



Argyll and Bute Council
Comhairle Earra-Ghàidheal Agus Bhòid

Customer Services
Executive Director: Douglas Hendry

Kilmory, Lochgilphead, PA31 8RT
Tel: 01546 602127 Fax: 01546 604435
DX 599700 LOCHGILPHEAD

16 August 2018

NOTICE OF MEETING

A meeting of the **COMMUNITY SERVICES COMMITTEE** will be held in the **COUNCIL CHAMBERS, KILMORY, LOCHGILPHEAD** on **THURSDAY, 23 AUGUST 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** (Pages 5 - 12)
Community Services Committee 14 June 2018
4. **ARGYLL AND BUTE ANNUAL EDUCATION PLAN WITH PROGRESS UPDATE**
(Pages 13 - 80)
Report by Executive Director – Customer Services
5. **2017/18 ANNUAL REVIEW OF THE CHILDREN AND YOUNG PEOPLES SERVICES PLAN 2017 - 2020** (Pages 81 - 132)
Report by Chief Officer Health and Social Care Partnership
6. **OPTIONS APPRAISAL FOR THE FUTURE OF ARDCHATTAN PRIMARY SCHOOL**
(Pages 133 - 164)
Report by Executive Director – Customer Services
7. **OPTIONS APPRAISAL FOR THE FUTURE OF ASHFIELD PRIMARY SCHOOL**
(Pages 165 - 202)
Report by Executive Director – Customer Services

- 8. INSPECTION OF THE EDUCATION FUNCTIONS OF ARGYLL AND BUTE COUNCIL (INEA) (Pages 203 - 212)**
Joint report by Head of Education: Lifelong Learning and Support and Head of Education: Learning & Teaching
- 9. FEASIBILITY STUDY INTO A GAELIC MEDIUM PRIMARY SCHOOL IN OBAN (Pages 213 - 216)**
Report by Executive Director – Customer Services
- 10. NORTHERN ALLIANCE REGIONAL IMPROVEMENT PLAN (PHASE 2) (Pages 217 - 264)**
Report by Head of Education: Lifelong Learning and Support
- 11. SQA SCHOOL EXAMINATION RESULTS 2018 (Pages 265 - 272)**
Report by Executive Director – Customer Services
- 12. MONITORING OF PROJECTS FUNDED THROUGH "GROWING GAELIC" PARTICIPATORY BUDGETING GRANTS 2017/18 (Pages 273 - 278)**
Report by Chief Executive
- 13. COUNCIL FUNDING SUPPORT TO FÈISEAN NAN GÀIDHEAL 2018/19 (Pages 279 - 284)**
Report by Chief Executive
- 14. FUEL POVERTY (TARGET, DEFINITION AND STRATEGY) (SCOTLAND) BILL (Pages 285 - 306)**
Report by Executive Director – Development and Infrastructure Services
- 15. EDUCATION SERVICE ANNUAL PERFORMANCE REVIEW 2017/18 AND PERFORMANCE REPORT - FQ1 2018/19 (APRIL - JUNE) (Pages 307 - 326)**
Report by Executive Director – Customer Services
- 16. HOUSING SERVICE ANNUAL PERFORMANCE REVIEW 2017/18 (Pages 327 - 334)**
Report by Executive Director – Development and Infrastructure Services
- 17. HOUSING SERVICE PERFORMANCE REPORT FQ1 2018-19 (Pages 335 - 340)**
Report by Executive Director – Development and Infrastructure Services
- 18. ARGYLL AND BUTE HSCP - NATIONAL HEALTH AND WELLBEING OUTCOMES PERFORMANCE REPORTING FRAMEWORK AND EXCEPTION REPORTING ARRANGEMENTS - FQ4 2017/18 AND ANNUAL PERFORMANCE REPORT 2017/18 (Pages 341 - 474)**
Report by Head of Strategic Planning & Performance, Argyll and Bute HSCP
- 19. SCOTTISH FIRE AND RESCUE SERVICE - ARGYLL AND BUTE PERFORMANCE REPORT FQ1 - APRIL - JUNE 2018 (Pages 475 - 484)**
Report by Local Senior Officer, Scottish Fire and Rescue Service

20. ARGYLL AND BUTE LOCAL POLICING PLAN 2017 - 2020 - QUARTERLY REPORT Q1 2018/19 (Pages 485 - 486)

Report by Divisional Commander for Argyll and Bute, West Dunbartonshire Division, Police Scotland

REPORT FOR NOTING

21. COMMUNITY SERVICES COMMITTEE WORK PLAN 2018/19 (Pages 487 - 490)

Community Services Committee

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

Contact: Fiona McCallum Tel: 01546 604392

This page is intentionally left blank

**MINUTES of MEETING of COMMUNITY SERVICES COMMITTEE held in the COUNCIL
CHAMBERS, KILMORY, LOCHGILPHEAD
on THURSDAY, 14 JUNE 2018**

Present: Councillor Yvonne McNeilly (Chair)

Councillor Jim Anderson	Councillor Jim Lynch
Councillor Robin Currie	Councillor Alan Reid
Councillor Mary-Jean Devon	Councillor Elaine Robertson
Councillor Lorna Douglas	Councillor Andrew Vennard
Councillor Kieron Green	Margaret Anderson
Councillor Graham Archibald	William Stewart Shaw
Hardie	

Attending: Douglas Hendry, Executive Director – Customer Services
 Anne Paterson, Head of Education: Lifelong Learning & Support
 Louise Connor, Head of Education: Learning & Teaching
 Shona Barton, Area Committee Manager
 Kathryn Wilkie, Education Officer
 Alison MacDonald, Education Officer
 Robyn Mcilroy, Education Officer
 Rona Young, Physical Education Lead Officer
 Caroline Armour, Head Teacher, Dalintober Primary School
 Bill Halliday, Team Leader – West
 Stephen Whiston, Head of Strategic Planning and Performance, Argyll and Bute HSCP
 Jim McNeil, Local Senior Officer, Scottish Fire and Rescue Service
 Albert Bruce, Group Manager , Scottish Fire and Rescue Service
 Chief Superintendent Hazel Hendren, Local Police Commander (Argyll and West Dunbartonshire Division), Police Scotland
 Superintendent Brian Gibson, (Operations), (Argyll and Bute and West Dunbartonshire Division), Police Scotland

1. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors Audrey Forrest, Julie McKenzie and Barbara Morgan and from Alison Palmer and William Hamilton, Teacher Representatives.

2. DECLARATIONS OF INTEREST

There were no declarations of interest.

3. MINUTE

The Minute of the Community Services Committee meeting held on 15 March 2018 was approved as a correct record.

4. ARGYLL AND BUTE FROM INNOVATION TO PUPIL EQUITY FUNDING: BETTER MOVERS AND THINKERS PROJECT

A presentation was given to the Committee by Kathryn Wilkie, Rona Young and Caroline Armour on the Better Movers and Thinkers Project set up as a result of a successful bid to the Innovation Fund and which was rolled out across 19 mainstream schools selected by SIMD data in decile 1 and 2 relating to income, employment, health, crime and geographical access. This project is an approach to learning and teaching in physical education designed to develop the ability of all children and young people to move and think in a more cohesive way with a specific focus on developing, enhancing and fostering function skills within the learning process. Bowmore, Port Ellen and Dalintober Primary Schools and Parklands School further developed this Project using Pupil Equity Funding and examples of practical lessons undertaken by Dalintober Primary School and Parklands School were included in the presentation.

The Officers then responded to a number of questions asked.

Decision

The Committee thanked the Officers for their impressive presentation.

Councillor Graham Archibald Hardie joined the meeting at 10.10 am during consideration of the foregoing item of business.

5. AUDIT SCOTLAND REPORT: EARLY LEARNING AND CHILDCARE

Audit Scotland published a report on Early Learning and Childcare (ELC) on 15 February 2018. The report outlined Audit Scotland's findings on current and future implementation of funded ELC. The report provided recommendations for the Scottish Government and for Councils to improve existing systems and processes, as well as improve plans for the expansion of ELC in order to reduce risk and ensure implementation by 2020 and was before the Committee for consideration.

Decision

The Committee agreed to:-

1. note the Audit Scotland report on Early Learning and Childcare;
2. note the steps taken by the Council to action relevant Audit Scotland recommendations;
3. note the Audit Scotland warning of significant risks around workforce, infrastructure and finance for councils within the expansion of ELC by 2020;
4. endorse the positive steps the Service has taken in implementing the early stages of the Argyll and Bute ELC Delivery Plan; and
5. request that the Head of Education: Lifelong Learning and Support 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 Head of Education: Lifelong Learning and Support dated 14 June 2018, submitted)

6. EDUCATION PERFORMANCE DATA ANALYSIS - UPDATE 2018

A report providing an update on 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, following the release of the February 2018 Insight Statistical data was considered.

Decision

The Committee agreed to:-

1. note the further detailed statistical analysis included from Insight in February 2018 that overviews authority data and allows further comparison with national data;
2. note the release of the Broad General Education (BGE) benchmarking to schools in August 2018 to support the analysis of a Curriculum for Excellence Levels (ACEL) data in literacy and numeracy for improvement;
3. continue to support the work of the Education Service in supporting schools to secure continuous improvement in outcomes for Argyll and Bute Learners; and
4. 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.

(Reference: Report by Head of Education: Learning & Teaching dated 14 June 2018, submitted)

7. PARENTAL ENGAGEMENT STRATEGY PAPER

A report providing a copy of the Education Service revised Parental Engagement Strategy 2018 was considered. The revised Strategy has been developed in consultation with a wide range of stakeholders including parents, Parent Council members, teachers, Head Teachers and other partners such as representatives from the Educational Psychology team and Youth Services.

Decision

The Committee agreed:-

1. to note the continued commitment of the Education Service to enhance and further develop opportunities for parental engagement in all of the authority's schools, in the context of the Scottish Government's developing policy position in regard to the development of a National Action Plan; and
2. the revised Parental Engagement Strategy 2018 as set out in Appendix 1 of the report on the basis that any amendments which may be required thereto in consequence of the Scottish Government's National Plan when published are delegated to the Head of Education: Lifelong Learning & Support in consultation

with the Head of Education: Learning & Teaching, the Executive Director of Customer Services and the Policy Lead for Education.

(Reference: Report by Head of Education: Lifelong Learning & Support dated 14 June 2018, submitted)

8. COMMUNITY SERVICES PERFORMANCE REPORT FQ4 2017/2018

A report presenting the Community Service Performance Scorecard for FQ4 2017/18 was before Members for consideration.

Decision

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

(Reference: Report by Executive Director – Customer Services dated 25 April 2018, submitted)

Councillor Mary-Jean Devon joined the meeting at 11.20 am during consideration of the foregoing item of business.

9. HOUSING SERVICES PERFORMANCE REPORT FQ4 - 2017-18

A report presenting the Housing Services performance report with associated scorecard for FQ4 2017/18 was before Members for consideration.

Decision

The Committee reviewed and noted the scorecard as presented.

(Reference: Report by Executive Director – Development and Infrastructure Services, submitted)

10. ARGYLL AND BUTE HSCP - NATIONAL HEALTH AND WELLBEING OUTCOMES PERFORMANCE REPORTING FRAMEWORK AND EXCEPTION REPORTING ARRANGEMENTS - FQ3 2017/18

Consideration was given to a report presenting Argyll and Bute Health & Social Care Partnership's (HSCP) performance against National Health and Wellbeing Outcomes for FQ3 2017/18.

Decision

The Committee:-

1. considered the HSCP performance report in line with the current national reporting requirement; and
2. noted the content of the Integrated Joint Board scorecard within the Pyramid System.

(Reference: Report by Head of Strategic Planning & Performance, HSCP, submitted)

**11. SCOTTISH FIRE AND RESCUE SERVICE - ARGYLL AND BUTE
PERFORMANCE REPORT FQ4 JANUARY - 31 MARCH 2018**

A report highlighting the Scottish Fire and Rescue's (SFRS) fourth quarter review of local performance within Argyll and Bute for 2017-18 was before the Committee for consideration.

The Local Senior Officer, Jim McNeil, introduced Albert Bruce, Group Manager, and presented the detail of the report 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; Q4 2017/18 Report by Local Senior Officer, Scottish Fire and Rescue Service, submitted)

William Shaw left the meeting at 12 noon during consideration of the foregoing item of business.

**12. ARGYLL AND BUTE LOCAL POLICING PLAN 2014 - 2017 - QUARTERLY
REPORT Q4 2017/18**

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

Chief Superintendent Hendren gave an overview of activities for the last quarter and priorities going forward and Superintendent Gibson presented the quarterly report which highlighted current crime trends and issues identified during this period. They also 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 17 May 2018, submitted)

13. ANNUAL REVIEW OF POLICING 2017-18: LOCAL SCRUTINY INPUT

The Scottish Police Authority are currently consulting on their Annual Review of Policing for 2017-2018 and have asked Councils to provide input to the consultation from their local scrutiny Committees. A report which provided a draft response to the consultation was before Members for consideration and approval.

Decision

The Committee considered and agreed the draft response to the consultation attached as Appendix 2 to the report for submission to the Scottish Police Authority by the deadline of 29 June 2018 subject to the following amendment:-

Question 5 – first sentence in response to read “The attendance of local officers at Community Council meetings has been highlighted as an issue for some Community Councils.”

(Reference: Report by Executive Director – Customer Services dated 5 June 2018, letter from Scottish Police Authority dated 26 April 2018 and draft response to Consultation – Annual Review of Policing 2017/18, submitted)

14. INITIAL DESTINATIONS OF SENIOR PHASE SCHOOL LEAVERS 2016/17

Skills Development Scotland produce an annual report for each Community Planning Partnership (CPP) covering The Initial School Leavers Destination Report. A report providing statistical information on the Initial Destinations of Argyll and Bute senior phase school leavers for 2016/17 was before the Committee for information.

Decision

The Committee noted the contents of the report.

(Reference: Report by Head of Education: Lifelong Learning & Support dated 14 June 2018, submitted)

15. FORMER WITCHBURN ROAD OFFICES SITE - PROGRESS ON DEMOLITION AND SITE DEVELOPMENT OPTIONS

At the Community Services Committee meeting on 14 December 2017 it was agreed that the cost of the demolition of the former Witchburn Road Offices would be met from the Strategic Housing Fund on the basis that clearance of the site would enable future housing development. A report advising on progress with the demolition of the buildings was before the Committee for information.

Decision

The Committee noted the contents of the report and that a further update would be brought back to the Committee in December 2018.

(Reference: Report by Executive Director – Customer Services dated 30 April 2018, submitted)

16. COMMUNITY SERVICES COMMITTEE WORK PLAN 2018/19

The Community Services Committee work plan for 2018-19 was before the Committee for information.

Decision

The Committee noted the contents of the report.

(Reference: Community Services Committee Work Plan 2018-19, submitted)

This page is intentionally left blank

ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****EDUCATION SERVICE****23 AUGUST 2018**

ARGYLL AND BUTE – ANNUAL EDUCATION PLAN WITH PROGRESS UPDATE

1.0 EXECUTIVE SUMMARY

1.1 The purpose of this report is to update Committee on the progress made by the Education Service in achieving the priorities included in the Argyll and Bute Annual Education Plan for 2017-18 presented at COMMUNITY Services Committee in August 2017 and to outline priority actions for 2018-19.

1.2 It is recommended that the Community Services Committee:

- Notes the progress made with respect to priority actions within the 2017-18 Argyll and Bute Annual Education Plan;
- Approves the 2018-19 Annual Education Plan (Appendix 1);
- Approve the publishing of the 2018-19 Annual Education Plan;
- Approve the submission of the 2018-19 Annual Education Plan to Scottish Government.

ARGYLL AND BUTE COUNCIL

CUSTOMER SERVICES COMMITTEE

EDUCATION SERVICE

23 AUGUST 2018

ARGYLL AND BUTE – ANNUAL EDUCATION PLAN WITH PROGRESS UPDATE

2.0 INTRODUCTION

2.1 The new statutory guidance prepared under section 13 of the Standards in Scotland's Schools etc. Act 2000 ("the 2000 Act") as amended by section 4 of the Education (Scotland) Act 2016 ("the 2016 Act"). Section 13 enables the Scottish Ministers to issue guidance to Education Authorities in relation to their functions under section 3 to 8 of the 2000 Act, and Education Authorities are required to have regard to this guidance in discharging these functions.

2.2 The guidance focuses in particular on education authority duties which are designed to enhance equity and support improvement within schools and across education authorities.

2.3 Sections 3F, 3H and 6 of the 2000 Act: impose duties on Education Authorities in relation to annual planning and reporting; namely the publishing of an Annual Education Plan.

3.0 RECOMMENDATIONS

It is recommended that the Community Services Committee:

- Notes the progress made with respect to priority actions within the 2017-18 Argyll and Bute Annual Education Plan;
- Approves the 2018-19 Annual Education Plan (Appendix 1);
- Approve the publishing of the 2018-19 Annual Education Plan;
- Approve the submission of the 2018-19 Annual Education Plan to Scottish Government.

4.0 DETAIL

4.1 The Education Service must prepare and publish an annual plan setting out the steps we have taken, over the course of the planning period:

- to reduce inequalities of outcome experienced by as a result of socio-economic disadvantage, including the use of Pupil Equity Funding (PEF);
- to comply with the duties imposed on it by section 3B(3) (to seek and have regard to the views of the persons listed in section 3B(4) and to provide any advice and support the authority thinks appropriate to those persons in relation to its consideration of decisions of a strategic nature about the carrying out of its functions relating to school education;
- in pursuance of the NIF for Scottish Education, and
- to set out any educational benefits for pupils that the Authority considers have resulted from taking these steps.

4.2 Where a new NIF has been published by Scottish Ministers, local Authorities are required to review and, where necessary, revise their annual education plan. Any revised Authority plan must also be published and a copy given to Scottish Ministers as soon as reasonably practicable after publication. The Education Service produced and published its first Annual Plan in compliance with legislation in August 2017. The legislation is intentionally silent on the format that Annual Plans should take.

4.3 The 2018-19 Argyll and Bute Annual Education Plan has been prepared in compliance with the statutory guidance and contains the following sections

1. Foreword and Introduction
2. Our Children, Their Future
3. The Policy Context for Education Services
4. Addressing the National Improvement Framework
5. Strategic Inspection of the Functions of Argyll and Bute Council
6. Bibliography and References

5.0 CONCLUSION

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

5.2 The 2018/19 Annual Education Plan presented to Community Services Committee has been prepared in compliance with the requirements set out in the Statutory Guidance accompanying the Standards in Scotland's Schools etc. Act 2002 taking full account of the requirement to:

- Analyse the outcomes of the 2017/2018 Annual Education Plan and prepare and publish the Annual report of progress as soon as possible after 31 August 2018, and
- In addition takes full account of the main points for action contained within the inspection report on the Education Functions of the Authority, published by Education Scotland in March 2017 and subsequent updates.

6.0 IMPLICATIONS

- | | | |
|------------|------------|--|
| 6.1 | Policy | The development of the Annual Education Plan supports the central purpose of the Scottish Government and the delivery on the national outcomes. The framework supports delivery on the SOA Outcomes 1 and 3 and contributes to the aspiration of the revised Education Vision and Strategy, " <i>Our Children, Their Future</i> ". |
| 6.2 | Financial | None known at this time. |
| 6.3 | Legal | Council is required to prepare and publish the Annual Education Plan as directed within the Standards in Scotland's School etc. Act 2000, set out within the supporting Statutory Guidance published in March 2017. |
| 6.4 | HR | None |
| 6.5 | Equalities | The Annual Education Plan sets out the Councils response, delivered by Education Services to Section 3B of the 2000 Act which imposes duties on education authorities which are designed to promote a reduction in inequalities of educational outcome experienced by pupils as a result of socio-economic disadvantage. |
| 6.6 | Risk | There are potential reputational risks for the Council should they fail to deliver the legislative requirements set out within |

the Standards in Scotland's Schools etc. Act 2000 statutory guidance of March 2017.

6.7 Customer Service None.

13th August 2018

**Douglas Hendry
Executive Director of Customer Services**

**Councillor Yvonne McNeilly
Policy Lead for Education and Lifelong Learning**

For further information contact:

Louise Connor
Head of Education: Learning and Teaching
Email: louise.connor@argyll-bute.gov.uk

Tel: 01631 569196

Anne Paterson,
Head of Education: Lifelong Learning

Email: anne.paterson@argyll-bute.gov.uk

Tel: 01546 604333

This page is intentionally left blank



Annual Plan 2018/19 and 2017/18 Progress Report

Our Children, Their Future



Section	Content	Page
Section 1:	<p>Foreword and Introduction Councillor Yvonne McNeilly Policy Lead for Education and Lifelong Learning</p> <p>Douglas Hendry Executive Director, Customer Services</p>	3-4
Section 2:	<p>Our Children, Their Future</p> <p>2.1 Argyll and Bute Education Vision and Strategy 2.2 Our Children and Young People 2.3 The Population and Demographic Profile of Argyll and Bute 2.4 Multiple Deprivation in Argyll and Bute 2.5 Supporting all of our Children and Young People 2.6 Resourcing our Plan: The Education Budget 2.7 Education Services Organisational Chart</p>	5-13
Section 3:	The Policy Context for Education Services	14-16
Section 4:	Addressing the National Improvement Framework	17-56
Section 5:	Strategic Inspection of the Education Functions of the Council	57-58
Section 6:	Bibliography and references	59-61

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

I am delighted to provide you with the Annual Education Plan for our schools and services in Education in Argyll and Bute for 2018/2019. This plan has been prepared in response to the requirements of the Standards in Scotland's Schools etc. Act 2000 which brings new statutory duties for the Local Authority into force.

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

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

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

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

Kind regards,

A handwritten signature in blue ink that reads "Yvonne McNeilly".

Yvonne

Douglas Hendry, Executive Director, Customer Services

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



The preparation and publication of this Annual Plan prescribed under the new legal framework arising from the Standards in Scotland's etc. Act. 2000, as revised in 2016 places an increased focus on improvement planning and, importantly, performance reporting for Education in Argyll and Bute. It is consistent with Scottish Government requirements and the emerging Regional Improvement Plan for the Northern Alliance Collaborative of which Argyll and Bute is a part.

Section 4 of the plan highlights the key objectives and actions to be addressed by the Service and by schools and establishments as an integral aspect of their improvement planning processes for session 2018/2019.

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

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

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

A handwritten signature in black ink, appearing to read 'Douglas Hendry', written in a cursive style.

Douglas Hendry

SECTION TWO: OUR CHILDREN, THEIR FUTURE

2.1 Argyll and Bute Education Vision: Our Children, Their Future

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



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

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

We will:

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

2.2 Our Children and Young People

Argyll and Bute, the second largest local authority by area covers approximately 9% of the total land area of Scotland. Argyll and Bute has the third sparsest population density (0.13 persons per hectare). The population of 86,810 (NRS 2017 MYE) is scattered across an area of just under 2,700 square miles. It is approximately 100 miles long from the Isle of Coll in the north to Southend in Kintyre, and 90 miles wide from Bridge of Orchy in the east to the Isle of Tiree in the west.

More than half of Argyll and Bute's population live in rural areas, as classified by the Scottish Government's Urban-Rural Classification (2016). A further 35% per

cent live in communities with populations between 3,000 and 10,000 people designated as small towns. Less than a fifth of the population live in an urban area with a population of over 10,000 people.

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

2.3 The Population and Demographic Profile of Argyll and Bute

The total population of Argyll and Bute is 86,810 based on the 2016 mid-year population estimate produced by the National Records of Scotland (NRS). Between 2007 and 2017 the population of Argyll and Bute fell by 4.4% with positive in migration into the area but not enough to counteract the greater number of deaths than births. Taking into account the national context the NRS 2016-based population projections suggests an east-west split across Scotland in terms of population increase and decrease, with the following local authorities' populations projected to decrease over the period 2016 to 2026; Comhairle nan Eilean Siar, Inverclyde, Argyll and Bute, North Ayrshire, Dumfries and Galloway, South Ayrshire, West Dunbartonshire, East Ayrshire.

The change in population is different across the 4 areas of Argyll and Bute is as shown below (from 2011 to 2016 NRS small area population mid-year estimates).

Helensburgh and Lomond – 0.3%
 Bute and Cowal – 5.0%
 Mid Argyll, Kintyre and Islay – 3.8%
 Oban, Lorn and the Isles + 0.9%

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

In addition to the changes in total population, the demographic balance is also changing. The table below shows the change in population over age cohorts projected for 2016 and 2026 and also the changes in demographics from 1997 to 2007.

Age	Change (1997 to 2017)	Projections (2016 to 2026)
0 to 15	- 25.0%	- 6.4%
16 – 64	- 10.3%	- 9.8%
65 and over	+33.3%	+ 14.0%

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

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

One in five of the population of Argyll and Bute (15.2%) is aged between 0 and 19 years (NRS Mid-2016 Small Area Population Estimates for 2011 Data Zones).

Age group	Number	Percentage of total population
Under 5	3,848	4.4%
5-15	9,390	10.8%
16-19	3,894	4.5%
20-29	9,218	10.6%
30-44	13,077	15.0%
45-64	26,147	30.0%
65 and over	21,556	24.7%
Total population	87,130	100%

Table 1: Argyll and Bute's Population (NRS Mid-2016 Small Area Population Estimates for 2011 Data Zones)

2.4 Multiple Deprivation in Argyll and Bute

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

The results for Argyll and Bute from the SIMD 2016 show

- 10 datazones in Argyll and Bute in the 15% most overall deprived datazones;
- 10 datazones are in the 15% most income deprived datazones;
- 10 datazones are in the 15% most employment deprived datazones;
- 7 datazones are in the 15% most health deprived datazones;
- 35,090 people live in the 47 datazones (37.6%) that are amongst the 15% most access deprived datazones, and
- 56 of Argyll and Bute's datazones – more than 25% – are in the 20% most access deprived datazones.

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

- The 10 data zones in Argyll and Bute included in the 15% most overall deprived data zones in Scotland are located in the towns of Helensburgh, Dunoon, Rothesay, Campbeltown and Oban.
- None of Argyll and Bute's rural data zones fall into the 15% most overall deprived data zones in Scotland.

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

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

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

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

2.5 Supporting all of our Children and Young People

The Education Service is currently responsible for:

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

60% of Argyll and Bute primary schools have a FTE (full time equivalent) of 3 or less teachers covering the 5 to 12 age group.

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

Pupil Roll in Argyll and Bute

The total school pupil roll stands at 10,269 (September 2017 Census), comprising 5,857 primary pupils, 4,390 secondary pupils and 22 pupils in the school for pupils with complex additional needs. This compares with previous sessions, shown below:

Session	Total Pupil Roll
2016/17	10,316
2015/16	10,445
2014/15	10,565
2013/14	10,675

In 2017/18 our children and young people were supported in their learning by:

- 835 Full Time Equivalent (FTE) Teachers;
- 38.54 FTE Classroom Assistants;
- 216.12 FTE ASN Assistants;
- 14.01 FTE Pupil Support Assistants;
- 93.64 FTE Clerical Assistants;
- 28.04 FTE Technicians, and
- 87 FTE Childcare and Education Workers.

Early Learning and Childcare Provision

There are 1,713 children accessing 1809 ELC spaces across a broad range of Early Learning and Childcare establishments with approximately 100 children sharing their Early Learning and Childcare hours across more than one establishment.

Early Learning and Childcare spaces are currently available in two Council Nursery Centres, fifty one Early Learning and Childcare classes, three Early Learning and Childcare Gaelic classes, twenty three voluntary, privately and independently managed Early Learning and Childcare establishments and 3 Community Childminders.

679 spaces are currently being used by children in the voluntary, privately and independently managed Early Learning and Childcare establishments. In addition, 71 children are receiving Early Learning and Childcare as a 2 year old under the Children and Young People Act criteria (51 with partner providers, 17 with local authority, 3 with childminders).

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

Community Learning Provision

Community Learning works with adults and young people to identify their own individual and collective goals, to engage in learning and take action to bring about change for themselves and their communities.

- Adult learning provides a range of learning opportunities for over 16's that fall under the thematic headings of Employability, Confidence and Wellbeing and Progression. These themes include accredited learning and literacy and numeracy support.
- Developing the Young Workforce (DYW) and Opportunities for All focus on preparing young people for the world of work, supporting them into positive destinations and reducing youth unemployment.
- Youth Services work with young people, aged 11 to 25 to improve their life chances through learning, personal development and active citizenship.

Community Learning is managed by a FTE Community Learning Manager. Youth Services is made up of 9.5 FTE Community Learning and Development Youth Workers (including a Youth Participation Worker, Opportunities for All Worker and a Duke of Edinburgh's Award Development Worker), 4.4 FTE Youth Work Assistant posts and 1 FTE Administration Officer. Adult Learning consists of a FTE Adult Learning Manager, 2 FTE Team Leaders, 4 FTE Adult Learning Workers, 4.2 FTE Adult Literacy Workers, 2 FTE Adult Learning Assistants and 1 FTE Administration Officer.

Support for Children and Young People with Severe and Complex Needs

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

The majority of children and young people with additional support needs, including those with complex needs, access their education provision in their

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

Autism Strategy

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

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

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

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

Gaelic Medium Education

Gaelic Medium Education (GME) is available in four pre-school provisions; Bowmore in Islay, Rockfield in Oban, Salen in Mull, and Tiree. In August 2018, Sandbank PS in Dunoon will offer GME from age 2 through the creation of an Early Level class – Sgoil Àraich and P1 together with a class teacher, early learning and childcare worker and classroom assistant.

GME is available in seven primary schools; Bowmore, Rockfield, Salen, Bunessan, Strath of Appin, Sandbank and Tiree High School (primary department).

There is continuity and progression of language skills from primary to secondary in the associated secondary establishments; Islay High, Oban High, Tobermory High, Tiree High and Dunoon Grammar School. Four secondary establishments provide a fluent and learner pathway for students and one provides a fluent pathway only.

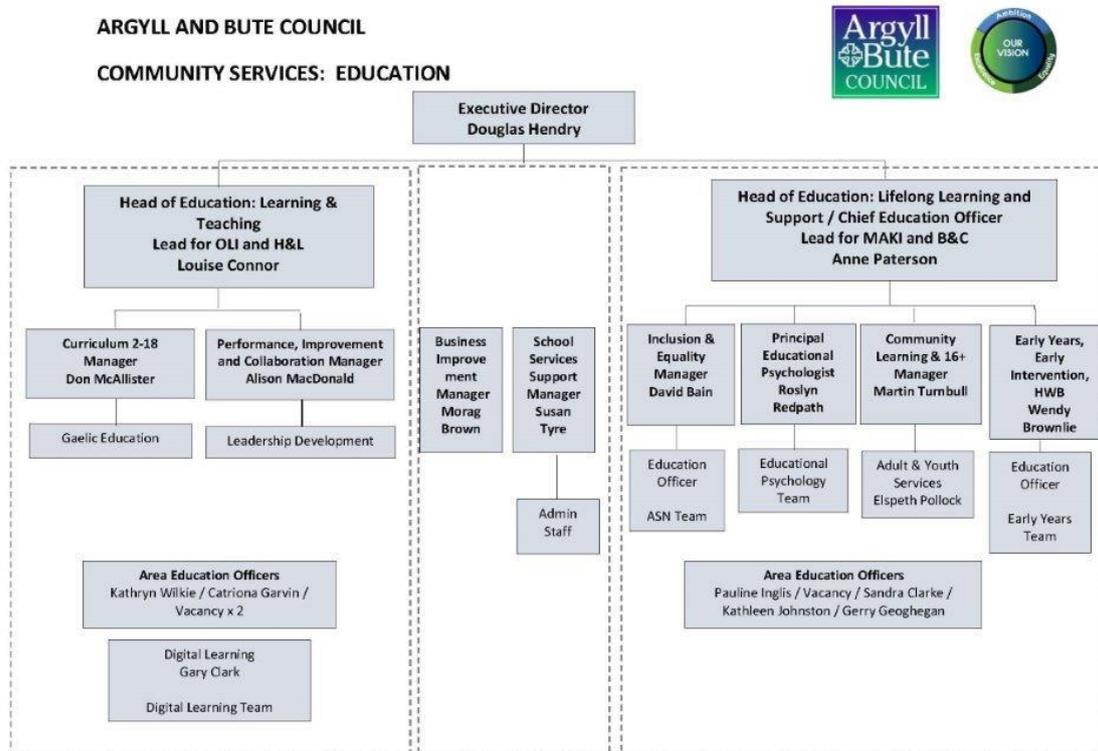
2.6 Resourcing Our Plan: The Education Budget

The budget for Community Services, Education is £75,292,624 as per Service Outcome.

Service Outcome	2018/19 Budget £
Additional Support Needs	8,853,202
Early Years	6,771,571
Primary and Secondary Education	53,899,835
Youth Services	652,042
Adult Services	604,415
Support for Parents	20,860
Education Initiatives (GIRFEC, SEEMIS, Languages 1+2, Music); Education Support Team; Quality Improvement Team; Schools Development Team)	4,058,924
Leadership and Professional Learning	17,364
Central/Management Costs	414,412
Total	75,292,624

Further funding has been provided by Scottish Attainment Challenge Funding and Pupil Equity Funding (PEF) which is detailed in **Section 4** of the plan.

2.6 Education Service: Organisation Chart



J:\secretariat\A Maggie McLay\Masters\Central Education Team Structure Aug 2018.docx

Sept 2018

SECTION THREE: THE POLICY CONTEXT FOR SCOTTISH EDUCATION

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

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

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

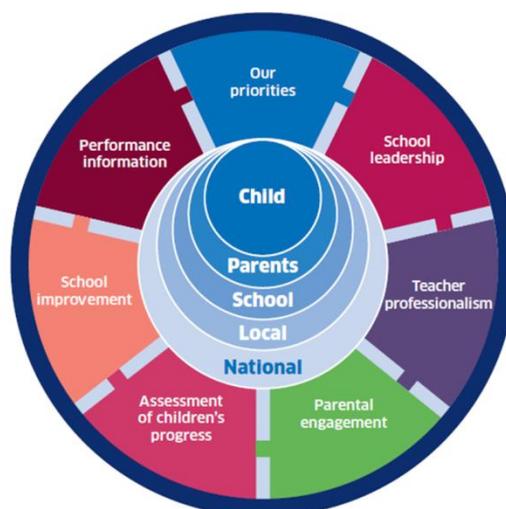
- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and well-being, and
- Improvement in employability skills and sustained, positive school-leaver destinations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

The improvement framework documentation notes further that:

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

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

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



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

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

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

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

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

The National Outcomes for Scotland include:

- Our children have the best start in life and are ready to succeed;
- Young people are equipped through their education to become successful learners, confident individuals, effective contributors and responsible citizens;
- We have tackled the significant inequalities in Scottish society, and
- We have improved the life chances for children, young people and families at risk.

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

- The Education Additional Support for Learning (Scotland) Acts 2004 and 2009;
- The Children and Young People (Scotland) Act;
- The Scottish Schools (Parental Involvement) Act 2006;
- Teaching Scotland's Future: Report of a Review of Teacher Education (2010);
- Getting It Right For every Child;
- Curriculum for Excellence;
- The Scottish Attainment Challenge;

- The National Improvement Framework;
- Raising Attainment For All;
- A Blueprint for 2020: The Expansion of ELC in Scotland;
- The Early Years Framework, and
- Developing Scotland's Young Workforce.

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

The **Education Service Annual Plan for 2018/2019** has been prepared in compliance with the statutory guidance set out within the "*Standards in Scotland's Schools etc. Act 2000*", Published by Scottish Government in March 2017.

It brings together a range of information from each of the areas of the Education Service in Argyll and Bute, reaffirming our shared vision for Education Services of **ambition, excellence** and **equality** for all. Our strategy for realising our shared vision is best explained by showing how our 6 key objectives link to each of the national drivers and improvement priorities.

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

SECTION FOUR: ADDRESSING THE NATIONAL IMPROVEMENT FRAMEWORK

The following section of the plan details the progress that we have achieved in achieving the strategic priorities of the national improvement framework through our use of Pupil Equity Funding (PEF) in meeting our statutory duties of reducing inequalities. It also details the progress that we have made through our Education Vision and Strategy: Our Children Their Future and outlines the improvement targets that we have set ourselves for 2018/19.

Pupil Equity Funding (PEF)

The Scottish Government provided Pupil Equity Funding (PEF) of £120 million in 2017/18 to continually improve Scottish Education through the provision of £120 million funding, allocated directly to schools and targeted at closing the poverty related attainment gap and achieving the strategic priorities of the national improvement framework (NIF) ie

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

Publicly funded primary, secondary and special schools received £1,200 in 2017/18 for each child in Primary 1 to S3, or equivalent, who were eligible and registered for free school meals. The total funding provided directly to Head Teachers in Argyll and Bute was £1,315,200 for 2017/18, with 84% of schools receiving PEF funding. Primary schools received £1,017,600 and Secondary Schools £291,600.

Head Teachers are accountable to the Education Authority for the use of Pupil Equity Funding to support the closing of the poverty-related attainment gap. Local guidance to Head Teachers was produced to support planning and implementation of PEF funding. This guidance supplemented the national guidance and was well received by Head Teachers. Our morale purpose in relation to PEF is underpinned by our Education Vision and Strategy: Our Children Their Future. We are fully committed to realising **ambition, excellence** and **equality** for all. This means delivering services of the highest quality that inspire all learners, transform and improve learning experiences and life chances for all our children and young people.

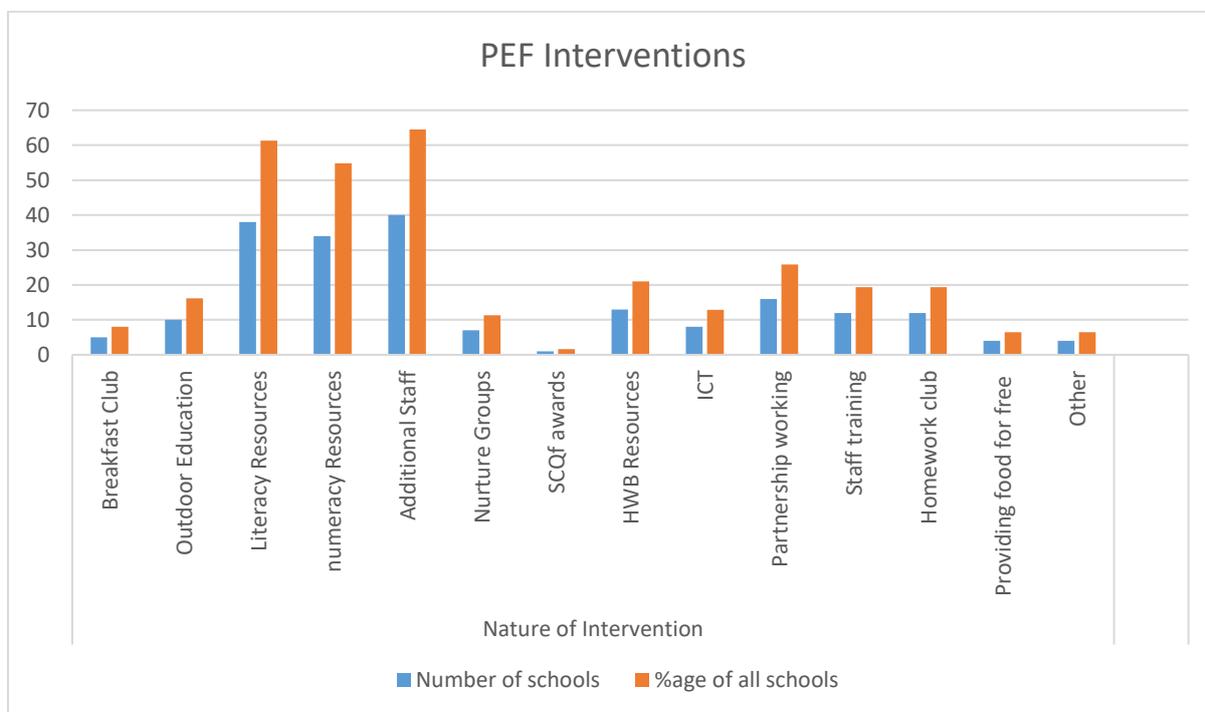
When planning the outcomes to be achieved through PEF, Head Teachers consulted with children and young people, parents and staff. Head Teachers use their professional judgement to bring additional children and young people within the targeted interventions and approaches. Through effective self-evaluation schools have a clear understanding of both their context and improvement priorities. They have used this to identify their poverty-related attainment gap and implement appropriate interventions. During quality improvement visits in session 2017/18 Central Officers have discussed progress towards meeting outcomes and impact on children and young people. Outcomes are adapted as necessary to ensure a focus on closing the poverty-related attainment gap. To ensure transparency and to reduce bureaucracy schools incorporate details of their Pupil Equity Funding plans into

existing reporting processes through their School Improvement Plans and Standards and Quality Reports. These reports are publicly available to Parent Councils and Forums so that parents can understand what is happening in their school.

Four main themes for planning intervention and outcomes emerged across our schools:

- Literacy and numeracy
- Health and wellbeing
- Partnership working and
- Nurture

The following graph illustrates the nature of interventions that were implemented across our schools in relation to the 4 main themes:



In 2017/18 there were tight timescales in for planning and spending funding which resulted in carry forward to 2018/19 and the continuation of plans. There were also challenges in relation to the recruitment of staff identified by 65% of our schools as part of their intervention strategy. The impact of interventions in 2017/18 is therefore at early stages and we will work with Head Teachers during 2018/19 to improve the analysis of the impact of PEF and ensuring that intervention is embedded in practice, culture and is sustainable.

PEF funding for 2018/19 is £1,401,600. We will continue to work with Head Teachers to improve outcomes for children and young people through the use of PEF to close the poverty-related attainment gap. Interventions will include cluster work and partnership working across a range of services which will support the realisation of sustainable change.

Improvement in attainment, particularly literacy and numeracy:

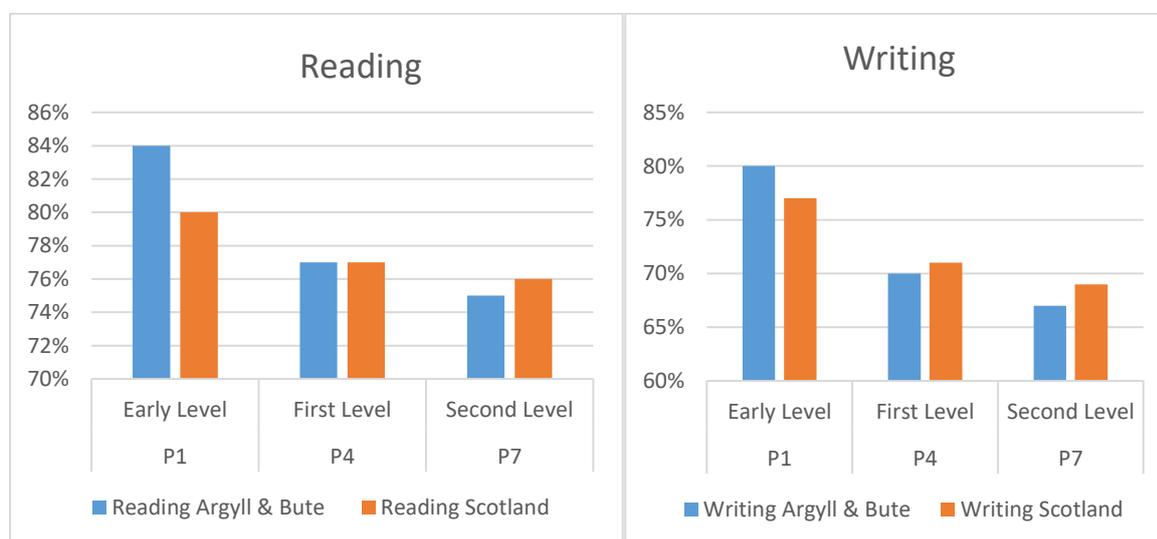
In 2017/18, Education Services implemented the following approaches aimed at securing educational improvement for all children and young people within Argyll and Bute:

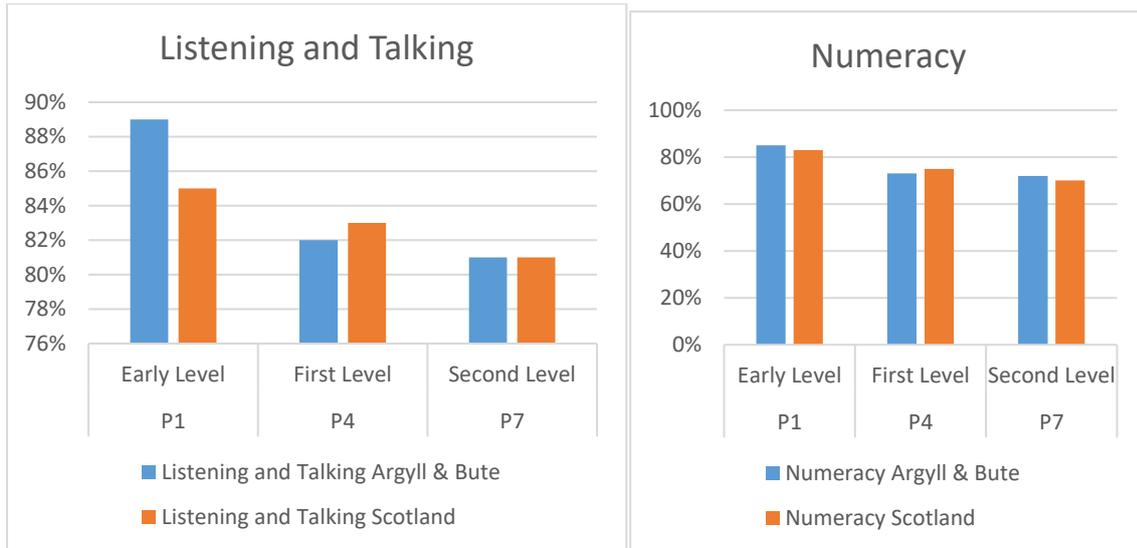
In June 2018, the Education Service participated in the Teacher Judgement Survey where the achievement of Curriculum for Excellence levels were gathered nationally for Reading, Writing, Listening and Talking and Numeracy at the stages of P1, P4, P7 and S3. This is the third year of data collection and national outcomes will be published by the Scottish Government in December 2018. 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.

The overall proportion of children and young people who achieve in line with the national expectation in Literacy and Numeracy has improved in almost all 4 organisers and at all stages in 2016/17.

Primary Attainment in Literacy and Numeracy:

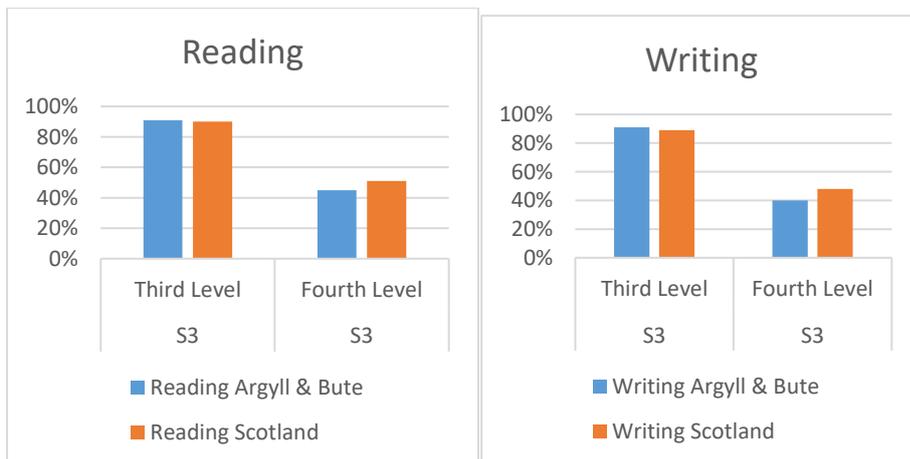


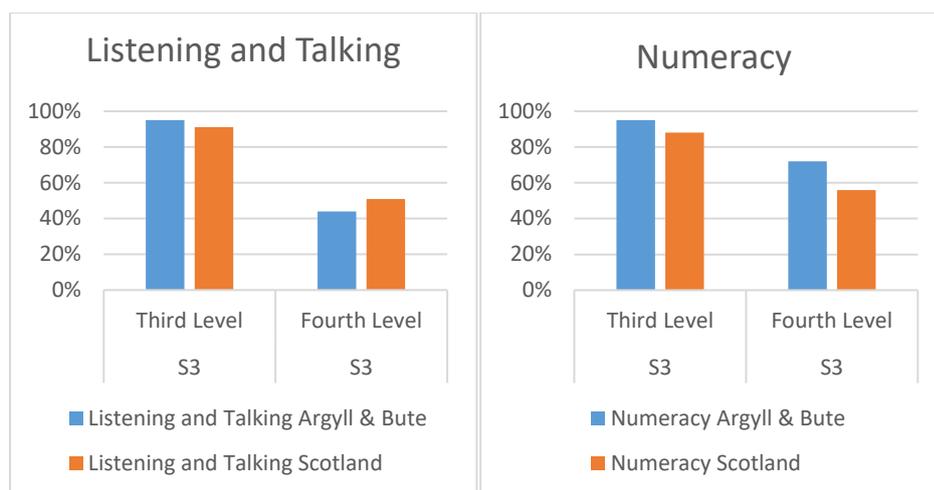


Two P1 Authority Pilots, involving 21 schools commenced this session; the Early Acquisition of Literacy and the Stages of Early Arithmetical Learning. NIF data was used for the selection of schools for these pilots. These pilots are improving learning for our children through the development of teacher pedagogy and the promotion of active and experiential learning. Evaluations of these pilots are showing a high engagement of both pupil and teacher, with teachers reporting that the pupils are attaining their expected progress or above.

Secondary Attainment in Literacy and Numeracy:

At secondary level, we have achieved improvements in attainment in both Literacy and Numeracy in 2017.





Training and support has been provided by the Authority PTs for Literacy and Numeracy, raising awareness of current developments and leading to impact in term of literacy, numeracy and assessment and moderation. Evidence gathered indicates that practitioners are re-engaging with principles and practices of learning and teaching.

Specific, directed support and training has been offered to schools in response to NIF data by the Principal Teachers of Literacy and Numeracy. From January 2018 a Northern Alliance literacy pilot has been established to build on the work already being undertaken in Argyll and Bute and in the Northern Alliance to review and moderate approaches. 100% of our Assessment and Moderation Facilitators 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.

Further development is planned by the Service in working with all schools during session 2018/19 and following the publication of the national data later in 2018 to improve outcomes. We will work in collaboration with the Northern Alliance (Regional Improvement Collaborative) and Education Scotland to continue to improve outcomes for all working towards the Scottish Government's stretch aims by 2020.

Closing the attainment gap between the most and least disadvantaged children:

GIRFEC

Argyll and Bute Council has implemented all aspects of the GIRFEC national practice model and is continuing to develop and improve it. At school and council-wide level there are well-developed and embedded systems for supporting children and young people. GIRFEC approaches are understood and there are positive examples of effective practice outlined in the Care Inspectorate Services for Children and Young People Inspection Report September 2013.

Opportunities for staff continue to develop their own professional skills are readily accessible on the council website. Staff working in the ELC sector values the access which they have to e-learning. These opportunities are also impacting positively on the confidence of primary school staff to deliver the national practice model for GIRFEC

and in improving their planning for the individual child and young person. The Education Service plays a key role in leading the development of GIRFEC across Argyll and Bute and through its contribution to the national *Well-Being Application* working group. Staff and young people have also worked well with partners, including health agencies and *Choose Life*, to develop guidance to support young people at risk of suicide and self-harm.

Current arrangements for allocating Additional Support Needs (ASN) staffing and resources have been drawn up following considerable consultation with various stakeholders, including the ASN Review Group which includes Head Teachers, ASN specialists and teaching (and other) unions. The role of the area principal teacher of ASN in allocating resources to support ASN in schools is leading to greater fairness and equity.

Outcomes for Children and Young People who are Looked After

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

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

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

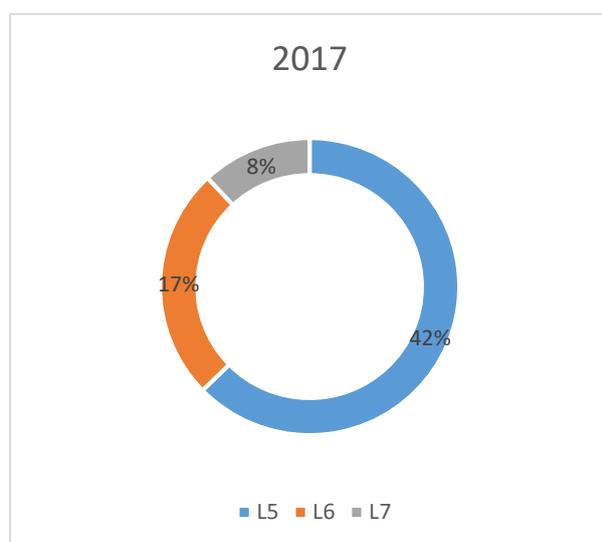
Improving attainment for Looked After Leavers – 2015-2017

Overall attainment for LAC leavers from S4-S5 and S6:

	Year	Lowest 20%	Middle 60%	Highest 20%	Number in Cohort
Argyll & Bute	2015	16	187	571	17
Virtual Comparator	2015	77	384	1055	170
The Northern Alliance	2015	4	127	550	145
National	2015	10	147	545	914
Argyll & Bute	2016	11	162	648	17
Virtual Comparator	2016	56	282	943	170
The Northern Alliance	2016	7	118	470	146
National	2016	15	163	607	1035
Argyll & Bute	2017	26	120	721	12
Virtual Comparator	2017	54	246	956	120
The Northern Alliance	2017	12	148	601	142
National	2017	15	167	638	1028

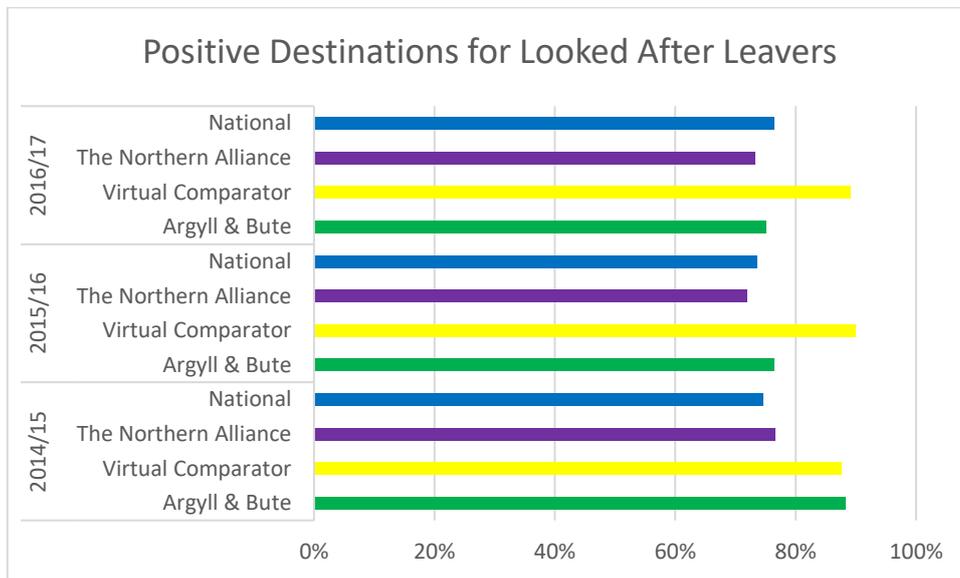
- The attainment of the pupils in the lowest 20% of the cohort in 2017 is higher than previous years. This is still an area for improvement.
- Attainment in the highest 20% has also improved over the last three years.
- Attainment in the middle 60% has reduced and is an area for improvement.

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



In 2017, 42% of young people who were looked after attained at least one SCQF level 5 qualification.

Positive Destinations for Looked After Leavers – 2015-2017



Over the last 3 years positive destinations for Looked After Leavers has averaged at 80% across Argyll and Bute, 75% National, 74% Northern Alliance and 89% Virtual Comparator.

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

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

Improving the attainment of young people with additional support needs:



In 2017, 83% of young people with additional support needs attained at least one SCQF level 5 qualification. This is an improvement of 12% since 2015.

Attendance, Absence and Exclusions

Primary

The national average attendance fell slightly in 2016/2017 session but Argyll and Bute Council average attendance is slightly above the national average at 93.7% for the same period. For school session 2017/2018 attendance for primary school pupils was 95.16% with attendance for Looked After primary pupils marginally higher. There were no exclusions for primary aged Looked After pupils.

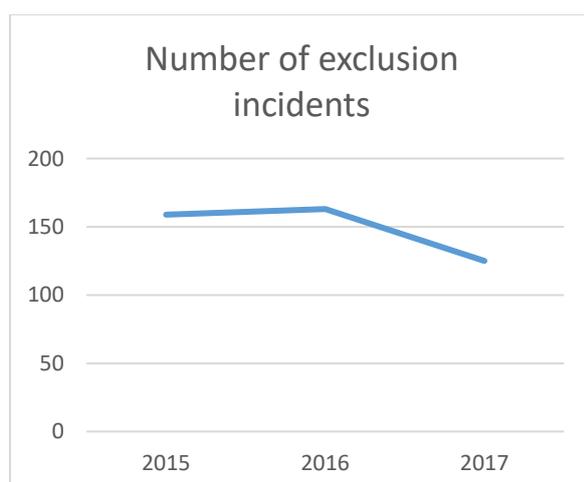
Secondary

The average total absence from school for all secondary age children is 8.76% and for looked after children is 21.91%. Further analysis demonstrates that this average figure is inflated by a smaller number of young people who have a significant difficulty with school attendance. Exclusions openings account for 0.52% of the absences for looked after children, with the overall secondary school population figure for exclusion 0.05%. There requires to be a continued focus on ensuring children and young people at the secondary stage are meaningfully engaged with the life of the school and sustain positive attendance.

For the past school session looked after pupils account for 13.8% of the total number of exclusion openings. The cohort of 162 looked after pupils in session 2017-2018 forms just 1.6% of the overall school population of 10,270.

Exclusions increased from 695 openings in session 2016/2017 to 803 in session 2017/2018 for the whole school population. For Looked After children exclusions rose from 32 openings to 107; with a small number of Looked After pupils being excluded for a total of 5 or more days.

Our Attendance rates remain above the national average and exclusions are below the national average.



The number of young people who were excluded in 2017 has also fallen by 24% since 2015.

The number of openings has also fallen by 21% since 2015.

Improvement in children and young people's health and well-being:

We have increased staff knowledge of the research on Adverse Childhood Experiences (ACEs) through presentation at Head Teacher meetings, the Early Years' Conference and to Children's Hearing Panel members who meet with our most vulnerable children and families.

We have well established nurture approaches which are leading to improved outcomes for learners. Secondary staff engagement with nurture training delivered by Education Scotland has led to nurture developments across two secondary schools.

The introduction of the Connections PE resource at early, first and second level to all primary schools and the planning PE round the SALs, benchmarks and moderation in PE has supported staff to ensure children receive high quality experiences in physical education.

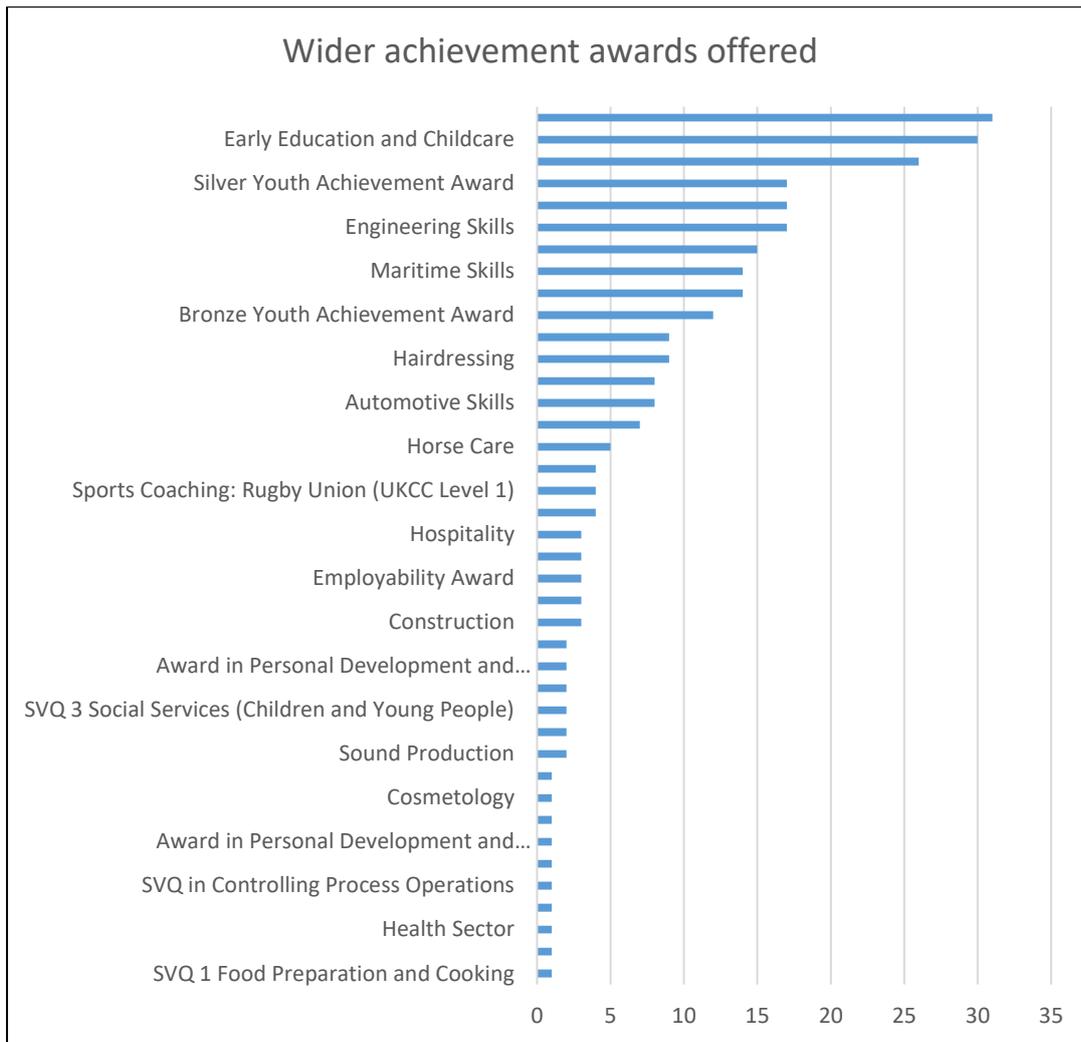
PE development with Parklands School has improved staff confidence and understanding of the planning and development of quality PE for children with severe and complex needs.

The development and implementation Development of Better Movers and Thinkers as an approach to teaching and learning in PE has supported schools in understanding how to include numeracy and literacy in scaffolding exercises that can be undertaken in the gym or in the classroom.

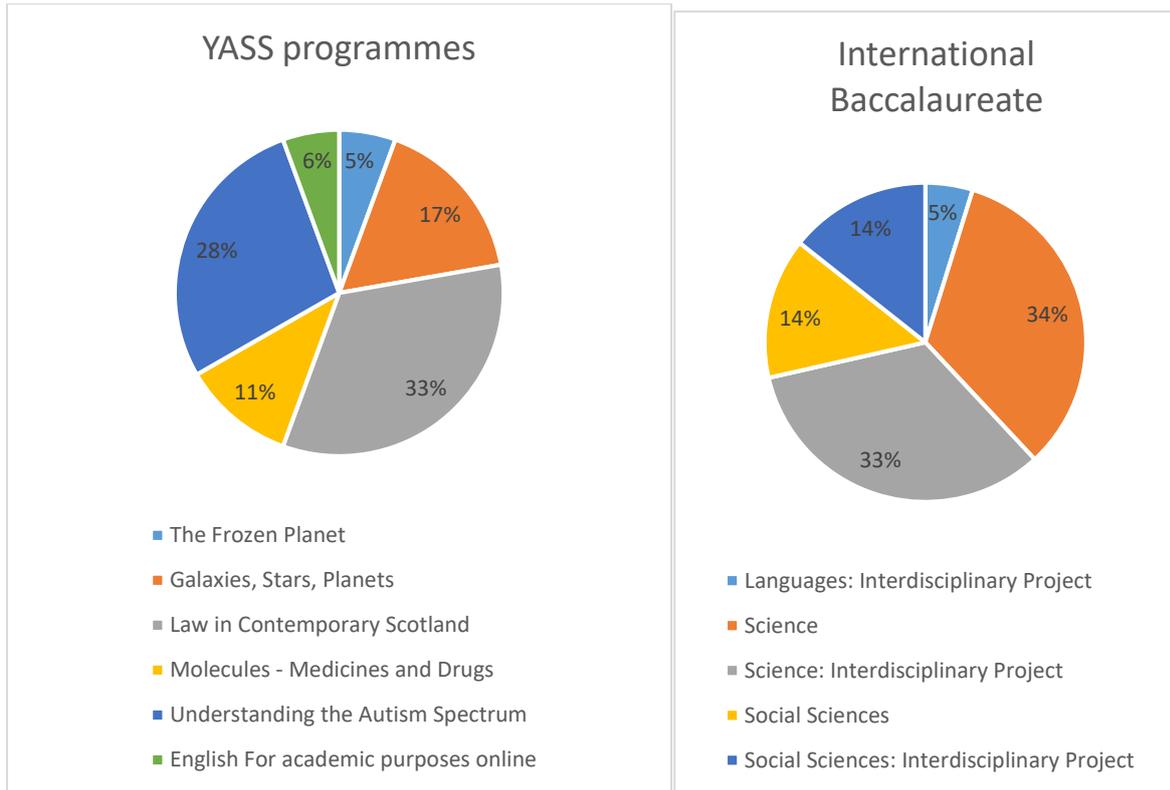
Improvement in employability skills and sustained, positive school-leaver destinations for all young people:

The achievement of children and young people across Argyll and Bute Council reflects a broad range of national and award bearing wider achievement qualifications. Schools have worked well to develop a wide range of learning pathways for young people which enables them to achieve a broad range of skills.

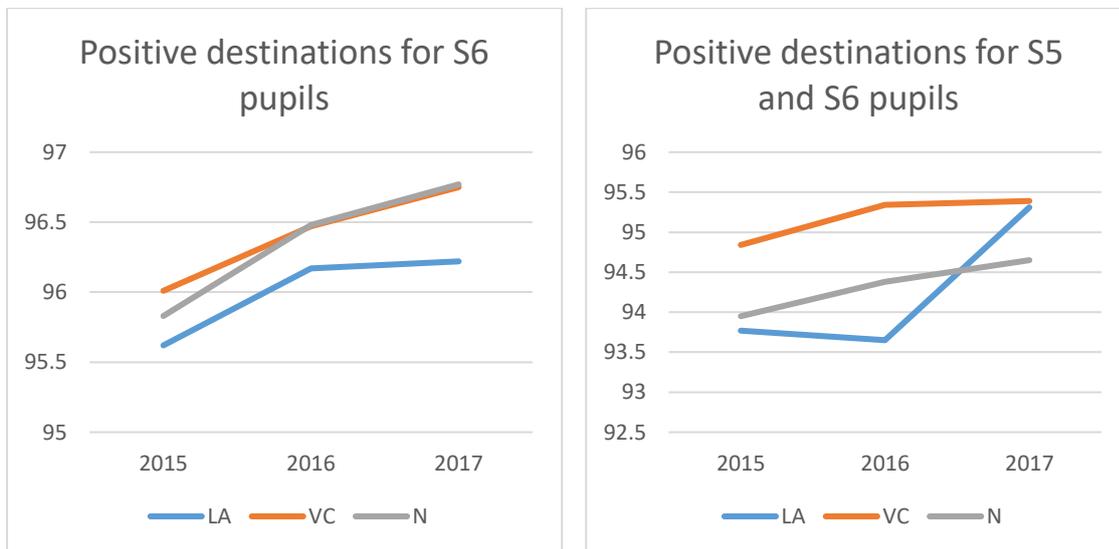
We have continued to work well with partner providers and to equip young people with skills for life and work. There are strong examples of young people accessing courses to meet specific local needs, for example Maritime Skills. A large number of Skills for Work qualifications are available across the authority in key skills which have the potential to grow the local economy and enhance services, for example, in early education and childcare, hospitality, engineering and rural skills. The wide range of awards offered offer across our secondary schools and in partnership with local colleges during 2017/18 included:

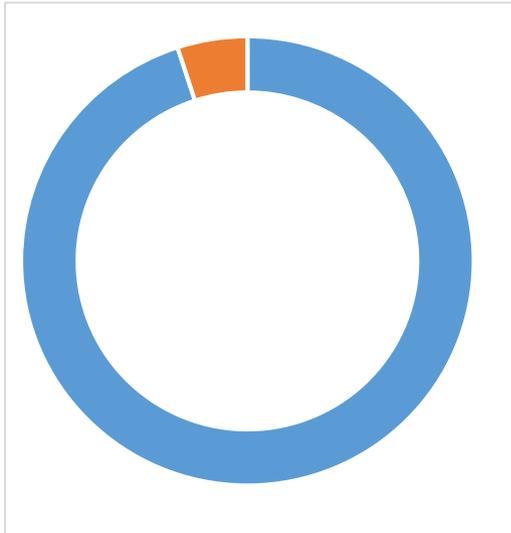


In addition, a number of sixth year students accessed qualifications at national 7 level offered by the Open University Young Applicants Scotland Scheme (YASS), the International Baccalaureate award and degree level modules. Further information is shown in the table below:



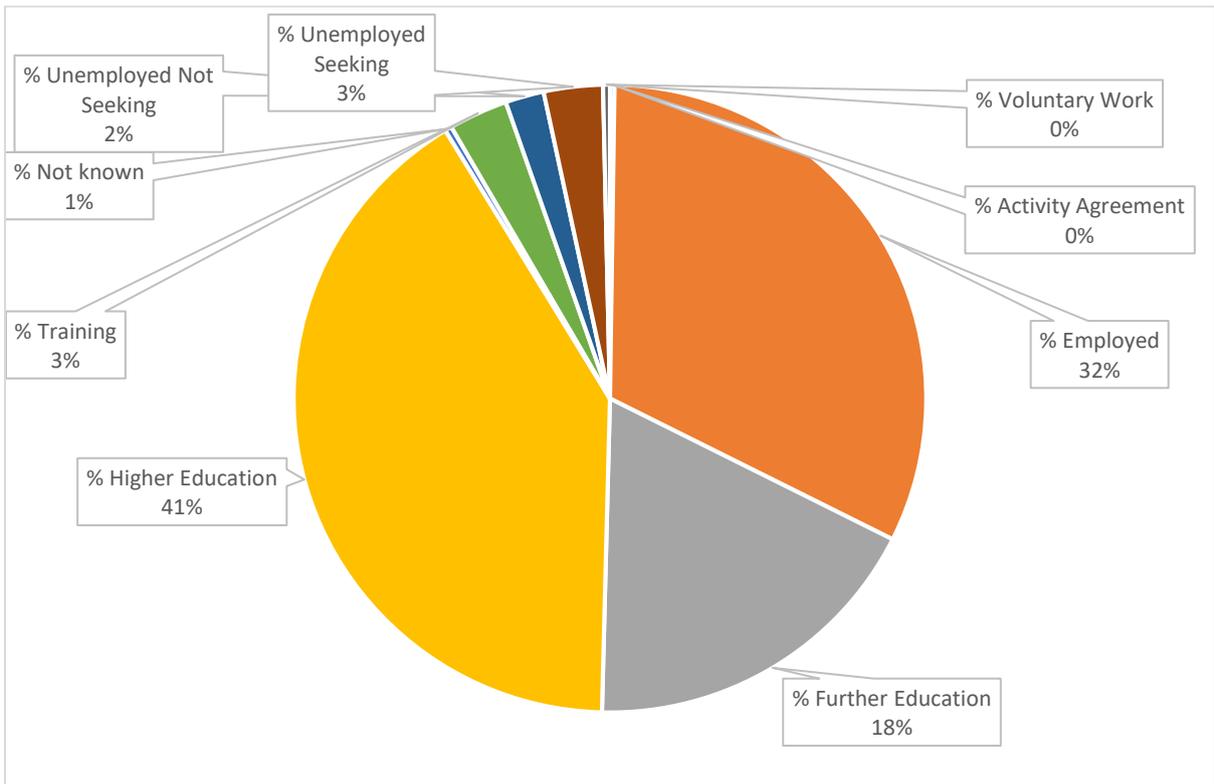
Over 2,000 young people enhanced their achievement portfolio last session and this has contributed well to securing positive, sustained destinations for young people when they leave school. Our evidence tells us that we are achieving year on year positive destinations for the majority of school leavers in Argyll and Bute:





95% of school leavers in Argyll and Bute left school into a positive destination this year. This is a 3% increase from last year.

The breakdown of positive destinations is shown below:



KEY OBJECTIVE 1:	RAISE EDUCATIONAL ATTAINMENT AND ACHIEVEMENT FOR ALL
-------------------------	---

What is this?

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

Why is this important?

The curriculum includes a broad range of experiences which are planned for children and young people through their education, to help every child and young person to develop knowledge, skills and attributes for success in learning, life and work. Research and evidence consistently demonstrates the direct link between poverty and deprivation and lower attainment and achievement. A key driver of the National Improvement Framework is to reduce inequalities in educational outcomes as a result of socio-economic disadvantage.

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

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

What our improvement evidence for 2017-18 is telling us:**Improve the overall quality of learning experiences:**

Across the authority, central officers provide a wide range of support and professional development activities for school staff. This has ensured that there are improvements in attainment.

Establishment Review visits 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 needing improved with their link schools and across the service. Central officers have a more clearly defined and enhanced role in how schools plan for improvement and report on their successes. They have a more clearly defined and enhanced role in how schools plan for improvement and report on their successes and have good programme of training and development to support them in their roles of challenge and scrutiny. Officers have a good programme of training and development to support them in their role. Elected members benefit from improved opportunities to access appropriate education-related training and development opportunities.

There have been improvements in the pace and challenge of learning and development within ELC, and there is now greater consistency across settings within literacy, numeracy and developmental milestones.

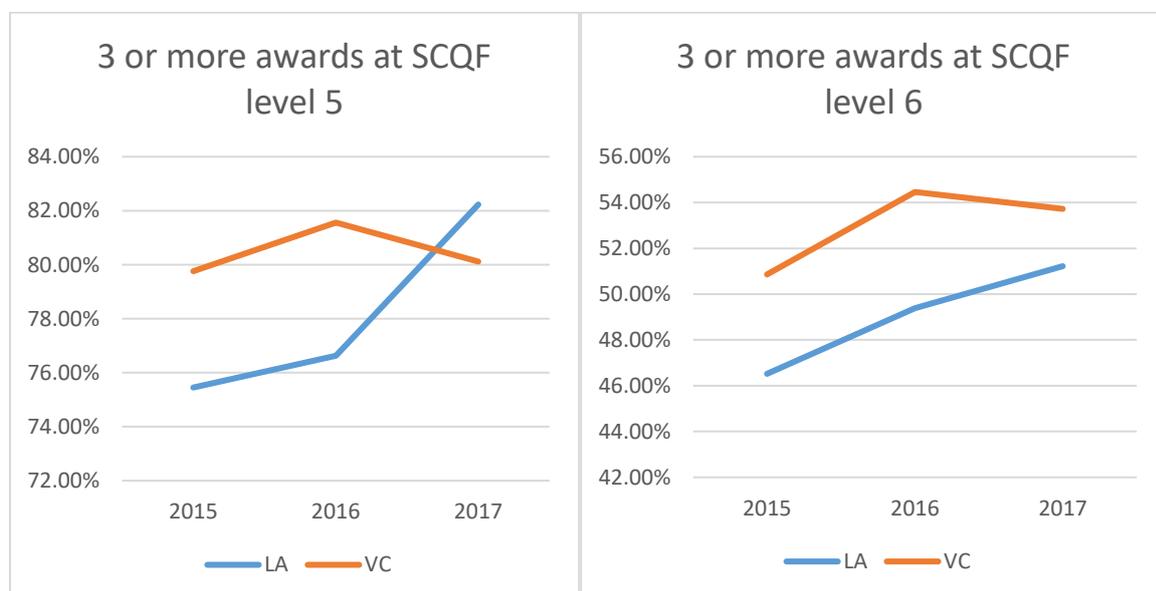
Improvements in the overall quality of learning experiences is reflected in our pupil attainment in external SQA examinations:

Course	A and B Average % A-C Awards	National Average % A-C Awards	Difference between A and B/ National Average	A and B Average % A-C Awards	National Average % A-C Awards	Difference between A and B/ National Average	A and B Average % A-C Awards	National Average % A-C Awards	Difference between A and B/ National Average
Year	2016			2017			2018		
National 4	96.17%	93.20%	+2.97%	100.00%	92.8%	+7.20%	100%	100%	0%
National 5	76.23%	79.40%	-3.17%	81.10%	79.50%	+1.60%	79.87%	77.40%	+2.46%
Higher	78.29%	77.20%	+1.09%	75.89%	77.00%	-1.11%	78.48%	76.80%	+1.99%
Advanced Higher	75.6%	81.7%	-6.10%	76.98%	80.00%	-3.02%	81.9%	80.50%	+1.40%

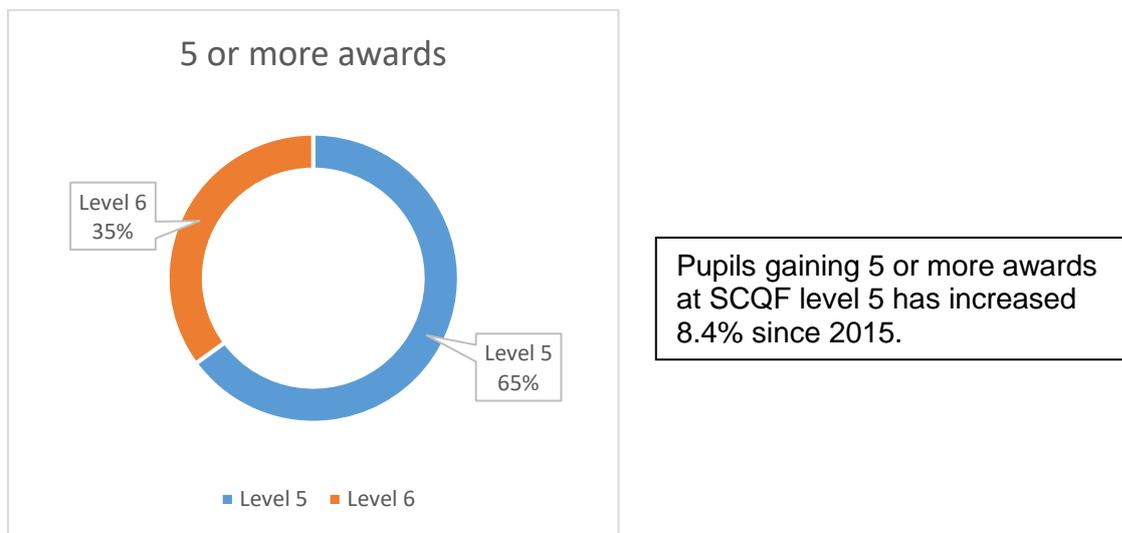
2017/2018 Summary:

Overall, the results for pupils across National 4, National 5, Higher and Advanced Higher in 2018 are higher than the National Average. There has been a slight dip in National 5 attainment in line with the national picture. Both Higher and Advanced Higher outcomes have improved from 2017 by 2.9% and 4.92% respectively.

The number of pupils who have gained 3 or more awards at SCQF level 5 and level 6 continues to improve from 2015.



Young people who have gained 5 or more awards also shows an improving picture.

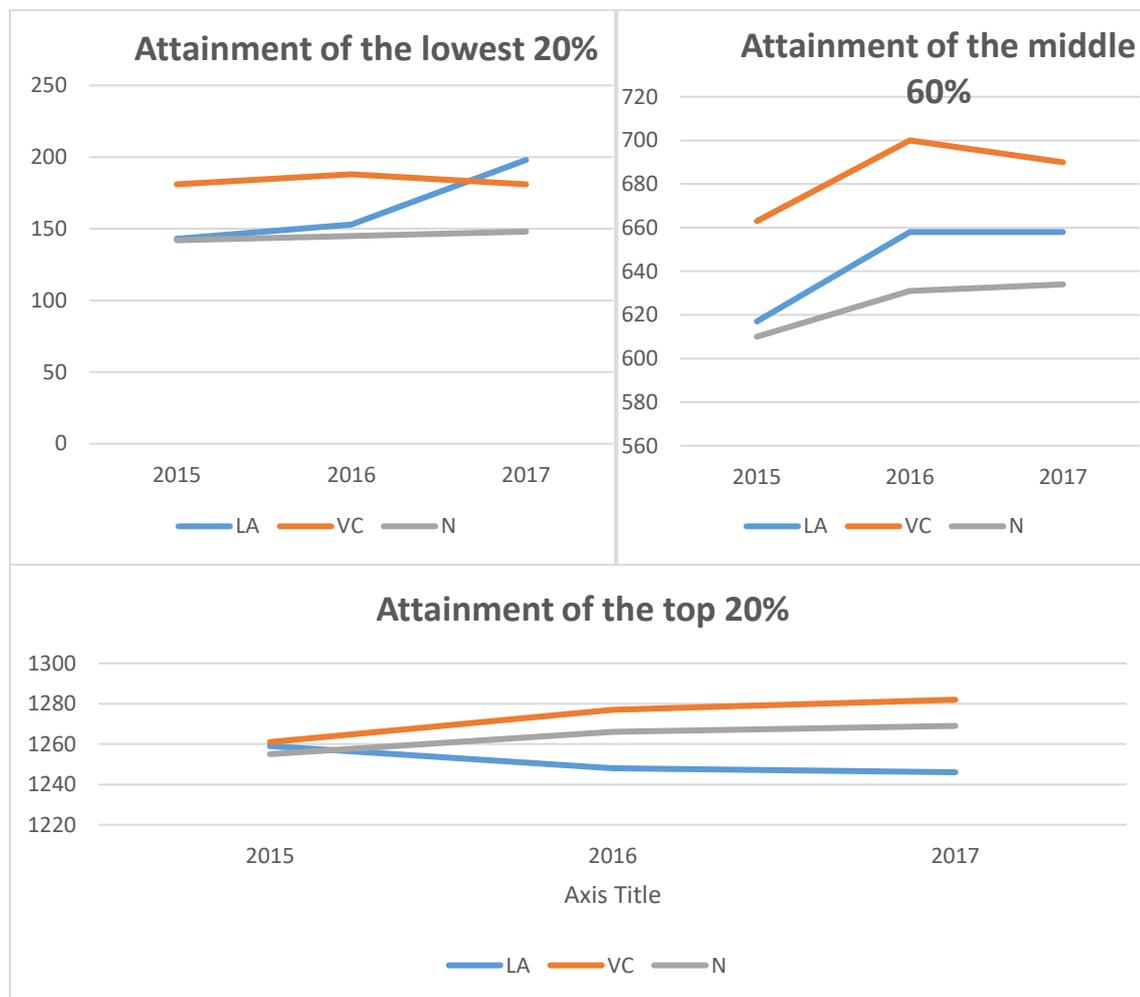


Tackle disadvantage and deprivation to close the attainment gap:

Overall, in the past 12 months, we have made some important improvements in achieving positive outcomes for our children and young people.

- Attendance rates remain above the national average and exclusions are below the national average.
- 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.
- At the secondary stages, young people's attainment across the senior phase in National Qualifications improved considerably in a number of key measures.
- On leaving school, almost all young people continue to move on to a positive destination.

There has been an improvement in outcomes for pupils in the lowest 20% in 2017:



Improve literacy, numeracy and health and wellbeing outcomes for children and young people:

We have continued to deliver a programme of professional learning aimed at raising attainment in literacy and numeracy. We have used evidence based approaches, such as Toe by Toe, and central officers have delivered training which developed an understanding of effective pedagogical approaches in numeracy and literacy. In addition we have increased the overall proportion of children and young people who achieve in line with national expectation in Gaelic Medium Education using data to inform our improvements.

We have increased staff knowledge of the research on Adverse Childhood Experiences (ACEs) through presentation at Head Teacher meetings, the Early Years' Conference and to Children's Hearing Panel members who meet with our most vulnerable children and families.

We have well established nurture approaches which are leading to improved

outcomes for learners. Secondary staff engagement with nurture training delivered by Education Scotland has led to nurture developments across two secondary schools.

Continually improve curriculum design and development:

We have engaged with schools to review their pathways for learning, with a key focus on their broad general education and transition to the senior phase. A number of schools, are revisiting their curriculum rationale and design ensuring it reflects their individual context. There was a focus on Curriculum at the newly appointed Head Teachers meeting in March 2018.

There was engagement through the Practitioner Enquiry with Stirling University led by Prof Mark Priestley and Dr Valerie Drew. A total of 19 professionals from Argyll and Bute took part – classroom practitioners, middle and senior leaders, Head Teachers and Authority officers completing enquiry in relation to Curriculum. Strong focus on theory behind Curriculum, practice and measuring impact in pupil learning.

We have improved the pace and challenge of learning and development within ELC and created greater consistency across settings within literacy, numeracy and developmental milestones.

There is now a strengthened Authority digital technology team which delivers support in all areas to enhance the use of digital technology to support learning. The team is now implementing a strategic plan and a Google classroom pilot is showing early impact on collaboration amongst teachers as well as learners.

In session 2018-2019 we will:

Improve our approach to improving the overall quality of learning experiences by:

- Further improving our pedagogy and improve approaches to assessment and moderation across all schools.
- Training Quality Assurance and Moderation Support Officers and Assessment and Moderation Facilitators in the effective use of the BGE Benchmarking Tool and data analysis in order to support schools.
- Implementing training in the effective use of Assessment is for Learning.
- Developing moderation practice within and across Clusters.

Improve our approach to tackling disadvantage and deprivation to close the attainment gap by:

- Continuing to monitor and report on LAAC and LAC destinations and attainment.
- Continuing to support establishments in the use of data to inform improvement in the outcomes for children and young people through effective interventions.
- Continuing to track and monitor the impact of pupil equity funding plans through central team visits and improved collection and analysis of data.

Improve our approach to improving literacy, numeracy and health and wellbeing outcomes for children and young people by:

- Continuing to develop early pedagogical approaches to teaching literacy in P1.
- Further developing engagement with Northern Alliance with emerging literacy, involving 24 schools.
- Developing and improving writing in upper primary.
- Developing a measurement plan to gather qualitative and quantitative data on the impact of the expansion of ELC over time
- Providing increasing challenge and support to ELC Settings to ensure more appropriate pace and challenge and to more effectively meet the needs of children- with a particular focus on 0-3 provision.
- Continuing to develop early pedagogical approaches to teaching number in Primary 1 and 2.
- Improving numerical thinking and talking about number in P4 and P7.
- Developing the use of concrete materials for development of abstract concepts in secondary school.
- Extending the Learning and Development Framework to include progression in Literacy, numeracy and developmental milestones until the end of Primary One.
- Supporting the further roll out training relating to Adverse Childhood Experiences linked directly to the approaches being implemented at scale across the Authority, including PATHS and Mentally Healthy Secondary schools.
- Setting up a strategy group to support the development of Authority wide nurture approaches.
- Undertaking a sustained audit of child's plans within education establishments
- Having an increased commitment from education staff to the reinvigorated Authority Autism Strategy group.

Improve our approach to continually improve curriculum design and development by:

- Improving pace and challenge in the broad general education in collaboration with Head Teachers.
- Creating opportunities for sharing practice across all establishments through a variety of means, including more use of collaborative enquiry.
- Undertaking evaluations from participants in our collaborative enquiry work using this to inform improvements.
- Continuing to develop our relationship with the Northern Alliance Regional Improvement Collaborative to support improvements in curriculum design.
- Developing a measurement plan to gather qualitative and quantitative data on the impact of the expansion of ELC over time.
- Extending the Learning and Development Framework to include progression in Literacy, numeracy and developmental milestones until the end of Primary One.
- Providing increasing challenge and support to ELC Settings to ensure more appropriate pace and challenge and to more effectively meet the needs of children - with a particular focus on 0-3 provision.

KEY OBJECTIVE 2:	USE PERFORMANCE INFORMATION TO SECURE IMPROVEMENT FOR CHILDREN AND YOUNG PEOPLE
-------------------------	--

What is this?

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

Why is this important?

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

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

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

What our improvement evidence for 2017-18 is telling us:**Effectively assess, track and monitor the progress of our children and young people:**

The collection and use of data has become a key priority for our service, leading to greater rigour and improvement in our data literacy. A wider set of data is now being utilised across all establishments which can be measured and challenged by central officers for improvement. Increased confidence in the effective use of data by central officers has led to earlier identification and appropriate interventions for all learners. Our collaborative work with schools is leading to an increasing confidence in analysing data to raise attainment.

This year we evaluated the impact of the Assessment and Moderation Facilitators (AMFs). 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. We have surveyed our schools on how they currently use data. We have trained staff in how to use Insight for

improvement, and how to make the authority more data literate. A survey was undertaken on how schools use data, how they use tracking and monitoring and what additional training needs they have. This was analysed, and training planned for secondary schools on the use of tracking and monitoring. As a result of data/needs analysis of increasing numbers of children and young people with a hearing impairment in Argyll and Bute, the services of a professional audiologist have been engaged to ensure appropriate assessment of need; invested in specialist equipment to ensure children with a HI have the maximum opportunity to access all learning experience.

We have an increasingly rigorous and consistent approach to analysing data. In Session 2017/18 SQA professional discussions with secondary groupings of Head Teachers were undertaken in August 2018 which included a focus on the Additional Support Needs profile ensuring improving in attainment and achievement for all children and young people. This approach has continued through an ongoing dialogue during quality assurance visits to schools.

Analysis of the 2017 leaver data on Insight shows that there has been an improving trend in performance at Levels 4 and 5 literacy and numeracy. Performance at Level 4 literacy and numeracy is below the VC, but above the Northern Alliance, and National averages. Performance at Level 5 literacy and numeracy is above the VC, and above the Northern Alliance, and national averages. This analysis has helped to inform further improvements in literacy and numeracy development in the broad general education.

Analysis of SQA March 2018 entry levels in comparison to March 2017 entries was conducted for all secondary schools and shared with HTs for action as appropriate, ensuring a continued focus on improving attainment for all.

Implement strong self-evaluation, quality assurance and improvement planning:

We have improved and strengthened our approach to self-evaluation and scrutiny through our planned establishment review programme and quality improvement visits. Five establishment reviews and 258 quality improvement visits were undertaken by central officers. In addition central officers have supported Head Teachers in preparation for school inspections conducted by HM Inspectors. From January 2017 to June 2018, evidence from 11 full and 2 short model school inspections following the revised Education Scotland Inspection Model indicated that:

From January 2017 to June 2018, there were 11 school inspections following the revised Education Scotland Inspection Model, and 2 school inspection following the short model. The evidence from these inspections indicated that:

- the majority of schools (73%) were evaluated as satisfactory or better and less than half (27%) were evaluated as weak for *Leadership of Change* (QI 1.3);
- the majority of schools (82%) were evaluated as satisfactory or better and less than half of schools (18%) were evaluated as good or better for *Learning, Teaching and Assessment* (QI 2.3);
- all schools (100%) were evaluated as satisfactory or better and more than half (55%) of schools were evaluated as good or better for *Ensuring Wellbeing*,

Equality and Inclusion (QI 3.1);

- the majority of schools (91%) were evaluated as satisfactory or better and less than half of schools (45%) were evaluated as good or better for *Raising Attainment and Achievement* (QI 3.2),

The 2 schools which were inspected following the short model were evaluated as 100% satisfactory or above for *Raising Attainment and Achievement* (QI 3.2), and 100% satisfactory or above for *Self-Evaluation* (QI 1.1).

There were 4 nursery classes within school settings inspected, following the revised Education Scotland model, with 1 evaluated under the short inspection model.

- 100% of nurseries were evaluated as satisfactory or better with 67% evaluated as good or better for *Leadership of Change* (QI 1.3);
- 100% of nurseries were evaluated as satisfactory or better with 67% evaluated as good or better for *Learning, Teaching and Assessment* (QI 2.3);
- 100% of nurseries were evaluated as satisfactory or better with 67% evaluated as good or better for *Ensuring Wellbeing, Equality and Inclusion* (QI 3.1);
- 100% of nurseries were evaluated as satisfactory or better with 67% evaluated as good or better for *Raising Attainment and Achievement* (QI 3.2),

One nursery class within a school setting was inspected following the short model, and this nursery was evaluated as good for *Raising Attainment and Achievement* and very good for *Self-Evaluation* (QI 1.1).

There were 3 partner providers inspected;

- 67% of nurseries were evaluated as satisfactory or better with 33% evaluated as good or better for *Leadership of Change* (QI 1.3);
- 100% of nurseries were evaluated as satisfactory or better for *Learning, Teaching and Assessment* (QI 2.3);
- 67% of nurseries were evaluated as satisfactory or better with 33% evaluated as good or better for *Ensuring Wellbeing, Equality and Inclusion* (QI 3.1);
- 100% of nurseries were evaluated as satisfactory or better with 33% evaluated as good or better for *Raising Attainment and Achievement* (QI 3.2).

These approaches are building capacity for improvement within our schools when using self-evaluation tools. As part of our quality assurance procedures our schools evaluated themselves using the self-evaluation tool HGIOS4 within their school improvement plans. The national 6-point scale of Excellent (Exc), Very Good (VG), Good (G), Satisfactory (S), Weak (W) and Needs Improvement (NI) was used and the overview of school grading are as follows:

QI 1.3 Leadership of change:

0% of establishments are EXC, 11% of establishments are VG, 29% of establishments are G, 53% of establishments are S, 7% of establishments are W

QI 2.3 Learning, teaching and assessment:

0% of establishments are EXC, 8% of establishments are VG, 38% of establishments are G, 48% of establishments are S, 6% of establishments are W

QI 3.2 Raising attainment and achievement:

0% of establishments are EXC, 11% of establishments are VG, 32% of establishments are G, 55% of establishments are S, 2% of establishments are W

Within schools in Argyll and Bute there is strong commitment from our leadership teams and staff to improve outcomes for all children and young people and in ensuring that all of our children and young people are experiencing consistently high-quality learning experiences. We will use this data, working collaboratively with our Head Teachers, to target support and challenge to our schools for improvement using a risk matrix approach.

We have engaged with our attainment adviser, who delivered supplementary sessions to all Head Teachers on improvement planning. We have worked closely with all secondary schools to evaluate the quality of learning in the broad general education, to improve transition to and attainment in the senior phase. Our principal teachers of literacy and numeracy have undertaken targeted interventions to improve the attainment of children in primary school.

We have a sustained strategic and collaborative approach to raising attainment and improving the life chances of our children and young people. Analysis of performance information enables us to intervene to secure improvement for all and to agree improvement targets at both school, service and national levels.

Clearly report outcomes:

We standardised our Standards and Quality and School Improvement Planning templates to reflect OCTF, the National Improvement Framework and Pupil Equity Funding and are in use by all of our establishments. Our shared approach towards reporting on Standards and Quality is having a positive impact on practitioner confidence in self-evaluation.

We continue to provide a wide range of performance reports for Elected Members through committee papers. It was recognised by HM Inspectors in their further visit in May 2018 that both central officers and elected members have increased knowledge and capacity to provide higher levels of support and challenge. The programme of performance data meetings and information sessions that have been provided by central officers are assisting elected members to understand and scrutinise the performance of individual schools as well as the education service.

Regular progress reports are submitted to Community Services Committee and the Performance and Scrutiny Review Committee. This allows consideration of performance within and across outcomes in key areas linked to the SOA.

In session 2018-2019 we will:

Improve our approach to effectively assess, track and monitor the progress of

our children and young people by:

- Continuing to improve the data literacy of central officers and school staff by undertaking professional development sessions on using the BGE benchmarking tool for planning intervention and improvement.
- Expand the professional development sessions on the use of Insight to teaching staff across our secondary establishments.
- Developing and implementing our electronic system of tracking and monitoring across all schools in the broad general education to ensure a consistent approach and to provide further data ensuring that children and young people attain in line with national expectations.

Improve our approach to implementing strong self-evaluation, quality assurance and improvement planning by:

- Employing our data and intelligence to plan our programme of establishment reviews directing our support to schools most in need of improvement.
- Continuing to provide increasingly effective support to schools in the use of data to benchmark progress for learners and secure further improvement in achievement and attainment for all children and young people with effective interventions.
- Continuing to scrutinise the quality of improvement plans across all establishments to maintain focus on effective intervention and improved measurable outcomes. Implement staff training and development on the writing and evaluation of improvement plans as appropriate.
- Developing strong collaborative links with other colleagues through engagement with the Northern Alliance work streams.

Improve our approach to clearly report outcomes by:

- Continuing to work with the Policy Lead to deliver programmes that support elected members in a broad range of scrutiny activities.
- Continuing to produce professional development reports on attainment and achievement improvements in schools and share these with all stakeholders.
- Supporting ELC Managers to engage more effectively in the analysis of data within their settings.
- Engaging ELC practitioners in professional development activity focusing on data gathering and analysis and how that informs next steps.
- Developing further confidence and shared understanding Early Level Benchmarks and achieving a level.

KEY OBJECTIVE 3:	ENSURE CHILDREN HAVE THE BEST START IN LIFE AND ARE READY TO SUCCEED
-------------------------	---

What is this?

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

Why is this important?

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

Within Argyll and Bute Education Service we will ensure children have the best start in life and are ready to through our priority **actions**:

- Providing high quality Early Learning and Child Care
- Working with parents, families and partners

What our improvement evidence for 2017-18 is telling us:

Providing high quality Early Learning and Child Care:

Argyll and Bute's strategic timeline for expansion to 1140 hours of ELC, contained with the ELC Deliver Plan, was kept on track during 2017-18. This resulted in continued development of high quality Early Learning and Childcare across Argyll and Bute, ensuring that the expansion agenda is on track for full delivery by 2020. Several settings began delivering 1140 hours of quality ELC from January 2018. The Delivery Plan was updated in July 2018 showing that very good progress has been made throughout 2017-18 both in terms of beginning to phase in 1140 hours and also in the quality of the learning environment for children. Care Inspectorate data shows that 92% of settings were graded 4 and above by the end of July 2018, a 4% increase from the previous session.

Training, support and information events were held in each locality. One-to-one support sessions were delivered to settings as required and identified through the collective intelligence of the ELC team, informed by data collected during support visits. As a result, ELC transition of information improved in rigour and impact. By June 2018 100% ELC settings had shared developmental milestone and literacy and numeracy data with receiving primary settings for children starting P1 in August 2018, resulting in greater consistency of data across the Authority and shared expectations of outcomes.

An Argyll and Bute ELC Quality Action Group was set up, consisting of practitioners from across Argyll and Bute to develop a strategy for implementation of high quality ELC in Argyll and Bute towards and post 2020. The strategy is focused around the

three Argyll and Bute ELC assets of 'Outdoor Learning, Partnerships and Culture', as outlined in the ELC Delivery Plan. The Quality Action Group developed a rationale and measures for 'Outdoor Learning, Culture and Partnerships' and a Model for Improvement methodology has been used to plan improvements across settings. Initial tests of change have identified that children more engaged in their own communities, which is in turn leading to greater family engagement. The Quality Action Plan as part of the ELC Delivery Plan was highlighted as an example of good practice by the national ELC Delivery Team.

Working with parents, families and partners:

Parents were consulted on the expansion of ELC in Argyll and Bute. This consultation was carried out in September/October 2017. A total of 577 parents participated. Feedback informed the further development of the delivery model for ELC across Argyll and Bute as outlined above.

Phasing in of 1140 hours ELC began from January 2018 involving 10 settings. Consultation with parents has indicated that the expansion has resulted in several parents accessing work and training. Three settings taking part in the phasing were inspected by the Care Inspectorate, with standards being maintained or improving.

Officers developed partnerships with local and national bodies to ensure shared high expectations both across the Northern Alliance and across Scotland. Partnerships have been established with the Northern Alliance and Inspiring Scotland. The Northern Alliance partnership has led to greater consistency in expectations around staffing, quality of learning environments and resources. Partnership working with 'Inspiring Scotland' is providing greater confidence in Argyll and Bute's ELC Outdoor Learning strategy with plans being developed to create a greater number of outdoor nurseries.

Partnership working with other local authority departments such as property finance continued during 2018-19, aiming to ensure all settings are equipped to deliver 1140 hours of ELC. As a result there is now a greater shared understanding of the expansion agenda and the delivery plan is on track for full implementation by 2020. Partners are engaged and involved in the process, with each department proactive in taking forward developments.

A 'Parenting and Family Support Strategy' was completed in partnership with Health. This has resulted in a clear strategy for parenting and family support to align the work agencies and partners, leading to improved collaboration to support better outcomes for families.

Early Years support staff engaged in the 'Changing Lives Initiative' in partnership with Health. This initiative is designed to support parents of children displaying ADHD type behaviours and uses the 'Incredible Years' parenting programme. Five local authority practitioners have been trained to become facilitators of this programme. This has resulted in a formal parenting programme now being accessible to parents on the islands of Mull, Iona, Islay, Jura and Bute.

In session 2018-2019 we will:

Improve our approach to providing high quality Early Learning and Child Care by:

- Working collaboratively with head teachers, managers and practitioners as part of the ELC Quality Action Group to further develop our approaches to Outdoor Learning, Culture and Partnerships, and include within the 'Learning and Development Framework 0-5 Years'.
- Supporting colleagues in primary to take forward play based learning within primary one.
- Supporting colleagues to further develop 0-3 provision, with a focus on eligible two year old provision.
- Developing the Learning and Development Framework to include tracking progress in the Wellbeing Indicators.
- Continuing to build confidence and capacity in effective use of information to improve outcomes.
- Continuing to develop opportunities for leadership at all levels.
- Continuing to implement the phasing of 1140 hours across Argyll and Bute.

Improve our approach to working with parents, families and partners by:

- Supporting ELC settings in two localities within Argyll and Bute to engage in the Family Learning Framework and produce a Family Learning programme to meet the needs of their families
- Liaising with the Argyll and Bute Parenting Co-ordinator to further develop a parenting pathway for parents of children from Pre-birth to leaving school.
- Continuing our engagement with the 'Changing Lives Initiative' in partnership with Health, provide greater parenting support for parents of children displaying ADHD type behaviours.

KEY OBJECTIVE 4:	EQUIP YOUNG PEOPLE TO SECURE POSITIVE DESTINATIONS AND ACHIEVE SUCCESS IN LIFE
-------------------------	---

What is this?

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

Why is this important?

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

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

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

What our improvement evidence for 2017-18 is telling us:**Equip children and young people with skills for learning, life and work:**

The Annual Participation Measure tells us that we have increased the number of young people progressing directly into employment by 1% to 22.1%. Foundation Apprenticeships in engineering are being delivered with pupils from Dunoon Grammar School and Rothesay Joint Campus. A further two secondary schools planning to deliver in academic year 19/20. The National Progression Award (NPA) Social Services Children and Young People has been introduced and will be made widely available.

Flexible Learning Plans (FLPs) are now being used in all but two of our secondary schools as an option to reengage young people. 31 pupils were on FLPs in 17/18 an increase of 35% from 16/17. All secondary schools will be supported to offer FLPs in 2018-19. The number of young people referred for activity agreements decreased significantly by 25% in 2017/18. Conversely, the number of young people with significant additional support needs referred for activity agreements increased leading to an overall decrease in the number of young people on activity agreements progressing into positive destinations from 58% in 2016/17 to 55% in 2017/18.

In recognition of the additional demands being placed on Trusted Professionals (TP) the following activities were held:

- 55 partners and Trusted Professionals took part in a development day focusing on the provision of Activity Agreements in a rural authority ;
- Argyll and Bute hosted 2 national TP meetings, one of which focused on working with young people experiencing mental health issues;
- NLP training was provided for 12 Trusted Professionals and partner agencies to develop skills in dealing with challenging young people;
- Small group pilots for disengaged young people were run in Campbeltown, Dunoon, Oban, Helensburgh and Lochgilphead engaging with 18 socially isolated and disenfranchised young people.

Promote enterprise and entrepreneurship:

The number of Duke of Edinburgh Awards achieved in 2017/18 increased by 52% in the last year from 71 to 108. The completion rate also increased from 34% in 2016/17 to 53% in 2017/18 with the percentage of Duke of Edinburgh Award participants from the most deprived SIMD (Scottish Index of Multiple Deprivation) areas in Argyll and Bute increased slightly from 6.2% to 8.6%. There was a 12% increase in the number of Youth Achievement Awards and Dynamic Youth Awards from 112 in 2016-17 to 136 in 2017-18.

All secondary establishments now have a minimum of 3 DYW (Developing Young Workforce) partnership arrangements for school employer collaboration in supporting knowledge and understanding of world-of-work and applicable skills.

Scottish Fire and Rescue in partnership with Youth Services ran Fire Skills (Fire Reach) courses in Rothesay (2), Oban, Mull and Helensburgh (2). The Fire Skills course is a week long programme that raises the participant's awareness of the role of the Fire Service and other linked agencies within their community. It challenges the young person physically and mentally encouraging them to consider the skills required for learning and employment. Overall 72 young people participated in the programme.

Support lifelong learning:

In 2017/18 Adult Learning restructured and relocated in Education achieving the following outcomes:

- 1,711 adults (16+) were engaged in employment related activities
- 829 adults received support at Work Clubs
- 171 adults achieved SQA accredited learning outcomes (including 86 employability fund learners)
- 813 adults were engaged on Confidence and Wellbeing related activities
- 468 Adults were engaged on ESOL learning programmes

In session 2018-2019 we will:

Improve our approach to equipping children and young people with skills for learning, life and work by:

- Increasing positive destinations for looked after children in Argyll and Bute from 79% to 85%.

- Implementing a programme of school visits to audit DYW provision and assess the use of the Work Placement Standard, Career Education Standard and School Employer Guidance.
- Reviewing the delivery of Activity Agreement including manuals and procedures to reflect the change in demand and participant needs.
- Introducing a Teacher Industry Placement scheme with a focus on STEM subjects.
- Formalising the Secondary DYW Working Group terms of reference and operating procedures.
- Continuing to develop the use of Flexible Learning Plans with all 10 secondary schools to assist young people into positive destinations.

Improve our approach to promoting enterprise and entrepreneurship by:

- Consulting with Social Enterprise Academy regarding the development of school based programmes.
- Promoting third sector opportunities via a film project and production of promotional videos.

Improve our approach to supporting lifelong learning by:

- Supporting ELC practitioners to evaluate gender imbalance and equity within their settings.
- Increasing the range and use of accredited learning units available through the Community Learning SQA Centre to support delivery by the Community Learning Team.

KEY OBJECTIVE 5:	ENSURE HIGH QUALITY PARTNERSHIP WORKING AND COMMUNITY ENGAGEMENT
-------------------------	---

What is this?

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

Why is this important?

We recognise that most of a child's development takes place outwith our schools and ELC settings therefore the role of families and carers is critical to ensuring our children and young people succeed. We will empower parents and carers to be part of the decisions that are taken in respect of their children's education and development, and to work along with the staff in each school on improvement planning. We will engage parents and carers in dialogue around the new duties on education authorities, new approaches to learning and ultimately their role in their children's education. We will ensure that strong partnerships are created and maintained with local bodies including businesses, third sector organisations and community groups. This will broaden and deepen the curricular experiences offered to children and young people by our educational establishments.

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

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

What our improvement evidence for 2017-18 is telling us:**Develop and strengthen parental engagement and participation:**

Over this session questionnaires were completed by Parent Council Chairs on training needs and the quality of parental engagement in Argyll and Bute. Survey responses were summarised and sent to all Parent Council Chairs. Based on this feedback and through the work of a short life working party, the Parental Engagement Strategy was revised and updated. Following consideration by the Head Teacher Advisory Group in February 2018, the revised Strategy was launched at a Parent Council Conference on 2 June 2018 with input from the Scottish Parents Teacher Council, Education Scotland and NPFS. This strategy will support the increased and effective engagement and communication with parents and carers across Argyll and Bute.

Parental consultation on the expansion of ELC was undertaken in September/October 2017. A total of 575 parents participated, with 48% of parents expressing a desire to access additional hours of ELC within the school day and year. Parents and carers were invited to attend information evenings held locally in preparation for Phase 1 of the expansion of ELC. At these sessions parents shared information on the potential positive impact and improved outcomes for them and their children.

There has been improved use of our electronic messaging system, Messenger 5, by

establishments to enhance communication with parents. A number of our schools use this system to enable parents to make bookings with teachers at their child's parent evening.

In November 2017 a pupil led blog ('Pencilpoint') was created in the Cowal cluster. Pupil journalists from each of the 13 establishments provide news each term about their schools which parents could access on-line.

A bi-annual newsletter for parents is published highlighting updates and successes within the Education Service to ensure that parents access what is working well in our schools and how we are improving the service for their children.

Improve the curriculum links between schools and colleges:

We have continued to work with our partners to equip young people with skills for life and work. In partnership with our local colleges we have a wide range of awards on offer across our secondary schools. This session a number of our sixth year students accessed qualifications at national 7 level offered by the Open University Young Applicants Scotland Scheme (YASS), the International Baccalaureate award and degree level modules. These awards are improving the life chances of our young people and enhancing their destination from school to college or university.

Develop and strengthen partnerships with business and the community:

All of our secondary schools have worked in partnership with the Regional DYW Group Officer this session to secure 3 employer/school partnership agreements. In addition all secondary schools have worked with local business to develop skills for work in our young people and 903 work placements were offered this session. A range of employers have delivered presentations in school to whole year groups and small groups of students from S3-S6.

Work together to secure improvement:

A range of effective strategies have enhanced communication and collaboration across the Education Service. The Head Teacher Advisory Group has convened regularly to consider a number of key issues throughout the session improving communication, promoting a more positive ethos and strengthening strategic leadership. The membership of the group was reviewed during last quarter to ensure improved communication and collaboration between central officers and school leaders.

The School Support weekly update was established in October 2017 and ensures that all education staff are aware of current developments and opportunities within the service. SAL continues to be available as a forum for schools to share good practice along with providing resource materials for use in schools through SALi.

Following a consultation session with a number of young people held in November 2018 the language within OCTF was reviewed making it more accessible to children and young people. Subsequently, leaflets for young people explaining OCTF were developed and published following this engagement. Twelve young people have been trained to support youth workers in delivering a world café style information session

on the 6 key objectives of OCTF to S1 and S2 with a session being been piloted in one secondary school.

During quality improvement visits central officers engaged with children and young people discussing the opportunities available to them and enabling them to offer opinion on how improvements in their schools are being progressed.

Significant consultation was undertaken with groups of young people throughout the Authority to contribute to the development of the Children and Young People Service Plan. This has ensured that children and young people have been fully consulted and taken part in the planning to develop services that they use.

In session 2018-2019 we will:

Improve our approach to developing and strengthening parental engagement and participation by:

- Continuing to consult parents, partners and practitioners on the expansion of ELC within Argyll and Bute in order to ensure a shared vision of ELC by 2020 which meets the needs of parents and families.
- Collating data as part of Phase 2 on the positive impact of the expansion of ELC for parents and learners. Analysis of this data will lead to improved processes to inform Phase 2 development.
- Modernising, strengthening and implementing the Parental Involvement Act 2006 developing a long-term action plan on parental engagement and family learning. The legislative changes will modernise and update key definitions on parental involvement and engagement, laying the basis for a refreshed suite of guidance and improvement support. The improvement support will target the key areas of communication and support for learning at home highlighted in the 2017 NIF Evidence Report.
- Key national parental information and support campaigns (Play,Talk,Read, Read, Write, and Count) will be repositioned within a newly refocused “Parent Club” approach. The campaigns will continue to focus strongly on parental support to facilitate children’s learning at home.
- Reviewing the 2018 Authority Parental Engagement Strategy endorsed at Community Services Committee in June 2018 making any required changes, particularly as regards the scope of application to early years and other establishments beyond schools, in light of guidance provided in the National Action Plan on Parental Engagement.
- Communicating the 2018 Parental Engagement Strategy to all Parent Councils, schools and other relevant establishments and stakeholders in line with the Strategy and Action Plan. In addition, prepare a programme of training and support for schools and other establishments to facilitate implementation of the Action Plan.

- Preparing a programme of engagement, training and support for Parent Council members in line with the feedback from attendees at the June 2018 Parent Council conference.
- Considering extension of parental engagement to education policy through appropriate Authority forum.

Improve our approach to improving the curriculum links between schools and colleges by:

- Working in partnership with the Learning and Development team to support 6 ELC Modern Apprenticeships and 3 Foundation Apprenticeships across Argyll and Bute.
- Piloting a Participatory Budgeting (PB) project for young people.
- Auditing youth voice activities in Argyll and Bute and holding a joint event to promote and encourage the involvement of young people in decision making.

Improve our approach to developing and strengthening partnerships with business and the community by:

- Working in partnership with colleagues from Health to take forward the 'Changing Lives' programme.
- Delivering PP parenting programmes across Argyll and Bute and as a result, increase the number of parents supported.
- Improving our approach to Learning at home and family learning will with enhanced support from Education Scotland via a refreshed Toolkit.
- Engaging with Unicef to promote the Rights Respecting Schools award scheme across schools in Argyll and Bute.
- Working with partners to ensure that by 2019 every school has access to a home to school link worker to support parents and families who find it challenging to engage in their child's learning and feel excluded from the work and life of their child's school.
- Continuing to network and liaise with SPION (Scottish Parental Involvement Officer Network) members to optimise opportunities for sharing good practice on parental engagement.

Improve our approach to working together to secure improvement by:

- Promoting and distributing the young persons' leaflet on OCTF both physically and electronically, to ensure that the Education Vision and Strategy is well understood by children and young people across Argyll and Bute.

- Reviewing and improving the process whereby education officers seek views of children and young people on their engagement with school improvement to ensure this is more rigorous, systematic and strengthens pupil voice.
- Disseminating models of good practice which have been identified through schools visits and inspections.
- Requesting that the Head Teacher Advisory group to prepare a communication plan to develop, control and manage the timely flow of information to all stakeholders, being mindful of any corporate communication strategy. The Head Teacher Advisory Group will be asked to support the evaluation of patterns of use of Sharing Argyll Learning (SAL) and SALi.
- Expanding the use of Messenger 5 in schools and exploring opportunities to further develop leadership skills of pupil journalists across Argyll and Bute along with the ongoing sustainability of 'Pencilpoint'.

KEY OBJECTIVE 6:	STRENGTHEN LEADERSHIP AT ALL LEVELS
-------------------------	--

What is this?

School leadership improves the quality and impact of leadership roles within schools at all levels. Teacher professionalism improves the overall quality of the teaching workforce and the impact of their professional learning on children's progress and achievement. In Argyll and Bute we have provided professional learning opportunities at all levels from pre career entry through to Head Teacher development and beyond; whilst ensuring staff in Argyll and Bute have quality experiences and development opportunities. During a period of difficulty in teacher recruitment both in Argyll and Bute and nationally it has been essential to ensure there is opportunity to enhance the profession by providing opportunities to "Grow Our Own" teacher leaders. We also seek to retain our highly trained teacher workforce by providing professional development opportunities, to ensure that there are enough teachers and leaders with the requisite skills to ensure our schools thrive within their local communities. Pupil leadership is important within the learning context and all schools encourage pupil voice.

Why is this important?

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

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

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

What our improvement evidence for 2017-18 is telling us:**Focus on effective educational leadership:**

The service has taken a lead in an inter-authority development group with UHI to write and deliver an accredited Middle Leadership Programme. This includes evidencing the GTCS standard for Middle Leadership. Elements include studying what effective leadership looks like in schools, reflection on values and establishing and vision, leadership styles and leading change, developing people and teams, successful school self-evaluation, Curriculum development, dealing with conflict and social justice. Participants are expected to complete an area of development at school and undertake

reading of an academic quality. This has been delivered as a pilot in Argyll and Bute, providing a quality professional learning experience for colleagues across the authority and provides recognition in successful completion.

The Middle Leadership Network and pilot UHI Programme for Middle Leadership focus specifically on what effective leadership entails and developing the knowledge, skills and attributes of the participants. Work that has been submitted by participants has been of a good quality and feedback has been very positive. The impact on professional learning and pupil learning has been reported as considerable.

Six colleagues successfully completed SCEL into Headship Programme, thus attaining the Standard for Headship, led by UHI and supported by the local authority. Evaluation of the programme has demonstrated that it prepares colleagues well for the initial challenges of headship and some have gained promotion as a result of this current work. We have another seven candidates starting this academic year after a rigorous process of application in May 2018.

Central Officers have been involved in the development of a leadership module for a teacher training programme in relation to STEM subjects which will start in the next academic year focusing on supporting students from a wide variety of backgrounds into the teaching profession. It is anticipated as being a successful approach to addressing staffing shortages in the future.

There were a range of authority wide capacity building courses delivered to over 150 young people aimed at developing their leadership capacity including:

- Newbies – an introduction to youth voice for S1 and S2 pupils.
- Involvement Training – a youth participation course for young people aged 14+.
- Young Leader Programme – an accredited course that prepares young people to take on the role of young leaders.
- Members of the Scottish Youth Parliament took part in induction training locally as well as national training.
- The Argyll and Bute Youth Forum participated in training to improve their meeting and planning skills.
- Young people presented to the Community Planning Partnership annual conference on the GIVE volunteering programme.
- A group of young people were invited to present at the Argyll and Bute Child Protection Committee on how to engage with young people.

Promote career long professional development for all staff:

The service has been working collaboratively as part of the Northern Alliance in developing a leadership framework that provides progression pathways for all colleagues at all levels. This will inform future development in the next academic session.

The Probationer Programme included a specific focus on leadership, with a session delivered by Scottish College for Educational Leadership (SCEL). This was very well received and viewed as beneficial by probationers, who indicated they were keen to engage in further leadership development opportunities in the future.

Eight established Head Teachers have engaged with SCEL Excellence in Headship Programme during 2017/18. These Head Teachers have engaged in a number of sustained professional learning experiences including masterclasses in Curriculum offered by Stirling University, Columba 1400 and international visits focusing on delivery and structure of the secondary curriculum. Feedback has been extremely positive and we are now looking at how these Head Teachers can inform future leadership development across the authority. Another five Head Teachers are starting the programme in the next academic term, we anticipate more will join later next year.

Three colleagues have successfully completed Master level study with UHI, supported by the authority and have shared their work and findings with central officers. One of our colleagues will be sharing her findings at an international conference in Montana in September 2018. We are now planning how to use recommendations as a result of this work as a basis for future leadership development.

Provide professional learning opportunities for front line services:

The Newly Appointed Head Teacher Programme supported colleagues in both permanent and acting posts. Support was provided in relation to staffing, finance, GIRFEC, PRD, policies, school improvement planning, health and safety and assessment and moderation. While feedback has been positive, we will review the format in terms of improvement and ensure the mentor support provided for newly appointed Head Teachers is of a consistently high quality.

Staff across all schools had an opportunity to engage in practitioner enquiry led by Stirling University focusing on the development of the Curriculum. While the quality of the work completed has been good, pressures regarding staffing and workload have had an impact on the amount of colleagues who have completed the programme. Staff development in the effective use of coaching tools was delivered termly to members of staff at all levels. Evaluation was extremely positive in terms of impact in schools and across the service. This opportunity will be offered again in the next academic year.

Schools were provided with guidance regarding accessing online professional learning support from the Open University supporting professional learning for staff at all levels.

In session 2018-2019 we will:

Improve our approach to effective educational leadership by:

- Producing and disseminate a leadership prospectus to all schools and authority officers which outlines Local Authority programmes available staff at all levels and invites participation throughout the academic year.
- Delivering Local Authority leadership programmes and evaluate the effectiveness of each programme that has been completed, identifying impact on professional learning and school improvement.

- Continuing to work collegiately with UHI, SCEL and GTCS to develop and provide quality leadership programmes available to all staff at all levels.
- Reviewing central officer remits, ensuring clarity and support is in place to make the most of officer talents and skills, enabling a manageable and flexible approach to workload.
- Engaging fully and contributing to the Northern Alliance development of leadership programmes and evaluate the effectiveness of programmes offered.
- Reviewing the engagement of pupils as part of improvement planning with schools and use surveys to gather information on how schools are ensuring pupil leadership opportunities.

Improve our approach to promoting career long professional development for all staff by:

- Continuing to focus on Curriculum and Learning and Teaching as a core development in professional learning of leadership at all levels.
- Continuing to work collegiately with UHI, SCEL and GTCS to develop and provide quality leadership programmes available to all staff at all levels.
- Ensuring central officers have access and opportunities to attend bespoke training programmes that will challenge and develop knowledge and skills in systems leadership.
- Auditing professional review processes for all Head Teachers and propose a workable and meaningful framework for next session.

Improve our approach to providing professional learning opportunities for front line services by:

- Continuing to provide leadership training to Lead Childcare and Education Workers.
- Delivering an outdoor learning programme throughout the session which includes training for all practitioners and an accredited course for ELC leaders to become cluster leaders of outdoor learning.
- Introducing the new Cluster Lead ELC Practitioner post to three clusters within Argyll and Bute to lead on the delivery of high quality ELC.

Conclusion:

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

A key requirement of these processes is that the Scottish Ministers must publish a National Improvement Framework setting out the four key priorities which all partners in the education system should be working to address.

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

- Put in place the necessary arrangements to analyse the outcomes of the 2017/2018 Annual Education Plan and report on progress.
- Respond to the requirements of the National Improvement Framework for Scottish Education (NIF);
- Implement local plans and priorities for the 2018/2019 school year as set out in ***Our Children, Their Future***;
- Publish the Annual Education Plan for 2017/2018 covering the period 1 September 2017 to 31 August 2018;
- Ensure the implementation of the Annual Education Plan during the period September 2018 to June 2019; and
- In addition takes full account of the main points for action contained within the inspection report on the education functions of the authority published by Education Scotland in March 2017.

SECTION FIVE: Strategic Inspection of the Education Functions of the Council

An evaluation of the effectiveness of the education functions of the Council was conducted by Education Scotland in September 2016, with a report published in March 2017. The report set out a number of agreed areas for improvement detailed within 4 main points for action:

- Significantly improve young people's attainment across the authority
- Improve the use of data, ensuring greater rigour
- Continue to improve the quality of educational provision
- Improve relationships and communication

A further 3 return visits have been made by Education Scotland to monitor and report on progress:

- June 2017 (report published August 2017)
- September 2017 (report published December 2017)
- May 2018 (report published July 2018)

Following the further inspection visit in May, the progress which we have continued to take to improve the quality of our education provision was published as follows:

- Argyll and Bute Council has made positive and continued progress since the original inspection in September 2016.
- The authority has built on its earlier progress with how it collects and uses data to drive improvement. Staff at all levels have continued to increase their skills and confidence in the use of data. There is now a clearer shared understanding that rigorous and high-quality data analysis is required in order to achieve and sustain improved outcomes for children and young people. It will be important for the authority to continue to build the capacity of both central officers and school staff to make effective use of data as a tool for improvement.
- The authority continues to develop and strengthen its arrangements to drive improvement in the quality of its educational provision. Central officers and elected members now have increased knowledge and capacity to provide higher levels of support and challenge. Central officers have prepared and put in place a helpful programme of Performance Data Meetings and information sessions which are helping elected members to understand and scrutinise the performance of individual schools as well as the education service.
- A carefully-structured annual programme of quality improvement school visits by central officers is now established. There is now a more consistent approach across sectors and between officers. School visits have a clear and agreed purpose and officers have appropriate opportunities to engage with children and young people in their learning activities. Individual members of the central team have an increasingly clear understanding of the performance of the schools they link with and the authority has a greater knowledge and

understanding of its schools. A sound evaluative process to identify levels of risk has been put in place. As a result, the authority is able to provide customised support to individual schools and groups of schools. The authority recognises that any identified risks need to be addressed promptly and effectively to ensure that improvements are secured.

- The authority has continued to increase its efforts to implement a carefully-structured plan to improve relationships and communication. This is promoting a more positive ethos amongst all stakeholders. The authority has built on its early successes following the publication of its vision and strategy paper, *Our Children, Their Future* (OCTF). Central officers have promoted the vision very effectively and staff in schools now have higher levels of awareness of OCTF. This vision and strategy continues to be an important driver for the work of education staff. As a result, staff at all levels across the authority are increasingly focused on outcomes for children and young people.
- The council has continued to build on its early progress across a number of key aspects of the leadership of the Education Service. The council's recent budget decisions demonstrate its confidence in the work of the central team to take forward the continuous improvement of its Education Service. Under the strong leadership of the Chief Education Officer, staff have sustained and strengthened their efforts to embed improvements at all levels of the education community. The two recently appointed Heads of Service have a strong capacity to enhance educational leadership across the authority. The vision and strategy articulated in OCTF are now driving clearly the Education Service's Improvement Planning.

Education Scotland will return in October 2018 to carry out a further visit, focusing on how well we are improving the quality of young people's attainment, and to report on our continued progress.

All Education Scotland reports relating to the inspection of the education functions of Argyll and Bute Council can be found on their website.

www.education.gov.scot/inspections-reports

Glossary of terms

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

Bibliography

A range of information contained within National publications, Service Plans, Committee reports and policy documents have been used to support the preparation and publication of this annual plan. These include:

- 1: Achievement of Curriculum for Excellence (CfE) Levels return
<http://www.gov.scot/stats/bulletins/01253>
- 2: Association of Directors of Education in Scotland (ADES) report on Headteacher Recruitment, March 2016
<http://www.gov.scot/Resource/0050/00505011.pdf>
- 3: Child Health 27-30 Month Review Statistics , December 2015
<http://www.isdscotland.org/Health-Topics/Child-Health/Publications/2015-12-15/201512>
- 4: Education Outcomes for Looked After Children 2014/15
<http://www.gov.scot/Publications/2016/06/7455>
- 5: Evaluation of the Impact of the Implementation of Teaching Scotland's Future, March 2016
- 6: Initial Destinations of Senior Phase School Leavers, No 1: 2017 Edition, Scottish Government 2017
- 7: National Improvement Framework For Scottish Education 2016 Evidence Report, Scottish Government, December 2016, ISBN: 978-1-78652-612-0
- 8: Our Children, Their Future: Education Vision and Strategy, Argyll and Bute Education Service
- 9: Participation Measure for 16 – 19 year olds in Scotland (Experimental Statistics - data being developed), Skills Development Scotland, 2015,
<https://www.skillsdevelopmentscotland.co.uk/news-events/2015/august/new-measure-to-help-scotlands-young-people/>
- 10: Programme for International Student Assessment (PISA) 2015: Highlights from Scotland's Results
<http://www.gov.scot/Resource/0051/00511095.pdf>
- 11: Scottish Government Summary Statistics in Schools in Scotland (December 2016)
<http://www.gov.scot/stats/bulletins/01255>
- 12: Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS)
<http://www.gov.scot/Topics/Research/by-topic/health-community-care/social-research/SALSUS>
- 13: Scottish Survey of Literacy and Numeracy (SSLN)
<http://www.gov.scot/Topics/Statistics/Browse/School-Education/SSLN>
- 14: Skills Development Scotland Participation Measure for 16-19 year olds in Scotland
https://www.skillsdevelopmentscotland.co.uk/media/38957/participation_measure_final_publication.pdf
- 15: Summary Statistics for Schools in Scotland, No. 7: 2016 Edition 13 December 2016, ISBN 978-1-78652-665-6 (web only)
- 16: Teacher Census, Supplementary Data
<http://www.gov.scot/Topics/Statistics/Browse/School-Education/teachcenssuppdata>
- 17: Standards in Scotland's Schools etc. Act 2000: Statutory Guidance, Scottish Government, March 2017
- 18: 2017 National Improvement Framework and Improvement Plan for Scottish Education: Achieving Excellence and Equity, Scottish Government, December 2016
- 19: Delivering Excellence and Equity in Scottish Education: A Delivery Plan for Scotland, June 2016
<http://www.gov.scot/Publications/2016/06/3853>
- 20: Getting it Right for Every Child,
<http://www.gov.scot/Topics/People/YoungPeople/gettingitright>

- 21: National Improvement Framework for Scottish Education – Achieving Excellence and Equity
<http://www.gov.scot/Publications/2016/01/8314>
- 22: Teaching Scotland's future: Report of a Review of Teacher Education in Scotland, December 2015
<http://www.gov.scot/resource/doc/337626/0110852>

This page is intentionally left blank

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

ARGYLL AND BUTE CPP

23 AUGUST 2018

**2017/18 ANNUAL REVIEW OF THE CHILDREN AND YOUNG PEOPLES
SERVICES PLAN 2017 – 2020**

1.0 EXECUTIVE SUMMARY

- 1.1 The Children and Young People's Service Plan 2017-2020 was approved by Community Services Committee in September 2017 <https://www.argyll-bute.gov.uk/sites/default/files/cyspsm.pdf>.
- 1.2 There is a requirement in Part 3 of the Children and Young People (Scotland) Act 2014 to review the report annually and report on the performance and progress to date in delivering the outcomes set out in the plan.
- 1.3 The review considers updates on 2017/18 progress, provides information on developments that have taken place since the plan was published and sets out key plans in the year ahead.
- 1.4 It is recommended that the Community Services Committee
- a) Note that both NHS Highland and Argyll and Bute Council are jointly and equally responsible for children's services planning;
 - b) Approves Argyll and Bute's Children and Young People's Services Plan 2017-2020 Year 1 review for the period 2017/18;
 - c) Once approved by Community Services Committee and approved by Integration Joint Board approve the submission of the Children and Young People's Services Plan Year 1 review to Scottish Government as per the legislative requirement.

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

ARGYLL AND BUTE CPP

23 AUGUST 2018

2017/18 ANNUAL REVIEW OF THE CHILDREN AND YOUNG PEOPLES SERVICES PLAN 2017 – 2020

2.0 INTRODUCTION

2.1 This is the first annual review of the Children and Young People's Service Plan 2017-2020 <https://www.argyll-bute.gov.uk/sites/default/files/cypspsm.pdf>. In this review we will report on our performance and progress to date in delivering the outcomes we set out to achieve.

2.2 The review will consider:

- Updates on 2017/18 progress
- Provide information on developments that have taken place since the plan was published
- Set out key plans in the year ahead

3.0 RECOMMENDATIONS

It is recommended that the Community Services Committee

- a) Note that both NHS Highland and Argyll and Bute Council are jointly and equally responsible for children's services planning;
- b) Approves Argyll and Bute's Children and Young People's Services Plan 2017-2020 Year 1 review for the period 2017/18;
- c) Once approved by Community Services Committee and approved by Integration Joint Board approve the submission of the Children and Young People's Services Plan Tear 1 review to Scottish Government as per the legislative requirement.

4.0 PERFORMANCE SUMMARY

4.1 The Children and Young People's Service Plan (CYPSP) approved in November 2017 by Council and the Integrated Joint Board is set within the context of seven strategic priorities of early intervention and support, mental health and well-being, child protection, corporate parenting, children and young people's voice, substance misuse and leadership and communication, the priorities are aligned to the eight well-being indicators (SHANARRI).

- 4.2 Overall we have made good progress in achieving a number of outcomes which have supported the delivery of the plan. The following successes are highlighted.

Early Intervention and Support

By using the model for improvement we have been testing the use of interventions and assessment tools aimed at supporting children to reach their developmental milestones at 13 – 15 months and 27 – 30 months

Mental health and well-being

A redesign of Child and Adolescent Mental Health Services (CAMHs) including the deployment of additional staffing will ensure a robust pathway is available to all young people in secondary school, this work is already progressing

Children and Young People's Voice

The development of a GIRFEC infomercials by young people for use in schools to promote understanding of the Named Person role and the well-being indicators

Child Protection

Using the improvement methodology we have been testing methods to ensure multi-agency chronologies are in place for children/ young people following an initial referral tripartite discussion where the decision is to progress to child protection procedures

Corporate Parenting

In the last year 100% of young people leaving care were offered appropriate housing

Substance Misuse

In 2017 a health drama which included information on smoking was successfully piloted and delivered to 820 S3 pupils across Argyll and Bute

Leadership and Communication

Re-established Executive Groups and Practitioner Forums for staff to work together across all agencies

- 4.3 The full report and update of performance indicators and reporting templates is recorded in PYRAMID and appended on to this report, appendix 1.
- 4.4 A Primary school (P6) and Secondary (S3) well-being survey is planned in year 2 (2018-19) of the CYPSP, this will ensure children and young people are consistently able to express their views regarding services across Argyll and

Bute. This will align with the national SALSUS study which is scheduled for the same time.

- 4.5 Four annual audits of our child's planning process have been undertaken to date, the audit of individual children's plans highlight the following strengths and pressures:

Strengths

- Improvement in the overall accuracy of core details
- Child's Planning meetings routinely taking place
- Improvement was noted in the quality of assessments
- Staff are adhering to timescales and planning more accurately

Pressures

- Children, Young People and Parents views need to be evident and recorded in the Child's Plan
- The Child's Planning process needs to be more routinely informed by a range of appropriate assessments
- Children's Plans needs to clearly and consistently identify who is responsible for taking forward actions
- The overall quality of analysis needs to improve

- 4.6 Audits enable managers and practitioners to better ascertain the level of service quality and take appropriate continuous improvement action to ensure that service quality is improved.

- 4.7 Consequently a programme of quality improvement tests and a schedule of training has been introduced by the multi-agency Getting it Right for Every Child (GIRFEC) Advisors group to address some of the pressures identified. Progress will continue to be reported in year two of the review of the Children and Young People Service Plan.

5.0 WHAT HAS CHANGED SINCE WE DEVELOPED THE CYPSP?

- 5.1 When we developed the plan we identified information about the needs of children and young people in Argyll and Bute. The plan contained key actions for all agencies across the community planning partnership. Progress on the completion of these actions is detailed in Appendix 2.

- 5.2 The CYPSP was the catalyst for re-invigorating our Executive Groups and Practitioner Forums in each locality. The role and function of these groups is to ensure that there is consistency of delivery of the plan and sharing of best practice across all of Argyll and Bute. The Executive Groups and Practitioner Forums meet in each locality and the Chairs of the Executive Groups are members of the of the PQA group which meets quarterly and is a subsidiary of Argyll and Bute's Children Strategic Group.

- 5.3 Argyll and Bute CPP have produced an Anti-Poverty Strategy which recognises the particular challenges facing care experienced children and young people.

It uses some of the actions from the CYPSP, in its own Action Plan, as part of a wider ranging strategy. For example: children and young people understand their rights as laid out in the United Nations Convention on the Rights of the Child (UNCRC); develop use of Rights Respecting Schools programme; young people are safe and can access appropriate accommodation on leaving care; Increased availability of specialist housing provision for young people who are looked after.

- 5.4 Permanence is a priority for Argyll and Bute CPP and we have worked with in partnership with CELCIS to improve our performance and long term outcomes for our children and young people. Having successfully produced Permanency Procedures and an improvement plan that introduced a Permanency Tracker and tracker monitoring meetings. We are delighted that we have now moved onto the next phase of our improvement journey and participating in the PACE (Permanence and Care Excellence) programme with CELCIS.
- 5.5 Argyll and Bute CPP have recently completed the UNICEF Gold achieving sustainability assessment. The draft report is very positive with the recommendation to the Designation Committee that Argyll and Bute is awarded the Gold assessment. Achieving sustainability with UNICEF re-enforces the breastfeeding message and supports moving forward towards breast feeding communities.
- 5.6 Commencing in May 2016 we have been incrementally implementing the Universal Health Visiting Pathway. Health visitors are working hard to ensure children receive their developmental reviews at each stage and adopting the quality improvement methodology approach to test methods to support children to reach their development milestones at key stages.

6.0 NEXT STEPS

- 6.1 Logic modelling in year 2 will help define the strategic and operational performance indicators; this will facilitate the move towards a more outcome focused Children and Young People's Service Plan.

7.0 CONCLUSION

- 7.1 The year 1 review of the CYPSP has highlighted some good practice and areas where improvement is still required, these include:
- Multi agency working is well embedded across Argyll and Bute CPP
 - Work is required to adopt the quality improvement methodology to ensure long term sustainable changes are embedded in practice
 - Further developing the Joint Needs assessment will strengthen and build on the existing good work in conjunction with a Children and Young People survey

- 7.2 Appendices 1 and 2 detail performance against the indicators and actions identified in the plan and work is already underway to ensure we meet the targets in year 2.
- 7.3 The evaluation of year 1 of the plan has identified:
- The need to separate strategic and operational performance indicators
 - The need to align all self-evaluation involving children and young people services under the CYPSP to provide more uniformity when identifying multiagency and single agency performance measures

8.0 IMPLICATIONS

- 8.1 Policy The Children and Young People’s Services Plan is framed within the Getting It Right for Every Child framework and the well-being indicators.
- 8.2 Financial There are no additional resource implications with the delivery of the plan.
- 8.3 Legal The Council and NHS Highland are required to report on the progress of the Children and Young People’s Services plan as directed within the Children and Young People (Scotland) Act 2014, set out within the supporting Statutory Guidance published in December 2016.
- 8.4 HR None at this time.
- 8.5 Equalities The Children and Young People’s Services Plan identifies how health and social care services contribute to reducing inequalities, including health and education inequality.
- 8.6 Risk There are potential reputational risks for the Council should they fail to deliver the legislative requirements set out within the Children and Young People (Scotland) Act 2014, Statutory Guidance of December 2016.
- 8.7 Customer Service The Children and Young People’s Services Plan informs our young people, parents, carers, volunteers and practitioners of the outcomes and actions that all partner agencies have committed to deliver in order to ensure that children and young people living in Argyll and Bute get the possible start in life.

Appendices

Appendix 1 : Children and Young Peoples Services Plan Yr 1 Performance Report

Appendix 2 : Children and Young Peoples Services Plan Yr 1 Actions Progress Report

Christina West
Chief Officer Health and Social Care Partnership

For further information contact:

Patricia Renfrew
Consultant Nurse Children and Families
Email: patricia.renfrew@nhs.net

Morag Brown
Business Improvement Manager
Email: morag.brown@argyll-bute.gov.uk

14th August 2018

This page is intentionally left blank

Children and Young People's Services' Plan 2017-20 Performance Report Year 1

Performance Indicators	Status	2017/18 Target	2017/18 Actual	Comments
1. Strategic Priority - Early Intervention and Support				
1_1 Percentage of women with continuity of planned antenatal care packages in place	●	50.00	50.00	This has been achieved by identifying a named midwife for each woman and putting in place a "buddy" midwife system.
1_2 Percentage of pregnant women whose Carbon Monoxide levels have reduced by 10 days post-natal	●	3.00	3.00	Midwives are adopting the quality improvement methodology. This will be tested in one area in Argyll and Bute and then scaled up.
1_3 Percentage of smoke free homes by 10 days post-natal		50.00	Data will be available from PDSA tests in Yr 2	Midwives are adopting the quality improvement methodology. This will be tested in one area in Argyll and Bute and then scaled up.
1_4 Percentage of children exclusively breastfed at 6-8 weeks	●	28.00	31.90	a range of interventions have been put in place to support and increase breast feeding rates such as introducing infant feeding problem solving clinics in Cowal, introduction of infant feeding support workers in 2 areas Cowal and Oban
1_5 Percentage of children registered with a dentist at by 2 years	●	52.00	52.00	Health visitors and oral health staff promote dental registration at every contact
1_6 Percentage of education staff trained on 'good to go' healthy eating programme	●	20.00	20.00	15 schools have delivered the programme in yr1. Plans to scale up in yr 2 and feedback is provided on the programme to the paediatric dietician
1_7 Percentage of schools delivering the 'good to go' programme	●	40.00	20.00	15 schools have delivered the programme in yr1. Plans to scale up in yr 2 and feedback is provided on the programme to the paediatric dietician
1_8 Percentage of children reaching their developmental milestones by 13 – 15 months	●	85.00	88.00	88% reflects the uptake of reviews, rather than the percentage of children reaching their developmental milestone. Health visitors are routinely carrying out reviews using the ASQ developmental assessment tool in line with the Universal Health Visiting Pathway, the performance measure will be reviewed in year 2

1_9 Percentage of children reaching their developmental milestones by 27 – 30 months		85.00	95.00	95% reflects the uptake of reviews, rather than the percentage of children reaching their developmental milestone. Health visitors are routinely carrying out reviews using the ASQ developmental assessment tool in line with the Universal Health Visiting Pathway the performance measure will be reviewed in year 2
1_10 Percentage of children reaching their developmental milestones on P1 entry		85.00	78.00 mid point data	Developmental milestone data is currently being collated and will be analysed over the next few weeks. Updated figures should be complete and shared by the end of September 2018.
2. Strategic Priority - Mental Health and Wellbeing				
2_1 Percentage of 'Connected Baby' modules on attachment accessed by staff through CPD		60.00	67%	New staffmembers working in children's services are encouraged to access the module to increase awareness of attachment
2_2 Percentage of new mothers breastfeeding at birth		45.00	67.20	All women have a conversation with their midwives about the benefits of skin to skin contact. This facilitates an increase in initiating breastfeeding at birth
2_3 Percentage of parents attending Psychology or Parenting Programmes [POPP]		12.00	12.00	Staff continue to promote Incredible Years and Triple P parenting sessions in localities
2_4 Percentage of children and young people waiting less than 18 weeks to access a Primary Mental Health Worker		90.00	82.00	The capacity Primary Mental Health Worker team has been increased by 2 FTE across all of Argyll and Bute in 2018
2_5 Percentage of children and young people waiting less than 18 weeks to access Child and Adolescent Mental Health Services (CAMHS)		90.00	80.00	The capacity of the team will increase in 2018 with the introduction of two new posts
2_6 Percentage of young carers with a Child's Plan identifying the need for support		50.00	data unavailable	Not many young carers meet the criteria for opening a child's plan and this measure will be reviewed for year 2
2_7 Percentage of eligible families accessing Healthy Start		65.00	64.90	Work is progressing across the partnership to promote the scheme and increase uptake of Healthy Start
3. Strategic Priority - Children and Young People's Voices				

3_1 Percentage of Children and Young people who complete the Health and Well-being survey		0.00	Data will be available from PDSA tests in Yr 2	Survey will be introduced in year 2 2018/19
3_2 Percentage of children and young people's views expressed in the GIRFEC child's planning process		35.00	Data will be available from PDSA tests in Yr 2	Various methods of gathering the views of children and young people have been explored (taking into consideration age and stage) and will be developed as a "test of change" in yr 2
3_3 Percentage of families views expressed in the GIRFEC child's planning process		60.00	20.00	A test of change has commenced with the development of "What Matters To Me" form and this will support increasing performance
3_4 Percentage of children and young people involved in the child protection process that are supported to express their views		40.00	85%	Viewpoint has collated data with regard to the 8 well-being indicators of safe, healthy, achieving, nurtured, active, respected, responsible and included. The sample covers YP aged 8 - 17. Due to the low number of completed questionnaires (18) the percentage may be unrepresentative, a larger number of responses would provide more accurate figures and
3_5 Percentage of children and young people involved in LAAC processes that are supported to express their views		40.00	85%	Viewpoint has collated data with regard to the 8 well-being indicators categories of safe, healthy, achieving, nurtured, active, respected, responsible and included. Figures provide an overall average of LAAC YP aged 8 - 17, of this 93% of YP are very positive that they feel safe and settled
3_6 Percentage of children and young people involved in Children's Hearings processes that are supported to express their views		10.00	Due to small number of forms routinely returned this measure requires to be reviewed	All children above the age of six years are sent a copy of the "All about me form" with the notification for any hearing. There were only 8 forms returned over the year but do not have information
4. Strategic Priority - Child Protection				
4_1 Percentage of pre-birth antenatal planning meetings for vulnerable women arranged by 28 weeks gestation		85.00	85.00	Midwives and social workers are following the pre-birth pathway to ensure antenatal planning meetings are in place for vulnerable women by 28 weeks gestation.
4_2 Percentage of Initial Tripartite Investigations (IRTDs) evaluated as good or above		45.00	36.40	In FQ1 22 CP1s were audited, 8 were graded good or above
4_3 Percentage of multi-agency chronologies initiated at the start of child protection investigations		20.00	61.00	During 2017/18 there were 105 multi agency chronologies initiated at the start of child protection investigations

5. Strategic Priority - Corporate Parenting				
5_1 Percentage of LAC Children and Young People attaining accredited qualifications		60.00	80.00	In 2016/17 80% of LAC one or more qualifications at SCQF level 3 or better
5_2 Percentage of Child's Plans evaluated as good or above		50.00	Waiting on 2017/18 audit results	Various tests of change are being developed to ascertain if there are improvements in the writing of child's plans in particular assessment analysis and outcomes
5_3 Percentage of young people leaving care with appropriate housing		80.00	100.00	In the year 17/18 100% of young people leaving care were offered appropriate housing
5_4 Percentage of LAC children and young people waiting less than 18 weeks to access a Primary Mental Health Worker		40.00	70.00	Primary Mental Health workers where possible prioritise looked after children
5_5 Percentage of LAC children and young people waiting less than 18 weeks to access Child and Adolescent Mental Health Services [CAMHS]		60.00	70.00	Primary Mental Health workers where possible prioritise looked after children
5_6 Percentage of LAC children and young people waiting less than 6 months after admission to care with a plan for permanence in		50.00	45.00	Measures are in place through CELCIS PACE programme to improve the timescales to secure permanence for LAC children
6. Strategic Priority - Substance Misuse				
6_1 Percentage of secondary schools delivering drugs awareness programmes in partnership with the Alcohol and Drugs Partnership ADP		40.00	60.00	6 of our secondary schools are delivering drugs awareness programmes with the support of the ADP
6_2 Percentage of 15 year olds who report they usually drink at least once a week		16.00	16.00	Information obtained from SALSUS survey
6_3 Percentage of 15 year olds who report they are regular smokers at least once a week		13.00	13.00	Information obtained from SALSUS survey
6_4 Percentage of 15 year olds who report they usually take drugs at least once a week		3.00	3.00	Information obtained from SALSUS survey
7. Strategic Priority - Leadership and Communication				

7_1 Percentage of professionals that understand the mechanism and structures that allow them to influence strategic planning		0.00	Data will be available in Yr 2	This indicator is linked to the re-establishment of our practitioner forums. The inaugural meetings of the newly established forums were unfortunately delayed due to the winter weather which made travel impossible.
7_2 Percentage of children and young people who have had the opportunity to express their view of the services they use		0.00	Data will be available in Yr 2	This will be captured in the well-being survey which is programmed for Yr 2 2018/19
7_3 Percentage of children and young people [CYP] with access to the CYP executive summary		0.00	Data will be available in Yr 2	The executive summary for C&YP will include the high level findings of the well-being survey scheduled for 2018/19
7_4 Percentage of the leadership and communication Quality Indicators which are		0.00	Data will be available in Yr 2	This will follow the inspection of Childrens Services

This page is intentionally left blank

What we aim to improve

Strategic Priority - Early Intervention and Support

WBIs – Safe, Healthy, Nurtured and Respected

1. Women are supported during pregnancy and the post-natal period
2. Women who are vulnerable to risk are supported throughout their pregnancy and during the postnatal period
3. Children and young people are supported to be healthy and their well-being needs are met
4. Children achieve their appropriate developmental milestones by 13-15 months, 27-30 months review and on starting P1
5. Children and Young People reach their potential for their age and ability
6. Children and Young People have opportunities for play and development and are ready to learn
7. Children and Young People experience positive parenting and good attachment

How we plan to do it

Outcome	Action	Evaluation	Action Lead and Person Reporting	Where are we now in terms of progressing each action?	What evidence do we have of this progress?	Delivered across Multi-agency or Single agency
Women are supported during pregnancy and postnatal period	Promote use of continuity of planned antenatal care packages with Midwifery teams	Number of Care packages in place % of continuity in the Ante Natal , intrapartum and Post Natal period	Consultant Lead Midwife J Lambert	All teams have developed driver diagrams and action plans and identified named Midwife and Buddy Midwife.	<ul style="list-style-type: none"> • Data is collated on a monthly basis • Runs charts are visible in all maternity units in Argyll and Bute (ex Helensburgh) 	Single agency Health
	Monitor Carbon Monoxide levels at each core contact Includes smoke free homes	Carbon Monoxide levels reduced	Consultant Lead Midwife J Lambert	One team has embedded this work and will buddy another team to upscale. This will be an on-going test of change.	Evidence of continuity and regular testing if Carbon Monoxide is greater than 4 parts per million. Data is collated monthly	Single agency Health
	Promote GIRFEC process of early intervention antenatally	Audit of antenatal plans	Consultant Lead Midwife J Lambert	Pre-birth pathway working well across all areas of Argyll and Bute (ex Helensburgh which receives services from NHS GGC)	Data collated on core and additional families and number of active Antenatal plans	Multi-agency

Children and young people are supported to be healthy and their well-being needs are met	Promote the benefits of breastfeeding across all agencies Creating breastfeeding communities	Number of training sessions delivered	Consultant Nurse Children and Families P Renfrew	All nurseries have received the training and resources for breastfeeding awareness training sessions.	Feedback forms from nurseries which we will use to audit delivery of the breastfeeding sessions to help to change the culture towards positive breast feeding	Multi-agency	
	Promote and teach breastfeeding in nurseries, schools and with antenatal women Creating breastfeeding Communities	Training programme	Consultant Nurse Children and Families P Renfrew	Breastfeeding awareness sessions for P1 to P7 have begun in Mid Argyll as a pilot. All maternity units provide 1 to 1 parent craft education classes.	<ul style="list-style-type: none"> • PDSA's for the Mid Argyll Pilot • Parent craft flyers and attendance sheets • Maternity diaries 	Multi-agency	
	Train education staff to deliver 'good to go' programme in all schools across Argyll and Bute	Number of training session delivered in schools	Paediatric Dietitian Jan Chapple	<ul style="list-style-type: none"> • 20% of education staff have been trained on the 'good to go' child healthy eating programme with 70% of schools from across Argyll and Bute represented at the training • 15 schools have delivered the programme in schools • Plans to scale up in year 2 	Training data	Feedback is provided at the end of the programme and schools fill out a completion form and send to the Paediatric Dietitian	Multi-agency
	Support schools to deliver 'good to go' healthy eating programmes	Number of training session delivered in schools	Lead Paediatric Dietitian Jan Chapple	A number of schools across Argyll and Bute are delivering the good to go healthy eating programme	Feedback and reports on progress sent to 'good to go' to trainer	Multi-agency	

	At child's 6-8 week review Health Visitors to encourage parents to register their child with a dentist by their first birthday	Number of dental registrations	Oral Health Improvement Manager Elizabeth Peat	<ul style="list-style-type: none"> Established HV to Childsmile referral pathway for families identified by Health Visitor(HV) as benefiting from Childsmile service and support into dental services The recommendation is for HVs to identify those children at greater risk for referral into Childsmile to address inequalities in our communities Recognised oral health resource material in the Universal HV pathway at key contacts by the early years team 	<ul style="list-style-type: none"> April – Sept 2017 141 HV referrals SIMD1-5 to Childsmile October 2017 – March 2018 100 referrals SIMD 1-5 to Childsmile As of September 2017 52.1% 0-2 year olds registered with a dentist 90.9% 3-5 year olds registered with a dentist 	Single agency Health
	Implement the Pregnancy and Parenthood in Young People (PPYP) Strategy	Action plan data	Argyll and Bute Children's Strategic Group J Lambert P Renfrew	<ul style="list-style-type: none"> Governance now sits with A&B Children & Young People Improvement Collaborative Actions updated for year 2 1 year pilot of maternity care assistants linked with children and families nursery nurses to support continuity of care 	<ul style="list-style-type: none"> Scrutiny will sit with A&B Children Strategic Group Pilot will be evaluated and report A&B Children & Young People Improvement Collaborative 	Multi-agency

Children achieve their appropriate developmental milestones by Primary 1	Implementation of the Universal Health Visiting pathway for all children, with increased home visiting contacts	Number of Home Visits undertaken	Consultant Nurse Children and Families P Renfrew	Implementation of the Universal Health Visiting pathway commenced incrementally in May 2015	Data on home visits undertaken and health visiting contacts. Reported to NHS Highland Health Visitor Steering Group and Scottish Government	Single agency Health
	Support, monitor and promote uptake of 13 – 15 month and 27 – 30 month reviews	Number of children with completed reviews	Consultant Nurse Children and Families P Renfrew	Health visitors are routinely carrying out reviews on 13 – 15 month and 27 – 30 month children as per the Universal Health Visiting pathway	Data on number of 13 – 15 month and 27 – 30 month reviews carried out. Reported to NHS Highland Health Visitor Steering Group and Scottish Government	Single agency Health
	Ensure Developmental Milestones are measured for all 3 and 4 year olds	Develop-mental milestones data	CYPIC/ EY Team K Johnston P Renfrew	<ul style="list-style-type: none"> In December 2018, 100% of ELCC settings gathered 'developmental milestone' progress on 3 and 4 year old children. This data continues to be collected bi-annually Continue to ensure practitioners have a shared understanding of children achieving their developmental milestones and that the data they collect is robust 	Annual developmental milestone report with evidence of data analysis outlining: <ol style="list-style-type: none"> The overall percentage of milestones achieved The percentage achieved within each milestone The percentage achieved within each locality Reporting to A&B Children & Young People Improvement Collaborative	Single agency Early years education
Children and Young People reach their potential for their age and ability	Maintain and promote the Bookstart programme (including training for staff)	Education Reports	EMT L Burgar	In partnership with Live Argyll we are building capacity within communities and Early Learning and Childcare settings to deliver	20 participants have been trained to deliver Bookbug sessions	Multi-agency

				Bookbug sessions.	Number of session delivered: 581 Bookbug Sessions, attended by 4155 adults and 5814 Children Including 204 Gaelic Bookbug Sessions, attended by 994 adults and 1190 children	
	Implement the 3-18 Numeracy and Mathematics strategy and the 3-18 Literacy strategy	Education Data	EMT D MacAllister K Johnston P Inglis	<p>Early years – further develop A&B learning and development framework to ensure progression of literacy and numeracy until the end of P1 (early level)</p> <p>Numeracy</p> <ul style="list-style-type: none"> • Stages of Early Arithmetical Learning Pilot completed with 10 P1 classes • Support and training provided to develop mental agility across BGE, use of resources, including number talks and Numicon • Guidance has been created for all schools regarding the early acquisition of number – this will be rolled out in August 2018. • Awareness being raised 	<ul style="list-style-type: none"> • Invite sent to P1 teachers to attend in-service training • A&B learning and development framework Action Plan • Questionnaires and surveys • NIF data • Pilot report 2018 • Evaluations 	Single agency Education

				<p>in Secondary Schools regarding Learning across the Curriculum</p> <p>Literacy</p> <ul style="list-style-type: none"> • Early Acquisition of Literacy Pilot completed with 11 P1 classes • Northern Alliance pilot with 9 P1 classes focusing on early literacy skills has been undertaken • Awareness being raised in Secondary Schools regarding Learning across the Curriculum • Guidance has been created on the early acquisition of literacy and this will be rolled out Aug 2018 • Audit has been undertaken regarding writing in upper primary 	<ul style="list-style-type: none"> • Questionnaires and surveys • Interim report January 2018 • NIF data • Evaluations 	
	Continue to support and challenge schools to raise attainment overall as measured by national examinations and the National Improvement Framework measures for Literacy and Numeracy	Benchmark Data	<p>EMT</p> <p>L Connor</p> <p>Alison MacDonald</p>	<ul style="list-style-type: none"> • Continued work from Education Central Officers through quality improvement visits • Input at Head Teacher meetings, and training delivered on Insight and the BGE Benchmarking tool • Professional dialogue discussions take place 	<p>Evidence of impact from quality assurance visits minutes.</p> <p>Quantitative SQA and National Improvement Framework data available in August.</p>	Single agency Education

				in August and September to analyse the performance data, and subsequent strategy		
	Continue to promote and train staff on adopting the Model for Improvement (Mfi) methodology	Number of staff trained on Mfi	CYPIC K Johnston P Renfrew	<ul style="list-style-type: none"> Approximately 50 Early Years practitioners have engaged in Model for Improvement training as part of the EY CPD calendar Approximately 20 members of the central education team have participated in initial Model for Improvement training A number of head teachers have received awareness raising on the Model for Improvement GIRFEC advisors and health staff have been trained in the Model for Improvement Health visitors are testing improvements in developmental outcomes through the universal health visiting pathway collaborative 	<ul style="list-style-type: none"> Attendance registers of Model for Improvement training as part of the EYS CPD calendar. Attendance of Head teachers at 'Data Over Time' session as part of HT Meeting in April 2018 Agenda and minutes of Central Education Team Meetings PDSA tests and run charts are analysed and reported to the Quality Improvement Board (GIRFEC & Child Protection) PDSA tests and run charts are analysed and reported to the Scottish Government universal health visiting pathway collaborative faculty 	Multi-agency
Children and Young People have opportunities for play and development and	Develop Play Strategy linking to National Play Strategy	Development of strategy	CYPIC CPP AP / KJ	The principles of the national play strategy underpin learning through curriculum for excellence		Single Agency Education

are ready to learn	Provide learning through play opportunities for children and identify next steps for learning	Developmental milestones data	Early Years Team K Johnston	Gather data centrally twice per year for developmental milestone progress and analyse outcomes Each ELC setting receives at least two support visits per year – one focused on 'Learning and Development' and one on 'Care and Welfare'	Awaiting developmental milestone data for June 2018 ELC Visit reports identifying useful next steps for each setting	Single Agency Education
Children experience positive parenting and good attachment	All parents of 3, 4 and 5 year olds have access to Incredible Years or Triple P Parenting programmes (Psychology of Parenting Programme (PoPP))	PoPP data	CYPIC K Johnston P Renfrew A McKenzie	In 2017/18 there were three Incredible Years and one Triple P parenting programme delivered. A total of 19 families attended the programmes.	Incredible Years and Triple P Parenting programmes are promoted and delivered through the Psychology of Parenting Programme (PoPP) across Argyll and Bute Progress is reported to A&Bs Children and YP Improvement Collaborative	Multi-agency
	Implement the recommendations of the Adverse Childhood Experience's (ACEs) Report	Evaluation of ACEs action plan	A&B Health Improvement Team S Campbell	<ol style="list-style-type: none"> 1. Set up a dedicated steering group 2. Identify champions 3. Increase awareness and understanding of ACEs 4. Promoting societal level solutions by supporting, facilitating and encouraging partnership working, sharing of information about services, support and training available 5. Promoting the 	<ol style="list-style-type: none"> 1. Steering group established, ToR in place 2. Work in progress 3. Health development day for multiagency partners. Two screenings of ACEs Resilience film 4. Development day report, input at A& early years conference and School Nurse 	Multi-agency

				<p>importance of resilience</p> <ol style="list-style-type: none"> 6. Encourage the use of a shared language 7. Implementing Routine Enquiry 8. Embed ACEs work and key performance indicators 9. Monitor and evaluate progress and key performance indicators on ACEs 	<p>development day</p> <ol style="list-style-type: none"> 5. Through Psychology of Parenting Programme. Nurture Principles delivered in Secondary Schools 6. Draft Public Health Annual Report (publishing Autumn 2018) Trauma Informed Approach 7. Test of change with Addiction Service 8. ACEs actions embedded in CYPSP. 9. Event planned in 2018 to monitor progress and identify future actions 	
--	--	--	--	--	--	--

What we aim to improve

Strategic Priority - Mental Health and Wellbeing

WBIs –Safe, Healthy, Active, Nurtured, Respected, Responsible and Included

1. Pregnant and new parents are supported to recognise the importance of early attachment
2. Parents and carers are supported to deal with behaviour issues
3. Children and young people’s mental health and wellbeing outcomes improve
4. Our children and young people’s wellbeing and resilience is supported through physical activity and sport
5. Young carers needs are recognised and appropriately met
6. Children, young people and their families are supported to overcome inequalities and poverty

How we plan to do it

Outcome	Action	Evaluation	Action Lead and Person Reporting	Where are we now in terms of progressing each action?	What evidence do we have of this progress?	Delivered across Multi-agency or Single agency
Pregnant and new parents are supported to recognise the importance of early attachment	Encourage attachment through breastfeeding and skin to skin contact	Breastfeeding data	CYPIC P Renfrew	All women have a conversation with their Midwife about the benefits of skin to skin contact. 67.2% of women are currently breastfeeding at birth.	<ul style="list-style-type: none"> • Antenatal Conversation sheets • Maternity Clinical Quality indicators and UNICEF internal quarterly audit • Reported to NHS Highland Maternal and Infant Framework Steering Group 	Single-agency Health
	Midwives, health visitors and early years staff support parents at all contacts and parenting support groups to understand the importance of attachment	Qualitative Feedback from staff	CYPIC P Renfrew K Johnston	Conversation tools are embedded in practice for midwives and health visitors. All Early years’ staff have received training.	Survey monkey questionnaire sent out to all early years’ staff on how they help parents to understand the importance of attachment and their training needs.	Multi-agency

					Survey results 67% of staff who responded felt they had adequate training and 20% would like further training	
Parents and carers are supported to deal with behaviour issues	Parents are offered 1:1 parenting support and encouraged to attend local parenting programmes	Parenting data	CYPIC PR/KJ/ A McKenzie	Parents are offered 1:1 parenting support and also given the opportunity to attend Incredible Years or Triple P parenting sessions in localities	PoPP data on parenting groups Verbal feedback from Health Visitors, Nursery Nurses and Social Workers on 1:1 parenting interventions Reporting to A&Bs Children and YP Improvement Collaborative	Multi-agency
Children and young people's mental health and wellbeing outcomes improve	School nurses and Primary Mental Health Workers (PMHW) receive referrals for early mental health support	CAMHS waiting time targets	NHS Highland Argyll and Bute HSCP Brian Reid	PQ 1 2018 data for PMHW shows average score of 82% impacted by 0.25% staff absence from duty for 5 weeks. Generally PMHW achieve this target. Capacity of team will increase later in 2018 as new staff recruited to and fill 2 new wte posts.	CAMHS waiting time data reported to Scottish Government and scrutinised by NHS Highland strategic group	Single-agency Health
	Children and young people with elevated mental health concerns are seen timeously by CAMHS	CAMHS waiting time targets	NHS Highland Argyll and Bute HSCP Brian Reid	PQ1 2018 data for CAMHS shows average score of 80%. Capacity of team will increase later in year with one Band 7 and two new Band 6 posts yet to take up post. From 1 st June 2018 CAMHS working	CAMHS waiting time data reported to Scottish Government and scrutinised by NHS Highland strategic group	Single-agency Health

				within Mental Health Access Improvement collaborative with SG to address barriers to access.		
Our children and young people's wellbeing and resilience is supported through physical activity and sport	Design and deliver specific target group developments to create inclusive programmes. Including: child healthy weight, disability, teenage girls, non participants of physical education, health inequalities	Sport and Leisure Service Plans	Active Schools	Girls' participation is up to 42% mainly through girls' only dance rugby sessions as well as through participation in sessions mixed with boys [shinty, football, badminton, basketball, table tennis, gymnastics etc.]. For inclusion we have held a multi-agency meeting to look at Disability inclusion. We continue to run inclusive sessions, for example the zone club in Cowal which caters for primary and secondary pupils.	Argyll and Bute attended National events. Three pupils participated in the para event in March and twenty three pupils from Cowal are attending the National football event this term. We have also started a running bike project in Helensburgh, with the purchase of three running bikes for pupils to use and the submission of an Awards for All bid to secure more. Special needs are also considered and catered for in our after schools sessions and holiday programmes. We secured additional funding through the community Hubs programme to help set up an athletics club in Cowal, targeting the health	Multi-agency

					and well-being of the unemployed. This has resulted in an athletics coaching course being run on Cowal with people from Bute and Cowal attending. The aim is to get more people active through running in the area.	
	Deliver outdoor learning programmes for children and young people across Argyll and Bute	Education data	EMT D McAllister	<p>Outdoor learning is embedded within the 1140 hours action plan for Early Years. The aim is to present 50% of the time learning in the outdoors.</p> <p>A large number of primary schools provide outdoor learning in a variety ways from one off opportunities to it being fully embedded in the curriculum. Many schools also operate Forest schools / beach schools as a pedagogical approach</p>	<p>The implementation of the 1140 hours action plan is monitored closely and update reports are provided to Community Services Committees</p> <p>An audit on exact numbers of schools is planned to take place in session 2018/19. This will provide a baseline to measure improvement in this area</p>	Single-agency Education
	Increase the number and diversity of participants in Active Schools	Education data	Active Schools	<p>We have looked to expand our range of activities this year, to attract the non-active. We have been targeting disability inclusion and have introduced more boccia sessions, with a coaching course being run</p>	<p>Senior pupils and older primary leading sessions have increased our amount of participants through lunchtime clubs where the pupils travel home at the end of the school day.</p>	Multi-agency

				in Oban High school.	This allows our remote rural to participate too.	
	Improve the connections between schools and clubs	Sport and Leisure Service Plans	Active Schools	We have Community sports Hubs operating in Oban, Islay, Tiree, Cowal, Bute and Helensburgh who meet with sports clubs from the community and create local actions.	In all clusters, the Active Schools coordinators have club links between the local clubs and schools. We have one hundred clubs linking with schools within the region each term and are continuing to develop these links.	Multi-agency
	Engage looked after and accommodated children (LAAC) in activity	Corp Par Data	Corporate Parenting Board P Hoey	Corporate Parents promote outdoor activities to improve health well-being. Shellach View Childrens House have bought bikes for all young people to use and are encouraging children to cycle safely	Updates to the Corporate Parenting Board	Multi-agency
Young carers needs are recognised and appropriately met <i>(The Young Carers Act will be implemented from 1st April 2018. The Act places a duty on local authorities and relevant health boards to jointly prepare a local carers strategy which must contain information</i>	Young carers are identified as being under 18 years old and still pupils at school	Children and Young People Survey	AB Children Strategic Group Brian Reid	This action will be reviewed for year 2 as not many young carers meet the criteria for opening a Child's Plan		
	Implement the Carers (Scotland) Act 2016.	Qualitative Feedback	H of S C and F Brian Reid	Carers Act Implementation Group working with Carers' Centres and other involved 3 rd sector groups to produce approved Young Carers Statement and format and resolve	Report to Argyll and Bute's Children Strategic Group	Multi-agency

<p><i>relating to the particular needs and circumstances of young carers)</i></p>	<p>Young carers should have a Child's Plan to ensure all appropriate help and support is in place for them. After 31st March 2018 Young Carers should be assessed and have a statement stating their identified personal outcomes, their personal needs, the support needed to be provided by the local authority to meet those needs.</p>	<p>Child's Plan audit</p>	<p>GIRFEC Implementation Group Brian Reid P Renfrew</p>	<p>eligibility issues.</p> <p>Year one score will be zero as with hindsight not many YCs meet the criteria for opening a Child's Plan. Year 2 scores against profiling will be delayed as YCS and eligibility is still to be agreed. This action needs to be reviewed for year 2</p>		<p>Multi-agency</p>
<p>Children, young people and their families are supported to overcome inequalities and poverty</p>	<p>Further develop the partnership approach to maximizing income through Citizens Advice Bureau Money Advice projects</p>	<p>Citizen's Advice Bureau Data</p>	<p>Citizen's Advice Bureau Gillian McInnes</p>	<p>During 2016/17 a six month pilot project in partnership with Early Years, Health and Argyll and Bute Citizen's Advice Bureau (CAB) put an adviser 'on site' to give direct advice to parents of children attending Clyde Cottage Nursery in Dunoon.</p> <p>During 2017/18 a project was co-funded to encourage parents of young children to seek out advice. This was delivered in partnership between CAB and Early Years partners, Nurseries, Pre-schools, Health</p>	<p>Evidence in outcome report – throughout the 6 month pilot 566 pieces of advice were given out to parents. This resulted in a Client Financial Gain of almost £80,000. The breakdown of advice showed: 40% benefits (including increased healthy start) 47% debt 3.5% housing 3.5% tax The other 65 split between Consumer, Financial Products, Health, Legal, Utilities and Employment.</p>	<p>Multi-agency</p>

				<p>Visitors, Midwives.</p> <p>The CAB Adviser delivered a presentation and leaflets on what advice a CAB can deliver and the likely outcomes of this (see pilot project outcomes from 2017/18). Contacts with the following;</p> <p>Early Years Partners – 162 Nurseries/PreSchool - 75 Parents - 56 Health Visitors – 30 Midwives - 26</p>		
--	--	--	--	---	--	--

What we aim to improve							
Strategic Priority – Children and Young People’s Voices							
WBIs – Respected, Responsible and Included							
<ol style="list-style-type: none"> Children and young people understand their rights as laid out in the United Nations Convention on the Rights of the Child (UNCRC) Young people and their families are supported to express their views and are supported to participate in individual and service planning The views of all children and young people are listened to and responded to when taking decisions Children and young people with additional support needs feel included and are supported in the community 							
How we plan to do it							
Outcome	Action	Evaluation	Action Lead and Person Reporting	Where are we now in terms of progressing each action?	What evidence do we have of this progress?	Delivered across Multi-agency or Single agency	
Children and young people understand their rights as laid out in the United Nations Convention on the Rights of the Child (UNCRC)	Develop use of Rights Respecting Schools (RRS) programme	CYP Feedback	Argyll and Bute Children’s Strategic Group GG	Two schools are at silver award. Two schools at bronze award six schools at registration stage. An education manager is engaging with UNICEF for RRS during session 2018/19 to roll out programme to more schools.	Where schools progress through the achievement stages and number of schools registered for improvement.	Single-agency Education	
	Promote understanding of the wellbeing indicators with children, young people and families	CYP Feedback	Argyll and Bute Children’s Strategic Group GG	Infomercials developed for use in schools to promote understanding of the Named Person role and the Well-being Indicators.	Infomercial available for us in schools and across the partnership	Multi-agency	
Young people and their families are supported to express their views and are supported to participate in individual and service planning	Provide communication tools for children and young people at Child’s Plan meetings e.g. Measuring outcomes and an introduction to well-being tools	Child’s Plan Audit	GIRFEC Implementation Group PR	GIRFEC Advisors, Named Persons and Lead Professionals have access to: measuring outcomes packs and an introduction to well-being tools Well-being bingo game	Availability of tools	Multi-agency	
	Develop mechanisms to enable children and young people to fully participate in school planning e.g.	CYP Feedback	Youth Services MT	Education management team have three improvement visits each year, and education officers	Evidence in the form of feedback during establishment	Single-agency Education	

	through School Pupil Councils			work with head teachers to analyse the impact of the participation from pupil councils. Young people are also included in the improvement planning process in schools, and participate in school reviews and inspections. Plans are in place to undertake an audit of the role of pupil council in schools.	reviews shows pupil voice is part of schools improvement agenda.	
	Develop a consistent approach for the involvement and engagement of children and young people in decision making across all services	CYP Feedback	Youth Services MT	<ul style="list-style-type: none"> An audit of Youth Voice activities is being carried out in 18/19 to establish existing provision Visits by young people and youth workers to examples of good practice in other Local Authorities will take place between August 2018 and March 2019 A Youth Voice conference is being planned for autumn 2018 	Evidence will be generated from the audit, and this will be acted upon.	Multi-agency
	Promote the use of 'Having Your say' forms or appropriate alternative forms of communication for children attending hearings	Audit	Argyll and Bute Children's Strategic Group Kenneth Ritchie	All children above the age of six years are sent a copy of the "All about me form" with the notification for any hearing. Additional copies are made available in the Lochgilphead, Greenock and Dumbarton Hearing Rooms.	Whilst all children over the age of six are sent copies of the form the numbers returned are very low.	Multi-agency
The views of all children and young people are listened to and responded to when taking decisions	Promote use of Viewpoint tool	Audit	Child Protection Committee Lead Officer CP	Viewpoint is promoted with all children on the child protection register. LAAC children are provided with laptops and	Updates to the corporate parenting board	Single-agency Social Work

				tablets to access Viewpoint. Social Workers have a community laptop they take to enable access for those children and young people in kinship care and cared for at home.		
	Through the Model for Improvement methodology develop PDSA tests to increase the number of recorded views in Children and young people's plans	Audit	GIRFEC Implementation Group PR	Initial PDSA test set up to record the views of children and young people in Cowal and Bute	Test was abandoned, will be revisited in year 2	Multi-agency
	Through the Model for Improvement methodology develop PDSA tests to increase the number of recorded views of Parents in Child's Plans	Audit	GIRFEC Implementation Group PR	PDSA test ' <i>What matters to me</i> ' form developed and tested with pre-school parents in one area. Use of the form has been scaled up across Argyll and Bute	PDSA project charter and run chart data	Multi-agency
	Children's Panel members prioritise children and young people expressing their views of children at children's hearings and record this in the Record of Proceedings from Hearings	Audit	SCRA Kenneth Ritchie	<p>In The Children's Hearings (Scotland) Act 2011, Section 27, It is a fundamental requirement that the views of the child are considered. This section applies where a children's hearing is coming to a decision about a matter relating to a child.</p> <p>The children's hearing must, so far as practicable and taking account of the age and maturity of the child give the child an opportunity to indicate he wishes to express views and if so, give the child an opportunity to express them.</p> <p>The panel members are required to have regard to any views</p>	<p>This is not information which has, to date, been subject to internal audit by SCRA as it falls principally in the purview of CHS and is essential and fundamental to the conduct of children's hearings</p> <p>In respect of the options available for children to express a</p>	Single-agency

				<p>expressed by the child.</p> <p>Although generally a child who is aged 12 or over is presumed to be of sufficient age and maturity to form a view for this purpose panel members will regularly extend the opportunity for private discussion to younger children who indicate they would like to do so.</p> <p>Panel members are required to take account of a child's views however expressed. In terms of rule 8. of <u>The Children's Hearings (Scotland) Act 2011 (Rules of Procedure in Children's Hearings) Rules 2013</u> "Where any document is to be given to members of the children's hearing or pre-hearing panel under, or by virtue of, the Act, or these Rules, the document must contain any views expressed by the child which have been given to the person who has prepared that document."</p> <p>In terms of Rule 6, The chairing member of the children's hearing must take reasonable steps to ensure that any child is able to understand the proceedings; and participate in those proceedings and where, during the proceedings, the child wishes to express a view, make reasonable</p>	<p>view, these are subject to continuous revision and innovation</p>	
--	--	--	--	--	--	--

				<p>arrangements to enable the child to express those views in the manner preferred by the child.</p> <p>All panel members undertake chairmanship training even if they subsequently choose not to chair hearings thus all are trained in respect of these duties.</p> <p>Although not specifically required to do so most chairmen will advertise the option of speaking to the panel members outwith the presence of the other participants.</p>		
Children and young people with additional support needs (ASN) feel included and are supported in the community	Implement <i>Self Directed Support Action Plan</i>	Review take up of direct payments	Head of Service Children and Families B Fanshawe	Opportunities for Children and Young People with additional support needs (ASN) to be included and supported is available for families through Self Directed Support		Multi-agency
	Evaluate community activities for children and young people with ASN	Service User feedback	TSOs Youth Services KS	Establishing a shared definition of ASN. Developing a programme of engagement through members of the Third Sector Partnership.	Logic Model	Multi-agency

What we aim to improve						
Strategic Priority – Child Protection						
WBIs – Safe, Healthy, Nurtured and Respected						
1. Pre-birth women who are vulnerable to risk are supported during pregnancy and post-natally 2. Children and Young people are protected from harm at home, at school and in the community 3. Young people are safe and can access appropriate accommodation on leaving care 4. Children’s plans (Child Protection and GIRFEC) are SMART and outcome focused						
How we plan to do it						
Outcome	Action	Evaluation	Action Lead and Person Reporting	Where are we now in terms of progressing each action?	What evidence do we have of this progress?	Delivered across Multi-agency or Single agency
Pre-birth - Women who are vulnerable to risk are supported during pregnancy and post-natally	Promote early antenatal booking to ensure women across the SIMD quintiles can access maternity care and support as early as possible for both maternal and infant outcomes	Audit	Consultant Lead Midwife J Lambert	Above 85% as midwives are the first point of booking. Pregnant women can self-referral into services Options to access services in a variety of platforms e.g. signposting through facebook NHS internet page	Monthly data collection	Single agency Health
	Work to reduce maternal stress and resulting harm to unborn child through: <ul style="list-style-type: none"> ▪ Early intervention and targeted support for parents ▪ Working with fathers to improve secure attachment ▪ Signposting to money advice project ▪ Routine enquiry for risks of domestic abuse in pregnancy and postnatal period 	Audit	Consultant Lead Midwife J Lambert P Renfrew G Davies	<ul style="list-style-type: none"> • Fathers are involved in all parent education • Hypnobirthing is available for all pregnant women across A&B • Test of change using Hypnobirthing for antenatal anxiety in Mid Argyll • All teams routinely signposting to money advice services 	<ul style="list-style-type: none"> • Evidence of fathers attendance at Hypnobirthing and parent education classes • Fathers encourage to attend antenatal appointments collected monthly 	Single agency Health

					<ul style="list-style-type: none"> Uptake of Healthy start data available 	
	Plan to improve maternal nutrition by: <ul style="list-style-type: none"> Promotion of breast feeding Promotion of Healthy Start 	Audit	Consultant Lead Midwife J Lambert P Renfrew	Health Visitors and Midwives use 'conversation sheets' and provide breastfeeding leaflets to promote breastfeeding Healthy start is promoted by Midwives ante-natally and post-natally by Health Visitors The CAB 2017/18 project also promoted the uptake of healthy Start through Early Years Nurseries/ Pre-schools, Health Visitors and Midwives.	<ul style="list-style-type: none"> Clinical Quality Indicators monthly audit of the promotion of breastfeeding in maternity units Feedback reports to staff and identify areas for improvements Data is reported at NHS MINF meetings. UNICEF quarterly audit also feeds in to the UNICEF annual audit 	Single agency Health
Children and Young people are protected from harm at home, at school and in the community	Implement Child Protection Improvement Plan	CPC self evaluation	Child Protection Committee LS	CPC lead implementation of improvement plan self	evaluation concluded April 2018	Multi-agency
	Develop and implement Road Safety Action Plan to ensure road safety continues to improve over next 3-5 years	Audit Report	Police Scotland Graham C	The Argyll and Bute Multi Agency Road Safety group implementing a rolling action plan, currently live until 2020	Action Plan	Multi-agency
	Implement Local Fire and Rescue Plan for Argyll and Bute	Audit Report	Scottish Fire and Rescue Service S McLean	The plan has been implemented and has been live since August 2017.	The CPP and council have signed off the plan and SFRS use this to underpin our daily work within A&B	Single-agency

Young people are safe and can access appropriate accommodation on leaving care	Increased availability of specialist housing provision for young people who are looked after	Audit Report	Through care Aftercare Forum P Kyle B Moore D Whyte	After care and housing service continue to work closely together to ensure availability of appropriate accommodation for care leavers	Regular meetings with partners including housing and reporting to corporate parenting board. 100% of our young people were offered appropriate accommodation	Multi-agency
Children's plans (Child Protection and GIRFEC) are SMART and outcome focused	Embed the work of the Quality Improvement Group so all child plans make a practical difference by being specific, measurable, achievable, realistic and time-based	Audit	Quality Improvement Group P Renfrew Mark Lines LO CP	Quality Improvement Group has undertaken a number of test of change these are being evaluated	Quality Improvement Group reports – PDSA run charts	Multi-agency
	Use the improvement methodology of PDSA testing to ensure all children have a multi-agency chronology	Data	Quality Improvement Group P Renfrew Mark Lines LO CP	<ul style="list-style-type: none"> - The multi-agency chronology improvement project and PDSA tests commenced in Helensburgh - Testing is on-going to include education - An evaluation of progress is currently taking place - The project will continue with a view to scale and spread across other areas 	<ul style="list-style-type: none"> • Run charts • Questionnaire will be sent out to staff and parents to evaluate the use of the multi-agency chronology and its value in improving identifying outcomes the required for C&YP at ICPC • Verbal reports from staff are very reassuring that the process is working well. This will be 	Multi-agency

					followed up with a questionnaire.	
--	--	--	--	--	-----------------------------------	--

What we aim to improve						
Strategic Priority – Corporate Parenting						
WBIs – Achieving, Nurtured and Respected						
<ol style="list-style-type: none"> 1. Improve the educational attainment of Looked After Children (LAC) and Young people 2. Children and young people who are looked after have better long-term outcomes 3. Care leavers accommodation needs are appropriately met 4. The emotional wellbeing of Looked After Children is improved 5. LAC and care experienced children are considered for diversion from prosecution/custody 6. LAC children will have a plan for permanence in place within 6 months of admission to care 						
How we plan to do it						
Outcome	Action	Evaluation	Action Lead and Person Reporting	Where are we now in terms of progressing each action?	What evidence do we have of this progress?	Delivered across Multi-agency or Single agency
Improve the educational attainment of Looked After Children (LAC) and Young people	Support schools to raise attainment overall as measured by national examinations	Education data	Education Management Team L Connor GG	80% of LAAC leave school in 16/17 had one or more qualification at SCQF level three or better.	Education Service reports to Community Services Committee on wider LAC attainment as part of the wider authority wide attainment	Multi-agency
	Work with partners to enhance schools vocational programmes	Education data	Education Management Team M Turnbull	<ul style="list-style-type: none"> Increased the availability and number of young people on Flexible Learning Plans 	All secondary establishments have a minimum of 3 Developing Young Workforce partnership (DYW) arrangements for school	Multi-agency

				<p>incorporating placements and work experience</p> <ul style="list-style-type: none"> • Foundation Apprenticeships in Childcare • A wide range of Skills for Work courses delivered in partnership with Argyll College in 9 secondary schools across Argyll and Bute • Scottish Fire and Rescue and Youth Services Fire Skills (Fire Reach) courses run in Rothesay (2), Oban, Mull and Helensburgh(2) • Foundation Apprenticeships in Engineering being delivered with pupils from Dunoon Grammar School and Rothesay Joint Campus. A 	<p>employer collaboration in supporting knowledge and understanding of world-of-work and applicable skills.</p> <p>Argyll and Bute DYW Regional Board accessed funding to appoint DYW Development Officers who will promote DYW with industry/employers and link in with schools</p>	
--	--	--	--	---	--	--

				further two secondary schools planning to deliver in academic year 19/20.		
Children and young people who are looked after have better long-term outcomes	Deliver family interventions that work to strengthen families so that children can safely stay with them	LAAC Plans Audit	Social Work	<p>A full time Alternative to Care worker in place in the three of the four localities (the Oban is currently out to advert) working directly with families at risk of their children being required to be accommodated by the Local Authority.</p> <p>The posts are worked over 7 days to allow for workers to work in the evening and weekends when families need support and other services are not available.</p>	<p>The worker provides support in a variety of ways including problem solving, life style choices, development of life skills, promotion of self-esteem, family and other relationship challenges, drug and alcohol and offending behaviour focused work. This is available across Argyll and Bute and tailored to suit the individual young person's needs and can be delivered in a variety of settings.</p>	

	Work with education partners such as Argyll College to ensure Looked After Children have equitable advice and guidance re progression to post-school Further Education and Higher Education opportunities	Positive destinations data	Education Management Team M Turnbull	Argyll College have been asked to join the Corporate Parenting Board to ensure that our Looked After Children are given the best opportunity and support to enter further education. The Corporate Parenting Board have requested Argyll College guarantees that Looked After Young People are interviewed if they apply. Links being established with the Care Experienced Participation Groups.	Meetings with Argyll College scheduled. Education staff represented on the Champions Board Support Forum. Evidence of interviews having taken place	Multi-agency
	Increased availability and range of LAAC provision for Children and Young People within the Local Authority	LAAC Plans Audit	Corporate Parenting Board Pamela Hoey	A rolling programme of foster carer and adoptive parent preparation courses are run throughout the year. An unexpected rise in the amount of	The numbers of foster carers has reduced due to successfully matching 14 children for adoption in the last year. The family placement team have commenced a recruitment campaign	Single-agency Social-work

				<p>foster care placements required in March and April of this year has resulted in the need for the foster carer recruitment campaign.</p> <p>Plans are in place to address this and a proposal to set up an Intensive Fostering Service to enable the authority to offer foster placements for children with a high level of need to remain in Argyll and Bute.</p>	<p>throughout Argyll including banners in all the main towns encouraging people to apply to be foster carers.</p> <p>It is anticipated Argyll and Bute will have an excess of Adoptive Parents in the coming year.</p>	
Care leavers accommodation needs are appropriately met	Young people are supported to leave care with appropriate housing	Housing Data Corporate	Corporate Parenting Board Registered Social Landlords D Whyte	<p>In the last year 100% of young people leaving care where offered appropriate housing.</p> <p>All care experienced young people are given the maximum 200 housing points, recognising their vulnerability as a group, and in line with our obligation</p>	<p>The Through Care Team monthly data.</p> <p>Monthly data is recorded on the housing circumstances of the young people we support. This information is reported to housing through local and authority wide Through</p>	Single-agency Social-work

				<p>as corporate parents. The 200 points puts them to the top of the housing list.</p> <p>Homeless - in order for a young person to obtain a Scottish Short Assured Tenancy they require to make a homeless application.</p> <p>The first step of a temporary tenancy allows the housing provider to insist they engage with supports and for them to do regular property tests.</p> <p>As Through and After Care providers this has been useful in helping us provide appropriate supports during this difficult transition.</p>	Care Central forums.	
LAC and care experienced children are considered for diversion from prosecution/custody	LAC and care experienced children who are under 18 years and commit offences are considered for diversion from prosecution	Youth Justice Data	Police Scotland Youth Justice Graham Cordner Paul Kyle	There is now an agreed process and procedure with the Crown Office, Sheriffs and PFs for	Crown Office data	Single-agency Social-work

				<p>all LAAC to be considered for diversion from prosecution.</p> <p>To date this has not been required and will be utilised when the situation occurs.</p>		
<p>LAC children will have a plan for permanence in place within 6 months of admission to care</p>	<p>Permanence planning is prioritised by services working with LAC Children during the first six months after their admission to care</p>	<p>LAAC Plans Audit</p>	<p>Corporate Parenting Board Social Work Pamela Hoey</p>	<p>45% of children have a plan for permanence in place within 6 months of admission to care.</p> <p>This figures is below the 50% target, however measures are now in place through the CELCIS PACE programme to improve the timescales to secure permanence for LAAC children.</p>	<p>Permanence data reporting through corporate parenting board</p> <p>The two day work shop took place in June and the first Champions Board is arranged for 12th July 2018.</p>	<p>Single-agency Social-work</p>

What we aim to improve						
Strategic Priority – Substance Misuse						
WBIs – Safe, Healthy and Responsible						
How we plan to do it						
Outcome	Action	Evaluation	Action Lead and Person Reporting	Where are we now in terms of progressing each action?	What evidence do we have of this progress?	Delivered across Multi-agency or Single agency
Children and Young People and parents are effectively supported to make informed choices about drugs and alcohol	Deliver appropriate preventative and education programmes on alcohol and substance misuse within schools	ADP reports	Alcohol and Drugs Partnership C McNally	The ADP funds the delivery of support services for young people in all ten High Schools in Argyll & Bute. Education inputs are also delivered within some schools by external service providers to complement the schools existing drug and alcohol education programme.	Monthly reports are provided to the education department and ADP indicating the number of young people seen, the number of sessions, the reporting issue and any education workshops delivered as part of this programme.	Multi-agency
Children and Young People living with substance misusing parents are supported	Work with adult services to identify and support substance misusing families	ADP reports	Alcohol and Drugs Partnership C McNally	The ADP coordinator is now a member of both the Child Protection Committee and the Adult Protection Committee. In addition the Child and Adult Protection Leads are now members of the ADP. This partnership approach has created opportunities for service delivery partners to communicate more effectively. Links	Reporting to ADP, child protection committee and adult protection committee	Multi-agency

				between ABAT, Addaction and young person's support services exist within several areas of Argyll & Bute.		
Reduce adolescent smoking prevalence	Deliver smoking prevention programmes in schools	Audit Reports and School Improvement Plans	NHS Highland EMT L Stephenson	S3 Health Drama piloted in 2017 and included the topic of smoking; the drama was delivered to all S3 pupils in A&B (820). See separate report	Pupil evaluation revealed S3's are more informed on the services available and information around the topic.	Multi-agency
	Work with partners to reduce the incidence of young people smoking	Audit	A and B Health Improvement Team L Stephenson	<ul style="list-style-type: none"> The Smoke Free Programme was delivered to 901 P6/P7 pupils. See separate report The Health Improvement Team also support ad-hoc requests by supporting the delivery of workshops and information within education, the third sector and health colleagues. 	Teacher evaluations reveal the programme is received "highly" or "very highly" by pupils. Informs them of the impacts of smoking, history of tobacco and considers ways to address peer pressure.	Multi-agency

What we aim to improve						
Strategic Priority – Leadership and Communication						
WBIs – Respected, Responsible and Included						
1. Professionals working in children’s services understand the mechanisms and structures that allow them to influence strategic planning 2. Children and young people are able to express their views regarding the services they use 3. Children and young people are informed of how their actions have been taken forward based on their views 4. Strengthen strategic leadership and communication						
How we plan to do it						
Outcome	Action	Evaluation	Action Lead and Person Reporting	Where are we now in terms of progressing each action?	What evidence do we have of this progress?	Delivered across Multi-agency or Single agency
Professionals working in children’s services understand the mechanisms and structures that allow them to influence strategic planning	Review Strategic Children’s Service Group Structure Promote and lead on the re-establishment of effective locality based Children’s Service Groups Inform staff of revisions to Argyll and Bute’s Children Strategic Group structures	Report by executive group chair to Argyll and Bute’s Children Strategic Group	Argyll and Bute’s Children Strategic Group	Following the publication of the C&YPSP a workshop took place to re-establish the Executive groups and consider how best the data for the performance indicators could be collected in each locality. The PQA group was in turn established with the Executive Group Chairs,	As a result of these actions the partner agencies who make up Argyll and Bute’s Children Strategic Group are better informed, there is improved partnership working at a local level and clearer governance roles and responsibilities. The ability to analysis performance at locality level including the identification of gaps in service, over-provision and the provision of unnecessary services	Multi-agency

				<p>the Review Team and the Education Manager Planning and Performance to oversee the delivery of key actions and objectives set out in the CYPSP. Reports detailing these activities have been presented to Argyll and Bute's Children Strategic Group and each Executive Group has agreed their two locality priorities for 2019/20. At the meeting on the 1 June 2018 members of Argyll and Bute's Children Strategic Group undertook a mapping exercise to map the</p>	<p>is helpful when considering the model of service delivery moving forward and how these services should be funded. There are clearer links to the strategic group and the role of Argyll and Bute's Children Strategic Group within the Community Planning framework.</p>	
--	--	--	--	---	---	--

				services available for children and young people and the strategic plans which relate to them.		
Children and young people are able to express their views regarding the services they use	Develop and implement Argyll and Bute's children and young people's health and wellbeing survey	Survey Report	Argyll and Bute's Children Strategic Group	The well-being survey is planned for year 2 (2018-19). There will be two surveys, one for primary and one for secondary parents and carers. A report updating Argyll and Bute's Strategic Group on the purpose and approach for the survey was prepared for 1 June 2018 and agreed. Subject to buy in from HTs as SALSUS survey is scheduled for the same time.	Approval to begin the preparatory work for the survey, agreement as to the resource involved to support and analyse the results and agreement that ethical approval of the content of the survey will be sought in advance.	Multi-agency

<p>Children and young people are informed of how their actions have been taken forward based on their views</p>	<p>Produce children service plan summary for children and young people</p>	<p>Summary Report</p>	<p>Argyll and Bute's Children Strategic Group</p>	<p>The summary will be prepared in 2019 and will include the findings of the survey in a format and language that is accessible for children and young people.</p>	<p>Progress has not yet started on this action.</p>	<p>Multi-agency</p>
<p>Strengthen strategic leadership and communication</p>	<p>Undertake a programme of self-evaluation using nationally agreed quality indicators "<i>How well are we improving the lives of children, young people and families?</i>" to assess the effectiveness of service and strategic planning</p>	<p>Self-evaluation methodologies using nationally agreed quality indicators</p>	<p>Argyll and Bute's Children Strategic Group</p>	<p>This will tie into the work currently underway on the preparation for the forthcoming review of children's services. Self-evaluation of Children's Services Leadership was included on the agenda of Argyll and Bute's Children Strategic Group on 1 June 2018</p>	<p>Self-evaluation exercise preparation is underway and due to be submitted on 10 August 2018</p>	<p>Multi-agency</p>

	Undertake a programme of self-evaluation using nationally agreed quality indicators <i>“How well are we improving the lives of children, young people and families?”</i> to assess the effectiveness of leadership and communication in delivering services for children and young people	Self-evaluation methodologies using nationally agreed quality indicators	Argyll and Bute’s Children Strategic Group	Self-evaluation of Children’s Services Leadership was included on the agenda of Argyll and Bute’s Children Strategic Group on 1 June 2018	Self-evaluation exercise preparation is underway and due to be submitted on 10 August 2018	Multi-agency
--	---	--	--	---	--	--------------

ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****EDUCATION SERVICE****23 August 2018**

OPTIONS APPRAISAL FOR THE FUTURE OF ARDCHATTAN PRIMARY SCHOOL

1.0 EXECUTIVE SUMMARY

- 1.1 The main purpose of this report is to provide detail of the options appraisal process and the options identified for the future of Ardchattan Primary School. This information will enable committee to determine the basis under which any statutory consultation will proceed.
- 1.2 The Schools (Consultation) (Scotland) Act 2010 makes special arrangements in regard to rural schools establishment that is in effect a presumption against the closure of rural schools. There is a requirement to have special regard to the rural schools factors prior to formulating a proposal to close a rural school. In particular it is necessary to consider any reasonable alternatives before considering closure. It is also necessary to consider the impact on the wider community of a potential closure and the impact of any different travel arrangements. These factors have been considered in this options appraisal.
- 1.3 It is recommended that the Community Services Committee:
 - a) Note the options identified through the preliminary consultation process into the future of Ardchattan Primary School
 - b) Agree that Education Officers begin the formal consultation process as detailed in the Schools Consultation (Scotland) Act 2010 as amended.
 - c) Note that papers produced for the public should be readily available.

OPTIONS APPRAISAL FOR THE FUTURE OF ARDCHATTAN PRIMARY SCHOOL

2.0 INTRODUCTION

- 2.1 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. <https://www.argyll-bute.gov.uk/moderngov/documents/s87661/ARDCHATTAN%20PRIMARY%20SCHOOL.pdf>. Ardchattan Primary School has had zero pupils enrolled since elected members approved the mothballing.
- 2.2 Following the mothballing of Ardchattan Primary School, the pupils from the Ardchattan Primary School catchment area are currently attending either Lochnell or Dunbeg Primary Schools. Lochnell is 8.3 miles from Ardchattan, Dunbeg is 10.3 miles from Ardchattan Primary School. (AA Route Planner)
- 2.3 The Schools (Consultation) (Scotland) Act 2010 makes special arrangements in regard to rural schools establishment that is in effect a presumption against the closure of rural schools. There is a requirement to have special regard to the rural schools factors prior to formulating a proposal to close a rural school. In particular it is necessary to consider any reasonable alternatives before considering closure. It is also necessary to consider the impact on the wider community of a potential closure and the impact of any different travel arrangements. These factors have been considered in this options appraisal.
- 2.4 On 14th December 2017, Community Services Committee agreed that the Education Service would undertake the required preliminary consultation for Ardchattan Primary school. Community Services Committee received a report on 15th March 2018 presenting and outlining details of the consultation <https://www.argyll-bute.gov.uk/moderngov/documents/s124759/Pre%20Consultation%20for%20Ardchattan%20Ashfield%20Primary%20Schools.pdf>
- 2.5 To meet the preliminary requirements the Education Service has, following consultation with the local community, prepared the options appraisal which includes 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
- Conclusion

2.6 A preliminary consultation event was held in Ardchattan Primary on 28th March 2018 to seek the views of the community on the future of Ardchattan Primary School. This event was well attended.

3.0 RECOMMENDATIONS

It is recommended that the Community Services Committee

- a) Note the options identified through the preliminary consultation process into the future of Ardchattan Primary School.
- b) Agree that Education Offices begin the formal consultation process as detailed in the Schools Consultation (Scotland) Act 2010 as amended.
- c) Note that papers produced for the public should be readily available.

4.0 CONTEXT - EDUCATION IN ARGYLL AND BUTE

- 4.1 Argyll and Bute is geographically the second largest authority in Scotland. Education is delivered in a range of settings including schools, partnerships and youth services. The size of schools varies significantly across the authority with primary school rolls ranging from less than 10 pupils to around 400, and secondary school rolls ranging from less than 30 to over 1300. There are 22 primary schools with a roll of under 20 pupils. The needs of most pupils, even those with significant and complex needs, are met within mainstream classes or in learning centers situated within mainstream schools. A very small, and reducing, number of children and young people are educated in day and residential schools out with Argyll and Bute.
- 4.2 Argyll and Bute is an area of outstanding natural beauty sitting within an ancient landscape with a strong cultural identity. Today, the culture of Argyll and Bute is reflected in its traditional industries of fishing, farming and crofting, sports such as shinty and in its world class musicians and artists as well as its modern commercial industries such as wind turbine production and fish farming.
- 4.3 The Argyll and Bute Corporate Plan identifies Argyll and Bute as an area of Scotland with outstanding places, people and potential for a prosperous future for everyone. Our Council along with our Community Planning Partners, is committed to ensuring that Argyll and Bute's Economic Success is built on a Growing Population.

4.4 This strategic approach embraces the vision for our area, our communities and our people as outlined in the Corporate Plan. Our key service priorities support the delivery of our commitments in the plans, helping to focus on local outcomes that will achieve meaningful improvements for the area, our local communities and our citizens.

4.5 Within the Corporate Plan, the agreed priorities include “*the education we provide meets the needs of all our young people and their families*”. This priority is underpinned and strengthened by Our Children, Their Future, Education Vision and Strategy. The priority actions within the strategy are to

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

4.5 Councils, as an Education Authority, have a statutory duty in terms of the Education (Scotland) Act 1980 to make adequate and efficient provision of school education across their entire area for the current school population and future pattern of demand. Councils also have a statutory responsibility in terms of the Local Government in Scotland Act 2003 to achieve best value. The Community Services Asset Management Plan provides a review of the property assets used to deliver Education services and the plan for capital investment. This reflects the local implementation of Building Better Schools: Investing in Scotland’s Future, the national school estate strategy developed by the Scottish Government in conjunction with local authorities. The aspirations, guiding principles and objectives contained within Building Better Schools are reflected throughout Education Services Asset Management Plan for schools and public buildings, both in the management of the existing assets and in the design and construction of new developments.

4.6 In addition, the Community Empowerment Act (Scotland) Act 2015 sets out a new right for community organisations to request the transfer of local assets into local community ownership/management. Public bodies including councils must consider such requests and respond within a reasonable timescale to them.

5.0 LOCAL AREA AND COMMUNITY

5.1 The Ardchattan Primary School Setting

Ardchattan Primary School was built in 1886 and is an attractive building of local granite in an exceptionally scenic setting. The school is co-educational and non-denominational and has a catchment area extending along the northern shore of Loch Etive including the village of Bonawe. The schools has

two classrooms, an art area and general purpose room as well as an office, a separate canteen building and a large playground.

Appendix 1 – Ardchattan Floor Plan.

- 5.2 The Scottish Government's Rural School List 2016 classifies Ardchattan Primary School as 'very remote rural'. This is defined an area with a population of less than 3,000 people, and with a drive time of over 60 minutes to a settlement of 10,000 or more. Ardchattan Primary is one of a group of over 20 primaries associated with Oban High School.
- 5.3 The school has been very active within the community. It has been a focus for social and educational events. The pupils invited the community in to events on many occasions every year. Whilst being mothballed the school continues to be used for Community Council Meetings, Friends of Ardchattan School Meetings and occasional other events. There is no other available community space or hall in the area.
- 5.4 Ardchattan is a scenically beautiful area, north of Oban bordering Loch Etive. This area includes Glen Ure, Glen Creran, Barcaldine, Benderloch, Connel, Bonawe and Glen Etive. Its name derives from the 6th-century Irish monk Saint Cathan, combined with the Gaelic element *ard-*, or "heights". Ardchattan Priory, founded as a Valliscaulian priory around the year 1230, is an historic attraction within the parish. The priory's ruins and surrounding gardens are open to the public. In the early 1900's there were about a thousand people living in Bonawe/ Ardchattan. The hub of this community was the Bonawe Quarry which still operates today.
- 5.5 Ardchattan Primary School is 8.3 miles from Lochnell Primary School. The area is sparsely populated with houses along the lochside, farms and the community of Bonawe. The school is situated on the side of a single track road that leads from North Connel to Ardchattan, there is then a further 0.8 of a mile of road leading to Bonawe Quarry where the road ends.
- 5.6 Argyll and Bute has an average population density of just 0.13 persons per hectare. This coupled with the changing demographic profile of the area presents one of our greatest challenges. The table below refers directly to the Ardchattan area showing the changing population from census 2001 to census 2011.

Table 1: Population information

Ardchattan Area Census Ref : 60QD000575			
2001		2011	
Total Resident Population	140	Total Resident Population	136
% under 16	25.71	% under 16	15.4
% 16 – 64 (pensionable age)	55.71	% 16 – 64 (pensionable age)	66.2
% pensionable age and over	18.57	% pensionable age and over	16.8

It is recognised that the census area and the catchment area of Ardchattan School differ slightly.

- 5.7 The current Local Development Plan (LDP) was adopted in March 2015. A new Local Development Plan (LDP2), which will set out planning and development proposals for the next 10 years from 2020 and a vision for 20 years, is currently being prepared. The Argyll and Bute Local Development Plan provides the local planning framework for the Council area, excluding the Loch Lomond and Trossachs National Park area. The Plan is divided into the written statement and proposals maps. The written statement provides the general policy context against which planning applications for new development proposals should be assessed. This is supported by the proposals maps which show the range of development opportunities and constraints within the area, for example:
- the key development areas i.e. the allocations for housing, industry and business, community facilities and infrastructure;
 - the potential areas for future development (Potential Development Areas);
 - areas requiring actions such as environmental improvement or regeneration (Areas for Action);
 - and environmental designations such as national Scenic Areas, Sites of Specific Scientific Interest (SSSIs), Special Protection Areas and Local Nature Conservation Sites.
- 5.8 Appendix 2 shows the LDP for Bonawe. Within the Ardchattan/ Bonawe LDP there is a designated area suitable for quarrying development whilst there is no area designated specifically for housing development. Within the Lochnell area there are 2 designated areas for housing. Appendix 3 shows the LDP for Lochnell. Appendix 4 provides the key for LDPs.
- 5.9 Pupil projections, and data for 2017 - 2018 are based on data from the 2017 pupil census, a return prepared annually for the Scottish Government. Past pupil numbers are historic data from past pupil censuses. Pupil projections for future P1 intakes are from NHS data taken from children registered with GP practices in the area. This data is anonymised. Table 2 shows the historic and current and pupil numbers for both Ardchattan and Lochnell primaries from August 2005-June 2014. It also highlights the current pupil numbers for Lochnell Primary from August 2014-June 2018.

Table 2	Ardchattan PS	Lochnell PS
	Roll	Roll
Capacity	57	148
2005-06	13	79
2006-07	10	80
2007-08	12	92
2008-09	10	92
2009-2010	9	87

2010-2011	5	92
2011-2012	3	96
2012-2013	3	101
2013-2014	4	112
2014-2015	0	109
2015-2016	0	114
2016-2017	0	124
2017-2018	0	130

Table 3 shows projected roles for Lochnell Primary School and approximate numbers of pupils in the Archattan Primary School catchment area according to figures held by Argyll and Bute.

Table 3	Ardchattan PS	Lochnell PS
	Roll	Roll
Capacity	57	154
2018 -2019	7	127
2019- 2020	6	128
2020 -2021	5	116*
2021 -2022	6	107*

* A prediction based on information available May 2018.

- 5.10 As a small settlement Bonawe is not identified for strategic growth in the Argyll and Bute Local Development Plan (2015). There are no 'housing allocations' or 'potential development areas' identified in the plan in connection with this settlement, so any development opportunities would be confined to 'windfall' sites within the settlement boundary identified in the plan, and this does not appear to afford many, if any, credible opportunities for new residential development of any significant scale. There has been one planning permissions granted for the erection of four new dwellings within the settlement during the last three years (not currently built), which is indicative of the general lack of any significant growth potential. There may be some isolated opportunities for dwellings in the countryside within reasonable travelling distance of the school site, but to satisfy settlement strategy policy these would need to be on appropriate sites within defined 'rural opportunity areas'. These are very limited in both distribution and extent and would not be likely to afford many credible opportunities within the wider area.
- 5.11 The 'Key Rural Settlement' of Benderloch, where Lochnell Primary School is situated, has a moderate potential for growth with the Council's adopted settlement planning strategy allowing for 'medium scale' development (between 6 and 30 dwelling units) on appropriate sites within the defined settlement boundary. In addition, the settlement of Benderloch currently has two 'Housing Allocations' within its boundaries with an expectation that these could be developed with a combined total of 61 dwellings. There is a further

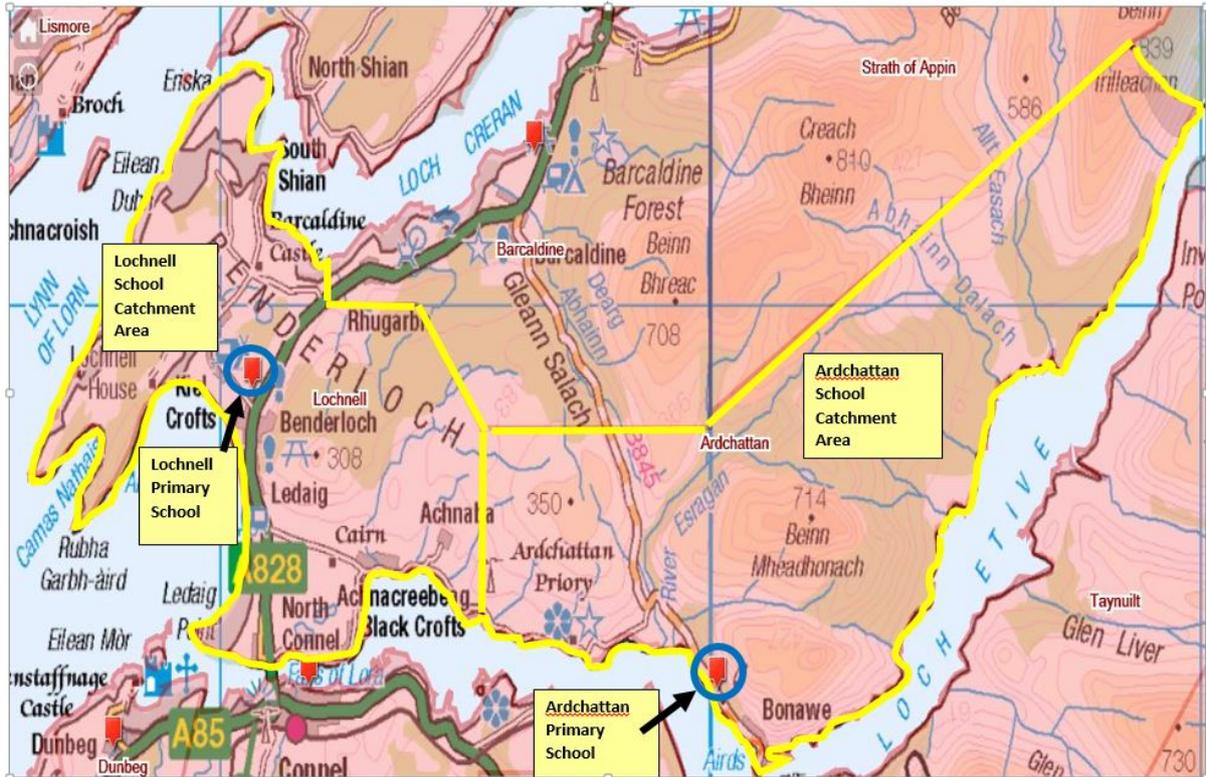
'Potential Development Area' identified within the settlement boundary which affords the potential for further residential development of the site to a medium to high density. Benderloch is a relatively large settlement consisting of two discrete built-up areas, both of which have the potential to accommodate further 'windfall' development on appropriate sites.

In addition, the catchment area for Lochnell Primary School also incorporates the settlement of North Connel. North Connel is another relatively large settlement which includes a further two Housing Allocations for a combined total of 38 dwelling units and two additional Potential Development Areas for residential development (at low density).

- 5.12 Following the mothballing of Ardchattan Primary School children attend either Lochnell Primary School or Dunbeg Primary School. Lochnell Primary School is a nondenominational and co-educational school situated in the village of Benderloch on the main Oban – Fort William road. The building is single storey and was opened in 1992. The teaching bays in the original building are semi open plan. The entire building is well maintained and along with the surrounding scenery provides attractive accommodation for the primary school. Appendix 5: Lochnell Floor Plan.

The outdoor area provides many opportunities for learning. A joint school and community project was completed to provide and maintain the all- weather pitch adjacent to the school. There is a hard play area complemented by grass play areas. The school has safe and easy access both the beach and Beinn Lora. There are willow dens to play in and access to the nearby cycle track.

- 5.13 The building has facilities for pupils, visitors and special access needs. The Scottish Government's Rural School List 2016 classifies Lochnell Primary School as 'very remote rural'. Oban High School is the associated Secondary School for Ardchattan, Lochnell and over 20 other Primary Schools. The Map below shows the adjoining catchment areas of Ardchattan and Lochnell Primary Schools Catchment Areas.



6. COMMUNITY ENGAGEMENT

6.1 A meeting was held in Ardchattan Primary School, on Wednesday 28th March 2018, 2-7pm. This was to seek the views of the community on the future of Ardchattan School. This meeting was attended by 15 People. There was also a meeting in Oban High School, Dunbeg Primary School and Lochnell Primary Schools to gather opinions from the young people from within the catchment area for Ardchattan School. Seven primary age children attended and five secondary aged young people attended.

6.2 Attendees at the sessions were given an overview of the information that the council would be using in this options appraisal, this included pupil projections, financial information, development information and local services and facilities.

The questions were as follows:

- Over the last three years, what has been the effect of mothballing Ardchattan School on you, your family and community?
- In your view what are the pros/ cons of the following options:
 - Continue with mothballing
 - Re- open the school
 - Close the school
 - Re-open the school but widen the catchment

- Other points of information that should be considered in the options appraisal
- Attendees also noted questions regarding the future of the school.

6.3 The feedback is referred to and stated in relation to the individual outcomes.

6.4 There was a range of viewpoints on the future of Ardchattan School: The mothballing has had a negative social impact on various examples of village community life, including:

- *Community events have stopped as in the past they were led by the school.*
- *Children have become disconnected from each other and the community - they travel to different schools via different transport arrangements and they don't know each other.*

The Community is disappointed that buildings have been neglected:

- *The school house has been abandoned and is now decaying rapidly. The school building has been neglected, there is significant water ingress, the kitchen has been removed and general disrepair is apparent.*

Parents stated:

- *Pupils are now well settled in other schools – they would not move their children back to Ardchattan.*

The young people stated

- *Community events stopped.*
- *Make the building a community shop, café, museum*
- *Reopening is not an option because there are not enough pupils to make it viable*
- *Moving the catchment area is not a viable option because people travel out of the Bonawe area towards Oban / Benderloch to go to work – not many travel the other way.*
- *In a very small school you have arguments and fall out then have to fall in again – so that was OK.*
- *If the school reopened we could walk to school.*
- *A family decision was made to attend another school due to friendships made at Nursery.*

General Comments

- *It was acknowledged by several attendees that the pupil numbers were low and this made a school unsustainable*
- *Some pupils are travelling out of the Ardchattan Catchment Area with their families to a school nearer employment that is more convenient for them as a family.*
- *The community stressed that the school buildings should be looked after as the only public space asset in the Bonawe area. The school has beautiful grounds and is a rich habitat for wildlife.*
- *Ardchattan/ Bonawe community are actively pursuing options for use of the building as a community hub.*

7.0 OPTIONS FOR CONSIDERATION

7.1 The options considered were

- a) Re open Ardchattan School with the existing catchment area.
- b) Continue the mothballing of the school with pupils travelling to Lochnell Primary School.
- c) Re-open Ardchattan School and realign the catchment area.
- d) Close Ardchattan School and realign the catchment area of Lochnell Primary School to include Ardchattan catchment area.
- e) Community Option: The school is re-opened and designated as a resource centre for children with additional support needs

7.2 Option A: Re-open Ardchattan Primary School with its existing catchment area

Community Feedback

The majority of people who attended the consultation were not in favour of reopening Ardchattan Primary School as a school.

'Pupils are now well settled in other schools – they would not move back or away from their friends'

'Lochnell is super school the children are happy where they are.'

'Without a nursery/ preschool – the school will never pick up again'.

'The pupil numbers were low and this made a school unsustainable'.

There was one family who expressed a preference to reopen:

'Reopen the school as a specialist resourced school or a centre for additional support needs including a sensory room.'

7.3 Pupil Numbers - If the school were to reopen in August 2019, the maximum pupil numbers from the catchment would be six. Pupils currently within the catchment area attend Lochnell, Dunbeg and Strath of Appin (Gaelic Medium Education) Primary Schools. It has been stated by several families that their children would not return to attend Ardchattan Primary School if it were to reopen. In addition pupil numbers over the next four years are not predicted to rise significantly.

7.4 Travel Arrangements - The travel distance from Ardchattan Primary to Lochnell Primary is 8.3 miles via the B845, or 10.2 miles via the A828. Travel time is approximately twenty minutes. The travel arrangements have been in place for almost four years. Travel was an accepted aspect of living in the Bonawe community.

7.5 Community Impact - *'The community events have stopped as in the past they were led by the school.'*

'There was involvement regularly from older members of the community – they now miss the social interaction for example Burns Nights – concerts etc. This lack of interaction has a detrimental effect on the wellbeing of the

community in terms of isolation and loneliness.'

Ardchattan School has been used by the community for several community events, These include Community Council Meetings, Friends of Ardchattan School Meetings, and recently A Defibrillator Awareness evening, This was attended by more than twenty people – most of whom came on foot highlighting the central situation of the school within the community. Almost all who attended indicated the need for the school to become a facility for the community to use.

7.6 Option A in summary

Pupil numbers for the school if it reopened would be six, as of the September 2017 census. Several families have indicated they would not move their children back to Ardchattan Primary if it were an option.

The travel arrangements have been in place for nearly four years.

The travel distance from Ardchattan Primary to Lochnell Primary is 8.3 miles via the B845, or 10.2 miles via the A828. Travel time is approximately twenty minutes. Adverse weather can be a factor, however this is the same for other local schools and areas.

Based on all the above, the community are keen to find a meaningful and purposeful community use for the school that will also safe guard community use of the play area and pitch, this does not include reopening Ardchattan as a school.

7.7 Option B: Continued Mothballing of Ardchattan Primary School with the pupils zoned to Lochnell Primary School

The school has been mothballed for nearly 4 years. The Statutory Guidance for the Schools (Consultation) (Scotland) Act 2010, in relation to mothballing, states “the maximum length of its duration is likely to depend on the location of the school and the desirability of maintaining capacity to re-open a school there, but it is unlikely that it should exceed 3 years in areas that are not very remote.”

7.8 Pupil numbers are not projected to increase over the next 4 years, as per para 8.3 above. The 2018/19 projected annual running cost for electricity, heating oil, ground maintenance and such like is £1,964. This does not include building maintenance and repair costs. There was a significant view at the community meetings that mothballing the school over a long period was wasteful due to deterioration of the property.

'The school house has been abandoned and is now decaying rapidly.'

'The school building has been neglected, there is significant water ingress, the kitchen has been removed and general disrepair is apparent.'

'This is an asset – the authority needs to consider if we close the school what the council will do to support the community.'

There are many ideas for the future of the building being taken forward by Friends of Ardchattan School.

7.9 Option B in summary

The school has been mothballed for four years, it is acknowledged that this is longer than the Statutory Guidance timescale of three years. Pupil numbers are not predicted to rise in terms of pre-school children living within the catchment area.

There was a significant view at the community meetings that mothballing the school over a long period was wasteful due to deterioration of the property. The community, based on views collected and submitted, view the buildings and grounds as an opportunity for a community facility. There were multiple suggestions for usage of the buildings. On the basis that pupil numbers will not increase, mothballing is not a good use of resources, and that the buildings and grounds could be developed to benefit the community, continued mothballing is not viewed as a reasonable option.

7.10 Option C - Re-open Ardchattan Primary School and realign the catchment area of Lochnell School.

The catchment area for Ardchattan School is very rural and sparsely populated. Ardchattan School is 0.8 mile from Bonawe Quarry. The road then becomes a landrover track and continues up Loch Etive – no children/ families live there with the housing being mainly deer stalker bothies or holiday cottages. The track terminates several miles past Cadderlie.

‘Moving the catchment area is not a viable option because people travel out of the Bonawe area towards Oban / Benderloch to go to work – very few people travel the other way.’

‘I believe the catchment area for this school and physical location restrict reopening options for this school.’

‘Pupils are now well settled in other schools – they would not move back or away from their friends’

7.12 Lochnell Primary School

As part of the forthcoming consultation there will be discussions with the parent body of Lochnell School regarding the future of Ardchattan School. There was no representation from the Lochnell Parent Council at the Options Appraisal Meeting. It was felt by attendees at the options appraisal meeting that moving the catchment area was not an option due to the remote nature of the location, the road and accepted direction of travel.

7.13 Option C in summary - Due to the geographic location of this remote rural primary school it is unlikely that the catchment area could be made more sustainable. This is because most pupils in the neighbouring catchment area travel in the direction of Benderloch or Oban that is towards the larger centres of population, and not towards Bonawe. This is therefore not a reasonable option.

7.14 Option D - Close Ardchattan Primary School and zone pupils to Lochnell Primary School and realign the catchment area

Table 4: Schools Occupancy

<i>Lochnell</i>	<i>2018/2019</i>	<i>2019/20</i>
-----------------	------------------	----------------

<i>Primary</i>		
<i>Approved Capacity</i>	154	154
<i>Lochnell Projected Roll</i>	127	128
<i>Ardchattan Projected Roll</i>	6 (4 already attending Lochnell)	5
<i>Total Roll Projection</i>	129	128
<i>Lochnell Occupancy</i>	83.7%	83%

Pupils from Ardchattan Primary currently attend Dunbeg Primary School, Lochnell Primary School and the Gaelic Medium Department in Strath of Appin Primary School. The current occupancy rate for Lochnell School including six pupils from Ardchattan catchment area is 83.7%. The travel distance from school to school is 8.3 miles.

- 7.15 Comments in relationship to the mothballing regarding Lochnell School were very positive.
'Pupils are now well settled in other schools – they would not move their children back to Ardchattan.'
'Lochnell is super school the children are happy where they are.'
 One comment observed the interactions of the children in the village as children have opted to attend different schools.
'Children have become disconnected from each other and the community - they travel to different schools via different transport arrangements and they don't know each other.'
- 7.16 The community overwhelmingly supported closure of the school then the building and adjoining grounds being retained for community use as there is not a hall or other community building in Ardchattan/ Bonawe. All people who attended the consultation strongly stated the school should be retained for community use and not allowed to fall in to further disrepair.
'The school buildings should be looked after as the only public space asset in the Bonawe area. The school has beautiful grounds and is a rich habitat for wildlife.'
 Ardchattan/ Bonawe community Friends of Ardchattan School are actively pursuing options for use of the building as a community hub.
- 7.17 Option D in summary - Lochnell School currently accommodates pupils from Ardchattan School and pupil numbers are not projected to increase significantly. Lochnell Primary has capacity to continue to accommodate the

projected pupil numbers. This option is considered to be reasonable and further detail is provided in relation to educational benefits, travel, environmental impact, community impact and financial impact in section 10below.

7.18 Additional suggestion – Community Option - The school is re-opened and designated as a resource center for children with additional support needs. A detailed submission was offered suggesting that Ardchattan School, in a beautiful rural setting, with many special facilities, is ideally placed to be developed in to a resource center. The center could provide a variety of placements and support packages for children from the surrounding area. Modification of the school would include a sensory room and therapy rooms being created.

7.19 The school has good outdoor facilities including a poly tunnel, climbing area, football pitch, tennis court, pond and extensive garden area with access to the hill woodland and path. Wildlife is abundant and this should be considered when making a decision about the future of the school. *‘Through spending time at Ardchattan Primary School we have realised how special the area is. It is rich in wildlife, peaceful and a pleasant place to do activities.’ ‘In our rural area and restricted house and garden, there are limited opportunities for sports and leisure locally.’ Ardchattan is a place where a child can cope. Staying in is detrimental to the health of children and their carers.*

7.20 In summary - As it is considered best practice that the needs of most of our young people are met within the mainstream context, either in class or in a learning centre, this is not considered a reasonable option.

7.21 The outcome of the options appraisal is summarised below:

Option	Option Description	Outcome
A	Re-open Ardchattan Primary School with the existing catchment area	Not a reasonable option.
B	Continued Mothballing of Ardchattan Primary School with the pupils zoned to Lochnell Primary School	Not a reasonable option.
C	Re-open Ardchattan Primary School and realign the catchment area of Lochnell School.	Not a reasonable option
D	Close Ardchattan Primary School and zone pupils to Lochnell Primary School and realign the catchment area	A reasonable option with strong representation that the school becomes a facility the community can develop.
Community suggestion	The school is re-opened and designated as a resource centre for children with additional support needs.	Not a reasonable option

The outcome of the option appraisal recommends Option D (Close Ardchattan Primary School and zone pupils to Lochnell Primary School and realign the

catchment area) as the only reasonable option.

8.0 EDUCATIONAL BENEFIT STATEMENTS

- 8.1 This statement focusses on Lochnell Primary School, which is the school the majority of the Ardchattan Pupils have been attending since August 2014.
- 8.2 **Learning and Teaching**
The curriculum includes a broad range of experiences which are planned for children and young people through their education, to help every child and young person to develop knowledge, skills and attributes for success in learning, life and work.
- 8.3 In Lochnell Primary School, children are encouraged to be eager and active participants who are engaged, resilient and highly motivated during their learning. Children know that their views are sought, valued and acted upon. The learning environment encourages high level of achievement, providing a wide range of opportunities for children to achieve their full potential within the four contexts of learning.
- 8.4 In Lochnell Primary School children are taught in classes composed of children from more than one year group. Children benefit from being part of a social context in which they can build relationships with different groups and individuals, develop social skills, meet challenges and exercise responsibilities as members of a social group. They are able to interact and socialise with groups of children of their own gender, take part in team activities and move with their peers to secondary school.
- 8.5 There is a continual challenge for all schools to deliver a school improvement agenda and deliver effectively the principles and outcomes of curriculum for excellence. The National Improvement Framework priorities include raising attainment for all, and closing the gap between the most and least disadvantaged children.
- 8.6 The principles of Curriculum for Excellence recognise the professionalism of teachers and the importance of this in exercising the freedom and responsibility associated with broader guidance. This means that schools are able to design their curriculum to meet the specific needs of their children and community. At Lochnell Primary School, staff are challenged and supported through a range of continuous professional development and review opportunities gained by working and learning with a range of colleagues. Lochnell Primary School is part of the Oban, Lorn and the Isles Cluster, and a smaller local cluster which means that staff can be supported together, moderation and tracking of pupil progress is enabled and staff work across stage appropriate groups.
- 8.7 Lochnell Primary School encourages nurturing and positivity through a successful Buddy System. Children from different stages work and learn together. This vertical support is particularly evident on Sports Day and in the

dining room when groups of children are together in a social context.

- 8.8 It is important to note that both Lochnell and Ardchattan are remote rural schools each set within a very remote rural area (Scottish Government classification). Children are benefitting from the broader environment, as stated above, whilst not moving their learning to a school that is completely different to their home environment.
- 8.9 The co-location of the nursery and the primary classes at Lochnell enhances the transition process for the children moving from Nursery in to Primary one, through joint educational processes and liaison between the two settings.
- 8.10 Outcomes
Through the GIRFEC practice mode, meeting the needs of every child continues to be a priority and teachers carefully plan and assess to ensure each child has the opportunity to reach their potential. Careful tracking and monitoring procedures are in place to evidence pupil progress. This includes professional dialogue with teachers, learning discussions with children, classroom observations, assessment and looking at pupil work. Planning for Progress meetings are being further strengthened. These discussions between home and school improve parental engagement whilst focusing on next steps for learning. Where appropriate, intervention is put in place, while working effectively with other agencies and parents to ensure the needs of each child are met.
- 8.11 In the primary classes, standards of attainment have been maintained over the last three years. Most children are achieving national expectations in reading, writing, listening, talking and numeracy. Lochnell continues to develop within the PATHS program supporting positive behaviours and relationship within the school. A larger staff, parent body and partner group by nature increases the breadth of talent and interest that may be available to share within a school setting. This applies both in terms of the wider curriculum and within aspects of the curriculum that may be enhanced by staff individual expertise eg PE, language, science, expressive arts teaching.
- 8.12 Experiences – Broadening the range of Opportunities
Children are offered a range of active, planned experiences which help them develop the knowledge and understanding, skills, capabilities and attributes which they need for their mental, emotional, social and physical wellbeing both now and in the future.
- 8.13 Environment for Learning
Lochnell Primary School is a suitably-equipped and well supported school, situated in the village of Benderloch. The entire building is well maintained and along with the surrounding scenery provides attractive accommodation for the primary school. The school has an all- weather pitch adjacent to the school. The pitch is used very well by the school every day. The building has facilities for pupils and visitors with special access needs.

8.14 Rural Factors – Impact on Travel Arrangements

The travel distance from Ardchattan Primary to Lochnell Primary is 8.3 miles via the B845, or 10.2 miles via the A828. Travel time is approximately twenty minutes. The travel arrangements have been in place for almost four years. Travel was an accepted aspect of living in the Bonawe community.

8.15 Rural Factors – Community Impact

Almost all those who attended the pre consultation meeting expressed a real negative effect on the community after the moth-balling of Ardchattan School. The community revolved around events hosted or organised by the school. The lack of these events is perceived as a real loss. Since the moth-balling Ardchattan School has been used by the community for several community events. These include a variety of community activities, including a Friends of Ardchattan School Group. Most attendees come on foot highlighting the central situation of the school within the community. The community are very clear they would like the buildings and grounds to develop in to a community asset for the village.

9.0 FINANCIAL IMPACT

9.1 The financial savings generated from mothballing would predominately be made through staffing costs. Details of estimated budget for a comparative school to Ardchattan can be found in Appendix 6. These financial savings support the delivery of services across the whole of Argyll and Bute. The estimated annual running costs of the mothballed buildings are £1,964.

9.2 The cost of transport to Dunbeg and Ardchattan Schools is £44,187

9.3 The approximate cost to bring the property in to an acceptable condition for reopening is £165,000, this is for fabric, mechanical and electrical works. This includes a cost of £10,000 to bring the water supply to standard. In addition to the above costs professional fees incurred would be approximately £25,000. Please see Appendix: 7 for financial detail.

10.0 ENVIRONMENTAL IMPACT

10.1 Currently four pupils travel to Dunbeg Primary School and six pupils travel to Lochnell Primary School from the Ardchattan Primary School Catchment area, for which there is an environmental impact. However this will have been offset by the requirement to run Ardchattan Primary School as a moth-balled rather than fully operational building.

11.0 CONCLUSION

11.1 Five options have been reviewed in considering the future of Ardchattan Primary School. Information was collated on pupil numbers, housebuilding, finances, the school, travel arrangements, environmental impact and the local area and community informed the options.

11.2 Members are asked to approve the start of the formal consultation which should now take place to consider each option that is thought reasonable as there are a number of differing views within the community.

12.0 IMPLICATIONS

- | | | |
|------|------------------|---|
| 12.1 | Policy | Consultation will be in line with existing consultation policy and statutory requirements. |
| 12.2 | Financial | There will be resource implications with officers time spent on preparing the reports and consultation documents and events. |
| 12.3 | Legal | Adherence with the Schools Consultation (Scotland) Act 2010 as amended. |
| 12.4 | HR | None at this time. |
| 12.5 | Equalities | Will continue to be considered as part of the consultation process and options appraisal preparation. An Equalities Impact Assessment will be prepared. |
| 12.6 | Risk | There could be reputational risk to the council in consulting on the closure of rural schools. |
| 12.7 | Customer Service | Information for all stakeholders will continue to be provided as part of the wider consultation process. |

- Appendix 1: Ardchattan School Floor Plan**
- 2: Bonawe Local Development Plan**
- 3: Lochnell Local Development Plan**
- 4: Local Development Plan Key**
- 5: Lochnell School Floorplan**
- 6: Financial detail**

Douglas Hendry

Executive Director of Customer Services
23 August 2018

Cllr Yvonne McNeilly
Policy Lead for Education and Lifelong Learning

For further information contact:
Anne Paterson

Head of Education
Tel: 01546 604443
Email: anne.paterson@argyll-bute.gov.uk

Kathryn Wilkie
Education Officer
Tel: 01631 569171
Email: Kathryn.Wilkie@argyll-bute.gov.uk

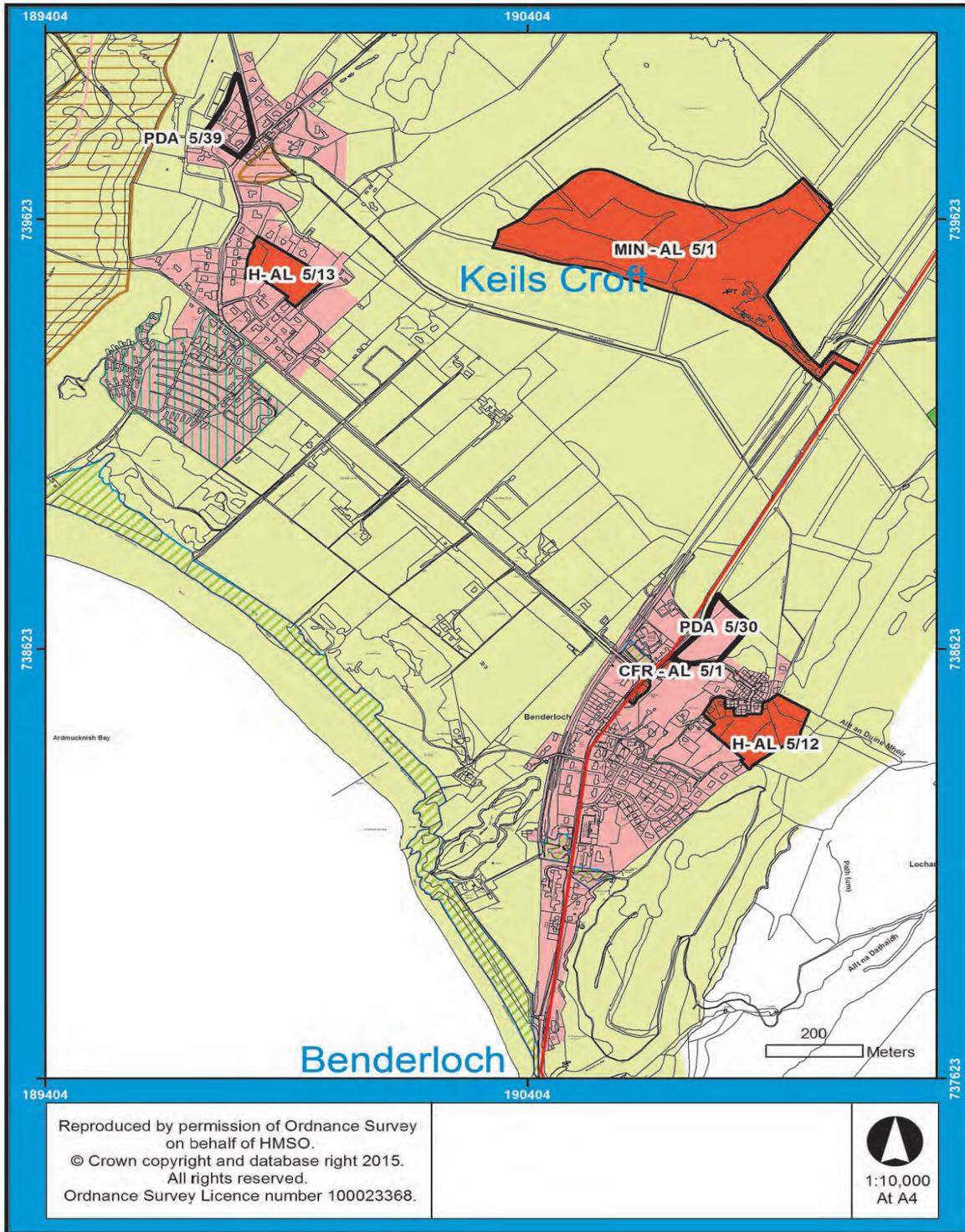


Ardchattan School 1932

This page is intentionally left blank

Appendix 2

Local Development Plan Map 159 Benderloch

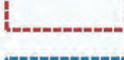


Reproduced by permission of Ordnance Survey
on behalf of HMSO.
© Crown copyright and database right 2015.
All rights reserved.
Ordnance Survey Licence number 100023368.


1:10,000
At A4

This page is intentionally left blank

Local Development Plan Key

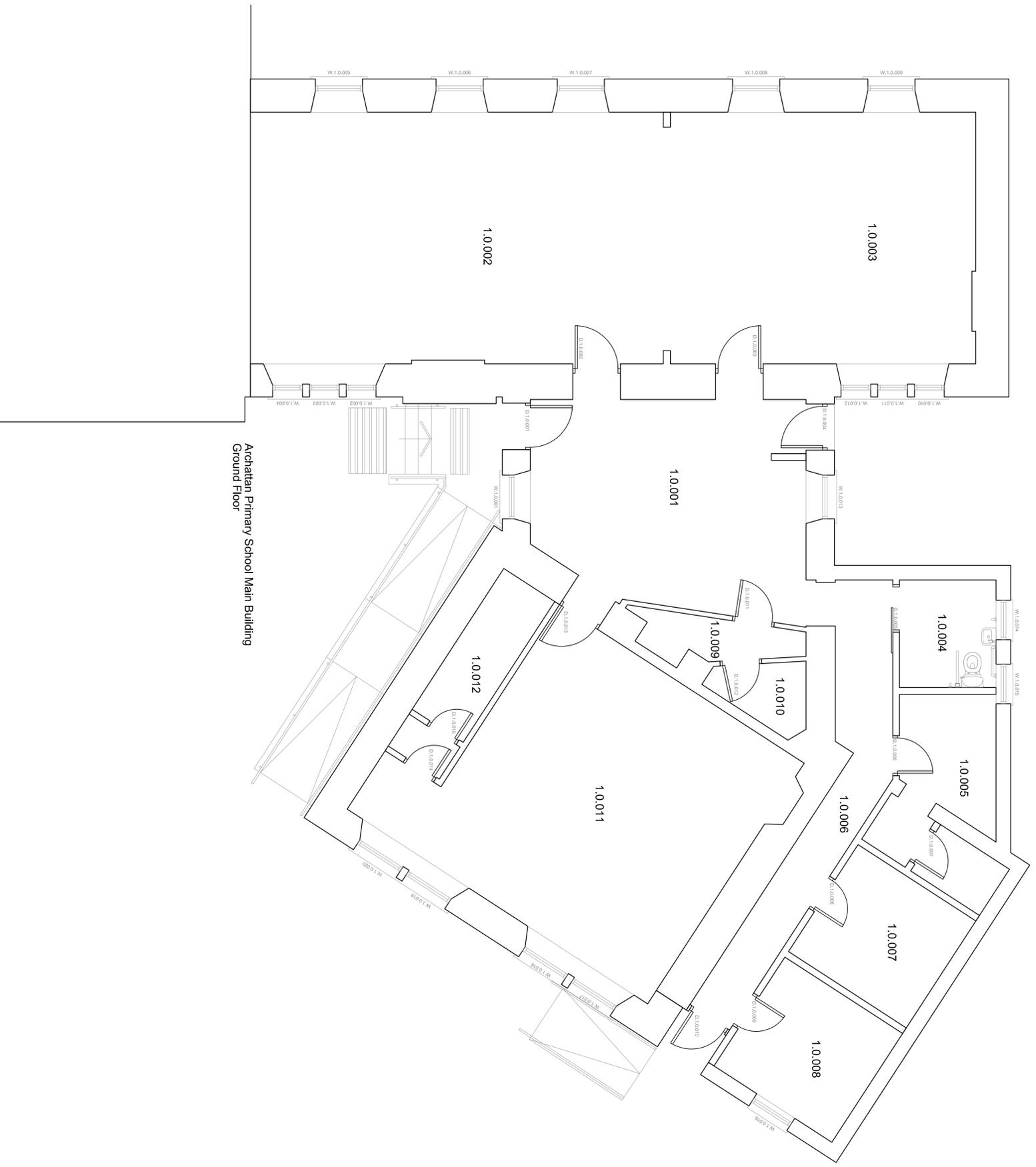
	Settlement Zone		Waste Management Site		Marine Consultation Area
	Greenbelt		Open Space Protection Area		Main Road
	Rural Opportunity Area		Open Space Protection Area (Part)		National Park/Other Council Area
	Countryside Zone		Wild Land		
	Very Sensitive Countryside		Ramsar		
	Strategic Masterplan Area		Special Area of Conservation		
	Allocation		Special Protection Area		
	Potential Development Area		SSSI		
	Main Town Centre		National Nature Reserve		
	Edge of Town Centre		Local Nature Reserve		
	Core Shopping Area		Local Nature Conservation Site		
	Strategic Industrial & Business Location		National Scenic Area		
	Edge of Town Centre & Bus. & Ind. Area Overlap		Garden & Designed Landscape		
	Established Business & Industry Area		Area of Panoramic Quality		
	Area for Action		Conservation Area		
	Development Road Action Area		Special Built Environment Area (SBEA)		
	Transport Management Area		Valued Tourist Areas Vulnerable to Change of Use		

This page is intentionally left blank

Notes
 Contractor to check all dimensions on site.
 Do not scale from drawing.
 Report any discrepancies and omissions to Customer Services, Argyll and Bute Council without delay and before proceeding with any affected works.
 All Building work is to comply with current Technical Standards and all other relevant statutory regulations.
 This Drawing is Copyright ©

DESIGN
 Unless stated otherwise, the designs shown are subject to detailed survey, investigations, and legal definition, the CDM Regulations, and the comments and / or approval of the various relevant local Authority Officers, Statutory Undertakers, Fire Officers, Engineers and the like. They are copyright, project specific and confidential and not to be reproduced or used for any other project without the written consent of Customer Services, Argyll and Bute Council.

Reproduced by permission of Ordnance Survey on behalf of HMSO. © Crown copyright and database right 2012. All right reserved. Ordnance Survey Licence number 100023368



Ardchattan Primary School Main Building
 Ground Floor

Rev	Date	Description	Drawn By
-	06/03/00	-	-

Customer Services
 Property Design Team

Phone: 01546) 602127
<http://www.argyllbute.gov.uk>

Argyll and Bute COUNCIL

Site	Ardchattan Primary School	
Location	Ardchattan	Postcode PA37 1RH
Project	---	

Drawing	Current Floor Plan	
Site UPRN	PE06600740001	Project No. ---
Drawing No.	AEL(00)001	Revision. ---
Drawn By	mmj	Date Jan 2016
		Scale @ A1 1:50

This page is intentionally left blank

Notes

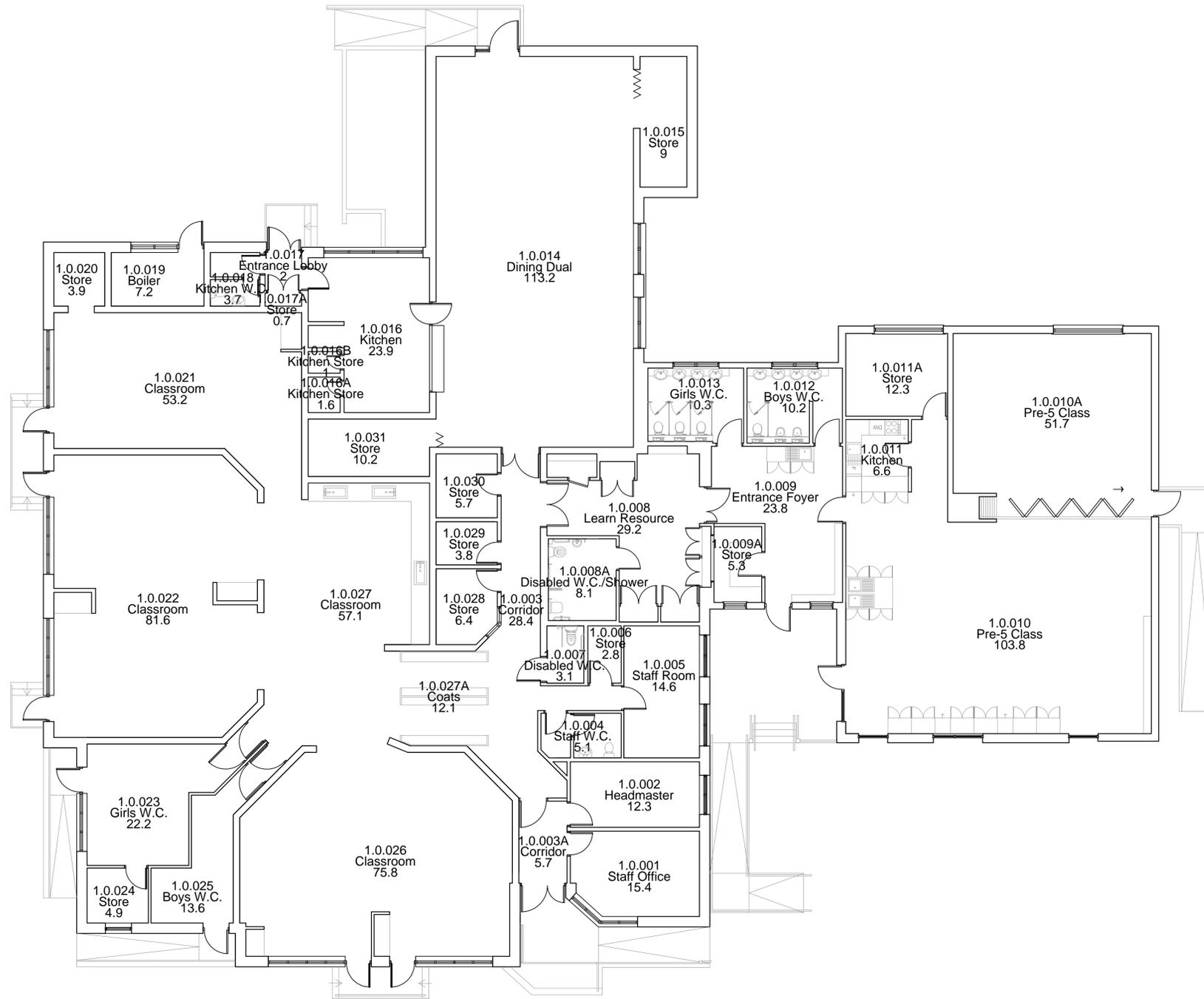
Contractor to check all dimensions on site.
Do not scale from drawing.
Report any discrepancies and omissions to Customer Services, Argyll and Bute Council without delay and before proceeding with any affected works.
All Building work is to comply with current Technical Standards and all other relevant statutory regulations.

V&A 1/11/13

DESIGN

Unless stated otherwise, the designs shown are subject to detailed survey, investigations, and legal definition, the CDM Regulations, and the comments and / or approval of the various relevant Local Authority Officers, Statutory Undertakers, Fire Officers, Engineers and the like. They are copyright, project specific and confidential and not part is to be used or copied in any way without the express prior consent of Customer Services, Argyll and Bute Council.

Reproduced by permission of Ordnance Survey on behalf of PT UUA ([...]) reserved. Ordnance Survey Licence number 100023368



Lochnell Primary School Main Building
Ground Floor Plan

Current School GIA on 28.01.14 = 917m

Rev	Date	Description	Drawn By
-	00.00.00	-	--

Customer Services
Property Design Team



Phone: (01546) 602127
<http://www.argyll-bute.gov.uk>

Site
Lochnell Primary School

Location	Postcode
Ledaig	PA37 1RZ

Project
--

Drawing
Current Ground Floor Plan

Site UPRN.	Project No.
PE04705860001	--

Drawing No.	Revision.
AEL(00)001	--

Drawn By	Date	Scale @ A1
mm	January 2014	1:100

This page is intentionally left blank

**Annual cost for running comparative school
for Ardchattan**

Budget headings	2018/19 Budget
Employee Costs	
Support staff	17,881
Teaching staff	81,079
Premises Costs	
Grounds Maintenance	133
Electricity for Properties	6,746
Non-Domestic Rates	1,057
Water by Meter	242
Refuse Collection - Internal Recharge Only	764
Supplies and Services	
Education Equipment	3,022
Cleaning Materials	521
Prepared Meals	5,107
Telephone Calls - BT One Bill Charged	247
Income	
Cafi/Catering Sales	(2,038)
Net Expenditure Budget	114,760
Annual transport costs to alternative schools	44,187
Annual cost when mothballed	1,964
Saving	68,604
Cost to bring property to an acceptable standard	190,000

Estimates should Mothballing Continue

Breakdown of Costs	2018/19 Estimate should Mothballing continue
Grounds Maintenance	62
Electricity for Properties	597
Heating Oils	200
Non-Domestic Rates	596
Water Rates	156
Property Insurance Premium	476
	2,087
<i>No inflation adjustment applied to estimates</i>	

This page is intentionally left blank

ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****EDUCATION SERVICE****23 August 2018**

OPTIONS APPRAISAL FOR THE FUTURE OF ASHFIELD PRIMARY SCHOOL

1.0 EXECUTIVE SUMMARY

- 1.1 The main purpose of this report is to provide detail of the options appraisal process and the options identified for the future of Ashfield Primary School. This information will enable committee to determine the basis under which any statutory consultation will proceed.
- 1.2 The Schools (Consultation) (Scotland) Act 2010 makes special arrangements in regard to rural schools establishment that is in effect a presumption against the closure of rural schools. There is a requirement to have special regard to the rural schools factors prior to formulating a proposal to close a rural school. In particular it is necessary to consider any reasonable alternatives before considering closure. It is also necessary to consider the impact on the wider community of a potential closure and the impact of any different travel arrangements. These factors have been considered in this options appraisal.
- 1.3 It is recommended that the Community Services Committee:
- a) Note the options identified through the preliminary consultation process into the future of Ashfield Primary School
 - b) Agree that Education Officers begin the formal consultation process as detailed in the Schools Consultation (Scotland) Act 2010 as amended.
 - c) Note that papers produced for the public should be readily available.

OPTIONS APPRAISAL FOR THE FUTURE OF ASHFIELD PRIMARY SCHOOL

2.0 INTRODUCTION

- 2.1 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. <https://www.argyll-bute.gov.uk/moderngov/documents/s107409/Ashfield%20Primary%20School%20v3.pdf> Ashfield Primary School has not had any pupils enrolled in the school since elected members approved its mothballing.
- 2.2 Following the mothballing of Ashfield Primary School Primary School, the pupils from Ashfield Primary catchment area are currently designated to attend Tayvallich Primary School which is 8.58 miles (RAC Route planner) from Ashfield Primary. Some pupils also have placing requests for Lochgilphead Primary School which is 9.76 miles (RAC Route planner) from Ashfield Primary.
- 2.3 The Schools (Consultation) (Scotland) Act 2010 makes special arrangements in regard to rural schools establishment that is in effect a presumption against the closure of rural schools. There is a requirement to have special regard to the rural schools factors prior to formulating a proposal to close a rural school. In particular it is necessary to consider any reasonable alternatives before considering closure. It is also necessary to consider the impact on the wider community of a potential closure and the impact of any different travel arrangements. These factors have been considered in this options appraisal.
- 2.4 On 14th December 2017, Community Services Committee agreed that the Education Service would undertake the required preliminary consultation for Ashfield Primary school. Community Services Committee received a report on 15th March 2018 presenting and outlining details of the consultation <https://www.argyll-bute.gov.uk/moderngov/documents/s124759/Pre%20Consultation%20for%20Ardochattan%20Ashfield%20Primary%20Schools.pdf>
- 2.5 To meet the preliminary requirements the Education Service has, following consultation with the local community, prepared the options appraisal which includes 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
- Conclusion

2.6 Preliminary consultation events were held in Ashfield Primary on 29th March 2018 and 9th April 2018 to seek the views of the community on the future of Ashfield Primary School which were well attended.

3.0 RECOMMENDATIONS

It is recommended that the Community Services Committee

- a) Note the options identified through the preliminary consultation process into the future of Ashfield Primary School
- b) Agree that the Education Offices begin the formal consultation process as detailed in the Schools Consultation (Scotland) Act 2010 as amended.
- c) Note that papers produced for the public should be readily available.

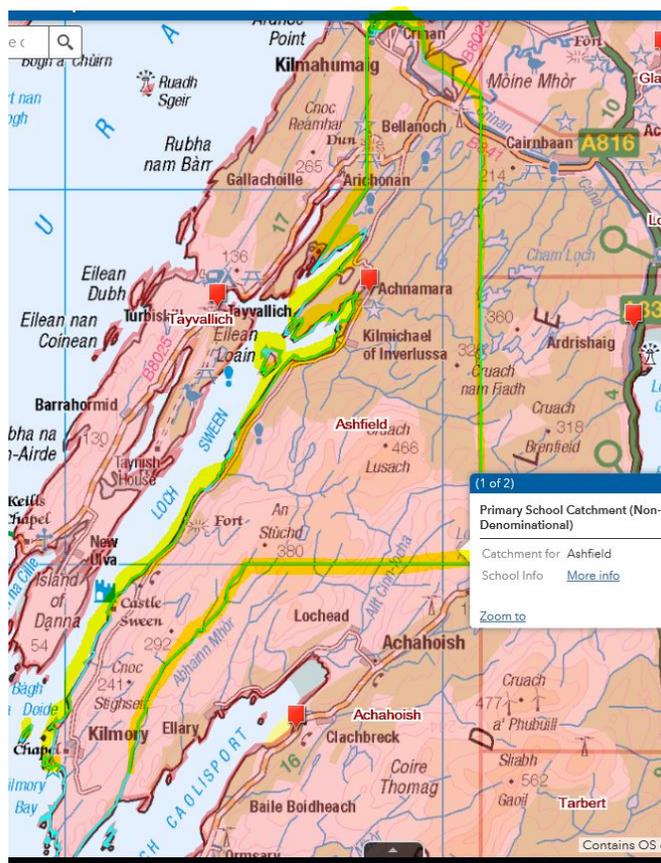
4.0 CONTEXT - EDUCATION IN ARGYLL AND BUTE

- 4.1 Argyll and Bute is geographically the second largest authority in Scotland. Education is delivered in a range of settings including schools, partnerships and youth services. The size of schools varies significantly across the authority with primary school rolls ranging from less than 10 pupils to around 400, and secondary school rolls ranging from less than 30 to over 1300. There are 22 primary schools with a roll of under 20 pupils. The needs of most pupils, even those with significant and complex needs, are met within mainstream classes or in learning centres situated within mainstream schools. A very small, and reducing, number of children and young people are educated in day and residential schools out with Argyll and Bute.
- 4.2 Argyll and Bute is an area of outstanding natural beauty sitting within an ancient landscape with a strong cultural identity. Today, the culture of Argyll and Bute is reflected in its traditional industries of fishing, farming and crofting, sports such as shinty and in its world class musicians and artists as well as its modern commercial industries such as wind turbine production and fish farming.
- 4.3 The Argyll and Bute Corporate Plan identifies Argyll and Bute as an area of Scotland with outstanding places, people and potential for a prosperous future for everyone. Our Council along with our Community Planning Partners, is committed to ensuring that Argyll and Bute's Economic Success is built on a Growing Population.

- 4.4 Within the Corporate Plan, the agreed priorities includes *the education we provide meets the needs of all our young people and their families*. This priority is underpinned and strengthened by Our Children, Their Future, Education Vision and Strategy. The priority actions within the strategy are to
- *Raise educational attainment and achievement for all*
 - *Use performance information to secure improvement for children and young people*
 - *Ensure children have the best start in life and are ready to succeed Equip young people to secure and sustain positive destinations and achieve success in life*
 - *Ensure high quality partnership working and community engagement*
 - *Strengthen leadership at all levels*
- 4.5 Councils, as an Education Authority, have a statutory duty in terms of the Education (Scotland) Act 1980 to make adequate and efficient provision of school education across their entire area for the current school population and future pattern of demand. Councils also have a statutory responsibility in terms of the Local Government in Scotland Act 2003 to achieve best value. The Community Services Asset Management Plan provides a review of the property assets used to deliver Education services and the plan for capital investment. This reflects the local implementation of Building Better Schools: Investing in Scotland's Future, the national school estate strategy developed by the Scottish Government in conjunction with local authorities. The aspirations, guiding principles and objectives contained within Building Better Schools are reflected throughout Education Services Asset Management Plan for schools and public buildings, both in the management of the existing assets and in the design and construction of new developments.
- 4.6 In addition, the Community Empowerment Act (Scotland) Act 2015 sets out a new right for community organisations to request the transfer of local assets into local community ownership/management. Public bodies including councils must consider such requests and respond within a reasonable timescale to them.

5.0 LOCAL AREA AND COMMUNITY

- 5.1 **The Ashfield Primary School Setting**
Ashfield Primary School was built in the 1956 and is situated in the attractive village of Achnamara on the shore of Loch Sween in Mid Argyll. The village was formally used as a basis for work in relation to the Forestry Commission. The school is co-educational and non-denominational and has a catchment area extending along Loch Sween and part of the Crinan Canal. The map below shows the catchment area for the school.



Ashfield Primary School building is in good operational order. The school is co-educational and non-denominational. Before mothballing the school covered Primary 1 to Primary 7 in one classroom and had the benefit of a large hall for PE, drama etc. It is set in excellent grounds, with a generous playground and has the advantage of substantial playing fields. A floor plan of the building can be found in Appendix 1. An area plan can be found in Appendix 2.

- 5.2 The Scottish Government's Rural School List 2016 classifies Ashfield Primary School as 'very remote rural'. This is defined as an area with a population of less than 3,000 people, and with a drive time of over 60 minutes to a settlement of 10,000 or more. Ashfield Primary is one of a group of 9 primaries associated with Lochgilphead High School.
- 5.3 The village of Achnamara has just over 20 dwellings. The catchment area also includes the Crinan Canal, Bellanoch, Archonan and Knapdale. The area also boasts a holiday park and Castle Sween, which are popular with visitors. Castle Sween is one of the earliest stone castles in Scotland, having been built sometime in the late 12th century. The Forestry Commission was the main employer historically, but this has been in decline within the village. There was also a popular outdoor centre for children situated in Achnamara as the area lends itself beautifully to outdoor pursuits but this closed down in 1997.
- 5.4 Ashfield Primary School was viewed by many as the hub of the community and when open the community was very active within it. The local community supported many school events and the children used the local area for a number of studies. There are not many public buildings within the community.

The hall within the village of Achnamara is available for community use. While the local Church is still active, the building itself is currently up for sale. Concern has been raised locally at the recent closure of the community shop.

- 5.5 Argyll and Bute has an average population density of just 0.13 persons per hectare. This coupled with the changing demographic profile of the area presents one of our greatest challenges. The table below refers directly to the Ashfield area showing the changing population from census 2001 to census 2011.

Table 1: Population information

Ashfield Area Census Ref : 60QD000059			
2001		2011	
Total Resident Population	160	Total Resident Population	119
% under 16	24.38	% under 16	10.1
% 16 – 64 (pensionable age)	58.75	% 16 – 64 (pensionable age)	65.9
% pensionable age and over	16.88	% pensionable age and over	24.4

- 5.6 The current Local Development Plan (LDP) was adopted in March 2015. A new Local Development Plan (LDP2), which will set out planning and development proposals for the next 10 years from 2020 and a vision for 20 years, is currently being prepared. The Argyll and Bute Local Development Plan provides the local planning framework for the Council area, excluding the Loch Lomond and Trossachs National Park area. The Plan is divided into the written statement and proposals maps. The written statement provides the general policy context against which planning applications for new development proposals should be assessed. This is supported by the proposals maps which show the range of development opportunities and constraints within the area, for example:
- the key development areas i.e. the allocations for housing, industry and business, community facilities and infrastructure;
 - the potential areas for future development (Potential Development Areas);
 - areas requiring actions such as environmental improvement or regeneration (Areas for Action);
 - and environmental designations such as national Scenic Areas, Sites of Specific Scientific Interest (SSSIs), Special Protection Areas and Local Nature Conservation Sites.
- 5.7 As a small settlement Achnamara is not identified for growth in the Argyll and Bute Local Development Plan (2015). There are no 'housing allocations' or 'potential development areas' identified in the plan in connection with the settlement, so any development opportunities would be confined to 'windfall' sites within the settlement boundary identified in the plan. Appendix 3 shows the Local Development Plan for Achnamara. Appendix 4 shows the Local Development Plan for Tayvallich which identifies six potential development areas. Appendix 5 provides a key for the Local

Development Plans.

- 5.8 There have been no planning permissions granted for dwellings within the settlement during the last three years, which is indicative of the lack of growth potential. There may be some isolated opportunities for dwellings in the countryside within reasonable travelling distance of the school site, but to satisfy settlement strategy policy these would need to be on appropriate sites within defined 'rural opportunity areas'. These are very limited in both distribution and extent and would not be likely to afford many credible opportunities within the wider area.
- 5.9 Pupil projections, and data for 2017 - 2018 are based on data from the 2017 pupil census, a return prepared annually for the Scottish Government. Past pupil numbers are historic data from past pupil censuses. Pupil projections for future P1 intakes are from NHS data taken from children registered with GP practices in the area. This data is anonymised.

Table 2 shows the historic and current and pupil numbers for both Ashfield and Tayvallich primaries from August 2005-June 2014. It also highlights the current pupil numbers for Tayvallich Primary from August 2014-June 2018.

Table 2	Ashfield PS	Tayvallich PS
	Roll	Roll
Capacity	38	33
2005/06	9	28
2006/07	10	23
2007/08	8	26
2008/09	6	21
2009/10	4	28
2010/11	8	28
2011/12	11	25
2012/13	13	20
2013/14	10	21
2014/15	6	28
2015/16	0	27
2016/17	0	22
2017/18	0	24

Table 3 shows projected roles for Tayvallich Primary School and approximate numbers of pupils in the Ashfield Primary School catchment area according to figures held by Argyll and Bute.

Table 3	Ashfield PS	Tayvallich PS
	Roll	Roll
Capacity	38	33
2018/19	-	21
2019/20	-	21*
2020/21	-	24*

*Prediction based on information available May 2018.

5.10 Tayvallich Primary School is a small school, built in 1894, on a hill overlooking a secluded bay round which lies the picturesque and peaceful village of Tayvallich. There is a very strong community spirit and the school plays an integral part in the life of the village. While outside space is limited, the school comprises of one main stone-built classroom and a very recent, purpose built, spacious Pre-5 building. There are current plans in place for the a-joining cottage to be converted to a teaching area.

5.11 The school is an important part of Tayvallich and the wider community. The school regularly integrates the work of local groups into the curriculum and use local partnerships to enhance learning. The school works closely with Tainish Nature reserve, Scottish National Heritage, Historic Scotland and Kilmartin Museum to promote their work and enhance learning. Pupils have opportunities to take part in wider-curricular activities through Mid-Argyll's Active Schools Network.

6. COMMUNITY ENGAGEMENT

6.1 Meetings were held in Ashfield Primary on Thursday 29th March 2018 (2pm – 7pm) and Monday 9th April 2018 (5pm-6pm) to seek the views of the community on the future of Ashfield Primary School. The meetings were attended by 30 people, including 5 pupils. The Council are grateful to the Community Council for its assistance in the planning and publicity for these meetings. It also appreciates the additional information in relation to the Achnamara Village Survey, provided by the Community Council. There were also discussions with the 8 pupils within the Ashfield catchment area currently attending Tayvallich Primary School and Lochgilphead Joint Campus.

6.2 Attendees to the sessions were given an overview of information that the Council would be using in this options appraisal, including pupil projections, future development, local services and facilities. They were asked to respond to a series of questions related to the options appraisals and to provide comments on the information presented. The questions were as follows:

- Over the past two years, what has been the effect of mothballing Ashfield Primary School to you, your family and community?
 - What do you think should happen next? Specifically, in your view what are the pros/cons of the following options?
 - Continue with mothballing
 - Re-open the school (current catchment)
 - Close the school
 - Re-open the school but widen the catchment
 - Other points or information that should be sought in the options appraisal.
- Attendees also noted questions regarding the future of the school.

6.3 Details of the feedback are contained in Appendix 6 and are referred to in relation to the individual outcomes. The feedback from the sessions has been sent out to the attendees at the sessions who provided contact details. A copy has also been sent to the Community Council and members of the community who were unable to attend the meeting but requested the feedback.

6.4 There was a range of viewpoints on the future of Ashfield Primary School. There were three main opinions offered by members of the community:

- Some families felt strongly that the school should reopen as a school with Pre-5 provision for local children.
- Some parents who felt that the current arrangements of their children attending Tayvallich was more than satisfactory and that the use of the school building should now be developed for the future.
- Members of the community who felt that they would like to work with the authority should the school continue to be mothballed or closed to organise a purposeful use of the building that would be of benefit to the community. There was strong opinion that the community did not want the school to fall into a state of disrepair.

7.0 OPTIONS FOR CONSIDERATION

7.1 The options considered were

- a) Re open Ashfield School with existing catchment area.
- b) Continue the mothballing of the school with pupils travelling to Tayvallich Primary School and Lochgilphead Joint Campus (as a placing request).
- c) Re-open Ashfield School and realign the catchment area.
- d) Close Ashfield School and realign the catchment area of Tayvallich Primary School to include Ashfield catchment area.

7.2 Option A: Re-open Ashfield Primary School with its existing catchment area

Community Feedback

There was a variety of views from the community expressed at the pre-consultation meetings:

“If there are children living locally, the school should open for them. The option should be there for a school – if parents want their children to be educated here,

then it should open again. More families are moving here.”

“School should open again to local families – there are plenty of children who would attend. Fantastic facilities and outside grounds. Feels safe. Children love the playground and the space that other schools cannot provide. School at the heart of the community.”

“There are children who are living locally that would attend. One parent has identified that she has 3 children that she would register if the school was open.”

7.3 Pupil Numbers - If the school were to reopen in August 2019, the maximum pupil numbers, including Pre-5 children from the catchment would be 9 pupils, taking into account the placing requests submitted before and since the school was mothballed. Pupils currently within the catchment area attend Tayvallich and Lochgilphead Primary Schools. In addition pupil numbers in the area over the next four years are not predicted to rise significantly. Some families have indicated they would not move their children back to Ashfield Primary as the children are established at Tayvallich Primary; however some have indicated they would want their children to attend Ashfield Primary if it were an option.

7.4 Travel Arrangements - The travel distance from Ashfield Primary to Tayvallich Primary is 8.58 miles via the B8025. Travel time is approximately twenty minutes. The travel distance from Ashfield Primary to Lochgilphead Primary (Joint Campus) is 9.76 miles via B841. The travel time for this journey is approximately twenty minutes. The point was made at the pre-consultation meeting that travel arrangements have been in place for two years now and have been successful. Others indicated that should there be families that move into the far end of the catchment area, then it would take considerably longer to travel to Tayvallich, approximately 30-35 minutes. Adverse weather can be a factor, however this is the same for other local schools and areas.

7.5 Community Impact – Feedback

Details of the feedback are contained in Appendix 6 and are also referred to below in relation to individual options. The feedback from the sessions have been sent out to visitors/meeting attendees who provided contact details and to the Community Council representatives.

There was a range of viewpoints on the future of Ashfield Primary School:

- It was viewed by some that the travel distance to Tayvallich is considerable for young children to make.
- The school should re-open as there are families who would send their children to a local school.
- Having an operational school in the village would attract more families to the area.
- There needs to be Pre 5 provision offered in the village and the school could be used for this.
- The current arrangements for education for sufficient – local children are happy at Tayvallich.

- If the school does not re-open for educational purposes, the community would like to look at plans on how the building could be used effectively to support the community.
- Concern expressed that another local service has been lost – reflecting the recent social decline in the geographical area.
- Consider extending the mothballing period to evaluate demand for local schooling further and to allow the local community to put plans in place for possible community ownership of the building.
- Alternative uses for the building needed to be looked at, should mothball continue or school closure take place.

7.6 Option A: Reopen Ashfield Primary School with its existing catchment area
Pupil numbers for the school if it reopened would be 6 pupils and 2 Pre-5 pupils (taking into account placing requests) as per the September 2017 census. Without placing requests there would be 10 pupils and 2 Pre-5 pupils.

Some families have indicated they would not move their children back to Ashfield Primary as the children are established at Tayvallich Primary; however some have indicated they would want their children to attend Ashfield Primary if it were an option. The travel distance from Ashfield Primary to Tayvallich Primary is 8.58 miles via the B8025. The travel distance from Ashfield Primary to Lochgilphead Primary (Joint Campus) is 9.76 miles via B841. The travel time for this journey is approximately 20 minutes for both journeys. The current travel arrangements have been in place for two years.

Based on the above, careful consideration needs to be given in terms of whether the school should open for some local children and this would be considered to be a reasonable option.

7.7 Option B: Continued Mothballing of Ashfield Primary School with the pupils zoned to Tayvallich Primary School:

The school has been mothballed for 2 years. The Statutory Guidance for the Schools (Consultation) (Scotland) Act 2010, in relation to mothballing, states “the maximum length of its duration is likely to depend on the location of the school and the desirability of maintaining capacity to re-open a school there, but it is unlikely that it should exceed 3 years in areas that are not very remote.”

7.8 Pupil numbers are not projected to increase over the next 4 years, as per paragraph 7.3 above. In 2014/15, the last full year that the school was open, annual running costs for electricity, water and oil are outlined in Appendix 7. Repair costs which included emergency, planned repairs, statutory inspection and testing have been £8,588. Estimated costs for the school to be continued to be mothballed are £5,591.

7.9 There was a strong feeling from some families that the continued mothballing of Ashfield Primary with pupils attending Tayvallich Primary should continue: *“I am happy with current arrangement for my children to attend Tayvallich PS. unless there was a drastic improvement in provision as a school, I would not consider sending my children here, as a parent.”*

“Tayvallich PS offers a good learning experience.”

“.....we need to send pupils to Tayvallich, which is fine.”

“Consider mothballing for another 5 years and re-evaluate. Hard to attract

families.”

- 7.10 There was a view at the community meetings that mothballing the school for another shorter period of time could be an option as it gives the community time to assess next steps in the development of a plan to take community ownership of the school building, should it not re-open for educational purposes.
- 7.11 There were many ideas for the future of the building offered at the Pre-consultation sessions, as indicated in Appendix 6.
- 7.12 Option B in summary -
The school has been mothballed for 2 years and pupils have settled well into other schools, some parents are happy with this arrangement. The population within the area is not projected to increase significantly.

Some members of the local community made it very clear that the community would like to work with the authority to assume some access to the school building and develop to the advantage of local residents, should the school continue to be mothballed.

Based on the above, careful consideration needs to be given in terms of whether the school should continue to be mothballed, with pupils being re-zoned to Tayvallich Primary School and this would be considered as a reasonable option.

- 7.13 Option C - Re-open Ashfield Primary School and realign the catchment area
As part of any future consultation it would be proposed that there will be discussions with the parent body of Tayvallich and Lochgilphead Primary Schools regarding the future of Ashfield School. There was no representation from the Tayvallich or Lochgilphead Parent Councils at the public meetings. It was felt by some attendees that moving the catchment area was not an option due to the remote nature of the location, the roads around the area and accepted direction of travel. However, some residents through the Community Council have indicated they would like this to be considered.
- 7.14 Option C in summary –
There were a mixture of views expressed by the community meetings in favour of re-opening Ashfield Primary School and re-aligning the catchment area. Therefore this may be a reasonable option to take forward to formal consultation.
- 7.15 Option D - Close Ashfield Primary School and zone any pupils to Tayvallich Primary School and realign the catchment area.

The following table identifies the projected roll for Tayvallich Primary School.

	2017/2018	2018/2019	2019/2020	2020/2021
<i>Tayvallich Primary</i>	20	21	21	24
<i>Approved</i>	33	33	33	33

<i>Capacity (not including the Pre-5 Unit)</i>				
--	--	--	--	--

The capacity for the Tayvallich Pre 5 Unit is 32.

Some members of the community felt a decision needed to be made regarding the school and that current arrangements for the local children to attend Tayvallich Primary were meeting their needs more than adequately. Full comments can be found in Appendix 6.

- 7.16 There was a strong sense from the attendees to the pre-consultation sessions that if the school were not to re-open for educational purposes, it should be retained for community use and not allowed to fall into disrepair. Some of the community asked for specific information in relation to the building to enable them to assess whether they could feasibly take over the running of the building. Officers have been assembling information requested and feeding back to the community, as appropriate.

“Would be good to put the school building at the heart of the community as a multi-functional building.”

“Village Hall is old and tatty – would be great to use as community, as a hostel, a business, a café, art gallery – need to attract visitors.”

“Don’t agree with mothballing – use the building as soon as possible – give community access?”

“Feel that the children get a better education when in schools with higher numbers of pupils.”

- 7.17 Option D in summary

Tayvallich Primary and those children with placing requests to Lochgilphead Primary currently provide an education service successfully. Pupil numbers are not projected to increase significantly. Both schools have the capacity to continue to accommodate the projected pupil numbers.

Based on the above, careful consideration needs to be given in terms of whether the Ashfield Primary is closed permanently, with pupils being re-zoned to Tayvallich Primary School and the catchment area amended. Consideration and further support should also be given to the community in their pursuit of assessing the long term possibilities and responsibilities of assuming community control of the building. This would be considered a reasonable option.

- 7.18 Additional suggestion – Community Option - The community suggested that the school is mothballed for another period of time with a view to the Community working on a plan to assume long term community ownership of the building. Then subsequently, at an agreed time a review of the mothball would take place in the future.

- 7.19 Across the whole community, almost everyone who attended the sessions, felt

strongly that the building should be used in a positive way. As part of the pre-consultation process a further suggestion from some members of the local community included a further extension of the mothballing period in order for the community to gain further information and secure commitment to assuming community ownership of the building. The community members requested that the mothballing continues for an agreed amount of time and then is reviewed after they have been able to put together a formal plan for use. They were keen to work with the authority in terms of providing information and exploring future potential for the extended use of the building.

7.20 Community suggestion in summary

There was an extremely strong opinion that the building should not be allowed to fall into disrepair. There were some members of the community who were very keen to agree to an extended mothball period so that the community could explore future possibilities in terms of obtaining community ownership, should the school not re-open for educational purposes. Based on the above, careful consideration needs to be given in terms of whether the mothballing period should be extended. Further support should also be given to the community in their pursuit of assessing the long term possibilities and responsibilities of assuming community control of the building. This would be considered as a reasonable option.

7.21 The outcome of the options appraisal is summarised below:

Option	Option Description	Outcome
A	Re-open Ashfield Primary School with its existing catchment area	Accepted as a reasonable option.
B	Continued Mothballing of Ashfield Primary School with the pupils zoned to Tayvallich Primary School	Accepted as a reasonable option.
C	Re-open Ashfield Primary School and realign the catchment area of Tayvallich School.	Accepted as a reasonable option.
D	Close Ashfield Primary School and zone pupils to Tayvallich Primary School	Accepted as a reasonable option.
Community suggestion	School is mothballed for another period of time with a view to the Community working on a plan to assume long term community ownership of the building, A review of the mothball status would take place in the future.	Accepted as a reasonable option.

8.0 EDUCATIONAL BENEFIT STATEMENTS

8.1 The statement is focused on Tayvallich Primary School as the majority of children from Ashfield Primary School catchment area have been attending the school since 2015-16.

8.2 Learning and Teaching

The curriculum includes a broad range of experiences which are planned for children and young people through their education, to help every child and young person to develop knowledge, skills and attributes for success in learning, life and work.

- 8.3 Tayvallich Primary School offers a learning environment that encourages sound levels of achievement and provides a wide range of opportunities for children to achieve their full potential as successful learners, confident individuals, responsible citizens and effective contributors.
- 8.4 There is a continual challenge for all schools to deliver a school improvement agenda and deliver effectively the principles and outcomes of curriculum for excellence. The National Improvement Framework priorities include raising attainment for all, and closing the gap between the most and least disadvantaged children.
- 8.5 The principles of Curriculum for Excellence recognise the professionalism of teachers and the importance of this in exercising the freedom and responsibility associated with broader guidance. This means that schools are able to design their curriculum to meet the specific needs of their children and community. At Tayvallich Primary School, staff are challenged and supported through a range of continuous professional development and review opportunities gained by working and learning with a range of colleagues. Tayvallich Primary School is part of the Mid Argyll Cluster, and a smaller local cluster which means that staff can be supported together, moderation and tracking of pupil progress is enabled and staff work across stage appropriate groups. Tayvallich Primary School is part of a shared headship which means that staff can be supported together in a clearly defined way and staff work closely as a team.
- 8.6 There is a planned programme of development activities and opportunities for quality professional dialogue on an ongoing basis at Tayvallich Primary School. All teachers have been actively involved in key developments. In a recent curriculum review, curricular frameworks have been improved for Health and Wellbeing, Literacy and Numeracy, Science and Social Studies. The shared headship approach allows staff to work together, not only as two schools but also as part of the area cluster towards improving policy and practice. The Head Teacher is experienced and in previous roles led initiatives at a national level. The Principal Teacher at Tayvallich has been part of Argyll and Bute's Leadership Network to support school self-evaluation and has taken the lead on specific areas of school improvement.
- 8.7 The shared headship model supports a distributive leadership approach and provides staff with opportunities to lead aspects of the curriculum and make day to day management decisions. In recent years children at Tayvallich Primary School have been taught in two classes composed of a number of children from more than one year group. They benefit from being part of a social context in which they can build relationships with different groups and individuals, develop social skills, meet challenges and exercise responsibilities as members of a social group. They are able to interact and socialise with groups of children their own age and gender, take part in team activities and move with their peers to

secondary school.

8.8 Outcomes

Through the GIRFEC practice mode, meeting the needs of every child continues to be a priority and teachers carefully plan and assess to ensure each child has the opportunity to reach their potential. Careful tracking and monitoring procedures are in place to evidence pupil progress. This includes professional dialogue with teachers, learning discussions with children, classroom observations, assessment and looking at pupil work. Planning for Progress meetings are being further strengthened. These discussions between home and school improve parental engagement whilst focusing on next steps for learning. Where appropriate, intervention is put in place, while working effectively with other agencies and parents to ensure the needs of each child are met.

8.9 In the primary classes, standards of attainment have been maintained over the last three years. Most children are achieving national expectations in reading, writing, listening, talking and numeracy. A larger staff, parent body and partner group by nature increases the breadth of talent and interest that may be available to share within a school setting. This applies both in terms of the wider curriculum and within aspects of the curriculum that may be enhanced by staff individual expertise eg PE, language, science, expressive arts teaching.

8.10 Experiences – Broadening the range of Opportunities

Children are offered a range of active, planned experiences which help them develop the knowledge and understanding, skills, capabilities and attributes which they need for their mental, emotional, social and physical wellbeing both now and in the future. In the Pre 5 Unit children enjoy a range of experiences. Staff know the children well and are sensitive to their individual needs.

8.11 Pupils from Pre-5 to P7 have taken on responsibilities which enhance the development of a positive ethos across the school. Children are provided with a variety of experiences to develop their sense of responsibility, independence, confidence and enterprising attitude. Across the school children are engaged with learning and contribute well in lessons.

8.12 Staff promote positive relationships at all levels and also through the Young Sports Leaders programme, the impact of this being that children enjoy good relationships with their peers, young leaders feel confident and entrusted to take these developments forward. A 'Respect Me' policy is built into class lessons and permeates the whole school ethos through assemblies and class work on rights and responsibilities.

8.13 Environment for Learning

Tayvallich Primary School is a suitably-equipped and well supported school, situated in the beautiful village of Tayvallich. The school is at the heart of the community. There has been substantial investment made in recent years in upgrading the teaching areas for Pre5 and primary age pupils. While outside space is limited, pupils benefit from access to a range of community facilities

which are in close proximity to Tayvallich Primary School including the village hall, shop and local businesses.

8.14 Rural Factors – Impact on Travel Arrangements

The travel distance from Ashfield Primary to Tayvallich Primary is 8.58 miles via the B8025. The travel time for this journey is approximately 20 minutes. However, the point was made during the pre-consultation by members of the community that should children be at the far end of Loch Sween, which is part of the Ashfield catchment area, the journey to Tayvallich could be approximately 25-30 minutes. The travel arrangements have been in place for two years. Other catchment areas in Argyll and Bute have a similar travel distance between them. However, it is recognised that adverse weather in the winter currently impacts on travel arrangements. Head Teachers take into account the local circumstances when deciding to close the school and/or send pupils home early. All schools in Argyll and Bute have an emergency closure plan for severe weather.

Some comments from the community meetings on travel arrangements were as follows:

“Parents are happy with current arrangements.”

“Current pupils have quite a journey to go to Tayvallich, particularly if they are young.”

“It is a long distance to travel to Tayvallich for young children if at the far end of Loch Sween, to the far end of this catchment area.”

8.15 Rural Factors – Community Impact

As stated in section 7, there is a sense of a loss of social connection which was maintained by school events at Ashfield Primary. This is reflected in comments made by local residents:

“Decline within the village, if the school were to open again, it would be more likely to attract families but job situation very difficult. Local shop shutting. Hard for youngsters.”

“Concerned that another local facility is lost – along with the shop, church and Achanmara House.”

“A shame the school has closed – it was a thriving, great wee school. Fantastic fund raising and concerts, community and support.”

“Would be more encouraging to families here if there is a school.”

“Negative effect on the community. New younger families in area. Would be good to have option of educating within the village for them.”

However, there were a large number of suggestions as to the use of the building, which would benefit the community if it did not re-open as a school:

“Facilities here are better than the village hall.”

“Would be good to put the school building at the heart of the community as a multi-functional building. Facilities here are better than the village hall.”

“Would be great for the community to buy this building if numbers do not go up – would be great to make this a hub. If this is not a school, what can it be used for?”

“Can the building be offered to youth groups – scouts, guiding, SCA, lunch club, any groups?”

“Could the school be divided? Half as a house that is sold and funds community rooms/asset. Or community owned and rent out office space/hive for activities.”

There was a suggestion that given there could be issues regarding staffing the school should it re-open, particularly with a national teacher and Head Teacher shortage, that there needed to be a creative approach to working collaboratively with other local schools:

“Needs to be integrated in provision with bigger schools – use other staff from other schools to staff here – creatively, link with Lochgilphead PS?”

- 8.16 At the community events, people were clear about the challenges which faced their community, less employment, fewer families, less pupils and more holiday homes:

“Until second home owners are less in Argyll and Bute, the problem will not decrease, and aging population.”

“Not enough children here to justify keeping the building as a school – needs to be used for something else.”

However there was some positivity about the possibilities and opportunities which could be created, if the school building were developed or sold. There are some within the community exploring how the school building could be used effectively to support community development and activities.

9.0 FINANCIAL IMPACT

- 9.1 The financial savings generated from mothballing would predominately be made through staffing costs. Details of estimated budget for a comparative school to Ashfield can be found in Appendix 7. These financial savings support the delivery of services across the whole of Argyll and Bute. The estimated annual running costs of the mothballed buildings are £5,591.

- 9.2 The cost of transport to Tayvallich and Lochgilphead Primary Schools is £16,246.05

- 9.3 The approximate cost to bring the property into a reasonable condition for re-opening is approximately £46,000 for fabric, mechanical and electrical works. In addition professional fees would be necessary and would amount to approximately £7,000. The overall cost is therefore approximately £53,000 and finalised design and specification would be necessary before any works could be instructed. Please see Appendix 7 for financial detail.

10.0 ENVIRONMENTAL IMPACT

- 10.1 Currently seven pupils travel to Tayvallich Primary School and three pupils travel to Lochgilphead Primary School from the Ashfield catchment area, for which there is an environmental impact. However, it could be argued that this has been offset by the requirement to only run Ashfield Primary School as a mothballed building rather than an operational building.

11.0 CONCLUSION

- 11.1 Five alternative options have been reviewed in considering the future of Ashfield Primary School. Information was collated on pupil numbers,

housebuilding, finances, the school, travel arrangements, environmental impact and the local area and community informed the options.

- 12.2 Members are asked to approve the start of the formal consultation which should now take place to consider each option that is thought reasonable as there are a number of differing views within the community.

13.0 IMPLICATIONS

- | | | |
|------|------------------|---|
| 13.1 | Policy | Consultation will be in line with existing consultation policy and statutory requirements. |
| 13.2 | Financial | There will be resource implications with officers time spent on preparing the reports and consultation documents and events. |
| 13.3 | Legal | Adherence with the Schools Consultation (Scotland) Act 2010 as amended. |
| 13.4 | HR | None at this time. |
| 13.5 | Equalities | Will continue to be considered as part of the consultation process and options appraisal preparation. An Equalities Impact Assessment will be prepared. |
| 13.6 | Risk | There could be reputational risk to the council in consulting on the closure of rural schools. |
| 13.7 | Customer Service | Information for all stakeholders will continue to be provided as part of the wider consultation process. |

- Appendix 1: Floor plan Ashfield Primary School**
2: Area plan Ashfield Primary School
3: Local Development Plan Achnamara
4: Local Development Plan Tayvallich
5: Local Development Plan Key
6: Community Feedback
7: Financial information

23 August 2018

Douglas Hendry
Executive Director of Customer Services

Cllr Yvonne McNeilly
Policy Lead for Education and Lifelong Learning

For further information contact:

Anne Paterson

Head of Education

Tel: 01546 604443

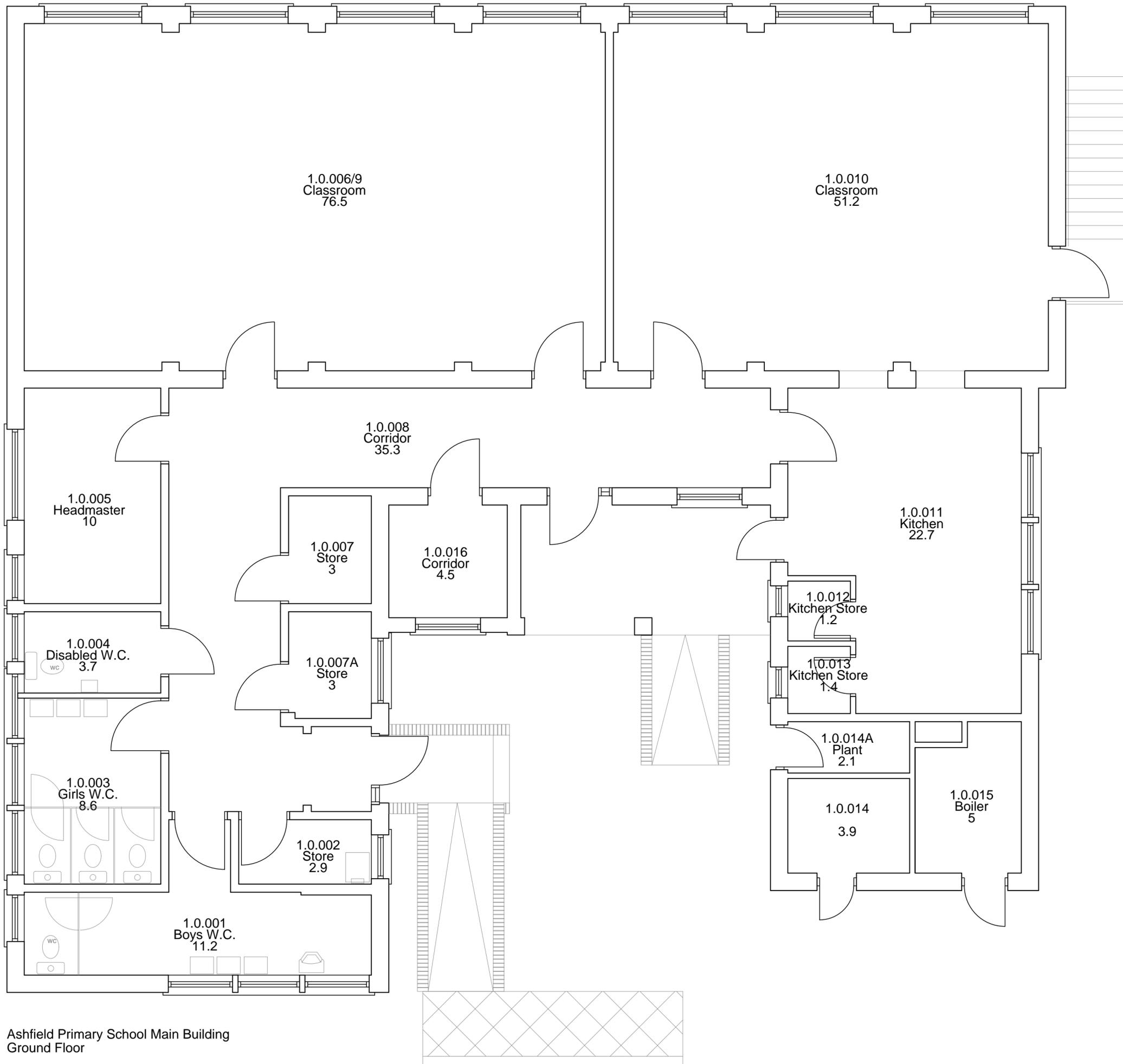
Email: anne.paterson@argyll-bute.gov.uk

Sandra Clarke

Education Officer

Tel: 07825193793

Email: Sandra.Clarke2@argyll-bute.gov.uk



Ashfield Primary School Main Building
Ground Floor

Notes

Contractor to check all dimensions on site.
Do not scale from drawing.
Report any discrepancies and omissions to Customer Services, Argyll and Bute Council without delay and before proceeding with any affected works.
All Building work is to comply with current Technical Standards and all other relevant statutory regulations.

V@Ö:æ ä * Å/Ö[]`!ä @Ä

DESIGN

Unless stated otherwise, the designs shown are subject to detailed survey, investigations, and legal definition, the CDM Regulations, and the comments and / or approval of the various relevant Local Authority Officers, Statutory Undertakers, Fire Officers, Engineers and the like. They are copyright, project specific and confidential and not part is to be used or copied in any way without the express prior consent of Customer Services, Argyll and Bute Council.

Reproduced by permission of Ordnance Survey on behalf of PTUUÖÄ Öi, } Å[]`!ä @Ä ä/æææ ÅÄ @ÖFÖÄJÄÄ @ reserved. Ordnance Survey Licence number 100023368

Current School GIA on 12.11.13 = 255m

Rev	Date	Description	Drawn By
-	00.00.00	-	--

Customer Services
Property Design Team



Phone: (01546) 602127
<http://www.argyll-bute.gov.uk>

Site
Ashfield Primary School

Location Lochgilhead	Postcode PA31 8PX
-------------------------	----------------------

Project
--

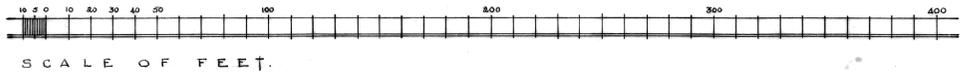
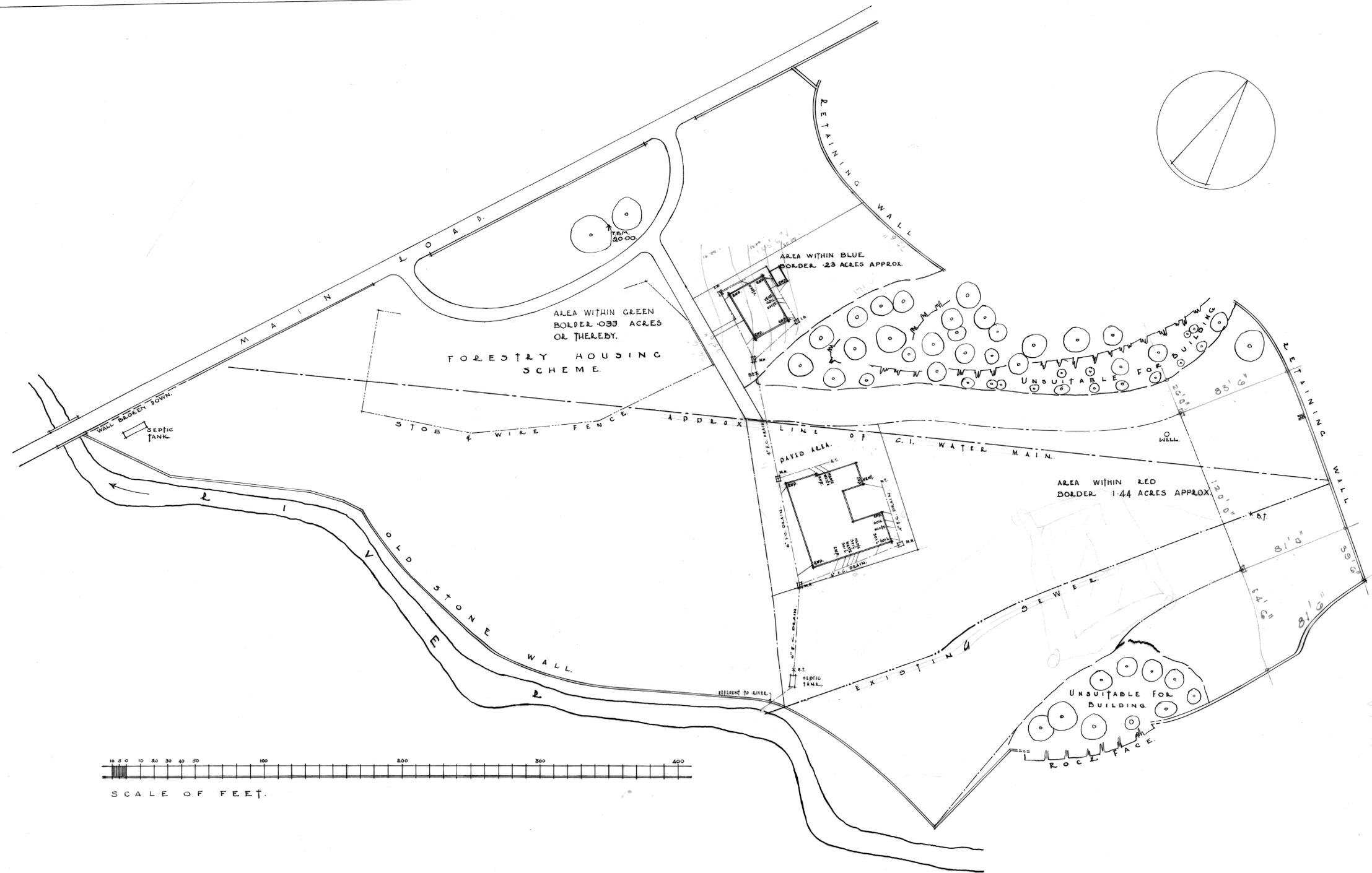
Drawing
Current Ground Floor Plan

Site UPRN. PE08500060001	Project No. --
-----------------------------	-------------------

Drawing No. AEL(00)001	Revision. --
---------------------------	-----------------

Drawn By mm	Date November 2013	Scale @ A2 1:50
----------------	-----------------------	--------------------

This page is intentionally left blank

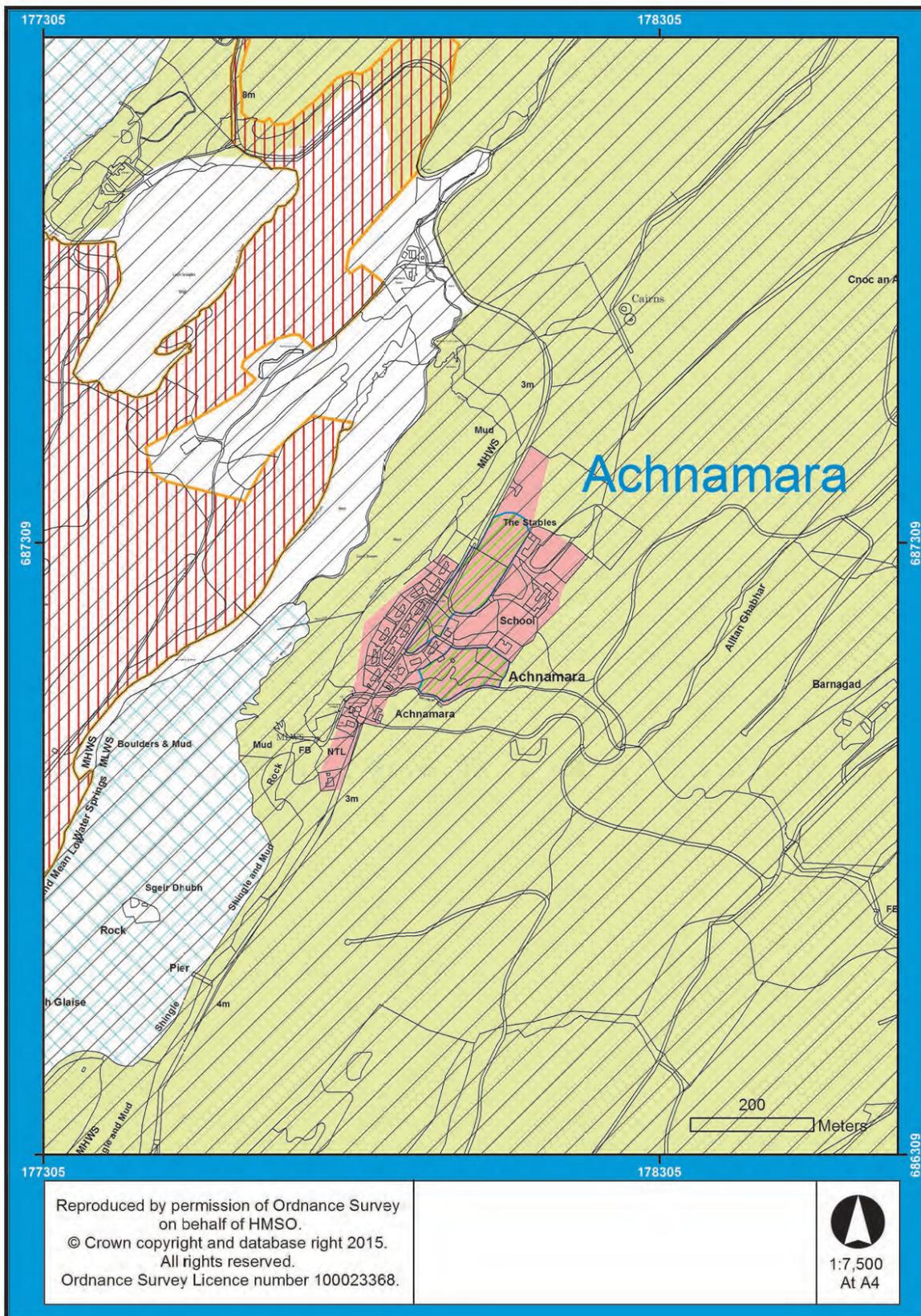


ARGYLL COUNTY COUNCIL
 ASHFIELD
 PROPOSED SITE FOR NEW
 SCHOOL AND SCHOOLHOUSE
 CANCELLED December 1955.

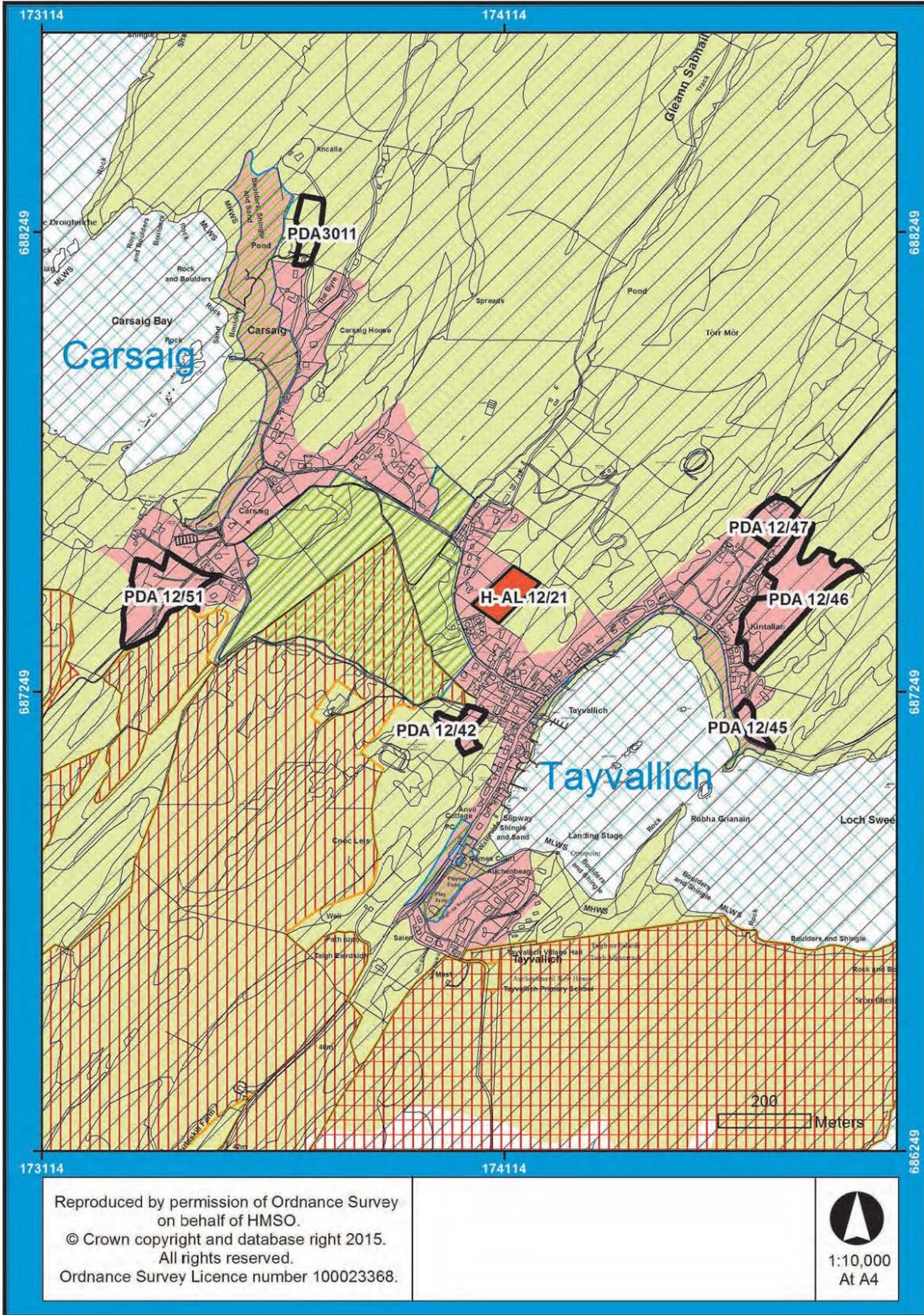
DRAWN BY - J.M.
 CHECKED BY - J.M.
 DATE - 25.12.54.
 SCALE - 1/500
 DWG. N° 5362/C/118

W. R. JOCHER, A.R.I.B.A., F.R.I.A.S.,
 COUNTY ARCHITECT,
 COUNTY OFFICES,
 DUNOON, ARGYLL.

This page is intentionally left blank



This page is intentionally left blank

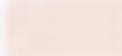
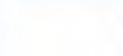
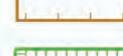


Reproduced by permission of Ordnance Survey on behalf of HMSO.
© Crown copyright and database right 2015.
All rights reserved.
Ordnance Survey Licence number 100023368.

1:10,000
At A4

This page is intentionally left blank

Local Development Plan Key

	Settlement Zone		Waste Management Site		Marine Consultation Area
	Greenbelt		Open Space Protection Area		Main Road
	Rural Opportunity Area		Open Space Protection Area (Part)		National Park/Other Council Area
	Countryside Zone		Wild Land		
	Very Sensitive Countryside		Ramsar		
	Strategic Masterplan Area		Special Area of Conservation		
	Allocation		Special Protection Area		
	Potential Development Area		SSSI		
	Main Town Centre		National Nature Reserve		
	Edge of Town Centre		Local Nature Reserve		
	Core Shopping Area		Local Nature Conservation Site		
	Strategic Industrial & Business Location		National Scenic Area		
	Edge of Town Centre & Bus. & Ind. Area Overlap		Garden & Designed Landscape		
	Established Business & Industry Area		Area of Panoramic Quality		
	Area for Action		Conservation Area		
	Development Road Action Area		Special Built Environment Area (SBEA)		
	Transport Management Area		Valued Tourist Areas Vulnerable to Change of Use		

This page is intentionally left blank

APPENDIX

Ashfield Primary School Session Notes

Thursday 29th March (2pm – 7pm) and Monday 9th April (5pm-6pm)

Impact of mothballing?

x7 Need a pre-school

x6 Current pupils have quite a journey to go to Tayvallich, particularly if they are young.

x5 Confusion over whether children could be attending here, parents unaware that they could have registered child at Ashfield, even though it was mothballed – the statement in regard to ‘there are no children registered...’ is misleading

x5 Concerned that another local facility is lost – along with the shop, church and Achanmara House.

x4 A shame the school has closed – it was a thriving, great wee school. Fantastic fund raising and concerts, community and support.

x3 Would be more encouraging to families here if there is a school.

x3 There are children who are living locally that would attend. One parent has identified that she has 3 children that she would register if the school was open.

x2 Needing to send pupils to Tayvallich, which is fine.

x2 Decline within the village, if the school were to open again, it would be more likely to attract families but job situation very difficult. Local shop shutting. Hard for youngsters.

If numbers were to dramatically increase, then this would be great.

Families can feel a pressure if you are perceived as ‘closing a school’.

Parents are happy with current arrangements.

As a parent of a former pupil we feel a village primary offered what was right for my child. Bigger schools do not always provide pastoral support in the same way.

Did not know ‘there were no children registered’ aspect to the process – would like my relatives and friends children to attend here.

Not a lot of work in the area. Lochgilphead is attractive to take children to be educated as people work there.

Negative effect on the community. New younger families in area. Would be good to have option of educating within the village for them.

None – would be good to see building used.

Knock on effect to neighbouring properties, should the school close permanently.

Costs of transporting pupils/food to another school.

What should happen next?

x9 Facilities here are better than the village hall

x5 Would be good to put the school building at the heart of the community as a multi-functional building.

x3 Village Hall is old and tatty – would be great to use as community, as a hostel, a business, a café, art gallery – need to attract visitors.

x3 Something the children could use.

x3 Would love to see building and grounds used – if left it would be tragic.

x3 Building to be used for day care for the elderly.

x3 If there are children living locally, the school should open for them. The option should be there for a school – if parents want their children to be educated here, then it should open again. More families are moving here.

x2 Would be great for the community to buy this building if numbers do not go up – would be great to make this a hub. If this is not a school, what can it be used for?

x2 Can the building be offered to youth groups – scouts, guiding, SCA, lunch club, any groups?

x2 School should open again to local families – there are plenty of children who would attend. Fantastic facilities and outside grounds. Feels safe. Children love the playground and the space that other schools cannot provide. School at the heart of the community.

x2 It is a long distance to travel to Tayvallich for young children if at the far end of Loch Sween, to the far end of this catchment area.

The school should stay open.

Feel that the children get a better education when in schools with higher numbers of pupils.

I am happy with current arrangement for my children to attend Tayvallich PS. Unless there was a drastic improvement in provision as a school, would not consider sending my children here, as a parent.

Consider mothballing for another 5 years and re-evaluate. Hard to attract families.

Don't agree with mothballing – use the building as soon as possible – give community access?

Tayvallich PS offers a good learning experience.

Could the school be divided? Half as a house that is sold and funds community rooms/asset. Or community owned and rent out office space/hive for activities.

Authority need to provide wrap around care – providing service for community and employment opportunities.

If the school opens, this will attract families to the area.

Did not know I had the right to register my child to attend the school. I will consider this.

The school has a lot to offer – the educational experience.

I would like the school to open as my Papa could pick me up from school. I play here with my friend I love it (6 year old).

Needs to be integrated in provision with bigger schools – use other staff from other schools to staff here – creatively, link with Lochgilphead PS?

Achnamara House should be sold for flats/B&B/care home.

Ashfield was the best school ever, I loved it, it would be better if the school were to open and if there were more kids as I would have more friends to play with.

Further questions we need to find the answers to....

x7 What are the running costs of the building?

x5 Can there be a long term mothball – and the community use premises for activities – until possible re-opening (keep function)?

x4 Members of the community want to know what will happen to the building if the school closes as a school? They are concerned that it will just be left to rot. Will it be sold privately or be offered to the community?

If the building is not used as a school or sold, can it be leased?

What is the cost of mothballing the school?

Community Council groups have asked for plan of the whole site (all Council ownership) including services.

What is the planning position re change of use? Can they arrange for the planners to come to site to discuss?

Are there any structural and/or services surveys of the building?

Can the Community Council have requested if they can have a floor plan?

What are the annual electric/ heating/ insurance costs for the building?

What is the Rateable Value of the building/ site?

What repairs have been undertaken in the last 10 years?

Is there any asbestos in the building?

Is there a burglar alarm and are there any annual monitoring costs?

What are the annual maintenance and monitoring costs for the fire alarm?

Is the water supply metered?

Is there a septic tank – what are the annual costs of emptying?

Is the fibre optic broadband still connected?

Have there been any disputes with neighbours over boundaries or access rights?

Are there any burdens or rights of pre-emption in the title deeds?

Would the Council consider a lease or sale of the building to the community, with a positive obligation on both parties to make space available for school use should this be required?

Is there transport to Pre 5 provision available for children?

What is the capacity for Ashfield PS (38) and Tayvallich PS?

How many children would it take to re-open the school? Would there be a minimum?

Monies left from Parent Council – how can we access for the community?

Can we give 'greetings' cards to the families of pupils who made them?

General Comments

x3 Ideal for all outdoor activities/education/forest school

x3 Nursery & P1 & P2 in Tayvallich, P3-7 in Ashfield (only if building is multi-use)

x2 Super facilities

x2 In great condition. Ready to go?

X2 Until second home owners are less in Argyll and Bute, the problem will not decrease, and aging population

So much space

Big classroom

Close to our house

Big playing field and woodland area

Too far to travel for children past Achanmara to another school

Bigger issue/jobs/families going to work – community – school

Not enough children here to justify keeping the building as a school – needs to be used for something else.

This page is intentionally left blank

Appendix 5 Financial detail

Ashfield**Details of Estimated Financial for Comparative School**

Budget headings	2018/19 Budget
Employee Costs	
Support Staff	14,839
Teaching Staff	78,785
Premises Costs	
Grounds Maintenance	480
Electricity for Properties	1,984
Heating Oils	2,469
Non-Domestic Rates	620
Water by Meter	630
Refuse Collection - Internal Recharge Only	562
Supplies and Services	
Education Equipment	2,911
Cleaning Materials	183
Milk	426
Prepared Meals	13,224
Telephone Calls - BT One Bill Charged	61
Income	
Cafi/Catering Sales	(1,490)
Net Expenditure Budget	115,683

Annual transport costs to alternative schools £16,246

Annual approximate saving cost when mothballed £5,591

Estimated Cost to bring property to an acceptable standards
£53,000

Breakdown of Costs	2018/19 Estimate should Mothballing continue
Grounds Maintenance	453
Electricity for Properties	928
Heating Oils	1,379
Non-Domestic Rates	2,139
Water by Meter	111
Property Insurance Premium	463
Alarm - Line Charges	117
	5,591
<i>No inflation adjustment applied to estimates</i>	

Cost Centre	Account	2015/16 Expenditure	2018/19 Budget
CS EDU - Ashfield Primary	Grounds Maintenance	1,438	453
CS EDU - Ashfield Primary	Electricity for Properties	2,296	2,419
CS EDU - Ashfield Primary	Heating Oils	713	2,484
CS EDU - Ashfield Primary	Non-Domestic Rates	594	623
CS EDU - Ashfield Primary	Water Rates	0	0
CS EDU - Ashfield Primary	Water by Meter	97	0
CS EDU - Ashfield Primary	Cleaning Equipment	11	0
CS EDU - Ashfield Primary	Refuse Collection - Internal Recharge Only	244	0
CS EDU - Ashfield Primary	Property Insurance Premium	463	463
CS EDU - Ashfield Primary	Telephone Calls - BT One Bill Charged	0	63
CS EDU - Ashfield Primary	Alarm - Line Charges	120	0
		5,976	6,505

ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****EDUCATION****23 AUGUST 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 outcome of the further inspection of the Education functions of Argyll and Bute Council and to confirm the progress made by the Authority in addressing the main points for action contained within the initial inspection report of 21 March 2017.
- 1.2** Section 9 of the 'Standards in Scotland's Schools etc. Act 2000' charges Education Scotland (formerly HM Inspectorate of Education) on behalf of the Scottish Ministers, to provide an external evaluation of the effectiveness of the local authority in its quality assurance of educational provision within the Council and of its support to schools in improving the quality of Education.
- 1.3** Education Scotland notified the Chief Executive of the Council that HM Inspectors would undertake a further strategic level inspection of the Education functions of Argyll and Bute Council during the 14th and 15th of May 2018
- 1.4** The further inspection was indicated at the conclusion of the follow through inspection, conducted in September 2017 and outlined within the formal inspection report published by Education Scotland published on the 7th of December 2017. Specifically the report noted that "further inspection activity would be carried out by Education Scotland by the end of 2018".
- 1.5** The further inspection focussed on the progress that has been made in addressing the main points for action identified in the original inspection report published in March 2017. Education Scotland published their findings from the further inspection in a formal report on the 31st of July 2018, noting the overall progress made by Council and Education Services in responding to the main points for action.

- 1.6** The report notes that overall, the Authority has continued to build on its early progress across a number of key aspects of the leadership of the Education Service and has made positive and continued progress since the original inspection in September 2016. The Education Service has a strong capacity to enhance educational leadership.

1.7 RECOMMENDATIONS

It is recommended that the Community Services Committee:

- a) Note the further inspection of the Education Functions of Argyll and Bute Council which commenced on 14th of May 2018;
- b) Note the timetable and programme associated with the inspection;
- c) Consider the inspection report published by Education Scotland on 31st July 2018;
- d) Note the progress made by Education Services and the Council in responding to the main points for action contained within the initial published inspection report of 21 March 2017;
- e) Note that Education Scotland have informed the Education Service that they will undertake a one day inspection visit on the 2nd Of October 2018, and
- f) Request the Heads of Education brings a further progress report to a future meeting of the Community Services Committee.

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

EDUCATION

23 AUGUST 2018

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

2.0 INTRODUCTION

2.1 The main purpose of this report is to advise the Community Services Committee of the outcome of the further inspection of the Education functions of the Council.

2.2 Education Scotland returned to the Council in May 2018 to carry out a further visit to monitor progress. A report of this visit was published on the 30th of July 2018. In this short report, Education Scotland identified that Argyll and Bute Council has continued to build on its early progress across a number of key aspects of leadership of the Education Service. They also indicated that as previously planned a further inspection of the Education Functions of the Council would be carried out by the end of 2018.

2.3 The main points for action identified in the initial inspection report noted that the Authority should:

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.

The further inspection focused on the progress that has been made by the Education Authority and Education Services in addressing these main points for action, with the published report identifying the overall level of progress. The short report does not include evaluations based on the six-point scale.

3.0 RECOMMENDATIONS

3.1 It is recommended that the Community Services Committee:

- a) Note the further inspection of the Education Functions of Argyll and Bute Council which commenced on 14th of May 2018;
- b) Note the timetable and programme associated with the inspection;
- c) Consider the inspection report published by Education Scotland on 31st July 2018;
- d) Note the progress made by Education Services and the Council in responding to the main points for action contained within the initial published inspection report of 21 March 2017;
- e) Note that Education Scotland have informed the Education Service that they will undertake a one day inspection visit on the 2nd Of October 2018, and
- f) Request the Heads of Education brings a further progress report to a future meeting of the Community Services Committee.

4.0 DETAIL

4.1 Education Scotland allocated two Inspectors to undertake the further inspection on the 14th and 15th of May 2018. The inspection team was led by Mr. Alastair Brown. Managing Inspector.

4.2 The Managing Inspector, supported by a member of the inspection team met to discuss the plan for the inspection with the Chief Education Officer.

4.3 The planned inspection footprint took place over the course of two days: 14th and 15th of May 2018 and during the course of the inspection the two inspectors engaged in a range of inspection activities including:

- Individual interviews with the Chief Executive. Council Leader and the Policy Lead for Education, the Executive Director, Customer Services and the two Heads of Education;
- Focus groups of, staff and learners, and
- A review of inspection evidence.

4.4 A range of preparatory work was undertaken by Education Services to support the inspection including:

- The preparation of the self-evaluation position statement,
- Identification of relevant supporting evidence;
- Preparation of various communications, e.g. Committee reports, notification and advice for Head Teachers, Teachers/Staff, Members, Partners, Parent Council Chairs;
- Preparation of the inspection timetable, including co-ordination of meetings, focus groups, visits, and
- Scheduling diary arrangements for all groups.

5.0 SELF-EVALUATION PROFILE

- 5.1 Education Services provided a summary self-evaluation report outlining the progress made by the Education Authority in responding to the inspection main points for action prepared in conjunction with representatives of the Head Teacher Advisory Group which was submitted to Education Scotland a week prior to the inspection

6.0 INSPECTION OUTCOME

- 6.1 Following the conclusion of the further inspection, Education Scotland published a short report highlighting the progress made by Council and Education Services in responding to the main points for action. The following provides a summary of the content of the report:

6.1.1 Update on Strategic Inspection of the education functions of Argyll and Bute Council

- Argyll and Bute Education Service has built on its earlier progress with how it collects and uses data.
- Staff at all levels have continued to increase their skills and confidence in the use of data
- There is now a clearer shared understanding that rigorous and high quality data analysis is required for improved outcomes
- Central officers and elected members now have increased knowledge and capacity to provide higher levels of support and challenge
- Central officers have provided Performance Data Meetings and information sessions for elected members
- A carefully structured annual programme of quality improvement school visits by central officer is carried out and provides a more consistent approach
- School visits have a clear purpose and provide opportunities to engage with children and young people.
- Individual members of the central team have an increasingly clearer understanding of the performance of link schools.
- A sound evaluative process to identify risk has been put in place
- The Education Service continues to improve relationships and communications
- There is a more positive ethos
- The vision and strategy Our Children, Their Future (OCTF) continues to be an important driver resulting on a focus of improved outcomes
- Argyll and Bute Council has continued to build on its early progress across a number of key aspects of leadership of the Education Service
- Argyll and Bute Council budget decisions demonstrate a confidence in the work of the central team to take forward improvements.
- Under the strong leadership of the Chief Education Officer, staff have a sustained and strengthened their efforts to embed improvements at all

levels.

- The two recently appointed Heads of Education have a strong capacity to enhance educational leadership across the authority

6.1.2 Areas for continued development

- It will be important to continue to build the capacity of both central officers and school staff to make effective use of data as a tool for improvement.
- The education service needs to address any identified risks promptly and effectively to ensure improvements are secured

7.0 Next Steps

7.1 Education Scotland, in the conclusion of their inspection report, notes that the Authority has made positive and continued progress since the original inspection in 2016. As planned Education Scotland will return later in 2018 to carry out a further visit, focusing on how well the council is improving the quality of young people's attainment, and report on its continued progress.

7.2 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. Further inspection activity will take place on the 2nd of October 2018.

8.0 CONCLUSION

8.1 Education Scotland carried out a further inspection of the Education functions of the Council on the 14th and 15th of May 2018. To support the inspection Education Services prepared and submitted a self-evaluation summary of progress against the main points for action for submission to Education Scotland the week before the inspection.

8.2 Education Scotland published their inspection report on 30th July 2018. The report notes the progress made by the Authority.

8.3 A further update on the inspection will be provided at a future Community Services Committee meeting.

9.0 IMPLICATIONS

9.1 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 endeavour to secure improvement in the quality of that school education.

- | | | |
|-----|------------------|---|
| 9.2 | Financial | None. |
| 9.3 | Legal | None. |
| 9.4 | HR | Resourcing of the planned inspection presents additional, short term resource implications for the Council. |
| 9.5 | Equalities | None. |
| 9.6 | Risk | The outcome of the further inspection of the Education functions of Argyll and Bute Council may significantly enhance or detract from the Council's reputation and attractiveness as an area to work and live in. |
| 9.7 | Customer Service | This report provides Elected Members with an overview of the inspection of the Education Functions of the Authority. |

Anne Paterson
Head of Education: Lifelong Learning & Support
Chief Education Officer

Louise Connor
Head of Education: Learning and Teaching

Councillor Yvonne McNeilly
Policy Lead for Education and Lifelong Learning
July 2018

For further information contact:

Anne Paterson, Head of Education: Lifelong Learning & Support/Chief Education Officer

Argyll House, Alexandra Parade, Dunoon, PA23 8AJ.

Email: anne.paterson@argyll-bute.gov.uk Telephone: 01546 604333

Louise Connor, Head of Education: Learning & Teaching

Oban Education Office, Oban

Email: louise.connor@argyll-bute.gov.uk Telephone: 01631 569192

Appendices: Appendix 1 – *Education Scotland Further Strategic Inspection of the Education Functions of Local Authorities Argyll and Bute Council: 31 July 2018*

This page is intentionally left blank

31 July 2018

Update on Strategic Inspection of the education functions of Argyll and Bute Council

In March 2017, HM Inspectors of Education (HM Inspectors) published a report on the education functions of Argyll and Bute Council. The report set out a number of areas for improvement which we had agreed with the council. We returned to the council in June 2017 to carry out a further visit to monitor progress and reported on that progress in August 2017.

In September 2017, HM Inspectors carried out a further inspection visit and reported on the progress which the council was making in December 2017. In our report, we noted that central officers and school-based staff had worked with commitment to bring about a wide range of improvements. We advised that all staff needed to continue to work together to ensure that these improvements became embedded across the authority, leading to a positive and sustained impact. We indicated too that Education Scotland would carry out further inspection activity by the end of 2018 to monitor and report on the continued progress made by the council.

In May 2018, HM Inspectors carried out a further inspection visit. During our visit we talked to a number of key stakeholder groups. As a result, we were able to find out about the steps which the council has continued to take in order to improve the quality of its education provision. This is a short summary of what we found.

The authority has built on its earlier progress with how it collects and uses data to drive improvement. Staff at all levels have continued to increase their skills and confidence in the use of data. There is now a clearer shared understanding that rigorous and high-quality data analysis is required in order to achieve and sustain improved outcomes for children and young people. It will be important for the authority to continue to build the capacity of both central officers and school staff to make effective use of data as a tool for improvement.

The authority continues to develop and strengthen its arrangements to drive improvement in the quality of its educational provision. Central officers and elected members now have increased knowledge and capacity to provide higher levels of support and challenge. Central officers have prepared and put in place a helpful programme of Performance Data Meetings and information sessions which are helping elected members to understand and scrutinise the performance of individual schools as well as the education service.

A carefully-structured annual programme of quality improvement school visits by central officers is now established. There is now a more consistent approach across sectors and between officers. School visits have a clear and agreed purpose and officers have appropriate opportunities to engage with children and young people in their learning activities. Individual members of the central team have an increasingly

clear understanding of the performance of the schools they link with and the authority has a greater knowledge and understanding of its schools. A sound evaluative process to identify levels of risk has been put in place. As a result, the authority is able to provide customised support to individual schools and groups of schools. The authority recognises that any identified risks need to be addressed promptly and effectively to ensure that improvements are secured.

The authority has continued to increase its efforts to implement a carefully-structured plan to improve relationships and communication. This is promoting a more positive ethos amongst all stakeholders. The authority has built on its early successes following the publication of its vision and strategy paper, *Our Children, Their Future* (OCTF). Central officers have promoted the vision very effectively and staff in schools now have higher levels of awareness of OCTF. This vision and strategy continues to be an important driver for the work of education staff. As a result, staff at all levels across the authority are increasingly focused on outcomes for children and young people.

The council has continued to build on its early progress across a number of key aspects of the leadership of the Education Service. The council's recent budget decisions demonstrate its confidence in the work of the central team to take forward the continuous improvement of its Education Service. Under the strong leadership of the Chief Education Officer, staff have sustained and strengthened their efforts to embed improvements at all levels of the education community. The two recently appointed Heads of Service have a strong capacity to enhance educational leadership across the authority. The vision and strategy articulated in OCTF are now driving clearly the Education Service's Improvement Planning.

Argyll and Bute Council has made positive and continued progress since the original inspection in September 2016. As planned, we will return later in 2018 to carry out a further visit, focusing on how well the council is improving the quality of young people's attainment, and report on its continued progress.

HM Inspectors of Education

ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****EDUCATION SERVICES****23 AUGUST 2018**

FEASIBILITY STUDY INTO A GAELIC MEDIUM PRIMARY SCHOOL IN OBAN

1.0 EXECUTIVE SUMMARY

- 1.1 In August 2016 the Education Service received a request for a consultation on the development of a stand-alone Gaelic Medium Education (GME) primary school in Argyll and Bute, with specific reference to Oban area. Having given due regard at the time to legislation and taking into consideration the existence of provision for GME in the Oban area, the Authority did not agree to the request for a consultation at that time.
- 1.2 Subsequent to this request not being granted, in January 2018 a Feasibility Study was commissioned by Comann nam Pàrant an Òbain, with funding from Bòrd na Gàidhlig and Argyll and Bute Council. The brief of the study was to “consider the feasibility of a stand-alone GME primary school in Oban with additional community use space and potential income generation streams.”
- 1.3 The Feasibility Study has now been completed and presents an argument in favour of the idea of a stand-alone GME primary school.
- 1.4 Comann nam Pàrant an Òbain have requested in writing that the Authority now considers the findings of the feasibility study and undertakes a formal consultation of the proposal for a GME primary school in Oban.
- 1.5 The feasibility study requires to be considered by a wide range of senior officers, including:- 2 x Heads of Education; Head of Facility Services; Head of Improvement and HR; Head of Strategic Finance; Head of Economic Development; and Quality Improvement Manager Special Projects. This process is ongoing.
- 1.6 It is recommended that the Community Services Committee:-
- Notes the request from Comann nam Pàrant an Òbain.
 - Agrees that officers continue their evaluation of the feasibility study and bring a further report to the Committee when this exercise has been concluded.

ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****EDUCATION SERVICES****23 AUGUST 2018**

FEASIBILITY STUDY INTO A GAELIC MEDIUM PRIMARY SCHOOL IN OBAN

2.0 INTRODUCTION

- 2.1 In August 2016 the Education Service received a request for a consultation on the development of a stand-alone Gaelic Medium Education (GME) primary school in Argyll and Bute, with specific reference to Oban area. Having given due regard at the time to legislation and taking into consideration the existence of provision for GME in the Oban area, the Authority did not agree to the request for a consultation at that time.
- 2.2 Subsequent to this request not being granted, in January 2018 a Feasibility Study was commissioned by Comann nam Pàrant an Òbain, with funding from Bòrd na Gàidhlig and Argyll and Bute Council. The brief of the study was to “consider the feasibility of a stand-alone GME primary school in Oban with additional community use space and potential income generation streams.”
- 2.3 The Feasibility Study has now been completed and presents an argument in favour of the idea of a stand-alone GME primary school.
- 2.4 Comann nam Pàrant an Òbain have requested in writing that the Authority now considers the findings of the feasibility study and undertakes a formal consultation of the proposal for a GME primary school in Oban.
- 2.5 The feasibility study requires to be considered by a wide range of senior officers, including:- 2 x Heads of Education; Head of Facility Services; Head of Improvement and HR; Head of Strategic Finance; Head of Economic Development; and Quality Improvement Manager Special Projects. This process is ongoing.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Community Services Committee:-
- Notes the request from Comann nam Pàrant an Òbain.
 - Agrees that officers continue their evaluation of the feasibility study and bring a further report to the Committee when this exercise has been concluded.

4.0 DETAIL

- 4.1 Comann nam Pàrant an Òbain have written to the Chief Executive of Argyll and Bute Council and other members of Senior Management requesting that the Local Authority considers the findings of a Feasibility Study commissioned by them and published in May 2018, and begin a formal consultation process to establish a

GME primary school in Oban. At present, GME in the Oban and Lorn area is currently delivered via dedicated classes within Rockfield Primary School and Strath of Appin Primary School, both of which also have dedicated Gaelic early learning childcare (ELC).

- 4.2 The Feasibility Study, researched and written by Emma Grant (Community Development Consultant and Coach), presents an argument for the creation of a stand-alone GME primary school in Oban and Lorn area.
- 4.3 The author of the study collected and analysed both qualitative and quantitative data to present her findings. Documentation referred to include the national and local Gaelic Plans. Two rural stand-alone GME schools were visited in Highland Council. Interviews were conducted with key education personnel, key stakeholders approved by Comann nam Pàrant an Òbain, Oban and Lorn Councillors, Bòrd na Gàidhlig representatives, Scottish Government Officers and representatives of local Gaelic Language and cultural organisations. Two questionnaires were used, one for parents in the Oban and Lorn area currently accessing GME which generated 11 responses and one targeted at parents of children, available for anyone, which generated 118 responses.
- 4.4 A cross section of Senior Officers (as detailed at paragraph 1.5) are evaluating the content of the feasibility study from their respective professionalisms when this evaluation has been completed, a further report with recommendations on the request will be brought to the Committee for determination.

5.0 IMPLICATIONS

- 5.1 Policy: None at this stage
- 5.2 Financial: None at this stage
- 5.3 Legal: All legal procedures would be in line with the *'Statutory Guidance on Gaelic Education: Bòrd na Gàidhlig'* which relates to The Education (Scotland) Act 2016 and the Schools (Consultation) Act 2010
- 5.4 HR: None at this stage
- 5.5 Equalities: None at this stage
- 5.6 Risk: None at this stage
- 5.7 Customer Service: None at this stage
- 5.8 Equality and Socio – Economic Impact: None at this stage

Executive Director of Customer Services

18th July 2018

Councillor Yvonne McNeilly
Policy Lead for Education

For further information please contact:-

Anne Paterson

Head of Education: Lifelong Learning and Support

Louise Connor

Head of Education: Learning and Teaching

This page is intentionally left blank

ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****EDUCATION****23 AUGUST 2018**

NORTHERN ALLIANCE REGIONAL IMPROVEMENT PLAN (PHASE 2)

1.0 EXECUTIVE SUMMARY

- 1.1 The Northern Alliance is a Regional Improvement Collaborative [RIC] between eight local authorities, across the north of Scotland: Aberdeen City, Aberdeenshire, Argyll and Bute, Eilean Siar [Western Isles], Highland, Moray, Orkney Islands and Shetland Islands. The Northern Alliance is committed to improving the educational and life chances of children and young people.
- 1.2 Each RIC has been asked by a joint Steering Group, consisting of the Scottish Government, Education Scotland and Local Government to produce a Regional Improvement Plan. The Regional Improvement Plan is tasked with outlining how the RIC intends to reduce inequalities and target improvement in the four national priorities from the National Improvement Framework [NIF].
- 1.3 The development of the Regional Improvement Plan has been part of an ongoing iterative process. The first draft of the Northern Alliance Regional Plan was submitted to Education Scotland for feedback on the 30th January 2018. Feedback was received from the Chief Inspector of Education/Chief Executive on the 22nd February 2018. The Northern Alliance has sought to build on the comments received and incorporate this into the next phase of the Plan.
- 1.4 In terms of next steps following feedback from Education Scotland, the Northern Alliance was advised to engage all stakeholders and seek their views on the developing plan. Consultations and engagement sessions took place from mid-April to mid-June with a range of stakeholders: teaching staff, parents, children and young people, elected members and unions. It was agreed that each local authority was responsible for undertaking consultation and engagement sessions in their respective areas. An evaluation report of all the qualitative feedback gathered from across the region has been produced for the collaborative. The findings of which, will be considered ahead of the Phase 2 submission.
- 1.5 In support of the delivery of the Regional Improvement Plan (Phase 2) the collaborative is drafting a workforce plan which will identify the resources available to ensure workstreams are effectively resourced. This workforce plan will also consider resource from Education Scotland.

2.0 RECOMMENDATIONS

It is recommended that Community Services Committee:

- I. Comment on the Northern Alliance Regional Improvement Plan (Phase 2);
- II. Endorse the continued work of the Northern Alliance; and
- III. Note that the Regional Improvement Plan (Phase 2) will be submitted to Education Scotland on 3 September 2018 for sign off and agree that any amendments which may be required are delegated to the Head of Education: Lifelong Learning and Support in consultation with the Head of Education: Learning and Teaching, the Executive Director of Customer Services and the Policy Lead for Education.

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

EDUCATION

23 AUGUST 2018

NORTHERN ALLIANCE REGIONAL IMPROVEMENT PLAN (PHASE 2)

3.0 INTRODUCTION

- 3.1 The Northern Alliance is a Regional Improvement Collaborative [RIC] between eight local authorities, across the north of Scotland: Aberdeen City, Aberdeenshire, Argyll and Bute, Eilean Siar [Western Isles], Highland, Moray, Orkney Islands and Shetland Islands. The Northern Alliance is committed to improving the educational and life chances of children and young people.
- 3.2 Each RIC has been asked by a joint Steering Group, consisting of the Scottish Government, Education Scotland and Local Government to produce a Regional Improvement Plan. The Regional Improvement Plan is tasked with outlining how the RIC intends to reduce inequalities and target improvement in the four national priorities from the National Improvement Framework [NIF].
- 3.3 The development of the Regional Improvement Plan has been part of an ongoing iterative process. The first draft of the Northern Alliance Regional Plan was submitted to Education Scotland for feedback on the 30th January 2018. Feedback was received from the Chief Inspector of Education/Chief Executive on the 22nd February 2018. The Northern Alliance has sought to build on the comments received and incorporate this into the next phase of the Plan.
- 3.4 In terms of next steps following feedback from Education Scotland, the Northern Alliance was advised to engage all stakeholders and seek their views on the developing plan. Consultations and engagement sessions took place from mid-April to mid-June with a range of stakeholders: teaching staff, parents, children and young people, elected members and unions. It was agreed that each local authority was responsible for undertaking consultation and engagement sessions in their respective areas. An evaluation report of all the qualitative feedback gathered from across the region has been produced for the collaborative. The findings of which, will be considered ahead of the Phase 2 submission.
- 3.5 In support of the delivery of the Regional Improvement Plan (Phase 2) the collaborative is drafting a workforce plan which will identify the resources available to ensure workstreams are effectively resourced. This workforce plan will also consider resource from Education Scotland.

4.0 RECOMMENDATIONS

It is recommended that Community Services Committee:

- I. Comment on the Northern Alliance Regional Improvement Plan (Phase 2);
- II. Endorse the continued work of the Northern Alliance; and
- III. Note that the Regional Improvement Plan (Phase 2) will be submitted to Education Scotland on 3 September 2018 for sign off and agree that any amendments which may be required are delegated to the Head of Education: Lifelong Learning and Support in consultation with the Head of Education: Learning and Teaching, the Executive Director of Customer Services and the Policy Lead for Education.

5.0 DETAIL

5.1 KEY FINDINGS/ PROPOSALS

5.1.2 The following high-level priorities are outlined in the Northern Alliance Regional Improvement Plan (Phase 2):

- Priority 1: Improvement in attainment, particularly literacy and numeracy
- Priority 2: Closing the outcome gap between the most and least disadvantaged children
- Priority 3: Improvement in children and young people's health and wellbeing
- Priority 4: Improvement in employability skills and sustained, positive school leaver destinations of all young people.

5.1.2 The priorities are aligned to the aims of the Scottish Attainment Challenge and the NIF. However, while the priorities outlined in the Regional Improvement Plan highlight the aim of the NIF, the activities and outlook of the Northern Alliance are far broader. The collaborative champions a child and family-centred approach to address the achievement gap and to drive improvement. In support of realising the priorities, there are 13 workstream programmes. The collaborative seeks to work in a multi-layered way. Some of the workstream programmes, are directed, for example, the Emerging Literacy, Numeracy and Maths Attainment and Modern Foreign Languages programmes contribute to directly improving attainment. A significant number of the workstream outlined in the Plan (Phase 2) cut across all the priorities. It is important to note that not all schools will be involved in all improvement activities at any given time.

5.2 Argyll and Bute Council – Northern Alliance Consultation

5.2.1 Feedback from the Argyll and Bute Council consultation exercise on the Regional Improvement Plan found that the majority of those consulted – school staff, central team and senior management - were supportive of the plan.

5.3 Development of the Regional Improvement Plan (Phase 2)

5.3.1 The development of Phase 2 of the Regional Improvement Plan has sought to identify how the collaborative will measure progress as well as refine existing measures. The Performance and Data Sharing workstream continues to work closely with Education Scotland to develop a data sharing agreement. The Performance and Data Sharing group has also continued to identify key data sets to provide baseline data for the collaborative.

5.3.2 Several of the workstreams are maturing and others are now emerging and beginning to embed across the collaborative. The workforce plan will ensure that resources are effectively deployed to support their delivery. To this end, the Northern Alliance seeks to build on its long-standing collaboration to effectively develop a robust plan with clear workstreams and implementation strategies.

5.3.3 A crucial step in developing Phase 2 of the Regional Improvement Plan has been consulting with stakeholders and evaluating the feedback and comments received. The Northern Alliance is keen to develop distributive leadership at all levels and ensure that a practitioner informed approach shapes the collaborative's activities.

5.3.4 The work of the collaborative positively supports the Education Strategy key themes of Our Children Our Future.

5.4 NEXT STEPS

5.4.1 The key milestones are indicated below:

Key Milestone	Timescale
Northern Alliance Planning and Evaluation Event	29 June 2018
Northern Alliance Regional Improvement Plan Phase 2 Review	26 July 2018
Regional Improvement Plan (Phase 2) to be presented to Chief Executives for comment	wk/c 6 Aug 2018
Regional Improvement Plan (Phase 2) submitted to Education Scotland	3 Sept 2018

Regional Improvement Plan (Phase 2) submitted Argyll and Bute Council Community Services Committee	11 Dec 2018
--	-------------

6.0 CONCLUSION

- 6.1 The Northern Alliance Regional Improvement Plan is required to be submitted to Scottish Government on the 3rd of September 2018. The priorities within the plan are aligned to the aims of the Scottish Attainment Challenge and the NIF. However, while the priorities outlined in the Regional Improvement Plan highlight the aim of the NIF, the activities and outlook of the Northern Alliance are far broader. The collaborative champions a child and family-centred approach to address the achievement gap and to drive improvement. In support of realising the priorities, there are 13 workstream programmes. These workstreams will enhance and support the improvement work being undertaken by the Education Service in Argyll and Bute and support the vision and strategy Our Children, Their Future.

6.0 IMPLICATIONS

- | | | |
|-----|------------|---|
| 7.1 | Policy | In line with national Education policy |
| 7.2 | Financial | At this point in time there are no direct financial implications arising from the recommendations of this report. |
| 7.3 | Legal | At this point there is no direct legal implications. |
| 7.4 | HR | The Northern Alliance is currently finalising its workforce plan, which will be submitted to Education Scotland on the 3 September 2018. The workforce plan will seek to ensure equitable resource allocation, develop and implement protocols for joint working and provide greater clarity regarding roles and responsibilities. Moreover, the Northern Alliance will continuously review workforce allocation. |
| 7.5 | Equalities | The Northern Alliance Regional Improvement Plan Complies with equalities requirements. |
| 7.6 | Risk | Not supporting the Northern Alliance's work outlined in the Regional Improvement Plan could create a negative reputational risk. The Northern Alliance Regional Improvement Plan supports the delivery of the LOIP through the delivery of the NIF and the National Governance review. The collaborative's Plan support education outcomes and Getting It Right For Every Child [GIRFEC] delivery across the authority. Failure to support the Regional |

Improvement Plan may cause reputational damage for Argyll and Bute Council and put into question the organisation's commitment to raising attainment and closing the gap. The risk is low.

- 7.7 Customer Service The Northern Alliance seeks to ensure that consistent improvement support is available to the entire region. The Northern Alliance is committed to ensuring staff have access to the practical improvement support they need, when they need it. A risk is that this message is not clearly communicated to staff and there is a lack of understanding amongst schools regarding the role of the Northern Alliance. To minimise this risk a communications strategy and plan 2018-2019 has been developed. Following consultations and engagement events with all stakeholders the Northern Alliance has also taken cognisance of the feedback received and sought to build on the ideas expressed to improve communications. The risk is low.

Anne Paterson
Head of Education: Lifelong Learning & Support
Chief Education Officer

Councillor Yvonne McNeilly
Policy Lead for Education and Lifelong Learning
July 2018

For further information contact:

Anne Paterson, Head of Education: Lifelong Learning & Support/Chief Education Officer

Argyll House, Alexandra Parade, Dunoon, PA23 8AJ.

Email: anne.paterson@argyll-bute.gov.uk Telephone: 01546 604333

This page is intentionally left blank



The Northern Alliance
Regional Improvement Framework Plan 2018



Contents

Page

1. Introduction.....	3
2. Northern Alliance Workstreams	5
3. Northern Alliance Priorities	6
4. How This Will Be Achieved.....	7

DRAFT

1. Introduction

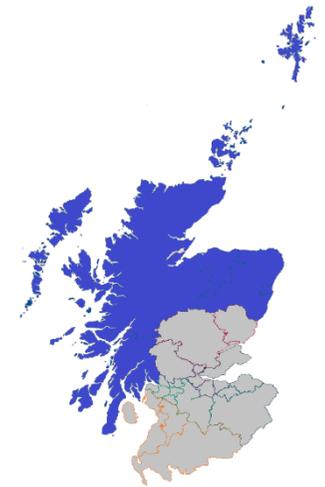
The Northern Alliance is a collaboration between eight local authorities, across the North and West of Scotland: Aberdeen City, Aberdeenshire, Argyll and Bute, Eilean Siar [Western Isles], Highland, Moray, Orkney Islands and Shetland Islands. Our shared vision is to improve the educational and life chances of our children and young people. To remove the barriers to learning and improve children's outcomes, the collaborative seeks to build on the strengths of shared service development, create professional networks and deliver continuous professional development. The Northern Alliance exists to make a difference to the lives of children and young people by ensuring that the professionals who work with them collaborate for improvement and impact. The reach of the Northern Alliance is vast, covering 58.4% of the landmass of Scotland, yet it represents a small percentage of the Scottish population. This area has amongst the highest levels of rurality and the lowest levels of population density within a context of economic fragility and poverty. It also includes two of Scotland's cities. The geography and common challenges experienced across the region moved the Alliance to identify new ways of working and adopt a shared approach to the communities it represents in the north of Scotland and in the islands.

In response to the Governance Review of Scottish Education, the Alliance has sought to further develop its culture of collaboration. This has resulted in the sharing of expertise in a range of areas: curriculum development, school estates, early years and Integrated Children's Services development, as well as establishment of local and regional networks. Partnership working has enabled the Northern Alliance to deliver programmes such as Emerging Literacy and Leadership Development, which are already benefiting schools and teachers across the region. The Raising Attainment in Literacy, Language and Communication workstream is currently providing direct support to practitioners in 47% of primary schools across the Northern Alliance.

A key strength of the Northern Alliance is found in its commitment to distributed leadership at all levels. This approach allows flexible and organic partnerships to emerge, which cross professional and geographic boundaries. This 'bottom up' approach is reflected in the origins of a number of the Alliance's workstreams such as the Equalities group and more generally, in the practitioner informed approach that shapes all our activities.

By building on our collective experiences as a regional improvement collaborative we are confident we can make a meaningful difference to the lives of children and young people. To measure our impact the Alliance is committed to evaluating performance data through the use of pupil data. Alongside the use of quantitative data, we draw on qualitative data to capture information from teachers and practitioners, which is collated into the formal evaluation of programmes. Our commitment to ongoing evaluation across all of the programmes allows the Alliance to measure impact and target improvement. We aim to grow and develop this approach with other partners – such as NHS, universities and national agencies.

Central to the work of the Alliance is the Scottish Attainment Challenge and the shared aim to achieve equity in educational outcomes, with a focus on closing the poverty related attainment gap. This is of particular interest to the Northern Alliance given the aforementioned challenges experienced by the region. To



this end, the high-level priorities outlined in the Northern Alliance Regional Improvement Plan are aligned to the aims of the Scottish Attainment Challenge and the National Improvement Framework [NIF hereafter].

The Northern Alliances seeks to deliver on the following priorities:

- Priority 1: Improvement in attainment, particularly literacy and numeracy
- Priority 2: Closing the poverty related attainment gap between most and least disadvantaged children
- Priority 3: Improving the structures which help children and young people's health and wellbeing
- Priority 4: Improvement in employability skills and sustained, positive school leaver destinations for all young people

As a group of eight local authorities we are committed to improving outcomes and closing the gap, which exists across our wide and varied communities and crucially, keeping the child and family at the centre of all that we do. Schools, teachers and headteachers have a clear role to play, but for too many young people and families, this is not enough. Some of our young people and their families require family support workers, social workers, school nurses and many others besides. While the priorities outlined in the Regional Improvement Plan support the aims of the NIF, the activities and outlook of the Northern Alliance is far broader. The Alliance champions a child and family-centred approach to address the achievement gap and to drive improvement.

To realise our vision, we work in a multi-layered way. Some programmes are directed, such as those which support the above-mentioned priorities. The Emerging Literacy, Numeracy, Maths Attainment and Modern Foreign Languages programmes contribute to directly improving attainment. A significant number of our workstreams have cross cutting themes and are reflective of the leadership ethos which we have promoted over the last three years. These workstreams not only reflect the wider imperative to improve all services but have come about by middle managers and leaders recognising the benefits of collaboration to improve services more quickly and sustainably. However, not all schools will be involved in all improvement activities at any given time.

The Northern Alliance is a committed learning collaborative and as such will continue to learn as programmes embed and develop, we are committed to working in partnership nationally, regionally and locally and welcome wider collaborations and learning which develop impact and drive improvement across the country. During the drafting of the second phase of the plan, the Northern Alliance has sought to engage with all stakeholders, consulting with teachers, head teachers, children and young people, parents and guardians and elected members from across the region. The Northern Alliance will continue to learn from what works well, where change is needed and importantly react to feedback and requests from schools and teachers to aid their work with children and young people.

2. Northern Alliance Workstreams

Regional Coordination Programme Lead												
Reporting												
Website development			Communications						School to School Networking			
Emerging Literacy programme	Maths Attainment & Numeracy Programme	Systems Improvement and Leadership Development	Early Years and Child Care Programme	Performance/ Data Sharing Programme	Children's Services Planning Group	Children's Services	MFL Development Group	Poverty / Closing the Gap Development	Future Delivery Models / Estates	IT transformation [E-Learning]	Equalities	Community Learning & Development
<i>Programme Sponsor:</i> Regional Improvement Lead	<i>Programme Sponsor:</i> Regional Improvement Lead	<i>Programme Sponsor:</i> Laurence Findlay	<i>Programme Sponsor:</i> Anne Paterson	<i>Programme Sponsor:</i> Dave Gregory	<i>Programme Sponsor:</i> TBC	<i>Programme Sponsor:</i> TBC	<i>Programme Sponsor:</i> Laurence Findlay	<i>Programme Sponsor:</i> Helen Budge	<i>Programme Sponsor:</i> Wilf Weir	<i>Programme Sponsor:</i> Bernard Chisholm	<i>Programme Sponsor:</i> Regional Improvement Lead	<i>Programme Sponsor:</i> Anne Paterson
<i>Programme Lead:</i> James Cook	<i>Programme Lead:</i> David Clark & Margaret Rule	<i>Programme Lead:</i> Vincent Doherty	<i>Programme Lead:</i> Craig Clement	<i>Programme Lead:</i> Reyna Stewart	<i>Programme Lead:</i> Ian Kyle	<i>Programme Lead:</i> TBC	<i>Programme Lead:</i> Sylvia Georjin	<i>Programme Lead:</i> Shetland QIO	<i>Programme Lead:</i> Peter Diamond	<i>Programme Lead:</i> Angus MacLennan	<i>Programme Lead:</i> Bernadette Cairns	<i>Programme Lead:</i> Avril Nicol
Focus: Raising Attainment in literacy	Focus: Review of attainment in mathematics, T&L approaches	Focus: Develop high quality leadership & systematic improvement across the NA at all levels	Focus: Delivering 1140 hours EYCC policy	Focus: Create shared data set for NA work	Focus: To ensure alignment and coherence across NA ICS plans and workstreams	Focus: To support improvement in children's services	Focus: To develop 1+2 languages, embed teacher subject knowledge	Focus: To explore rural poverty and its impact on attainment	Focus: To develop and implement a framework to facilitate transformation and change in our communities	Focus: To explore development and impact of Esgoil model across the region	Focus: champion equalities and children's rights across the NA	Focus: to develop shared approaches to community learning & development
Outcome: Impact on closing the gaps, teacher subject knowledge and attainment	Outcome: Impact on closing the gaps, teacher subject knowledge and attainment from primary 1 to S4	Outcome: To improve the quality of leadership through promoting and developing systemic approaches to improving outcomes, quality & meeting LA's statutory obligations.	Outcome: Improving access, quality and closing economic/ attainment gap	Outcome: Shared agreement re data to help drive performance of NA programmes	Outcome: Work towards shared improvements across the NA, sharing of best practice, innovation in approach across the region	Outcome: Better outcomes for vulnerable children and improved practice	Outcome: Increase teacher subject knowledge, extend qualified teacher numbers, raise attainment	Outcome: identify key indicators of rural poverty: reduce impact on attainment	Outcome: reduce costs: share best practice, create innovative plans for future services	Outcome: Wider access to full curriculum, cost reduction, transformation of T&L	Outcome: improve the health & wellbeing of children & young people	Outcome: improving employability skills for young people, improve family learning & parental engagement

3. Northern Alliance Priorities

High Level Priorities

Priority 1	Priority 2	Priority 3	Priority 4
Improvement in attainment, particularly literacy and numeracy	Closing the poverty related attainment gap between most and least disadvantaged children	Improving the structures which help children and young people's health and wellbeing	Improvement in employability skills and sustained, positive school leaver destinations for all young people
<ul style="list-style-type: none"> ❖ Improve the leadership of the raising attainment agenda at school, ASG, authority and across the Northern Alliance ❖ Develop shared approaches to assessment and moderation ❖ Develop literacy and numeracy strategies to improve attainment 	<ul style="list-style-type: none"> ❖ Identify appropriate poverty related attainment gaps across the Northern Alliance ❖ Improve learning and teaching to raise attainment across the region 	<ul style="list-style-type: none"> ❖ Reduce the impact of adverse childhood experiences and chronic neglect 	<ul style="list-style-type: none"> ❖ Increase the number of young people reaching a positive and sustained destination

Workstreams With Cross Cutting Themes

			
Performance and Data Sharing	Rural Poverty	Systems Improvement and Leadership Development	
Equalities	Community Learning and Development	IT Transformation (E-Learning)	
Children's Services Planning Group	Early Learning and Childcare	Children's Services	Future Delivery Models/Estates

4. The Northern Alliance Regional Improvement Plan – How This Will Be Achieved

PRIORITY AREAS		KEY DRIVERS	
1	Improvement in attainment, particularly in literacy and numeracy	SL	School Leadership
2	Closing the poverty related attainment gap between most and least disadvantaged children	TP	Teacher Professionalism
3	Improving the structures which help children and young people's health and wellbeing	PE	Parental Engagement
4	Improvement in employability skills and sustained, positive school leaver destinations for all young people	ACP	Assessment of Children's Progress
		SI	School Improvement
		PI	Performance Information

Priority 1: Improvement in attainment, particularly literacy and numeracy					
Improvement Activity	This Is How We Will Do It	When	Leads	Improvement Outcomes	
				What We Will Measure (Evidence of Impact)	What Is Success?
<p><u>Literacy</u> Equipping education practitioners with the knowledge, understanding and skills to support children's early literacy, language and communication development.</p> <p>Key Drivers: ACP SL TP PI</p>	<ul style="list-style-type: none"> A group of Lead Practitioners will be trained to support sustainability of the approach at local level using a suite of professional learning resources. 	June 2019	Leads: James Cook	Qualitative feedback from: Lead Practitioners; Local Networks led by the Lead Practitioners; Practitioners involved from educational psychology and allied health professionals.	By June 2019, programme will be self-sustaining.

	<ul style="list-style-type: none"> Case studies will be captured and shared, detailing the impact on practice and the outcomes for children. 			<p>Quantitative data analysis on 'Achievement of CfE Levels' data: -Y1: 2016/2017; comparison of those involved and those not involved in the workstream -Y2: 2017/2018; comparison of those involved and those not involved in the workstream.</p> <p>Qualitative data from practitioners within each of the local networks.</p> <p>Qualitative feedback from case studies in supporting school improvement</p>	<p>In 2018/2019, 300 schools in the local authorities who are part of the Northern Alliance Emerging Literacy workstream will be supported in taking a developmental approach to Emerging Literacy.</p> <p>Practitioners will report an increase in knowledge, understanding and confidence in children's early literacy, language and communication skills.</p> <p>Schools will have case studies to reflect on to support their own school improvement</p> <p>Scottish Government Stretch Aim: By 2020, at least 85% of children within each SIMD quintile will have successfully achieved early level literacy.</p>
<p><u>Numeracy and Maths Attainment</u> Develop teacher confidence, professional understanding and leadership in relation to numeracy and secondary maths attainment</p> <p>Key Drivers: </p>	<ul style="list-style-type: none"> Upskilling of ELCC workforce to support numeracy Improving the learning and teaching of 'hard to teach' areas in numeracy Developing networks of education practitioners, including linking to Ed Psychologists, University of Aberdeen and allied health professionals. Improve teacher confidence Utilise digital platforms (glow and website) to enhance and develop networking 	<p>From August 2018 onwards</p>	<p>Leads: Dave Clark; Margaret Rule; Head Teachers</p> <p>Education Scotland Support</p>	<p>Qualitative: Capture attendance at networking events and follow up survey from events</p> <p>Evaluation reports to assess the development of a culture of learning and impact on practice</p> <p>Longitudinal study of maths teachers</p> <p>Annual Survey</p> <p>Quantitative:</p>	<p>By 2021 in the 60 identified schools, the poverty related attainment gap (including aspects of rural poverty) will close by 10%</p> <p>Feedback from schools indicate improved quality of professional learning for staff</p> <p>Clear, coherent and rigorous learning pathways established from the BGE to Senior Phase</p> <p>A range of interventions created that develop mathematical thinking in "difficult" areas especially for students in SIMD 1-4.</p>

	<ul style="list-style-type: none"> • Create virtual communities/ communities of practice • Ensure leadership development programme in place for head teachers, senior leaders, subject and curriculum leaders • Review of presentation policies and maths attainment in Northern Alliance • Twinning of Schools • Transition for primary to secondary 			<p>Assessment of link between attainment data and professional learning to identify impact of leadership development programme (3-year programme S1-S4)</p> <p>SNSA</p> <p>Numeracy – CfE level of judgement (primary 4)</p>	<p>Alliance – wide framework for effective maths faculty leadership with change leadership and learning at its core.</p>
<p>To improve the numeracy levels of pupils and improve attainment in S4 maths.</p> <p>Key Drivers: </p>	<ul style="list-style-type: none"> • Effective leadership of change and of learning within maths faculties. • Effective planning of learning, teaching and assessment. 	<p>From August 2018-onwards</p>	<p>Leads: Dave Clark; Margaret Rule</p>	<p>Insight data set</p> <p>BGE benchmarks</p>	<p>Increasing the number of maths faculties across the Alliance meeting or exceeding their VC.</p> <p>Levels of numeracy at L4 and L5 improve for pupils in SIMD 1-4.</p> <p>SNSA scores show incremental improvement year on year.</p> <p>N5 attainment in maths rises across the Alliance by _ % by 20_</p> <p>Increase in teachers' judgement for primaries 1, 4 and 7.</p> <p>Increase in % of young people entering preschool with appropriate numeracy milestones</p> <p>Increase uptake of Higher Maths</p>

<p>Develop shared approaches to assessment and moderation for literacy and numeracy.</p> <p>Key Drivers: </p>	<ul style="list-style-type: none"> Establish a QAMSO group across Alliance Teachers to develop a greater shared understanding of standards (improved standardisation) by facilitating opportunities for professional networking Create virtual communities of practice to develop teacher judgement <p>Introduce 'critical friend' approach to moderation (teachers moderating across the Northern Alliance region)</p>	<p>Throughout school session 2018/19</p>	<p>Leads: Regional Improvement Lead; QAMSO lead, Karen Lees.</p>	<p>Teacher confidence survey: sampling across the Northern Alliance</p> <p>Use of web analytics to track use of online communities and resources</p> <p>QAMSOs to assess teacher judgement</p> <p>collectively tracking teacher judgement across the Northern Alliance</p> <p>Review of embedding standardisation in assessment and moderation</p>	<p>80% of assessment figures as checked by QIOs to be accurate (Y1)</p> <p>Take sample across Aberdeen and work from youngster; across the NA.</p>
<p>Ensure all teachers across the Northern Alliance see themselves as teachers of language</p> <p>Key Drivers: </p>	<ul style="list-style-type: none"> Develop moderation work in and across primary and secondary Focus on tracking and monitoring of languages across the BGE 	<p>From August 2018 onwards</p>	<p>Leads: Sylvia Georin</p>	<p>Insight data set</p> <p>Annual 1+2 survey of primary languages</p>	<p>_% increase in uptake in Modern Languages in the Senior Phase by 2021</p> <p>_% increase in passes at A to C at National 5 Level in Modern Languages by 2021</p>
<p>Develop strong connections and synergy between emerging literacy and language learning ensuring a connected curriculum and a</p>	<ul style="list-style-type: none"> Align progression frameworks for languages across the Northern Alliance Develop links between emerging literacy approaches to phonics with 1+2 	<p>June 2019</p>	<p>Leads: Sylvia Georin; James Cook; Regional Improvement Lead</p>	<p>CfE and Insight data</p>	<p>School inspection data showing positive progress with implementation of 1+2 by 2021</p>

<p>more integrated approach to raising attainment in literacy</p> <p>Key Drivers: SL PI PE TP ACP</p>					
<p>Increase and improve parental engagement on literacy and numeracy.</p> <p>Key Drivers: PE</p>	<ul style="list-style-type: none"> • Audit current engagement activity • Identify areas for improvement and agree where collaboration can support effective programme development 	<p>From August 2018 onwards</p>	<p>Lead: Avril Nicol Education Scotland support</p>	<p>Measure consistent understanding of Family Learning to support application of agreed measures</p> <p>Introduce and embed Adult Achievement Award</p>	<p>Increase in number of parents / carers engaged with children's learning (in and out of school)</p> <p>Increase in (number/time) parents engaged in supporting children's learning/attainment</p>

Priority 2: Closing the poverty related attainment gap between most and least disadvantaged children.

Improvement Activity	This Is How We Will Do It	When	Leads	Improvement Outcomes	
				What We Will Measure (Evidence of Impact)	What Is Success?
<p>Review of attainment across the Northern Alliance with a specific focus on our most disadvantaged children in order to identify ‘the gap’ (linked to Maths project outlined under Priority 1)</p> <p>Key Drivers: </p>	<ul style="list-style-type: none"> Group review attainment in maths across the Northern Alliance (stats review) Establish statistical milestones, which identify effective practice e.g. S4 scores Gap between SIMD levels is analysed and described, and common themes identified Review of Presentation policies Review of Inspection outcomes for best practice/key themes Work with Education Scotland on maths support and development from national thematic programme 	June 2019	<p>Leads: Dave Clark, HT, DHT, PT (Maths)</p> <p>Reyna Stewart, Performance workstream</p>	Insight	<p>Clear articulation of the attainment gap in numeracy</p> <p>Increased attainment in SIMD 1 & 2</p>
<p>Ensure all young people receive their entitlement to languages learning given the wider attainment benefits this brings for all learners regardless of background or ability</p> <p>Key Drivers: </p>	<ul style="list-style-type: none"> Provide clear consistent guidance for schools in relation to timetabling and presentation in Modern Languages to ensure a common approach across all our schools Involvement of key practitioners in developing T&L tools to support learning 	By 2020 in line with the Government 1+2 strategy	Lead: Sylvia GeorGIN	<p>Insight analytical data set</p> <p>Use of rural deprivation measure [once developed]</p>	<p>XX% increase in National 5 passes of A to C in Modern Languages in SIMD 1—3 and SIMD 9-10 by 2021</p> <p>Almost all learners receiving their entitlements to L2 and L3 as per national 1+2 policy by 2021</p>

<p>Improve attainment of Care Experienced Young People</p> <p>Key Drivers: ACP SL TP PI</p>	<ul style="list-style-type: none"> • Shared initiatives being developed in each of our authorities • Explore opportunities provided by eLearning • Develop tracking and monitoring processes alongside other recording and performance activities • Explore shared approaches to out of authority placements • Share best practice, including through the ASN network 	<p>By June 2020</p>	<p>Lead: TBC</p>	<p>Absence, Attendance, Exclusion data</p> <p>Qualitative the views of our Looked After Children e.g. champions board</p>	<p>5% increase in numeracy and literacy attainment in Care Experienced Young People by 2020</p>
<p>Ensure young people have access to wider achievement opportunities and accreditation</p> <p>Key Drivers: PI</p>	<ul style="list-style-type: none"> • Accredited learning: • Menu of accreditation opportunities available across the Northern Alliance– DofE; Youth Achievement and Dynamic Youth Awards; Satlire; John Muir Trust; Princes Trust; Sports Leader • Reduction in the barriers to access 	<p>By June 2019</p>	<p>Lead: Avril Nicol</p>	<p>Participation and achievement measures – DofE; Youth Achievement; Saltire John Mur</p>	<p>Increase in uptake of DYA and YAA and DofE – 3% uplift across NA</p> <p>Particular focus on increased uptake from SIMD 1-3 5% uplift across NA</p>
<p>Development of learning pathways to improve outcomes for children and young people.</p> <p>Key Drivers: PE ACP PI</p>	<ul style="list-style-type: none"> • Establish primary and secondary curriculum. head teacher groups • Individualised / flexible learning pathways – including element of family learning • Increased collaborative working with further and higher education to support curriculum delivery • Sharing curricular models across the NA • Mechanisms for school leaders to share best practice in use of PEF funding • Youth work in schools 	<p>From August 2018</p>	<p>Lead: Avril Nicol</p>	<p>SDS data</p> <p>Participation measures</p>	<p>95% young people have positive and sustained destination by 2020.</p> <p>Increased attainment in the lowest 20% of cohort placements</p> <p>Reduction of Out of Authority Placements</p> <p>Increased attendance across the NA</p> <p>Decrease exclusion across the NA</p>

Priority 3: Improving the structures which help children and young people’s health and wellbeing

Improvement Activity	This Is How We Will Do It	When	Leads	Improvement Outcomes	
				What We Will Measure (Evidence of Impact)	What Is Success?
<p>Northern Alliance to reduce the impact of adverse childhood experiences and chronic neglect</p> <p>Key Drivers: </p>	<ul style="list-style-type: none"> Promoting understanding of ACEs and their impact Earlier identification and assessment of chronic neglect Responding to chronic neglect Strategies to promote resilience 	From August 2018	Lead: TBC	<p>Health and Social Work data on adverse childhood experiences and chronic neglect</p> <p>Qualitative data from focus groups to discuss adverse childhood experienced</p>	<p>Staff being upskilled.</p> <p>Improvement children’s health and wellbeing.</p> <p>% decrease in children in adverse childhood experiences</p> <p>% decrease in children experiencing chronic neglect</p> <p>Children and young people explain approaches to be resilient</p>

<p>Develop an effective partnership across the different NHS boards and the Northern Alliance focused on improvement of young people's health and wellbeing</p> <p>Key Drivers: PI ACP</p>	<ul style="list-style-type: none"> • Mapping exercise of current health related services for children and young people across the Northern Alliance • Consider collective arrangements for the commission and decommissioning of health-related services 	June 2019	Lead: Regional Improvement Lead	Audit exercise Individual Children's Services Plans	<p>Improvement of health and wellbeing of children and young people across the Northern Alliance</p> <p>More joined up working across the services.</p>
<p>Enabling Youth Voice (Youth Democracy)</p> <p>Key Drivers: TP SI SL</p>	<ul style="list-style-type: none"> • CLD staff across the Northern Alliance to promote youth led participatory groups and volunteering opportunities for CYP 	June 2019	Leads: Bernadette Cairns, Equalities leads; Avril Nicol, CLD Group	<p>Qualitative and quantitative data on the number of youth led groups and their function</p> <p>Quantitative data on the number of Children and Young People attaining wider achievement awards</p> <p>AVCO data</p>	5% increase in the number of CYP achieving wider achievement wards such as Saltire May 2018 to May 2019
<p>Deliver financial awareness to measure financial literacy</p> <p>Key Drivers: PE</p>	<ul style="list-style-type: none"> • Develop professional understandings of financial literacy • Establish networks of practice between LAs and at locality level (Youthbanks; Credit Unions, links to Welfare Reform – benefits uptake rates) • Financial awareness training delivered in all 8 LAs 	June 2020	Leads: Avril Nicol; Education Scotland support	Qualitative feedback	<p>Increase in parents / families feeling confident/upskilled to make informed choices</p> <p>Development of agreed Financial Literacy Measures</p>

<p>Support the development of effective equalities and diversity policies across the Northern Alliance</p> <p>Key Drivers:   </p>	<ul style="list-style-type: none"> Establish a baseline for number of schools with diversity policies Working group to create a skeleton statement/policy 	By June 2019	Leads: Bernadette Cairns in partnership with LA leads	Quantitative data on the number of schools with policies / statements in handbooks.	By 2019 there will be 100% increase from the baseline.
<p>Equality, Diversity and Children’s Rights – Training and Curriculum Resources</p> <p>Key Drivers:   </p>	<ul style="list-style-type: none"> Establish an Equalities Working Group (EWG), including young people, across the Northern Alliance Share current resources across the EWG Agree the core programmes and linked materials 	By June 2019	Leads: Bernadette Cairns in partnership with LA leads	Qualitative feedback received during the testing of materials across the Northern Alliance to inform ongoing development.	By 2019 a core training programme, with links to curriculum resources, will be created for use across Las in the Northern Alliance
<p>Championing Equality and Diversity through the Rights Respecting Schools (RRS) programme (Unicef)</p> <p>Key Drivers:    </p>	<ul style="list-style-type: none"> Identify a lead within each local authority, named within the Service Level Agreement (SLA), will promote the RRS programme. Identify ‘champions’ across the Northern Alliance partners / Las to support the engagement with and assessment of the RRSA Training provided for the ‘champions’ by Unicef 	By June 2019	Leads: Bernadette Cairns with support from Unicef	Quantitative data on the number of schools registered and progressing towards RRSA Awards at the various levels.	In the LAs with the SLA across the Northern Alliance at least 30% of schools will be registered and progressing towards the RRSA by 2019.
<p>Increase the number of LGBT+ children and young people in</p>	<ul style="list-style-type: none"> Development of LGBT+/Alliance (or Gender and Sexual Orientation Alliance, GSA) groups in secondary schools to support children and young 	By June 2019	Leads: Bernadette Cairns in partnership	Quantitative GREC data and SEEMIS data. Qualitative local / regional	10% increase in the number of LGBT+/Alliance groups by May 2019 – ambitious. Long term

<p>school who feel safe</p> <p>Key Drivers: </p>	<p>people who identify as LGBT+ and their allies.</p> <ul style="list-style-type: none"> • Awareness training in schools • Sharing of National Guidance (GSA) • Sharing of best practice – what works locally • Protecting children and adults against abuse through effective professional learning • Capture current picture of relevant available CPD – across Northern Alliance members • Work collaboratively to agree measures – e.g. linked back to Bounce Back programmes 		<p>with LA Leads</p>	<p>data gathered through a random survey of schools across the Alliance, repeated annually</p>	<p>aim view of 100%</p> <p>10% increase in the number of LGBT+ Children and Young People in school who feel safe, supported and included by May 2019. (think about language)</p>
---	---	--	----------------------	--	--

Priority 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people

Improvement Activity	This Is How We Will Do It	When	Leads	Improvement Outcomes	
				What We Will Measure (Evidence of Impact)	What Is Success?
<p>Add value to DYW agenda by ensuring languages are within DYW agenda across the Northern Alliance</p> <p>Key Drivers: SL PI TP</p>	<p>Link languages experiences in schools to the wider DYW agenda and skills agenda/provide an employment context for learners:</p> <ul style="list-style-type: none"> • Agree common expectations and principles for a languages approach to DYW in the Northern Alliance • Provide CLPL for teachers linked to languages and DYW and further ensure DYW CLPL has an integrated languages component as required • Ensure all our schools, primary and secondary have access to business champions who can bring relevance to languages learning • Greater connectivity and synergy across languages and DYW policy areas <p>Embed languages across the curriculum (5-15) with a clear focus on skills development:</p> <ul style="list-style-type: none"> • Develop contexts for learning linked to DYW/languages • Further develop partnerships with SCILT with regards Business Champions and Business Brunches 	June 2020	Lead: Sylvia Georjin	Insight data	<p>Every secondary school Modern Languages department to have at least one business / employer link by 2021</p> <p>XX% increase in update of SQA Language in Work units from 33 onwards by 2021</p>

<p>Review all Northern Alliance employability strategies/ plans and consider areas of common interest where we could add greatest value</p> <p>Key Drivers: </p>	<p>Wider achievement:</p> <ul style="list-style-type: none"> Review plans Arrange for DYW leads to meet to identify share skills pathways Share best practices Engage key stakeholders e.g. better linking with colleges and Adult Learning staff Increase engagement of primary schools with DYW, and develop improvement plans to raise aspirations in CYP from primary stage Youth Aspiration Survey: Roll out across a small cohort (primary and secondary) <p>Employability – senior phase, essential skills:</p> <ul style="list-style-type: none"> Support pupils into the ‘Career Ready’ programme Linking curriculum areas of CfE to employment opportunities and skills 16-18 named person role implementation/improvement pre-16 activity agreements <p>Internship opportunities and skills for work development:</p> <ul style="list-style-type: none"> Have flexible arrangements for Activity Agreements to take place across the LAs 16+key worker role Retaining contact with those who were known no not known, embed in each targeted school with consistent approach managing a gap 	<p>Phase one data gathering by end of Sept 2018</p> <p>Phase two reporting end June 2019</p>	<p>Lead: Avril Nicol</p>	<p>Participation measures in place across the Northern Alliance.</p> <p>SDS extract</p> <p>Improved data available e.g. Northern Alliance data sets</p>	<p>Clearer picture from Youth Aspiration Survey roll out across a small cohort (primary and secondary)</p> <p>Increased numbers of senior phase pupils mentored to develop skills for work</p>
---	--	--	--------------------------	---	--

Cross Cutting Themes

The cross-cutting themes support the delivery of the priorities yet some of these activities do not necessarily have tangible measures. This reflects the Northern Alliance's wider outlook and activities as a collaborative, some of which pre-dates the Northern Alliance's collaborative working with Education Scotland.

Cross Cutting Themes: activities which support the delivery of the Regional Improvement Plan					
Improvement Activity	This Is How We Will Do It	When	Leads	Process Measures that support the Regional Improvement Plan	
				What We Will Measure (Evidence of Impact)	What is The Impact Over Time?
Improve the use of data and data sharing across the Northern Alliance. Key Driver: PI	<ul style="list-style-type: none"> Data sharing agreement by 3rd September 2018 Data review Establish a national protocol for data sharing within and outwith the collaborative Support teacher data literacy 	Sept 2018 June 2019	Leads: Reyna Stewart, Education Scotland and Regional Improvement Lead	SEEMIS Insight Feedback from teachers Evaluation of improvement and impact for workstream leads and teachers.	Establishment of Data Sharing Agreement Across the Northern Alliance 2018 Identification of baseline data for individual workstream Improved use of data by workstream leads, teachers etc for improvement
Ensure school improvement teams are working collaboratively and effectively across the Northern Alliance Key Drivers: ACP	<ul style="list-style-type: none"> Review internal working arrangements in light of the Three Pillars (CfE, GIRFEC and Developing the Young Workforce) Review reporting arrangements – once plan approved and enacted and report to quarterly to improvement advisory forum Identify as an alliance schools with greater need of targeted support e.g. cluster work / buddying activities 	Ongoing	Leads: Regional Improvement; Vincent Docherty	NIF return External inspections Qualitative data: feedback from staff	Increased confidence in self-evaluation over 18-21 month period. Greater alignment of self-evaluation processes across the NA %_increase in stay reporting they are confident in the use of self-evaluation

<p>TP PI</p>	<ul style="list-style-type: none"> Focus on self-evaluation for improvement 				
<p>Work towards reducing impact of child poverty [including rural poverty] in line with the provisions set out in the Child Poverty Act 2017</p> <p>Key Drivers: SI PI</p>	<ul style="list-style-type: none"> Develop an overall deprivation measure describing rural settings and the unique challenges rural communities face Work collaboratively to define and identify indicators to describe rural poverty Enable staff to continue career long professional learning about child poverty regardless of area – utilise eLearning and online communities 	<p>June 2020</p>	<p>Leads: Helen Budge</p>	<p>Develop rural poverty measures</p> <p>Use said measure to evidence impact</p> <p>PEF</p> <p>Work with ADES</p> <p>Work with SG</p>	<p>Run small tests of change to demonstrate impact and change over time</p> <p>Longer term aim implementation of measure and reduction in the impact of child poverty on attainment.</p>
<p>Develop shared approaches to children's services planning, building on best practice across the Northern Alliance.</p> <p>Key Drivers: ACP TP PI</p>	<ul style="list-style-type: none"> Agree common approaches to children's services planning Agree common formats to children's services plans 	<p>June 2019</p>	<p>Leads: Ian Kyle</p>	<p>Children's Services Planning Evaluation Reports from individual LAs</p>	<p>Common approaches leading to more consistent support for children and young people</p>
<p>Sharing best practice in quality assurance in Children's Services</p> <p>Key Drivers: ACP TP PI</p>	<ul style="list-style-type: none"> Shared approaches to QA across the Northern Alliance Peer review Linking across self-evaluation activities Preparing for Children's Services Inspection 3 Supporting an outward looking and a coordinated approach across the 8 authorities 	<p>Ongoing</p>	<p>Leads: Susan MacLaren and subgroup; Ian Kyle [tbc]</p>	<p>Children's Services Reports from individual LAs</p> <p>Qualitative data: feedback from staff</p>	<p>Staff reporting improved confidence in self-evaluation across the NA</p>

<p>Supporting activity across social work and children's services</p> <p>Key Drivers: PI</p>	<ul style="list-style-type: none"> • Consolidating and coordinating the Children's Services Network • Supporting and developing Social Work leadership • Ensuring peer support networks for practitioners across the Northern Alliance • Identifying, sharing and responding to new challenges 	<p>Ongoing</p>	<p>Leads: I [tbc, Heads of Services across eight local authorities</p>	<p>ACORN</p>	
<p>Leadership Development in Schools across the Northern Alliance led by sector leading Head teachers / teachers</p> <p>Key Drivers: SL TP SI</p>	<ul style="list-style-type: none"> • Identifying sector HT and teachers to champion educational improvement across the Northern Alliance to a school led system • Establishment of NA strategic group to lead this initiative • Representation from all LA's expected and when appropriate teachers and middle leaders will be invited to engage in the group's work • A draft template for a leadership development framework to be created • A scoping exercise to be carried out to ascertain what existing effective practice and approaches to leadership development are currently in place • Liaison with SCEL will support this • A rationalisation of the current position and commissioning of work to address potential gaps will lead to the creation of a NA Leadership Development Framework for Schools. This framework to be endorsed and validated by SCEL 	<p>Jan 2018 – onwards</p> <p>June 2019</p>	<p>Leads: Vincent Docherty supported by focus group; headteachers leadership group – SCEL fellows</p> <p>NA group</p> <p>CPL leads to be consulted. Sub-group to pursue</p> <p>NA group assisted by Yvonne McCracken and SCEL</p> <p>NA group in liaison with PCL leads</p>	<p>Qualitative data: feedback from survey</p> <p>Participation measures</p>	<p>Increased self-identification as leaders by staff at all levels in schools</p> <p>Access by all staff in schools to a clear leadership development programme supported by high quality professional learning</p> <p>50% increase of staff in schools engaged in leadership training</p> <p>Leadership positions in schools filled with appropriately prepared leaders</p> <p>As a result of the leadership development programme and other influences all HMI inspections will see the QI 1.3. evaluated as Good or Better</p>

	<ul style="list-style-type: none"> A co-ordinated professional learning plan will be confirmed to support leadership development at all levels 				
<p>Develop approaches in management of Estates for using education assets and resources for future delivery</p> <p>Key Drivers: TP SI</p>	<p>Launch of Sustaining Education in our Communities Summit:</p> <ul style="list-style-type: none"> Build a conversation with island/rural communities around sustainability and learning futures Map community assets and barriers to sustainable community participation Develop staff models and training 	<p>Sept 2018 - onwards</p> <p>Jan 2020</p>	<p>Leads: Wilf Weir / Bernard Chisholm</p>	<p>Use of the BB standard</p> <p>Survey use of community facilities</p>	<p>Improve school estates</p> <p>% children across the NA meet the BB standard</p> <p>Evidence community facilities are better used</p>
<p>Develop a digital culture to improve learning provision</p> <p>Key Drivers: TP SI</p>	<ul style="list-style-type: none"> Grow a digital culture in places of need Develop training and management models 	Ongoing	Leads: Bernard Chisholm		
<p>Survival and sustainability of island and rural settings -</p> <p>Key Drivers: SI TP</p>	<ul style="list-style-type: none"> Identify existing infrastructure and identify future options Explore existing solutions used in rural/island areas and build on/adapt these to rural/island settings 	Ongoing	Leads: Wilf Weir		<p>Improved opportunities to 'learn at/from home'</p> <p>Better use of community spaces / building as learning centres</p> <p>Sharing the cost of the cost of provision with a wider range of interest groups</p>
<p>Staffing curriculum for STEM - move to the curriculum one.</p> <p>Key Drivers:</p>	<ul style="list-style-type: none"> Review of staffing requirements Identify gaps in timetabling Identify improvements to teaching training and pedagogy Explore further the Orkney Model 	Ongoing	Leads: Regional Improvement Lead	Staffing formula	Increase staff compliment for STEM

<p>SL PI TP SI</p>					
<p>For the promotion of preventative and early intervention to support families (Early Years Programme)</p> <p>Key Drivers: SL PI TP SI</p>	<ul style="list-style-type: none"> • A shared strategy, building on the best practice linking with literacy and numeracy developments • Promote and increase understanding of importance of attachment and supportive approaches • Co-ordination of Early Years Workstreams • Joint Development 	<p>Ongoing</p>	<p>Leads: Early Years Network across all 8 LAs</p>		
<p>Develop quality improvement across early learning and childcare</p> <p>Key Drivers: SL PI TP SI</p>	<ul style="list-style-type: none"> • A co-ordinated approach across the 8 local authorities • Consider the most appropriate improvement methodologies to audit quality of provision 		<p>Leads: Craig Clement, Regional Improvement Lead, 8 LAs</p>		
<p>Workforce development – developing staffing and curriculum to provide an agile qualified and responsive workforce</p> <p>Key Drivers: SL PI TP SI</p>	<ul style="list-style-type: none"> • Continue to work with ITE providers, Scottish Government and other partners to ensure appropriate training and support provision is in place for ITE, early teacher education and career long professional learning across the Northern Alliance 	<p>Ongoing</p>	<p>Leads: Regional Improvement Lead and 8 LAs / ITE and other partners</p>		

<u>Regional Improvement Collaborative - Northern Alliance</u>												
<u>Activity: Northern Alliance</u>												
<u>Expected outcome / impact</u>												
<p>The scale of the Northern Alliance Regional Improvement Plan is ambitious and will require considerable staff resource from local authorities, Education Scotland and other partners. The Alliance is committed to working across organisational boundaries to add value as a collective force to develop system wide improvement and close the poverty related attainment gap.</p>												
<u>Identified resources / related support</u>												
<p>Funding is in place until end of financial year 2018/19</p> <p>Regional Improvement Lead 1 FTE</p> <p>Regional Advisor (Education Scotland) 1 FTE</p> <p>Project Officer 0.5 FTE</p>												
<u>ADDITIONAL RESOURCE REQUEST</u>												
<p>Please provide the following information for the additional resources requested:</p> <p>The following core resources are required to lead, develop and support the work of the Northern Alliance:</p>												
<table border="1"> <thead> <tr> <th>Role</th> <th>FTE</th> </tr> </thead> <tbody> <tr> <td>Regional Improvement Lead</td> <td>1.0 FTE</td> </tr> <tr> <td>Regional Advisor (Education Scotland)</td> <td>1.0 FTE</td> </tr> <tr> <td>Project Officer</td> <td>1.0 FTE</td> </tr> <tr> <td>Research Assistant (Ed Psych)</td> <td>1.0 FTE (30K)</td> </tr> </tbody> </table>			Role	FTE	Regional Improvement Lead	1.0 FTE	Regional Advisor (Education Scotland)	1.0 FTE	Project Officer	1.0 FTE	Research Assistant (Ed Psych)	1.0 FTE (30K)
Role	FTE											
Regional Improvement Lead	1.0 FTE											
Regional Advisor (Education Scotland)	1.0 FTE											
Project Officer	1.0 FTE											
Research Assistant (Ed Psych)	1.0 FTE (30K)											
<p>These posts are essential given the scale of activity taking place across the Northern Alliance and support planning, governance and leadership of all aspects of the work of our Regional Improvement Collaborative.</p>												
Staffing Costs	(FTE)	£ (incl on-costs)										
[Describe additional requested staffing type, with FTE and costings for each]												
Other/Non-Staffing Costs		£ (total costs)										
[Describe the additional resource/s required and provide costings for each]												
Total Resource Requested (Sept 2018 – August 2019)		£										

<u>Regional Improvement Collaborative - Northern Alliance</u>		
<u>Workstream: Emerging Literacy</u>		
<u>Expected outcome / impact</u>		
Raising attainment in literacy. The outcome to positively impact on closing the gap, teacher subject knowledge and attainment.		
<u>Identified resources / related support</u>		
Lead: James Cook (1 FTE)		
Workstream participants: Mary Claire Ferguson (Eilean Siar); Claire Bryden (Argyll and Bute); Carol McManus (Orkney); Samantha Flaws (Shetland); Audrey Edwards (Shetland); Gaye Stevenson (Aberdeenshire); Lydia Tait (Aberdeen City) Stewart McLauchlan (Moray); May Beaton (Highland)		
<u>ADDITIONAL RESOURCE REQUEST</u>		
Please provide the following information for the additional resources requested:		
This work stream is currently being rolled out to over 50% of Northern Alliance primary schools and plans are in place to increase this in future and to shift the focus to other priority areas, such as persistent literacy difficulties and progression throughout the BGE. As such, the following resources have been identified as being required to allow the Northern Alliance to continue delivering at scale;		
<ul style="list-style-type: none"> • Funding for 1 FTE work stream lead • Education Scotland support for evaluation of impact • Operational budget to facilitate cross authority training • Health Boards input for development funded by health boards 		
Education Scotland resource required: support for workstream lead to continue programme and take forward next steps re. sustainability. Literacy DO – working 0.4 on the project from Block 3 18/19.		
Staffing Costs	(FTE)	£ (incl on-costs)
[Describe additional requested staffing type, with FTE and costings for each]		
Other/Non-Staffing Costs		£ (total costs)
[Describe the additional resource/s required and provide costings for each]		
Total Resource Requested (Sept 2018 – August 2019)		£

<u>Regional Improvement Collaborative - Northern Alliance</u>		
<u>Workstream: Maths Attainment and Numeracy</u>		
<u>Expected outcome / impact</u>		
To develop teacher confidence, professional understanding and leadership in relation to numeracy and secondary maths attainment.		
<u>Identified resources / related support</u>		

Leads: David Clark (0.4 FTE); Margaret Rule (0.4 FTE)
 Workstream participants:
 Numeracy - Maria McArthur (Argyll and Bute); Graham Bevan (Orkney); Iain Bell (Aberdeenshire); Felicity Martin (Aberdeen City)
 Stewart McLauchlan (Moray); Kirsten Mackay (Highland)
 Maths Attainment - Gordon Young (Eilean Siar); David Mitchell (Argyll and Bute)
 Graham Bevan (Orkney); Brenda Harding (Aberdeen City); James MacPherson (Moray); Andy Thompson (Highland)

ADDITIONAL RESOURCE REQUEST

Funding is in place until end of financial year 2018/19, but project has been delayed due to personnel changes and will be re-started in August 2018.

Resources required to upscale the project will be;

- Funding for 1 FTE work stream lead
- Operational budget to facilitate cross authority training

Education Scotland resource required. Work alongside workstream leads and in schools to develop the programme and provide specialist support to schools.

Numeracy DO – working 0.4 on the project from Block 3 18/19

Staffing Costs	(FTE)	£ (incl on-costs)
[Describe additional requested staffing type, with FTE and costings for each]		
Other/Non-Staffing Costs		£ (total costs)
[Describe the additional resource/s required and provide costings for each]		
Total Resource Requested (Sept 2018 – August 2019)		£

<u>Regional Improvement Collaborative - Northern Alliance</u>		
<u>Workstream: Early Learning Childcare</u>		
<u>Expected outcome / impact</u>		
Delivery of 1140 hours EYCC policy. The outcome to improve access, quality and closing the attainment gap.		
<u>Identified resources / related support</u>		
Lead: Craig Clement (0.8 FTE)		
Workstream participants: Becky McLean (Eilean Siar); Kathleen Johnston (Argyll and Bute); Catherine Diamond (Orkney); Audrey Edwards/Sam Flaws (Shetland) Audrey Hendry (Aberdeenshire); Eleanor Sheppard (Aberdeen City); Graham Jarvis/Jo Shirriffs (Moray); Sandra Harrington (Highland)		
<u>ADDITIONAL RESOURCE REQUEST</u>		
Please provide the following information for the additional resources requested:		
The Northern Alliance has ambitious plans in place for the expansion of early learning and childcare. A lead officer post has been funded by Scottish Government and a case is being made for the appointment of a Project Assurance Officer. Both post holders will work across the Northern Alliance to develop and deliver shared approaches to delivering the expansion.		
<ul style="list-style-type: none"> The additional funding requested of the Scottish Government is £60,000 on top of the funding already agreed for the Project Lead 		
Support from the Care Inspectorate and from Education Scotland in relation to evaluating ELCC trials and supporting the RIC in relation to self-evaluation and continuous improvement is requested		
Education Scotland resource required: Evaluation of ELCC trails. HMI and CI – Block 4.		
Staffing Costs	(FTE)	£ (incl on-costs)
[Describe additional requested staffing type, with FTE and costings for each]		
Other/Non-Staffing Costs		£ (total costs)
[Describe the additional resource/s required and provide costings for each]		
Total Resource Requested (Sept 2018 – August 2019)		£

<u>Regional Improvement Collaborative - Northern Alliance</u>		
<u>Workstream: Performance / Data Sharing Programme</u>		
<u>Expected outcome / impact</u>		
Improve the use of data and data sharing across the Northern Alliance.		
<u>Identified resources / related support</u>		
Lead: Reyna Stewart (Aberdeen City)		
Workstream Participants: Neil MacLeod (Eilean Siar); Alison Macdonald (Argyll and Bute); Graham Bevan (Orkney); Dougie Shearer (Shetland); Gillian Milne (Aberdeenshire); Neil Stables (Moray); Colin Jack (Highland)		
<u>ADDITIONAL RESOURCE REQUEST</u>		
As the Northern Alliance is not a legal entity, there is an urgent requirement to develop a shared approach to data management and data processing at RIC level. The Northern Alliance has requested initial scoping work to be undertaken which would allow Education Scotland to be the data processor on behalf of the Alliance.		
<ul style="list-style-type: none"> • The cost of initial scoping work required is anticipated to be in the region of £50,000 • Further resource will be required if scoping work indicates that this is a viable data solution for the Northern Alliance, and indeed for other RICs • Education Scotland Corporate Service Support 		
Staffing Costs	(FTE)	£ (incl on-costs)
[Describe additional requested staffing type, with FTE and costings for each]		
Other/Non-Staffing Costs		£ (total costs)
[Describe the additional resource/s required and provide costings for each]		
Total Resource Requested (Sept 2018 – August 2019)		£

<u>Regional Improvement Collaborative - Northern Alliance</u>		
<u>Workstream: Children's Services Planning Group</u>		
<u>Expected outcome / impact</u>		
Work towards shared improvement across the NA, sharing of best practice, innovation in approaches. This will contribute toward the alignment and coherence of Children's Services Plans and workstreams across the collaborative.		
<u>Identified resources / related support</u>		
Lead: Ian Kyle		
Workstream participants: David Gibson (Eilean Siar); Alex Taylor (Argyll and Bute); Scott Hunter/Peter Diamond (Orkney); Jane Cluness (Shetland); Bryony Revell (Aberdeenshire); Graeme Simpson- (Aberdeen City); Susan Maclaren (Moray)		
<u>ADDITIONAL RESOURCE REQUEST</u>		
Please provide the following information for the additional resources requested: Care Inspectorate link required		
Staffing Costs	(FTE)	£ (incl on-costs)
[Describe additional requested staffing type, with FTE and costings for each]		
Other/Non-Staffing Costs		£ (total costs)
[Describe the additional resource/s required and provide costings for each]		
Total Resource Requested (Sept 2018 – August 2019)		£

<u>Regional Improvement Collaborative - Northern Alliance</u>		
<u>Workstream: Children's Services</u>		
<u>Expected outcome / impact</u>		
To support improvement in children's services. Work towards better outcomes for vulnerable children and improved practice.		
<u>Identified resources / related support</u>		
Lead: TBC (formerly Bob Driscoll (Aberdeenshire))		
Workstream Participants: Jack Libby (Western Isles); Alex Taylor (Argyll and Bute); Scott Hunter (Orkney); [TBC] (Aberdeenshire); Bernadette Oxley (Aberdeen City) [TBC]; Susan Maclaren (Moray); Sandra Campbell (Highland).		
<u>ADDITIONAL RESOURCE REQUEST</u>		
Please provide the following information for the additional resources requested: TBC		

Staffing Costs	(FTE)	£ (incl on-costs)
[Describe additional requested staffing type, with FTE and costings for each]		
Other/Non-Staffing Costs		£ (total costs)
[Describe the additional resource/s required and provide costings for each]		
Total Resource Requested (Sept 2018 – August 2019)		£

<u>Regional Improvement Collaborative - Northern Alliance</u>		
<u>Workstream: Modern Foreign Languages</u>		
<u>Expected outcome / impact</u>		
To develop 1+2 languages, embed teacher subject knowledge. The outcome is to increase teacher subject knowledge, extend qualified teacher numbers and raise attainment.		
<u>Identified resources / related support</u>		
Lead: Sylvia Georgin (0.4 FTE)		
Workstream Participants: Mary-Claire Ferguson (Eilean Siar); Gwen McCrossan (Argyll and Bute); Carol McManus (Orkney); Julie D'Eathe (Shetland); Deborah Masson (Aberdeenshire); Ross Watson/Marie-Claire Lyon (Aberdeen City); Willem Smitt (Moray); May Beaton (Highland); Thea Searle (Highland).		
<u>ADDITIONAL RESOURCE REQUEST</u>		
Please provide the following information for the additional resources requested:		
At present, additional resources have been identified from local authority 1+2 monies to release a 0.4 FTE lead for this work stream. There remains significant work to be done to develop 1+2 provision in secondary schools and to ensure sustainability of training for primary practitioners. The following resources are required in future;		
<ul style="list-style-type: none"> • Funding to allow primary teachers to undertake the OU/SCILT training programme • Funding to support intensive cross sector working to engage secondary practitioners with this agenda • Education Scotland support – Each Northern Alliance School SIF to include short passage on 1+2. Blocks 3-1 Regional Advisor to review all RIFs and provide evaluative report. Block 1 • SCILT support. 		
Staffing Costs	(FTE)	£ (incl on-costs)
[Describe additional requested staffing type, with FTE and costings for each]		
Other/Non-Staffing Costs		£ (total costs)
[Describe the additional resource/s required and provide costings for each]		
Total Resource Requested (Sept 2018 – August 2019)		£

<u>Regional Improvement Collaborative - Northern Alliance</u>		
<u>Workstream: Poverty / Closing the Gap</u>		
<u>Expected outcome / impact</u>		
Identify key indicators of rural poverty and reduce impact on attainment.		
<u>Identified resources / related support</u>		
Lead: Helen Budge (Shetland) Workstream Participants: Bernard Chisolm (Eilean Siar); Louise Connor/Don McAllister (Argyll and Bute); Peter Diamond (Orkney); Emma Perring (Shetland) Andrew Griffiths (Aberdeenshire); Catriona Walker (Aberdeen City); Ian Kyle (Highland)		
<u>ADDITIONAL RESOURCE REQUEST</u>		
Please provide the following information for the additional resources requested: £30,000 has been identified from our current allocation of Scottish Government monies in 2018/2019 to undertake further research into rural poverty and to develop a metric, or suite of metrics which better determine rural poverty. Education Scotland resource required: support to pull together work already undertaken by the Northern Alliance. SEO HWB / Attainment Advisor 0.2 Block 3 onwards.		
Staffing Costs	(FTE)	£ (incl on-costs)
[Describe additional requested staffing type, with FTE and costings for each]		
Other/Non-Staffing Costs		£ (total costs)
[Describe the additional resource/s required and provide costings for each]		
Total Resource Requested (Sept 2018 – August 2019)		£

<u>Regional Improvement Collaborative - Northern Alliance</u>		
<u>Workstream: Future Delivery Models /Estates</u>		
<u>Expected outcome / impact</u>		
To develop and implement a framework to facilitate transformation and change in our communities.		
<u>Identified resources / related support</u>		
Lead: Peter Diamond (Orkney)		
Workstream Participants: Bernard Chisolm (Eilean Siar); Shona Thompson (Shetland); Max Booth (Aberdeenshire); Andrew Jones (Aberdeen City) Graham Jarvis (Moray); Barry Northedge (Highland)		
<u>ADDITIONAL RESOURCE REQUEST</u>		
Please provide the following information for the additional resources requested: Funding for Sustaining Education in our Communities Summit (14 September 2018)		
Staffing Costs	(FTE)	£ (incl on-costs)
[Describe additional requested staffing type, with FTE and costings for each]		
Other/Non-Staffing Costs		£ (total costs)
[Describe the additional resource/s required and provide costings for each]		
Total Resource Requested (Sept 2018 – August 2019)		£

<u>Regional Improvement Collaborative - Northern Alliance</u>		
<u>Workstream: IT Transformation (E-learning)</u>		
<u>Expected outcome / impact</u>		
To explore the development and impact of Esgoil model across the region. Outcome access to full curriculum, cost reduction and transformation of teaching and learning.		
<u>Identified resources / related support</u>		
Lead: Angus MacLennan (Western Isles) Participants: Wendy Brownlie (Argyll and Bute); Graham Bevan (Orkney) Robin Calder (Shetland); Graham Cowie/Iain Bell (Aberdeenshire); Charlie Love (Aberdeen City); Karen Lees (Moray); Peter Finlayson (Highland)		
<u>ADDITIONAL RESOURCE REQUEST</u>		
Please provide the following information for the additional resources requested: Exploration of use of a single IT platform across the Northern Alliance to facilitate collaborative working amongst teachers. Education Scotland resource required: member of GLOW team Blocks 3 and 4.		
Staffing Costs	(FTE)	£ (incl on-costs)
[Describe additional requested staffing type, with FTE and costings for each]		
Other/Non-Staffing Costs		£ (total costs)
[Describe the additional resource/s required and provide costings for each]		
Total Resource Requested (Sept 2018 – August 2019)		£

<u>Regional Improvement Collaborative - Northern Alliance</u>		
<u>Workstream: Equalities</u>		
<u>Expected outcome / impact</u>		
To champion equalities and children's rights across the Northern Alliance. The outcome is to improve the health and wellbeing of children and young people.		
<u>Identified resources / related support</u>		
Lead: Bernadette Cairns (Highland)		
Workstream participants: Donald MacLeod (Eilean Siar); Gerry Geoghegan (Argyll and Bute); Morag Miller/Emma Clements (Orkney); Audrey Hendry/Kat Burke (Aberdeenshire); Lynne Riddoch/Marc Doherty/Jemma Playfair (Moray); James Cook (Highland)		
<u>ADDITIONAL RESOURCE REQUEST</u>		
Please provide the following information for the additional resources requested: Support for new workstream lead. Resource required from Education Scotland: members of inclusion team 0.2 Blocks 3 and 4.		
Staffing Costs	(FTE)	£ (incl on-costs)
[Describe additional requested staffing type, with FTE and costings for each]		
Other/Non-Staffing Costs		£ (total costs)
[Describe the additional resource/s required and provide costings for each]		
Total Resource Requested (Sept 2018 – August 2019)		£

<u>Regional Improvement Collaborative - Northern Alliance</u>		
<u>Workstream: Community Learning and Development</u>		
<u>Expected outcome / impact</u>		
To develop shared approaches to community learning and development. The impact is to improve employability skills for young people, improve family learning and parental engagement.		
<u>Identified resources / related support</u>		
Lead: Avril Nicol (Aberdeenshire)		
<u>ADDITIONAL RESOURCE REQUEST</u>		
Please provide the following information for the additional resources requested: Provide support and challenge for workstream lead. Education Scotland resource required: HMI time Block 3 and 4 (6 days total).		
Staffing Costs	(FTE)	£ (incl on-costs)
[Describe additional requested staffing type, with FTE and costings for each]		
Other/Non-Staffing Costs		£ (total costs)
[Describe the additional resource/s required and provide costings for each]		
Total Resource Requested (Sept 2018 – August 2019)		£

<u>Regional Improvement Collaborative - Northern Alliance</u>		
<u>Workstream / Activity: Leadership Development</u>		
<u>Expected outcome / impact</u>		
Develop high quality leadership and systematic improvement across the Northern Alliance at all levels.		
<u>Identified resources / related support</u>		
Lead: Vincent Docherty		
Workstream participants: Neil Macleod (Eilean Siar); Anne Paterson (Argyll and Bute); George McKinley (Orkney); Audrey Edwards (Shetland); Ka Kuen Mo (Aberdeen City); Heather Reid (Moray); Jim Steven (Highland)		
<u>ADDITIONAL RESOURCE REQUEST</u>		
Please provide the following information for the additional resources requested:		
The Northern Alliance aims to develop curriculum “champions” to support classroom practitioners across the Northern Alliance. The aim is to begin with Maths as a subject area and then to build further from there. This will have a direct impact at classroom level, but will be resource intensive to establish this way of working. Resources required will include:		
<ul style="list-style-type: none"> • Support for champions/training from Education Scotland/SCEL • Funding to release champions to undertake training and development • (in time) funding to deploy champions across the Northern Alliance to support improving classroom practice 		
Education Scotland resource required: Support for training Digital Learning Champions and Mathematics Champions. Numeracy DO – Block 4, Digital Learning DO – Block 3 and 4; SCEL leadership training Block 4		
Staffing Costs	(FTE)	£ (incl on-costs)
[Describe additional requested staffing type, with FTE and costings for each]		
Other/Non-Staffing Costs		£ (total costs)
[Describe the additional resource/s required and provide costings for each]		
Total Resource Requested (Sept 2018 – August 2019)		£

<u>Regional Improvement Collaborative - Northern Alliance</u>		
<u>Workstream: Systems Improvement</u>		
<u>Expected outcome / impact</u>		
<u>Identified resources / related support</u>		
Lead: Andy Griffiths		
Workstream participants: Willie MacDonald (Eilean Siar); Louise Connor (Argyll and Bute); James Wylie/Peter Diamond (Orkney); Audrey Edwards (Shetland) Susan Smith (Abderdeenshire); Elaine Philip (Aberdeen City); Willem Smit (Moray) Jim Steven (Highland)		
<u>ADDITIONAL RESOURCE REQUEST</u>		
Please provide the following information for the additional resources requested:		
Local authorities across the Northern Alliance aspire to develop a self-improving system and as such additional resource will be required to develop establishment, cluster, local and regional approaches to continuous improvement. Resources required will include;		
<ul style="list-style-type: none"> • Funding to release lead officer to drive this work forward across the Alliance • Support from Education Scotland in relation to evaluation – SCEL support required to provide bespoke input on leadership at this level. 		
T		
he Regional Improvement Lead and Regional Advisor have had initial discussions with the University of Aberdeen with a view to establishing a “Northern Alliance Teacher Hub” to support professional practice. Discussions are at an early stage, but the university has identified space which could possibly be used. Set-up costs in the region of £100,000 would be required as well as ongoing revenue costs to facilitate the work of the hub.		
Staffing Costs	(FTE)	£ (incl on-costs)
[Describe additional requested staffing type, with FTE and costings for each]		
Other/Non-Staffing Costs		£ (total costs)
[Describe the additional resource/s required and provide costings for each]		
Total Resource Requested (Sept 2018 – August 2019)		£

This page is intentionally left blank

ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****EDUCATION SERVICE****23 AUGUST 2018**

SQA SCHOOL EXAMINATION RESULTS 2018

1.0 EXECUTIVE SUMMARY

- 1.1 The purpose of this report is to provide an update to elected members on the initial outcome of the Scottish Qualifications Authority (SQA) 2018 examination diet.
- 1.2 Following the release of the initial examination results by SQA examination results for pupils in academic year 2017/18 are updated by the SQA in December 2018 following the submission and consideration of any Clerical Check and Marking Review requests submitted by schools on behalf of individual pupils. As a consequence of the decisions associated with these requests minor changes to the statistical data contained within this report may occur.
- 1.3 It is recommended that the Community Services Committee:
 - I. Notes the outcome of the initial SQA examination results for pupils in academic year 2017/18 and that the performance of Argyll and Bute Schools in 2018 is above the current national performance in Scottish Qualifications Authority (SQA) examinations in all four of the national measures; National 4, National 5, Higher and Advanced Higher.
 - II. Requests the Executive Director to provide further reports to the Community Services Committee to allow the consideration of further statistical school and national information, scheduled for release by Insight (school data analysis tool introduced in 2015) in September 2018 and February 2019.

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

EDUCATION SERVICE

23 AUGUST 2018

SQA SCHOOL EXAMINATION RESULTS 2018

2.0 INTRODUCTION

2.1 The Council received SQA examination results for all pupils entered for formal qualifications in session 2017/2018 in August 2018. This provided comprehensive information on the outcome of examination performance and wider achievement courses for all pupils in each of the ten Argyll and Bute secondary schools.

2.2 This paper presents an update to elected members on the initial outcome of the Scottish Qualifications Authority (SQA) 2018 examination diet. A range of statistical information is provided illustrating performance of pupils across the range of national measures including:

National 4;
National 5;
Higher, and
Advanced Higher.

3.0 RECOMMENDATIONS

3.1 It is recommended that the Community Services Committee:

- I. Notes the outcome of the initial SQA examination results for pupils in academic year 2017/18 and that the performance of Argyll and Bute Schools in 2018 is above the current national performance in Scottish Qualifications Authority (SQA) examinations in all four of the national measures; National 4, National 5, Higher and Advanced Higher.
- II. Requests the Executive Director to provide further reports to the Community Services Committee to allow the consideration of further statistical school and national information, scheduled for release by Insight (school data analysis tool introduced in 2015) in September 2018 and February 2019.

4.0 DETAIL

- 4.1 Pupils in each of the ten secondary schools in Argyll and Bute in S4 –S6 were presented for a range of SQA external examination qualifications in May and June of 2018. Following the release of the results Education Services conducted an initial analysis of the results to support the preparation of a summary report for presentation to and consideration by Elected members.
- 4.2 This paper presents a summary overview of the examination outcomes and draws comparisons of the overall attainment of pupils in Argyll and Bute with pupils nationally.
- 4.3 The performance of Argyll and Bute schools in 2018 is **above** the current National performance in Scottish Qualifications Authority (SQA) examinations in **all four of the national measures**: National 4, National 5, Higher and Advanced Higher. Table 1 illustrates the overall authority performance against each of the four measures for the last 3 academic years ie

Table 1: presents the overall performance of Argyll and Bute across all course levels across the three academic years 2016 - 2018.

Course	A and B Average % A-C Awards	National Average % A-C Awards	Difference between A and B/ National Average	A and B Average % A-C Awards	National Average % A-C Awards	Difference between A and B/ National Average	A and B Average % A-C Awards	National Average % A-C Awards	Difference between A and B/ National Average
Year	2015/2016			2016/2017			2017/2018		
National 4	96.17%	93.20%	+2.97%	100%	92.80%	+7.20%	100%	100%	0.00%
National 5	76.23%	79.40%	-3.17%	81.10%	79.50%	+1.60%	79.86%	77.40%	+2.46%
Higher	78.29%	77.20%	+1.09%	75.89%	77.00%	-1.11%	78.79%	76.80%	+1.99%
Advanced Higher	75.60%	81.70%	-6.10%	76.98%	80.00%	-3.02%	81.90%	80.50%	+1.40%

4.4 Summary:

- I. Overall, the 2018 results for pupils across National 4, National 5, Higher and Advanced Higher are higher than the National average, with improvement in Higher and Advanced Higher over the last 2 years.
- II. The authority results for pupils across National 5 are slightly lower than 2017 (-1.24%) but are higher than the national average (+2.46%).

- 4.5 Table 2 illustrates the overall performance of Argyll and Bute Secondary Schools across all course levels against each of the four measures for the last 3 academic years ie

Table 2: presents the overall performance of Argyll and Bute Secondary Schools across all course levels across the 3 academic years 2016 - 2018.

Year	Level	*CGS	*DGS	*HA	*IHS	*LJC	A&B	National
2016	NAT 4	91.15%	93.83%	100%	100%	98.82%	96.17%	93.20%
2017	NAT 4	100%	100%	100%	100%	100%	100%	92.80%
2018	NAT 4	100%	100%	100%	100%	100%	100%	91.10%
2016								
2016	NAT 5	76.23%	82.85%	69.65%	81.86%	78.43%	76.23%	79.40%
2017	NAT 5	81.27%	83.70%	86.36%	82.20%	83.08%	81.10%	79.50%
2018	NAT 5	78.28%	83.41%	83.00%	87.26%	79.91%	79.86%	77.40%
2016								
2016	Higher	78.51%	80.91%	79.80%	76.88%	70.08%	78.29%	77.20%
2017	Higher	74.10%	75.00%	79.50%	73.55%	80.00%	75.89%	77.00%
2018	Higher	74.21%	80.80%	82.67%	75.74%	72.63%	78.79%	76.80%
2016								
2016	Adv H	61.90%	76.19%	78.63%	40.00%	75.47%	75.22%	81.70%
2017	Adv H	93.75%	56.67%	78.63%	60.00%	96.30%	76.98%	80.00%
2018	Adv H	66.67%	82.14%	83.44%	81.82%	75.56%	81.90%	80.50%

Year	Level	*OHS	*RJC	*TAR A	*TI HS	*TO HS	A&B	National
2016	NAT 4	93.03%	93.01%	100%	100%	100%	96.17%	93.20%
2017	NAT 4	100%	100%	100%	100%	100%	100%	92.80%
2018	NAT 4	100%	100%	100%	100%	100%	100%	91.10%
2016								
2016	NAT 5	71.75%	66.36%	85.71%	100.00%	85.92%	76.23%	79.40%
2017	NAT 5	68.98%	72.46%	89.16%	91.67%	91.55%	81.10%	79.50%
2018	NAT 5	72.78%	70.47%	83.46%	81.82%	83.93%	79.86%	77.40%
2016								
2016	Higher	77.62%	71.61%	81.67%	78.57%	87.91%	78.29%	77.20%
2017	Higher	67.70%	72.52%	83.10%	50.00%	77.68%	75.89%	77.00%
2018	Higher	75.94%	69.62%	80.00%	83.33%	83.67%	78.79%	76.80%
2016								
2016	Adv H	80.77%	50.00%	100%	87.50%	42.86%	75.22%	81.70%
2017	Adv H	79.07%	57.14%	100%	100%	72.73%	76.98%	80.00%
2018	Adv H	84.85%	100%	90.00%	0 present ed	77.78%	81.90%	80.50%

*Key to School abbreviations

CGS	Campbeltown Grammar School
DGS	Dunoon Grammar School
HA	Hermitage Academy
IHS	Islay High School
LJC	Lochgilphead Joint Campus
OHS	Oban High School
RJC	Rothesay Joint Campus
TAR A	Tarbert Academy
TI HS	Tiree High School
TO HS	Tobermory High School

4.6 **Summary: In 2018**

- I. All 10 secondary schools maintained their 100% pass rate for National 4 outperforming the national average.
- II. Eight of our secondary schools were above the national average with 7 outperforming the authority average for National 5.
- III. Five of our secondary schools outperformed both the national and authority average for Higher.
- IV. Six of our secondary schools were above the national average with 5 outperforming the authority average for Advanced Higher. It should be noted that statistical variance at Advanced Higher level must be carefully interpreted. For example, 100% pass rate can be as a result of one subject presentation resulting in a pass.

4.7 Overall, percentage pass rate data should be interpreted very carefully as schools have presentation policies that are designed to encourage pupils to achieve success at the highest level of qualification that they can: **positive presentation policy**. In some instances, and for some pupils this may mean that they receive a D grade within a qualification level, which is an award. It is also the policy in Argyll and Bute, as with other local authorities, that full discussion and consideration of both pupil and parents views are reflected in the final decision to continue with a course or whether to sit an external exam.

4.8 This policy may result in circumstances where pupils are given the opportunity to attempt a level that they may find challenging to pass as it may be their last opportunity to do so eg in S6. Schools will again offer these pupils the opportunity to sit the exam to improve their positive destination chances. For example, access to Higher or Further Education.

5.0 **CONCLUSION**

5.1 This report presents a summary of the initial analysis of the 2018 SQA external examination outcomes for Argyll and Bute pupils at authority level and in each of the ten secondary schools.

- 5.2 In 2018 the performance of Argyll and Bute schools varied across National qualification measures.
- 5.3 The Education Service are taking forward a programme of support and challenge with schools across the authority involving a range of actions and measures to support schools to secure further improvement in examination outcomes for pupils.
- 5.4 A further report on Educational Attainment and Wider Achievement will be presented to Community Services Committee in December 2018 following the publication of updated national performance information on Insight released in September of each year.

6.0 IMPLICATIONS

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

Douglas Hendry
Executive Director of Customer Services

Cllr Yvonne McNeilly,
Policy Lead for Education and Lifelong Learning

13th August 2018

For further information contact:

Louise Connor, Head of Service: Education (Learning and Teaching)

Oban Education Office, Oban

Email: louise.connor@argyll-bute.gov.uk

Telephone: 01631 569192

Alison MacDonald, Education Manager (Performance and Improvement)

Oban Education Office, Oban

Email: alison.macdonald@argyll-bute.gov.uk

Telephone: 01631 569192

This page is intentionally left blank

ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****COMMUNITY PLANNING &
COMMUNITY DEVELOPMENT****23 AUGUST 2018**

**MONITORING OF PROJECTS FUNDED THROUGH “GROWING GAELIC”
PARTICIPATORY BUDGETING GRANTS 2017/18**

1.0 EXECUTIVE SUMMARY

- 1.1 The purpose of this report is to provide monitoring information on the grants distributed through the Growing Gaelic Participatory Budgeting pilot.
- 1.2 Five projects were awarded funding through a digital community voting process open to anyone aged 16 or over, who is resident in Argyll and Bute.
- 1.3 Projects were required to spend their funding within financial year 2017/18 and to submit an end of project monitoring report outlining the project funded, projected costs, actual costs incurred and beneficiaries.
- 1.4 The pilot project received funding through the Scottish Government’s Community Choices Fund 2016/17. This was matched with budget from the Community Development Team. The project aimed to trial engaging communities in financial decision making using online tools.
- 1.5 Participatory Budgeting is a Scottish Government commitment which aligns with the Community Empowerment Act (Scotland) 2015 Part 10: Right to Participate in Public Decision Making.
- 1.6 Members are asked to consider the contents of the report showing the contribution of the groups to strengthening and growing Gaelic in Argyll and Bute.

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

COMMUNITY PLANNING &
COMMUNITY DEVELOPMENT

23 AUGUST 2018

**MONITORING OF PROJECTS FUNDED THROUGH “GROWING GAELIC”
PARTICIPATORY BUDGETING GRANTS 2017/18**

2.0 INTRODUCTION

- 2.1 Argyll and Bute Council received Community Choices funding from the Scottish Government in 2016/17 to support a pilot digital Participatory Budgeting pilot with a Gaelic theme.
- 2.2 An online site was set up where communities posted and discussed ideas of how the available £15,000 could be used to strengthen and grow Gaelic across Argyll and Bute. Public Sector and Third Sector organisations were then able to submit costed applications to take these ideas forward with the decision on what projects would be funded, made via an online public vote. 889 people voted in the pilot project and funds were awarded to be spent in the financial year 2017/18.
- 2.3 This report provides an end of year (2017/18) monitoring on the projects funded. Information is taken from the end of year project monitoring reports returned by those organisations awarded funding.
- 2.4 The total funding available through the project for allocation across Argyll and Bute for 2017/18 was £15,000.

3.0 RECOMMENDATIONS

- 3.1 Members are asked to consider the contents of the report showing the contribution of the groups to Growing Gaelic in Argyll and Bute.

4.0 DETAIL

- 4.1 All projects have returned end of project monitoring reports. Organisations have up to three months from the end of the project to complete and return the project monitoring reports; June 2018.
- 4.2 Detailed below is a summary of the information received from the end of project monitoring reports.

No	Organisation	Project funded	Total Projected Costs	Actual Costs	Award	Comments	Beneficiaries		
							M	F	Age
	Air Ghleus	Gaelic language and song tuition in 6 schools across Mull and Iona	£3,000	£3,000	£3,000	Children competed in local (Acharacle and Mull) and national mòds, performed at cèilidhs throughout the year and sang at the Clan MacLean Gathering, An Tobar and Glen Iosal			0-4 46 5-9 50 10-16 60
	Argyll and Bute Council	Gaelic Storytelling and library resources for GME units across Argyll and Bute	£3,762	£4,127.42	£3,412	120 children benefitted from Gaelic storytelling session across 6 schools and were involved in purchasing new Gaelic books for the school library.	60	60	5-9 10-16 Breakdown not given
	Auchindrain	Gaelic immersion weekend at Auchindrain township	£820	£740	£420	"I think there was a superb mix of people e.g. younger and older folk, male and female and learners and fluent speakers. It was great trying to tune in on everybody's conversation. This is actually the longest time I've ever been in a Gaelic-speaking environment, which is brilliant. That is one of the things I think hinders my progress so that was a big plus."	4	12	5-9 2 10-16 1 17-24 2 25-64 10 65+ 1
	Comann nam Pàrant	Feasibility study for a stand-alone Gaelic school in Oban	£5,500	£9,919	£5,500	The project has achieved the very first full feasibility study into a Gaelic stand-alone school for Oban. During the course of the project community awareness was raised regarding Gaelic language locally. Parents that took part in the questionnaires commented "If there was a Gaelic school I	Not given – feasibility study in itself does not directly benefit individuals		

No	Organisation	Project funded	Total Projected Costs	Actual Costs	Award	Comments	Beneficiaries		
							M	F	Age
						would definitely send my children, bilingualism is so important” “ I didn’t know there were so many children in the Unit”			
	Oban Mòd Academy	Gaelic language and singing tuition in primary schools in Oban and Lorn	£12,375	£11,835	£2,000	Tutors worked with children in a number of primary schools and attendance at both the local Mòd and Royal National Mòd was healthy with a number of children achieving medals. Children participated in Gaelic conversation, poem and singing.	8	52	5-9 40 10-16 20

5.0 CONCLUSION

5.1 The project monitoring form has a section asking for comments on the grant process. Not all applicants completed this section but of those received the comments have largely been very positive. Thanks are noted for the support received from staff and elected members.

6.0 IMPLICATIONS

6.1 Policy: Participatory Budgeting is a Scottish Government commitment which aligns with the Community Empowerment Act (Scotland) 2015 Part 10: Right to Participate in Public Decision Making.

6.2 Financial: The pilot project received Scottish Government Community Choices Funding and a digital support package. On-going costs of digital PB engagement appears disproportionate in relation to funding being distributed and the costs of PB will need to be considered carefully before future funding distribution using this methodology.

6.3 Legal: None.

6.4 HR: None.

6.5 Equalities: The pilot is consistent with the Equal Opportunities policy of Argyll and Bute Council.

6.6 Risk: None.

6.7 Customer Service: 5 projects proposed and selected by communities across Argyll and Bute received stand-alone funding to strengthen and grow Gaelic.

**Cleland Sneddon,
Chief Executive, Chief Executive's Unit**

**Councillor Robin Currie,
Policy Lead for Communities, Housing, Islands and Gaelic**

23 August 2018

For further information please contact:

Rona Gold,
Community Planning Manager,
Community Planning and Community Development,
rona.gold@argyll-bute.gov.uk
01436 658862

This page is intentionally left blank

ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****COMMUNITY PLANNING AND
COMMUNITY DEVELOPMENT TEAM****23 AUGUST 2018**

COUNCIL FUNDING SUPPORT TO FÈISEAN NAN GÀIDHEAL 2018/19

1.0 EXECUTIVE SUMMARY

- 1.1 The purpose of this report is to allow members to consider the proposal to provide funding support for Fèisean nan Gàidheal's work in Argyll and Bute in 2018/19.
- 1.2 Fèisean nan Gàidheal are a third sector organisation who support the development of traditional music, Gaelic singing and Gaelic drama. Among other activities, they support Fèisean in Coll, Oban, Mull, Tiree, Islay and Jura, Appin, Lochgoilhead and Tarbert, the Argyll Cèilidh Trail, Argyll Drama Festival and the Blas Festival.
- 1.3 Argyll and Bute Council has provided funding to Fèisean nan Gàidheal for a number of years. A three year Service Level Agreement was put in place in 2012/13 and since 2015/16 the funding agreement has been on a year to year basis. This report formalises notification of the funding to members.
- 1.4 The proposed funding of £20,000 for 2018/19 sits within the Community Planning and Community Development Team budget (£15,500) and Education's Gaelic specific budget (£4,500).

ARGYLL AND BUTE COUNCIL
COMMUNITY SERVICES COMMITTEE
**COMMUNITY PLANNING AND
COMMUNITY DEVELOPMENT TEAM**
23 AUGUST 2018

COUNCIL FUNDING SUPPORT TO FÈISEAN NAN GÀIDHEAL 2018/19

2.0 INTRODUCTION

- 2.1 Fèisean nan Gàidheal are a third sector organisation who support the development of traditional music, Gaelic singing and Gaelic drama. Among other activities, they support Fèisean in Coll, Oban, Mull, Tìree,Islay, Jura, Appin, Lochgoilhead and Tarbert. They also support the Argyll Cèilidh Trail, Argyll Drama Festival and the Blas Festival.
- 2.2 Argyll and Bute Council has provided funding to Fèisean nan Gàidheal for a number of years. A three year Service Level Agreement was put in place in 2012/13 and since 2015/16 the funding agreement has been on a year to year basis.
- 2.3 This report proposes funding arrangements for a one year Service Level Agreement in 2018/19.

3.0 RECOMMENDATIONS

- 3.1 Members agree a Service Level Agreement of £20,000 in 2018/19 to fund the work of Fèisean nan Gàidheal as detailed in 4.1.

4.0 DETAIL

- 4.1 Proposed funding for 2018 - 2019 is detailed below:

Financial Year	Community Development	Education	Total
2018/19	£15,500	£4,500	£20,000

This will contribute to the work of Fèisean nan Gàidheal in Argyll and Bute, supporting the Grant scheme for Fèisean, community activity in relation to traditional music and language, and contributing to Gaelic Development Officer work. Such work includes:

- Supporting fèisean to look at additional funding.
- Tutor/organiser training programme
- Helping at fèisean events
- Publicity for fèisean - posters etc bi-lingual
- Lending of musical instruments and movement of these
- Organising central insurance
- Support for Argyll Cèilidh Trail (including training)
- Argyll Drama Fèis and Schools Drama Visits

4.2 The value from this Service Level Agreement is the additional funding and activities provided through Fèisean nan Gàidheal which in 2017/18 amounted to approximately £140,000. Fèisean nan Gàidheal quote for every £1 they received in funding from the council, they spent £7 delivering services in the area. The cultural and educational outcomes for young people from Argyll & Bute are wide and varied.

4.3 Transparency and accountability on funding spend is provided to the Council through quarterly reports and minutes of formal meetings. Annual reports are published here: <http://www.feisean.org/en/annual-reports/>

4.4 Fèisean nan Gàidheal have secured 3-year funding agreements with Creative Scotland and also with Highlands and Islands Enterprise.

4.5 Previous funding from the Council is detailed below:

Financial Year	Community Development	Education	Arts & Culture	Total
2012/13	£15,500 a year through the 3 rd sector grants	£4,500 a year through the Gaelic specific grant		£20,000 a year under a three year funding agreement
2013/14				
2014/15				
2015/16	£15,500	£4,500 through the Gaelic specific grant	£12,000 – support for Blas Festival	£32,000

2016/17	£15,500	£4,500 through the Gaelic specific grant	£12,000 – support for Blas Festival	£32,000
2017/18	£15,500	£4,500 through the Gaelic specific grant	£12,000 – support for Blas Festival	£32,000

4.4 The Blas Festival is a ticketed programme of events and previous funding support was given on the premise that this would be short term.

5.0 CONCLUSION

5.1 Funding provided to Fèisean nan Gàidheal provides economic, cultural and educational benefits to Argyll and Bute. The proposed Service Level Agreement for 2018/19 of £20,000 would support their work this financial year.

6.0 IMPLICATIONS

6.1 Policy: The activities undertaken by Fèisean nan Gàidheal supports implementation of Argyll and Bute Council's Gaelic Language Plan

6.2 Financial: Community Development and Education have budget in place in 2018/19 to support this proposal.

6.3 Legal: None at this time

6.4 HR: None at this time

6.5 Equalities: The project is consistent with the Equal Opportunities policy of Argyll and Bute Council

6.6 Risk: None at this time

6.7 Customer Service: None at this time

Cleland Sneddon, Chief Executive
Policy Lead Cllr Robin Currie

15 August 2018

For further information contact:

Rona Gold

Community Planning Manager
Community Planning and Community Development
Chief Executive's Unit
01436 658 862
rona.gold@argyll-bute.gov.uk

APPENDICES

None

This page is intentionally left blank

ARGYLL & BUTE COUNCIL
DEVELOPMENT &
INFRASTRUCTURE SERVICES

COMMUNITY SERVICES
COMMITTEE
23 AUGUST 2018

FUEL POVERTY (TARGET, DEFINITION AND STRATEGY) (SCOTLAND) BILL

1. EXECUTIVE SUMMARY

1.1 The Warm Homes Bill has been a long standing commitment of the Scottish Government – however at this point in time the Scottish Government have committed only to a Fuel Poverty Bill as opposed to a holistic Warm Homes Bill. The Scottish Government are currently in the process of putting forward to Scottish Parliament the Fuel Poverty (Target, Definition and Strategy) (Scotland) Bill which will outline a target of 5% fuel poverty across Scotland by 2040. The Bill proposes major changes to the fuel poverty definition, as well as amendments to the presumed heating regime for elderly households in Scotland. Argyll and Bute currently has a fuel poverty rate of 45% (Scottish Housing Condition Survey, 2018), and the new target and definition will identify significant challenges for residents in Argyll and Bute.

2.0 RECOMMENDATION

2.1 It is recommended that:

- The committee notes the response to the consultation submitted by officers and consider what further policy steps they may wish to take.

ARGYLL & BUTE COUNCIL
DEVELOPMENT &
INFRASTRUCTURE SERVICES

COMMUNITY SERVICES
COMMITTEE
23 AUGUST 2018

FUEL POVERTY (TARGET, DEFINITION AND STRATEGY) (SCOTLAND) BILL

3. INTRODUCTION

3.1 The Warm Homes Bill has been a long standing commitment of the Scottish Government— however at this point in time the Scottish Government have committed only to a Fuel Poverty Bill as opposed to a holistic Warm Homes Bill. The Scottish Government are currently in the process of putting forward to Scottish Parliament the Fuel Poverty (Target, Definition and Strategy) (Scotland) Bill which will outline a target of 5% fuel poverty across Scotland by 2040. The Bill proposes major changes to the fuel poverty definition, as well as amendments to the presumed heating regime for elderly households in Scotland. Argyll and Bute currently has a fuel poverty rate of 45% (Scottish Housing Condition Survey, 2018), and the new target and definition will identify significant challenges for residents in Argyll and Bute. This report will outline the new definition, target and strategy; as well as informing on potential challenges and opportunities for Argyll and Bute. The Bill is currently in Stage 1 of the parliamentary process, with parliament considering the general principles – and it is identified that the Bill will be in place by 2019 (subject to timescales).

4. RECOMMENDATION

4.1 It is recommended that:

- The committee notes the response to the consultation submitted by officers and consider what further policy steps they may wish to take.

5. DETAIL

5.1 Definition

The Scottish Government have proposed the following definition for a household being in fuel poverty:

“household is in fuel poverty if—

(a) the fuel costs necessary for the home in which members of the household live to meet the conditions set out in subsection (2) are more than 10% of the household’s adjusted net income, and

(b) after deducting such fuel costs and the household’s childcare costs (if any), the household’s remaining adjusted net income is insufficient to maintain an acceptable standard of living for members of the household.”

The conditions referred to in the proposed definition are that a property should be heated to 21°C in the living room and 18°C in all other rooms for 9 hours a day on a

weekday and 16 hours a day during weekends. Elderly and infirm households have an increased heating regime (given the longer time spent in their property) which is 23°C in the living room and 20°C in all other rooms for 16 hours every day. This is a noted increase from the original 23°C in the living room and 18°C in all other rooms. This therefore accommodates a warmer heating regime for elderly/infirm householders than the previous definition with the likely result being more such household will fall into the fuel poverty definition.

The proposed definition in the Bill utilises the Minimum Income Assessment (produced by Joseph Rowntree Foundation) to calculate affordability for householders to pay their fuel bills. Through utilising this method, the expected result is that wealthy householders who own large homes with high fuel bills will no longer be classed as “fuel poor” – and therefore will target genuine cases of fuel poverty. This may help reduce the cases of fuel poverty in Argyll and Bute.

It is also proposed that households adjusted net income will include the deduction of rent (this can include mortgage costs), Council Tax and water rates, fuel and childcare. Whilst this will provide a better understanding of households in fuel poverty, there are concerns that repair and maintenance costs of the property are not factored into the adjusted net income. Householders may not be classed as “fuel poor” through this definition, however may require extensive repairs/maintenance of their property to resolve damp issues which could be costly.

It should be noted that the previous definition of fuel poverty was easy to understand and to communicate to members of the public (i.e. a householder had to spend 10% of their annual income on fuel costs); as well as being easy to measure. There are concerns that this method will be difficult to calculate and communicate to members of the public.

There is no consideration in the definition of any rural/island weighting – which is disappointing given the extensive research and evidence base of rural and island fuel poverty.

5.2 Target and Strategy

The Bill is proposing a target of “no more than 5% of households in fuel poverty by 2040” for the whole of Scotland. The proposed Bill also states that Scottish Ministers will consult and prepare a Fuel Poverty Strategy which will outline the approach to meet this target, to identify organisations involved in the delivery of the target; and to identify the household characteristics of fuel poverty and the challenges faced.

The 2040 target is ambitious, and is intended to work alongside the Energy Efficient Scotland programme – which has a large emphasis on improving the energy efficiency of the Housing Stock across Scotland. The Bill is currently consulting on the following proposals:

- Owner occupied households to have an Energy Performance Certificate (EPC) of band C by 2040 (where technically feasible and cost effective)
- Private rented households to have an EPC of band D by 2020, and C by 2030 (where technically feasible and cost effective)
- Social rented households having an EPC of band B by 2032 (where technically feasible and cost effective)

- Fuel Poor households having an EPC of band C by 2030 and B by 2040. (where technically feasible and cost effective)

There is also further interest in moving to low carbon heat sources – anticipated to reduce fuel bills –as well as promoting energy switching. The price of energy is not a devolved power and therefore there is no influence as such on this issue.

There are concerns over this target and proposals being consulted on as – although it's Scotland wide – the rural and island areas may be disadvantaged due to having poorer energy efficient stock and higher fuel bills due to a lack of access to mains gas. This further identified the need for an island/rural weighting to be incorporated to the definition. There are also concerns over the Fuel Poverty element of the EPC standard- as fuel poverty has many variables and would be difficult to administer. Furthermore, there are concerns on whether proposed EPC standards are viable for rural/island areas – all of which influence the overall fuel poverty target that is being proposed.

The Housing Service has responded to consultations regarding Fuel Poverty and the proposals outlined for minimum energy efficiency standards throughout housing; both of which can be found in appendix one and two of this report.

6.0 CONCLUSION

This report has highlighted the initial progress with the Fuel Poverty (Target, Definition and Strategy) (Scotland) Bill which is currently in the first stage of the parliamentary process. There are key changes to the definition, as well as a new target revised for 2040. The changes outlined in the definition and target/strategy will have considerable challenges for Argyll and Bute as a whole; as well as the additional challenges faced with the proposals identified in the Energy Efficient Scotland consultation.

7.0 IMPLICATIONS

- 6.1 Legal: A new statutory fuel poverty target for 2040 is being proposed.
- 6.2 Financial: None.
- 6.3 HR: None
- 6.4 Policy: The proposal identifies a new fuel poverty target of 5% of homes across Scotland not being in fuel poverty by 2040. The proposals contribute towards the Scottish Governments target of reducing fuel poverty and reducing greenhouse gas emissions by 80% by 2050. It assists in achieving the Local Housing Strategy's aim to improve the quality and condition of housing.
- 6.5 Equalities / Fairer Scotland Duty: The scheme is consistent with the aims and objectives set out in the Local Housing Strategy. The fuel poverty rate in Argyll and Bute should fall due to the proposed new definition. The definition may also make energy efficiency schemes easier to identify fuel poor households and ensure people live in warmer homes. This will also mean that householders will have more disposable income available through having warmer homes and lower energy bills as a result.

6.6 Risk: None.

6.7 Customer Service: Increased opportunities for householders to access funding for energy efficiency improvements.

Executive Director of Development and Infrastructure: Pippa Milne

Policy Lead for Communities, Housing, Islands and Gaelic: Cllr Robin Currie

1st August 2018

For more information, please contact;

Bill Halliday, Housing Operations Team Lead, Tel: 01546 604425
Email: bill.halliday@argyll-bute.gov.uk

APPENDIX ONE

Fuel poverty definition consultation

QUESTION	RESPONSE
<p>1) Do you have any comments on this new definition of fuel poverty, in particular, what do you think about the proposal to use AHC and MIS as means to measure fuel poverty in Scotland?</p> <p>a) What, if any, challenges do you think this approach could present in enabling targeting of resources to those most vulnerable to fuel poverty</p>	<p>The new definition is difficult to convey to householders and it will be difficult to provide an “on the doorstep” test of fuel poverty.</p> <p>“After housing costs” (AHC) isn’t clear whether the maintenance/ repair of a property is covered – which should be factored in to ensure householders look after their property.</p> <p>Additionally the key issue with the definition is how to determine whether the spend of fuel is enough to attain a “healthy indoor environment” or whether it is heating to too high a level given the recommended heating regime. This poses a difficulty in attempting to calculate this (either on the doorstep or through a telephone call.</p> <p>In practical terms, it could be difficult to administer schemes against this definition as each householder would presumably require some form of survey - again difficult to explain why one person is getting it and another isn’t.</p> <p>The new definition does reduce cases whereby wealthy householders living in large properties would no longer be considered as fuel poor which is welcomed.</p> <p>There is no weighting for remote/rural/island areas which we would consider to be unfair given the already well documented issues these areas present. Therefore this merits further consideration in our view and should be accounted for.</p> <p>Clarity is required on what heating costs have been calculated on – and whether this takes into account local fuel data.</p> <p>The MIS (Minimum Income Standard) takes into account a family of 6 or less – and therefore there needs to be a clear indication of what constitutes being fuel poor for a larger family of over 6 and how</p>

	<p>this will be calculated.</p>
<p>b) If this definition is to be used, how would you propose these challenges are overcome?</p>	<p>There needs to be consideration given to very remote/remote/island areas and potentially a rural weighting allocated to the definition</p> <p>Provide a measurement for housing maintenance and repair to ensure that this is accounted for.</p> <p>Ensure that local fuel use data is used for accuracy.</p> <p>Provide clarity on households with over 6 members.</p>
<p>2) Do you have any views on the proposal of using 75 years of age as a threshold for identifying those who are likely to be vulnerable to the adverse health outcomes of fuel poverty?</p>	<p>Pensionable age highlights a change in living circumstances; and therefore can also be used as a proxy for identifying fuel poor households. This change potentially highlights a different heating regime, potentially spending more “day time” hours in the property and therefore using more fuel to heat their home.</p> <p>Further information/clarity on the evidence to back up the “75” age bracket for vulnerability to fuel poverty would be</p>

	<p>welcomed.</p> <p>However, in general we would be happy to defer to expert medical judgement on this point.</p>
<p>3) In relation to island communities, are there any additional a. challenges that we need to consider in developing our strategy?</p>	<p>A further rural weighting may be advantageous for island areas; given the poorer health care provision on island areas; pre 1919 properties; and higher travelling costs (difficulties in securing & retaining sufficient staff to deliver effective services at a local level for instance)</p> <p>The lack of mains gas is a major challenge in many areas, meaning that householders are either on oil (volatile), mains electricity (expensive), or have to investigate innovative heating solutions with different projects (where there are difficulties with funding).</p> <p>Conservation area constraints mean that householders may have to accept solutions/measures that they may not want – e.g. intrusive internal wall insulation to a small property – and there needs to be a recognition for traditional energy efficiency measures for these areas (such as shutters and thick curtains).</p> <p>The logistics for island areas are one of the biggest challenges – with ferries; road closures and accommodation posing the main issues – meaning that there a lack of willing contractors for island communities.</p> <p>In terms of trades on the island, good trades are too busy as they have a good reputation; and unreliable ones are known on island and don't want to be used. Some are also not accredited for the insulation works.</p>
<p>3) In relation to island communities, are there any additional b. opportunities that we need to consider in developing our strategy?</p>	<p>Opportunities for having a “whole island approach” which would require a large scale community buy in</p> <p>In terms of Area Based Schemes, again a whole island approach should be sought for producing economies of scale which would address potential work commitments for contractors.</p> <p>Community involvement/lead for innovative energy efficiency schemes.</p>

<p>4) In relation to rural and remote rural communities, are there any additional a. challenges that we need to consider in developing our strategy?</p>	<p>Please see above.</p> <p>It is often the case that rural areas are potentially more hidden away and the challenges of very remote rural areas aren't as visible. Often these remoter communities exhibit similar characteristics to actual islands albeit technically they may be part of the mainland. Additionally, there is a challenge of defining the boundaries of the "community" in rural areas as there is a huge level of sparsity.</p>
<p>4) In relation to rural and remote rural communities, are there any additional b. opportunities that we need to consider in developing our strategy?</p>	<p>Off gas grid provides opportunities for innovative solutions to reducing energy consumption and alleviating fuel poverty</p> <p>Community led/involved emphasis towards generating interest and agreement for energy solutions. These areas may also be better placed in terms of coming together to support community led innovative projects.</p>
<p>5) Please give us your views on how national partners and local delivery organisations can work better together to identify and support those at risk of, or experiencing fuel poverty? What would best support, or enable such partnerships?</p>	<p>Argyll and Bute Council run an energy efficiency forum which invites energy agencies; charities; housing associations/registered social landlords and national agencies to discuss and share best practice regarding energy efficiency. The group meets quarterly and (as part of the Forum) are required to report on their energy efficiency activities every quarter. This provides a platform for agencies such as Home Energy Scotland and Argyll Lomonds and the Islands Energy Agency (ALLenergy); local RSL groups and energy charities such as Islay Energy Trust and Iona Renewables Group to discuss what assistance they can offer and how best to interact with members of the public.</p> <p>In the past, the council has used bespoke house condition surveys to collate robust evidence base to inform needs assessments, development of local policy & strategy, and to bid for or generate investment opportunities.</p>
<p>6) What can local partners do to contribute to meeting national aims of effectively and sustainably tackling fuel poverty? This might include sharing best practice or developing strategic approaches.</p>	<p>Sharing best practice and resources (in terms of availability of grants; successful funding applications and opportunities for joint working) will assist with reducing fuel poverty.</p> <p>Given the unique housing stock, Argyll and Bute faces a difficult challenge of not being able to have a one size fits all approach. This would therefore need to be reflected in any funding opportunities or strategic approaches that are developed.</p>

7) How can SG support local delivery partners (e.g. third sector organisations and social enterprises) to measure their success?	Provide a tailored energy efficiency/fuel poverty monitoring form for reporting purposes. This will allow for a uniform approach and will allow for something that's able to be replicated over Scotland.
8) How can the Scottish Government best support local or community level organisations to accurately a. measure provision of advice and support services and their outcomes?	Provide a tailored monitoring form and training on how to fill this out quickly on initial visit Have SG (or funder) write out to householder with a 6 month/year break to find out if advice is followed through.
8) How can the Scottish Government best support local or community level organisations to accurately b. report on provision of advice and support services and their outcomes?	A national system for reporting fuel poverty would be advantageous – it would allow a systematic approach for logging details and would ultimately ensure that there is a consistency for reporting.
8) How can the Scottish Government best support local or community level organisations to accurately c. ensure quality of provision of advice and support services and their outcomes?	An accredited quality training scheme would be advantageous for the delivery of energy advice and support. Again, this would provide a consistent approach to the delivery, reporting and measurement of fuel poverty advice and support; and would mean that householders are receiving a broadly consistent fuel poverty approach.
9) How can the one-stop-shop approach be enhanced for the benefit of HES clients; and in particular, a. Are there any improvements that you think can be made to the HES service to further enable it to best reach the most vulnerable to fuel poverty client groups?	A quicker identification of Able To Pay vs Fuel Poor. Have a streamlined conversation with client through HES and similarly better linkages with Warmer Homes Scotland /HEEPS: ABS contractors for accurate household information. Potentially better use of the Home Analytics dataset.
10) What are your views on our proposal to set a new statutory target to eradicate fuel poverty in the Warm Homes Bill?	Ambitious targets should be set, however with rising fuel prices and living costs, eradication of fuel poverty may be overly ambitious. The eradication of fuel poverty would have to include legislative powers that can be enforced.
11) What are your views on the proposed sub-targets?	The consultation paper identifies a statutory target of eradicating fuel poverty by 2040; and a non-statutory sub-target of reducing fuel poverty to below 10% by 2040. It needs to be clear as to what the statutory target for fuel poverty is – and whether the Government identifies “eradication” as being less than 10%. If this is the case, the statutory target should not be eradicating fuel poverty; it should be reducing it to

	<p>below 10%.</p> <p>Consideration should be given to householders that don't want insulation measures – which may have an impact on the 3rd target of insulating all properties. In areas where external wall insulation is a difficult and expensive measure (e.g. rural/islands) internal wall insulation is the preferred option. However, the intrusive nature puts householders off IWI; and therefore means that they will be missing out on insulation measures. Especially in conservation areas.</p> <p>There needs to be a further emphasis on reducing fuel costs (as this is one of the main drivers of fuel poverty and has a large influence on the issue). Although this is a UK Government issue and not devolved, consideration and lobbying for fairer energy prices must be considered.</p> <p>An independent review of delivery in 2030 would be welcomed to further identify the different needs that present themselves in the timeline.</p> <p>Further assessments should be required in order to identify if the sub-targets are achievable within the timescales identified.</p>
<p>11) What are your views on the proposed sub-targets? a) What are your views on the proposed levels?</p>	<p>Given that the “new” definition will reduce the number of fuel poor households to approx. 25%; a 10% target by 2040 should be achievable and realistic. However, this will still require significant investment into energy efficiency measures; as well as bespoke home visits to reduce energy consumption. An assessment should be conducted to identify the minimum investment required to meet these targets</p> <p>This still may not be reached unless energy costs become affordable across Scotland.</p>
<p>11) What are your views on the proposed sub-targets? b) What are your views on the proposed timeframe?</p>	<p>The timeframe provides a realistic opportunity to reduce levels of fuel poverty – and will be in line with Local Heat and Energy Efficiency Strategies to work alongside this target</p>
<p>12) What are your views on the proposed interim milestones?</p>	<p>The milestones are realistic if the revised fuel poverty definition reduces the overall fuel poverty levels by 5%.</p> <p>However, whilst the overall levels of fuel poverty may be reduced, hard to treat and hard to heat households (often found in rural areas) are still going to pose big</p>

	<p>issues and without a rural premium, areas that are already susceptible to fuel poverty will not change.</p> <p>Again, an assessment will be required in order to ascertain whether these milestones are realistic.</p>
<p>12) What are your views on the proposed interim milestones? a) What are your views on the proposed levels?</p>	Please see above.
<p>12) What are your views on the proposed interim milestones? b) What are your views on the proposed timeframe?</p>	Please see above.
<p>13) How should the new Fuel Poverty Advisory Panel and Fuel Poverty Partnership Forum monitor progress towards meeting the proposed sub-targets and interim milestones?</p>	<p>Reporting requirement that is simple and easy to understand/use – with measures that can be applied across the country Reporting requirement for Local Authorities to report on partnership working</p> <p>A review of the current proxies that are available for different fuel poverty schemes. Currently, households with benefits/are in Council Tax Band A-C receive grant assistance, alienating the working fuel poor in Council Tax Band D and above.</p> <p>There needs to be a greater use of modelled data as well as data from the EPC register (i.e Home Analytics) to have a greater understanding of fuel poverty instead of solely relying on SHCS (which is neither robust nor credible at the local level or for rural authorities such as Argyll & Bute.).</p>
<p>14) What do you think the Advisory Panel's priorities should be in its first year?</p>	<p>Create links with the NHS</p> <p>Identify what monitoring will be required for fuel poverty</p>
<p>15) What examples do you have of using proxies to identify fuel poor households? a) Which proxies did you use?</p>	Council Tax Band A-C properties for HEEPS: ABS
<p>15) What examples do you have of using proxies to identify fuel poor households? b) Based on your experience, how well did these proxies work in accurately identifying fuel poor households?</p>	<p>Council Tax Band A-C doesn't work for rural areas as fuel poverty is pepper potted. A better proxy would be off gas grid and island areas; and for more urban areas Council Tax Band A-C and off gas grid heating systems would identify fuel poor areas. Given fuel prices is one aspect that can't be tackled, it would make sense to target the more expensive options first.</p>

16) What are the key lessons to be learnt from any existing approaches that apply proxies in door-to-door, on-the-ground assessments in this context?	An easy to use definition of fuel poverty and clear eligibility criteria to ensure that there is no grey areas for householders.
17) Do you have any concerns about the use of a doorstep tool, in particular the challenges around delivery of area based schemes?	Additional resources will be required in order to fully utilise a doorstep tool to identify eligibility for energy efficiency schemes.
18) How can the Scottish Government most effectively work with Community Planning Partnerships in a collaborative manner to report on overall fuel poverty levels as part of the SHCS?	<p>A combination of the Home Analytics data along with data already collected in the Scottish Housing Condition Survey sample would ensure a collective approach and would utilise all available data. For example, Home Analytics data provides a fuel poverty figure of 41% for Argyll and Bute in 2016/17; as oppose to 48% from the SHCS.</p> <p>Identify what properties are being surveyed for the SHCS for Argyll and Bute.</p> <p>Ensure that the data collection side of SHCS is accurate and reliable at CPP/ Local Authority level.</p>
19) What are your views on, or experience of how an outcomes-focused approach would work in practice?	The approach is welcomed and needs to be accompanied by measures which directly relate to those outcomes as well as one measuring the drivers.
<p>19) What are your views on, or experience of how an outcomes-focused approach would work in practice?</p> <p>a) Would it encourage national and local policy and delivery partners to work together effectively, and if not, what alternative approach(es) do you propose could be used instead?</p>	Where it is possible to identify & quantify outcomes (as opposed to outputs), then this is the standard approach for delivering and measuring success of the general range of strategies and would normally encourage, facilitate and focus partnership working and joint delivery.
20) Do you think the principles detailed in the 3 bullet points above are adequately reflected in the outcomes framework?	Yes.
<p>21) In your opinion, would the proposed framework help to strengthen partnerships on-the-ground?</p> <p>a) If so, how?</p>	There needs to be a willing reason for partnership working (e.g. bringing funding into the area) which assists in strengthening partnerships between different agencies and local authorities. If the framework can reflect this then it will strengthen local partnership working.
<p>21) In your opinion, would the proposed framework help to strengthen partnerships on-the-ground?</p> <p>b) If not, why?</p>	Given that the proposed framework is set to be a statutory requirement that is measured and overseen by ministers, it will assist to strengthen partnerships on the ground due

	to it being recognised as a requirement.
22) Do you think any of the proposals set out in this consultation will have an impact, positive or negative, on equalities as set out above? If so, what impact do you think that will be and, if negative, how do you think these could be mitigated?	An EQIA is essential given that age is a critical factor in fuel poverty issues; and that this whole issue is now gaining traction and importance for Health & Social Care Partnerships – and promoting closer cross sectoral planning. Initial views are that the proposals will have positive impacts for particular groups and will provide improved equity across the population.
23) What implications (including potential costs) will there be for business and public sector delivery organisations from these proposals?	If there is going to be a statutory requirement for fuel poverty eradication, then additional resources will be required in order to further facilitate work on the ground – whether this is delivered at a local authority level or not.
24) Do you think any of these proposals will have an impact, positive or negative, on children's rights? If so, what impact do you think that will be and, if negative, how do you think these could be mitigated?	Yes, positive impact on children's health and wellbeing due to warmer, more efficient homes and generally better environments.

APPENDIX TWO

Minimum energy efficiency standards consultation

No.	QUESTION	RESPONSE																											
1.	<p>What are your views on our proposal for owner occupied and private rented properties to achieve the long term domestic energy standard EPC Energy Efficiency Rating Band C by 2040 at the latest?</p>	<p>The proposal in terms of an EPC band of C for private properties is ambitious and will require substantial levels of funding to get to this level.</p> <p>The figure of £3,500 to get homes to this level will be extremely challenging (if not impossible) for some properties – particularly in rural and island areas. Given this has been taken from a SHCS report, the Argyll and Bute “sample” for this is only 241 properties (equating roughly to 0.5% of the stock) and therefore doesn’t provide a fair representation of the additional costs of travel etc. that rural areas are disadvantaged from.</p> <p>There should be a focus on a standard for all homes irrespective of tenure – with an option being to be as energy efficient as reasonable practicable.</p> <p>For example, a band F will struggle to meet a D, let alone a C:</p> <table border="1" data-bbox="662 1126 1331 1615"> <thead> <tr> <th>Measure</th> <th>Cost (according to EPC)</th> <th>EPC Effect</th> </tr> </thead> <tbody> <tr> <td>Room in Roof Insulation</td> <td>£1,500 - £2,700</td> <td>F 21</td> </tr> <tr> <td>Underfloor Insulation</td> <td>£800 - £1,200</td> <td>F 25</td> </tr> <tr> <td>Hot Water Cylinder Coat</td> <td>£15 - £30</td> <td>F 25</td> </tr> <tr> <td>Upgrade Heating Controls</td> <td>£350 - £450</td> <td>F 31</td> </tr> <tr> <td>Solar Water Heating</td> <td>£4,000 - £6,000</td> <td>F 34</td> </tr> <tr> <td>Solar PV Panels</td> <td>£5,000 - £8,000</td> <td>E 42</td> </tr> <tr> <td>Wind Turbine</td> <td>£15,000 - £25,000</td> <td>D 62</td> </tr> <tr> <td>Total</td> <td>Best Case =£26,665 Worst Case =£43,380</td> <td>53 Point jump</td> </tr> </tbody> </table>	Measure	Cost (according to EPC)	EPC Effect	Room in Roof Insulation	£1,500 - £2,700	F 21	Underfloor Insulation	£800 - £1,200	F 25	Hot Water Cylinder Coat	£15 - £30	F 25	Upgrade Heating Controls	£350 - £450	F 31	Solar Water Heating	£4,000 - £6,000	F 34	Solar PV Panels	£5,000 - £8,000	E 42	Wind Turbine	£15,000 - £25,000	D 62	Total	Best Case =£26,665 Worst Case =£43,380	53 Point jump
Measure	Cost (according to EPC)	EPC Effect																											
Room in Roof Insulation	£1,500 - £2,700	F 21																											
Underfloor Insulation	£800 - £1,200	F 25																											
Hot Water Cylinder Coat	£15 - £30	F 25																											
Upgrade Heating Controls	£350 - £450	F 31																											
Solar Water Heating	£4,000 - £6,000	F 34																											
Solar PV Panels	£5,000 - £8,000	E 42																											
Wind Turbine	£15,000 - £25,000	D 62																											
Total	Best Case =£26,665 Worst Case =£43,380	53 Point jump																											
2.	<p>Do you think we should allow for situations where a lower standard is acceptable?</p>	<p>Yes. Lower standards should be accepted for conservation areas and traditional properties where traditional measures such as shutters and heavy curtains aren’t accounted for in EPC; and are harder and more expensive to insulate. Also, traditional roofs that are requiring repair will not be able to support solar PV/thermal, and consideration should be given to the repair/maintenance of the building as well as energy efficiency improvements.</p> <p>Additional funding/options will be required for off gas grid properties- given that gas central heating is currently more favourable for the EPC as</p>																											

		<p>opposed to storage heating.</p> <p>Rural areas as a whole will find a band C extremely challenging – in part due to accessing a contractor that has the relevant accreditation required for energy efficiency improvements.</p> <p>There will be situations where reaching an EPC band C is impossible despite grant and loan funding that is available – there needs to be an appreciation of these types of property.</p>
3.	Do you think we should allow for situations where a longer period for improvement is allowed? Please explain your answer, giving examples.	<p>If the EPC band C is to be taking into account, then there needs to be robust regulation in place for example, to not allow properties to be sold or rented before they meet these conditions as far as reasonably practicable.</p> <p>If this approach isn't taken, then longer periods for measures such as EWI should be considered; and if roof repairs/maintenance is an issue holding the energy efficiency improvement (PV/solar Thermal) back, then consideration of funding and time needs to be given in order to progress it.</p>
4.	We are proposing that the definition of a cost-effective measure is that it should pay back over its lifetime. What are your views on this definition?	<p>It needs to be clear what is defined as "lifetime". If the meaning of it in this context is the guarantee which the energy efficiency measure has then it would seem reasonable.</p> <p>Clarity is also required for how the payback will be calculated. Will this be based on the EPC payback/savings section? If so, this would have to be tailored to each building. This would also be considered as an issue for rural/island areas where a rural premium is not accounted for within EPC costing.</p> <p>Both these issues have implications for the progression of this proposal.</p> <p>The theory behind it is reasonable, however for low income households that may not be in fuel poverty, it will be challenging to try and assist them to take up loans for energy efficiency improvements.</p>
5.	What are your views on the issue of air quality in relation to the long term domestic standard?	<p>There will be cases particularly in older properties, where insulating the property will not address issues such as damp, which contributes to poor air quality and health issues (e.g. asthma). For example, concrete pointing on a traditional stone built property. These cases will need to be considered and addressed.</p> <p>Over insulating (for example loft insulation where foil backed materials have been installed) can lead to serious condensation issues for the roof timbers; and will need to be balanced with</p>

		appropriate ventilation. The ventilation and breathability of the building itself is as important as air quality in the building.
6.	The EPC rating of a property can be affected by changes to the underlying methodology data and to fuel price data. How do you suggest that the programme takes account of this in setting the long term domestic standard?	To enforce the standard, the latest EPC should be utilised in order to make it easier for householders and landlords.
7.	What are your views on the proposal that all PRS properties meet EPC Energy Efficiency Rating Band C by 2030?	<p>The proposal is again challenging, and will be difficult to achieve. The consultation states an EPC band E by 2020, Band D 2025, and Band C by 2030. It would be fairer and sensible to not propose a staggered approach, but identify that properties will have to reach a band C by 2030, therefore allowing for ten years to plan improvements and stagger the costs. For example, a landlord may erect scaffolding for EWI before 2025 – ensuring the property meets a band D – but then is required to fit Solar PV to the roof (requiring more scaffolding) and is a duplicated cost. There also needs to be an incentive to the landlord, as well as some form of assistance aside from a loan.</p> <p>There may be unintended consequences through this. Landlords may seek to turn their properties into holiday lets – therefore not requiring any further improvements. Landlords may increase rents – which won't assist with levels of fuel poverty. Landlords may also sell their property due to this high standard – the implication could be that the tenant becomes homeless, putting an additional strain on the homeless service. This could lead to a surge in empty properties/holiday lets which is already affecting communities – particularly in remote rural locations.</p> <p>Although the proposal is ambitious and ultimately will effect carbon emissions and fuel poverty levels, there will either have to be robust regulation in place or a reduction in requirements for the PRS.</p>
8.	What are your views on our proposal for an initial period of encouraging action?	<p>It needs to be transparent whether or not this will be mandatory. It would be sensible to inform householders that they will have a duty to improve the energy efficiency of their property to reasonable levels (whether this a C or where technically feasible and cost effective) to ensure that householders can take advantage of grant funding that is currently available through fuel poverty; area based; and loan schemes.</p> <p>The schemes limited by area basis and</p>

		constrained by eligibility criteria may need to be more flexible (for example, the equity loan scheme pilot) to provide as many different avenues for householders as possible. This would encourage householders to take up offers like this to ensure that they can meet these conditions where technically feasible and cost effective.
9.	What information would be useful for householders to access on how to achieve EPC Energy Efficiency Rating Band C before 2030?	<p>The issue presented is how to determine what is technically feasible and what is cost effective.</p> <p>For example, the EPC states for solid wall properties made of sandstone that EWI is applicable; whereas a more cost effective/technically feasible and sensible solution would be IWI. The EPC also identifies renewables such as Solar PV/Wind turbines as suitable measures for properties; whereas rural and island areas will not have access to accredited MCS installers that would cost-effectively install these measures.</p> <p>In short, the cost effective data and feasibility data would be essential in the process of identifying measures which can be installed. Additionally, availability of installers will be required as part of the process.</p>
10.	What are your views on our proposal to follow this initial period with mandating action?	As explained in question 8, there needs to be clarity to householders from the start regarding whether this will be a mandatory action or not. The resource for this will have to accompany mandatory actions and assistance, whether this is through grants or loans. Financial penalties will require robust regulation; and agree that the change in ownership is a sensible approach in terms of improving energy efficiency. There may be issues for families that inherit homes and wish to sell them on – a flexible and straightforward equity loan would enable these families to meet any mandatory actions.
11.	What are your views on our proposal that 2030 is the right point to start mandating action to achieve EPC Energy Efficiency Rating Band C?	As stated in question 8 and 11, mandatory action should be clear from the start of the process. If the is an EPC band C by 2040 then put robust regulation in place to ensure that this is met and adhered to. Householders need to be made aware of these significant changes to their homes; and what this means for them - so that they can plan technically feasible and cost-effective solutions for their properties.
12.	What are your views on our proposal for owner occupied properties to be subject to penalties for non-compliance?	<p>It seems like a sensible approach, but will require robust regulations and suitable powers to be able to be enforced – however there needs to be an appreciation for homeowners not necessarily fuel poor but unable to afford improvements.</p> <p>Energy efficiency/repair/maintenance of a property needs to be seen as a priority for householders – which it currently isn't.</p>

13.	What are your views on requiring all types of accommodation to meet the Long Term Domestic Standard over time? Please explain your answer, giving examples of accommodation you think should/should not be required to meet the Long-Term Domestic Standard if relevant?	<p>As highlighted in question 7, if holiday homes are not required to meet energy efficiency standards, then there is the opportunity for landlords to designate their properties as holiday lets – leading to no energy efficiency improvements.</p> <p>Some form of standard energy efficiency requirement needs to be identified – regardless of tenure/use – which is technically and cost effectively feasible (whether this is a Band E or Band D).</p>
14.	Please provide your views on our proposal that all homes with fuel poor households are to reach EPC Energy Efficiency Rating Band C by 2030, where technically feasible and cost effective?	<p>The fuel poor household standard is extremely flawed. It is well documented that householders can fluctuate in and out of fuel poverty.</p> <p>For example, if a householder is working but is close to retiring, the householder is not in fuel poverty and must reach a band C by 2040. If however the householder retires, the income levels for the home drops and the householder subsequently falls into fuel poverty. The householder then has to reach a band B. However, the retired householder can then get a part time job, which raises the household income enough to ensure they are no longer in fuel poverty; and the householder then has an EPC banding of C to reach.</p> <p>There is also the issue where householders off gas grid will have measures that are not technically feasible or cost effective, meaning they will not meet the EPC band C. Nevertheless, these householders are the ones more likely to be in fuel poverty due to a lack of access to the gas grid. Therefore, regardless of the regulations in place, the householder will still be in fuel poverty, which hasn't solved the issue.</p> <p>One standard banding should be encouraged – with additional financial support provided to the householder that needs it. The issue of rural, remote, and island areas still needs to be addressed; as well as the issues related to householders in conservation areas.</p> <p>For example, a householder living in a detached pre 1919 stone built property in Port Wemyss on the Isle of Islay, with no access to mains gas and electrically heating their property (whilst also being in a conservation area) will be almost disadvantaged by this proposal. The cost effectiveness of measures may mean that given the island location it's not applicable. The conservation restraints will mean that some measures will not be granted planning approval.</p>

		<p>The householder will still have a relatively low EPC score, still be in fuel poverty, despite still having to try and achieve a band C by 2030 and band B by 2040.</p> <p>Regardless of fuel poverty or not, householders in these areas will require substantial funding to get their EPC up to a suitable standard.</p>
15.	Please provide your views on our proposal that all homes with fuel poor households are to reach EPC Energy Efficiency Rating Band B by 2040, where technically feasible, cost effective and possible within limits affordable to the public purse?	Please see above question 14.
16.	In addition to what we have set out in paras 46-50, what should the Energy Efficient Scotland Assessment Short Life Working Group also consider? Please explain your answer.	There should be an emphasis on traditional features being included as part of the EPC process. Additional consideration should be given to technical and feasible measures only – and opportunity to link this with affordability data. .
17.	What are your views on whether the long term domestic standard should be enforced at a local or national level? Please explain your answer.	If the standard is to be enforced locally, then Local Authorities will require additional resources and robust regulation to enforce these standards. If neither of these can be provided, then it should be enforced nationally.
18.	Are there specific building characteristics you consider should be included in research to ensure that future improvement targets reflect the diverse nature of our non-domestic building stock? If so, please set out what these are and why they should be considered.	n/a
19.	What are your views on the way calculated energy use from building assessments are presented and/or benchmarked? We are particularly interested in what arrangements you favour and how you think they would be useful.	n/a
20.	What are your views on the proposed planned works to review improvement targets?	n/a

21.	What are your views on our proposals for phasing the regulations from 2020?	n/a
22.	Should advice and support to invest in the energy efficiency of industrial or manufacturing buildings align with wider advice and support on how to reduce energy consumed for productive processes? If so, please suggest how improving efficiency in building and “process” energy could work together, and what opportunities and challenges this might present?	n/a
23.	What more could the Scottish Government do to encourage the public sector to accelerate energy efficiency across their building stock?	n/a
24.	What more could the Scottish Government do to encourage the public sector to accelerate heat decarbonisation across their building stock?	n/a
25.	What additional data would help building owners in the delivery of the Energy Efficient Scotland Programme? How would this be used?	In terms of domestic data – as stated previously – appreciation for traditional measures should be used; appreciation of closest MCS/Accredited installers used; realistic paybacks given a rural premium; realistic costs. This would be used to identify where measures may be technically not feasible or not cost-effective.
26.	What additional data would be helpful to others in the delivery of the Energy Efficient Scotland Programme? How would this be used?	Please see question 25.
27.	We will investigate the benefit in providing new online resources or tools to support building owners to access and use data to help them improve their properties. What particular types of resources or tools would you find useful and why?	<p>An EPC estimation tool with the benefit of adding and removing energy efficiency improvements would greatly assist if these regulations are to be enforced. Indications over whether the measure is technically feasible or whether it is cost effective should be included in this tool along with guidance and assistance.</p> <p>If the standard is to be used, this gives householders a general idea of what they will require to do, whether it’s technically feasible or not, and if there’s any assistance that’s available.</p>
28.	In addition to the above, we welcome any specific comments or observations you may have on the future	It will by and large further highlight the issues which rural, island and off gas grid areas face; and hopefully will lead to further funding and innovative measures that can be comparable/cost effective

	use of the data that is gathered from energy assessments.	against heating options such as gas.
29.	What are your views on the implementation and enforcement of existing legislation relating to energy efficiency and heating of buildings in Scotland?	No comment.
30.	What changes may be needed (if any) to this existing legislation, to ensure that the Scottish Government, Local Authorities, and any other relevant bodies or persons, have the powers and duties necessary to support the Energy Efficient Scotland Programme?	There needs to be robust regulations and enforceable regulations in order to ensure it is taken seriously. There needs to be leadership for this issue, and provide the enforcing body with either financial penalties or ensure households cannot be let/sold without meeting these conditions. If the regulations on energy efficiency standards are not robust enough/not enforceable then meeting these standards will be difficult.
31.	What other elements of the programme may require new or amended legislation to enable the Energy Efficient Scotland Programme to operate?	Please see question 30.
32.	Which organisation(s) should be responsible for delivering any new legal requirement?	If the organisation is a local authority, then further resources will be required in order to legitimately enforce the regulations.

ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****CUSTOMER SERVICES****23 AUGUST 2018**

**SERVICE ANNUAL PERFORMANCE REVIEWS 2017-18 AND
PERFORMANCE REPORT – FQ1 2018-19 (APRIL-JUNE)**

1. EXECUTIVE SUMMARY

- 1.1 The Council's Planning and Improvement Framework sets out the process for presentation of the Council's Service Annual Performance Reviews (APRs) and quarterly performance reports.
- 1.2 This paper presents the Community Services Committee with the Service APR from Education for 2017-18 and the performance report with the scorecard for Education for FQ1 2018-19 (April-June).
- 1.3 It is recommended that the Community Services Committee endorse the Service APRs and reviews the scorecard as presented.

ARGYLL AND BUTE COUNCIL
COMMUNITY SERVICES COMMITTEE
CUSTOMER SERVICES
23 AUGUST 2018

SERVICE ANNUAL PERFORMANCE REVIEWS 2017-18 AND PERFORMANCE REPORT – FQ1 2018-19 (APRIL-JUNE)

2. INTRODUCTION

- 2.1 The Planning and Improvement Framework sets out the process for presentation of the Service Annual Performance Reviews (APRs) and the quarterly performance reports.
- 2.2 This paper presents the Community Services Committee with the Service APR from Education for 2017-18 and the departmental performance report and associated scorecard for performance in FQ1 2018-19 (April-June).

3. RECOMMENDATIONS

- 3.1 That the Committee endorse the APR as presented.
- 3.2 That the Committee reviews the scorecard as presented.

4. DETAIL

- 4.1 The Service APR provides a summary of the key successes, improvements and case studies during the past year along with identified key challenges and actions to address the challenges. Every consultation that has occurred is recorded – “We Asked, You Said, We Did”. The results of consultation help inform future service delivery.
- 4.2 The performance scorecard for the Education Service was extracted from the Council’s Pyramid performance management system and is comprised of key performance indicators.

5. IMPLICATIONS

- | | | |
|-----|------------|--|
| 5.1 | Policy | None |
| 5.2 | Financial | None |
| 5.3 | Legal | The Council has a duty to deliver best value under the Local Government Scotland Act 2003. |
| 5.4 | HR | None |
| 5.5 | Equalities | None |
| 5.6 | Risk | Ensuring performance is effectively scrutinised |

by members reduces reputational risk to the Council.

5.7 Customer Services None

Appendix 1: Service APRs for Education

Appendix 2: Performance report and scorecard

Douglas Hendry, Executive Director – Customer Services

For further information contact:

Anne Paterson, Head of Education, Lifelong Learning and Support

Louise Connor, Head of Education, Learning and Teaching

Annual Performance Review 2017-2018

Education

KEY SUCCESSES

Key Improvements from previous year's annual performance review

Business Outcome 16 – We wholly embrace our Corporate Parenting responsibilities

1. We continue to improve the positive destinations for looked after children. Working with partner agencies we have ensured that we have in place relationship based support to encourage and promote care experienced young people to engage in further education, training and employment opportunities.

Business Outcome 17 – The support needs of children and their families are met

1. Appropriate Flexible Learning Plans are now in place for all young people following a flexible timetable across education establishments. Over 2017/18 we have ensured that we have in place a flexible learning plan for all children where appropriate.
2. We have successfully implemented a pilot programme for the delivery of 1140 hours pre-school education on Mull and Tiree. We had input and support from Psychological Services with the evaluation of impact on outcomes for children and their families. Both trials evidenced a positive impact on 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 our Early Years Conference in November 2017.

Business Outcome 18 – Improved lifestyle choices are enabled

1. We have increased the number of staff that are trained and delivering the PATHS (Promoting Alternative Thinking Strategies) programme. Staff are now more confident in supporting wellbeing in the classroom. The target of 75% was exceeded and 80% of qualifying staff were trained during the year.
2. Young people now have the opportunities to learn how to keep themselves safe online and how to report abuse through the delivery of internet safety sessions to S1s. All 10 secondary school have now delivered this training during 2017-18.

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

1. We have achieved the strategic priorities set out in the National Improvement Framework (NIF). Our Strategic annual plan has been our data on achieved outcomes in literacy and numeracy has been submitted to the Scottish Government.
2. In 2017 we improved the outcomes in performance within national qualifications at SCQF 5 (National 5). There has been an increase of A-C passes of 5% from 2016-17. This is 1.6% above the National average
3. We continue to improve outcomes in completion rates and performance within college courses. N 2017/18 there were 31 college courses

offered with 294 students starting and 273 completing.

Business Outcome 31 – We have a culture of continuous improvement

1. During 2017/18 we have revised and implemented a comprehensive programme of educational establishment reviews (early years, primary, secondary, youth services and education services). Which has ensured effective support and challenge to deliver continuous improvement.
2. We have undertaken a programme of Quality Improvement visits to each establishment to monitor the quality and impact of interventions on outcomes for Children and Young People. All establishments received two quality improvement visits throughout the financial year, three in total over the academic year. There have been 290 visits made in total in 2017/18.

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

1. All probationer teachers working within Argyll and Bute have been assigned a supporter and have submitted interim professional profiles. During the academic year two seminars (4 days altogether) were successfully delivered and well received.
2. During 2017/18 we produced a prospectus that details all of the leadership courses and modules offered by Argyll and Bute Council and Partners.

Other Key Improvements during 2017/18

Business Outcome 16 – We wholly embrace our Corporate Parenting responsibilities

1. We have increased staff knowledge of the research on Adverse Childhood Experiences through presentations at Head Teacher meetings, the Early Years' Conference and to the Children's Hearing Panel members who meet with our most vulnerable children and families. We purchased the license for the resilience film to support as many staff as possible to have access to this information. Since December 2017 10 schools have screened the film with a total audience of approximately 200.
2. Analysis of the 2017 leavers' data on Insight shows that there has been an improving trend in performance at Levels 4 and 5 literacy and numeracy. Performance at Level 4 Literacy and Numeracy is below the Virtual Comparator, but above The Northern Alliance, and National averages. Performance at Level 5 Literacy and Numeracy is above the Virtual Comparator, and above The Northern Alliance, and National averages.

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

1. Cross authority twilight sessions have continued to give class teachers the opportunity to engage in sessions with a focus on literacy, numeracy, STEM (Science, Technology, Engineering and Maths) and the effective use of implementation science to ensure interventions have maximum impact that can be measured over time.

Case Studies illustrating the positive contribution to our communities

Business Outcome 17- The Support Needs of Children and their Families are Met

Phasing in pilots of 1140 hours have commenced in some rural areas where there was no other form of childcare available. These areas have been in Tobermory, Tiree, Rothesay, Strachur, Rhunahoarine, Inveraray and Lismore and include Local Authority Provision, Partner Providers and Childminders. A positive feedback has been noted and the additional hours of Early Learning & Childcare have enabled families to be supported and in some situations has led to employment opportunities for parents. An evaluative questionnaire will be issued before the end of term to parents.

Business Outcome 32 – Our Workforce is Supported to Realise its Potential

Literacy and Numeracy twilights have been carried out across geographical clusters, these twilights have allowed staff to access local training to help and support the learning and teaching in literacy and numeracy. Comments received after the twilights have been:

- Very glad I attended.
- A good evening – thank you very much.
- This was really useful – thank you.
- Very enjoyable and useful session. Well organised and very well presented. Thank you so much for a super evening!
- Fun session - full of ideas we can carry out.
- Thank you for informative, well prepared and engaging evening.
- I loved Number talks – thank you!
- I have learned a lot.
- Very informative and good practical ideas that can be easily introduced to the classroom.
- Really good twilight sessions and good to meet up with other colleagues and know who to go to.
- Beneficial in preparing for a new stage.
- Very beneficial (especially for a probationer). Please continue these sessions.
- Interesting!

KEY CHALLENGES AND ACTIONS TO ADDRESS CHALLENGES

Key improvements from previous year's APR not completed plus any additional challenges that have been identified
Business Outcome 19 - All children and young people are supported to realise their potential
<p>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:</p> <ul style="list-style-type: none"> 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. <p>Action</p> <ul style="list-style-type: none"> 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. <p>Completion Date: August 2018</p>
Business Outcome 19 - All children and young people are supported to realise their potential
<p>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.</p> <p>Action</p> <ul style="list-style-type: none"> a) Continue to address the action points and embed improvements. b) Report on successes and continuous improvements. c) Preparation for the follow through inspection in May 2018.

Completion Date: May 2018

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

Challenge

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

Action

- a) Contribute to the Northern Alliance Strategic Plan and consult on the draft legislation.
- b) Consult with relevant members on the implications.
- c) Ensure schools are given support to take forward new duties.
- d) Ensure the central education team are leading and supporting collaborations.

Completion Date: December 2018

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.

Action

- a) 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.

Completion Date: February 2019

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

Challenge

Recruitment across the Service.

Action

- a) All schools are requested to identify specific staffing requirements earlier as part of the annual staffing exercise.
- b) Discussions are underway with UHI in relation to secondary PGDE to extend the scope of subject availability to meet the individual rural demands for Argyll and Bute.

Completion Date: February 2019

CONSULTATION AND ENGAGEMENT

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

We asked (focus of consultation)	You said (customer response)	We did (improvement actions)
Consultation on the provision of Gaelic Medium Education in Buessan on the Isle of Mull.	There was a desire for this to be provided in Buessan.	Followed national statutory guidance, assessed suitability and provided this provision. This will commence when a teacher is employed.

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

We asked (focus of consultation)	You said (customer response)	We did (improvement actions)
We have asked how to improve our Digital Learning Strategy.	There was a desire for an improvement in technology and improvement in a range of devices.	There have been pilots undertaken in Cardross which have been reviewed. Reviewing bandwidth in schools to ensure it is sufficient. As part of the review, we have also improved bandwidth in Tignabruaich Primary school.

Business Outcome 18 – Improved lifestyle choices are enabled

We asked (focus of consultation)	You said (customer response)	We did (improvement actions)
Educational Psychology service has undertaken a survey which looked at current practice and policies.	There are strong links between adverse childhood experiences, mental health issues and attainment, which was evidenced in this research.	The results of this survey helped to inform the approach to embedding PATHS. The research was also published in Educational Psychology in Scotland.

Anne Paterson, Head of Education

Date: 3rd May 2018

Education Scorecard 2017-20

Scorecard owned by: Anne Paterson

FY 17/18

[Click here for Full Outcomes](#)

[School Support Team Scorecard](#)

[Opportunities For All Team Scorecard](#)

[Quality Improvement Team Scorecard](#)

[Psychological Services Team Scorecard](#)

[Early Years Team Scorecard](#)

[Adult Learning and Community Development](#)

[Click here for Community Services Scorecard](#)

BO16 We wholly embrace our Corporate Parenting responsibilities [ED]

Aligns to ABOIP Outcome No. 4

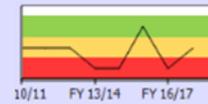
Success Measure **A** ↑



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

Aligns to ABOIP Outcome No. 3

Success Measure **A** ↑



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

Aligns to ABOIP Outcome No. 4

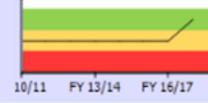
Success Measure **A** ↓



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

Aligns to Council Outcome MIH

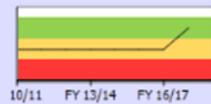
Success Measure **G** ↑



BO18 Improved lifestyle choices are enabled [ED]

Aligns to ABOIP Outcome No. 4

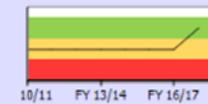
Success Measure **G** ↑



BO31 We have a culture of continuous improvement [ED]

Aligns to Council Outcome MIH

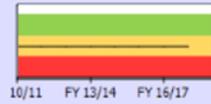
Success Measure **G** ↑



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

Aligns to ABOIP Outcome No. 3

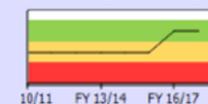
Success Measure **A** →



BO32 Our workforce is supported to realise its potential [ED]

Aligns to Council Outcome MIH

Success Measure **G** →



Management Information

RESOURCES

People	Benchmark	Target	Actual	Status	Trend
Sickness absence [LGE]		8.3 Days	10.2 Days	R	↓
Sickness absence [teachers]		6.0 Days	5.9 Days	G	↓
PRD's ED		90 %	24 %	R	↓

Financial

	Budget	Forecast	Status	Trend
Finance Revenue totals ED				
Capital forecasts - current year ED				
Capital forecasts - total project ED				

IMPROVEMENT

	Total No	Off track	On track	Complete	Status	Trend
ED Service Improvements 2017-20						
Actions	7	3	1	3		
Education Audit Recommendations		Overdue	Due in future	Future - off target		

Health & Safety	Overdue	Rescheduled	Actions in Plan	Complete
Service H&S Plan Actions	G 0	5	10	8
H&S Investigation Actions	G 0	0	0	0

Customer Service ED	Customer satisfaction
Customer Charter	Stage 1 Complaints 0 % R ↓
Number of consultations	1 Stage 2 Complaints 60 % R →

BO16 We wholly embrace our Corporate Parenting responsibilities [ED]

Aligns to ABCIP Outcome No. 4 **Success Measure A** ↑

BO16 We wholly embrace our Corporate Parenting responsibilities - Net	£	Budget	£ 8,506,599	R
		Forecast	£ 8,705,505	

ED16_01-Provide a Looked After Children - Annual Performance Report to the Corporate Parenting Board	Actual	On track	G
	Target	On track	

ED16_02-Increase the number of looked after young people participating on the 2017 Summer Internship Programme	Actual	5	R
	Target	10	
	Benchmark	7	

ED16_03-Increase positive destinations for looked after children	Actual	86.0 %	G
	Target	84.0 %	
	Benchmark		↑

BO18 Improved lifestyle choices are enabled [ED]

Aligns to ABCIP Outcome No. 4 **Success Measure G** ↑

BO18 Improved lifestyle choices are enabled - Net	£	Budget		
		Forecast		

ED18_01-Increase the number of staff that are trained and delivering the PATHS programme	Actual	80.0 %	G
	Target	75.0 %	
	Benchmark		

ED18_02-To effectively identify and respond to mental health issues deliver bespoke intervention training to all secondary establishments.	Actual	50.0 %	G
	Target	50.0 %	
	Benchmark		

ED18_03-Delivery of internet safety sessions to S1s.	Actual	10	G
	Target	10	
	Benchmark		

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

Aligns to ABCIP Outcome No. 4 **Success Measure A** ↓

BO17 The support needs of children and their families are met - Net	£	Budget	£ 6,291,157	G
		Forecast	£ 6,291,157	

ED17_01-Meet statutory timescales when opening co-ordinated support plans	Actual	75 %	G
	Target	75 %	
	Benchmark		↑

ED17_02-Appropriate Flexible Learning Plans are in place for all young people following a flexible timetable across establishments	Actual	Complete	G
	Target	Complete	
	Benchmark	Complete	

ED17_03-Develop a Parental Involvement Strategy to improve engagement and support with families and parents	Actual	On track to revised plan	G
	Target	On track	

ED17_04-Deliver 1140 hours of early years child care by 2020	Actual	Green	G
	Target	On track	

ED17_05-Train school staff on the SEEMIS Wellbeing Application.	Actual	218	G
	Target	200	
	Benchmark		

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

Aligns to Council Outcome MIH **Success Measure G** ↑

BO30 We engage with our customers, staff and partners - Net	£	Budget	£ 20,860	G
		Forecast	£ 20,860	

ED30_01-All secondary establishments have a minimum of 3 DYW partnership agreements	Actual	80.0 %	G
	Target	80.0 %	
	Benchmark		

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

Aligns to ABCIP Outcome No. 3 **Success Measure A** ↑

BO21 Our young people participate in post-16 learning, training or work - Net	£	Budget	£ 696,584	G
		Forecast	£ 696,584	

ED21_01-Increase the number of young people on Activity Agreements progressing into positive destinations	Actual	49 %	R
	Target	63 %	
	Benchmark	69 %	↓

ED21_02-Reduce the number of young people recorded as unconfirmed on Participation Measure	Actual	4.20 %	G
	Target	4.50 %	
	Benchmark		

BO31 We have a culture of continuous improvement [ED]

Aligns to Council Outcome MIH **Success Measure G** ↑

BO31 We have a culture of continuous improvement - Net	£	Budget	£ 4,620,120	G
		Forecast	£ 4,620,120	

ED31_01-Revise and implement a comprehensive programme of educational establishment reviews	Actual	1	G
	Target	1	
	Benchmark		

ED31_02-Undertake a programme of Quality Improvement visits to each establishment	Actual	303	G
	Target	240	
	Benchmark		

Education Scorecard 2017-20

Scorecard owned by: **Anne Paterson** **FY 17/18**

[Click here for Full Scorecard](#) [Click here for Business Outcome 19](#)

BO32 Our workforce is supported to realise its potential [ED]

Aligns to Council Outcome MIH **Success Measure G** →

BO32 Our workforce is supported to realise its potential - Net	£	Budget	£ 17,364	G
		Forecast	£ 17,364	

ED32_01-Support probationer teachers working within Argyll & Bute	Actual	Complete	G
	Target	On track	

ED32_02-All PRDs are undertaken for education staff	Actual	On track	G
	Target	On track	→

Annual Measure

ED32_03-Produce a prospectus that details all leadership courses and modules offered by A&B Council and Partners	Actual		
	Target	On track	

ED32_04-Audit & analyse CPD needs of all primary & secondary teaching staff in relation to the NIF	Actual	Complete	G
	Target	On track	↑

ED32_05-Increase no of staff accessing Teacher Leadership (100%), Middle Leadership (50%), and maintain no. participating in Into Headship prog.	Actual	On track	G
	Target	On track	→

Annual Measure

ED32_06-Improve the quality of leadership at all levels through....CPD leadership development	Actual	7	G
	Target	6	
	Benchmark		↑

Education Scorecard 2017-20

Scorecard owned by: **Anne Paterson**

FY 17/18

[Click here for Full Scorecard](#)

[Click here for Outcomes](#)

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

Aligns to ABOP Outcome No. 3

Success Measure **A** ➔

BO19 All children and young people are supported to realise their potential - Net

£ Budget £ 53,522,180
Forecast £ 53,522,180

ED19_01-Annual audit of curriculum models across all secondary establishments with follow up support and challenge as required

Actual 100.00 % **G**
Target 100.00 %
Benchmark

ED19_06-Achievement of the strategic priorities set out in the National Improvement Framework (NIF)

Actual On track **G**
Target On track
Benchmark On track

ED19_11-Improve outcomes in performance within national qualifications at SCQF 5

Actual 81.10 % **G**
Target 79.00 %
Benchmark

ED19_16-All educational establishments routinely use click and go to monitor and track young people's progress

Actual 90.00 % **G**
Target 90.00 %
Benchmark

ED19_02-As part of Argyll and Bute's Children, - audit existing parenting provision and resources...for each point...

Actual On track to revised plan **G**
Target
Benchmark On track to revised plan

ED19_07-Include a curriculum discussion in quality improvement visits and school reviews

Actual 100.00 % **G**
Target 100.00 %
Benchmark

ED19_12-Improve outcomes in performance within national qualifications at SCQF 7

Actual 76.98 % **R**
Target 82.00 %
Benchmark

ED19_17-Increase the percentage of school leavers attaining vocational qualifications at SCQF level 5 and above

Actual 74.17 % **G**
Target 17.00 %
Benchmark 10.60 %

ED19_03-As part of Argyll and Bute's Children, develop and implement a parenting strategy

Actual Green **G**
Target Green
Benchmark Green

ED19_08-The opportunity for children and young people to experience relevant and wider achievement within the curriculum is offered...

Actual 100.00 % **G**
Target 100.00 %
Benchmark

ED19_13-Improve outcomes in completion rates and performance within college courses. *Annual Measure*

Actual 92.86 % **G**
Target 88.00 % **U**
Benchmark

ED19_18-All Early Learning and Childcare [ELC] settings to share development milestone progress *Academic Year*

Actual 100.00 % **G**
Target 100.00 %
Benchmark

ED19_04-Multi-agency guidance reviewed and implemented, leading to increased numbers of children have effective transitions

Actual On track to revised plan **G**
Target On track to revised plan
Benchmark On track to revised plan

ED19_09-As part of Argyll and Bute's Children, identify key stages within a parenting pathway from pre-birth to school leaving age

Actual On track to revised plan **G**
Target **D**
Benchmark On track to revised plan

ED19_14-Hold authority wide capacity building courses for young people

Actual Complete **G**
Target Complete **U**
Benchmark Complete

ED19_19-Improved reliability and consistency of teacher professional judgement in line with national expectations in order to raise attainment

Actual 75.00 % **G**
Target 75.00 %
Benchmark

ED19_05-Increase the number of Duke of Edinburgh (D of E) participants from the most deprived areas

Actual 9.27 % **G**
Target 8.00 %
Benchmark 4.00 %

ED19_10-All educational establishments routinely use click and go pastoral notes to record significant events/incidents

Actual 90.00 % **G**
Target 90.00 %
Benchmark

ED19_15-Increase the number of Youth Achievement and Dynamic Youth Awards achieved

Actual
Target 90
Benchmark

ED19_20-Local Youth Forums attend at least one Community Planning Partnership (CPP) Area Planning Group meeting per annum

Actual 0 **G**
Target 0 **U**
Benchmark

Key Successes

Business Outcome 16 - We wholly embrace our Corporate Parenting responsibilities

1. The Head Teachers meeting in April 2018 had a focus on health and well-being and Getting It Right For Every Child (GIRFEC). This included a focus on our responsibilities as corporate parents for our Looked After Children. The Scottish Government have announced attainment challenge funding for Looked After Children. Argyll and Bute have been allocated £880k, initial discussions have taken place between the chief social worker and the chief education officer in relation to allocation to schools.

Business Outcome 17 - The support needs of children and their families are met

2. The parental involvement strategy was approved by Community Services Committee in June 2018 and this will form the core elements for the delivery of parental engagement in relation to the National Improvement Framework.
3. We have successfully delivered phasing of 1140 hours early learning and childcare to 10 establishments. There has been positive feedback from parents and staff. A revised phasing plan has been confirmed for 2018 with an additional 19 settings delivering 1140 hours by June 2019.

Business Outcome 18 - Improved lifestyle choices are enabled

1. The Promoting Alternative Thinking Strategies (PATHS) programme is being successfully implemented. Staff in 56 primary schools, 10 partner providers and 2 stand-alone local authority nurseries have been trained to deliver the programme ensuring our children have the best start in life and are ready to succeed.

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

1. The vision and strategy of Our Children Their Future continues to be an important driver for the work of education staff and as a result staff at all levels are increasingly focused on outcomes for children and young people - comment by Education Scotland following visit in May 2018
2. Staff in Argyll and Bute were consulted in relation to the draft regional improvement plan. The two heads of education and two education managers attended a regional improvement collaborative planning session on 29 June in Inverness to contribute to the plan. The plan is due for completion in September 2018
3. Developmental Milestone progress has been shared with 100% of receiving schools (via SEEMiS - Click and Go) in preparation of children starting Primary One.
4. The service has built on its earlier progress on how it collects and uses data to drive improvements. Staff at all levels have continued to increase their skills and confidence in their use of data – feedback from Education Scotland May 2018
5. Bowmore Primary was shortlisted to the final three of the Gaelic education section of the Scottish Education Awards.
6. Two teams from Dunoon Grammar School were in the final three at the Apps For Good UK final
7. Paul Gallanagh was teacher of the year in the Apps For Good Awards

8. Primary 4-5 in Sandbank Primary were the winners in the Sum Dog UK competition in May 2018
9. Lochdonhead Primary were the Scottish regional winners in the Totally Active Category in the Better Education Awards 2018

Business Outcome 22 – Adults are supported to realise their potential

1. In June the new live system of “Find a Job” replaced “Universal Job match” - People who claim Job Seekers Allowance are making the transition over to the new system. Adult Learning Worked in partnership with Job Centre Plus/ DWP to provide digital assessments, 1:1 support and group workshops to assist learners transition from universal job match to find a job. Enabling learners to independently access and record job searching, write cover letter and CV, understand their own strengths and skills and relate these to specific applications.

Business Outcome 31 - We have a culture of continuous improvement

1. The Service now has a clearer shared understanding that rigorous and high quality data analysis in order to achieve and sustain improved outcomes for children and young people – comment by Education Scotland May 2018

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

1. Six of our staff members attained their Standards in Headship at an awards ceremony in Glasgow in May 2018. Four are now head teachers, one has been promoted within the central education team and the sixth is part of their school leadership team.
2. Three staff members attained their Masters in Education with UHI in May 2018.
3. We successfully recruited three new Education Managers in June, all vacancies were filled from the existing team.
4. 10 Primary and 2 Secondary probationers have successfully secured employment with the authority for 2018/19 out of a total cohort of 27 probationers for session 2017/18

Key Challenges and Actions Completed In Previous Quarter

All Education Services key challenges identified in previous quarter are ongoing

Short-term Operational Challenges

1. Staffing – current issues with availability of maths teachers nationally has led to significant challenges filling vacancies for maths teachers across the authority. To address this issue we are continuing to promote the opportunities to work in Argyll and Bute. We are also reviewing existing qualifications to see if we can identify any additional maths teachers. We have been selected as one of six local authorities to take part in an “Alternative Route to Teaching” programme which will allow existing staff to participate in a postgraduate diploma in STEM subjects. This will begin in December 2018.
2. Engagement by schools in the PRD process.
 - a) Reports are being sent quarterly to schools outlining those PRDs that are required that quarter and those that are outstanding requiring to be completed.

- b) Training is being offered centrally on completion of PRDs
- c) School Services Support Manager is working with Development Team on new PRD process moving forward
- 3. The projected allocation of ASN assistants for academic year 2018-19 was greater than anticipated which has led to some budgetary pressures within the service. Strategic Finance have highlighted this issue in their budget outlook report and we are also reviewing spend across all areas of ASN.
- 4. To ensure that we are fully engaged with the activities of the Northern Alliance as an active partner.
- 5. To engage and support the forthcoming inspection of Children's Services the preparation of which is scheduled to take place over the summer holiday period, a challenge for Education Services

Key Challenges and Actions to address the Challenges

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

- 1. 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

Actions –

- c) 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.
- d) Our principal teachers for literacy and numeracy are supporting teaching staff to improve the learning and teaching within these areas.
- e) We are using the data from the Curriculum for Excellence levels and the Scottish National Standardised Assessments to improve standards within literacy and numeracy
- f) We are working with the literacy workstream and the numeracy workstream in the Northern Alliance Collaborative to enhance the delivery of literacy and numeracy outcomes.

Carried Forward From Previous Quarter – Y/N

Yes

Completion Due Date:

Ongoing

Responsible Person

Louise Connor

Key Challenges and Actions to address the Challenges

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

- 1. Challenge – To build on the positive improvements noted in the follow through report of the Strategic Inspection of the Education Functions of Local Authorities–Argyll and Bute Council published on 7 December 2017

<p>Actions –</p> <ul style="list-style-type: none"> a) Continue to address the action points and embed improvements b) Report on successes and continuous improvements 		
<p>Carried Forward From Previous Quarter – Y/N Yes</p>	<p>Completion Due Date: Ongoing</p>	<p>Responsible Person: Anne Paterson / Louise Connor</p>
<p>Key Challenges and Actions to address the Challenges</p>		
<p>Business Outcome 19 - All children and young people are supported to realise their potential Challenge</p> <p>1. Challenge – Northern Alliance Regional Improvement Collaborative To ensure that the Northern Alliance Improvement Collaborative adds value to the Education Service to ensure that children and young people realise their potential.</p> <p>Actions –</p> <ul style="list-style-type: none"> a) Contribute to the Northern Alliance Action Plan to ensure added benefits for Argyll and Bute Education Services. b) Ensure that the learning and enhanced collaboration of the Northern Alliance is shared with staff and builds capacity across Argyll and Bute. c) As a collaborative continue to work closely with Scottish Government to ensure that head teachers and teachers are supported within the developing head teacher’s charter. 		
<p>Carried Forward From Previous Quarter – Y/N Yes</p>	<p>Completion Due Date: Ongoing</p>	<p>Responsible Person: Anne Paterson / Louise Connor</p>
<p>Key Challenges and Actions to address the Challenges</p>		
<p>Business Outcome 21 - Our young people participate in post-16 learning, training or work</p> <p>1. Challenge – Continue to increase positive destinations for young people in the current economic climate.</p> <p>Actions –</p> <ul style="list-style-type: none"> a) Small group provision continues in the 3 areas across Argyll and Bute (Helensburgh, Campbeltown and Lochgilphead) these groups will offer support to young people to develop personal and social skills focusing on health and wellbeing. Through consultation the young people will identify their strengths, abilities, wishes and highlight relevant support strategies they may require to progress into employment education or training. 		

Carried Forward From Previous Quarter – Y/N Yes	Completion Due Date: Ongoing	Responsible Person: Anne Paterson
Key Challenges and Actions to address the Challenges		
<p>Business Outcome 32 - Our workforce is supported to realise its potential</p> <p>1. Challenge - Recruitment across the Service.</p> <p>Actions –</p> <ul style="list-style-type: none"> c) All schools are requested to identify specific staffing requirements earlier as part of the annual staffing exercise. d) 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. e) Early discussions with Argyll College in relation to qualifications for Early Years staff to meet the demand for the workforce for 1140 hours for 2020. f) 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. 		
Carried Forward From Previous Quarter – Y/N Yes	Completion Due Date: Ongoing	Responsible Person: Anne Paterson / Louise Connor

Education Scorecard 2017-20

Scorecard owned by: Anne Paterson

FQ1 18/19

[Click here for Full Outcomes](#)

[School Support Team Scorecard](#)

[Opportunities For All Team Scorecard](#)

[Quality Improvement Team Scorecard](#)

[Psychological Services Team Scorecard](#)

[Early Years Team Scorecard](#)

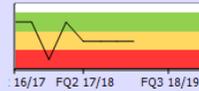
[Adult Learning and Community Development](#)

[Click here for Community Services Scorecard](#)

BO16 We wholly embrace our Corporate Parenting responsibilities [ED]

Aligns to ABOIP Outcome No. 4

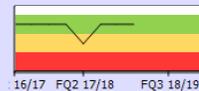
Success Measure **A** →



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

Aligns to ABOIP Outcome No. 4

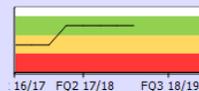
Success Measure **G** →



BO18 Improved lifestyle choices are enabled [ED]

Aligns to ABOIP Outcome No. 4

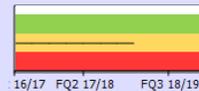
Success Measure **G** →



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

Aligns to ABOIP Outcome No. 3

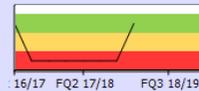
Success Measure **A** →



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

Aligns to ABOIP Outcome No. 3

Success Measure **G** ↑



BO22 Adults are supported to realise their potential [ED]

Aligns to ABOIP Outcome No. 3

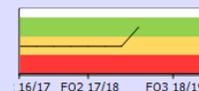
Success Measure **G** →



BO24 Waste is disposed of sustainably [ED]

Aligns to ABOIP Outcome No. 3

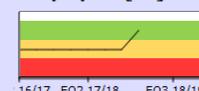
Success Measure **G** ↑



BO27 Infrastructure and assets are fit for purpose [ED]

Aligns to ABOIP Outcome No. 3

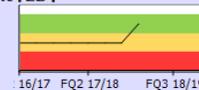
Success Measure **G** ↑



BO28 Our processes and business procedures are efficient, cost effective and compliant [ED]

Aligns to ABOIP Outcome No. 3

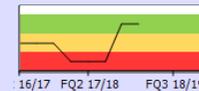
Success Measure **G** ↑



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

Aligns to Council Outcome MIH

Success Measure **G** →



BO31 We have a culture of continuous improvement [ED]

Aligns to Council Outcome MIH

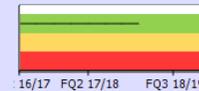
Success Measure **G** →



BO32 Our workforce is supported to realise its potential [ED]

Aligns to Council Outcome MIH

Success Measure **G** →



Management Information

RESOURCES

People	Benchmark	Target	Actual	Status Trend
Sickness absence [LGE]			2.4 Days	↑
Sickness absence [teachers]			1.2 Days	↑
PRD's ED		90 %	36 %	R ↓

Financial

	Budget	Forecast	Status Trend
Finance Revenue totals ED	£K 74,330	£K 74,680	A ↑
Capital forecasts - current year ED			
Capital forecasts - total project ED			

IMPROVEMENT

	Total No	Off track	On track	Complete	Status Trend
ED Service Improvements 2017-20 Actions	6	1	3	2	A →
Education Audit Recommendations		Overdue	Due in future	Future - off target	

Health & Safety

	Overdue	Rescheduled	Actions in Plan	Complete
Service H&S Plan Actions				
H&S Investigation Actions				

Customer Service ED

	Customer satisfaction
Customer Charter	Stage 1 Complaints R
Number of consultations	0 Stage 2 Complaints R

This page is intentionally left blank

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

**DEVELOPMENT AND
INFRASTRUCTURE SERVICES**

23RD AUGUST 2018

SERVICE ANNUAL PERFORMANCE REVIEWS

1.0 EXECUTIVE SUMMARY

- 1.1 The Council's Planning and Improvement Framework (PIF) sets out the process for presentation for the Council's Service Annual Performance reviews (APRs).
- 1.2 This paper presents the Community Services Committee with the Service APR from Housing Services for 2018-19.
- 1.3 It is recommended that the Community Services Committee endorse the Service APR as presented.

ARGYLL AND BUTE COUNCIL

**COMMUNITY SERVICES
COMMITTEE**

**DEVELOPMENT AND
INFRASTRUCTURE SERVICES**

23RD AUGUST 2018

SERVICE ANNUAL PERFORMANCE REVIEWS

2.0 INTRODUCTION

- 2.1 The Planning and Improvement Framework (PIF) sets out the process for presentation of the Service Annual Performance Reviews (APRs).
- 2.2 This paper presents the Community Services Committee with the Service APR from Housing Services for 2018-19.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Community Services Committee endorse the Service APR as presented.

4.0 DETAIL

- 4.1 The Service APR provides a summary of the key successes, improvements and case studies during the past year along with identified key challenges and actions to address the challenges.

5.0 IMPLICATIONS

5.1 Policy	None
5.2 Financial	None
5.3 Legal	The Council has a duty to deliver best value under the Local Government Scotland Act 2003.
5.4 HR	None
5.5 Equalities	None
5.6 Risk	Ensuring performance is effectively scrutinized by Members reduces reputational risk to the Council.
5.7 Customer Service	None.

**Pippa Milne, Executive Director of Development and Infrastructure
May 2018**

For further information contact:

Pippa Milne, Executive Director of Development and Infrastructure Services

Pippa.milne@argyll-bute.gov.uk

Tel: 01546 604076

Appendix 1 – Housing Service APR template

This page is intentionally left blank

Annual Performance Review 2017-2018
Housing Services

KEY SUCCESSES

Key Improvements from previous year's annual performance review

Business Outcome 3 – Prevention and support reduces homelessness

90% of closed homeless cases achieved a positive outcome compared to 81% in 2016/17

Business Outcome 26 – People have a choice of suitable housing options

1 55 Empty Homes in the private sector were brought back into use against an annual target of 25. This represents a 12% increase on the number of Empty Homes brought back into use in 2017/16 (48)

2 75 affordable new homes completed via the SHIP. The total number of new affordable homes delivered in the first 2 years of the Local Housing Strategy (LHS) 2016 – 2021 is 229 which is above the target of 200 units (100 per annum).

Other Key Improvements during 2017/18

Business Outcome 3 – Prevention and support reduces homelessness

1. 78% of households left as a Planned Departure from Housing Support in 2017/18 compared to 73% in 2016/17
2. Preparation for full service Universal Credit. The May 2018 start date was delayed to September 2018 by the Department of Work and Pensions(DWP). Housing Services staff received updated training on Universal Credit from the Child Poverty Action Group (CPAG) in March 2018. Laptops, printers and scanners have been purchased for each of the 6 front line area offices to enable staff to assist residents of the local authority to claim Universal Credit which must be claimed online.

Case Studies illustrating the positive contribution to our communities

Business Outcome 3 - Prevention and support reduces homelessness

A client came to the attention of Housing Services when the Welfare Rights Officer had been trying to contact him with no success. The Area Housing Officer became involved due to very high rent arrears (£3000) as it came to light that no Housing Benefit was in place. The client was previously housed permanently at the tenancy as a homeless person. A referral was made for tenancy support. The client was a pensioner, and a referral was also made to Social Work through the Adult at Risk process due to issues around personal care, condition of house and risk of homelessness. Carr Gomm immediately supported the client – it was soon apparent that a lot of work was required. The client was supported to get Pension Credit in place and also backdated with joint working from Carr Gomm and our Welfare Rights Officer. A repayment plan was set up to address rent arrears, Housing Benefit was applied for and put in place with partial backdate, a Community Care Grant was applied for to get new furniture, clothing and an industrial clean of property due to the poor conditions.

Carr Gomm also liaised with Social Work Department on a regular basis. Carr Gomm staff built up a good working relationship with the client and staff at the

complex where he lived told Carr Gomm that the client was spending more time in his tenancy due to the difference it has made. The client attended his tenancy support review and very positive about the support he had. Without the input of support from Carr Gomm the client could maybe have been homeless again if arrears not addressed. They continued to support client through difficulties that he continued to experience, and also liaised with hospital staff and Social Work when he was admitted to hospital. Unfortunately, the client passed away recently, however his quality of life had improved in his final year with the support of Carr Gomm who provided him with dignity and respect and prevented him from becoming homeless again.

Business Outcome BO23 – Economic Growth is Supported

Area Property Action Groups (APAGs)

To enable a more co-ordinated approach to addressing concerns regarding unsafe/problematic building Area Property Action Groups (APAGs) have been established within each of the Council areas. These groups consist of officers from Development Management, Housing Services, Building Standards, Landlord Registration, Environmental Health, and Economic Development.

Each APAG meets on a quarterly basis with the aim of identifying 'problematic buildings' and developing a proactive, co-ordinated and strategic approach for practical and effective Council intervention across a range of services. This method provides opportunities to address the relevant issues associated with a variety of buildings and to identify the most effective approach to liaise with building owners/occupiers to address the issue at hand.

Whilst there are many statutory powers available that Services can utilise to require owners to take action to bring properties up to the required standard this type of action can in some cases result in a significant outlay on the Council's part with limited likelihood of this cost being recovered in full in the short-term. By linking the different powers and tools available to each service, and identifying where there may be opportunities to provide or attract external grant funding, officers can now take a more targeted and joined up approach to addressing the issues at hand.

APAGs have improved communication and sharing of information between Services resulting in a synergy that promotes a pro-active, outside the box approach to problem solving by breaking down entrenched views and traditional systematic barriers between individual service areas.

Recent success which can be attributed to APAGs include 1 Bishop Street in Rothesay and 10-20 Longrow, Campbeltown where buildings which have suffered from a lack of maintenance for many years have been much improved following the co-ordination of building owners and funding sources to undertake improvement works. In the case of 10-20 Longrow, Campbeltown this innovative approach managed to provide £350,000 in grant funding in the form of housing repair grants and CARS funding) which saved three local businesses, six family homes and allowed two vacant units to be brought back into use as a restaurant which provides five new jobs.



10-20 Longrow -
Completed.pdf

Business Outcome 26 - People have a choice of suitable housing options

The Port Ellen Police Station is rich in history; it was built in 1887 and originally comprised four cells with a wc, a charge room, a policeman's bedroom and upstairs flat type accommodation. After over 120 years in operation it stopped functioning as a Police Station back in 2007. The historic building was then left to fall into disrepair and was added to the Buildings at Risk register in 2009. Port Ellen is classified as a Conservation area. The property was purchased by the Ian MacTaggart Trust in 2014, with the vision of converting the property to provide affordable housing and opportunities for young Illeachs.

The two storey building has now been transformed to provide six high quality affordable flats, with works completed in September 2017. The project is particularly unique as there is no other affordable private housing initiative across Argyll and Bute that has been delivered specifically to meet the needs of young people. The renovation of this significant existing building structure to provide affordable accommodation for local residents has been undertaken sensitively by retaining original features and using traditional stone, slate and hardwood materials. The renovation specification also focused on low energy costs and affordable living through use of up to date insulation materials throughout, FENSA compliant windows and low carbon, renewable energy heat sources.

This regeneration was facilitated by £180 000 of Empty Homes Grant and Loan.

KEY CHALLENGES AND ACTIONS TO ADDRESS CHALLENGES

Key improvements from previous year's APR not completed plus any additional challenges that have been identified

Business Outcome 3 – Prevention and support reduces homelessness

Challenge : Preparation for full service Universal Credit (UC) September 2018

Action : Monitor the situation as UC is rolled out and monitor mitigation plans for effectiveness. Continue to be an active partner in the welfare reform working group and build on existing good links to the Department of Work and Pensions.

Completion Date March 2019

Business Outcome 3 – Prevention and support reduces homelessness

Challenge : Respond to Scottish Government's Housing First and Wrap Around care agenda.

Action : Prepare action plan and protocols with housing partners once guidance is issued.

Completion Date March 2019

Business Outcome 26 - People have a choice of suitable housing options

Challenge : Revising prioritisation of needs for PSHG adaptation grants

Action : Regular reviews over the year constantly showed an unexpected reduced in application rates for adaptation grants so the action was withheld. The service will continue to monitor in the year ahead and take remedial action if required otherwise continue with existing framework.

Completion Date March 2019

Planning, Housing & Regulatory Services Scorecard 2017-20
Scorecard owned by: **Angus Gilmour** FQ4 17/18

[Click here for Full Scorecard](#)

Business Outcome	Aligns to ABOP Outcome No.	Success Measure	Budget	Forecast	Actual	Target	Benchmark
BO01 The health of our people is protected through effective partnership working [PR]	5	Success Measure	£ 555	£ 555	On track	On track	On track
BO01 The health of our people is protected through effective partnership working - Net			£ 555	£ 555	On track	On track	On track
PR01_01-Protecting health through the delivery of the formally approved JHPP					On track	On track	On track
BO03 Prevention and support reduces homelessness [CC]	5	Success Measure	£	£	77%	80%	51%
BO03 Prevention and support reduces homelessness - Net			£	£	77%	80%	51%
CC03_01-The percentage of clients leaving the Housing Support Service with a planned approach					77%	80%	51%
CC03_02-The percentage of positive homelessness prevention interventions [prevent 1]					54%	50%	70%
BO05 Information and support are available for everyone [PR]	5	Success Measure	£ 541,790	£ 541,790	87%	80%	90.0%
BO05 Information and support are available for everyone - Net			£ 541,790	£ 541,790	87%	80%	90.0%
PR05_01-Provide consumer advice and to undertake formal interventions within 14 days					87%	80%	90.0%
PR05_02-% clients satisfied that they are better able to deal with their financial problems following our support and intervention					100.0%	90.0%	90.0%
BO12 High standards of public health and health protection are promoted [PR]	6	Success Measure	£ 1,163,258	£ 1,109,258	90.2%	85.0%	89%
BO12 High standards of Public health and health protection are promoted - Net			£ 1,163,258	£ 1,109,258	90.2%	85.0%	89%
PR12_01-Increase the % of broadly compliant food businesses as a result of our enforcement interventions					90.2%	85.0%	89%
PR12_02-Respond to public health incidents which have an immediate impact on public health within 20 working days					89%	80%	80%
BO13 Our built environment is safe and improved [PR]	6	Success Measure	£ 92,106	£ 45,106	94.8%	80.0%	2.7 Days
BO13 Our built environment is safe and improved - Net			£ 92,106	£ 45,106	94.8%	80.0%	2.7 Days
PR13_01-Respond to building warrant applications within 20 Days					94.8%	80.0%	2.7 Days
PR13_02-Respond to Completion Certificate applications within 10 days					2.7 Days	10.0 Days	14.0 Days
PR13_03-BS Produce and submit a Balanced Scorecard [Business Plan]					Complete	On track	On track
PR13_04-BS % of our service users who are happy with our service					100.0%	90.0%	90.0%
PR13_05-Produce and submit a Continuous Improvement Plan					Complete	On track	On track
BO23 Economic growth is supported [PR]	1	Success Measure	£ 267,228	£ 507,228	Complete	On track	7.8 Wks
BO23 Economic growth is supported - Net			£ 267,228	£ 507,228	Complete	On track	7.8 Wks
PR23_01-Define and explore opportunities in maritime industry sector of Argyll and Bute					Complete	On track	7.8 Wks
PR23_02-Determine 'All Local Planning Applications' quicker than the National Average					7.8 Wks	10.0 Wks	9.1 Wks
PR23_03-Percentage of Pre-application enquiries processed within 20 working days - A&B					76.0%	75.0%	75.0%
PR23_04-Create a public sector asset register to develop economic growth					Complete	On track	On track
PR23_05-Register and neighbour notify valid applications within 5 days					72.7%	90.0%	90.0%
PR23_06-Achieve an above national average level of application approval rates					99.3%	95.0%	93.7%
BO25 Access to and enjoyment of the natural and built environments is improved [PR]	5	Success Measure	£ 55,215	£ 55,215	On track	On track	On track
BO25 Access to and enjoyment of the natural and built environments is improved - Net			£ 55,215	£ 55,215	On track	On track	On track
PR25_01-Increase visitor numbers to A&B Core Path network by promoting awareness and knowledge of routes					On track	On track	On track
BO26 People have a choice of suitable housing options [CC]	5	Success Measure	£	£	18	18	80
BO26 People have a choice of suitable housing options - Net			£	£	18	18	80
CC26_01-Number of new affordable homes completed per annum.					18	18	80
CC26_02-Number of empty properties back in use per annum.					55	25	10
CC26_03-Amount of income generated by Welfare Rights					£ 2,855,595	£ 2,500,000	£ 2,300,000
BO15 Argyll and Bute is open for business [PR]	2	Success Measure	£ 417,475	£ 417,475	Complete	On track	On track
BO15 Argyll and Bute is open for business - Net			£ 417,475	£ 417,475	Complete	On track	On track
PR15_01-Update and Improve our Conservation Area Appraisal Coverage					Complete	On track	On track
PR15_02-Maintaining a LDP less than 5 years old					On track	On track	On track
PR15_03-Maintain an effective five year supply of housing land demonstrated annually in a housing land audit					On track	On track	On track
BO27 Infrastructure and assets are fit for purpose [PR]	5	Success Measure	£ 88,844	£ 88,844	On track	On track	On track
BO27 Infrastructure and assets are fit for purpose - Net			£ 88,844	£ 88,844	On track	On track	On track
PR27_01-Develop intervention programme to enable infrastructure be fit for purpose to deliver sites within LDP					On track	On track	On track

Angus Gilmour May 2018

ARGYLL AND BUTE COUNCIL
COMMUNITY SERVICES COMMITTEE**DEVELOPMENT AND
INFRASTRUCTURE SERVICES****23 AUGUST 2018**

HOUSING SERVICES PERFORMANCE REPORT FQ1 2018-19

1.0 INTRODUCTION

- 1.1 The Planning and Performance Management Framework sets out the process for presentation of the council's quarterly performance reports.
- 1.2 This paper presents the Community Services Committee with the Housing Services performance report with associated scorecard for performance in FQ1 2018-19 (April to June 2018).

2.0 RECOMMENDATIONS

- 2.1 It is recommended that the Committee reviews the scorecard as presented.

3.0 DETAIL

- 3.1 The performance scorecard for Housing Services was extracted from the Council's Pyramid performance management system and is comprised of key performance indicators that make up Housing Services.

4.0 IMPLICATIONS

- | | | |
|-----|---------------------------------|--|
| 4.1 | Policy | None |
| 4.2 | Financial | None |
| 4.3 | Legal | The Council has a duty to deliver best value under the Local Government in Scotland Act 2003 |
| 4.4 | HR | None |
| 4.5 | Equalities/Fairer Scotland Duty | None |
| 4.6 | Risk | Ensuring performance is effectively scrutinised by members |
| 4.7 | Customer Service | None |

For further information contact: Pippa Milne, Tel 01546 604076

APPENDICES

Key Successes and Challenges

FQ1 2018/19 Performance reports and score cards – Housing Services

Key Successes

Business Outcome 03 – Prevention and Support Reduces Homelessness

1. The percentage of planned departures from the Housing Support Service has increased to 81% during quarter 1 and exceeded the 80% target for the first time since April 2017. There were 62 cases left Housing Support during Quarter 1, of which 50 cases were planned departures (81%) and 12 were unplanned due to non-engagement. The increase in Planned Departures is due to pro-active work by the Housing Support Co-coordinator to ensure that support providers are maintaining contact with service users thus reducing the risk of non-engagement.

Key Challenges and Actions Completed In Previous Quarter

Business Outcome – BO03 Prevention and Support Reduces Homelessness

1. **Challenge** – To increase the percentage of planned departures from the Housing Support Service for a client group that is both vulnerable and experiencing chaotic lifestyles.
Action – The Housing Service continue to work closely with the housing support providers to ensure clients develop the necessary life skills to enable them to maintain a tenancy and leave the Housing Support Service with a planned approach.
Outcome – The percentage of planned departures from the Housing Support Service has increased to 81% during FQ1 and exceeded the 80% target for the first time since April 2017. The increase in planned departures is due to intensive pro-active work with both clients and support providers to get a formal response from those leaving support to avoid having to record departures as unplanned. Providers have been made aware of the importance of this work and will hopefully now recognise the importance of client contact when support ends.

Key Challenges and Actions to address the Challenges

Business Outcome – BO26 People have a choice of suitable housing options

1. **Challenge** – to deliver the Strategic Housing Investment Plan (SHIP) and achieve full spend on available Scottish Government funding. This is challenging because there is a lack of infrastructure available to deliver sites; the costs and time requirements of implementing new infrastructure are considerable, there are limits in the capacity of the local construction sector, and there is a need to identify a continual supply of deliverable sites within the control of RSLs.
1. **Action** – work closely with partners (Scottish Government, RSLs and local developers) to address issues of slippage in the affordable new build programme; facilitate progress where feasible; and to identify and bring forward additional proposals. This includes the establishment of a SHIP Officers Group and regular tri-partite programme meetings.

Carried Forward From Previous Quarter – Y

Completion Due Date: Ongoing over the period of the SHIP (2017-2022)

Responsible Person: Housing Team Leader

Key Challenges and Actions to address the Challenges		
Business Outcome – BO03 Prevention and Support Reduces Homelessness		
<p>2. Challenge – challenges presented by the roll out of Universal Credit Full Service in September 2018. These stem from the increased complexity of the application process itself, the length of time to receive payments, and the fact that the housing allowance will be paid to claimants not landlords so arrears will increase. It is anticipated considerable extra resource will be needed to assist claimants applying for Universal Credit, and that likely increases in rent arrears will inflate homelessness rates and the costs of accommodating them.</p> <p>2. Action – Universal Credit Full Service roll out has been delayed from May 2018 to September 2018 in Argyll and Bute. The Council has agreed that Additional Temporary Accommodation Funding is used to prepare for Universal Credit by continuing to employ 2 welfare rights assistants who will have a focus of Universal Credit and the impact that it will have on individuals in the local authority area. 1 welfare rights assistant in Helensburgh will remain in post for a further year and the recruitment process of another welfare rights assistant to be based in Campbeltown will start in early April. 2 Universal Credit training courses run by Child Poverty Action Group (CPAG) have taken place with 20 employees attending each day.</p>		
Carried Forward From Previous Quarter – Y	Completion Due Date: Ongoing – Universal Credit Live Service roll out has been delayed until September 2018.	Responsible Person: Housing Team Leader

Housing Team Scorecard 2017-20

FQ1 18/19

[Click here for Planning & Regulatory Services Scorecard](#)

BO03 Prevention and support reduces homelessness [PR]

Aligns to ABOIP Outcome No. 2

Success Measure  

PR03_01-The percentage of clients leaving the Housing Support Service with a planned approach

Status 81 % 
Target 80 % 

PR03_02-The percentage of positive homeless prevention interventions [prevent 1]

Status 64 % 
Target 50 % 

BO26 People have a choice of suitable housing options [PR]

Aligns to ABOIP Outcome No. 2

Success Measure  

PR26_01-Number of new affordable homes completed per annum.

Status 0 
Target 0 

PR26_02-Number of empty properties back in use per annum.

Status 55 
Target 25 

PR26_03-Amount of income generated by Welfare Rights

Status
Target £ 2,500,000

TEAM RESOURCES

People

Housing Services % of PRDs completed	Target	Percentage of PRDs complete
	90	
	Number of eligible employees FTE	Number of PRDs complete FTE

Financial

Revenue Finance	Budget	YTD actual / Forecast
Year to date		
Year end		

From ABOIP 2013-23

4.5.5 Number of households assessed as homeless	Status	100	
	Target	100	

5.6.2 Number of houses that are energy efficient	Status	
	Target	

HS3 Repeat Homeless Presentations	Status	
	Target	

This page is intentionally left blank



Argyll & Bute Health & Social Care Partnership

Community Services Committee

Date of Meeting: 23 August 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 in line with the current national reporting requirement
- Note the content of the IJB performance scorecard within the Pyramid System
- Note the publication of the IJB Annual Performance Report 2017/18

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 HSCPs' 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 pyramid report uses a balanced scorecard design, indicators on performance are limited to either red or green, noting either on or off track against agreed targets and indicative trend. 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 & Briefing Frequency

The performance of the HSCP against the NHWBO indicators and Ministerial Steering Group targets for Quarter 4 2017/18 is detailed in the attached report.

The Integrated Joint Board will receive an exception report on a quarterly basis generally focusing on 2 NHWBO indicators and the developing MSG targets this will be taken from a live snapshot of the current overall HSCP performance; focussing on those measures showing as below target performance. The officer/management leads designated as responsible for the service performance will identify and progress action to address any underperformance identified, using an exception reporting approach.

This report will also be shared with its host bodies as detailed in the table below:

Group	Briefing Frequency
Argyll and Bute Council – Community services Committee	Quarterly
NHS Board	Quarterly
Community Planning Partnership *	Quarterly
Area- Community Planning Groups*	Quarterly

*Note * Reports relating to Single outcome agreement*

5 Argyll and Bute HSCP Annual Performance Report 2017/18

Section 42 of The Public Bodies (Joint Working) (Scotland) Act 2014 requires that all Integration Authorities produce an annual performance report, for the benefit of the Partnership and their communities, to ensure that performance is open and accountable.

The report is required to set out an assessment of performance in planning and carrying out the integration functions for which the HSCP is responsible, as described in the Integration Scheme for Argyll & Bute HSCP https://www.argyll-bute.gov.uk/sites/default/files/argyll_and_bute_integration_scheme_v1_6_310315_final.pdf

Required content of the report is set out in The Public Bodies (Joint Working) (Content of

Performance Reports) (Scotland) Regulations 2014
<http://www.legislation.gov.uk/ssi/2014/326/contents/made>

As a minimum the annual performance report must include:

- Assessment of performance in relation to the 9 National Health and Wellbeing Outcomes
- Assessment of performance in relation to integration delivery principles
- Assessment of performance in relation to the Partnership's Strategic Plan
- Comparison between the reporting year and previous reporting years, up to a maximum of 5 years. (This does not apply in the first reporting year)
- Financial performance and Best Value
- Information about Localities
- Details of Service Inspections
- Details of any review of the Strategic Plan

The 2017/18 annual performance report is attached to this paper for members to note.

6 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

Stephen Whiston
Head of Strategic Planning and Performance

Appendices

Appendix 1 - IJB Performance Report

Appendix 2 - IJB Exception Report

Appendix 3 – Argyll and Bute HSCP Annual Performance Report



Argyll & Bute Health & Social Care Partnership

Integrated Joint Board

Agenda item :

Date of Meeting: 1 August 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: 1 & 2 – FQ4 17/18
- Note the actions identified to address deficiencies in performance as detailed in the exception reports.

1. Background

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

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

2. HSCP Performance against the NHWB outcomes for Financial Quarter 4 17/18

Table 1 below provides a summary of the performance on the pyramid reporting system, noting the 102 scorecard success measures and of these 65 are currently reported as being on track for FQ4 17/18.

With regards to FQ1 18/19 the current reporting snapshot shows that 31 indicators are on track. It is expected that this current performance will improve as the final data submissions are collected and reported over the July/August period. FQ1 18/19 will be reported to the IJB in November.

Integrated Joint Board [IJB] Scorecard	Success Measures	102	R
	On track	65	↓
Outcome 1 - People are able to improve their health FQ4 17/18	No of indicators	14	A
	On track	8	→
Outcome 2 - People are able to live in the community FQ4 17/18	No of indicators	18	A
	On track	12	→
Outcome 3 - People have positive service-user experiences FQ4 17/18	No of indicators	11	A
	On track	9	→
Outcome 4 - Services are centered on quality of life FQ4 17/18	No of indicators	15	A
	On track	10	→
Outcome 5 - Services reduce health inequalities FQ4 17/18	No of indicators	5	A
	On track	3	→
Outcome 6 - Unpaid carers are supported FQ4 17/18	No of indicators	1	R
	On track	0	↓
Outcome 7 - Service users are safe from harm FQ4 17/18	No of indicators	12	A
	On track	8	→
Outcome 8 - Health and social care workers are supported FQ4 17/18	No of indicators	5	R
	On track	1	→
Outcome 9 - Resources are used effectively in the provision of health and social care services, with FQ4 17/18	No of indicators	12	A
	On track	8	→
Customer Services FQ4 17/18	No of indicators	9	A
	On track	6	→

2.1 FQ4 17/18 - IJB Scorecard

Outcome 1

8 Indicators are showing on track with 6 indicators reported as off track

Outcome: 2

12 indicators are currently on track with 6 indicators reported as off track

3. Details for Performance Report Outcome Indicators 1 & 2

Outcome – 1 People are able to improve their health

Outcome / Performance Indicator	Trend	Target	Actual	Responsible Manager
Rate of emergency admissions per 100,000 population for adults (Linked to IJB Outcome 1,2,4,5 & 7)	↑	11,959	12,066	Lorraine Paterson
AC1 - % of Older People receiving Care in the Community	↓	81 %	74.4 %	Lorraine Paterson/Phil Cummins
No of alcohol brief interventions in line with SIGN 74 guidelines	↑	1024	397	Lorraine Paterson
NHS-H7 - Proportion of new-born children breastfed - STANDARD	↓	33.3%	31.9%	Alex Taylor
No of ongoing waits >4 weeks for the 8 key diagnostic tests	↓	0	368	Lorraine Paterson
% >18 type 1 Diabetics with an insulin pump	↑	12%	11%	Lorraine Paterson

Outcome – 2 People are able to live in the community

Outcome / Performance Indicator	Trend	Target	Actual	Responsible Manager
% of adults supported at home who agree they are supported to live as independently	↓	81%	79%	Phil Cummins
Falls rate per 1,000 population aged 65+ <i>(Appears as a PI in Outcomes 2,4,7,9)</i>	↑	22	26	Lorraine Paterson
AC5 - Total No of Delayed Discharge Clients from A&B	↓	12	28	Phil Cummins
CPC01.4.4 - % Waiting time from a patient's referral to treatment from CAMHS	↓	90%	89%	Alex Taylor
% of patients who wait no longer than 18 weeks for Psychological therapies	⇒	90%	50%	Lorraine Paterson

4. MSG Measures Performance Reporting FQ3 (17/18)

MSG Indicator	Objective	Cumulative Target for FY 17/18	Q3 Target 17/18	Cumulative FQ3 Performance	RAG
Unplanned Admissions	2017/18 change: Expected target 8256 based on 5% reduction in overall total compared to FY16/17	8256	6192	6730	
Unplanned Bed Days	2017/18 change: Expected target 64942 based on 0.6% reduction in overall total compared to FY16/17	64942	49014	45802	
A& E Attendances	2017/18 change: Expected target 16079 based on sustained levels in overall total compared to FY16/17	16079	12059	11989	
Delayed Discharges	2017/18 change: Expected target 6403 based on 10% reduction in overall total compared to FY 16/17	6403	4797	5855	

Area specific performance for each of the 4 MSG measures can be found with Pyramid, the link is as follows:

http://pyramidlive.argyllbute.gov.uk/QPR2015/Portal/QPR.Isapi.dll?QPRPORTAL&*prnav&SES=VYn0DKG29VvoGLFvWWpmew&FMT=p&LAN=en%2c1&DTM=&RID=1040317409572032312

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 9 & Customer Services 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

This page is intentionally left blank



Argyll & Bute Health and Social Care Partnership

Performance Exception Report for Integrated Joint Board
Outcomes 1 & 2 (FQ4-17/18) - August 2018

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 FQ4 (17/18)

Outcome Indicators - 1 People are able to improve their health

Outcome / Performance Indicator		Trend	Target	Actual	Responsible Manager
	Rate of emergency admissions per 100,000 population for adults <i>(Linked to IJB Outcome 1,2,4,5 & 7)</i>	↑	11,959	12,066	Lorraine Paterson
	AC1 - % of Older People receiving Care in the Community	↓	81 %	74.4 %	Lorraine Paterson/Phil Cummins
	No of alcohol brief interventions in line with SIGN 74 guidelines	↑	1024	397	Lorraine Paterson
	NHS-H7 - Proportion of new-born children breastfed - STANDARD	↓	33.3%	31.9%	Alex Taylor
	No of ongoing waits >4 weeks for the 8 key diagnostic tests	↓	0	368	Lorraine Paterson
	% >18 type 1 Diabetics with an insulin pump	↑	12%	11%	Lorraine Paterson

Outcome Indicator – 2 People are able to live in the community

Outcome / Performance Indicator		Trend	Target	Actual	Responsible Manager
	% of adults supported at home who agree they are supported to live as independently	↓	81%	79%	Phil Cummins
	Falls rate per 1,000 population aged 65+ <i>(Appears as a PI in Outcomes 2,4,7,9)</i>	↑	22	26	Lorraine Paterson

	AC5 - Total No of Delayed Discharge Clients from A&B	↓	12	28	Phil Cummins
	CPC01.4.4 - % Waiting time from a patient's referral to treatment from CAMHS	↓	90%	89%	Alex Taylor
	% of patients who wait no longer than 18 weeks for Psychological therapies	⇒	90%	50%	Lorraine Paterson

FQ4 17/18 Other NHWBO indicators currently off track presented for IJB reference

Outcome/Performance Indicator	Trend	Target	Actual	In charge
Outcome 1				
As above				
Outcome 2				
As above				
Outcome 3				
No of patients with early diagnosis & management of dementia (Health & Social Care Partner Data)	↓	890	814	Lorraine Paterson
Outcome 4				
No of outpatient ongoing waits >12 weeks (Health & Social Care Partner Data)	↓	0	411	Lorraine Paterson
Outcome 5				

No of treatment time guarantee ongoing waits >12 weeks (Health & Social Care Partner Data)	↓	0	1	Lorraine Paterson
Outcome 7				
CP15 - % of Children on CPR with no Change of Social Worker (Child Protection)	⇒	80 %	60 %	Alex Taylor
CP16 - % of Children on CPR with a completed CP plan (Child Protection)	↓	100 %	99 %	Alex Taylor
Outcome 8				
Health & Social Care Partnership % of PRDs completed (HR2 - PRDs A&B Council)	↓	90 %	53 %	Alex Taylor
Social Work staff attendance	↓	3.8 Days	5.7 Days	Phil Cummins
% of NHS sickness absence (Health & Social Care Partner Data)	↓	4.00 %	5.36%	Lorraine Paterson
% of NHS staff with a completed & recorded KSF/PDP review (Health & Social Care Partner Data)	↑	20.00 %	18.47 % Data for Feb & March still to be supplied	Lorraine Paterson
Outcome 9				
SCRA43 - % of SCRA reports submitted on time	↓	75 %	53%	Alex Taylor
% of new outpatient appointments DNA rates	↓	6.9%	9.1%	Phil Cummins

Customer Services				
Resolve your queries the first time you contact us – C&F	↓	90%	81%	Alex Taylor
% of NHS simple complaints - achievement against 20 days	↓	80%	0%	Liz Higgins

Management Exception Report

Performance Indicator: Outcome 1

Responsible Manager:

Rate of emergency admissions per 100,000 population for adults

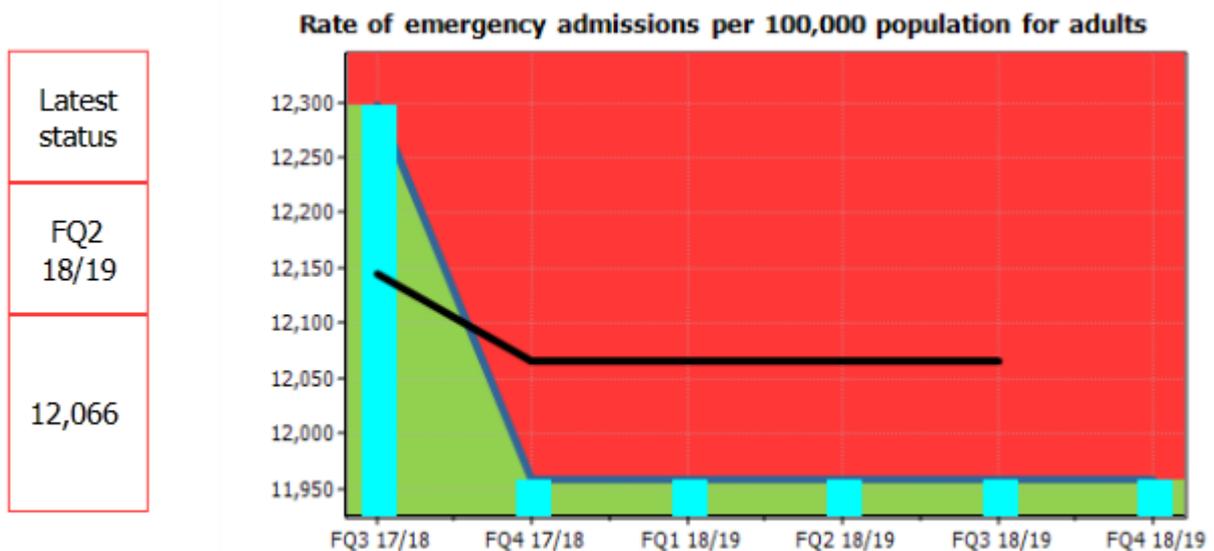
Lorraine Paterson

Target: 11959 Actual: 12066

Date of Report: FQ4 17/18

Description of Exception

(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)



Actions Identified to Address Exception and Improve Performance

(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)

The prevention of avoidable emergency admissions continues to be an area of focus for the localities. Applying the 6 essential actions for unscheduled care, including Anticipatory Care planning, community "pull through" and step up support work. Community teams continue to have challenges with the provision of homecare, to fully facilitate these actions. Work with independent homecare providers and the commissioning team continues to support homecare provision.

Actions Identified to Address Current /Future Barriers

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

ISD will be releasing data for FY 17/18 by September 2018.

Additional Support Requirements Identified

Improvement Forecast Date:

Review Date:

Quarterly

Management Exception Report

Performance Indicator: Outcome 1

Responsible Manager:

AC1 - % of Older People receiving Care in the Community

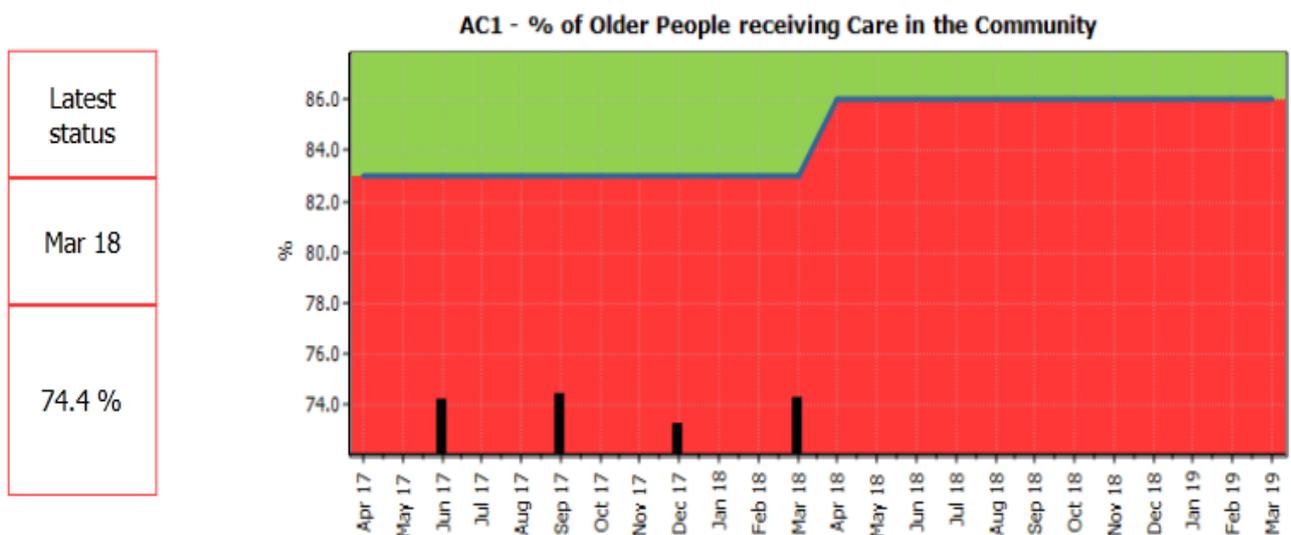
Phil Cummins/ Lorraine Paterson

Target: 83% Actual: 74.4%

Date of Report: FQ4 17/18

Description of Exception

(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)



Care in the community brings services closer to users/patients. It is a means of supporting people to remain in their own homes and their own communities for as long as possible, whilst ensuring that their care and support needs are met and risks to their well-being are minimised.

Community Care Packages are devised following a comprehensive assessment of the needs of the service user and carers (where this is applicable and the carer consents to assessment). A person-centred plan is agreed then implemented and will include as many aspects of care in the community as are necessary to meet the assessed needs. Person-centred plans are regularly reviewed and updated.

Linked to Joint Improvement Plan 2016/18, Quality Indicator 1.

Target - 2016/17 - 80%/20%, 2017/18 - 83%/17%, 2018/19 - 86%/14%

Actions Identified to Address Exception and Improve Performance

(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)

To help us achieve our target of 83% we need to follow through on our proposals as detailed

in the quality and finance plan. It will take a further period of time across both East and West and will be led by the Heads of Service Adult Care and with the support of Locality Managers and Local Area Managers.

Actions Identified to Address Current /Future Barriers

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

- The aim is clearly to shift resources from hospital and care home beds to supporting older people to live at home or in community settings.
- Reduce the number of hospital beds across East and West through re-design.
- Improve the process around the collation of data in relation to the balance of care ensuring improved accuracy.

Additional Support Requirements Identified

Improvement Forecast Date:

Review Date:

The work around the balance of care will be on-going with no specific end date. It is more important to review our progress on a regular quarterly basis.

Management Exception Report

Performance Indicator: Outcome 1

Responsible Manager:

No of alcohol brief interventions in line with SIGN 74 guidelines

Lorraine Paterson

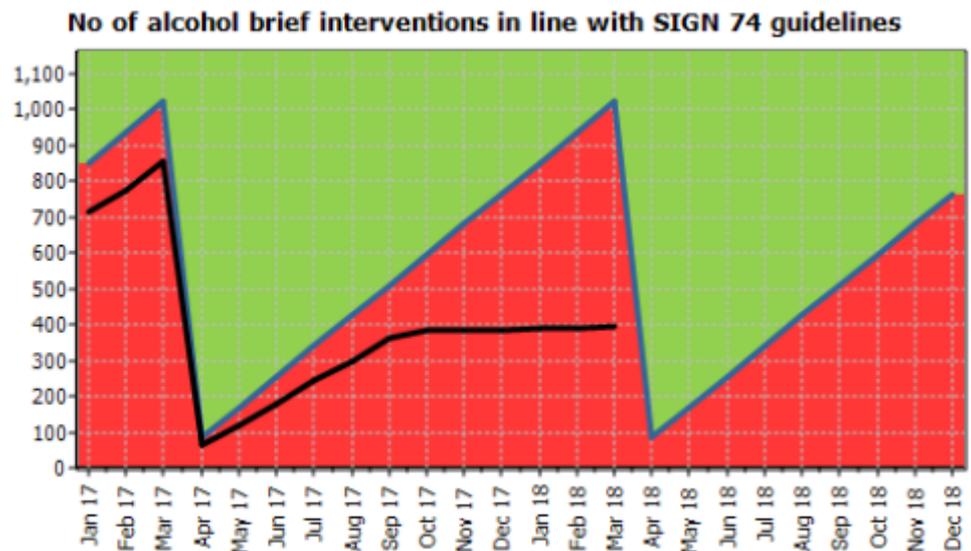
Target: 1024 Actual: 397

Date of Report: FQ4 17/18

Description of Exception

(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)

Latest status
Mar 18
397



The number of alcohol brief interventions in line with SIGN 74 guidelines.

Target: 1024 by March 2018 (monthly target of 85, accumulative.)

Actions Identified to Address Exception and Improve Performance

(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)

Locality Planning groups, utilising their locality profiles are identifying alcohol concerns as a priority. As part of the action plans, ABI will be promoted across services, which includes A&E departments, and maternity clinics.

GP surgeries were conducting the ABIs but this process has ceased. A new improved process is being discussed and recording of data to be pursued through CareJust within CareFirst system. The data could then be interfaced to the Daisy system for national recording.

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>Cultural Perception of level of alcohol problems in the community. Reluctance to admit need for help. LPG's will identify actions to change perception, and encourage uptake of ABI. Locality managers and Local area managers will work with staff to promote uptake.</p>	
Additional Support Requirements Identified	
Improvement Forecast Date:	Review Date:
This work is a continuing process.	

Management Exception Report

Performance Indicator: Outcome 1

NHS-H7 - Proportion of new-born children breastfed - STANDARD

Responsible Manager:

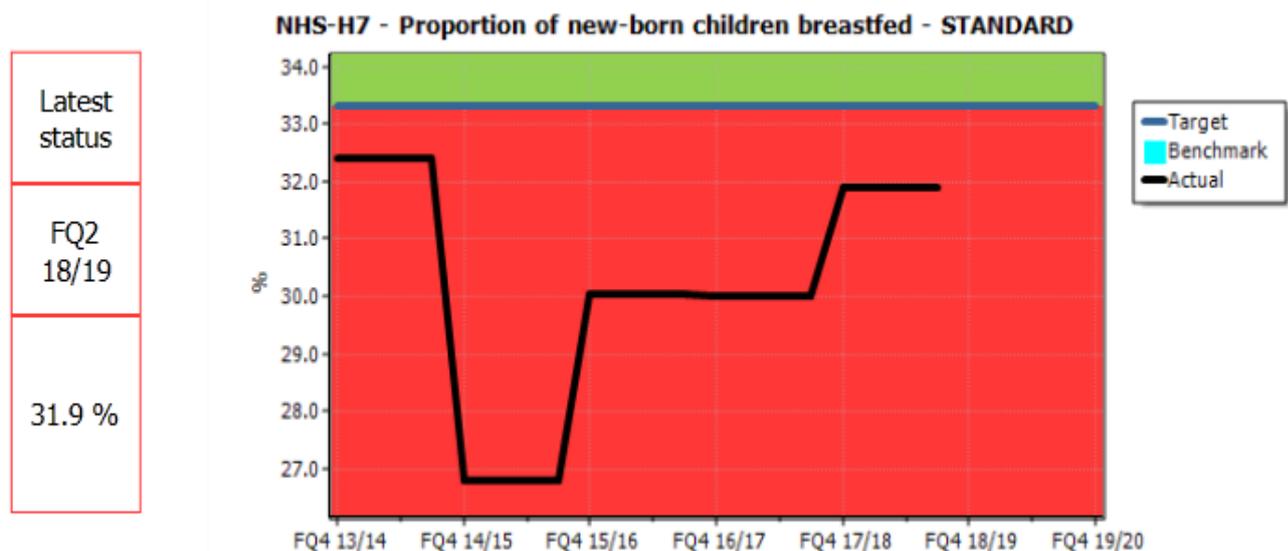
Alex Taylor

Target: 33.3% Actual: 31.9%

Date of Report: FQ4 17/18

Description of Exception

(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)



QUARTERLY CONVERSION - Shows annual figures - For ICPS 2014-17

Action: All partners are involved in ensuring that young mothers are aware of the benefits of breast feeding.

Performance Indicator: 33.3% or above babies are exclusively breast fed at 6-8 weeks.

Target: 33.3% or above. 2018 target 34%

Actions Identified to Address Exception and Improve Performance

(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)

Infant feeding Coordinator and colleagues have undertaken a lot of work to improve the number of new born children being breastfed. This includes the adoption of the UNICEF Baby Friendly Initiative and our application to UNICEF for the Gold Award for Achieving Sustainability. The Children and Families Service have given a very high priority to this target as it is strongly linked to health and wellbeing outcomes. The Percentage of children exclusively breastfed at 6-8 weeks is included in the Children and Young Peoples

Service Plan (2017 to 2020) which is tabulated below.

Performance Indicators	Baseline %	Target %	Profiling Yr1 (2018)	Yr2 (2019)	Yr3 (2020)
Percentage of children exclusively breastfed at 6-8 weeks	28%	34%	28% (Actual 31.9%) Achieved	32%	34%

The percentage of children exclusively breastfed at 6-8 weeks is 31.9% and as you will see we aim to be at 34% by 2020.

Actions Identified to Address Current /Future Barriers

Current measures should achieve the target of 34% in 2020.

Additional Support Requirements Identified

Improvement Forecast Date:

On target

Review Date:

NA

Management Exception Report

Performance Indicator: Outcome 1

Responsible Manager:

No of ongoing waits >4 weeks for the 8 key diagnostic tests

Lorraine Paterson

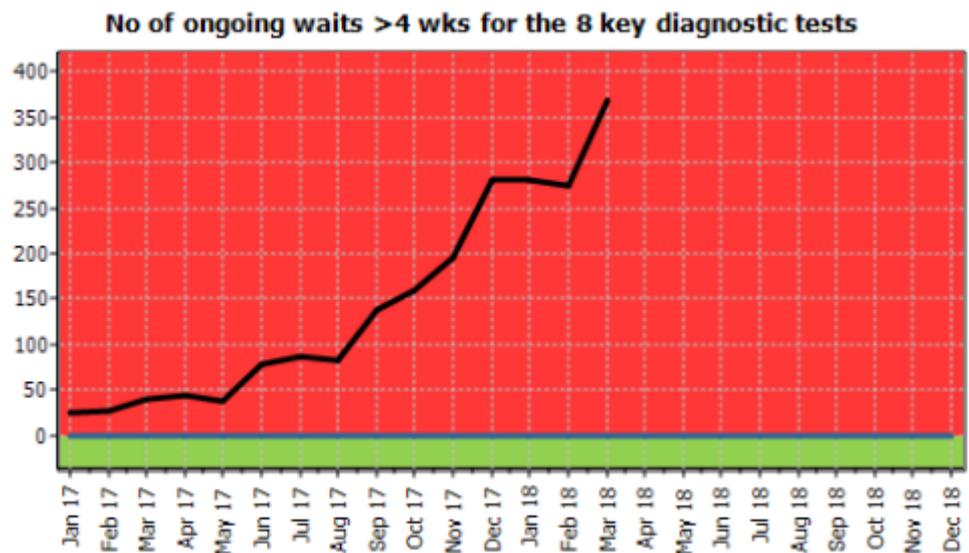
Target: 0 Actual: 368

Date of Report: FQ4 17/18

Description of Exception

(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)

Latest status
Mar 18
368



The number of ongoing waits for the eight key diagnostic tests at the end of the month over 4 weeks.

Published data: NHS Balance Scorecard

Frequency: Monthly

Target: Zero

Definition: The eight tests are Upper Endoscopy, Lower Endoscopy, Colonoscopy, Cystoscopy, CT Scans, MRI Scans, Barium Studies and Ultrasound all conducted in LIH.

Actions Identified to Address Exception and Improve Performance

(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)

Constant monitoring is in place for 4 week target. Peaks can be attributed to vacancies in service providers. Oban Locality manager and medical records manager to work on

ensuring forward prediction of breaches and putting in place actions.	
Actions Identified to Address Current /Future Barriers	
(Consideration should be given when describing barriers with regards to, how are the barriers going to be managed, who will take this work forward)	
Vacancies in service providers, considered difficult to fill posts. - Immediate external advertising of vacancies.	
Additional Support Requirements Identified	
Improvement Forecast Date:	Review Date:
2019	September 2018

Management Exception Report

Performance Indicator: Outcome 1

Responsible Manager:

% >18 type 1 Diabetics with an insulin pump

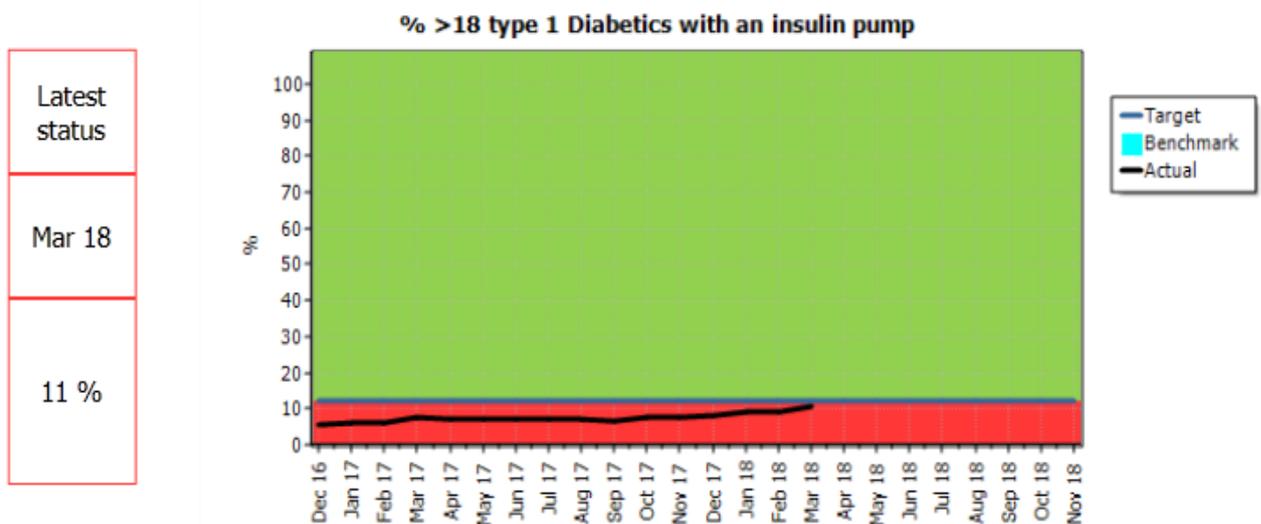
Lorraine Paterson

Target: 12% Actual: 11%

Date of Report: FQ4 17/18

Description of Exception

(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)



The percentage of type 1 diabetics over 18 years old with an insulin pump in Argyll and Bute.

Target: 12%

Data source: SCI Diabetes from GGHB

Actions Identified to Address Exception and Improve Performance

Argyll & Bute Basal Bolus Insulin Education (ABBBIE) is the structured education programme which over 18's would attend if they would like to be referred for an insulin pump. These programmes are available yearly in each locality or more often should the waiting list indicate this.

Actions Identified to Address Current /Future Barriers

Our Diabetes Dietitian for Argyll & Bute left her post in June 2017, the recruitment process takes some time, and someone was recruited to the post in February 2018, unfortunately this person has since left and there is a replacement starting in August 2018, this dietitian will be educated on the delivering the training programme and this may reduce the number of programmes available until their education is completed.

We have excelled in improving our performance by 6% rather than the 2% suggested. This measure has a longer term goal which gives flexibility and choice to diabetic adults over 18. At the moment, four people are going through this process and if all are successful we will achieve the target of 12%

Additional Support Requirements Identified

Improvement Forecast Date:

Review Date:

FQ2 2018

Management Exception Reporting

Performance Indicator: Outcome 2

Falls rate per 1,000 population for adults aged 65+

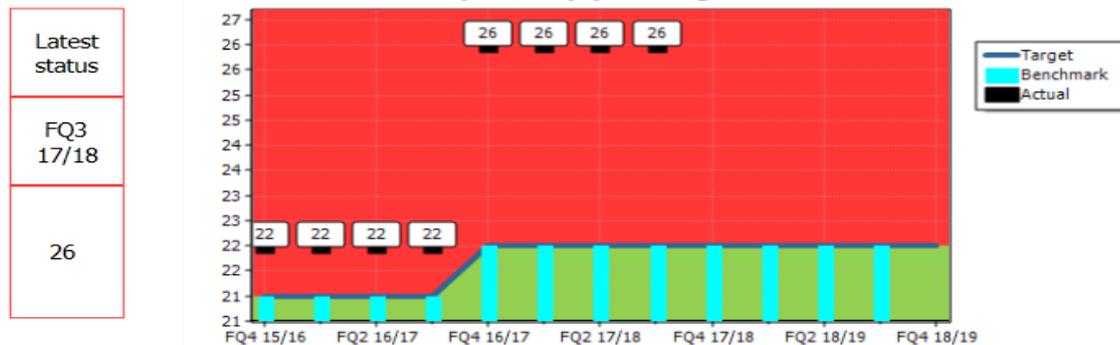
Responsible Manager:

Lorraine Paterson

Target: 22 Actual: 26

Date of Report: FQ4 17/18

Description of Exception



Latest status

FQ3 17/18

26

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

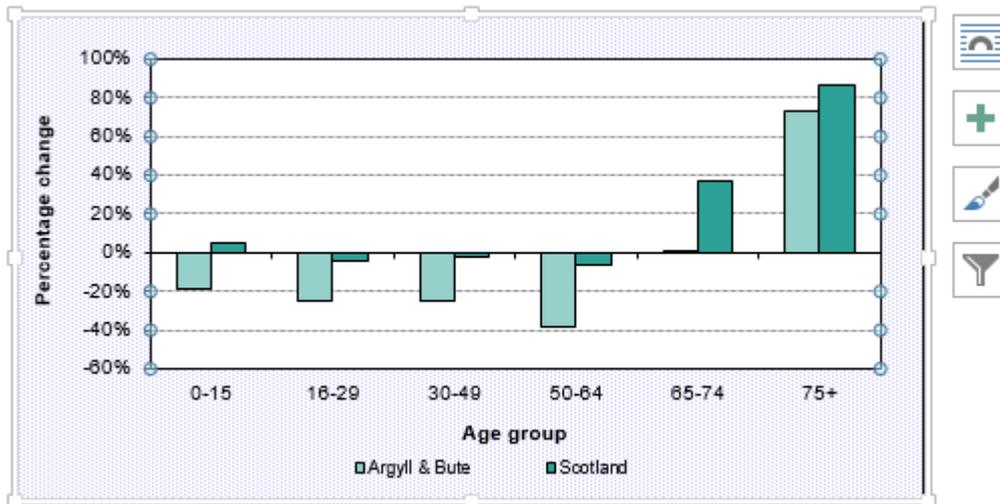
Development work is taking place with National Programme Manager for Prevention of Falls, LIST team from ISD and the support of the Active and Independent Living Programme to produce a quality dashboard of falls data for each locality. The data will have both outcome and process measures. This will be 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.

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>

Additional Support Requirements Identified

Improvement Forecast Date:

Review Date:

July 2018

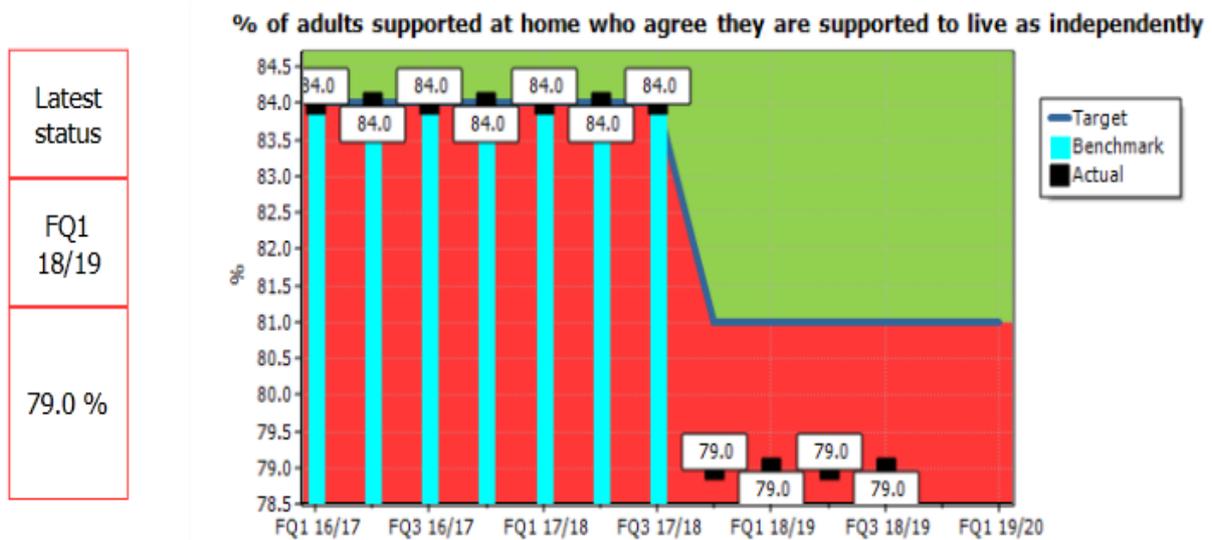
September 2018

Management Exception Report

Performance Indicator: Outcome 2	Responsible Manager:
% of adults supported at home who agree they are supported to live as independently	Lorraine Paterson
Target: 81% Actual: 79%	Date of Report: FQ4 17/18

Description of Exception

(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)



QUARTERLY CONVERSION – Shows annual values

Percentage of adults supported at home who agree that they are supported to live as independently as possible.

Published data: Health and Care Experience Survey

Frequency: Biennial.

Benchmark: Scottish average

Definition: In the biennial health and care experience survey: "I was supported to live as independently as possible".

As this is a biennial (every two years) measure, it may need to be reported in the measurement year and the year after however the Guidance states: "While national user feedback will only be available every 2 years, it is expected that Integration Authorities' performance reports will be supplemented each year with related information that is collected more often."

Then survey demonstrates a reduction in people who feel supported to live as independently as possible.

This can be attributed to;

<p>1. Emergency admissions to care homes have increased. This is because we are managing more complex and frail people in the community. A simple infection can significantly impact on functional ability and lead to an increase in 24 hour care. 2. There are a number of patients who remain in hospital longer than they should due to difficulty in provision of care at home in some areas.</p>	
<p>Actions Identified to Address Exception and Improve Performance</p>	
<p>Ongoing work with all community teams to increase our preventative and anticipatory approaches eg, falls and frailty initiatives, reablement and anticipatory care plans.</p> <p>The focus of a number of our Transformation Together groups will impact on our ability to increase numbers who can live longer and more independently at home, reduce length of stay in hospitals and maximise the use of different housing and care home models.</p>	
<p>Actions Identified to Address Current /Future Barriers</p>	
<p>Workforce is a longstanding issue. Workforce plan in final stages of drafting.</p> <p>Modern apprentices being rolled out. Multi-agency work in localities to address workforce issues.</p>	
<p>Additional Support Requirements Identified</p>	
<p>Transformation approach with project management – in place. Community investment funding-in place.</p>	
Improvement Forecast Date:	Review Date:
June 2019	Dec 2018

Management Exception Report

Performance Indicator: Outcome 2

Responsible Manager:

AC5 - Total No of Delayed Discharge Clients from A&B

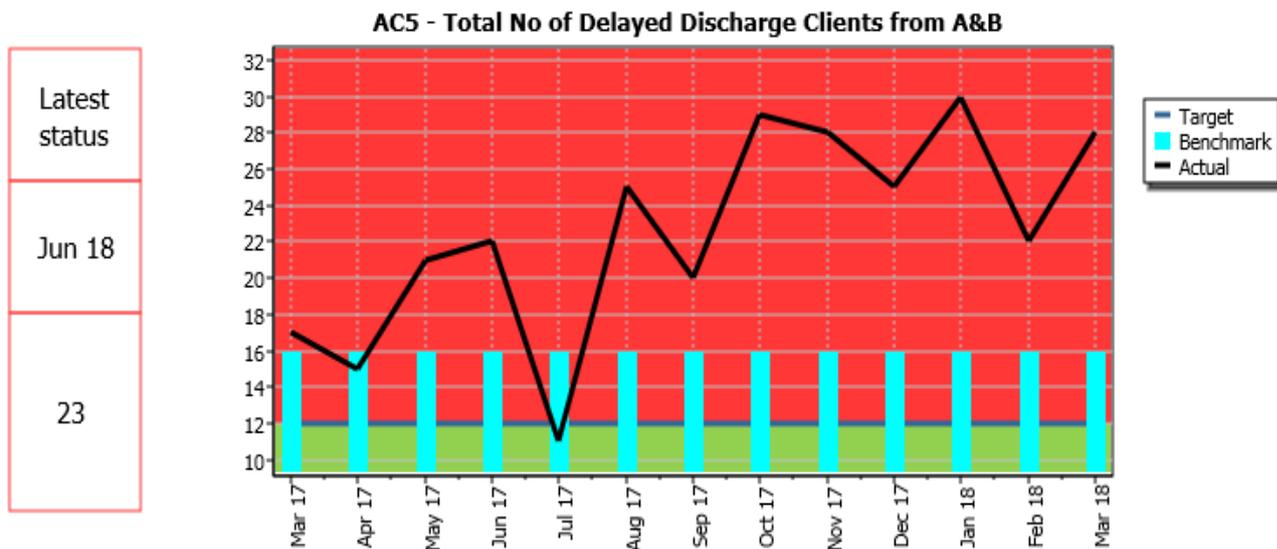
Phil Cummins

Target: 12 Actual: 28

Date of Report: FQ4 17/18

Description of Exception

(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)



The total number of delayed discharge clients within hospitals from Argyll and Bute Area who are medically fit for discharge including Complex Needs Codes 9, 9/51X and 9/71X

Complex Needs are categorised as:-

Code 9 - Exemption Code

Code 9/51X – AWI cases (Adult with Incapacity)

Code 9/71X Interim placement outwith local area is unreasonable

Actions Identified to Address Exception and Improve Performance

(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)

We have successfully made the administrative and operational changes to the reporting timescales and reporting of DD internally as per instructions of the Scottish Government. Our staff completed the necessary activity on the Edison system as per new timescales and this is now embedded in practice.

We have merged our unscheduled care improvement work and continuous improvement activity around delayed discharge with our management teams to ensure there is no duplication of effort as we go forward.

Locality Managers/Local Area Managers to ensure a sense of urgency around DD is required to ensure patients are discharged from hospital timeously

Ensure Admission, discharge and transfer policy is followed by hospital and community staff.

Heads of Service to monitor progress weekly to ensure scrutiny across all locality teams.

Actions Identified to Address Current /Future Barriers

We are working with commissioning staff to develop alternative ways to deliver care at home in some of our remote and rural communities.

Additional Support Requirements Identified

- Commissioning team to assist in the development of new ways of delivering care at home through SDS options.

Improvement Forecast Date:

Review Date:

FQ4 2018

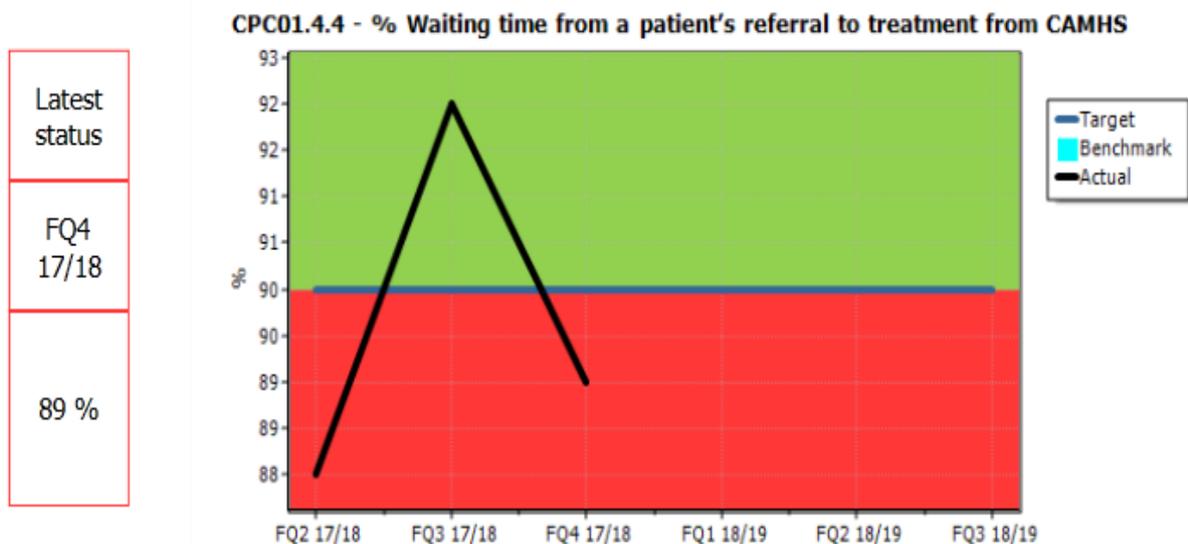
September 2018

Management Exception Report

Performance Indicator: Outcome 2 CPC01.4.4 - % Waiting time from a patient's referral to treatment from CAMHS	Responsible Manager: Alex Taylor
Target: 90% Actual: 89%	Date of Report: FQ4 17/18

Description of Exception

(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)



CPC01.4.4 - CAMHS HEAT Target: maximum 26 week waiting time from a patient's referral to treatment for specialist Child and Adolescent Mental Health (CAMH) services from March 2013, reducing to 18 weeks from December 2014.

Due to CAMHS data being provided by individual practitioners as well as from the Trakcare patient management system, it is normally compiled by the 24th of the following month to give individuals time to prepare and submit data.

Target - 90%

Data Source - NHS HEAT measure

Actions Identified to Address Exception and Improve Performance

(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)

CAMHS missed the HEAT target of 90% response within 18 weeks of referral in FQ4 by 1% having met the target the previous quarter by 2%. Given the small numbers involved this fluctuation may have not statistical significance, however achieving the target has historically been challenging and has been caused by low capacity within the team and high demand. A review of tiers 2 and 3 begun in 2017 has concluded with the recommended restructuring achieving increased capacity within the service. It is

<p>likely that significant improvement in performance may take up to a year as all posts are filled and the expanded team and renewed processes begin to reduce waiting times.</p>	
<p>Actions Identified to Address Current /Future Barriers</p>	
<p>(Consideration should be given when describing barriers with regards to, how are the barriers going to be managed, who will take this work forward)</p> <p>The primary barrier is that of capacity. The restructuring of the service should make better use of the available resources.</p>	
<p>Additional Support Requirements Identified</p>	
<p>None at this time.</p>	
<p>Improvement Forecast Date:</p>	<p>Review Date:</p>
<p>FQ4</p>	<p>31st March 2018</p>

Management Exception Report

Performance Indicator: Outcome 2

Responsible Manager:

% of patients who wait no longer than 18 weeks for Psychological therapies

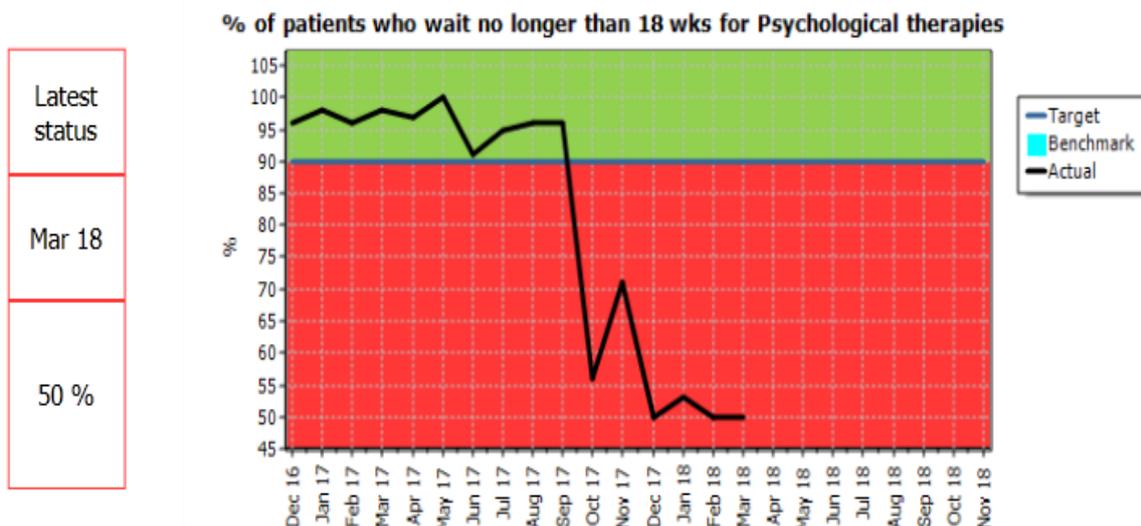
Lorraine Paterson

Target: 90% Actual: 50%

Date of Report: FQ4 17/18

Description of Exception

(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)



The percentage of patients will wait no longer than 18 weeks from referral to treatment for Psychological Therapies at end of month.

Published data: Care Track PMS
 Frequency: Monthly
 Target: 90%

Actions Identified to Address Exception and Improve Performance

(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)

Staff teams have had vacancies and these vacancies are advertised. This has continued to adversely affect the provision of psychological therapies.

Actions Identified to Address Current /Future Barriers

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

A time limited ring-fenced improving access to psychological therapies monies are available.

A small project team will include hours for an information analyst 0.5 WTE, a coordinator 0.5 to develop a dashboard to ensure reporting is correct and to identify the therapy slots A and B wide to ensure patients have equality of access and to ensure that we are utilising all area slot s for therapy. This has gone to WFM.

In MAKI we are piloting Attend Anywhere from mid-July in conjunction with TEC to reduce travel time and increase capacity.

Exploration of online CBT (Cognitive Behavioural Therapy)

Introduction of ccbt for mild to moderate conditions

Additional Support Requirements Identified

Improvement Forecast Date:	Review Date:
January 2019	

This page is intentionally left blank



Argyll and Bute Health and Social Care Partnership

Health and Social Care Partnership Annual Performance report 2017/2018.

July 2018

Contents

Section	Item	Page No.
	Foreword: Chief Officer Health and Social Care	5
1	Executive Summary	6
2	Introduction	7-8
3	Assessment of performance in relation to the 9 National Health and Wellbeing Outcomes	9
3.1	National Health and Wellbeing Outcome 1 People are able to look after and improve their own health and wellbeing and live in good health for longer	10-12
3.2	National Health and Wellbeing Outcome 2 People, including those with disabilities or long term conditions, or those who are frail, are able to live as far as reasonably practicable, independently and at home, or in a homely setting	13-21
3.3	National Health and Wellbeing Outcome 3 People who use health and social care services have positive experiences of those services and have their dignity respected	22-25
3.4	National Health and Wellbeing Outcome 4 Health and social care services are centred on helping to maintain the quality of life of people who use those services	26-28
3.5	National Health and Wellbeing Outcome 5 Health and social care services contribute to	29-31

Section	Item	Page No.
	reducing health inequalities	
3.6	<p>National Health and Wellbeing Outcome 6</p> <p>People who provide unpaid care are supported to look after their own health and wellbeing, including to reduce any negative impact of their caring role on their own health and wellbeing</p>	32-34
3.7	<p>National Health and Wellbeing Outcome 7</p> <p>People using health and social care services are safe from harm</p>	35-40
3.8	<p>National Health and Wellbeing Outcome 8</p> <p>People who work in health and social care services feel engaged with the work they do and are supported to continuously improve the information, support, care and treatment they provide</p>	40-42
3.9	<p>National Health and Wellbeing Outcome 9</p> <p>Resources are used effectively and efficiently in the provision of health and social care services</p>	43-46
3.10	<p>Ministerial Strategic Group – Integration Joint Board Performance Measures</p>	47-49
3.11	<p>Customer Services</p>	50-51
4	<p>Children & Families Services</p> <p>Our children and young people have the best start in life, are successful learners, confident individuals, effective contributors and responsible citizens. The life chances for children and young people and</p>	52-54

Section	Item	Page No.
	families at risk are improved	
5	Criminal Justice Social Work Community safety, public protection, reduction of re-offending and social inclusion support desistance from offending	55-56
6	HSCP Governance and decision making	57-59
7	HSCP Financial Performance & Best Value	60-69
8	Inspection Findings	70-73
9	Locality Arrangements	74-75
10	Conclusion	76

If you would like a copy of this document in Gaelic or another language or format, or if you require the services of an interpreter, please contact Argyll and Bute Health and Social Care Partnership on 01546 605664 or email nhs.abhscp@nhs.net

Foreword: Chief Officer, Health & Social Care

Argyll and Bute Health and Social Care Partnership (HSCP) has continued throughout the year to work together in partnership to meet the unique challenges of delivering high quality, person – centred services across the large geographical area and deliver on our shared vision that **“People in Argyll and Bute will live longer, healthier, independent lives.”**

This is Argyll and Bute HSCP’s second Annual Performance report and is an opportunity to look back at our successes from last year and areas where we have to work harder. I am very proud of the progress we have made but I am clear on the direction we must take to transform our services and meet the needs of our population in the future. This reports celebrates our successes but also looks at what we must improve.

This year Argyll and Bute has seen unprecedented challenges around growing demand for services, workforce pressures and financial austerity. These pressures however have not prevented us from delivering high quality services. We are committed to improving on our services yet we have some very difficult decisions to make around our transformational change and what services will look like in the future.

We welcome the opportunity of working closely with our communities; we know how important health and social care services are to everyone. I acknowledge the uncertainty this year has seen yet value the learning for all our Senior Management Team in planning services for the future.

We all have a responsibility to look after our own health and wellbeing and our contribution to making our community resilient for the future.



Christina West, Chief Officer, Health & Social Care.

A handwritten signature in blue ink, which appears to read 'Christina West', positioned below the printed name.

1. Executive Summary

The Public Bodies (Joint Working) (Scotland) Act 2014 obliges partnerships to produce and publish an Annual Performance Report setting out an assessment of performance in planning and carrying out the integration functions for which Integration Joint Boards in Scotland are responsible.

The Annual Performance Report 2017/18 therefore encompasses the following:

- Assessing Performance in relation to the National Health and Wellbeing Outcomes
- Financial Performance And Best value
- Reporting on Localities and the work of Locality Planning groups and community stakeholders
- Inspection of services, to include details of any inspections carried out in 2017/18 relating to the functions delegated to the partnership, by scrutiny bodies.
- Ministerial Strategic group Integrated Joint Board scorecard – Performance measures assessment.

The 9 National Health and Wellbeing Outcomes describe what people can expect from the HSCP. Performance against each outcome is analysed in the performance assessment sections, with illustrative practice examples demonstrating how local services are working to achieve the outcomes.

Overall, the report identifies the progress achieved and the work that is ongoing within our Localities. It also demonstrates some of the challenges the HSCP is facing and highlights the significant transformational changes that will take place to shape services fit for the future.

2. Introduction

The Scottish Government requires every Health and Social Care Partnership to publish an Annual Performance Report each July and sets out requirements of the report in national guidance: [Guidance for Health and Social Care Integration Partnership Performance Reports](#).

This is Argyll & Bute's second Annual Performance Report, it will therefore benchmark progress against the 2016/17 report and will continue to benchmark year-on-year over a period of 5 years.

The Annual Performance report for 2017/18 includes the following topics:

- Assessment of performance in relation to the 9 National Health and Wellbeing Outcomes
- Children's Services
- Criminal Justice Services
- HSCP Governance and decision making
- HSCP Financial performance & Best Value
- Inspection of Services 2017/18
- Audit committees
- Reporting on Localities

Last year we recruited volunteers to act as an Editorial Group working with us towards the end of the report writing period, helping to make sure that the report was accessible and interesting to members of the public. This year we are building on that success by involving an Editorial Group at each stage of production of the report, to advise and guide us. We recognise the commitment the Editorial Group makes, for the benefit of everyone in Argyll & Bute and take this opportunity to formally thank them.

2017/18 has been a year in which the Health and Social Care Partnership has faced some significant challenges: financial pressures and overspends; public engagement and communication difficulties, workforce pressures and difficulties in recruiting to vacancies; achievement of national targets, all set against the ever increasing demand for services.

The Integration Joint Board (IJB) has had to take some difficult decisions and will have to face more in the coming year to ensure safe, high quality and sustainable services.

However, everyone in the Health and Social Care Partnership remains committed to our vision, that people in Argyll & Bute will live longer, healthier, independent lives.

3. Assessment of performance in relation to the 9 National Health and Wellbeing Outcomes

The National Health and Wellbeing Outcomes (NHWBO) provide a strategic framework for the planning and delivery of health and social care services. These suite 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.

The Integration Joint Board (IJB) receives at each meeting a scorecard providing a summary of the HSCPs performance against the NHWBO indicators.

As in last year's report, the following sections provide a detailed breakdown of the HSCPs performance against each NHWBO target for 2017/18 as well as a comparison to its position in 2016/17.

3.1 National Health and Wellbeing Outcome 1

People are able to look after and improve their own health and wellbeing and live in good health for longer

What people can expect

- I am supported to look after my own health and wellbeing
- I am able to live a healthy life for as long as possible
- I am able to access information

Outcome 1 Indicators  x 8  x 6	2016/17	2017/18	Target
% of adults able to look after their health very well or quite well	96%	93%	93%
Rate of emergency admissions per 100,000 population for adults	11,767	12,066	11,959
Rate of premature mortality per 100,000 population	392	418	441
% of Older People receiving Care in the Community	74%	74%	83%
No of Adults waiting more than 12 weeks for homecare service after assessment has been authorised	13	6	6
% of Learning Disability Service Users with a Personal Care Plan	90%	90%	90%
% of Looked After & Accommodated Children in Family Placements	82%	79%	75%
No of External Looked After & Accommodated Children	7	8	10
No of alcohol brief interventions in line with SIGN 74 guidelines	874	397	1024
Proportion of new-born children breastfed at 8 weeks	30%	31.9%	33.3%
The number of ongoing waits in LIH for the eight key diagnostic tests at the end of the month over 4 weeks.	41	368	0
% of MMR1 Immunisation uptake rates for 5 year old	96.1%	95.8%	95.0%
% Under 18 year olds type 1 Diabetics with an insulin pump	42%	38%	25%
% Adults with type 1 Diabetics with an insulin pump	7%	11%	12%

Performance Assessment.

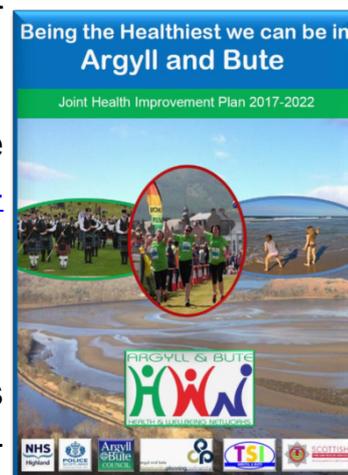
The scorecard shows some falls in performance against the target in 6 of the indicators coded red. The 3 indicators with the poorest performance are as a direct result of the increasing demand on services and the difficulty of our existing level of resources and ways of working to cope with this demand. The solution to this is in redesigning the service and continuing to enhance our health improvement and well-being resource and support.

Argyll and Bute HSCP has a good track record for investing in preventative health improvement and favours an assets based approach to improving health and wellbeing. This focuses on what keeps people well rather than what makes them ill and is built on the premise that people live better lives in strong, vibrant communities. Recent activity centres on building capacity in communities which includes:

- In April 2017 the community planning partnership ratified and launched a refreshed Joint Health Improvement Plan with four new strategic priorities

The Joint Health Improvement Plan (JHIP) can be viewed here - <http://healthyargyllandbute.co.uk/wp-content/uploads/2013/03/JHIP-2017-22.pdf>

- Health and Wellbeing Networks
There are eight Health and Wellbeing Networks across Argyll and Bute which work in a co-productive way to support healthy living in local communities.
- Health and Wellbeing Fund
During 2016-17, £107,000 was provided to support small scale local health improvement activity. A total of 100 projects received a grant ranging from £250 to £2,000. Applications must be in line with the strategic priorities of the JHIP and are awarded using community led scoring tools. Full details of projects delivered with health and wellbeing grants are published at <http://healthyargyllandbute.co.uk/case-study/>



- **Developing Public Health Knowledge**
 The Public Health Team works with a wide range of partners to develop understanding and knowledge of public health priorities in order to widen the number of partners working on preventing health and social care problems. During 2017-18 two events were held on Adverse Childhood Experiences and Mentally Health Workplaces. Report for these events are published here - <http://healthyargyllandbute.co.uk/category/news/>
- **Social Prescribing**
 Two pilots for link workers took place in GP practices Bute and Cowal. This was part of a two year project with Carr Gomm called **CONNECTIONS for Wellbeing** in Bute and Cowal. This was part of a two year project with Carr Gomm called **CONNECTIONS for Wellbeing** to develop awareness and understanding of social prescribing (“Social prescribing” is a system where healthcare professionals are able to refer patients to local, non-clinical services to meet their wellbeing needs.) and investigate models for future delivery.

The link workers followed a person centred model of care and saw each person once or twice using motivational interviewing techniques focussed on linking people up with practical sources of help within their local community. A total of 89 appointments were provided to 65 people.

The learning from the pilot work is being used to inform the roll out of the new GP Services contract from April 2018.

The Health and Wellbeing Annual Report for 2017-18 is published here - <http://healthyargyllandbute.co.uk/>

3.2 National Health and Wellbeing Outcome 2

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

What people can expect

- I am able to live as independently as possible for as long as I wish
- Community based services are available to me
- I can engage and participate in my community

Outcome 2 Indicators  x 12  x 6	2016/17	2017/18	Target
Number of people 65 years and older receiving homecare	1212	1241	1160
% of adults supported at home who agree they are supported to live as independently	84%	79%	81%
% of adults supported at home who agree they had a say in how their support was provided	82%	76%	76%
Emergency Admissions bed day rate for all ages, per 100,000 population	103,902	101,582	115,518
Proportion of last 6 months of life spent at home or in a community setting	90%	90%	88%
Rate of emergency admissions per 100,000 population for adults	11,767	12,066	11,959
% of adults with intensive care needs receiving care at home	67.8%	67.0%	62.0%
Number of Enhanced Telecare Packages	630	726	500
% of Mental Health Clients receiving Care in the Community	100%	100%	98%
% of patients waiting less than 3 weeks wait between Substance Misuse referral & 1st treatment	92.7%	95.0%	90.0%
Total No of Delayed Discharge Clients	17	28	12

Outcome 2 Indicators  x 12  x 6	2016/17	2017/18	Target
% within 18 weeks waiting time from a patient's referral to treatment from Child Adolescent Mental Health Services	95%	89%	90%
% of patients waiting no longer than 4 hours in Accident & Emergency	99.5%	98.3%	95.0%
% of patients who wait no longer than 18 weeks for psychological therapies	63%	50%	90%
No of days people spend in hospital when ready to be discharged, per 1,000 population	597	634	772
% of health & care resource spend on hospital stays where a patient is admitted as an emergency	22%	21%	23%
Rate of readmissions to hospital within 28 days, per 1,000 admissions	76	83	97
Falls rate per 1,000 population aged 65+	25	25	22

Performance Assessment.

The scorecard shows falls in performance against the target covering 6 of the indicators coded red. The 4 indicators with the poorest performance are again as a direct result of the increasing demand on services i.e. outpatient waiting times, increases in emergency admissions, delays in discharges particularly in the Oban area. Once again this reflects the difficulty we have in our existing capacity ability to cope and change quickly enough to provide services in a different way.

Our work in relation to delayed discharge (DD) remains a key priority for staff across localities, and a number of actions have been identified and implemented to improve local care pathways and services and address performance barriers including administration and removing bureaucracy and wasted staff time and effort.

This has had a positive effect on our exemption coded delays with only one person currently delayed as a result of an Adult with Incapacity (AWI) assessment. We are also working with commissioning staff to develop alternative ways to deliver care at home in some of our remote and rural communities as shown below:

Extra Care Housing in Campbeltown

The closure of Auchinlee Care home in Campbeltown necessitated the need to review community based care provision in Kintyre and resulted in the opening of an Extra Care Housing facility in partnership with Cairn Housing Association in March 2018. The Health & Social Care Partnership leases 8 studio flats which can be sub-let to individuals who wish to maintain independent living arrangements, but who require additional care and support, especially overnight. A staff team is available at all times to help with things like personal care, administration of medication and social support. All the flats have Telecare systems which can provide alerts for safety, falls, inactivity, movement, etc.



Investing in Community Resilience with the 1000 Voices Project

The Argyll and Bute HSCP invested £105,000 to support the employment



of seven third sector workers based throughout our local communities in Argyll and Bute. Their role is



to work in a community led way to support older people to co-produce their own local activities.

These activities are diverse and include craft clubs and exercise activities.

The 1000 Voices Project works with older people across Argyll and Bute to help tackle social isolation and increase activity through purposeful activity, which helps to improve their health and wellbeing outcomes. Funding in 2016 enabled further match funding from Big Lottery.



In the first six months of 2017-18 3,282 people had engaged with 1000 Voices. Participants report a range of benefits from taking part in activities, for example, improved wellbeing and confidence, increased physical activity, increased opportunities to meet other people and less

loneliness and social isolation.

Strachur Hub

Running in rural Cowal for 3 years, the Strachur Hub supports older people, average age is 81, to be physically active. It is a community led initiative relying on volunteers from the GP practice patient representative forum, the local practice nurse on her day off, and local residents. The HSCP supports the Hub with £12,000 per annum and in kind with input from local HSCP staff.

A qualitative evaluation shows the Hub achieves:

- Improvements of wellbeing in participants and volunteers
- Increased socialisation and reduced loneliness
- Increased physical ability e.g. strength and balance and reduced risk of falls



Strachur Hub (Strachur & surrounding area)

[ICF Yr 1 and Yr 2 (2015/16-2016/17)]

NHWOs:
1-2-3-4-5-6-7



£25,600

allocated across ICF Yrs 1 and 2



Focusing on over 65s, but everyone welcome

Average weekly class size: **29**



Reduced loneliness



Increased Mobility & Strength



Reduced chronic pain



Reduced Meds



Reduced Risk of Falls



Reduced emergency admissions



Reduced hospital bed occupancy



Partnership working



Community capacity building



Critical: Volunteer time and lunch donated^{2\}



Return on Investment (RoI)



Immediate/ short-term cost avoidance as direct reduction in demand of services



Compounded cost avoidance to be gained in future years (1-5yrs, 5-10yrs, and further into the future)



Other unquantifiables e.g. improved community resilience; regular respite for carers; improved stability & strength, confidence, mental wellbeing, lower BMIs, reduced hypertension, etc.

Lorn Healthy Options (LOHO)



This community based social enterprise is a valuable partner in health and social care delivery and has been providing healthy living services in North Argyll for seven years. Health and social care staff routinely refer people to LOHO, for example, for chronic pain or for support in managing the symptoms of a long term health condition. The HSCP invests approximately £35,000 in LOHO per year. Highlights of recent work include:

- Weekly classes for people with MS.
- Working with the community of Taynuilt with the aim of achieving a 'Healthy Village' status.
- Partnership working with West Highland Housing Association to provide activity sessions for vulnerable tenants and non-tenants.
- Delivery of Counterweight weight management and Tai-Chi for health classes.



Lorn Healthy Options (LoHO)

NHWOs:
1-2-3-4-5-6-7



Self Directed Support in Argyll and Bute

Self-Directed Support (SDS) aims to give people full opportunity to take control of their support and their lives. It is for people of all ages, who after assessment with the HSCP, are eligible for social care and support. SDS is delivered in line with Scottish Government legislation to ensure everyone, including people who require social care are:

- Respected
- Treated with fairness
- Able as possible, to enjoy the same Freedoms as everyone else
- Able confident that their Safety is a priority
- Able to live with as much Independence as possible

SDS gives people a choice of 4 options for how much control they wish to take over how their support is organised, delivered and managed:

- **Option One** the supported person (or a relative) take the money as a direct payment and use it to employ 'personal assistants,' a support organisation or for equipment and services that helps them meet their needs and outcomes.
- **Option Two** either the HSCP or another appropriate organisation holds the money but the supported person (or their relative) is in charge of how it is spent in line with their support plan.
- **Option Three** the HSCP manages the money and support for the person.
- **Option Four** A mixture of the other three options

In Argyll and Bute it is often a challenge to deliver the full range of choices for everyone because, for example, there are not care providing services in all communities. This means that we have to work together to find the best possible solution for people to meet their social care needs and outcomes.

The HSCP has worked closely with third sector services to enable people to realise the full potential of SDS. As part of our collaborative approach, we have a responsibility to tell people about independent support, information and advice services specifically for SDS and we have partnered with the third sector in Argyll and Bute in 2017-2018 Community Contacts (a Carr Gomm Project).

The support offered has included:

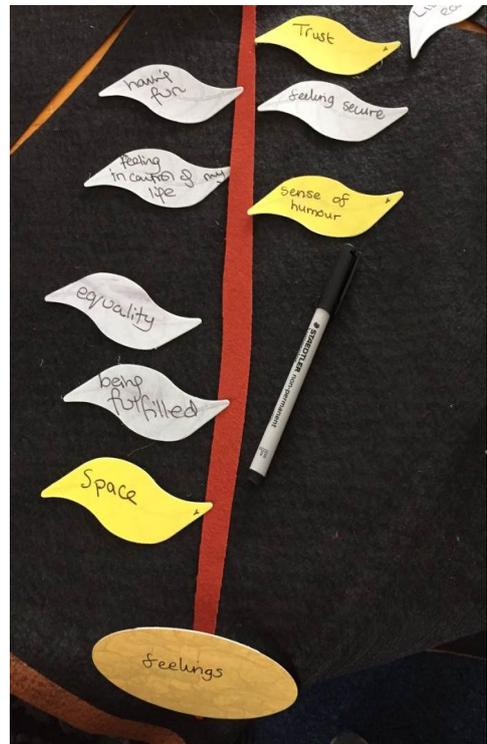
- Raising awareness of SDS in communities
- Assisting people to make decisions about their SDS options
- Supporting people to speak up for themselves when they have concerns about their assessment or SDS
- Ensuring the human rights based values and principles are realised
- Supporting people to develop 'personal outcomes' (goals for important things in life) and to share these as part of their SDS assessment and ongoing plans.
- Supporting people to manage a direct payment; to develop plans for how they wish to use their payment (in line with agreements with the HSCP), to recruit and employ 'personal assistants for social care' and to look after the money.

- Working with the HSCP to ensure our SDS information resources are easy to read and access.

The picture on right is an example of developing 'Personal Outcomes' with one person, for whom 'feelings' was an essential consideration in their SDS approach.

As at 31st March 2018 there were 2,134 people (total numbers are still being validated as part of the HSCP SDS Improvement plan) in Argyll and Bute using SDS for their care needs.

The HSCP SDS Officer and Project Assistant are working very hard with our 3rd sector partners to continue to progress our SDS Improvement plan in line with the Scottish Government's Self-directed Support Strategy which is running up to 2020.



Technology Enabled Care

Argyll and Bute HSCP Promotes Technology Enabled Care (TEC) to support and help people reduce the symptoms they are concerned about and improve their quality of life.

Argyll & Bute HSCP has committed to embedding TEC into its services and has identified additional funding to expand the TEC service from October 2018 and now provides the following:

Florence To date 664 patients have accessed our text monitoring service Florence. This includes a range of services such as hypertension, diabetes, relaxation, paediatric weight management, Chronic Obstructive Pulmonary Disorder (COPD), smoking cessation, podiatry, breast feeding, Diabetes Xpert programme, Behavioural Activation Therapy, low mood and anxiety.

Stephen 44yrs



Flo gives you text reminders about management of your feet that you don't think about everyday "IT'S A GIVEN"

Diabetic foot service

The Home pod service continues but numbers are low. We do have a nurse led model that is supported by our TEC nurse. We plan to expand this service once the new national Home Health Monitoring model is fully developed next year.



Margaret 85yrs "The technology keeps me living independently". "I am more in control of my heart condition now, and I have more knowledge and confidence through the results. I now recognise my symptoms".

Telecare - Over the 3 years of the TEC programme to date we have had 1672 new installations for basic telecare. But this past year in particular we have seen a significant rise in the number of enhanced packages.

Two other successes have involved the use of Just Checking a digital assessment tool to ensure that people have the correct home care package in place. The use of this kit in both our sleep over review project and also our recent reablement project has allowed us to make much more efficient use of our home care services while ensuring we take the most appropriate steps to ensure people are as safe as possible at home.



"After pressing the button an ambulance arrived in no time and got me to hospital." Margaret 85yrs

3.3 National Health and Wellbeing Outcome 3

People who use health and social care services have positive experiences of those services and have their dignity respected

What people can expect

- I have my privacy respected
- I have positive experiences of services
- I feel that my views are listened to
- I feel that I am treated as a person by the people doing the work – we develop a relationship that helps us to work well together
- Services and support are reliable and respond to what I say

Outcome 3 Indicators  x 9  x 2	2016/17	2017/18	Target
% of adults receiving any care or support who rate it as excellent or good	82%	80%	80%
% of adults supported at home who agree that their health and care services seemed to be well co-ordinated	81%	72%	74%
% of adults supported at home who agree they had a say in how their support was provided	82%	76%	76%
% of people with positive experience of their GP practice	91%	85%	83%
Number of abbreviated customer service questionnaires sent to Service Users on bi-monthly basis	20	13	5
Proportion of last 6 months of life spent at home or in a community setting	90%	90%	88%
% of stroke patients admitted to a stroke unit on day of admission/next day	100%	100%	90%
No of patients with early diagnosis & management of dementia	804	814	890
% of SW care services graded 'good' '4' or better in Care Inspectorate inspections	84%	86%	83%
No of days people spend in hospital when ready to be discharged, per 1,000 population	597	634	772
Readmission to hospital within 28 days per 1,000 admissions	76	83	97

Performance Assessment.

The scorecard shows very good performance against the target covering all of the indicators, with only 2 slightly below target and demonstrates the hard work and professional and high quality approach the HSCP staff and partners take to meet this outcome.

Emotional touch points

Argyll and Bute have used 'Emotional Touch points' to demonstrate how personal stories can contribute to improvement and ensure that care is effective, relevant and high quality during integration of health and social

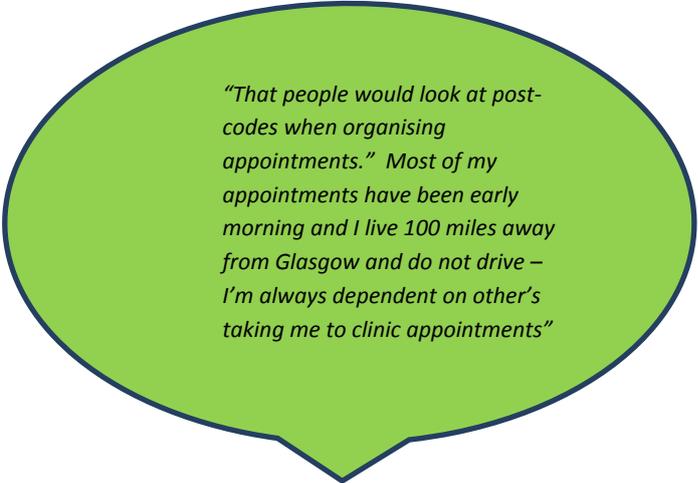
care. Emotional touchpoints is a resource which was developed by NHS Education for Scotland and Edinburgh Napier University. The resource uses an approach to hear and understand the experience of a person by focusing on an event (Touch Point) that is important to them.



"I am thankful for the way in which I/we are able to continue living in our own home. I feel supported by the provisions that are made for me/us."

The event is explored by identifying and talking about emotions both positive and negative that the person identifies and this gets to the heart of a person's experience.

In Argyll and Bute HSCP the Integrated Care Fund in three localities (Oban, Mid Argyll and Kintyre, Helensburgh and Lomond) supported the use of Emotional Touchpoints for a period of one year to gather stories with people in receipt of services.



"That people would look at post-codes when organising appointments." Most of my appointments have been early morning and I live 100 miles away from Glasgow and do not drive – I'm always dependent on other's taking me to clinic appointments"



The stories recorded all were relevant to at least one of the national Health and Wellbeing Outcomes. By using the emotional touchpoint information, Health and social care services in Argyll and Bute HSCP can ensure that services provided meet the needs of individuals and promote health and wellbeing and intervene when improvements have been identified.

"When I think of the arrangements that are in place both organised by the Community Team and private I feel supported and am thankful despite the limitations. We could not manage independently without this help. That said, I [we] can feel very vulnerable from midday Saturday until midday Sunday and then again until Monday morning because of the current arrangements. I can get anxious about it when not feeling well and despite having an emergency button, the weekends leave me/us a bit exposed."

"Local medical centre staff "couldn't have been more helpful." "You were made to feel that at no time were you a bother to them." For the little time we had the help of the Marie Curie Nurses was also very positive – not least to get a chance to sleep."

"I cannot praise the NHS in mid Argyll enough. My experience was one that was very positive."

"The seeming undue delay in getting an ambulance after being told I was being transferred to the RAH was upsetting. When I learned that had I been admitted earlier I'd have been flown off with another patient did not help my frustration. The lady who had been flown off was in the bed opposite me."

"In the early days we felt so often in the dark as to what was happening and what help was available. We often felt we were floundering around trying to do what we could on our own. If there was anything that could have been done better it is in my opinion earlier intervention and shared information. E.g. Adaption of our bathroom and stair lift, Disability Badge"

"I have been both encouraged by my care and encouraged personally to maintain my independence. People dealing with me have been encouraging and if something does not work there will be something else attempted."

"I feel respected and heard by the nurses who come to see me. Since Christmas I have to have an enema twice every day to try and heal my bowel. The nurses have a wonderful way of putting me at my ease. They make me feel valued and calm - even though it's not a pleasant job that they are performing. I feel very lucky to be supported so well so that I can remain in my own home."

3.4 National Health and Wellbeing Outcome 4

Health and social care services are centred on helping to maintain the quality of life of people who use those services

What people can expect

- I'm supported to do the things that matter most to me
- Services and support help me to reduce the symptoms that I am concerned about
- I feel that the services I am using are continuously improving
- The services I use improve my quality of life

Outcome 4 Indicators  x 11  x 4	2016/17	2017/18	Target
% of adults supported at home who agree their support had impact improving/maintaining quality of life	87%	74%	80%
Emergency Admissions bed day rate for all ages, per 100,000 population	103,902	101,582	115,518
Rate of emergency admissions per 100,000 population	11,767	12,066	11,959
Average working days between Referral & Initial AP Case Conference	0 Days	14 Days	15 Days
% Children who have been Looked After and Accommodated Children for over a year with a plan for permanence	91%	100%	81%
% of Looked After Children Care Leavers with a Pathway Plan	100%	97%	74%
No of outpatient ongoing waits over 12 weeks	138	482	0
% of outpatients on the waiting lists with medical unavailability	0.1%	0.0%	0.1%
% of outpatients on the waiting lists with social unavailability	5.6%	1.0%	4.0%
% of patients on the admissions waiting lists with medical unavailability	3.2%	1.5%	2.0%
% of patients on the admissions waiting lists with social unavailability	12.2%	8.4%	15.7%
No of days people spend in hospital when ready to be discharged, per 1,000 population	597	634	772

Outcome 4 Indicators  x 11  x 4	2016/17	2017/18	Target
% of SW care services graded 'good' '4' or better in Care Inspectorate inspections	86%	86%	83%
% of health & care resource spend on hospital stays, patient admitted in an emergency	22%	21%	23%
Falls rate per 1,000 population aged 65+	25	25	22

Performance Assessment.

The key focus of this outcome is ensuring Argyll & Bute HSCP provides seamless, patient focused and sustainable services which maintain the quality of life for people who use the services. This means ensuring that treatment, interventions and services are of the right standard and quality so they are safe, provided in a timely manner, as close to home as possible, address people's expectations and outcomes so that people enjoy the best possible quality of life, whilst they recover or are supported to manage their conditions.

The scorecard again shows very good performance against 11 of the indicators. However, there are some falls in performance against the target covering 3 of the indicators coded red. Two of these are again as a direct result of the increasing demand on services i.e. outpatient waits and emergency admissions as previously stated.

In the indicator where we are just marginally below target the HSCP is working hard to achieve this outcome and we continue to build on the work we did last year to ensure people can access specialist services in Glasgow or at their local hospital or clinic

Apart from local consultants in Oban and Psychiatrists in Argyll and Bute all of the Specialist acute health care is purchased via a form of contract called a Service Level Agreement from NHS GG&C. The HSCP works closely with NHS GG&C to balance local capacity and demand to try and reduce waiting times, however this is becoming increasingly difficult to maintain notably recruitment of consultants.

People in Argyll and Bute have told us that they want as much treatment as possible close to home therefore we work hard to ensure this happens

when possible. Outreach clinics are fundamentally about reducing inequality for rural communities and hard to reach groups in accessing these specialist services.

Therefore the HSCP is looking at how we can deliver some of these specialist services in new ways to meet the increasing demand for services. Some examples of this are:

- Increased support of Allied Health Professionals (AHP) services,
 - Physiotherapists in Orthopaedics
 - Optometrists & Nurse Led clinics in Ophthalmology
 - Audiologist supporting ENT
- Continued development and implementation new delivery models such as specialist nurses, tele-consultation and direct or follow up referral to primary care and/or Nurse or AHP specialists.
- Building on the success of the 'Attend Anywhere' Oncology pilot project and scaling up this service to include Dermatology and Respiratory to sustain local access to services and reduce the number of times a patient has to travel to Glasgow for an appointment.
- Developing increased clinical networks for our local clinicians into GGC.

3.5 National Health and Wellbeing Outcome 5**Health and social care service contribute to reducing health inequalities****What people can expect**

- My local community gets the support and information it needs to be a safe and healthy place to be
- Support and services are available to me
- My individual circumstances are taken into account

Outcome 5 Indicators  x 4  x 1	2016/17	2017/18	Target
Rate of emergency admissions per 100,000 population for adults	11,767	12,066	11,959
Rate of premature mortality per 100,000 population	392	418	441
% of waits less than or equal to 3 weeks between Substance Misuse referral & 1st treatment	92.6%	95.0%	90.0%
No of treatment time guarantee completed waits greater than 12 weeks	0	0	0
No of treatment time guarantee ongoing waits greater than 12 weeks	0	0	0

Performance Assessment.

Our performance against outcome 5 is very good, with only a minor variation in one indicator.

Argyll and Bute HSCP is committed to ensuring the people who access our services and who live here have equal opportunity to live a healthy life regardless of whether they have a protected characteristic or not. We also recognise other factors impact on outcomes, for example in our rural geography, accessibility of services can be challenging; therefore we welcome the Fairer Scotland Duty. Our Equalities Outcome Framework report was published in April 2018 and is available to view from this link:

<https://www.argyll-bute.gov.uk/health-and-social-care-partnership>

We fulfil our duties for staff training and development, and, conduct Equality and Diversity Impact Assessments for service changes. In addition to this we participate in a partnership approach to equality and diversity via the Community Planning Partnership. Two specific areas are worthy of highlighting:

United Violence against Women (VAW) Partnership

We work alongside West Dunbartonshire in the United VAW Partnership to plan, implement, co-ordinate and manage action to prevent and address Violence against Women and to improve outcomes for women affected by VAW, to drive up quality standards, and measure and report performance against agreed outcomes and targets.

Throughout 2017 the focus has been on agreeing the priorities of a new 3-year plan which will launch in 2018. This intends that:

- Scottish society embraces equality and mutual respect and rejects all forms of violence against women and girls.
- Women and girls thrive as equal citizens – socially, culturally, economically and politically.
- Interventions are early and effective, preventing violence and maximising the safety and wellbeing of women, children and young people.
- Men desist from all forms of violence against women and girls and perpetrators of such violence receive a robust and effective response.

Welfare Reform Working Group

The Welfare Reform Working group is a forum of public and 3rd Sector agencies working together to support the residents of Argyll and Bute in all areas of finance, housing and wellbeing. Over the last year co-production and collaboration have been undertaken in many areas. The priorities being:

- The development of an Anti-poverty strategy and action plan.
- That we mitigate against adverse impact of welfare reform in advance of the introduction of Universal Credit which is due Sept 2019.

- That we monitor the use and impact of Scottish Welfare fund and discretionary housing payments (especially since Under Occupancy Tax – which currently pays the tax on behalf of the residents)
- That we respond to development of new Scottish Social Security Agency and its new benefits

3.6 National Health and Wellbeing Outcome 6.

People who provide unpaid care are supported to look after their own health and wellbeing, including to reduce any negative impact of their caring role on their own health and wellbeing

What people can expect

- I feel I get the support I need to keep on with my caring role for as long as I want to do that
- I am happy with the quality of my life and the life of the person I care for
- I can look after my own health and wellbeing

Outcome 6 Indicators  x 0  x 1	2016/17	2017/18	Target
% of carers who feel supported to continue in their caring role	41%	33%	37%

Performance Assessment.

The Carers (Scotland) Act 2016 (Act) came into force on 1st April 2018 introducing new rights for unpaid carers and new duties for local councils and the NHS, with this responsibility falling to Argyll and Bute Health and Social Care Partnership (HSCP) to provide support to carers.

Prior to the Act coming into force the Local Authority as Argyll and Bute Council had the power to provide support to unpaid carers. The new Act formalises the need for unpaid carers to be recognised and support in continuing in their caring role as long as they wish to do so and to have a life alongside their caring role.

The Act, in conjunction with the Social Care (Self-directed Support) (Scotland) Act 2013 (SDS), are the focal points for joint working arrangements between the HSCP and partner organisations. The aim of the Act is to provide a comprehensive system of support, care and delivery to assist carers.

The Carers (Scotland) Act 2016 was brought to fruition following the identification of the substantial amount of support unpaid carers provided throughout Scotland. Indeed it is believed should all carers in Scotland feel unable to continue with their caring role the resource they provide in financial terms would see an overnight doubling of the NHS Scotland budget which sits at approx. £10.6bn.

In the past a Carer was identified as someone who provided a substantial amount of care. This term is no longer used; a carer is identified as someone who provides care no matter how much or little they provide.

However to receive support from statutory services (e.g. replacement care or direct support to maintain a life alongside their caring role) carers must meet the eligibility criteria as set by the HSCP. This differs from the eligibility criteria set by the Department of Work and Pensions (DWP).

All carers who reside in Argyll and Bute will be able to access some form of support no matter if they meet eligibility criteria or not. Access to services such as information and advice from local councils and local carer support services/Carers Centres. Carers may also be offered support such as breaks from caring via a variety of resources.

The Adult Carers Support Plan and Young Carers Statement for anyone caring for someone with a terminal illness will be expected to be completed as a priority.

Established within the Act NHS staff will be required to identify carers and take account of carers' views in making decisions relating to hospital discharge in relation to a cared for person.

A five year Strategy for carers support is currently being drafted and with the introduction of this we will be able to hold ourselves accountable and ensure we are supporting carers in the right way at the right time and in the right manner to ensure they can continue with their caring role and have time to live an independent life alongside their caring role.

We will also be incorporating further performance measures, jointly developed and captured with our Carers Centres and networks to more accurately record and evaluate what we are doing to improve outcomes for carers.

Young Carers

Crossroads Young Carers Cowal and Bute has worked hard to become embedded within the community, both with the children, young people and adults it supports and its partners from a range of services. The young carers project provides respite, a break from caring, advocacy, one to one support, trips away all focused on young carer need. Aiming to increase experiences, confidence, self-esteem and resilience. Our young carers, S1 and above can access Young Carer Education Cards to reduce anxiety and worry during the school day, we hope that this will soon include the NHS, to recognise young carers roles for the cared for person. Crossroads Young Carers Cowal & Bute put young carers at the centre of project development and planning of provision.



3.7 National Health and Wellbeing Outcome 7**People using health and social care services are safe from harm****What people can expect**

- I feel safe and am protected from abuse and harm
- Support and services I use protect me from harm
- My choices are respected in making decisions about keeping me safe from harm

Outcome 7 Indicators  x 8  x 4	2016/17	2017/18	Target
% of adults supported at home who agree they felt safe	84%	83%	83%
Emergency Admissions bed day rate	103,902	101,582	115,518
Rate of emergency admissions per 100,000 population for adults	11,767	12,066	11,959
% of Adult Care service users reporting they feel safe at assessment	80%	83%	70%
% of Children on Child Protection Register with no change of Social Worker	76%	60%	80%
% of Children on Child Protection Register with a current Risk Assessment	100%	100%	100%
% of Children on Child Protection Register with a completed Child's Plan	91%	99%	100%
% of health & care resource spend on hospital stays, where patient admitted as an emergency	22%	21%	23%
% of Social Work Care Services graded 'good' '4' or better in Care Inspectorate inspections	86%	86%	83%
% of Child Protection Investigations with Initial Referral Tripartite Discussion within 24 hours	100%	100%	95%
Readmission to hospital within 28 days per 1,000 admissions	76	83	97
Falls rate per 1,000 population aged 65+	25	25	22

Performance Assessment.

In the indicators where we are just marginally away from our target, the HSCP is working very hard to improve this and we are seeing real progress in 2017/18 in coping with the increasing demand and ensuring best practice.

The fall in performance in the indicator regarding change in social worker is as a result of an increased turnover of staff in the last year in the children's team. There has however, been no break in continuity of service for patients and recent recruitment will see this performance improve.

With a rising older population and constrained services we need to ensure that resources are deployed in the best way to improve outcomes for local populations.

The Clinical and Care Governance Committee continues to ensure the delivery of safe and effective person-centred care and the continuous monitoring of professional standards of care and practice. The committee continues to provide the Argyll and Bute HSCP Integrated Joint Board with assurance that procedures and processes are in place to deliver effective clinical and care governance.

The safety of people who use HSCP services is at the forefront of everything we do and overall performance again against this outcome is very good and the following examples highlight the work we are doing.

Scottish Patient Safety Programme (SPSP)

The delivery of safe, quality and effective care remains a priority so the HSCP continues to progress a number of work streams and quality approaches from last year.

Although continuing to recognise that there is significant SPSP work ongoing within our Community Hospitals, the work required to bring this together as a collaborative has been slow to progress. It remains an aspiration that this work will progress in 2018. There is also an intention to roll out SPSP inspired clinical Morbidity and Mortality case reviews in Community Hospitals during 2018.

The National Pressure Ulcer Prevention in Care Homes project concluded in December 2017. A microsite located on the main Health Improvement Scotland (HIS) website was developed and hosts all the validated assessment tools, documentation, standards, guidelines and learning associated with the project.

In Argyll and Bute there was a celebration and roll out event held in March for care home managers and professionals not included in the pilot as the Care Home Network Development Day. There is a programme of education from the project being delivered to care home staff by the Tissue Viability Advanced Nurse and the Care home Education Facilitator across Argyll and Bute. The Care Homes are being encouraged to keep their own data using the data collection tool from the project and audit of DATIX reports (incident reports) will be carried out to identify changes in trends of frequency, grade and healing time of any pressure ulcers reported.

Management and Prevention of Falls.

All the localities agreed to fund an Argyll and Bute Care Home Quality Improvement Project focusing on Care Homes Falls Prevention, a lot of work has been carried out with care home staff to reduce falls and improve the quality of life for their residents.

Everyone is more at risk of a fall as they age. A fall can result in loss of confidence and independence and is a common cause of admission to hospital. Across Argyll and Bute we have been urging people to 'Take the Balance Challenge' and get going with 6 simple exercises to improve their strength and balance.

Partners including Police Scotland and Scottish Fire and Rescue Service have tried the balance challenge and are spreading key messages about staying active to reduce falls. Exercise is both preventative in reducing falls and fractures. A short video is available with subtitles and can be downloaded here -<https://vimeo.com/234691208/7a79ab7be1>



A return on investment tool by Public Health England shows that every £1 spent on evidence based falls exercise results in benefits of around £2.28 in terms of health/ social care savings and quality of life gains.

Work is ongoing with Live Argyll and Lorne Healthy Options to increase opportunities for older people to access programmes that will help them to stay safe, independent and connected in their communities.

Responding to falls are the biggest call out for the Scottish Ambulance Service (SAS). After an assessment by SAS people can be attended by our responder services where necessary and passed onto our community teams to help people fully recover, address risks and stay safe at home. Test sites are in place where we are working with Scottish Ambulance Service on avoiding unnecessary conveyance to hospital and getting people who have had a fall support to make a full recovery at home.

Day Responder Service

The day responder team can free up elements of care and reduce the impact on the community team – for example ‘Deliver or Collect Medication’ can have a significant impact on community team staff. Where someone has a suspected Urinary Tract Infection (UTI), day response team can attend to get a urine sample for testing, then pick up the required medication, attend the person’s home to supply the prescribed medication and encourage them to drink regular fluids for adequate hydration and provide additional care. A short period of escalation can prevent admission to hospital which is not in an older person’s best interest.

In the below table the locality area (Bute) Carr Gomm had 409 responses in a 3 month period to enhance support to stay at home and avoid hospital admission. This model of working is markedly different to the day response service in other areas where ‘prevention of admission to hospital numbers are low.

	Bute	Cowal	Helensburgh	Campbeltown
--	-------------	--------------	--------------------	--------------------

			and Lomond	
Enhance support to stay at home and avoid hospital admission	409	40	4	94
Temporary care at home	8	420	235	123
Deliver or collect medication	123	49	2	-
Supply of equipment	42	18	2	4
Respond to community Alarms (falls and other alarm)	127	43	81	242

Table: Carr Gomm day response responder service data Dec 2017- Feb 2018

“You cannot underestimate the benefits of this service” Cath McLoone Adult Care Team Lead.

This is a service which the HSCP expects to further develop across the whole area.

Falls in inpatient settings – Hospital and Care Homes

Falls are the single biggest patient safety incident reported in hospitals and the Scottish Patient Safety Programme is working across Scotland to reduce harm. Older people are more likely to fall in hospital due to medical conditions and age related changes such as mobility problems, dementia and poor eyesight. Being in an unfamiliar place, being unwell and confusion can increase the risk of falls.

Targets for a 25% reduction in reported falls were set across Argyll and Bute started from and two test sites were identified in Ward B Oban and the Acute Ward Campbeltown. Inpatient falls are a standing item on the agenda at the Quality Professional and Standards Meeting and we are beginning to see reduction in patient fall numbers.

Care Homes across Argyll and Bute require ongoing support to embed the Care Homes Falls Prevention resource from the Care Inspectorate and NHS Scotland. Whilst the Care Homes currently remain reliant on project lead support, work is required to move the monitoring of data into localities in order to embed standards around falls prevention within a quality assurance framework for Care Homes and this is the target for 2018/19.

3.8 National Health and Wellbeing Outcome 8

People who work in health and social care services feel engaged with the work they do and are supported to continuously improve the information, support, care and treatment they provide

What people can expect

- feel that the outcomes that matter to me are taken account of in my work
- I feel that I get the support and resources I need to do my job well
- I feel my views are taken into account in decisions

Outcome 8 Indicators  x 1  x 4	2016/17	2017/18	Target
Social Work staff attendance lost	4.1 Days	5.7 Days	3.8 Days
% of NHS sickness absence	4.79%	5.05%	4.00%
% of NHS employed staff with a completed & recorded electronic - Knowledge Skills Framework/Personal Development Plan review	12.55%	18.47%	80.00%
Health & Social Care Partnership % Council employed staff with a Performance Review & Development Plans completed	59%	30%	90%
% of staff who say they would recommend their workplace as a good place to work	-	71%	67%

Performance Assessment.

The scorecard shows the HSCP performance to the target against 4 of the indicators is poor/very poor. Whilst reasons for this are symptomatic of national as well as local issues, there is clearly more that the HSCP must do to support its staff with regard to their appraisal and personal development processes.

The IJB has instigated specific work from Argyll and Bute council and NHS Highland to support this including reviews of council process and implementing the new NHS process from April 2018.

The HSCP has been progressing a number of key pieces of work in this area to support improvement in the performance, but this will take time. The work we are doing is illustrated below:

Staff Engagement



The first wave of the NHS Scotland iMatter survey was completed in Argyll & Bute during the summer of 2017. All NHS and Council Social Work employees within Argyll & Bute were invited to participate. We had a good response rate of 61%, but the number of teams that completed an Action Plan was lower at 34%. One of the key themes from our first set of results was around leadership visibility; in response to this, we held a series of 'Start the Year' sessions with members of the Strategic Management Team across 9 locations in April/May 2018.

The second wave of the iMatter survey runs in May 2018. We are targeting a response rate of more than 60% and an Action Plan rate of more than 50%. The second survey will give teams the opportunity to assess progress and define further continuous improvement actions.

Staff Wellbeing

We participated in an NHS Scotland 'Dignity at Work' survey in December 2017. This probed how staff were feeling about bullying & harassment amongst other issues. NHS Highland achieved a 33% response rate and a Short Life Working Group is being formed in conjunction with Partnership colleagues to consider responses to the results.

In January 2018, we also took the opportunity to run a joint Staff Wellbeing survey with Argyll & Bute Council; all HSCP staff were invited to participate. Although the response rate was less than 25%, it has still provided some valuable data on wellbeing & resilience. Supportive actions based on the results will follow later in 2018.

Values & Culture

A review of the HSCP Shared Values commenced in January 2018, using staff focus groups and the framework provided by the Barrett Values model (www.valuescentre.com). A refreshed set of Values, together with a supporting behavioural framework, will be developed by August 2018. This will be launched and embedded into recruitment, induction, appraisal and leadership development processes across the HSCP.

Workforce Planning

Building on early work with the national iHub Improvement Team, we undertook a series of Locality workforce planning workshops across Argyll & Bute during 2017-18. This has resulted in the publication of our first HSCP Workforce Plan, published in May 2018. The focus of this work has been primarily on Adult Services and the plan will be extended by May 2019 to cover all other HSCP functions and other services provided by key partners and the independent sector.

A particular challenge that we face in Argyll & Bute is making recruitment to a remote & rural setting attractive. We have been working with other public sector organisations through the Community Planning Partnership to develop a regional 'offering' that will sell the benefits of life in Argyll & Bute to all public sector employees looking for a career move and a rewarding lifestyle.

Integrated Human Resources Support

The respective structures of the NHS and Council HR teams were reviewed and changes implemented by April 2018. The HR function within the NHS HSCP HR team has been renamed People & Change to reflect a values-driven approach to supporting staff and enabling service transformation.

Both teams will be co-located in Kilmory in 2018, providing the opportunity to develop more integrated working around such initiatives as Career Paths for Younger People, Workforce Planning and Leadership Development.

3.9 National Health and Wellbeing Outcome 9

Resources are used effectively and efficiently in the provision of health and social care services

What People Can Expect?

- I feel resources are used appropriately
- Services and support are available to me when I need them
- The right care for me is delivered at the right time

Outcome 9 Indicators  x 8  x 4	2016/17	2017/18	Target
% of adults supported at home who agree that their health and care services seemed to be well co-ordinated	81%	72%	74%
Proportion of last 6 months of life spent at home or in a community setting	90%	90%	88%
% Criminal Justice Social Work Reports submitted to Court on time	99%	98%	92%
% Community Payback Order cases seen without delay (within 5 days)	86.0%	94.1%	80.0%
Average hrs per week taken to complete Community Payback Order, Unpaid Work/Community Service Orders	4.7 Hours	6.0 Hours	6.0 Hours
% of reports submitted to Scottish Children's Reporter Administration on time	64%	53%	75%
% of Scottish Morbidity Record 01 returns received within timescales	92.7%	96.0%	95.0%
% of new outpatient appointments 'Did Not Attend' rates	10.4%	9.1%	6.9%
No of days people spend in hospital when ready to be discharged, per 1,000 population	597	634	772
% of health & care resource spend on hospital stays, patient admitted in an emergency	22%	21%	23%
Readmission to hospital within 28 days per 1,000 admissions	80	83	97
Falls rate per 1,000 population aged 65+	25	25	22

Performance Assessment.

The scorecard overall shows very good performance against the majority of the indicators but 4 are off target and a range of action is in hand to improve performance to the target level.

Looking to the future, we know that we will potentially have greater demands from an ageing population and less money to deliver services, so it is essential that we continue to develop this productivity outcome further, to achieve more, by ensuring we minimise waste and variation to get better value and reduce the burden of work on our staff in Argyll & Bute.

Reducing Harm, Eliminating Waste and Managing Variation

The Highland Quality Approach (HQA) continues to grow as our quality and continuous improvement methodology and we are constantly trying to reduce harm, to eliminate waste and to manage variation. The HQA vision – ‘Better Health, Better Care, Better Value’ – and the continued and developing use of Lean Methodology in 2017/2018 has supported Argyll and Bute HSCP in its’ pursuit the goals described in the HSCP’s ‘Six Areas of Focus’ within the Strategic plan.



Rapid Process Improvement Workshops (RPIW)

A Rapid Process Improvement Workshop is a rigorous five day Lean improvement event that reduces harm, eliminates waste and improves flow (speed of a system) through the redesign of ineffective processes.

Three successful RPIWs were held in Argyll and Bute during 2017/2018.

- **Campbeltown Hospital Catering Service RPIW**
- **Cowal Community Team Referral to Triage Process RPIW**
- **Mid Argyll Community Team Assessment Process RPIW**

Examples of resulting improvements include:

Cowal

- The team developed a 'Whereabouts Board' (Visual Control), thus not only ensuring the safety of the staff, but improving the teams' effectiveness and responsiveness in specific geographical areas.
- The team were able to redesign their process for handling incoming referrals achieved a reduction in lead time from point of referral to allocation from more than one working day, to 90 minutes, an improvement of 81%, enabling service users to receive appropriate care sooner.
- The team introduced a 'Single Point of Access' and 'Standard Work' around the triage process, resulting in more effective, efficient, equitable service availability. It is intended to extend the 'Single Point of Access' to include Social Work services following co-location.

Mid Argyll

- A process redesign resulted in a reduction in time from the point a referral was accepted to the point a care package was agreed from a lead time of 64 days to 21 days – an improvement of 67.2%

- The Team have introduced a standard 'Prioritisation of

Needs Framework' that is used by all members of the community team, rather than separate frameworks per discipline, e.g. Community Nurses, Occupational Therapy, and Social Work.

Mid Argyll Community Care Team Priority of Need Framework	
Priority 1	High Risk (Response within 24hrs from allocation)
	<ul style="list-style-type: none"> • Injury • Serious abuse to self or other has occurred or suspected (Adult Protection) • Access difficulties to or within the home • Potential admission/readmission to hospital • Carers Collapse (Could lead to emergency Placement) • Ability to transfer has rapidly deteriorated (Chair, toilet, bed etc..) • Immediate or complex rehabilitation • Hospital discharge eg QEUH , RAH etc
Priority 2	Medium risk (Response within 48hrs from allocation)
	<ul style="list-style-type: none"> • At risk of self abuse or to abuse others • Extensive care and support needs which are ongoing or time limited (new or existing) • Potential of Carer breakdown • Reduced functional problems that could increase risk e.g. require a handrail. • Requiring Rehabilitation
Priority 3	Low risk (Response within 5 working days from allocation)
	<ul style="list-style-type: none"> • Care is already in place • Requests for bathing • Adaption request • Signposting to resources • Non urgent request for equipment

A successful RPIW in 2016 on the Admission to Discharge Process of Medical Non-elective Patients in Lorn and Islands Hospital prompted a series of four Kaizen Events (small improvement event) in Community Hospitals in Argyll and Bute during 2017/2018. Changes in length of stay and readmission rates have been achieved as follows, with work ongoing in each locality.

Kaizan Area	Before Readmission rate	After Readmission rate	Before Average Length of Stay	After Average Length of Stay
Rothesay Victoria	10%	5.9%	5.7	4.8
Campbeltown Hospital	16%	11.2%	8.5	6.2
Cowal Community Hospital	8%	7.7%	7.2	5.6
Mid Argyll Community Hospital	14%	10%	6.3	8.0

3.10 Ministerial Strategic Group IJB Scorecard – Performance Measures

In order to fully understand and develop a view of how partnerships are progressing under integration the Ministerial Strategic Group for Health and Community Care (MSG) has asked all HSCP's to prepare trajectories with regards their individual performance in 2017/18 against six outcome measures identified below:

1. Number of emergency admissions into Acute (SMR01) specialties.
2. Number of unscheduled hospital bed days, with separate objectives for Acute (SMR01), Geriatric Long Stay (SMR01E) and Mental Health (SMR04) specialties.
3. Number of A&E attendances and the percentage of patients seen within 4 hours.
4. Number of delayed discharge bed days. An objective can be provided to cover all reasons for delay or separate objectives for each reason type i.e. Health and Social Care, Patient/Carer/Family-related, Code 9.
5. Percentage of last 6 months of life spent in the community.
6. Percentage of population residing in non-hospital setting for all adults and 75+. A suggested further breakdown would be: care home, at home (supported) and at home (unsupported).

The HSCPs improvement targets and performance against these for 2017/18 is detailed in the table below:

MSG Indicator	Objective	Cumulative Target for	Cumulative Performance	RAG
---------------	-----------	-----------------------	------------------------	-----

		FY 17/18	FY 17/18	
Unplanned Admissions	2017/18 change: Expected target 8256 based on 5% reduction in overall total compared to FY16/17	8256	8779	
Unplanned Bed Days	2017/18 change: Expected target 64942 based on 0.6% reduction in overall total compared to FY16/17	64942	61131	
A&E Attendances	2017/18 change: Expected target 16079 based on sustained levels in overall total compared to FY16/17	16079	16004	
Delayed Discharges (Occupied bed days)	2017/18 change: Expected target 6403 based on 10% reduction in overall total compared to FY 16/17	6403	8414	
End of Life Care	Maintain current levels of performance	89.8%	89.8%*	
Balance of Care - (75+) at Home Unsupported	Maintain current levels of performance	84.1%	84.1%*	

*Provisional data (16/17)

The MSG identified four key objectives with regards to the nature of the performance reports and the actions required to improve performance:

- Quarterly data on the six indicators reflecting the contribution of primary and social care.
- The MSG will ask HSCP's to present their data to them as a group so that partnerships will be able to show and benchmark progress.
- The development of the MSG performance reporting will require to be reported at locality level ensuring alignment with the HSCP 6 key focus areas and locality plans
- During 2018/19 it is expected that the HSCP begin to explore emerging themes across data trends to focus service objectives

The HSCP has initiated the actions below to meet these objectives.

Unplanned Admissions	Unplanned Bed Days	A&E attendances	Delayed Discharges
<ul style="list-style-type: none"> • Development of community teams with advanced nurse practitioners to focus on assessment at home and increased anticipatory care planning. Ensure access to community teams is through a single point of contact. • • Deliver short term assessment at A&E, with safe and supported return to home when appropriate. • • Falls Lead, LIST and National Program Manager to develop a quality dashboard of falls data for each locality. Data will have both outcomes and process measures and will be used to increase understanding of how we are intervening to reduce falls risk for individuals and our communities and to drive improvement. 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. • • Support more people to use technology to help them better manage long term conditions. Increased use of basic and enhanced Telecare and Telehealth home pods with overnight responder service in place. • • Development of action plan from Potentially Preventable Admissions (PPA) report produced by Local Information Services Team, working with localities to look at avoidable pathways to admissions to care. 	<ul style="list-style-type: none"> • Apply standard work to the admission to discharge pathway to ensure timely process. • • Apply Estimated Date of Discharge, and the principle of discharge planning from the point of admission. • • Embed the Daily Dynamic Discharge approach across all hospitals. • • Facilitate Community pull through by community participation at daily huddles. • • Consider discharge to assess for identified persons. • • Facilitate safe weekend discharges. • • Wider promotion of Power of Attorney. 	<ul style="list-style-type: none"> • Further scrutiny of reason for delay. • • Implement short term assessment facilities to enable safe and supported return to home from A&E when appropriate. • • Improve access to timely investigations and improve flow and facilitation of discharges to ensure timely bed availability when required. • • Improved response and support for acute mental health presentations at A&E. • • Continued working with SAS to ensure timely response to transfers. 	<ul style="list-style-type: none"> • Support more people in their own homes by further developing the Community Care Teams, Virtual Ward (community ward model), Single point of access, Lead professional and UAA to provide high quality care to more people in their own homes. • • Enhancement of community nurse support for ACPs where patients identified as at risk of admission (SPARRA). • • Proactive increase number of people applying for guardianship or power of attorney early. Anticipate 30% reduction in Delayed Discharge linked to AWI/ guardianship applications. • • Development of focused reablement/intermediate care in the community.

3.11. Customer Services

IJB Scorecard– Customer Services Performance Measures

Customer Services Indicators  x 1  x 7	2016/17	2017/18	Target
Adult Care - Resolve your queries the first time you contact us	91%	91%	90%
Children & Families - Resolve your queries the first time you contact us	91%	81%	90%
Adult Care - Stage 1 Complaints - % of complaints responded timeously (5 days or less)	-	67%	100%
Children & Families - Stage 1 Complaints - % of complaints responded to timeously (5 days or less)	-	25%	100%
% of NHS Stage 1 complaints – achievement against 5 day target	-	81%	100%
Adult Care - Stage 2 Complaints - % of complaints responded to timeously (20 days or less)	-	15%	100%
Children & Families Stage 2 Complaints - % of complaints responded to timeously (20 days or less)	-	42%	100%
% of NHS Stage 2 complaints – achieved against 20 day target	-	16%	100%

Performance Assessment.

Of the 8 performance measures under Customer Service, 1 is reported as Green (on track) against performance target, with 7 reporting as red (off track) status.

A new national complaints procedure for both health and social care complaints was introduced on 01 April 2017. For this reason it is not possible to compare performance in 2017/18 with that of 2016/17.

The new complaints process provides two opportunities to resolve complaints internally, Stage1: frontline resolution and Stage 2: investigation.

Stage1 aims to quickly resolve straightforward customer complaints that require little or no investigation. Complaints handled at Stage 2 are typically complex or require detailed examination. These complaints may already have been considered at the frontline resolution stage, or they may have been identified from the start as needing investigation.

Training and awareness raising sessions on the new complaints procedure have been delivered. To improve the quality of responses and to support improved performance in relation to timescales, further training in the investigation of Stage 2 complaints and drafting of response letters is planned. The aim being to ensure that responses to complaints are both comprehensive and timely.

4. Children & Families Services.

Our children and young people have the best start in life, are successful learners, confident individuals, effective contributors and responsible citizens. The life chances for children and young people and families at risk are improved

Maternity Services:

We have conducted a successful evaluation of the antenatal pathway for maternity services. In addition we have introduced “Attend Anywhere” which is a virtual service where patients can be seen as close to home as possible using technology to see the Consultant over video link. This is now working on Islay and Campbeltown and means women don’t need to travel to Glasgow for consultant appointments.

Corporate Parenting:

Our Corporate parenting Board has produced a 3 year Action Plan (2018 – 2021). The Board has acted as a champion for our children and young people; an example of this is the adoption of the Family Firm approach to Modern Apprenticeships. They engage with care experienced young people and Participation Groups have been set up. Young people will be invited to a Corporate Parenting Board self-evaluation event in 2018.

Child Protection:

We have a strong Child Protection Committee and an interagency approach that protects vulnerable children and young people. We have implemented a child protection and parental mental health protocol. In addition we are evaluating the impact of the revised pre-birth pathway in improving outcomes for babies. A Child Sexual Exploitation Training Pathway has been put in place, including Child Sexual Exploitation Screening Tool Training for Social Workers.

Children and Families; Achievements during 2017/18.

- We have an effective Children and Young People’s Service Plan 2017-2020
- We have implemented a revised parenting assessment framework.

- Completed an impact review of self-harm and at risk of suicide pathway.
- We have delivered on targets for Child Sexual Abuse training.
- Children's services have co-located as planned where possible; for example Health Visitors and Social Workers in Oban.
- We have re-designed the Children and Adolescent Mental Health (CAMH's) services and appointed a new Team Leader post. Also 2 additional Primary Mental Health Workers and an additional CAMH's Worker. It is anticipated that waiting times will reduce but figures are not yet available for this. A new single referral pathway and integrated data collection is being developed.
- We have opened a purpose built children and young people's residential house in Dunoon. All 3 residential houses have achieved Grades of 5 (VERY GOOD) across the board during inspection.
- We continue to exercise good stewardship and the cost of our residential care for children and young people ranks 3rd out of 32 councils.

Children and Families – what next?

Over the next year we will implement the Children and Young Person's Services and Corporate Parenting Plans. These plans will ensure we continue to evaluate our services and improve the outcomes for our children and young people.

Central to our approach is the participation and engagement of our children and young people. We have appointed a Lead Coordinator for Participation who will employ 2 care experienced young people, through the Modern Apprenticeship scheme to support the implementation of the Life Changes Trust participation plan.

In our quest for improvement we have a number of service reviews which are nearing completion. These reviews include Criminal and Youth Justice where we are looking to improve supports for young people, including diversions from prosecution and conviction. We have initiated a review of the Early Effective Intervention (EEI) process. We will also pilot a "Core and Cluster" model of working, which will expand our capacity to respond to crisis situations for children and young people and reduce the need for residential care. Similarly, having reviewed CAMHS Tier 2 and 3 services and are currently reviewing

Tier 4 with a view using our resources more effectively to improve the responsiveness of our services.

We will continue to implement the recommendations within “The Best Start” the maternity and neonatal five year plan giving priority to the continuity of midwifery care. Within child health we will continue implement and embed the Universal Health Visiting Pathway and rollout the Vaccination Transformation Programme.

Cool2talk

The cool2talk service launched in June 2017 and has received around 200 questions from young people aged 12-26 in Argyll and Bute. These questions were answered by our team of trained staff based in the Third and Independent Sector. The majority of questions posted by young people are around relationships and emotional health, however there have been many questions about sexual health, suicide and self-harm. This pilot project is funded by the Alcohol and Drugs Partnership, Public Health and Children and Families until March 2020. A first year report detailing the activities of the first year will be published early summer 2018.

The logo for cool2talk features the text 'cool2talk' in a white, lowercase, sans-serif font. The '2' is significantly larger than the other characters. The text is set against a solid purple rectangular background.The website address 'www.cool2talk.org' is displayed in a blue, lowercase, sans-serif font. It is positioned below the purple logo box and is partially overlaid by a light blue horizontal bar.

5. Criminal Justice Social Work.

Community safety, public protection, reduction of re-offending and social inclusion support desistance from offending

Our Criminal Justice Social Work aims to provide a Criminal Justice Social Work (CJSW) service which delivers Local Authority obligations under the Social Work (Scotland) Act 1968 and subsequent legislation, which contributes to our communities becoming safer and stronger by facilitating desistance from further offending, inclusion in society for people with an offending history and reduction in re-offending.

We said that we would work with partners to enhance our role in public protection by:

- promoting and delivering effective interventions with people with an offending history
- providing and supporting community based sentences
- promoting social inclusion and integration into communities for people with an offending history

Outcomes focus on reducing reoffending, strengthening community engagement and resilience and enhancing efficiency.

We are an active partner with Community Justice Scotland and other partner agencies in developing the local Community Justice agenda to improve pathways for people with an offending history, remove barriers for them to access services and deliver the best interventions to prevent re-offending.

We work closely with the third sector and other agencies to provide the best opportunities for those undertaking unpaid work to not only repay to their communities but develop their skills and employment prospects.

We have been reviewing the CJSW Service to improve effectiveness and efficiency and create a service structure to meet future challenges and opportunities.

We have set up a Joint Training Group and Practitioner's Forum with East and West Dunbartonshire to support staff development and training and have a comprehensive training plan.

We have set up a Joint Management Forum with East and West Dunbartonshire to support practice development and joint working. We

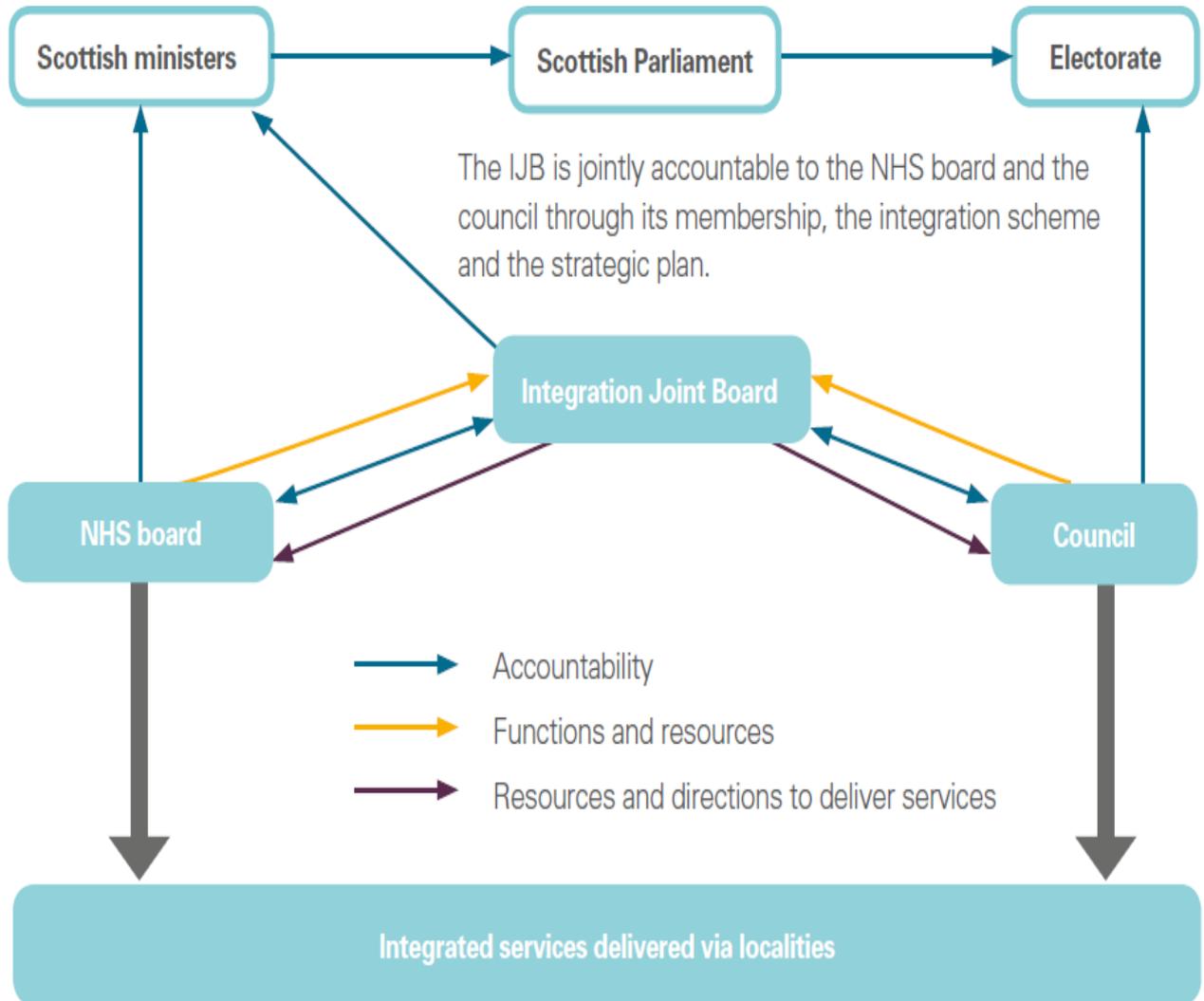
currently share services in relation to drug treatment and testing orders and business support. We are looking at ideas to develop joint provision of group work to those convicted of sexual offences and domestic abuse.

This has been a challenging year for Criminal Justice Services with the dissolution of our long standing partnership with East and West Dunbartonshire and further development of our Community Justice priorities and partnership. Throughout this time of change we have continued to deliver an effective and efficient Criminal Justice Social Work Service in Argyll and Bute. A service improvement plan is currently being formulated to ensure good governance and accountability for criminal justice social work services in 2018/2019.

6. HSCP Governance and decision making

The following diagram illustrates the accountability arrangements of the IJB in Argyll and Bute

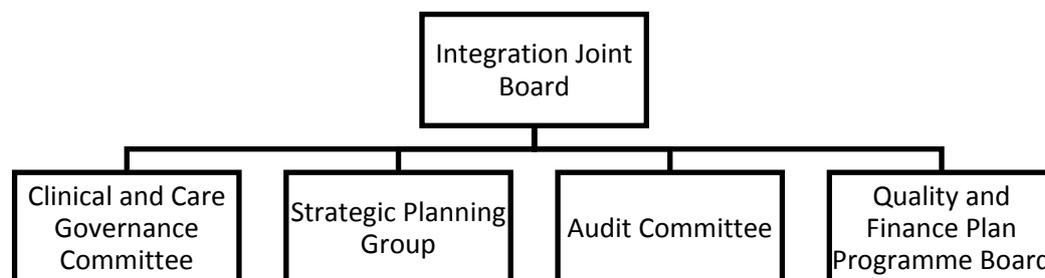
Body corporate or Integration Joint Board model



Accountability Relationships (Source, Audit Scotland)

Argyll and Bute HSCP Governance Structure

The Argyll and Bute HSCP operates the following formal governance arrangements as illustrated in the flow chart below:

**Integration Joint Board:**

- Responsible for the governance, planning and resourcing of services, has full power to decide how to use resources and deliver delegated services to improve quality and people's outcomes
- Work alongside NHS Highland, Argyll and Bute Council and community planning partnership to deliver health and social care services

Clinical and Care Governance Committee:

- Provide assurance to the IJB that systems, processes and procedures are in place to ensure delivery of safe and effective person-centred health and social care services.
- Support services to continuously improve the quality and safety of care, identify areas for performance improvement and to provide assurance for professional standards of care.

Strategic Planning Group:

- Support the IJB in preparing, consulting and publishing a Strategic Plan for integrated Health and Social Care services.
- Review progress of the Strategic Plan delivery through the Annual Performance Report and locality planning processes
- Provides leadership and supports the development and of Locality Planning Groups

Audit Committee:

- Ensure sound governance arrangements are in place for the IJB and ensuring the efficient and effective performance of the HSCP in order to deliver on outcomes
- Provide the IJB with independent assurance on the adequacy of the risk management framework, the internal control environment and the integrity of financial reporting and annual governance processes

Quality and Finance Plan Programme Board:

- Oversee the programme of work to plan to deliver financial balance including delivery of the service changes in the Quality and Finance Plan, develop and oversee financial recovery plans and develop an approach to future planning for future service change proposals

7. HSCP Financial Performance & Best Value

Financial management and performance is regularly reported to the IJB during the financial year, covering the financial performance during the year and also the budget outlook for future years. This includes the monitoring and development of the Quality and Finance Plan which outlines the service changes required to deliver financial balance and the Strategic Plan objectives.

NHS Highland and Argyll and Bute Council delegate funding to the Integration Joint Board. The IJB then determines how to deploy these resources to achieve the objectives and outcomes in the Strategic Plan. The IJB then directs the Health Board and Council to deliver services in line with these plans.

This section summarises the main elements of our financial performance for 2017-18 and highlights the financial position and risks going forward into future years.

Financial Performance 2017-18:

The Integration Joint Board approved the budget for 2017-18 on 31 May 2017. At that time a two year Quality and Finance Plan for 2017-18 and 2018-19 was approved outlining service changes to deliver £12.3m of savings over the two financial years. The identified savings were not sufficient to plan for financial balance and there remained a shortfall of £2m in 2017-18 and a further £4.1m in 2018-19. It was planned to address the shortfall in 2017-18 through in-year financial recovery.

There were significant financial challenges during the year across a range of services reflecting high levels of demand, the cost of supplementary staffing and the non-delivery of savings (delays in projects commencing, delays in implementing service changes, projects unable to go ahead due to political pressure and further engagement required etc.). Throughout the financial year there was a projected overspend position, in July this was estimated to be £4.4m, as a consequence a financial recovery plan was put into place to support the delivery of services from within the delegated budget during 2017-18.

The IJB agreed a financial recovery plan during the year and this included:

- Control measures - escalation of authorisation processes
- Discretionary spend - reduction in staff travel and supplies budgets
- Staff costs - delays with filling vacant positions
- Funding/Income - ensuring the IJB secured fair share of funding from partners
- Projects - delays in investment and project funding
- Quality and Finance Plan – improved project management approach to push forward delivery of savings

The Quality and Finance Plan for 2017-18 included service changes required to deliver £8.7m of savings in-year, at the year-end £4.2m of these savings were delivered on a recurring basis, with a shortfall of £4.5m. The majority of the savings not delivered were highlighted as being high risk at the start of the year and require to remain on the plan to be delivered in 2018-19. The progress with delivering savings highlights the significant challenge facing the HSCP in delivering further savings in future years and the requirement to implement service change at scale and pace to ensure the ongoing financial sustainability of the partnership.

The table below summarises the overall financial performance:

2016-17 Budget £000	2016-17 Actual £000	2016-17 Variance £000		2017-18 Budget £000	2017-18 Actual £000	2017-18 Variance £000
			Service Delegated Budgets:			
127,103	131,803	(4,700)	Adult Care	130,904	136,025	(5,121)
1,294	1,265	29	Alcohol and Drugs Partnership	1,129	1,028	101
1,352	645	707	Chief Officer	(164)	695	(859)
19,816	18,840	976	Children and Families	19,866	19,112	754
4,108	3,978	130	Community and Dental Services	4,055	3,652	403
2,090	1,621	469	Integrated Care Fund	-	-	-
-	-	-	Estates	5,109	5,352	(243)
1,348	1,275	73	Lead Nurse	1,319	1,293	26
1,268	1,139	129	Public Health	1,321	1,114	207
3,704	3,582	122	Strategic Planning and Performance	3,710	3,493	217
97,533	94,989	2,544	Centrally Held Budgets	95,290	93,303	1,987
259,616	259,137	479	Total Net Expenditure	262,539	265,067	(2,528)
			Reconciliation to Funding:			
Budget £000	Actual £000	Variance £000		Budget £000	Actual £000	Variance £000
60,787	61,011	(224)	Argyll and Bute Council	67,840	68,995	(1,155)
198,829	198,126	703	NHS Highland	194,699	196,072	(1,373)
259,616	259,137	479	Total Funding	262,539	265,067	(2,528)

Overall there was a year-end overspend of £2.528m, with an overspend of £1.373m in Health Services and an overspend of £1.155m in Social Care Services.

The main areas contributing to the overall position are noted below:

- Adult Care - £5.1m overspend. This is mainly due to savings agreed as part of the Quality and Finance Plan not being delivered in-year, and overspend in medical locum costs and agency staff costs, and an overspend in Supported Living services due to demand for services.
- Chief Officer - £0.9m overspend. This overspend was in relation to the outstanding budget gap for social care services at the

start of the year, partly offset by the over-recovery of vacancy savings, funding set aside for cost pressures which did not arise and the non-committal of funding for the Community Investment Plan, these funds were not fully committed in 2017-18 as part of the financial recovery plan.

- Children and Families - £0.8m underspend. This underspend relates to additional vacancy savings, with an underspend in Fostering and Kinship Services reflecting the level of demand for services and an underspend in the Criminal Justice partnership reflecting vacancies and interim management arrangements. The overall underspend in Children and Families services is non-recurring.
- Centrally Held Budgets - £2.0m underspend. This underspend was mainly due to project funding not being delegated to services during the year, this included underspends in funding for the community investment plan, mental health funding, primary care transformation funding and winter pressures funding. As part of the financial recovery plan project funds were to remain uncommitted to assist with achieving financial balance, recognising that some of the funding has conditions attached and will require to be re-provided.

In summary financial balance was not achieved in 2017-18 for a number of reasons:

- Unidentified savings at the start of the financial year of £2m, for which no recurring savings were identified in-year to offset;
- Delay in delivering recurring savings included in the Quality and Finance Plan, a shortfall of £4.5m;
- Ongoing service pressures and budget overspends in areas which have historically been budget pressure areas, including medical agency and locum costs, GP prescribing costs, high cost care packages and demand for social care services (including supported living and care home placements);
- The full benefit of the financial recovery plan not being fully recognised in the financial outturn as service pressures and demands partly offset any benefits.

The Scheme of Integration states that any overspend is funded from additional payments in-year by the IJB partners, i.e. Argyll and Bute Council and NHS Highland. The Council and Health Board have allocated additional funding to the IJB, however this additional resource impacts on the future financial position of the IJB as this will require to be repaid in future years.

Locality Spend:

The net expenditure split for the last two years across the eight locality areas is noted in the table below:

Locality	Total Expenditure 2016-17 £000	Total Expenditure 2017-18 £000
Mid Argyll	27,084	27,570
Kintyre	16,098	16,401
Islay and Jura	7,064	7,170
Oban and Lorn	39,020	40,896
Mull, Iona, Coll, Tiree and Colonsay	7,903	8,155
Bute	12,505	13,217
Cowal	28,947	30,362
Helensburgh and Lomond	28,686	29,309
Total Locality Expenditure	167,306	173,080
Non Locality Specific Services	91,830	91,987
Grand Total	259,137	265,067

The expenditure for localities includes all area specific services which are geographically located in the localities. It is not possible to allocate all costs against individual localities as some services are centrally managed and therefore are Argyll and Bute wide costs and others are provided for in a way whereby the costs cannot be easily allocated to individual localities. The Non Locality Specific Services expenditure includes for example Acute Health services provided by NHS Greater Glasgow and Clyde, services provided by dentists, chemists and opticians, health promotion and Public Health services, Adult Protection, Criminal Justice, Integration Equipment Services and management costs to provide services across Argyll and Bute.

Financial Outlook, Risks and Plans for the Future

The IJB has a responsibility to make decisions to direct service delivery in a way which ensure services can be delivered within the finite financial resources available.

Taking into account the estimated available funding and the pressures in relation to costs, demand and inflationary increases the budget gap for the Partnership for 2018-19 is summarised below:

	2018-19 £m
Baseline Budget	259.6
Cost and Demand Pressures	3.5
Inflation	5.2
Total Expenditure	268.3
Total Funding	(263.1)
In-Year Budget Gap	5.2

There are significant cost and demand pressures across health and social care services and these are expected to outstrip any available funding uplifts and have a significant contribution to the overall budget gap. The main pressures relate to demographic and volume pressures including amongst other areas healthcare packages, growth in prescribing, growth in adult social care services, younger adult supported living services and acute health services. There are also significant costs of the uplift in the Living Wage rate, pay inflation costs for HSCP employees, inflationary increases for drugs and prescribing costs and for commissioned services.

A Quality and Finance Plan for 2017-19 has been developed and approved by the IJB, this outlines the service changes required to deliver on the Strategic Plan outcomes and deliver the savings required to address the budget gap. A copy of the Quality and Finance Plan can be found here:

<http://www.nhshighland.scot.nhs.uk/OurAreas/ArgyllandBute/abhscp/Documents/IJB/Quality%20and%20Finance%20Plan%20-%20Full%20Document%20-%20FINAL.pdf>

There were significant shortfalls in delivering the service changes included in the Quality and Finance Plan for 2017-18, and this highlights the significant challenge in delivering savings in future years. However lessons continue to be learned and the approach to implementation is being adapted and strengthened as indicated in the diagram with a focus on the following:



The overall savings delivery requirement for 2018-19 is £12.2m, this includes addressing the in-year budget gap and also the requirement to deliver previously approved savings. The Quality and Finance Plan includes estimated planned savings totalling £10.4m to be delivered in 2018-19, an estimated shortfall of £1.8m.

The service changes included in the Plan are all in line with the delivery of the objectives of the Strategic Plan, it has been particularly difficult to identify service changes that are line with this and can be delivered in the timescale required, as such alongside the delivery of the savings plan

there will be an element of in-year financial recovery required during 2018-19 to deliver financial balance.

There is clearly a significant financial risk associated with the 2018-19 budget, the remaining budget gap and the scale of savings planned to be delivered in the timescale required results in a high level of risk in delivering financial balance for the partnership. The focus requires to be very much on delivery of the service changes outlined in the Quality and Finance Plan, not only to deliver financial balance but also to ensure the ongoing sustainability of health and social care services in Argyll and Bute.

The most significant financial risks facing the IJB over the medium term can be summarised as follows:

- The remaining budget gap where further opportunities for savings require to be identified
- Evidence base and communications and engagement is insufficient to convince communities of the case for change in the required timescale
- Delays in the delivery of the programme of service redesign resulting in inefficient use of resources, lack of sustainability, provision of poor quality services and a failure to meet the partnership shared vision and outcomes
- The ability to release resource from acute health services to allow investment and growth in community based services
- The increased demand for services alongside reducing resources
- The wider public sector financial environment, which continues to be challenging
- The impact of the demographic changes
- The impact of the Living Wage and other nationally agreed policies which have financial consequences to deliver

Moving into 2018-19, we are working to proactively to address the financial challenges, while at the same time, providing high-quality health and social care services for the communities in Argyll and Bute.

There is likely to be a picture of a continuing budget gap for the partnership in future years and this will remain the case while cost and demand pressures and inflationary cost increases continue to outstrip the funding available. Many pressures in relation to Health and Social Care services are based on areas and trends of continuing service demand increases, for example for care home placements and home care services and the expectations of ongoing cost increases for example in relation to staff pay awards and living wage costs.

A high level estimate of the budget gap for the three years from 2019-20 is presented below:

	2019-20 £m	2020-21 £m	2021-22 £m
Baseline Budget	263.1	264.0	264.9
Cost and Demand Pressures	3.6	3.4	3.4
Inflation	5.2	5.2	5.2
Total Expenditure	271.9	272.6	273.5
Total Funding	(264.0)	(264.9)	(265.9)
Estimated Budget Gap	7.9	7.6	7.5
Repayment of 2017-18 Overspend	0.1	0.3	0.8
Updated Budget Gap	8.0	7.9	8.3
Cumulative Budget Gap	8.0	15.9	24.2

The three year position aligns with the next Strategic Planning period. The Strategic Planning Group will be developing and consulting on the next iteration of the Strategic Plan in the coming year and a financial plan will be developed to sit alongside this to ensure that the aspirations and outcomes are aligned with the available resources.

NHS Highland and Argyll and Bute Council delegate funding to the Integration Joint Board (IJB). The IJB decides how to use these resources to achieve the objectives of the strategic plan. The IJB then directs the Partnership to deliver services in line with this plan.

The governance framework is the rules and practices by which the IJB ensures that decision making is accountable, transparent and carried out with integrity. The IJB has legal responsibilities and obligations to its stakeholders, staff and residents of Argyll and Bute.

The Health and Social Care Partnership ensures proper administration of its financial affairs by having an appointed Chief Financial Officer (section 95 of the Local Government (Scotland) Act 1973). The Chief Financial Officer is required to keep proper accounting records and take reasonable steps to ensure the propriety and regularity of the finances of the Integration Joint Board.

The Integration Joint Board aligned the service changes outlined in the Quality and Finance Plan with the objectives of the Strategic Plan to ensure that resources are directed to deliver the planned performance levels and desired outcomes.

The Quality and Finance Plan for 2017-18 included service changes planned to deliver £8.7m of budget reductions, in reality £4.2m of these savings were delivered on a recurring basis. Many areas of the Quality and Finance Plan were focussed on reducing the cost of services through efficiencies, these included:

- Prescribing, targeted focus on safe, effective, appropriate cost effective prescribing as well as reducing waste
- Negotiation of reduced payment to NHS Greater Glasgow and Clyde through reducing admission rates and speedy discharge
- Aligning community hospital capacity across Argyll and Bute in line with the shift in the balance of care
- Review of estates and rationalisation of buildings
- Redesign of children's residential care services to minimise the use of external placements
- Review of Learning Disability services to ensure resources are prioritised effectively based on individual service user needs and the demand in each local area

There is evidence of transformation taking place at a strategic and operational level within the Partnership. However there remains a real challenge in disinvesting from expensive institutional based services. The IJB are focussed on directing the finite resources available to achieve Best Value, however there are particular challenges in achieving this in all areas due to the current arrangements for service delivery and the inherent cost of providing services in rural and remote areas. The continued investment in community services in 2018-19 will build capacity in communities and support the delivery of these service changes in the future.

8. Inspection Findings

The purpose of inspection of health and care services in Scotland is to make sure that they meet the right standards.

The Care Inspectorate as the regulatory body for care services within Scotland, regularly inspects registered care services with a vision to ensure that everyone experiences safe, high quality care that meets their needs, rights and choices.

An overview of the Care Inspection findings for care services in Argyll and Bute for 2017-18 can be seen below (Individual scoring of each care service can be seen in Appendix 1):

Care Inspectorate Grades 2017-18				
	Adult Services (Internal)	Adult Services (External)	Children & Families (Internal)	Children & Families (External)
% of Services all 5's and above	6%	31%	50%	20%
% of Services all 4's and above	50%	78%	63%	100%
% of Services all 3's and above	94%	100%	100%	100%
% Services less than 3's	6%	0%	0%	0%

Key:

<i>*1- Unsatisfactory</i>	<i>4-Good</i>
<i>2- Weak</i>	<i>5-Very Good</i>
<i>3 -Satisfactory</i>	<i>6- Excellent</i>

External Care Services

Within Argyll & Bute HSCP the Council's Procurement and Commissioning team are responsible for contract monitoring of all commissioned services. Contract Monitoring is completed on a quarterly basis with additional support from relevant colleagues within the HSCP.

All Care Inspectorate findings are incorporated into the contract monitoring process, which is used to determine the current risk rating of the providers' performance in line with their contract.

Overall, Care Inspectorate grades for external care services have seen an increase in comparison to last year's performance, with 100% of external care providers achieving grades of adequate and above. 31% of external care services for adults and 20% of external care services for Children and Families have also achieved grades of Very Good or Excellent in all categories. This is a clear reflection of the continuous high quality services they are delivering to some of our most vulnerable service users.

Although the large majority of external care providers continue to perform to a high standard, 2017-18 was a particularly challenging year due to the closure of Clydeview Care Home in Cardross. Following the absence of a suitably qualified manager and numerous quality concerns, the Care Inspectorate in partnership with Argyll and Bute HSCP, served notice to Clydeview Care Home for cancellation of registration. Despite this being a very challenging period for all those involved, the HSCP worked in partnership with the Care Inspectorate, West Dunbartonshire HSCP, residents and families, to ensure that the most suitable alternative placements were sought for those affected by the closure whilst minimising any disruption.

Internal Care Services

Overall, Care Inspectorate grades for internal services have seen a slight reduction in comparison to last year's performance. Internal Children and Families services have continued to perform highly with 100% of services receiving grades of Adequate and above, and 50% of services achieving grades of Very Good or Excellent.

Within Internal Adult services, 94% of services are achieving grades of adequate and above, and 6% of services are achieving grades of Very Good or Excellent. 6% of internal services (1 registered service) is not achieving grades of at least adequate. Need to put something in here about Mull & Isles internal Homecare.

The HSCP have acknowledged the reduction in grades for internal services in comparison to external providers, and are currently progressing a Short Life Working Group to clearly establish roles and responsibilities with regards to the monitoring of both external and internal care services within Argyll and Bute. Work is underway to replicate the contract monitoring process that is currently undertaken by the Procurement and Commissioning Team for external care services, across internal care services to ensure that all services are receiving the same scrutiny and support.

A full list of Care Inspectorate Grades for services in Argyll and Bute is available at Appendix 1.

Full Care Inspectorate reports for individual services are available via the Care Inspectorate website or by following the link below:

<http://www.careinspectorate.com/>

(You will require either the name or Care Inspectorate number of the service in order to use the search facility, both of which are detailed in Appendix 1)

A number of our Community Hospitals were also visited by the Mental Welfare Commission (MWC) who undertook thematic visits regarding care of people with dementia who are admitted to our hospitals.

The feedback to all our Community Hospitals was very positive with good person centred practice evident in all sites. Areas for improvement were noted and actions taken to address them.

In Feb 2018 the MWC conducted an unannounced visit to Knapdale, Dementia Assessment ward. At the time of the visit the ward was closed to admission due to recruitment difficulties. This was recognised by the Commission as being a national issue made worse by the rurality of Argyll & Bute. All efforts to recruit continue. The visit resulted in 3 recommendations which are being addressed via an action plan.

The Oban Laboratory has made some significant improvements since August 2016. Recent MHRA (Medicines & Healthcare Products regulatory agency) inspection carried out in January 2018 was very positive and application has been submitted for UKAS inspection with a pre-visit planned for June 2018.

Work is ongoing to ensure continuous improvement with the aim of obtaining UKAS ISO 15189 accreditation by the end January 2019.

9. Locality Arrangements

The Public Bodies (Joint Working) (Scotland) Act 2014 specified that Health and Social Care Partnerships (HSCPs) must set up two or more localities¹. Localities were set up to enable service planning at locally relevant geographies within natural communities². The HSCP is required to report annually on performance at the locality level².

Localities in Argyll and Bute were defined in section 6 of Argyll & Bute HSCP Strategic Plan 2016/17 – 2018/19³. Localities in Argyll and Bute are defined descriptively in the table below.

Locality Planning Group Area	Description
Oban and Lorn	Easdale to Oban, to Port Appin to Dalmally
Mull, Iona, Coll, Tiree and Colonsay*	Isles of Mull, Iona, Coll, Tiree and Colonsay
Mid Argyll	Tarbert, Lochgilphead, Ardfern, Inveraray,
Kintyre	Southend, Campbeltown, Muasdale, Carradale, Gigha
Islay and Jura	Isles of Islay & Jura
Cowal	Lochgoilhead, Strachur, Tighnabruaich, Dunoon,
Bute	Isle of Bute
Helensburgh & Lomond	Helensburgh, Kilcreggan, Garelochhead, Arrochar

**Mull, Iona, Coll, Tiree and Colonsay have held planning meetings separately for Mull and Iona and for Coll, Tiree and Colonsay. A single Locality Plan for OLI has been produced.*

The HSCP strategic plan requires each Locality to prepare and work through their action plans which details the actions each locality will take to achieve the core strategic objectives as well as the 9 National Health and Wellbeing Outcomes. Over the last year, the Locality Planning groups have worked to address issues relating to health and social care within their local communities which are within the overall strategic framework.

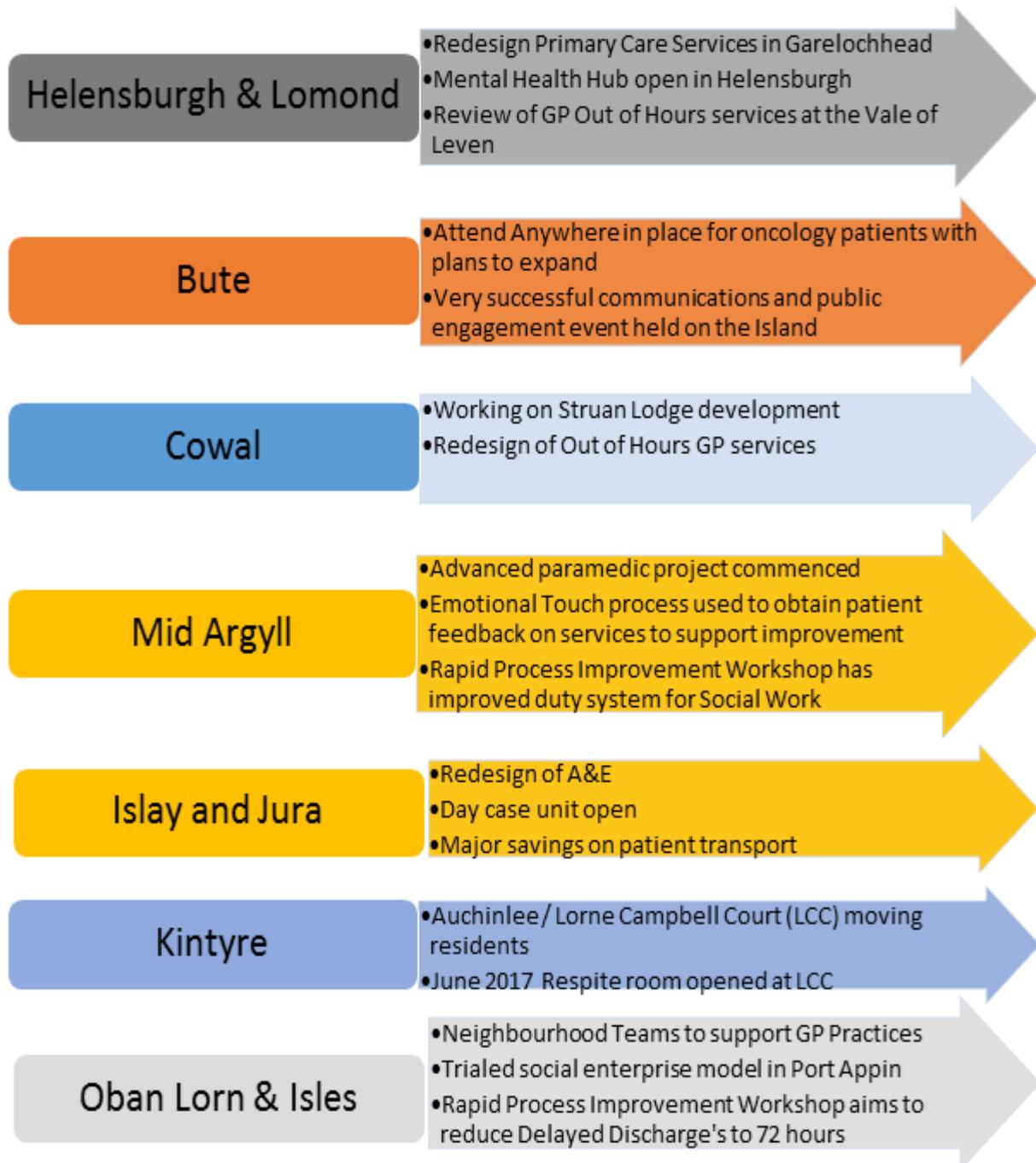
Throughout the monthly meetings within 2017/18, Locality Planning groups have continued to progress their action plan aligned with the

¹ [Public Bodies \(Joint Working\) \(Scotland\) Act 2014](#)

² [Localities Guidance \(2015\) Scottish Government](#)

³ [Argyll & Bute HSCP Strategic Plan 2016/17 – 2018/19 NHS Highland and Argyll and Bute Council](#)

HSCP six areas of focus and objectives in the Quality and Finance plan. The diagram below summarises some of the work done in each locality:



10. Conclusion

The IJB is continuing its development as a maturing public body and beginning to articulate this so it is becoming more visible in the public, local and national political mind-set.

The IJB remains resolute in its commitment and vision to continue to support and improve the health and well-being of our population. This annual report show that we are beginning to make a practical difference to the people who use and rely on health and social care services.

We have made significant progress in continuing to meet the demand on our services and developing more resilient services by working with our staff and our users to redesign them to meet need.

But there is more to do, we are spending more money than we have and so we need to stop this and get back to a balanced budget. We also must make ourselves more efficient and effective and make best use of our skilled staff and maximise use of our buildings by co-locating.

We also must continue to progress the development of our workforce to implement the new models of care across Argyll and Bute and require to work hard with our Trade Union partners to achieve this. Alongside this we must also make better use of technology to help our staff to provide the quality service they want and ensure people can continue to access services in their locality.

It is clear that we need to do more to present our work, engage with our staff and communities and partners to progress the transformational change in health and social care that is needed. To this end we have established a Strategic Engagement Advisory Group comprising the Scottish Health Council; service User/Carer and 3rd Sector representatives and have developed a new engagement framework.

Our strategic plan refresh in 2018/19 will continue this work and alongside this we will be progressing the reform of the primary care system by implementing the new GP contract.

The IJB expect that as we come to write our next annual report we will continue to describe real progress in these areas, demonstrate sustained improvement in our performance targets and with the right support move back into financial balance.

**Appendix 1-
Argyll and Bute Care Home & Care Services Inspections 2017/18**

Name/Care Inspectorate Number	Inspection Date	Quality Theme CI Grades (1-6)
Children & Families (External)		
Achievement Bute CS2005091229	1 st February 2018	Care & Support – 5
		Environment - N/A
		Staffing – 5
		Management & Leadership - 4
Cornerstone (JIGSAW) CS2012307560	25 th August 2017	Care & Support - 5
		Environment - N/A
		Staffing - 5
		Management & Leadership - 5
Scottish Autism – Oban Autism Resources CS20006129195	29 th August 2017	Care & Support - 5
		Environment - N/A
		Staffing - 4
		Management & Leadership - 5
Ardui Respite House – Sense Scotland CS2010249688	24 th April 2018	Care & Support - 5
		Environment - 4
		Staffing - 4
		Management & Leadership - 4

Name/Care Inspectorate Number	Inspection Date	Quality Theme CI Grades (1-6)
Children & Families (Internal)		
Helensburgh Children's Unit (Argyll and Bute Council) CS2003000426	8 th December 2017	Care & Support - 5
		Environment - 5
		Staffing - 5
		Management & Leadership - 5
Shellach View (Argyll and Bute Council) CS2003000461	30 th August 2017	Care & Support - 5
		Environment - 5
		Staffing - 5
		Management & Leadership - 5
Dunclutha Residential Home (Argyll and Bute Council) CS2003000451	15 th December 2017	Care & Support - 5
		Environment - 5
		Staffing - 5
		Management & Leadership - 5
Dunoon School Hostel (Argyll and Bute Council) CS2006115758	9 th November 2017	Care & Support - 4
		Environment - 5
		Staffing - 4
		Management & Leadership - 3
Glencruitten Hostel (Argyll and Bute)	26 th October 2017	Care & Support - 3
		Environment - 5

Name/Care Inspectorate Number	Inspection Date	Quality Theme CI Grades (1-6)
Council) CS2006130205		Staffing - 3 Management & Leadership - 3
Argyll and Bute Adoption Services CS2004082322	25 th May 2017	Care & Support - 4 Environment - N/A Staffing - 5 Management & Leadership - 5
Argyll and Bute Fostering Service CS2004082341	25 th May 2017	Care & Support - 5 Environment - N/A Staffing - 5 Management & Leadership - 5
Community Support Network CS2004079237	23 rd March 2018	Care & Support - 4 Environment - N/A Staffing - 4 Management & Leadership - 3
Older People – Care Homes (Internal)		
Struan Lodge (Argyll and Bute Council) CS2003000452	25 th January 2018	Care & Support - 5 Environment - 5 Staffing - 5 Management & Leadership -

Name/Care Inspectorate Number	Inspection Date	Quality Theme CI Grades (1-6)
		5
Thomson Court (Argyll and Bute Council) CS2003000453	1 st December 2017	Care & Support - 4
		Environment - 5
		Staffing - 5
		Management & Leadership - 5
Eadar Glinn Residential Home (Argyll and Bute Council) CS2003000460	17 th November 2017	Care & Support - 5
		Environment - 4
		Staffing - 6
		Management & Leadership - 6
Tigh a Rhuda Residential Home (Argyll and Bute Council) CS2003000462	20 th September 2017	Care & Support - 4
		Environment - 4
		Staffing - 4
		Management & Leadership - 3
Ardfenaig Residential Home (Argyll and Bute Council) CS2003014233	24 th December 2017	Care & Support - 3
		Environment - 4
		Staffing - 5
		Management & Leadership - 3
Gortanvogie Residential Home (Argyll and Bute	18 th June 2018	Care & Support - 3
		Environment - 3

Name/Care Inspectorate Number	Inspection Date	Quality Theme CI Grades (1-6)
Council) CS2003000447		Staffing - 3 Management & Leadership - 3
Older People – Care Homes (External)		
Inverreck Care Home CS2003000418	6 th June 2018	Care & Support - 4 Environment - 4 Staffing -4 Management & Leadership - 4
Argyle Care Centre CS2005111774	25 th May 2018	Care & Support - 4 Environment - 3 Staffing - 4 Management & Leadership - 3
Ardnahein CS2014325883	2 nd May 2018	Care & Support - 3 Environment - 3 Staffing - 3 Management & Leadership - 3
Kintyre Care Centre CS2011300742	18 th October 2017	Care & Support - 3 Environment - 3 Staffing - 3 Management & Leadership -

Name/Care Inspectorate Number	Inspection Date	Quality Theme CI Grades (1-6)
		4
Lochside Care Home CS2011300482	31 st January 2018	Care & Support - 4
		Environment - 3
		Staffing - 4
		Management & Leadership - 4
Ashgrove Care Home CS2012313839	29 th June 2017	Care & Support - 3
		Environment - 4
		Staffing - 4
		Management & Leadership - 4
Lynn of Lorne CS2011305842	12 th December 2017	Care & Support - 3
		Environment - 3
		Staffing - 3
		Management & Leadership - 3
Morar Lodge Nursing Home CS2003010220	18 th April 2018	Care & Support - 5
		Environment - 5
		Staffing - 5
		Management & Leadership - 5
Palm Court CS2003000439	30 th May 2017	Care & Support - 3
		Environment - 3

Name/Care Inspectorate Number	Inspection Date	Quality Theme CI Grades (1-6)
		Staffing - 3
		Management & Leadership - 3
North Argyll House CS2015338261	25 th April 2018	Care & Support - 5
		Environment - 5
		Staffing - 5
		Management & Leadership - 5
Ardenlee Care Home CS2004059227	5 th May 2018	Care & Support - 5
		Environment - 4
		Staffing - 4
		Management & Leadership - 5
Northwood House CS2003000436	1 st February 2018	Care & Support - 4
		Environment - 4
		Staffing - 5
		Management & Leadership - 4
Older People Services (Internal)		
Homecare – Mid Argyll, Jura, Islay and Kintyre Homecare (Argyll and Bute Council)	22 nd March 2018	Care & Support - 3
		Environment - N/A
		Staffing - 4
		Management & Leadership -

Name/Care Inspectorate Number	Inspection Date	Quality Theme CI Grades (1-6)
CS2004079966		3
Mull & Iona, Coll, Tiree and Colonsay Homecare (Argyll and Bute Council) CS2004079386	22 nd March 2018	Care & Support - 3
		Environment - N/A
		Staffing - 4
		Management & Leadership - 1
Lynnside Day Centre (Argyll and Bute Council) CS2003017604	29 th March 2017	Care & Support - 5
		Environment - 5
		Staffing - 5
		Management & Leadership - 4
Struan Lodge Day Care (Argyll and Bute Council) CS2003017601	17 th August 2016	Care & Support - 4
		Environment - 5
		Staffing - 5
		Management & Leadership - 4
Thomson Court Day Care (Argyll and Bute Council) CS2003000458	28 th September 2017	Care & Support - 5
		Environment - 4
		Staffing - 5
		Management & Leadership - 4
Mid Argyll Day Care CS2003000449	18 th May 2017	Care & Support - 3
		Environment - 3

Name/Care Inspectorate Number	Inspection Date	Quality Theme CI Grades (1-6)
		Staffing - 4
		Management & Leadership - 4
Older People Services (External)		
Allied Healthcare (Greenock – covers H/Burgh and Cowal) CS2013318367	9 th February 2018	Care & Support - 5
		Environment - N/A
		Staffing - 5
		Management & Leadership - 5
Allied Healthcare (Isle of Bute) CS2013316910	8 th March 2018	Care & Support - 5
		Environment - N/A
		Staffing - 5
		Management & Leadership - 4
Argyll Homecare CS2005090291	10 th August 2017	Care & Support - 5
		Environment - N/A
		Staffing - 5
		Management & Leadership - 4
Care+ Oban CS2016348142	21 st March 2017	Care & Support - 4
		Environment - N/A
		Staffing - 4
		Management & Leadership -

Name/Care Inspectorate Number	Inspection Date	Quality Theme CI Grades (1-6)
		4
Careplus CS2006138764	1 st May 2018	Care & Support - 5
		Environment - N/A
		Staffing - 5
		Management & Leadership - 5
Carers Direct CS2004076349	30 th November 2017	Care & Support - 4
		Environment - N/A
		Staffing - 4
		Management & Leadership - 4
Carewatch CS2003053843	22 nd March 2017	Care & Support - 4
		Environment - N/A
		Staffing - 3
		Management & Leadership - 4
Carr Gomm Argyll and Bute CS2011298798	6 th July 2017	Care & Support - 5
		Environment - N/A
		Staffing - 5
		Management & Leadership - 5
Oasis Day Centre (Crossreach)	26 th August 2016	Care & Support - 6
		Environment - 6

Name/Care Inspectorate Number	Inspection Date	Quality Theme CI Grades (1-6)
CS2007150612		Staffing - 6
		Management & Leadership - 5
Cowal Care Services CS2004076137	25 th August 2017	Care & Support - 5
		Environment - N/A
		Staffing - 5
		Management & Leadership - 5
Crossroads Cowal and Bute CS2005089569	4 th December 2017	Care & Support - 5
		Environment - N/A
		Staffing - 5
		Management & Leadership - 4
Joans Carers CS2004077225	12 th January 2018	Care & Support - 4
		Environment - N/A
		Staffing - 4
		Management & Leadership - 4
Mears Homecare Ltd CS2013317614	13 th December 2017	Care & Support - 4
		Environment - N/A
		Staffing - 4
		Management & Leadership - 4

Name/Care Inspectorate Number	Inspection Date	Quality Theme CI Grades (1-6)
Mears Care Ltd CS2009234912	13 th November 2017	Care & Support - 4
		Environment - N/A
		Staffing - 4
		Management & Leadership - 3
Premier Healthcare CS2008173018	20 th December 2017	Care & Support - 5
		Environment - N/A
		Staffing - 5
		Management & Leadership - 4
Quality Care CS2008175579	14 th February 2018	Care & Support - 5
		Environment - N/A
		Staffing - 5
		Management & Leadership - 4
Crossroads North Argyll CS2003055541	20 th October 2017	Care & Support - 5
		Environment - N/A
		Staffing - 5
		Management & Leadership - 4
Scotnursing CS2011303124	19 th March 2018	Care & Support - 5
		Environment - N/A
		Staffing - 5

Name/Care Inspectorate Number	Inspection Date	Quality Theme CI Grades (1-6)
		Management & Leadership - 4
Clyde Carers CS2004073927	25 th September 2017	Care & Support - 5
		Environment - N/A
		Staffing - 3
		Management & Leadership - 3
Highland Home Carers CS2004077123	27 th September 2017	Care & Support - 4
		Environment - N/A
		Staffing - 4
		Management & Leadership - 4
Adult Services (Internal)		
Greenwood (Argyll and Bute Council) CS2011300914	14 th June 2018	Care & Support - 4
		Environment - N/A
		Staffing - 4
		Management & Leadership - 4
ASIST (Argyll and Bute Council) CS2004057455	1 st June 2018	Care & Support - 3
		Environment - 4
		Staffing - 4
		Management & Leadership - 3

Name/Care Inspectorate Number	Inspection Date	Quality Theme CI Grades (1-6)
Community Resource Team (Argyll and Bute Council) CS2010271064	12 th December 2017	Care & Support - 5
		Environment - N/A
		Staffing - 4
		Management & Leadership - 3
Lochgilphead Resource Centre (Argyll and Bute Council) CS2003015618	29 th November 2017	Care & Support - 6
		Environment - 4
		Staffing - 4
		Management & Leadership - 5
Lorne Resource Centre (Argyll and Bute Council) CS2003000465	8 th November 2017	Care & Support - 4
		Environment - 4
		Staffing - 4
		Management & Leadership - 3
Woodlands Centre (Argyll and Bute Council) CS2003000450	24 th May 2017	Care & Support - 5
		Environment - 4
		Staffing - 5
		Management & Leadership - 5
Adult Services (External)		
Blue Triangle Oban Housing	10 th July 2017	Care & Support - 3

Name/Care Inspectorate Number	Inspection Date	Quality Theme CI Grades (1-6)
CS2004079132		Environment - N/A
		Staffing - 4
		Management & Leadership - 3
HELP project CS2003053769	18 th July 2017	Care & Support - 6
		Environment - N/A
		Staffing - 6
		Management & Leadership - 6
Affinity Trust Scotland CS2011290081	1 st May 2018	Care & Support - 4
		Environment - N/A
		Staffing - 4
		Management & Leadership - 4
Enable Scotland – Dunoon CS2004061919	22 nd February 2018	Care & Support - 5
		Environment - N/A
		Staffing - 4
		Management & Leadership - 4
Enable Scotland – Helensburgh CS2004061920	24 th May 2018	Care & Support - 6
		Environment - N/A
		Staffing - 5
		Management & Leadership -

Name/Care Inspectorate Number	Inspection Date	Quality Theme CI Grades (1-6)
		6
Enable Scotland – Oban, Lorn & Isles CS2004061922	11 th August 2017	Care & Support - 5
		Environment - N/A
		Staffing - 6
		Management & Leadership - 5
Enable Scotland – Helensburgh Day Services CS2005095308	12 th July 2017	Care & Support - 5
		Environment - N/A
		Staffing - 5
		Management & Leadership - 5
Enable Scotland – Mid Argyll and Kintyre CS2014325658	15 th February 2018	Care & Support - 4
		Environment - N/A
		Staffing - 4
		Management & Leadership - 4
Key Community Supports – Argyll and Bute CS2004079432	27 th September 2016	Care & Support - 4
		Environment - N/A
		Staffing - 4
		Management & Leadership - 4
Mariner Home Care CS2004061507	13 th October 2017	Care & Support - 5
		Environment - N/A

Name/Care Inspectorate Number	Inspection Date	Quality Theme CI Grades (1-6)
		Staffing - 5
		Management & Leadership - 5
South Peak CS2004076276	17 th November 2017	Care & Support - 4
		Environment - 4
		Staffing - 4
		Management & Leadership - 4
Addaction Scotland – Argyll and Bute Recovery Service CS2015336069	21 st August 2017	Care & Support - 5
		Environment - N/A
		Staffing - 5
		Management & Leadership - 5
Maxie Richards Foundation CS2003054045	25 th July 2016	Care & Support - 5
		Environment - N/A
		Staffing - 5
		Management & Leadership - 5

This page is intentionally left blank



**Argyll & Bute Performance Report
1st April 2018 - 30th June 2018**



SCOTTISH
FIRE AND RESCUE SERVICE
Working together for a safer Scotland

**Working together
for a safer Scotland**



Argyll & Bute Performance Report

Table of Contents

Local Fire and Rescue Service Plan Priorities	3
Argyll & Bute Activity Summary	4
Domestic Safety - Accidental Dwelling Fires	5
Domestic Safety - Accidental Dwelling Fire Casualties	6
Unintentional Injury and Harm	7
Deliberate Fire Setting	8
Non-Domestic Fire Safety	9
Unwanted Fire Alarm Signals	10

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	2	2	4	2	0	3
Dunoon Ward	1	0	1	4	2	7
Ward	2	0	1	4	0	3
Helensburgh Central Ward	5	0	1	2	1	10
Isle of Bute Ward	1	0	2	0	1	10
Kintyre and the Islands Ward	1	0	0	2	1	12
Lomond North Ward	0	0	9	3	0	8
Mid Argyll Ward	1	0	2	4	0	15
Oban North and Lorn Ward	1	0	13	0	2	14
Oban South and the Isles Ward	2	1	1	2	1	29
South Kintyre Ward	0	0	0	0	0	13
Total Incidents	16	3	34	23	8	124

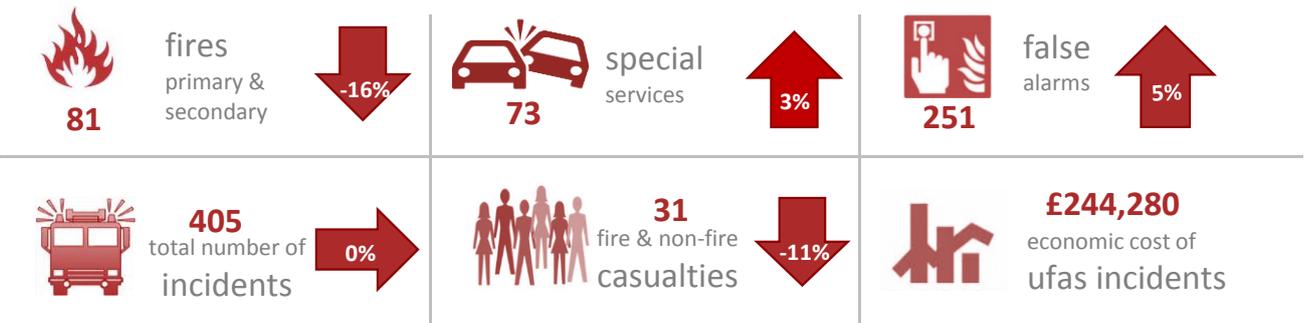
Year on Year Change	◆ 14%	◆ 200%	● -24%	● -15%	● -43%	◆ 13%
3 Year Average Change	◆ 4%	◆ 150%	▲ 0%	▲ 0%	● -9%	▲ -2%
5 Year Average Change	▲ 0%	◆ 40%	◆ 4%	● -7%	● -8%	▲ -1%

About the statistics within this report

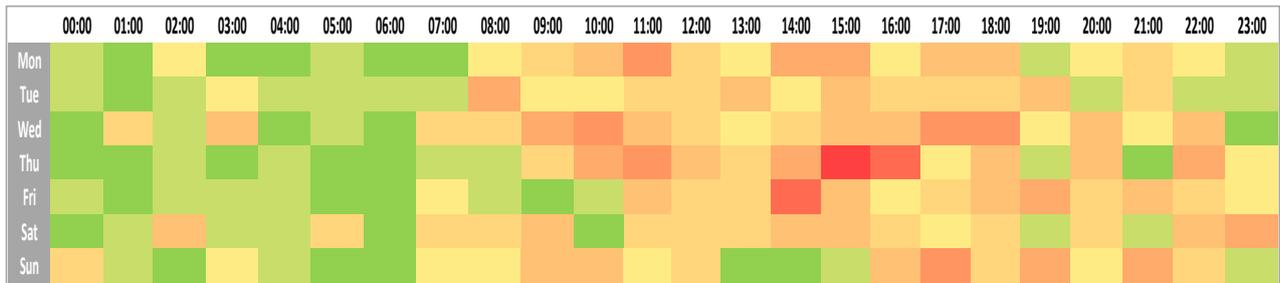
The activity totals and other statistics quoted within this report are published in the interests of transparency and openness. They are provisional in nature and subject to change as a result of ongoing quality assurance and review. Because all statistics quoted are provisional there may be a difference 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

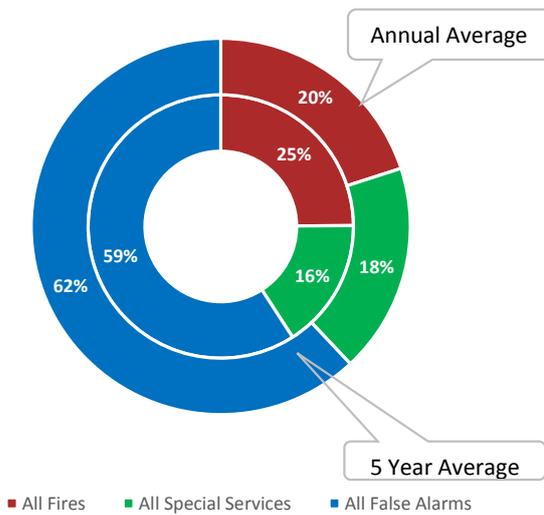
Argyll & Bute Activity Summary



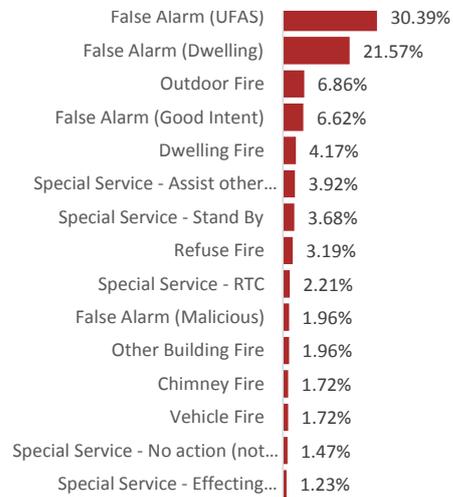
Activity by Time of Day



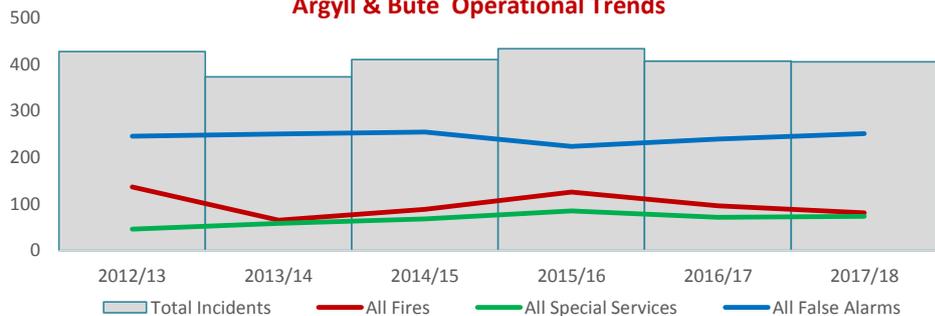
Incidents by Classification



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	136	65	88	125	96	81
All Special Services	46	58	68	85	71	73
All False Alarms	245	250	254	223	239	251
Total Incidents	427	373	410	433	406	405

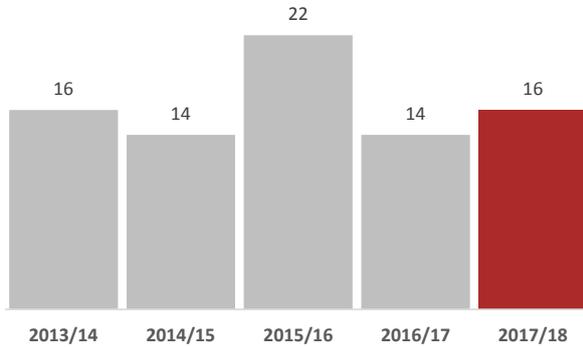
Domestic Safety - Accidental Dwelling Fires



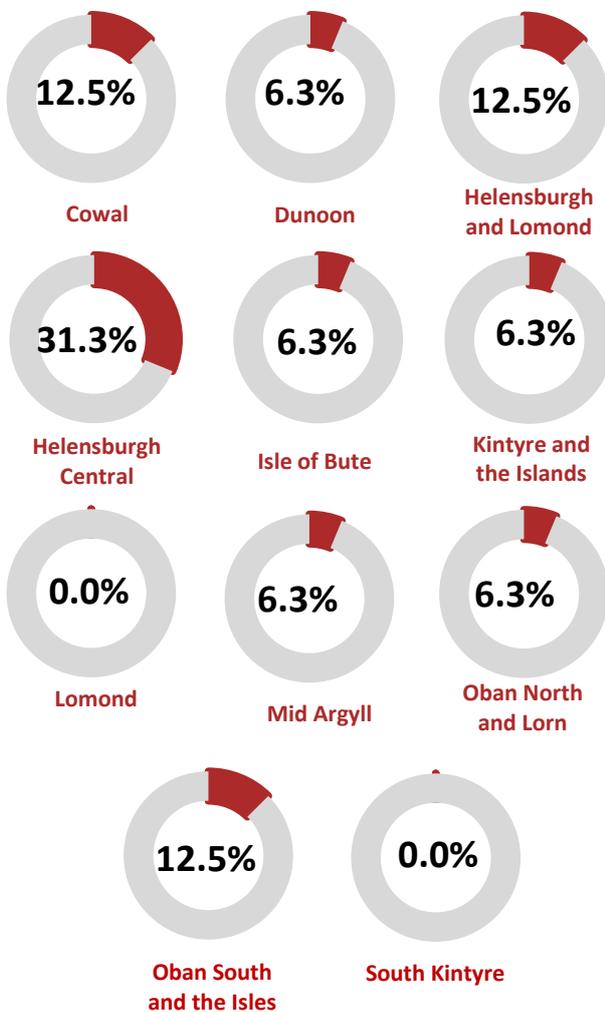
Performance Summary

Year on Year 14% 3 Year Average 4% 5 Year Average 0%

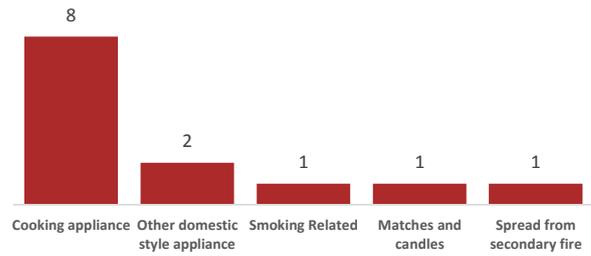
Accidental Dwelling Fires to Date



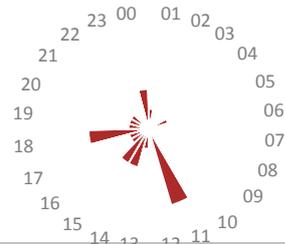
Accidental Dwelling Fires Activity by Ward (% share)



Main Source of Ignition



Accidental Dwelling Fires by Time of Day



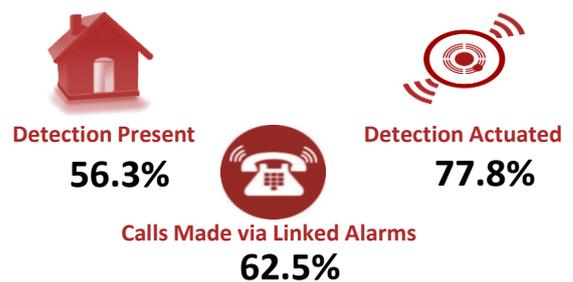
Severity of Accidental Dwelling Fires



Human Factors



Automatic Detection & Actuation



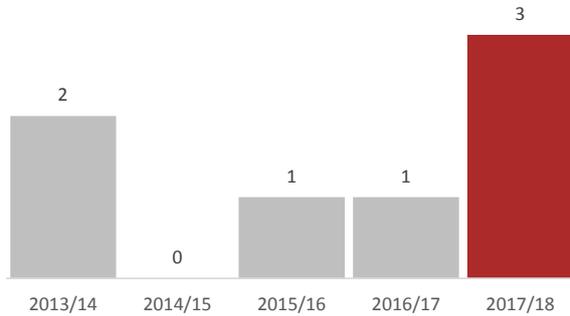
Domestic Safety - Accidental Dwelling Fire Casualties



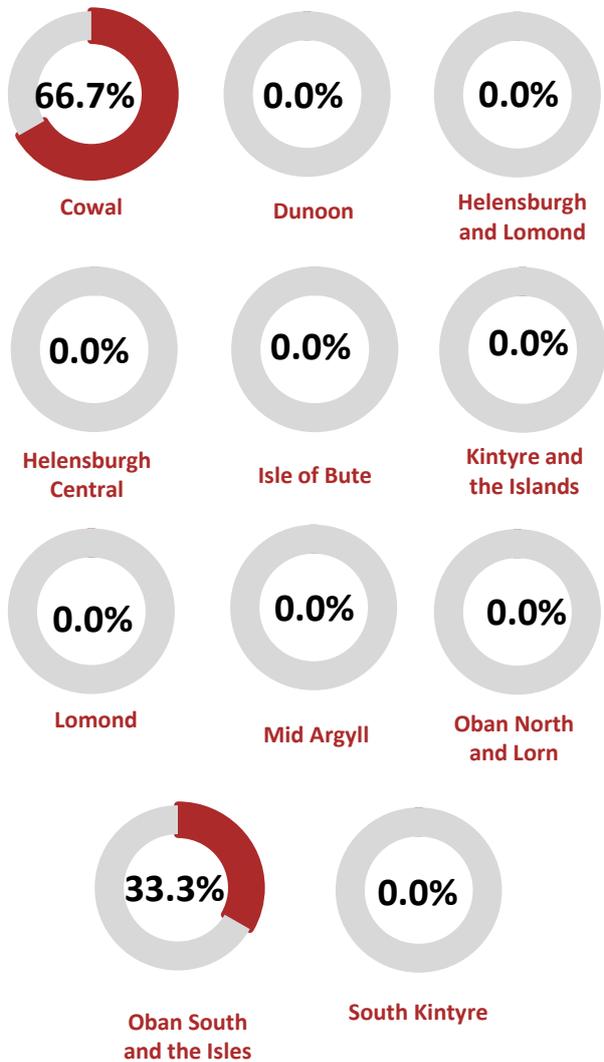
Performance Summary

Year on Year	3 Year Average	5 Year Average
200%	150%	40%

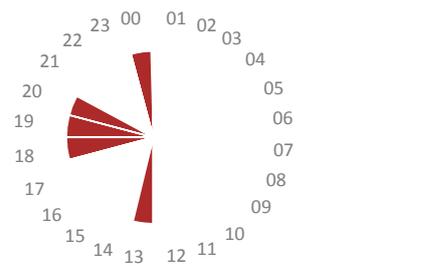
Accidental Dwelling Fire Casualties Year to Date



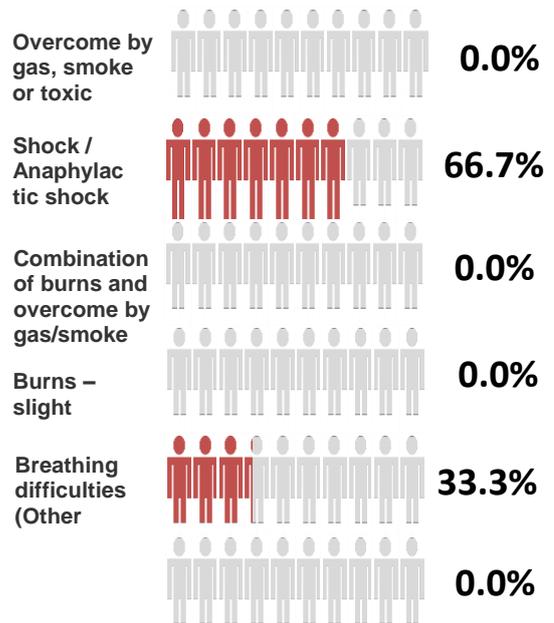
Accidental Dwelling Fire Casualties by Ward (% share)



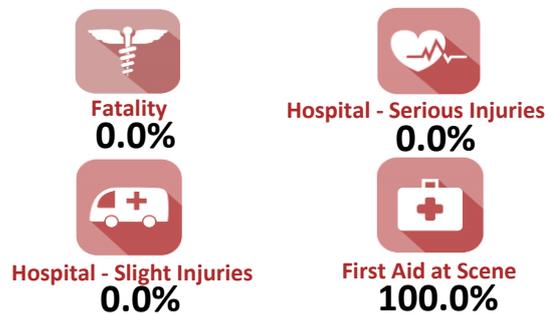
Fire Casualties by Time of Day



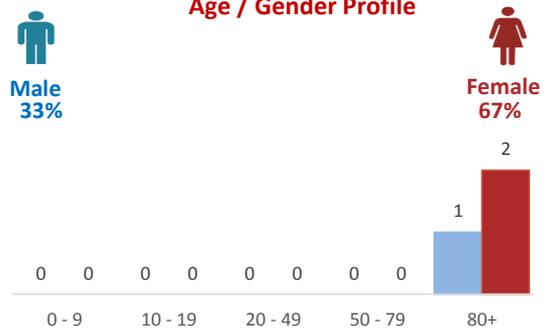
Nature of Injury



Extent of Harm



Age / Gender Profile



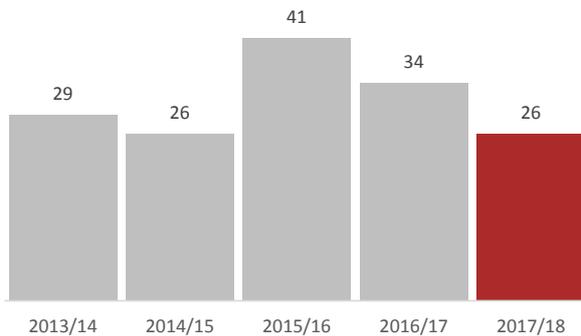
Unintentional Injury or Harm



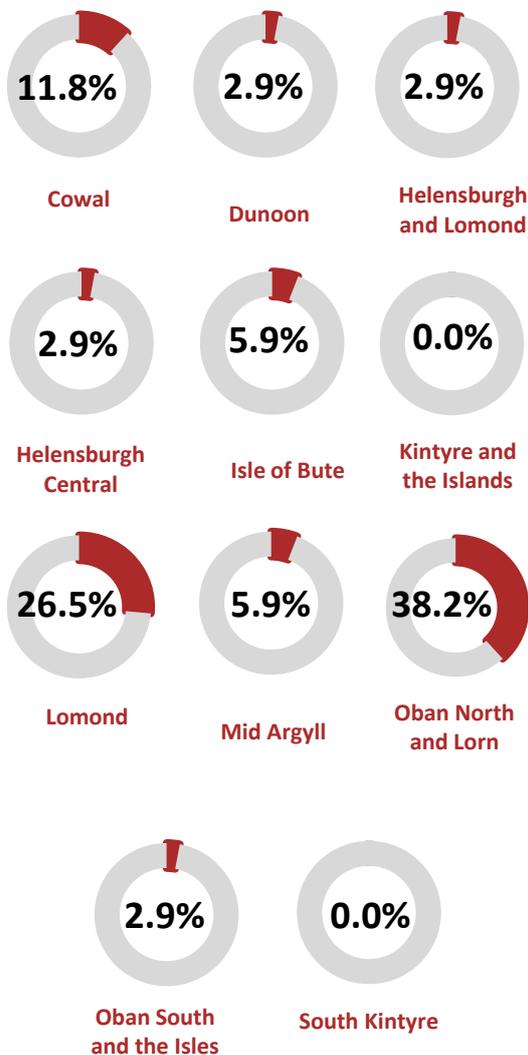
Performance Summary

Year on Year	3 Year Average	5 Year Average
-24%	0%	4%

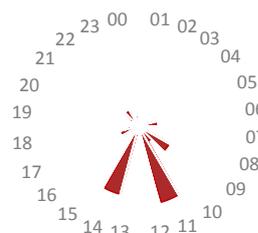
Non-Fire Casualties Year to Date



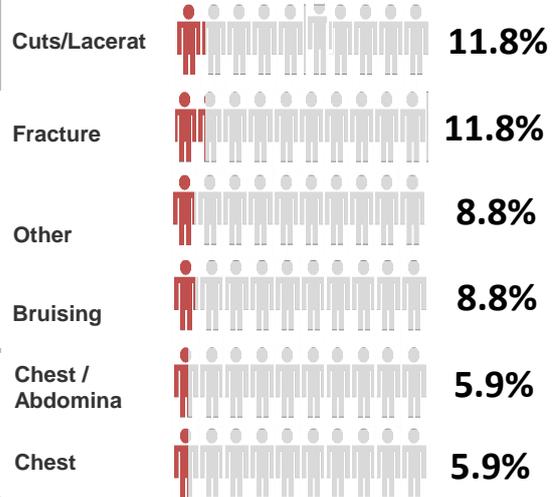
Non-Fire Casualties by Ward (% share)



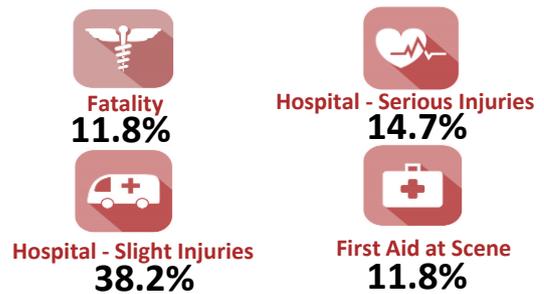
Non-Fire Casualties by Time of Day



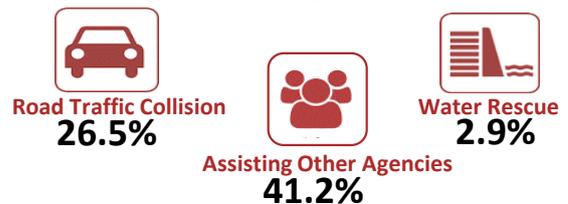
Nature of Injury



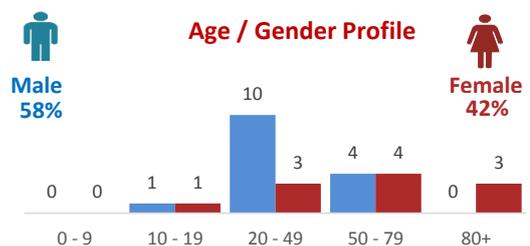
Extent of Harm



Non-Fire Emergency Activity



Age / Gender Profile



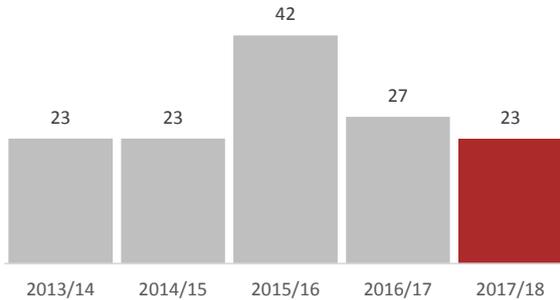
Deliberate Fire Setting



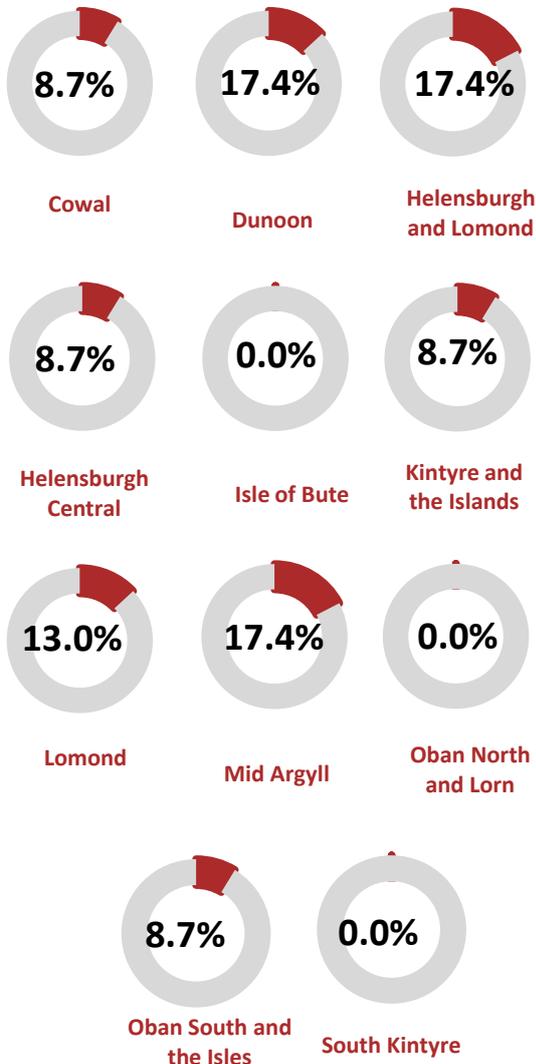
Performance Summary

Year on Year: -15%
 3 Year Average: 0%
 5 Year Average: -7%

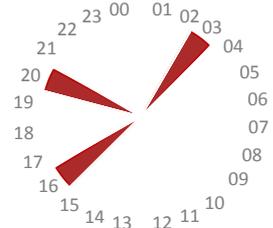
Deliberate Fires Year to Date



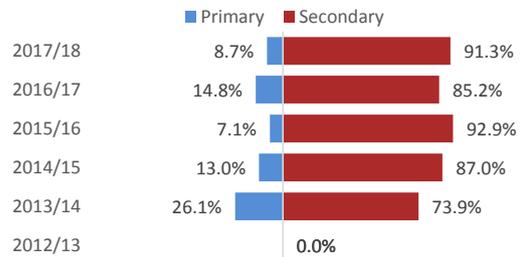
Deliberate Fires by Ward (% share)



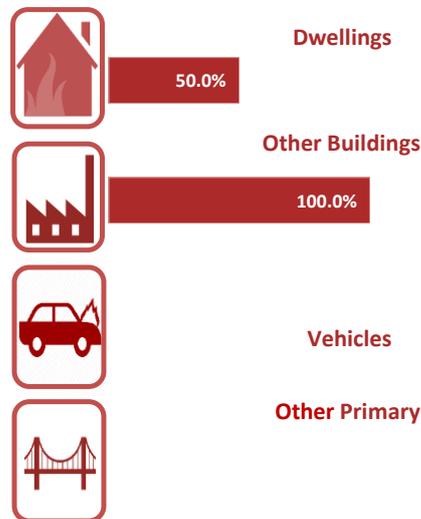
Deliberate Fires by Time of Day



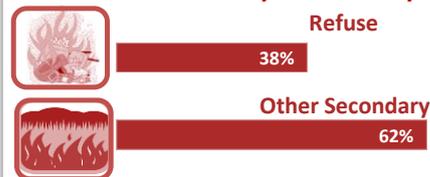
Deliberate Fires by Classification



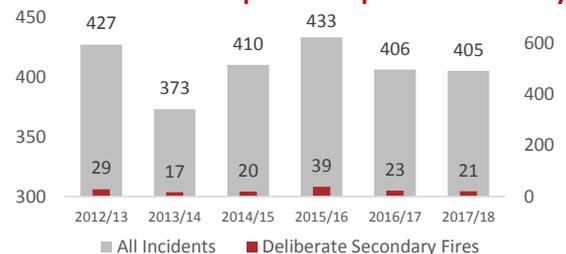
Primary Fire Ratio by Activity Type



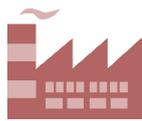
Secondary Fire Ratio by Activity Type



Deliberate Fires Compared to Operational Activity

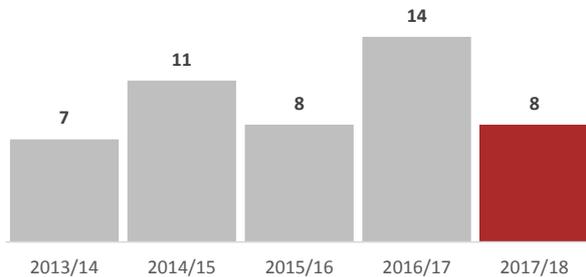


Non Domestic Fire Safety

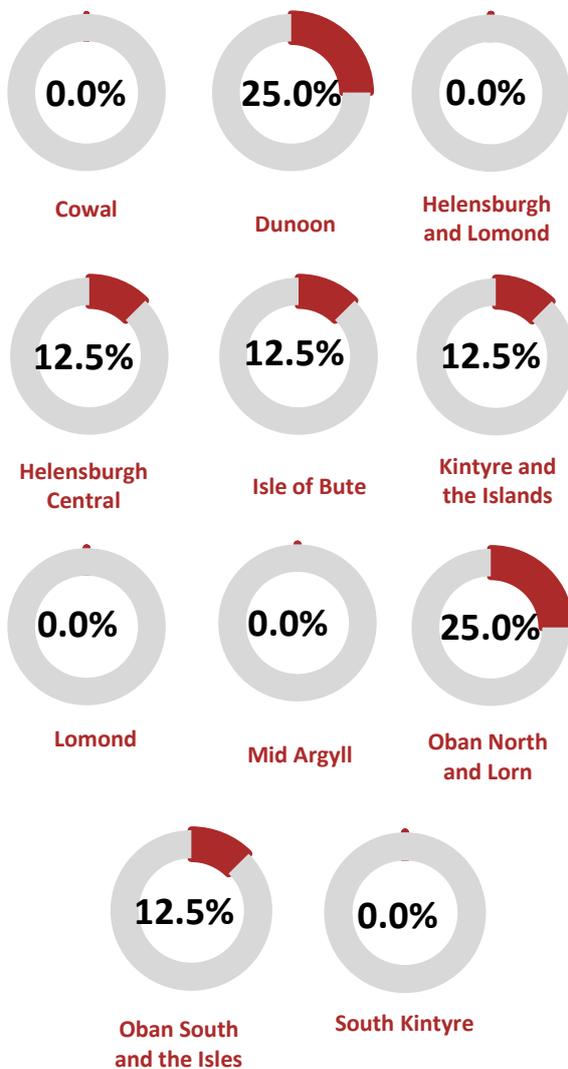


Performance Summary
 Year on Year: -43%
 3 Year Average: -9%
 5 Year Average: -8%

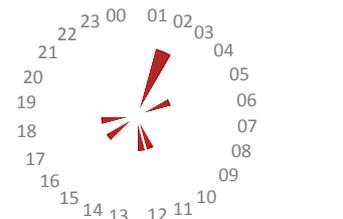
Non-Domestic Fires Year to Date



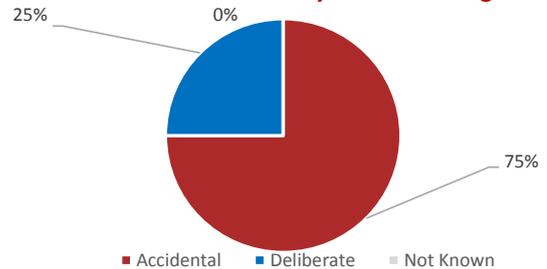
Non-Domestic Fires by Ward (% share)



Non-Domestic Fires by Time of Day



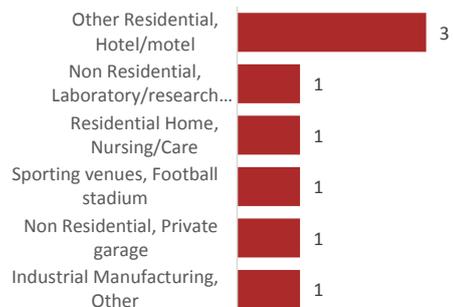
Non-Domestic Fires by Nature of Origin



Severity of Non-Domestic Fires



Non-Domestic Fires by Premises Type

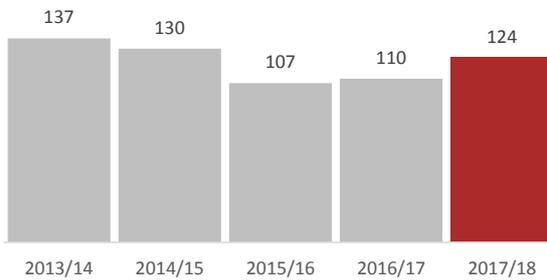


Unwanted Fire Alarm Signals

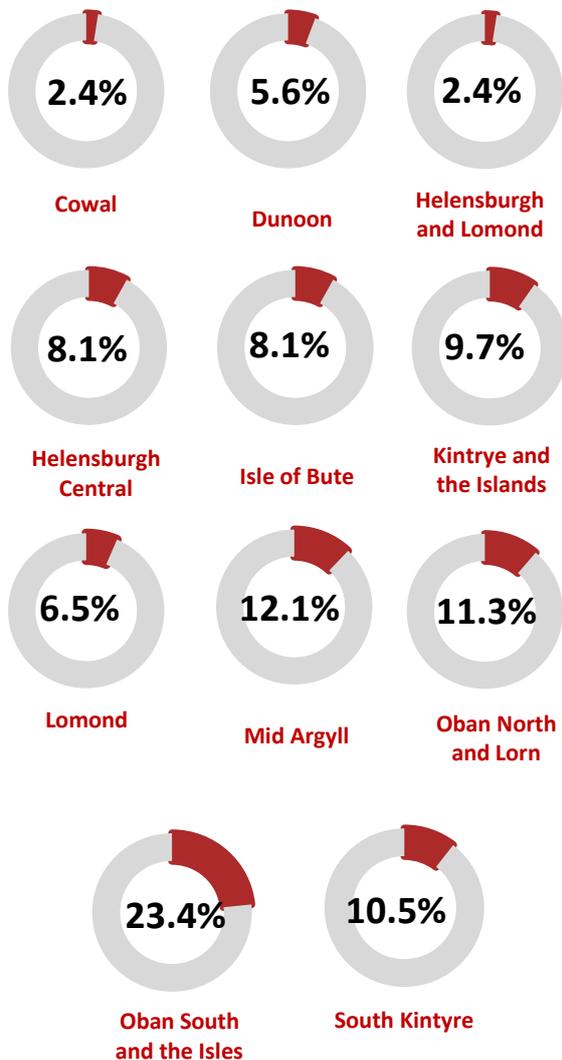


Performance Summary
 Year on Year: 13%
 3 Year Average: -2%
 5 Year Average: -1%

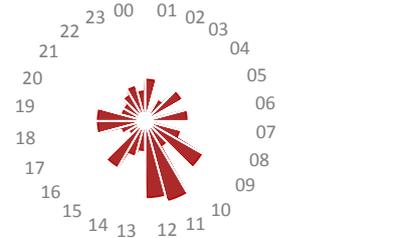
Unwanted Fire Alarm Signals Year to Date



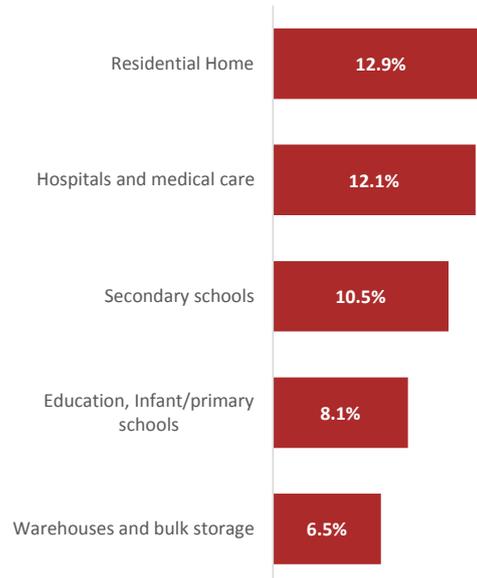
Unwanted Fire Alarm Signals by Ward (% share)



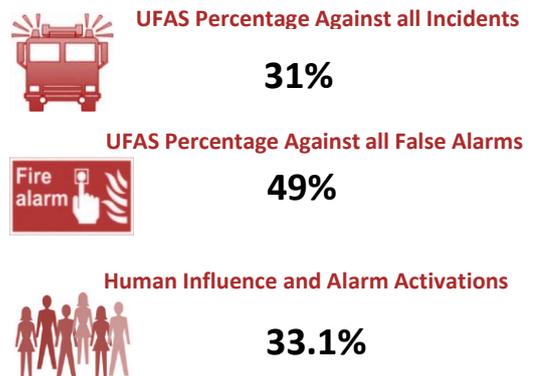
Unwanted Fire Alarm Signals by Time of Day



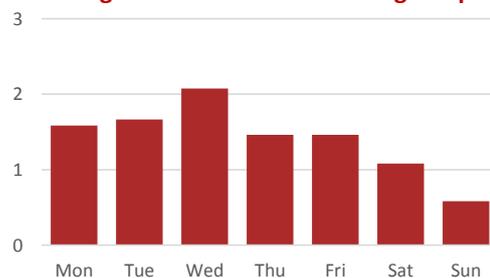
Unwanted Fire Alarm Signals - Top 5 Premises



Unwanted Fire Alarm Signals Activity Ratios



Average Unwanted Fire Alarm Signals per Day



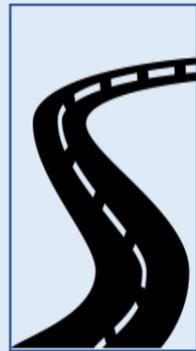


Keeping People Safe in Argyll & Bute

Our Purpose:- To improve the safety and wellbeing of people, places and communities in Scotland.

Road Safety & Road Crime

DRPU pro-activity continues to be focussed on priority routes; A82, A83, A85, A815, A816, A814.



Two fatal road collisions occurred within Argyll & Bute during Quarter 1 which is no change from last year's figure. However, serious injuries have reduced from 13 to 10 and slight injuries from 50 to 29 which equates to an overall reduction of 24.



Road traffic offences have reduced by 20.6%, mainly due to a reduction in speeding offences. Detections for dangerous driving have reduced slightly from 25 to 21 YTD. Careless driving offences have reduced by one to 73.

Public Protection



Group 2 sexual crimes have reduced by 8.3% from 36 to 33. The reduction is due to 3 fewer sexual assaults reported.

Approx. 75% of sexual crimes occur within a private space, predominately residential dwelling homes.

50% of sexual crimes were committed by a partner / spouse / family member or friend

The detection rate for Group 2 sexual crime has increased from 50% to 84.9%. This equates to 10 more crimes being detected.



YTD the number of missing person incidents recorded has decreased by 12% compared to the same period last year. Looked after children are the most common repeat missing persons and account for 66% of all MP reports.

At the end of Qtr 1, the number of unique incidents where an Adult / Child Concern had been raised have reduced by 6.5%.

Compared to the same period last year the total number of domestic abuse incidents reported has reduced by 4.5% (7) and crimes have reduced by 2.6% (3).

User satisfaction results as at 30th June show public satisfaction levels remain high. In Argyll & West Dunbartonshire 87.2% of persons were satisfied with how police dealt with their incident.

Major Crime & Terrorism



Across Argyll & West Dunbartonshire 27 persons linked to serious and organised crime have been arrested and £37,632.01 seized under POCA.

Detections for drugs supply have reduced by 29.4% from 17 to 12. Drug possession charges have increased by 20.6% from 92 to 111.

Drug related deaths remain low but have increased from 1 to 2 compared to the same YTD period last year. Both have still to be confirmed.



In total 6 cybercrimes have been recorded within Argyll & Bute YTD. These related to either abusive or threatening messages or indecent images. To date 4 of these crimes have been detected.

Violence & Antisocial Behaviour



Group 1 crimes of violence show an increase of 33.3% compared to figures recorded at the end of Quarter 1 year however this equates to 5 more crimes being recorded; 2 serious assaults and 3 robberies. Common assault crimes have reduced by 4.8% (11).

An average of 120 crimes per month have been due to Police pro-activity

Overall downward trend in Violence & ASB.

Public reported ASB has reduced by 0.6%, 7.4% below the 5 year average. Complaints relating to disorder have decreased by 9.8% (85).



The detection rate for violent crime remains high at 85%, albeit this is a slight reduction from 86,6% in the same period last year.

Acquisitive Crime



Vehicle crimes have reduced by 9%



Housebreakings have increased by 30%

Levels of acquisitive crime in Argyll & Bute increased by 10.8% during Quarter 1. An increase in housebreaking crimes to garden sheds / garages and crimes involving common theft accounts for much of the overall increase. The detection rate for acquisitive crime has increased to 34.7% and for domestic housebreaking to 40%.



Bogus crimes remain relatively low with 2 crimes recorded over the 3 month period.

Argyll & Bute Local Policing Plan (2017 – 2020) Quarterly Report (Qtr 1 – 2018/19)

Have your say ! - Your View Counts - <https://www.surveymonkey.co.uk/r/CXH85XJ>

Introduction of an electric car in Argyll & Bute

A successful joint bid between Police Scotland and Argyll College was made for funding of an electric car. The Nissan Leaf electric vehicle is based at Lochgilphead and is being used by police officers and civilian staff to carry out non-emergency response duties. This compliments our 'electric fleet' which also consists of an electric bike that was provided by SSE to officers in Campbeltown.

Wellbeing Roadshows

Wellbeing roadshows were held in Oban, Campbeltown, Dunoon and Rothesay Police Stations over the past 3 months. These roadshows are designed at supporting the wellbeing of staff in remote and rural locations and were well attended. Partners also joined us from local leisure facilities, pharmacies and health groups to advise officers on services available and provide health checks.

Post traumatic support for all police officers and members of police staff is hugely important. Trauma Risk Management (TRiM) is the model of support used to provide support for officers and staff who are directly involved in potentially traumatic incidents. It is a self-referral system that can be found on the Police Scotland internet and can be used for a variety of incidents and situations. TRiM has been offered to all police officers and staff involved in the recent police investigation into the recent murder of 6 year old Alesha MacPhail on the Isle of Bute.

Murder Investigation – Rothesay

On Monday 2nd July 2018, a 6 year old girl was reported missing on the Ile of Bute. Her body was recovered shortly and it was quickly ascertained that her death was as a result of her having been murdered. A Major Investigation was launched and involved officers from the Police Scotland Major Investigations Teams, Local Policing, Police Forensic Services as well as mutual aid from a number of other police divisions. Logistical challenges of getting officers on and off the island were helped greatly by assistance from the MOD Police.

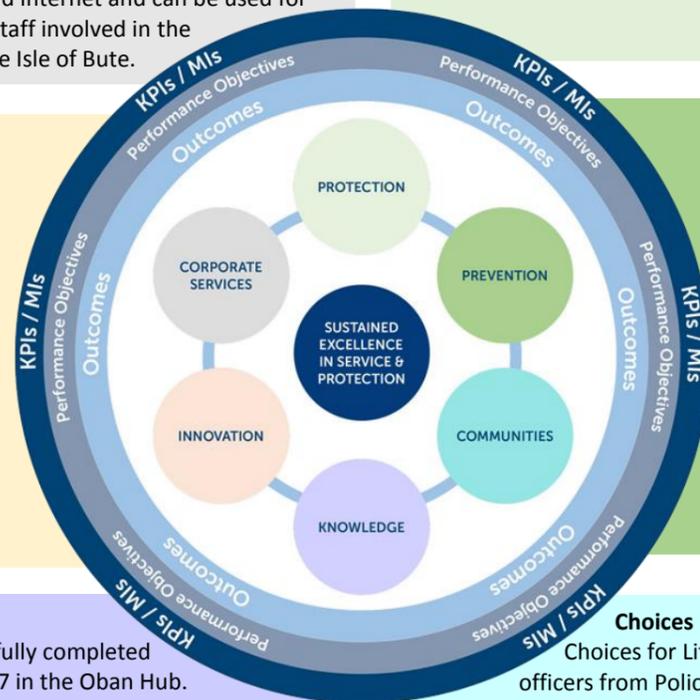
On Wednesday 4th July a 16 year old boy was charged with this crime and has been remanded in custody.

President Trump’s Visit to Scotland

Due to the geographical challenges the majority of officers in Argyll and Bute were unaffected by the visit of President Trump to Scotland. Officers from Helensburgh and those officers elsewhere in Argyll with specialisms were deployed to the event but this was not to the detriment of operational policing. There was no protest activity in the Argyll and Bute area.

Increasing the recruitment of Special Constables

Work is current ongoing to improve the recruitment, retention and coverage of Special Police Constables (SPCs) with L Division with a specific focus on the rural requirement of Argyle and Bute local authority area. This will include a consultation exercise involving those currently serving as Special Constables to gather feedback in relation to what may increase number of applicants to the role and identify any potential barriers eg. logistics of training, issues with travel etc. A similar exercise will also be undertaken with appropriate community groups / businesses in order to establish why interested people may be reluctant to sign and general ideas to improve recruitment. In consultation with the Scottish Police College the current training requirements will be reviewed in order to develop a local focused plan to support this project.



Firearms Campaign

Police Scotland Firearms Surrender Campaign was launched on the 18 June 2018. The Campaign ran until the 1 July 2018 and resulted in the recovery of 41 firearms including shotguns, rifles and air weapons across the Argyll & Bute area together with associated ammunition. The campaign was mirrored throughout the force area and was extremely successful.

National Motorcycle Safety Campaign

The National Motorcycle Safety Campaign runs from 25 March and 30 September and focuses on improving riding behavior, particularly around the contributory factors which result in motorcyclists being killed or seriously injured on Scottish roads. Officers adopt a proactive approach when dealing with dangerous and antisocial riding/driving practices. The most recent event held on 6-8 July 2018 saw 30 motorcyclists being stopped, 10 were reported for speeding offences and 20 warned.

Taser Deployment - Specially Trained Officers

There are currently 21 officers across Argyll & West Dunbartonshire who have successfully completed the initial Taser User Course. Fourteen are / will be based in the Dumbarton Hub and 7 in the Oban Hub. The training for Oban officers is due to be completed by 02/08/2018 and for Dumbarton officers by 30/08/2018. Provided all are successful, at the conclusion of the training the Division is on line (if all future course attendees are successful) to have 21 authorised taser users at both the Dumbarton and Oban Hubs. Both the Hubs are fully kitted out with all required equipment. There have been no issues in the removal and signing out the Tasers and associated equipment. There has been no Taser deployments / discharges within the division as yet.

Trained Road Crash Investigators

There are currently 6 road collision investigators stationed throughout Argyll & West Dunbartonshire. This is an increase from 2 at the advent of Police Scotland and represents 25% of the deployable resources within the Divisional Road Policing Unit. When a serious incident occurs on the road network which legally requires the deployment of collision investigators, this allows it to be carried out in a quicker manner allowing for speedier examination of the scene and conversely quicker re-opening of the road, thus supporting all our communities and in particular those in more rural areas.

Choices For Life

Choices for Life events were held in both Oban High School and Campbeltown Grammar. These events involved officers from Police Scotland delivering a number of input with partners on a range of topics including drugs, alcohol, smoking, knife carrying and internet safety. Throughout the summer Police Scotland Youth Engagement Officers will be working with partners in youth and education services to provide a range of leisure activities over the summer holidays for young people within Argyll and Bute.

Dog Fouling Campaign - Dunoon

In May 2018 Police Scotland launched a Dog Fouling Campaign, led by PC Donald MacKay, in partnership Argyll & Bute Council due to this matter being the subject of many local complaints in recent month / years. Huge steps have been made in terms of raising awareness of the problem on the streets and recreational areas of Dunoon. Joint patrols and importantly youth engagement, using the local Primary Schools in the banner design process, along with local and social media was key. The campaign has been considered a great success due to a 65% reduction in complaints over the 2 month period. Eleven warnings were delivered, with 1 Fixed Penalty Notice issued. Two Dog Control Notices and 4 Formal Warning Letters were also issued. The Street Cleanliness Index, utilised by Argyll & Bute Council also showed an improvement from 75% to 82% over the two month period showing the positive environmental impact.

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
23 August 2018				
	Argyll and Bute Annual Education Plan	Education	Annual	
	2017/18 Annual Review of the Children and Young Peoples Services Plan 2017 - 2020	HSCP/Education	Annual	
	Options Appraisal for the future of Ardchattan Primary School	Education		
	Options Appraisal for the future of Ashfield Primary School	Education		
	Inspection of the Education Functions of Argyll and Bute Council (INEA)	Education		
	Feasibility Study into a Gaelic Medium Primary School in Oban	Education		
	Northern Alliance Regional Improvement Plan (Phase 2)	Education		
	SQA School Examination Results 2018	Education		
	Monitoring of Projects Funded through "Growing Gaelic" Grants	Chief Executive		
	Council Funding Support To Fèisean Nan Gàidheal	Chief Executive		
	Fuel Poverty (Target, Definition and Strategy) (Scotland) Bill	D & I - Housing		Recommendation from Argyll Islands Strategic Group
	Education Service Annual Performance Review 2017/18 and Performance Report FQ1 18/19	Directorate – Customer Services - Education	APR - Annual Performance Report Quarterly	

Community Services Committee Work Plan 2018 - 19

	Housing Services Service Annual Performance Review 2017/18	Directorate – Development and Infrastructure Services	Annual	
	Housing Service Performance Report FQ1 2018/19	Directorate – Development and Infrastructure Services	Quarterly	
	Argyll and Bute Health and Social Care Partnership FQ4 2017/18 Performance Report and Annual Performance Report 2017/18	Argyll and Bute Health and Social Care Partnership	Quarterly/Annual	
	Argyll and Bute Local Policing Plan 2017-20 and Police Scotland Quarterly Report FQ1 2018/19	Police Scotland	Quarterly	
	Scottish Fire and Rescue Service – Argyll and Bute Performance Report FQ1 2018/19	Scottish Fire and Rescue	Quarterly	
11 December 2018				
	Former Witchburn Road Offices Site – Progress on Demolition and Site Development Options	Customer Services		Agreed at CS mtg on 14/6/18 that a further update would be brought back to the Committee in December 2018
	Audit Scotland Report: Early Learning and Childcare	Education		Agreed at CS mtg on 14/6/18 that Head of Education: Lifelong Learning & Support bring forward progress updates in relation to Expansion of ELC to future meetings of the Committee. Customer Services DMT advised would come back to Dec 2018 mtg.
	Education Service Plan 2019/22	Education	Annual	
	Education Service Performance Report FQ2 18/19	Education	Quarterly	

Community Services Committee Work Plan 2018 - 19

	Housing Services Performance Report FQ2 18/19	Directorate – Development and Infrastructure Services	Quarterly	
	Argyll and Bute Health and Social Care Partnership FQ1 2018/19 Performance Report	Argyll and Bute Health and Social Care Partnership	Quarterly	
	Police Scotland Quarterly Report/Q2 2018/19	Police Scotland	Quarterly	
	Scrutiny of Scottish Fire and Rescue Q2 2018/19	Scottish Fire and Rescue	Quarterly	
14 March 2019				
	Community Services Performance Report FQ3 18/19	Directorate	Quarterly	
	Housing Services Performance Report FQ3 18/19	Directorate – Development and Infrastructure Services	Quarterly	
	Argyll and Bute Health and Social Care Partnership FQ2 2018/19 Performance Report	Argyll and Bute Health and Social Care Partnership	Quarterly	
	Police Scotland Quarterly Report/Q3 2018/19	Police Scotland	Quarterly	
	Scrutiny of Scottish Fire and Rescue Q3 2018/19	Scottish Fire and Rescue	Quarterly	
13 June 2019				
	Community Services Performance Report FQ4	Directorate	Quarterly	
	Housing Services Performance Report FQ4 18/19	Directorate – Development and Infrastructure Services	Quarterly	
	Argyll and Bute Health and Social Care Partnership FQ3 2018/19	Argyll and Bute Health and Social	Quarterly	

Community Services Committee Work Plan 2018 - 19

	Performance Report	Care Partnership		
	Police Scotland Quarterly Report/Q4 2018/19	Police Scotland	Quarterly	
	Scrutiny of Scottish Fire and Rescue Q4 2018/19	Scottish Fire and Rescue	Quarterly	
Future Reports – dates to be determined				
	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).
	Health and Social Care Partnership – Annual Report 2018/19	HSCP	Annual	
	National Improvement Framework for Scottish Education	Education		Agreed at CS mtg on 15/3/18 that updates on progress in implementing the NIF are presented to a future meeting of Committee.