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29 January 2019

NOTICE OF MEETING

A meeting of the **BUTE AND COWAL COMMUNITY PLANNING GROUP** will be held in the **TIMBER PIER BUILDING, DUNOON** on **TUESDAY, 5 FEBRUARY 2019** at **10:00 AM**, which you are requested to attend.

BUSINESS

1. **WELCOME AND APOLOGIES**
2. **DECLARATIONS OF INTEREST**
3. **MINUTES**
 - (a) Bute and Cowal Community Planning Group - 6th November 2018
(Pages 5 - 10)
4. **AREA COMMUNITY PLANNING GROUP GOVERNANCE** (Pages 11 - 22)
Report by Area Committee Manager
5. **PROCEDURE TO ELECT OFFICE BEARERS TO THE BUTE AND COWAL COMMUNITY PLANNING GROUP** (Pages 23 - 26)
Report by Area Committee Manager
6. **CPP MANAGEMENT COMMITTEE**
 - (a) CPP Management Committee Update (Pages 27 - 30)
Briefing note by Community Planning Manager

- (b) Argyll and Bute CPP Annual Report 2017-2018 (Pages 31 - 56)
Report by Community Planning Manager

7. AREA COMMUNITY PLANNING ACTION PLAN

- (a) Area Community Planning Action Plan - Tracker (Pages 57 - 60)
Report by Community Planning Manager
- (b) Area Community Planning Action Plans - next iteration
Presentation by Community Planning Manager

8. COMMUNITY FOCUS

- (a) Cairndow Community Council, Community led action plan
Update by Cairndow Community Council

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

- (a) Secondary School Reports (Pages 61 - 88)
 - Dunoon Grammar School – Report by Head Teacher
 - Rothesay Academy – Report by Head Teacher
- (b) Argyll and Bute Educational Plan (Pages 89 - 150)
Report by Head of Education

10. ARGYLL AND BUTE OUTCOME IMPROVEMENT PLAN 2013-2023 - OUTCOME 4 - (CHILDREN AND YOUNG PEOPLE HAVE THE BEST POSSIBLE START)

- (a) Youth Services Review of the Year of Young People
Update by Youth Services, Argyll and Bute Council

11. PARTNERS UPDATE

Opportunity for verbal updates by Community Planning Partners

12. DATE OF NEXT MEETING - TUESDAY 7 MAY 2019, 10AM, EAGLESHAM HOUSE, ROTHESAY

Discussion facilitated by the Area Committee Manager on items for inclusion on the Agenda for the next meeting.

Outcomes to be discussed:

OUTCOME 5: PEOPLE LIVE ACTIVE, HEALTHIER AND INDEPENDENT LIVES

OUTCOME 6: PEOPLE LIVE IN STRONGER AND SAFER COMMUNITIES

Bute and Cowal Community Planning Group

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

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MINUTES of MEETING of BUTE AND COWAL COMMUNITY PLANNING GROUP held in EAGLESHAM HOUSE, ROTHESAY on TUESDAY, 6 NOVEMBER 2018

Present: Willie Lynch, Dunoon Community Council (Chair)

Councillor Jean Moffat, Argyll and Bute Council
Councillor Bobby Good, Argyll and Bute Council
Councillor Audrey Forrest, Argyll and Bute Council
Councillor Jim Findlay, Argyll and Bute Council
Councillor Gordon Blair, Argyll and Bute Council
Stuart McLean, Area Committee Manager, Argyll and Bute Council
Samantha Somers, Community Planning Officer, Argyll and Bute Council
(Lync)
Sharon MacDonald, Community Development Officer, Argyll and Bute Council
Colin Fulcher, Senior Development Officer, Argyll and Bute Council
Inspector Duncan McLean, Police Scotland
Bobby Tourish, Scottish Fire and Rescue
Neil Shearer, Scottish Fire and Rescue
Ann Campbell, Dunoon Area Alliance
Tom Warren, Dunoon Area Alliance
David Hays, Bute Community Cycling Group
Laura Hays, Bute Community Cycling Group
Ruaridh MacGregor, Scottish Water
Iain MacInnes, Digital Liaison Officer, Argyll and Bute Council
Robert MacIntyre, Bute Community Council
Marlene Hill, Bute Community Council
Brigitte Milroy, Member of the Public
John M McCallum, Bute Community Council
Cathleen Russell, Colglen Community Council

1. APOLOGIES FOR ABSENCE

Apologies for absence were intimated by:
Councillor Jim Anderson
Councillor Alan Reid
Jim Wilson, Hunters Quay Community Council
Cathi Bertin, Befrienders

2. DECLARATIONS OF INTEREST (IF ANY)

No declarations of interest were intimated.

3. MINUTES

(a) Bute and Cowal Community Planning Group - 14 August 2018

The minute of the Bute and Cowal Area Community Planning Group held on the 14th August 2018 was approved as a correct record.

4. APPOINTMENT OF VICE-CHAIR

The Group considered a report that outlined the requirement for a vice-chair to be appointed to the Bute and Cowal Area Community Planning Group.

Decision

The Bute and Cowal Area Community Planning Group agreed to carry this item forward to the February 2019 meeting due to no candidates being nominated for the position.

(Ref: Report by Area Committee Manager dated 06.11.18, submitted)

5. AREA COMMUNITY PLANNING ACTION PLAN

(a) Shop Front Improvement Scheme 2011 - 2016 - Rothesay

The Group considered a presentation and verbal update on the Shopfront Improvement Scheme 2017-2022 which aims to improve and enhance historic buildings within Rothesay town centre, with particular emphasis on the bank enterprise space that is currently being created to accommodate small local businesses.

Decision

The Bute and Cowal Area Community Planning Group:

1. Noted the contents of the presentation and verbal update and;
2. Noted the on-going work by officers to source and implement all the proposed changes.

(Ref: Presentation by Senior Development Officer dated 6th November 2018, submitted)

(b) Isle of Bute Trust

A representative from the Isle of Bute Trust was not able to attend and therefore no update was provided.

6. COMMUNITY FOCUS

(a) Bute Community Cycling Club

David Hayes from Bute Community Cycling Club provided a verbal update on the installation of Cycle hubs on Bute, including an overview of the clubs aims and objectives. The following was noted:

- The Club was launched during national cycle week to encourage people to get more active.
- A launch ride took place in July with roughly 50 people taking part.

- Through fundraising and funding from the Rothesay Common Good Fund, Cycling Scotland and the Health and Well-being network they have managed to fund three all-weather public maintenance cycle hub stands on Bute.
- They have also facilitated public sessions on educational safety, maintenance and health and well-being.
- Since May 2018 the club has developed quickly and will continue to raise public awareness and fund raise to grow the club.

Decision

The Bute and Cowal Area Community Planning Group noted the contents of the verbal update.

(Ref: Verbal update by Bute Community Cycling Club representative dated 6th November 2018, submitted)

(b) **Dunoon Area Alliance**

Anne Campbell and Tom Warren provided an update on the Dunoon Area Alliance including current and future projects.

Decision

The Bute and Cowal Area Community Planning Group noted the contents of the report.

(Ref: Report by Anne Campbell, Dunoon Area Alliance dated 6th November 2018, submitted)

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

(a) **Tourism**

A report was not submitted and a representative was not present. Therefore no update was provided.

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

(a) **Scottish Water Update**

Ruaridh MacGregor provided an overview of the completed and ongoing projects in the Cowal area, specifically Innellan, Toward, Kilmun and Strone. He expressed thanks on behalf of Scottish Water to the local communities for their patience whilst works were being undertaken.

Concerns were raised regarding a sewage blockage in the West Bay Area of Dunoon. Ruaridh encouraged individuals to report concerns direct to Scottish Water at the time of the incident.

Decision

The Bute and Cowal Area Community Planning Group noted the contents of the report.

(Ref: Report by Ruaridh MacGregor, Scottish Water dated 6th November 2018, submitted)

(b) Digital Infrastructure Area Update

Iain MacInnes, Digital Liaison Officer introduced the various digital infrastructure projects within Bute and Cowal, including next generation access and mobile communications.

Decision

The Bute and Cowal Area Community Planning Group noted the contents of the report.

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

9. PARTNERS UPDATE

Police Scotland

Inspector Duncan McLean provided the Group with the following verbal update:

- The recent dog fouling campaign in Bute and Cowal had been very successful with a 65% reduction in complaints. Overall 11 warnings, 1 fixed penalty notice and 4 formal letters were issued to dog owners. Police Scotland would be looking to rerun the campaign in the future and hope to include visits to schools.
- Rural Watch continues and is being led by PC's Smith and McKay. It was noted that this is currently working very well and Community Councils appreciate a Police representative attending community council meetings.
- Events and festivals over the summer months generally went well with no reported incidents for Cowal or Bute Highland Games. Butefest caused some temporary accommodation issues due to in climatic weather.
- Inspector McLean informed the Group that he would be retiring on the 1st December 2018 and his replacement would be Inspector Fiona Davidson. It was also noted that Chief Inspector Paul Robertson would be retiring at the end of 2018 and a further update on this would be provided to the Group.

The Chair of the Bute and Cowal Area Community Planning Group thanked Inspector McLean for his help and hard work and wished him well in his retirement.

Scottish Fire and Rescue

Bobby Tourish of Scottish Fire and Rescue provided a statistical update for Quarter 2 2018/19:

- Zero fire fatalities
- 1 Non-fatal fire casualty in Dunoon
- 2 accidental dwelling fires in Cowal and 4 in Bute
- 5 deliberate fires – 3 in Cowal and 2 in Bute
- 3 Non-domestic fires in Cowal
- 6 Special services incidents – 3 in Cowal and 3 in Bute
- Zero road traffic casualties
- 78 False alarms – 56 in Cowal and 22 in Bute

Incidents of Note

- In quarter 2 there were 6 primary fire incidents 3 in Bute and 3 in Cowal – 4 were kitchen fires, 1 within a gas boiler and 1 caused by an electrical fan.
- In quarter 3, to date, there were 3 primary fire incidents 2 in Cowal and 1 in Bute, 1 well developed house fire, 1 caravan fire and 1 caused by medical oxygen.

Special Service Incidents

- In quarter 2 there had been 3 special service incidents – 2 Cowal, 1 Bute and consisted of a 68 year old man collapsing, 7 lost children and assisting in removing a casualty from a property.
- To date there had been 4 special service incidents in quarter 3. 3 for Cowal and 1 for Bute and consisted of diverting water from properties and assisting an occupant who was locked within a bedroom.

Home Fire Safety Visits

- 68 undertaken in Cowal and 35 in Bute.

Community Safety Activity

- British Heart Foundation – 5 sessions with 39 people trained in CPR.
- Fire skills delivered to Rothesay Academy school on the 3rd September and Dunoon Grammar School on the 24th September.
- 30 Post domestic incident responses.
- Real time crash scenario undertaken at Rothesay joint campus and one planned for Dunoon in the future.

Bute and Cowal CAUCUS

Cathleen Russell raised concerns regarding the lack of carers available in the Lochgilphead area. It was noted that this has been raised with the Health and Social Care Partnership.

Councillor Moffatt informed the Group of proposals for Loch Striven to be used as an area for decommissioning oil rigs.

**10. DATE OF NEXT MEETING - TUESDAY 5 FEBRUARY 2019 AT 10.00AM IN THE
TIMBER PIER BUILDING, DUNOON**

The date of the next meeting was noted and it was agreed that suggestions for agenda items should be forwarded to the Area Committee Manager.

Argyll and Bute Community Planning Partnership**Bute & Cowal Area Community Planning Group****5th February 2019**

Area Community Planning Group Governance Arrangements

1. Purpose

- 1.1 The purpose of this report is to confirm the governance arrangements of the Bute and Cowal Area Community Planning Group (Area CPG) specifically the Terms of Reference, membership and future meeting dates.

2. Recommendations

- 2.1 Area CPG members are requested to:

- Consider and adopt the Terms of Reference submitted in this report (Appendix 1) and to agree that these be reviewed on an annual basis to ensure their ongoing currency and appropriateness for the work of the Area CPG as it develops over time.
- Consider the membership of the group as attached (Appendix 3) and agree any changes which may be required.
- To agree that the membership of the group be reviewed on an annual basis to ensure currency and appropriateness for the work of the group as it develops over time.
- To agree the meeting schedule and dates submitted in this report.

3. Detail

- 3.1 The Area CPG Terms of Reference were last reviewed and agreed in October 2017.
- 3.2 Since the Terms of Reference were agreed, local CPGs have been working hard in overseeing and developing actions within their Area Community Planning Action Plan.
- 3.4 It is expected that the previous process of providing focus for meetings on the actions within Area Community Planning Action

Plans will continue, and that effective and timeous reporting of matters to the Community Planning Partnership Management Committee will continue. To that effect members are asked to agree that the meeting dates for the Bute and Cowal Area CPG will be:

- Tuesday 7th May 2019, 10am in Eaglesham House, Rothesay
- Tuesday 6th August 2019, 10am in Timber Pier Building, Dunoon
- Tuesday 5th November 2019, 10am in Eaglesham House, Rothesay
- Tuesday 4th February 2020, 10am in Timber Pier Building, Dunoon
- Tuesday 5th May 2020, 10am in Eaglesham House, Rothesay

3.5 The membership of the Area CPG was also last reviewed in October 2017, the details are attached at Appendix 2.

3.6 The membership has experienced some changes over that time. The Area CPG are asked to consider whether any changes should be made to the revised membership, the details of which are attached at Appendix 3.

3.7 A formal review of the membership will be carried out on an annual basis to ensure currency and appropriateness for the work of the group as it develops over time.

3.8 It should be noted that membership will continue to be reviewed on a regular basis by the Area CPG and that there is provision for additional organisations to join the group at a later date to accommodate local circumstances.

4. Conclusions

4.1 Given the development of Area Community Planning Action Plans and the future focus of the work of Area Community Planning Groups the meeting is asked to review and agree the attached Terms of Reference, the current membership of the group and the meeting schedule and dates.

5.0 SOA Outcomes

Not applicable. The report relates to the administration of the Area CPG.

Name of Lead Officer

Shirley MacLeod, Area Governance Manager, Argyll and Bute Council

For further information please contact:

Stuart McLean, Area Committee Manager, Argyll and Bute Council

Tel 01436 658717

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Argyll and Bute Community Planning Partnership

Terms of Reference: Bute and Cowal Area Community Planning Group

The Bute and Cowal Area Community Planning Group is a sub group of the Argyll and Bute Community Planning Partnership

It is an unincorporated partnership of agencies and organisations with membership drawn from the public sector, third sector, private sector, community organisations and partnerships that have an interest in Bute and Cowal

Purpose

Argyll & Bute is a large and diverse area. Communities inevitably have different issues even within the overall umbrella of a community plan for the whole area.

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

- Acting on behalf of the Full Community Planning Partnership via the Management Committee to oversee the implementation of Localised Delivery Plans which contribute to the delivery of the Local Outcome Improvement Plan/Community Plan.
- Acting on behalf of the community to ensure that local concerns and priorities are highlighted to the Full Community Planning Partnership via the Management Committee.

Role

The role of the Bute and Cowal Area Community Planning Group is to:

- Oversee the implementation of the Area Community Planning Action Plan for Bute and Cowal
- Encourage effective working across community planning partners at an area level
- Act as a conduit to ensure that local priorities are met and local issues addressed

Remit

The Bute and Cowal Area Community Planning Group has the authority to:

- contribute to the development of an Area Community Planning Action Plan for Bute and Cowal
- monitor progress of the Area Community Planning Action Plan with regard to the agreed outcomes on what is being done within Bute and Cowal
- provide the scrutiny role for the Full Community Planning Partnership within Bute and Cowal consider regular performance monitoring reports and provide information to the Argyll & Bute Community Planning Partnership Management Committee by submitting written reports. A nominated member may also attend a meeting with prior agreement from the chair to provide additional information should a specific issue of concern to the group be scheduled as an agenda item

- form short term working groups to undertake defined pieces of work as required by the group
- engage with communities within Bute and Cowal to understand their needs and requirements
- inform and consult on issues relating to Community Planning at an area level
- contribute to an annual report on progress on the agreed outcomes

Short Term Working Groups

Short Term Working Groups initiated by the Bute and Cowal area Community Planning Group must:

- be approved at a meeting of the Bute and Cowal Area Community Planning Group and its purpose recorded in the minute of the meeting
- have a named member of the Bute and Cowal area Community Planning Group acting as lead officer for the group
- have a list of members of the group agreed at inception
- have a clear objective agreed at inception
- have a clear remit agreed at inception
- have a clear output agreed at inception
- have a clear start and end date agreed at inception
- have an appropriate source of administrative support identified and agreed at inception
- have an appropriate funding package identified at inception where relevant and a named member of the short term working group undertaking financial responsibility for the initiative
- provide regular reports of activity and progress to the Bute and Cowal Area Community Planning Group
- any changes to the above must be approved by the Bute and Cowal Area Community Planning Group and recorded in the minute of the meeting

EQUAL OPPORTUNITIES

The Bute and Cowal Area Community Planning Group will seek to ensure that promotion of equal opportunities is central to its on-going activities

Criteria for Membership

- Membership is drawn from public sector, third sector, private sector, community organisations and partnerships operating within the Bute and Cowal area.
- Membership is open to all organisations public sector, third sector, private sector, community organisations and partnerships operating within the Bute and Cowal area with an interest in at least one of the six outcome areas of activity identified in Argyll and Bute Community Planning Partnership's Local Outcome Improvement Plan.
- Organisations can self-nominate, be invited to join or have a statutory obligation to participate.
- In order to ensure democratic accountability, the Chair and Vice Chair from the Argyll & Bute Council Bute and Cowal Area Committee and one other Elected Member from an

Argyll & Bute Council Bute and Cowal Area Committee Ward not already represented by the Chair or Vice Chair will sit as members of the group.

- In order to ensure democratic accountability, community councils situated within the Bute and Cowal area will sit as a member of the group. Subject to local needs, this may be individual community councils, or by way of a caucus arrangement agreed by the community councils situated within the Bute and Cowal area, or alternatively one community council representing all of the community councils on a rotational basis. The community council undertaking this role will be nominated by the other community councils within the area on an annual basis or more frequently if agreed locally.

In order to comply with legislation which governs community planning in Scotland, some organisations have a statutory obligation to participate in community planning. The organisation will nominate the most appropriate person within their organisation to sit as a member of the group.

- In order to reflect the needs of the community and range of activities covered by the Area Community Planning Action Plan, other organisations and partnerships operating within the local area are also able to sit as members of the group.
- In order to obtain a balanced representation of the above and to ensure a community focussed approach, a ratio of no more than 50% public sector membership should be maintained throughout the lifetime of the group.
- The representatives ought to be able to speak on behalf of their organisation and where appropriate commit funding and other resources to local partnership activity.
- Membership should reflect the needs of the community and can therefore change subject to approval by a simple majority vote of the other members of the group.

Role of Members

Bute and Cowal Area Community Planning Group members have the following responsibilities:

- To attend the scheduled Bute and Cowal Area Community Planning Group meetings.
- Consistency in attendance by members is necessary to build momentum and progress the activities of the group. Members will be encouraged to appoint substitutes to attend meetings on their behalf if they are unable to attend.
- To communicate information relating to the Bute and Cowal Area Community Planning Group with other members and officers within their own organisation and other organisations operating within the area of activity they represent.
- To communicate information relating to their organisations area of activity to other members of the Bute and Cowal Area Community Planning Group at meetings.
- To raise community planning related issues (that is issues related to Argyll and Bute Community Planning Partnership's Local Outcome Improvement Plan) on behalf of the community at Bute and Cowal Area Community Planning Group meetings.
- To contribute to the development, on-going monitoring and review of the Bute and Cowal Area Community Planning Action Plan.
- To participate in short term working groups as required.

Meetings

Chair

- The Chair and Vice Chair of the Bute and Cowal Area Community Planning Group will be elected by the members of the group and will be appointed for a period of two years.
- The outgoing Chair and Vice Chair can stand for re-election at the end of the two year period.
- However, no one person can serve in the role of Chair or Vice Chair for more than two consecutive two year periods
- Should either the Chair or Vice Chair resign their position during their term of office, the office bearer must either notify the group in person at a scheduled Area CPG meeting or contact the chair in writing advising formally of their intention to stand down. Members will be advised of the resignation timeously and an election to fill the vacant post will be conducted at the next scheduled Area CPG meeting
- Nominations for the Chair and Vice Chair positions will be proposed and seconded by Bute and Cowal Area Community Planning Group members. Each member will have one vote and a simple majority vote will determine the outcome of the election process.
- The elected Chair, or in their absence, the Vice-Chair shall preside over the meeting. If both are absent, partners will choose a member from the floor to preside.
- Members should respect the authority of the Chair who will decide matters of order, competency, relevancy and urgency.

Quorum

- The quorum for a meeting will be 5.
- If a quorum is not present within 10 minutes of the scheduled start of a meeting or if at any point after a meeting has commenced attendance falls below the quorum the meeting will be declared inquorate.
- If a quorum is not present, at the Chairperson's / Vice-Chairperson's discretion, the meeting shall proceed and any decisions taken will be homologated at the next meeting.
- For purposes of the quorum, participation of partners by video-conferencing or telephone conference links will be considered as present.

Frequency of Meetings

- The Area Community Planning Groups of the CPP will normally meet once each quarter (4 times each year).
- These meetings will normally be held in February, May, August and November.
- Where business requires, further meetings can be called with agreement of the Chair subject to the required notice being given.

Conduct of Meetings

- Meetings of the Bute and Cowal Area Community Planning Group will be held in public.
- Observers can only participate in discussion with the agreement of Chair.
- Members must declare any conflict of interests at the start of a meeting and take no part in the consideration of the relevant item.
- Observers wishing to participate in discussion must declare any interest in the subject under discussion.

- All meetings will be minuted and a minute made available through the Council's website and available from a link through the community planning partnership website.
- Meetings of the Area Community Planning Groups will be conducted in accordance with the lead partner's (Argyll & Bute Council) standing orders for meetings subject to any necessary changes as set out above (mutatis mutandis).

Decision making

- All members of the group have equal status
- Each member has one vote
- The Chair retains the casting vote
- All decisions must be clearly minuted with a brief summary of the discussion and reason for decision recorded as well as the outcome
- The minutes should clearly record who or whatever organisation is responsible for action
- Observers and persons attending the meeting in an advisory capacity may provide information but are not part of the decision making process and are not able to participate in a vote

Accountability

The Bute and Cowal Area Community Planning Group is an integral part of Community Planning in Argyll & Bute and is accountable to the following bodies:

- Full Community Planning Partnership via the Management Committee
- Community within its local area
- Argyll & Bute Council as lead partner of Community Planning.

Support

The Bute and Cowal Area Community Planning Group will be supported by:

- A Lead Officer to facilitate and promote the smooth operation of the group and work closely with group members to ensure a supportive structure, which responds to the needs of the members in addressing issues.
- Administrative support, organising meetings, taking minutes and associated administrative support will be provided by Argyll and Bute Council, Governance & Law.
- A Local Community Development Officer will have a key role, working in partnership with organisations in the support of community groups, organisations and individuals, particularly those who do not traditionally engage in community issues, to participate in local community planning.

Issue of Papers

- The agenda and papers for the Bute and Cowal Area Community Planning Group will normally be issued 7 days prior to the date of the meeting.
- The Chair can agree to accept late papers.
- The draft Agenda detail will normally be circulated four weeks in advance to allow members to propose items for inclusion
- The agenda and papers will be published on the Argyll & Bute Community Planning Partnership website, the Argyll & Bute Council website and available from a link through the community planning partnership website.

Communications

The Bute and Cowal Area Community Planning Group is an integral part of Community Planning in Argyll & Bute and will follow the guidance set out for Area Community Planning Groups within Argyll & Bute Community Planning Partnership's Communication Strategy.

Winding Up

The Bute and Cowal Area Community Planning Group is a sub group of the Argyll and Bute Community Planning Partnership.

- If the Argyll & Bute Community Partnership is dissolved, the Bute and Cowal Area Community Planning Group will cease to exist by default
- If a review of Argyll and Bute Community Planning Partnership delivery structure should recommend that Area Community Planning Groups should be dissolved to facilitate a new delivery structure, the decision whether or not to wind up the group will be made by the Argyll & Bute Community Planning Partnership following consultation with the Area Community Planning Groups and Argyll & Bute Council as lead partner for community planning within the area.
- Area Community Planning Group members may initiate a proposed wind up of the group by submitting a report outlining the reasons why it was felt the group was no longer required to the Management Committee in the first instance. The decision whether or not to wind up the group will be made by the Argyll & Bute Community Planning Partnership following consultation with Argyll & Bute Council as lead partner for community planning within the area

Approved and adopted at the Bute and Cowal Area Community Planning Group meeting held on 3 March 2015

Amended March 2015 to reflect a change in the meeting cycle

Amended March 2016 to clarify procedure if either the Chair or Vice Chair resigns during their term of office and amend number of days meeting papers are to be circulated prior to meeting date

Amended February 2017 to clarify procedure if outgoing office bearer wishes to stand for re-election.

Amended February 2019 to clarify terms in respect of the Local Outcome Improvement Plan / Area Community Planning Action Plan.

Appendix 2

Bute and Cowal Area Community Planning Group membership agreed at October 2017

Partner Organisation	Contact Name
Argyll and Bute Council	Cllr B Good, Cllr J Anderson, Cllr J M Moffat
Community Councils	Ardentinny, Bute, Cairndow, Colintrave & Glendaruel, Dunoon, Hunter's Quay, Kilfinan ,Kilmun, Lochgoil, Sandbank, South Cowal, Strachur
Police Scotland	Chief Inspector Paul Robertson
Scottish Fire and Rescue	Russell Byrne
Health and Social Care Partnership	TBC
Highlands and Islands Enterprise	Jennifer Nicoll, David Smart
NHS Highland	Alison McGrory
Highlands and Islands Enterprise	Jennifer Nicoll
Loch Lomond and Trossachs National Park	Susan Brooks
Argyll TSI	Alistair McLaren
ACHA	Iona MacPhail
Fyne Homes	Janet McAlister
Health and Wellbeing Network - Network Bute	Dee Hancock
Health and Wellbeing Network - Network Cowal	Susan McFadyen
Cowal Transport Forum	Cllr A Reid
PA23 BIDs	Colin Moulson
Scottish Health Council	Alison McCrossan
Argyll and Bute Social Enterprise Network	Ailsa Clark
Forward Dunoon and Cowal	TBC- No chair appointed as yet
Argyll and the islands Strategic Tourism Partnership	Carron Tobin

Appendix 3

REVISED – Bute and Cowal Area Community Planning Groups Membership (incorporating changes in local communities since October 2017).

Partner Organisation	Contact Name
Argyll and Bute Council	Cllr B Good, Cllr J Anderson, Cllr J M Moffat
Community Councils	Ardentinny, Bute, Cairndow, Colintrave & Glendaruel, Dunoon, Hunter's Quay, Kilfinan ,Kilmun, Lochgoil, Sandbank, South Cowal, Strachur
Police Scotland	Inspector Fiona Davidson
Scottish Fire and Rescue	Bobby Tourish, Neil Shearer
Health and Social Care Partnership	Phil Cummins
Highlands and Islands Enterprise	Jennifer Nicoll, David Smart
NHS Highland	Alison McGrory
Highlands and Islands Enterprise	Jennifer Nicoll
Loch Lomond and Trossachs National Park	Susan Brooks
TSI	Katrina Sawyer
ACHA	Iona MacPhail
Fyne Homes	Janet McAlister
Health and Wellbeing Network - Network Bute	Dee Hancock
Health and Wellbeing Network - Network Cowal	Susan McFadyen
Cowal Transport Forum	Cllr A Reid
PA23 BIDs	Colin Moulson
Scottish Health Council	Alison McCrossan
Argyll and Bute Social Enterprise Network	Ailsa Clark
Argyll and the Islands Strategic Tourism Partnership	Carron Tobin
Dunoon Area Alliance	Ann Campbell, Tom Warren

Argyll and Bute Community Planning Partnership**Bute and Cowal Area Community Planning Group****5th February 2019****Agenda Item**

Procedure to Elect Officer Bearers to the Bute and Cowal Community Planning Group

Summary

Following the resignation of Willie Lynch and Alistair MacLaren as Chair and Vice Chair of the Bute and Cowal Area Community Planning Group this report outlines the procedure which must be followed when electing Office Bearers to the Bute and Cowal Area Community Planning Group.

It also outlines the expected time commitment and gives information on the role. The Bute and Cowal Area Community Planning Group is asked to consider making an appointment to the positions of Chair and Vice-Chair.

1. Purpose

1.1 This report advises members of the procedure which must be followed when electing officer bearers to the Bute and Cowal Area Community Planning Group and asks the Group to consider the appointment of a Chair and Vice-Chair.

2. Recommendations

2.1 Members are requested to follow the procedures outlined below when electing a member to fill the positions of Chair and Vice Chair, following the resignation of the current Chair, Willie Lynch Dunoon Community Council, and Vice Chair Alistair MacLaren, Third Sector Interface.

3. Background

3.1 The Bute and Cowal Area Community Planning Group is governed by Terms of Reference which detail the procedure to be followed when electing office bearers.

3.2 At the meeting of the Bute and Cowal Area Community Planning Group held on 18th April 2017, members considered the appointment of a Chair and Vice-Chair for the Group.

3.3 Willie Lynch was confirmed as Chair and Alistair MacLaren was confirmed as Vice-Chair, both were appointed for a second two year term.

3.4 Alistair MacLaren formally resigned from his position as Vice-Chair of the Bute and Cowal Area Community Planning Group at the meeting held on 14 August 2018. Willie Lynch formally resigned from his position as Chair of the Bute and Cowal Area Community Planning Group on 28 December 2018.

4. Detail

4.1 The following extract from the Bute & Cowal Area CPG Terms of Reference outlines the process which must be followed once an office bearer comes to the end of their term of office:

- The Chair and Vice Chair of the Bute and Cowal Area Community Planning Group will be elected by the members of the group and will be appointed for a period of two years.
- The outgoing Chair and Vice Chair can stand for re-election at the end of the two year period.
- However, no one person can serve in the role of Chair or Vice Chair for more than two consecutive two year periods.
- Nominations for the Chair and Vice Chair positions will be proposed and seconded by Bute and Cowal Area Community Planning Group members. Each member will have one vote and a simple majority vote will determine the outcome of the election process..

4.5 Some further information on the commitment required:-

- Time commitment of at least 4 Bute and Cowal Area Community Planning Group meetings per year in February, May, August and November and 4 pre-agenda meetings per year in January, April, July and October.
- To participate in Short-Term Working Groups as required.
- To engage with officers of the Council in terms of setting the Agenda for the Community Planning Group in consultation with the Chair.
- The Chair will be invited to attend meetings of the Community Planning Partnership Management Committee or the Full Partnership. In his/her absence the Vice-Chair will be asked to attend.

5. Conclusions

5.1 Members are requested to follow the procedure outlined above when electing members to fill the positions of Chair and Vice Chair.

6. SOA Outcomes

6.1 This report does not link to any specific Outcome as it relates to the administrative arrangements.

Name of Lead Officer

Shirley MacLeod, Area Governance Manager

For further information please contact:

Stuart McLean, Area Committee Manager (01436) 657605

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Argyll and Bute Community Planning Partnership**Bute and Cowla
Area Community Planning Group****5 February 2019**

Briefing Note: Community Planning Partnership Management Committee update

This briefing relates to the meeting of the Community Planning Partnership (CPP) Management Committee on 20 November 2018, and its consideration of issues raised by Area Community Planning Group Chairs. The briefing is for noting and relevant discussion.

Summary

The CPP Management Committee met on the 20 November in Helensburgh and Lomond Civic Centre, Helensburgh.

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

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

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

Highlights

- The CPP set up an Implementation Group to take forward key actions from its Development Day in September 2018. The Group is developing a welcome pack, looking at governance to support prioritisation and resourcing of actions, and a review of the role of Outcome Leads.
- Ongoing discussion about road closures and a need to improve communication. A working group agreed to meet and further discuss.
- Brian Fleming from DWP gave an overview of the recent structural changes within the Department for Work and Pensions. It was noted that DWP are looking at Skype for virtual face to face contact.
- The CPP Annual Report was recognised as showcasing examples of community planning in action. The report is published here: https://www.argyll-bute.gov.uk/sites/default/files/abcpp_annual_report_2017-2018_final.pdf
- Progress on Area Community Planning Action Plans was considered. Actions that were “not on track” were discussed and a way forward for each of these was agreed. A timeline for

planning the next iteration of the Area Community Planning Action Plans and a process for this was proposed. This will be considered further by Area Community Planning Groups.

Matters Raised by Area Community Planning Group Chairs

The points raised from the previous meetings of the area community planning groups and the action response to these is below:

1. Note that whilst no issues were raised for escalation by the Bute and Cowal CPG, the management committee have made previous commitment to receive a presentation on the work of the Strachur Hub. The Management Committee is also asked to note that the appointment of a Vice Chair for the Bute and Cowal Group has been carried forward to the February meeting.
 - **Noted regarding Bute and Cowal Vice Chair. Strachur Hub to be invited to CPP Full Partnership in March 2019.**
2. Note the concerns raised by Arrochar Community Development Trust about the potential for inappropriate parking in Succoth and along the A83 with the implementation of the increased parking charges in Arrochar and consider what actions may be taken by partners in regards this matter.
 - **Double yellow lines have been introduced into Succoth to mitigate against inappropriate parking and that the parking situation in Arrochar is being monitored.**
3. Note that Rural Watch is a useful and trusted source for getting key messages out to the public on crime and other threats in local areas and agree to highlight it Argyll and Bute wide to increase awareness of the scheme and encourage people to sign-up.
 - **Agree to publicise Rural Watch and have requested Police Scotland to put together a short bulletin on Rural Watch that can be publicised widely, including internally to staff**
4. Provide clarity on expectations, roles and ownership for taking strategic actions forward of masterplanning documents where communities have been encouraged to undertake a masterplan (Kilcreggan) or where one has been commissioned (Helensburgh).
 - **Advised that Economic Development are working with Rosneath Peninsula West Community Development Trust on their masterplan for Kilcreggan and that processes are in place to progress this. It was stated that the council would not be the lead delivery vehicle to progress the actions within the plan and that the progression of the actions within the plan lay with the Community Development Trust.**
5. Consider if there is assistance available from within the partnership to assist community groups with large-scale grant funding which is a key theme that has arisen over a few meetings lately from community groups in the Helensburgh Lomond area.

- **Signposting to funding sources and those who can potentially assist with grant funding will be made available to the community groups who have raised this as an issue**
6. Note the concerns of the MAKI CPG about the lack of economic development support in East Kintyre and ascertain which partner would be most appropriate to provide that support to the area.
 - **Details of the Community Development Officer for the MAKI area were provided to East Kintyre Community Council to assist them with a Community-Led Action Plan. It was advised that this would be a good starting point for communities in East Kintyre and that support may be available (e.g. Social Enterprise, Business Gateway) once the aspirations of the community are known**
 7. Note the dissatisfaction of the MAKI CPG around the time taken by Scottish Water for repairs to take place, particularly in repairing the water main between Campbelltown and Machrihanish and the solution for the odour problems at Meadowburn, the principal concerns being lack of information and the actual length of time taken for these long standing problems to be progressed, and consider what action can be taken by them to assist in early resolution.
 - **It was agreed to invite Scottish Water to the MAKI Area Community Planning Group to comment on the timetable and duration of repairs**
 8. Consider what action, if any, the Management Committee might be able to take to try to secure the hand sorting service provided by Kintyre Recycling in effort to secure the future of recycling services in Kintyre.
 - **Staff from HIE and the council's Economic Development service are working with Kintyre Recycling to try and secure the service provided by them.**

In addition it was raised by OLI Area Community Planning Chair for better communication and marketing of parking charges and permits. It was advised that a new mobile arrangement to pay for parking had just gone live and that plans were in place for weekly and monthly permits. It was agreed to circulate information on these permit arrangements once available.

Concluding Point for Action by Area Community Planning Groups

Communicating Community Planning is a priority for the Partnership and we welcome issues raised at Area Community Planning Groups, where these cannot be resolved locally, to be highlighted to the Argyll and Bute Management Committee meetings. The next formal meeting of the Community Planning Management Committee is June 2019. Prior to this there is a Full Partnership meeting, on 12 March 2019 in Dunoon Queens Hall, where examples of community planning in action will be shown and issues for the year ahead raised.

We welcome partners at Area Community Planning Groups sharing and linking to #abplace2b Instagram account of the council which has many followers and excellent images submitted by people showcasing Argyll and Bute, and, www.wildaboutargyll.co.uk

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

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communityplanningpartnership



Argyll and Bute Community Planning Partnership

Annual Report 2017 - 2018

Argyll and Bute Outcome Improvement Plan 2013 - 2023

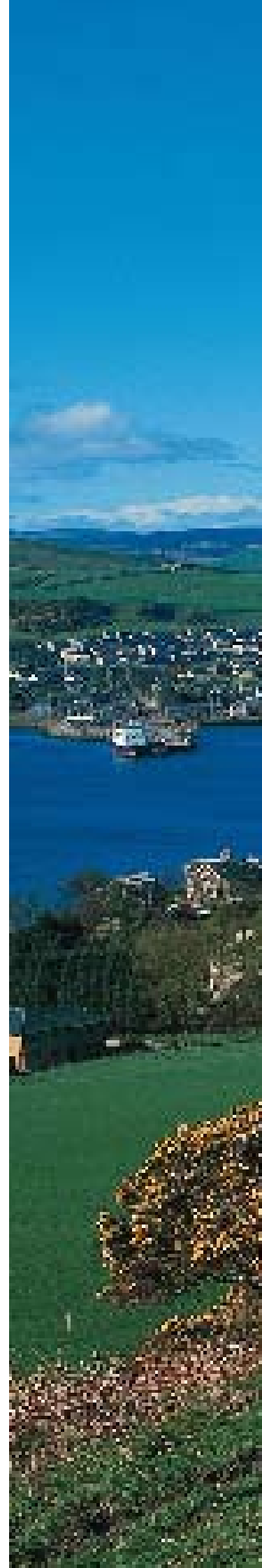
Argyll and Bute's economic success is built on a growing population

Contents

Foreword	page 2
Who are we?	page 3
How do we work? Community Planning in Argyll and Bute	page 5
Overarching aim: Argyll and Bute's economic success is built on a growing population	page 6
Outcome 1 The economy is diverse and thriving	page 7
Outcome 2 We have infrastructure that supports sustainable growth	page 11
Outcome 3 Education, skills and training maximises opportunities for all	page 13
Outcome 4 Children and young people have the best possible start	page 17
Outcome 5 People live active, healthier and independent lives	page 19
Outcome 6 People live in safer and stronger communities	page 21
Community Engagement	page 23
Argyll and Bute CPP Partners	page 24

Other formats

If you would like a copy of this document in another language or format, or if you require the services of an interpreter, please contact Argyll and Bute Community Planning Partnership on 01546 604464 or email cppadmin@argyll-bute.gov.uk





Foreword by Councillor Aileen Morton

It's a real pleasure to introduce the Argyll and Bute Community Planning Partnership Annual Report for 2017/2018.

If I had to sum up our approach in Argyll and Bute in just a few words, it would quite simply be 'positive progress in partnership'. In this year's report, once again, you will find many examples of the progress we've made working together as a strong, positive and dedicated partnership – committed to overcoming challenge and achieving successes for our communities, despite the often very difficult decisions that all public agencies face in the current financial climate.

It is hugely encouraging to take some time to reflect on our partnership's progress and successes during the 2017/2018 period. In the pages to follow you'll find some very encouraging accounts of achievements against each of the six crucial outcomes on which the Community Planning Partnership remains focused. These outcomes really matter, really make a difference to people's lives in our communities, to people of all ages and in a wide variety of locations across Argyll and Bute.

Find out more about what we're doing as a partnership to ensure our young people can access their training and employment ambitions right here in Argyll and Bute – over 94% of 16 to 19 year-olds were in further education, employment, training or personal development 12 months after leaving school, and 86% of care-experienced young people have achieved positive destinations.

Read all about progress at the European Marine Science Park Business Cluster and Oban's growing profile as Argyll and Bute's university town; and celebrate with Inveraray where investment in the Royal Burgh's historic buildings, through a Conservation Area Regeneration Scheme, will help cement its future as one of the region's key tourist destinations.

Get a real flavour for life in Argyll and Bute when you read about the growing profile of locally grown and produced food and drink. Did you know that quality products from communities across our area are becoming more and more popular all around the world through working in partnership direct with producers and Food From Argyll?

This year's report is full of these and many other updates on the Community Planning Partnership's activity and progress against each of those six key outcomes, each of which aims to help attract more people to live, work, learn, visit and invest in Argyll and Bute. This is what will ultimately help us achieve our partnership's overarching aim of securing Argyll and Bute's economic success built on a growing population.

As well as a commitment to working together positively and constructively, something else that all Community Planning Partners share is a passionate belief that Argyll and Bute, its people and its communities, are bursting full of potential for a bright, vibrant and thriving future. We believe that the two



*Councillor Aileen Morton,
Leader,
Argyll and Bute Council*

are inextricably linked, and that we'll achieve the latter by making sure we do the former really well. That's the main driver for Argyll and Bute Community Planning Partnership – and, while we're delighted to be able to report our successes to you again this year, we'll be making sure we build even further on those achievements for the years to come, always in the best interests of our communities.



Who are we?

Argyll and Bute Community Planning Partnership



Highlands and Islands Enterprise
Iomairt na Gàidhealtachd 's nan Eilean



The Scottish Government



Scottish Natural Heritage
Dualchas Nàdair na h-Alba
All of nature for all of Scotland
Nàdair air fad airson Alba air fad



Scottish Enterprise

The Chair of the CPP Management Committee is Chief Superintendent Hazel Hendren of Police Scotland. In 2017/2018, the Vice Chair of the Management Committee was Jim McNeil of the Scottish Fire and Rescue Service.



Hazel Hendren, Chair



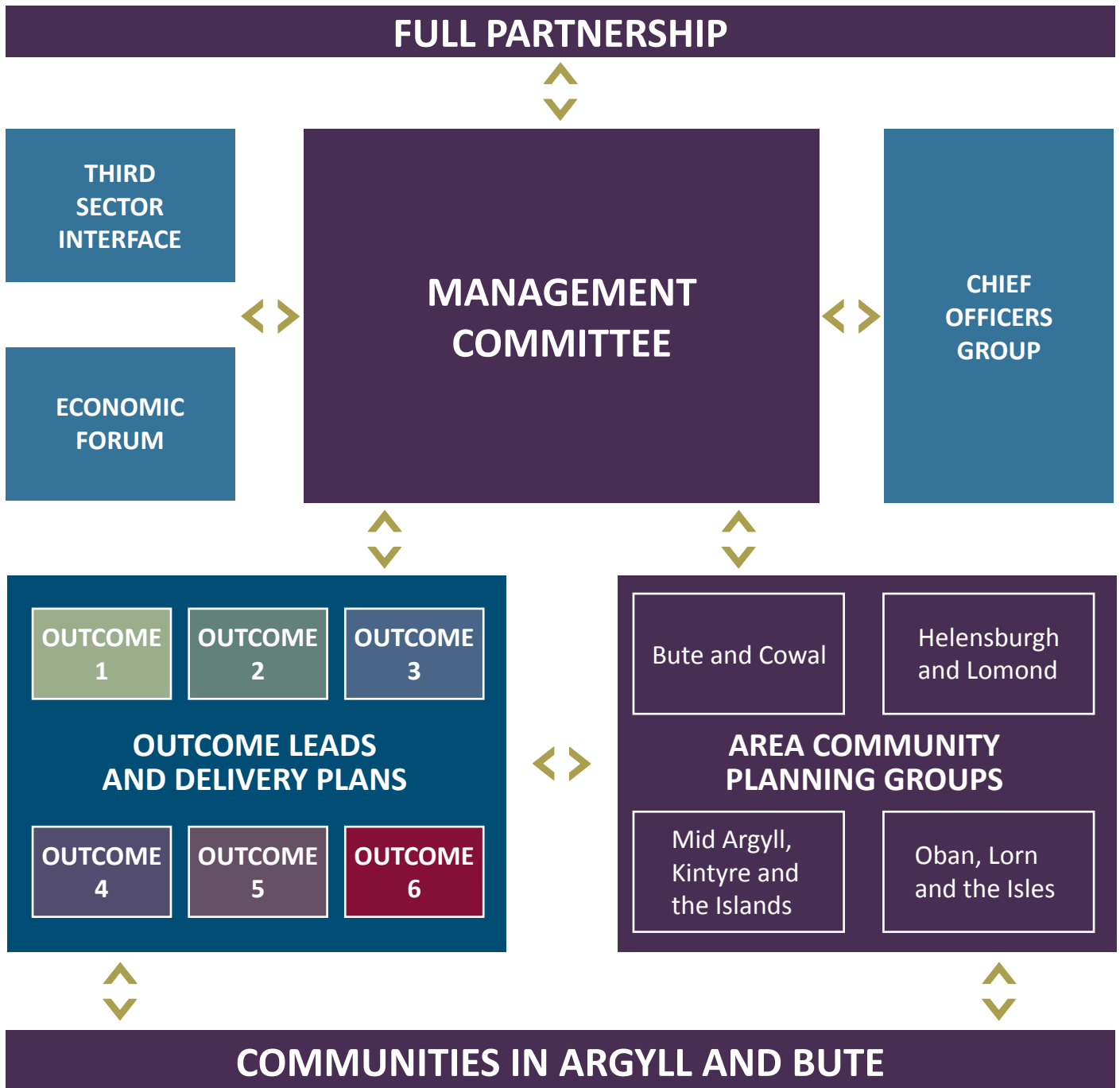
Jim McNeil, Vice Chair



Argyll and Bute Council	www.argyll-bute.gov.uk
Police Scotland	www.scotland.police.uk
Highlands and Islands Enterprise	www.hie.co.uk
NHS Highland	www.nhshighland.scot.nhs.uk
Scottish Fire and Rescue Service	www.firescotland.gov.uk
Argyll College UHI	www.argyll.uhi.ac.uk
Scottish Natural Heritage	www.snh.gov.uk
Skills Development Scotland	www.skillsdevelopmentscotland.co.uk
Scottish Enterprise	www.scottish-enterprise.com
Argyll and Bute TSI	www.argyllcommunities.org
Scottish Ambulance Service	www.scottishambulance.com
Loch Lomond & the Trossachs National Park	www.lochlomond-trossachs.org
Scottish Government	www.gov.scot
Department for Work and Pensions	www.gov.uk/government/organisations/department-for-work-pensions

How do we work?

Community Planning in Argyll and Bute



- Outcome 1** The economy is diverse and thriving
- Outcome 2** We have infrastructure which supports sustainable growth
- Outcome 3** Education, skills and training maximises opportunities for all
- Outcome 4** Children and young people have the best possible start
- Outcome 5** People live active, healthier and independent lives
- Outcome 6** People live in safer and stronger communities



Overarching aim:

Argyll and Bute's economic success is built on a growing population

The main purpose of the Community Planning Partnership (CPP) in Argyll and Bute is to address population decline and grow the economy. The National Records of Scotland figures show that the area's population fell by 320 (0.3%) people over the year to the end of June 2017 to 86,810.

The CPP is working together on a range of actions under six key outcome areas to attract people to live, work, visit, learn and do business in Argyll and Bute.

Rural Resettlement Fund

This innovative fund provided grants to eligible employers, self-employed people and new residents to assist with some of the expenses associated with relocating businesses or taking up employment within Argyll and Bute.

The Economic Growth section of the Council's Economic Development and Strategic Transportation service is responsible for disseminating the Rural Resettlement Fund which was launched on 31 October 2016 during Argyll Enterprise Week.

By the end of the financial year 2017/2018, a total of 135 new residents relocated to Argyll and Bute; 98 adults and 37 children. The Rural Resettlement Fund was formally closed in May 2018.

A summary of the total RRF applications is presented in the table below.

Summary of Rural Resettlement Fund applications

RRF Applications	Received	Approved	Withdrawn	Rejected	Grant Awarded
Personal	70	52	9	9	£258,870.02
Self-employed	10	6	2	2	£30,000.00
Business	0	0	0	0	£0.00
Total	80	58	11	11	£288,870.02

For more information on the Rural Resettlement Fund see www.argyll-bute.gov.uk/rrf, email: rrf@argyll-bute.gov.uk or tel: 01546 605522

The economy is diverse and thriving

Projects include...

European Marine Science Park Business

Inveraray CARS Celebrates Completion

Food and Drink Promotion (Flavours of Argyll and Bute feature at Good Food Show)

Oban: A University Town

Key Statistics

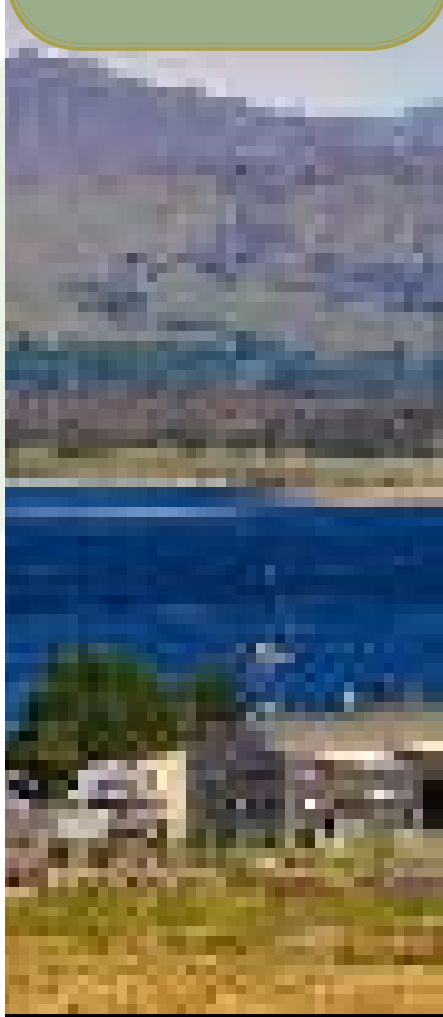
- 76.5% of working age people in Argyll and Bute were in employment compared to 74.5% for Scotland
- 78.43% of people in Argyll and Bute were economically active between July 2017 and June 2018 compared to 77.8% for Scotland
- The claimant count in Argyll and Bute was 1.7% compared to 2.7% for Scotland (Nomis October 2018)
- The % of people who were self-employed in Argyll and Bute was 12.2% compared to 8.2% for Scotland

European Marine Science Park Business

Highlands and Islands Enterprise has been leading the establishment and development of a thriving marine business cluster at the European Marine Science Park, site of the internationally renowned Scottish Association for Marine Science. Established in 2012, the site is now home to over 12 innovative businesses working in aquaculture, marine biotechnology and marine energy.

Events and seminars take place regularly and encourage interaction and sharing of ideas between businesses. A new co-working space "The Moorings" has recently been opened, providing further opportunities for collaboration and sharing of ideas.

With the success of the Park, work is underway on developing the detailed design for the next phase of development.





Inveraray CARS Celebrates Completion

A final celebration event for Inveraray Conservation Regeneration Scheme (CARS) was held at the Nicoll Hall which included an exhibition detailing the work and events that had been undertaken as part of the project since April 2013. Local resident Ken MacTaggart used photos and postcards to illustrate the changing face of the town throughout its history. Archivists from the Written in the Landscape project attended, bringing along a rent ledger from Inveraray old town dating back to 1768. The project aims to use the data within the ledger to map how many residents made the transition to the new town, and if wealth was a barrier to making that transition.

Local residents were able to drop in throughout the day and, whilst there, were invited to offer comments on their experiences of Inveraray CARS. These comments will be collated and included in the final report to Historic Environment Scotland. CARS completed at the end of March 2017 after a £2.1m refurbishment of priority buildings: Arkland, Relief Land, Chamberlain's House, Temperance Hotel and the Town House. It has also funded small repair grant projects covering a further 12 properties across the town.

Inveraray CARS funding package included £970,059 from Historic Environment Scotland and £350,000 from Argyll and Bute Council.



The economy is diverse and thriving

Food and Drink Promotion (Flavours of Argyll and Bute feature at Good Food Show)

The best of Argyll and Bute's food and drink was showcased by the Council, and nine local producers, to the thousands of people who visited the BBC Good Food Show at the Scottish Exhibition and Conference Centre in Glasgow.

Flying the flag for the area were; Butebrew, CocoaMo, Islay Ales, Loch Fyne Whiskies, Lochnell Oysters, Shellfield Farm, Skipness Smokehouse, the Puffer Food Company and Wee Isle Dairy. They offer a wide range of food and drink including craft beer, chocolate, whisky, gin, preserves, oysters, beef, salmon, whole milk and ice cream to customers all over the world.



The producers came together as part of the Flavours of Argyll and Bute pavilion, sponsored by Argyll and Bute Council, to promote regional food and drink to consumers who visited the show from across the UK and beyond.

Councillor Aileen Morton, Leader of Argyll and Bute Council, said:

“The food and drink industry is an extremely important sector for Argyll and Bute and the whole of Scotland, with the industry hoping to grow to £30 billion by 2030.

Locally the sector generates in the region of £340 million turnover every year for the local economy with Argyll and Bute having an abundance of whisky, salmon and beer producers, which are the UK's biggest food and drink exports.

The Flavours of Argyll and Bute pavilion was an ideal opportunity to bring together the Council, local producers, Food from Argyll and the Argyll and the Isles Tourism Co-operative to promote the wonderful products available here and why it is a great place to live work and do business.”

Virginia Sumson, from Food from Argyll, said:

“Argyll Food Producers were delighted to give their members the chance to exhibit at the Good Food Show and experience what this type of consumer show is like at first hand.

By attending as a group we were able to showcase many different products and localities from Argyll and the public responded very well.”



Oban: A University Town

The 'Oban: A University Town' project was launched in spring 2018 by a partnership of ten established organisations. The project is focused on developing the distinctive assets of the town and business needs / employment opportunities in the area. It aims to provide an outstanding experience for students and staff in terms of teaching, work, enterprise, leisure and culture activities and community engagement.

The population challenges of Argyll and Bute are well documented; we are short of skilled working-age people. By creating a University Town in Oban, we are working to counter this shift and encourage more young people to stay here after school, or to move to the region and, importantly, to stay and develop a career here when their studies are complete.

The project is developing the training opportunities and academic offers available to match the economic priorities and employer needs. We are also reviewing infrastructure requirements including accommodation and transport; the social and cultural scene in Oban; engaging the local community and businesses in the initiative.

2017-2018 figures show that students made up as much as 10% of the Oban population, so it is fair to say that Oban is now a University Town. A significant proportion of students are registered with the University of the Highlands and Islands, studying at Argyll College UHI or The Scottish Association for Marine Science. Additionally, Ballet West offer degree courses accredited by The Open University, and there are students based at the hospital, in surgeries and further organisations in and around Oban who are registered at other universities. It is also important to consider the pupils in their final years at Oban High School, who may become the next generation of employees for the region. Conservative estimates suggest that there are likely 1,000 students in Oban already once all of these are factored in.

Projects include...

Fibre Boost Sails into Rhu Thanks to Digital Scotland Superfast Broadband

Sharing of fleet vehicles between partner agencies

Key Achievements

- 82.1% of premises in Argyll and Bute have access to superfast broadband
- 68 affordable social sector new builds completed
- 53% of geographical space in Argyll and Bute has access to 4G mobile
- The number of people killed and/or seriously injured on our roads network decreased in comparison to the previous year

Fibre Boost sails into Rhu thanks to Digital Scotland Superfast Broadband

More than 800 homes and businesses in Rhu are now able to connect to high-speed fibre broadband thanks to the £428M Digital Scotland Superfast Broadband programme.

The Digital Scotland team celebrated fibre availability in the Argyll and Bute village when they visited a fibre street cabinet that will serve part of the local area. They were joined by Suzanne Bell (Rhu Marina Manager) and Councillor Aileen Morton (Argyll and Bute Council Leader and Policy Lead for Economic Development) who were excited to discover what goes on inside the green street cabinets.

Argyll and Bute Council Leader and Policy Lead for Economic Development, Councillor Aileen Morton, said:

“Superfast fibre broadband will benefit both local residents and businesses. Broadband is a vital part of Argyll and Bute’s present and future. It’s essential that we embrace this latest generation of technology in order for our local economy to remain competitive.

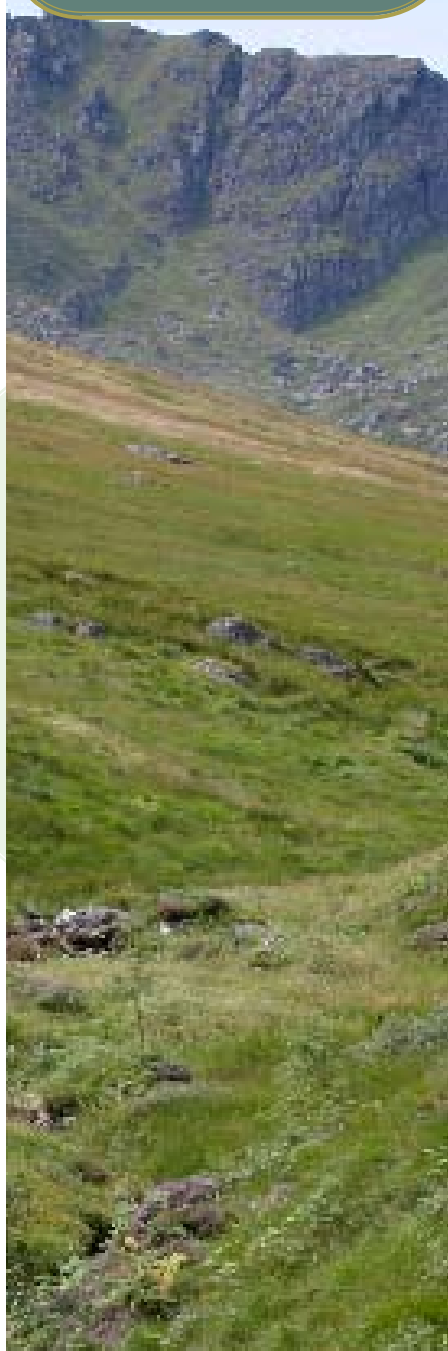
Better, faster communications boost businesses, helping them grow, and create more jobs. What’s more, local residents can enjoy faster browsing and downloading at home. This is great news for Rhu and we are determined to make sure everyone in Argyll and Bute has access to digital services and the skills and confidence to go online and use them.”

Fibre broadband offers fast and reliable broadband connections at speeds of up to 80Mbps* and there are many suppliers in the marketplace to choose from. Across Argyll and Bute, more than 24,000 homes and businesses can benefit from fibre broadband, thanks to the programme.

When combined with commercial coverage, around 69 per cent of homes and businesses in Argyll and Bute can benefit from speeds greater than 30Mbps, according to independent website Thinkbroadband.

Sara Budge, Programme Director for Digital Scotland Superfast Broadband, said:

“It’s fantastic news that the programme has been able to launch more fibre broadband to benefit residents and businesses in and around Rhu.”





Sharing of Fleet Vehicles Between Partner Agencies

Argyll College UHI has just added 2 new Nissan Leaf Electric Vehicles to its fleet, as part of a long term commitment to reducing the organisation's environmental impact, and in an innovative collaboration project, one of the vehicles will be shared with Police Scotland for the first time. Argyll & Bute Community Planning Partnership suggested the collaborative approach when both Argyll College UHI and Police Scotland identified a need for a vehicle in Mid-Argyll.

The lease cost of the vehicles is 100% funded by Transport Scotland's Switched on Fleets funding and estimates suggest an annual fuel saving in excess of £1000 per vehicle. Cost savings are not the only benefit, the vehicles have no tailpipe emissions of CO₂, or detrimental air pollutants such as particulate matter and NO_x.

Inspector Julie McLeish of Lochgilphead Police Station said:

"We are delighted to be working in conjunction with Argyll College UHI to not only reduce the carbon footprint of our organisation, but in an innovative and collaborative way, to maximise the effectiveness of Transport Scotland's grant funding."

One of the new environmentally friendly 'Leafs' will be based in Lochgilphead and used by staff from both organisations. With a range of over 150 miles, and a growing network of charging stations, the cars are a great way of traveling around the area. Police Scotland will utilise the shared vehicle for a variety of non-emergency functions and college staff will use the vehicle to travel between the Argyll College UHI's 10 learning centres.

Elaine Clark, Argyll College UHI Head of Property said:

'We have a long standing ethos of promoting green technologies and we generate a significant proportion of our annual electricity needs ourselves with solar panels in our Oban, Lochgilphead and Dunoon centres. With the growing network of charge points throughout Argyll, investing in electric vehicles makes sense for us. We are lucky to live and work in one of the most stunning areas of Scotland and the use of these vehicles will reduce emissions and help to maintain our beautiful natural environment which is one of the real attractions of studying in Argyll.'

Projects include...

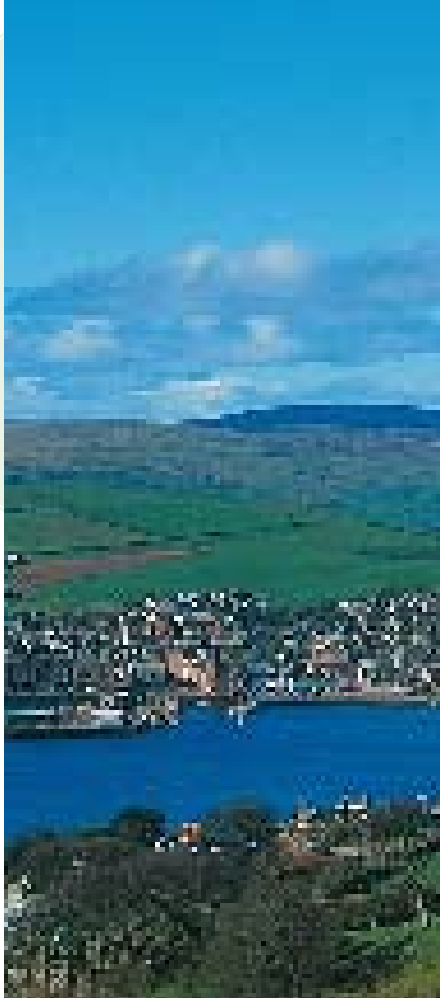
Mid-Argyll Students Celebrate Success

Rothesay pupils complete fire reach training

STEM made real as Roads Services and Education team up to benefit pupils

Key Achievements

- 86% of care experienced young people achieved a positive destination
- 94.2% of 16-19 year olds were in education, employment or training/ personal development 12 months after leaving school
- 81.6% of children had no concerns at the 27-30 month assessment
- 100% of people who completed a Modern Apprenticeship with Argyll & Bute Council went on to have a positive destination





Mid-Argyll Students Celebrate Success



A group of Lochgilphead students were presented with certificates to recognise their successful completion of the 'GROWS' (Gaining Real Opportunities and Work Skills) course on Wednesday 20 December at Argyll College UHI's Construction, Engineering and Renewables Centre (CERC) in Lochgilphead.

The GROWS course is designed to help people with different learning difficulties and/or disabilities learn new construction and other life skills by working on exciting practical projects. A number of part-time courses in Life Skills are offered at centres in Rothesay, Dunoon and Lochgilphead and Argyll College UHI works alongside the Council's Education Department and Resource Centres to promote the benefits to students.

Donald Carmichael, Development worker, Argyll and Bute Council, says:

"Being at College makes it possible for our group to socialise with other students, which they enjoy. This provides a good opportunity for positive community integration."

Argyll College Principal, Fraser Durie, attended a ceremony in December 2017 to celebrate the students' success and said:

"I am delighted to be here today to make these presentations. The group have achieved so much and this year have constructed a beautiful wooden lectern which took pride of place at our graduation Ceremony in October."

Jackie Mollison, course tutor, said:

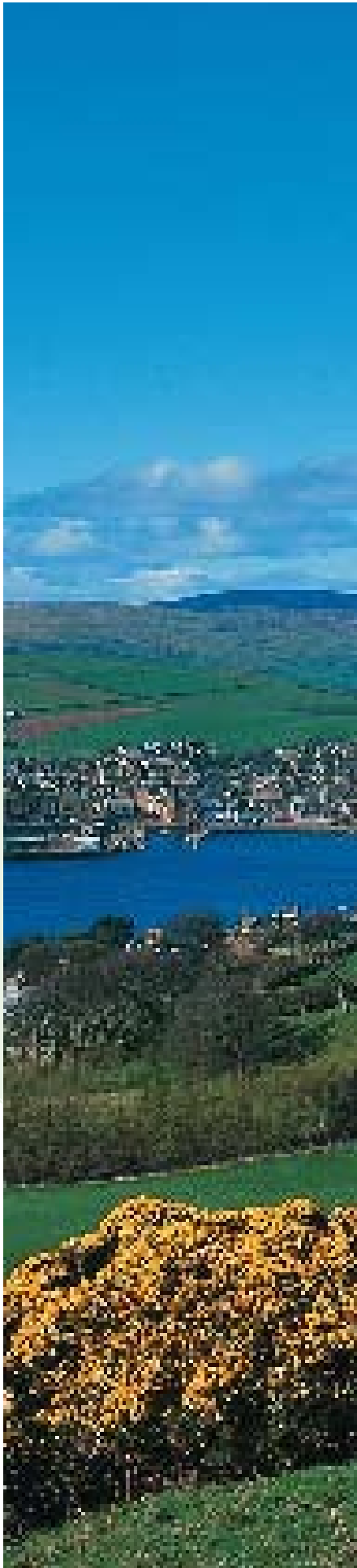
"Alistair Hodge (Argyll College UHI) and I have worked in conjunction with the Lochgilphead Resource Centre for about five years now and this has been a very successful course for those taking part. Through various projects, our students have developed a great many essential skills besides learning building skills. Recently we have completed a long term project constructing a sensory garden at CERC in Kilmory Estate and we have also crafted this beautiful lectern for the College. I'm delighted the students are receiving these certificates and being recognised for their hard work."

The students themselves are equally enthusiastic about college life – here's what they have to say:

"It's great working as part of a team. We have fun at the same time as learning new things and making a sensory garden."

"Going to College means I've done things I'd never have had the chance to do otherwise. The College has got all kinds of tools and we've used them all."

"I've been here 7 years, since the course started. I'm proud of making the arched bridge over the pond. It looks brilliant."



Rothesay pupils complete fire reach training

A group of nine S3 pupils from Rothesay Academy have completed the Scottish Fire and Rescue Service's Fire Reach Training Scheme.

Funded by Argyll and Bute Council's Youth Services, the scheme provides training and development opportunities to young people through fire related activities.

It encourages them to make the most of their physical and mental capabilities, and raises the awareness of the role of the Fire Service within the community.

**The Council's Policy Lead for Education,
Councillor Yvonne McNeilly said:**

"The Fire Reach Scheme is an excellent way for young people to demonstrate commitment, which in turn can help their employment prospects. It also teaches them about the importance of being part of a team, improves self-discipline and confidence, and provides them with an opportunity to learn basic life skills."





STEM made real as Roads Services and Education team up to benefit pupils

Argyll and Bute Council's Infrastructure Design and Roads and Amenities Team shared their expertise with pupils from Ardrishaig Primary School.

Primary five, six and seven pupils at Ardrishaig Primary are currently learning about bridge construction as part of a STEM (Science, Technology, Engineering and Maths) Project.



The Council's roads staff gave a presentation to pupils on bridges and created several models to bring the topic to life. The models allowed them to understand the design principles of several bridge types, as well as the experience of constructing and testing them. A workshop gave the pupils hands on experience in constructing a culvert, a rope bridge, masonry arch bridge, reinforced concrete structure and cable-stayed bridge.

The children will now apply what they have learned when they design and build their own model bridges later in the term. This was a great opportunity for children to see how what they are learning can be applied to real life.

Projects include...

Cool2Talk

Youth Engagement Officer

Scottish Fire and Rescue Service provide mentoring scheme for Care Experienced young people

Key Achievements

- 76.8% of Primary 1 children have a healthy weight
- 14,020 children and young people live in Argyll and Bute
- 1.8% of babies are born with a low birth weight, below the Scottish average
- 79.8% of Primary 1 children have no obvious dental decay
- 100% of care establishments are graded good or very good

Cool2Talk

Cool2talk is an online service for young people aged 12-26 years in Argyll and Bute. It provides free, anonymous and confidential health information. Young people can post a question to the website and receive a bespoke answer, posted on the Cool2Talk website within 24 hours, 365 days per year.

In 2016, a piece of work undertaken by Argyll and Bute Council identified a gap in service for young people's access to health and wellbeing information and advice. Working in partnership the NHS Public Health Department in Argyll and Bute, the Children Protection Committee and Children and Families Services identified the aim to pilot the Cool2Talk service in Argyll and Bute until March 2020. Five staff were engaged as independent contractors by Argyll and Bute Council in May 2017 on a contract to deliver 10 hours of service each, per month.

The aims are:

- To improve young people's access to accurate and robust health information
- To support young people to take responsibility for their own health and wellbeing
- To encourage young people to discuss openly issues around their health and wellbeing
- To improve young people's knowledge of local and national services of support and information

The service launched mid-June 2017 and has answered 203 questions in the first year. Answers give guidance and contacts for other services for support as well as factsheet information on the site. For young people needing more support, there is also access to online counselling from the 121 service. This is provided by a qualified Cognitive Behavioural Therapy Counsellor based in NHS Tayside and is available between 8pm-9pm on Mondays and Wednesdays. Users can access up to four sessions before they are moved on to other longer term services.





Youth Engagement Officer

PC Karen Cairns leads partnership working which is having a huge impact on young people in the Campbeltown area. She has developed a strong PSYV team with 15 young people and 7 adult volunteers who had a passing out parade at the end of their training period on 22 November 2017. Since then they have gone from strength to strength and have been assisting with a number of local events such as the MOK 10k and half marathon, Campbeltown Christmas lights switch on and they attend a Kintyre care home on a weekly basis to perform voluntary tasks and integrate with residents there which is enjoyable for everyone.

PC Cairns spends time working with Campbeltown Grammar school as well as doing inputs such as drugs and internet safety across all Kintyre schools.

Scottish Fire and Rescue Service provide mentoring scheme for Care Experienced young people

The Scottish Fire and Rescue Service in Oban worked in close partnership with Shellach View Children's Unit to provide a mentoring program for their residents. The aim of the program was to give an insight into the day to day running of an operational fire station and the working environment. This program was introduced in Clydebank Fire Station and after its success was adopted in Oban.

It was vital to build a positive relationship with those involved to make them feel at ease while at the station and this was achieved by first meeting with them in their environment and discussing what can be achieved.

The program ran on a two hour per week session with the individual training with the same tools and systems used day to day by the Fire Service. This varied from theory based input to practical drill yard activities. The importance of working as part of a team to complete a task was demonstrated and how certain actions can have an adverse effect on the outcome.

The tasks included were:

- Community Safety
- Pumps and Ladders
- Safe Working at Height
- Road Traffic Collisions
- Breathing Apparatus
- CPR (British Heart Foundation Partnership)
- First Person on Scene
- Water Awareness

The program culminated with a visit to the Scottish Fire and Rescue Service Control and National Training Centre. This was very beneficial as it reinforced how teamwork achieves a common goal.

The program was a great benefit to those involved and Firefighters could pass on their own experiences and the struggles they faced when starting out. A strong partnership with Shellach View has been gained as a result. An open invitation has been extended to those involved and it is hoped that they will see Community Fire Stations as a safe and supportive place where they can visit any time.

Projects include...

Social Prescribing in Argyll and Bute

Adverse Childhood Experiences (ACEs)

Key Achievements

- Four health and wellbeing partnership meetings held
- Two health and wellbeing development days held on ACEs and mental health and resilience in the workplace
- Nine vibrant health and wellbeing networks across Argyll and Bute delivering local action plans in partnership with communities
- Health and Wellbeing small grants of £115,000 awarded to 100 community led projects to support healthy living
- Launch of a film promoting the benefits of being physically active outside in Argyll - www.act-now.org.uk/health-and-wellbeing

Social Prescribing in Argyll and Bute

Social prescribing is connecting people to support in their community for social problems, such as relationship breakdown, debt, loneliness, caring responsibilities or housing difficulties. It is built on the premise that our health is affected by a wide range of social factors such as income, occupation, housing, environment, etc.

Two pilots for link workers took place in GP practices in Bute and Cowal during 2017. This was part of a two year commissioned project with CarrGomm called Connections for Wellbeing to develop awareness and understanding of social prescribing and investigate models for future delivery. Funding from NHS Highland Public Health, Technology Enabled Care and the Transforming Primary Care Fund enabled link workers to have a weekly clinic in each practice to see people referred to them by GPs and nurses.

The link workers followed a 'person centred model of care' seeing each person once or twice on average. Supportive conversations using motivational interviewing techniques focused on linking people up with practical sources of help within their local community, for example debt advice for people in financial difficulty or community activities for people who were lonely. The link workers supported 65 people over a total of 89 appointments. The knowledge gained from the pilot work is being used to inform the roll out of the new General Medical Services contract from April 2018.





Adverse Childhood Experiences (ACEs)

A successful Health and Wellbeing Development day was held in May 2017 attended by 130 people to better understand the topic of Adverse Childhood Experiences (ACEs) and to consider Argyll and Bute's response to this significant public health issue.

Attendees explored the negative effects of ACEs to physical and mental health outcomes. This was followed by reporting on evidence based interventions which mitigated the effects of ACEs and how to prevent these in the first place. Further presentations included information from local services which provide some of the support required to tackle ACEs in Argyll and Bute.

Workshops allowed partners to come together and share their thoughts about how to take forward the ACEs agenda and make Argyll and Bute ACE aware.

The recommendations included:

- Set up a dedicated ACEs steering group.
- Identify champions.
- Increase awareness and understanding of ACEs.
- Promote societal level solutions by supporting, facilitating and encouraging partnership working, sharing of information about services, support and training available.
- Promote the importance of resilience.
- Encourage the use of shared language.

A working group has been established to support the progression of the ACEs agenda. A number of activities have taken place over the year, including screenings of the film 'Resilience' which focuses upon the negative impact of ACEs and what can be done to combat these. Around 80 people attended these two screenings from a wide variety of organisations such as Youth Projects, Family Mediation, Advocacy, Community Mental Health Services, Social Work, the Department of Work and Pensions, Addictions Services and Health Visitors.



Projects include...

Mental Health Triage

New Driver Early Intervention Scheme: Oban

Key Achievements

- There were 28 accidental dwelling fires, a reduction from 56 the previous year
- The number of complaints regarding disorder reduced to 2,371
- The number of domestic abuse incidents resulting in a crime or offence reduced to 379

Mental Health Triage

A pilot project of partnership working between NHS and Police Scotland was developed in Argyll and Bute to provide out of hours Community Psychiatric Nursing (CPN) support to operational Police Officers to aid their decision making process around managing risk in mental health crisis situations.

This extends established partnership working running in other areas of Scotland and provides police officers who come into contact with anyone who appears to have mental health issues with key health based information. It was agreed that a pilot should run to test this process in Mid Argyll and Kintyre between 26 January and 1 April 2018.

During this time a small number of referrals were made to the service with very positive results. It was recognised that due to the low number, it would be beneficial to expand the pilot across Argyll and Bute before a full time commitment was made to the Service.





New Driver Early Intervention Scheme: Oban

Statistics identified that young drivers and new drivers are more likely to be involved in serious road collisions. The CPP is committed to road safety and launched the New Driver Early Intervention Scheme: Oban.

This was open to:

- Learner Drivers
- Employers of new drivers
- Full licence holders who have passed a practical test within a two year period

Working in Partnership Argyll and Bute Council, Scottish Fire and Rescue Service (SFRS), the Motor Schools Association and Police Scotland carried out two sessions where film footage from a “go pro device” is viewed. The footage is taken from a young driver and several of their friends in their own vehicles all driving at excessive speeds on a rural road.

Attendees get the opportunity to view the film and to identify all the hazards before an Officer replays it highlighting all the hazards generating lively discussions and improving risk awareness and perception. The film is again replayed and it is allowed to continue to the point where the driver comes across a serious accident involving friends who were ahead on the road. At this point the film cuts to a young person who talks about the death of a sibling who was driving the lead vehicle and the impact it has had on them and their family.



A demonstration is also carried out to show the rescue operations at a serious road traffic collision and the equipment used. Information is also given on potential response times depending on where the road collision takes place and how they may feel and what they can do while waiting for the emergency services to arrive.

Community Engagement

There are excellent examples of Community Engagement which have taken place across the Partnership this year.

Case Study: Inspire Inveraray

Argyll and Bute Council's Community Development Team worked in partnership with community group Inspire Inverary to help prioritise and progress issues through development of a Community-led Action Plan (CAP). Using the Community Action Planning toolkit, (<https://www.communitytoolkit.net/>) a partnership steering group including local people, prepared a survey which was distributed around the Inveraray area both online and on paper. This was followed up by a 'town visioning day' where locals were able to engage with politicians (UK and national) and local elected members, and consider how their town could be improved. As a result, Inspire Inveraray are progressing their plans brilliantly.

Case Study: Growing Gaelic

An innovative Participatory Budgeting pilot project was held across Argyll and Bute in the spring of 2017 which involved the community voting online for projects that aimed to grow the Gaelic language and culture in the area.

Initially, the community was asked to participate in an ideas generation site (Your Priorities) and then subsequently to vote on ideas viable to be taken forward (Open Active Voting).

As a result of the voting, five projects were awarded grants:

- The Auchindrain Trust - which proposed to run a Dalriada Gaelic dialect language immersion course over a weekend at the Auchindrain Township.
- Oban Mod Academy - to help both Gaelic and non-Gaelic speaking children prepare for MOD competitions both locally and nationally.
- Air Ghleus - to provide tutoring in Gaelic song, language and culture in schools on Mull and Iona.
- Comann nam parant, Oban - to fund a feasibility study for the creation of a stand alone Gaelic Medium Primary school for Oban.
- Gaelic books for school libraries across Argyll.

Participants in the project were invited to complete a survey. From the responses received, we found that 40% of voters took part due to an interest in Gaelic, while 45% participated as an exercise in active democracy.





Argyll and Bute Community Planning Partnership

Telephone: 01546 604464
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The Annual Report is a review of partnership working towards the ambition of the Argyll and Bute Outcome Improvement Plan. For more details of the delivery plans for 2017 - 2018, please refer to this document on our website. For more information about what individual partners are doing in Argyll and Bute, please refer to the websites of our partners.

www.argyll-bute.gov.uk/council-and-government/community-planning-partnership

Bute and Cowal Area Community Planning Action Plan Update on Progress



Progress as at December 2018

Actions which are classed as “not on track”

Reference No.	Date agreed	Community Name	Lead Organisation	Action
BC01	October 2017	Dunoon	Loch Lomond and the Trossachs National Park / Argyll & Bute Council	<i>Work with communities to attract funding to help regenerate area</i>
BC02	October 2017	Dunoon	Argyll & Bute Council	<i>Encourage growth in passenger vessel movements/cruise ship tender accommodation and increased associated commercial activity on Dunoon waterfront and other maritime access hubs (3 year action)</i>
BC03	October 2017	Rothesay	Argyll College UHI	<i>Continue to review the range of courses available on Bute and where possible, offer video conferencing to networked classes (non-practical)</i>

Actions which are classed as “on track”

Reference No.	Date Agreed	Community Name	Lead Organisation	Action
BC04	October 2017	Dunoon	Listed as Argyll & Bute Council but ownership is unclear	<i>Speak to local businesses about what activities they run in the area and the marketing for these activities. Create opportunities for the business community to engage with Argyll & the Isles Tourism Co-operative and its partners to help understand and reach markets the area wants to attract and/or expand.</i>
BC05	October 2017	Dunoon	Argyll and Bute Third Sector Interface	<i>Deliver engaging intergenerational workshops and projects with young people and the elderly to develop trust and promote creative learning</i>
BC06	October 2017	Rothesay	Argyll & Bute Council	<i>Continue to work with Rothesay Pavilion charity to support the successful delivery of their business plan for the future management of the Pavilion as a centre for cultural and community activities</i>
BC07	October 2017	Rothesay	Bute and Cowal Area Community Planning Group	<i>Develop a brand narrative for Bute to transform perception and promote this narrative on the island</i>
BC08	October 2017	Rothesay	Argyll & Bute Council	<i>Agree a strategy and look to reduce the number of empty commercial properties on Bute</i>

Actions which are classed as “complete”

Reference No.	Date agreed	Community Name	Lead Organisation	Action
BC09	October 2017	Dunoon	Argyll & Bute Council	<i>Use the feedback from the Place Standard consultation and produce a communication detailing what is happening within the Dunoon area and circulate widely</i>
BC10	October 2017	Dunoon	Health and Social Care Partnership	<i>Look at Strachur elderly support group as a model of best practice for social inclusion and exercise and promote learning from this</i>
BC11	October 2017	Dunoon	Police Scotland	<i>Consult with residents to understand why they feel “less safe”</i>
BC12	October 2017	Dunoon	Argyll & Bute Council	<i>Ensure partnership working with the Great Places Heritage Bid.</i>
BC13	October 2017	Dunoon	Argyll & Bute Council	<i>Invite a representative from Hunter’s Quay Community Council to the Area Community Planning Group</i>

Date when plan was approved: October 2017 by Bute and Cowal Area Community Planning Group

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School profile 2018/19



Dunoon Grammar School

Area Committee Report October 2018



School Profile 2018/2019

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

Vision and Values

Our Vision

We see Dunoon Grammar School as a school at the heart of our community where we are striving together to achieve excellence.

Our Values

- Wisdom
- Justice
- Compassion
- Integrity

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

- Respect
- Honesty
- Responsibility

Our Aims

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

We have just completed a consultation exercise on our vision statement with all stakeholders. We received feedback from pupils, parents, staff, partners and the community of Dunoon. The feedback we received was extremely positive and that Dunoon Grammar School is at the heart of the community.

Our Curriculum

We have continued to develop our curriculum to meet the needs of our young people. Our S1 and S2 pupils follow a general course of study and experience 14 subjects. At the end of S2, pupils have the opportunity to personalise their learning and select 9 subjects to study. They must however, select Maths, English and a subject from each curricular area. Our young people will then select 7 subjects to study at National Qualification level. S5/6 pupils have the opportunity to select 5 courses from a suite of courses at National 5, Higher and Advanced Higher Levels. We continue to introduce new courses into options, Languages for life and work, John Muir award, STEM course (S3), Martine Studies, Energy Engineering, Creative Digital Media, Cosmetology, PDA in Youth Work, PDA in Drama, Engineering, Spanish, Personal Finance, Duke of Edinburgh and Creative Industries. We are also working in partnership with Rothesay Academy and Argyll College to offer Foundation Apprenticeship opportunities. We also offer a vocational programme for our S4 pupils. This is called EXite. We are currently reviewing the Broad General Education in Dunoon Grammar School. The staff have completed the initial exercise. We plan to make any require changes for the start of session 2019-20.

S1 and S2 Curriculum

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

S3 Curriculum

Subjects All pupils will study: Maths English PE RMPs PSE	French German Gaelic	Geography History Modern Studies RMPs	Biology Chemistry Physics	Art and Design Drama Music	Design and Manufacture Graphic Communication Practical wood working Business Management Computing Science Administration and IT	Physical Education Hospitality Junior Sports leader	1 x any subject Free choice for pupils Choice will include: Hairdressing Child Care STEM course Duke of Edinburgh
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S4 Curriculum

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

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

S5/S6 Curriculum

Options	Option 1	Option 2	Option 3	Option 4	Option 5	Option 6
Subjects available at National 4 and National 5 level	Business Management Cake Decorating Cosmetology Early Education and Childcare Engineering Skills English	Art and Design Computing Science Lifeskills Maths Maths Modern Studies	Art and Design Business Management Construction Design and Manufacture Hairdressing History Physics Practical Metalwork Support for Learning	Biology English Geography Graphic Communication Hospitality Travel and Tourism Youth Achievement award	Administration Biology Hairdressing Hospitality Lifeskills Maths Maths Physical Education Sports Leadership	Physical Education Media UCAS Senior PSE input
Subjects available at Higher Level and Ad Higher Level	Administration and IT Biology Business Management Drama English Physics (AH) RMPs	Art and Design Biology (AH) Chemistry Computing Early Education Maths Modern Studies	Art Art (AH) Business Management Design and Manufacture Gaidligh (AH) Geography German History	Biology Chemistry Chemistry (AH) English French(AH) Mandarin Graphic Communication Graphic Communication(AH)	French Geography Health and Social Care Maths Maths (AH) Physical Education Psychology	

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

School Review

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

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

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

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

The summary of strengths and areas for improvement are shown below

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

Action from School review

The school has actioned the improvement points from the school review by implementing

- 1) A robust Tracking and Monitoring programme for the Broad General Education
- 2) Increased pupil voice in their learning by introduced DGS WEE HGIOS
- 3) Introduced a Literacy coordinator
- 4) Created time to develop curricular transition. We have also employed a Science teacher to develop a Science Pathway from P5-S1

Improvement plan

Dunoon Grammar School's Improvement plan has been developed in consultation with all stakeholders. We held events for parents, pupils, staff and partners. From the information we received we identified a number of priority areas including:

- 1) Develop a Skills Academy in Dunoon Grammmar School
- 2) Review the Broad General Education
- 3) Introduce Interdisciplinary Learning tasks in S1 and S2
- 4) Improve the Work Experience programme
- 5) Improve the curricular transition
- 6) Implement DGS WEE HGIOS to increase pupil voice in their learning
- 7) Continue to develop work on Mental Health awareness
- 8) Increase Leadership opportunities for young people
- 9) Introduce Show my Homework
- 10) Develop a consistent approach to Homework
- 11) Review policy and procedure documents and simplify them

School achievement

We have many school and pupil achievements. These will be shared at the Area Committee meeting

SQA Performance¹

School roll as at Census ^{1a}	S4	S5	S6
2017-2018	114	118	83

Advanced Higher	15/16	16/17	17/18
Number of Presentations ^{1a}	42	30	28
Number of passes Grade A-C	32	17	23
% of number passes Grade A-C	76.19	56.67	82.14
% of number passes Grade A-C Authority Average	75.22	76.98	81.90
% of number passes Grade A-C National Average ²	81.7	80.00	80.50
Number of Awards Grade A-D	37	*	25
% Awarded Grade A-D	88.1	66.67	89.29
% Awarded Grade A-D – Authority Average	83.72	87.76	88.89
% Awarded Grade A-D – National Average	89.20	na	88.50

Higher	15/16	16/17	17/18
Number of Presentations ^{1a}	420	412	375
Number of Awards Grade A-C	339	309	303
% Awarded Grade A-C	80.71	75	80.80
% Awarded Grade A-C Authority Average	78.29	75.89	78.79
% Awarded Grade A-C National Average ²	77.2	77	76.70
Number of Awards Grade A-D	368	353	332
% Awarded Grade A-D	87.62	85.68	88.53
% Awarded Grade A-D – Authority Average	86.67	75.89	87.08
% Awarded Grade A-D – National Average	85.7	77	85.50

SQA Performance (continued)¹

National 5³	15/16	16/17	17/18
Number of Presentations ^{1a}	767	718	645
Number of Awards Grade A-C	633	601	538
% Awarded Grade A-C	82.53	83.70	83.41
% Awarded Grade A-C Authority Average	76.23	81.10	79.86
% Awarded Grade A-C National Average ²	79.4	79.50	77.50
Number of Awards Grade A-D	681	645	607
% Awarded Grade A-D	88.79	89.83	94.11
% Awarded Grade A-D – Authority Average	83.74	87.68	92.15
% Awarded Grade A-D – National Average ²	86.0	na	89.90

National 4³	15/16	16/17	17/18
Number of Presentations ^{1a}	308	191	144
Number of Passes	289	191	144
% Passed	93.83	100	100
% Passed Authority Average	96.17	100%	100
% Passed National Average ²	93.20	92.80%	100

Literacy and Numeracy – Levels of Attainment

S6 pupils based on the S4 roll

S6 on S4 roll	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort
Dunoon Grammar School	2016	82.93	58.54	164
Virtual Comparator	2016	83.41	57.87	1640
Argyll & Bute	2016	83.33	63.92	948
National	2016	84.77	61.22	54632
Dunoon Grammar School	2017	86.11	62.5	144
Virtual Comparator	2017	87.5	62.43	1440
Argyll & Bute	2017	85.31	69.48	878
National	2017	87.38	63.77	52975
Dunoon Grammar School	2018	94.74	66.92	133
Virtual Comparator	2018	86.54	60.15	1330
Argyll & Bute	2018	89.01	69.54	801
National	2018	87.82	65.34	51942

S5 pupils based on the S4 roll

S5 on S4 roll	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort
Dunoon Grammar School	2016	89.15	59.69	129
Virtual Comparator	2016	94.11	70	1290
Argyll & Bute	2016	89.57	71.61	796
National	2016	91.86	68.25	46310
Dunoon Grammar School	2017	96.83	65.08	126
Virtual Comparator	2017	89.92	65.32	1260
Argyll & Bute	2017	92.01	71.54	738
National	2017	92.18	70.6	45371
Dunoon Grammar School	2018	89.54	67.97	128
Virtual Comparator	2018	87.81	60.63	1280
Argyll & Bute	2018	90.64	69.27	833
National	2018	88.23	63.17	50932

S4 pupils based on the S4 roll

S4 on S4	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort
Dunoon Grammar School	2016	93.18	37.88	132
Virtual Comparator	2016	81.06	41.14	1320
Argyll & Bute	2016	58.23	31.05	802
National	2016	83.29	47.61	51297
Dunoon Grammar School	2017	92	57.6	125
Virtual Comparator	2017	83.6	50.32	1250
Argyll & Bute	2017	88.7	53.81	814
National	2017	85.34	52.26	50336
Dunoon Grammar School	2018	78.95	52.63	114
Virtual Comparator	2018	79.82	48.60	1140
Argyll & Bute	2018	83.64	48.18	770
National	2018	81.06	49.53	49776

School Leaver Destination Returns (SLDR)⁴

Measure	14/15	15/16	16/17
Number of Total Leavers	149	157	149
Number of Young People entering Higher Education (%)	38.9%	38	35.57
Number of Young People entering Further Education (%)	22.1%	22	22.82
Number of Young People entering Training (%)	4%	1	5.37
Number of Young People gaining Employment (%)	28.2%	31	29.53
Number of Young People gaining Voluntary Work (%)	0%	0	0
Number of Young People entering Activity Agreements (%)	2%	1	0.67
Number of Young People - Unemployed Seeking (%)	4%	5	2.01
Number of Young People - Unemployed Not Seeking (%)	0.7%	3	4.03

Number of Young People - Unknown (%)	0%	0	0
Total number of young people in a Positive Destination (%)	95.3%	92	93.96
Total number of young people in Other Destination (%)	4.7%	8	6.04
Total number of young people in a Positive Destination (%) Authority Average	93.1%	92.91%	94.66%
Total number of young people in Other Destination (%) Authority Average	6.9%	7.09%	5.34%
Total number of young people in a Positive Destination (%) National Average	NA	93.34%	93.72%
Total number of young people in Other Destination (%) National Average	NA	6.68%	6.28%

Overview

Measure	13/14	14/15	15/16	16/17	17/18	% change in Roll over 5 years
Roll (as at census)	824	775	735	716	670	-18.69%
Clothing and Footwear Grant (number of pupils)	110	168	118	137	107	
Clothing and Footwear Grant (% of number of pupils)	13.3%	21.7%	16.1%	19.1%	15.97%	
Clothing and Footwear Grant (%) - Authority Average ⁵	9.54%	15.60%	16.16%	12.98%	11.77%	
Free School Meals (number of pupils)	127	121	96	120	87	
Free School Meals (% of number of pupils)	15.4%	15.6%	13.1%	16.8%	12.99%	
Free School Meals (%) - Authority Average	12.0%	10.8%	13.0%	10.53%	9.45%	
Free School Meal - National Average for Secondary Schools (%) ⁶	15.5%	15.0%	14.2%	14.1%	14.40%	

Attendance, Absence and Exclusions⁷

Measure	13/14	14/15	15/16	16/17	17/18	Range of Attendance (%) over 4 years ⁸
Attendance:						1.97%
Attendance (% of school roll)	91.9%	92.12%	91.6%	91.13%	90.15%	
Authorised Absence (% of school roll) ⁸	4.8%	5.33%	5.46%	5.80%	5.90%	
Unauthorised Absence (% of school roll)	3.2%	2.51%	2.92%	3.04%	3.90%	
Attendance Number of Pupils (%) - Authority Average	93.1%	92.64%	91.8%	91.58%	91.24%	
Attendance Number of Pupils (%) - National Average ⁷	not collated	93.7%	not collated	Not yet published	Not collated	

Measure	13/14	14/15	15/16	16/17	17/18
Exclusions:					
Exclusion Openings	180	102	61	79	105
Exclusion Incidents	65	36	24	29	33
Number of Pupils	33	28	19	22	21
Exclusion Incidents per 1000 pupils	78.9	45.74	32.61	40.50	49.25
Exclusion Incidents per 1000 pupils - Authority Average	37.2	39.81	31.04	No longer available	No longer available
Exclusion Incidents per 1000 pupils - National Average ⁷	not collated	27.2	not collated	Not yet published	Not Collated

Footnotes

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

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

¹ SQA Performance data was collected in August from SQA.

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

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- Voluntary includes Barnardos, Oxfam, Red Cross and community based volunteering
- Activity Agreements are for young people who are furthest removed from employment/training/education that are receiving mentoring support from a Trusted Professional
- Unemployment includes those young people who can't work through ill health, are caring for others or are pregnant

⁵ Please note that Authority Clothing Grant and Free School meal information prior to 2016/17 was extracted from SEEMiS Vision. Data from 2016/17 is extracted from the SEEMiS Business Intelligence Reporting tool.

⁶ National Averages for FSM have been taken from Summary statistics for attainment, leaver destinations and healthy living, June 2018 Edition (Table 1b).

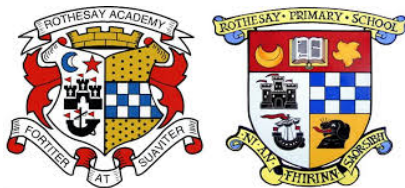
⁷ Attendance, Absence and Exclusion information is now collected on a biennial basis by Scottish Government. Data was collected in August for session 2016/17 and was published in the Summary Statistics for school in Scotland, No 8: 2017 Edition. Please note that Attendance and Exclusion information prior to 2016/17 was extracted from SEEMiS Vision. Data from 2016/17 is extracted from the SEEMiS Business Intelligence Reporting tool.

⁸ 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.

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School Profile 2018/2019





School Profile 2017/2018

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

CONTEXT OF THE SCHOOL

Rothesay Joint Campus is a fully comprehensive, non-denominational 2-18 learning establishment which serves the local communities on the Isle of Bute. The campus, which is located in the town of Rothesay, was opened in 2007 and is made up of Rothesay Pre 5 Early Years Unit, Rothesay Primary School and Rothesay Academy. Other primary schools in the cluster who feed into Rothesay Academy are North Bute Primary School and St Andrew's (RC) Primary School.

In recent years we have played a major role in the resettlement of Syrian refugee families. This has been a very successful and rewarding initiative for our school community.

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

SIMD Range	Percentage of Pupils
Deciles 1 - 4	65.9%
Deciles 5 - 7	26.8%
Deciles 8 - 10	7.3%

In addition, the percentage of young people accessing Free Meal Entitlement (**FME**) is **19.7%** which is above the national average.

Our current staffing allocation across the campus for session 2017-18 is **42.47 FTE** (14.3 FTE in Primary and 28.17 FTE in the Secondary).

Curriculum

Our curriculum consists of the Broad General Education (S1-S3) with S3 acting as a transition year in which pupils experience more personalisation and choice in order to achieve the depth of learning that will prepare them for the Senior Phase. In the Senior Phase (S4-6) pupils specialise in curricular areas and work towards National Qualifications from National 4 to Advanced Higher levels. A small number of pupils with complex additional support needs follow an individualised curriculum.

In recent years we have sought to broaden our curriculum and have introduced Spanish and Photography as options in the Senior Phase. We are hoping to introduce RMPS and Modern Studies in the Senior Phase in the coming sessions.

Pathways

Our pupils have a number of pathways open to them in the Senior Phase. Around one third of our pupils go on to engage in Higher Education. However, we encourage pupils to develop their skills in order to maximise their post-16 opportunities and experiences. We have introduced Foundation Apprenticeships in Engineering as well as Children & Young People in order to ensure that vocational learning is available to our pupils. Our pupils also benefit from a number of vocational courses provided by Argyll College in areas such as: Hairdressing, Childcare, Creative Digital Media, Sport & Recreation & Construction. A number of our young people are following Flexible Learning Plans and these experiences have led to job offers and apprenticeships with local employers. We believe that we have a good mix of academic and vocational pathways and we are always looking to build on these opportunities through our positive links with local partners and employers.

Recognising Wider Achievement

Skills for Work Courses

In partnership with Argyll College 13 of our pupils achieved National 4 qualifications in vocational courses. We are working to extend this programme in terms of number of subjects and levels achieved.

ACHIEVE (Prince's Trust)

Our S4 and S5 pupils are given the option to undertake an Achieve qualification through the Prince's Trust. This enables them to work with the wider community to develop citizenship, organisational, leadership and team working skills.

Fire Reach

Over 30 S3 and S6 pupils have participated in Scottish Fire & Rescue's Fire Reach Programme. This has enabled pupils to develop their resilience, collaborative skills and has provided an insight into the work done by Scottish Fire & Rescue.

Heart Start

All S2 Pupils completed Heart Start Emergency Life Support Programme and received certification for this.

Rehis Food Hygiene

All S2 completed Food Hygiene Level 2 Awards. This leads to many of our pupils gaining employment in the local hospitality industry.

Ocean Youth Trust

Several groups of pupils participated in Ocean Youth Trust Voyages and learned valuable life skills as a result.

Argyll & Bute Gymnastics Championships

A team of pupils from our school won the above event and went on to participate in a national event in Perth. Experiences such as these are vital in broadening our pupils' horizons and increasing their aspirations.

SQA Performance¹

School roll as at Census ^{1a}	S4	S5	S6
2017-2018	46	52	20

Advanced Higher	15/16	16/17	17/18
Number of Presentations ^{1a}	14	14	*
Number of passes Grade A-C	*	*	*
% of number passes Grade A-C	50	57.14	100
% of number passes Grade A-C Authority Average	75.60	76.98	81.90
% of number passes Grade A-C National Average ²	81.70	80.00	80.50
Number of Awards Grade A-D	*	*	*
% Awarded Grade A-D	57.14	71.43	100
% Awarded Grade A-D – Authority Average	85.34	87.76	88.89
% Awarded Grade A-D – National Average	89.20		88.50

Higher	15/16	16/17	17/18
Number of Presentations ^{1a}	155	131	158
Number of Awards Grade A-C	111	95	110
% Awarded Grade A-C	71.61	72.52	69.63
% Awarded Grade A-C Authority Average	79.7	75.89	78.79
% Awarded Grade A-C National Average ²	77.20	77	76.70
Number of Awards Grade A-D	128	110	128
% Awarded Grade A-D	82.58	83.97	81.08
% Awarded Grade A-D – Authority Average	86.67	84.82	87.08
% Awarded Grade A-D – National Average	85.70	85.15	85.50

SQA Performance (continued)¹

National 5³	15/16	16/17	17/18
Number of Presentations ^{1a}	220	305	254
Number of Awards Grade A-C	144	221	179
% Awarded Grade A-C	64.45	72.16	70.47
% Awarded Grade A-C Authority Average	76.23	81.10	79.86
% Awarded Grade A-C National Average ²	79.40	79.50	77.50
Number of Awards Grade A-D	167	250	230
% Awarded Grade A-D	75.91	81.97	90.55
% Awarded Grade A-D – Authority Average	83.91	87.68	92.15
% Awarded Grade A-D – National Average ²	86.00	na	89.90

National 4³	15/16	16/17	17/18
Number of Presentations ^{1a}	186	119	69
Number of Passes	173	119	69
% Passed	93.01	100	100
% Passed Authority Average	94.46	100	100
% Passed National Average ²	93.20	92.80	100

Literacy and Numeracy

S6 pupils based on S4 roll

	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort
Rothesay Academy	2016	76.47	49.02	51
Virtual Comparator	2016	86.08	59.8	510
Argyll & Bute	2016	83.33	63.92	948
National	2016	84.77	61.22	54632
Rothesay Academy	2017	86.67	61.67	60
Virtual Comparator	2017	85.33	57.33	600
Argyll & Bute	2017	85.31	69.48	878
National	2017	87.38	63.77	52975
Rothesay Academy	2018	90.70	53.49	43
Virtual Comparator	2018	87.91	56.28	430
Argyll & Bute	2018	89.01	69.54	801
National	2018	87.82	65.34	51942

S5 pupils based on S4 roll

S5 pupils based on S4 roll	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort
Rothesay Academy	2016	86.21	53.45	58
Virtual Comparator	2016	84.66	53.45	580
Argyll & Bute	2016	85.29	65.61	884
National	2016	87.02	60.9	52853
Rothesay Academy	2017	90.7	53.49	43
Virtual Comparator	2017	84.42	52.56	430
Argyll & Bute	2017	88.48	66.42	807
National	2017	87.5	63.3	51836
Rothesay Academy	2018	86.21	53.45	58
Virtual Comparator	2018	88.62	58.97	580
Argyll & Bute	2018	90.64	69.27	833
National	2018	88.23	63.17	50932

S4 pupils based on S4 roll

S4 pupils based on S4 roll	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort
Rothesay Academy	2016	88.64	22.73	44
Virtual Comparator	2016	78.64	35.91	440
Argyll & Bute	2016	58.23	31.05	802
National	2016	83.29	47.61	51297
Rothesay Academy	2017	87.27	41.82	55
Virtual Comparator	2017	85.45	46.73	550
Argyll & Bute	2017	88.7	53.81	814
National	2017	85.34	52.26	50336
Rothesay Academy	2018	89.13	39.13	46
Virtual Comparator	2018	80.43	48.70	460
Argyll & Bute	2018	83.64	48.18	770
National	2018	81.06	49.53	49776

School Leaver Destination Returns (SLDR)⁴

Measure	14/15	15/16	16/17
Number of Total Leavers	77	42	63
Number of Young People entering Higher Education (%)	27.3%	30.95%	31.75%
Number of Young People entering Further Education (%)	35.1%	33.33%	23.81%
Number of Young People entering Training (%)	3.9%	2.30%	0
Number of Young People gaining Employment (%)	27.3%	26.19%	36.51%
Number of Young People gaining Voluntary Work (%)	1.3%	2.38	0
Number of Young People entering Activity Agreements (%)	1.3%		0
Number of Young People - Unemployed Seeking (%)	3.9%	4.76%	1.59%
Number of Young People - Unemployed Not Seeking (%)			4.76%
Number of Young People - Unconfirmed (%)			1.59%
Total number of young people in a Positive Destination (%)	96.1%	95.15%	92.06%
Total number of young people in Other Destination (%)	3.9%	4.76%	7.94%
Total number of young people in a Positive Destination (%) Authority Average	93.1%	92.91%	94.66%
Total number of young people in Other Destination (%) Authority Average	6.9%	7.09%	5.34%
Total number of young people in a Positive Destination (%) National Average	92.9%	93.34%	93.72%
Total number of young people in Other Destination (%) National Average	7.1%	6.68%	6.28%

Overview

Measure	13/14	14/15	15/16	16/17	17/18	% change in Roll over 5 years
Roll (as at census)	336	300	281	288	288	-14.29%
Clothing and Footwear Grant (number of pupils)	64	92	117	81	68	
Clothing and Footwear Grant (% of number of pupils)	19.0%	30.7%	41.64%	28.13%	23.61%	
Clothing and Footwear Grant (%) - Authority Average ⁵	9.54%	15.60%	14.31%	12.98%	11.77%	
Free School Meals (number of pupils)	52	68	92	72	57	
Free School Meals (% of number of pupils)	15.5%	22.7%	32.74%	25.62%	19.79%	
Free School Meals (%) - Authority Average	12.0%	10.8%	11.20%	10.53%	9.45%	
Free School Meal - National Average for Secondary Schools (%) ⁶	15.5%	15.0%	14.2%	14.1%	14.40%	

Attendance, Absence and Exclusions⁷

Measure	13/14	14/15	15/16	16/17	17/18	Range of Attendance (%) over 4 years
Attendance:						5.8%
Attendance (% of school roll)	92.5%	95.3%	91.01%	89.5%	89.94%	
Authorised Absence (% of school roll) ⁸	4.3%	3.3%	6.15%	6.31%	5.61%	
Unauthorised Absence (% of school roll)	3.1%	1.2%	2.75%	4.17%	4.42%	
Attendance Number of Pupils (%) - Authority Average	93.1%	92.64%	91.80%	91.58%	91.24%	
Attendance Number of Pupils (%) - National Average ⁷	not collated	93.7%	Not collated	Not yet published	Not collated	

Measure	13/14	14/15	15/16	16/17	17/18
Exclusions:					
Exclusion Openings	82	115	99	25	33
Exclusion Incidents	24	28	20	7	11
Number of Pupils	12	18	15	7	6
Exclusion Incidents per 1000 pupils	71.43	92.72	71.17	24.31	38.19
Exclusion Incidents per 1000 pupils - Authority Average	52.46	39.81	31.04	No longer available	No longer available
Exclusion Incidents per 1000 pupils - National Average ⁷	not collated	27.2	Not collated	Not yet published	Not collated

Footnotes

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

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Argyll and Bute: Education



Annual Plan 2018/19 and 2017/18 Progress Report

Our Children, Their Future



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

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

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

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

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

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

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

Kind regards,

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

Yvonne

Douglas Hendry, Executive Director, Customer Services

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



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

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

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

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

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

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

Douglas Hendry

SECTION TWO: OUR CHILDREN, THEIR FUTURE

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

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



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

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

We will:

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

2.2 Our Children and Young People

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

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

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

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

2.3 The Population and Demographic Profile of Argyll and Bute

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

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

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

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

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

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

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

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

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

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

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

2.4 Multiple Deprivation in Argyll and Bute

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

The results for Argyll and Bute from the SIMD 2016 show

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

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

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

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

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

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

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

2.5 Supporting all of our Children and Young People

The Education Service is currently responsible for:

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

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

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

Pupil Roll in Argyll and Bute

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

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

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

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

Early Learning and Childcare Provision

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

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

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

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

Community Learning Provision

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

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

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

Support for Children and Young People with Severe and Complex Needs

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

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

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

Autism Strategy

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

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

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

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

Gaelic Medium Education

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

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

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

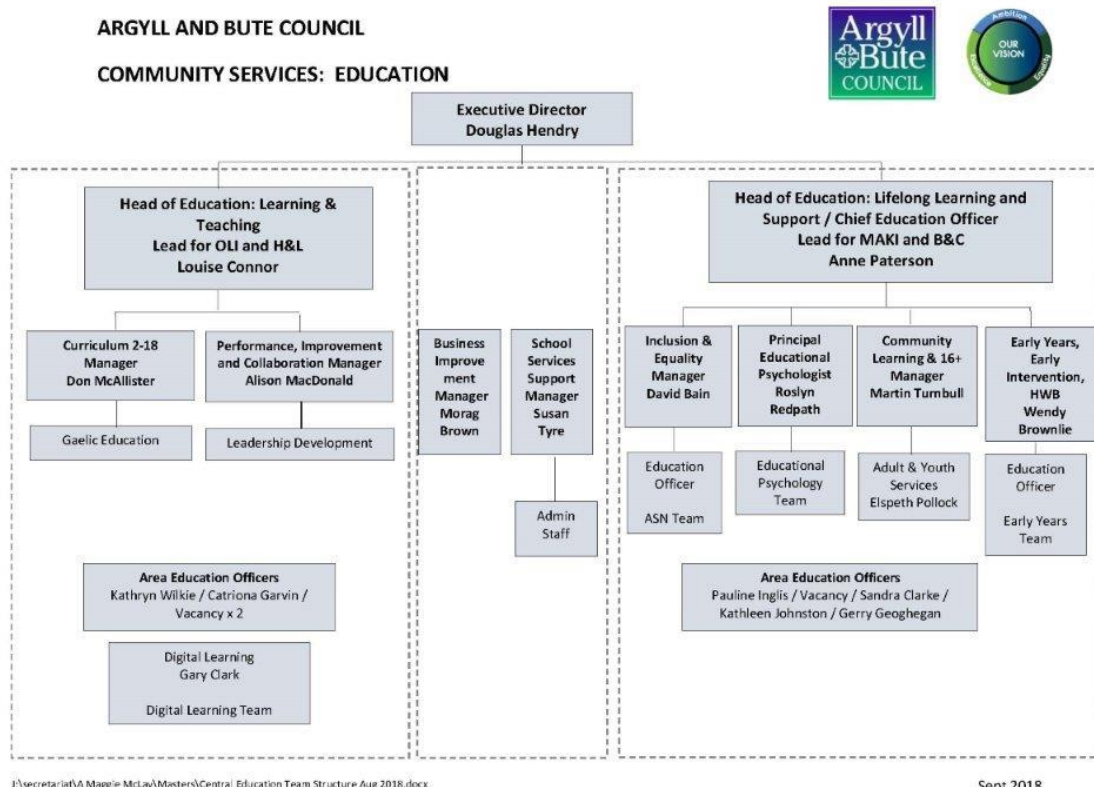
2.6 Resourcing Our Plan: The Education Budget

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

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

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

2.6 Education Service: Organisation Chart



SECTION THREE: THE POLICY CONTEXT FOR SCOTTISH EDUCATION

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

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

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

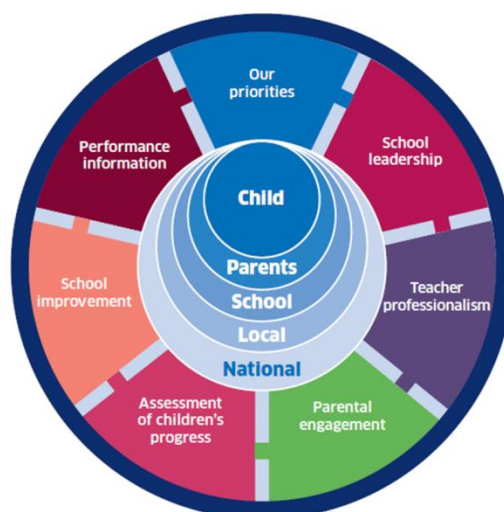
- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and well-being, and
- Improvement in employability skills and sustained, positive school-leaver destinations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

The improvement framework documentation notes further that:

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

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

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



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

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

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

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

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

The National Outcomes for Scotland include:

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

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

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

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

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

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

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

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

SECTION FOUR: ADDRESSING THE NATIONAL IMPROVEMENT FRAMEWORK

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

Pupil Equity Funding (PEF)

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

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

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

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

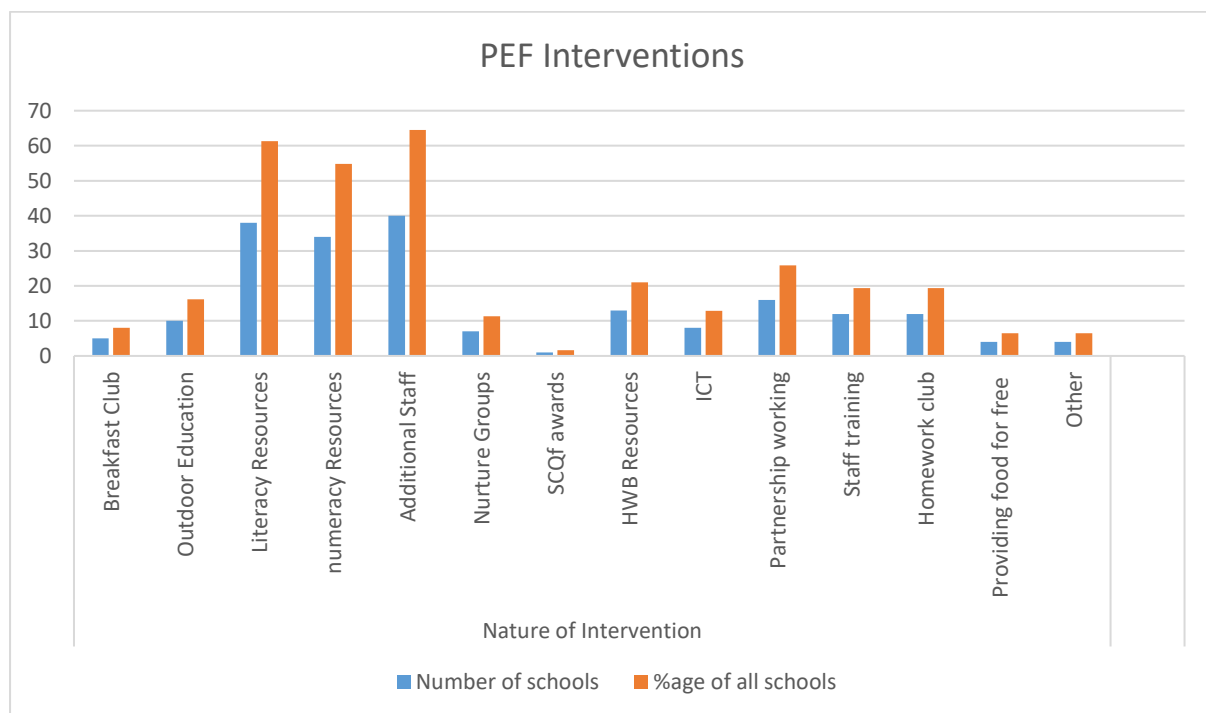
When planning the outcomes to be achieved through PEF, Head Teachers consulted with children and young people, parents and staff. Head Teachers use their professional judgement to bring additional children and young people within the targeted interventions and approaches. Through effective self-evaluation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

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

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

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

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



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

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

Improvement in attainment, particularly literacy and numeracy:

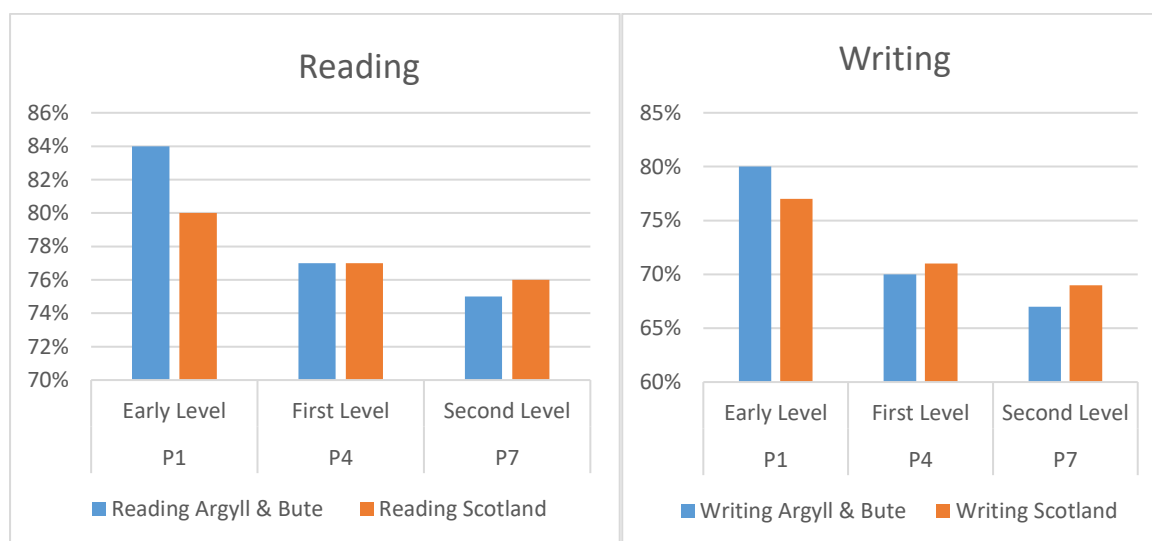
In 2017/18, Education Services implemented the following approaches aimed at securing educational improvement for all children and young people within Argyll and Bute:

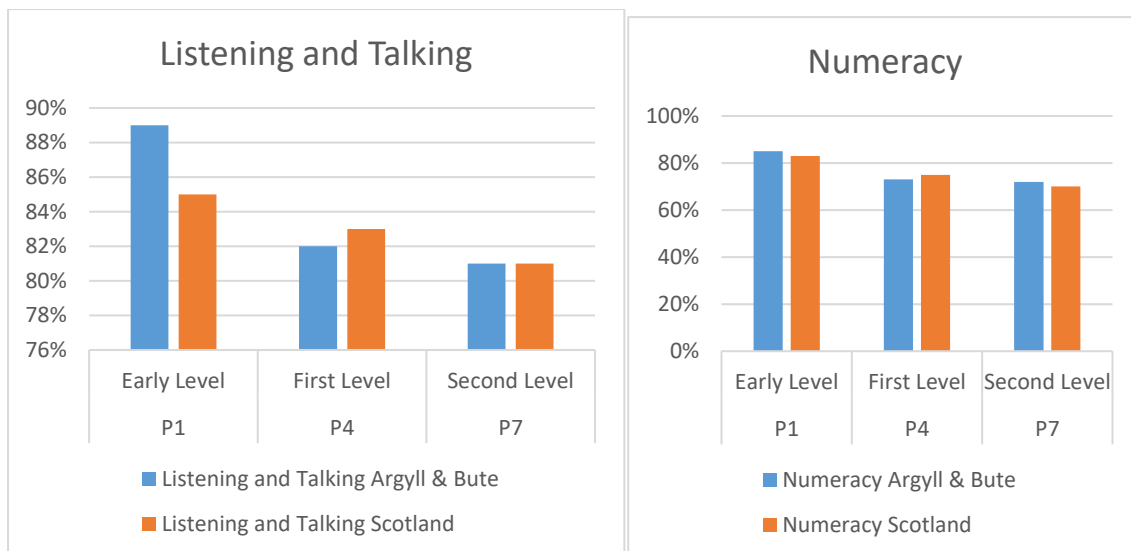
In June 2018, the Education Service participated in the Teacher Judgement Survey where the achievement of Curriculum for Excellence levels were gathered nationally for Reading, Writing, Listening and Talking and Numeracy at the stages of P1, P4, P7 and S3. This is the third year of data collection and national outcomes will be published by the Scottish Government in December 2018. The table below outlines the National expectations of when most children and young people may achieve each level:

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

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

Primary Attainment in Literacy and Numeracy:

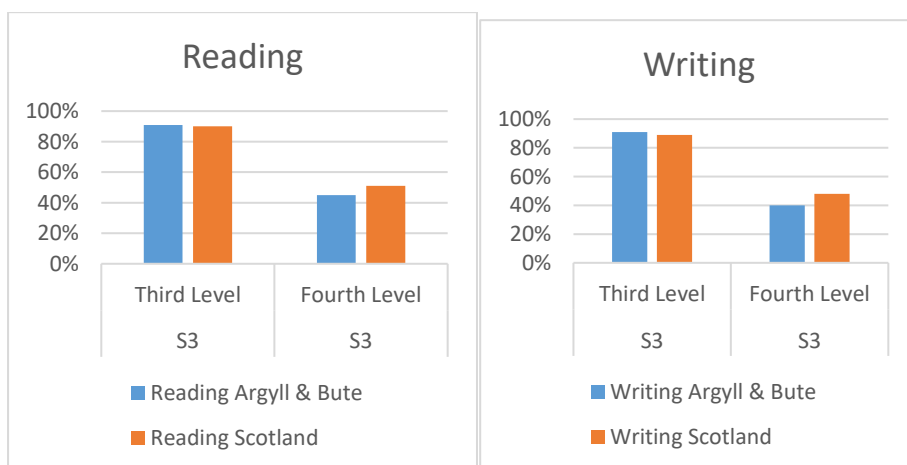


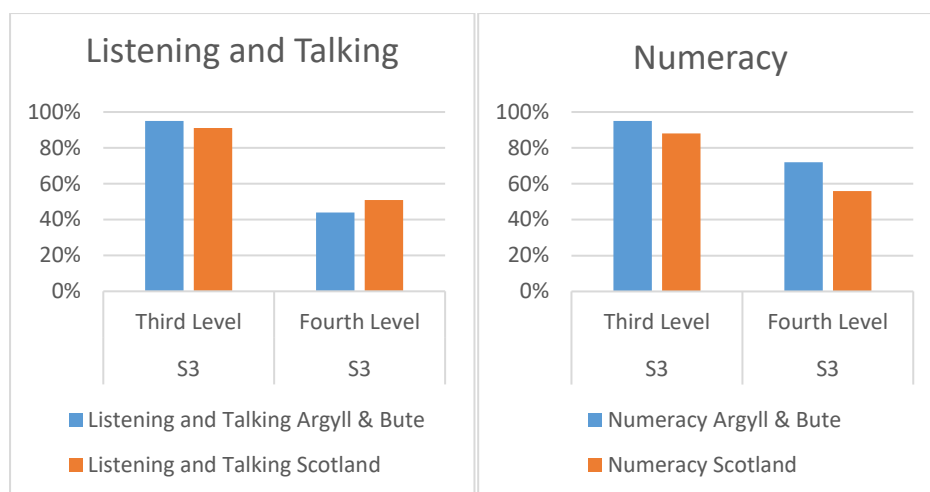


Two P1 Authority Pilots, involving 21 schools commenced this session; the Early Acquisition of Literacy and the Stages of Early Arithmetical Learning. NIF data was used for the selection of schools for these pilots. These pilots are improving learning for our children through the development of teacher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

Secondary Attainment in Literacy and Numeracy:

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





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

Specific, directed support and training has been offered to schools in response to NIF data by the Principal Teachers of Literacy and Numeracy. From January 2018 a Northern Alliance literacy pilot has been established to build on the work already being undertaken in Argyll and Bute and in the Northern Alliance to review and moderate approaches. 100% of our Assessment and Moderation Facilitators reported that the training they had undergone from the Authority had impacted on teaching, learning, assessment and moderation in the classroom, 40% describing this impact as significant.

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

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

GIRFEC

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

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

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

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

Outcomes for Children and Young People who are Looked After

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

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

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

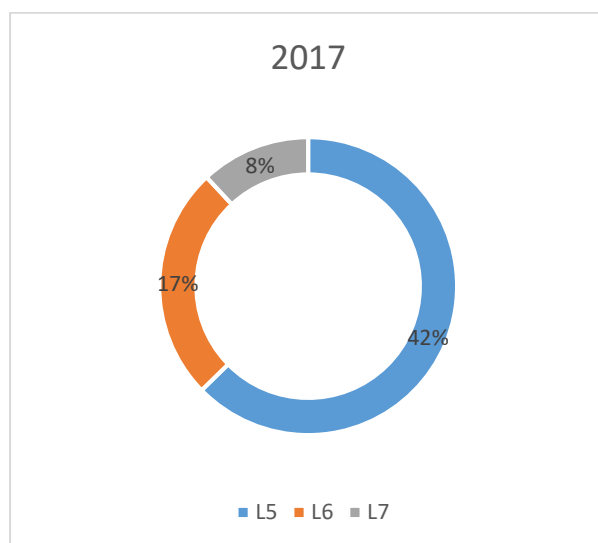
Improving attainment for Looked After Leavers – 2015-2017

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

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

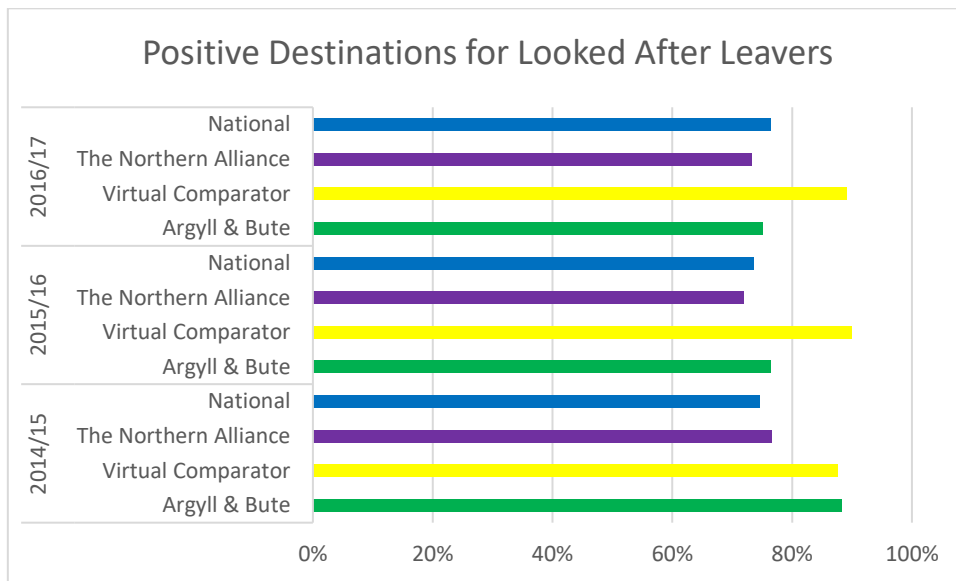
- The attainment of the pupils in the lowest 20% of the cohort in 2017 is higher than previous years. This is still an area for improvement.
- Attainment in the highest 20% has also improved over the last three years.
- Attainment in the middle 60% has reduced and is an area for improvement.

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



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

Positive Destinations for Looked After Leavers – 2015-2017

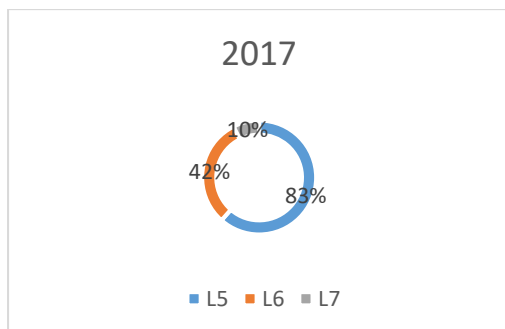


Over the last 3 years positive destinations for Looked After Leavers has averaged at 80% across Argyll and Bute, 75% National, 74% Northern Alliance and 89% Virtual Comparator.

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

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

Improving the attainment of young people with additional support needs:



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

Attendance, Absence and Exclusions

Primary

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

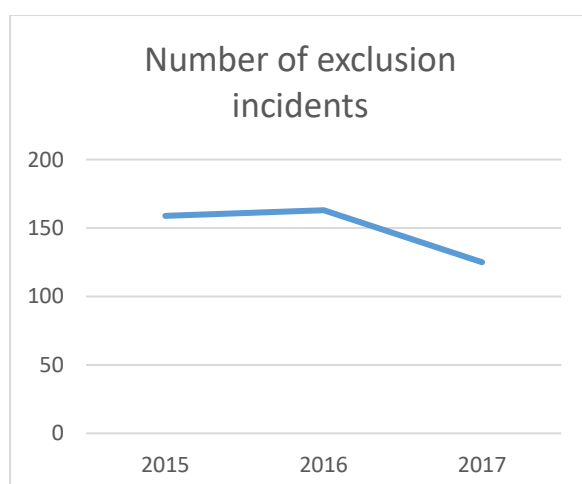
Secondary

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

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

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

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



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

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

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

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

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

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

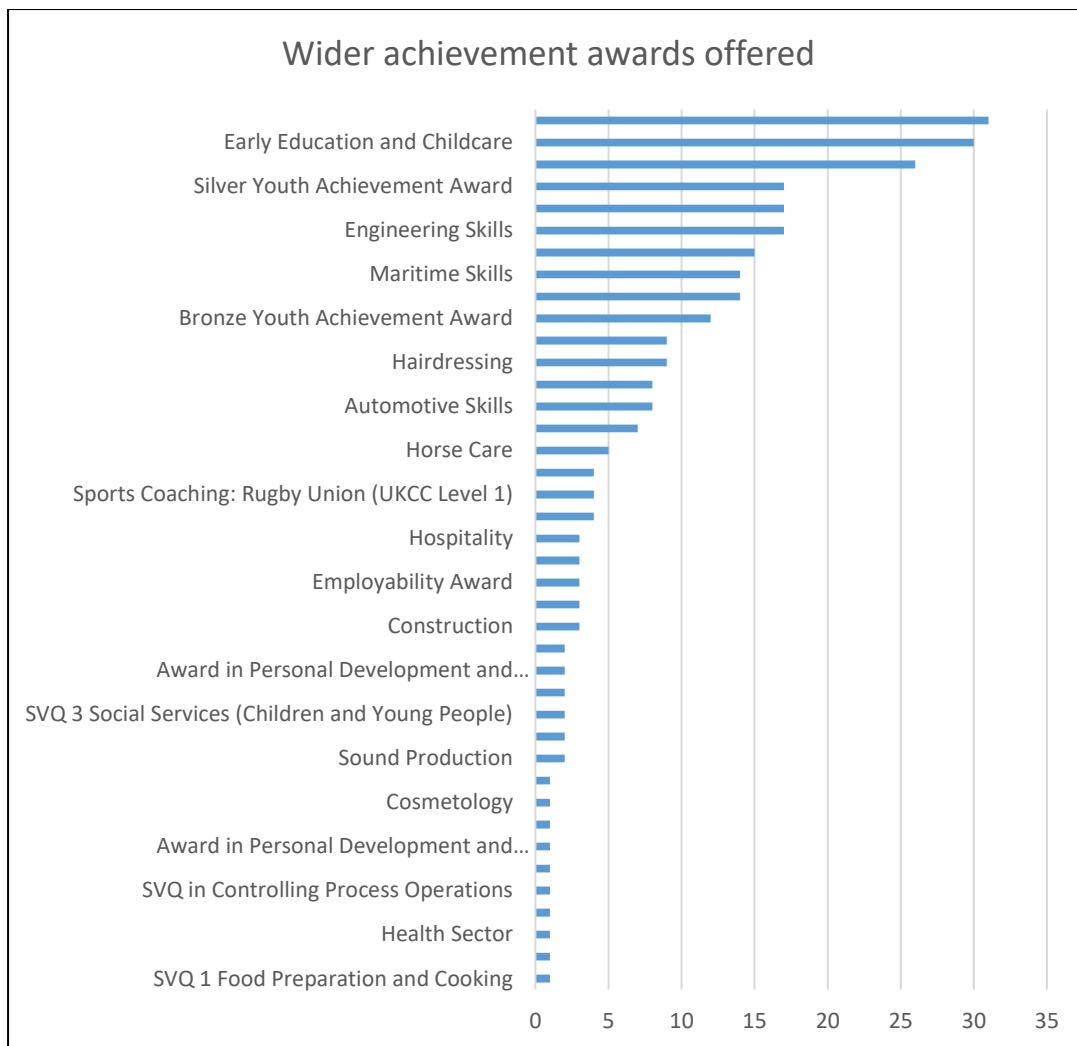
PE development with Parklands School has improved staff confidence and understanding of the planning and development of quality PE for children with severe and complex needs.

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

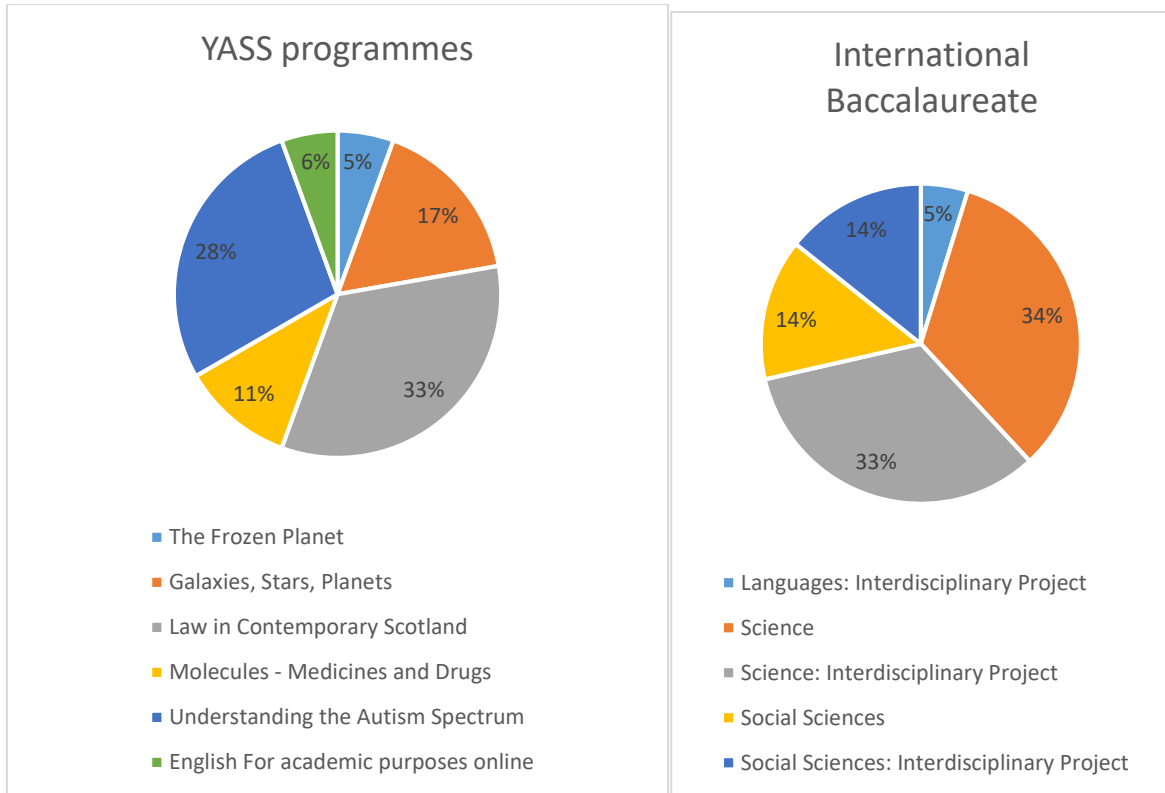
Improvement in employability skills and sustained, positive school-leaver destinations for all young people:

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

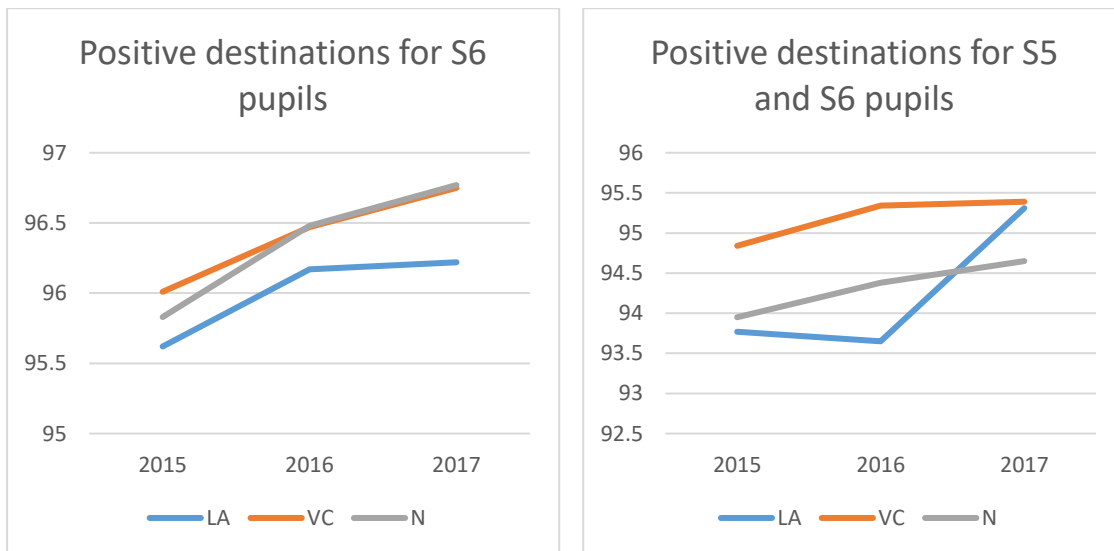
We have continued to work well with partner providers and to equip young people with skills for life and work. There are strong examples of young people accessing courses to meet specific local needs, for example Maritime Skills. A large number of Skills for Work qualifications are available across the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

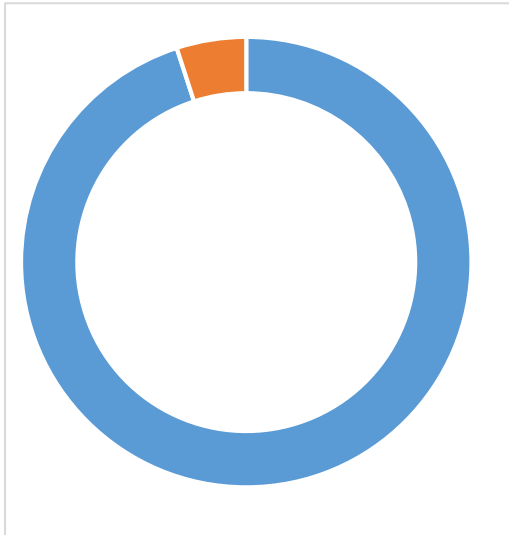


In addition, a number of sixth year students accessed qualifications at national 7 level offered by the Open University Young Applicants Scotland Scheme (YASS), the International Baccalaureate award and degree level modules. Further information is shown in the table below:



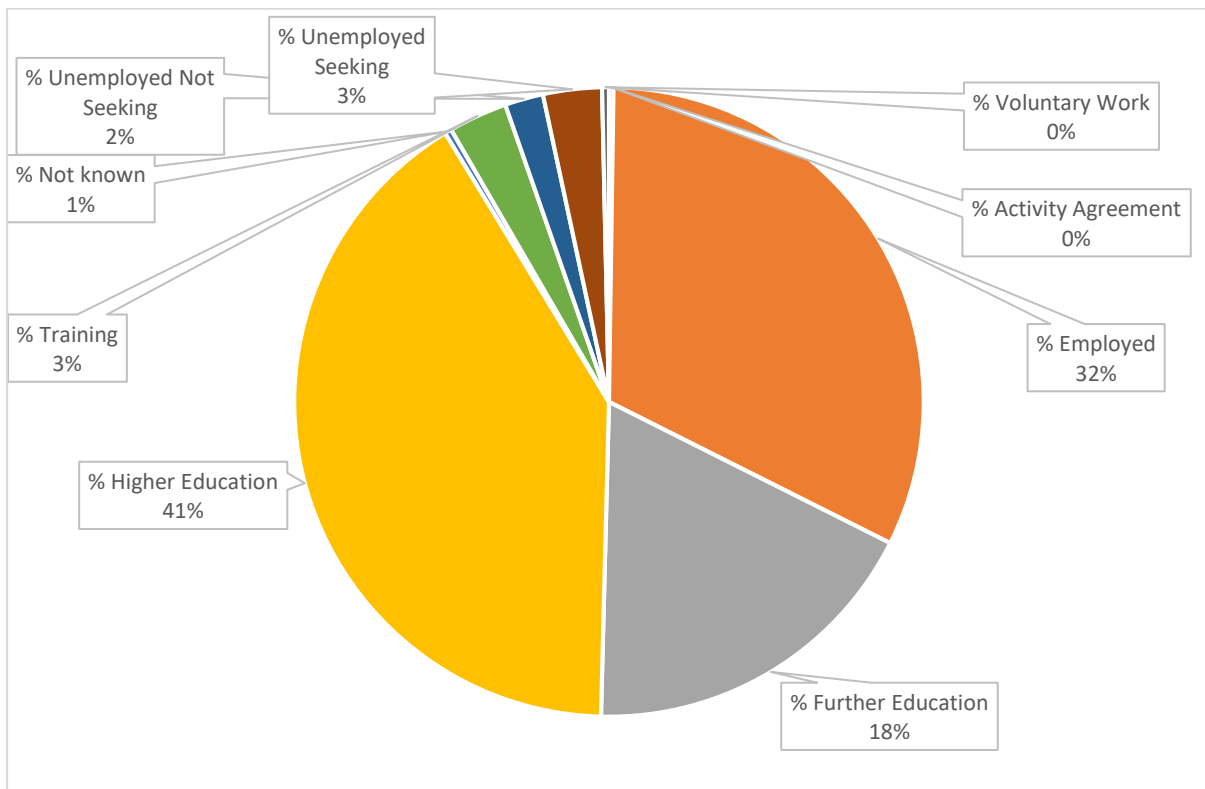
Over 2,000 young people enhanced their achievement portfolio last session and this has contributed well to securing positive, sustained destinations for young people when they leave school. Our evidence tells us that we are achieving year on year positive destinations for the majority of school leavers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





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

The breakdown of positive destinations is shown below:



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

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

Why is this important?

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

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

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

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

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

Establishment Review visits provide helpful opportunities for sharing good practice and for ensuring that central officers are made aware of the strengths of educational provision as well as areas needing improved with their link schools and across the service. Central officers have a more clearly defined and enhanced role in how schools plan for improvement and report on their successes. They have a more clearly defined and enhanced role in how schools plan for improvement and report on their successes and have good programme of training and development to support them in their roles of challenge and scrutiny. Officers have a good programme of training and development to support them in their role. Elected members benefit from improved opportunities to access appropriate education-related training and development opportunities.

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

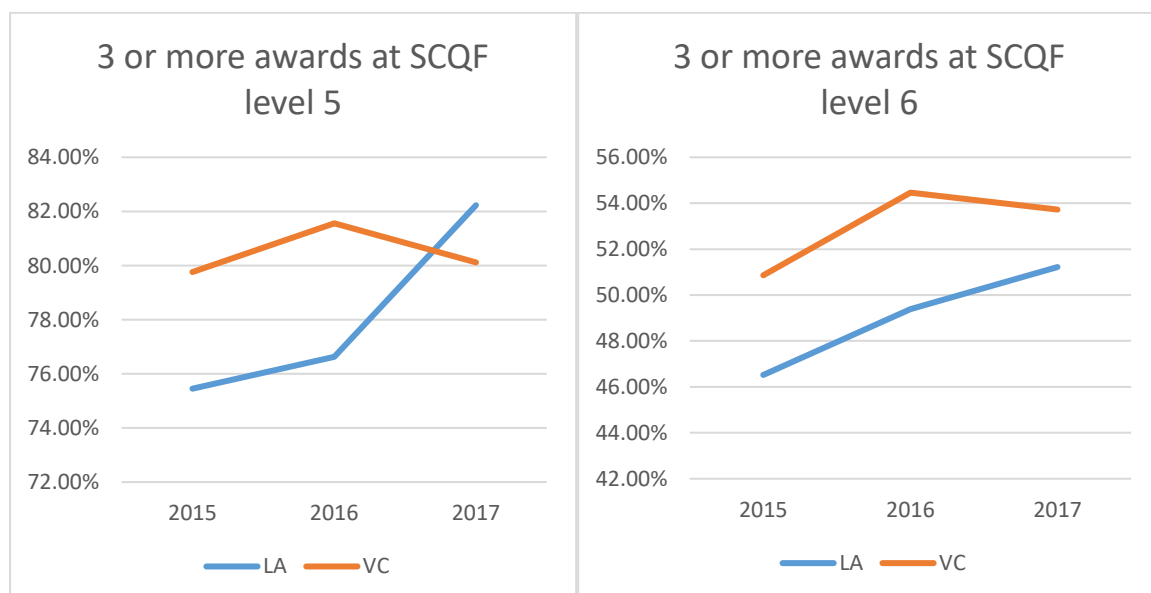
Improvements in the overall quality of learning experiences is reflected in our pupil attainment in external SQA examinations:

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

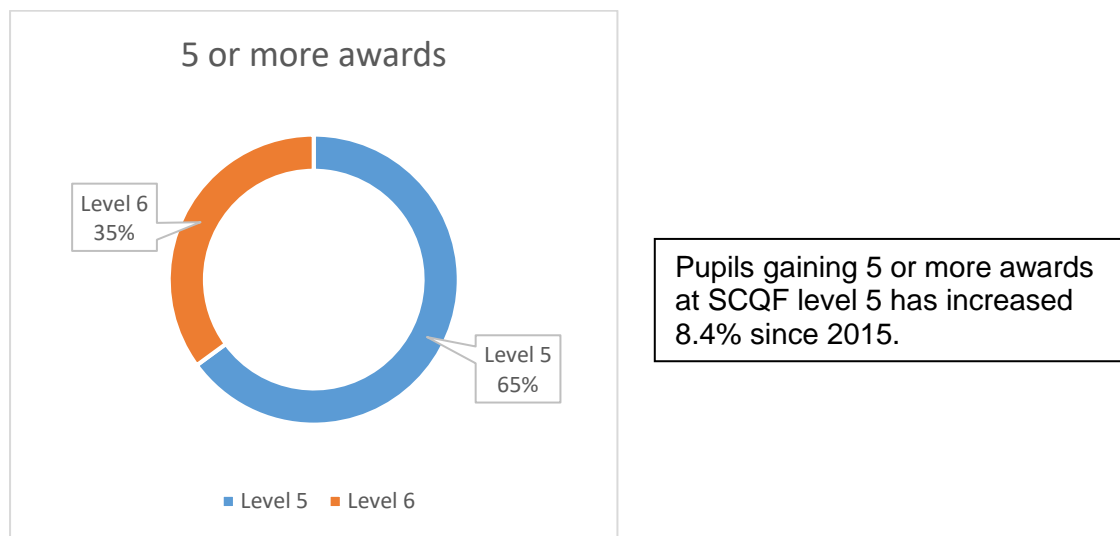
2017/2018 Summary:

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

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



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

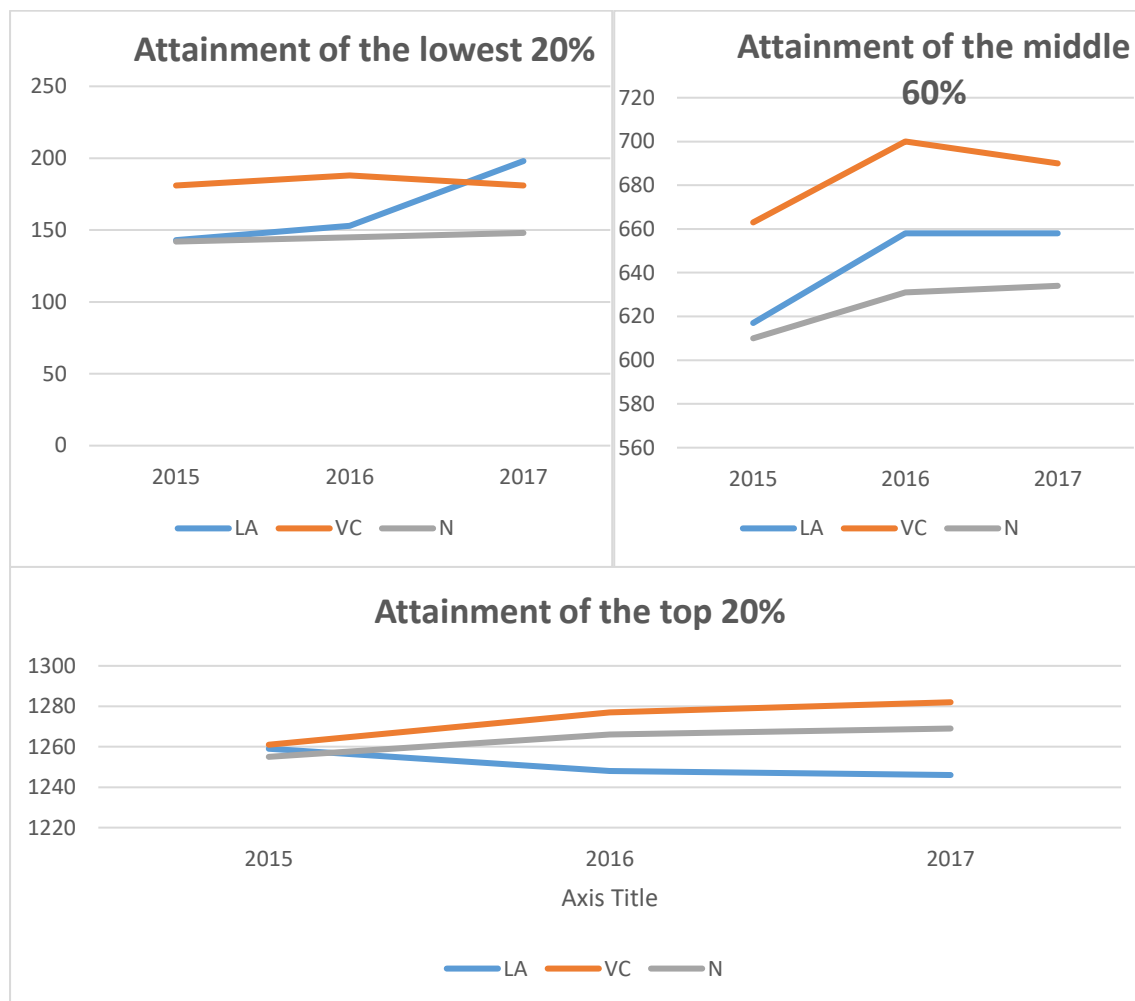


Tackle disadvantage and deprivation to close the attainment gap:

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

- Attendance rates remain above the national average and exclusions are below the national average.
- Children's progress in early learning and childcare centres has been sustained, with most children achieving their expected developmental milestones.
- In 2017, data provided by the council demonstrates improvements in children's progress across important stages of the broad general education.
- Most children at P1, P4 and P7 are making good progress in literacy and numeracy and achieve in line with national expectations.
- By the end of S3, the authority data indicates that almost all young people achieve in line with national expectations.
- At the secondary stages, young people's attainment across the senior phase in National Qualifications improved considerably in a number of key measures.
- On leaving school, almost all young people continue to move on to a positive destination.

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



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

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

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

We have well established nurture approaches which are leading to improved

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

Continually improve curriculum design and development:

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

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

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

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

In session 2018-2019 we will:

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

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

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

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

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

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

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

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

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

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

Why is this important?

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

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

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

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

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

This year we evaluated the impact of the Assessment and Moderation Facilitators (AMFs). 100% of our AMFs reported that the training they had undergone from the Authority had impacted on teaching, learning, assessment and moderation in the classroom, 40% describing this impact as significant. We have surveyed our schools on how they currently use data. We have trained staff in how to use Insight for

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

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

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

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

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

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

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

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

Equality and Inclusion (QI 3.1);

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

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

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

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

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

There were 3 partner providers inspected;

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

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

QI 1.3 Leadership of change:

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

QI 2.3 Learning, teaching and assessment:

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

QI 3.2 Raising attainment and achievement:

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

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

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

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

Clearly report outcomes:

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

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

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

In session 2018-2019 we will:

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

our children and young people by:

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

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

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

Improve our approach to clearly report outcomes by:

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

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

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

Why is this important?

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

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

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

What our improvement evidence for 2017-18 is telling us:**Providing high quality Early Learning and Child Care:**

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

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

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

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

Working with parents, families and partners:

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

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

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

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

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

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

In session 2018-2019 we will:**Improve our approach to providing high quality Early Learning and Child Care by:**

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

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

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

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

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

Why is this important?

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

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

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

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

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

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

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

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

Promote enterprise and entrepreneurship:

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

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

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

Support lifelong learning:

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

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

In session 2018-2019 we will:

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

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

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

Improve our approach to promoting enterprise and entrepreneurship by:

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

Improve our approach to supporting lifelong learning by:

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

KEY OBJECTIVE 5:	ENSURE HIGH QUALITY PARTNERSHIP WORKING AND COMMUNITY ENGAGEMENT
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What is this?

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

Why is this important?

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

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

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

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

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

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

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

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

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

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

Improve the curriculum links between schools and colleges:

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

Develop and strengthen partnerships with business and the community:

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

Work together to secure improvement:

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

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

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

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

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

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

In session 2018-2019 we will:

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

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

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

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

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

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

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

Improve our approach to working together to secure improvement by:

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

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

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

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

Why is this important?

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

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

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

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

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

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

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

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

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

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

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

Promote career long professional development for all staff:

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

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

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

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

Provide professional learning opportunities for front line services:

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

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

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

In session 2018-2019 we will:

Improve our approach to effective educational leadership by:

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

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

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

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

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

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

Conclusion:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

www.education.gov.scot/inspections-reports

Glossary of terms

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

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