



Argyll and Bute Council
Comhairle Earra-Ghàidheal Agus Bhòid

Customer Services
Executive Director: Douglas Hendry

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29 May 2019

NOTICE OF MEETING

A meeting of the **MID ARGYLL, KINTYRE & THE ISLANDS AREA COMMITTEE** will be held in the **GIGHA VILLAGE HALL, ISLE OF GIGHA, PA41 7AD** on **WEDNESDAY, 5 JUNE 2019** at **10:15 AM**, which you are requested to attend.

Douglas Hendry
Executive Director of Customer Services

BUSINESS

- 1. APOLOGIES**
- 2. DECLARATIONS OF INTEREST**
- 3. MINUTES**
 - (a) Minute of the Mid Argyll, Kintyre and the Islands Area Committee meeting held on 6 March 2019 (Pages 3 - 8)
 - (b) Minute of the Mid Argyll, Kintyre and the Islands Special Area Committee meeting held on 24 April 2019 (Pages 9 - 12)
- 4. PUBLIC AND COUNCILLORS QUESTION TIME**
- 5. THE ISLE OF GIGHA HERITAGE TRUST (IGHT) (Pages 13 - 20)**
Presentation from Business Development Manager, Gigha Heritage Trust
- 6. PRIMARY SCHOOL REPORT 2018/19 - MID ARGYLL, KINTYRE AND THE ISLANDS (Pages 21 - 92)**
Report by Head of Education
- 7. AREA SCORECARD - FQ4 2018/2019 (Pages 93 - 114)**
Report by Executive Director of Customer Services

8. LOCALITY PLANNING GROUP OPTION APPRAISAL OCTOBER 2018 (Pages 115 - 122)

Report by Associate Director of Public Health, Argyll and Bute Health and Social Care Partnership

REPORTS FOR NOTING

9. MID ARGYLL, KINTYRE AND THE ISLANDS AREA COMMITTEE WORK PLAN - TO FOLLOW

*** 10. NOTICE OF MOTION UNDER STANDING ORDER 13**

The Area Committee agree to put the following motion forward to the full Council for consideration:-

Motion

That the Council agree to amend its constitution to allow for bi-monthly meetings of all 4 Area Committees to take place throughout the calendar year as opposed to the current quarterly meetings as at present. It would therefore follow that meetings of the Area Committees would take place during the months of February, April, June, August, October and December each year with Business days to be arranged as and when required.

Proposed by Councillor Donald Kelly
Seconded by Councillor Dougie Philand

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

Mid Argyll, Kintyre & the Islands Area Committee

Councillor John Armour	Councillor Rory Colville
Councillor Robin Currie (Chair)	Councillor Anne Horn
Councillor Donald Kelly	Councillor Donald MacMillan (Vice-Chair)
Councillor Douglas Philand	Councillor Alastair Redman
Councillor Sandy Taylor	

Shona Barton, Area Committee Manager

Contact: Lynsey Innis, Senior Committee Assistant; Tel: 01546 604338

**MINUTES of MEETING of MID ARGYLL, KINTYRE & THE ISLANDS AREA COMMITTEE held
in the CAMPBELTOWN GRAMMAR SCHOOL, HUTCHEON ROAD, CAMPBELTOWN, PA28
6JS
on WEDNESDAY, 6 MARCH 2019**

Present: Councillor Robin Currie (Chair)

Councillor John Armour	Councillor Douglas Philand
Councillor Rory Colville	Councillor Alastair Redman
Councillor Donald Kelly	Councillor Sandy Taylor
Councillor Donald MacMillan	

Attending: Shona Barton, Area Committee Manager
David Logan, Special Projects & Quality Improvement Manager
Mark Calder, Project Manager – Transformation (By Skype)
James Lafferty, Project Officer, Campbeltown
Ruaridh McGregor, Corporate Affairs Manager (West), Scottish Water
Michelle Armour, Team Leader - Adult Services in Kintyre, HSCP

The Chair ruled and the Committee agreed to take the agenda items out of sequence to facilitate officer commitments. The following items are minuted as they were taken at the meeting.

1. APOLOGIES

Apologies for absence were intimated on behalf of Councillor Anne Horn.

2. DECLARATIONS OF INTEREST

There were no declarations of interest intimated.

3. MINUTES

The Minute of the meeting of the Mid Argyll, Kintyre and the Islands Area Committee, held on Wednesday, 5 December 2018 was approved as a true record.

4. PUBLIC AND COUNCILLORS QUESTION TIME

Members expressed their dissatisfaction at the lack of attendance from Partners and Stakeholders, with specific reference being made to Transport Scotland, who had provided an update by email prior to the meeting and had advised that they would continue to engage with the Council through their quarterly liaison meetings. Discussion was had in relation to a number of issues including crossing points at Inveraray, Tarbert and Campbeltown and Transport Scotland's annual capital programme. The Area Committee Manager agreed to write to Transport Scotland expressing the concerns of the Area Committee and asking for attendance by an appropriate officer at a future Area Committee meeting to address local issues.

Further discussion was had in relation to ongoing issues within the Health and Social Care Partnership, with Members expressing concern over the level of priority given

to issues raised at Area Committee level. The Area Committee Manager agreed to make contact with the Chief Executive to highlight the concerns of the Committee.

Councillor Philand requested that the Area Committee Manager seek information on how budget decisions taken in respect of youth and adult learning; environmental warden services; the road safety unit and music tuition will impact on the Mid Argyll, Kintyre and the Islands area.

5. NEW SCHOOL REDEVELOPMENT PROJECT UPDATE - CAMPBELTOWN GRAMMAR SCHOOL

The Committee gave consideration to a report highlighting the progress on the Council's Schools Redevelopment Project in partnership with hubNorth Scotland Ltd (hubNorth) to build a new secondary school in Campbeltown.

Decision:

The Mid Argyll, Kintyre and the Islands Area Committee agreed to note the progress made on the Council's Schools Redevelopment Project.

(Ref: Report by Executive Director of Customer Services, dated 6 March 2019, submitted.)

6. ANNUAL UPDATE - SCOTTISH WATER

The Committee gave consideration to a verbal update from the Corporate Affairs Manager for Scottish Water on a number of issues previously highlighted by the Area Committee. These included water capacity in Islay, Jura and Campbeltown; issues with the Machrihanish to Campbeltown water main; odour complaints at Meadowburn, Campbeltown; proposals for capital investment works in Tarbert and the anticipated closure of Barmore Road as part of this work.

Discussion took place in respect of the Capital Works Programme, with the Corporate Affairs Manager agreeing to forward this to Members by email. Further discussion was had in relation to the damaged outfall pump at Clachan; odour issues in Inveraray and measures being investigated to address these issues. The Corporate Affairs Manager agreed to provide further information on the Inveraray issues to Ward 3 Members. Mr McGregor also agreed to set up a site meeting between the Ward 1 Members and the Operational Manager in relation to the odour issues at Meadowburn, Campbeltown. The importance of the public reporting issues to Scottish Water was also highlighted.

Decision:

The Mid Argyll, Kintyre and the Islands Area Committee agreed to note the information provided.

7. KINTYRE CARE CENTRE UPDATE

The Committee gave consideration to a verbal update from the Team Leader for Adult Care in Kintyre, who outlined recent issues within Kintyre Care Centre which had resulted in a moratorium being placed on admissions to the Centre. Ms Armour advised of the progress of actions which had seen the moratorium lifted on 28

February 2019 and allowed the Centre to operate on a phased admissions basis. She further advised of the ongoing work to consider progress and any outstanding actions with a view to the Centre being able to operate to full capacity. Discussion was had in relation to staffing; training needs and the need to ensure that Members are advised timeously of any future issues to ensure that the flow of information is carefully managed. The Team Leader agreed to feedback the comments to the Locality Manager for Adult Services.

Decision:

The Mid Argyll, Kintyre and the Islands Area Committee agreed to note the information provided.

8. MAKI AREA COMMITTEE - DATES OF MEETINGS 2019/2020

The Committee gave consideration to a report outlining the scheduled meetings in the Mid Argyll, Kintyre and the Islands area from August 2019 to June 2020.

Decision:

The Mid Argyll, Kintyre and the Islands Area Committee agreed:

1. to endorse the agreed cycle of Area Committee meetings as detailed in Appendix 1 of the report; and
2. that venues for meetings would be - Lochgilphead (September 2019); Inveraray (December 2019); Campbeltown (March 2020) and Jura (June 2020).

(Ref: Report by Executive Director of Customer Services, dated 6 March 2019, submitted.)

9. AREA SCORECARD - FQ3 2018/2019

The Committee gave consideration to a report presenting the Area Scorecard for Financial Quarter 3 2018/19 (October – December 2018), and highlighted an error in the commentary for LEAMS – MAKI Kintyre (Cleanliness Monitoring Systems) which had been presented at the last Area Committee meeting for Financial Quarter 2 2018/19, which had since been amended in Pyramid.

Decision:

The Mid Argyll, Kintyre and the Islands Area Committee agreed:

1. to note the performance presented on the Scorecard and supporting commentary;
2. to note the amendment to the LEAMS-MAKI commentary in Pyramid;

3. that upon receipt of the Quarterly Performance Report, they will contact either Sonya Thomas or the Responsible Named Officer with any queries; and
4. noted that work is ongoing and that responses should be directed to Sonya Thomas with requests or comments regarding the layout and format of the Report and Scorecard.

(Ref: Report by Executive Director of Customer Services, dated 6 March 2019, submitted.)

10. FESTIVE LIGHTING

The Committee gave consideration to a report updating on the delivery of festive lighting across Mid Argyll, Kintyre and the Islands in 2018. The report also highlighted the community handover arrangements now that the Council is ceasing to provide this non-statutory service.

Following concerns from Members in regard to the handover arrangements and electrical safety assessments, the Project Manager – Transformation advised that he would shortly be meeting with all relevant groups to go through the handover arrangements. He also provided Members with assurances in regard to the safety assessments which have been carried out on all fixtures and equipment.

Decision:

The Mid Argyll, Kintyre and the Islands Area Committee agreed to note the contents of the report.

(Ref: Report by Executive Director of Development and Infrastructure Services, dated 6 March 2019, submitted.)

11. CAMPBELTOWN CONSERVATION AREA REGENERATION SCHEME (CARS) PROGRESS REPORT

The Committee gave consideration to a report providing an update on the progress of Campbeltown Conservation Area Regeneration Scheme (CARS) Round 6.

Decision:

The Mid Argyll, Kintyre and the Islands Area Committee agreed to note the progress that has been made on the Campbeltown CARS Round 6.

(Ref: Report by Executive Director of Development and Infrastructure Services, dated 6 March 2019, submitted.)

12. MAKI WORK PLAN

The Committee gave consideration to the Mid Argyll, Kintyre and the Islands Area Committee Workplan.

Decision:

The Mid Argyll, Kintyre and the Islands Area Committee noted the contents of the Workplan.

(Ref: Mid Argyll, Kintyre and the Islands Area Committee Workplan, dated 6 March 2019, submitted.)

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**MINUTES of the SPECIAL MEETING of MID ARGYLL, KINTYRE & THE ISLANDS AREA
COMMITTEE held in the COUNCIL CHAMBERS, KILMORY, LOCHGILPHEAD
on WEDNESDAY, 24 APRIL 2019**

Present:

Councillor Robin Currie (Chair)

Councillor John Armour
Councillor Rory Colville
Councillor Donald Kelly

Councillor Donald MacMillan
Councillor Douglas Philand
Councillor Sandy Taylor

Attending:

Shona Barton, Area Committee Manager
Antonia Baird, Community Development Officer
James Lafferty, Project Officer

1. APOLOGIES

Apologies were intimated on behalf of Councillors Anne Horn and Alastair Redman.

2. DECLARATIONS OF INTEREST

There were no declarations of interest intimated.

3. SUPPORTING COMMUNITIES FUND 2019/20

The Committee gave consideration to a report detailing the recommendations for the award of the Supporting Communities Fund to Third Sector organisations for Mid Argyll, Kintyre and the Islands.

Decision:

The Mid Argyll, Kintyre and the Islands Area Committee agreed to:-

- award the grants as undernoted:

Ref No	Organisation	Grant 18/19	Total Project Cost	Amount Requested	Recommendation 2019
1	ACT - Argyll & the Isles Coast & Countryside Trust	N/A	£2,912.53	£2,500.00	£1,254
2	Blarbuie Woodland Enterprise	£1,760	£2,500.00	£2,500.00	No award
3	Campbeltown Christmas Lights Group*	N/A	£3,100.00	£2,500.00	No award
4	Campbeltown Unit Sea Cadets	N/A	£5,000.00	£2,000.00	No award

5	Craignish Village Hall	N/A	£3,675.00	£2,429.00	No award
6	Dochas Centre	N/A	£2,500.00	£2,500.00	No award
7	Fèis an Tairbeirt	£1,218	£3,889.94	£1,693.94	No award
8	Heart of Argyll Wildlife Organisation	£1,071	£1,931.79	£953.79	£954
9	Inspire Inveraray	N/A	£6,852.00	£1,440.00	No award
10	Inveraray Senior Citizens	N/A	£1,712.00	£1,000.00	£1,000
11	Islay & Jura Community Enterprises Ltd.	N/A	£4,028.00	£2,500.00	No award
12	Islay & Jura Dolphins	N/A	£4,500.00	£2,250.00	No award
13	Islay Baptist Church	£1,530	£1,530.00	£1,530.00	No award
14	Islay High School Parent Council	N/A	£81,639.00	£2,215.00	£2,215
15	Islay Link Club	N/A	£354.76	£304.76	£305
16	Isle of Gigha Heritage Trust	N/A	£2,350.00	£1,750.00	£1,750
17	Jura Care Centre	£2,500	£2,467.75	£1,617.75	No award
18	Jura Development Trust	N/A	£2,725.00	£2,500.00	No award
19	Jura Development Trust (2)	n/a	£2,500.00	£2,500.00	No award
20	Jura Sports Group (MUGA)	N/A	£5,000.00	£2,500.00	No award
21	Jura Village Hall	N/A	£3,674.00	£2,500.00	£1,012
22	Kintyre Seaports*	£1,700	£2,105.00	£1,055.00	£1,055
23	Kintyre Six Circle Group	£878	£4,350.00	£2,000.00	No award
24	Loch Fyne Viking Festival*	N/A	£2,250.00	£2,250.00	£2,250
25	Lochgilphead Community Council*	N/A	£6,940.00	£2,500.00	No award
26	Lomond and Argyll Advocacy Service	N/A	£1,917.00	£1,917.00	No award
27	M S Centre	N/A	£5,407.20	£2,484.00	£2,484
28	Mid Argyll Athletics Club	N/A	£2,058.00	£1,732.00	No award
29	Mid Argyll Community Enterprises Limited, Mid	N/A	£2,926.60	£2,500.00	No award

	Argyll Community Pool.				
30	Mid Argyll Music Festival*	N/A	£9,356.00	£2,500.00	No award
31	Mid Argyll Pipe Band	N/A	£8,535.00	£2,500.00	No award
32	Mid Argyll Shooting Club	N/A	£3,166.68	£1,592.18	No award
33	PACTMAK	N/A	£2,890.00	£2,090.00	£2,090
34	Port Charlotte Primary & Under 5s Parent Council	N/A	£2,320.00	£2,320.00	No award
35	Project Trust*	N/A	£5,328.8	£2224.80	No award
36	Shopper Aide	N/A	£5,000.00	£2,500.00	£2,500
37	South Kintyre Development Trust	N/A	£3,190.00	£2,000.00	£2,000
38	Tarbert and Skipness Community Trust	N/A	£12,580.00	£2,500.00	£2,500
39	Tarbert Village Hall	N/A	£2,400.00	£2,400.00	No award
40	Tayinloan Villagers Association	N/A	£2,500.00	£2,500.00	£2,500
		Total Available			£25,869
<i>* Events and Festivals</i>		Total Recommended			£25,869

and;

- note that the grants will only be awarded funding on receipt of the correct paperwork and an End of Project monitoring form (if grant was awarded in previous year).

(Ref: Report by Community Planning Manager, dated 24 April 2019, submitted.)

* **4. TARBERT AND LOCHGILPHEAD REGENERATION PROJECT - IMPROVEMENTS TO BARMORE ROAD/GARVEL ROAD JUNCTION, TARBERT**

The Committee gave consideration to a report providing a full business case to progress with improvements to the junction of Barmore Road with Garvel Road, Tarbert, via the Tarbert and Lochgilphead Regeneration Fund.

Decision:

The Mid Argyll, Kintyre and the Islands Area Committee agreed to recommend to the Policy and Resources Committee that:

1. the full business case is approved and that Council funding of up to £295,000 is confirmed from the Tarbert and Lochgilphead Regeneration Fund; and
2. that delegated authority be afforded to the Executive Director of Development and Infrastructure Services for the delivery of the project as per the agreed programme (Appendix 1, Section 4).

(Reference: Report by Executive Director of Development and Infrastructure Services, dated 24 April 2019, submitted)



THE ISLE OF GIGHA HERITAGE TRUST (IGHT)

Jane Millar
Business Development Manager

May 2019

IGHT Current Activities

- IGHT has successfully managed and developed the Isle of Gigha for the last 17 years.
- Ownership of the majority of the island built and land including housing stock, 4 working farms, Gigha Hotel, Boathouse Restaurant, Gigha Post Office and Shop, Craft Workshop units
- Managing moorings and pontoons, airstrip, 5 self-catering accommodation units and Achamore Gardens
- Managing and maintaining 4 wind turbines





Development so far

- renovated 28 houses as part of an ongoing investment programme
- sold 14 plots for private development
- developed 4 wind turbines which help fund IGHT development and regeneration on Gigha
- installed moorings and pontoon facilities
- successfully marketed its self-catering accommodation, activity centre, airstrip and Achamore Gardens



Gateway to Gigha Project

- Having listened to the Islanders and visitors, it is clear, that while Gigha has lots of interesting and unique heritage sites to visit, often these are inaccessible.
- Paths either do not exist or are in poor condition. It is often not clear to visitors what they are viewing nor its significance.
- Some of the sites on Gigha need protection too and we are working with Historic Environment Scotland to see how we can improve this.

Housing and Community Hub Development

- There are 2 tenant types that are not being well supported to stay on the island currently.

Older people

- The IGHT housing stock does not currently cater for older members of the community, especially those who are less able and require additional support. Many older people have to leave the island when additional support or care is needed.

Starter homes for young people

- The existing IGHT and Fyne Homes provision are very much focussed on family units. A survey of the island's young people has revealed that young people want to have the option of living and working on the island. As with many islands however, they are priced out of the local market and are not seen as priority allocations.

Ardminish Campsite

- IGHT would like to develop an official campsite situated adjacent to the Gigha ferry terminal to minimise the indiscriminate camping on island
- Accommodation shortage which has a knock-on effect on the island's tourist season.
- Trust proposes to develop a high quality, low impact, zero emissions campsite at a site in its ownership by the ferry pier at Ardminish.



UNION IN BANK PAY WARNING

ROYAL Bank of Scotland chiefs could face a raft of equal pay disputes after a female employee won £120,000, a justice tribunal. Chief told how the 40-year-old member was paid £100,000 less annually in salary and benefits than a male colleague in a similar position. The tribunal found in favour of the woman, awarding her £120,000 in back pay. The tribunal also ordered the bank to pay her £10,000 a year for the next five years. The tribunal also ordered the bank to pay her £10,000 a year for the next five years. The tribunal also ordered the bank to pay her £10,000 a year for the next five years.

STILL TO COME IN Sun

Fabulous Smart and airy summer fashion PAGES 40 & 41

TEN TOPICS Interviews STORIES ON PAGE 40

MULLAN: ORPHANS WAS KO'D

PETER Mullan told how his dark comedy Orphans was banned by its distributor — only for movie chains to come crawling back when it was live again.

TEENAGER'S PLEA FOR A NEW GENERATION TO SETTLE ON IDYLIC ISLE

THE DOATHOUSE
Here's a view of the doathouse, a beautiful building in the heart of Gigha.

TWIN BEACHES
One of the four places where young people will get special offers, the two beaches are popular for their views of Ardsayna Bay.

AGHMORE GARDENS
When Sir John Forbes bought Gigha in 1946, he created 65 acres of gardens bursting with colour.

HONESTY BOXES
Dotted across the island are tables with honesty boxes for visitors to leave donations in the tin for the trust.

GIGHA GALLERY
Opened in 2006, it has shown more than 100 artists and includes a craft shop, art gallery and the ruins.

Close-knit community
The island has a close-knit community and a strong sense of identity. It's a small island with a big heart.

5 THINGS TO DO

BRANDON, 19, ON MISSION TO SAVE HIS HOMELAND

Wish you were Gigha

By COLAN LAMONT

Gigha was named God's Isle by the Vikings — and now a teenage wants to spread the word about the heavenly location.

Brandon, 19, is a young man from Gigha who is passionate about his home island. He has been working on a project to attract more people to Gigha and to help the island's economy. He has been successful in getting the attention of the media and is now a household name. He is currently working on a project to attract more people to Gigha and to help the island's economy. He has been successful in getting the attention of the media and is now a household name. He is currently working on a project to attract more people to Gigha and to help the island's economy.

- Younger generation on Gigha want to find opportunities to remain on Gigha
- Younger generation on Gigha are eager to be more involved in the development of the island
- Identifying opportunities to develop their skills and employability
- Plans to develop a multiuse facility on Gigha to bring the younger generation together in a safe environment
- Young Board are to be involved in the development of the project to ensure they are engaged in seeing the project proceed

Young Board Projects

Future Goals

By the 20th anniversary of ownership 2022 IGHT have the following ambitions:

- Finding a sustainable future for Achamore Gardens
- Creation of an official campsite and motorhome site at Ardminish
- Creation of an assisted living complex to support our elderly residents staying on Gigha and providing a better quality of life for them
- Improved access to the island's path networks for visitors and residents



ARGYLL AND BUTE COUNCIL

**MID ARGYLL, KINTYRE AND THE
ISLANDS AREA COMMITTEE**

CUSTOMER SERVICES: EDUCATION

5TH JUNE 2019

Primary School Report 2018/19 – Mid Argyll, Kintyre and the Islands

1.0 EXECUTIVE SUMMARY

1.1 The attached is a report on the primary schools in Mid Argyll, Kintyre and the Islands 2018/19 which is being presented to the Mid Argyll Kintyre and the Islands Area Committee for noting.

2.0 RECOMMENDATIONS

2.1. That Members consider the content of the appended report.

If you require further information, please contact the Head of Education - anne.paterson@argyll-bute.gov.uk

Douglas Hendry
Executive Director of Customer Services

Anne Paterson
Head of Education: Lifelong Learning & Support
Chief Education Officer

Councillor Yvonne McNeilly
Policy Lead for Education and Lifelong Learning

For further information contact:
Simone McAdam, Area Education Officer
10th May 2019

APPENDICES

Primary School Report 2018/19 – Mid Argyll, Kintyre and the Islands

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Argyll and Bute Council 2018 - 2019



OUR CHILDREN...



THEIR FUTURE...

Customer Services: Education

Primary Area Report:
Mid Argyll, Kintyre and the Islands

Introduction

Within the Mid Argyll, Kintyre and Islay area there are 24 primary schools – four on Islay, one on Jura, one on Gigha and eighteen on the mainland of Kintyre and Mid Argyll. Nursery provision is provided in seventeen centres. Gaelic Medium education, nursery and primary are provided at Bowmore Primary. This year there have been several staff changes in headships across the area. Castle Hill Primary Head Teacher (HT), Richard Long, has also taken on HT (acting) at Carradale Primary and Drumlemble Primary while HT, Laurene Mackintosh has been off on maternity leave. Lucy Blake is Shared HT for Clachan Primary and Achahoish Primary. Ruth Reid is HT (acting) at Ardrishaig Primary. Maggie MacLellan is HT at Port Charlotte Primary. Tayvallich and Glassary Primaries have James Helbert as their HT and Furnace and Minard Primaries have Lesley Goodwin as their HT.

This report provides a range of key information about the schools in the area and highlights some of the wide and varied range of activities our young people have been involved in during session 2018-19.

The Standards and Quality report to Community Services, 11th December 2018, provided elected members with important information on the progress made in relation to education within all of Argyll and Bute.

Most recently (March 14th, 2019) the Community Services Committee paper, The National Improvement Framework for Scottish Education, provided an overview of the Argyll and Bute Primary and Secondary achievement in Literacy and Numeracy for P1, P4, P7 and S3 published by the Scottish Government on the 12 December 2018 in Achievement of Curriculum for Excellence (CFE) Levels 2017/18 (Appendix A). The report also provided an update on the Scottish Government's 2019 National Improvement Framework and Improvement Plan for Scottish Education.

Additional and more detailed information about each school can be found in the school's Standards and Quality Reports. In addition, each school's Improvement Plan outlines their main priorities for improvement. Most schools have an active website where these documents can be accessed and further links or information can be obtained from the Head Teacher.

Primary School Profiles: Mid Argyll and Kintyre

SIMD Profile:

Table showing number of pupils at each SIMD level in each cluster area of Argyll and Bute.

Cluster	1	2	3	4	5	6	7	8	9	10	Total
Bute	14	48	103	127		41		29			362
Cowal	110	67	77	204	314	115	18			1	906
Helensburgh and Lomond	47	105	115	2	356	47	329	297	331	119	1748
Islay and Jura				40		150	19			13	222
Kintyre North				1	2	101					104
Kintyre South		98	87		153	108	93				539
Mid-Argyll				47	52	218	188			5	510
Mull and Iona						146		88		2	236
OLI		19	152	35	125	436	257	180		36	1240

- 0% of pupils in Islay and Jura live in SIMD1-3, 94% of pupils live in SIMD 4-7 and 6% of pupils live in SIMD 10.
- In Mid-Argyll 0% of pupils live in SIMD 1-3, 99% of pupils live in SIMD 4-7 and 1% of pupils living in SIMD 10.
- In North Kintyre 0% of pupils live in SIMD 1-3 with 100% of pupils living in SIMD 4-6.
- In South Kintyre 0% of pupils live in SIMD 1, 34.3% of pupils live in SIMD 2 and 3 and 65.7% of pupils live in SIMD 5-7.

Mid Argyll Primary School Profile 2018-2019

Primary School Roll (as at census) *						
Cluster Primary Schools	14/15	15/16	16/17	17/18	18/19	% change in Roll over 5 years ¹
Achahoish Primary School	10	10	11	9	10	0%
Ardrihaig Primary School	106	107	100	92	96	-9.43%
Ashfield Primary School (Mothballed)	6	0	0	0	0	-100%
Craignish Primary School	31	25	24	25	23	-25.18%
Furnace Primary School	10	7	7	6	13	30%
Glassary Primary School	33	35	36	31	26	-21.21%
Inveraray Primary School	69	65	60	57	64	-7.25%
Kilmartin Primary School	18	26	25	31	27	50%
Lochgilphead Primary School	230	233	221	221	227	-1.3%
Lochgilphead Learning Centre (primary)	9	3	3	0	0	-100%
Minard Primary School	8	6	5	1	3	-62.5%
Tayvallich Primary School	21	24	23	20	21	0%
Total Roll for cluster	551	541	515	493	510	-7.44%

* Data for rolls provided at Census each year

¹ Please note the % change in Roll over 5 years shows the percentage change in roll figures from 2014/2015 to 2018/2019 and is not an average.

- Overall there has been a fall in the school roll over the past 5 years in Mid Argyll although there has been an increase in roll of 3.45% from session 2017/18 to 2018/19.
- Schools with reduction in roll of 20% or more are Craignish Primary, Glassary Primary and Minard Primary.

Primary School Roll (as at census) *						
Cluster Primary Schools	14/15	15/16	16/17	17/18	18/19	% change in Roll over 5 years ¹
Kilchattan Primary School	9	6	5	5	4	-55.56%

Footwear and Clothing Grant and Free School Meal Information for Mid Argyll Cluster

	14/15	15/16	16/17	17/18	18/19²
Clothing and Footwear Grant (CFG) (number of pupils) ²	72	78	79	71	81
Clothing and Footwear Grant (CFG) (% of cluster school roll)	16.6%	14.4%	15.34%	14.4%	15.9%
Total CFG for Primary Schools in Argyll and Bute	1113	891	910	908	940
Total CFG for Primary Schools as a % of total school roll in Argyll and Bute	19.2%	14.6%	15.7%	15.5%	16.05%
	14/15	15/16³	16/17	17/18	18/19²
Free School Meals (number of pupils)	63	70	47	48	76
Free School Meals (% of cluster school roll)	14.5%	12.9%	9.1%	9.7%	14.9%
Total Free School Meals for Primary Schools in Argyll and Bute	856	675	553	733	729
Total Free School Meals for Primary Schools as a % of total school roll in Argyll and Bute	14.8%	11.1%	9.6%	12.5%	12.44%
National Average for Free School Meals for Primary Schools (%)	55.3%	54.1%	53.4%	52.7%	Not Yet Collated
National Average for Free School Meals for P4-P7 only (%)	Not collated	19.2%	17.9%	17.5%	Not Yet Collated

² Clothing and Footwear Grant (CFG) is not shown as a National Average as each authority set their own criteria and therefore cannot be compared accurately. Please note that 2018-2019 data for CFG and Free School Meals (FSM) is to date (December 2018) and therefore may change as the year progresses.

³ On 5 January 2015, the Scottish Government launched the extension of free school meals eligibility to include all children in primary 1-3.

National Averages for Free School Meals have been taken from 'Healthy Living Survey 2018'

In May 2018 the Scottish Government introduced a School clothing grant minimum set at £100. The

school clothing grant now has a minimum level of £100 in all local authorities, starting in time for the 2018-19 academic year.

- The number of pupils receiving a clothing grant in Mid Argyll is slightly below the Authority Average.
- The number of pupils receiving a clothing grant in Mid Argyll has increased by 9.23% from session 2017/18 to session 2018/19
- The number of pupils receiving free school meals in Mid Argyll is lower than the national average but above the Authority average.
- The number of pupils receiving free school meals in Mid Argyll has increased by 58.3% from session 2017/18 to session 2018/19.

Exclusion and Attendance Information for Mid Argyll Cluster

	14/15	15/16	16/17	17/18	18/19 ⁶
Attendance (% of cluster school roll) ⁴	95.27%	94.78%	94.63%	95.55%	95.57%
Unauthorised Absence (% of cluster school roll)	1.11%	0.99%	1.37%	1.06%	1.23%
Authority Average – (%) Primary Schools in Argyll and Bute	95.87%	95.52%	95.26%	95.16%	95.38%
Unauthorised Absence - (%) Primary Schools in Argyll and Bute	0.89%	0.98%	1.18%	1.24%	1.32%
National Average for both Secondary and Primary Pupils (%)⁵	93.70%	Not collated	91.1%	Not collated	Not yet collated
	14/15	15/16	16/17	17/18	18/19 ⁷
Exclusion Openings	17	5	30	14	21
Exclusion Incidents	4	2	8	4	7
As a % of Total Argyll and Bute Primary School Exclusion Openings	11.6%	14.3%	30.9%	43.75%	65.63%
As a % of Total Argyll and Bute Primary School Exclusion Incidents	11.8%	20.0%	27.6%	40%	58.33%

⁴ Authorised absence includes bereavement, short – term exceptional domestic situations, religious observance, weddings of immediate family. Unauthorised absence includes truancy, unexplained absence and most family holidays during term time. Attendance and absence is outlined in Management Circular 3.03.

⁵ Attendance, Absence and Exclusion information is now collected on a biennial basis and was **not** collected for 2013/2014, 2015/2016, 2017/18 academic years. It was collected at the start of 2017/2018 session for 2016/2017.

⁶ Please note that attendance data for 2018-2019 is for the year to date and not a complete year. It is therefore subject to change.

⁷ Please note that exclusion data for 2018-2019 is for the year to date and not a complete year. It is therefore subject to change.

National Averages for Attendance have been taken from Attendance and Absence 2016/17 - Supplementary Data – March 2018.

- Attendance sits around the Argyll and Bute average for all primary schools in Mid Argyll.
- Unauthorised absence is slightly lower in Mid Argyll than in the rest of Argyll and Bute.
- There have been an increase in exclusion incidents from 2017/18 to 2018/19.

Mid Argyll Achievement of level June 2018:

CLUSTER	STAGE ROLL	STAGE	ELT	ER	EW	N	ROLL	GLT	GR	GW
BUTE	61	P1	88.52%	85.25%	68.85%	86.89%				
	56	P4	67.86%	58.93%	55.36%	51.79%				
	60	P7	88.52%	88.33%	86.67%	86.67%				
COWAL	126	P1	95.12%	86.51%	77.78%	86.51%	*	100.0%	75.00%	75.00%
	152	P4	77.55%	74.83%	68.71%	70.39%	*	100.0%	80.00%	60.00%
	126	P7	88.89%	80.65%	75.81%	70.63%	*	50.00%	50.00%	50.00%
HALCO	246	P1	95.12%	89.43%	84.96%	89.43%				
	245	P4	90.61%	82.86%	77.96%	72.45%				
	244	P7	90.57%	86.89%	80.33%	79.92%				
ISLAY AND JURA	23	P1	95.65%	86.96%	82.61%	86.96%	*	100.00%	100.00%	100.00%
	30	P4	78.57%	71.43%	57.14%	66.67%	*	0.00%	0.00%	0.00%
	37	P7	86.49%	64.86%	67.57%	75.68%	*	40.00%	40.00%	40.00%
MID ARGYLL	63	P1	87.30%	73.02%	68.25%	77.78%				
	67	P4	79.10%	80.60%	76.12%	73.13%				
	77	P7	92.21%	83.12%	74.03%	79.22%				
MULL AND IONA	15	P1	86.67%	86.67%	86.67%	80.00%	*	57.14%	71.43%	71.43%
	23	P4	94.12%	88.24%	88.24%	86.96%	*	100.0%	100.0%	66.67%
	20	P7	85.00%	72.22%	69.23%	70.00%	*	80.0%	80.0%	60.00%
NORTH KINTYRE	14	P1	92.86%	85.71%	71.43%	100.00%				
	13	P4	100.00%	100.00%	100.00%	100.00%				
	14	P7	85.71%	78.57%	71.43%	50.00%				
OLI	156	P1	91.67%	84.62%	84.62%	91.03%	14	100.0%	100.0%	100.0%
	201	P4	89.36%	84.04%	80.85%	82.09%	13	92.31%	84.62%	84.62%
	188	P7	85.11%	81.91%	75.14%	79.79%	*	100.0%	83.33%	83.33%
SOUTH KINTYRE	73	P1	82.19%	83.56%	75.34%	79.45%				
	81	P4	75.31%	80.25%	74.07%	77.78%				
	71	P7	84.51%	80.28%	61.97%	70.42%				

NOTES:

ER English reading, EW English writing, ELT English Listening and talking N Numeracy

GR Gaelic reading, GW Gaelic writing, GLT Gaelic Listening and talking.

* Pupil numbers are suppressed

- The data highlighted in green indicates that this is above the national average for this stage and curricular area.
- The path most children and young people are expected to follow through the above levels reflects the stages of maturation and how they engage with learning as they develop. Some children and young people will start learning at these levels earlier

and others later, depending upon individual needs and aptitudes.

The table below outlines the National expectations of when most children and young people may achieve each level:

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

Further information:

National Improvement Framework for Scottish Education –

<https://www.gov.scot/policies/schools/national-improvement-framework/>

North Kintyre Primary School Profile 2018-2019

Table showing number of pupils at each SIMD level in each cluster area of Argyll and Bute.

Primary School Roll (as at census) *						
Cluster Primary Schools	14/15	15/16	16/17	17/18	18/19	% change in Roll over 5 years ¹
Clachan Primary School	9	7	8	5	8	-11.11%
Skipness Primary School**	3	3	0	0	0	-100%
Tarbert Primary School	81	83	94	93	96	18.52%
Total Roll for cluster	93	93	102	98	104	11.83%

* Data for rolls provided at Census each year.

** Skipness Primary School has been mothballed.

¹ Please note the % change in Roll over 5 years shows the percentage change in roll figures from 2014/2015 to 2018/2019 and is not an average.

- The school roll in Tarbert Primary shows an overall trend of increasing in number.

Footwear and Clothing Grant and Free School Meal Information for North Kintyre Cluster

	14/15	15/16	16/17	17/18	18/19
Clothing and Footwear Grant (CFG) (number of pupils) ²	3	7	7	9	6
Clothing and Footwear Grant (CFG) (% of cluster school roll)	3.2%	7.5%	6.86%	9.18%	5.77%
Total CFG for Primary Schools in Argyll and Bute	1113	891	910	908	940
Total CFG for Primary Schools as a % of total school roll in Argyll and Bute	19.2%	14.6%	15.7%	15.5%	16.05%
	14/15	15/16 ³	16/17	17/18	18/19 ²
Free School Meals (number of pupils)	11	8	4	8	6
Free School Meals (% of cluster school roll)	11.8%	8.6%	3.92%	8.16%	5.77%
Total Free School Meals for Primary Schools in Argyll and Bute	856	675	553	733	729
Total Free School Meals for Primary Schools as a % of total school roll in Argyll and Bute	14.8%	11.1%	9.6%	12.5%	12.44%
National Average for Free School Meals for Primary Schools (%)	55.3%	54.1%	53.4%	52.7%	Not Yet Collated
National Average for Free School Meals for P4-P7 only (%)	Not collated	19.2%	17.9%	17.5%	Not Yet Collated

² Clothing and Footwear Grant (CFG) is not shown as a National Average as each authority set their own criteria and therefore cannot be compared accurately. Please note that 2018-2019 data for CFG and Free School Meals (FSM) is to date (December 2018) and therefore may change as the year progresses.

³ On 5 January 2015, the Scottish Government launched the extension of free school meals eligibility to include all children in primary 1-3.

National Averages for Free School Meals have been taken from 'Healthy Living Survey 2018'

In May 2018 the Scottish Government introduced a School clothing grant minimum set at £100. The school clothing grant now has a minimum level of £100 in all local authorities, starting in time for the

2018-19 academic year.

- The numbers of pupils receiving a clothing grant or a free school meal in North Kintyre is significantly lower than the national average over the past five years.

Exclusion and Attendance Information for North Kintyre Cluster

	14/15	15/16	16/17	17/18	18/19 ⁶
Attendance (% of cluster school roll) ⁴	95.71%	94.26%	95.12%	94.23%	93.68%
Unauthorised Absence (% of cluster school roll)	0.33%	1.07%	1.28%	1.21%	1.69%
Authority Average – (% Primary Schools in Argyll and Bute	95.87%	95.52%	95.26%	95.16%	95.38%
Unauthorised Absence - (% Primary Schools in Argyll and Bute	0.89%	0.98%	1.18%	1.24%	1.32%
National Average for both Secondary and Primary Pupils (%)⁵	93.70%	Not collated	91.1%	Not collated	Not yet collated
	14/15	15/16	16/17	17/18	18/19 ⁷
Exclusion Openings	0	0	2	0	0
Exclusion Incidents	0	0	1	0	0
As a % of Total Argyll and Bute Primary School Exclusion Openings	0	0	2.06%	0	0
As a % of Total Argyll and Bute Primary School Exclusion Incidents	0	0	3.45%	0	0

⁴ Authorised absence includes bereavement, short – term exceptional domestic situations, religious observance, weddings of immediate family. Unauthorised absence includes truancy, unexplained absence and most family holidays during term time. Attendance and absence is outlined in Management Circular 3.03.

⁵ Attendance, Absence and Exclusion information is now collected on a biennial basis and was **not** collected for 2013/2014, 2015/2016, 2017/18 academic years. It was collected at the start of 2017/2018 session for 2016/2017.

⁶ Please note that attendance data for 2018-2019 is for the year to date and not a complete year. It is therefore subject to change.

⁷ Please note that exclusion data for 2018-2019 is for the year to date and not a complete year. It is therefore subject to change.

National Averages for Attendance have been taken from Attendance and Absence 2016/17 - Supplementary Data – March 2018.

- Attendance is lower in North Kintyre than the Argyll and Bute average for all primary schools.
- Unauthorised absence is higher in North Kintyre than in the rest of Argyll and Bute.
- There have been a continuation of no exclusions for session 2018-2019 in North Kintyre schools.

North Kintyre Achievement of level June 2018:

CLUSTER	STAGE ROLL	STAGE	ELT	ER	EW	N	ROLL	GLT	GR	GW
BUTE	61	P1	88.52%	85.25%	68.85%	86.89%				
	56	P4	67.86%	58.93%	55.36%	51.79%				
	60	P7	88.52%	88.33%	86.67%	86.67%				
COWAL	126	P1	95.12%	86.51%	77.78%	86.51%	*	100.0%	75.00%	75.00%
	152	P4	77.55%	74.83%	68.71%	70.39%	*	100.0%	80.00%	60.00%
	126	P7	88.89%	80.65%	75.81%	70.63%	*	50.00%	50.00%	50.00%
HALCO	246	P1	95.12%	89.43%	84.96%	89.43%				
	245	P4	90.61%	82.86%	77.96%	72.45%				
	244	P7	90.57%	86.89%	80.33%	79.92%				
ISLAY AND JURA	23	P1	95.65%	86.96%	82.61%	86.96%	*	100.00%	100.00%	100.00%
	30	P4	78.57%	71.43%	57.14%	66.67%	*	0.00%	0.00%	0.00%
	37	P7	86.49%	64.86%	67.57%	75.68%	*	40.00%	40.00%	40.00%
MID ARGYLL	63	P1	87.30%	73.02%	68.25%	77.78%				
	67	P4	79.10%	80.60%	76.12%	73.13%				
	77	P7	92.21%	83.12%	74.03%	79.22%				
MULL AND IONA	15	P1	86.67%	86.67%	86.67%	80.00%	*	57.14%	71.43%	71.43%
	23	P4	94.12%	88.24%	88.24%	86.96%	*	100.0%	100.0%	66.67%
	20	P7	85.00%	72.22%	69.23%	70.00%	*	80.0%	80.0%	60.00%
NORTH KINTYRE	14	P1	92.86%	85.71%	71.43%	100.00%				
	13	P4	100.00%	100.00%	100.00%	100.00%				
	14	P7	85.71%	78.57%	71.43%	50.00%				
OLI	156	P1	91.67%	84.62%	84.62%	91.03%	14	100.0%	100.0%	100.0%
	201	P4	89.36%	84.04%	80.85%	82.09%	13	92.31%	84.62%	84.62%
	188	P7	85.11%	81.91%	75.14%	79.79%	*	100.0%	83.33%	83.33%
SOUTH KINTYRE	73	P1	82.19%	83.56%	75.34%	79.45%				
	81	P4	75.31%	80.25%	74.07%	77.78%				
	71	P7	84.51%	80.28%	61.97%	70.42%				

NOTES:

ER English reading, EW English writing, ELT English Listening and talking N Numeracy

GR Gaelic reading, GW Gaelic writing, GLT Gaelic Listening and talking.

* Pupil numbers are suppressed

- The data highlighted in green indicates that this is above the national average for this stage and curricular area.
- The path most children and young people are expected to follow through the above levels reflects the stages of maturation and how they engage with learning as they develop. Some children and young people will start learning at these levels earlier and others later, depending upon individual needs and aptitudes.

The table below outlines the National expectations of when most children and young people may achieve each level:

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

Further information

National Improvement Framework for Scottish Education –

<https://www.gov.scot/policies/schools/national-improvement-framework/>

South Kintyre Primary School Profile 2018-2019

Table showing number of pupils at each SIMD level in each cluster area of Argyll and Bute.

Primary School Roll (as at census) *						
Cluster Primary Schools	14/15	15/16	16/17	17/18	18/19	% change in Roll over 5 years ¹
Carradale Primary School	13	12	22	18	18	38.46%
Castlehill Primary School	184	188	182	197	210	14.13%
Dalintober Primary School	197	217	235	239	250	26.9%
Drumlemble Primary School	31	31	26	28	27	-12.9%
Gigha Primary School	8	9	9	12	13	62.5%
Glenbarr Primary School	18	13	11	9	4	-77.78%
Rhunahaorine Primary School	9	11	13	18	13	44.44%
Southend Primary School	17	16	18	5	6	-64.71%
Total Roll for cluster	477	497	516	526	541	13.42%

* Data for rolls provided at Census each year

¹ Please note the % change in Roll over 5 years shows the percentage change in roll figures from 2014/2015 to 2018/2019 and is not an average.

- Over the 5 year data there is an overall trend in reduction of school roll at Glenbarr Primary, Drumlemble Primary and Southend Primary. A significant increase in school roll at Dalintober Primary School and Castlehill Primary can also be seen.

Footwear and Clothing Grant and Free School Meal Information for South Kintyre Cluster

	14/15	15/16	16/17	17/18	18/19 ²
Clothing and Footwear Grant (CFG) (number of pupils) ²	137	109	106	102	114
Clothing and Footwear Grant (CFG) (% of cluster school roll)	28.7%	21.9%	20.5%	19.4%	21.1%
Total CFG for Primary Schools in Argyll and Bute	1113	891	910	908	940
Total CFG for Primary Schools as a % of total school roll in Argyll and Bute	19.2%	14.6%	15.7%	15.5%	16.05%
	14/15	15/16 ³	16/17	17/18	18/19 ²
Free School Meals (number of pupils)	103	73	64	77	81
Free School Meals (% of cluster school roll)	21.6%	14.7%	12.4%	14.63%	14.97%
Total Free School Meals for Primary Schools in Argyll and Bute	856	675	553	733	729
Total Free School Meals for Primary Schools as a % of total school roll in Argyll and Bute	14.8%	11.1%	9.6%	12.5%	12.44%
National Average for Free School Meals for Primary Schools (%)	55.3%	54.1%	53.4%	52.7%	Not Yet Collated
National Average for Free School Meals for P4-P7 only (%)	Not collated	19.2%	17.9%	17.5%	Not Yet Collated

² Clothing and Footwear Grant (CFG) is not shown as a National Average as each authority set their own criteria and therefore cannot be compared accurately. Please note that 2018-2019 data for CFG and Free School Meals (FSM) is to date (December 2018) and therefore may change as the year progresses.

³ On 5 January 2015, the Scottish Government launched the extension of free school meals eligibility to include all children in primary 1-3.

National Averages for Free School Meals have been taken from 'Healthy Living Survey 2018'

In May 2018 the Scottish Government introduced a School clothing grant minimum set at £100. The school clothing grant now has a minimum level of £100 in all local authorities, starting in time for the 2018-19 academic year.

- The number of pupils receiving a clothing grant or a free school meal in South Kintyre is higher than the Argyll and Bute average.

Exclusion and Attendance Information for South Kintyre Cluster

	14/15	15/16	16/17	17/18	18/19 ⁶
Attendance (% of cluster school roll) ⁴	95.91%	95.53%	95.01%	94.99%	95.69%
Unauthorised Absence (% of cluster school roll)	0.51%	0.59%	0.88%	1.01%	1.04%
Authority Average – (%) Primary Schools in Argyll and Bute	95.87%	95.52%	95.26%	95.16%	95.38%
Unauthorised Absence - (%) Primary Schools in Argyll and Bute	0.89%	0.98%	1.18%	1.24%	1.32%
National Average for both Secondary and Primary Pupils (%)⁵	93.70%	Not collated	91.1%	Not collated	Not yet collated
	14/15	15/16	16/17 ⁷	17/18	18/19 ⁷
Exclusion Openings	25	0	0	0	0
Exclusion Incidents	7	0	0	0	0
As a % of Total Argyll and Bute Primary School Exclusion Openings	21.9%	0	0	0	0
As a % of Total Argyll and Bute Primary School Exclusion Incidents	25.9%	0	0	0	0

⁴ Authorised absence includes bereavement, short – term exceptional domestic situations, religious observance, weddings of immediate family. Unauthorised absence includes truancy, unexplained absence and most family holidays during term time. Attendance and absence is outlined in Management Circular 3.03.

⁵ Attendance, Absence and Exclusion information is now collected on a biennial basis and was **not** collected for 2013/2014, 2015/2016, 2017/18 academic years. It was collected at the start of 2017/2018 session for 2016/2017.

⁶ Please note that attendance data for 2018-2019 is for the year to date and not a complete year. It is therefore subject to change.

⁷ Please note that exclusion data for 2018-2019 is for the year to date and not a complete year. It is therefore subject to change.

National Averages for Attendance have been taken from Attendance and Absence 2016/17 - Supplementary Data – March 2018.

- Attendance in South Kintyre schools has remained steady over the past 5 years and is very close to the Argyll and Bute average for all primary schools.
- Unauthorised absence in South Kintyre schools continues to be below the Argyll and Bute average for all primary schools.
- There have been no exclusion incidents in South Kintyre schools from session 2015/16 until the reporting point during the 2018/19 session.

South Kintyre Achievement of level June 2018:

CLUSTER	STAGE ROLL	STAGE	ELT	ER	EW	N	ROLL	GLT	GR	GW
BUTE	61	P1	88.52%	85.25%	68.85%	86.89%				
	56	P4	67.86%	58.93%	55.36%	51.79%				
	60	P7	88.52%	88.33%	86.67%	86.67%				
COWAL	126	P1	95.12%	86.51%	77.78%	86.51%	*	100.0%	75.00%	75.00%
	152	P4	77.55%	74.83%	68.71%	70.39%	*	100.0%	80.00%	60.00%
	126	P7	88.89%	80.65%	75.81%	70.63%	*	50.00%	50.00%	50.00%
HALCO	246	P1	95.12%	89.43%	84.96%	89.43%				
	245	P4	90.61%	82.86%	77.96%	72.45%				
	244	P7	90.57%	86.89%	80.33%	79.92%				
ISLAY AND JURA	23	P1	95.65%	86.96%	82.61%	86.96%	*	100.00%	100.00%	100.00%
	30	P4	78.57%	71.43%	57.14%	66.67%	*	0.00%	0.00%	0.00%
	37	P7	86.49%	64.86%	67.57%	75.68%	*	40.00%	40.00%	40.00%
MID ARGYLL	63	P1	87.30%	73.02%	68.25%	77.78%				
	67	P4	79.10%	80.60%	76.12%	73.13%				
	77	P7	92.21%	83.12%	74.03%	79.22%				
MULL AND IONA	15	P1	86.67%	86.67%	86.67%	80.00%	*	57.14%	71.43%	71.43%
	23	P4	94.12%	88.24%	88.24%	86.96%	*	100.0%	100.0%	66.67%
	20	P7	85.00%	72.22%	69.23%	70.00%	*	80.0%	80.0%	60.00%
NORTH KINTYRE	14	P1	92.86%	85.71%	71.43%	100.00%				
	13	P4	100.00%	100.00%	100.00%	100.00%				
	14	P7	85.71%	78.57%	71.43%	50.00%				
OLI	156	P1	91.67%	84.62%	84.62%	91.03%	14	100.0%	100.0%	100.0%
	201	P4	89.36%	84.04%	80.85%	82.09%	13	92.31%	84.62%	84.62%
	188	P7	85.11%	81.91%	75.14%	79.79%	*	100.0%	83.33%	83.33%
SOUTH KINTYRE	73	P1	82.19%	83.56%	75.34%	79.45%				
	81	P4	75.31%	80.25%	74.07%	77.78%				
	71	P7	84.51%	80.28%	61.97%	70.42%				

NOTES:

ER English reading, EW English writing, ELT English Listening and talking N Numeracy

GR Gaelic reading, GW Gaelic writing, GLT Gaelic Listening and talking.

* Pupil numbers are suppressed

- The data highlighted in green indicates that this is above the national average for this stage and curricular area.
- The path most children and young people are expected to follow through the above levels reflects the stages of maturation and how they engage with learning as they develop. Some children and young people will start learning at these levels earlier and others later, depending upon individual needs and aptitudes.

The table below outlines the National expectations of when most children and young people may achieve each level:

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

Further information

National Improvement Framework for Scottish Education –

<https://www.gov.scot/policies/schools/national-improvement-framework/>

Islay and Jura Primary School Profile 2018-2019

Table showing number of pupils at each SIMD level in each cluster area of Argyll and Bute.

Primary School Roll (as at census) *						
Cluster Primary Schools	14/15	15/16	16/17	17/18	18/19	% change in Roll over 5 years ¹
Bowmore Primary School	71	75	69	63	65	-8.45%
Bowmore Gaelic Primary School	23	21	19	17	14	-39.13%
Keills Primary School	23	20	23	21	30	30.43%
Port Charlotte Primary School	51	44	43	40	39	-23.53%
Port Ellen Primary School	72	62	59	54	55	-23.61%
Small Isles Primary School	11	12	13	18	19	72.73%
Total Roll for cluster	251	222	226	213	222	-11.55%

* Data for rolls provided at Census each year

¹ Please note the % change in Roll over 5 years shows the percentage change in roll figures from 2014/2015 to 2018/2019 and is not an average.

- The primary school roll for Islay schools has seen a decline, particularly in Bowmore, Port Ellen and Port Charlotte Primary Schools. However, there has been an increase in roll at Small Isles Primary School on Jura.

Footwear and Clothing Grant and Free School Meal Information for Islay and Jura Cluster

	14/15	15/16	16/17	17/18	18/19 ²
Clothing and Footwear Grant (CFG) (number of pupils) ²	36	24	20	14	21
Clothing and Footwear Grant (CFG) (% of cluster school roll)	14.3%	10.8%	8.9%	6.57%	9.46%
Total CFG for Primary Schools in Argyll and Bute	1113	891	910	908	940
Total CFG for Primary Schools as a % of total school roll in Argyll and Bute	19.2%	14.6%	15.7%	15.5%	16.05%
	14/15	15/16 ³	16/17	17/18	18/19 ²
Free School Meals (number of pupils)	19	11	13	14	20
Free School Meals (% of cluster school roll)	7.6%	5%	5.76%	6.57%	9.01%
Total Free School Meals for Primary Schools in Argyll and Bute	856	675	553	733	729
Total Free School Meals for Primary Schools as a % of total school roll in Argyll and Bute	14.8%	11.1%	9.6%	12.5%	12.44%
National Average for Free School Meals for Primary Schools (%)	55.3%	54.1%	53.4%	52.7%	Not Yet Collated
National Average for Free School Meals for P4-P7 only (%)	Not collated	19.2%	17.9%	17.5%	Not Yet Collated

² Clothing and Footwear Grant (CFG) is not shown as a National Average as each authority set their own criteria and therefore cannot be compared accurately. Please note that 2018-2019 data for CFG and Free School Meals (FSM) is to date (December 2018) and therefore may change as the year progresses.

³ On 5 January 2015, the Scottish Government launched the extension of free school meals eligibility to include all children in primary 1-3.

National Averages for Free School Meals have been taken from 'Healthy Living Survey 2018'

In May 2018 the Scottish Government introduced a School clothing grant minimum set at £100. The school clothing grant now has a minimum level of £100 in all local authorities, starting in time for the

2018-19 academic year.

- The number of pupils receiving a clothing grant or a free school meal in Islay and Jura schools is lower than the Argyll and Bute average for all primary schools.

Exclusion and Attendance Information for Islay and Jura Cluster

	14/15	15/16	16/17	17/18	18/19 ⁶
Attendance (% of cluster school roll) ⁴	93.89%	94.6%	94.4%	94.72%	94.19%
Unauthorised Absence (% of cluster school roll)	1.71%	1.4%	1.1%	2.29%	2.64%
Authority Average – (%) Primary Schools in Argyll and Bute	95.87%	95.52%	95.26%	95.16%	95.38%
Unauthorised Absence - (%) Primary Schools in Argyll and Bute	0.89%	0.98%	1.18%	1.24%	1.32%
National Average for both Secondary and Primary Pupils (%)⁵	93.70%	Not collated	91.1%	Not collated	Not yet collated
	14/15	15/16	16/17	17/18	18/19 ⁷
Exclusion Openings	0	0	0	0	0
Exclusion Incidents	0	0	0	0	0
As a % of Total Argyll and Bute Primary School Exclusion Openings	0	0	0	0	0
As a % of Total Argyll and Bute Primary School Exclusion Incidents	0	0	0	0	0

⁴ Authorised absence includes bereavement, short – term exceptional domestic situations, religious observance, weddings of immediate family. Unauthorised absence includes truancy, unexplained absence and most family holidays during term time. Attendance and absence is outlined in Management Circular 3.03.

⁵ Attendance, Absence and Exclusion information is now collected on a biennial basis and was **not** collected for 2013/2014, 2015/2016, 2017/18 academic years. It was collected at the start of 2017/2018 session for 2016/2017.

⁶ Please note that attendance data for 2018-2019 is for the year to date and not a complete year. It is therefore subject to change.

⁷ Please note that exclusion data for 2018-2019 is for the year to date and not a complete year. It is

therefore subject to change.

National Averages for Attendance have been taken from Attendance and Absence 2016/17 - Supplementary Data – March 2018.

- Attendance at Islay and Jura primary schools has remained very steady over the past 5 years and is just below the Argyll and Bute average for all primary schools.
- Unauthorised absence for Islay and Jura primary schools is above the Argyll and Bute average for all primary schools.
- There have been no exclusion incidents at Islay and Jura primary schools from session 2014/15 until the current point of data reporting for the 2018/19 session.

Islay and Jura Achievement of level June 2018:

CLUSTER	STAGE ROLL	STAGE	ELT	ER	EW	N	ROLL	GLT	GR	GW
BUTE	61	P1	88.52%	85.25%	68.85%	86.89%				
	56	P4	67.86%	58.93%	55.36%	51.79%				
	60	P7	88.52%	88.33%	86.67%	86.67%				
COWAL	126	P1	95.12%	86.51%	77.78%	86.51%	*	100.0%	75.00%	75.00%
	152	P4	77.55%	74.83%	68.71%	70.39%	*	100.0%	80.00%	60.00%
	126	P7	88.89%	80.65%	75.81%	70.63%	*	50.00%	50.00%	50.00%
HALCO	246	P1	95.12%	89.43%	84.96%	89.43%				
	245	P4	90.61%	82.86%	77.96%	72.45%				
	244	P7	90.57%	86.89%	80.33%	79.92%				
ISLAY AND JURA	23	P1	95.65%	86.96%	82.61%	86.96%	*	100.00%	100.00%	100.00%
	30	P4	78.57%	71.43%	57.14%	66.67%	*	0.00%	0.00%	0.00%
	37	P7	86.49%	64.86%	67.57%	75.68%	*	40.00%	40.00%	40.00%
MID ARGYLL	63	P1	87.30%	73.02%	68.25%	77.78%				
	67	P4	79.10%	80.60%	76.12%	73.13%				
	77	P7	92.21%	83.12%	74.03%	79.22%				
MULL AND IONA	15	P1	86.67%	86.67%	86.67%	80.00%	*	57.14%	71.43%	71.43%
	23	P4	94.12%	88.24%	88.24%	86.96%	*	100.0%	100.0%	66.67%
	20	P7	85.00%	72.22%	69.23%	70.00%	*	80.0%	80.0%	60.00%
NORTH KINTYRE	14	P1	92.86%	85.71%	71.43%	100.00%				
	13	P4	100.00%	100.00%	100.00%	100.00%				
	14	P7	85.71%	78.57%	71.43%	50.00%				
OLI	156	P1	91.67%	84.62%	84.62%	91.03%	14	100.0%	100.0%	100.0%
	201	P4	89.36%	84.04%	80.85%	82.09%	13	92.31%	84.62%	84.62%
	188	P7	85.11%	81.91%	75.14%	79.79%	*	100.0%	83.33%	83.33%
SOUTH KINTYRE	73	P1	82.19%	83.56%	75.34%	79.45%				
	81	P4	75.31%	80.25%	74.07%	77.78%				
	71	P7	84.51%	80.28%	61.97%	70.42%				

MAKI Achievement of level June 2018:

CLUSTER	STAGE ROLL	STAGE	ELT	ER	EW	N	ROLL	GLT	GR	GW
MID ARGYLL	63	P1	87.30%	73.02%	68.25%	77.78%				
	67	P4	79.10%	80.60%	76.12%	73.13%				
	77	P7	92.21%	83.12%	74.03%	79.22%				

NOTES:

ER English reading, EW English writing, ELT English Listening and talking N Numeracy
GR Gaelic reading, GW Gaelic writing, GLT Gaelic Listening and talking.

* Pupil numbers are suppressed

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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-S3, but earlier or later for some.

Further information:

National Improvement Framework for Scottish Education –

<https://www.gov.scot/policies/schools/national-improvement-framework/>

Early Years Update



Early Years Area Report

Children and families within Argyll and Bute currently access Local Authority Early Learning and Childcare (ELC) offered either through a morning or afternoon session, where the area still operates a 600 hours delivery model, or via a blended placement, where 1140 hours has been phased in.

ELC is also provided by Voluntary and Private operated groups in addition to Local Authority Services. The 3rd sector are in a position to provide 'wrap around' childcare for parents who wish to purchase hours to allow them to work, attend college etc.

Community Childminding is a service which is provided for children following a referral from Health or Social Work; it is designed to be an early intervention to support families predominately for children aged less than 3 years. Partner Childminders can also provide ELC for eligible children aged 2 years.

Proposed expansion of ELC

The Scottish Government is proposing to increase the number of ELC funded hours to 1140hrs per year from 2020. At present, children aged three and four and some two year olds access 600 hours of ELC per year. An ELC Delivery Plan has been developed to plan the implementation of 1140 hours of ELC in Argyll and Bute. As part of this plan, a survey was carried out to find out what parents wanted to help shape future provision in Argyll and Bute. A total of 577 parents responded, with 58% of parents showing a preference for ELC provision which follows the school year – e.g. a pattern of provision which follows the school day during term time. 40% of parents wanted ELC provision across the year – both within the school term and during the holidays. This data was able to inform the development of the proposed Argyll and Bute ELC delivery model:

Local Authority Proposed ELC Delivery Model

When developing a service model for ELC for local authority provision, the following elements were taken into consideration:

- The needs of parents and families within ELC clusters across Argyll and Bute.

- The sustainability of partner providers which provide much valued wraparound childcare within the towns and surrounding areas of Argyll and Bute.
- The sociodemographic profile of each of the ELC clusters.
- Projected economic development within ELC clusters.

This information was gathered through a robust mapping exercise within each of the localities of Argyll and Bute. It was then used as a basis for proposing two service models for local authority ELC expansion:

Model One - ELC provision which matches the school day, offering term time provision and totaling 30 hours per week

This model will be used in smaller settings where it would not be financially viable to open for extended hours. This model will also be used if there are partner providers within the local area which already offer wraparound ELC provision and there is sufficient capacity to meet local need.

Model Two - ELC provision which runs from 8.30 – 5.30 every day, throughout the year, offering flexibility of uptake

This model will be used in larger local authority settings where there are no partner providers offering wraparound ELC within the local area and there is a demand for such provision.

Current Phasing within MAKI Cluster

MAKI currently phased in:

Rhunahaorine – Term time 9.00am to 3.00pm
Inveraray Primary Pre 5 – term time 09.00 – 15.00
Craignish ELC – term time 09.00 – 15.00
Bowmore Primary Pre-5 – term time 08.55 – 14.55
Bowmore Primary Pre – 5 Gaelic – term time 08.55 – 14.55
Port Charlotte Pre 5 – term time 09.00 – 15.00
Port Ellen Pre 5 – term time 09.00 – 15.00
Gigha Primary Pre-5 – term time 09
Keills Primary Pre 5 – term time 09.30 – 15.30
Small Isles Pre – 5 – term time 09.30 – 15.30
Tayvallich Pre 5 – term time 09.30 – 15.30

One Childminder Islay

Phasing In – August 2019

Funded Provider - Local Authority

Ardishaig ELC – term time 6 hours times to be confirmed
Campbeltown Nursery – flexible models over 46 weeks and 38 weeks
Carradale Primary Pre 5 – term time 6 hours session times to be confirmed
Dalintober Primary Pre-5 – term time as above
Dalmally Primary Pre 5 – term time
Drumlemble Primary Pre 5 – term time
Kilmartin Primary Pre 5 – term time
Lochgilphead Joint Campus ELC – term time
Southend Primary Pre 5 – term time

Funded Provider - Third Sector Provider

Badden Farm Nursery – term time, 38 weeks 6 hour sessions - 08.45 – 14.45
Riverside Rascals – options over 38 weeks 08.30 – 14.30, 48 weeks 08.00 – 12.45 or 12.45 – 17.30 or 2 full day and one AM or PM.

Childminders x 5

Phasing in North Kintyre– October 2019

Tarbert Primary Pre - 5 – term time 6 hour session times to be confirmed

Updates

Islay Area – 2 Blended placements for families within this area

Parent Comments:

- *Allowing me individual time to spend with my younger child*
- *Return to work*
- *Seeing my child develop and progress and enjoying nursery*
- *Helps when full time working*
- *Introducing extra hours will help when xx moves to school*

Child Comments starting “The best thing about nursery is”

- *My teachers.*
- *Playing outside.*

- *My lunch.*
- *Food, friends and the teachers.*
- *Playing with my friends.*
- *I like having snack with my friends.*
- *Lego and friends.*
- *Having lots of fun with my friends.*

Next Steps

Plans are in place to phase in the expansion of ELC to more settings across Argyll and Bute in preparation for full implementation in August 2020. However, this will be dependent on receiving the appropriate funding from the Scottish Government.

For more information on expansion of ELC across Argyll and Bute please contact Ailsa Dominick (EAST) or Lorna Cameron (WEST) – ailsa.dominick@argyll-bute.gov.uk
lorna.cameron@argyll-bute.gov.uk

Workforce Development update April 2019

Early Years Foundation Apprentices

Cohort 1 started August 2018

Early Years Team members wrote and delivered the National Progression Award for the FA.

6 pupils from Rothesay Joint Campus participated in year 1.

Cohort 2 to start August 2019

A successful bid was submitted to Skills Development Scotland by Argyll and Bute Training Centre to deliver 36 FAs this year. There has been interest from the following secondary schools although numbers have yet to be determined following pupils' subject choices:

Oban

Tiree

Tobermory

Helensburgh

Lochgilphead

Campbeltown

In Helensburgh, delivery will be in partnership with West College Scotland (Clydebank) and Early Years Team members will deliver in the other areas along with Argyll & Bute Training Centre staff.

Early Years Modern Apprentices**Cohort 1 started Dec 2018 – Jan 2019**

6 MAs were recruited to the following ELC settings:

Park Primary Family Learning Centre

Colgrain Primary ELC

John Logie Baird Primary ELC

Campbeltown Nursery

Dalintober Primary, ELC

Clyde Cottage Nursery

Cohort 2 starting by August 2019

2 MAs will be recruited to the following ELC settings:

Sandbank Primary Early Level (Gaelic)

Rockfield Primary ELC (Gaelic)

4 MAs will be placed in ELC settings within the following areas:

Oban district

Mull

Helensburgh

Mid Argyll

Early Years Graduate Apprentices

2 places agreed for A&B to take part in a pilot for this qualification, in partnership with UHI.

Proposed placements:

Oban

Islay

Funded qualifications

In 2018 – 19, the following numbers of ELC staff have been funded to work towards recognised qualifications to meet SSSC registration and for professional development

	SVQ2 (SSCYP)	SVQ3 (SSCYP)	SVQ4 (SSCYP)	BA Childhood Practice	Post Grad Dip in Childhood Practice	MEd in Childhood Practice
H&L	1	6	2	1		1
B&C	2	4			1	
OLI	2	4	1	2		
MAKI		7	2	1		

CPD training

To deliver Scottish Government aims of 1140 hours of quality ELC provision, professional development for staff has been focused upon the Early Years Service priorities of:

- leadership at all levels
- effective use of information to improve outcomes
- learning and development 0-3 years
- outdoor learning and family learning

In addition to the Early Level training courses held centrally in Inveraray, and our on-line training options, the following CPD courses took place locally in each area:

Outdoor Learning

To support our ambition to have a significant amount of funded ELC delivered outdoors, we have invested in Woodland Activity Leader Training (WALT), with Wild Things, an award winning environmental education charity. Ten ELC practitioners were trained in September 2018 and 13 will be trained in May 2019.

In addition, the Early Years Team is working with Stramash to deliver training on **Outdoor Learning through the Seasons in Argyll & Bute**. This training will incorporate 4 days of training, in different seasons throughout the year, in each of the 4 local areas, with the aim of creating a resource at the end which can be shared across all ELC settings.

For further information on Workforce development, please contact linda.burgar@argyll-bute.gov.uk

ELC - Learning and Development

As part of the Education Strategy 'Our Children, Their Future', the Argyll and Bute 'ELC Learning and Development Framework' has been developed to provide strong and consistent guidance on learning and development from birth through to a child starting school. Every setting and childminder has been issued with this guidance and providers are encouraged to use this tool as part of their self- evaluation, along with 'Building the Ambition' and 'How Good is our Early Learning and Childcare?' Members of the central support team use the Framework as a key document as part of their support visits, focusing on 'Environment', 'Experiences' and 'Interactions'. Data is also used to analyse the quality of provision with progress being tracked through 'Care Inspectorate' and 'Education Scotland' inspections. Twice a year the local authority gathers data in relation to 4 year old children's progress within their developmental milestones, and this is used to target resources more effectively. Teams are being trained in the use of improvement methodology to support their own improvement journeys – being clear

about how they know a change has led to an improvement.

As well as tracking progress in children's learning outcomes, practitioners in

Area	DM Data – December 2018
B+C	52%
MAKI	38%
OLI	32%
H+L	53%

nurseries also track each child's progress within their developmental milestones. We know that most children achieve their milestones as a matter of course. However, some children might need a little extra help or time to achieve theirs. The milestones we track are:

- Social, emotional and behavioural
- Speech and language
- Cognitive and sensory
- Fine motor skills
- Gross motor skills

The Early Years Service gathers data twice a year (December and June) to find out how children are progressing within their milestones.

Developmental Milestone Data – December 2018 – By Area

Similarly, data is collected and analysed around Care Inspectorate gradings of all ELC units.

Care Inspectorate Grades – March 2019 – By Area

Area	Number of Settings	Percentage graded '4' (good) or above as a result of Care Inspectorate inspections
B+C	14	93% (13)
MAKI	20	93% (19)
OLI	22	93% (21)
H+L	14	86% (12)

For more information on ELC Learning and Development, please contact – Tina Sartain tina.sartain@argyll-bute.gov.uk

Teaching and Learning

Literacy

P1 Literacy

In August 2018 The Early Acquisition of Literacy Guidance was presented to P1 teachers across the Authority during a training day (for further information refer to ABLE2 website, <https://blogs.glowscotland.org.uk/glowblogs/able/>). The guidance focuses on the importance of providing opportunities to develop the early skills for reading and writing, including listening, talking, engaging with music, movement and memory and engaging with stories.

The Northern Alliance Literacy Pilot continues and a further 12 schools across the Authority are now involved. This project involves P1 classes and the approaches used are very similar with Authority guidance.

Writing in Primary

There have been a number of training sessions with Sallie Harkness this session on Storyline Scotland. Some of our more experienced practitioners may remember the work that Fred Rendall, Bill Maxwell, Steve Bell and Sallie Harkness developed which inspired the teaching of writing in the 1970s and 80s. We are revisiting this approach to develop motivation, relevance and enjoyment of writing for our pupils. An excerpt from the website, www.storyline-scotland.com, states –

*Storyline creates a partnership between the teacher and the learners in which the teacher designs the 'line' – the chapters of the story, and the learners create and develop the story. The line or plan aims at curricular content (**knowledge**) and **skills** practice while the story provides the context within which the pupils feel motivation through ownership. They create the characters that will bring the story to life. The 'line' is designed in a series of key questions. Storyline is not only about **knowledge and skills** but also about **feelings and attitudes**.*

To date we have had 40 schools involved, with a focus on writing in the upper primary and the feedback from practitioners has been very positive.



Dalintober Primary

'Storyline Scotland' is one of the ways in which Dalintober Primary is aiming to raise pupil attainment across Second Level Literacy - Writing. This approach has resulted in significant improvements in the quality of writing produced and has engaged children, enabling them to discuss and share their ideas and opinions. The level of interaction and enthusiasm from the children has been notable. We have used this methodology from Early Level using 'Working Walls' to help develop the storyline by adding incidents, e.g. plastics on the beach, trapping seabirds. Our second 'Languages 1+2' additional language of Spanish is used as a focus in our Second level 'Storyline' where the children select and plan their trip - writing reports, creating phrasebooks and reacting to incidents along the way. We have held 'Sharing Practice' events which were very well attended by parents and children and the feedback was very positive. Our Lead Practitioner on 'Storyline', Elspeth Campbell, has also held training and exemplar sessions for school staff. We are now planning a whole school moderation activity on Literacy – Writing/Listening & Talking, using 'Storyline' as a focus.



Ardrishaig Primary

Over the past two years Early Level pupils at Ardrishaig Primary have been a part of the Argyll and Bute Early Acquisition of Literacy approach, which is now the Northern Alliance approach to emergent literacy. This has involved a strategic look at the teaching approaches used in literacy including reading, writing, fine motor skills and phonics. Pupils have shown a great enthusiasm for literacy and enjoy the hands on approach to learning phonics and building fine motor skills. Pupils are often seen using their writing skills as part of their real life play contexts. During moderation exercises and at transition teachers have commented on the improved skill and understanding of pupils in all areas of literacy.

An important element of this approach was to share it with parents and there have been a number of 'learn with me' events for parents during the school day. Parents say that these events helped them to feel more secure in their understanding of how the school teaches emergent literacy and how they can support at home.



Carradale Primary

Carradale Primary's P1-3 pupils have immersed themselves in their Dragon Project in the 2019 Spring Term, using it as a base for developing a range of knowledge and skills across the curriculum. The class has spent a lot of time reflecting on and being inspired by the illustrations in the text *Tell me a Dragon* by Jackie Morris. The children read a story called 'How to catch a dragon' and then put their own ideas together of how to catch a dragon. They wrote simple instructions on how to catch a dragon using sequencing language and have also been exploring adverbs and similes and to help them write Dragon poems. The children learned about performance poetry and practised performing their own poems for each other. They learned the performance piece 'The Dragon Who Ate Our School' by Nick Toczek!

Other Curriculum Areas

The illustrations in 'Tell me a Dragon' seemed inspired by many different cultures and terrains so the class looked at a big map and learned some of the places on the map where these dragons could be from. They learned that dragons have been mentioned in stories for thousands of years and all across the world. They learned about how dragons vary in different cultures. The children explored dragon related art and made dragons in a variety of materials. They found a dragon's den in the woods near the school and helped to make a nest for the dragon and decorate his lair. They listened to dragon stories sitting in the den. They made clay dragons, and marbled paper, then drew and cut out our own dragons. They collaborated to create a junk modelled dragon inspired by the Chinese dragons for Chinese New Year. The children made spring rolls and tried them with some different dipping sauces, then they recorded what they liked and didn't like on a chart.



We then broke down the story into 5 main parts. Finlay then thought of another story following the original story but with different animals and fruit. He carefully chose the animals to go with the fruit in his story. He then found pictures of the animals and fruit and made his own book. He could tell the story with great confidence.



The children in P4 and P6 have used the same strategies to help with their report writing, newspaper articles, poetry, portal stories and biographies. The children have also used Talk for Writing to help them write stories linked to the travel agency we have set up in the classroom at the moment as part of a Storyline project we are doing.

The children all find using Talk for Writing very helpful when planning their stories. It makes sure they have a definite structure to their writing. In the 'Imitation' stage the children help to write the story map and then together we work out the actions we will use. When we 'Innovate', we work together to make up a story closely based on the original one. By the time the children come to write their own story in the 'Independent' stage, they know the story well and have examples to follow. Children who are less confident find the structure of the writing helpful and produce interesting writing.

Numeracy

Numeracy in Primary 1

Stages of Early Arithmetical Learning (SEAL)

There are now 25 primary schools trained in SEAL, encouraging effective engagement with parents. Feedback so far has been positive with more play based learning being used in approaches. Please see link on SALi for more information, <https://blogs.glowscotland.org.uk/ab/sali/2017/12/14/stages-of-early-arithmetical-learning/>. Head Teachers reported that 6 of our of original 10 schools (SEAL 2017/18) feel that the extension work into P2 has gone well. In August, P1 teachers were introduced to the Draft Guidance on the Early Acquisition of Numeracy which reflects the principles of SEAL.



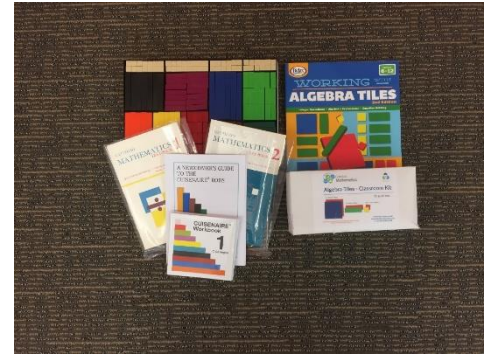
Numeracy in Primary and Secondary

Number Talks

Training has been undertaken this session on Number Talks at First level, focusing on mental agility, providing a range of strategies for solving problems and developing pupils' skills in talking about number. There has also been training in Number Talks at Second level with a focus on fractions, decimals and percentages.

Concrete, Pictorial, Abstract Third and Fourth

As well as providing training from La Salle Education in September, most of our Secondary Schools have been provided with concrete resources to be used in effective learning and teaching.



Dalintober Primary School

Dalintober Primary 1 are part of the SEAL (Stages of Early Arithmetical Learning) Pilot. It is a structured and progressive framework that advances children’s understanding and use of strategies within early number. SEAL is taught using a number of approaches including whole class lessons, small group work, paired work and individual challenge or support. At Dalintober we have combined our successful BMT approaches with developing the number word sequences strand in SEAL. Our activities include subitizing, bunny ears to develop finger patterns and the use of numeral tracks to count forwards and back from any given number range. We have found that using this approach has challenged children while building a depth of understanding. They are aware that numbers represent quantities and can use this knowledge to partition number without counting. The children are able to describe their strategies confidently and recognise that there is more than one way to solve problems. The structure of the framework provides strong evidence to support teachers when tracking children’s progress.



Bunny Ears – showing 10

Clachan Primary

Clachan Primary School's numeracy vision and aim, created by our learners, states;

Our maths and numeracy vision

- we will be resilient and confident
- we will have fun with maths and numeracy
- we will communicate well with each other and the whole community

Our aim

- to improve mental agility and increase resilience

As part of our daily learning, all Clachan children take part in number talks. Number talks are conversations around number problems that are solved mentally. Children are encouraged to discuss the different strategies they have used to find a solution. By sharing their strategies, students have the opportunity to collectively reason about numbers. We talk about numbers in a fun and open way. It is important to know that there are lots of ways to reach solutions and it is ok to make a mistake. The children know that resilience is about keeping on trying and learning from mistakes.



Most number talks are led by the teacher, but in Clachan Primary, the older children like to share their learning by leading number talk sessions with younger class members. This is also a good way for teachers to check on how strategies are applied and understood. Some of the strategies have now transferred over into written work such as using empty number lines when solving number problems during independent learning.

We use our number skills in all of our subjects. This term we have been learning about Shetland, we have created a play farm shop in the classroom, the potatoes and carrots are useful to help P1 sort and record number amounts. A group of children used their numeracy strategies to plan, record and calculate the time durations when timetabling a trip to Lerwick.

P1-3 have been exploring adding in groups of five and finding links to multiplication. We all use arrays to help us see patterns in numbers and to help with finding our friendly numbers.



Clachan Primary pupils have found that our numeracy vision and aims have helped us approach all our learning with confidence and resilience.

Health and Wellbeing

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing;
- experience challenge and enjoyment;
- experience positive aspects of healthy living and activity for themselves;
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle;
- make a successful move to the next stage of education or work;
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

Scottish Government Initiative 2 hour quality PE per week in primary schools

The vast majority of schools, 98%, across the authority achieved this in 2018 and the results of this year's Healthy living Survey will be published in June 2019.

School swimming

The majority of schools are able to participate in school swimming, normally for 4 - 6 weeks with either primary 4s, 5 s or 6s participating. In the small schools the whole school is often able to participate.

Daily Mile

Numerous primary schools participate in this to raise the level of physical activity and general wellbeing for their pupils.

PE development 2018 -19

Introduction of the Connections PE resource continues across the authority. This resource was developed by South Lanarkshire Council at early level, and Borders Councils at first and second level to all primary schools. Twilight sessions were held in clusters to introduce the resources with staff taking part in practical activities to experience some of the activities. This is an up to date PE resource for schools to support staff across different levels of knowledge and confidence to ensure that children receive the high quality experiences in physical education that will help them develop the skills, knowledge, confidence and motivation for lifelong physical activity.

PE development

Planning PE round the SALs, benchmarks and moderation in PE. Support given to schools with how to plan for PE by focusing on the SALs and the PE Benchmarks. Staff in some schools are gaining confidence using the PE benchmarks to support their professional judgement of progress and using them to identify next steps in learning. .

PE development in Early Years

Two development days have taken place over the year to support staff to develop skills, knowledge, understanding and confidence to deliver PE in Early Years. Looking at the importance of PE in Early Years and understanding how PE influences and affects learning in physical competencies, physical fitness, cognitive skills and personal qualities. The days focussed on developing balance and control and coordination in particular through numerous activities – general movement, gymnastics, dance and games.

Balance bikes

Linking with the PE development round balance and control and coordination training has been delivered on balanceability training. The reason children feel more confident on a balance bike is firstly due to their ability to place their feet on the floor but also due to the fact that their centre of gravity is lower than that of a pedal bike, allowing them to be more stable. This project was delivered in partnership with road safety who funded the balance bikes. Learning in road safety as well as physical development was included in the balance bike training.

Smoke Free Me

P6s and/or P7s across the authority were involved in the drama production -‘Smoke Free Me’ by Raenbow Productions. Lessons were completed in school, with class teachers, to emphasis and discuss further the topics covered in the drama.

Access to Free Sanitary Products

The Scottish Government committed to providing all girls with free sanitary products starting in August 2018. COSLA have been working with local authorities to create a distribution plan. Alongside some other local authorities Argyll and Bute consulted with girls to collect their views and suggestions of how this can work, with discussions involving the following:-

- Distribution suggestions
 - Distribution through community pharmacies
 - Money going directly to schools
 - How many do they think would take up this offer?
 - How could the distribution be managed in school bearing in mind dignity and modesty?
 - How else could this work?
 - How can study leave, holiday access etc. be planned for?

Following on from this schools were given their allocation of money for pupils from P6-S6 for products and set up costs for storage/equipment and a set of guiding principles to follow.

Young Scot designed promotional posters which were distributed to all schools to display as well as information on their website on periods.

All P6 and 7 girls are being given a period starter kit from 'Hey Girls' a social enterprise company, who also have very informative information on their website.

Access to Free Sanitary Products - Guiding Principles

Guiding Principles

The delivery model should be based on:

- Protecting students' dignity, avoiding anxiety, embarrassment and stigma
- Making a range of products and different qualities available, giving students choice about the products they want to use
- A response that is reflective of students' views and experiences
- An efficient and dignified approach which demonstrates value for money
- An offer for all eligible students throughout the year to include both term time and holidays
- Ensuring sanitary products are easily accessible to meet individual needs
- Individuals being able to get sufficient products to meet their needs
- Gender equality, ensuring anyone who menstruates can access products, including transgender men and non-binary individuals, and that language is

gender neutral. The roll out of gender neutral toilets should also be taken into account.

Awareness raising and education to both promote the 'offer' and change cultural norms.

Most schools across the authority now have this project up and running, with it being particularly effective in schools where pupil voice has driven this project forward.

Children and Young People's Health and Wellbeing and Parental Involvement and Engagement Censuses

There are two distinct censuses being conducted across Scotland commencing May 2019 and August 2019. The first is the Parental Involvement and Engagement Census and the other is the Health and Wellbeing Census involving all pupils from P5 to S6.

Background

What is the purpose of the Parental Involvement and Engagement (PIE) Census?

The PIE Census aims to rationalise the collection of Parental Involvement and Engagement data by providing a set of questions all local authorities will be invited to ask in their respective areas, which should result in comparable data being collected.

Once available, the data will be used primarily to drive improvement at a local level but also to help monitor the progress of policies rolled out at a national level.

The National Action Plan on Parental Engagement as well as the National Improvement Framework require evidence to ensure their aims are being delivered.

What is the purpose of this Health and Well Being (HWB) Census?

As part of the National Improvement Framework all pupils from P5 – S6 will have the opportunity to participate in the census, with the same agreed set of core questions in order to monitor a broad range of topics and themes in a consistent and reliable way across Scotland.

The approach being introduced in relation to the HWB Census will provide each LA with an opportunity to gather, process and analyse their own data in order to look at their own evidence for statistical and research purposes only as part of the public task.

The Local Government in Scotland Act 2003 states that Local Authorities (LAs) have a power to do anything which it considers is likely to promote or improve the well-being of its area and/or persons within that area.

The Standards in Scotland's Schools etc. Act 2000 state that education authorities must endeavour to ensure that their schools are health promoting. Therefore, the gathering of this evidence at a local level is needed in order for LAs to identify and drive forward improvements where it is needed, and to monitor whether improvement happens as a result.

Timescale and Use of Data

Parental Involvement and Engagement (PIE) Census in Argyll and Bute

The PIE Census will be conducted in May – June 2019 as an online survey (but can be available on email, mobile or paper) and relates to their involvement and engagement with their child's school.

Data collected will be analysed by the authority for use in national and local policy and strategy, and fed back to schools as a tool for planning and improvement.

Health and Wellbeing Census in Argyll and Bute

Argyll and Bute, along with 2 other local authorities have been involved in the piloting of the HWB census, using the online survey, in a number of primary and secondary schools this month, testing both the technology and the content of the questionnaires. The following schools were involved in the pilot – Lochgilphead JC (primary and secondary pupils), Tarbert Academy (secondary pupils), Sandbank Primary, Toward Primary, Innellan Primary and Dervaig Primary. This census goes live in autumn 2019.

The data collected will be analysed and information will be used by Scottish Government, local authorities and schools to help shape future development plans to improve HWB of young people.

Relationships, Sexual Health and Parenthood (RSHP)

A new resource – still in draft form - is in the process of being developed by Education Scotland and some schools across the authority have been involve in training round the resource and have had the opportunity to feedback their thoughts to Education Scotland.

Southend Primary

Southend pupils have been developing their skills for learning, life and work, sustainability and STEM through Education Scotland's Food for Thought Project.

This project involved harvesting vegetables planted earlier in the year within the school grounds, preparing and making a variety of soups, investigating packaging, creating labels for soup containers, making frequency tables and graphs, parent surveys and serving a harvest lunch for parents. Our retired Cook also visited to help prepare an apple crumble with the children for our Harvest Lunch. As well as using numeracy skills, pupils wrote poems, invitations and designed posters. To complete our project, pupils researched "Mary's Meals" which is a charity which provides meals daily to some of the world's poorest school children. The outcome was a Soup Recipe book created with community involvement. Over fifty recipe books have been sold to date in the local village shop and in Campbeltown raising £124.



Port Charlotte Primary School

Port Charlotte school have started a new 'Clan Time' where pupils learn leadership, team work, co-operation and resilience by solving challenges in mixed age Clan groups. All the children in the school from Nursery to P7 take part each week. So far they have made bird feeders for the wildlife garden, Andy Goldsworthy style art on the beach, team building in the playground and baking pancakes. The pupils said "*It's really good*", "*It's fun!*" and "*It send positive team work messages*".



Outdoor Learning

Rhunahaorine Primary School

Resilience, Teamwork and Fun

Children at Rhunahaorine Primary have been testing their stamina and bracing the beach in all weathers throughout January. Everyone pulled together helping with logs along the beach to create our base. After suggestions and a vote it was named, 'Island Queen Beach Camp' after the nearby shipwreck. As well as building relationships the children have been learning about Beach Safety and writing about their adventures.



Achahoish Primary School

Achahoish Primary School are delighted to announce that they have achieved Level One in the Royal Horticultural Society School Gardening Awards. All the children and some parents have been involved in the work which has been led by our gardening parent volunteer.



This term, the focus for p4-p7 has been on cuttings and transplanting. We made hard wood cuttings from cornus, viburnum and blackcurrants, learning the correct methods, measuring accurately and using tools safely, building responsibility and independence. The children transplanted their self-sown seedlings using mental calculations to find the best seed dispersal. Rhubarb provided a whole afternoon of learning as we found out about Rhizomes method of division, bud identification, modified stems and food storage. We looked at Latin names and tried to find links to words we already knew, such as 'millium effusium aureum'.

Primary 1-3 began by digging over the potato patch and found that potatoes are a bit like seeds, we were very careful to get them all out of the bed. We planted bulbs and had to count out how many we were planting then divide by two to plant them in rows. The children spent time looking at the compost heap and comparing the two sides, we had a good discussion on why we compost and how compost compares to the forest floor. The children were able to apply their measuring skills as they were set the challenge of measuring the length of the water pipe we have and then working out how much more we will need to get.

Now we are deciding what to plant for the spring as we are planning to hold a summer garden party and invite the whole community.

Inveraray Primary School

Staff and pupils have been using the local environment and the school's context to complete Forest Schools activities which have developed children's knowledge, skills and understanding of the outside world. Staff have also been devising a unique approach to Nurture, with pupils being taught in small class sizes, a focussed approach to Nurture, improving Literacy and Numeracy progress for all pupils in an imaginative way.



We have also been really well supported by our local Co-op who have been providing the school with food for a Breakfast Club; our parents have led the way in organising and providing a breakfast for any pupil who wants it – ensuring a positive start to the day.

Our Scottish evening in January was a feast of Scottish culture with poems, songs and dancing and incredible support from our local community. P4-7 pupils have also been working on 'Joseph and his Technicolour Dreamcoat' as a production to take place after Easter. Pupils are already enjoying rehearsing songs and we anticipate this will enhance pupil confidence and self-esteem.

Tayvallich Primary School and ELC

ELC

One of the key improvement areas for Tayvallich ELC is developing outdoor learning and play. Our pre-5 unit has now expanded the number of hours provision we offer to 1140 hours per year. As part of this, we have developed the ways in which we learn and play outdoors. We have done this by developing our outdoor space and have added a willow den and mud kitchen and we have increased the time that staff lead outdoor play sessions. Free-flow learning has also been introduced so that children can go outside whenever they want. This introduces an element of personalisation and choice as well as increasing outdoor learning.

We have also made use of the school's new woodland classroom and spend whole days in the woods. Our aspiration is that 50% of pre-five learning and play will take place outdoors and we are well on our way to achieving this.



The children have been exploring and learning about time recently. The outdoor area helped the children to again engage in activities using natural materials and also using materials provided. They had lots of fun making clocks using chinks and also sticks which were provided. In the woodland area the children made pendulums and a sundial.

P1-7

With the help and support of Scottish Natural Heritage, we have made a woodland classroom area in the Tainish Reserve. As well as exploring the reserve through walks, we have participated in an archaeological dig with Kilmartin House Museum and carried out a number of conservation tasks on the reserve. These include creating a tree nursery, clearing areas of the reserve and building and installing bird boxes. We also visited two abandoned



settlements and the rock dwellings on the reserve for the first time. We play lots of games in the woods combined while extending their learning in many different areas of the curriculum. We especially enjoyed making pancakes on an open fire for Shrove Tuesday!



There has been a lot of building work and restructuring at Tayvallich School and because of this we have been working hard to develop our playground and surrounds. Activities include zoning areas of the playground, gardening, planting hedges and trees and erecting a willow den. We have also set up composting facilities in the school.

We participated in the Big Garden Birdwatch and learnt how to identify our visiting birds. We also built a feeding station and a nest building station to attract more birds to our outside space.

We are continuing to extend our play facilities so that the children can have the opportunity to stimulate all their senses and advance their physical development further.

Kilchattan Primary School

Using the Pupil Equity Fund, we have bought a polytunnel to use for growing vegetables throughout the year. Our neighbouring crofter has kindly agreed to let us site the polytunnel in the field next to the school. We are looking forward to enjoying our school grown goodies all year round!



Digital Learning

Argyll and Bute Council's **Digital Learning Team** supports teachers, school staff and pupils throughout Argyll and Bute in the use of technology in education. The team consists of Gary Clark, Simon Nitschke and Tom McLaughlin.

From March 2018 to March 2019, the team has delivered Digital Learning to 1362 pupils ranging from Pre-5 to S6, consisting of 634 girls and 728 boys. In the first three months of 2019, the team has provided Digital Learning to 378 pupils ranging from Pre-5 to S4 across Argyll and Bute. Primary and secondary pupils that we work with are given the skills to become Digital Leaders, meaning that they can pass on what they learn to their peers, as well as staff. During this three-month period, the team has so far visited schools in three of the four clusters in the local authority, with more visits and events planned to take place throughout the year across the area.

The team has recently expanded into providing Digital Learning to Early Years, and provided training in use of suitable technology to staff at Rothesay Joint Campus, as well as running a stall at an Early Years Community Family Day at the Queen's Hall in Dunoon for practitioners and parents.

Additionally, an authority-wide transition project for Gaelic is being supported by the Digital Learning Team, who co-ordinated the selection of robotics technologies to be used at several transition events with multiple primary and secondary schools taking part. The team has also supplied supporting materials which are being translated into Gaelic, and delivered training in the use of the technologies to staff and S4 pupils in Inveraray. The Digital Learning Team will be supporting four of these transition events in May and June 2019. The team is also planning to organise events for the Scottish Government's Cyber Scotland Week in April and the EU Code Week in October.

The Digital Learning Team has been involved in an ongoing project trialing the use of Chromebooks in education. This pilot began in May 2018, with four schools so far having tested the devices in classrooms. The team is pleased to report that, although evaluation is still ongoing, the trial has so far been met with positive feedback, with staff citing benefits such as touch screen functionality, ease of use, unobtrusive updates and less disruption to teaching and learning for troubleshooting compared to regular laptops.

Science, Technology, Engineering and Maths (STEM)

Port Ellen Primary

Project Enthuse – Rolls Royce Science Award
Project Enthuse is an initiative that aims to both develop and celebrate the best STEM subject teaching in the UK. Port Ellen Primary was one of only four schools in the UK to reach the finals. They were winners of the Eden Award which is an award for the most environmentally focussed project. This is a significant achievement and reflects the high quality of STEM learning and teaching on offer in Port Ellen Primary School. Well done Port Ellen we are proud of you!



Port Ellen goes from strength to strength in STEM and this year were awarded funds through the DigitalXtra fund for an after school robotics club called 'Resilient Robotics'. Here they are making a banana keyboard!

Bowmore Primary

Science Week

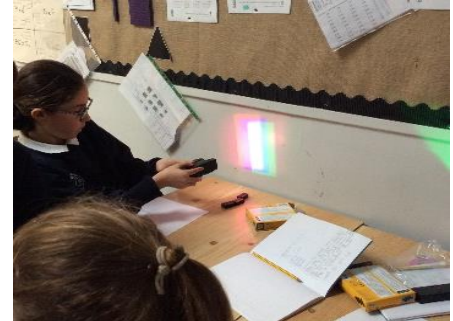
During Science Week P7 went to Islay High School for a day of Science. They took part in experiments in Biology, Physics and Chemistry. They looked for colour change in each experiment that took place. This was part of the transition process which allowed them to work with other P7 children from around Islay and Jura. They really enjoyed the experience and were challenged throughout.





Other learning in class during Science Week has been about the properties of light and with a focus on reflection and refraction. The pupils took part in many activities but one of the favourites was creating a rainbow using reflection. Pupils split up the three primary colours of light and discussed the new colours that they could see.

They also been learning about shadows of light using concave and convex lenses.



Bowmore Primary - Gaelic

Airson Seachdain Saidheans, tha ar clas Tràth Ìrean air a bhith ag obair air neart. Tha sinn air tòrr deuchainn-saidheans a dhèanamh mar eisimpleir rocaidean balùn, ailbhean a-mach à Plasticine, càraichean a' dol sìos rampa le diofar stuthan air a dh'fhaicinn dè am fear a bhiodh ag obair às fhèarr. 'S deagh topaig a tha seo airson saidheans, le tòrr bhriathrachas ùra is freagarrach dhaibh. Chòrd e rinn glan!

For Science Week, our early level class have been learning about forces. We have done some exciting experiments including balloon rockets, plasticine elephants, cheese and ham straws, slime, investigating cars on ramps and syringe painting. This has been a great topic to encourage language acquisition, make predictions and ask questions.



Expressive Arts

Keills Primary School

Family, friends, ex-pupils and community members enjoyed a most entertaining production of 'YE-HA!' performed during the 'quieter' month of January at Keills Primary School! The 'Wild West' was brought to the island of Islay and, with a few twists and turns, made it onto our wee stage!

With great gusto, determination and commitment to entertain the masses P1-7 pupils worked incredibly hard to learn lines, remember dance routines, perfect stage positions, know entrance and exit cues, manage props and memorise songs. Of course, pantomimes are the norm at that time of year; however what made the Keills' production stand out this year was the fact that the majority of our performers were P5 and below. All the children, including our nine P1s had lines – and P1 make up approximately one third of the school! Even our Pre 5 children performed much to the delight of their parents and the wider audience.

All credit goes to our three P7s (we have no P6s), who not only performed to such a high standard but supported the younger children to do the same. Their encouragement, reassurance and patience was evident during rehearsals and indeed during the two performances. Proud parents (and teachers) were clear to see that day!



Kintyre Schools

BBC Scottish Symphony Orchestra Residency in Campbeltown October 2018

The BBC Scottish Symphony Orchestra (BBC SSO) worked with primary and secondary school pupils across Kintyre as part of a week-long residency in Campbeltown. Pupils took part in performances and song writing workshops with BBC SSO musicians, including a special workshop on Gigha. The pupils created their own songs based on Mussorgsky's "Pictures From an Exhibition", inspired by characters in the paintings which inspired the music, including the "Troll King" and the "Ballet of the Unhatched Chicks".



Over 700 Argyll and Bute pupils had the opportunity to take part in a BBC Scottish Symphony Orchestra concert at Campbeltown Grammar, which included some well-loved soundtracks from Harry Potter and Star Wars, as well as classical pieces. Pupils from Castlehill Primary and Campbeltown Grammar also took part in brass and strings "side by side" workshops with BBC SCO musicians, a unique opportunity to develop their musical technique and performance skills. Pupils from Dalintober Primary, Rhunahaorine Primary, Gigha Primary, Glenbarr Primary, Clachan Primary took part in the workshops and school performances and Southend Primary took part in the schools concert.

Furnace and Minard Primaries

Minard pupils have joined the pupils at Furnace Primary School this session. The effect has been positive with enhanced opportunities for developing interpersonal skills and accessing a wide variety of curricular opportunities.

During the 2018-19 school year through planning for equitable access for pupils as part of the Pupil Equity Fund the school offered a variety of wider experiences for pupils. This included a block of lessons from Ballet West.



The pupils said "I'm loving this!" and "I just want to dance!"



The school also offered a variety of after school activities including a sports club run by a Sports Ambassador from Lochgilphead High School.

Furnace Primary school has a high percentage of pupils with hearing impairments and to support their classmates they have been learning some sign language. Here they are learning with Mrs Atwood.



Craignish and Kilniver Primaries

For this year's Christmas show Kilniver and Craignish primaries teamed up along with an expert from the community to write, design and perform their own show 'One Jungle'. The children worked together to write an original script based on the well-known Lion King. Here they are on the big day:



The pupils also participated in a variety of enterprise activities around the show including designing 'One Jungle' tea towels, with proceeds going to Bemvu school in Malawi, and 'One Jungle' themed market stalls. It was a roaring success!



Kilmartin Primary School

At Kilmartin Primary School we strive to improve children's ability to achieve success in a variety of ways and ensure that we promote positive partner relationships to support this.

This year the primary school held a 'Welcome Back/Kilmartin's Got Talent' afternoon with pupils performing poems, songs and tricks for each other and with musician friends taking part too. Pupils had identified that they wanted to have an expressive arts afternoon and helped to plan the event.



It was such a success that they said that they want to have more afternoons like this and planned a Ceilidh Musicians afternoon for Primary and ELC pupils. There was a varied programme of music with tunes to enjoy listening to and tunes to jig to. The children also had the opportunity to try playing the cello, violin and guitar with excellent support and guidance.



Both events had a great atmosphere with excellent and enthusiastic engagement!

Interdisciplinary Learning

Glassary Primary School

Our curriculum rationale states that we aim to use the unique resources we have in our environment to drive forward teaching and learning. This term, pupils in P5-7 have been developing their writing and digital skills by creating information leaflets for Kilmartin House Museum. This has meant that children have been learning about the features of our natural landscape including V and U shape valleys, river meanders, oxbow lakes and volcanic plugs (all of these can be found within the school's local area). They then took photographs and worked these into information leaflets. Staff at Kilmartin House Museum have chosen their favourite and it has now been added to the leaflets the museum makes available for visitors



Pupils in P1-3 were interested in the different types of vehicles that come into our local village. They developed their data handling skills by going out into the village and taking a census of vehicles using tally charts. They then converted these charts into pictograms and bar graphs and used these to create conclusions about the vehicles in Kilmichael Glassary. They also had to risk assess their learning and come up with plans for staying safe around roads and traffic.



Community Partnership

Tarbert Academy Primary

Parental Engagement and Community Partnerships - Forest School

We began our outdoor education work four years ago and have seen it develop significantly. Mr. Lockhart has a love for outdoors and we approached him to lead development in this aspect of our curriculum. We have gone from one class to four classes out of the five here at Tarbert partaking in weekly sessions of Forest School. P1 will start after Easter meaning all our classes will have a session.

“I have a fear of us being able to DO Forest Schools in the future. I see the good it is doing within our children and seeing them thrive is an environment that they don't always access out of school is a privilege” Mr. Lockhart

Parental Involvement

Staffing demands led us to look for parent helpers to support us in our work. We were extremely fortunate to have a family move to the area with expertise in community development and who took the lead to get more parents involved. Mrs. Brown trains parents, relays information and has parents linked to classes. All this has lessened the organisational burden on Mr. Lockhart. Parents knowledge and understanding has grown and appreciation of it's worth is now shared to families via our parents in the village. It has been extremely positive!

“It is my girl's favourite thing in the week and for me to see what they are doing is extremely eye opening and I see the worth in it” - Nicola Derevyankin

Community Links

Grants have been applied for by Mrs. Brown to pay for resources, PVG's and other community projects. This year we hope to have a six sessions with Kilmartin Museum with a focus on wood work. This will be in association with our village Viking Festival. In the past grants have paid for a John Muir Project. This will help us develop further community links whilst making our experiences for the children relevant and exciting.

Our links with Tarbert Castle Trust have grown. We have helped plant an orchard, plant trees, and we are taking part in an archeology dig in May. This is an amazing opportunity to really widen our knowledge of the work of work.

*“Vandalism up at the castle grounds has plummeted since forest schools started”
- Robert McPhail*

The children

The most important impact we have seen is a sense of wellbeing in the children up at the site. Relationships have changed between themselves and with staff. There is a real sense of mindfulness taking place when you step back and observe.

*“I love Forest School because we can enjoy just being with each other and I don’t worry about what I wear. There are no arguments either and it’s just really good fun”
- Aimee B P6*

“I love Forest School because I get to see my mum and the teachers are different up here. It’s fun and I like to get dirty” -Thomas B P7

Staff INSET Training

We as a staff spent 2 hours at the site and partook in some of the activities that take place. Parents, children and all staff took part. We looked at how to expand and develop using our village ‘spaces’ to further enhance teaching and learning in our school.



Minard Primary School

The delights of a rural school where the pupils sow, nurture, harvest, prepare and distribute the harvest from the school grounds. The pupils of Minard Primary school made plum and apple crumble to give away to members of the community along with harvested parsley, carrots and leeks. The gifts were delivered almost as soon as they were gathered from the gardens. The feedback from our small community was excellent with several pots of soup on the go locally that night.



Castlehill Primary School

World War One Exhibition



During October and November, Primary 6 and Primary 7 pupils in Castlehill studied WW1 as their topic. This of course, coincided with the 100 year anniversary of the end the war. As well as carrying out a great deal of work within the classrooms, pupils also visited Campbeltown Grammar School to take part in a Remembrance Day Service, visited the War Memorial and studied the names of those who gave their lives during

the war and carried out several homework tasks, one of which involved building models of WW1 trenches. This was very popular, both by pupils and their parents.



The pupils quickly became totally engaged and engrossed in the topic, so it was decided to hold a small exhibition which would give the youngsters the opportunity to share all their learning with friends and family, as well as the rest of the school. They also invited local councillors, teachers from CGS and Mr. Patrick Stewart, who is the Lord Lieutenant for Argyll and Bute. The exhibition itself included drawings, paintings, poems, model trenches, model

war memorials, medals and many artefacts which had been brought in from home by the children. At the end of the exhibition, the pupils sang war songs which they had learnt in the classroom. While members of the public were walking round the exhibition, pupils were encouraged to escort them and talk to them about the work they had done and the displays they had presented. The feedback from the public was extremely positive and pupils were immensely proud of all their work

Small Isles Primary School

Visit from Astronomy for Remote and Island Schools (AfRIS)



The staff and children at Small Isles do not often have the opportunity to work with people who are science 'experts' in the area we are learning about, but we did on the 28th of February when Astronomer Dr. Chris Leigh was in school working with the children for the day. We had been learning about Space since January and had lots

of questions to ask. Chris is in charge of AfRIS and he has been working in remote and rural schools over the past two years.

The children had an amazing time - here are some of their highlights:

"I enjoyed learning about ultraviolet light and how mice and bees see things differently to us."

"Listening to Scott talking about the Universe and seeing his pictures was amazing!"

"I liked learning about the solar system."

"The photo of the black hole eating a star was my favourite."

As well as a full day with the children, Chris, along with his colleague Scott, presented two fascinating workshops in the evening: one was around the nature of light and the other about the nature of the Universe. Parents and community members came along to take part as well as most of the children. Despite a cloudy evening which meant the planned stargazing didn't happen, everyone was buzzing with excitement about what they had heard and seen.



School Contacts

A - PRIMARY SCHOOLS					
<u>ESTABLISHMENT NAME</u>	<u>NAME</u>	<u>TITLE</u>	<u>ADDRESS</u>	<u>POST CODE</u>	<u>TELEPHONE NO.</u>
Achahoish Primary School	Lucy Blake	Head Teacher	Achahoish Primary School Achahoish, Lochgilphead, Argyll	PA31 8NZ	01880 770288
Ardrishaig Primary School	Ruth Reid	Acting Head Teacher	Ardrishaig Primary School Ardrishaig, Argyll	PA30 8HF	01546 603695
Bowmore Primary School	Maureen MacDonald	Head Teacher Joint Headship <u>Port Ellen</u>	Bowmore Primary School Bowmore, Isle of Islay, Argyll	PA43 7JX	01496 810522
Carradale Primary School	Richard Long	Head Teacher Joint Headship <u>Drumlemble,</u> <u>Castlehill</u>	Carradale Primary School Carradale, Campbeltown, Argyll	PA28 6SD	01583 431244
Castlehill Primary School	Richard Long	Head Teacher Joint Headship <u>Carradale,</u> <u>Drumlemble</u>	Castlehill Primary School Campbeltown, Argyll	PA28 6LE	01586 553446
Clachan Primary School	Lucy Blake	Head Teacher	Clachan Primary School Clachan, Tarbert, Argyll	PA29 6XL	01880 740258

Craignish Primary School	Leonie McMurdo	Acting Head Teacher	Craignish Primary School Ardfern, Lochgilphead, Argyll	PA31 8QN	01852 500652
Dalintober Primary School	Caroline Armour	Head Teacher	Dalintober Primary School Dalaruan Street, Dalintober, Campbeltown,	PA28 6HG	01586 552053
Drumlemble Primary School	Richard Long	Acting Head Teacher Joint Headship Carradale Castlehill	Drumlemble Primary School Drumlemble, Campbeltown, Argyll	PA28 6PN	01586 810240
Furnace Primary School	Lesley Goodwin	Head Teacher Joint Headship <u>Minard</u>	Furnace Primary School Furnace, Inveraray, Argyll	PA32 8XN	01499 500627
Gigha Primary School	Julie Wilson	Head Teacher	Gigha Primary School Isle of Gigha, Argyll	PA41 7AA	01583 505259
Glassary Primary School	Jay Helbert	Head Teacher Joint Headship <u>Tayvallich</u>	Glassary Primary School Glassary, Lochgilphead, Argyll	PA31 8QA	01546 605219
Glenbarr Primary School	Briony Avery	Acting Head Teacher	Glenbarr Primary School Glenbarr, Argyll	PA29 6UT	0158 3421292
Inveraray Primary School	Sandra Clarke	Acting Head Teacher	Inveraray Primary School Inveraray, Argyll	PA32 8YH	01499 302218
Keills Primary School	Elaine MacCallum	Head Teacher Joint Headship <u>Small Isles</u>	Keills Primary School Port Askaig, Isle of Islay, Argyll	PA46 7RF	01496 840657

Kilchattan Primary School	Gillian MacKenzie	Head Teacher	Isle of Colonsay, Argyll	PA61 7YR	01951200340
Kilmartin Primary School	Namaste Bevan	Head Teacher	Kilmartin Primary School Kilmartin, Lochgilphead, Argyll	PA31 8QF	01546 510293
Minard Primary School	Lesley Goodwin	Head Teacher Joint Headship <u>Furnace</u>	Minard Primary School Minard, Inveraray, Argyll	PA32 8YB	01546 886636
Port Charlotte Primary School	Maggie MacLellan	Acting Head Teacher	Port Charlotte Primary School Port Isle of Islay,	PA48 7TW	01496 850327
Port Ellen Primary School	Maureen MacDonald	Head Teacher Joint Headship <u>Bowmore</u>	Port Ellen Primary School Port Isle of Islay,	PA42 7BW	01496 302141
Rhunahaorine Primary School	Catriona Brown	Acting Head Teacher	Rhunahaorine Primary School Tayinloan, Tarbert, Argyll	PA29 6XG	01583 441269
Small Isles Primary School	Elaine MacCallum	Head Teacher Joint Headship <u>Keills</u>	Small Isles Primary School Small Isle of Jura,	PA60 7XG	01496 820244
Southend Primary School	Margaret Bannatyne	Head Teacher	Southend Primary School Southend, Campbeltown, Argyll	PA28 6RQ	01586 830671

Tayvallich Primary School	James Helbert	Joint Headship Head Teacher <u>Glassary</u>	Tayvallich Primary School Tayvallich, Lochgilphead, Argyll	PA31 8PW	01546 870220
B - JOINT CAMPUSES					
<u>ESTABLISHMENT NAME</u>	<u>NAME</u>	<u>TITLE</u>	<u>ADDRESS</u>	<u>POSTCODE</u>	<u>TELEPHONE NO.</u>
Lochgilphead Joint Campus	Ann Devine	Principle	Lochgilphead Joint Campus Lochgilphead Joint Campus, Kilmory, Lochgilphead	PA31 8AA	01546 602598
Lochgilphead Joint Campus (Secondary)	Ann Devine	Head of Teaching and Learning Head Teacher	Lochgilphead Joint Campus (Secondary) Lochgilphead Kilmory,	PA31 8AA	01546 602598
Lochgilphead Joint Campus (Primary)	Helen Dickie	Head of Teaching and Learning	Lochgilphead Joint Campus (Primary) Lochgilphead Kilmory,	PA31 8AA	01546 602747
C - 3 - 18 SCHOOLS					
<u>ESTABLISHMENT NAME</u>	<u>NAME</u>	<u>TITLE</u>	<u>ADDRESS</u>	<u>POSTCODE</u>	<u>TELEPHONE NO.</u>
Tarbert Academy	Neil McKnight	Head Teacher	Tarbert Academy Tarbert Tarbert,	PA29 6TE	01880 820269
Tarbert Academy (Secondary)	Helen Steele	Deputy Head	Tarbert Academy (Secondary) School Road, Tarbert, Argyll	PA29 6TE	01880 820269
Tarbert Academy (Primary)	Louise Paterson	Deputy Head	Tarbert Academy (Primary) School Road, Tarbert, Argyll	PA29 6TE	01880 820269
D - SECONDARY SCHOOLS					
<u>ESTABLISHMENT NAME</u>	<u>NAME</u>	<u>TITLE</u>	<u>ADDRESS</u>	<u>POSTCODE</u>	<u>TELEPHONE NO.</u>

Campbeltown Grammar School	David Fyfe	Head Teacher	Campbeltown Grammar School Hutcheon Road, Campbeltown, Argyll	PA28 6JS	01586 553773
Islay High School	Stephen Harrison	Head Teacher	Islay High School Bowmore, Isle of Islay, Argyll	PA43 7LS	01496 810239
E - LEARNING CENTRES					
<u>ESTABLISHMENT NAME</u>	<u>NAME</u>	<u>TITLE</u>	<u>ADDRESS</u>	<u>POSTCODE</u>	<u>TELEPHONE NO.</u>
Lochgilphead Joint Campus Learning Centre	Ann Devine	Principle	Lochgilphead Joint Campus Learning Centre Lochgilphead Kilmory,	PA31 8AA	01546 602598
F - NURSERIES					
<u>ESTABLISHMENT NAME</u>	<u>NAME</u>	<u>TITLE</u>	<u>ADDRESS</u>	<u>POSTCODE</u>	<u>TELEPHONE NO.</u>
Campbeltown Nursery	Fiona Graham	Head of Centre	Campbeltown Nursery Campbeltown Argyll	PA28 6LE	01586 552397

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ARGYLL AND BUTE COUNCIL**MID-ARGYLL, KINTYRE AND
THE ISLANDS AREA
COMMITTEE****CUSTOMER SERVICES****5 JUNE 2019**

AREA SCORECARD FQ4 2018-19

1 Background

- 1.1 This paper presents the Area Report and Scorecard for Financial Quarter 4 2018/19 (January-March 2019) and illustrate the agreed performance measures.
- 1.2 A summary of all the measures is now included at the start of the report. The summary provides an overview of the number of measures and how many are Red, Amber, Green or No Target.
- 1.3 To improve the response to performance queries, it is requested that either Sonya Thomas or the Responsible Named Officer are contacted once the Quarterly Performance Report is received with any queries. This should enable some queries being resolved or clarified prior to the Area Committee meeting, and therefore being carried forward as Actions at a subsequent meeting.
- 1.4 A short key to symbols / layout is attached. (Appendix 1).

2 Recommendations

- 2.1 It is recommended that the Area Committee notes the performance presented on the Scorecard and supporting commentary.
- 2.2 It is recommended that upon receipt of the Quarterly Performance Report the Area Committee contact either Sonya Thomas or the Responsible Named Officer with any queries.
- 2.3 The Area Committee are asked to note that work is ongoing and to respond to Sonya Thomas with requests or comments regarding the layout and format of the Report and Scorecard.

Douglas Hendry
Executive Director, Customer Services

Jane Fowler
Head of Improvement & HR

For further information, please contact:
Sonya Thomas

Performance and Improvement Officer
Improvement and HR
01546 604454

Appendix 1: Key to symbols
Appendix 2: Word Report in pdf format
Appendix 3: MAKI Scorecard

PERFORMANCE REPORTS – KEYS TO SYMBOLS

WORD REPORT

STATUS SYMBOL

- This is colour coded and indicates if the performance is good – Green; or off track – Red

TREND ARROW

- This indicates the trend of the performance between the last two periods

NAME IN BRACKETS (StreetScene)

- This indicates not only where in Pyramid you can find the data but also what team in the council deals with this element of performance

GREY SUCCESS MEASURE

- This indicates that the performance measure is a council-wide one

WHITE SUCCESS MEASURE

- This indicates that the performance measure is a local area one

ON GRAPHS IN PYRAMID

GREEN

- Performance is positively within desired parameters / meeting target / positively exceeding target

RED

- Performance is negatively out-with desired parameters / not meeting target / negatively exceeding target

KEY

- There is a key / explanation to each graph indicating Target / Actual / Benchmark alongside each graph

THE SCORECARD

- This is a plain summary of the success measures
- It mirrors the word report – BUT without commentary / names / teams
- It is simply a picture

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MID ARGYLL KINTYRE AND ISLAY FQ4 OVERALL PERFORMANCE SUMMARY

The tables below present a summary of all of the success measures included in the Scorecard. They show the performance against targets, and the trend against the previous quarters performance.

Measures with no Trend Data are the cumulative Car Parking Income measures.

SUMMARY OF PERFORMANCE AGAINST TARGETS

FQ3 18/19	FQ4 18/19
13	12
9	10
9	9
31	31

GREEN
RED
NO TARGET
TOTAL No. OF MEASURES

SUMMARY OF THE TREND AGAINST PREVIOUS QUARTER

TREND	●	●	NO TARGET
↑	2	2	5
⇒	6	0	0
↓	4	6	4
NO TREND	0	2	0

MAKI Area Scorecard FQ4 2018-19

Performance element	Status	Trend	Target FQ3 18/19	Actual FQ3 18/19	Target FQ4 18/19	Actual FQ4 18/19	Owner	Comments
Corporate Outcome No 1 - People live active, healthier and independent lives								
Number of affordable social sector new builds - MAKI (Housing Services)	●	↓	36	36	4	4	Allan Brandie	FQ4 2018/19 - MAKI Fyne Homes completed 4 units were delivered by end March 2019 at Minard (phase 2).
								FQ3 2018/19 - MAKI ACHA completed 20 units at Bowmore (phase 3) on Islay in November; Fyne Homes completed 16 units at Lochgilphead (phase 4);
CC26_01-Number of new affordable homes completed per annum. (Housing Services)	●	↓	62	62	45	45	Allan Brandie	FQ4 2018/19 - A&B 45 units in total - bringing annual completions to 107. ACHA handed over 16 units at Castlewood (formerly Jutland) Court, Helensburgh - 16 remain to be completed in 2019/20. They also completed a special needs unit (for a Gypsy/Traveller family) in North Connel. Fyne Homes completed 16 units (including 1 bespoke special needs unit) at Queen's (formerly Spence) Court site in Dunoon. And 4 units were delivered by end March 2019 at Minard (phase 2). Link completed 8 units at Albany Street, Oban. Overall, a very positive outcome for the year given the original projections at start of 2018.
								FQ3 2018/19 - A&B ACHA completed 20 units at Bowmore (phase 3) on Islay in November; Fyne Homes completed 16 units at Lochgilphead (phase 4); Dunbritton completed 26 units at Succoth. With a further 41 units potentially due for completion in Q4, this would get very close to the annual LHS target.

MAKI Area Scorecard FQ4 2018-19

Performance element	Status	Trend	Target FQ3 18/19	Actual FQ3 18/19	Target FQ4 18/19	Actual FQ4 18/19	Owner	Comments
Corporate Outcome No.2 - People live in safer and stronger communities								
Car Parking income to date - MAKI (Streetscene MAKI) ANNUAL CUMULATIVE TOTAL	●		£70,968	£63,467	£84,763	£63,221	Stuart Watson	FQ4 2018/19 - MAKI The income for FQ4 was £63,221 which presents a shortfall of £21,542 against the target £84,763. The Inveraray chargeable parking is closed from October to April, so no income is available.
								FQ3 2018/19 - MAKI The income for FQ3 was £63,647 which is a shortfall of £7,501 against the target of £70,968. The shortfall may be, in part, due to a delay in income arising from the new "pay by phone" system, however, it should be noted that the shortfall may result in not achieving the forecast income for the financial year.
Car Parking income to date - A&B (StreetScene) ANNUAL CUMULATIVE TOTAL	●		£834,808	£800,441	£997,076	£950,084	Stuart Watson	FQ4 2018/19 - A&B The income for FQ4 was £950,084 which represents a shortfall of £46,992 against the target income of £997,076. This is due in part due to a delay in progressing traffic regulation order for Duck Bay, on and off street parking. However other impacts through year may have arisen from poor weather or other events.
								FQ3 2018/19 - A&B The income for FQ3 was £800,441 which represents a shortfall of £34,367 against the target income of £834,808. The shortfall may be, in part, due to a delay in income arising from the new "pay by phone" system, however, it should be noted that a shortfall of £35k is being predicted the financial year. The breakdown of the shortfall are -£20,000 for DPE and -£15,000 for parking receipts. The DPE shortfall may be down to better driver behaviour generating less PCNs as they begin to follow the Councils parkings rules. The shortfall in parking receipts is more difficult to explain, it may be due to poor weather, lack of events or other unknowns.
Total number of Penalty Charge Notice Figures - MAKI		↑	No Target	4	No Target	35	Keith Tennant	FQ4 2018/19 - MAKI Inveraray car parks are free during winter. The old Traffic Regulation Order for Campbeltown has now been revoked in favour of the new one. However there are no signs or lines painted to reflect this so the Order is unenforceable at this time.
								FQ3 2018/19 - MAKI Inveraray car parks are currently free until 1/4/19. Campbeltown TRO has been approved, awaiting signs and line markings
Total number of Penalty Charge Notice Figures - A&B		↑	No Target	1,246	No Target	1,479	Keith Tennant	FQ4 2018/19 - A&B Commentary provided at Area level
								FQ3 2018/19 - A&B Commentary provided at Area level

MAKI Area Scorecard FQ4 2018-19

Performance element	Status	Trend	Target FQ3 18/19	Actual FQ3 18/19	Target FQ4 18/19	Actual FQ4 18/19	Owner	Comments
Dog fouling - total number of complaints MAKI (Streetscene MAKI)		↓	No Target	8	No Target	4	Tom Murphy	FQ4 2018/19 - MAKI The number of complaints received over the FQ4 period for the MAKI area was 4. The warden service continues to work hard within the local communities in an attempt to have information sharing allowing the Council to take necessary action against irresponsible dog owners.
								FQ3 2018/19 - MAKI The number of complaints received over the FQ3 period was 8. The warden service continues to work hard within the local communities in an attempt to have information sharing allowing the Council to take necessary action against irresponsible dog owners.
Dog fouling - total number of complaints A&B (StreetScene)		↑	No Target	56	78	78	Tom Murphy	FQ4 2018/19 - A&B Complaints are still coming in regarding dog fouling, the Wardens are addressing them and also targeting problem areas that have been identified.
								FQ3 2018/19 - A&B The Council continue to work closely with Police Scotland and our communications team to provide advice to all parts of our community highlighting the dog fouling campaign.

MAKI Area Scorecard FQ4 2018-19

Performance element	Status	Trend	Target FQ3 18/19	Actual FQ3 18/19	Target FQ4 18/19	Actual FQ4 18/19	Owner	Comments
LEAMS - MAKI Islay (Cleanliness Monitoring Systems) MONTHLY DATA	●	⇒	73	84	73	84	Tom Murphy	FQ4 2018/19 LEAMS - MAKI Islay The performance of street cleanliness on Islay through the FQ4 period remained at a very good level of performance. The level of performance is 84 for each of the months during FQ4 period, with the target level of performance being set at 73
								FQ3 2018/19 LEAMS - MAKI Islay The performance of street cleanliness on Islay through the FQ3 period was 84 for each of the calendar months. The Local Environment Teams have retained a very high level of performance not only through the FQ3 period but through the year to achieve this standard consistently
LEAMS - MAKI Kintyre (Cleanliness Monitoring Systems) MONTHLY DATA	●	⇒	73	73	73	73	Tom Murphy	FQ4 2018/19 - MAKI Kintyre The LEAMS score for the Kintyre area has remained consistent throughout the year, however there is room for improvement within this area and the area team are addressing this
								FQ3 2018/19 - MAKI Kintyre The area LEAMS score for the Kintyre area has remained consistent throughout the year with the FQ3 period showing 73 for the months of October, November and December. This areas LEAMS score has room for improvement and the local team are addressing this.
LEAMS - MAKI Mid Argyll (Cleanliness Monitoring Systems) MONTHLY DATA	●	⇓	73	77	73	74	Tom Murphy	FQ4 2018/19 LEAMS - MAKI Mid Argyll The LEAMS score for the Mid Argyll area has met the councils benchmark of 73 and exceeded the national average of 67, however there is room for improvement and the local area team will be addressing this
								FQ3 2018/19 LEAMS - MAKI Mid Argyll For the FQ3 period within the Mid Argyll area the performance of street cleanliness was at a very good level. The level of performance for October 81, November 78 and December 72. The Council's target is 73 with the national target set at 67.
LEAMS - Argyll and Bute monthly average (Cleanliness Monitoring Systems)	●	⇓	75	80	75	78	Tom Murphy	FQ4 2018/19 LEAMS - A&B The level of performance remains at a good standard, the service uses the annual report from Keep Scotland Beautiful and monthly inspections to assess the data and make appropriate alterations to work schedules to ensure that the level of performance is maintained. The role of the amenity wardens have a key influence around littering and dog fouling to assist in maintaining the good level of performance.
								FQ3 2018/19 LEAMS - A&B The level of performance is at a very good standard, the service uses the annual report from Keep Scotland Beautiful and monthly inspections to assess the data and make appropriate alterations to work schedules to ensure that the level of performance is maintained. The role of the amenity wardens have a key influence around littering and dog fouling to assist in maintaining the good level of performance.

MAKI Area Scorecard FQ4 2018-19

Performance element	Status	Trend	Target FQ3 18/19	Actual FQ3 18/19	Target FQ4 18/19	Actual FQ4 18/19	Owner	Comments
Corporate Outcome No.3 - Children and young people have the best possible start								
No Area Committee Measures to report on for Corporate Outcome 3								
Corporate Outcome No.4 - Education, skills and training maximises opportunities for all								
HMIE positive Secondary School Evaluations - MAKI (Authority Data)	●	⇒	0%	0%	0%	0%	Maggie Jeffrey	FQ4 2018/19 - MAKI There were no school inspections during this quarter.
								FQ3 2018/19 - MAKI There were no HMIE Inspections during quarter 3
HMIE positive Secondary School Evaluations - A&B (Authority Data)	●	⇒	0%	0%	0%	0%	Maggie Jeffrey	FQ4 2018/19 - A&B There were no school inspections during this quarter.
								FQ3 2018/19 - A&B There were no HMIE Inspections during quarter 3
Percentage of pupils with positive destinations - A&B (Authority Data)	●	⇒	92.0%	94.7%	92.0%	94.7%	Martin Turnbull	FQ4 2018/19 - A&B School leaver destination statistics are no longer published but instead the focus is on the publication of the annual Participation Measure every August; reporting and providing more detailed analysis on a much wider group of young people (all 16-19 year olds). School Leaver Destination data for specific schools now requires to be collated from information available on Insight. Argyll and Bute's % of Pupils with Positive Destinations is 95% (1% above the National average and equal to our virtual comparator). Destinations - FE - 40.6% Employment - 31.7 Training - 1.9% Unemployed - 3% Volunteering - 0.7%
								FQ3 2018/19 - A&B No update within this quarter, next update will be February 2019

MAKI Area Scorecard FQ4 2018-19

Performance element	Status	Trend	Target FQ3 18/19	Actual FQ3 18/19	Target FQ4 18/19	Actual FQ4 18/19	Owner	Comments
Corporate Outcome No.5 - The economy is diverse and thriving								
Householder Planning Apps: Ave no of Weeks to Determine - MAKI (Planning Applications)	●	⇒	8.0 Wks	7.2 Wks	8.0 Wks	7.2 Wks	Peter Bain	FQ4 2018/19 - MAKI The time taken to determine Householder applications in Mid-Argyll, Kintyre & Islay was 7.2 weeks again. The 8 week target has been achieved for three out of the four quarters of FY2018/19.
								FQ3 2018/19 - MAKI The time taken to determine Householder applications in Mid-Argyll, Kintyre & Islay reduced to 7.2 weeks in FQ3; making it the team's best quarterly performance in FY18/19 to date.
Householder Planning Apps: Ave no of Weeks to Determine - ABC (Planning Applications)	●	↑	8.0 Wks	7.4 Wks	8.0 Wks	7.2 Wks	Peter Bain	FQ4 2018/19 - A&B Householders applying for planning permission in Argyll and Bute continue to receive good service. Performance has remained below the 8 week determination target for over five years now.
								FQ3 2018/19 - A&B Householders applying for planning permission in Argyll and Bute continue to receive good service. Performance has remained below the 8 week determination target for over five years now.
Percentage of Pre-Application enquiries processed within 20 working days - MAKI (Planning Applications)	●	↓	75.0 %	51.5 %	75.0 %	35.0 %	Peter Bain	FQ4 2018/19 - MAKI Performance has been below expectations as a result of a new member of staff learning the systems and a returning member of staff (maternity) re-learning them. Furthermore, we have used FQ4 as an opportunity to clear a number of outstanding / older items in order to have a 'fresh start' in FY19/20. It is anticipated that performance will be much improved during FQ1. [David Love, ATL]
								FQ3 2018/19 - MAKI Although this target has not been met, performance is a significant improvement on FQ1 & FQ2. The resource issues in the MAKI team has necessitated prioritisation on processing statutory applications ahead of responding to pre-application enquiries. All statutory targets were achieved. A new Planning Officer has been recruited, and another colleague has returned from maternity so we expect to see further improvements in this area.
PR23_03-Percentage of Pre-application enquiries processed within 20 working days - A&B (Planning Applications)	●	↓	75.0 %	69.0 %	75.0 %	56.7 %	Peter Bain	FQ4 2018/19 - A&B The teams in Bute & Cowal, and Helensburgh & Lomond continue to meet all targets. Priority is given to statutory targets for processing planning applications, which has been achieved in Mid-Argyll, Kintyre & Islay at the expense of processing PREAPP's. * Diversion of resource in Oban, Lorn & The Isles team to prepare for a Judicial Review and deal with complex applications being taken to PPSL has lead to a further degradation in PREAPP performance. * * Please refer to ATL Comments specific to the Area PREAPP performance measures. Officer level performance reporting is being rolled out in FQ1 to assist Area Team Leaders in monitoring individual performance (currently only available at area level).
								FQ3 2018/19 - A&B Local targets have been met in 2 out of the 4 area teams, and a slight improvement on FQ2 has been observed. The resource issues in the MAKI team has necessitated prioritisation on processing statutory applications ahead of responding to pre-application enquiries. All statutory targets were achieved. A new Planning Officer has been recruited, and another colleague has returned from maternity so we expect to see further improvements in this area.

MAKI Area Scorecard FQ4 2018-19

Performance element	Status	Trend	Target FQ3 18/19	Actual FQ3 18/19	Target FQ4 18/19	Actual FQ4 18/19	Owner	Comments
Corporate Outcome No.6 - We have infrastructure that supports sustainable growth								
Street lighting - percentage of faults repaired within 10 days - MAKI (Street Lighting - Maintenance)	●	↑	75%	21%	75%	46%	Kevin McIntosh	FQ4 2018/19 - MAKI Some sickness absence within the team contributed to use being unable to attend timeously, though we managed a 25% improvement figure on what was achieved during FQ3. Early measures of performance for FQ1 show continuing improvement.
								FQ3 2018/19 - MAKI Performance figures demonstrate a reduced performance from that which was achieved in FQ2 with recent sickness absence and annual leave hampering our ability to attend dark lamps in this particular locus. Our ability to utilise staff and an electrician from another area was limited due to Christmas light installations and some major faults affecting large number of street lights in a single locus/area. Staffing levels are now as normal though the electrician based in the west has been involved in repairs and maintenance works on Mull for a period. Recruitment exercise is being undertaken that will be the squad back to full strength and enable repair timescales to be better achieved.
RA14_05-Percentage of street lighting repairs completed within 10 days (Street Lighting - Maintenance)	●	↑	75%	25%	75%	70%	Kevin McIntosh	FQ4 2018/19 - A&B We have experienced some delays and reductions to our targets in the OLI and MAKI areas specifically, this has been a result of the RAS transformation process and sickness absence. We are in the process of filling outstanding vacancies which have been advertised on numerous occasions, once we are back to a full complement of staff, the emphasis will be a focus on reducing the overdue jobs. Works continue to catch up with the backlog in lighting repairs which experienced delays with staff assisting Christmas lights.
								FQ3 2018/19 - A&B Due to transformation, overdue jobs have increased slightly. Vacancies are being filled, therefore there will be a focus on reducing the overdue jobs.
Complaints ref Waste Collection MAKI (Streetscene MAKI)		↓	No Target	3	No Target	1	Tom Murphy	FQ4 2018/19 - MAKI During the FQ4 period there was only one registered complaint in relation to the waste collections in the MAKI area. This level of service is excellent given the number of properties serviced relating to both domestic and commercial collections
								FQ3 2018/19 - MAKI During the FQ3 period the service received 3 complaints in relation to waste collections in the MAKI area, this has halved from FQ2. This level of service is excellent given the number of properties serviced relating to both domestic and commercial collections
Total number of Complaints regarding Waste Collection - A&B (StreetScene)		↓	No Target	15	No Target	13	Tom Murphy	FQ4 2018/19 - A&B The number of service complaints for the FQ4 period are very low, we continue to provide a good service to the public.
								FQ3 2018/19 - A&B The total number of service complaints are lower this period than last which is very good given the inclement weather and vehicle breakdowns that occurred. In general terms all collections were carried out although in some areas they may have been a couple of days late. Where collections were running late this information was posted on the Council's web page to inform the public.

MAKI Area Scorecard FQ4 2018-19

Performance element	Status	Trend	Target FQ3 18/19	Actual FQ3 18/19	Target FQ4 18/19	Actual FQ4 18/19	Owner	Comments
Shanks - Percentage of Waste Recycled, Composted & Recovered (Waste Management Performance)		↑	No Target	45.0%	No Target	50.2%	John Blake	FQ4 2018/19 - Waste PPP Area 50.2% recycled, composted and recovered in Q4 (32.5% recycled/composted and 17.7% recovered). 18/19 year figure is 49.6% recycled ,composted and recovered (31.8% recycled/composted and 17.8% recovered).
								FQ3 2018/19 - Waste PPP Area 45% recycled ,composted and recovered in Q3 (28.9% recycling/composting and 16.1% recovery). Year to date figure is 49.5% (31.6% recycling/composting and 17.9% recovery).
Islands - Percentage of Waste Recycled, Composted & Recovered (Waste Management Performance)		↑	No Target	32.4%	No Target	48.3%	John Blake	FQ4 2018/19 - Islands 48.3% recycled, composted and recovered in Q4 . 18/19 year figure is 38.7%.
								FQ3 2018/19 - Islands 32.4% recycling ,composting and recovery in Q3 . Year to date figure is 34.9% .
H&L - Percentage of Waste Recycled, Composted & Recovered (Waste Management Performance)		↓	No Target	52.6%	No Target	50.9%	John Blake	FQ4 2018/19 - H&L 50.9% recycled, composted and recovered in Q4 (42.8% recycled/composted and 8.1% recovered). 18/19 year is 50.2% recycled ,composted and recovered (41.9% recycled/composted and 8.2% recovered).
								FQ3 2018/19 - H&L 52.6% recycling ,composting and recovery (44.8% recycling/composting plus 7.8% recovery). Year to date figure is 49.7% (41.4% recycling/composting plus 8.3% recovery).
RA24_02-Percentage of waste recycled, composted and recovered. (Waste Management Performance)	●	↑	40.0 %	46.4%	40.0 %	50.2%	John Blake	FQ4 2018/19 - A&B FQ4 - 50.2% recycled ,composted and recovered (37.2% recycled/composted and 13.1% recovered) 18/19 year figure is 48.8% recycled, composted and recovered (35.5% recycled/composted and 13.3% recovered).
								FQ3 2018/19 - A&B 46.4% recycling, composting and recovery in Q3 (34.3% recycling/composting and 12.1% recovery). Year to date figure is 48.3% recycling, composting and recovery (34.9% recycling/composting and 13.4% recovery)

MAKI Area Scorecard FQ4 2018-19

Performance element	Status	Trend	Target FQ3 18/19	Actual FQ3 18/19	Target FQ4 18/19	Actual FQ4 18/19	Owner	Comments
Making It Happen								
MAKI Teacher Absence (Education Other Attendance)	●	↓	1.50 Avg. days lost	1.82 Avg. days lost	1.50 Avg. days lost	2.31 Avg. days lost	Anne Paterson	<p>FQ4 2018/19 - MAKI Whilst there has been a slight increase in the quarter, overall the absence rate for teachers has been positive and within the overall annual target.</p> <p>FQ3 2018/19 - MAKI This quarter has seen an increase in absence amongst teaching staff, which is expected in the quarter due to seasonal infections. There has been a positive trend in attendance recently so this will be monitored.</p>
A&B Teacher Absence (Education Other Attendance)	●	↓	1.50 Avg. days lost	1.48 Avg. days lost	1.50 Avg. days lost	2.15 Avg. days lost	Anne Paterson	<p>FQ4 2018/19 - A&B Whilst there has been a small increase in the quarter, overall the absence rate for teachers has been positive and within the overall annual target.</p> <p>FQ3 2018/19 - A&B Whilst there was an increase this quarter, this measure remains within target. FQ3 is the quarter in which we see seasonal absences due to colds and flus and this increases the figures.</p>
MAKI LGE Only (HR1 - Sickness absence ABC)	●	↓	2.36 Avg. days lost	2.71 Avg. days lost	2.36 Avg. days lost	3.42 Avg. days lost	Jane Fowler	<p>FQ4 2018/19 - MAKI This quarter has seen an increased level of absence to the last quarter and is still above the target. This is being experienced across all LGE employee groups and is the subject of strategic action by SMT. A wellbeing strategy is being developed, joint work on prevention is being explored with community planning partners and a spend to save business</p> <p>FQ3 2018/19 - MAKI Although this quarter's performance has not been within target, there has been a reduction in absence overall since last quarter. This is positive, given that the trend in FQ3 is for increased absence related to seasonal infections.</p>
A&B LGE Staff Summary - Combined Office & Non Office (HR1 - Sickness absence ABC)	●	↓	2.36 Avg. days lost	3.60 Avg. days lost	2.36 Avg. days lost	3.76 Avg. days lost	Jane Fowler	<p>FQ4 2018/19 - A&B Again this quarter has seen a level of absence similar to the last quarter and above the target. This is being experienced across all LGE employee groups and is the subject of strategic action by SMT. A wellbeing strategy is being developed, joint work on prevention is being explored with community planning partners and a spend to save business case is being investigated.</p> <p>FQ3 2018/19 - A&B Although this quarter's performance has not been within target, there has been a very slight reduction in absence overall. This is positive, given that the trend in FQ3 is for increased absence related to seasonal infections. These impact more on services that are customer facing, such as social care or catering. The Council continues to deliver on the attendance management procedures, ensuring that managers have up to date information on staff absence, are prompted to complete return to work interviews and can support their staff in accessing Occupational Health or Employee Assistance Programme support. Overall in local government, there is an increase in absence year on year. Some councils perform better than others by employing a dedicated absence management HR team to support managers. Argyll and Bute is in the 4th quartile for LGE staff in the most recent benchmarking report. Overall we are seeing increasing numbers of long term, medical related absences, attributed in part to an aging workforce. Stress related absence remains relatively high, in common with other Councils and we have a range of support mechanisms, as outlined above, to manage this.</p>



MAKI Area Scorecard 2018-19
FQ4 18/19

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

Corporate Outcome - People live active, healthier and independent lives

Number of affordable social sector new builds - MAKI	Actual 4 Target 4	PR26_01-Number of new affordable homes completed per annum.	Actual 45 Target 45 Benchmark 80
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Corporate Outcome - People live in safer and stronger communities

Car Parking income to date - MAKI	Actual £ 63,221 Target £ 84,763	Car Parking income to date - A&B	Actual £ 950,084 Target £ 997,076
MAKI - Number of Parking Penalty Notices Issued	Actual 35	A&B - Number of Parking Penalty Notices Issued	Actual 1,479
Dog fouling - total number of complaints MAKI	Actual 4	Dog fouling - total number of complaints A&B	Actual 78
LEAMS - MAKI Kintyre Monthly Data	Actual 73 September 2018	LEAMS - Argyll and Bute monthly average	Actual 78 Target 75
LEAMS - MAKI Mid Argyll Monthly Data	Actual 74 September 2018		
LEAMS - MAKI Islay Monthly Data	Actual 84 September 2018		

Making It Happen

MAKI Teacher Absence	Actual 2.31 Days Target 1.50 Days	A&B Teacher Absence	Actual 2.15 Days Target 1.50 Days
MAKI LGE Only	Actual 3.42 Days Target 2.36 Days	A&B LGE Staff Summary - Combined Office & Non Office	Actual 3.76 Days Target 2.36 Days

Corporate Outcome - Education, skills and training maximises opportunities for all

HMIE positive Secondary School Evaluations - MAKI	Actual 0 % Target 0 %	Percentage of pupils with positive destinations - A&B	Actual Target
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Corporate Outcome - We have infrastructure that supports sustainable growth

Complaints ref Waste Collection MAKI	Actual 1	Total number of Complaints regarding Waste Collection - A&B	Actual 13 Target Benchmark
Street lighting - MAKI percentage of faults repaired within 10 days	Actual 46 % Target 75 %	RA14_05-Percentage of street lighting repairs completed within 10 days	Actual 70 % Target 75 %
Shanks - Percentage of Waste Recycled, Composted & Recovered	Actual 50.2 %	RA24_02-Percentage of waste recycled, composted and recovered.	Actual 50.2 % Target 40.0 % Benchmark 42.0 %
Islands - Percentage of Waste Recycled, Composted & Recovered	Actual 48.3 %		
H&L - Percentage of Waste Recycled, Composted & Recovered	Actual 50.9 %		

Corporate Outcome - The economy is diverse and thriving

Householder Planning Apps: Ave no of Weeks to Determine - MAKI	Actual 7.2 Wks Target 8.0 Wks Benchmark 7.2 Wks	Householder Planning Apps: Ave no of Weeks to Determine - ABC	Actual 7.2 Wks Target 8.0 Wks Benchmark
% of Pre-Application enquiries processed within 20 working days - MAKI	Actual 35.0 % Target 75.0 % Benchmark 56.7 %	% of Pre-application enquiries processed within 20 working days - A&B	Actual 56.7 % Target 75.0 %



MAKI Area Scorecard 2018-19

FQ4 18/19

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

Corporate Outcome - People live active, healthier and independent lives

Number of affordable social sector new builds - MAKI	Actual	4	🟢
	Target	4	↓

PR26_01-Number of new affordable homes completed per annum.	Actual	45	🟢
	Target	45	↓
	Benchmark	80	

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

Corporate Outcome - People live in safer and stronger communities

Car Parking income to date - MAKI
 Actual £ 63,221 **R**
 Target £ 84,763 **↓**

Car Parking income to date - A&B
 Actual £ 950,084 **R**
 Target £ 997,076 **↑**

MAKI - Number of Parking Penalty Notices Issued
 Actual 35 **↑**

A&B - Number of Parking Penalty Notices Issued
 Actual 1,479 **↑**

Dog fouling - total number of complaints MAKI
 Actual 4 **↑**

Dog fouling - total number of complaints A&B
 Actual 78 **↓**

LEAMS - MAKI Kintyre
 Monthly Data
 Actual 73 **G**
 September 2018 **→**

LEAMS - MAKI Mid Argyll
 Monthly Data
 Actual 74 **G**
 September 2018 **↓**

LEAMS - MAKI Islay
 Monthly Data
 Actual 84 **G**
 September 2018 **→**

LEAMS - Argyll and Bute monthly average
 Actual 78 **G**
 Target 75 **↓**



MAKI Area Scorecard 2018-19

FQ4 18/19

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

Making It Happen

MAKI Teacher Absence	Actual	2.31 Days R
	Target	1.50 Days ↓

MAKI LGE Only	Actual	3.42 Days R
	Target	2.36 Days ↓

A&B Teacher Absence	Actual	2.15 Days R
	Target	1.50 Days ↓

A&B LGE Staff Summary - Combined Office & Non Office	Actual	3.76 Days R
	Target	2.36 Days ↓



MAKI Area Scorecard 2018-19

FQ4 18/19

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

Corporate Outcome - Education, skills and training maximises opportunities for all

HMIE positive Secondary School Evaluations - MAKI	Actual	0 %	🟢
	Target	0 %	➡

Percentage of pupils with positive destinations - A&B	Actual	
	Target	

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

Corporate Outcome - We have infrastructure that supports sustainable growth

Complaints ref Waste Collection MAKI Actual 1 ↑

Total number of Complaints regarding Waste Collection - A&B Actual 13 ↑

Shanks - Percentage of Waste Recycled, Composted & Recovered Actual 50.2 % ↑

RA24_02-Percentage of waste recycled, composted and recovered.	Actual	50.2 %	⬆️
	Target	40.0 %	↑
	Benchmark	42.0 %	

Islands - Percentage of Waste Recycled, Composted & Recovered Actual 48.3 % ↑

H&L - Percentage of Waste Recycled, Composted & Recovered Actual 50.9 % ↓

Street lighting - MAKI percentage of faults repaired within 10 days	Actual	46 %	⬆️
	Target	75 %	↑

RA14_05-Percentage of street lighting repairs completed within 10 days	Actual	70 %	⬆️
	Target	75 %	↑



MAKI Area Scorecard 2018-19

FQ4 18/19

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

Corporate Outcome - The economy is diverse and thriving

Householder Planning Apps: Ave no of Weeks to Determine - MAKI	Actual	7.2 Wks	
	Target	8.0 Wks	
	Benchmark	7.2 Wks	

% of Pre-Application enquiries processed within 20 working days - MAKI	Actual	35.0 %	
	Target	75.0 %	
	Benchmark	56.7 %	

Householder Planning Apps: Ave no of Weeks to Determine - ABC	Actual	7.2 Wks	
	Target	8.0 Wks	
	Benchmark		

% of Pre-application enquiries processed within 20 working days - A&B	Actual	56.7 %	
	Target	75.0 %	

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ARGYLL & BUTE COUNCIL**MID ARGYLL, KINTYRE AND THE ISLANDS
AREA COMMITTEE****Argyll & Bute Health and Social
Care Partnership****WEDNESDAY, 5TH JUNE 2019 at 10 AM**

Locality Planning Group Option Appraisal October 2018

1. SUMMARY

- 1.1 Argyll and Bute IJB agreed, in October 2018, that a four model Locality Planning Group arrangement (Oban, Lorn and the Islands, Mid Argyll, Kintyre and Islay, Bute and Cowal, Helensburgh and Lomond) should replace the previous nine Locality Planning Group structure within Argyll and Bute. The attached paper is provided for information purposes, describing the option appraisal process and the agreed new model.
- 1.2 Feedback is requested from this group in relation to the requirement for elected member representation (one member) on the Mid Argyll, Kintyre and the Islands Locality Planning Group.

2. RECOMMENDATIONS

The group is asked to consider if an elected member is required on the Mid Argyll, Kintyre and the Islands Locality Planning Group and, if so, identify who this member should be.

3. DETAIL

- 3.1 The Public Bodies (Joint Working) (Scotland) Act 2014 is the legislative framework which directs the integration of health and social care services in Scotland. It requires Health & Social Care Partnerships (HSCPs) to establish at least two localities within its area. The 'nine planning group model' has been operational within Argyll and Bute HSCP for around two years.
- 3.2 Locality planning group members were invited to attend a half day Option Appraisal Workshop in October 2018 to evaluate the current model against other models in order to influence an improved and sustainable model for the future.
- 3.3 The Option 2: 'four locality planning group model' overwhelmingly emerged as the preferred option for future locality planning

arrangements. This was formally agreed by the Argyll and Bute IJB in October 2018.

- 3.4 The nine locality model has now formally been dissolved and it is hoped the new model will be operational in June 2019.
- 3.5 The membership nomination process for the new groups is underway and is aligned to the prescribed requirements of Locality Planning Groups.
- 3.6 Elected members are not specifically listed as required members of the groups. However, they can be nominated if deemed appropriate.

4. CONCLUSION

- 4.1 The Option 2: 'four locality planning group model' was formally agreed by Argyll and Bute IJB in October 2018 as the model for future locality planning arrangements.
- 4.2 Feedback is requested from this group with regard to the requirement for elected member representation (one member) on the Mid Argyll, Kintyre and the Islands Locality Planning Group and, if required, consider who this representative should be.

5. IMPLICATIONS

- | | | |
|-----|-------------------------------------|-------|
| 5.1 | Policy | None |
| 5.2 | Financial | None |
| 5.3 | Personnel | None |
| 5.4 | Equalities Impact Assessment | None. |
| 5.5 | Legal | None |

For further information, please contact **Sandra Cairney, Associate Director of Public Health, Argyll and Bute Health and Social Care Partnership.**



A&B | Transforming
HSCP | Together

Argyll & Bute Health & Social Care Partnership

**Locality Planning Group
Option Appraisal**

OCTOBER 2018



1. Introduction

The Public Bodies (Joint Working) (Scotland) Act 2014 is the legislative framework which directs the integration of health and social care services in Scotland. It requires Health and Social & Care Partnerships (HSCPs) to establish at least two localities within its area.

A 'nine locality planning group model' has been operational within Argyll and Bute for around two years and is arranged into the following geographical groupings: Bute; Cowal; Helensburgh and Lomond; Islay and Jura; The Isles; Kintyre; Mid Argyll; Mull and Iona; and Oban and Lorn.

Locality planning group (LPG) members were invited to attend a half day Option Appraisal Workshop in October 2018 with a view to evaluating the current model against other models in order to influence an improved and sustainable model for the future.

2. Option Appraisal

Thirty-three individuals participated in the workshop [Appendix 2] and were divided into three groups. Participants were provided with background information pertaining to the legislative context for LPGs and the strategic planning constructs within Argyll and Bute HSCP benchmarked against other locality planning arrangements across Scotland [Appendix 3].

Participants were also presented with other local partnership planning arrangements such as the Council and Community Planning Partnership.

Participants were supported in facilitator led groups to evaluate three options using a SWOT analysis to systematically, identify the strengths, weaknesses, opportunities and threats as they related to each of the three models.



Option 1: Nine Locality Planning Group Model

The current LPG construct in Argyll and Bute

Option 2: Four Locality Planning Group Model

A model used within the Community Planning Partnership

Option 3: Thematic Locality Planning Group Model

A planning model used in other areas for a range of purposes

3. Conclusions

The Option 2: 'Four Locality Planning Group Model' overwhelmingly emerged as the preferred model for future locality planning arrangements [Appendix 1].

The optional appraisal clearly drew out participants' views that the current model of locality planning groups was not universally working and required urgent revision to achieve a more efficient and effective shared planning across Argyll & Bute.

Whilst all three options had some merit, there was consensus that Option 2 offers the best opportunity to plan at scale and align with partners' organisational level. Participants advised that success of this model hinges on the development of effective engagement mechanisms at a community level.

Appendix 1: SWOT Analysis – Option 2.

Strengths	<p>The primary strengths of this model was recognised as being its alignment to wider HSCP and partners planning structures, including A&B Council and the Community Planning Partnership. Participants felt implementing this model would allow planning to be undertaken on the scale as other partners. Furthermore, it was perceived to be representative, more equitable, reduce duplication and improve productivity.</p> <p>Ultimately participants described this model as potentially the most effective and efficient utilisation of resources. Improved communication was also cited as a clear strength of this model, more specifically the facilitation of shared learning across localities and the authority as a whole.</p> <p>Another strength is the ability to achieve robust linkage to the Strategic Planning Group and establishing wider engagement with local communities obtaining a wider perspective on issues. There was a clear aspiration from all participants that four LPG groups should be revitalised in accordance with the spirit of the original legislation.</p>
Weaknesses	<p>Option 2 demonstrated the least number of weaknesses of all the models. Participants however, cautioned that success of this model would rest on the ability of the model to sustain representation of the smaller areas and links to robust engagement mechanisms at a community level.</p>
Opportunities	<p>Participants felt there was an opportunity to re-establish a clear sense of purpose and clarity about the role, structure and membership. This model will enable smaller communities to be equally heard alongside larger populated areas rather than in isolation.</p> <p>There were strong perceptions that more effective, strengthening links with locality planning and community planning groups.</p> <p>The opportunity to create more supportive collective arrangements for service user and carer representatives in order that they have robust induction, clarity of their role in planning and share learning among the representatives.</p> <p>Inclusive engagement methods and structures could be developed constructing a 'basket' of engagement approaches with staff, partners, communities, service users and carers.</p>
Threats	<p>The remote and disparate geography of the HSCP area was identified as a threat to Option 2 in relation to attendance at meetings and efforts would be required to reduce this potential barrier. Information technology was cited as an opportunity to support and sustain active participation at meetings.</p> <p>Robust mechanisms would be vital if the needs of smaller and remote communities are to be visible in the construct of larger scale planning.</p>

Appendix 2: Workshop Participants

Table 1: LPG Workshop - Group Membership		
Group 1	Group 2	Group 3
Duncan Martin , Community Representative - Oban, Lorn and Isles.	Nicola Gillespie , Local Area Manager Mental Health.	Alison Pugh Senior Occupational Therapist, MAKI.
Anne Horn , Councillor, Kintyre and Islands.	Susan Paterson , Community Representative, Kintyre.	Tina Watt , Local Area Manager,
Jason Woods , Care Home Manager, Kintyre Care Home.	Donald Watt , Locality Manager, MAKI.	PJ McGrann , Community Representative, Islay.
Wendy Dix , Senior Charge Nurse, Islay and Jura.	Jim Littlejohn , Local Area Manager, Helensburgh and Lomond.	Isobel Strong , Councillor, Bute.
Mark Lines , Local Area Manager Children and Families, A&BHSCP.	Kirsteen Murray , Chief Executive, Argyll and Bute Third Sector.	Jayne Lawrence-Winch , Local Area Manager, Cowal,
Heather Grier , Independent Co-chair A&B Integration Joint Board, (Cowal).	Alison Hardman , Health Improvement Lead	Robin Creelman Chair of A&B Integration Joint Board.
Kate Stephens , Public representative, Cowal.	Lesley McColl , Staff representative, NHS Highland.	Alison McCrossan Local Officer, Scottish Health Council.
Fiona Broderick , Staff representative, NHS Highland.	Jay Wilkinson , Public Involvement Officer, A&BHSCP.	Mary Anne Douglas Senior Charge Nurse, A&BHSCP.
		Morven Gemmell Locality Manager, Oban. Lorn and Isles.

Table 2: Speakers, Facilitators and others in attendance		
Sandra Cairney , Associate Director of Public Health, Argyll and Bute HSCP		
Facilitators: LPG Option 1 (9LPG)	Facilitators: LPG Option 2 (4 LPG)	Facilitators: LPG Option 3 (Thematic LPG)
Kristin Gillies Senior Planning Manager, A&BHSCP	Maggi Clark Health Improvement Lead	Alison McGrory Health Improvement Principal, A&BHSCP
Kirsten Robertson Planning Manager, A&BHSCP	Lauren McElroy Planning Manager, A&BHSCP	Fiona Sharples OD Lead, A&BHSCP
In attendance:		
Stephen Whiston , Director Planning and Performance, Argyll and Bute HSCP		

Appendix 3: LPG Options for LPG Model

LPG Option 1 – Nine Local Planning Group Model



LPG Option 2 - Four Local Planning Group Model



LPG Option 3 - Thematic Local Planning Group Model



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