety and wellbeing of communities while benefiting from the operational and financial efficiencies of bringing eight brigades together as one.

SFRS has proven that it is capable of delivering major reform. It has laid the foundations for future transformation, and it has continued to ensure the safety and wellbeing of the communities it serves.

But, SFRS needs to continue to transform.

It is important for Scotland - view our video to find out why.



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Tell us your views	1	We can reduce demand across public services	9
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Tell us your views and ideas on the future of your Service

The current SFRS operating model has served Scotland well but was designed to meet the risks of the 1940s - during this time we have seen a significant decrease in fires, but these are being replaced by new and emerging risks. As a result, we are neither as efficient nor flexible as we could be, limiting our ability to meet the needs of a modern Scotland.

Investing in safe and planned transformation will allow the Service to better meet these risks and do so much more to keep people safe and well. It will ensure our people, stations and fire appliances are aligned to greatest need; will introduce latest technology and techniques; and give firefighters the training and equipment to take on an even wider emergency response and prevention role.

The Scottish Government demonstrated its belief in SFRS and the vision for transformation by increasing the spending capacity of SFRS by £15.5m for 2018/19. This will enable the Service to make the necessary investment to turn this vision into reality. [<http://www.gov.scot/Publications/2017/12/8959/11>]

However, we cannot continue to simply spend more money on the same services.

By seeking to transform, SFRS is leading the way in Scotland's public sector. Operating more effectively and efficiently will deliver so much more for the public who fund the Service through their taxes. It will improve their safety, but also enhance the safety of our valued firefighters, and better reward those firefighters for undertaking a wider role.

This consultation document sets out the vision, explains why the Scottish Fire and Rescue Service needs to transform and demonstrates how that transformation could be achieved.

Your voice - why are we consulting?

We want you to be part of our decision-making process by giving you the opportunity to tell us your views and ideas on the future of **your** Service. This consultation details issues and proposals under consideration and asks you questions about these and the resulting improvements in outcomes. After the consultation is closed we will publish responses where we have been given permission to do so. Consent to publish is assumed unless you have told us otherwise in your response.

Full details on how to respond are set out at the end. This consultation is now open and will close after a full 90 days on 14 May 2018.

We really do want to hear what you have to say, so please use this opportunity to engage with us and have your voice heard.

We have created a number of ways for you to engage in the consultation, so you can choose the option that best suits you.

How to engage



Complete the consultation online at www.firescotland.gov.uk/transformation/public-consultation



Print and post your response to:

**Your Service Your voice
Scottish Fire and Rescue Service
Management Suite
Headquarters
Westburn Drive
Cambuslang G72 7NA**

If you have any issue accessing our consultation or printing the response form please email: YourServiceYourVoice@firescotland.gov.uk

You can save and return to your response at any time while the consultation is open. But please ensure that your response is submitted before the consultation closes on 14 May 2018.

The Respondent Information Form lets us know how you wish your response to be handled, and in particular whether you are happy for your response to be made public.

You will automatically be emailed a copy of your response after you submit it. If you choose this method you will be directed to complete the Respondent Information Form.

What safe and planned transformation can deliver for Scotland

Transformation will be comprehensively planned to ensure it is safe for firefighters and the people they serve.

By transforming, we will be able to give firefighters a wider emergency response role, supported by all necessary training and equipment, which will enable them to save more lives and prevent further harm in some of the most challenging circumstances. But, by far, the biggest impact we can have on safety and wellbeing is by preventing emergencies from occurring in the first place.

“The biggest impact we can have is by preventing emergencies from occurring in the first place.”

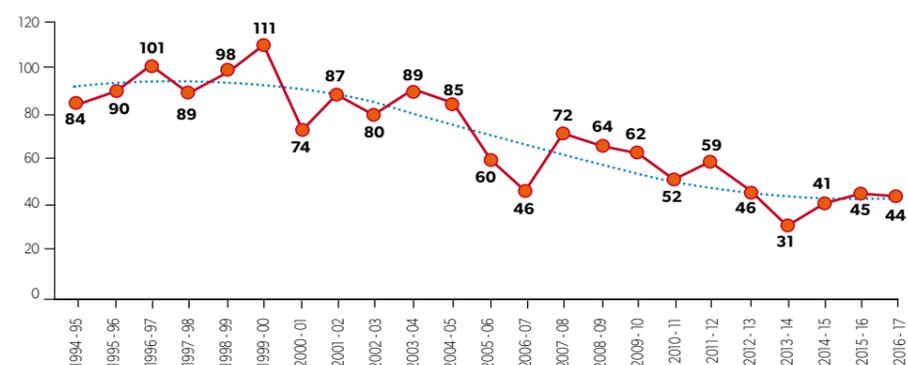
By extending a firefighter’s prevention role, we can increase the impact of their work beyond our success in significantly reducing fires and fire deaths. This would not only improve community safety and wellbeing but would reduce the demand for - and therefore the cost of - other public services.

We want all communities in Scotland to benefit from the specialist firefighter skills and fire and rescue technology that a single national service can offer. As part of that we want to strengthen the service we provide in our rural communities by looking at more effective ways to balance our resources between urban and rural settings.

SFRS will never lose sight of its core emergency response role, but transformation will also allow us to introduce a more effective operating model, combined with latest technology to not only further enhance community and firefighter safety, but deliver a more efficient service for taxpayers.

We believe that a more efficient and effective operating model - one fit for the 21st Century - will allow us to improve both response times and the number of fire engines and firefighting equipment we can deploy to incidents.

Long-term trend of fire fatalities in Scotland, 1994/95 - 2016/17



55% DECLINE IN FIRES

58,500 primary fires in 1994-95

26,300 primary fires in 2016-17

IN SCOTLAND

The SFRS today

The Scottish Fire and Rescue Service (SFRS) was formed on 1 April 2013, giving the people of Scotland more equitable access to the vast resources and capability of the UK’s largest - world’s fourth largest - fire and rescue service.

Our Statutory Responsibilities

Originally set out by The Fire (Scotland) Act 2005 and as amended by the Police and Fire Reform (Scotland) Act 2012, our duties have continued to evolve to include the provision of advice and guidance relating to fire safety, and responsibility to respond to fires and road traffic collisions.

The Service is also obliged under the Fire (Additional Function) (Scotland) Order 2005 to respond to chemical, biological, radiological or nuclear incidents; to respond to serious flooding; and respond to serious transport incidents. It also gave SFRS responsibility for Urban Search and Rescue in incidents such as a building collapse.

We also respond to a wide range of emergencies in domestic, industrial, urban and rural environments including water rescues, rescue from height, severe weather-related incidents, animal rescues and many other risk-critical events.

SFRS attended over 91,000 emergency incidents of all types in the year to 31 March 2017. In addition, we carried out over 70,000 home fire safety visits and nearly 9,000 non-domestic fire safety audits.



The mandate to transform

The purpose of the Scottish Fire and Rescue Service was set out in the 2013 Framework.

The new Framework which came into effect from 1 September 2016 reiterated the purpose of the SFRS, and also the role the Service plays in the delivery of the National Outcomes. It also emphasised the on-going drive to reform public services, built on the four pillars of the Christie Commission and specified that transformation of the Scottish Fire and Rescue Service was to be one of ten Strategic Priorities set by Scottish Ministers.

“The main purpose of the Scottish Fire and Rescue Service is to work in partnership with communities and with others in the public, private and third sectors, on prevention, protection and response, to improve the safety and wellbeing of people throughout Scotland.”

“The SFRS should continue to ensure that the benefits of Fire Reform are fully realised, evidenced and tracked, and it should explore through Service redesign new and innovative ways in which it can improve the safety and well-being of communities throughout Scotland by building on the traditional roles carried out by the Service.”

SFRS subsequently published its Strategic Plan, which sets out how the SFRS proposes to carry out its functions over the period it covers, and the outcomes against which these may be measured. The principles of the proposed long-term Vision for the SFRS are, therefore, entirely in line with the Fire and Rescue Framework for Scotland 2016 and SFRS Strategic Plan 2016 - 2019, both of which have previously been subject to public consultation.

Maintaining public confidence

We understand the public looks to us in their times of greatest need.

It is vital that the public has trust in our capabilities and that we will have the right resources in the right place at the right time and, that the advice we provide on prevention of harm is credible and makes a real difference.

We believe transformation will build even greater public confidence by doing even more to ensure their safety and wellbeing.



MORI Survey of 1,000 adults in Scotland conducted in May 2017

The need to transform

Risk has changed

The number of fires in Scotland has reduced by 40% in the last ten years alone and 55% since 1994, but significant new risks have emerged, including:

Severe Weather incidents, which are now more frequent and more extreme in both scale and impact present an increasing risk to lives and livelihoods across Scotland.

International terrorism is a very real risk that Scotland cannot ignore. Recent attacks in the UK and Europe have seen firefighters at the very heart of the emergency response providing vital life-saving interventions.

Scotland's ageing population is seeing demand generated from an increase in the number of people who are at risk of fire and other forms of preventable harm, such as trips and falls, or showing early signs of dementia, within the home environment.

Firefighters can play a vital role in saving lives through **Emergency Medical Response** and contribute to improving Scotland's survival rates for medical emergencies such as Out of Hospital Cardiac Arrest -

the pilot of which with the Scottish Ambulance Service saw lives saved by the early intervention of firefighters. When minutes matter, our trained firefighters could save so many more lives.

Scotland's firefighters will often be the first on scene at such incidents - or preventing harm through early intervention -, but only by transforming can we ensure they are trained, equipped and supported by the right operating model that allows them to meet these risks safely and effectively.

The number of fires in Scotland has reduced by **55%** since 1994 but significant new risks have emerged



We can reduce demand across public services

Our preventative work has already contributed to a significant reduction in fires and fire deaths. By extending our expertise in prevention, we can make a direct and meaningful contribution to reducing demand across the public sector.

With access to around 72,000 households a year, the SFRS is in a unique position to contribute to improving wellbeing as well as reducing social and economic inequalities.

We would look to formalise our role in tackling antisocial behaviour, reducing reoffending, and working in partnership to tackle domestic abuse. As respected role models, our diversionary work in communities, supports young people - particularly those at risk of offending - with the aim of avoiding them entering the justice system, as well as working with those who have already entered.

There is scope for the SFRS to work with partners to deliver effective harm prevention measures through a more holistic approach to assessing risk and to take action to reduce or remove it.

For example, responding to help those who do fall, or installing equipment in the home to prevent future accidents.

This will give increased confidence to the most vulnerable people living independently. In addition, by increasing the prevention and intervention reach of the SFRS, there is potential to reduce the burden on NHS and social care services.

At present, our operating model limits the time firefighters can spend on meaningful prevention, intervention and diversion work. A transformed operating model would see more availability at the optimum time to conduct this work - further reducing the risk of fires but also delivering real benefits in demand and cost reduction for health, social care and justice.

We have set out earlier in this consultation the Emergency Medical Response role that firefighters can play. This would support our valued colleagues in the Ambulance Service, rendering critical initial aid until further assistance arrives.

Furthermore, when not responding to emergencies, our personnel could be deployed to undertake additional 'safe and well' prevention work such as falls risk assessment and response work such as helping people who are not considered to be a medical emergency.

This would reduce the demand on the NHS, enabling them to focus on emergency response for those who need it most, and ultimately contribute to a reduction in costs to those services.

Access to around **72,000** households every year

We can operate more efficiently

Aligning resource to need

The fire and rescue service, as we know it, was established via the Fire Services Act 1947. And, although the legislation governing the SFRS has been modernised the operating model established 70 years ago has remained fundamentally unchanged.

The current operating model means that the Service has the same number of firefighters and fire appliances irrespective of the time of day. However, long term incident statistics show that more incidents occur during daytime hours than late at night or the early hours.

In addition, fire engines can cover ground much more quickly at night when traffic is lighter - yet our model does not reflect this.

Our resources are simply not being used as efficiently and effectively as they could be. By rebalancing our people against today's risks and demands, they can deliver even more for Scotland.

This would be achieved through greater flexibility in crewing models, a more effective allocation of fire appliances and a wider firefighter role - all of which are explored in more detail below.

A more effective crewing model

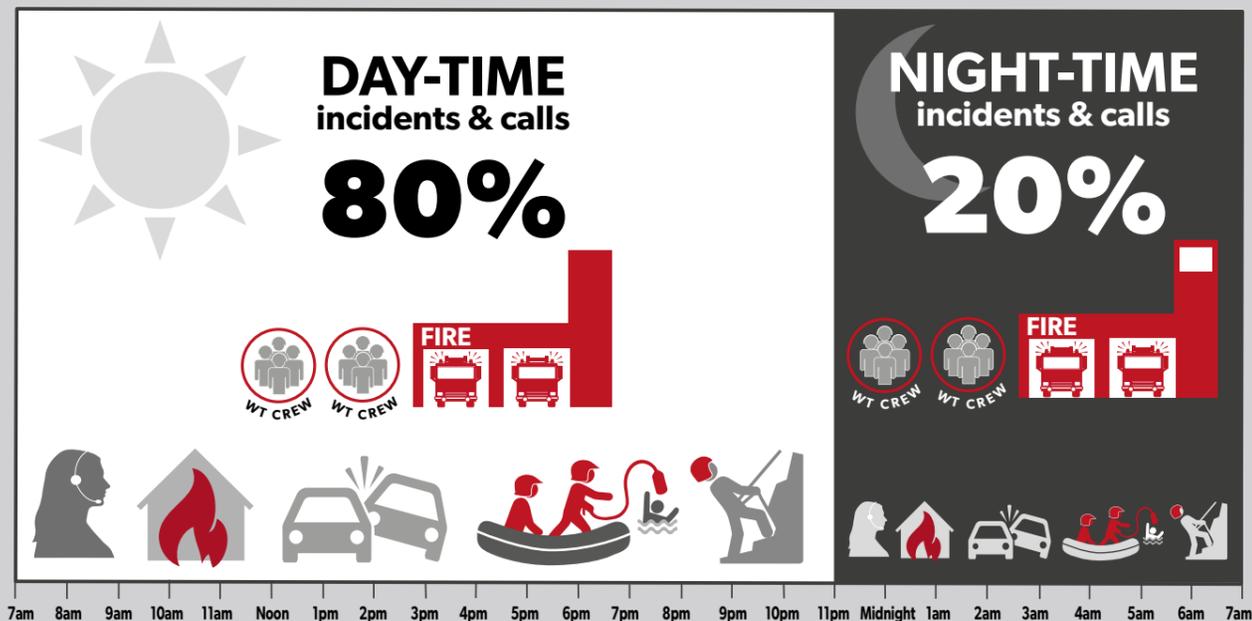
SFRS is the only fire and rescue service in mainland Britain to deploy designated 'first' appliances with a minimum crew of five, and the designated 'second' appliance a minimum crew of four (5+4). All 51 fire and rescue services in England and Wales¹ safely operate with a 4+4 crewing system, or a variation utilising the same number of firefighters.

There is, therefore, significant scope for SFRS to move to a safe yet more efficient model, allowing us to release more of our people to undertake work where there is now new risk and demand. In addition, this will free up resource to reward firefighters for taking on a new role.

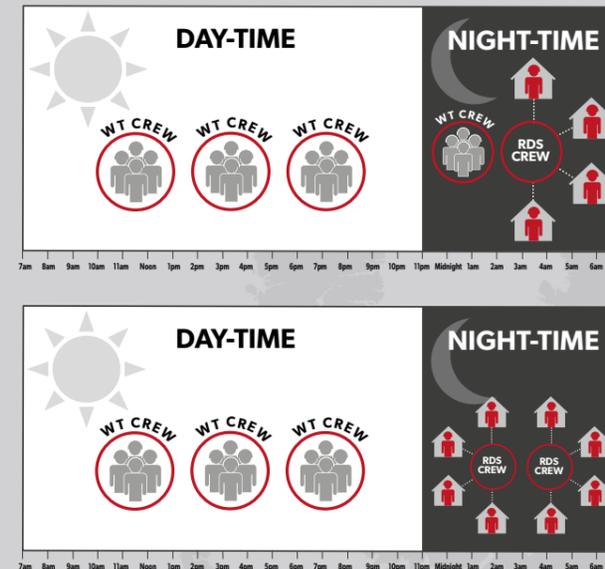
We also believe there could be a more flexible solution for night-time crewing which would safely meet the demand between the hours of 11pm and 7am. Our current system of employing the same number of wholetime firefighters day and night leads to a situation where a significant number are on duty during times of low activity.

These night-time duty patterns also limit the opportunity for firefighters to be deployed to carry out vital preventative work or to engage with partner organisations.

Day-time and night-time demand is not equal but the number of firefighters on duty is always the same



Future crewing models?



Options to better align resource to need?

Whilst the SFRS will always have the right resources in the right place at the right time, we believe we can safely alter the nature of our response to match modern demand and risk.

Bringing together all elements of a more effective and efficient delivery model will allow the Service to deliver improved outcomes with a slightly smaller number of firefighters. This planned rebalancing of the workforce would be delivered through the retirements that are anticipated over the next four years. There would be **no** compulsory redundancies, and we would continue to recruit both wholetime and retained firefighters.

¹ Source: <http://www.cfoa.org.uk/12072>

Reviewing our national footprint

One of the strengths of the fire and rescue service has been its unique station footprint, but if the Scottish Fire and Rescue Service were to plan that footprint today, it would do some things differently - again to better meet the needs of a modern Scotland.

Put simply, our stations and the resources within them were designed for another era. Many were built around industries that no longer exist, housing that has changed and moved, and are also based on older firefighting techniques. Indeed, some stations in our biggest cities were located to respond to wartime attacks.

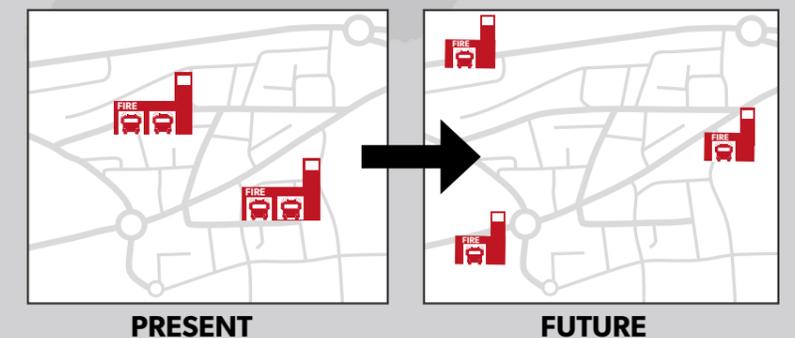
The Scottish Fire and Rescue Service is much more than a collection of fire stations, but simply closing a station to save money is not in our plans.

We recognise fire stations are focal points within their local communities. It is, however, right for us to give consideration to our combined station footprint and ask if the location, and the number of people and fire appliances within our stations are right for the service they now need to deliver. By looking at activity levels, instances of false alarms and the concentration of stations in given areas, we can determine if a more effective approach can be achieved.

This could see us consider building new stations, disposing of others, re-shaping resource and combining local capabilities, including sharing facilities with our police and ambulance partners.

We will look at this in the context of a national service, which allows us to deploy resources from right across the country into communities with the greatest need.

Options to look at new approach to our national footprint?



The need to adopt the latest technology

Advances are being made in firefighting technology around the world, which are proven to increase the safety of firefighters and ultimately improve public safety. Adopting the latest technology to our 'toolkit' will allow us to affect the same results but do so more efficiently.

One example is the Ultra High Pressure Lance (UHPL) system. This enables firefighters to initially tackle fires in enclosed spaces from outside the building. In addition to minimising the need for firefighters to enter the building at the height of a fire, the system reduces the fire and temperature faster than traditional methods.

This technology will be particularly useful in the first few minutes of any fire, and will be particularly effective at helping us deliver greater capability in our most rural communities.

We also believe we need to consider the combination of emergency response vehicles we have in our fleet. Again, we need to look at broadening our toolkit to deploy the right vehicle to the right incident. We must ask ourselves if it is right to deploy a full-size appliance to a small secondary fire, automated fire alarm or to conduct prevention and protection work.

In addition, when firefighters take on a broader role, a faster mid-size vehicle could be more appropriate to deliver the emergency response required. We are not proposing direct replacement of all traditional appliances but a more effective range of vehicle types.

Mid-size vehicles are already being used by fire and rescue services the world over, from New York to Tokyo and we believe this more flexible option is something Scotland must also now consider.

A more effective **COMBINATION** of emergency vehicles



We are looking at proven technology currently used worldwide

We need to take positive steps to improve availability of RDS appliances

Strengthening our service to rural communities

Some 240 of the fire stations that serve Scotland are Retained Duty System (RDS). Our RDS crew members - on call firefighters in our more rural communities - are highly trained and committed, but the delivery model they are asked to work to is no longer robust.

Recruitment and availability of RDS crew is a global issue, but for Scotland this means that on any given day up to 100 RDS fire appliances can be unavailable during daytime hours in the communities they serve - largely because we cannot secure the traditional crew of four.

We need to take positive steps to improve availability of RDS appliances as our rural communities should expect the same level of protection as those in urban areas.

We want to introduce an integrated programme to strengthen our RDS and improve this availability. This will include the introduction of the latest firefighting technology and vehicles allowing more flexible yet safe, mobilising protocols.

We will also look to introduce new wholetime rural manager positions in key locations across Scotland. These high value and skilled roles will support the delivery of local training, undertake preventative work and increase the availability of appliances during daytime.



We are proposing a four-year programme that will transform both the Service and the firefighter's role.

The future firefighter

At the very heart of the SFRS transformation vision, is the future firefighter. Undertaking a new and significantly wider role, they will be trained, equipped and rewarded for meeting new and emerging risks.

We are proposing a four-year programme that will transform both the Service and the firefighter's role.

In recognition of that new role we are proposing an enhanced recognition package. In return, we are asking firefighters to commit to a solution unique to Scotland.

Furthermore, by combining the more efficient operating model, latest technology and increased flexibility outlined throughout this consultation, means we can deliver improved outcomes with a slightly smaller frontline workforce.

A more diverse firefighter role map

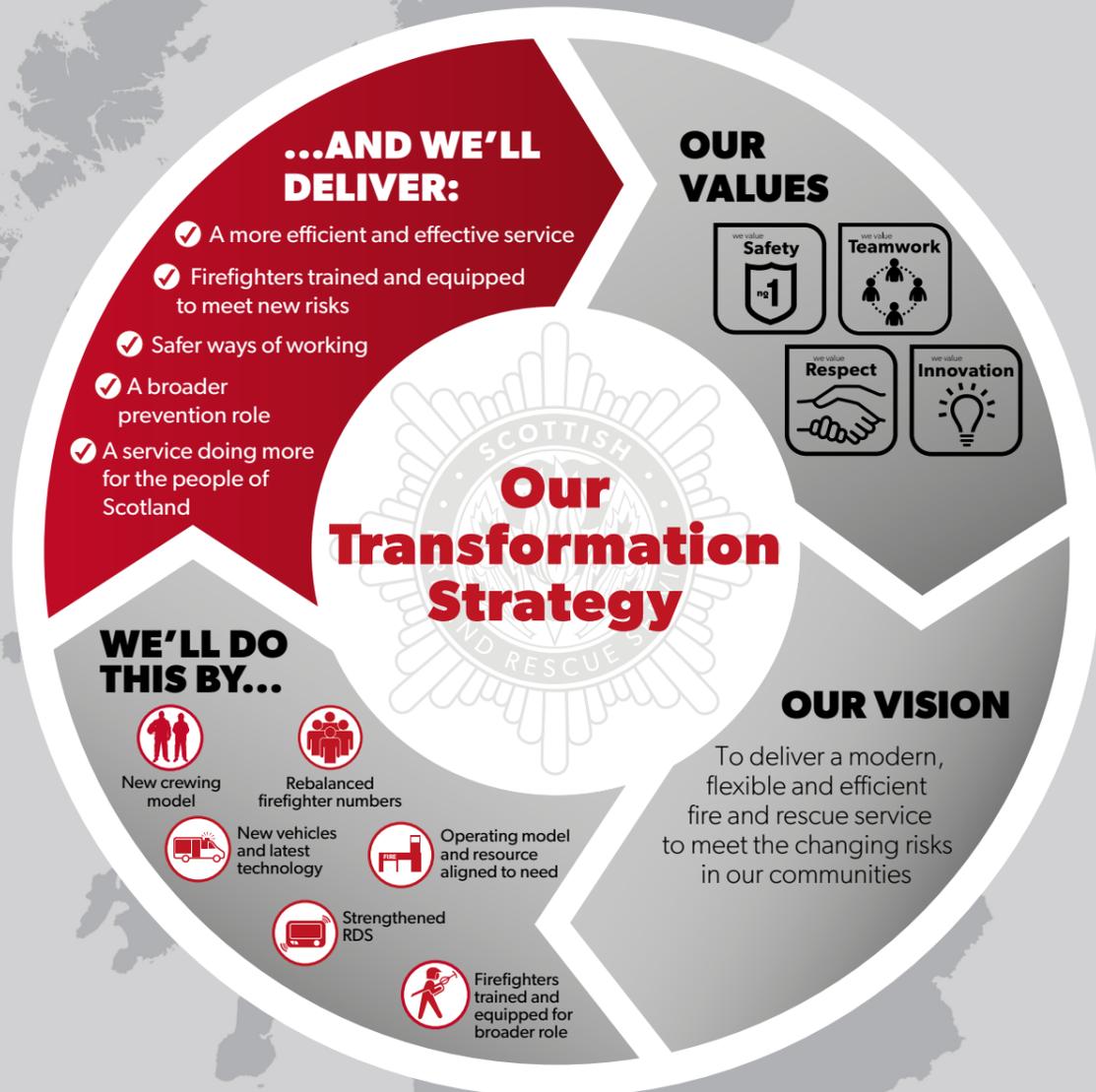
- Emergency medical response
- Multi-agency response (terrorism)
- Responding to environmental events
- Wider youth and social prevention work
- Inspection and enforcement responsibilities

- New fully-harmonised Terms and Conditions – all firefighters treated equally across Scotland
- More flexible working arrangements and mobility
- Revisions to crewing models and mobilising arrangements
- The use of new operational techniques, tactics and technologies

The SFRS Strategy for safe and planned transformation

In summary, we believe safe and planned transformation will see a more effective and efficient SFRS delivering more for Scotland.

We will achieve this by:



Responding to this consultation

Your name: Your email:

Are you responding on behalf of: An organisation Your organisation:
As an individual

Do you agree with the Scottish Fire and Rescue Service overall vision for transformation? Yes No

Please say in the box below what you think the main benefits for Scotland will be:

Please provide your response to the following statements by ticking the relevant box:

Statement	Agree	Disagree	No opinion
I trust the Scottish Fire and Rescue Service to change its operating model – including station footprint - in ways that are safe for Scotland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Firefighters should be trained and equipped to meet the new and emerging risks Scotland faces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Firefighters should be rewarded for taking on an expanded role, and in accordance with the risks they take	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Latest technology should be used where possible to improve firefighter and public safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Firefighters could be trained to take on roles that would reduce the burden on other public services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A more flexible approach to crewing during the late evening and early morning hours would allow firefighters to do more during the day when demand is higher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please say why you agreed or disagreed, in the box below:

What single thing is most important to you about the Scottish Fire and Rescue Service?

Do you think there is anything the Scottish Fire and Rescue Service should NOT do as part of transformation? Please give a reason for your answer in the box below.

Do you have any final comment to make on the transformation of the Scottish Fire and Rescue Service?

I do not wish my response to be published

Please post completed form to: Your Service.... Your voice, Scottish Fire and Rescue Service, Management Suite, Headquarters, Westburn Drive, Cambuslang G72 7NA



SCOTTISH
FIRE AND RESCUE SERVICE

Working together for a safer Scotland

Your service.... Your voice.... Have your say

Version 1.0 13 February 2018

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**Argyll & Bute Performance Report
1st October 2017 - 31st December 2017**



SCOTTISH
FIRE AND RESCUE SERVICE
Working together for a safer Scotland

**Working together
for a safer Scotland**



Argyll & Bute Performance Report

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Local Fire and Rescue Service Plan Priorities

The Local Fire and Rescue Service Plan has been developed to set out the priorities and objectives within Argyll & Bute and allows our local authority partners to scrutinise the performance outcomes of these priorities. We will continue to work closely with our partners in Argyll & Bute to ensure we are all **“Working Together for a Safer Scotland”** through targeting risks to our communities at a local level.

The plan has been developed to complement key partnership activity embedded across Argyll and Bute's Community Plan and associated Delivery and Thematic plans. Through partnership working we will seek to deliver continuous improvement in our performance and effective service delivery in our area of operations.

The Local Fire and Rescue Plan for Argyll & Bute identified six areas for demand reduction and is subject to regular monitoring and reporting through the Police & Fire and Rescue Committee. A summary of the priorities and current activity is detailed below with further detail and analysis contained within this performance report.

	Accidental Dwelling Fires	Accidental Dwelling Fire Casualties	Unintentional Injury and Harm	Deliberate Fire Setting	Non-Domestic Fire Safety	Unwanted Fire Alarm Signals
Cowal Ward	3	1	4	0	0	4
Dunoon Ward	5	1	1	0	0	14
Helensburgh and Lomond South Ward	0	0	1	0	1	2
Helensburgh Central Ward	5	1	1	0	1	3
Isle of Bute Ward	4	1	2	0	0	19
Kintyre and the Islands Ward	0	0	0	1	2	14
Lomond North Ward	0	0	9	0	1	17
Mid Argyll Ward	1	1	2	0	0	21
Oban North and Lorn Ward	1	0	13	0	1	10
Oban South and the Isles Ward	2	0	1	1	1	33
South Kintyre Ward	0	0	0	1	0	6
Total Incidents	21	5	34	3	7	143

Year on Year Change	◆ 24%	▲ 0%	◆ 21%	● -88%	● -22%	◆ 24%
3 Year Average Change	◆ 2%	◆ 40%	◆ 38%	● -20%	▲ 0%	▲ -3%
5 Year Average Change	◆ 2%	◆ 18%	◆ 27%	● -6%	● -16%	◆ 1%

About the statistics within this report

The activity totals and other statistics quoted within this report are published in the interests of transparency and openness. They are provisional in nature and subject to change as a result of ongoing quality assurance and review. Because all statistics quoted are provisional there may be a difference in the period totals quoted in our reports after local publication which result from revisions or additions to the data in our systems. The Scottish Government publishes official statistics each year which allow for comparisons to be made over longer periods of time.

- Activity levels have reduced by more than 5%
- ▲ Activity levels have reduced by up to 5%
- ◆ Activity levels have increased overall

Argyll & Bute Activity Summary



52

fires
primary &
secondary



61

special
services



249

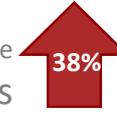
false
alarms



362
total number of
incidents

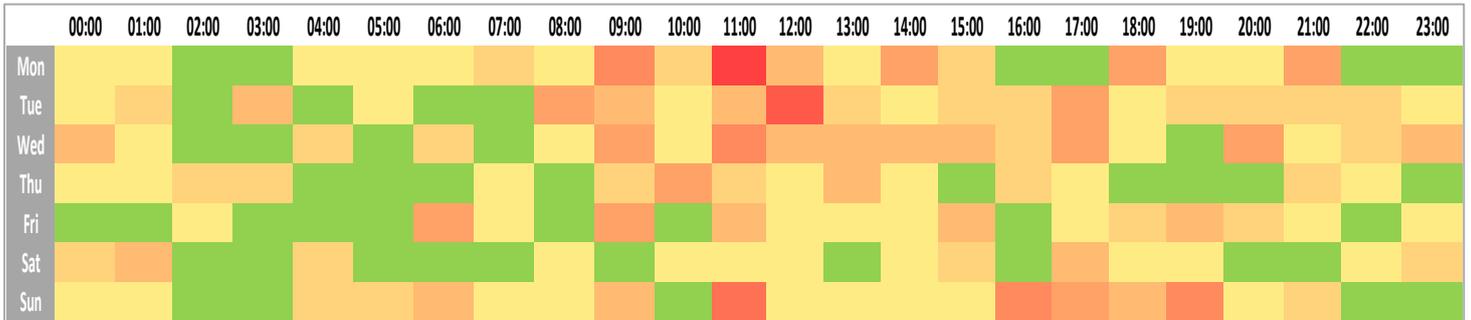


40
fire & non-fire
casualties

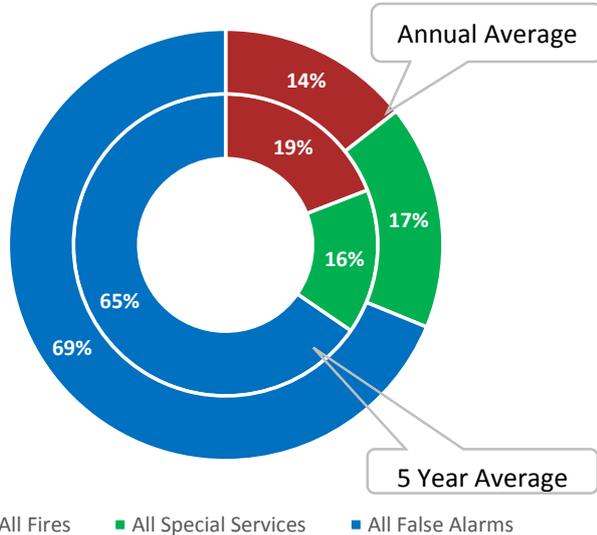


£281,710
economic cost of
ufas incidents

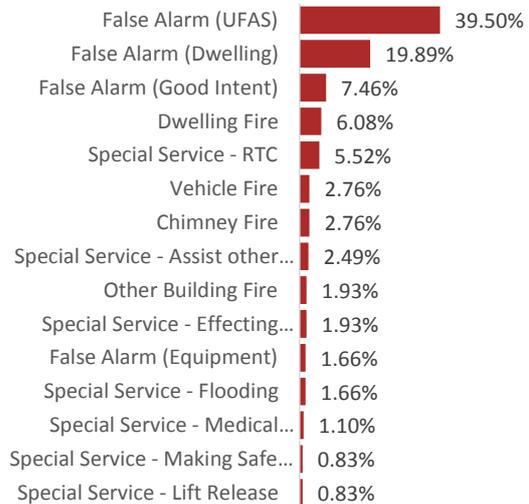
Activity by Time of Day



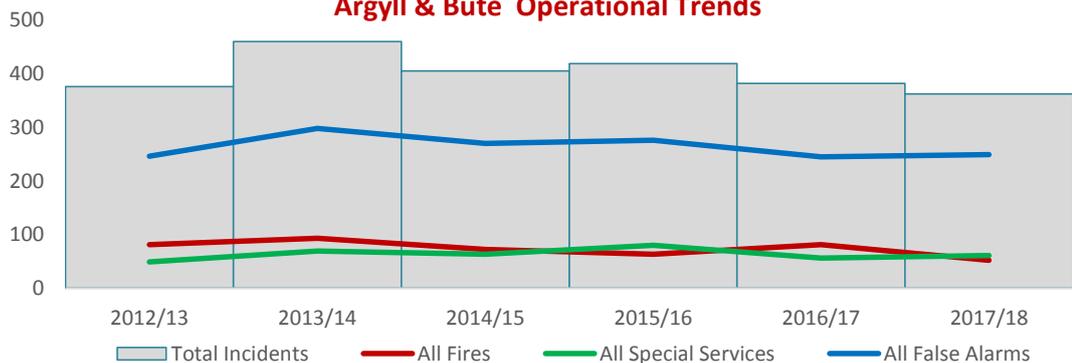
Incidents by Classification



Top 15 Incident Types by % of Total Incidents



Argyll & Bute Operational Trends



	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
All Fires	81	93	72	63	81	52
All Special Services	49	69	63	80	56	61
All False Alarms	246	298	270	276	245	249
Total Incidents	376	460	405	419	382	362

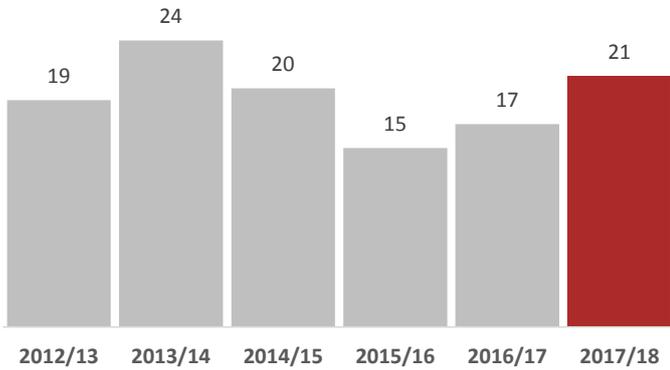
Domestic Safety - Accidental Dwelling Fires



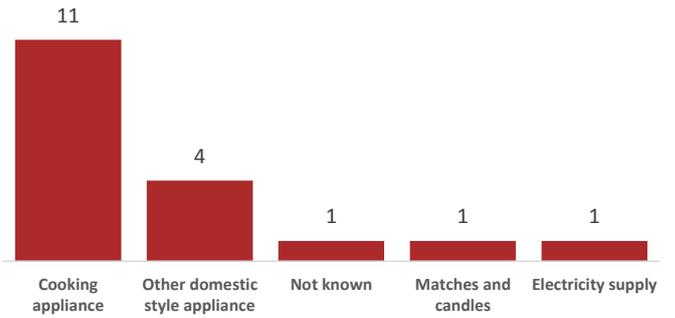
Performance Summary

Year on Year **24%** 3 Year Average **2%** 5 Year Average **2%**

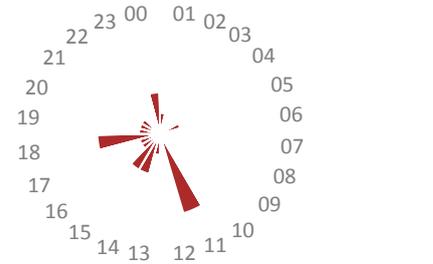
Accidental Dwelling Fires to Date



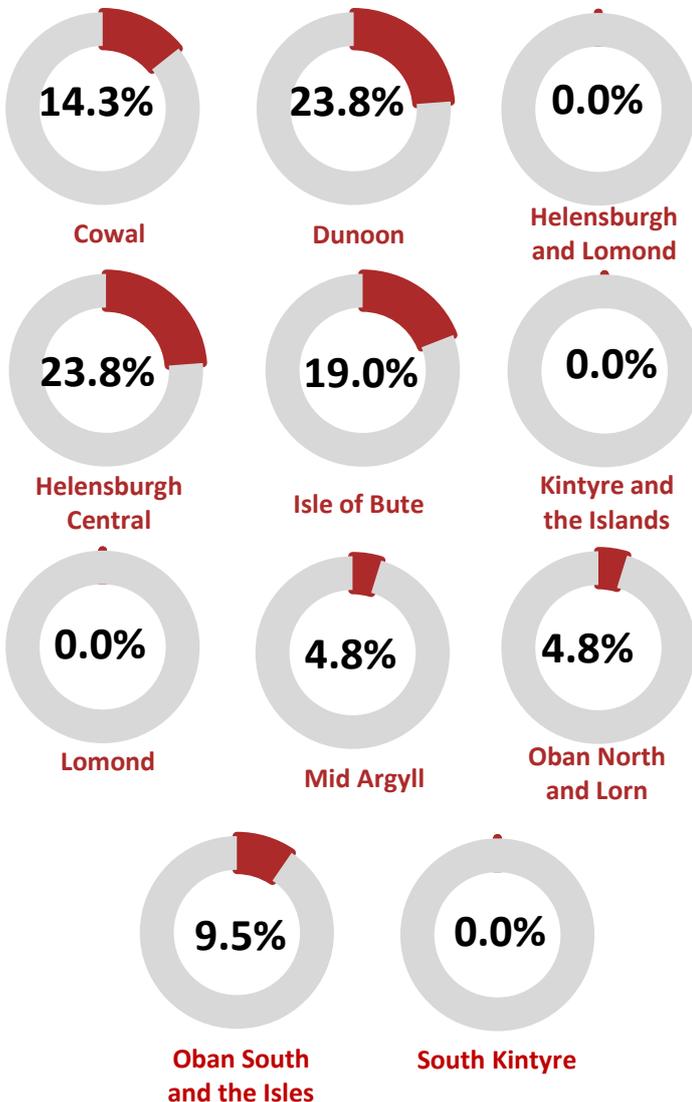
Main Source of Ignition



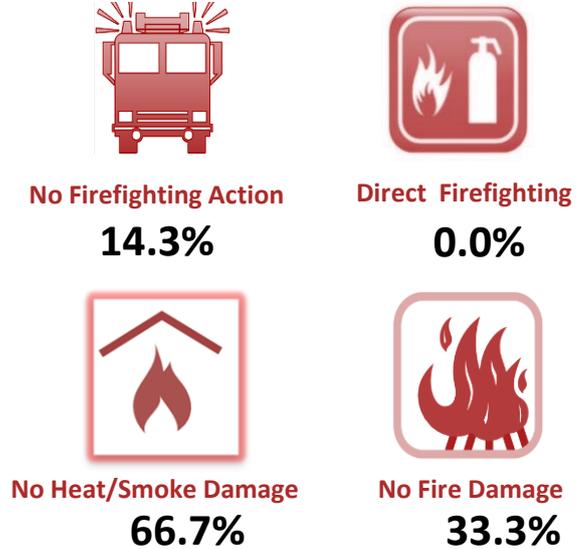
Accidental Dwelling Fires by Time of Day



Accidental Dwelling Fires Activity by Ward (% share)



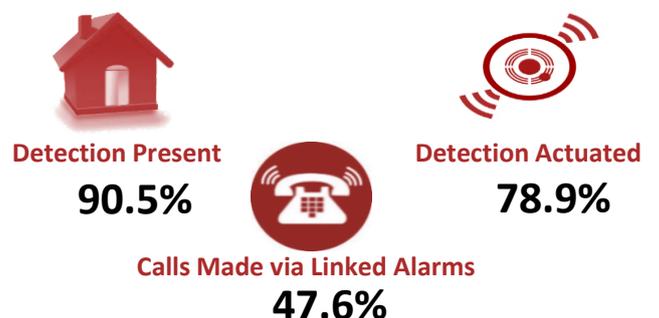
Severity of Accidental Dwelling Fires



Human Factors



Automatic Detection & Actuation



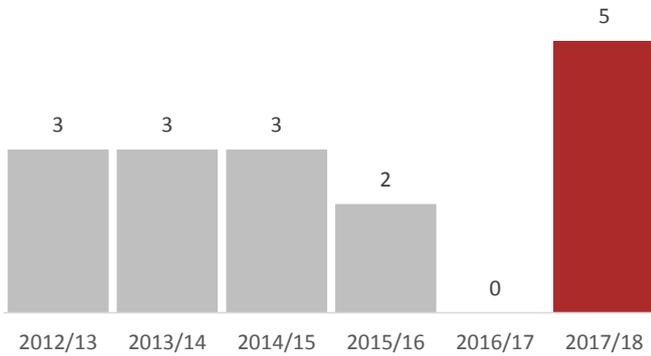
Domestic Safety - Accidental Dwelling Fire Casualties



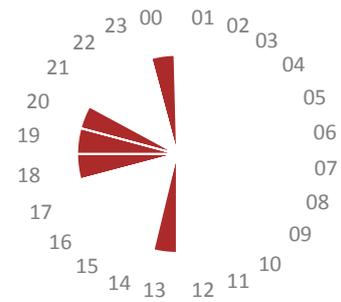
Performance Summary

Year on Year	3 Year Average	5 Year Average
0%	40%	18%

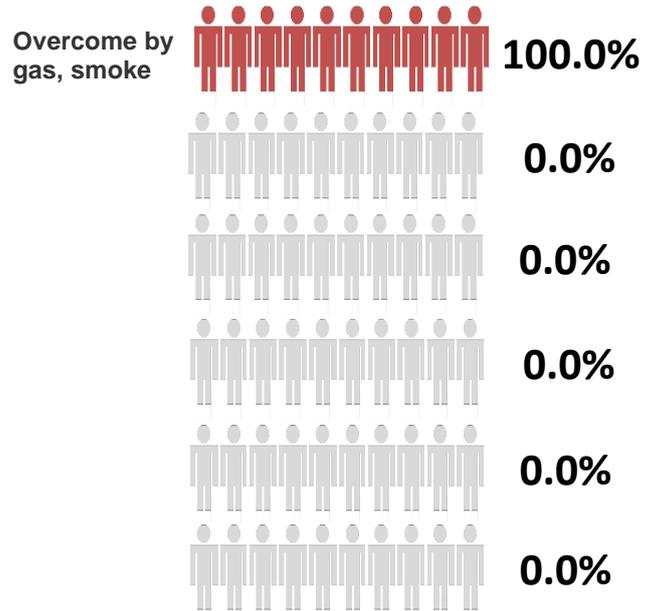
Accidental Dwelling Fire Casualties Year to Date



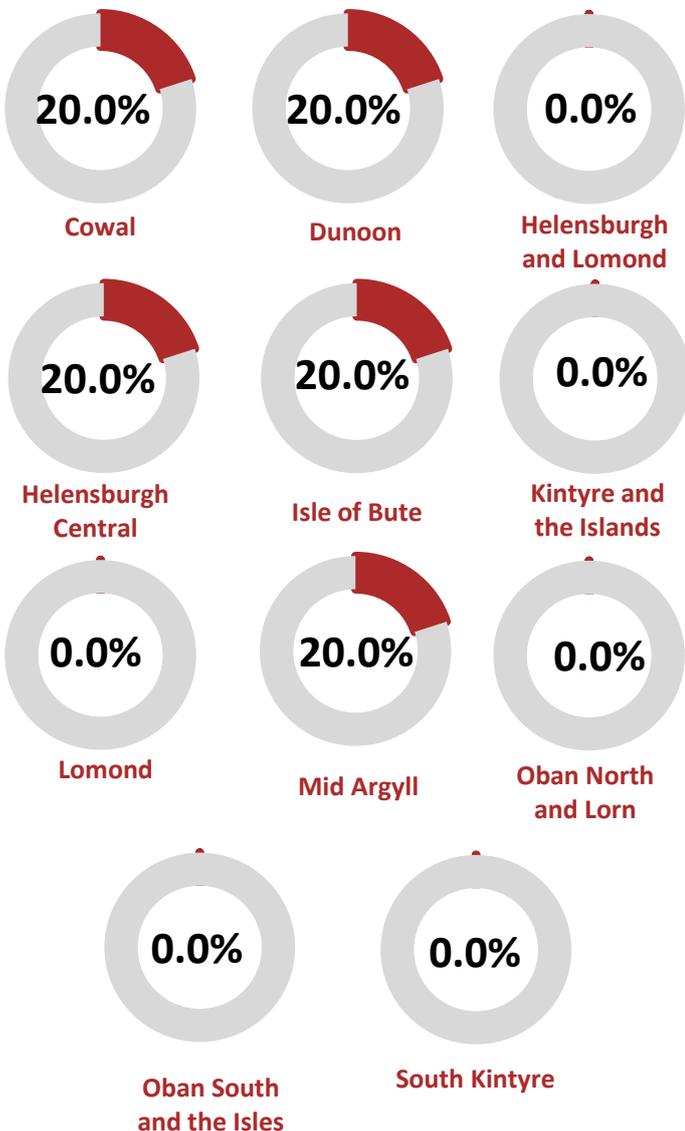
Fire Casualties by Time of Day



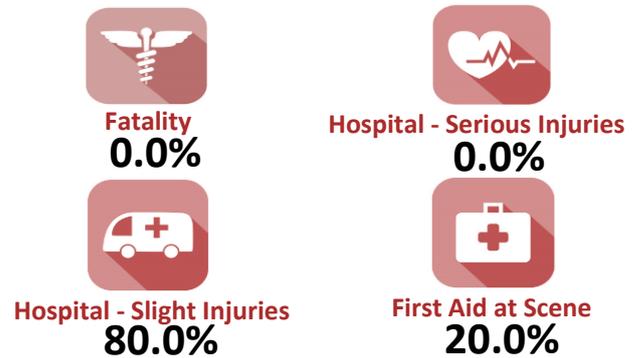
Nature of Injury



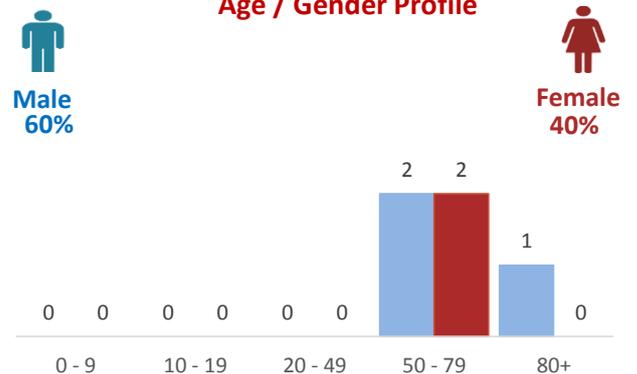
Accidental Dwelling Fire Casualties by Ward (% share)



Extent of Harm



Age / Gender Profile



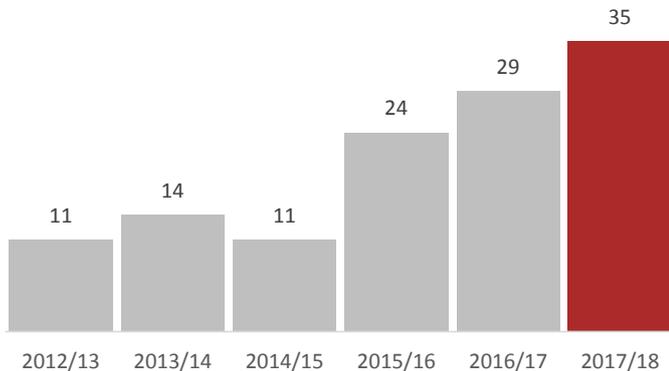
Unintentional Injury or Harm



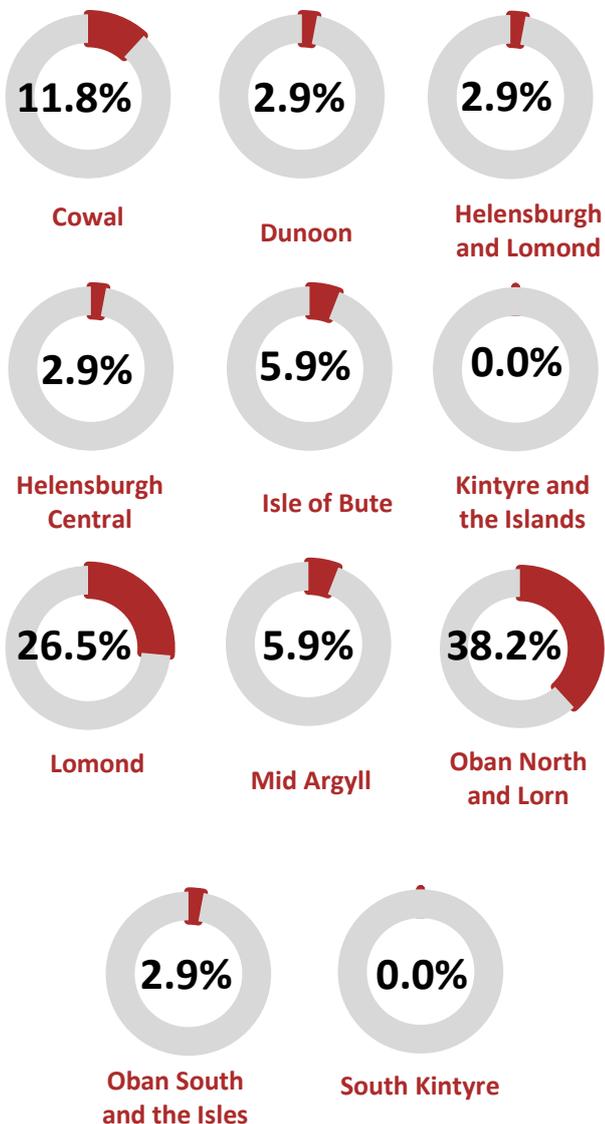
Performance Summary

Year on Year	3 Year Average	5 Year Average
21%	38%	27%

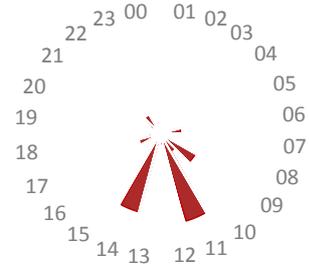
Non-Fire Casualties Year to Date



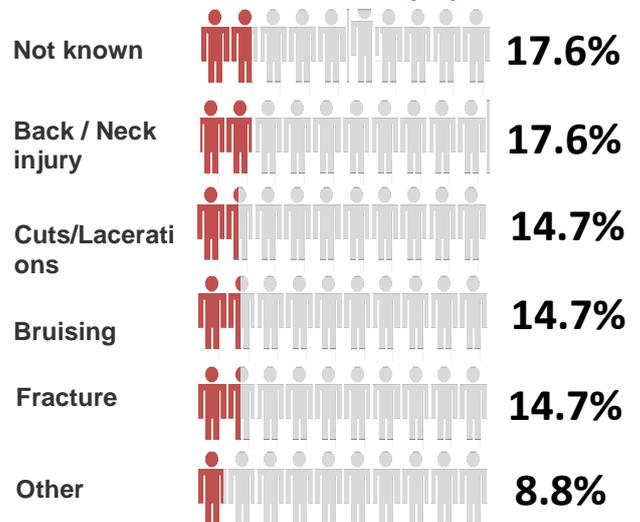
Non-Fire Casualties by Ward (% share)



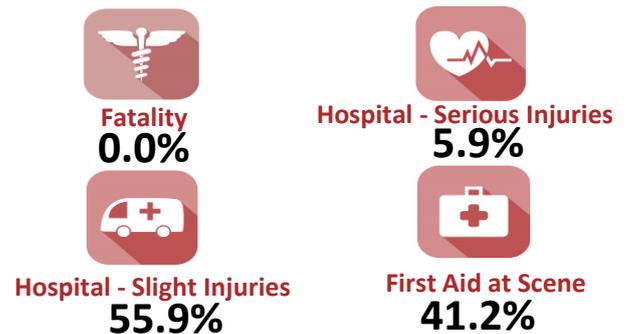
Non-Fire Casualties by Time of Day



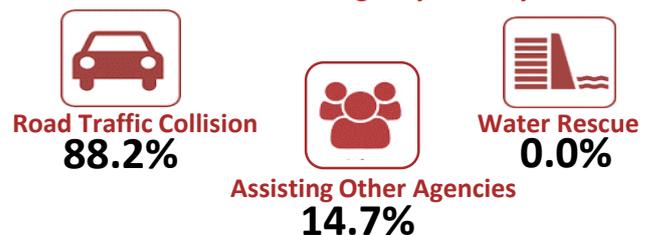
Nature of Injury



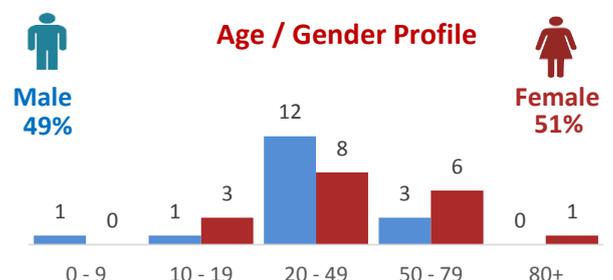
Extent of Harm



Non-Fire Emergency Activity



Age / Gender Profile



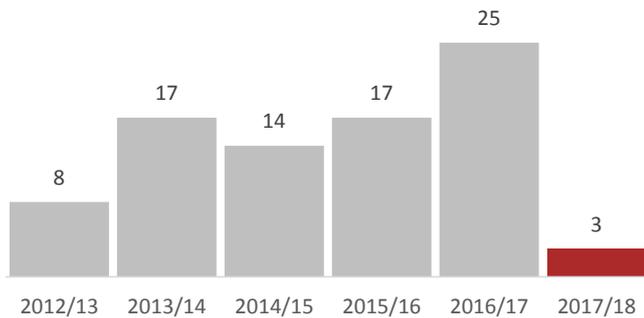
Deliberate Fire Setting



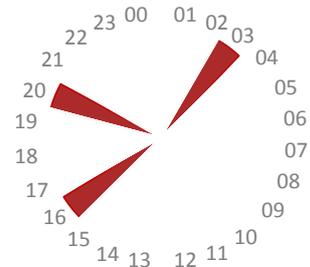
Performance Summary

Year on Year	3 Year Average	5 Year Average
-88%	-20%	-6%

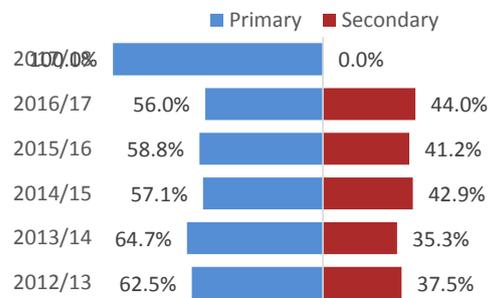
Deliberate Fires Year to Date



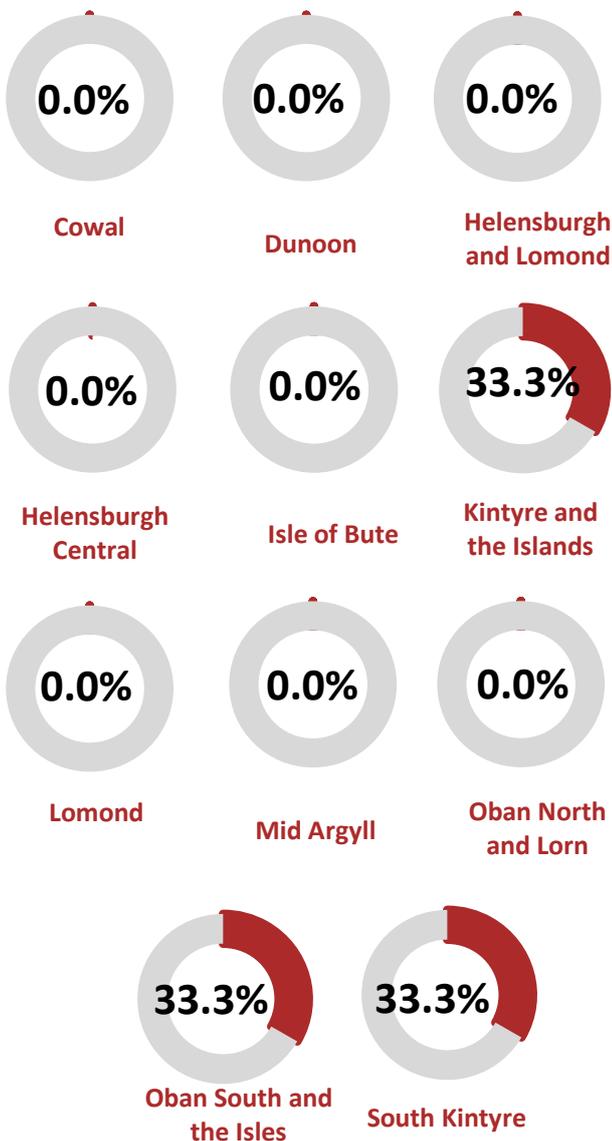
Deliberate Fires by Time of Day



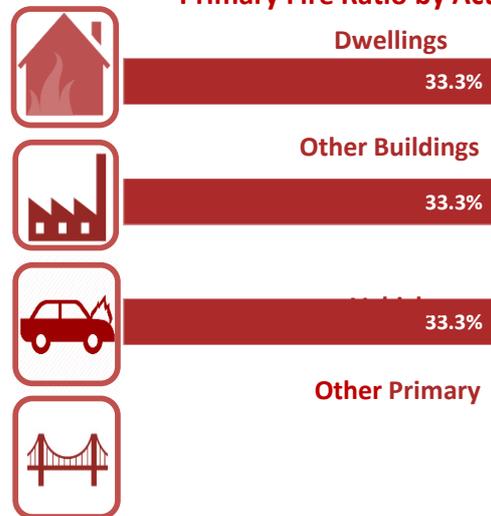
Deliberate Fires by Classification



Deliberate Fires by Ward (% share)



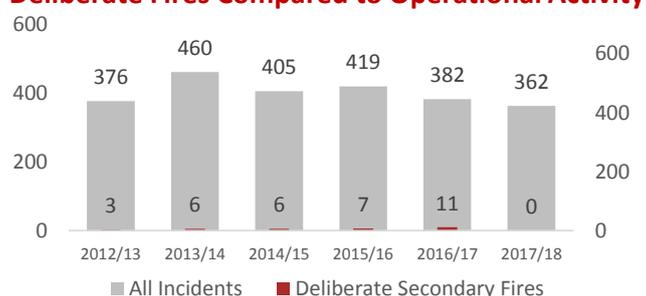
Primary Fire Ratio by Activity Type



Secondary Fire Ratio by Activity Type



Deliberate Fires Compared to Operational Activity

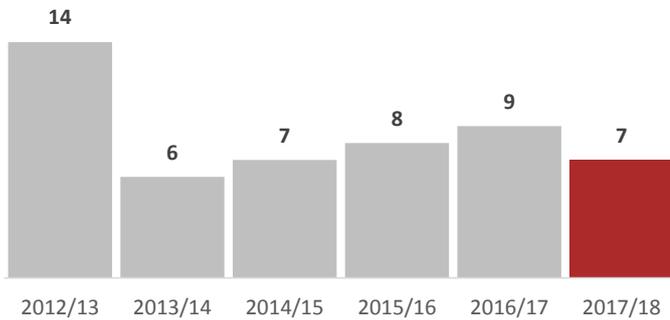


Non Domestic Fire Safety

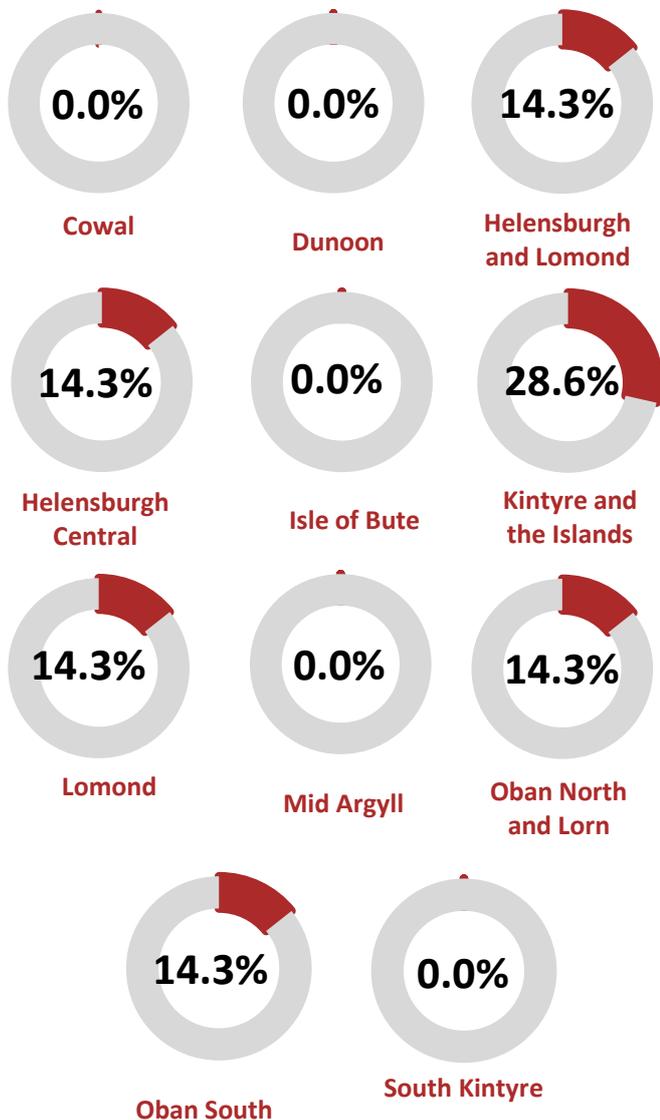


Performance Summary
 Year on Year: -22%
 3 Year Average: 0%
 5 Year Average: -16%

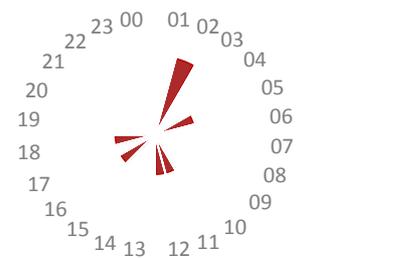
Non-Domestic Fires Year to Date



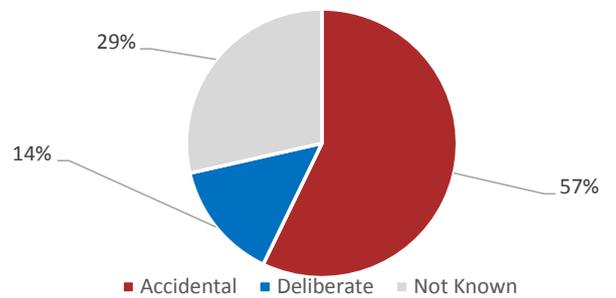
Non-Domestic Fires by Ward (% share)



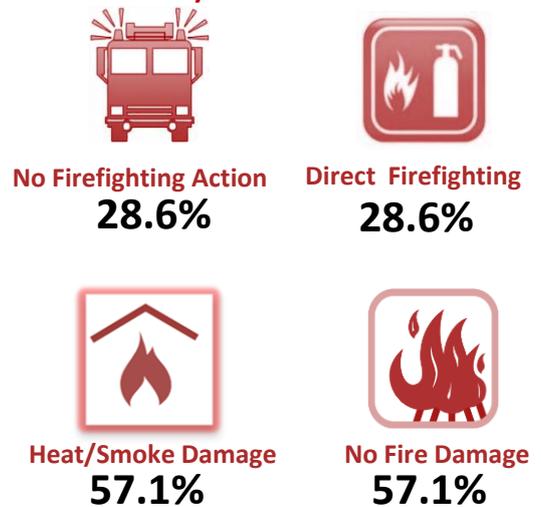
Non-Domestic Fires by Time of Day



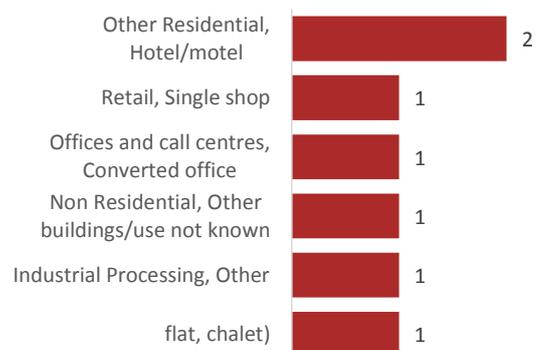
Non-Domestic Fires by Nature of Origin



Severity of Non-Domestic Fires



Non-Domestic Fires by Premises Type

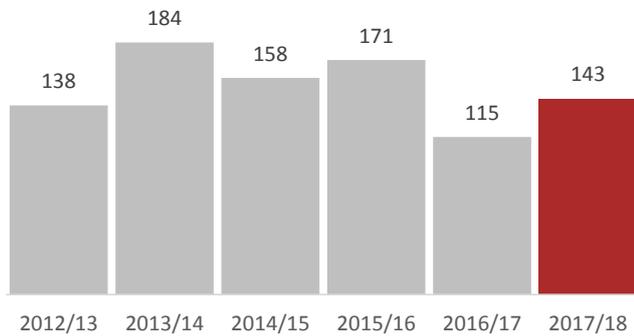


Unwanted Fire Alarm Signals

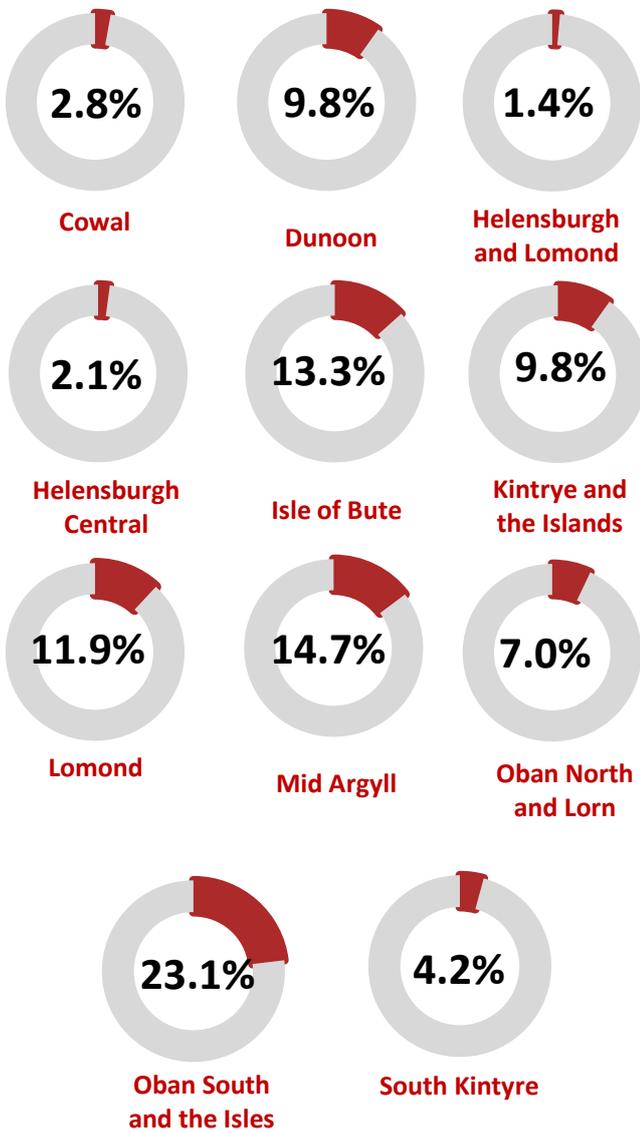


Performance Summary
 Year on Year **24%**
 3 Year Average **-3%**
 5 Year Average **1%**

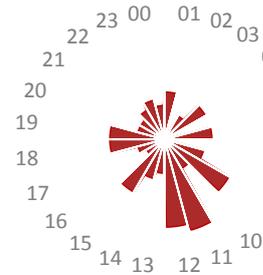
Unwanted Fire Alarm Signals Year to Date



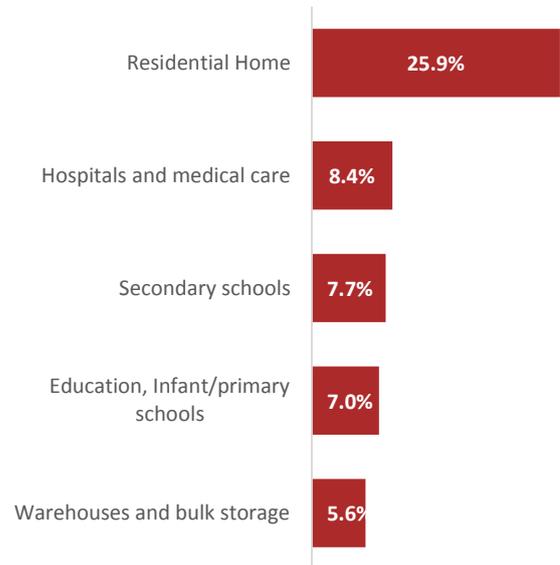
Unwanted Fire Alarm Signals by Ward (% share)



Unwanted Fire Alarm Signals by Time of Day



Unwanted Fire Alarm Signals - Top 5 Premises



Unwanted Fire Alarm Signals Activity Ratios



UFAS Percentage Against all Incidents

40%



UFAS Percentage Against all False Alarms

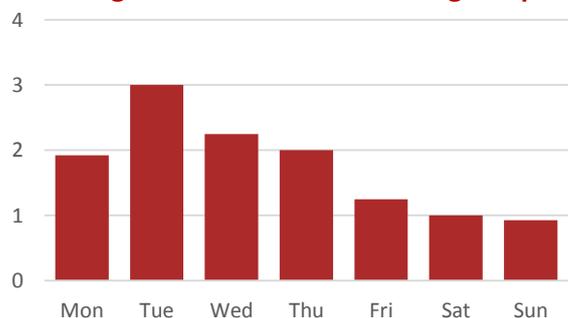
57%



Human Influence and Alarm Activations

29.4%

Average Unwanted Fire Alarm Signals per Day





**POLICE
SCOTLAND**
Keeping people safe

Argyll & Bute

Local Policing Plan 2014 – 2017

Quarterly Report / Q3 – 2017/18



Local Police Commander, Chief Superintendent Hazel Hendren

As Divisional Commander for Argyll and West Dunbartonshire Division, I am pleased to present the third quarterly update in relation to the Argyll and Bute Local Policing Plan for 2017/18. The purpose of this report is to highlight current crime trends and issues identified in the previous 3 month period and provide some context around crime trends over the longer term.

As outlined in the Local Policing Plan for Argyll and Bute our focus - **Keeping People Safe** – and the policing principals which it encapsulates continue to be at the centre of all police activity carried out across Argyll and Bute. Public consultation, partnership working and our own detailed crime analysis has determined that the priorities going forward in 2017/18 remain unchanged:-

- ❖ **Road Safety & Road Crime**
- ❖ **Violence, Disorder and Antisocial Behaviour**
- ❖ **Public Protection**
- ❖ **Major Crime and Counter Terrorism**
- ❖ **Acquisitive Crime**

These priorities are also aligned to Argyll & Bute's Single Outcome Agreement 2013 – 2023. National performance frameworks continue to be utilised to measure progress, monitor activity, identify key areas where resources need to be focused and demonstrate how successful we are in meeting our key priorities and objectives. The Local Policing Plan for Argyll and Bute remains under constant review to ensure that new and emerging issues continue to be addressed at a local level.

Integrity, Fairness and Respect are our policing values and the touchstones for all our interactions, forming the basis of everything we do and every decision we reach. By applying our values, we continue to receive public consent through improved relevancy, trust and support.

Local Area Commander Chief Inspector Marlene Baillie continues to have responsibility for addressing crime issues and concerns as they arise on a day to day basis within Oban and Lorn and Mid Argyll, Kintyre and the Islands, supported by dedicated Area Inspectors Julie McLeish (Campbeltown & Lochgilphead) and Mark Stephen (Oban). Similarly Area Commander Chief Inspector Paul Robertson has responsibility for Helensburgh, Cowal and Bute and is currently supported by Inspector Duncan McLean (Dunoon & Rothesay) and Inspector Allan Kirk (Helensburgh).

Early November saw the usual planned firework displays and despite widespread adverse press coverage aimed at specific areas across the country those held within the Argyll and Bute area passed without incident. Focus then moved to the roads and the annual winter safety campaign that prioritised general vehicle safety checks incorporating an education and enforcement approach, the dangerous carriage of goods by HGVs and of course the national festive drink driving initiative supported by a hard-hitting media campaign.

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A robust festive safety campaign was also put in place aimed at supporting local businesses across both the day and night time economies and keeping people safe in the lead up to and across the Christmas and New Year period. With no significant increase in violence or ASB across the local authority area, the campaign was deemed a success.

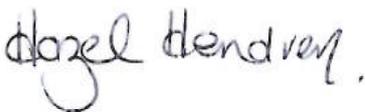
From an events perspective, there was a number of smaller scale events predominantly linked to the festive period with Christmas lights switch-on and various processions and parades, all of which passed without incident.

Benchmarking

Benchmarking is a process used by organisations to compare their processes and performance metrics against like organisations that are recognised as being the leader in their respective field. This offers organisations the opportunity to learn from the information and experience developed by those considered to be 'best in class'. Benchmarking ensures that organisations maintain both an internal and external perspective on their relative performance and challenges potential organisational complacency over results achieved.

Local Authorities in Scotland have been engaged in benchmarking over the past four years as part as of the Scottish Local Government Benchmarking Framework (LGBF). They have been working with the Improvement Service (IS) over the last four years on developing a common approach to benchmarking.

Research continues into this topic to ensure the most accurate comparisons are being drawn, particularly given that the geographic and demographic profile of an area is a significant factor in determining the nature and volume of crimes reported therein. In previous reports comparisons have been drawn with the Highlands local authority area however, at the request of the Argyll & Bute Scrutiny Committee, recent reports (Qtr3 – 2016/17 forward) provide comparisons with crime and incident data relating to the Scottish Borders Local Authority area. This information **MUST** only be used for guidance purpose.



Hazel Hendren
Chief Superintendent
Local Police Commander

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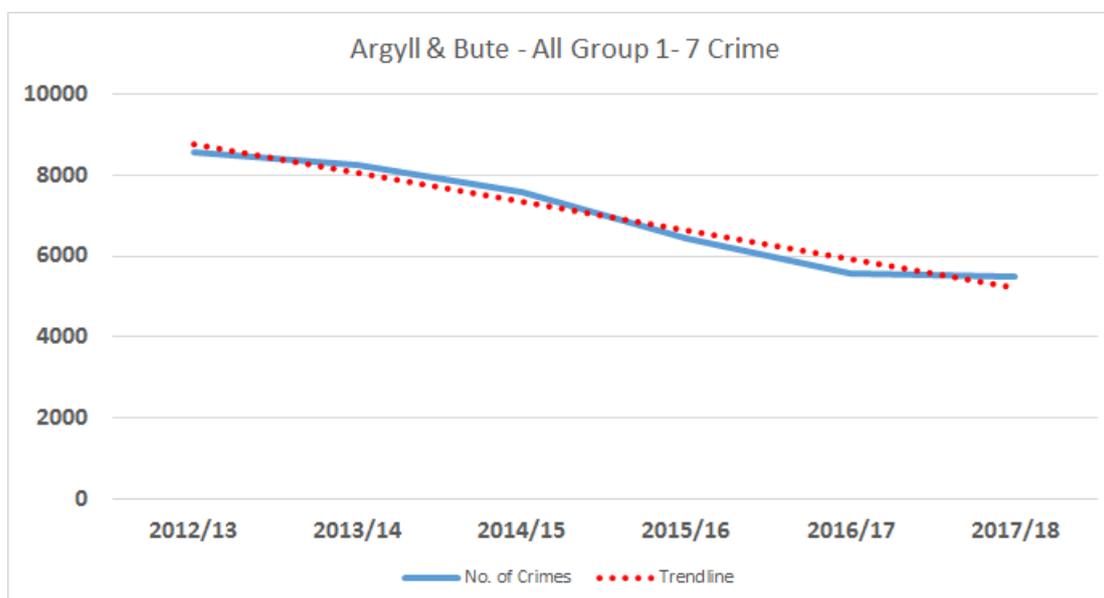
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Crime Overview

Group 1 -7 Crime

The number of Group 1 – 7 crimes being recorded across Argyll and Bute continues in an overall downward trend. Crime figures recorded at the end of Quarter 3 indicate a reduction of 24.5% compared to the 5 year average while crimes levels YTD are marginally lower than last year (-1.1%).

Despite the overall reduction in crime, Group 1 crimes of violence have increased by 26.2% (11 crimes) and Group 2 crimes have increased by 20.6% (21 crimes). Levels of acquisitive crime also remain 20.1% higher than in the same YTD period last year. Group 5 crimes, which reflect police pro-activity, have increased by 22.8% while ASB related crimes (Group 6) have reduced by 10.6% and complaints regarding disorder have decreased by 2.8%.



Local Authority Comparison

Figures recorded at the end of Quarter 2 show that the total number of Group 1 – 5 crimes recorded per 10,000 population within Argyll and Bute remained slightly lower at 149.7 than in the Scottish Border which recorded 160.0. Both local authority areas saw an increase from the previous year.

This information is not available in relation to all Group 1 – 7 crime.

Road Safety & Road Crime

Priorities outlined in the Local Policing Plan remain at the forefront of operational activity carried out in respect of road safety and road crime. These are as follows:-

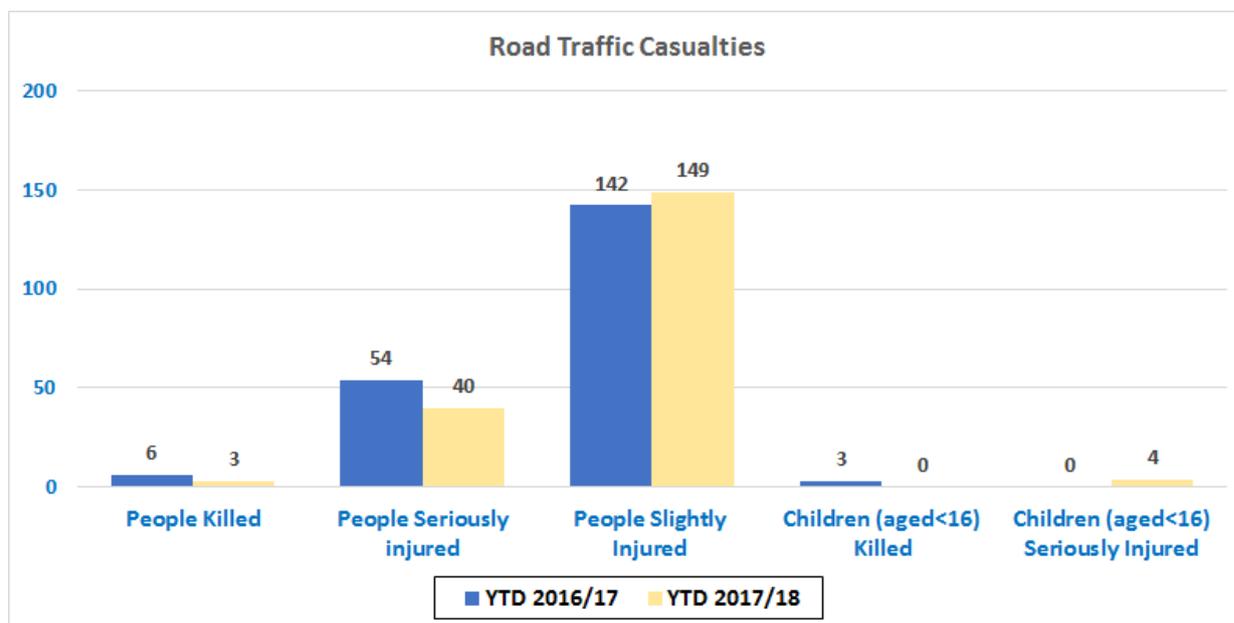
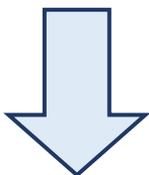
- *To work with partners to develop a strategy to reduce the numbers of those killed and seriously injured on the Argyll and Bute road network.*
- *To increase enforcement activity to improve driver behaviour.*
- *To improve road safety through enhanced partnership working and preventative initiatives within the community.*

Road Traffic Casualties

Set against figures for the same period last year, the number of persons killed and seriously injured on the roads network within Argyll and Bute has reduced considerably with 6 fewer fatalities and 14 fewer serious injuries recorded YTD. Slight injuries have however seen a marginal increase from 142 to 149.

Transport related incidents continue to be the most commonly recorded incident type in Argyll and Bute. The most prominent crash locations remain unchanged:

- A83 between Furnace and the Rest and be Thankful
- A82 between Inveruglas & Luss
- A85 between Taynuilt and Oban



Local Authority Comparison

Figures recorded at the end of Quarter 2 show that the total number of road casualties within Argyll and Bute YTD remains marginally higher than in the Scottish Borders at 147 and 144, respectively. While Argyll and Bute recorded one less fatality, serious injuries were slightly higher at 32 compared to 27 in the Borders.

When considering this information it is pertinent to note that the road network within Argyll and Bute covers around 2600 square miles compared to approx. 1800 square miles in the Scottish Borders.

The downward trend in offences relating to motor vehicles continued during Quarter 3. As at 31st December 2017 figures show a reduction of 3.4% compared to the same period last year. In keeping with previous trends, much of the reduction overall is due to decreases in offences relating to speeding and the use of mobile phones.

	Apr – Dec 2017	Apr – Dec 2016	% Change
Dangerous driving	67	63	6.3%
Speeding	942	1,049	-10.2%
Disqualified driving	6	2	200.0%
Driving Licence	59	47	25.5%
Insurance	133	107	24.3%
Seat Belts	54	62	-12.9%
Mobile Phone	34	81	-58.0%

Focused Police Activity

Prominent Crash Locations

The key threat within Argyll & Bute still largely remains on the open, national speed limit trunk roads where patrolling and enforcement activities continue to be directed to those areas where the casualty rates are higher. During Quarter 3 additional support was also directed from the DRPU to the Kilcreggan Peninsula in response to a fatal collision to ensure public reassurance within that specific area and also to address complaints of unacceptable driving.

Festive Drink / Drug Driving Campaign

This year's campaign ran from 1 December 2017 to 2 January 2018. Road checks were carried out across the division at varying times and conventional and social media was fully utilised to publicise activities and encourage compliance and public reporting. As a result 19 offenders were reported for drink/drug related driving offences and many more offences were detected in relation to manner of driving, construction and use, as well as document offenders.

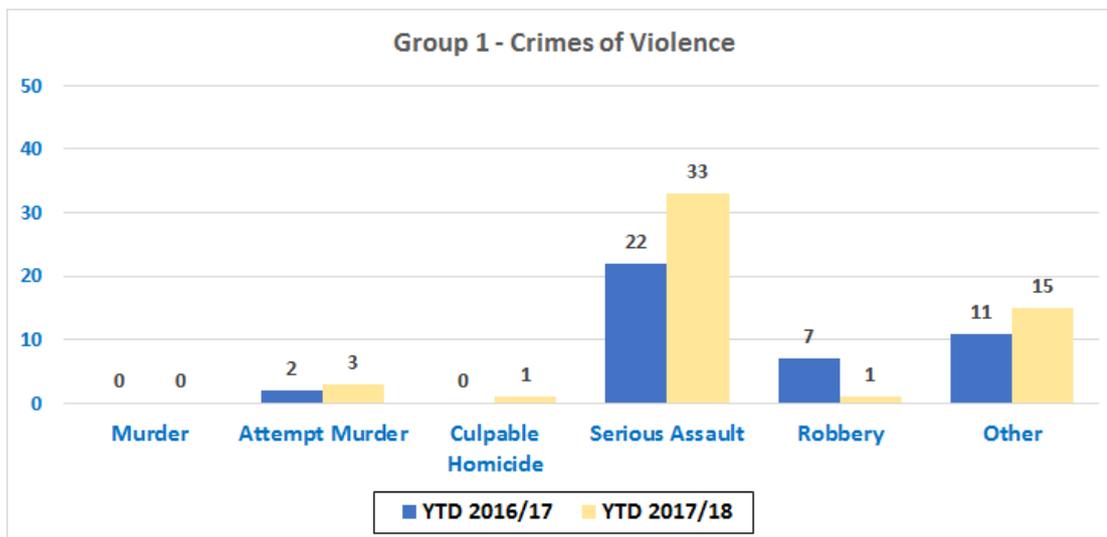
Violence, Disorder & Antisocial Behaviour

Police Scotland remain dedicated to reducing violence, disorder and antisocial behaviour within the local communities of Argyll and Bute in order to 'Keep People Safe'. Operational police activity carried out on a daily basis continues to be driven by the objectives outlined in the local policing plan:-

- ❖ *To reduce the number of victims of violent crime.*
- ❖ *To reduce the number of reported incidents of antisocial behaviour.*
- ❖ *To impact on alcohol related violence, antisocial behaviour and disorder with particular emphasis in and around licensed premises.*
- ❖ *To increase the number of people detected for violent and domestic crime.*

Group 1 – Crimes of Violence

The total number of Group 1 crimes of violence recorded YTD within Argyll and Bute increased slightly during Quarter 3. As at 31st December 53 crimes had been reported compared to 42 in the same period last year, which is marginally lower than the 5 year average (54.6). As shown in the chart below, crimes of robbery have reduced however this has been offset by a noticeable increase in serious assaults. Whilst 19 of the 33 serious assaults reported occurred in a public space, in 67% of cases the victim knew the offender and the crime was the result of a friend / family or domestic dispute. The detection rate for Group 1 crime remains high at 77.4%.



Crimes involving lower level violence such as Common Assault remain relatively unchanged year on year (+ 2 crimes) however ASB related crimes have reduced by 10.6% and complaints regarding disorder have decreased by 2.8%.

Local Authority Comparison

Figures recorded at the end of Quarter 2 show that the number of Group 1 crimes of violence recorded per 10,000 head of population remained marginally higher in Argyll and Bute than in the Scottish Borders Local Authority area at 3.9 and 3.4 respectively.

Similarly, in terms of low level violence and antisocial behaviour, Argyll and Bute continued to record a higher rate per 10,000 head of population in relation to Common Assault at 50.8 compared to 34.8 in the Scottish Borders. ASB related crimes overall were also higher at 85.4 versus 79.9. However, public reported incidents of antisocial behaviour remained considerably lower in Argyll and Bute at 195.3 compared to 271.3.

The Divisional Violence Prevention Strategy and Directed Policing Plans, which are informed by analytical products produced at a local level, continue to be fully exploited to ensure local officers manage the threat and risk posed by specific individuals and at identified problematic locations. In addition, various pro-active policing tactics have been utilised in order to impact on crime and incident levels.

Focussed Police Activity

Police Scotland Youth Volunteers

On Thursday 26 October 2017 the Police Scotland Youth Volunteer scheme was launched in Oban. The scheme is aimed at young people between the ages of 13 -18 years in the Oban community. At present the group are working towards their passing out ceremony which is scheduled for 22 March 2017 and look forward to showing off their excellent skills in drill on the parade square. We are currently training the youths in radio procedure, the phonetic alphabet and correct use of police notebooks. The group are also progressing well with their team building and using great initiative in all tasks set. The volunteers will shortly be receiving their training to become trainers of the "I am me/keep safe" campaign which will be a vital tool for the community. On completion of their training the successful candidates are looking forward to assisting with the many groups and charities in the Oban area.

Notable Conviction

A conviction was secured against a male which resulted in a three year prison term following a street robbery whereby an elderly male was attacked in Rothesay.

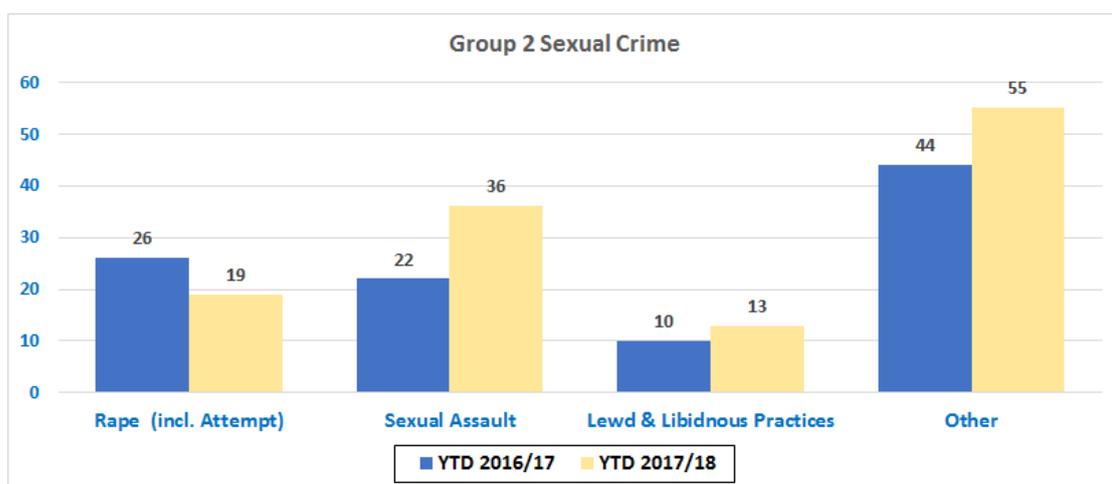
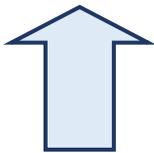
Protecting Vulnerable People

As set out in the Local Policing Plan, our priorities in respect of protecting vulnerable people remain unchanged:-

- ❖ *To work with our partners to identify those children, young people and vulnerable adults who are most at risk and through joint action reduce that risk.*
- ❖ *To continue to develop proactive strategies to deal with managed offenders, particularly those that present the greatest threat, risk and harm.*
- ❖ *To increase the number of persons detected for sexual crimes.*
- ❖ *Together with partner agencies, strive to provide a better quality of service to the victims of sexual crime.*

Group 2 – Sexual Crime

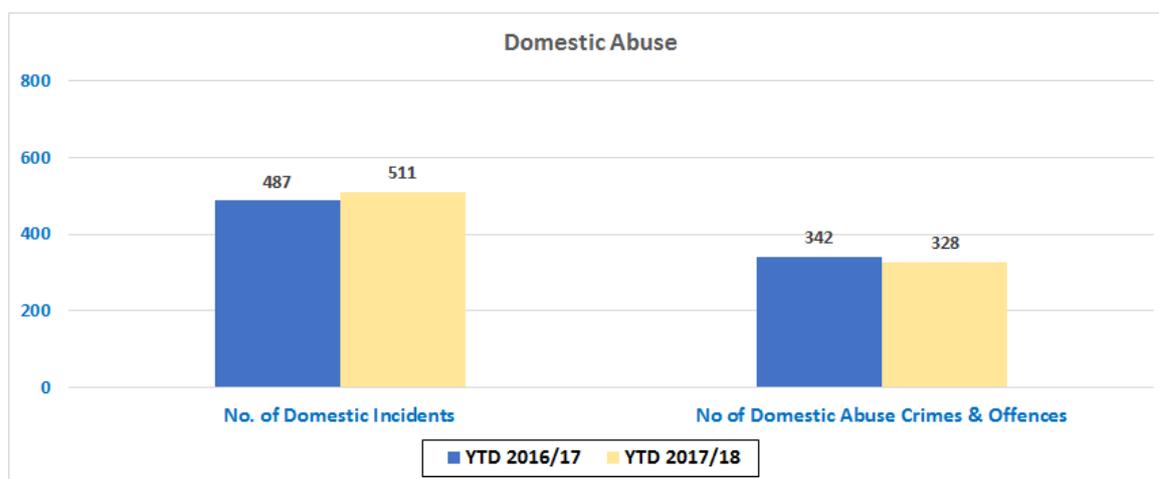
At the end of Quarter 3, the total number of Group 2 sexual crimes reported within Argyll and Bute shows an increase of 20.6% compared to the previous year, which equates to 21 more crimes being recorded. Crimes levels are also 28% high than the 5 year average. As shown in the graph below, increased crimes levels are largely due to a rise in sexual assaults and 'other' crimes primarily those relating to indecent images and indecent communication. Around 71% of crimes recorded occurred in a private space, mainly residential dwelling homes, and in approximately 70% the offender was known to the victim. 24% of all crimes recorded were historical reports. The detection rate for Group 2 Sexual Crime has reduced slightly year on year from 61.8% to 51.2% however rape crime detections have improved considerably from 34.6% to 72.2%.



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Domestic Abuse

Levels of domestic abuse occurring within Argyll and Bute remain relatively unchanged. Compared to figures recorded at the end of Quarter 3 last year, the number of domestic abuse incidents being reported remains 4.9% higher while the number of domestic abuse crimes/offences being recorded remains 4.1% lower. Dunoon multi member ward (MMW) area continues to record the highest number of domestic incidents YTD and shows a slight increase (5 incidents) compared to last year. Oban North and Lorn MMW has also seen a slight increase (7 incidents).



Local Authority Comparison

Figures recorded at the end of Quarter 2 show only a marginal difference in the number of Group 2 crimes recorded per 10,000 population within Argyll and Bute compared to the Scottish Borders Local Authority area at 8.4 and 9.3, respectively. The number of Rape crimes (per 10,000 population) was also marginally lower at 1.4 compared to 2.4 in the Scottish Borders as were Sexual Assault crimes at 3.8 versus 4.1.

Focused Police Activity

Community & Mental Health Triage

The Mid Argyll, Kintyre and Inverness Community Triage Service (Out of Hours Telephone Service based in New Craigs Hospital, serving NHS Highland) has been developed to support the measures outlined in the Mental Health (Care and Treatment) (Scotland) Act 2003 and provide Community Psychiatric Nursing (CPN) support to operational police officers to aid their decision making process around managing risk. It is intended that the Mid Argyll, Kintyre and Inverness Community Triage Service will lead to more timely intervention by Mental Health professionals when required, providing a better

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Focussed Police Activity**Community & Mental Health Triage (cont'd)**

service for individuals as well as achieving efficiencies and improvements for the police, health and other services including:

- Improve outcomes for those who are detained and also those who are dealt with in the community.
- Improve partnership working between Police and Health services.
- Improve pathways to effective Mental Services including follow up service following initial contact with the police.
- Lessen the operational impact on both police and health staff and streamline the process of out of hour's mental health assessments.
- Improve efficiency of services provided by police and health professionals when dealing with mental health incidents.

The focus of the Mid Argyll, Kintyre and Inverness Community Triage Service will be to provide a prompt telephone response to incidents, access to local health service information using existing protocols and access to advice, assessment and other support services. Advice will be provided by the service on the care of the individual and will inform any subsequent decision to take an individual to a mental health or other hospital for further mental health treatment. The pilot was launched on the 26th January 2018 and is operating within the Mid Argyll and Kintyre areas of Argyll and Bute. There is a monitoring and evaluation process that will be subject to weekly and thereafter a 3 monthly review to assess whether there is scope to extend into other areas.

Major Crime & Counter Terrorism

Keeping people safe by reducing the threat posed from organised crime and terrorism across Argyll and Bute remains a high priority for all local police officers. The Joint Terrorism Analysis Centre (JTAC) is the UK's centre for the analysis and assessment of international terrorism. JTAC has responsibility for setting international terrorism threat levels which is currently assessed as SEVERE. Police across Argyll & West Dunbartonshire Division continue to implement the UK Government CONTEST strategy with local and national partners. Police Scotland also continues to target and disrupt the activities of those involved in organised crime at a local level through focused and robust interventions based on the objectives set out in the local policing plan:-

- ❖ *To disrupt organised crime groups by targeting individuals, the businesses they operate and their access to public contracts.*
- ❖ *To target those individuals who are intent on supplying drugs.*
- ❖ *Through education and partnership, reduce the impact that serious and organised crime and terrorism has on our communities.*
- ❖ *Through the Multi-Agency Serious and Organised Crime and Contest Group, raise awareness and improve information sharing between agencies.*

As per the most recent intelligence assessment (December 2017) relating to Serious and Organised Crime (SOC) the overall threat/risk posed to the communities within Argyll and Bute remains Low. There is currently one identified SOC Group in operation within the area which is assessed to be Low Risk. Proactive and reactive intelligence and evidence gathering opportunities continue to be fully exploited in an attempt to reduce the threat and harm posed by all individuals linked to SOC and to identify new and emerging groups. Police activity continues to be focussed on arresting individuals linked to SOC groups, depriving them of cash and assets through full use of POCA legislation, and as well as depriving them of legitimate enterprise to ensure the maximum impact.

The primary function of those involved in serious and organised crime continues to be the supply and distribution of controlled drugs. Figures recorded at the end of Quarter 3 show drug supply crimes have reduced compared to last year :-



Serious & Organised Crime	Apr – Dec 2017	Apr – Dec 2016	% Change
Number of detections for drugs supply, drugs productions, drugs cultivation	38	55	-30.9%

Local Authority Comparison

Data recorded at the end of Quarter 2 continues to show only a marginal difference in the number of drug supply crimes recorded per 10,000 head of population within Argyll and Bute compared to the Scottish Borders at 3.9 and 3.1 crimes respectively. When considering all drug crime however, Argyll & Bute continued to record a higher number of crimes at 27.0 compared to 18.5 in the Scottish Borders.

*Produced by Police Scotland, Analyst Unit, Dumbarton on 22/01/2018.
All statistics are provisional and should be treated as management information. All data are sourced from Police Scotland internal systems and are correct as at 2 January 2018.*

OFFICIAL**Focussed Police Activity****Human Trafficking – Day of Action**

On 25th November 2017, joint operational activity was undertaken involving Police, Home Office and HMRC aimed at identifying illegal working in premises within the Helensburgh area. No arrests were made on the day, however information obtained has been fed into the central Police Scotland unit, focused on illegal working and human trafficking at a national level.

Increasing awareness of Counter Terrorism

On 5 October 2017 the divisional Counter Terrorism Liaison Officer's (CTLO) attended at Dunoon Community Fire Station and delivered CT Awareness Inputs and WRAP training to Red Cross volunteers from all over Argyll and also to the retainer Firefighters from Dunoon. The event was well attended and deemed to be very worthwhile.

Following on from the success of the three initial inputs to trainee submariners at HMNB Clyde, the divisional CTLO attended again on 6 November 2017 to deliver CT awareness / WRAP inputs to trainee submariners and to key members of management and the training school. Due to the success of the training, staff have asked that this be a regular input during training, the next input will be delivered on 31 January 2018.

A CT Awareness talk was also delivered to all of Argyll and Bute Senior Management during a COSO event held at Victoria Halls. As a result of the input to 75 members of staff, the CTLO has received requests to assist in many areas of Argyll and Bute throughout 2018.

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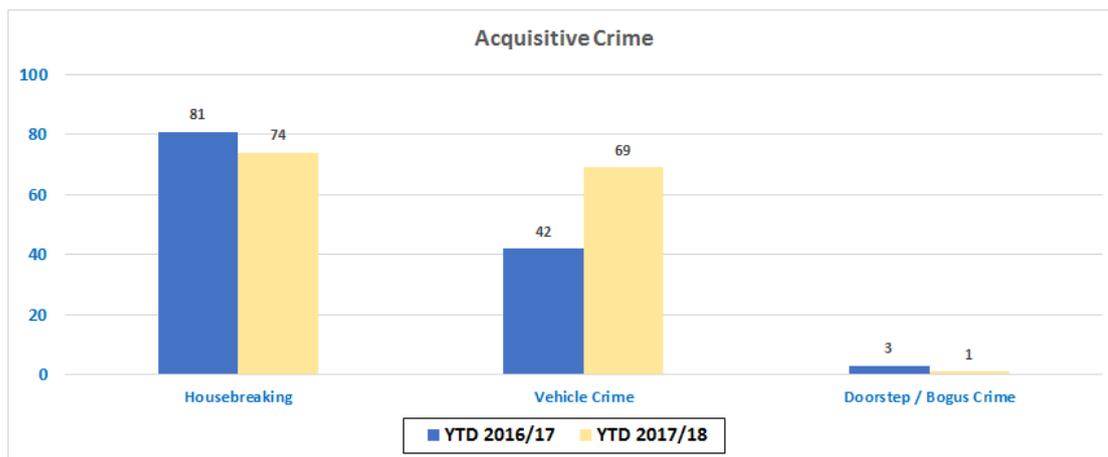
Acquisitive Crime

In the Local Policing Plan, Police Scotland have identified that the objectives in relation to acquisitive crime will be:

- *To reduce the number of housebreakings and improve detection rates.*
- *To target individuals involved in doorstep crime and support the victims through partnership working.*

Group 3 - Acquisitive Crime

Figures recorded at the end of Quarter 3 show a 13.4% increase in the total number of acquisitive crimes recorded within Argyll & Bute compared to the same YTD period last year. This increase is in part due to the significant rise in vehicle related crime noted during Quarter 1 however crime levels have remained relatively low during the current reporting period. Crimes involving common theft have also seen a noticeable increase YTD. Housebreaking crimes remain 8.6% lower than last year and doorstep/bogus crimes have also reduced.



Detection Rate

Approximately 15.1% of all acquisitive crimes recorded at the end of Quarter 3 were detected. Detection rates for housebreaking crime have reduced slightly from 30.9 to 21.6% however vehicle crime detection rates remain higher at 44.9%.

Local Authority Comparison

Data recorded at the end of Quarter 2 shows that the number of Group 3 crimes recorded per 10,000 head of population remained considerably lower within Argyll & Bute at 51.4 compared to 72.4 in the Scottish Borders. Occurrences of housebreaking and vehicle crime were also lower at 5.7 and 6.2 respectively versus 12.5 and 10.7 in the Borders.

OFFICIAL**Focussed Police Activity****Rural Watch**

Rural Crime remains a priority for Police Scotland. Each local policing division is working with partners to enhance intelligence, prevention and enforcement activity through their Rural and Wildlife Crime Governance Groups.

Within L Division the Rural Watch Co-ordinator recently engaged in a promotion campaign to increase the membership across both West Dunbartonshire and Argyll and Bute. This has proved successful with 19 Rural Watch Schemes currently in operation across the area and membership numbers increasing from 508 to 794. Activity will continue into the forthcoming period with the assistance of local area inspectors in order to further extend the reach of the group. Regular updates are circulated and information passed as required however no crimes trends of significance were identified during Quarter 3.

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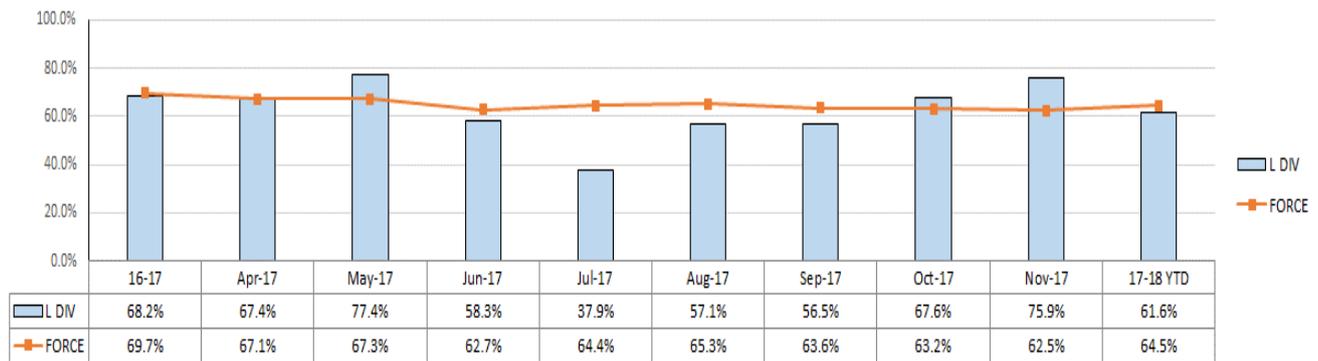
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User Satisfaction Survey

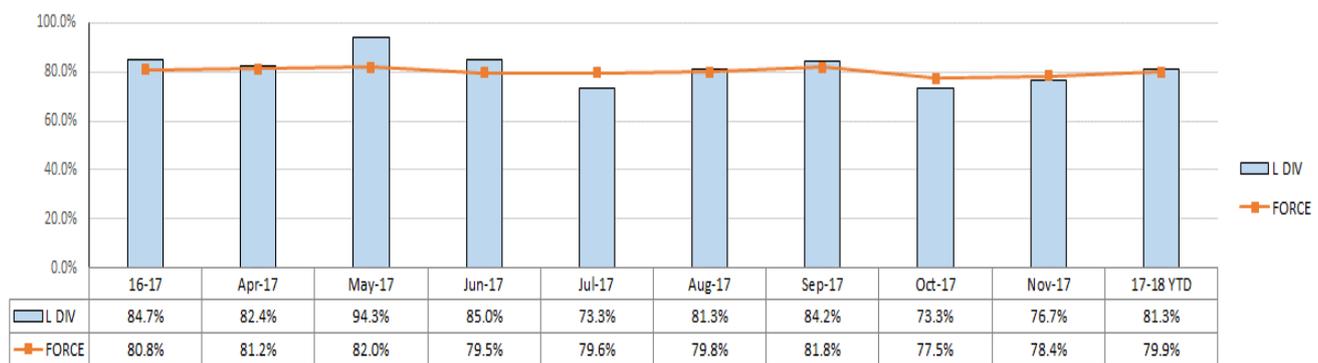
User Satisfaction in L Division shows the following trends in key areas:

- **Were you adequately informed about progress made on the incident you reported:** There continued to be an improvement in confidence levels during November from 67.6% to 75.9% however the YTD figure remains lower than last year at 61.6%. The figure also remains slightly below the national average of 64.5%.
- **What is your overall satisfaction with the service provided –** In November, there was an increase in satisfaction levels to 76.7% compared to 73.3% in October. YTD satisfaction levels show a slight reduction from 84.7% in 2016/17 to 81.3% although still compare favourably to the national picture of 79.9%.
- **Following this incident, what is your overall confidence in Police Scotland?** Confidence levels increased in November to 88.4%. The YTD figures remain higher than in 2016/17 at 82.9% which compares favourably against the national average of 80.3%.

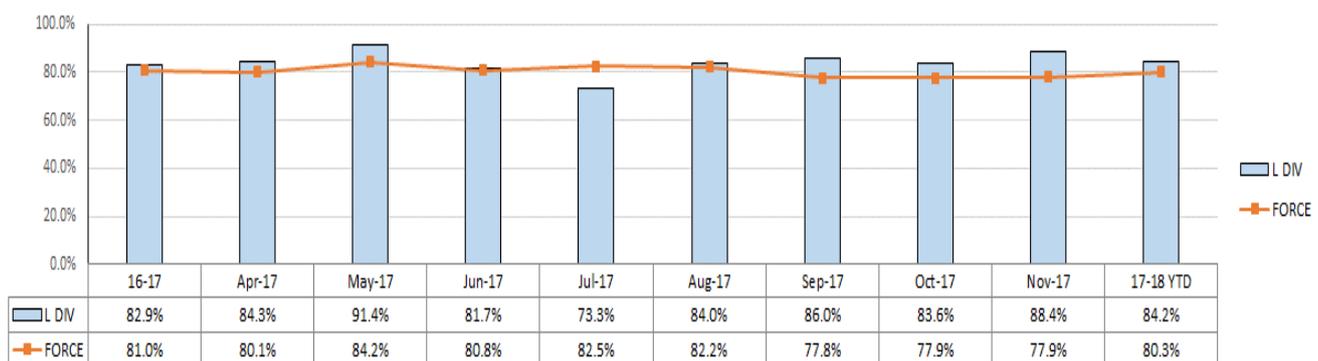
Q4 - Were you adequately informed about the progress made with the incident you reported? (% high)



Q7 - What was your overall level of satisfaction with the way the police dealt with the incident you reported? (% satisfied)



Q8 - Following this incident, what is your level of confidence in Police Scotland? (% high)



ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

COMMUNITY SERVICES

15 MARCH 2018

THE ELECTION OF A TEACHER REPRESENTATIVE TO THE COMMUNITY SERVICES COMMITTEE

1.0 EXECUTIVE SUMMARY

1.1 The purpose of this report is to update the Committee on the appointment of 2 non-voting teaching representatives to sit on the Community Services Committee to represent the teacher workforce.

1.2 RECOMMENDATIONS

The Community Services Committee is requested to:

- a) Note the content of this report, and
- b) Endorse the appointment of the representatives nominated as non-voting members of the Community Services Committee.

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

COMMUNITY SERVICES

15 MARCH 2018

THE ELECTION OF A TEACHER REPRESENTATIVE TO THE COMMUNITY SERVICES COMMITTEE

2.0 INTRODUCTION

- 2.1 The purpose of this report is to update the Committee on the appointment of 2 non-voting teaching representatives who will sit on the Community Services Committee to represent the teaching community.

3.0 RECOMMENDATIONS

The Community Services Committee is requested to:

- a) Note the content of this report, and
- b) Endorse the appointment of the representatives nominated as non-voting members of the Community Services Committee.

4.0 DETAIL

- 4.1 The constitution of the Council outlines that there should be two non-voting teachers elected by teaching staff employed in Local Authority schools in the Council's area to sit on Committees where education matters are discussed.
- 4.2 In line with the required procedures requests were sent to schools and teaching unions asking for nominations to sit on the Community Services Committee on 2 February 2018.
- 4.3 Two Nominations were received within the prescribed timescale of 16 February 2018 from teachers within the Authority. These were for Alison Palmer of Arrochar Primary School and William Hamilton of Dunoon Grammar School.
- 4.4 These nominations are now presented to Committee for approval.

5.0 CONCLUSION

- 5.1 Alison Palmer and Willie Hamilton have been nominated by teaching staff throughout the Local Authority schools to represent them as non-voting members of the Community Services Committee for the duration of this Council.

6.0 IMPLICATIONS

- | | | |
|-----|------------------|---|
| 6.1 | Policy | Adherence with the Council Constitution Part 1 Section C Para 1.3.2 |
| 6.2 | Financial | None at this time. |
| 6.3 | Legal | None at this time. |
| 6.4 | HR | None at this time. |
| 6.5 | Equalities | Will be considered as part of the appointments process. |
| 6.6 | Risk | None at this time. |
| 6.7 | Customer Service | Information for all teaching staff on matters discussed at Community Services Committee is provided as part of the wider employee engagement process. |

Ann Marie Knowles
Acting Executive Director of Community Services

Cllr Yvonne McNeilly
Policy Lead for Education and Lifelong Learning

For further information contact:
Anne Paterson
Acting Head of Education
Tel: 01546 604443
Email: anne.paterson@argyll-bute.gov.uk

20 February 2018

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ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

COMMUNITY SERVICES

15 MARCH 2018

PERFORMANCE REPORT FQ3 2017/2018

1.0 EXECUTIVE SUMMARY

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

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

COMMUNITY SERVICES

15 MARCH 2018

PERFORMANCE REPORT FQ3 2017/2018

2.0 INTRODUCTION

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

3.0 RECOMMENDATIONS

3.1 It is recommended that the Community Services Committee review departmental performance for FQ3.

4.0 DETAIL

4.1 Community Services performance scorecards for FQ3 2017/2018 are attached for review by the Committee.

5.0 IMPLICATIONS

5.1	Policy	None
5.2	Financial	None
5.3	Legal	None
5.4	HR	None
5.5	Equalities	None
5.6	Risk	None
5.7	Customer Service	None

Ann Marie Knowles
Acting Executive Director of Community Services

22 January 2018

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APPENDICES

Appendix 1: FQ3 Performance report and scorecards – Community Services

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Departmental Performance Report for: Community Services	Period: FQ3 2017-18
Key Successes	
Business Outcome 16 - We wholly embrace our Corporate Parenting responsibilities	
<ol style="list-style-type: none"> 1. The Annual Performance Report on the attainment of our Looked After Children was well received when presented to the Corporate Parenting Board this quarter. The inclusion of the detailed statistical information highlighting attainment and achievement of young people was a key focus of the report. Additional information outlining the support arrangements for our young people was also discussed. 	
Business Outcome 17 - The support needs of children and their families are met	
<ol style="list-style-type: none"> 1. The Early Learning and Childcare (ELCC) trials currently underway in Mull and Tiree to deliver 1,140 hours of Early Learning and Childcare continue to evidence positive impact for children and families. One parent on Tiree stated that the additional ELC has enabled her to return to work as a midwife on the island. The impact of both trials was shared at the Early Years Conference held in November 2017. 	
Business Outcome 19 - All children and young people are supported to realise their potential	
<ol style="list-style-type: none"> 1. Across the Authority, attendance rates remain above the national average and the number of children and young people excluded from school is below national averages – <i>Source Education Scotland report into the Further Strategic Inspection of the Education Functions of Argyll and Bute Council, December 2017.</i> 2. Children’s progress in early learning and childcare centres has been sustained, with most children achieving their expected developmental milestones. In 2017, data provided by the Council demonstrates improvements in children’s progress across important stages of the broad general education. Most children at P1, P4 and P7 are making good progress in literacy and numeracy and achieve in line with national expectations. By the end of S3, the Authority data indicates that almost all young people achieve in line with national expectations. 3. Port Ellen Primary School have earned Digital School Award status, the first school in Argyll and Bute to do so. They also achieved another first when their validation visit was the first to be held virtually using Glow Meet. 4. The Education Vision - Our Children Their Future, was awarded a silver award at the Council Employee Awards for Tackling Inequalities and Improving Health. 	
Business Outcome 21 - Our young people participate in post-16 learning, training or work	
<ol style="list-style-type: none"> 1. Young people from Bute and Cowal were given the opportunity to get hands on and go behind the scenes at Sky Television when they visited the company’s Livingstone studios. The visit organised by Argyll and Bute Council’s Youth Services Team was part of Sky Academy’s Skill Studios – a unique learning experience that enables young people to work with members of the Sky team and see how their cutting edge technology works. The Young People have been working with Sky over the last six weeks on a cyberbullying project and, during their time at the studios, they were given the chance to develop and shoot their own news reels on the subject. 2. Developing the Young Workforce (DYW) – Small group provision has been piloted in 4 areas with young people in activity agreements or without 	

a positive destination with a view to developing employability skills.

Business Outcome 31 - We have a culture of continuous improvement

1. During FQ3, Education Officers visited almost all primary and secondary schools for a professional discussion around self-evaluation and school improvement as part of the planned quality improvement visits programme. Themes reviewed were around school improvement plan, Pupil Equity Funding, progress with the NIF, pupil voice, parent voice, digital technology and pastoral issues.
2. During FQ3 officers have carried out a School Review visit to Islay High School which involved central officers, managers, school staff and peer staff from other schools. These School Reviews provide helpful opportunities for sharing good practice and for ensuring that central officers are made aware of the strengths of educational provision as well as areas agreed with the head teacher for improvement.

Business Outcome 32 - Our workforce is supported to realise its potential

1. The quality of leadership at all levels is being developed through a programme of Continuing Professional Development (CPD) in leadership. Staff now have a wide range of good opportunities to develop leadership skills formally and informally, for example, through mentoring and access to National accredited programmes delivered by Scottish College of Educational Leadership (SCEL).
2. A group of teachers began a programme of professional enquiry in November 2017 with Professor M Priestly from Stirling University. The principle focus of the professional enquiry will explore improving practices within teaching and learning.
3. Kirsteen MacDonald, Head Teacher of Kirn Primary was awarded Manger of the Year.

Short-term Operational Challenges

1. Automation of return to works
2. PRDs

Key Challenges and Actions to address the Challenges

Business Outcome 19 - All children and young people are supported to realise their potential

Challenge - Continue to raise attainment for all of our children and young people, specifically in reading, writing and numeracy in line with the new National Improvement Framework for Education including:

- a) Continue to work to close the gap between the most and least disadvantaged children in school as outlined in the new National Improvement Framework.
- b) Introduction of new national standardised assessments in P1, P4, P7 and S3 which focus on progression on literacies and numeracy as part of the new National Improvement Framework.

Actions –

- a) All schools who have been allocated Pupil Equity Funding have been supported to prepare relevant action plans to meet the requirements set out by Scottish Government.

- b) Implementation of national standardised assessment and key priorities currently being developed are: Technical readiness, consultation with schools regarding timing and training programme.

Challenge – Continue to secure improvement in relation to the Strategic Inspection of the Education Functions of Local Authorities–Argyll and Bute Council published on 7 December 2017.

Actions –

- a) Continue to address the action points and embed improvements
- b) Report on successes and continuous improvements

Challenge – Northern Alliance Regional Improvement Collaborative

To become an integral part of the Northern Alliance Improvement Collaborative and to ensure the work of the collaborative adds value to the Education Service delivery of education.

Actions –

- a) Contribute to the Northern Alliance Action Plan to ensure added benefits for Argyll and Bute Education Services
- b) Ensure contributions to Northern Alliance working groups from staff in Argyll and Bute
- c) Allocate appropriate budget for collaborative working.

Challenge – continued contribution to the consultations on the governance review of Education in Scotland and the responses required to the new Education Bill.

Actions –

- (a) Consult with relevant members on the implications
- (b) Ensure schools are given support to take forward new duties
- (c) Ensure the central education team are leading and supporting collaborations

Business Outcome 21 - Our young people participate in post-16 learning, training or work

Challenge – Continue to increase positive destinations for young people in the current economic climate.

- a) Actions - Small group provision has been piloted in 4 areas with young people in activity agreements or without a positive destination with a view to developing employability skills.

Business Outcome 32 - Our workforce is supported to realise its potential

Challenge - Recruitment across the Service.

- a) Actions – All schools requested to identify specific staffing requirements earlier as part of the annual staffing exercise.

- b) Discussions with UHI in relation to secondary PGDE to extend the scope of subject availability to meet the individual rural demands for Argyll and Bute.
- c) The Educational Psychology Service supports trainee Educational Psychologists from Strathclyde University by providing high quality placements and promoting the attraction to work in a rural area.



Community Services Scorecard 2017-20

Scorecard owned by: **Ann Marie Knowles** FQ3 17/18

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

[Click here for Council Scorecard](#)

Education

Priorities for 2015-17: Community Services

[Click here for Management Information](#)

Making A&B a place people choose to live

ABOIP Outcome No.5 - People live active, healthier and independent lives Related Business Outcomes

ABOIP Outcome No.6 - People live in safer and stronger communities Related Business Outcomes

ABOIP Outcome No.4 - Children and young people have the best possible start Related Business Outcomes

Making A&B a place people choose to learn

ABOIP Outcome No.3 - Education, skills and training maximises opportunities for all Related Business Outcomes

Making A&B a place people choose to work

ABOIP Outcome No.1 - The economy is diverse and thriving Related Business Outcomes

ABOIP Outcome No.2 - We have infrastructure that supports sustainable growth Related Business Outcomes

Making it happen

Supporting Outcome - Service Delivery Enablers Related Business Outcomes

BO02 Lifelong participation in sport and physical activity are increased [CM Dept]



BO03 Prevention and support reduces homelessness [CM Dept]



BO06 Quality culture, archives, libraries and museums are provided to promote wellbeing [CM Dept]



BO15 Argyll and Bute is open for business [CE Dept]



BO16 We wholly embrace our Corporate Parenting responsibilities [CM Dept]



BO17 The support needs of children and their families are met [CM Dept]



BO18 Improved lifestyle choices are enabled [CM Dept]



BO19 All children and young people are supported to realise their potential [CM Dept]



BO21 Our young people participate in post-16 learning, training or work [CM Dept]



BO22 Adults are supported to realise their potential [CM Dept]



BO26 People have a choice of suitable housing options [CM Dept]



BO30 We engage with our customers, staff and partners [CM Dept]



BO31 We have a culture of continuous improvement [CM Dept]



BO32 Our workforce is supported to realise its potential [CM Dept]



BO33 Information and support are available for our communities [CE Dept]





Community Services Scorecard
2017-20 **FQ3 17/18**
 Scorecard owned by: **Ann Marie Knowles**

[Click here for Full Scorecard](#)

Management Information

RESOURCES

<i>People</i>	<i>Benchmark</i>	<i>Target</i>	<i>Actual</i>	<i>Status</i>	<i>Trend</i>
Sickness Absence CM [LGE]		2.1 Days	2.3 Days	R	↓
Sickness Absence CM [Teachers]		1.5 Days	1.9 Days	R	↓
CM % of PRDs completed		90 %	60 %	R	↓

<i>Financial</i>	<i>Budget</i>	<i>Forecast</i>	<i>Status</i>	<i>Trend</i>
Finance Revenue totals CM	£K 77,643	£K 77,856	A	↓
Capital forecasts - current year CM				
Capital forecasts - total project CM				
Asset management red risks	0	On track		

IMPROVEMENT				<i>Status</i>	
Improvement Plan	Total No	Off track	On track	Complete	
Outcomes CM	Actions	11	6	2	3
Community Services Audit Recommendations	Overdue	Due in future	Future - off target		

Customer Service CM		Customer satisfaction
Customer Charter	Stage 1 Complaints	0 % R ↓
Number of consultations	2 Stage 2 Complaints	0 % R ↓

ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****COMMUNITY SERVICES: EDUCATION****15 MARCH 2018**

THE EXPANSION OF FUNDED EARLY LEARNING AND CHILDCARE IN SCOTLAND– ARGYLL AND BUTE EARLY LEARNING AND CHILDCARE DRAFT DELIVERY PLAN

1.0 EXECUTIVE SUMMARY

1.1 The purpose of this report is to provide an update for members on the progress being made by the Education Service in preparing for the proposed expansion of Early Learning and Childcare (ELC) and the implementation of 1140 hours of funded ELC in Argyll and Bute per year by 2020.

1.2 Specifically the report provides information on:

- The Scottish Government review of ELC Delivery Plans and Financial Templates, including details of future engagement and support for submission of revised ELC Delivery Plans and Financial Templates;
- Phasing of Funded ELC hours across Argyll and Bute;
- Scottish Government Funded Trials of 1140 hours Funded ELC on Tiree and at Tobermory;
- Partners engagement in developing the National Quality Standard for Providers of Funded ELC, and
- ELC Workforce Development in Argyll and Bute.

1.3 RECOMMENDATIONS

It is recommended that Community Services Committee:

- Note the Early Years' Service will be supported by the National ELC Improvement Service to review the Delivery Plan and Financial Template for re submission by 2nd March 2018;
- Note the progress of the 1140 hours Trials on Tiree and Tobermory;
- Note the Phasing of Funded ELC which commenced in January 2018;
- Note the positive engagement of Argyll and Bute ELC Partners as part of National consultation to shape National Quality Standards;
- Endorse the positive steps the Service has taken in implementing the early stages of the Argyll and Bute ELC Delivery Plan, and
- Request that the Executive Director, Community Services bring forward progress updates in relation to the Expansion of Early Learning and Childcare to future meetings of Community Services Committee.

**THE EXPANSION OF FUNDED EARLY LEARNING AND CHILDCARE IN
SCOTLAND – ARGYLL AND BUTE EARLY LEARNING AND CHILDCARE
DRAFT DELIVERY PLAN**

2.0 INTRODUCTION

2.1 The purpose of this report is to provide an update for members on the progress being made by the Education Service in preparing for the proposed expansion of Early Learning and Childcare (ELC) and the implementation of 1140 hours of funded ELC in Argyll and Bute per year by 2020. This paper provides a further update of progress since presentation to Committee in December 2017.

2.2 Specifically the report provides information on:

- The Scottish Government review of ELC Delivery Plans and Financial Templates, including details of future engagement and support for submission of revised ELC Delivery Plans and Financial Templates;
- Phasing of Funded ELC hours across Argyll and Bute;
- Scottish Government Funded Trials of 1140 hours Funded ELC on Tiree and at Tobermory;
- Partners engagement in developing the National Quality Standard for Providers of Funded ELC, and
- ELC Workforce Development in Argyll and Bute.

2.3 The Argyll and Bute ELC Delivery Plan has been framed around a delivery based model and robust mapping exercise which has resulted in a clear outline of the opportunities and challenges around ELC delivery within each of the localities of Argyll and Bute.

2.4 As progress is made within the implementation of the Delivery Plan, the following factors will continue to inform future developments of the service delivery:

- Consultation and engagement of parents, partners, practitioners and wider community members;
- Continued support of and investment in our Partner Providers;
- The expansion of the Early Years Workforce;
- Ongoing ELC capital programme, and
- Allocation of ELC capital and revenue funding from the Scottish Government to deliver key aspects of the Plan.

3.0 RECOMMENDATIONS

It is recommended that Community Services Committee:

- Note the Early Years' Service will be supported by the National ELC Improvement Service to review the Delivery Plan and Financial Template for re submission by 2nd March 2018;
- Note the progress of the 1140 hours Trials on Tiree and Tobermory;
- Note the Phasing of Funded ELC which commenced in January 2018;
- Note the positive engagement of Argyll and Bute ELC Partners as part of National consultation to shape National Quality Standards;
- Endorse the positive steps the Service has taken in implementing the early stages of the Argyll and Bute ELC Delivery Plan, and
- Request that the Executive Director, Community Services bring forward progress updates in relation to the Expansion of Early Learning and Childcare to future meetings of Community Services Committee.

4.0 DETAIL

4.1 As highlighted in previous Committee papers The Scottish Government is committed to expanding the provision of funded Early Learning and Childcare (ELC) for all three and four year olds, and eligible two year olds, from 600 hours to 1140 hours by 2020. In preparation for expansion, all Local authorities have been tasked with producing an ELC Delivery Plan.

The Argyll and Bute ELC Delivery Plan has been framed around a delivery based model and robust mapping exercise which has resulted in a clear outline of the opportunities and challenges around ELC delivery within each of the localities of Argyll and Bute.

4.2 REVIEW OF THE ARGYLL AND BUTE DRAFT DELIVERY PLAN AND FINANCIAL TEMPLATE

4.2.1 Following submission of delivery plans in September 2017, the Scottish Government provided one to one feedback to all Local Authorities throughout November 2017 on their delivery plans and financial templates. The following points were highlighted to all local authorities to inform next steps:

- Local Authorities are encouraged to work with the Delivery Support Team to follow up on workshop discussions, focusing particularly on locality planning;
- Capacity challenges should be addressed by making best use of what Local Authorities have through supporting a wide range of partners including childminders and third sector partners, and building where needed;
- Local Authorities are encouraged to offer a mix of providers and service models combined to provide a holistically flexible and sustainable service offer which balances choice and affordability;
- Greater utilisation of the opportunities to deliver a quality provision outlined in Space to Grow and My World Outdoors across all

providers, and

- The importance of demonstrating how Local Authorities will phase and implement whilst maintaining and enhancing the quality of ELC service.

4.2.2 The National ELC Delivery Team plan to circulate a report summarising learning from the expansion plan preparation and review processes. To make this report as rich as possible it is their intention to capture a series of case studies which have been identified as part of the review process as examples of good practice. They have identified the following example from the Argyll and Bute Delivery Plan as an area to highlight in the report:

- A good Quality Action Plan which integrates well to the broader Expansion Plan.

4.3 FUTURE ENGAGEMENT AND SUPPORT FOR SUBMISSION OF REVISED DELIVERY PLANS AND FINANCIAL TEMPLATES

4.3.1 As a result of initial feedback from the ELC Delivery Team as outlined above, revised delivery plans and financial templates require to be submitted to the Scottish Government by 2nd March 2018.

4.3.2 The Northern Alliance Local Authorities will be supported with this work by an Improvement Officer who will work to support consistency across the Northern Alliance.

4.3.3 The Scottish Government had hoped to inform local authorities of details of the multi-year funding package along with the output from the review process, but it has been decided that more time is required for all partners to assure themselves of the robustness of cost estimates and to develop initial estimates.

4.3.4 Scottish Ministers have accepted a proposal from COSLA Leaders for a one-year revenue and capital funding package for ELC for 2018-19 and work towards reaching consensus on funding requirements for 2019-20 and to 2021-22 as early as possible in 2018.

4.3.5 Implementation of the Argyll and Bute ELC delivery plan for 2018-19 and for 2019-22 will be dependent on sufficient capital and revenue funding packages from the Government allocation.

4.4 PHASING OF FUNDED ELC HOURS ACROSS ARGYLL AND BUTE

4.4.1 As outlined within the Argyll and Bute delivery plan, 11 ELC Services are now providing Parents/ Carers with the option to access 1140 hours of funded ELC from 15th January 2018. These include:

- 3 Childminding Services;
- 5 Local Authority Services, and
- 3 Partner Providers.

- 4.4.2 Over 90% of registered children within these services are now receiving 1140 hours of funded ELC, with some accessing their additional hours from one provider and others through 'blended' models of provision.
- 4.4.3 Preparations are underway for phasing additional services to provide 1140 hours of funded ELC in August 2018. This includes consultations with parents, staff and providers.

4.5 SCOTTISH GOVERNMENT FUNDED TRIALS OF 1140 HOURS ELC IN TIREE AND TOBERMORY

- 4.5.1 To inform the National delivery of 1140 hours per year of funded ELC by 2020, the Scottish Government is funding trials in 14 Local Authorities across Scotland to test out different ways in which the 1140 hours can be delivered. An important aim of the programme is to share learning of what is and isn't working well in delivering 1140 hours of free ELC. This information will help shape the wider roll-out of the 1140 hours across Scotland.
- 4.5.2 Argyll and Bute were successful in a bid to take forward two trials on the Isle of Tiree and Tobermory on the Isle of Mull. This also included supporting the Mull and Iona Community Trust in their aim to establish a registered daycare service, as lack of childcare had been identified by the group as a barrier to economic development on the island. Both trials began in August 2017.
- 4.5.3 Ongoing evaluation and reporting back to the Scottish Government continues to ensure that the children who are utilising increased hours in both trials have access to quality, flexible, affordable and accessible ELC as detailed within the Scottish Government Blueprint for the Expansion of ELC.
- 4.5.4 The Education Service continues to support the Mull and Iona Community Trust to establish a registered provision to support funded ELC and childcare on the island. The Local Authority and the Mull and Iona Community Trust also shared learning arising from the ELC trials to date at the Scottish Learning Festival. An evaluation of the Argyll and Bute trials will be included as part of the National report due to be published in April 2018.

4.6 PARTNER ENGAGEMENT IN DEVELOPING THE NATIONAL QUALITY STANDARD FOR PROVIDERS OF FUNDED ELC

- 4.6.1 All Registered Providers of Daycare Services who currently deliver funded ELC and Childminders who may wish to provide funded ELC in the future were invited to contribute to a Scottish Government consultation event in Inverness. Partner Providers from Local Authorities within the Northern Alliance also attended.

- 4.6.2 One Partner Provider from Argyll and Bute attended the event in Inverness, with 7 partners and 6 childminders linking into the event through video conferencing from Oban. The consultation event was regarded as being successful, with Argyll and Bute Partners highlighting the positive relationship they had with the Local Authority.
- 4.6.3 Discussions arising from the event will contribute to shaping ELC delivery in Argyll and Bute, as well as support the development of a National Quality Standard for use by for all providers of Funded ELC including Local Authority Services, Childminders and Daycare Services in the Private and Voluntary Sector.

4.7 ELC WORKFORCE DEVELOPMENT IN ARGYLL AND BUTE

- 4.7.1 The Service is currently working in partnership with Argyll and Bute's Learning and Development Team, Skills Development Scotland (SDS) and secondary schools across the local authority to deliver a Foundation Apprenticeship in Social Services Children and Young People (SSCYP). There will be 10 places available initially, starting in August 2018. Timetabled into students' choices for S5 and S6, year 1 will comprise 5 units towards the national progression award and year 2 will include nursery placements for 1 day each week.
- 4.7.2 A bid has also been submitted to SDS to deliver 6 Modern Apprenticeships in SVQ3 (SSCYP). Commencing in August 2018, this will be offered as a two year apprenticeship where students are supernumerary and paid a salary as they work towards their Practitioner qualification within Local Authority nurseries. In future years, if a student successfully completes the Foundation Apprenticeship in S5 and S6, he or she could subsequently complete the Modern Apprenticeship in one year. The Early Years Service will also be working with Argyll College and the Council's Lead Officer 16+ to raise the profile and attractiveness of the sector and actively increase diversity.
- 4.7.3 It is anticipated that these developments will contribute to the recruitment of a suitably skilled and well qualified additional workforce required to meet the needs of extended ELC entitlement.

5.0 CONCLUSION

- 5.1 This paper outlines the positive progress made by Council and Education Services within the initial stages of the ELC draft delivery plan.
- 5.2 Following analysis of delivery plans issued in September 2017, the Scottish Government requires a re-submission of ELC financial templates on 2nd March 2018. An Improvement Officer will provide support to all Local Authorities within the Northern Alliance.
- 5.3 The work of the Funded Trials, both locally and nationally, will provide learning which will be taken forward as the phasing of 1140 hours progresses in preparation for August 2018.

5.4 Capital and Revenue funding packages for 2018/19 are expected to be announced by the Scottish Government in early 2018.

6.0 IMPLICATIONS

- 6.1 Policy The ELC Draft Delivery Plan will assist the Education Service to implement and develop practice in line with 'Our Children, Their Future: The Education Vision and Strategy', Argyll and Bute Council's Education Annual Plan and contributes to the ELC Blueprint for 2020.
- 6.2 Financial Expansion is dependent on capital and revenue funding from the Scottish Government and its protection from GAE allocations. At this stage the full details of the settlement are unknown. Full funding from Scottish Government is required for Argyll and Bute Council to enable delivery of the plan.
- 6.3 Legal The ELC Delivery Plan will assist the Education Service to implement the relevant sections contained within the Children and Young People Act (Scotland) 2014. The Council is required to submit the ELC revised Delivery Plan to Scottish Government by the 2nd March 2018.
- 6.4 HR Considerable workforce development and recruitment will be required to deliver the expectations set out in the Delivery Plan.
- 6.5 Equalities The Delivery Plan aims to respond to the challenge of reducing inequality and improving outcomes for children and their families within the diverse geographical and social context of Argyll and Bute.
- 6.6 Risk A number of risks exist at this stage including, as yet, no confirmed financial allocations beyond 2017-18, workforce recruitment and development and, as yet unknown levels of uptake within communities.
- 6.7 Customer Service Our youngest children and eligible 2 year olds will benefit most from the expansion of ELC. There are significant benefits for families with parents/carers able to use the extended hours to enable them to return to employment, reduce childcare costs and access training.

Ann Marie Knowles
Acting Executive Director of Community Services

Cllr Yvonne McNeilly
Policy Lead for Education and Lifelong Learning

21 February 2018

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SOURCES OF FURTHER INFORMATION

'A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland' -
<http://www.gov.scot/Publications/2016/10/1665>

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

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

'Space to Grow' – ELC Design Guidance -
<http://hub.careinspectorate.com/media/549001/space-to-grow.pdf>

ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****COMMUNITY SERVICES****15 MARCH 2018**

NATIONAL IMPROVEMENT FRAMEWORK FOR SCOTTISH EDUCATION

1.0 EXECUTIVE SUMMARY

- 1.1 This paper provides the Committee with an update on the Scottish Governments 2018 National Improvement Framework and Improvement Plan for Scottish Education (Appendix A) and summarises the actions undertaken by the Education Service during the course of 2017 to secure educational improvement for all children and young people within Argyll and Bute.
- 1.2 The paper also provides an overview of the Primary and Secondary pupil's achievement in Literacy and Numeracy for P1, P4, P7, S3 in Argyll and Bute published by the Scottish Government on the 12th December 2017 in Achievement of Curriculum for Excellence (CFE) Levels 2016/17 (Appendix B).

1.3 RECOMMENDATIONS

It is recommended that the Community Services Committee:

- a) Note the actions that Education Services planned and implemented in 2017 to secure educational improvement for all children and young people within Argyll and Bute;
- b) Note the overview of the Primary and Secondary achievement in Literacy and Numeracy for P1, P4, P7, S3 within Argyll and Bute;
- c) Endorse the actions to be undertaken by the Education Service in response to the 2018 revised National Improvement Framework and Improvement Plan for Scottish Education, and
- d) Request that further updates on progress in implementing the National Improvement Framework are presented to a future meeting of the Community Services Committee.

NATIONAL IMPROVEMENT FRAMEWORK FOR SCOTTISH EDUCATION

2.0 INTRODUCTION

- 2.1 The National Improvement Framework (NIF) for Scottish Education was launched following consultation by the First Minister of Scotland, Nicola Sturgeon MSP, in January 2016. The Framework aims to raise attainment and ensure equalities of outcomes for all children and young people. As part of the Education (Scotland) Act 2016, the reporting procedures for the Framework have been placed on a statutory footing.
- 2.2 In December 2017, the Deputy First Minister and Cabinet Secretary for Education and Skills, John Swinney MSP, published the 2018 National Improvement Framework and Improvement Plan for Scottish Education replacing the 2017 National Improvement Framework and Improvement Plan.

On the same date, the National Improvement Framework evidence report for 2017 was also published (Appendix C) providing an overview of Scottish Education and the context in which children and young people learn. It details current evidence on achievement, attainment and health and well-being. The evidence report incorporates a range of evidence sources including the new Achievement of CfE Levels return (based on teacher professional judgements), Scottish Survey of Literacy and Numeracy (SSLN), Pupil Census, Teacher Census, Attendance, Absence and Exclusions, Growing Up in Scotland, 27-30 month Child Health Reviews, the OECD's Programme for International Student Assessment (PISA), Scottish Health Survey, the Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) and HMI inspections.

- 2.3 This paper provides the Committee with an up-date on the 2018 National Improvement Framework and Improvement Plan for Scottish Education and, importantly, outlines how Education Services will respond. It also outlines for Committee the actions that Education Services implemented in 2017 to secure educational improvement for all children and young people within Argyll and Bute.

3.0 RECOMMENDATIONS

3.1 It is recommended that the Community Services Committee:

- a) Note the actions that Education Services planned and implemented in 2017 to secure educational improvement for all children and young people within Argyll and Bute;
- b) Note the overview of the Primary and Secondary achievement in Literacy and Numeracy for P1, P4, P7, S3 within Argyll and Bute;
- c) Endorse the actions to be undertaken by the Education Service in response to the 2018 revised National Improvement Framework and Improvement Plan for Scottish Education, and
- d) Request that further updates on progress in implementing the National Improvement Framework are presented to a future meeting of the Community Services Committee.

4.0 DETAIL

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

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

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

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

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

4.3 In 2017 Education Services planned and implemented the following actions to secure educational improvement for all children and young people within Argyll and Bute:

- In June 2017, the Education Service participated in the second year of the Teacher Judgement Survey where the achievement of Curriculum for Excellence levels were gathered Nationally across the four organisers of Reading, Writing, Listening and Talking and Numeracy at the stages of P1, P4, P7 and S3. The 2017 Evidence Report details the National picture of the percentage of P1, P4, P7 and S3 pupils who are achieving the expected CfE Level relevant for their stage in Literacy and Numeracy (Appendix C).
- All Local Authorities have direct access to a named Scottish Government Attainment Advisor who works collaboratively alongside Local Authority staff on agreed priorities which support the Scottish Attainment Challenge (SAC). The Attainment Advisor has supported initiatives in Rosneath, John Logie Baird, Luss and Colgrain Primary Schools, and more recently to the Kintyre Cluster.
- The Education Service 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 being used to inform the Education Service's strategy for raising attainment in literacy and numeracy and to ensure standards of attainment are in line with National expectations.
- Key messages from the QAMSO events, as well as feedback from Education Scotland on school submissions were the focus for the agenda at an Authority Assessment Facilitator event attended by 51 practitioners from 41 schools in November 2017. Two events, focusing on achievement of a level for Literacy and Numeracy at P4 and P7 are planned for March 2018, supported by the Authority and the QAMSOs. This approach will allow us to continue to develop a shared understanding of expected standards, improve consistency as well as developing teacher confidence.
- The Education Service training for Assessment and Moderation Facilitators (AMFs) who 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 was evaluated for impact. 100% of our AMFs reported that the training they had undergone from the Authority had impacted on teaching, learning, assessment and moderation in the classroom, 40% describing this impact as significant. In August, the Assessment Facilitators, using materials provided by the Authority, ran inset training for Clusters on assessment and moderation. The feedback from 42 participating schools was very positive, particularly in regard to the clarification of holistic assessments.

- Two P1 Authority Pilots, involving 21 schools commenced this session; the Early Acquisition of Literacy and the Stages of Early Arithmetical Learning. NIF data was used for the selection of schools for these pilots. These pilots are improving learning for our children through the development of teacher pedagogy and the promotion of active and experiential learning. Early indications are showing a high engagement of both pupil and teacher, with teachers reporting that the pupils are attaining their expected progress or above.
- Specific, directed support and training has been offered to schools in response to NIF data by the Principal Teachers of Literacy and Numeracy. For example, 27 schools were supported through Numeracy training and 24 schools were supported through Literacy training. Twilight training on gathering assessment evidence and how to use the Benchmarks to make a judgement about progress was also delivered to 10 identified schools from October to November 2017.
- In November the Principal Teacher (PT) of Literacy led a small working group to look at approaches to writing across the authority with the intended aim of creating guidance and training resources to support schools. Writing moderation sessions have been held at 5 identified schools. The PT is working with the English Teachers' network on to discuss approaches to level 4 assessment to tackle the wide variations in results. Key messages relating to level 4 assessments from the National moderation events that have so far taken place have been disseminated with all English departments.

4.4 Within Argyll and Bute, the percentage of P1, P4, P7 and S3 pupils who are achieving the expected CfE Level relevant for their stage in Literacy and Numeracy is outlined in the Achievement of CfE Levels 2016/17 document (Appendix B) and is summarised below:

CfE Levels	2016/2017	P1	P4	P7	S3	S3
		Early Level	First Level	Second Level	Third Level	Fourth Level
Reading	Argyll & Bute	84%	77%	75%	91%	45%
	Scotland	80%	77%	76%	90%	51%
Writing	Argyll & Bute	80%	70%	67%	91%	40%
	Scotland	77%	71%	69%	89%	48%
Listening and Talking	Argyll & Bute	89%	82%	81%	95%	44%
	Scotland	85%	83%	81%	91%	51%
Numeracy	Argyll & Bute	85%	73%	72%	95%	72%
	Scotland	83%	75%	70%	88%	56%

The path most children and young people are expected to follow through the above levels reflects the stages of maturation and how they engage with learning as they develop. Some children and young people will start learning at these levels earlier and others later, depending upon individual needs and aptitudes. The table below outlines the National expectations of when most children and young people may achieve each level:

CfE Level	Stage
Early	The final two years of early learning and childcare before a child goes to school and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier or later for some.

4.5 Analysis of the Achievement of CfE Levels 2016/17 for Argyll and Bute compared with the National picture indicates that:

- In the primary stages, the percentage of pupils **nationally** achieving the CfE level relevant for their stage was highest for listening and talking (85%) and lowest for writing (69%). In **Argyll and Bute** the percentage of primary pupils achieving the CfE level relevant for their stage was highest for listening and talking (89%) and lowest for writing (67%).
- P1 pupils in Argyll and Bute are performing better than the **National average** in all organisers (reading, writing, listening and talking and numeracy).
- The percentage of pupils **nationally** achieving the expected CfE level for their stage in each of the four organisers declines throughout the primary stages. **This is reflected in Argyll and Bute** throughout the primary stages.
- In the secondary stage (S3), the percentage of pupils **nationally** achieving the CfE level relevant for their stage was lowest in numeracy (88%). In **Argyll and Bute** the percentage of S3 pupils achieving the CfE level relevant for their stage was lowest in reading and writing (91%). However, these percentages were above the National percentages (90% and 89%).
- The percentage of S3 pupils **nationally** achieving CfE Third Level or better is between 88 and 91 per cent for all organisers (reading, writing, listening and talking and numeracy).
- In **Argyll and Bute**, the percentage of S3 pupils achieving CfE Third Level or better is between 91 and 95 per cent for all organisers (reading, writing, listening and talking and numeracy).

- S3 pupils in Argyll and Bute are performing better than the National average in all organisers (reading, writing, listening and talking and numeracy) relative to their stage.
- There is a higher percentage of S3 pupils who are performing better (achieving fourth level – 72%) than their expected level in S3 numeracy, compared to the National average (achieving fourth level – 56%)
- There is a higher percentage of **Argyll and Bute** pupils in P1, P7 and S3 who are performing better than the National percentage in numeracy.

4.6 In December 2017, the Deputy First Minister and Cabinet Secretary for Education and Skills, John Swinney MSP, published the 2018 National Improvement Framework and Improvement Plan for Scottish Education. This plan replaces the 2017 plan and identifies both ongoing and new improvement activity that the Scottish Government will take forward and support at National level. The improvement activity also draws on the 32 Local Authority 2017/18 improvement plans which identified the need for:

- Greater professional development and collaboration, both in terms of supporting school leaders to lead the raising attainment agenda and in the development of shared approaches to assessment and moderation;
- The poverty proofing of improvement activities to ensure engagement and participation of all children and young people;
- Improving data literacy to support more effective planning to achieve improvements in learner outcomes and ensuring the substantive resources being made available through the Scottish Attainment Challenge (SAC) and the Pupil Equity Fund (PEF) are used effectively to close the attainment gap;
- Providing access to mental health and wellbeing support and advice in schools for those at risk and who most need it;
- Expanding outreach services to increase support for children and young people with additional support needs at the point of need, and
- Focusing on delivery of Developing the Young Workforce as a key element of the curriculum to increase the number of young people reaching a positive and sustained destination.

4.7 In 2018 the Authority will be required to respond to the new improvement activity within each of the 6 key drivers (Appendix A), in collaboration with the Regional Improvement Collaborative, as summarised below:

- School Leadership – the establishment of a Headteacher charter;
- Teacher Professionalism – ensure that teachers have the range of skills they need to do their jobs as effectively as possible;
- Parental Engagement – develop a long term action plan on parental engagement and family learning;
- Assessment of children’s progress – continue to improve literacy and numeracy, improve information sharing in early years to improve support

and protection for our most vulnerable children and focus on the quality and consistency of data collections for attainment and health and wellbeing;

- School Improvement – support leaders and practitioners, working with the Regional Improvement Collaborative, to further develop their skills to drive innovation and improvement in learning and teaching and to use data to raise attainment and close the poverty-related gap;
- Performance Information – use the Insight Senior Phase benchmarking tool and, when launched, the BGE benchmarking tool to support focused dialogue on school improvement and continue to carry out our statutory duties to plan and report on the National Improvement Framework, and
- Following the analysis of the NIF data from June 2017 Education Officers have been supporting schools to improve their tracking and monitoring to ensure that young people are making good progress within levels. All schools will be asked to provide an update of Literacy and Numeracy levels in February 2018 for pupils in P1, P4, P7 and S3.

4.8 The Education Service will continue to plan for and implement both the ongoing and new improvement activity within the 2018 National Improvement Framework and Improvement Plan for Scottish Education to secure educational improvement for all children and young people within Argyll and Bute whilst meeting our statutory duties as defined within the Education (Scotland) Act 2016.

5.0 CONCLUSION

5.1 This Report outlines the steps taken by Education Service to implement improvement activity within the 2017 National Improvement Framework and Improvement Plan for Scottish Education securing educational improvement. It also outlines how the Education Service will continue to plan for and implement both the ongoing and new improvement activity within the 2018 National Improvement Framework and Improvement Plan for Scottish Education to secure educational improvement for all children and young people within Argyll and Bute whilst meeting our statutory duties as defined within the Education (Scotland) Act 2016.

6.0 IMPLICATIONS

- 6.1 Policy The development of the National Framework for Scottish Education supports the central purpose of the Scottish Government and the delivery on the National outcomes. The Framework will support delivery of SOA Outcomes 1 and 3.
- 6.2 Financial Potential resource implications arising from the introduction of the NIF. Specifically around the standardised testing and assessment, collation of data, additional reporting at class,

school and authority level.

- 6.3 Legal As part of the Education (Scotland) Act 2016, the reporting procedures for the Framework have been placed on a statutory footing placing further duties on Argyll and Bute Council.
- 6.4 HR There are potential workload issues for teaching staff that should be considered within school working time agreements.
- 6.5 Equalities One of the two main tenets of the Scottish Government's vision for Education is to address educational inequalities. There is no current evidence base that standardised assessments leads to a reduction in inequalities and can only be viewed as one element that contributes to professional teacher judgement and assessment.
- 6.6 Risk There is a potential reputational risk for the Council if there is failure to secure improvements/close the attainment gap for children and young people.
- 6.7 Customer Service The NIF is clear around the expectations for parental involvement and engagement which should provide positive benefits in supporting their role in their children's education.

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Cllr Yvonne McNeilly
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15 March 2018

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Appendices

Appendix A: 2018 National Improvement Framework for Scottish Education –
<https://beta.gov.scot/publications/2018-national-improvement-framework-improvement-plan/>

Appendix B: Achievement of CfE Levels 2016/17 document -
<http://www.gov.scot/Resource/0052/00529096.pdf>

Appendix C: National Improvement Framework – 2017 Evidence Report -
<https://beta.gov.scot/publications/national-improvement-framework-scottish-education-2017-evidence-report/>

ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****COMMUNITY SERVICES: EDUCATION****15th MARCH 2018**

**CONSULTATION DETAIL and TIMELINE FOR ARDCHATTAN AND ASHFIELD
PRIMARY SCHOOLS**

1.0 EXECUTIVE SUMMARY

- 1.1 On 14th December 2017, Community Services Committee agreed that the Education Service would undertake the required preliminary consultation for both Ardchattan and Ashfield Primary schools. This report presents an outline of the statutory responsibilities and next steps for an Authority whilst considering the possible closure of rural schools.
- 1.2 Ardchattan Primary School was mothballed in 2014 with Council agreeing that if there were no registered pupils by the close of the registration period for session 2016/17 the Council would consult formally on the future of school provision at Ardchattan. In 2016 Community Services Committee approved the mothballing of Ashfield Primary School. Committee agreed that if there are no registered pupils by the commencement of session 2017/18 the school be considered for formal closure through the statutory process.
- 1.3 The statutory process for the closure of a rural school is laid out in the Schools (Consultation) (Scotland) Act 2010 as amended in the Children and Young People (Scotland) Act 2014. The Act, as amended introduces a presumption against closure for rural schools and a requirement to carry out additional steps before and during the consultation exercise.
- 1.4 It is recommended that the Community Services Committee:
 - a) Note the background to the detail and programme to complete the preliminary consultation requirements, undertake an options appraisal, consult and prepare a proposal paper on the closure of Ardchattan and Ashfield Primary Schools;
 - b) Continue to be aware of the legislation in respect to the proposed closure of a rural school, and
 - c) Request further updates on the progress in taking forward the statutory processes to be presented to future meetings of the Community Services Committee.

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

COMMUNITY SERVICES: EDUCATION

15th MARCH 2018

**CONSULTATION DETAIL and TIMELINE FOR ARDCHATTAN AND ASHFIELD
PRIMARY SCHOOLS**

2.0 INTRODUCTION

- 2.1 On 14th December 2017, Community Services Committee agreed that the Education Service would undertake the required preliminary consultation for both Ardchattan and Ashfield Primary school. This report presents an outline of the statutory responsibilities and next steps for the Education Authority whilst considering the possible closure of rural schools.
- 2.2 On 24 April 2014 Council approved the mothballing of Ardchattan Primary School. Council agreed that if there were no registered pupils by the close of the registration period for session 2016/17 the Council would consult formally on the future of school provision at Ardchattan.
- 2.3 On 10 March 2016 Community Services Committee approved the mothballing of Ashfield Primary School. Committee agreed that if there are no registered pupils by the commencement of session 2017/18 the school be considered for formal closure through the statutory process.
- 2.4 The statutory process for the closure of a rural school is laid out in the Schools (Consultation) (Scotland) Act 2010 as amended in the Children and Young People (Scotland) Act 2014.
- 2.5 The Act as amended introduced a presumption against closure of a rural school and details specific requirements which the Education Authority is required to follow if they are formulating a proposal to close a rural school. This includes the introduction of a preliminary consultation process.
- 2.6 Neither Ardchattan Primary School nor Ashfield Primary School have had any pupils enrolled at either school since elected members approved their mothballing. This report provides Community Services Committee with an overview of the legislation in relation to the proposed closure of a rural school and an indication of the process and timescales to be followed.

3.0 RECOMMENDATIONS

It is recommended that the Community Services Committee

- a) Note the background to the detail and programme to complete the preliminary consultation requirements, undertake an options appraisal, consult and prepare a proposal paper on the closure of Ardchattan and Ashfield Primary Schools;
- b) Continue to be aware of the legislation in respect to the proposed closure of a rural school, and
- c) Request further updates on the progress in taking forward the statutory processes to be presented to future meetings of the Community Services Committee.

4.0 DETAIL

4.1 The Children and Young People (Scotland) Act 2014 introduced amendments to the Schools (Consultation) (Scotland) Act 2010. Notably the presumption against rural school closure.

4.2 Both Ardchattan and Ashfield Primary schools are designated as rural schools. In the case of a closure proposal in relation to a rural school, the Education Authority must also comply with the preliminary requirements when it is formulating the proposal and the additional consultation requirements set out in the Act as amended.

4.3 On 14th December 2017, Community Services Committee agreed that the Education Service would undertake the required preliminary consultation for both Ardchattan and Ashfield Primary school.

4.4 The preliminary requirements which the Education Service must follow are –

- (a) identify its reasons for formulating the proposal;
- (b) consider whether there are any reasonable alternatives to the proposal as a response to those reasons;
- (c) assess, for the proposal and each of the alternatives to the proposal identified under paragraph (b) (if any)—
 - (i) the likely educational benefits in consequence of the implementation of the proposal, or as the case may be, alternative,
 - (ii) the likely effect on the community in consequence of such implementation,
 - (iii) the likely effect that would be caused by any different travelling arrangements that may be in consequence of such implementation.

5.0 Options Appraisal

5.1 To meet the preliminary requirements Education Officers are preparing an Options Appraisal for each school which will include the following:

- Context;
- The local area and communities around the schools;

- Detail on individual schools involved;
- Community engagement;
- Options for consideration regarding reasonable alternatives;
- Analysis of options;
- Detailed analysis of reasonable options including educational benefit statements; financial impact and environmental impact, and
- Conclusion.

5.2 The options being considered will be for the school(s) to remain mothballed, to reopen the school(s) or for the school(s) to close.

6.0 Proposal Paper

6.1 Following the completion of the Options Appraisal and the preliminary requirements the Education Service will prepare a Proposal Paper. The Proposal Paper will contain:

- Details of the proposal;
- Proposed date for implementation;
- The educational benefits statement;
- Other supporting evidence of information;
- Information about the financial implications of the closure;
- The details of the steps the Council has taken to comply with sections of the Act specific to rural schools, and
- A summary of the consultation process.

6.2 The Education Authority requires to publish the Proposal Paper, advertise the fact and notify Education Scotland and other relevant consultees as prescribed by schedule 2 of the 2010 Act.

7.0 Consultation Process

7.1 The consultation period is required to be a minimum of six weeks to include 30 days of term time. During this time public meetings will be held in the relevant communities.

7.2 The Act identifies a core set of relevant consultees who should be consulted in connection with the proposal. These are the Parent Council, parents of pupils attending an affected school as well as the pupils themselves, parents of pupils likely to attend an affected school, the community council, staff at an affected school, any trade union which appears to the Education Authority to be representative of those staff, and any other users whom the Education Services considers relevant.

7.3 Following the end of the consultation, Education Scotland should be provided with copies of written representations, a summary of oral representations made at the public meetings and any other relevant information.

7.4 Education Scotland will then prepare a report considering the educational aspects of the proposal document. In doing so HM Inspectors will consider the

following:

- The educational benefits statement;
- The representations received by the Authority during the consultation, and
- Any further representations received directly by Education Scotland.

It is anticipated the report from Education Scotland will be completed in three weeks of receiving the Authority Consultation Report.

8.0 Consultation Report

8.1 On receipt of the Education Scotland report, the authority will prepare and publish an Authority Consultation Report. It must contain:

- An explanation of how the proposal was reviewed;
- The Education Scotland report;
- A summary of all points raised during the consultation;
- An explanation of the Scottish Government Ministerial call in process, and
- Detail specific to Rural School closure.

8.2 It is anticipated that the Options Appraisal Process, the preliminary requirements, and the Consultation Process will commence at the end of March 2018, with the consultation closing at the end of June 2018.

8.3 The Education Service will complete the preliminary consultation requirements, undertake an options appraisal, consult and prepare a proposal paper on the closure of Ardchattan and Ashfield Primary Schools. The Consultation Report will be presented for consideration and approval to the appropriate Council Committee in autumn 2018.

9.0 Authority Decision

9.1 A minimum of three weeks after the publication of the consultation report the Education Authority must publish its final decision.

9.2 If the Education Authority decides to close one or both schools:

- It must notify Scottish Ministers within six working days of the decision, sending a copy of the proposal paper and consultation report, and
- Publish a notice on the Argyll and Bute Council website that Scottish Ministers have been notified, making clear the detail regarding the opportunity to send representations to the Minister.

10.0 CONCLUSION

10.1 The Children and Young People (Scotland) Act 2014 introduced a presumption against closure of a rural schools with additional steps, as outlined above, which must be followed before and during the consultation exercise. The legislative requirements to be followed when considering carrying out a consultation on the closure of a school are detailed in the Schools (Consultation) (Scotland) Act 2010 as amended. This paper presents an outline of the statutory responsibilities of an Education Authority whilst

considering the possible closure of rural schools and the alternative options being considered.

- 10.2 Ardchattan and Ashfield Primary Schools have been mothballed since 2014 and 2016 respectively. This paper notes the background to the detail and programme to complete the preliminary consultation requirements, undertake an options appraisal, consult and prepare a proposal paper on the closure of Ardchattan and Ashfield Primary Schools. Further updates on the progress in taking forward the statutory processes will be presented to future meetings of the Community Services Committee.

11.0 IMPLICATIONS

- | | | |
|------|------------------|--|
| 11.1 | Policy | Consultation will be in line with existing consultation policy and statutory requirements. |
| 11.2 | Financial | There will be resource implications with officers time spent on preparing the reports and consultation documents and events. |
| 11.3 | Legal | Proposals set out within this paper requires strict adherence to key legislation as set out in the Schools Consultation (Scotland) Act 2010, as amended. |
| 11.4 | HR | A number of stages, as set out in this paper, relies on the provision of Officer time to all required stages are undertaken within the proposed timescales. |
| 11.5 | Equalities | Equalities duties will be considered as part of the consultation process and options appraisal preparation. An Equalities Impact Assessment will also be prepared. |
| 11.6 | Risk | Potential reputational risks to the council may be faced in consulting on the closure of rural schools. |
| 11.7 | Customer Service | Information for all stakeholders will be provided as part of the wider consultation process. |

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19 February 2018

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Appendix 1

Timeline for Pre consultation and consultation regarding Ardchattan and Ashfield Schools Proposals

Phase 1 : Pre consultation	
Week commencing 26th March	Options appraisals community meetings in Ardchattan and Ashfield Schools
Option appraisal write up	
Phase 2 : Consultation	
Preparation of consultation paper	
18th May	Public Consultation opens
Public meetings to be held in Ardchattan, Ashfield, Lochnell and Tayvallich Schools Education Scotland may choose to attend any of these meetings. Consultation with parents, staff and young people in schools.	
29th June	Public Consultation closes The proposal document is sent along with all other appropriate documentation to Education Scotland
Phase 3 : Preparation of Education Scotland's Report	
31st July	Education Scotland undertake a consideration of the process report on the educational aspects of the proposal. The expected timescale for this is three weeks. The report from Education Scotland would be expected by 31 st July.
Phase 4 : Preparation and publication of the consultation report.	
31st August	The Authority publishes the Consultation Report, ensuring all aspects of the process are included with particular reference to Rural Schools closure process.
Phase 5 : Council takes decision	
11th December Community Services Committee	The Consultation Report goes to the Community Services Committee for a decision. Council must notify the Scottish Minister of the decision within six days. From the day the decision is made the Scottish Minister can call in the decision. The Scottish Ministers have an eight week period to decide if they will call in the Proposal.

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ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****COMMUNITY SERVICES****15 MARCH 2018**

SCOTTISH ATTAINMENT CHALLENGE: PUPIL EQUITY FUNDING

1.0 EXECUTIVE SUMMARY

- 1.1 This paper provides the Committee with an update on the Scottish Government Pupil Equity Funding (PEF), introduced in 2017 as a core element of the Scottish Attainment Challenge which distributed £120 million Pupil Equity Funding to schools across Scotland. This additional funding is allocated directly to schools and is targeted at closing the poverty related attainment gap.
- 1.2 The paper also provides an overview of the 2018 Scottish Government Pupil Equity Funding allocations for Argyll and Bute schools eligible to receive PEF funding (Appendix A).

1.3 RECOMMENDATIONS

It is recommended that the Community Services Committee:

- a) Note the update on the 2018 Scottish Government Pupil Equity Funding;
- b) Note the provision of strategic guidance at Scottish Government and Authority levels to support the implementation of the Pupil Equity Funding, and
- c) Request that further updates on Pupil Equity Funding are presented to a future meeting of the Community Services Committee.

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

COMMUNITY SERVICES

15 MARCH 2018

SCOTTISH ATTAINMENT CHALLENGE: PUPIL EQUITY FUNDING

2.0 INTRODUCTION

- 2.1 On 1 February 2017 the share each school received from the Scottish Government's £120 million Pupil Equity Funding was announced. Funding was provided through the Attainment Scotland Fund and allocated directly to schools, targeted at those children most affected by the poverty related attainment gap.
- 2.2 The Pupil Equity Funding forms part of the Scottish Government £750m Attainment Scotland Fund which will be invested over the current Parliamentary term and is anticipated to continue until the end of this Parliament.
- 2.3 Education Services presented a report to Community Services Committee in March 2017 with information on the continued intention of the Scottish Government, as part of the Scottish Attainment Challenge to disperse £120m Pupil Equity Funding to a number of schools within Argyll and Bute for the specific purpose of raising attainment and closing the gap. An outline for Committee of some of the actions that Education Services undertook to address the specific grant requirements associated with the funding was also included within the report.
- 2.4 This paper provides the Committee with updated information on the continued intention of the Scottish Government, as part of the Scottish Attainment Challenge, to disperse £1.4 million of the £122 million 2018 Pupil Equity Funding to a number of schools within Argyll and Bute for the specific purpose of raising attainment and closing the gap.

3.0 RECOMMENDATIONS

It is recommended that the Community Services Committee:

- a) Note the update on the 2018 Scottish Government Pupil Equity Funding;
- b) Note the provision of strategic guidance at Scottish Government and Authority levels to support the implementation of the Pupil Equity Funding, and
- c) Request that further updates on Pupil Equity Funding are presented to a future meeting of the Community Services Committee.

4.0 DETAIL

4.1 The First Minister has reinforced the Scottish Government's commitment to continually improve Scottish Education and close the attainment gap through the provision of £122 million Pupil Equity funding, ring fenced specifically for the delivery of the Government's Policy to improve education and close the attainment gap. This funding is allocated directly to schools and targeted at closing the poverty related attainment gap. The Scottish Government has committed to this funding as part of the Scottish Attainment Challenge programme from 2018-19 with an anticipated commitment for funding until the end of this Parliament. The Pupil Equity Funding forms part of the £750m Attainment Scotland Fund.

4.2 National operational guidance provided by Scottish Government is intended to help schools plan how they will most effectively invest their Pupil Equity Funding allocation to improve the educational outcomes of children affected by poverty. In 2017 Argyll and Bute issued complementary guidance about how the funding will operate locally. Revised National operational guidance for 2018 has been issued by the Scottish Government. Within the National guidance a core set of key principles are outlined to be observed by schools, Education Authorities and Scottish Government. These are:

- Head Teachers must have access to the full amount of the allocated Pupil Equity Funding;
- The Pupil Equity Funding must enable schools to deliver activities, interventions or resources which are clearly additional to those which were already planned;
- Head Teachers should work in partnership with each other, and their Local Authority, to agree the use of the funding. Schools must take account of the statutory responsibilities of the Authority to deliver educational improvement, secure best value, and the Authority's role as employer. Local Guidance sets out more detail on how this operates;
- The operation of the Pupil Equity Funding should articulate as closely to existing planning and reporting procedures as possible – e.g. through School Improvement Planning and Standards and Qualities reports;
- Parents and carers, children and young people and other key stakeholders should be involved in the planning process, particularly in the 2018 Year of young People;
- Funding must provide targeted support for children and young people affected by poverty to achieve their full potential. Although the Pupil Equity Funding is allocated on the basis of free school meal eligibility, Head Teachers can use their professional judgement to bring additional children in to the targeted interventions;
- Head Teachers must base their use of the funding on a clear contextual analysis which identifies the poverty related attainment gap in their schools and plans must be grounded in evidence of what is known to be effective at raising attainment for children affected by poverty, and

- Schools must have plans in place at the outset to evaluate the impact of the funding. These plans should outline clear outcomes to be achieved and how progress towards these, and the impact on closing the poverty related attainment gap, will be measured. If, as a result of ongoing monitoring the plans are not achieving the results intended, these plans should be amended.

4.3 **Funding levels:** Publicly funded primary, secondary and special schools will receive £1,200 in 2018-19 for each child in Primary 1 to S3, or equivalent, who are eligible and registered for free school meals. In Argyll and Bute, this represents an actual figure of £1,401,600 compared with the 2017-2018 figure of £1,315,200.

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

In 2018-19 the funding allocation used by Scottish Government will continue to be calculated using the most recently available Healthy Living Survey and Pupil Census data and is based on:

- The estimated number of P1-P3 pupils who would be registered for free school meals using the national eligibility criteria. This will be done by taking the proportion of pupils registered for free school meals in primary schools in 2014 and then applying those to the 2017 school rolls for P1 to P3;
- The estimated number of P4-P7 and S1-3 pupils who are registered for free school meals, and
- The estimated number of special school pupils in the P1-S3 age range registered for free school meals.

4.5 At this stage Scottish Government has confirmed that the approach to estimating free school meal registrations will be kept under review as Government seeks to improve the quality of data for identifying children living in households affected by poverty.

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

4.7 **Spending criteria:** within the guidance there is an explicit message that all funding allocated to schools should be used for the purpose of delivering focused activities and interventions that will lead to improvements in literacy, numeracy and health and wellbeing. Leadership; learning and teaching and families and communities are useful organisers to consider when determining interventions and approaches.

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

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

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

- 4.10 **Partnership working to improve outcomes for pupils:** The guidance confirms the role of parents and communities in improving outcomes for children and young people. Specifically noting parents and the local community as valuable sources of support and partnership. In many contexts schools may be able to achieve the best possible outcomes for children and young people by working with a range of bodies such as parent groups; Parent Councils; other Local Authority services; third sector organisations (including youth work, family learning organisations); other educational sectors; and/or centres of expertise. Understanding the needs of children and young people should help to identify appropriate areas for collaboration. Participatory budgeting is encouraged that involves people in participating in budgeting decisions that will have a direct impact on improving their lives and it can engage people who would not normally participate with traditional forms of communication.

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

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

- 4.14 Support for schools to assist them in planning the use of their allocated pupil Equity Funding has been confirmed by Scottish Government and includes:
- A framework of evidenced and proven educational interventions and strategies to help tackle the poverty related attainment gap. The framework can be used by all partners and should help to inform the decisions schools make. The structure and content is confirmed as being dynamic, with a commitment to continue to evolve the framework as an integral part of the National Improvement Hub, where a wide range of improvement, self-evaluation and research materials are available and where practice exemplars can be shared. Other research summaries and intervention examples will be incorporated as these become available;

- The Scottish version of the Education Endowment Foundation (EEF) Teaching and Learning Toolkit, which has been integrated into the National Improvement Hub: Learning and Teaching toolkit. This EEF Toolkit provides an accessible summary of educational research designed to inform discussions on the most effective approaches to improving attainment, with a focus on 5-16 year olds and poverty disadvantage. It contains 34 teaching approaches and interventions, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost. It is useful for education leaders and practitioners to inform decision making on the use of Pupil Equity Funding, raising attainment and improving equity. It is intended to be used in conjunction with the range of interventions and approaches provided through the framework above to encourage and enhance professional dialogue taking full account of the local context;
- A series of regional events aimed at school leaders took place in February 2017, with Scottish Government supporting locally organised events where possible; and these are currently being scheduled to place again in early 2018;
- Guidance is also available on working with the third sector to help support schools make the best use of funding with other partners;
- Attainment Advisors to provide advice on a regional basis;
- A dedicated Scottish Attainment Challenge community on Glow where all educators will have online discussions, ask questions, post responses, exchange ideas, access additional resource materials and share examples of practice. In addition, this secure community will be used to host regular discussions about the interventions and strategies being developed through the Pupil Equity Funding;
- Access to collaboration and communication tools on Glow including Yammer, Sharepoint, Blogs and Glow TV. These tools provide great opportunities for joint working and for sharing materials across all involved in the Scottish Attainment Challenge, with the ability to control visibility where required, and
- Guidance on School Improvement Planning including Standards and Quality reporting provided through the National Improvement Framework.
- In addition, the Education Authority also offers our own packages of support and detailed procedural guidance for schools to assist them plan how to use the funding effectively.

- 4.15 **Outcomes, impact and measurement:** At a school level, it is essential that teachers continue to make best use of the data they have access to locally to understand which children and young people would benefit from targeted support and to monitor and track learners' progress over time. Schools should articulate clearly defined outcomes to enable progress and impact to be measured. Where appropriate, consideration should be given to defining short, medium and long term outcomes to enable progress to be measured over time and to ensure that plans are resulting in improvements. Improving nationally the confidence and accuracy of teacher professional judgement of achievement of Curriculum for Excellence levels is a key factor in measuring progress. Further guidance on assessment can be found in the Key messages for schools and the Benchmarks issued in November 2016.
- 4.16 **Accountability and reporting:** Head Teachers are accountable to the Education Authority for the use of Pupil Equity Funding within their school. To ensure transparency, schools are expected to incorporate details of their Pupil Equity Funding plans into existing reporting processes to their Parent Council and Forum, including in their School Improvement Plans and Standards and Quality Reports. Reports will be publicly available so that parents can understand what is happening in their school.

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

- 4.17 **Unspent funds;** the guidance received from Scottish Government confirms that in circumstances where schools are unable to spend their full allocation during the financial year, any underspent grant may be carried forward to the next financial year though it would be expected that it would normally be spent within the school year. In order to support this requirement Education Services have worked with Finance colleagues to ensure the appropriate arrangements are in place to ensure schools liaise closely with to agree the necessary arrangements for carrying forward Pupil Equity Funding. In doing so, this is considered separately from other funding within the devolved school management budget.

5.0 **Approaches to identifying the Attainment gap for pupils**

- 5.1 **Identified attainment gap;** Argyll and Bute schools were asked to demonstrate that they had undertaken activities to identify and highlight what the attainment gap was in their school, and which pupils were specifically being targeted. These activities were analysed for each of the (Number) schools within the Authority provided with PEF funding, as follows:

- 71% identify that the poverty related attainment gap sits around literacy;
- 39% identify that the poverty related attainment gap sits around numeracy;
- 33% identify that the poverty related attainment gap sits around health and wellbeing;
- 2% identify that the poverty related attainment gap sits around other areas, and
- 20% of schools used specific data to identify the attainment gap when they completed their plans.

5.2 **Proposed Interventions;** having identified which children and young people will be benefiting from the intervention, schools were asked what the specific intervention would be. Interventions were analysed as follows:

- 40% of schools wanted to use their PEF funding to employ additional staff;
- 38% of schools wanted to use their PEF funding for specific literacy resources;
- 34% of schools wanted to use their PEF funding for specific numeracy resources;
- 16% of schools wanted to use their PEF funding for partnership working;
- 13% of schools wanted to use their PEF funding for specific health and wellbeing resources;
- 12% of schools wanted to use their PEF funding for a homework club;
- 12% of schools wanted to use their PEF funding for specific staff training programmes;
- 10% of schools wanted to use their PEF funding for outdoor education activities;
- 8% of schools wanted to use their PEF funding for ICT equipment;
- 7% of schools wanted to use their PEF funding to create nurture groups, and
- 5% of schools wanted to use their PEF funding for breakfast club activities.

5.3 **Impact Measurement;** when asked how schools plan on tracking the impact of their interventions, there were a variety of approaches including:

- 40% of schools planned on using literacy baseline data to analyse impact;
- 34% of schools planned on using numeracy baseline data to analyse impact;
- 20% of schools planned on using changes in the wellbeing wheel indicators to measure impact;
- 20% of schools planned on ongoing tracking of pupils to measure impact;
- 9% of schools planned on analysing attendance to measure impact;
- 7% of schools planned on analysing engagement to measure impact;
- 6% of schools planned on analysing participation to measure impact, and
- 2% of schools planned on analysing late coming to measure impact.

- 5.4 The impact of Pupil Equity Funding on closing the attainment gap and improving outcomes for children and young people will be further analysed with schools during March – June 2018. This analysis will be reported upon within the Authority Annual Education Plan performance report scheduled for submission to the Scottish Government in August 2018.

6.0 Pupil Equity Funding - Roles

- 6.1 In taking forward the expectations arising from the new Pupil Equity Fund there are a number of key roles for schools, Local Authorities and Nationally. These are defined as follows:

Key roles: Schools

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

Key roles: Local Authority

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

Key roles: National

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

6.2 In 2017 Education Services, in conjunction with schools, in responding to the Scottish Attainment Challenge undertook a number of steps to respond to the updated National expectations and ensure adherence to the revised statutory obligations placed on the Council. These included:

- In June 2017, the Education Service participated in the second year of 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 2017 Evidence Report details the national picture of the percentage of P1, P4, P7 and S3 pupils who are achieving the expected CfE Level relevant for their stage in Literacy and Numeracy (Appendix C).
- All local Authorities have direct access to a named Scottish Government Attainment Advisor who works collaboratively alongside local authority staff on agreed priorities which support the Scottish Attainment Challenge (SAC). The Attainment Advisor has supported initiatives in Rosneath, John Logie Baird, Luss, Colgrain Primary Schools and more recently to the Kintyre Cluster.
- The Education Service 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 being used to inform the Education Service's strategy for raising attainment in literacy and numeracy and to ensure standards of attainment are in line with national expectations.
- Key messages from the QAMSO events as well as feedback from Education Scotland on school submissions were the focus for the agenda

at an Authority Assessment Facilitator event attended by 51 practitioners from 41 schools in November. Two events, focusing on achievement of a level for Literacy and Numeracy at P4 and P7 are planned for March, supported by the Authority and the QAMSOs. This approach will allow us to continue to develop a shared understanding of expected standards, improve consistency as well as developing teacher confidence.

- The Education Service training for Assessment and Moderation Facilitators (AMFs) who 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 was evaluated for impact. 100% of our AMFs reported that the training they had undergone from the Authority had impacted on teaching, learning, assessment and moderation in the classroom, 40% describing this impact as significant. In August, the Assessment Facilitators, using materials provided by the Authority, ran inset training for Clusters on assessment and moderation. The feedback from 42 participating schools was very positive, particularly in regard to the clarification of holistic assessments.
- Two P1 Authority Pilots, involving 21 schools commenced this session; the Early Acquisition of Literacy and the Stages of Early Arithmetical Learning. NIF data was used for the selection of schools for these pilots. These pilots are developing teacher pedagogy, promoting active, experiential learning and making learning engaging for our learners. Early indications are showing a high engagement of both pupil and teacher, with teachers reporting that the pupils are attaining expected progress or above.
- Specific, directed support and training has been offered to schools in response to NIF data by Principal Teachers – 27 schools supported in Numeracy, 24 schools supported in Literacy. Twilight training was provided by PTs for Literacy and Numeracy on gathering assessment evidence and how to use the Benchmarks to come to a judgement about progress, in response to Literacy NIF data, delivered to 10 identified schools October to November 2017. In November the Principal Teacher (PT) of Literacy worked with a small working group to look at approaches to writing across the authority with the intended aim of creating guidance and training resources to support schools. Writing moderation sessions have been held at 5 identified schools. The PT is working with the English Teachers' network on to discuss approaches to level 4 assessment to tackle the wide variations in results. Key messages relating to level 4 assessments from the national moderation events that have so far taken place have been disseminated with all English departments.
- Disseminated a range of updates and supporting information to Head Teachers through the work of the JSC and LNCT, Head Teachers' meetings and regular education bulletins and briefings, and

- Nominated a Lead Authority Officer for INSIGHT who has engaged in training and development of the Senior Phase Benchmarking Tool across all ten secondary school in the Authority. Targeted work is currently being undertaken with four secondary schools.

7.0 CONCLUSION

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

8.0 IMPLICATIONS

- 8.1 Policy The introduction of the Scottish Attainment Challenge: Pupil Equity Funding supports the central purpose of the Scottish Government and the delivery on the national outcomes. Supporting delivery on the SOA Outcomes 1 and 3.
- 8.2 Financial Potential financial implications given the time limited nature of funding in ensuring the avoidance of ongoing liabilities or redundancy costs which are unfunded.
- 8.3 Legal The Council requires to meet their statutory duties as prescribed in the 'Standards in Scotland's etc., Act 2000'.
- 8.4 HR Potential HR implications given the time limited nature of the funding in ensuring the avoidance of ongoing HR liabilities or redundancy costs which are unfunded.
- 8.5 Equalities One of the two main tenets of the Scottish Government's vision for Education is to address educational inequalities. This current approach from Scottish Government is aimed at reducing inequalities.
- 8.6 Risk Potential reputational risk to the Council by failing to deliver the statutory requirements of the revisions arising within the Standards in Scotland's School etc., Act 2000.
- 8.7 Customer Service The Scottish Attainment Challenge, Pupil Equity Funding is clear around expectations, particularly for parental involvement and engagement which should provide positive benefits in supporting their role in their children's education.

Ann Marie Knowles
Acting Executive Director of Community Services

Councillor Yvonne McNeilly
Policy Lead for Education and Lifelong Learning

13 February 2018

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Appendix A:

Full school allocation list:

<http://www.gov.scot/Topics/Education/Schools/Raisingeducationalattainment/pupilequityfund/Allocations1819>

Further information sources:

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

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

<https://beta.gov.scot/publications/equality-impact-assessment-eqia-results-scottish-attainment-challenge/>

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

<https://beta.gov.scot/publications/pupil-equity-fund-operational-guidance-2018>

Appendix 1

Pupil Equity Funding – School Level Funding 2018-2019
Argyll and Bute Council

School	Allocation before top up	Top Up	Allocation including top up
Achaleven Primary School	£ -	£ -	£ -
Ardrishaig Primary School	£ 8,400	£ 1,320	£ 9,720
Arinagour Primary School	£ -	*	*
Arrochar Primary School	£ -	£ -	£ -
Barcaldine Primary School	*	£ -	*
Bowmore Primary Gaelic Unit	£ -	*	*
Bowmore Primary School	*	£ -	*
Bunessan Primary School	*	*	*
Cardross Primary School	£ 7,200	£ 2,520	£ 9,720
Carradale Primary School	*	*	*
Castlehill Primary School	£ 40,800	£ -	£ 40,800
Clachan Primary School	£ -	£ -	£ -
Colgrain Primary School	£ 45,600	£ -	£ 45,600
Craignish Primary School	£ -	£ -	£ -
Dalintober Primary School	£ 60,000	£ -	£ 60,000
Dalmally Primary School	*	£ -	*
Dervaig Primary School	*	*	*
Drumlemble Primary School	*	*	*
Dunbeg Primary School	£ 6,000	£ 1,560	£ 7,560
Dunoon Primary School	£ 51,600	£ -	£ 51,600
Easdale Primary School	*	£ -	*
Furnace Primary School	*	*	*
Garelochhead Primary School	£ 15,600	£ -	£ 15,600
Gigha Primary School	*	£ -	*
Glassary Primary School	*	£ -	*
Glenbarr Primary School	£ -	£ -	£ -
Hermitage Primary School	£ 39,600	£ 6,840	£ 46,440
Innellan Primary School	£ 7,200	£ -	£ 7,200
Inveraray Primary School	£ 9,600	£ -	£ 9,600
Iona Primary School	£ -	£ -	£ -

John Logie Baird Primary School	£ 32,400	£ -	£ 32,400
Keills Primary School	*	£ -	*
Kilchattan Primary School	£ -	*	*
Kilchrenan Primary School	£ -	*	*
Kilcreggan Primary School	£ 15,600	£ -	£ 15,600
Kilmartin Primary School	*	*	*
Kilmodan Primary School	*	£ -	*
Kilninver Primary School	*	*	*
Kirn Primary School	£ 70,800	£ -	£ 70,800
Lismore Primary School	£ -	£ -	£ -
Lochdonhead Primary School	£ -	£ -	£ -
Lochgilphead High School	£ 44,400	£ -	£ 44,400
Lochgoilhead Primary School	£ 7,200	£ -	£ 7,200
Lochnell Primary School	£ 15,600	£ -	£ 15,600
Luing Primary School	*	£ -	*
Luss Primary School	*	£ -	*
Minard Primary School	£ -	£ -	£ -
North Bute Primary School	£ 7,200	£ -	£ 7,200
Park Primary School	£ 27,600	£ -	£ 27,600
Port Charlotte Primary School	*	*	*
Port Ellen Primary School	£ 7,200	£ 1,440	£ 8,640
Rhu Primary School	£ 19,200	£ 240	£ 19,440
Rhunahaorine Primary School	£ 8,400	£ 240	£ 8,640
Rockfield Gaelic Unit	£ 9,600	£ 1,200	£ 10,800
Rockfield Primary School	£ 70,800	£ -	£ 70,800
Rosneath Primary School	£ 32,400	£ -	£ 32,400
Rothesay Academy	£ 81,600	£ -	£ 81,600
Salen Primary Gaelic Unit	*	£ -	*
Salen Primary School	*	*	*
Sandbank Primary Gaelic Unit	*	£ -	*
Sandbank Primary School	£ 13,200	£ 5,160	£ 18,360
Small Isles Primary School	£ -	£ -	£ -
Southend Primary School	£ -	*	*
St Andrew's Primary School	£ 26,400	£ -	£ 26,400
St Columba's Primary School	£ 19,200	£ -	£ 19,200
St Joseph's Primary School	£ 38,400	£ -	£ 38,400
St Mun's Primary School	£ 48,000	£ 1,680	£ 49,680
Strachur Primary School	*	£ -	*
Strath of Appin Primary	*	*	*
Strath of Appin Primary GMU	£ -	£ -	£ -
Strone Primary School	£ 10,800	£ -	£ 10,800

Tarbert Academy	£ 10,800	£ -	£ 10,800
Taynuilt Primary School	£ 8,400	£ 240	£ 8,640
Tayvallich Primary School	*	£ -	*
Tighnabruaich Primary School	£ 8,400	£ -	£ 8,400
Tiree High School	*	*	*
Tiree Primary Gaelic Unit	*	£ -	*
Tobermory High School	£ 6,000	£ -	£ 6,000
Toward Primary School	*	£ -	*
Ulva Primary School	£ -	£ 6,480	£ 6,480
Campbeltown Grammar School	£ 19,200	£ -	£ 19,200
Dunoon Grammar School	£ 87,600	£ -	£ 87,600
Hermitage Academy	£ 69,600	£ -	£ 69,600
Islay High School	*	*	*
Lochgilphead High School	£ 28,800	£ -	£ 28,800
Oban High School	£ 75,600	£ -	£ 75,600
Rothesay Academy	£ 45,600	£ -	£ 45,600
Tarbert Academy	*	*	*
Tiree High School	*	*	*
Tobermory High School	*	£ -	*
Parklands School	*	*	*
Total Argyll and Bute Council	£ 1,341,600	£ 60,000	£ 1,401,600
Total Scotland	£ 120,560,400	£ 1,697,880	£ 122,258,280

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ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****EDUCATION****15 MARCH 2018**

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

1.0 EXECUTIVE SUMMARY

- 1.1 The main purpose of this report is to advise Community Services Committee of the further planned inspection of the Education functions of Argyll and Bute Council and to confirm the detail of the inspection programme which will evaluate the progress being made by the Authority in addressing the main points for action contained within the initial inspection report of 21 March 2017.
- 1.2 Education Scotland verbally notified the Executive Director, Community Services that HM Inspectors, as outlined in the further inspection report published on 7 December 2017, will undertake a further strategic level inspection of the Education functions of Argyll and Bute Council during the period Monday 14th to Tuesday 15th May 2018.
- 1.3 This further inspection visit was indicated within the formal inspection report published by Education Scotland on 7 December 2017. Specifically the report noted that *“Education Scotland will carry out further inspection activity by the end of 2018 to monitor and report on the continued progress made by the council in addressing the main points for action contained in this report”*.

2.0 RECOMMENDATIONS

It is recommended that the Community Services Committee:

- I. Note the further inspection visit which is planned by Education Scotland to commence on 14 May 2018;
- II. Note the timetable associated with the inspection;
- III. Agree that Education Services will submit a further summary self-evaluation summary detailing the further progress of the Council in addressing the main points for action contained within the initial published inspection report of 21 March 2017, and the subsequent report published on 7 December 2017, and
- IV. Request the Executive Director of Community Service brings a report confirming the outcome of the inspection to a future meeting of the Community Services Committee.

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

EDUCATION

15 MARCH 2018

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

3.0 INTRODUCTION

- 3.1 The main purpose of this report is to advise Community Services Committee of the further inspection of the Education functions of the Council.
- 3.2 Education Scotland verbally notified the Executive Director of Community Services that HM Inspectors will undertake a further strategic level inspection of the Education functions of Argyll and Bute Council during the period Monday 14th to Tuesday 15th May 2018.
- 3.3 The further inspection was indicated at the conclusion of the inspection visit by Education Scotland, conducted in September 2017 and outlined within the further inspection report published by Education Scotland on 7 December 2018. Specifically the report noted that *“Education Scotland will carry out further inspection activity by the end of 2018 to monitor and report on the continued progress made by the council in addressing the main points for action contained in this report”*.
- 3.4 The further inspection will focus on the progress that has been made in addressing the four of the five main points for action identified in the further inspection report of 7 December 2017. A further visit to assess progress against the remaining action point is anticipated to be undertaken in September 2018. Reports presented by Education Scotland following these visits will not include evaluations based on the six-point scale.

The main points for action were:

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

4.0 RECOMMENDATIONS

It is recommended that the Community Services Committee:

- I. Note the further inspection visit which is planned by Education Scotland to commence on 14 May 2018;
- II. Note the timetable associated with the inspection;
- III. Agree that Education Services will submit a further summary self-evaluation detailing the further progress of the Council in addressing the main points for action contained within the initial published inspection report of 21 March 2017, and the subsequent report published on 7 December 2018, and
- IV. Request the Executive Director of Community Service brings a report confirming the outcome of the inspection to a future meeting of the Community Services Committee.

5.0 DETAIL

5.1 Education Scotland have allocated a team of two Inspectors to undertake the further inspection. The team will be led by a Managing Inspector, Mr. Alastair Brown.

5.2 The planned inspection footprint will take place over the course of two days: 14 – 15th May, during the course of the inspection week the inspectors will engage in a range of inspection activities. The timetable for the inspection is currently being finalised and agreed with the Managing Inspector and at this stage the full detail of the inspection programme is still unknown..

5.3 A range of preparatory work is currently being undertaken by Education Services to support the impending inspection. These include:

- The preparation of an updated self-evaluation position statement for submission to Education Scotland by 4th May 2018;
- Identification of relevant supporting evidence;
- Preparation of the inspection timetable, including co-ordination of meetings, focus groups, visits, and
- Scheduling diary arrangements for Chief Officers and Elected Members, as appropriate.

6.0 CONCLUSION

6.1 Education Scotland will carry out a further inspection of the Education functions of the Council commencing 14th May 2018. Education Services are currently preparing an updated self-evaluation summary of progress against the main points for action for submission to Education Scotland on 4th May 2018.

6.2 A further report will be published by Education Scotland of the progress made by

the Authority in addressing the main points for action published in the further inspection report of 7 December 2017. At this stage the publication date is unknown.

- 6.3 An update on the outcome of the further inspection will be provided at a future Community Services Committee meeting.

7.0 IMPLICATIONS

- 7.1 Policy The *Standards in Scotland's Schools etc. Act 2000* places a duty on education authorities to provide children and young people with school education and (in terms of raising standards) requires authorities to endeavor to secure improvement in the quality of that school education.
- 7.2 Financial None.
- 7.3 Legal None.
- 7.4 HR Resourcing of the planned inspection presents additional, short term resource implications for the Council.
- 7.5 Equalities None.
- 7.6 Risk The outcome of the further inspection of the education provision by Argyll and Bute may significantly enhance or detract from the Council's reputation and attractiveness as an area to work and live in.
- 7.7 Customer Service This report provides elected members with an overview of the planned evaluation of Service performance.

Ann Marie Knowles
Acting Executive Director of Community Services

Councillor Yvonne McNeilly
Policy Lead for Education and Lifelong Learning

01 March 2018

For further information contact:

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ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****COMMUNITY SERVICES****15 MARCH 2018**

GAELIC LANGUAGE PLAN 2018-22

1. INTRODUCTION

- 1.1 The purpose of this report is to update the Community Services Committee on the Public Consultation responses to the Argyll and Bute Council Gaelic Language Plan 2018 – 2022.
- 1.2 The draft Plan was prepared following guidance set out by Bòrd na Gàidhlig and so meets with their requirements.
- 1.3 The consultation period ended on 19th February 2018 and received a good response.
- 1.4 This paper includes a summary of the consultation responses, with recommendations and an amended version of the Gaelic Language Plan 2018-22 for approval.

2. RECOMMENDATIONS

It is recommended that the Community Services Committee:

- 2.1 Notes the responses made to the Public Consultation of the Argyll and Bute Council Gaelic Language Plan 2018 – 2022.
- 2.2 Agrees with the recommendations contained in Appendix 1 in terms of amending the final Plan as a result of consultation.
- 2.3 Recommends the finalised Plan at Appendix 2 to Council for formal approval.
- 2.4 Recommend to Council that the plan is submitted to Bòrd na Gàidhlig.

3. DETAIL

- 3.1 Argyll and Bute Council has a duty under the Statutory Notice by Bòrd na Gàidhlig to produce a Gaelic Language Plan. The Council approved its previous Gaelic Language Plan in 2014 following consultation and sign off by Bòrd na Gàidhlig. The new plan is required to be produced by April 2018.
- 3.2 A public consultation on a new draft plan, prepared by officer in accordance with guidance from Bòrd na Gàidhlig was carried out. Promotion of the

consultation was achieved using a range of media including the Council's website, the Council's Facebook page, the Argyll Gaelic Forum Facebook Page, the Council's newsletter and the Gaelic gathering distribution list was also emailed for their views. In addition, a Newsflash was sent to all employees. The Public Consultation on the Council's Gaelic Language Plan was completed on Monday 19th February 2018.

- 3.3 During the consultation period Councillor Currie, Policy Lead for Gaelic, held face to face consultations in various areas around Argyll and Bute. The first public consultation was via Video Conferencing from Kilmory to Mull, Tiree, Dunoon, Campbeltown and Helensburgh. Councillor Currie then held consultation gatherings in the Ionad Chaluim Chille Ìle in Islay and in the Furan Centre in Oban, which attracted over 30 people all together including community groups and stakeholders.
- 3.4 We received 26 email responses to the Gaelic inbox. We have reviewed each of the comments submitted and made some recommendations for amendments to the action plan within the Gaelic Language Plan as a result of this. These are set out in Appendix 1 for members' consideration.
- 3.5 Following the Committee's agreement on the recommendations, the Plan will be finalised, forwarded to the Council for adoption and sent to Bòrd na Gàidhlig.

4. CONCLUSION

- 4.1 The Council has carried out a consultation exercise on the draft Gaelic Plan. This included online and face to face consultation, and resulted in a good response.
- 4.2 Following consideration of the consultation responses by the Community Services Committee, the Plan will be finalised and will go forward for submission to Bòrd na Gàidhlig for final approval.

5. IMPLICATIONS

- 5.1 **Policy** This proposal is compliant with the Council's policies and procedures.
- 5.2 **Financial** There are no financial implications from this report.
- 5.3 **Legal** The Council has a duty under a statutory notice to produce a Gaelic Language Plan
- 5.4 **HR** None
- 5.5 **Equalities** The Plan has been Equality Impact assessed and there are no negative impacts.
- 5.6 **Risk** None
- 5.7 **Customer Services** None

Executive Director of Customer Services
Policy lead – Robin Currie

February 2018

For further information contact: Jane Fowler, Head of Improvement and HR

APPENDICES

Appendix 1 – Draft Gaelic Language Plan Consultation Responses and Recommendations

Appendix 2 – Argyll and Bute Gaelic Language Plan 2018-22

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Appendix 1

Gaelic Language Plan 2018-2022 Consultation Responses with recommendations

1.	Promoting a Positive Image of Gaelic		
	Consultee Comment	Response	Include in the Plan (Y/N)
	<p>We should be targeting and getting the message out (on Gaelic Education) to those people who are not involved in Gaelic.</p> <p>Argyll and Bute Council should increase the general community's knowledge and understanding of the benefits and aims of Gaelic in Argyll and Bute. We would suggest public promotion to those not already involved in Gaelic to increase understanding, integration and dispel current myths surround Gaelic such "Gaelic is a dead language" "Gaelic education costs are high and remove funds from other council services" "money used for Gaelic primary education should be used towards fixing our roads"</p>	<p>Explore further development of promotional materials, particularly online, through the Northern Alliance Regional Improvement Collaborative (NARIC)</p> <p>The Argyll Forum Facebook page is active and explicitly promotes awareness of Gaelic.</p>	<p>Yes – link to use of social media for promotional use.</p>
	<p>Using Social Media we should raise awareness within communities of how Gaelic Medium Education (GME) is funded, catchment areas, transport, etc. Could also produce a leaflet.</p>	<p>Explore further development of promotional materials, particularly online, through the Northern Alliance Regional Improvement Collaborative (NARIC)</p>	<p>Yes – as above</p>
	<p>The Council should run a Gaelic Medium Roadshow.</p>	<p>This is the responsibility of Comann nam Pàrant (CnP), the Gaelic parent body.</p>	<p>No</p>

	Information should go out well in advance of when children have to be first registered for GME.	Plan states that educational establishments must hold at least one opportunity for prospective parents to learn more about GME. CnP can play a role in this.	Already in the plan, but amend to add more detail.
	Parents of Gaelic Medium children could “tell their story” to prospective parents in order to allay anyone’s fears.	CnP could deliver this outcome as part of ‘roadshow’ idea.	No
	Under the heading of free use of halls, it was said that schools should be offered free use or at least if there is a key-holder, free use for Gaelic promotional events/roadshows.	There is a cost impact of opening buildings, which would have to be met by the school.	No, unless there is a decision to allocate funding for the cost of this.
	“Gaelic Desirable” should be on all vacancy adverts	This can be explored further and requires further analysis on recruitment, attraction, retention etc.	Include in the plan as investigate.
	The Council should make a commitment to support Royal National Mod in Argyll in the future not just this year’s Mod in Dunoon. The Council should continue to set aside £30k per year for the next 5 years to win the Mod for Oban in 2023. Oban is the heart of the Mod (3 responses) Encourage Live Argyll to promote Gaelic culture and events and also CHArts should be doing the same.	Commitment to funding future Mods in Argyll is a decision for the Council to take. There will be a review of events funding next financial year and the Mod support will be an aspect of this. Live Argyll is now a separate Organisation. CHArts can help promote gaelic culture.	Dependent on future Council decision No Yes
	Strong support for the Council logo to be bilingual and this could be done simply.	Subject to budget being made available, investigating potential designs can be included in the Plan.	Yes

	<p>All press releases should go out to as wide an audience as possible and also include in the weekly news email that is sent to over 700 people.</p> <p>Good new stories from schools etc should be posted on Facebook and on the Council website.</p>	<p>All press releases are issued to all Gaelic press outlets and are posted online.</p> <p>Good news stories from schools are already posted on Facebook.</p>	<p>Already being done.</p>
	<p>Highlands and Islands Enterprise would welcome continued partnership approach as founded in the development of Ar Storas Gaidhlig and the recent study Gaelic Language – the Evidence Base</p>	<p>The Council welcomes a close working relationship with HIE</p>	<p>Yes</p>
	<p>The Plan should also be promoted via all the schools with GMU – for those not in Oban or on social media, this could be their only way to find out about it and one of the aims to increase families learning together.</p>	<p>Wide promotion of the Plan will take place on approval. This can include GMUs.</p>	<p>Yes</p>
	<p>A Gaelic development contact for the whole of Argyll should be initiated, and more development in the Cowal area, especially as there is an increase in numbers in the Gaelic unit at Sandbank and an empty Gaelic Pre school unit in Sandbank.</p>	<p>There is no current budget provision for an area wide Gaelic development officer.</p>	<p>No</p>
	<p>Where the plan says that we support the Royal National Mod, we should also say that we will be supporting the local provincial Mods (Mod Beag) in Argyll and Bute. (2 responses)</p>	<p>The Council supports local Mods through the provision of free Council facilities, also in partnership with LiveArgyll</p>	<p>Already in the Plan</p>

2.	Increasing the Learning of Gaelic		
	Comment	Response from HoS	Include in the Plan (Y/N)
	<p>Gaelic Forum in the Plan should read Gaelic Gathering. People want to know what happened regarding all the suggestions made at the last Gathering in the workshop sessions. People would like feedback and is there monitoring of outcomes. For this year's Gathering it would be good to have a workshop or two the night before.</p>	<p>GLP states that the 'Gathering' will be held bi-annually. The progress of the action plan will be monitored bi-annually (between Gatherings).</p> <p>The gaelic Forum was an outcome of the Gaelic Gathering 2016 and exists as an active, virtual community on the Argyll Gaelic Forum facebook page.</p> <p>Progress on the activities from the previous Gathering will be reported at a follow up event.</p> <p>The provision of workshops on the night before a gathering is not feasible.</p>	<p>Already in the plan</p>
	<p>The Parental Advocacy Scheme is very important with the new Education Act and we need to say how those officers can be appointed. Is it feasible to do wrap around care?</p> <p>Parental advocacy scheme is a CnP N initiative which would welcome support from A&B to increase the number of Parental advisors in the area.</p>	<p>Parental Advocacy is already mentioned in the plan. It is not appropriate for the plan to set out a different process for officer appointments. All appointments are made in accordance with Council policy and procedure.</p> <p>Wrap around care is provision is being addressed in the Early Learning and Childcare provision of 1140 hours.</p>	<p>Already in the Plan</p>
	<p>The target should be to get teachers recruited and the back-up plan would be e-Sgoil. Should be a big push to get more subjects delivered through the medium of Gaelic. Transitions for parents, what to expect when GM children go to</p>	<p>The Council aims to recruit as many teachers as possible to deliver GME. This is very challenging. E-Sgoil is an excellent alternative for pupils to access Gaelic learning where it has not been possible to recruit a teacher.</p>	<p>Already in the Plan</p>

	High School.	Schools should actively seek to inform parents of GM pupils about transition. Specific reference to this can be included in the Plan.	Yes
	Include fun clubs, not just education.	The focus of the plan is on delivering the core curriculum in schools.	No
	More subjects should be taught through Gaelic in High Schools.	This is included in the Plan under E Sgoil.	Already in the Plan
	Plan for a Gaelic School in Argyll. There should be a commitment to a Gaelic School in Argyll and the wording could be, “plan to have a Gaelic School in Argyll”	This is a major policy decision for Council. A feasibility study is underway.	Include in the Plan as investigate the development of a Gaelic School and identify clear links with other Council plans.
	There should be encouragement for young people to go into Gaelic teaching.	This is recognised as a priority in the Education Workforce Planning process and will be promoted through Growing Our Own.	Yes
	Our Gaelic courses for our workforce should be extended to other public bodies, e.g. all in the Community Planning Partnership.	This is already underway	Yes
	There is a need for more interaction between native Gaelic speakers and children learning in Gaelic Medium units, out in the community as well as in schools to encourage them to put into practice what they are learning.	The GLP states this through the stipulation that all provisions with GME should have at least one community based event per annum. There is currently inter-generational working in Furan.	Already in the Plan
	Continue with financial support for local Gaelic Partnerships and increase the number of local partnerships operating in Argyll and Bute.”	The Gaelic Specific Grant as the purpose of the grant is for Gaelic education and there is no other core funding available to support the partnerships.	No

		There are opportunities for Partnerships to work with Community groups to promote Gaelic language classes for adults as provided by the Mull and Iona Gaelic Partnership	Partnerships can work with Community Development Trusts to replicate a 'Furan' style facility.
	Work in partnership with schools providing Gaelic Education and Comann nam Pàrant groups to deliver awareness raising opportunities for communities on the benefits of bi-lingualism (7 responses)	This is already promoted through Languages 1 Plus 2.	Already in the Plan
	Adults for Speaking our Language? Current demand is so high that a long waiting list is in place for current course which in actual fact has 18 (?) adults attending. This huge demand for increasing Gaelic learning should be built on as described in the plan as wanting to keep the language alive (6.2e – we aim to increase the number of Gaelic Learners). Expand learning in Oban.	<p>The priority for the council is to deliver on the curriculum for young people.</p> <p>The priority for Adult learning is to focus on skills development around numeracy and literacy.</p> <p>Furan currently delivers Gaelic classes in Oban. In other areas there is potential for Gaelic Partnerships to deliver adult Gaelic classes.</p>	No
	Increase efforts to provide a teacher for Bunessan.	The Council has committed significant resource to finding a gaelic teacher for Bunessan. There is an overall shortage of gaelic teachers.	No
	There is no reference in the plan as to how A&B plan to meet the requirement for increased hours in pre-school education.	Provision of gaelic Early Learning and Childcare is contained in the Argyll and Bute Council Early Learning and Childcare plan.	No
	Other than a commitment to regular Gaelic Bookbug sessions there is no reference to support for Gaelic 0-3 sector.		

	The Furan Centre activities are very supportive of Gaelic medium education (GME). Could a commitment to extend these types of activities to other areas with GME provision in A&B be included in the Action Plan?	The Council does not have the resource to develop Furan type activities in any other areas of Argyll and Bute.	No, unless core funding is made available
3.	Increasing the use of Gaelic		
	Comment	Response from HoS	Include in the Plan (Y/N)
	Inter-generational working is very important and should take place out with schools so that children see and hear Gaelic being used and it's not just a school activity.	Already stated in GLP.	No
	Feis nan Gaidheal should insist on greater use of Gaelic at feisean by tutors	Organisation of Feisean is not the Council's responsibility	No
	Council should raise Gaelic awareness by having words/phrases on the web-site every day or on a weekly basis.	This can be included in the plan for further consideration.	Yes
	The Plan should support the Argyll dialect and work with others to ensure that this isn't lost forever.	The Council already works with ICCI on Islay to deliver language classes and Gaelic learners find out about the Islay dialect. If similar learning can be provided about the Argyll dialect, this can be included in learning.	Yes
	I would suggest the development of family learning opportunities other than bookbug in	The Council's resources are being prioritised to deliver on the Curriculum. Local Gaelic Partnerships could	No

	<p>Argyll and Bute to include a wide age range to support and grow confidence and use of Gaelic in the home. (7 responses)</p>	<p>become involved in family learning opportunities to complement the work of Furan.</p>	
	<p>Any request for GMPE must legally be responded to following the process in the Education Act so responding to such a request is an obligation and not a 'target'. The target here could be the identification of areas where there is potential for new GMPE provision. In partnership with CnP / BnaG, parents could then be supported to request GMPE.</p>	<p>The Council recognises the legal position surrounding the Education Act and requests for GMPE.</p>	<p>No</p>

Environment

Business

Families

Culture

Education

Cleansing

Recycling

Benefits

Licensing

Planning

Gàidhlig

Housing and Regulatory

Transport

**Comhairle Earra Ghàidheal
agus Bhòid
Plana Gàidhlig
2018 - 2022**

**Argyll and Bute Council
Draft Gaelic Language Plan
2018 – 2022**

This plan has been prepared under Section 3 of the
Gaelic Language (Scotland) Act 2005

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13 ACTION PLAN21

1 Introduction

- 1.1 Our Council is forward looking and ambitious, continuously improving our relationship with our partners, customers and employees to ensure that we deliver the right services, by the best people, in the best way.
- 1.2 Our vision is ‘Choose Argyll and Bute live, learn, work and do business and this is underpinned by our new Gaelic Language Plan priorities, which are shared with the Scottish Government:
- (a) Promoting a positive image of Gaelic
 - (b) Increasing the learning of Gaelic
 - (c) Increasing the use of Gaelic
- 1.3 We recognise the role Gaelic has played in the history of Argyll and Bute and we continue to promote the language and its culture to our communities and afford Gaelic equal respect.
- 1.4 We are committed to ensuring that the Council complies with its duties under the Gaelic Language Act and the Gaelic Education Act and, in order to do this, we will continue to make appropriate Gaelic services available to the public in the authority’s area.
- 1.5 We are proud to be one of the local authorities which regularly host The Royal National Mod. The very first Gaelic Mod was held in Oban in 1892 and has since grown to be a major annual festival attracting visitors from across Scotland and the world. The economic benefits realised from holding such a high profile event in Argyll and Bute are welcomed by our communities and continue to emphasise the strong relationship which Argyll and Bute has with the Gaelic language, culture and history.
- 1.6 We recognise the importance of Gaelic in our communities where Gaelic continues to be used.
- 1.7 This Gaelic Language Plan describes how the Council, together in partnership with other organisations, will meet our requirements to deliver on the Gaelic Language Act and ensure a long term future for Gaelic in Argyll and Bute.

Councillor Aileen Morton
Council Leader

Cleland Sneddon
Chief Executive

2 Argyll and Bute Council

- 2.1 Argyll and Bute Council is one of 32 unitary local authorities in Scotland. It is responsible for a range of services including education, waste management, transportation, planning and building control, economic development, roads, strategic housing, environmental health and many others.
- 2.2 Argyll and Bute Council is the second largest of Scotland's 32 councils but in terms of population, it ranks 27th. The population estimate from the 2011 census was 88166¹. Argyll and Bute covers nearly 10% of the total area of Scotland but has less than 2% of the population. Over 80% of our population lives within 1km of the coast.
- 2.3 From Appin in the North, to Campbeltown in the South, Argyll and Bute stretches for over 100 miles and from Tiree in the West to Helensburgh in the East it stretches a further 80 miles. 23 of Argyll and Bute's islands are inhabited and 17.1% of its residents are islanders². Islands account for a third of Argyll and Bute's total area.
- 2.4 In order to discharge its duties as a local authority, Argyll and Bute Council operates 3 departments: Community Services, Customer Services, Development and Infrastructure plus the Chief Executive's Unit. The Council is also a core partner in the Integrated Joint Board for Health and Social Care in Argyll and Bute. The Council employs over 4700 staff who are based in over 300 different locations across the area.
- 2.5 There are 4 administrative areas within the Council: Mid Argyll, Kintyre and Islands, Oban, Lorn and the Isles, Bute and Cowal, Helensburgh and Lomond.
- 2.6 The Council's political management arrangements comprise:
- a) Full Council of 36 elected members covering 11 multi member wards
 - b) Area Committees for the 4 administrative areas within Argyll and Bute
 - c) Strategic Committees for Community Services, Economy, Development and Infrastructure, Policy and Resources, Planning, Protective Services and Licensing.
- 2.7 The Council also works closely with Community Planning partners to deliver the Argyll and Bute Outcome Improvement Plan.
-

3 Gaelic Language (Scotland) Act 2005 and the Issuing of a Notice

3.1 The Act

The Gaelic Language (Scotland) Act 2005 was passed by the Scottish Parliament with a view to securing the status of the Gaelic language as an official language of Scotland commanding equal respect to the English language.

One of the key features of the 2005 Act is the provision enabling Bòrd na Gàidhlig to require a public authority to prepare a Gaelic Language Plan. This provision was designed to ensure that the public sector in Scotland plays its part in creating a sustainable future for Gaelic by raising the status and profile of the language and creating practical opportunities for its use.

This document is Argyll and Bute Council's Gaelic Language Plan prepared within the framework of the Gaelic Language (Scotland) Act 2005. It sets out how we will use Gaelic in the operation of our functions, how we will enable the use of Gaelic when communicating with the public and key partners, and how we will promote and develop Gaelic.

Argyll and Bute Council's Gaelic Language Plan has been prepared in accordance with statutory criteria set out in the 2005 Act, and having regard to the National Gaelic Language Plan and the Guidance on the Development of Gaelic Language Plans.

Argyll and Bute's Gaelic Language Plan will be submitted to Bòrd na Gàidhlig following consultation and by the end of April 2018.

Consultation on a draft Gaelic Language Plan:

The 2005 Act requires public bodies to bring the preparation of its Gaelic Language Plan to the attention of all interested parties. Argyll and Bute Council have consulted publicly on the draft of its Gaelic Language Plan and the plan takes into account representations made during the consultation process.

Summary of Gaelic in Scotland

Argyll and Bute Council recognises that Gaelic is an integral part of Scotland's heritage, national identity and cultural life. Argyll and Bute Council is committed to the objectives set out in the *National Gaelic Language Plan* and has put in place the necessary structures and initiatives to support the objective that Gaelic has a sustainable future in Scotland.

Argyll and Bute Council recognises that the position of Gaelic is fragile and if Gaelic is to be revitalised as a living language in Scotland, a concerted effort on the part of government, the public and private sectors, community organisations and individual speakers is required to:

- enhance the status of Gaelic;
- promote the acquisition and learning of Gaelic;
- encourage the increased use of Gaelic.

4.0 Gaelic in Argyll and Bute

4.1 Historically, Argyll is the heartland of Scots Gaelic. The Gaelic language has been spoken in Argyll since around the 5th century and was the common language in the kingdom of Dal Riata from the time an Irish Gaelic colony established themselves as the first Scots and the kings were anointed at Dunadd Hill. Throughout our history the language has been a key element in developing many aspects of Scottish culture.

4.2 Use and Interest in Gaelic

There are communities in Argyll and Bute where Gaelic is still very much a part of everyday life. On islands such as Tiree and Islay, the Gaelic language is spoken widely in the community and retains local dialects and vocabulary. Interest in learning Gaelic and the known benefits of bilingual education are widely recognised and interest in Gaelic music and culture has increased significantly, resulting in a renewed and growing interest in Gaelic music and cultural events, particularly amongst younger people. There has been an increase in interest in Gaelic Medium Education, which will have a positive impact on future generations of Gaelic speakers and ultimately on census numbers. Gaelic overall, however, has been in decline across Argyll and Bute over the years and the data below illustrate the decline of Gaelic speakers between the census carried out in 2001 and the 2011 census. There are a number of reasons for this, including inward migration of non-Gaelic speakers and older Gaelic speakers declining in numbers.

4.3 Census Data 2011

- 4.3.1 The following data is from the 2011 Census where the people of Scotland were asked 4 questions about the Gaelic language – whether they could understand spoken Gaelic, speak, read or write Gaelic.
- 4.3.2 In Argyll and Bute as in Scotland, more generally, the number of Gaelic speakers fell between 2001 and 2011. The number of Gaelic speakers in Argyll and Bute fell by over 15% in this period.
- 4.3.3 Of people aged 3 and over, almost 6% had some Gaelic language ability in 2011. Of these 4.3% said they could speak, read or write the language.

4.4 Gaelic in Employment

- 4.4.1 Argyll and Bute Council has a number of posts where Gaelic is essential or desirable. The majority of these posts are within the Education service and specifically in our schools. Posts where Gaelic is essential as a skill include Gaelic Childcare and Education Worker, Gaelic Language Auxiliary, Teacher of Gaelic Medium, Principal Teacher of Gaelic Medium, Teacher of Gaelic (secondary schools), Education Officer – Gaelic. Posts for which Gaelic is desirable include Head Teacher of Gaelic Medium, Principal Teachers of Languages in Secondary School and Head Teachers of Secondary Schools. Additionally there are pre-five workers employed in Gaelic Medium pre-five units. Gaelic language classes are offered to the wider staff group to support their understanding of the language and to improve customer service where knowledge of Gaelic can be a benefit.
- 4.4.2 The Council has a Gaelic Centre in Oban called 'Furan'. The Centre has an Administrator who is a fluent Gaelic speaker and the Centre is a Hub for learning the language as part of structured classes for adults, for parents and for children, but also as an informal drop-in Centre for visitors to find out about the language and learn a few words and phrases. The Furan Centre delivers a number of Gaelic sessions which include:
- Bookbug - Approximately 16 families attend weekly.
 - Fealla-dha Furan – A 45 minute family session with songs, rhymes and stories, hosted by Pidheid, the Gaelic-speaking parrot.
 - Leugh Leabhar - Book club aimed at children in Gaelic medium education.
 - Furan Conversation Group – A free and informal group for people of all levels and fluency in Gaelic.
 - Gaelic for Parents – Aimed at parents with children in Gaelic Medium Education to learn different words and phrases suitable for conversation with their children at home.
 - Speaking our Language Group – A mix of relaxed and informal conversation with up to 5 adults, followed by more structured learning using the "Speaking our Language" resources.

There are also other Gaelic sessions delivered out-with the Centre by the Furan Administrator, these include:

- Stramash Outdoor Nursery – Session includes teaching simple words and phrases, singing Gaelic songs and a story. Proves very popular with children attending the nursery.

- Support for schools – Works with the Gaelic teaching staff and pupils in the Gaelic Medium sector and where Gaelic is Language 2 and taught to English Medium pupils from P1.
- Lynn Court Cèilidh – Fortnightly Cèilidh provided to the senior citizens within the care home which proves to be very popular.
- There are also a number of Fèis events throughout the year.

The Centre has been shortlisted for National Gaelic Awards and is growing in success and influence. In particular, following the erection of a sign outside Furan, there has been an increase in the number of visitors to Oban dropping in to find out about the language and to pick up a few words and phrases.

4.5 Gaelic in our Schools

4.5.1 There are currently six primary schools (Bowmore, Rockfield, Salen, Sandbank, Strath of Appin and Tiree) in the local authority which deliver Gaelic Medium Education. The pupil roll in the schools which offer Gaelic medium is shown below and includes the difference in the school rolls since the previous Gaelic Language Plan. This highlights an increase in 27 pupils receiving Gaelic medium education.

Name of School offering Gaelic Medium	Pupil Roll 2013/14	Pupil Roll 2017/18
Bowmore	21	17
Rockfield	40	48
Salen	36	47
Sandbank	38	38
Strath of Appin	4	5
Tiree	22	31
Total	161	186

4.5.2 Over 24 of our primary schools currently offer Gaelic for Learners in the Primary School. There are currently 1205 Gaelic learners in schools.

4.5.3 There are currently four secondary schools that offer Gaelic (Learners) and Gàidhlig to Advanced Higher level –Islay High, Oban High, Tobermory High and Tiree High. Dunoon Grammar School has a Gàidhlig (Fluent) Pathway from S1 to S6.

4.5.4 The number of Gaelic Teachers within Argyll and Bute Council is 25. There are 22 appointments for Gaelic Education, most posts are full-time and some are part-time. There are still vacancies to fill in Oban and Islay.

4.5.5 A new Gaelic class at Bunessan Primary School is currently being developed as a result of consultation in response to the Education (Scotland) Act 2016 – Gaelic provisions.

5.0 Internal Gaelic Capacity Audit

Argyll and Bute Council conducted an assessment of existing internal Gaelic capacity as part of the preparation of this Gaelic Language Plan and wider employee engagement. The results of this audit were taken in to consideration when developing commitments in the Plan.

The following results were recorded:

- 13% of respondents to the survey said they can communicate in Gaelic.
- 48% of respondents felt that Gaelic could be increased within Argyll and Bute Council.
- 31% of respondents would like to learn Gaelic or improve their Gaelic.
- 3% are happy with their current level of fluency.
- 21% are interested to learn Gaelic greetings or simple phrases to use with customers
- 12% would like to gain spoken fluency or improve their confidence in conversational Gaelic
- 10% would like to learn or improve reading and writing in Gaelic.

The Provision of language learning classes is available to Council employees and is also being extended to partner organisations. During session 2016/17 there were 49 Council employees learning Gaelic. For session 2017/18 this figure is 16; however it's anticipated that this figure will rise. The class participants are throughout all Council Departments and locations and are delivered remotely using Skype from Islay.

Individual Officers and Elected Members where appropriate have bi-lingual email addresses and business cards. Council meetings are always opened by the Provost in Gaelic.

Argyll and Bute Council's position on all external signage is to replace these bi-lingual.

The Council holds a Gaelic Policy Lead Group quarterly and Gaelic is reported to the Community Services Committee on a regular basis.

The Council uses external providers for their translation services.

6 Gaelic Language Policy

6.1 Scope

- a) This plan applies to all employees and elected members of Argyll and Bute Council. The overall intention is to create a working environment where the Gaelic language and culture is visible and promoted both inside the council and externally throughout our communities. The Plan builds on the work that the Council has undertaken in the past in implementing our previous Gaelic Language Plans, promoting Gaelic Education and recognises the benefits of bilingual learning.

6.2 Policy Statement

- b) Argyll and Bute Council's policy is to promote the range of Gaelic services and resources which are available to our service users.
- c) We will also ensure that the principle, introduced by the National Gaelic Language Plan that the Gaelic and English languages will be accorded equal respect, is adhered to across all of our services.
- d) We are committed to the promotion of Gaelic education, language, cultural and economic activities through continued awareness raising and language learning opportunities for children, employees and our communities.
- e) We aim to increase the number of Gaelic learners in Argyll and Bute and to promote the visibility of Gaelic in Argyll and Bute.
- f) We will work with parents and carers of children in Gaelic schools to meet the requirements of the National Plan.
- g) We will ensure that the formation, renewal and monitoring of policies will be in line with the Gaelic Language Plan.

6.3 Mainstreaming Gaelic

Argyll and Bute Council recognises that the various priority areas identified in the National Gaelic Language Plan will be primarily implemented through our Gaelic Language Plan but that opportunities will arise to promote and develop the language through existing policy measures. Argyll and Bute Council will seek to identify policy areas where Gaelic can be pro-actively incorporated and the priorities of the National Gaelic Language Plan.

The Action Plan highlights the activities that the Council has already mainstreamed in terms of the use of Gaelic. We see this development as corresponding to the normalisation principle which aims to include Gaelic as an everyday part of life in Scotland.

7.0 The National Gaelic Language Plan

The National Gaelic Language Plan focuses on six key development areas, all of which have a vital contribution to make in increasing the numbers of people learning, speaking and using Gaelic in Scotland, and identifies key development outcomes within each:

Development Area	Key Outcomes
Home & Early Years	An increase in the acquisition and use of Gaelic by young people in the home and increased numbers of children entering Gaelic-medium early years education.
Education Schools & Teachers	An increase in the number of children enrolling in Gaelic-medium education (GME), doubling the current annual intake to 800 by 2017.

Development Area	Key Outcomes
Education	<ul style="list-style-type: none"> ▪ A year on year increase in the number of pupils engaged in Gaelic-learner education (GLE) in both primary and secondary schools. ▪ An expansion in the availability of Gaelic-medium subjects in secondary schools. <p><i>Post-school Education</i> An increase in the number of adults acquiring Gaelic from the current total of around 2,000 to 3,000 by 2017 and enhanced language skills among fluent Gaelic speakers.</p>
Communities	More opportunities for communities and networks of Gaelic speakers of all kinds to use Gaelic and increased use of the language in community activities and services.

Workplace	Expansion of the use of Gaelic in places of work and an increase in employment opportunities where Gaelic skills are required in order to enable service delivery in the language.
Arts & Media; Heritage & Tourism	<ul style="list-style-type: none"> ▪ Development of Gaelic arts and media as a means of promoting the language, attracting people to it and enhancing their commitment through opportunities to learn, use and develop Gaelic. ▪ An increased profile for Gaelic in the heritage and tourism sectors and increased use of Gaelic in the interpretation of Scotland's history and culture.
Corpus	Co-ordination of the initiatives of parties active in Gaelic language corpus development to achieve enhanced strength, relevance, consistency and visibility of the Gaelic language in Scotland.

Argyll and Bute Council is committed to ensuring that the National Plan is implemented, and in this section we set out how we will achieve that aim.

Home and Early Years

Rationale:

Argyll and Bute Council recognises that a sustainable future for Gaelic requires more people to learn the language and that attention requires to be focused on education and adult learning as the key means of achieving this. We will take the following steps to help create a supportive environment for growing the number of Gaelic speakers in Scotland.

- Raising awareness of the importance for acquiring Gaelic and encouraging parents to choose Gaelic education for their children
- Ensuring practical support, resources and advice are available for passing Gaelic on to children in the home and in Gaelic early years education
- Enabling links to be strengthened between the use of Gaelic in the home and Gaelic early years provision

Education

Rationale:

Argyll and Bute Council recognises that creating a sustainable future for Gaelic requires not only increasing the number of people able to speak the language, but increasing actual usage. We recognise the importance of enabling more people to use Gaelic as their preferred and normal mode of communication in an increasingly wide range of daily activities.

- Carrying out initiatives to promote, establish and expand both GME and GLE at primary and secondary levels
- Ensuring adequate attention is given to the recruitment, retention, education, support and development of GME and GLE teachers
- Providing a range of opportunities for young people in both GME and GLE to engage in activities that enhance their Gaelic skills through greater use
- Ensuring that all steps are taken to secure the quality of both GME and GLE through National Guidance and other means.
- Supporting access to, and participation in, a range of Gaelic learning opportunities for adults
- Accessing resources to support adults learning Gaelic

Community

Rationale:

Argyll and Bute Council] recognises that the status of a language is affected by its presence in the daily environment and the extent to which it is used, valued and perceived to be valued by those institutions which play an important role in our daily lives.

- Encouraging support for initiatives that promote the use of Gaelic among all kinds of communities of speakers
- Encouraging support for increased situations in which Gaelic can be used informally by young people and adult learners.

The Workplace

Rationale:

Argyll and Bute Council recognises the need to strengthen the relevance and consistency of Gaelic and the importance of facilitating translation.

- Supporting a positive attitude to Gaelic in the workplace through awareness-raising and signage
- Accessing funding to enable opportunities for staff to learn Gaelic and for speakers to develop their language skills

Media & Arts; Heritage & Tourism

Rationale:

Argyll and Bute Council recognises the need to strengthen the relevance and consistency of Gaelic.

- Encouraging the promotion of the visibility and audibility of Gaelic as a unique part of Scotland's heritage
- Encouraging an increase in the use of Gaelic in heritage and tourism sectors.
- Encouraging appropriate recognition of Gaelic and its use in places of special interest and in promoting national events.

Corpus

Rationale:

Argyll and Bute Council recognises the need to strengthen the relevance and consistency of Gaelic and the importance of facilitating translation services.

- Co-ordination of a range of language related initiatives through supporting the Gaelic Policy Lead Group
- Ensuring appropriate access to translation and interpretation
- Ensuring that information and resources on Gaelic are available to employees.

8.0 Scottish Government National Priorities

Bòrd na Gàidhlig is committed to achieving the Strategic Objectives as established by The Scottish Government, and has identified the ways in which the National Gaelic Language Plan aims to address the Scotland's National Outcomes.

Development Area	#	National Outcome Statement
Home & Early Years Education Corpus	5	Our children have the best chance in life and are ready to succeed.
	4	Our young people are successful learners, confident individuals, effective contributors and responsible citizens.
	3	We are better educated, more skilled and more successful, renowned for our research and innovation.
Communities Workplace	11	We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others.
	2	We realise our full economic potential with more and better employment opportunities for our people.
	6	We live longer, healthier lives
Arts & Media Heritage & Tourism	13	We take pride in a strong, fair and inclusive national identity
The whole plan	16	Our public services are high quality, continually improving, efficient and responsive to local people's needs
	7	We have tackled the significant inequalities in Scotland's society

9.0 Local Government Priorities

Argyll and Bute Council works closely in partnership with the Argyll and Bute Community Planning Partnership to deliver on the overall Argyll and Bute Outcome Improvement Plan (ABOIP) objective:

Argyll and Bute's Economic Success is Built on a Growing Population

There are 6 joint outcomes, which are also core to the Council's Corporate Plan:

- The economy is diverse and thriving
- We have infrastructure that supports sustainable growth
- Education, skills and training maximises opportunities for all
- Children and young people have the best possible start
- People live active, healthier and independent lives
- People live in safer and stronger communities

The Gaelic Language Plan directly aligns to delivery on these outcomes.

10 Review and Monitoring

The plan will be monitored regularly by the Community Services Committee.

It is important to acknowledge that the language plan remains adaptable and flexible to the priorities set out by the Council, particularly when circumstances may change.

10.1 The Gaelic Language Plan in the Corporate Structure

This plan is the policy of Argyll and Bute Council and has been endorsed both by our senior management team and Council members.

Position with operational responsibility over the Plan

The senior officer with operational responsibility for overseeing preparation and monitoring of Argyll and Bute Council's Gaelic Language Plan is:

Jane Fowler
Head of Improvement and HR
Customer Services
Argyll and Bute Council
Kilmory
Lochgilphead
PA31 8R

Tel: 01546 604466
Email: Jane.Fowler@argyll-bute.gov.uk

- 10.1.1 Overall responsibility for the Plan lies with the Chief Executive and the Policy Lead for Policy Lead for Communities, Housing, Islands and Gaelic.
- 10.1.2 The senior officer with operational responsibility for overseeing preparation and monitoring of the plan is the Head of Improvement and HR. Delivery of the individual actions in the plan is the responsibility of the designated officer.
- 10.1.3 Any queries about the day-to-day operation of the Plan should be communicated to gaelic@argyll-bute.gov.uk and will be co-ordinated by the Improvement and Organisational Development team.

11 Delivery of the Plan and Resourcing

- 11.1 The Improvement and HR service leads on the preparation and monitoring of the Gaelic Language Plan. Heads of Service across Council other services are responsible for the delivery of actions relating to their services.
- 11.2 Lead officers will provide regular update reports to the Head of Improvement and HR, the Policy Lead and the Community Services Committee through the monitoring of the plan.
- 11.3 The plan will be implemented by using existing resources, noting the current challenging financial position facing the Council. The Council will continue to seek external financial support from Bord na Gaidhlig and Scottish Government to invest resources in Gaelic education, language, the economy and culture to deliver the plan,
- 11.4 The Council accepts that a strong working relationship with other organisations operating in Argyll and Bute which deliver services and activities through Gaelic are pivotal to sustaining growth in Gaelic in Argyll and Bute and will support effective implementation of our language plan, thus creating more opportunities for Gaelic to be used.

12 Promotion of the Plan

- 12.1 The plan will be promoted to all employees and elected members through the use of the website, 'The Hub' - which is the staff intranet, Cascade and newsletters.

- 12.2 Externally, the plan will be promoted through the website, the use of social media sites e.g. Facebook, Twitter and the 'Furan' Gaelic Centre in Oban.
- 12.3 The Council will retain and continue to host and facilitate the online Gaelic forum. This will be a key mechanism for promoting the plan to community planning partners and Gaelic organisations and individuals operating across and out-with Argyll and Bute.

13 Action Plan

1 Promoting a positive image of Gaelic					
	We will:	Target	Success Measure	Timescale	Lead
1.1	Offer free Council venues for local provincial mods	All local Mods will have free access to Council Venues	Venues provided	Throughout life of the Plan	General Manager, Live Argyll
1.2	Promote opportunities for Gaelic staff to work collaboratively across the Council to ensure a shared standard of achievement	One collaborative session using V-Scene (video conferencing) for all Gaelic Medium teaching staff planned for each term – 3 to 4 per academic year	18/19 - 2 sessions 19/20 3 sessions 20/21 - 4 sessions 21/22 - 4 sessions	By 2022	Head of Education
1.3	Ensure Council vacancies which are Gaelic essential or desirable will be advertised bilingually	100% of gaelic teacher vacancies are advertised in Gaelic	100% of Gaelic teacher vacancies	Throughout the Life of the Plan	Head of Education Recruiting managers and Head Teachers
1.4	Host a successful Royal National Mod	1 Mod event in Argyll	1 event	By 2022	Head of EDST

1.5	Include Gaelic in the CHArts (Culture Heritage and the Arts) initiative	Include the role of Gaelic culture in the final CHArts documents	Gaelic included	By 2020	Head of EDST
1.6	Work with others to actively promote participation in the Royal National Mod	Joint promotional materials and activities prepared and circulated	Numbers participating are positive	To coincide with Mod	Head of EDST
1.7	Work with others to promote attendance at the Royal National Mod in Argyll	Joint promotional materials and activities prepared and circulated	Attendance numbers are positive	To coincide with Mod	Head of EDST
1.8	Secure a higher profile and visibility for Gaelic and bilingualism in commercial, retail, food and drink and in tourism sectors.	Guidance prepared and promoted.	Establish Gaelic as a norm in the consideration of promoting a business sector or economic initiative.	By 2022	Head of EDST
1.9	Include the Gaelic language in the promotion of Argyll and Bute as a tourism destination.	Guidance developed and promoted	Tourism promotion materials using Gaelic are increased.	By 2022	Head of EDST/Argyll and Islands Tourism Cooperative
1.10	Maximise the economic impact of Gaelic at events/festivals held in Argyll and Bute	Minimum 2 events per annum i.e. Bowfest, Oban Live, Islay Whisky festival, Tiree Rock festival.	The economic benefits of the Gaelic culture and bilingualism will enjoy a higher profile	By 2022	Head of EDST

1.11	Assist in the development of the economic impact of the Royal National Mod	Delivery of 1 economic impact study in association with the Mod.	Study complete	Q4 2018/19	Head of EDST
1.12	Promote Argyll and Bute as a place to undertake Film and TV work that involves Gaelic language and culture	Create a Gaelic section on our dedicated film and tv web site.	Gaelic section created	Q1 2018/19	Head of EDST
1.13	Consider support for Royal National Mod in Argyll in the future.	Carry out a review of events funding in 2018/19 and consider Mod support as an aspect of this.	Review complete	2018/19	Head of EDST
1.14	Investigate the development of a bilingual Council logo	Subject to budget being made available, investigate design options.	Logo options considered by Members	By 2022	Head of IHR
1.15	Work in partnership with Highlands and Islands Enterprise as in the development of Ar Storas Gaidhlig and the recent study Gaelic Language.	Partnership working embedded	Partner meetings take place	Throughout the life of the plan	Head of EDST
We will continue to:					
1.16	Involvement of Bord na Gaidhlig in Argyll and Bute Community Planning Partnership		Community Planning Manager		
1.17	Increase Gaelic content on 'The Hub' and website		Customer Service Centre		
1.18	Promote good news stories in and relating to Gaelic		IHR		
1.19	Ensure mail and email received in Gaelic will be responded to in Gaelic		All Services		
1.20	Ensure complaints received in Gaelic are responded to in Gaelic within timescale		All Services		

1.21	Ensure the bilingual welcome for Council Reception staff is standard	Customer Service Centre			
1.22	Open Committee meetings with a Gaelic greeting	Governance & Law			
1.23	Include Gaelic media organisations in the distribution of all council press releases	IHR			
1.24	Increase the general community's knowledge and understanding of the benefits and aims of Gaelic/the Gaelic Plan in Argyll and Bute through the Gaelic Forum Facebook Page, other social media and Gaelic Medium units.	IHR/Education			
2 Increasing the Learning of Gaelic					
	We will:	Target	Success Measure	Timescale	Lead
2.1	Work in partnership with schools providing Gaelic Education and Comann nam Pàrant groups to deliver awareness raising opportunities for communities on the benefits of bi-lingualism.	Every Gaelic Medium ELC and Primary School will host at least one opportunity for prospective parents / members of the community to visit and learn about GME per academic session by August 2019	6 events per annum throughout the duration of the plan	Throughout the life of the plan	Head of Education
2.2	Support the development of volunteer-led opportunities to enable both Gaelic speakers and learners to use their Gaelic skills	With the relevant funding in place. Deliver 1 opportunity per session in an area where Gaelic Medium is provided	1 per annum throughout the duration of the plan	2018 - 2022	Head of Education
2.3	Deliver regular Gaelic Bookbug sessions in all areas with Gaelic Medium Education (GME)	Monthly Bookbug sessions delivered to areas providing GME	18/19 – 3 areas 19/20 – 4 areas 20/21 – 5 areas 21/22 – 6 areas	By August 2019	Head of Education

2.4	Ensure appropriate transition from Early Learning and Childcare to primary and from primary to secondary within Gaelic Medium (GM) provision	Every GM provision within the Education Authority will plan and implement a transition project specifically designed for GM pupils with specific focus on communication	2x projects per provision: 18/19 – 5 19/20 – 6 20/21 – 7 21/22 - 8	By 2022	Head of Education
2.5	For those schools who have not chosen Gaelic as Language 2, encourage uptake at Language 3	A range of primary schools across the authority will introduce Gaelic to their P5 – P7 children in some capacity at Language 3 by 2020.	18/19 – 2 schools 19/20 – 4 schools 20/21 – 6 schools 21/22 – 8 schools	June 2020	Head of Education
2.6	Promote Gaelic Medium Education, including how it is funded, registration etc to people who are not involved in Gaelic.	Explore development of promotional materials, particularly online and social media, through the Northern Alliance Regional Improvement Collaborative (NARIC)	Materials created and circulated	By 2022	Head of Education
2.7	Increase the number of families, with young people in GME, accessing out of school activities for learning and using Gaelic - through partnership working and support from funding bodies	Target: All GMPE provision throughout the Education Authority will have an extra-curricular club delivered through the medium of Gaelic by August 2019	Events throughout whole authority: 18/19 – 4 19/20 – 6	August 2019	Head of Education
2.8	Work in partnership with Ionad Chaluim Chille Ìle (ICCI) to provide distance learning opportunities for	2018 – 2022	18/19 – 12 people 19/20 – 10	August 2022	Head of Education

	existing school staff, interested individuals and parents in order to build a future workforce to meet the needs of the Gaelic sector – dependent upon 80% funding from BnaG with a 20% contribution from A&B Council		people 20/21 – 8 people 21/22 – 6 people		
2.9	Provide access to national/partnership specialist school support staff	Target: Students taught through the medium of Gaelic who appear to experience barriers to their learning will receive a staged intervention programme within an appropriate timescale – accessing specialist staff through the medium of English if necessary	Audit of meeting children’s needs who are educated through Gaelic, in various locations systematically: 18/19 – 1 19/20 – 2 20/21 – 1 21/22 - 1	By August 2020	Head of Education
2.10	Increase the number of employees who participate in Gaelic language lessons and workshops	Increase by 10%	30 employees	March 2022	Head of IHR
2.11	Investigate the option for a Gaelic School in Argyll.	Investigate the options of a Gaelic School in Argyll	Investigation complete	2019/20	Head of Education
2.12	Encourage young people to go into Gaelic teaching.	Develop promotional and awareness raising materials through Growing our Own and DYW	Increased number of young people from A&B enter Gaelic teaching	Throughout the life of the Plan	Head of Education/H ead of IHR

2.13	Extend Gaelic courses for the workforce to other public bodies, e.g. all in the Community Planning Partnership.	Partners contacted and offered the opportunity to participate	Increased numbers of learners from partner organisations	Throughout the life of the plan	Head of IHR
We will continue to:					
2.14	Encourage communities to access Bòrd na Gàidhlig funding to enable the delivery of community-based Gaelic language learning classes Target: Language lesson delivery in all areas with GMPE by 2022 - dependent upon funding from BnaG / other funding bodies		Head of Education		
2.15	Provide CPD opportunities for all Gaelic Education staff Target: Two opportunities per year to meet together for training / working parties / planning for staff in all ELC, primary and secondary sectors by 2020 – dependent on supply cover		Head of Education		
2.16	Continue to support opportunities for teaching staff to access GLPS training in order to deliver Gaelic lessons to pupils in English Medium classes. Target: 10 more teachers trained in GLPS by 2022 – dependent upon funding from Scottish Government to GLPS Consortium		Head of Education		
2.17	Promote Gaelic learning opportunities through the wider learning community and in collaboration with Bòrd na Gàidhlig Target: All press releases / good news stories / Gaelic learning opportunities will be shared with the Council's Communications Team and Bòrd na Gàidhlig's		Head of Education		

	PR Officer from 2017 - 2022				
2.18	Promote the benefits of bilingualism and Gaelic Education in partnership with Comann nam Parant/Bòrd na Gàidhlig and local communities Target: Respond to parental requests for GMPE as per the Assessment Protocol produced by Bòrd na Gàidhlig in response to the Education (Scotland) Act 2016 – Gaelic Provisions.		Head of Education		
2.19	Continue to support those teachers in English Medium who wish to transfer to the Gaelic Medium sector by undertaking the Gaelic Immersion for Teachers course (GIFT) or equivalent Target: 3 more teachers trained through GIFT (or equivalent) by 2022 – dependent upon 80% funding from BnaG with a 20% contribution from A&B Council		Head of Education		
2.20	Support schools in meeting the needs of all children through the promotion of the ‘Guidance on Gaelic Medium Education in Argyll and Bute’ document. Target: All GMPE provisions will have a rigorous system of assessment, tracking and monitoring – detailed in a Curriculum Rationale by August 2020		Head of Education		
2.21	Deliver Gaelic language learning classes in the workplace		Head of IHR		
3	Increasing the use of Gaelic				
	We will:	Target	Success Measure	Timescale	Lead
3.1	Increase the range of activities/groups accessing Gaelic Centre in Oban to include inter-generational working	One session per month where Gaelic speaking community members interact with GM primary pupils to develop skills in Gaelic, knitting,	8 sessions per annum throughout the duration of the	By August 2018	Head of Education

		sewing, reading etc.	plan		
3.2	Expand the Parental Advocacy Scheme in partnership with Comann nam Pàrant to include a Comann nam Pàrant Parental Officer for every area where Gaelic Medium is provided.	Every area have a parental officer where GME is provided.	18/19 – 3 areas 19/20 – 4 areas 20/21 – 5 areas 21/22 – 6 areas	By August 2019	Head of Education
3.3	Increase the number of curricular areas delivered through Gaelic in secondary school curriculum through partnership working with e-Sgoil	All five secondary schools providing GME will liaise with e-Sgoil, as and when required, to deliver Gaelic and another curricular area to GM students – where each school’s staffing budget allows	Duration of plan – 3 schools accessing e-Sgoil with 1 school accessing a different curricular area as well as Gaelic	By 2022	Head of Education
3.4	Monitor the effective use of national and local Gaelic Guidance by schools	All primary and secondary schools / ELC settings providing GME will have a Curriculum Rationale for Gaelic by August 2020	2 opportunities for the Education Authority to liaise with schools providing GME throughout the year	2018 - 2022	Head of Education
3.5	Support schools who have chosen to study Gaelic as Language 2 (GLPS) ensuring appropriate transition from	All primary schools with Gaelic as L2 will plan and implement a transition project specifically designed for	18/19 – 1 cluster 19/20 – 2	By June 2020	Head of Education

	primary to secondary	Gaelic Learners	clusters 20/21 – 3 clusters 21/22 – 4 clusters		
3.6	Increase the number of young people with Gaelic engaging with the wider Gaelic community in a variety of settings – through partnership working and outreach work with schools	All settings with Gaelic Education will take part in an event with Gaelic speaking members of their local community at least once per academic year by August 2020	Gaelic Speaking Event: 18/19 – 8 19/20 – 9 20/21 – 11	August 2021	Head of Education
3.7	Raise Gaelic awareness by having words/phrases on the web-site on a regular basis, including the Argyll and Islay dialects	Programme of phrases developed and uploaded to Hub/Web	Phrases in place	Throughout the life of the plan	Head of IHR
We will continue to:					
3.8	Replace all internal and external signage bilingually when required		Facility Services		
3.8	Utilise our translation and interpretation external service		Improvement and HR		
3.10	Ensure the Gaelic forum meets biannually		EDST/IHR/Education		



Argyll & Bute Health & Social Care Partnership

Community Services Committee

Agenda item :

Date of Meeting : 15th March 2018

Title of Report : **Argyll & Bute HSCP- National Health and Wellbeing Outcomes Performance Reporting Framework and Exception Reporting Arrangements**

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

The Community Services Committee is asked to:

- Consider the HSCP performance report covering Quarter 2 and 3 in line with the current national reporting requirement
- Note the content of the IJB performance scorecard within the Pyramid System

1. Introduction

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

The Argyll & Bute HSCP is required to publish an Annual Performance Report which will set out how the national health and wellbeing outcomes are being improved. This will include reports on a core suite of indicators and measures, identified by the integration authority in line with guidance from the Scottish Government, and contextualising data to provide a broader picture and a rationale of local performance.

2 National Context

Currently there are 9 key National Health and Wellbeing Outcomes (NHWBO) and 23 sub-indicators which form the basis of the reporting requirement by the HSCP. The data for the 23 sub-indicators will be provided to the partnership and in addition current outstanding methodologies attached to a small number of the indicators will be finalised in order that reporting can take place. There is also an expectation that the HSCP 's will add in their own performance measures to support the 23 core indicators and currently the implementation of the carers act is one such area.

The HSCP also reports on a suite of integration performance targets as set by the Ministerial Steering Group for integration

The Ministerial Strategic Group for Health and Community Care (MSG) has agreed that for 2017/18 it will direct Integration Authorities to monitor progress across the following domains:

- Reduce unplanned (Emergency) admissions – by increasing anticipatory care activity in the community and in primary care
- 10% reduction in occupied bed days for unscheduled care (emergency);

- A&E performance;- meet the 4 hour target and reduce unnecessary attendance
- Delayed discharges – reduce the amount of time (occupied bed days) patients are delayed in hospital
- End of life care – increase the provision of patient end of life care in the community
- The balance of spend across institutional and community services by 2021 have the majority of the health budget being spent in the community

3. Pyramid Performance Scorecard

The scorecard uses a balanced scorecard design, indicators on performance are limited to either red or green, noting either on or off track against agreed targets. The Pyramid system offers scope for full management commentary in relation to establishing granularity in relation to trends/projected pathways and detail on action in hand to meet targets.

4. Performance Exception Reporting Quarters 2 and 3

The performance of the HSCP against the NHWBO indicators and Ministerial Steering Group targets for Quarter 2 and 3 is detailed in the attached report which was presented to the Integration Joint Board of the IJB at its meetings in 2017.

5 Governance Implications

5.1 Contribution to IJB Objectives

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

5.2 Financial

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

5.3 Staff Governance

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

5.4 Planning for Fairness:

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

5.5 Risk

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

5.6 Clinical and Care Governance

A number of the NHWBO indicators support the assurance of health and care governance

5.7 Public Engagement and Communication

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

Appendices

Appendix 1- IJB Performance & Exception Reports Quarter 2 and 3

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Argyll & Bute Health & Social Care Partnership

Integrated Joint Board

Agenda item:

Date of Meeting: November 2017

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

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

The Integrated Joint Board (IJB) is asked to:

- Note the HSCP performance against National Health and Well Being Outcomes 5&6 for FQ2 17/18
- Note the actions identified to address deficiencies in performance as detailed in the exception reports
- Note the performance against Integration Authorities Performance Indicators- September 2017

1. Background

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

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

2 HSCP Performance against the NHWB outcomes for Financial Quarter 2 17/18

Figure 1 below provides a summary of the performance on the pyramid reporting system, noting the 101 scorecard success measures and of these 67 are currently reported as being on track for FQ2 17/18

Integrated Joint Board [IJB] Scorecard		Success Measures	101
		On track	67
Outcome 1 - People are able to improve their health FQ2 17/18	No of indicators	14	A
	On track	6	➡
Outcome 2 - People are able to live in the community FQ2 17/18	No of indicators	18	A
	On track	15	➡
Outcome 3 - People have positive service-user experiences FQ2 17/18	No of indicators	11	A
	On track	10	➡
Outcome 4 - Services are centered on quality of life FQ2 17/18	No of indicators	15	A
	On track	9	➡
Outcome 5 - Services reduce health inequalities FQ2 17/18	No of indicators	5	⊞
	On track	5	⬆
Outcome 6 - Unpaid carers are supported FQ2 17/18	No of indicators	1	⊞
	On track	1	➡
Outcome 7 - Service users are safe from harm FQ2 17/18	No of indicators	12	A
	On track	9	➡
Outcome 8 - Health and social care workers are supported FQ2 17/18	No of indicators	4	R
	On track	0	➡
Outcome 9 - Resources are used effectively in the provision of health and social care services, with FQ2 17/18	No of indicators	12	A
	On track	10	➡
Customer Services FQ2 17/18	No of indicators	9	
	On track	2	

Outcome 5: 5 of 5 measures are all reporting on track.

Outcome 6: 1 of 1 measure showing as on track.

3 Detailed Performance Report Outcome Indicators 5 & 6 (FQ2 17/18)

Outcome 5 – Services reduce health inequalities

- Rate of emergency admissions per 100,000 population for adults
- Rate of premature mortality per 100,000 population
- AC21 <=3 weeks wait between SM referral & 1st treatment
- No of treatment time guarantee completed waits >12 weeks
- No of treatment time guarantee ongoing waits >12 weeks

Outcome 6 – Unpaid carers are supported

- % of carers who feel supported to continue in their caring role

4 Integration Authorities Performance Indicators- FQ2 17/18 (Jul - Sep 2017)

Measures	Sub-Indicators	Target	A&B/ GG&C	Bute	Cowal	H & L	Islay & Jura	Kintyre	Mid Argyll	Mull, Iona, Coll, Tiree and Colonsay	Oban & Lorn	Total FQ2	FQ1 17/18
Unplanned Admissions	Total number of admissions	Reducing unplanned admissions by 10%	A&B	29	53	0	14	40	58	16	112	322	322
			GG&C	26	80	168	5	21	22	7	19	348	372
	A&E conversion rate	Remain at current performance	A&B	0	33.3	0	0	50	60	45.8	22.6	38.8	66.1
			GG&C	55.6	59	25.4	75	70.6	61.3	60	56	74.4	48.4
Unplanned bed days	Total number of bed days acute specialities	Reducing bed days by between 1-10%.	A&B	149	334	0	41	291	310	142	571	1838	1766
			GG&C	128	465	686	44	235	142	13	25	1738	1778
	Total number of bed days mental health specialities		A&B	210	277	0	5	310	679	0	298	1779	2277
			GG&C	53	139	1082	0	0	0	0	0	1274	1082
A&E performance	Number of attendances *	Remain at current levels of performance	A&B	NK	NK	NK	NK	NK	NK	NK	443	443	560
			GG&C	36	83	544	4	17	31	5	25	745	768
	% seen within 4hrs		A&B	NK	NK	NK	NK	NK	NK	NK	98%	97.9	-
			GG&C	94%	90%	93%	75%	94%	90%	100%	100%	93.2	-
Delayed discharges	Total number of bed days occupied * Sep 2017	Reducing delayed discharges occupied bed days by 10%.	A&B	24	45	2	0	60	46	32	324	533	369
			GG&C	0	0	53	0	0	0	0	0	53	127
			Total	24	45	55	0	60	46	32	324	586	496

Note:
 * NK - Excludes Community hospital A&E activity at present only RGH and GGC units
 # includes all patient delayed discharge reasons

In the three areas the HSCP is aiming to improve performance improvements are evidenced in reducing unplanned admissions in both Argyll and Bute and NHSGG&C hospitals and delayed discharges occupied bed days in NHS GG&C between the 2 quarters.

However, there is a worsening performance in Delayed discharge occupied bed days in Argyll and Bute and in Reducing acute and mental health occupied bed days. Operational Managers will be preparing exception reports for these measures as they have just been included on Pyramid as at 9th November.

5 Governance Implications

5.1 Contribution to IJB Objectives

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

5.2 Financial

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

5.3 Staff Governance

A number of indicators under outcomes 5& 6 are pertinent for staff governance purposes

5.4 Planning for Fairness:

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

5.5 Risk

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

5.6 Clinical and Care Governance

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

5.7 Public Engagement and Communication

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



Argyll & Bute Health and Social Care Partnership

Performance Exception Report for Integrated Joint Board
Outcomes 5 & 6 (FQ2-17/18) - September 2017

Performance & Information Team

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

Exception Reporting & Briefing Frequency

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

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

Group	Briefing Frequency
Integrated Joint Board	Quarterly
Local Area Committees	Quarterly
NHS Board	Quarterly
Community Planning Partnership *	Quarterly
Locality Planning Groups	Quarterly
East & West Operational Management Teams	Quarterly

Exception Reporting FQ2 (17/18)

Outcome Indicators – 5 & 6

Outcome 5 – Services reduce health inequalities

Outcome / Performance Indicator		Target	Actual	Trend	Period	Responsible Manager
5	Rate of emergency admissions per 100,000 population from adults	12,265	12,009	➔	FQ2 17/18	James Littlejohn
5	Rate of premature mortality per 100,000 population	440.0	418.0	➔	FQ2 17/18	Lorraine Patterson
5	AC21 <=3 weeks wait between SM referral & 1st treatment	255	176	➔	FQ2 17/18	Lorraine Paterson
5	No of treatment time guarantee completed waits >12 wks	0	0	➔	FQ2 17/18	Lorraine Paterson
5	No of treatment time guarantee ongoing waits >12 wks	0	0	⬆	FQ2 17/18	Lorraine Paterson

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Outcome 6 – Unpaid Carers are supported

Outcome / Performance Indicator		Target	Actual	Trend	Period	Responsible Manager
6	% of carers who feel supported to continue in their caring role	41%	41%	➔	FQ2 17/18	Lorraine Paterson

FQ2 17/18 Other NHWBO indicators currently off track presented for IJB reference

Outcome/Performance Indicator	Target	Actual	Trend	In charge
Outcome 1				
AC1 - % of Older People receiving Care in the Community	83%	74%	↑	James Littlejohn
AC15 - No waiting more than 12 weeks for homecare service - assessment authorised	6	7	→	James Littlejohn
A&B - % of LD Service Users with a PCP	90%	88%	↓	James Littlejohn
No of alcohol brief interventions in line with SIGN 74 guidelines	510	341	↑	Lorraine Paterson
NHS-H7 - Proportion of new-born children breastfed - STANDARD	33.3%	30%	→	Alex Taylor
No of ongoing waits >4 wks for the 8 key diagnostic tests	0	82	↓	Lorraine Paterson
% >18 type 1 Diabetics with an insulin pump	12%	7%	→	Lorraine Paterson
Outcome 2				
Falls rate per 1,000 population aged 65+	22	26	↑	Lorraine Paterson
AC5 - Total No of Delayed Discharge Clients from A&B	12	20	↑	James Littlejohn
CPC01.4.4 - % Waiting time from a patient's referral to treatment from CAMHS	90%	88%	↑	Alex Taylor
Outcome 3				
No of patients with early diagnosis & management of dementia	890	847	↑	Lorraine Paterson
Outcome 4				
Falls rate per 1,000 population aged 65+	22	26	→	Lorraine Paterson
CA72 - % LAAC >1yr with a plan for permanence	81%	67%	↓	Alex Taylor
No of outpatient ongoing waits >12 wks	0	303	↓	Lorraine Paterson
% of outpatients on the waiting lists with medical unavailability	0.1	0.2	↓	Lorraine Paterson
% of patients on the admissions waiting lists with social unavailability	15.7%	18.2	↑	Lorraine Paterson

Outcome/Performance Indicator	Target	Actual	Trend	In charge
Outcome 7				
Falls rate per 1,000 population aged 65+	22	26	➡	Lorraine Paterson
CP16 - % of Children on CPR with a completed CP plan	100%	92%	⬆	Alex Taylor
CP17 - % of CP investigations with IRTD within 24 hours	95%	91%	⬆	Alex Taylor
Outcome 8				
Social Work staff attendance	3.8	4.5	⬇	James Littlejohn
% of NHS sickness absence	4%	5.28%	⬆	Lorraine Paterson
Health & Social Care Partnership % of PRDs completed	90%	62%	⬆	Alex Taylor
Outcome 9				
Falls rate per 1,000 population aged 65+	22	26	➡	Lorraine Paterson
% of SMR1 returns received	95%	91.3%	⬇	Lorraine Paterson

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Argyll & Bute Health & Social Care Partnership

Integrated Joint Board

Agenda item :

Date of Meeting: January 2018

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

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

The Integrated Joint Board (IJB) is asked to:

- Note the HSCP performance against National Health and Well Being Outcomes: 7 & 8 for FQ3 17/18
- Note the actions identified to address deficiencies in performance as detailed in the exception reports
- Note the performance against Integration Authorities Performance Indicators for the period to October and December 2017

1. Background

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

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

2 HSCP Performance against the NHWB outcomes for Financial Quarter 3 17/18

Figure 1 below provides a summary of the performance on the pyramid reporting system, noting the 102* scorecard success measures and of these 57** are currently reported as being on track for FQ3 17/18.

* IJB should note, 1 new measure has been activated in the Scorecard Outcome 8. “% of staff who say they would recommend their workplace as a good place to work”. This measure reflects the outcome of the A&B HSCP i-matter staff survey for 17/18, where 71% responded positively to the statement “I would recommend my workplace as a good place to work”.

** At the time of reporting, 26 measures for Q3 17/18 await updating due to reporting timescale constraints. Quarterly information is normally available 6-8 weeks after the quarter end period and will be updated in due course, via the HSCP Performance Management Pyramid System.

Integrated Joint Board [IJB] Scorecard	Success Measures	102		
	On track	57		
Outcome 1 - People are able to improve their health FQ3 17/18	No of indicators	14		
	On track	5		
Outcome 2 - People are able to live in the community FQ3 17/18	No of indicators	18		
	On track	13		
Outcome 3 - People have positive service-user experiences FQ3 17/18	No of indicators	11		
	On track	9		
Outcome 4 - Services are centered on quality of life FQ3 17/18	No of indicators	15		
	On track	8		
Outcome 5 - Services reduce health inequalities FQ3 17/18	No of indicators	5		
	On track	3		
Outcome 6 - Unpaid carers are supported FQ3 17/18	No of indicators	1		
	On track	1		
Outcome 7 - Service users are safe from harm FQ3 17/18	No of indicators	12		
	On track	8		
Outcome 8 - Health and social care workers are supported FQ3 17/18	No of indicators	5		
	On track	1		
Outcome 9 - Resources are used effectively in the provision of health and social care services, with FQ3 17/18	No of indicators	12		
	On track	7		
Customer Services FQ3 17/18	No of indicators	9		
	On track	2		

Outcome 7: of 12 measures 8 are reporting on track, and 4 reporting off track.

Outcome 8: of 5 measures 1 showing as on track, 1 off track and 3 require updating.

3 Detailed Performance Report Outcome Indicators 7 & 8 (FQ3 17/18)

Outcome 7 – Service users are safe from harm

- CP15 - % of Children on Child Protection Register with no Change of Social Worker
- CP16 - % of Children on Child Protection Register with a completed Child Protection plan
- CP17 - % of Child Protection investigations with Initial Referral Tripartite Discussion (IRTD) within 24 hours
- Falls rate per 1,000 population aged 65+

Outcome 8 – Health and social care workers are supported

- Health & Social Care Partnership % of PRDs completed

4 Integration Authorities Performance Indicators- April to October 2017

Measures	Sub-Indicators	Locality Activity October 2017									April to period (Sept/Oct) 2017 Target	April to Oct 17 Actual
		A&B / GG&C	Bute	Cowal	H &L	Islay & Jura	Kintyre	Mid Argyll	Mull, Iona, Coll, Tiree and Colonsay	Oban & Lorn		
Unplanned Admissions <i>(Reduce unplanned admissions by 10%)</i>	Total number of admissions * to Oct 17	A&B	27	45	0	5	39	65	27	118	4830	5106
		GG&C	25	82	174	7	23	20	13	22		
		Total	62	133	159	27	69	70	35	147		
<i>(Remain at current levels of performance)</i>	A&E conversion rate	A&B	0	100	0	0	66.7	60.6	44	28.8	35%	
		GG&C	71	67.1	27.8	50	46.7	65.2	40	54.3		
		Total	68.8	63.8	27.2	57.1	44	53.8	45.9	30.6		
Unplanned bed days <i>(Reduce bed days by between 1-10%)</i>	Total number of bed days acute specialities * to Oct 17	A&B	151	278	0	19	255	360	215	702	37933	32745
		GG&C	98	438	916	24	168	119	22	119		
		Total	249	716	916	43	423	479	237	821		
	Total number of bed days mental health specialities * to Sep 17	A&B	188	125	0	73	325	360	115	198	7069	5983
		GG&C	3	9	1081	0	0	0	0	18		
		Total	191	134	1081	73	325	360	115	216		
A&E performance <i>(Remain at current levels of performance)</i>	Number of attendances * to Oct 17	A&B	0	2	2	0	6	33	25	382	16080	9276
		GG&C	31	70	521	6	15	23	10	35		
		Total	31	72	523	6	21	56	35	417		
	% seen within 4hrs	A&B	0%	100%	100%	0%	83%	100%	100%	99%	95%	96%
		GG&C	87%	96%	94%	100%	93%	96%	100%	97%		
		Total	89%	95%	96%	100%	100%	95%	96%	97%		

		Locality Activity October 2017									April to period (6/24/16-10/24/17)	April to Oct 17
		A&B	0	246	2	0	162	144	160	1211		
Delayed discharges (Reducing delayed discharges occupied bed days by 10%)	Total number of bed days occupied (* April - Dec 17)	GG&C	6	109	295	0	0	7	0	0	4005	5706
		Total	6	355	297	0	162	151	160	1211		
End of Life Care	Percentage of last six months of life by setting community & home * Q4 16/17	Total	90.3	84.3	90	91.5	79.2	72.5	85.9	89.6	87.2	
	Occupied bed days during last six months of life * Q4 16/17	Total	NA	NA	NA	NA	NA	NA	NA	NA	20000	
Balance of care	Percentage of population in community or institutional settings * Q4 16/17	Total	NA	NA	NA	NA	NA	NA	NA	NA	2%	

Note:

Data release for measures has different periods as detailed in Column "Sub indicators"
Pyramid Report includes period totals and targets by locality- MSG provides snapshot of monthly activity by locality

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Argyll & Bute Health and Social Care Partnership

Performance Exception Report for Integrated Joint Board
Outcomes 7 & 8 (FQ3-17/18) – January 2018

Performance & Information Team

“People in Argyll and Bute will live longer, healthier, happier,
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Exception Reporting & Briefing Frequency

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Locality Planning Groups	Quarterly
East & West Operational Management Teams	Quarterly

Exception Reporting FQ3 (17/18)

Outcome Indicators – 7 & 8

Outcome 7 – Service Users Are Safe From Harm

	Outcome / Performance Indicator	Target	Actual	Trend	Period	Responsible Manager
1	CP15 - % of Children on CPR with no Change of Social Worker	80%	79%	↓	FQ3 17/18	Alex Taylor
2	CP16 - % of Children on CPR with a completed CP plan	100%	81%	↓	FQ3 17/18	Alex Taylor
3	CP17 - % of CP investigations with IRTD within 24 hours	95%	86%	↓	FQ3 17/18	Alex Taylor
4	Falls rate per 1,000 population aged 65+	22	26	⇒	FQ3 17/18	Lorraine Paterson

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Outcome 8 – Health & Social Care Workers Are Supported

	Outcome / Performance Indicator	Target	Actual	Trend	Period	Responsible Manager
1	Health & Social Care Partnership % of PRDs completed	90%	58%	↓	FQ3 17/18	Alex Taylor

FQ3 17/18 Other NHWBO indicators currently off track presented for IJB reference

Outcome/Performance Indicator	Target	Actual	Trend	In charge
Outcome 1				
AC1 - % of Older People receiving Care in the Community	83%	73%	↓	James Littlejohn
AC15 - No waiting more than 12 weeks for homecare service - assessment authorised	6	10	↓	James Littlejohn
A&B - % of LD Service Users with a PCP	90%	87%	↓	James Littlejohn
NHS-H7 - Proportion of new-born children breastfed - STANDARD	33.3%	30.0%	⇒	Alex Taylor
Outcome 2				
AC5 - Total No of Delayed Discharge Clients from A&B	12	25	↓	James Littlejohn
Outcome 4				
AC11 - Average working days between Referral & Initial AP Case Conference	15 Days	18 Days	↓	James Littlejohn
Outcome 9				
SCRA43 - % of SCRA reports submitted on time	75%	67%	↓	Alex Taylor

Management Exception Reporting																												
Performance Indicator: Outcome 7 CP15 - % of Children on CPR with no Change of Social Worker	Responsible Manager: Alex Taylor																											
Target: 80% Actual: 79%	Date of Report: FQ3 17/18																											
Description of Exception																												
<p>(Consideration should be given when describing the nature of the exception with regards to previous trends, reasons for exception, external /internal influences on performance, previous action taken to address performance, actions current in place to improve performance)</p> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin-right: 20px;"> <p>Latest status</p> <hr/> <p>FQ3 17/18</p> <hr/> <p>79 %</p> </div> <div style="text-align: center;"> <p>CP15 - % of Children on CPR with no Change of Social Worker</p> <table border="1"> <caption>Chart Data</caption> <thead> <tr> <th>Financial Quarter</th> <th>Actual (%)</th> <th>Target (%)</th> </tr> </thead> <tbody> <tr><td>FQ4 15/16</td><td>95</td><td>80</td></tr> <tr><td>FQ2 16/17</td><td>55</td><td>80</td></tr> <tr><td>FQ4 16/17</td><td>75</td><td>80</td></tr> <tr><td>FQ2 17/18</td><td>90</td><td>80</td></tr> <tr><td>FQ4 17/18</td><td>78</td><td>80</td></tr> <tr><td>FQ2 18/19</td><td>78</td><td>80</td></tr> <tr><td>FQ4 18/19</td><td>78</td><td>80</td></tr> <tr><td>FQ3 17/18</td><td>79</td><td>80</td></tr> </tbody> </table> </div> </div> <p>Percentage of children on the Child Protection Register at end of quarter who have had no change of Social Worker from date of registration. Improved outcomes for children on the CPR have been shown to be related to stability of relationship with social worker.</p> <p>Data source - CareFirst</p> <p>Linked to IJB Outcome 7.</p>		Financial Quarter	Actual (%)	Target (%)	FQ4 15/16	95	80	FQ2 16/17	55	80	FQ4 16/17	75	80	FQ2 17/18	90	80	FQ4 17/18	78	80	FQ2 18/19	78	80	FQ4 18/19	78	80	FQ3 17/18	79	80
Financial Quarter	Actual (%)	Target (%)																										
FQ4 15/16	95	80																										
FQ2 16/17	55	80																										
FQ4 16/17	75	80																										
FQ2 17/18	90	80																										
FQ4 17/18	78	80																										
FQ2 18/19	78	80																										
FQ4 18/19	78	80																										
FQ3 17/18	79	80																										
Actions Identified to Address Exception and Improve Performance																												
<p>(Consideration should be given when describing actions to address performance with regards what requires to be done, who is going to do it and how will this improve performance)</p> <p>This is an important indicator because the continuity of social worker in cases of this nature is linked to improved outcomes for the child and their family. The indicator also reflects the stability of the wider system and is linked to the child's overall safety. Measures are in place to maximise staff retention and ensure new staff are properly inducted, offered good support and are professionally developed.</p>																												
Actions Identified to Address Current /Future Barriers																												
<p>(Consideration should be given when describing barriers with regards to, how are the barriers going to be managed, who will take this work forward)</p> <p>Working in remote and rural communities can be more stressful and isolating than it first appears. The "grow our own" initiative combined with other measures is an effective way of addressing the challenge of staff turnover.</p>																												
Additional Support Requirements Identified																												
None at this stage,																												
Improvement Forecast Date:	Review Date:																											
Next Financial Quarter (FQ4).	Next Financial Quarter (FQ4).																											

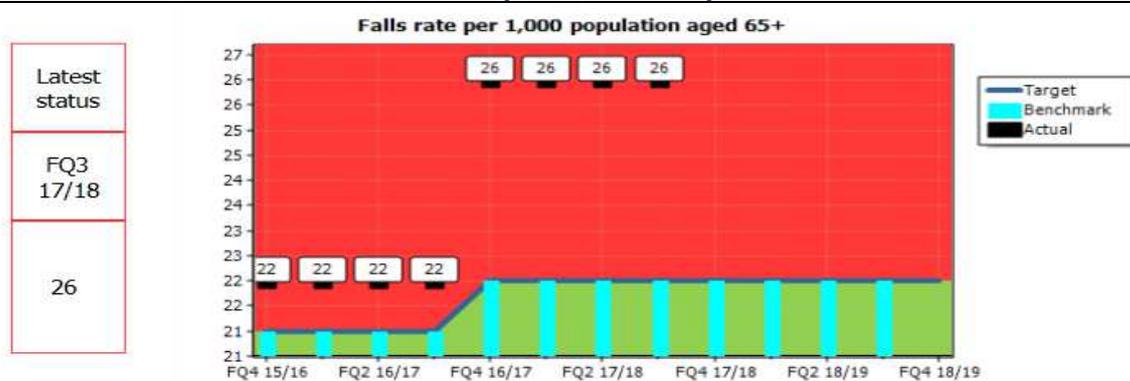
Management Exception Reporting																																							
Performance Indicator: Outcome 7 CP16 - % of Children on CPR with a completed CP plan	Responsible Manager: Alex Taylor																																						
Target: 100% Actual: 81%	Date of Report: FQ3 17/18																																						
Description of Exception																																							
<p>(Consideration should be given when describing the nature of the exception with regards to previous trends, reasons for exception, external /internal influences on performance, previous action taken to address performance, actions current in place to improve performance)</p> <div style="display: flex; align-items: center;"> <div style="border: 1px solid red; padding: 5px; margin-right: 20px;"> <p>Latest status</p> <hr/> <p>Dec 17</p> <hr/> <p>76 %</p> </div> <div style="text-align: center;"> <p>CP16 - % of Children on CPR with a completed CP plan</p> <table border="1"> <caption>Chart Data: CP16 - % of Children on CPR with a completed CP plan</caption> <thead> <tr> <th>Month</th> <th>Actual (%)</th> </tr> </thead> <tbody> <tr><td>Jul 16</td><td>100</td></tr> <tr><td>Aug 16</td><td>95</td></tr> <tr><td>Sep 16</td><td>71</td></tr> <tr><td>Oct 16</td><td>72</td></tr> <tr><td>Nov 16</td><td>93</td></tr> <tr><td>Dec 16</td><td>88</td></tr> <tr><td>Jan 17</td><td>89</td></tr> <tr><td>Feb 17</td><td>92</td></tr> <tr><td>Mar 17</td><td>91</td></tr> <tr><td>Apr 17</td><td>88</td></tr> <tr><td>May 17</td><td>78</td></tr> <tr><td>Jun 17</td><td>81</td></tr> <tr><td>Jul 17</td><td>90</td></tr> <tr><td>Aug 17</td><td>95</td></tr> <tr><td>Sep 17</td><td>89</td></tr> <tr><td>Oct 17</td><td>88</td></tr> <tr><td>Nov 17</td><td>77</td></tr> <tr><td>Dec 17</td><td>76</td></tr> </tbody> </table> </div> </div> <p>The percentage of children on the Child Protection Register (CPR) with a completed Child Protection Plan (CP).</p> <p>Data source – Carefirst / Local reporting</p> <p>Linked to IJB Outcome 7</p>		Month	Actual (%)	Jul 16	100	Aug 16	95	Sep 16	71	Oct 16	72	Nov 16	93	Dec 16	88	Jan 17	89	Feb 17	92	Mar 17	91	Apr 17	88	May 17	78	Jun 17	81	Jul 17	90	Aug 17	95	Sep 17	89	Oct 17	88	Nov 17	77	Dec 17	76
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Actions Identified to Address Exception and Improve Performance																																							
<p>(Consideration should be given when describing actions to address performance with regards what requires to be done, who is going to do it and how will this improve performance)</p> <p>Every child on the Child Protection Register has a Child Protection Plan and the indicator should read as being 100%. A problem has arisen in staff entering this data correctly into Carefirst.</p>																																							
Actions Identified to Address Current /Future Barriers																																							
<p>(Consideration should be given when describing barriers with regards to, how are the barriers going to be managed, who will take this work forward)</p> <p>I have personally confirmed with each Locality Manager at regular intervals during the course of FQ3 that every child on the CPR has a plan. Despite this the data is still not being correctly entered in to Carefirst. I have now made arrangements for the Locality Managers to be trained so they can return to their localities to oversee the inputting of the data correctly.</p>																																							
Additional Support Requirements Identified																																							
Training and improved support to front line C&F managers.																																							
Improvement Forecast Date:	Review Date:																																						
Financial Quarter 4 (FQ4)	Financial Quarter 4 (FQ4).																																						

Management Exception Reporting	
Performance Indicator: Outcome 7 CP17 - % of CP investigations with IRTD within 24 hours	Responsible Manager: Alex Taylor
Target: 100% Actual: 80%	Date of Report: FQ3 17/18
Description of Exception	
<p>(Consideration should be given when describing the nature of the exception with regards to previous trends, reasons for exception, external /internal influences on performance, previous action taken to address performance, actions current in place to improve performance)</p> <div style="display: flex; align-items: flex-start;"> <div style="border: 1px solid red; padding: 5px; margin-right: 20px;"> <p>Latest status</p> <hr/> <p>Dec 17</p> <hr/> <p>80 %</p> </div> <div style="text-align: center;"> <p>CP17 - % of CP investigations with IRTD within 24 hours</p> <p>Legend: Trend (yellow), Target (blue), Benchmark (cyan), Actual (black)</p> </div> </div> <p>The percentage of Child Protection (CP) investigations where there is an inter-agency planning meeting (Initial Referral Tripartite Discussion - IRTD) within 24 hours.</p> <p>Data source - CareFirst</p> <p>Linked to IJB Outcome 7.</p>	
Actions Identified to Address Exception and Improve Performance	
<p>The Initial Tripartite Referral Discussion (IRTDD) should take place on receipt of a child protection referral to determine how it is to be managed. The discussion usually entails a conversation between social work, the police and health ideally within 24 hours. IRTDDs are therefore a multi-agency activity and this is a multi-agency indicator. There are some practical aspects to completing this within 24 hours, for example, all the information may not available or the investigation may require a high level of planning.</p>	
Actions Identified to Address Current /Future Barriers	
<p>There is a need to restate the standard and provide training and support across the participating agencies where it is required.</p>	
Additional Support Requirements Identified	
<p>None at this time.</p>	
Improvement Forecast Date:	Review Date:
Financial Quarter 4 (FQ4)	Financial Quarter 4 (FQ4)

Management Exception Reporting

Performance Indicator: Outcome 7 Falls rate per 1,000 population for adults aged 65+	Responsible Manager: Lorraine Paterson
Target: 22 Actual: 26	Date of Report: FQ3 17/18

Description of Exception



QUARTERLY CONVERSION – Shows annual values

The focus of this indicator is the rate per 1,000 population of falls that occur in the population (aged 65 plus) who were admitted as an emergency to hospital. Linked to IJB Outcome 2, 4, 7 and 9.

Actions Identified to Address Exception and Improve Performance

Argyll and Bute has a quarter of the population over 65 years of age. This is significantly higher than Scotland as a whole and the number of people 75+ is projected to increase by 36% (NRS, 2014). Our demographic makes having a hospital admission due to a fall more likely. Half of people over 80 years of age fall each year and occupied bed days for 2016/17 in Argyll and Bute show the majority of bed occupancy for falls is for this group. It has been identified by the HSCP that we require falls admission data at a hospital and locality level to understand who is being admitted, where and why. We have work starting this year with the national falls programme, ISD and ALIP to develop a quality dashboard for falls for incidences of admissions due to hip fracture and falls in localities and to determine where people come into contact with services such as emergency department, telecare alarms, Scottish Ambulance Service.

Argyll and Bute is taking action to reduce falls and each locality has an action plan based on the national minimum standards set out in the Framework for Prevention and Management of Falls in the <http://www.gov.scot/Resource/0045/00459959.pdf> through the 4 stages identified. In Stage 1 to raise awareness of falls as an issue with people who may be beginning to experience difficulties with their mobility and balance, we are promoting the national 'Move and Improve Campaign' <https://www.facebook.com/notes/argyll-and-bute-hscp/take-the-balance-challenge-move-improve-takethebalancechallenge/1835018406813438/>. We are working with partners to provide evidence based exercise programmes in our communities for older people to improve strength and balance which reduces risk of falls.

In Stage 2, to identify those at highest risk, Argyll and Bute HSCP is working to provide the best opportunities for people to remain independent through the

systematic application of evidence based interventions known to prevent falls. Individual multifactorial falls risk screening and interventions based on modifiable risk factors and the provision of evidence based exercise programmes are being applied systematically.

Work is ongoing with Scottish Fire and Rescue service (in the context of Building Safer Communities) to identify older people at high risk at home safety checks and to signpost them on to have a multi factorial falls risk screening and interventions using our postcard developed in Argyll and Bute.

Work with Scottish Ambulance Service to embed pathways to avoid conveyance to hospital where possible and to refer on for community interventions to reduce risk has been very slow and we are currently seeking to increase the pace and scale with this work.

Falls and frailty are linked in older age groups and the identification of frail individuals through the efrailty tool would allow the concept of realistic medicine to be more effectively applied in our communities to avoid hospital admissions. Management of falls and frailty in community settings identifying transitions through stages of frailty has the potential to address advanced frailty as a palliative condition with anticipatory care planning and care at home. This is particularly relevant in view of our demographic projections from NRS which show an 80% increase in over 75's in the next 25 years (see appendix).

Actions Identified to Address Current /Future Barriers

Development work is taking place with National Programme Manager for Prevention of Falls, LIST team from ISD and the support of the Active and Independent Living Programme to produce a quality dashboard of falls data for each locality. The data will have both outcome and process measures. This will be used to increase understanding of how we are intervening to reduce falls risk for individuals and our communities and to drive improvement. Meetings are arranged for January 2018 and testing will begin shortly working with service planning quality improvement team to identify in each locality where people who fall are presenting to services and what interventions they are currently having.

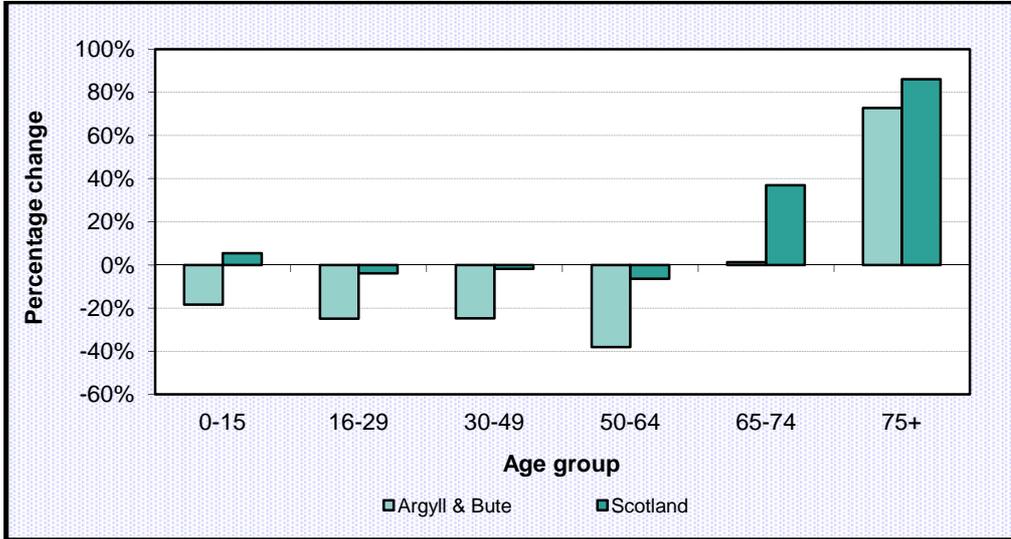
Pathways for people who require assistance for a fall are in development. The test site in Helensburgh and Lomond has been very slow. The pathway developed for testing in August 2017 by Helensburgh community team has had very few referrals so far from Scottish Ambulance Service. Support is being provided from the National Programme Manager to develop pathways with Scottish Ambulance Service to avoid unnecessary conveyance for falls. Locality work in Bute with SAS and community team planned for Feb 2018. A scale up and spread of the pathway for intervention by the community teams across A&B should be relatively straightforward as numbers are low and should be manageable in each locality. Pathways for responding to individuals who have fallen and do not require SAS attendance but require assistance to get up are being progressed on a locality level. Locality Area Managers are being asked to update the Falls Lead for A&B about arrangements in place in each locality and a phone call will take place by Falls Lead to each LAM to finalise the response in each locality in Jan/Feb 2018. We require a single point of contact phone number for Argyll and Bute for this pathway. Lead AHP is progressing these discussions.

Additional Support Requirements Identified

Improvement Forecast Date:	Review Date:
July 2018	February 2018

Appendix

**Percentage change in population in Argyll & Bute and Scotland, 2012-2037
(2012-based projections)**



National Records of Scotland accessed 22.01.18 <https://www.nrscotland.gov.uk/statistics-and-data/statistics/stats-at-a-glance/council-area-profiles>

Management Exception Reporting																
Performance Indicator: Outcome 8 Health & Social Care Partnership % of PRDs completed	Responsible Manager: Alex Taylor															
Target: 90% Actual: 58%	Date of Report: FQ3 17/18															
Description of Exception																
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2">Sub-elements</th> </tr> <tr> <th>Type</th> <th>Name</th> </tr> </thead> <tbody> <tr> <td>▣</td> <td>Adult Care East % of PRDs completed</td> </tr> <tr> <td>▣</td> <td>Adult Care West % of PRDs completed</td> </tr> <tr> <td>▣</td> <td>Children & Families and Criminal Justice % of PRDs completed</td> </tr> <tr> <td>▣</td> <td>Strategic Planning & Performance % of PRDs completed</td> </tr> </tbody> </table>		Sub-elements		Type	Name	▣	Adult Care East % of PRDs completed	▣	Adult Care West % of PRDs completed	▣	Children & Families and Criminal Justice % of PRDs completed	▣	Strategic Planning & Performance % of PRDs completed			
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<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Type</th> <th>Name</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>▣</td> <td>Adult Care East % of PRDs completed</td> <td>39 % (FQ3 17/18)</td> </tr> <tr> <td>▣</td> <td>Adult Care West % of PRDs completed</td> <td>54 % (FQ3 17/18)</td> </tr> <tr> <td>▣</td> <td>Children & Families and Criminal Justice % of PRDs completed</td> <td>77 % (FQ3 17/18)</td> </tr> <tr> <td>▣</td> <td>Strategic Planning & Performance % of PRDs completed</td> <td>80 % (FQ3 17/18)</td> </tr> </tbody> </table>		Type	Name	Value	▣	Adult Care East % of PRDs completed	39 % (FQ3 17/18)	▣	Adult Care West % of PRDs completed	54 % (FQ3 17/18)	▣	Children & Families and Criminal Justice % of PRDs completed	77 % (FQ3 17/18)	▣	Strategic Planning & Performance % of PRDs completed	80 % (FQ3 17/18)
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▣	Strategic Planning & Performance % of PRDs completed	80 % (FQ3 17/18)														
Actions Identified to Address Exception and Improve Performance																
<p>Performance Review and Development (PRD) is the cornerstone of the HSCP performance framework. It aligns individual performance and development with the work unit, the service plan and the strategic plan. This activity is not always recognised to be the priority it should be by some staff and managers and where this is identified it is addressed.</p>																
Actions Identified to Address Current /Future Barriers																
<p>Traditionally most PRDs are completed during Financial Quarter 4 and I would expect to see an improvement in these figures. In the meantime PRD activity is being closely monitored and reported on.</p>																
Additional Support Requirements Identified																
None.																
Improvement Forecast Date:	Review Date:															
Financial Quarter 4 (FQ4)	Financial Quarter 4 (FQ4)															

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Community Services Committee Work Plan 2018 - 19

This is an outline plan to facilitate forward planning of reports to the Community Service Committee.

Date	Paper Designation	Lead Service/ Officer	Regularity of occurrence/ consideration	Comment
15 March 2018				
	A consultation on the Safe and Planned Future of the Scottish Fire & Rescue Service	Presentation by Scottish Fire & Rescue		
	Scrutiny of Scottish Fire and Rescue Q3 2017/18	Scottish Fire and Rescue	Quarterly	
	Police Scotland Quarterly Report/Q3 2017/18	Police Scotland	Quarterly	
	The Election of a Teacher Representative to the Community Services Committee	Education		
	Performance Report FQ3	Directorate	Quarterly	
	The Expansion of Funded Early Learning and Childcare Scotland – Argyll and Bute Early Learning and Childcare Draft Delivery Plan	Education		Agreed at CS mtg on 14/12/17 that progress reports on expansion of ELC should be brought to future meetings.
	National Improvement Framework for Scottish Education	Education		
	Consultation Detail and Timeline for Ardchattan and Ashfield Primary Schools	Education		Agreed at CS mtg on 14/12/17 that report come back on progress with going out to consultation.
	Scottish Attainment Challenge: Pupil Equity Funding	Education		Progress report to be brought to future meeting – requested at CS meeting 9 March 2017
	Inspection of the Education Functions of Argyll and Bute Council (INEA)	Education		Agreed at CS mtg on 14/12/17 that progress reports should be brought to future meetings.
	Gaelic Language Plan 2018-22	Customer Services		Agreed at CS mtg on 14/12/17 that report

Community Services Committee Work Plan 2018 - 19

				come back to March 2018 mtg.
	Argyll and Bute Health and Social Care Partnership FQ2 & FQ3 2017/18 Performance Report	Argyll and Bute Health and Social Care Partnership	Quarterly	
	Summary Statistics for Schools in Scotland	Education		Agreed at CS mtg on 14/12/17 to bring report to consider national position arising from info released by Insight in Feb 2018.
14 June 2018				
	Performance Report FQ4	Directorate	Quarterly	
	Land at former Witchburn Road Offices	Customer Services		Agreed at CS mtg on 14/12/17 that report on options for development of site be brought to this meeting.
	Police Scotland Quarterly Report/Q4 2017/18	Police Scotland	Quarterly	
	Scrutiny of Scottish Fire and Rescue Q4 2017/18	Scottish Fire and Rescue	Quarterly	
	Argyll and Bute Health and Social Care Partnership FQ4 2017/18 Performance Report	Argyll and Bute Health and Social Care Partnership	Quarterly	
23 August 2018				
	Argyll and Bute Annual Education Plan for 2018/19 and report on 2017/18 Plan	Education	Annual	
	Service Annual Performance Reviews 2017/18	Education	Annual	
11 December 2018				

Community Services Committee Work Plan 2018 - 19

14 March 2019				
13 June 2019				
Future Reports – dates to be determined				
	Scottish Fire and Rescue Quarterly reports for 2018/19	Scottish Fire & Rescue	Quarterly	
	Policy Scotland Quarterly reports for 2018/19	Police Fire	Quarterly	
	Argyll and Bute Health and Social Quarterly Performance reports for 2018/19	Argyll and Bute HSCP	Quarterly	
	Community Services Quarterly Performance reports for 2018/19	Directorate	Quarterly	
	Rezoning request - Kerrera	Education		
	Education (Scotland) Act 2016	Education		Update report to future meeting requested at Community Services Committee on 10 March 2016 (once Council has received additional statutory guidance which considers the implications for Council and the actions necessary to comply with the new statutory duties).
	Children and Young People's Services Plan 2017 – 2020	Education		Progress reports to be brought to future meetings – agreed at CS meeting on 14 Sept 2017
	Health and Social Care Partnership – Annual Report 2017/18	HSCP	Annual	2016/17 Annual Report presented to Council in September 2017 - future reports to come to Community Services Committee

Community Services Committee Work Plan 2018 - 19

	Inspection of the Education Functions of Argyll and Bute Council (INEA)	Education		Agreed at CS mtg on 14/12/17 that progress reports should be brought to future meetings.
	The Expansion of Funding Early Learning and Childcare in Scotland – Argyll and Bute Early Learning and Childcare Draft Delivery Plan, Funding and Early Years Graduate	Education		Agreed at CS mtg on 14/12/17 that progress reports on expansion of ELC should be brought to future meetings.

ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****COMMUNITY SERVICES****15 MARCH 2018**

SUMMARY STATISTICS FOR SCHOOLS IN SCOTLAND

1.0 EXECUTIVE SUMMARY

1.1 This paper provides the Committee with an overview of the Summary statistics for schools in Scotland No. 8: 2017 Edition published on the 12th December 2017 (Appendix A) which supersedes all previously published statistics.

1.2 This paper presents a summary of the available Argyll and Bute statistics on:

- Pupil and teacher numbers;
- Early Education and Childcare data, and
- Attendance and exclusion data.

1.3 RECOMMENDATIONS

It is recommended that the Community Services Committee:

- a) Notes the Summary statistics for schools in Scotland No. 8: 2017 Edition published on the 12th December 2017 (Appendix A).
- b) Notes the statistical information relating to Argyll and Bute, and
- c) Note that the Education Service will continue to use the data to inform improvement activity, as appropriate.

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

COMMUNITY SERVICES

15 MARCH 2018

SUMMARY STATISTICS FOR SCHOOLS IN SCOTLAND

2.0 INTRODUCTION

2.1 The publication Summary statistics for schools in Scotland No. 8: 2017 Edition (Appendix A) details information collated from the annual census of pupils and teachers in publicly funded schools in Scotland, conducted on 20 September 2017. This includes information on:

- Early Learning and Childcare provision in Scotland, collected in the week commencing 18 September 2017;
- School estate survey data for financial year 2016-17, for all schools open on 1 April 2017, and
- Attendance, absence and exclusions for the 2016/17 academic year.

2.2 The official publication provides detailed National data on:

- Teacher characteristics, such as age profile and information on post probationer employment;
- Average class sizes of primary pupils, number of P1-P3 pupils by class size and P1 pupils by class size;
- Schools which have been substantially refurbished or built as well as information on the condition and suitability of schools in addition to information on pupil characteristics, and ASN, and
- Pupil attendance and absence, including pupil characteristics.

2.3 The Education Service has provided Elected Members with this data through a variety of annual reports presented as follows;

- The National Improvement Framework report presented to the Community Services Committee in March 2017;
- The SQA Examination results report presented to the Community Services Committee in September 2017;
- The Education performance data analysis 2017 report presented to the Community Services Committee in December 2017;
- The secondary pupil achievement reports presented at local area committees in December 2017 for Bute and Cowal (5th), Mid Argyll, Kintyre and the Islands (6th), Oban, Lorn and the Isles (21st) and Helensburgh and Lomond (21st), and

- The local area primary achievement reports that are scheduled to be presented to Area Committees in March 2018.

3.0 RECOMMENDATIONS

3.1 It is recommended that the Community Services Committee:

- a) Notes the Summary statistics for schools in Scotland No. 8: 2017 Edition published on the 12th December 2017 (Appendix A).
- b) Notes the statistical information relating to Argyll and Bute, and
- c) Note that the Education Service will continue to use the data to inform improvement activity, as appropriate.

4.0 DETAIL

4.1 The statistics which follow have been compiled nationally to enable schools and local authorities to scrutinise the national perspective and consider their own local arrangements, evaluate progress and where appropriate secure improvement.

This paper contains the extracted data which pertains to Argyll and Bute Council, and sets this in the National context for members to consider.

5.0 PUPIL AND TEACHER NUMBERS

5.1 School teacher numbers

Nationally, the number of pupils and teachers have both increased this year, but the pupil teacher ratio in publically funded schools decreased to a ratio of 13.6. This means 13.6 pupils on average per teacher per class. This was due to a rise in the number of teachers nationally in the primary and secondary sectors.

5.2 Teachers – (Full Time Equivalent) (Table 3.1 p8)

		Primary	Secondary	Special	Centrally employed	Total
Argyll and Bute	2017	408	401	8	9	825
All Local Authorities	2017	24,455	23,099	1,781	1,128	50,464
Argyll and Bute	2016	403	423	11	4	841
All Local Authorities	2016	23,899	22,906	1,814	1,239	50,842

5.3 Teachers in schools (all sectors excluding ELC) – Full Time Equivalent (Table 3.2 p9)

There has been a decline in the number of teachers in schools in Argyll and Bute since 2014. Across all local authorities, there has been a National reduction in the number of teachers since 2011.

	2011	2012	2013	2014	2015	2016	2017
Argyll & Bute	858	863	859	866	844	841	825
All local authorities	49,751	49,713	49,645	49,368	49,538	49,858	50,464

This reduction can in part be explained by challenges, both in Argyll and Bute and Nationally in recruiting teachers.

5.4 Pupil Teacher Ratio (Table 3.3 p10)

The information below gives a measure of the size of the workforce compared with the pupil population. The national Pupil Teacher Ratio (PTR) declined between 2011 and 2014 from 13.4 pupils to 13.7. It was then stable between 2014 and 2016 before improving to 13.6 in 2016. The PTR in Argyll and Bute is better than the National PTR (fewer pupils to a teacher).

Local Authority	2011	2012	2013	2014	2015	2016	2017
Argyll & Bute	12.9	12.5	12.4	12.2	12.4	12.3	12.5
All local authorities	13.4	13.5	13.5	13.7	13.7	13.7	13.6

5.5 Classes and pupils (Table 4.4 p15)

P1-P3 pupils in classes of size 18 or fewer or in two teacher classes with a pupil teacher ratio of 18 or fewer or in two teacher class.

This table shows that the percentage of pupils in Argyll and Bute in classes of size 18 or fewer is considerably higher than the National average. However, these statistics show that this number has been decreasing since 2012. This may be due to the implications of the rurality of Argyll and Bute.

Local Authority	2011	2012	2013	2014	2015	2016	2017
Argyll & Bute	44.6	45.5	45.4	34.9	24.2	27.2	27.1
Scotland	20.2	18.8	13.6	12.9	12.2	12.7	12.2

6.0 EARLY LEARNING AND CHILDCARE

6.1 This data shows the percentage of eligible children who were registered for Early Learning and Childcare (ELC) places. Children registered to receive Local Authority funded ELC at more than one centre may be counted more than once, resulting in an overestimate of the true uptake of places.

6.2 Funded registrations for Early Learning and Childcare at Local Authority and partnership centres (Table 5.1 p17)

	Under 2	2 year olds		3 + 4 year olds		Deferred Entry	Total
		Number	% of population	Number	% of those eligible		
Argyll & Bute	0	50	7	1,271	112	77	1,398
Scotland	748	5,363	10	84,872	99	4,910	95,893

The total number of children in Argyll and Bute who were registered for ELC represents 1.45% of the total registrations Nationally.

6.3 FTE of teachers, graduate staff, and staff working towards graduate qualifications at centres providing funded Early Learning and Childcare, by Local Authority (Table 5.2 p19).

	Full Time Equivalent (FTE)			
	Teachers	Graduates	Working towards graduate qualifications	Total
Argyll & Bute	10	23	7	40
Scotland	921	2,316	994	4,230

6.4 These figures vary considerably across the 32 Local Authorities, dependent on local need and context. The numbers range from a total of 13 teachers, graduates and people working towards graduate qualifications in the Orkney Islands, and 515 teachers, graduates and people working towards graduate qualifications in Glasgow City. The average number per local authority is 132.

6.5 Nine authorities have more teachers, graduates and people working towards graduate qualifications than this, and 24 have less than this amount. Argyll and Bute is within this range.

7.0 ATTENDANCE AND EXCLUSION

7.1 Average attendance (Table 7.3 p26).

	<i>Percentage of pupils</i>			
	2010/11	2012/13	2014/15	2016/17
Argyll & Bute	93.7	94.3	94.2	93.7
National	93.1	93.6	93.7	93.3

Attendance in Argyll and Bute has been consistently higher than the National level from 2010/11 to 2016/17. Attendance of pupils in Argyll and Bute schools improved between 2010/11 and 2012/13, but declined in 2014/15 and 2016/17. The national level of attendance improved between 2010/11 and 2014/15 before declining again in 2016/17.

7.2 Exclusion

Nationally there were 18,377 cases of exclusion in 2016/17, down from 18,430 in 2014/15. There were 26.8 cases of exclusion per 1,000 pupils in 2016/17 down from 27.2 in 2014/15. The number of exclusions has been falling since 2006/7.

Cases of exclusion refers to the number of incidences of exclusion, not the number of individual pupils excluded, as a pupil may be excluded multiple times.

In 2016/17, there were 163 cases of exclusion in Argyll and Bute, across 17 schools. This is a reduction since 2014. There were 121 pupils involved, which is also a reduction since 2014. 8 secondary schools excluded 101 pupils, and 9 primary schools excluded 20 pupils. These pupils were excluded for a total of 695 openings in 2016, the equivalent to 347.5 days. The range of openings extends between 2 openings, to 193 openings. The average length of time for the exclusion is therefore 6 openings, or 3 days, which is also a reduction since 2014.

7.3 Within Argyll and Bute, the Education Service will continue to use the data from the Summary statistics for schools in Scotland No. 8: 2017 Edition (Appendix A) to inform improvement activity as appropriate.

8.0 CONCLUSION

8.1 The purpose of this report is to enable Elected Members to scrutinise the national perspective and consider our own local arrangements in securing improvement in the general Educational statistics.

Within Argyll and Bute, the Education Service will continue to use the data to inform improvement activity as appropriate.

9.0 IMPLICATIONS

9.1 Policy	The development of the National Framework for Scottish Education supports the central purpose of the Scottish Government and the delivery on the national outcomes. The framework would support delivery on the SOA Outcomes 1 and 3.
9.2 Financial	There are potential financial penalties as part of the local government settlement for failing to maintain teacher numbers.
9.3 Legal	None.
9.4 HR	None.
9.5 Equalities	None.
9.6 Risk	There is a potential reputational risk for the Council if there is failure to secure improvements for children and young people. This paper should be considered in conjunction with the other data which Elected Members scrutinise.
9.7 Customer Service	None.

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26 January 2018

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Appendices

Appendix A: Summary statistics for schools in Scotland No 8: 2017 edition.
<http://www.gov.scot/Resource/0052/00528868.pdf>