



**Argyll and Bute Council**  
**Comhairle Earra-Ghàidheal Agus Bhòid**

*Customer Services*  
*Executive Director: Douglas Hendry*

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*7 March 2019*

**NOTICE OF MEETING**

A meeting of the **COMMUNITY SERVICES COMMITTEE** will be held in the **COUNCIL CHAMBERS, KILMORY, LOCHGILPHEAD** on **THURSDAY, 14 MARCH 2019** at **10:30 AM**, which you are requested to attend.

Douglas Hendry  
Executive Director of Customer Services

**BUSINESS**

- 1. APOLOGIES FOR ABSENCE**
- 2. DECLARATIONS OF INTEREST**
- 3. MINUTE** (Pages 3 - 16)  
Community Services Committee 11 December 2018
- 4. SCHOOLS CONSULTATION SCOTLAND ACT 2010 - ARDCHATTAN AND ASHFIELD PRIMARIES** (Pages 17 - 164)  
Report by Executive Director – Customer Services
- 5. REQUEST TO REZONE THE CATCHMENT AREA OF ST COLUMBA'S PRIMARY SCHOOL, OBAN** (Pages 165 - 190)  
Report by Executive Director – Customer Services
- 6. EARLY LEARNING AND CHILDCARE PROGRESS UPDATE** (Pages 191 - 200)  
Report by Executive Director – Customer Services
- 7. PARENTAL ENGAGEMENT STRATEGY PAPER** (Pages 201 - 212)  
Report by Executive Director – Customer Services
- 8. EDUCATION SERVICE PERFORMANCE REPORT FQ3 2018/19** (Pages 213 - 224)  
Report by Executive Director – Customer Services

9. **HOUSING SERVICES PERFORMANCE REPORT FQ3 2018/19** (Pages 225 - 230)  
Report by Executive Director – Development and Infrastructure Services
  - \* 10. **STRATEGIC HOUSING FUND - RSL ADDITIONAL FUNDING REQUESTS** (Pages 231 - 240)  
Report by Executive Director – Development and Infrastructure Services
  11. **ARGYLL AND BUTE LOCAL POLICING PLAN 2017-2020 - QUARTERLY REPORT Q3 2018/19** (Pages 241 - 242)  
Report by Divisional Commander for Argyll and Bute, West Dunbartonshire Division, Police Scotland
  12. **SCOTTISH FIRE AND RESCUE SERVICE - ARGYLL AND BUTE PERFORMANCE REPORT FQ3 - OCTOBER - DECEMBER 2018** (Pages 243 - 252)  
Report by Local Senior Officer, Scottish Fire and Rescue Service
- REPORTS FOR NOTING**
13. **EXTERNAL EDUCATION ESTABLISHMENT INSPECTION REPORT** (Pages 253 - 264)  
Report by Executive Director – Customer Services
  14. **NATIONAL IMPROVEMENT FRAMEWORK FOR SCOTTISH EDUCATION** (Pages 265 - 390)  
Report by Executive Director – Customer Services
  15. **COMMUNITY SERVICES COMMITTEE WORK PLAN 2019/20** (Pages 391 - 396)

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

## **Community Services Committee**

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

Contact: Fiona McCallum Tel: 01546 604392

**MINUTES of MEETING of COMMUNITY SERVICES COMMITTEE held in the COUNCIL  
CHAMBERS, KILMORY, LOCHGILPHEAD  
on TUESDAY, 11 DECEMBER 2018**

**Present:** Councillor Yvonne McNeilly (Chair)

Councillor Jim Anderson	Councillor Iain Paterson
Councillor Robin Currie	Councillor Alan Reid
Councillor Mary-Jean Devon	Councillor Elaine Robertson
Councillor Lorna Douglas	Councillor Andrew Vennard
Councillor Kieron Green	Margaret Anderson
Councillor Graham Archibald	William Hamilton
Hardie	Alison Palmer
Councillor Anne Horn	
Councillor Barbara Morgan	

**Attending:** Douglas Hendry, Executive Director – Customer Services  
Anne Paterson, Head of Education: Lifelong and Support  
Louise Connor, Head of Education: Learning and Teaching  
Alex Taylor, Head of Children and Families  
Stuart McLean, Area Committee Manager  
Alison MacDonald, Education Manager: Performance and Improvement  
Donald McAllister, Education Manager: Curriculum 2 -18  
Martin Turnbull, Youth Services Manager  
Roslyn Redpath, Principal Educational Psychologist  
Douglas Whyte, Team Lead – Housing Strategy  
Bill Halliday, Team Lead - Housing Operations  
Superintendent Brian Gibson, Police Scotland  
Chief Inspector Douglas Wilson, Police Scotland  
Paul Devlin, Local Senior Officer Scottish Fire and Rescue Service  
Stephen Whiston, Head of Strategic Planning & Performance, Argyll and Bute HSCP.

The Chair intimated that Councillor Douglas Philand who was not a member of the Community Services Committee, had notified her that he wished, in terms of Standing Order 22.1, to speak and vote on item 5 of the Agenda. The Chair exercised her discretion to allow Councillor Philand to speak but not vote on item 5.

**1. APOLOGIES FOR ABSENCE**

Apologies for absence were received from Councillors Rory Colville, Jim Lynch, Barbara Morgan and Julie McKenzie and from William Stewart Shaw, Church Representative.

**2. DECLARATIONS OF INTEREST**

There were no declarations of interest.

**3. MINUTE**

The Minute of the Community Services Committee meeting held on 23 August 2018 was approved as a correct record.

**4. OPTIONS APPRAISAL FOR THE PROVISION OF GAELIC MEDIUM EDUCATION IN OBAN**

At the Community Services Committee on 23 August 2018 Officers were requested to continue their evaluation of a Feasibility Study into a new Gaelic Medium Primary School in Oban. This exercise was completed and has led to consideration of a number of different options to deliver Gaelic Medium Education in the Oban area. A report presenting these options was before the Committee for consideration.

**Decision**

The Committee:

1. considered the evaluation of the options for delivering Gaelic Medium Education in the Oban area;
2. agreed that Option B is the recommended option based on an evaluation of impact, deliverability, affordability and risk and further agreed that in the event there was a material change in circumstances Officers would give further consideration to the other options that have been identified in the report; and
3. requested that the Executive Director of Customer Services contacts Comann nam Pàrant an Òbain declining the request to undertake a formal consultation process to establish a Gaelic Medium School in Oban at this time.

(Reference: Report by Executive Director – Customer Services dated 1 November 2018, submitted)

**5. SCHOOLS CONSULTATION ACT 2010 - ARDCHATTAN/ASHFIELD PRIMARIES**

A report providing details of the options appraisals for Ardchattan and Ashfield Primary Schools in satisfaction of the Preliminary Requirements of Section 12A of the Schools (Consultation) (Scotland) Act 2010 as amended was considered. Copies of representations received in respect of Ashfield Primary School were also circulated to the Committee.

The Committee heard from Councillor Philand who spoke on behalf of those who had expressed concerns in their submitted representations in respect of Ashfield Primary School.

**Decision**

The Committee agreed:

1. to note the outcome of consideration of the preliminary requirements; and
2. that Officers now formulate a draft proposal and bring this back to the next meeting of the Committee for approval by Members which would subsequently

trigger the formal consultation process under the Schools (Consultation) (Scotland) Act 2010.

(Reference: Report by Executive Director – Customer Services dated 15 November 2018, submitted)

\* **6. SCHOOL CATCHMENT AREAS REZONING POLICY**

At the meeting of the Community Services Committee on 11 September 2014 it was agreed to approve a process by which future requests to alter the catchment area of a school be considered, as detailed in Section 4.3 – 4.10 of the report presented at that time. A report which reconsiders this policy in light of recent developments and with regard to the provisions of the Schools (Consultation) (Scotland) Act 2010 was before the Committee for consideration.

**Decision**

The Committee agreed to recommend to Council:

1. to discontinue the policy adopted on 11 September 2014 in relation to dealing with requests to alter the catchment area of a school;
2. to note that the relevant Area Committee would be given the opportunity to comment as part of a consultation exercise; and
3. to return to the previous process, similar to that for other proposals under the 2010 Act, whereby requests to alter the catchment area of a school are brought before the Community Services Committee for a decision to be made on whether that request is adopted as a 'relevant proposal' to be progressed to a public consultation under the 2010 Act.

(Reference: Report by Executive Director – Customer Services dated 2 November 2018, submitted)

**7. JOINT INSPECTION OF CHILDREN'S SERVICES**

Notification of the Argyll and Bute Joint Inspection of Children's Services was received on 20 June 2018. The Care Inspectorate and its partner agencies are inspecting the services for children, young people and families that are delivered across Argyll and Bute by the Community Planning Partnership. Argyll and Bute is the first partnership in Scotland to be inspected to the revised quality improvement framework published in August 2018. The inspection report will be published in March 2019 and will set out what works well and what could improve. The Community Planning Partnership will be expected to take action on any recommendations the inspectors make for improvements. A report providing the Committee with a note of the preparation and activity that has taken place across Argyll and Bute in support of the Joint Inspection of Children's Services was before the Committee for consideration.

**Decision**

The Committee agreed:

1. to note the preparation and activity that had taken place across Argyll and Bute in support of the Joint Inspection of Children's Services and to thank all involved with this process; and
2. to request a detailed report on the inspection findings and associated improvement plan be brought to the June 2019 meeting of the Community Services Committee.

(Reference: Report by Executive Director – Customer Services dated 1 November 2018, submitted)

## **8. EDUCATION PERFORMANCE DATA ANALYSIS 2018**

A report providing an overview of key performance data and outcomes for all pupils across each of the ten secondary schools for session 2017-2018 incorporating both SQA and Insight data from an authority perspective was considered.

### **Decision**

The Committee agreed to:

1. note the outcome of the initial SQA examination results for pupils in academic year 2017-2018 complemented by 3-year trend data;
2. note the further detailed statistical analysis included from Insight in September 2018 that overviews authority data and allows further comparison with national data;
3. note that following the release of the examination results the Education Service undertook a programme of strategic performance review meetings between schools, Head Teachers, the two Heads of Service, and Education Staff in relation to the SQA examination outcomes as detailed at section 4 of this report;
4. note the strategic programme of performance review between schools and education development and improvement staff as detailed at section 7 of this report;
5. continue to endorse the work of the Education Service in supporting schools to secure continuous improvement in outcomes for Argyll and Bute Learners; and
6. note that a summary discussion note would be presented to the Policy Lead, as appropriate, ensuring that performance reporting reflects the requirements of the National Improvement Framework.

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

## **9. ANNUAL PARTICIPATION MEASURE 2018**

A report providing the Committee with an update on the most recent Annual Participation Measure published in September 2018 was considered. The Annual Participation Measure reports on the economic and employment activity

of the wider 16-19 year old cohort, including those at school. The measure is used to inform policy, planning and service delivery and to determine the impact of the Opportunities for All commitment.

### **Decision**

The Committee agreed:

1. to note the publication of the 2018 Annual Participation Measure and that Annual Participation Measure has replaced School Leaver Destination Reports as a source of the national indicator, “increase the proportion of young people in learning, training or work”; and
2. that Opportunities for All and Developing Young Workforce programmes had contributed positively to Argyll and Bute 2018 participation measures being above both the Scottish average and comparator authorities.

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

### **10. ARGYLL AND BUTE COMMUNITY LEARNING AND DEVELOPMENT (CLD) STRATEGIC PARTNERSHIP - DRAFT CLD PLAN 2018-2021**

The Education (Scotland) Act 1980 requires local authorities and their partners to “secure adequate and efficient provision” of Community Learning and Development (CLD) services in their area. In 2013, the Requirements for Community Learning and Development (Scotland) Regulations were introduced. They placed a duty on local authorities, in partnership with Community Planning Partnerships and other CLD providers and communities, to secure the delivery of CLD through the implementation of a three year CLD Plan. In response to these regulations the Argyll and Bute CLD Strategic Partnership was established to develop and implement the first Argyll and Bute CLD Plan in September 2015. The same Partnership has now produced a refreshed Argyll and Bute CLD Plan for 2018-2021 and this was before the Committee for consideration.

### **Decision**

The Committee:

1. noted the legal requirement to produce an Argyll and Bute CLD Plan for 2018-2021;
2. reviewed the contents of the draft Argyll and Bute CLD Plan 2018-2021, produced by the Argyll and Bute CLD Strategic Partnership; and
3. agreed the approach and contents of the draft Argyll and Bute CLD Plan 2018-2021 and agreed to a programme of annual progress updates for the lifespan of the Argyll and Bute CLD Plan 2018-2021.

(Reference: Report by Executive Director – Customer Services and Draft CLD Plan 2018-2021, submitted)

## **11. PRESENTATION ON PATHS CURRICULUM**

The Principal Educational Psychologist provided information on PATHS (Promoting Alternative Thinking Strategies), which is an evidenced based curricular approach to enhancing Social Emotional Learning for 3 – 12 year olds, and responded to a number of questions from the Committee.

### **Decision**

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

## **12. MENTAL HEALTH AND WELLBEING GUIDANCE - OUR CHILDREN, THEIR MENTAL HEALTH**

A guidance document, Our Children, Their Mental Health, had been developed to ensure that the Education Service in conjunction with partners, effectively addresses the mental health and wellbeing needs of all our children and young people. A report presenting this document was before the Committee for consideration.

### **Decision**

The Committee agreed:

1. the content and purpose of Our Children, Their Mental Health; and
2. that the document is circulated and promoted with all staff within Education Services, and relevant partners, to improve outcomes for children and young people.

(Reference: Report by Executive Director – Customer Services dated 11 December 2018 and Our Children, Their Mental Health document dated November 2018, submitted)

## **13. PRESENTATION ON INSPECTIONS**

The Head of Education: Learning and Teaching gave an overview of the process and the types of school inspection process and the types of inspections undertaken by Education Scotland. Details were also provided regarding the level of support provided to Head Teachers by Officers in their preparations for an inspection.

### **Decision**

The Committee noted the contents of the presentation.

## **14. EXTERNAL EDUCATION ESTABLISHMENT INSPECTION REPORT**

A report providing details of all external education establishment inspection reports received across Argyll and Bute Education Service during the period January to September 2018 was considered.

**Decision**

The Committee:

1. considered the contents of the report and appendices attached;
2. agreed that a quarterly report be presented on an ongoing basis to the Community Services Committee detailing all establishment inspections conducted by Education Scotland within that period; and
3. noted that Ward Members would receive copies of school inspection reports for schools within their area as published by Education Scotland.

(Reference: Report by Executive Director – Customer Services dated 7 November 2018, submitted)

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

A report advising the Committee of the outcome of the further inspection of the Education Functions of Argyll and Bute Council published on 26 November 2018 and confirming progress made by the Authority in addressing the main points for action contained within the initial inspection report of 21 March 2017 was considered.

**Decision**

The Committee:

1. noted the further inspection of the Education Functions of Argyll and Bute Council which took place on 2 October 2018;
2. considered the inspection report published by Education Scotland on 26 November 2018;
3. welcomed the progress made by the Education Service and the wider Council in responding to the main points for action; and
4. noted that improvements made have resulted in HM Inspectors making no further visits to Argyll and Bute in connection with the original inspection of September 2016.

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

**16. DRAFT EDUCATION SERVICE PLAN 2019-2022 FOR 2019/20 BUDGET ALLOCATION**

A report presenting the Draft Education Service Plan 2019-2022 for the 2019/20 budget allocation was considered.

**Decision**

The Committee:

1. approved the Draft Education Service Plan 2019-22 for the 2019/20 budget allocation; and
2. noted that the budget allocation would be proposed at the Policy and Resources Committee on 14 February 2019 for final approval at Council on 21 February 2019.

(Reference: Report by Executive Director – Customer Services and Draft Education Service Plan 2019-22 for the 2019/20, submitted)

**17. DRAFT HOUSING SERVICE PLAN 2019-2022 FOR 2019/20 BUDGET ALLOCATION**

A report presenting the Draft Housing Service Plan 2019-2022 for the 2019/20 budget allocation was considered.

**Decision**

The Committee:

1. approved the Draft Housing Service Plan 2019-22 for the 2019/20 budget allocation; and
2. noted that the budget allocation would be proposed at the Policy and Resources Committee on 14 February 2019 for final approval at Council on 21 February 2019.

(Reference: Report by Executive Director – Development and Infrastructure Services and Draft Housing Service Plan 2019-22 for the 2019/20, submitted)

Councillor Alan Reid left the meeting at this point.

\* **18. REVIEW OF STRATEGIC HOUSING FUND**

A report reviewing the use of the Strategic Housing Fund in line with Council and Scottish Government priorities was considered.

**Decision**

The Committee recommended that the Council agree to:

1. continue to use the Strategic Housing Fund to assist with the delivery of affordable housing in Argyll and Bute at £12,000 per unit. This would apply to affordable housing units delivered by March 2021;
2. use the Strategic Housing Fund to honour existing commitments within the fund eg existing awards to Registered Social Landlords;
3. extend the £12,000 per unit to community organisations who satisfy requisite funding criteria and secure Rural Housing Fund and/or Islands Housing Fund Grant from the Scottish Government to deliver affordable housing;

4. an Empty/Abandoned Buildings enabling budget of £50,000 per annum to tackle the most problematic empty buildings; and
5. carry out a further review of the Strategic Housing Fund which will take into account the Scottish Government vision of Housing Beyond 2021.

(Reference: Report by Executive Director – Development and Infrastructure Services dated November 2018, submitted)

#### **19. HOUSING BEYOND 2021: SCOTTISH GOVERNMENT CONSULTATION**

A report summarising the Scottish Government's discussion paper: Housing Beyond 2021, and the arrangements proposed for preparing a joint response by the Argyll and Bute Strategic Housing Forum and the Council was considered.

##### **Decision**

The Committee:

1. considered the contents of the report which summarised the proposed Council response to the Scottish Government Housing Beyond 2021 consultation; and
2. approved the Housing Services' outline proposed as the Council response to the Scottish Government.

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

#### **20. FORMER WITCHBURN ROAD OFFICES SITE - PROGRESS ON DEMOLITION AND SITE MARKETING**

A report advising the Committee on progress with the arrangements for the demolition of the former Witchburn Road Office buildings and the marketing that had taken place to date was considered.

##### **Decision**

The Committee:

1. noted the current progress with the arrangements for the demolition and that to comply with the requirements of the bat license that the contract for the demolition works needs to be awarded by 21 December 2018 to allow demolition works to be completed by 31 March 2019;
2. noted that an "All Enquiries" sales board have been displayed on the former Contact Centre building that fronts Witchburn Road and more targeted publicity was proposed to generate interest in the site;
3. agreed that a layout for housing plots and associated infrastructure would be tendered by Property Development and Estates using capital remaining from the Strategic Housing Fund allocation if possible; and
4. agreed that a further update be brought back to the June 2019 Committee.

(Reference: Report by Executive Director – Customer Services dated 5 November 2018, submitted)

**21. EDUCATION SERVICE PERFORMANCE REPORT FQ2 2018/2019**

A report presenting the Education Service Performance Scorecard for FQ2 2018-19 (July – September) was considered.

**Decision**

The Committee reviewed and noted the Education Performance for FQ2.

(Reference: Report by Executive Director – Customer Services dated 5 November 2018, submitted)

**22. HOUSING SERVICES PERFORMANCE REPORT FQ2 2018-19**

A report presenting the Housing Services performance report with associated scorecard for performance in FQ2 2018-19 (July – September) was considered.

**Decision**

The Committee reviewed and noted the scorecard as presented.

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

The Chair referred to correspondence received from HM Inspectorate of Constabulary Scotland (HMICS) inviting the Committee to comment on their new Scrutiny Plan for 2019-20 which will examine the effectiveness and efficiency of both Police Scotland and the Scottish Police Authority. She advised that she would be seeking a view on this from the Committee following consideration of the report by Police Scotland.

**23. ARGYLL AND BUTE LOCAL POLICING PLAN 2017-2020 - QUARTERLY REPORT Q2 2018/19**

Superintendent Brian Gibson introduced Chief Inspector Douglas Wilson to the Committee and then presented a report by Police Scotland which provided the FQ2 – 2018/19 update in relation to the Argyll and Bute Local Policing Plan for 2017-2020.

**Decision**

The Committee:-

1. reviewed and noted the contents of the report; and
2. made no comment on the HMICS scrutiny plan.

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

**24. SCOTTISH FIRE AND RESCUE SERVICE - ARGYLL AND BUTE PERFORMANCE REPORT FQ2 - JULY - SEPTEMBER 2018**

A report highlighting the Scottish Fire and Rescue Service (SFRS) FQ2 review of local performance within Argyll and Bute for 2018-19 was before the Committee for consideration.

The Local Senior Officer, Paul Devlin, provided an update on recent activities and presented the contents of the report and responded to a number of questions from the Committee.

**Decision**

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

(Reference: Q2 2018/19 Report by Local Senior Officer, Scottish Fire and Rescue Service, submitted)

**25. ARGYLL AND BUTE HSCP - NATIONAL HEALTH AND WELLBEING OUTCOMES PERFORMANCE REPORTING FRAMEWORK AND EXCEPTION REPORTING ARRANGEMENTS - FQ1 2018/19**

A report highlighting the National Health and Wellbeing Outcomes Performance Reporting Framework for Exception Reporting Arrangements was before the Committee for consideration.

**Decision**

The Committee:-

1. considered and noted the contents of the Health and Social Care Partnership performance report in line with the current national reporting requirements; and
2. noted the on-going review of the performance indicators.

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

**26. NORTHERN ALLIANCE: REGIONAL IMPROVEMENT (PHASE 2) PLAN PROGRESS UPDATE**

A report advising of the further development of the Northern Alliance Regional Improvement Plan (Phase 2) was before the Committee for information.

**Decision**

The Committee:

1. noted the progress of the Northern Alliance Regional Improvement Plan (Phase 2); and

2. noted a grant of up to £1,086,067 had been allocated to the Northern Alliance to enhance the Regional Improvement Collaborative's activities and capacity building.

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

## **27. COMMUNITY SERVICES COMMITTEE WORK PLAN 2018/19**

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

### **Decision**

The Committee noted the contents of the work plan.

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

## **\* 28. NOTICE OF MOTION UNDER STANDING ORDER 13 - SCOTLAND'S CHARTER FOR A TOBACCO-FREE GENERATION**

The following Notice of Motion was before the Committee for consideration:-

This Committee:

- a) Welcomes the signing of Scotland's Charter for a Tobacco-Free Generation by the Argyll and Bute Integration Joint Board.
- b) Noted that further details of the Charter can be found at <https://www.ashscotland.org.uk/what-you-can-do/scotlands-charter-for-a-tobacco-free-generation/>
- c) Agrees that Argyll and Bute Council sign the Charter.
- d) Endorses the principles that:
  1. Every baby should be born free from the harmful effects of tobacco;
  2. Children have a particular need for a smoke-free environment;
  3. All children should play, learn and socialise in places that are free from tobacco;
  4. Every child has the right to effective education that equips them to make informed positive choices on tobacco and health;
  5. All young people should be protected from commercial interests which profit from recruiting new smokers; and
  6. Any young person who smokes should be offered accessible support to help them to become tobacco-free.
- e) In support of the Charter agrees to:
  1. Acknowledge the harmful effect smoking has on the health of our population.
  2. Be personal advocates for a tobacco-free generation.
  3. Encourage our educational establishments to further discourage young people from becoming new smokers and ensure that accessible support is available for smokers becoming tobacco-free.

Moved by Councillor Kieron Green, seconded by Councillor Yvonne McNeilly.

**Decision**

The Committee unanimously agreed the terms of the Motion and that this be forwarded to the Council for ratification.

The Committee resolved in terms of Section 50(A)(4) of the Local Government (Scotland) Act 1973 to exclude the press and public for the following item of business on the grounds that it was likely to involve the disclosure of exempt information as defined in Paragraph 9 of Part 1 of Schedule 7A to the Local Government (Scotland) Act 1973.

\* **29. RAPID REHOUSING TRANSITION PLAN**

A report summarising the Rapid Rehousing Transition Plan 2019-2024 for Argyll and Bute was considered.

**Decision**

The Committee recommended that the Council agree the Rapid Rehousing Transition Plan.

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

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**ARGYLL AND BUTE COUNCIL**

**COMMUNITY SERVICES COMMITTEE**

**CUSTOMER SERVICES: EDUCATION**

**14 MARCH 2019**

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**SCHOOLS CONSULTATION SCOTLAND ACT 2010 – ARDCHATTAN AND  
ASHFIELD PRIMARIES**

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**1. EXECUTIVE SUMMARY**

- 1.1. This report provides details of the draft proposals for Ardchattan and Ashfield Primary Schools after satisfaction of the Preliminary Requirements of s12A of the Schools (Consultation) (Scotland) Act 2010.
- 1.2. It is recommended that the Community Services Committee agree the draft Proposals, as set out in Appendices 1 and 2 hereof, as relevant Proposals that are now to proceed to statutory consultation in compliance with the Schools (Consultation) (Scotland) Act 2010.

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ARGYLL AND BUTE COUNCIL  
CUSTOMER SERVICES: EDUCATION

COMMUNITY SERVICES COMMITTEE  
14 MARCH 2019

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**SCHOOLS CONSULTATION SCOTLAND ACT 2010 – ARDCHATTAN AND  
ASHFIELD PRIMARIES**

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**2. INTRODUCTION**

- 2.1. Both Ardchattan and Ashfield Primary Schools have been mothballed since April 2014 and since that time have had no pupils enrolled.
- 2.2. On 14th December 2017, the Community Services Committee agreed that the Education Service would undertake the required preliminary consultation and an options appraisal for Ardchattan and Ashfield Primary Schools. The Community Services Committee received a report on 15th March 2018 presenting and outlining details of a potential formal consultation under the Schools (Consultation) (Scotland) Act 2010 (as amended) and a broad timeline of this process.
- 2.3. The statutory process for the closure of a rural school is laid out in the Schools (Consultation) (Scotland) Act 2010 as amended by the Children and Young People (Scotland) Act 2014. The Act, as amended, introduced a presumption against closure of a rural school and details specific requirements which the education authority is required to follow if they are formulating a proposal to close a rural school. This includes the introduction of a preliminary consultation process. These proposals will enable Community Services: Education to identify and consider the options put forward. The Schools (Consultation) (Scotland) Act 2010 makes special arrangements in regard to rural schools that is in effect a presumption against their closure.
- 2.4. There is a requirement to have special regard to the rural schools factors prior to formulating a proposal to close a rural school. In particular it is necessary to consider any reasonable alternatives before considering closure. It is also necessary to consider the impact on the wider community of a potential closure and the impact of any different travel arrangements. These factors

have been considered in the preliminary requirements which were undertaken prior to these proposals being written.

- 2.5. Councils, as an Education Authority, have a statutory duty in terms of the Education (Scotland) Act 1980 to make adequate and efficient provision of school education across their entire area for the current school population and future pattern of demand. This is reflected in “Our Children, Their Future” which is the Education Vision and Strategy for Argyll and Bute Council.
- 2.6. This report addresses the requirements in terms of the Schools (Consultation) (Scotland) Act 2010 and gives information to members on the proposal to move to formal consultation on closure of Ardchattan and Ashfield Primary Schools.

### **3. RECOMMENDATIONS**

- 3.1 It is recommended that the Community Services Committee agree the draft Proposals, as set out in Appendices 1 and 2 hereof, as relevant Proposals that are now to proceed to statutory consultation in compliance with the Schools (Consultation) (Scotland) Act 2010.

### **4. DETAIL**

- 4.1. Both Ardchattan and Ashfield Primary Schools have been mothballed since April 2014 and since that time have had no pupils enrolled. They are both rural schools within the definition contained in the Schools (Consultation) (Scotland) Act 2010
- 4.2. The statutory process for the closure of a rural school is laid out in the Schools (Consultation) (Scotland) Act 2010 (the Act) as amended by the Children and Young People (Scotland) Act 2014. The Act introduced a presumption against closure of a rural school and details specific requirements which the education authority is required to follow if they are formulating a proposal to do so. This includes the introduction of a preliminary consultation process and this has been previously carried out and reported to the Community Services Committee. The proposals at appendices 1 and 2 hereof and the consultation process as set out in the Act, will enable Community Services: Education to identify and consider the options put forward and report these to the Committee. The Act makes special arrangements in regard to rural schools that is in effect a presumption against their closure.
- 4.3. The draft proposals at appendices 1 and 2 hereof include an assessment of;
  - The school rolls and predicted school rolls,

- Teacher numbers,
  - The condition of the buildings.
- 4.4. The Council has also undertaken an assessment of likely educational benefits or effects which these proposals may have if implemented on;
- The pupils of any affected school
  - Any other users of the schools facilities
  - Any children who would (in the future but for implementation) be likely to become pupils of the schools
  - The pupils of any other schools in the Council area
- 4.5. The Council has also taken special regard to the following factors if this proposal was to be implemented, as Ardchattan and Ashfield Primary Schools are classified as rural schools.
- Likely effect on the local community
  - Availability of the school's premises and other facilities for use by the school community
  - Likely effect caused by different travelling arrangements
  - Environmental impact
  - Financial Impact
- 4.6. In addition, the Council has also considered how to minimise or avoid any adverse effects that may arise from the implementation of this proposal.
- 4.7. The proposal for Ardchattan Primary is contained within Appendix 1 and for Ashfield Primary in Appendix 2.

## **5. CONCLUSION**

- 5.1 This paper provides draft proposals for Ardchattan and Ashfield Primary Schools in satisfaction of the Preliminary Requirements of s12A of the Act and which are recommended as relevant Proposals that are now to proceed to statutory consultation in compliance with the Act.

## **6. IMPLICATIONS**

- 6.1 Policy – preparation of draft Proposals for statutory consultation is in accordance with previous decisions of the Community Services Committee.
- 6.2 Financial – The financial implications are considered in the draft Proposals and will be subject to consultation if agreed.
- 6.3 Legal – The proposal papers for Ardchattan and Ashfield Primaries have been prepared after satisfaction of the Preliminary Requirements of s.12A and in compliance with the general requirements of the Act.

6.4 HR – None at present

6.5 Fairer Scotland Duty – None at present

6.5.1 Equalities – None at present

6.5.2 Socio-economic Duty – None at present

6.6 Risk – None at present

6.7 Customer Service – None at present

**Douglas Hendry**  
**Executive Director of Customer Services**

**Councillor Yvonne Mcneilly**  
**Policy Lead for Education**

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31<sup>st</sup> January 2019

## **Appendices**

Appendix 1: Draft Proposal for the closure of Ardchattan Primary School

Appendix 2: Draft Proposal for the closure of Ashfield Primary School

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**Argyll and Bute Council**  
**Customer Services: Education**

**PROPOSAL DOCUMENT: MARCH 2019**

Review of Education Provision

Ardchattan Primary School

Argyll and Bute Council

## Proposal for the closure of Ardchattan Primary School

### SUMMARY PROPOSAL

It is proposed that education provision at Ardchattan Primary School be discontinued with effect from 21<sup>st</sup> October 2019.

Pupils of Ardchattan Primary School will continue to be educated at Lochnell Primary School.

The catchment area of Lochnell Primary School shall be extended to include the current catchment area of Ardchattan Primary School.

#### Reasons for this proposal

This is the best option to address the reasons for the proposals which are;

- Ardchattan Primary School has been mothballed for four years. The school roll is very low and not predicted to rise in the near future. The annual cost of the mothballing of the building is £2,147
- Along with several other rural Councils, Argyll and Bute is facing increasing challenges in recruiting staff. At the time of writing there are 14 vacancies for teachers and 2 vacancies for head teachers in Argyll and Bute.
- Whilst the school is mothballed, the building is deteriorating with limited budgets for maintenance.

This document has been issued by Argyll and Bute Council in regard to a proposal in terms of the Schools (Consultation) (Scotland) Act 2010 as amended. This document has been prepared by the Council's Education Service with input from other Council Services.

#### DISTRIBUTION

A copy of this document is available on the Argyll and Bute Council website:

<https://www.argyll-bute.gov.uk/education-and-learning>

A summary of this document will be provided to:

- The Parent Councils of the affected schools
- The parents of the pupils and children at the affected schools
- Parents of children expected to attend an affected school within 2 years of the date of publication of this Proposal Document
- The pupils at the affected schools
- The teaching and ancillary staff, at the affected schools

- The trade unions representatives of the above staff
- Argyll and Bute Councillors
- The Community Councils
- Community Planning Partnership
- Relevant users of the affected schools
- The Constituency MSP
- List MSPs for the area
- The Constituency MP
- Chief Superintendent, Police Scotland
- Chief Executive, NHS Highland
- Chief Executive Strathclyde Partnership for Transport (SPT)
- Area Commander, Fire Scotland
- Education Scotland

A copy of this document is also available from:

- Council Headquarters, Kilmory, Lochgilphead, Argyll, PA31 8RT
- Education Offices, Argyll House, Dunoon, Argyll, PA23 8AJ
- Public libraries in the vicinities of the schools affected
- Local area offices in the vicinities of the schools affected
- The schools affected by the proposal

This document is available in alternative formats or in translated form for readers whose first language is not English.

If you would like this document in another language or format, or if you require the services of an interpreter, please apply to the Executive Director of Customer Services, Argyll and Bute Council Headquarters, Kilmory, Lochgilphead, Argyll, PA31 8RT.

Jezeli chcieliby Państwo otrzymaO ten dokument w innym języku lub w innym formacie albo jeeli potrzebna jest pomoc Uumacza, to prosimy o kontakt z nami.

本文件可以翻譯為另一語文版本，或製作成另一格式，如有此需要，或需要傳譯員的協助，請與我們聯絡。

Ma tha sibh ag iarraidh an sgrìobhainn seo ann an cànan no riochd eile, no ma tha sibh a' feumachdainn seirbheis eadar, feuch gun leig sibh fios thugainn.

यह दस्तावेज़ यदि आपको किसी अन्य भाषा या अन्य रूप में चाहिये, या आपको आनुवाद-सेवाओं की आवश्यकता हो तो हमसे संपर्क करें

本文件可以翻譯為另一語文版本，或製作成另一格式，如有此需要，或需要傳譯員的協助，請與我們聯絡。

ਜੇ ਇਹ ਦਸਤਾਵੇਜ਼ ਤੁਹਾਨੂੰ ਕਿਸੇ ਹੋਰ ਭਾਸ਼ਾ ਵਿਚ ਜਾਂ ਕਿਸੇ ਹੋਰ ਰੂਪ ਵਿਚ ਚਾਹੀਦਾ ਹੈ, ਜਾਂ ਜੇ ਤੁਹਾਨੂੰ ਗੱਲਬਾਤ ਸਮਝਾਉਣ ਲਈ ਕਿਸੇ ਇੰਟਰਪ੍ਰੈਟਰ ਦੀ ਲੋੜ ਹੈ, ਤਾਂ ਤੁਸੀਂ ਸਾਨੂੰ ਦੱਸੋ।

یہ دستاویز اگر آپ کو کسی دیگر زبان یا دیگر شکل میں درکار ہو، یا اگر آپ کو ترجمان کی خدمات چاہئیں تو برائے مہربانی ہم سے رابطہ کیجئے۔

## 1 Introduction

- 1.1 On 24<sup>th</sup> April 2014, Argyll and Bute Council approved the mothballing of Ardchattan Primary School. The Council agreed that in the event there are no registered pupils by the commencement of session 2016/17 the school be considered for formal closure through the statutory process.

Ardchattan Primary School – Mothballing Decision:-

<https://www.argyll-bute.gov.uk/moderngov/ieListDocuments.aspx?CId=257&MId=6147&Ver=4>

- 1.2 On 14<sup>th</sup> December 2017, the Community Services Committee agreed that the Education Service would undertake the required preliminary consultation and an options appraisal for Ardchattan Primary School. The Community Services Committee received a report on 15<sup>th</sup> March 2018 presenting and outlining details of a potential formal consultation under the Schools (Consultation) (Scotland) Act 2010 (as amended) and a broad timeline of this process.

<https://www.argyll-bute.gov.uk/moderngov/ieListDocuments.aspx?CId=548&MId=7671&Ver=4>

- 1.3 The statutory process for the closure of a rural school is laid out in the Schools (Consultation) (Scotland) Act 2010 as amended by the Children and Young People (Scotland) Act 2014. The Act, as amended, introduced a presumption against closure of a rural school and details specific requirements which the education authority is required to follow if they are formulating a proposal to close a rural school. This includes the introduction of a preliminary consultation process.

- 1.4 In addition, the Community Empowerment (Scotland) Act 2015 sets out a new right for community organisations to request the transfer of local assets into local community ownership/management. This may be something that the Community wish to consider as part of or as a consequence of this process. Public bodies including Councils must consider such requests and make a decision within six months of receiving a valid request.

- 1.5 Ardchattan Primary School has had zero pupils enrolled since elected members approved the mothballing.

- 1.6 There is a requirement to have special regard to the rural schools factors prior to formulating a proposal to close a rural school. In particular it is necessary to consider any reasonable alternatives before considering closure. It is also necessary to consider the impact on the wider community of a potential closure and the impact of any different travel arrangements. These factors have been considered in the preliminary requirements which were undertaken prior to this proposal being written.

- 1.7 The Argyll and Bute Corporate Plan identifies Argyll and Bute as an area of Scotland with outstanding places, people and potential for a prosperous future for everyone. Our Council, along with our Community Planning Partners, is

committed to ensuring that Argyll and Bute's Economic Success is built on a Growing Population.

1.8 Over the next five years, our agreed priorities are to ensure that:

- The education we provide meets the needs of all our young people and their families
- We make the most of our assets to build the local economy
- We support individual and community wellbeing
- We strengthen and empower our communities
- We ensure there are homes for all, we tackle poverty and build opportunity
- We have greener and cleaner communities
- We are an employer of choice
- We manage our finances prudently

1.9 Councils, as an Education Authority, have a statutory duty in terms of the Education (Scotland) Act 1980 to make adequate and efficient provision of school education across their entire area for the current school population and future pattern of demand. This is reflected in "Our Children, Their Future" which is the Education Vision and Strategy for Argyll and Bute Council.

## **2 Proposal**

2.1 It is proposed that education provision at Ardchattan Primary School be discontinued with effect from 21<sup>st</sup> October 2019. Pupils of Ardchattan Primary School will continue to be educated at Lochnell Primary School from 21<sup>st</sup> October 2019. The catchment area of Lochnell Primary School shall be extended to include the current catchment area of Ardchattan Primary School.

### **Reasons for this proposal**

2.2 This is the best option to address the reasons for the proposals which are:

- Ardchattan Primary School has been mothballed for four years. The school roll is very low and not predicted to rise in the near future. The annual cost of the mothballing of the building is £2,147
- Along with several other rural councils, Argyll and Bute is facing increasing challenges in recruiting staff. At the time of writing there are 14 vacancies for teachers and 2 vacancies for head teachers in Argyll and Bute.
- Whilst the school is mothballed, the building is deteriorating with limited budgets for maintenance.

### **Additional Considerations**

- The Council needs to allocate its resources in a way that ensures the quality of all of its services;

- This proposal will bring educational benefits and assist in ensuring that the Education budget is more sustainable into the future;
- The costs per pupil in under-occupied schools are excessively high;
- Schools in the Council area are expensive to maintain and operate. Retaining unnecessary accommodation is a serious drain on the resources of the Council and diverts spending from areas that directly affect the educational attainment of pupils;
- There is no realistic possibility at present of the Council being able to bring its whole school estate up to a satisfactory condition. The present condition is unsustainable and can only be improved by reducing the extent of the estate and
- This proposal contains the Educational Benefits Statement.

### **3 Preliminary requirements**

- 3.1 The Council is required to consider the future of Ardchattan Primary School, as it has been mothballed for four years. Pupils from Ardchattan Primary catchment area currently attend Dunbeg Primary School and Lochnell Primary School. The Council have considered the reasons for making this proposal, and have also considered other viable alternatives, the likely effect on the community and the likely effect of different travelling arrangements as a consequence of this proposal. Financial implications were also considered. Some of these figures have been recalculated since the initial pre-appraisal took place.
- 3.2 The Council considered how the implementation of this proposal would impact on the education of the children affected. The Council also considered the impact on the children who currently live in the catchment area but attend other schools, as well as children who may potentially live in the catchment area in the future.
- 3.3 The place of the school in the community was also considered, in terms of the impact this proposal would have on the sustainability of the community itself. When the school was mothballed, the community continued to have use of the facilities and this was also taken into consideration as part of the pre-consultation process.
- 3.4 Impact on the environment was taken into account during the initial pre-consultation process. This included a consideration of the transport implications if this proposal was to be implemented, as children would have to continue to travel by bus to Lochnell Primary School.
- 3.5 Four options were presented to the local community by the Council for consideration during the pre-consultation phase of this proposal, as required

by section 12A of the 2010 Act. The local community also suggested a further option which was discussed and considered as part of this process.

- 3.6 Of the five options which were considered by the community and the Council; E is the favoured proposal by the Council, as it was considered it most adequately addressed the reasons for the proposal.
- a) Re-open Ardchattan Primary School,
  - b) Continued Mothballing of Ardchattan Primary with the pupils zoned to Lochnell Primary School,
  - c) Re-open Ardchattan Primary School and realign the catchment area of Lochnell Primary School,
  - d) Ardchattan Primary School is reopened and designated as a resource centre for children with additional support needs (Suggested by the community),
  - e) Close Ardchattan Primary School and realign its catchment area to Lochnell Primary School (The Proposal).
- 3.7 Following from an initial options appraisal which was presented to Council on 11<sup>th</sup> December 2018, it was agreed that the preliminary requirements were satisfied enabling the draft proposal to proceed.
- 3.8 There were a range of viewpoints on the future of Ardchattan Primary School, from parents, young people and members of the community.
- 3.9 The community reflected that Ardchattan Primary School had been an integral part of the community, and there were contrasting views on the proposals for the future of Ardchattan Primary School. However there is a will that the school be retained for community use and not be allowed to fall into disrepair. The community stressed that the school buildings should be looked after as the only public space asset in the Bonawe area. The school has beautiful grounds and is a rich habitat for wildlife. Ardchattan/ Bonawe community are actively pursuing options for use of the building as a community hub.
- 3.10 The current travel arrangements for children and staff have been in place for four years. Closing the school would have no impact on staff or pupil travel from the current arrangement. There would be no alteration to the current environmental impact.

### **Alternatives to the Proposal**

- 3.11 The community engagement process prior to the drafting of this proposal considered the views of members of the community and also considered any other alternatives to the closure of Ardchattan Primary School. Full details from the community engagement and the findings from the preliminary requirements, to include the alternative proposals are attached as appendix 5 and are also available here to read:

<https://www.argyll-bute.gov.uk/moderngov/ieListDocuments.aspx?CId=548&MIId=8098&Ver=4>

- 3.12 In conclusion, after the pre-consultation with the community, the Council feels that the proposal to close Ardchattan Primary School and realign its catchment area to Lochnell Primary School is reasonable and further detail is provided in relation to educational benefits, travel, environmental impact, community impact and financial impact below.

#### **4 Educational Benefits Statement**

- 4.1 It is proposed that education provision at Ardchattan Primary School be discontinued with effect from 21st October 2019. Pupils of Ardchattan Primary School will continue to be educated at Lochnell Primary School from 21st October 2019. The catchment area of Lochnell Primary School shall be extended to include the current catchment area of Ardchattan Primary School.
- 4.2 Ardchattan Primary School has been mothballed for four years. The school condition will deteriorate with limited budgets for maintenance. The school roll was very low and not predicted to rise in the near future. This continues to be the situation. The annual cost of the mothballing of the building is £2,147.
- 4.3 Along with several other rural Councils, Argyll and Bute is facing increasing challenges in recruiting staff. At the time of writing there are 14 vacancies for teachers and 2 vacancies for head teachers in Argyll and Bute.
- 4.4 The Council needs to allocate its resources in a way that ensures the quality of all of its services.
- 4.5 This proposal will bring educational benefits and assist in ensuring that the Education budget is more sustainable into the future.
- 4.6 The costs per pupil in under-occupied schools are excessively high.
- 4.7 Schools in the Council area are expensive to maintain and operate. Retaining unnecessary accommodation is a serious drain on the resources of the Council and diverts spending from areas that directly affect the educational attainment of pupils.
- 4.8 There is no realistic possibility at present of the Council being able to bring it's whole school estate up to a satisfactory condition. The present condition is unsustainable and can only be improved by reducing the extent of the estate.
- 4.9 As part of the preliminary requirements in the drafting of this proposal, the Council considered five options. E is the favoured proposal by the Council, as it was considered it most adequately addressed the reasons for the proposal.
- a) Re-open Ardchattan Primary School;
  - b) Continued Mothballing of Ardchattan Primary with the pupils zoned to Lochnell Primary School;

- c) Re-open Ardchattan Primary School and realign the catchment area of Lochnell Primary School;
- d) Ardchattan Primary School is reopened and designated as a resource centre for children with additional support needs (Suggested by the community); and
- e) Close Ardchattan Primary School and realign its catchment area to Lochnell Primary School (The Proposal).

4.10 Having considered these other alternatives the Council has made a decision that these are not viable alternatives to the closure proposal, and will proceed with the option to consult on the proposal to close Ardchattan Primary School and that the catchment area of Lochnell Primary school shall be extended to include the current catchment area for Ardchattan Primary School.

4.11 The Council has undertaken an appraisal on impact if this proposal was to be implemented.

4.12 This includes an assessment of:

- The school roll and predicted school roll;
- Teacher numbers; and
- The condition of the building.

4.13 The Council has also undertaken an assessment of likely educational benefits or effects which this proposal may have if implemented on:

- The pupils of any affected school;
- Any other users of the school's facilities;
- Any children who would (in the future but for implementation) be likely to become pupils of the school; and
- The pupils of any other schools in the Council area.

4.14 The Council has also taken special regard to the following factors if this proposal was to be implemented, as Ardchattan Primary School is classified as a rural school.

- Likely effect on the local community to be assessed by reference to:
  - The sustainability of the community; and
  - Availability of the school's premises and other facilities for use by the school community.
- Likely effect caused by different travelling arrangements by reference to the effect caused by such arrangements on:
  - Environmental impact; and
  - The schools pupils and staff and other users of the schools facilities.
- Financial Impact.

- 4.15 In addition, the Council has also considered how to minimise or avoid any adverse effects that may arise from the implementation of this proposal.

## 5 School roll

- 5.1 The information in relation to the school roll as shown below is drawn from the yearly pupil census, which takes place in September each year. School rolls by their very nature may fluctuate slightly on an ongoing basis due to changes in pupil numbers as a result of pupils moving to and from the catchment area.

The school roll of Ardchattan Primary School has seen a steady decline since 2007.

School Roll	Ardchattan PS	Lochnell PS
Capacity	57	148
	Roll	Roll
2005-06	13	79
2006-07	10	80
2007-08	12	92
2008-09	10	92
2009-2010	9	87
2010-2011	5	92
2011-2012	3	96
2012-2013	3	101
2013-2014	4	112
2014-2015	0	109
2015-2016	0	114
2016-2017	0	124
2017-2018	0	130
2018 -2019	0	127

### Predicted Roll

Predicted School Roll	Pupils who live in the Ardchattan Catchment	Lochnell PS Roll
2019- 2020	6	124
2020 -2021	5	116
2021 -2022	6	107

- 5.2 In 2018-2019 there are eight children who live in the Ardchattan Primary School catchment area and who attend other schools.

- 5.3 There are five pupils who live in the Ardchattan catchment area who currently attend Lochnell Primary School. These children are all in receipt of Council transport to go to school. There are also another three pupils who attend Dunbeg Primary School who live in the catchment area for Lochnell Primary School, however they attend Dunbeg Primary School as a placing request.
- 5.4 The school roll is low and would not be predicted to rise in the future. The area around Ardchattan is a small settlement and is not identified for growth in the local development plan.
- 5.5 There are no housing allocations or potential developments identified.

## **6 Teacher numbers**

- 6.1 Teacher numbers are improving nationally, with a 6.86% increase in the number of teachers nationally from 2013 - 2017. However in Argyll and Bute there has been a 1.28% reduction in the number of teachers from 2013 -- 2017.
- 6.2 As the school has been mothballed for the last 4 years, the issue of recruitment of staff has not improved. At the time of writing this report there are 14 vacancies for class teachers in Argyll and Bute and 2 vacancies for head teachers. Despite a sustained effort to secure permanent staff, there is no reason to think that staffing would not continue to be a considerable challenge for Ardchattan Primary School.
- 6.3 At the current time, if the proposal was to be accepted, there would be no impact on staffing levels at Lochnell Primary School.

## **7 Condition of the building**

- 7.1 Argyll and Bute Council's School Estate Management Planning process identified in 2013 that the condition of Ardchattan Primary School was satisfactory. There was also an acknowledgement that there was work required to be undertaken on both the roof and windows.
- 7.2 As part of the consultation process the Council would be open to discussion with the community in regard to the future of the building. This might involve the transfer of the building to a recognised community group through the provisions of the Community Empowerment (Sc) Act 2015 or some other agreed mechanism. This may provide the community with an opportunity to utilise the building as a driver for community benefit and potential regeneration that could also enhance the sustainability of the community.

## **8 Assessment of likely educational benefits on pupils**

- 8.1 If this proposal is implemented, the Council believes that there will be considerable educational benefits arising from this. These centre around;

- Learning and teaching;
- Meeting learners needs;
- Broadening the range of opportunities; and
- The environment for learning.

- 8.2 This statement focusses on Lochnell Primary School, which is the school the majority of the Ardchattan pupils have been attending since August 2014.
- 8.3 The principles of Curriculum for Excellence recognise the professionalism of teachers and the importance of this in exercising the freedom and responsibility associated with broader guidance. This means that schools are able to design their curriculum to meet the specific needs of their children and community. There are no specific educational benefits from reopening the school as all schools implement Curriculum for Excellence ensuring effective learning and teaching which is matched to the needs of children, however the closure of the school and continued attendance of pupils at other schools allows children to experience a curriculum which is matched to their needs.
- 8.4 Both Ardchattan Primary School and Lochnell Primary School are remote rural schools. Each school is set within a remote rural area (Scottish Government classification). Children from Ardchattan Primary School area attending Lochnell Primary School continue to benefit from education in a locality familiar to them, and still relatively close to home.
- 8.5 The co-location of the Early Learning Centre (ELC) and the primary classes at Lochnell Primary School enables a strong transition process between the ELC and school and includes joint early level learning every week.

## **9 Learning and Teaching**

- 9.1 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. In Lochnell Primary School, children are encouraged to be eager and active participants who are engaged, resilient and highly motivated during their learning. Children know that their views are sought, valued and acted upon.
- 9.2 The learning environment encourages high level of achievement, providing a wide range of opportunities for children to achieve their full potential within the four contexts of learning. In Lochnell Primary School children may be taught in classes composed of children from more than one year group. Children benefit from being part of a social context in which they can build relationships with different groups and individuals, develop social skills, meet challenges and exercise responsibilities as members of a social group. They are able to interact and socialise with groups of children, take part in team activities and move with their peers to secondary school.
- 9.3 There is a continual challenge for all schools to deliver a school improvement agenda and deliver effectively the principles and outcomes of curriculum for

excellence. The National Improvement Framework priorities include raising attainment for all, and closing the gap between the most and least disadvantaged children.

- 9.4 The principles of Curriculum for Excellence recognise the professionalism of teachers and the importance of this in exercising the freedom and responsibility associated with broader guidance. This means that schools are able to design their curriculum to meet the specific needs of their children and community.
- 9.5 At Lochnell Primary School, staff are challenged and supported through a range of continuous professional development and review opportunities gained by working and learning with a range of colleagues. Lochnell Primary School is part of the Oban, Lorn and the Isles Cluster, which means that staff can be supported together, moderation and tracking of pupil progress is enabled and staff work across stage appropriate groups. Colleagues within Lochnell Primary School are able to support and challenge each other on a daily basis. The whole staff are able to bring a range of talents and skills to benefit outcomes for learners.
- 9.6 Lochnell Primary School encourages nurturing and positivity. One aspect of this work is a successful Buddy System. Children from different stages work and learn together. This vertical support is particularly evident on sports day and in the dining room when groups of children are together in a social context. This system develops and benefits both the 'buddy' and the 'buddied'. This system works well and benefits the wide range of children in the school.

## **10 Meeting learners needs**

- 10.1 Through the Getting it Right for Every Child (GIRFEC), practice model, meeting the needs of every child continues to be a priority and teachers carefully plan and assess to ensure each child has the opportunity to reach their potential. Careful tracking and monitoring procedures are in place to evidence pupil progress. This includes professional dialogue with teachers, learning discussions with children, classroom observations, assessment and looking at pupil work.
- 10.2 The school also has planned meetings and discussions with parents. These discussions between home and school improve parental engagement whilst focussing on next steps for learning. Where appropriate, intervention is put in place, while working effectively with other agencies and parents to ensure the needs of each child are met. In the primary classes, standards of attainment have been maintained over the last three years. Almost all children are achieving national expectations in reading, writing, listening, talking and numeracy. Lochnell continues to develop within the Promoting Alternative Thinking Strategies (PATHS) programme, which supports positive behaviours and relationship within the school.
- 10.3 The staff, parent body and partner group also bring opportunities for increased collaborative working. This applies both in terms of the wider curriculum and

within aspects of the curriculum that may be enhanced by staff individual expertise e.g. PE, language, science, expressive arts teaching.

- 10.4 A 'Respect Me' policy is built into class lessons and permeates the whole school ethos through assemblies and class work on rights and responsibilities.

## **11 Broadening the Range of Opportunities**

- 11.1 Children are offered a range of active, planned experiences which help them develop the knowledge and understanding, skills, capabilities and attributes which they need for their mental, emotional, social and physical wellbeing both now and in the future.
- 11.2 There is also a strong transition planning process between Lochnell Primary School and Oban High School, which involves increased opportunities for children to participate and to make new connections.
- 11.3 Children are provided with a variety of experiences to develop their sense of responsibility, independence, confidence and enterprising attitude.
- 11.4 Across the school children are engaged with learning and contribute well in lessons. Staff promote positive relationships at all levels and also through the Young Sports Leaders programme, the impact of this being that children enjoy good relationships with their peers, young leaders feel confident and entrusted to take these developments forward.

## **12 Environment for Learning**

- 12.1 Lochnell Primary School is a suitably-equipped and well supported school, situated in the village of Benderloch. The entire building is well maintained and along with the surrounding scenery provides attractive accommodation for the primary school. The school has an all-weather pitch adjacent to the school, which is well utilised. The building has facilities for pupils and visitors with special access needs.
- 12.2 The children maintain links with friends who live in their own village as well as creating links with children from two other rural communities.
- 12.3 Any mitigating effects around the adverse weather and transport issues are outweighed by the benefits of this proposal.
- 12.4 In summary, there are a range of educational benefits for children if this proposal was to be implemented, as summarised in the paragraphs above. There are benefits for the development of social and emotional skills, as well as the educational benefits resultant from access to a more diverse curriculum. The learning environment in Lochnell Primary School also offers children the opportunity to participate in a wider range of active learning strategies.

**13 Assessment of likely educational benefits on other users of the school's facilities**

**Implications for staff**

- 13.1 If this proposal is implemented, there will be no new implications for teaching and ancillary staff in Lochnell Primary School.
- 13.2 If this proposal is implemented, the Council does not envisage any adverse effects from the proposal. Should issues arise however, these will be mitigated through the Council Educational Management Team support structure.

**Early Learning Centre Users – Pre Five Children**

- 13.3 The co-location for the Early Learning Centre (ELC) and the primary classes at Lochnell Primary School enables a strong transition process between the ELC and the school and includes joint early level learning every week.

**Gaelic learners**

- 13.4 Gaelic Language in the Primary School (GLPS) is not currently offered in any of the schools in this proposal so there would be no effect if the proposals were implemented.

**14 Assessment of likely educational benefits on any children who would (in the future but for implementation) be likely to become pupils of the school.**

**Existing and future pupils**

- 14.1 Children who may live in this catchment area in the future will benefit from the broad range of educational opportunities which are presented through this proposal, detailed above.
- 14.2 There would be positive educational benefits associated with this proposal. The management arrangements of the school would be strengthened and there would be opportunities for increasing the range of the curriculum and increasing the use of active pedagogies.
- 14.3 The proposal would increase the roll of Lochnell Primary School and would thus extend the peer group for all pupils, present and future. The larger school should be able to support a wider range of social and extra-curricular activities.
- 14.4 Pupils who would otherwise have attended Ardchattan Primary School would benefit from daily interaction in a larger peer group and from improved educational arrangements as described above. Pupils in the combined school will have more shared experiences and opportunity for friendships. This will enhance their confidence and make the transition to secondary easier. Larger

year groups make the provision of specialist services more viable and provide enhanced opportunities for school trips. Lochnell Primary School meets all the requirements of the Disability Discrimination Act, 1996.

**15 Assessment of likely educational benefits on the pupils of any other schools in the Council area**

- 15.1 The current mothballing of the school has had an indirect effect on other pupils in Argyll and Bute. The reduction in the running costs for the school means that this is a saving to the Council, which is not taken from elsewhere.
- 15.2 There are no other significant impacts from this proposal on other pupils in the authority or who attend other schools, in either a positive or a negative way.

**Placing requests**

- 15.3 This proposal will not affect the right of parents to request that their child attend a school of their choice rather than the designated school in whose catchment area the family lives as provided by the Education (Scotland) Act 1980.

**16 Consideration of how to minimise or avoid any adverse effects that may arise from the implementation of this proposal**

- 16.1 The main adverse effect from this proposal would be the length of the journey to school for children who live in the Ardchattan Primary School catchment area. However, children who live in this catchment area have been making this journey for the last four years, and families in the area do not feel this is a major consideration. Funded school transport would also continue to be provided for pupils should this proposal be implemented.

**17 Factors for rural school closures**

- 17.1 The Council has taken special regard to the following factors in relation to this proposal as Ardchattan Primary School is classified as a rural school.

**The likely effect on the local community if this proposal is implemented**

- 17.2 The Council has made an assessment on the sustainability of the community should this proposal be implemented and considers that this may have a positive impact.
- 17.3 The Scottish Government focuses on four key areas of importance to rural communities;
- a strong and diverse rural economy, harnessing traditional strengths and with an appetite for change,

- thriving rural communities where everyone can enjoy a decent quality of life, where the young are not forced to leave their communities to get on and where the vulnerable are no longer excluded,
  - strong, community focused public services that are accessible, of the highest possible quality and with the greatest possible choice,
  - a rural Scotland whose natural and cultural heritage flourishes in all its diversity
- 17.4 In rural communities, the challenges and opportunities are largely defined by the local area and can often best be met by a bottom-up, community-led response. Strong community leadership is vital to articulating local priorities and driving forward change and growth.
- 17.5 There is the potential if this proposal is implemented to capitalise on the existing will and drive in this community, with opportunities for local leaders to enable them to organise, motivate and inspire their neighbours. The opportunity for the local community to acquire this building could be key to helping to make this community an independent, resilient place to live. Management of assets such as Ardchattan Primary School may be an important step in building community confidence, promoting growth and enabling communities to realise their aspirations.
- 17.6 Research has shown that when communities feel empowered, there is:
- greater participation in local democracy;
  - increased confidence and skills among local people;
  - more people volunteering in their communities; and
  - greater satisfaction with quality of life in the neighbourhood.
- 17.7 It is important to recognise that a school's primary function is to provide pupils with the best possible educational experience. During initial consultation, there was some support from the community for closure of the school with the building and adjoining grounds being retained for community use.
- 17.8 Within the Ardchattan/Bonawe there is no hall or other community building. All people who attended the consultation strongly stated the school building should be retained for community use and not allowed to fall in to further disrepair.
- 17.9 It is considered that formal closure of this school could have a positive impact on the wider community, and may lead to an increase in other users of the facility which may lead to an improvement in economic growth.
- 17.10 Indeed, the school closure may help to empower the local community should the community wish to undertake an asset transfer process for the building. This could have a positive impact on community sustainability. Formal closure would mean that these plans could potentially be progressed by the

community who are already considering future uses for the building. This may enhance community life by giving a community focus for activities and events.

**On the availability of the school's premises and its other facilities for use by the community**

- 17.11 During the pre-consultation phase, some members of the community supported closure of the school with the suggestion that the building and adjoining grounds could potentially be retained for community use. Within Ardchattan/Bonawe there is no hall or other community building. Most people who attended the pre-consultation meeting felt that the school building should be retained for community use and not allowed to fall in to further disrepair, as that would adversely impact on the community's access to the premises.
- 17.12 It is accepted that a school closure may have an adverse effect on a community, but a community hub could be an asset to the community. If the local plans for the building progress, this could have a positive impact on the sustainability of the community. Formal closure of the school would mean that these plans could potentially be progressed by the community.
- 17.13 There have been some community lets in Ardchattan Primary School in the last five years, particularly for community events and the community does use the school grounds for sporting events such as community football

**The likely effect caused by any different travelling arrangements**

- 17.14 The travel distance from Ardchattan Primary to Lochnell Primary is 9.8 miles on the B845/A828, or 8.3 miles via North Connel. Travel time is approximately twenty minutes. The travel arrangements have been in place for almost four years, and travel is an accepted aspect of living in the Bonawe community.
- 17.15 This option would have no effect on the current travel arrangements of staff and pupils. The closure of Ardchattan Primary School, in terms of current travel arrangements would have a neutral effect on the environment. The current annual transport cost for pupils to travel to Lochnell Primary School is £19,545.
- 17.16 It is anticipated that the effect on the travel arrangements of staff and other users of the facility would not differ materially from that of the pupils accessing the school.
- 17.17 At present, some travel to Dunbeg Primary School. The environmental impact of travel will be minimal, as these arrangements are currently in place due to the mothballing of Ardchattan Primary School. The closure of Ardchattan Primary School, in terms of travel, would have a neutral effect on the environment.

### **Environmental impact**

- 17.18 Currently three pupils travel to Dunbeg Primary School and five pupils travel to Lochnell Primary School from the Ardchattan Primary School Catchment area. However this option would have a neutral environmental impact on the current position and would have no impact on the current travel arrangements for staff and pupils.
- 17.19 If this proposal was to be implemented there would be little or no impact on the natural environment.

### **Financial Impact**

- 17.20 The full breakdown of the financial analysis is detailed in Appendix 4. Some of this information has been recalculated since the initial pre-appraisal took place. This information gives details on the estimated cost if Ardchattan Primary School was still to be an occupied and operational establishment. However, as Ardchattan Primary School is currently mothballed, the cost for the mothballing is estimated at £2,147 per year. Should the school be reopened, occupied and operational, the running costs per year are estimated at £134,049.
- 17.21 Column 2 of Table 1 shows the projected annual running costs of Ardchattan whilst Column 3 shows the additional impact on Lochnell Primary as the receiving school. The annual recurring savings (or costs) are shown in Column 4.
- 17.22 The main elements included within a school budget are teacher employment costs (i.e. basic salary costs plus related employer's National Insurance and Superannuation contributions plus any relevant individual allowances); Local Government employee costs and an allocation for discretionary expenditure incurred by the school (i.e. educational equipment, materials, staff travel, etc.). Teacher staffing budgets are calculated on an annual basis and within the primary sector are determined, taking cognisance of the SNCT class size maxima, by the number of classes required to provide for the specific number and age of the pupils in each school. When a school ceases to be operational the teacher staffing budget is adjusted (at the appropriate time), per entitlement information from Education HR, with the staffing budget resulting in a nil value.
- 17.23 In line with the national priority of maintaining teacher numbers, the Education Service operates on the basis that supernumerary teachers are redeployed and therefore their salary costs still exist with an increase to the receiving school's budget. On top of this there is estimated to be an increase to Lochnell Primary School's teacher entitlement of 0.1 FTE at a cost of £5,073. The additional pupils transferring to Lochnell would result in an increase to their formula-based discretionary budget of £177. Some of the costs noted in column 3 of Table 1 will not directly impact on Lochnell Primary school but they will be a cost to the Authority as a whole, for example school transport,

and the costs of maintaining the teachers employed in Ardchattan Primary School.

- 17.24 Transport costs for pupils to attend Lochnell Primary School are £19,545. Costs per year to attend Ardchattan Primary School if it were to be reopened are estimated at £16,756 per pupil per year. Costs per pupil per year to attend Lochnell Primary School are £4,596 per pupil per year.
- 17.25 Table 2 contains the notional 30 year lifecycle costs that would arise based on the GIA of the various schools irrespective of the number of pupils accommodated. Lifecycle costs are representative of the cost needed to keep the building in a good state of repair. The cost over the next thirty years therefore to maintain Ardchattan Primary School is £372,498, and for Lochnell Primary School this is £943,593.
- 17.26 Table 3 contains the annual running costs during mothballing of Ardchattan Primary School and these are estimated at £2,147 per year. This includes non-domestic rates, utility costs, insurances, etc. If the school was to be formally closed, this would allow the Council to take steps towards selling the school to a third party or local community.
- 17.27 The transfer of pupils from Ardchattan to Lochnell would impact on the council's Grant Aided Expenditure (GAE) allocation for Primary School Teaching Staff as there would be a reduction in the Percentage of Primary Pupils in Small Schools. This reduction is estimated at £25k. However Argyll and Bute Council is supported through the floor mechanism so would not see a reduction in their overall funding.

### **Summary of educational benefit assessment and statement**

- 17.28 Educational benefits of this proposal, such as the ability for children to participate in a broad range of experiences, the development of the strategic leadership of the head teacher in taking forward improvements in learning and teaching, and the ability to meet the educational, social and emotional needs of the children are significant benefits to this proposal. During the pre-consultation phase, these benefits were explored in detail and details from the community engagement and the findings from the preliminary requirements, to include the alternative proposals and the authorities assessment of other likely effects of the proposal and the reasons for that assessment are attached as appendix 5.
- 17.29 Whilst the positive educational benefits are numerous, there are also some negative aspects which arise from the children attending Lochnell Primary School. These negative aspects are principally around the fact that children have to travel by either bus or car to school. However it is considered that the positive aspects of this proposal outweigh the negative aspect of some travelling for children.

## 18 Equality and Socio Economic Impact

The Council as a public authority has a duty under the Equality Act 2010, the Public Sector Equality Duty 2011, the Fairer Scotland Duty (Part one of the Equality Act) and the Island (Scotland) Act (2018) to have due regard to their provisions when making strategic financial decisions. This is done through assessing the potential impact of the decision on equality through Equality and Socio-Economic Impact Assessments (EQSEIAs).

The Council will undertake the process of assessment during the consultation process in respect of this proposal to ensure that due regard is given to such matters in the decision making process.

## 19 Consultation arrangements

19.1 Prior to formulating a rural school closure proposal under the *Schools (Consultation) (Scotland) Act 2010* (the 2010 Act), as amended, the Education Authority must satisfy the preliminary requirements set out in Section 12A of the 2010 Act. The Authority has previously identified its reasons for formulating a possible proposal, considered whether there were any reasonable alternatives to the possible proposal as a response to those reasons, and assessed each of the options in accordance with Section 12A(2)(c) of the 2010 Act. After considering a paper addressing these preliminary requirements, the Education Authority decided on 11<sup>th</sup> December 2018 that, having specific regard to the reasons for formulating a prospective closure proposal, the option to close Ardchattan Primary School and redraw its catchment area to Lochnell Primary School is the most appropriate response to the specific reasons for the potential proposal.

19.2 This document was considered by the Education Authority on 14 March when it was agreed that it should be adopted as a Relevant Proposal and issued as a basis for consultation. No decision will be taken by the Council on the proposal contained in this paper until after the end of the consultation period. The Council will then receive a report on the consultation and will reach a view on the proposal.

19.3 A summary of this document will be issued free of charge to all of the consultees listed on page 2 of this document and it will also be published on the Council's website:

<https://www.argyll-bute.gov.uk/education-and-learning>

19.4 As part of a consultation process, the Education Authority must publish the proposal paper, advertise it and notify Education Scotland and all of the relevant consultees as prescribed by Schedule 2 of the 2010 Act, inviting them to make representations on the proposal. The consultation period will be from 18<sup>th</sup> March 2019 until the close of business on 17<sup>th</sup> May 2019 which lasts for a minimum of 6 weeks and includes at least 30 school days.

- 19.5 A public meeting will be held at Ardchattan Primary School on 2<sup>nd</sup> May 2019 at 2.30pm. Anyone wishing to attend the meeting and participate is welcome to do so. The meeting will be convened by the Education Authority and the Education Authority will present reasons for bringing forward the proposal. There will be an opportunity for questions to be asked and comments to be made. A note will be taken so that comments can later be summarised and considered. However, the Education Authority will also consider written comments which should be sent to Head of Education, Learning and Teaching, Argyll House, Dunoon, Argyll, PA23 8AJ and should be received no later than 17<sup>th</sup> May 2019.
- 19.6 Written representations may be made on the proposal and the alternatives to the proposal. Written representations may also suggest other alternatives to the proposal.
- 19.7 Following the close of the consultation, the Education Authority will provide Education Scotland with copies of the written representations submitted, a summary of the oral representations made at the public meeting and any other relevant documentation. This will allow Education Scotland to prepare a report on the proposal within a period of 3 weeks.
- 19.8 After receiving Education Scotland's report, the Education Authority will then prepare and publish a Consultation Report in accordance with Sections 9 and 10 of the 2010 Act. The Education Authority will thereafter make its final decision on whether to implement the proposal. The decision will be published a minimum of 3 weeks after publication of the Consultation Report. If the Education Authority makes a closure decision, it shall notify the Scottish Ministers within 6 working days of that decision and publish the fact that the Scottish Ministers have been notified, and that representations can be made to them. The Education Authority would also be required to publish a notice on its website of the decision to implement the proposal and why it has been satisfied that closure is the most appropriate response to the reasons for formulating the proposal.
- 19.9 The Scottish Ministers will have a maximum of 8 weeks to call in any closure decision made by the Education Authority in certain circumstances. This 8 week timeframe would consist of an initial 3 weeks from the date of decision, during which representations can be made to the ministers, and a further 5 weeks for the Scottish Ministers to decide whether to issue a call in notice. During this period the Education Authority will not proceed to implement any closure decision.
- 19.10 If the Scottish Ministers call in a closure proposal, it is referred to the Convener of the School Closure Review Panels. The Convener must constitute a School Closure Review Panel within 7 days for determination. The Education Authority may not implement a closure decision in whole or in part until the Panel has made its determination. It will usually issue a decision within 8 weeks of the Panel being constituted.

19.11 If the School Closure Review Panel refuses to consent to the closure decision, or following publication of the Consultation Report the Education Authority decides not to implement the closure proposal, the Education Authority cannot publish a further closure proposal in relation to the school for 5 years, unless there is a significant change in the school's circumstances.

## **20 Conclusion**

20.1 It is proposed that education provision at Ardchattan Primary School be discontinued with effect from 21<sup>st</sup> October 2019. Pupils of Ardchattan Primary School will continue to be educated at Lochnell Primary School. The catchment area of Lochnell Primary School shall be extended to include the current catchment area of Ardchattan Primary School. The implementation date for this would be October 21<sup>st</sup> 2019.

20.2 This is the best option to address the reasons for the proposals which are:

- Ardchattan Primary School has been mothballed for four years. The school condition will deteriorate with limited budgets for maintenance. The school roll was very low and not predicted to rise in the near future. This continues to be the situation. The annual cost of the mothballing of the building is £2,147;
- Along with several other rural Councils, Argyll and Bute is facing increasing challenges in recruiting staff. At the time of writing there are 14 vacancies for teachers and 2 vacancies for head teachers in Argyll and Bute; and
- The Council needs to allocate its resources in a way that ensures the quality of all of its services.

### **Other Considerations**

- This proposal will bring educational benefits and assist in ensuring that the Education budget is more sustainable into the future;
- The costs per pupil in under-occupied schools are excessively high;
- Schools in the Council area are expensive to maintain and operate;
- Retaining unnessecary accomodation is a serious drain on the resources of the Council and diverts spending from areas that directly affect the educational attainment of pupils;
- There is no realistic possibility at present of the Council being able to bring it's whole school estate up to a satisfactory condition. The present condition is unsustainable and can only be improved by reducing the extent of the estate;
- This proposal sets out the Educational Benefits Statement.

20.3 The Council as a public authority has a duty under the Equality Act 2010, the Public Sector Equality Duty 2011, the Fairer Scotland Duty (Part one of the Equality Act) and the Island (Scotland) Act (2018) to have due regard to their provisions when making strategic financial decisions. This is done through assessing the potential impact of the decision on equality through Equality and Socio-Economic Impact Assessments (EQSEIAs).

The Council will undertake the process of assessment during the consultation process in respect of this proposal to ensure that due regard is given to these matters in the decision making process.

**Douglas Hendry**  
**Executive Director of Customer Services**

**Louise Connor**  
**Head of Education: Learning & Teaching**

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

**For further information contact:**

Alison MacDonald  
Education Manager  
[alison.macdonald@argyll-bute.gov.uk](mailto:alison.macdonald@argyll-bute.gov.uk)

February 2019

## **APPENDICES**

Appendix 1- Consultation Letter  
Appendix 2- Response form  
Appendix 3 - Map  
Appendix 4 - Financial template  
Appendix 5- Options Appraisal

**APPENDIX 1**

***Argyll and Bute Council***

Comhairle Earra Ghàidheal agus Bhòid

**Customer Services**

Executive Director: Douglas Hendry



***Customer Services***

***Kilmory, Lochgilphead, Argyll, PA318RT***

**Telephone:**

**Fax:**

**Our Ref:**

**Ref:**

**If phoning or calling please ask for:**

**e-mail: [@argyll-bute.gov.uk](mailto:@argyll-bute.gov.uk)**

**Council Website: [www.argyll-bute.gov.uk](http://www.argyll-bute.gov.uk)**

**Ardchattan Primary School**

Dear Consultee,

**Review of Education Provision**

**Notice and Summary of Proposal for closing Ardchattan Primary School  
Schools Consultation (Scotland) Act 2010**

**Background**

Argyll and Bute Council, through its Education Service, aims to realise ambition, excellence and equity for all.

The Council is consulting on a proposal to close Ardchattan Primary School. This notice provides a summary of a proposal that you may have an interest in or are required to be notified of, giving you key information about the proposal.

The Council is conducting a public consultation process. This will commence on 18<sup>th</sup> March 2019 and will conclude on 17<sup>th</sup> May 2019. This is the period within which you will be able to make written representations to the Council in respect of the proposal. If you wish your view to be taken account of in the consultation exercise you must submit your written representation within this period. This notice and summary provides further information on where a full copy of the proposal may be obtained or referenced and also advises on how you can make written representations to the Council.

The Council will hold a meeting where officers will be able to provide information on the proposal. The details of the public meeting are contained in this notice and summary.

It is important that everyone we are consulting tells us what they think of the proposal. Please read this notice and summary and then consider the contents of

the proposal document. You can then tell us what you think of the proposal by making written representation and/or by attending the public meeting. This notice and summary tell you how to do that.

### **The Proposal**

It is proposed that education provision at Ardchattan Primary School be discontinued with effect from 21<sup>st</sup> October 2019. Pupils of Ardchattan Primary School will continue to be educated at Lochnell Primary School from 21<sup>st</sup> October 2019. The catchment area of Lochnell Primary School shall be extended to include the current catchment area of Ardchattan Primary School.

### **Reasons for this proposal**

This is the best option to address the reasons for the proposals which are;

- Ardchattan Primary School has been mothballed for four years. The school condition will deteriorate with limited budgets for maintenance. The school roll was very low and not predicted to rise in the near future. This continues to be the situation.
- Along with several other rural Councils, Argyll and Bute is facing increasing challenges in recruiting staff. At the time of writing there are 14 vacancies for teachers and 2 vacancies for head teachers in Argyll and Bute.
- Whilst the school is mothballed, the building is deteriorating with limited budgets for maintenance.

### **The Council's education strategy Our Children Their Future**

Together we will realise ambition, excellence and equality for all.

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

### **Alternatives to the Proposal**

The following alternatives to the proposal were considered at the pre-consultation stage of this process;

- a) Re-open Ardchattan Primary School,
- b) Continued Mothballing of Ardchattan Primary with the pupils zoned to Lochnell School,

- c) Re-open Ardchattan Primary School and realign the catchment area of Lochnell School,
- d) Ardchattan School is reopened and designated as a resource centre for children with additional support needs,
- e) Close Ardchattan Primary School and realign its catchment area to Lochnell Primary School (the Proposal).

Written representations may be made on those alternatives as well as on the proposal.

Written representations on the proposal may suggest other alternatives to the proposal.

### **What will we do?**

We will consult with people by:

- Providing a notice of the consultation and a summary of the proposal to the relevant consultees **this is that notice and summary**
- Placing an advert in the local press
- Putting information on our website <https://www.argyll-bute.gov.uk/education-and-learning>
- Holding public meetings to explain the proposal
- Ask parents, carers, children, young people, Teachers, support staff and others to tell us what they think of the proposals.

### **What to do now?**

- Please read the full proposal document
- Please attend the Public Meeting which will be held on 2<sup>nd</sup> May 2019 at 2.30pm in Ardchattan Primary School.
- Let us know what you think by:
  - Letter to: Education Services  
School Consultations  
Argyll & Bute Council  
Argyll House  
Alexandra Parade  
Dunoon  
PA23 8AJ

Returning the attached response sheet by post or by;

Email to:

Via the website: <https://www.argyll-bute.gov.uk/education-and-learning>

**What next?**

Whilst the Council is engaging in a consultation process in relation to this proposal that does not mean that the proposal will go ahead. It does mean that the Council is engaging in a consultation process to seek your view on the proposal.

All the points raised during the consultation will be carefully considered and Elected Members will then decide if the plan should go ahead.

If the suggestion goes ahead the children would continue to be educated in the schools they currently attend.

Please note that this summary document is for convenience only. Full details of the consultation can be obtained from:

- Council Headquarters, Kilmory, Lochgilphead, Argyll, PA31 8RT
- Education Offices, Argyll House, Dunoon, Argyll, PA23 8AJ
- Public libraries in the vicinities of the schools affected
- Local area offices in the vicinities of the schools affected
- The schools affected by the proposal

Yours sincerely

**Douglas Hendry**  
**Executive Director of Customer Services**

## APPENDIX 2



**Argyll and Bute Council  
Customer Services: Education**

**RESPONSE FORM**

**I wish my response to be considered as confidential with access restricted to Elected Members and Council Officers of Argyll and Bute Council.**

<u><b>Proposal</b></u>	
It is proposed that: Education provision at Ardchattan Primary School be discontinued with effect from 21 October 2019. Pupils of Ardchattan Primary School will continue to be educated at Lochnell Primary School from 21 October 2019. The catchment area of Lochnell Primary School shall be extended to include the current catchment area of Ardchattan Primary School.	
<b>This part of the form must be completed for a valid response:</b>	
Name: (please print)	Address:
	Post Code:
I agree/do not agree (delete which does not apply) that my response can be made publicly available	
Signature:	Date:

**YOUR INTEREST: (please tick)**

Parent <input type="checkbox"/>	Child / Young Person <input type="checkbox"/>	Staff <input type="checkbox"/>	Other * <input type="checkbox"/>
Elected Member / MSP / MP <input type="checkbox"/>	Member of Community Council <input type="checkbox"/>		

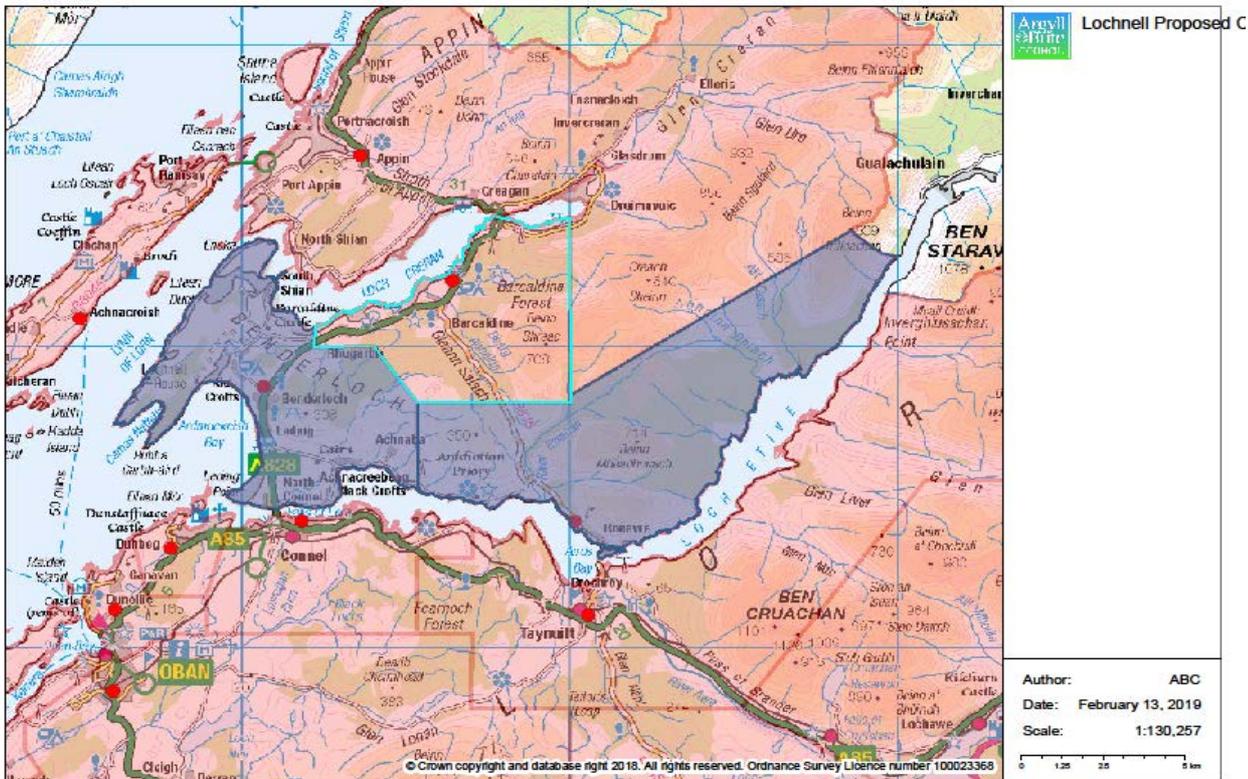
\*Other: (please specify)

**Please state your views on the proposal (continue overleaf if necessary)**

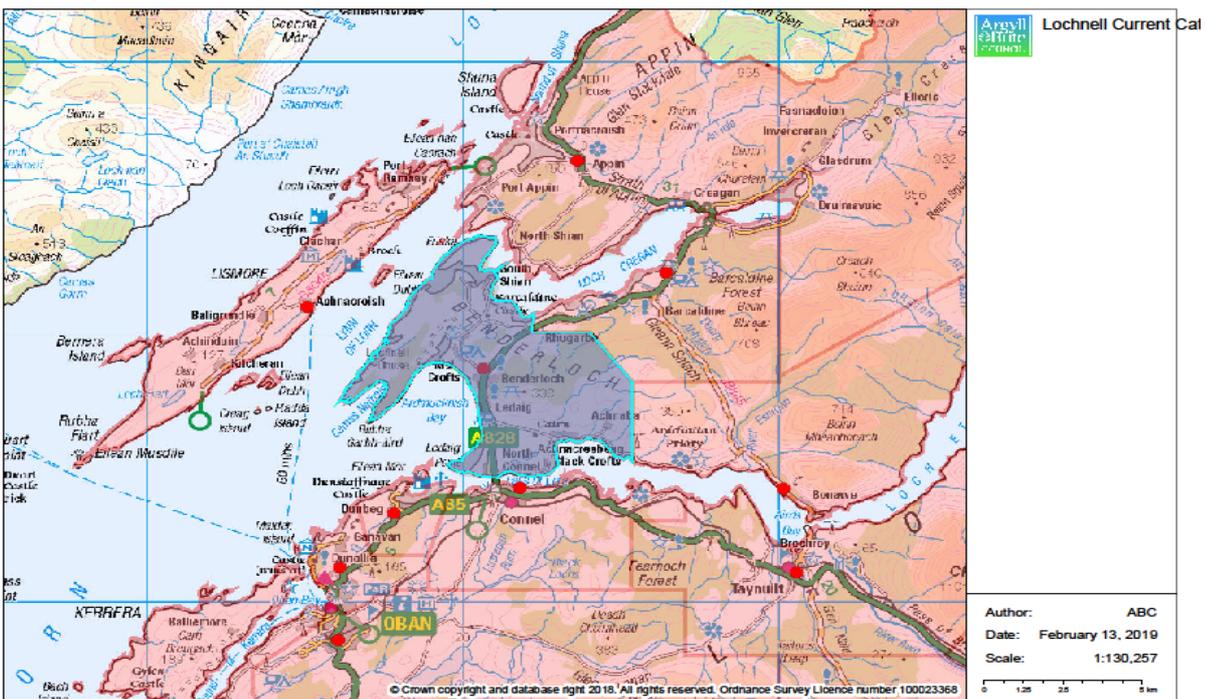
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APPENDIX 3 –

MAP OF PROPOSED CATCHMENT AREA



MAP OF CURRENT LOCHNELL PRIMARY SCHOOL CATCHMENT AREA



## APPENDIX 4 – FINANCIAL TEMPLATE

Table 1

	<b>Projected annual costs for full financial year 2019/20</b>	<b>Additional financial impact on receiving school</b> Lochnell Primary	<b>Annual recurring savings</b> (column 2 minus column 3)
<b>Name of School</b> Ardchattan Primary			
<b>School costs</b>			
<i>Employee costs -</i>			
teaching staff	81,698	86,771	-5,073
support staff	12,277	0	12,277
teaching staff training (CPD etc)	0	0	0
support staff training	0	0	0
Supply costs -	2,345	95	2,250
<i>Building costs:</i>			
property insurance	476	476	0
non domestic rates	702	0	702
water & sewerage charges	211	0	211
energy costs	10,456	0	10,456
cleaning (contract or in-house)	4,557	0	4,557
building repair & maintenance	6,446	0	6,446
grounds maintenance	133	0	133
facilities management costs -	0	0	0
revenue costs arising from capital	0	0	0
other - refuse collection; telephones	562	0	562
<i>School operational costs:</i>			
learning materials	2,934	177	2,757
catering (contract or inhouse)	12,435	3,694	8,741
SQA costs	0	0	0
other school operational costs (e.g. licences)	0	0	0
<i>Transport costs:</i>			
home to school	0	19,545	-19,545
other pupil transport costs	0	0	0
staff travel	0	0	0
<b>SCHOOL COSTS SUB-TOTAL</b>	<b>135,232</b>	<b>110,758</b>	<b>24,474</b>

Income:			
Sale of meals	-1,183	-1,183	0
Lets	0	0	0
External care provider	0	0	0
Other	0	0	0
<b>SCHOOL INCOME SUB-TOTAL</b>	<b>-1,183</b>	<b>-1,183</b>	<b>0</b>
<b>TOTAL COSTS MINUS INCOME FOR SCHOOL</b>	<b>134,049</b>	<b>109,575</b>	<b>24,474</b>

<b>UNIT COST PER PUPIL PER YEAR</b>	<b>16,756</b>	<b>13,697</b>	<b>3,059</b>
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Table 2

Capital costs	School proposed for closure	Receiving school
	Ardchattan Primary	Lochnell Primary
Capital Life Cycle cost	372,498	943,593
Third party contributions to capital costs	0	0

Table 3

Annual Property costs incurred (moth-balling) until disposal	
property insurance	476
non domestic rates	632
water & sewerage charges	160
energy costs	817
cleaning (contract or in-house)	0
security costs	0
building repair & maintenance	0
grounds maintenance	62
facilities management costs	0
other	0
<b>TOTAL ANNUAL COST UNTIL DISPOSAL</b>	<b>2,147</b>

Table 4

Non-recurring revenue costs	
	0
<b>TOTAL NON-RECURRING REVENUE COSTS</b>	

Table 5

Impact on GAE	
The Primary Indicator determining the GAE allocation for Primary School Teaching Staff is based on the number of primary school pupils with the Secondary Indicator being the percentage of pupils in small schools (roll < 70 pupils averaged over 2 years). The pupils from Ardchattan are designated to attend Lochnell which has a roll of > 70 pupils. The additional pupils from Ardchattan will maintain the roll of Lochnell above the small school threshold. There will be a loss of small school GAE for those pupils attending Ardchattan equating to approximately £25k. <b>Argyll and Bute Council, however, is supported by the floor mechanism therefore any calculated reduction in GAE would not have an actual impact on the overall GAE allocation.</b>	25,000
<b>GAE IMPACT</b>	25,000

Appendix 5 Options Appraisal



**CUSTOMER SERVICES:  
EDUCATION**

**OPTIONS APPRAISAL**

**ARDCHATTAN PRIMARY  
SCHOOL**

**1. INTRODUCTION**

On 24 April 2014 Argyll and Bute Council approved the mothballing of Ardchattan Primary School. The Council agreed that if there were no registered pupils by the close of the registration period for session 2016/17 the Council would consult formally on the future of school provision at Ardchattan.

<https://www.argyll-bute.gov.uk/moderngov/ieListDocuments.aspx?CId=257&MId=6147&Ver=4>

On 14<sup>th</sup> December 2017, the Community Services Committee agreed that the Education Service would undertake the required preliminary consultation and an options appraisal, for Ardchattan Primary School. The Community Services Committee received a report on 15<sup>th</sup> March 2018 presenting and outlining details of a potential formal consultation under the Schools (Consultation) (Scotland) Act 2010 (as amended) and a broad timeline of this process.

<https://www.argyll-bute.gov.uk/moderngov/ieListDocuments.aspx?CId=548&MId=7671&Ver=4>

The statutory process for the closure of a rural school is laid out in the Schools (Consultation) (Scotland) Act 2010 as amended by the Children and Young People (Scotland) Act 2014.

The Act, as amended, introduced a presumption against closure of a rural school and details specific requirements which the education authority is required to follow if they are formulating a proposal to close a rural school. This includes the introduction of a preliminary consultation process.

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

Ardchattan Primary School has had zero pupils enrolled since elected members approved the mothballing.

On 14<sup>th</sup> December 2017, Community Services Committee agreed that the Education Service would undertake the preliminary requirements in

relation to considering a rural school closure required and look at an options appraisal for Ardchattan Primary School. This review will enable Community Services: Education to identify and consider the options put forward.

The Schools (Consultation) (Scotland) Act 2010 makes special arrangements in regard to rural schools that is in effect a presumption against their closure. There is a requirement to have special regard to the rural schools factors prior to formulating a proposal to close a rural school. In particular it is necessary to consider any reasonable alternatives before considering closure. It is also necessary to consider the impact on the wider community of a potential closure and the impact of any different travel arrangements. These factors have been considered in this options appraisal.

## **2. REASONS FOR THE PROPOSAL**

An authority that is formulating a rural school closure proposal must satisfy the preliminary requirements set out in section 12A of the 2010 Act before starting to prepare its proposal paper.

1. The Authority's reasons for formulating a proposal are: Ardchattan Primary School has been mothballed for four years. The school roll was very low and not predicted to rise in the near future. This continues to be the situation.
2. Along with several other rural councils, Argyll and Bute is facing increasing challenges in recruiting staff. In October 2018 there were significant vacancies for both Head Teachers and Teachers.
3. Whilst the school is mothballed, the building is deteriorating with limited budgets for maintenance

The Council is required to consider the future of Ardchattan Primary School. The options are explored within this paper.

## **3. BACKGROUND**

Argyll and Bute is an area of outstanding natural beauty sitting within an ancient landscape with a strong cultural identity. Today, the culture of Argyll and Bute is reflected in its traditional industries of fishing, farming and crofting, sports such as shinty and in its world class musicians and artists as well as its modern commercial industries such as wind turbine production and fish farming.

Argyll and Bute is geographically the second largest authority in Scotland. Education is delivered in a range of settings including schools, partnerships and youth services.

### **3.1 Argyll and Bute Corporate Plan**

The Argyll and Bute Corporate Plan identifies Argyll and Bute as an area of Scotland with outstanding places, people and potential for a prosperous future for everyone. Our Council along with our Community Planning Partners, is committed to ensuring that Argyll and Bute's Economic Success is built on a Growing Population.

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

Councils have a statutory responsibility in terms of the Local Government in Scotland Act 2003 to achieve best value. Our Community Services Asset Management Plan provides a review of the property assets used to deliver services. It incorporates the School Estate Management Plan which reflects the local implementation of Building Better Schools: Investing in Scotland's Future, the national school estate strategy developed by the Scottish Government in conjunction with local authorities.

The aspirations, guiding principles and objectives contained within Building Better Schools are reflected throughout Education and Children's Services Asset Management Plan (SAMP) for schools and public buildings, both in the management of the existing assets and in the design and construction of developments.

### **3.2 Our Children Their Future**

Councils, as an Education Authority, have a statutory duty in terms of the Education (Scotland) Act 1980 to make adequate and efficient provision of school education across their entire area for the current school population and future pattern of demand. This is reflected in Our Children, Their Future: Education Vision and Strategy.

### **3.3 Ardchattan and the Local Area - the Ardchattan Primary School Setting**

Ardchattan is a scenically beautiful area, north of Oban, bordering on Loch Etive. Its name derives from the 6th-century Irish monk Saint Cathan, combined with the Gaelic element *Ard-* or heights. Ardchattan

Priory which was founded around the year 1230, is an historic attraction within the parish. The priory's ruins and surrounding gardens are open to the public. In the early 1900s there were about a thousand people living in Bonawe/ Ardchattan. The hub of this community was the Bonawe Quarry which still operates today.

### 3.4 The School within the Community

Ardchattan Primary School has been very active within the community. It has been a focus for social and educational events. The pupils invited the community to attend events on many occasions every year. Whilst being mothballed, the school continues to be used for Community Council Meetings, Friends of Ardchattan School Meetings and other occasional events. There is no other available community space or hall in the area.

### 3.5 Population

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

Table 1: Population Information

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

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

### 3.6 Development and House Building

The current Local Development Plan (LDP) was adopted in March 2015. A new Local Development Plan (LDP2), which will set out planning and development proposals for the next 10 years from 2020 and a vision for 20 years, is currently being prepared. The Argyll and Bute Local Development Plan provides the local planning framework for the Council area, excluding the Loch Lomond and Trossachs National Park area. The Plan is divided into the written statement and

proposals maps. The written statement provides the general policy context against which planning applications for new development proposals should be assessed. This is supported by the proposals maps which show the range of development opportunities and constraints within the area, for example:

- the key development areas i.e. the allocations for housing, industry and business, community facilities and infrastructure;
- the potential areas for future development (Potential Development Areas);
- areas requiring actions such as environmental improvement or regeneration (Areas for Action);
- and environmental designations such as national Scenic Areas, Sites of Specific Scientific Interest (SSSIs), Special Protection Areas and Local Nature Conservation Sites.

*Appendix 1* shows the LDP for Bonawe. Within the Ardchattan/Bonawe LDP there is a designated area suitable for quarrying development whilst there is no area designated specifically for housing development. Within the Lochnell area there are 2 designated areas for housing.

The 'Key Rural Settlement' of Benderloch, where Lochnell Primary School is situated, has a moderate potential for growth with the Council's adopted settlement planning strategy allowing for 'medium scale' development (between 6 and 30 dwelling units) on appropriate sites within the defined settlement boundary. In addition, the settlement of Benderloch currently has two 'Housing Allocations' within its boundaries with an expectation that these could be developed with a combined total of 61 dwellings. There is a further 'Potential Development Area' identified within the settlement boundary which affords the potential for further residential development of the site to a medium to high density. Benderloch is a relatively large settlement consisting of two discrete built-up areas, both of which have the potential to accommodate further 'windfall' development on appropriate sites.

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

*Appendix 2* shows the LDP for Lochnell.

*Appendix 3* provides the key for LDPs.

### **3.7 Ardchattan Primary School**

Ardchattan Primary School was built in 1886 and is an attractive building of local granite in an exceptionally scenic setting. The school is co-educational and non-denominational and has a catchment area extending along the northern shore of Loch Etive including the village of Bonawe. The school has two classrooms, an art area and general purpose room as well as an office, a separate canteen building and a large playground.

*Appendix 4 – Ardchattan Primary School Floor Plan.*

Ardchattan Primary School is 8.3 miles from Lochnell Primary School. The area is sparsely populated with houses along the loch side, farms and the community of Bonawe. The school is situated on the side of a single track road that leads from North Connel to Ardchattan, there is then a further 0.8 of a mile of road leading to Bonawe Quarry where the road ends.

The Scottish Government's Rural School List 2016 classifies Ardchattan Primary School as 'very remote rural'. This is defined as an area with a population of less than 3,000 people, and with a drive time of over 60 minutes to a settlement of 10,000 or more. Ardchattan Primary is one of a group of over 20 primaries associated with Oban High School.

### **3.8 Lochnell Primary School**

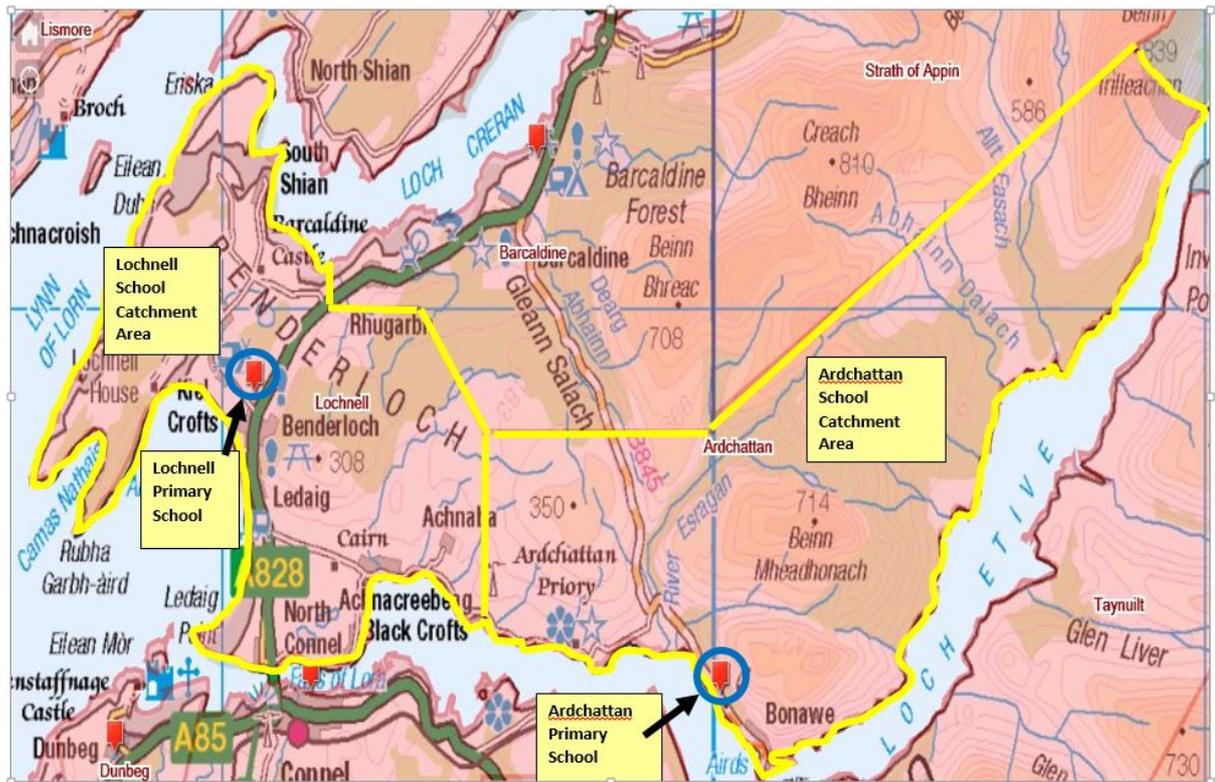
Following the mothballing of Ardchattan Primary School children attend either Lochnell Primary School or Dunbeg Primary School. Lochnell Primary School is a non-denominational and co-educational school situated in the village of Benderloch on the main Oban to Fort William road. The building is single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

*Appendix 5 - Lochnell Primary School Floor Plan.*

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

The Lochnell Primary School building has facilities for pupils, visitors and special access needs. The Scottish Government’s Rural School List 2016 classifies Lochnell Primary School as ‘remote rural’. Oban High School is the associated Secondary School for Ardchattan, Lochnell and over 20 other Primary Schools.

The Map below shows the adjoining catchment areas of Ardchattan and Lochnell Primary Schools Catchment Areas:



### 3.9 Pupil Numbers

Pupil projections, and data for 2017 - 2018 are based on the 2017 pupil census, a return prepared annually for the Scottish Government. Past pupil numbers are historic data from past pupil censuses. Pupil projections for future P1 intakes are from NHS data taken from children registered with GP practices in the area. This data is anonymised.

Table 2 shows the historic and current pupil numbers for both Ardchattan and Lochnell primary schools:

Table 2:	Ardchattan PS	Lochnell PS
	Roll	Roll
<b>Capacity</b>	57	148
<b>2005-06</b>	13	79
<b>2006-07</b>	10	80

<b>2007-08</b>	12	92
<b>2008-09</b>	10	92
<b>2009-2010</b>	9	87
<b>2010-2011</b>	5	92
<b>2011-2012</b>	3	96
<b>2012-2013</b>	3	101
<b>2013-2014</b>	4	112
<b>2014-2015</b>	0	109
<b>2015-2016</b>	0	114
<b>2016-2017</b>	0	124
<b>2017-2018</b>	0	130

Table 3 shows projected rolls for Lochnell Primary School and estimated numbers of pupils in the Ardchattan Primary School catchment area according to figures held by Argyll and Bute Council:

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

\* A prediction based on information available May 2018.

#### **4. COMMUNITY ENGAGEMENT**

##### **4.1 Meetings**

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

##### **4.2 Content of Meetings**

Attendees at the meetings were given an overview of the information that the council would be using in this options appraisal, this included

pupil projections, financial information, development information and local services and facilities.

The questions were as follows:

*Over the last three years, what has been the effect of mothballing Ardchattan School on you, your family and community?*

*In your view what are the pros/cons of the following options:*

- *Continue with mothballing*
- *Re- open the school*
- *Close the school*
- *Re-open the school but widen the catchment*

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

### **4.3 Feedback**

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

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

The Community is disappointed that buildings have been neglected:

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

Parents stated:

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

The young people stated:

- *Community events stopped.*
- *Make the building a community shop, café, museum*
- *Reopening is not an option because there are not enough pupils to make it viable*
- *Moving the catchment area is not an option because people travel out of the Bonawe area towards Oban / Benderloch to go to work – not many travel the other way.*

- *In a very small school you have arguments and fall out then have to fall in again – so that's OK.*
- *If the school reopened we could walk to school.*
- *A family decision was made to attend another school due to friendships made at Nursery.*

General Comments:

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

## **5.0 THE PROPOSAL AND REASONABLE ALTERNATIVES TO THE PROPOSAL AS CONSIDERED BY THE COMMUNITY ENGAGEMENT**

Ardchattan Primary School has been mothballed for four years. The school roll was very low and not predicted to rise in the near future. This continues to be the situation. There is very little support for the reopening of the school.

Whilst the building is mothballed it continues to deteriorate. The Community is very proactive and is planning a future for the building. Along with several other rural councils, Argyll and Bute is facing increasing challenges in recruiting staff. In October 2018 there were significant vacancies for both Head Teachers and Teachers.

The Council is required to consider the future of Ardchattan Primary School. The following options are explored within this paper:

- a) Re-open Ardchattan Primary School.
- b) Continued Mothballing of Ardchattan Primary with the pupils zoned to Lochnell School.
- c) Re-open Ardchattan Primary School and realign the catchment area of Lochnell School.
- d) Ardchattan School is reopened and designated as a resource centre for children with additional support needs.

- e) Close Ardchattan Primary School and realign its catchment area to Lochnell Primary School (The Proposal).

## 6. OPTION A: RE-OPEN ARDCHATTAN PRIMARY SCHOOL

### 6.1 Community Feedback

The majority of people who attended the consultation were not in favour of reopening Ardchattan Primary as a school. They commented on how well pupils had settled in to other schools with developed friendships and on the sustainability of the school with respect to low numbers:

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

*‘Lochnell is super school the children are happy where they are.’*

*‘Without a nursery/ preschool – the school will never pick up again’.*

*‘The pupil numbers were low and this made a school unsustainable’.*

There was one family who expressed a preference to reopen:

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

### 6.2 Pupil Numbers

If the school were to reopen in August 2019, the maximum pupil numbers from the catchment would be six. Pupils currently within the catchment area attend Lochnell, Dunbeg and Strath of Appin (Gaelic Medium Education) Primary Schools. It has been stated by several families that their children would not return to attend Ardchattan Primary School if it were to re-open. Their children have settled into their new schools with developed friendships. There may be a negative impact on children if they were to be moved from their current school.

If the school were to reopen sustainability may not be viable due to the fact that pupil numbers over the next four years are not predicted to rise and are well below the capacity of the school building.

Table 4: Pupil Numbers

Ardchattan Primary	2018/2019	2019/2020	2020/2021	2021/2022
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Approved Capacity	57	57	57	57
Roll Projection	6	6	5	6

### 6.3 Financial Information

The total amount including employee; premises; supplies and services and catering consideration to re-open the school is **£114,760<sup>1</sup>**

The cost to bring the property to an acceptable standard to re-open the school is **£190,000<sup>2</sup>**

### 6.4 Assessment of Rural Factors

The reasons for the proposal are as stated at Section 2 of this Report. There is no expectation for the pupil numbers at Ardchattan Primary School to increase. Ardchattan Primary School is currently mothballed and the pupils are rezoned to other schools. To reopen the school would not increase the pupil numbers.

#### 6.4.1 *Community Impact*

The reopening of the school would enable the premises to be used by the community. It would also be a possibility that the school pupils would invite the community in to specific events. The presence of a school and the facilities/activities that may be offered could make the area a more attractive place to live. Reopening the school may therefore encourage families with school age children to move to the community. This in turn may make the community more sustainable.

However the community have demonstrated no wish for the school to reopen. Almost all who attended the community engagement indicated the need for the school to become a facility for the community to use rather than an educational establishment.

There have been several community events held at the school including Community Council Meetings and social events run by Friends of Ardchattan School. All of which have been reported to be well attended. There was minimal environmental impact in relation to transport as many participants came on foot, as the building is situated centrally within the community. Respondents

<sup>1</sup> Annual costs for running a comparative school for Ardchattan.

<sup>2</sup> No inflation adjustment applies to estimates.

noted the negative impact of the school mothballing on the community as:

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

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

If the school were to reopen as an educational establishment there would be an economic impact with respect to the considerable expenditure needed to bring the building up to standard. There would also be costs relating to staffing, and ongoing maintenance. Maintenance and building costs would also have to be met by the community if the school were to reopen as a community hub. The reopening of the school and the potential relocation of families may have a positive effect on the wider economy of the community.

#### 6.4.2 Travel Arrangements

The travel distance from Ardchattan Primary to Lochnell Primary is 8.3 miles via the B845, or 10.2 miles via the A828. Travel time is approximately twenty minutes. The travel arrangements have been in place for almost four years, travel is an accepted aspect of living in the Bonawe community. If Ardchattan Primary School was to reopen there could be a positive impact on the health and wellbeing and education of pupils who are able to walk or cycle to school. Staff would either travel to the school by car, or if they live locally could walk or cycle. There may be a positive environmental impact as the use of vehicles to transport pupils may decrease. Conversely, there could be increased car usage by staff which may mean these travel arrangements have a negative environmental impact. The positive and negative impact may balance.

### 6.5 **Educational Benefits**

The principles of Curriculum for Excellence recognise the professionalism of teachers and the importance of this in exercising the freedom and responsibility associated with broader guidance. This means that schools are able to design their curriculum to meet the specific needs of their children and community. There are no specific

educational benefits from reopening the school as all schools implement Curriculum for Excellence ensuring effective learning and teaching which is matched to the needs of children.

With respect to outdoor learning community spaces could be used either in the school grounds or in the immediate neighbourhood if the school were to reopen. Outdoor learning is provided by all schools.

There would be issues with respect to the current condition and suitability of the school buildings and facilities which would negatively impact learning and teaching.

## 6.6 Summary

The majority of people who attended the consultation were not in favour of reopening Ardchattan Primary as a school. If the school reopened, pupil numbers would be six, as of the September 2017 census, and this is not predicted to increase over the next three years. *Several families have indicated they would not move their children back to Ardchattan Primary if the school reopened.*

There are financial implications if the school is to be reopened. The total amount including employee; premises; supplies and services and catering consideration to re-open the school is **£114,760<sup>3</sup>**, with the cost to bring the property to an acceptable standard to re-open the school is **£190,000<sup>4</sup>**.

If the school was to be reopened, the premises would be able to be used by the community as a hub, in addition to its use as an educational facility. The reopening of the school may encourage families with school age children to move to the community, which may make the community more sustainable.

The travel distance from Ardchattan Primary to Lochnell Primary is 8.3 miles via the B84, or 10.2 miles via the A828. Travel time is approximately twenty minutes. Adverse weather can be a factor, however this is the same for other local schools and areas. The travel arrangements have been in place for more than four years. Should the school reopen, there may be a positive environmental impact as the use of vehicles to transport pupils may decrease. Conversely, there could be increased car usage by staff which may mean these travel arrangements have a negative environmental impact. The positive and negative impact may balance.

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<sup>3</sup> Annual costs for running a comparative school for Ardchattan.

<sup>4</sup> No inflation adjustment applies to estimates.

There are no specific educational benefits from reopening the school as all schools implement Curriculum for Excellence ensuring effective learning and teaching which is matched to the needs of children.

When considering the above alongside projected low pupil numbers, the challenges in recruiting teaching staff and the considerable expenditure needed to bring the building up to standard, the lack of local support for reopening Ardchattan Primary School this is not a reasonable option.

## **7. OPTION B: CONTINUED MOTHBALLING OF ARDCHATTAN PRIMARY SCHOOL WITH PUPILS ZONED TO LOCHNELL PRIMARY SCHOOL**

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

### **7.1 Community Feedback**

There are many ideas for the future of the building being taken forward by Friends of Ardchattan School as a real hub for community life. There was a significant view at the community meeting that mothballing the school over a long period is wasteful due to deterioration of the property and should not be prolonged:

*‘The school house has been abandoned and is now decaying rapidly.’*

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

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

### **7.2 Pupil Numbers**

Pupil numbers are not projected to increase over the next 4 years, as per Table 4 above.

### **7.3 Financial Information**

The current annual cost (2018/19) to the Council of the mothballed Ardchattan Primary School is **£1,035**. This includes electricity, heating

oil, and ground maintenance but does not include building maintenance and repair costs. Neither does it take account of the cost to bring the property to an acceptable standard to re-open the school which is **£190,000<sup>5</sup>**. The current annual transport cost of taking pupils to alternative schools is **£44,187**.

#### **7.4 Assessment of Rural Factors**

The reasons for the proposal are as stated at Section 2 of this Report. There is no expectation for the pupil numbers at Ardchattan Primary School to increase. Ardchattan Primary School is currently mothballed and the pupils are rezoned to other schools. To reopen the school would not increase the pupil numbers.

##### **7.4.1 Community Impact**

If pupils are to continue their education in Lochnell Primary School there would be no change to the current impact on the community. If the mothballing of Ardchattan was to continue the building would deteriorate further and eventually become unavailable to the community to hold and develop events. This could have a detrimental effect on the sustainability of the community. At present the buildings and grounds are available for community use. For example, Ardchattan School has been used for several community events, these include Community Council meetings, Friends of Ardchattan School meetings and information gathering meeting for the future plans of the building. The community view the buildings and grounds as an opportunity to develop a community hub and there were multiple suggestions for possible usage. This may make the area a more attractive place to live.

There would be no change to the current economic impact of maintaining the mothballed Ardchattan Primary School. The current annual cost (2018/19) to the Council is **£1,035**. This includes electricity, heating oil, and ground maintenance but does not include building maintenance and repair costs. The current annual transport cost of taking pupils to alternative schools is **£44,187**.

##### **7.4.2 Travel Arrangements**

There is no change to the travel arrangements that are currently in place nor to the environmental impact from these. The travel distance from Ardchattan Primary to Lochnell Primary is 8.3

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<sup>5</sup> No inflation adjustment applies to estimates.

miles via the B845, or 10.2 miles via the A828. Travel time is approximately twenty minutes. The travel arrangements have been in place for almost four years. Travel is an accepted aspect of living in the Bonawe community. The continued mothballing would have little effect on current staff travel. The small number of children has minimal effect on staffing within the receiving primary schools.

## **7.5 Educational Benefits**

The principles of Curriculum for Excellence recognise the professionalism of teachers and the importance of this in exercising the freedom and responsibility associated with broader guidance. This means that schools are able to design their curriculum to meet the specific needs of their children and community. There are no specific educational benefits from reopening the school as all schools implement Curriculum for Excellence ensuring effective learning and teaching which is matched to the needs of children.

Both Lochnell and Ardchattan are remote rural schools. Each school is set within a remote rural area (Scottish Government classification). Children from Ardchattan area, attending Lochnell Primary School are benefitting from the rural broader environment, whilst not moving their learning to a school that is completely different to their home environment. Outdoor learning is currently provided at Lochnell.

The co-location of the nursery and the primary classes at Lochnell enhances the transition process for the children moving from Nursery in to Primary one, through joint educational processes and liaison between the two settings. Transition to secondary school is enhanced through joint planning and educational experiences.

## **7.6 Summary**

The majority of people who attended the consultation were not in favour of continuing the four year mothballing of Ardchattan Primary School. There was a significant view at the community meetings that mothballing the school over a long period was wasteful due to deterioration of the property and potentially affected sustainability of the community. Pupil numbers are not predicted to rise in terms of pre-school children living within the catchment area. Mothballing had no positive impact on the reasons for the proposal.

The current annual cost (2018/19) to the Council of the mothballed Ardchattan Primary School is **£1,035**. This includes electricity, heating oil, and ground maintenance but does not include building maintenance

and repair costs. Neither does it take account of the cost to bring the property to an acceptable standard to re-open the school which is **£190,000<sup>6</sup>**. The current annual transport cost of taking pupils to alternative schools is **£44,187**.

The travel distance from Ardchattan Primary to Lochnell Primary is 8.3 miles via the B84, or 10.2 miles via the A828. Travel time is approximately twenty minutes. Adverse weather can be a factor, however this is the same for other local schools and areas. The travel arrangements have been in place for more than four years. Should the school continue to be mothballed these travel arrangements would continue.

There are no specific educational benefits from continuing the mothballing of the

On the basis that pupil numbers are not expected to increase and the buildings, mothballing is not of benefit to the community or the Council, therefore continued mothballing is not viewed as a reasonable option.

## **8. OPTION C: RE-OPEN ARDCHATTAN PRIMARY SCHOOL AND REALIGN THE CATCHMENT AREA OF LOCHNELL PRIMARY SCHOOL**

### **8.1 Community Feedback**

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

When considering the option to realign the catchment area of Ardchattan, the boundary for Ardchattan School has been hypothetically moved west to include the area of North Connel east of the A828.

Community views are:

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

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<sup>6</sup> No inflation adjustment applies to estimates.

*'I believe the catchment area for this school and physical location restrict reopening options for this school.'*

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

## **8.2 Pupil Numbers**

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

## **8.3 Financial Information**

The total amount including employee; premises; supplies and services and catering consideration to re-open the school is **£114,760<sup>7</sup>** per annum.

To bring the property to an acceptable standard to re-open the school would cost **£190,000<sup>8</sup>**.

The cost to use minibuses to transport the children to Ardchattan Primary School would be **£66,000<sup>9</sup>** (These transport costs are calculated assuming the boundary has moved to include all children who live to the east of the A828).

There would also be a financial cost associated with the recruitment of additional staff and ongoing associated costs.

## **8.4 Assessment of Rural Factors**

The reasons for the proposal are as stated at Section 2 of this Report. There is no expectation for the pupil numbers at Ardchattan Primary School to increase. Ardchattan Primary School is currently mothballed and the pupils are rezoned to other schools.

To reopen Ardchattan Primary School **and** realign the catchment area of Lochnell School would increase the pupil numbers, if families were to send their children to Ardchattan Primary School.

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<sup>7</sup> Annual costs for running a comparative school for Ardchattan.

<sup>8</sup> No inflation adjustment applies to estimates.

<sup>9</sup> This would be the cost of three mini buses.

#### 8.4.1 Community Impact

The reopening of the school would enable the premises to be used by the community. It would also be a possibility that the school pupils would invite the community in to specific events. The presence of a school and the facilities/activities that may be offered could make the area a more attractive place to live. Reopening the school may therefore encourage families with school age children to move to the community. This in turn may make the community more sustainable. However, the community has given very little support for this option.

If the school were to reopen as an educational establishment there would be an economic impact with respect to the considerable expenditure needed to bring the building up to standard. There would also be costs relating to staffing, and ongoing maintenance. The reopening of the school and the potential relocation of families may have a positive effect on the wider economy of the community.

#### 8.4.2 Travel Arrangements

The travel distance from Ardchattan Primary to Lochnell Primary is 8.3 miles via the B845, or 10.2 miles via the A828. Travel for children within this new boundary would be less than twenty minutes and would be a new 'bus route'. Therefore, appropriate risk assessments would be necessary. Travel is an accepted aspect of living in the Bonawe community.

If Ardchattan Primary School was to reopen there could be a positive impact on the health and wellbeing and education of pupils who are able to walk or cycle to school. Local members of staff could also walk or cycle to school. There would be an increase in the number of pupils at the school and therefore an increase in staff numbers. There could be increased car usage by staff resulting in a negative environmental impact.

### **8.5 Educational Benefits**

The principles of Curriculum for Excellence recognise the professionalism of teachers and the importance of this in exercising the freedom and responsibility associated with broader guidance. This means that schools are able to design their curriculum to meet the specific needs of their children and community. There are no specific educational benefits from reopening the school as all schools implement Curriculum for Excellence ensuring effective learning and teaching which is matched to the needs of children.

Both Lochnell and Ardchattan are remote rural schools. Each school is set within a remote rural area (Scottish Government classification). Children from Ardchattan area, attending Lochnell Primary School are benefitting from the rural broader environment, whilst not moving their learning to a school that is completely different to their home environment. Outdoor learning is currently provided at Lochnell.

The outdoor facilities either in the school grounds or in the immediate neighbourhood would offer the opportunity to develop a curriculum that maximises the use of the local environment supporting the individual needs of the learners.

## 8.6 Summary

The majority of people who attended the consultation were not in favour of reopening Ardchattan Primary as a school, and realigning the catchment area of Lochnell Primary School due to the remote nature of the school's location.

There are financial implications if the school is to be reopened. The total amount including employee; premises; supplies and services and catering consideration to re-open the school is **£114,760<sup>10</sup>**, with the cost to bring the property to an acceptable standard to re-open the school is **£190,000<sup>11</sup>**.

If the school was to be reopened, the premises would be able to be used by the community as a hub, in addition to its use as an educational facility. The reopening of the school may encourage families with school age children to move to the community, which may make the community more sustainable.

The travel distance from Ardchattan Primary to Lochnell Primary is 8.3 miles via the B84, or 10.2 miles via the A828. Travel for children within this new boundary would be less than twenty minutes and would be a new 'bus route'.

There are no specific educational benefits from reopening the school as all schools implement Curriculum for Excellence ensuring effective learning and teaching which is matched to the needs of children.

Due to the geographic location of this remote rural primary school it is unlikely that the catchment area could be made more sustainable. While this option could in theory contribute to sustainability of the

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<sup>10</sup> Annual costs for running a comparative school for Ardchattan.

<sup>11</sup> No inflation adjustment applies to estimates.

community that may not be the case as most pupils in the neighbouring catchment area travel in the direction of Benderloch or Oban - that is towards the larger centres of population, and not towards Bonawe. It would require pupils who are presently settled in Lochnell Primary School to move to Ardchattan Primary School. Ardchattan families have stated they would not move their children back to Ardchattan if it reopened. All families would be entitled to submit a placing request to attend Lochnell Primary School. It is unlikely that pupil numbers would increase significantly.

When considering the above alongside the challenges in recruiting teaching staff, the considerable expenditure needed to bring the building up to standard and the lack of local support for reopening Ardchattan Primary School, this is not a reasonable option.

## **9. OPTION D: ARDCHATTAN SCHOOL IS RE-OPENED AS A RESOURCE CENTRE FOR CHILDREN WITH ADDITIONAL SUPPORT NEEDS**

### **9.1 Community Feedback**

*'The school has good outdoor facilities including a poly tunnel, climbing area, football pitch, tennis court, pond and extensive garden area with access to the hill woodland and path. Wildlife is abundant and this should be considered when making a decision about the future of the school.'*

*'Through spending time at Ardchattan Primary School we have realised how special the area is. It is rich in wildlife, peaceful and a pleasant place to do activities.'* *'In our rural area and restricted house and garden, there are limited opportunities for sports and leisure locally.'*

*'Ardchattan is a place where a child can cope. Staying in is detrimental to the health of children and their carers'*

### **9.2 Pupil Numbers**

It is not possible at this stage to give an indication of projected pupil numbers for this option as the majority of pupils with additional support needs are educated within other existing schools.

### **9.3 Financial Information**

The cost to equip a small sensory room for a child with significant needs is in excess of **£5000**. To equip a whole school would cost significantly more.

The total annual running cost - including employee; premises; supplies and services and catering consideration is **£114,760**.

The cost to bring the property to an acceptable standard is **£190,000**. daily - **£22,000**. Bringing children from a wider catchment would cost significantly more. Escorts would also be required.

#### **9.4 Assessment of Rural Factors**

The reasons for the proposal are stated at Section 2 of this report. There is currently no expectation for the pupil numbers to increase. Ardchattan Primary School is mothballed and the pupils all attend other schools. As it is considered best practice that the needs of most of our young people are met within the mainstream context, either in class or in a learning centre, this option would not increase the pupil numbers.

##### **9.4.1 Community Impact**

The community's wish for the building to be used for a positive purpose would be met by this option. However, areas of the school may not be available for let due to the requirement for specialist equipment/areas. This option would also ensure the building and facilities are returned to a reasonable standard. This option may offer some local employment contributing to the sustainability of the community. However the school would not be a mainstream school, thus not meeting best practice for educating pupils with additional support needs, most local children would continue to travel out of the area to school and therefore may not add to the attractiveness for families moving to the village or ultimately to the local community's sustainability.

If the school were to reopen as an educational establishment there would be an economic impact with respect to the considerable expenditure needed to bring the building up to standard. There would also be costs relating to staffing, and ongoing maintenance. The reopening of the school and the potential relocation of families may have a positive effect on the wider economy of the community. There may be additional travel costs associated with specialist vehicles that may be required.

##### **9.4.2 Travel Arrangements**

Travel for children within this type of school catchment would be variable. Appropriate risk assessments for children with additional support needs would be necessary. Staff would travel by car, there would be multiple car journeys considering staffing levels for a specialist school. Local children would continue to travel out to school

whilst pupils attending the school would travel inwards. This would have a negative environmental impact.

### **9.5 Educational Benefits**

The principles of Curriculum for Excellence recognise the professionalism of teachers and the importance of this in exercising the freedom and responsibility associated with broader guidance. This means that schools are able to design their curriculum to meet the specific needs of their children and community. There are no specific educational benefits from reopening the school as all schools implement Curriculum for Excellence ensuring effective learning and teaching which is matched to the needs of children.

The outdoor facilities either in the school grounds or in the immediate neighbourhood would offer the opportunity to develop a curriculum that maximises the use of the local environment supporting the individual needs of the learners.

### **9.6 Summary**

It is considered best practice that the needs of most of our young people are met within the mainstream context, either in class or in a learning centre. This is both authority and national practice. When considering the above alongside the likely neutral impact of sustainability, negative environmental impact, challenges in recruiting teaching staff and the considerable expenditure needed to equip and bring the building up to standard, and the lack of local support for reopening Ardchattan Primary School, this is not a reasonable option.

## **10. OPTION E: CLOSE ARDCHATTAN PRIMARY SCHOOL AND REALIGN ITS CATCHMENT AREA TO LOCHNELL PRIMARY SCHOOL**

### **10.1 Community Feedback**

The majority of people who attended the consultation were not in favour of reopening Ardchattan Primary as a school. They commented on how well pupils had settled in to other schools with developed friendships and on the sustainability of the school with respect to low numbers. Comments in relation to the closure of Ardchattan Primary School and attendance at Lochnell Primary School were very positive:

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

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

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

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

One comment observed the interactions of the children in the village as children have opted to attend different schools:

*'Children have become disconnected from each other and the community - they travel to different schools via different transport arrangements and they don't know each other.'*

Another commented on the school premises and potential for this to become a community asset:

*'The school buildings should be looked after as the only public space asset in the Bonawe area. The school has beautiful grounds and is a rich habitat for wildlife.'*

The Ardchattan/Bonawe community and Friends of Ardchattan School are actively pursuing options for use of the building as a community hub.

## 10.2 Pupil Numbers

Table 5: Schools Occupancy:

<i>Lochnell Primary</i>	<i>2018/2019</i>	<i>2019/20</i>
<i>Approved Capacity</i>	<i>154</i>	<i>154</i>
<i>Lochnell Projected Roll</i>	<i>127</i>	<i>128</i>
<i>Ardchattan Projected Roll</i>	<i>6</i>	<i>5</i>
<i>Total Roll Projection</i>	<i>129</i>	<i>128</i>
<i>Lochnell Occupancy</i>	<i>83.7%</i>	<i>83%</i>

Pupils from Ardchattan Primary catchment area currently attend Dunbeg Primary School, Lochnell Primary School and the Gaelic

Medium Department in Strath of Appin Primary School. The current occupancy rate for Lochnell School including six pupils from Ardchattan catchment area is 83.7%.

### **10.3 Financial Information**

The annual cost to transport pupils to alternative schools is **£44,187**.

The annual transport cost for six pupils to travel to Lochnell Primary School is **£18,152**.

### **10.4 Assessment of Rural Factors**

The reasons for the proposal are as stated at Section 2 of this Report. There is no expectation for the pupil numbers at Ardchattan Primary School to increase. Ardchattan Primary School is currently mothballed and the pupils are rezoned to other schools. To reopen the school would not increase the pupil numbers.

#### **10.4.1 Community Impact**

The community overwhelmingly supported closure of the school with the building and adjoining grounds being retained for community use. Within the Ardchattan/Bonawe there is no hall or other community building. All people who attended the consultation strongly stated the school building should be retained for community use and not allowed to fall in to further disrepair, as that would adversely impact on the community's access to the premises. It is accepted that school closure may have an adverse effect on a community, a vibrant community hub could be an asset to a community. This could potentially have a very positive impact on sustainability of the community if this option were to progress. If the Community wished to create a community hub, they would require to find a mechanism to acquire the property from the Council and deliver that aspiration. The buildings forming the school premises are situated within walking distance of the village.

#### **10.4.2 Travel Arrangements**

The travel distance from Ardchattan Primary to Lochnell Primary is 8.3 miles via the B84, or 10.2 miles via the A828. Travel time is approximately twenty minutes. The travel arrangements have been in place for almost four years. Travel is an accepted aspect of living in the Bonawe community. This option would have no effect on the current travel arrangements of staff and pupils. The

closure of Ardchattan Primary School, in terms of travel would have a neutral effect on the environment. The current annual transport cost for six pupils to travel to Lochnell Primary School is **£18,152**. The current annual transport cost of taking pupils to alternative schools is **£44,187**.

### **10.5 Educational Benefits**

The principles of Curriculum for Excellence recognise the professionalism of teachers and the importance of this in exercising the freedom and responsibility associated with broader guidance. This means that schools are able to design their curriculum to meet the specific needs of their children and community. There are no specific educational benefits from reopening the school as all schools implement Curriculum for Excellence ensuring effective learning and teaching which is matched to the needs of children.

Both Lochnell and Ardchattan are remote rural schools. Each school is set within a remote rural area (Scottish Government classification). Children from Ardchattan area, attending Lochnell Primary School are benefitting from the rural broader environment, whilst not moving their learning to a school that is completely different to their home environment. Outdoor learning is currently provided at Lochnell. The pupils are then transitioning to Oban High School with an established friendship group.

In Lochnell Primary School children are taught in classes composed of children from more than one year group. Children benefit from being part of a social context in which they can build relationships with different groups and individuals, develop social skills, meet challenges and exercise responsibilities as members of a social group. They are able to interact and socialise with groups of children of their own gender, take part in team activities and move with their peers to secondary school.

### **10.6 Summary**

The majority of people who attended the consultation commented on how well pupils had settled into other schools they attend and were not in favour of reopening Ardchattan Primary as a school, and realigning the catchment area of Lochnell Primary School due to the remote nature of the school's location. They also commented on the potential for the school premises to be used as a community asset.

Current capacity for Lochnell Primary School including the six pupils from Ardchattan Primary School is 83.7%. The annual cost to transport pupils to alternative schools is **£44,187**. The annual transport cost for six pupils to travel to Lochnell Primary School is **£18,152**.

The travel distance from Ardchattan Primary to Lochnell Primary is 8.3 miles via the B84, or 10.2 miles via the A828, and this option would have no effect on the current travel arrangements of staff and pupils. The closure of Ardchattan Primary School would have a neutral effect on the environment. Lochnell School currently accommodates pupils from Ardchattan School and pupil numbers are not projected to increase significantly. Lochnell Primary has capacity to continue to accommodate the projected pupil numbers.

In Lochnell Primary School, children benefit from a positive learning environment with learning and teaching which is better matched to the needs of the young people who attend the school. In addition there are more opportunities for personal and social development in this setting.

This has been identified as a reasonable option for further consideration.

## 11. OVERVIEW OF OPTIONS

Option	Option Description	Outcome
A	Re-open Ardchattan Primary School with the existing catchment area	Not a reasonable option.
B	Continued Mothballing of Ardchattan Primary School with the pupils zoned to Lochnell Primary School	Not a reasonable option.
C	Re-open Ardchattan Primary School and realign the catchment area of Lochnell School to include pupils in the North Connel area to the east of the A828.	Not a reasonable option
D (Community Suggestion)	The school is re-opened and designated as a resource centre for children with additional support needs.	Not a reasonable option
E	Close Ardchattan Primary School and realign the catchment area of Lochnell Primary School to include the catchment area for Ardchattan	A reasonable option with strong representation that the school becomes a facility the community can develop.

## 12. DETAILED ANALYSIS OF REASONABLE OPTION: CLOSE ARDCHATTAN PRIMARY SCHOOL AND REALIGN THE CATCHMENT AREA FOR LOCHNELL PRIMARY SCHOOL TO INCLUDE THE FORMER ARDCHATTAN CATCHMENT AREA

### 12.1 Pupil Projections

<i>Lochnell Primary</i>	<i>2018/2019</i>	<i>2019/20</i>
<i>Approved Capacity</i>	<i>154</i>	<i>154</i>
<i>Lochnell Projected Roll</i>	<i>127</i>	<i>128</i>
<i>Ardchattan Projected Roll</i>	<i>6</i>	<i>5</i>
<i>Total Roll Projection</i>	<i>129</i>	<i>128</i>
<i>Lochnell Occupancy</i>	<i>83.7%</i>	<i>83%</i>

### 12.2 Educational Benefits

This statement focusses on Lochnell Primary School, which is the school the majority of the Ardchattan Pupils have been attending since August 2014.

#### 12.2.1 Learning and Teaching

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

In Lochnell Primary School, children are encouraged to be eager and active participants who are engaged, resilient and highly motivated during their learning. Children know that their views are sought, valued and acted upon. The learning environment encourages high level of achievement, providing a wide range of opportunities for children to achieve their full potential within the four contexts of learning.

In Lochnell Primary School children may be taught in classes composed of children from more than one year group. Children benefit from being part of a social context in which they can build relationships with different groups and individuals, develop social skills, meet challenges and exercise responsibilities as members of a social group. They are able to interact and socialise with groups of children of varying sizes and composition, take part in team activities and move with their peers to secondary school.

There is a continual challenge for all schools to deliver a school improvement agenda and deliver effectively the principles and outcomes of curriculum for excellence. The National Improvement Framework priorities include raising attainment for all, and closing the gap between the most and least disadvantaged children.

The principles of Curriculum for Excellence recognise the professionalism of teachers and the importance of this in exercising the freedom and responsibility associated with broader guidance. This means that schools are able to design their curriculum to meet the specific needs of their children and community. At Lochnell Primary School, staff are challenged and supported through a range of continuous professional development and review opportunities gained by working and learning with a range of colleagues. Lochnell Primary School is part of the Oban, Lorn and the Isles Cluster, and a smaller local cluster which means that staff can be supported together, moderation and tracking of pupil progress is enabled and staff work across stage appropriate groups. Colleagues within Lochnell Primary School are able to support and challenge each other on a daily basis. The whole staff are able to bring a range of talents and skills to benefit outcomes for learners.

Lochnell Primary School encourages nurturing and positivity. One aspect of this work is a successful Buddy System. Children from different stages work and learn together. This vertical support is particularly evident on Sports Day and in the dining room when groups of children are together in a social context. This system develops and benefits both the 'buddy' and the 'buddied'.

To implement this system there needs to be children across a range of stages in the school.

Both Lochnell and Ardchattan are remote rural schools. Each school is set within a remote rural area (Scottish Government classification). Children from Ardchattan area, attending Lochnell Primary School are benefitting from the rural broader environment, whilst not moving their learning to a school that is completely different to their home environment.

The co-location of the nursery and the primary classes at Lochnell enhances the transition process for the children moving from Nursery in to Primary one, through joint educational processes and liaison between the two settings.

#### 12.2.2

##### Outcomes

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

In the primary classes, standards of attainment have been maintained over the last three years. Almost all children are achieving national expectations in reading, writing, listening, talking and numeracy. Lochnell continues to develop within the PATHS program supporting positive behaviours and relationship within the school. A larger staff, parent body and partner group by nature increases the breadth of talent and interest that may be available to share within a school setting. This applies both in terms of the wider curriculum and within aspects of the curriculum that may be enhanced by staff

individual expertise e.g. PE, language, science, expressive arts teaching.

12.2.3 *Experiences - Broadening the Range of Opportunities*

Children are offered a range of active, planned experiences which help them develop the knowledge and understanding, skills, capabilities and attributes which they need for their mental, emotional, social and physical wellbeing both now and in the future.

12.2.4 *Environment for Learning*

Lochnell Primary School is a suitably-equipped and well supported school, situated in the village of Benderloch. The entire building is well maintained and along with the surrounding scenery provides attractive accommodation for the primary school. The school has an all- weather pitch adjacent to the school. The pitch is used very well by the school. The building has facilities for pupils and visitors with special access needs.

**12.3 Assessment of Rural Factors**

The reasons for the proposal are stated on page 2 of this report. There is currently no expectation for the pupil numbers to increase at the school. Ardchattan Primary School is mothballed and the pupils all attend other schools. Having considered all the alternatives above, the option to close Ardchattan Primary School and realign the catchment area for Lochnell Primary School to include the former Ardchattan catchment area is considered the most reasonable means to address the reasons identified at page 2 of this report.

12.3.1 *Community Impact*

The community overwhelmingly supported closure of the school with the suggestion that the building and adjoining grounds could potentially be retained for community use. Within Ardchattan/Bonawe there is no hall or other community building. All people who attended the consultation strongly stated the school building should be retained for community use and not allowed to fall in to further disrepair, as that would adversely impact on the community's access to the premises. It is accepted that a school closure may have an adverse effect on a community, but a vibrant community hub could be an asset to the community. The school premises are situated within walking distance of the village. If the local plans for

the building progress, this would have a positive impact on the sustainability of the village. Formal closure of the school would mean that these plans could potentially be progressed by the community.

#### 12.3.2 Travel Arrangements

The travel distance from Ardchattan Primary to Lochnell Primary is 8.3 miles via the B84, or 10.2 miles via the A828. Travel time is approximately twenty minutes. The travel arrangements have been in place for almost four years. Travel is an accepted aspect of living in the Bonawe community. Pupils will travel in one minibus and eventually all the pupils will travel to Lochnell Primary School. At present, some travel to Dunbeg Primary School. The environmental impact of travel will be minimal, as these arrangements are currently in place due to the mothballing of Ardchattan Primary School. The closure of Ardchattan Primary School, in terms of travel, would have a neutral effect on the environment. The current annual transport cost for six pupils to travel to Lochnell Primary School is **£18,152**. The current annual transport cost of taking pupils to alternative schools is **£44,187**. These costs remain unchanged from the current costs.

#### **12.4 Financial Impact**

The main elements included within a school budget are Teacher employment costs (ie basic salary costs plus related employer's National Insurance and Superannuation contributions plus any relevant individual allowances); Local Government employee costs and an allocation for discretionary expenditure incurred by the school (i.e. educational equipment, materials, staff travel, etc.). Teacher staffing budgets are calculated on an annual basis and within the Primary sector are determined, taking cognisance of the SNCT class size maxima, by the number of classes required to provide for the specific number and age of the pupils in each school. When a school ceases to be operational the Teacher staffing budget is adjusted (at the appropriate time), per entitlement information from Education HR, with the staffing budget resulting in a nil value. As a result of the authority's policy for no Teacher redundancies it is presumed that the staff are deployed elsewhere within the authority and therefore their salary costs still exist with an increase to the receiving school's budget. This is also in line with the national priority of maintaining teacher numbers. This methodology also applies to the school's discretionary budget which

again is formula based. The budget of the receiving school, in terms of any pupils being transferred, will have increased. The figures outlined below take account of the fact that the staffing and discretionary budgets have been adjusted to nil.

The annual running costs during mothballing of Ardchattan Primary School are a total of **£1,035**.

Annual savings generated through closing Ardchattan Primary School would be **£1,035**.

The costs/savings outlined above assumes all revenue expenditure would cease. This includes non-domestic rates, utility costs, insurances, etc. If the school was to be formally closed, this would allow the council to take steps towards selling the school to a third party or local community.

#### **12.5 Environmental Impact**

Currently four pupils travel to Dunbeg Primary School and six pupils travel to Lochnell Primary School from the Ardchattan Primary School Catchment area, for which there is an environmental impact. However this option would have a neutral environmental impact on the current position and would have no impact on the current travel arrangements for staff and pupils. Eventually all pupils will attend Lochnell Primary School, a relatively short journey. Travel is an accepted aspect of rural life.

#### **13. CONCLUSION**

Five alternative options have been reviewed in considering the future of Ardchattan Primary School. For each option, information was collated and consideration was given to:

- Community feedback;
- Pupil numbers;
- Financial Information;
- Assessment of rural factors, including community impact, economic impact and travel arrangements, and
- Educational Benefits.

An authority that is formulating a rural school closure proposal must satisfy the preliminary requirements set out in section 12A of the Schools (Consultation) (Scotland) Act 2010 before starting to prepare its proposal paper.

After consideration of the preliminary requirements, as set out in the Act, and the options, and having regard to the specific reasons identified at section 2 of this report closing Ardchattan Primary School and redrawing its catchment area to Lochnell Primary School is the most reasonable option in order to address the reasons for the possible proposal.

Members are asked to:

- Note the outcome of this consideration of the preliminary requirements; and
- Agree that Officers now formulate a draft proposal that will come back to a future meeting of the Committee for approval by Members which would subsequently trigger the formal consultation process under the Schools (Consultation) (Scotland) Act 2010.



**Argyll and Bute Council**  
**Customer Services: Education**

**PROPOSAL DOCUMENT: MARCH 2019**

Review of Education Provision

Ashfield Primary School

Argyll and Bute Council

## Proposal for the closure of Ashfield Primary School

### SUMMARY PROPOSAL

It is proposed that education provision at Ashfield Primary School be discontinued with effect from 21<sup>st</sup> October 2019.

Pupils of Ashfield Primary School will continue to be educate at Tayvallich Primary School.

The catchment area of Tayvallich Primary School shall be extended to include the current catchment area of Ashfield School.

### Reasons for this Proposal

This is the best option to address the reasons for the proposals which are;

- Ashfield Primary School has been mothballed for two years. The school roll is low and not predicted to rise in the near future. The annual cost of the mothballing of the building is £5,785
- Along with several other rural Councils, Argyll and Bute is facing increasing challenges in recruiting staff. After repeated advertising, both locally and nationally and across social media, Argyll and Bute Council was unable to appoint teaching staff, either Head Teacher or Class Teacher to the school, the school was then mothballed. The local and national staffing challenge has not improved. In October 2018 there were significant vacancies for both Head Teachers and Teachers
- Whilst Ashfield Primary School is a sound building, it will deteriorate during mothballing with limited budgets for maintenance.

This document has been issued by Argyll and Bute Council in regard to a proposal in terms of the Schools (Consultation) (Scotland) Act 2010 as amended. This document has been prepared by the Council's Education Service with input from other Council Services.

### DISTRIBUTION

A copy of this document is available on the Argyll and Bute Council website:

<https://www.argyll-bute.gov.uk/education-and-learning>

A summary of this document will be provided to:

- The Parent Councils of the affected schools
- The parents of the pupils and children at the affected schools

- Parents of children expected to attend an affected school within 2 years of the date of publication of this Proposal Document
- The pupils at the affected schools
- The teaching and ancillary staff, at the affected schools
- The trade unions representatives of the above staff
- Argyll and Bute Councillors
- The Community Councils
- Community Planning Partnership
- Relevant users of the affected schools
- The Constituency MSP
- List MSPs for the area
- The Constituency MP
- Chief Superintendent, Police Scotland
- Chief Executive, NHS Highland
- Chief Executive Strathclyde Partnership for Transport (SPT)
- Area Commander, Fire Scotland
- Education Scotland

A copy of this document is also available from:

- Council Headquarters, Kilmory, Lochgilphead, Argyll, PA31 8RT
- Education Offices, Argyll House, Dunoon, Argyll, PA23 8AJ
- Public libraries in the vicinities of the schools affected
- Local area offices in the vicinities of the schools affected
- The schools affected by the proposal

This document is available in alternative formats or in translated form for readers whose first language is not English.

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Ma tha sibh ag iarraidh an sgrìobhainn seo ann an cànan no riochd eile, no ma tha sibh a' feumachdainn seirbheis eadar, feuch gun leig sibh fios thugainn.

यह दस्तावेज़ यदि आपको किसी अन्य भाषा या अन्य रूप में चाहिये, या आपको आनुवाद-सेवाओं की आवश्यकता हो तो हमसे संपर्क करें

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ਜੇ ਇਹ ਦਸਤਾਵੇਜ਼ ਤੁਹਾਨੂੰ ਕਿਸੇ ਹੋਰ ਭਾਸ਼ਾ ਵਿਚ ਜਾਂ ਕਿਸੇ ਹੋਰ ਰੂਪ ਵਿਚ ਚਾਹੀਦਾ ਹੈ, ਜਾਂ ਜੇ ਤੁਹਾਨੂੰ ਗੱਲਬਾਤ ਸਮਝਾਉਣ ਲਈ ਕਿਸੇ ਇੰਟਰਪ੍ਰੈਟਰ ਦੀ ਲੋੜ ਹੈ, ਤਾਂ ਤੁਸੀਂ ਸਾਨੂੰ ਦੱਸੋ।

یہ دستاویز اگر آپ کو کسی دیگر زبان یا دیگر شکل میں درکار ہو، یا اگر آپ کو ترجمان کی خدمات چاہئیں تو برائے مہربانی ہم سے رابطہ کیجئے۔

## 1 Introduction

- 1.1 On 10<sup>th</sup> March 2016, the Community Services Committee of Argyll and Bute Council approved the mothballing of Ashfield Primary School. The Council agreed that in the event there are no registered pupils by the commencement of session 2017/18, the school be considered for formal closure through the statutory process.

Ashfield Primary School – Mothballing Decision:-

<https://www.argyll-bute.gov.uk/moderngov/ieListDocuments.aspx?CId=548&MId=7014&Ver=4>

- 1.2 On 14<sup>th</sup> December 2017, the Community Services Committee agreed that the Education Service would undertake the required preliminary consultation and an options appraisal for Ashfield Primary School. The Community Services Committee received a report on 15<sup>th</sup> March 2018 presenting and outlining details of a potential formal consultation under the Schools (Consultation) (Scotland) Act 2010 (as amended) and a broad timeline of this process.

<https://www.argyll-bute.gov.uk/moderngov/ieListDocuments.aspx?CId=548&MId=7671&Ver=4>

- 1.3 The statutory process for the closure of a rural school is laid out in the Schools (Consultation) (Scotland) Act 2010 as amended by the Children and Young People (Scotland) Act 2014. The Act, as amended, introduced a presumption against closure of a rural school and details specific requirements which the education authority is required to follow if they are formulating a proposal to close a rural school. This includes the introduction of a preliminary consultation process.
- 1.4 In addition, the Community Empowerment (Scotland) Act 2015 sets out a new right for community organisations to request the transfer of local assets into local community ownership/management. This may be something that the Community wish to consider as part of or as a consequence of this process. Public bodies including Councils must make a decision within six months of receiving a valid request.
- 1.5 Ashfield Primary School has had zero pupils enrolled since elected members approved the mothballing.
- 1.6 There is a requirement to have special regard to rural schools factors prior to formulating a proposal to close a rural school. In particular it is necessary to consider any reasonable alternatives before considering closure. It is also necessary to consider the impact on the wider community of a potential closure and the impact of any different travel arrangements. These factors have been considered in the preliminary requirements which were undertaken prior to this proposal being written.
- 1.7 The Argyll and Bute Corporate Plan identifies Argyll and Bute as an area of Scotland with outstanding places, people and potential for a prosperous future for everyone. Our Council, along with our Community Planning Partners, is

committed to ensuring that Argyll and Bute's Economic Success is built on a Growing Population.

1.8 Over the next five years, our agreed priorities are to ensure that:

- The education we provide meets the needs of all our young people and their families
- We make the most of our assets to build the local economy
- We support individual and community wellbeing
- We strengthen and empower our communities
- We ensure there are homes for all, we tackle poverty and build opportunity
- We have greener and cleaner communities
- We are an employer of choice
- We manage our finances prudently

1.9 Councils, as an Education Authority, have a statutory duty in terms of the Education (Scotland) Act 1980 to make adequate and efficient provision of school education across their entire area for the current school population and future pattern of demand. This is reflected in "Our Children, Their Future" which is the Education Vision and Strategy for Argyll and Bute Council.

## **2 Proposal**

2.1 It is proposed that education provision at Ashfield Primary School be discontinued with effect from 21<sup>st</sup> October 2019. Pupils of Ashfield Primary School will continue to be educated at Tayvallich Primary School from 21<sup>st</sup> October 2019. The catchment area of Tayvallich Primary School shall be extended to include the current catchment area of Ashfield Primary School.

### **Reasons for this proposal**

2.2 This is the best option to address the reasons for the proposal. These reasons are;

- Ashfield Primary School has been mothballed for two years. The school roll is low and not predicted to rise in the near future. The annual cost of the mothballing of the building is £5,785,
- Along with several other rural Councils, Argyll and Bute is facing increasing challenges in recruiting staff. After repeated advertising, both locally and nationally and across social media, Argyll and Bute Council was unable to appoint teaching staff, either Head Teacher or Class Teacher to the school, the school was then mothballed. The local and national staffing challenge has not improved. In October 2018 there were significant vacancies for both Head Teachers and Teachers,
- Whilst Ashfield Primary School is a sound building, it will deteriorate during mothballing with limited budgets for maintenance.

### **Additional Considerations**

- The Council needs to allocate its resources in a way that ensures the quality of all of its services;
- This proposal will bring educational benefits and assist in ensuring that the Education budget is more sustainable in the future;
- The costs per pupil in under-occupied schools are excessively high;
- Schools in the Council area are expensive to maintain and operate. Retaining unnecessary accommodation is a serious drain on the resources of the Council and diverts spending from areas that directly affect educational attainment of pupils;
- There is no realistic possibility at present of the Council being able to bring its whole school estate up to a satisfactory condition. The present position is unsustainable and can only be improved by reducing the extent of the estate;
- This proposal contains the Educational Benefits Statement.

### **3 Preliminary requirements**

- 3.1 The Council is required to consider the future of Ashfield Primary School, as it has been mothballed for two years. The Council have considered the reasons for making this proposal, and have also considered other viable alternatives, the likely effect on the community and the likely effect of different travelling arrangements as a consequence of this proposal. Financial implications were also considered. Some of these figures have been recalculated since the initial pre-appraisal took place.
- 3.2 The Council considered how the implementation of this proposal would impact on the education of the children affected. The Council also considered the impact on the children who currently live in the catchment area but attend other schools, as well as children who may potentially live in the catchment area in the future.
- 3.3 The place of the school in the community was also considered in terms of the impact this proposal would have on the sustainability of the community itself. When the school was mothballed, the community continued to have use of the facilities and this was also taken into consideration as part of the pre-consultation process.
- 3.4 Impact on the environment was taken into account during the initial pre-consultation process. This included a consideration of the transport implications if this proposal was to be implemented, as children would have to continue to travel by bus to Tayvallich Primary School.

- 3.5 Four options were presented to the local community by the Council for consideration during the pre-consultation phase of this proposal, as required by section 12A of the 2010 Act.
- 3.6 Of the four options which were considered by the community and the Council, D is the favoured proposal by the Council;
- a) Re-open Ashfield Primary School
  - b) Continued Mothballing of Ashfield Primary with the pupils zoned to Tayvallich Primary School;
  - c) Re-open Ashfield Primary School and realign the catchment area of Tayvallich Primary School; and
  - d) Close Ashfield Primary School and realign its catchment area to Tayvallich Primary School (the proposal).
- 3.7 Following from an initial options appraisal which was presented to Council on 11<sup>th</sup> December 2018, it was agreed that the preliminary requirements were satisfied enabling the draft proposal to proceed.
- 3.8 There were a range of viewpoints on the future of Ashfield Primary School, from parents, young people and members of the community.
- 3.9 The community reflected that Ashfield Primary School had been an integral part of the community, and there were contrasting views on the proposals for the future of Ashfield Primary School. However there is a will that the school be retained for community use and not be allowed to fall into disrepair.
- 3.10 The current travel arrangements for children and staff have been in place for two years. Closing the school would have no impact on staff or pupil travel from the current arrangement. There would be no alteration to the current environmental impact.

### **Alternatives to the Proposal**

- 3.11 The community engagement process prior to the drafting of this proposal considered the views of members of the community who also considered any other alternatives to the closure of Ashfield Primary School. Full details from the community engagement and the findings from the preliminary requirements, including the alternatives to the Proposal are attached as appendix 5 and are also available to read here:

<https://www.argyll-bute.gov.uk/moderngov/ieListDocuments.aspx?CId=548&MIId=8098&Ver=4>

- 3.12 In conclusion, after the preconsultation with the community, the Council feels that the proposal to close Ashfield Primary School and realign its catchment area to Tayvallich Primary School is reasonable and further detail is provided in relation to educational benefits, travel, environmental impact, community impact and financial impact below.

#### **4 Educational Benefits Statement**

- 4.1 It is proposed that education provision at Ashfield Primary School be discontinued with effect from 21<sup>st</sup> October 2019. Pupils of Ashfield Primary School will continue to be educated at Tayvallich Primary School from 21<sup>st</sup> October 2019. The catchment area of Tayvallich Primary School shall be extended to include the current catchment area of Ashfield Primary School.
- 4.2 Ashfield Primary School has been mothballed for two years. The school roll is low and not predicted to rise in the near future. The annual cost of the mothballing of the building is £5,785.
- 4.3 Along with several other rural Councils, Argyll and Bute is facing increasing challenges in recruiting staff. After repeated advertising, both locally and nationally and across social media, Argyll and Bute Council was unable to appoint teaching staff, either Head Teacher or Class Teacher to the school, the school was then mothballed. The local and national staffing challenge has not improved. At the time of writing, there are 14 vacancies for teachers and 2 vacancies for head teachers in Argyll and Bute.
- 4.4 The school roll has been significantly below its capacity for the last twelve years, and this is not predicted to increase in the foreseeable future. Whilst the school has been mothballed its condition continues to deteriorate with limited budgets for maintenance.
- 4.5 The Council needs to allocate its resources in a way that ensures the quality of all of its services.
- 4.6 This proposal will bring educational benefits and assist in ensuring that the Education budget is more sustainable in the future,
- 4.7 The costs per pupil in under-occupied schools are excessively high,
- 4.8 Schools in the Council area are expensive to maintain and operate. Retaining unnecessary accommodation is a serious drain on the resources of the Council and diverts spending from areas that directly affect educational attainment of pupils,
- 4.9 There is no realistic possibility at present of the Council being able to bring its whole school estate up to a satisfactory condition. The present position is unsustainable and can only be improved by reducing the extent of the estate.
- 4.10 As part of the preliminary requirements in the drafting of this proposal, the Council considered four other alternative options. Of the four options which were considered by the community and the Council; D is the favoured proposal by the Council.
- a) Re-open Ashfield Primary School;
  - b) Continued Mothballing of Ashfield Primary with the pupils zoned to Tayvallich Primary School;

- c) Re-open Ashfield Primary School and realign the catchment area of Tayvallich Primary School;
- d) Close Ashfield Primary School and realign its catchment area to Tayvallich Primary School (the proposal).

4.11 Having considered these other alternatives the Council has made a decision that these are not viable alternatives to the closure proposal, and will proceed with the option to consult on the proposal to close Ashfield Primary School and realign its catchment area to Tayvallich Primary School.

4.12 The Council has undertaken an appraisal on impact if this proposal was to be implemented.

4.13 This includes an assessment of;

- The school roll and predicted school roll;
- Teacher numbers; and
- The condition of the building.

4.14 The Council has also undertaken an assessment of likely educational benefits or effects which this proposal may have if implemented on:

- The pupils of any affected school;
- Any other users of the school's facilities;
- Any children who would (in the future but for implementation) be likely to become pupils of the school; and
- The pupils of any other schools in the Council area.

4.15 The Council has also taken special regard to the following factors if this proposal was to be implemented, as Ashfield Primary School is classified as a rural school.

- Likely effect on the local community to be assessed by reference to:
  - The sustainability of the community
  - Availability of the school's premises and other facilities for use by the school community;
- Likely effect caused by different travelling arrangements by reference to the effect caused by such arrangements on:
  - Environmental impact; and
  - The schools pupils and staff and other users of the schools facilities.
- Financial Impact.

4.16 In addition, the Council has also considered how to minimise or avoid any adverse effects that may arise from the implementation of this proposal.

## 5 School roll

- 5.1 The information in relation to the school roll is drawn from the yearly pupil census, which takes place in September each year. School rolls by their very nature may fluctuate slightly on an ongoing basis due to changes in pupil numbers as a result of pupils moving to and from the catchment area.
- 5.2 The rolls of the schools included in this proposal have remained static or seen a decline in each school over recent years as the table below demonstrates. This shows the historic and current pupil numbers for both Ashfield and Tayvallich primaries.

School Roll	Ashfield PS	Tayvallich PS
Capacity	38	33
	Roll	Roll
<b>2005-06</b>	9	28
<b>2006-07</b>	10	23
<b>2007-08</b>	8	26
<b>2008-09</b>	6	21
<b>2009-10</b>	4	28
<b>2010-11</b>	8	28
<b>2011-12</b>	11	25
<b>2012-13</b>	13	20
<b>2013-14</b>	10	21
<b>2014-15</b>	6	21
<b>2015-16</b>	0	24
<b>2016-17</b>	0	23
<b>2017-18</b>	0	20
<b>2018-19</b>	0	21

### Predicted Roll

Predicted Roll	Ashfield PS Without placing requests	Ashfield PS taking placing requests in to account	Tayvallich PS
<b>Capacity</b>	38		33
<b>2019-2020</b>	10	6	21*
<b>2020-2021</b>	-		24*

- 5.2 In total there are ten pupils who live in the Ashfield Primary School catchment area. There are eight pupils who live in the Ashfield Primary School catchment area who currently attend Tayvallich Primary School. These children are all in receipt of Council transport to go to school.

## **6 Teacher numbers**

- 6.1 Teacher numbers are improving nationally, with a 6.86% increase in the number of teachers nationally from 2013 - 2017. However in Argyll and Bute there has been a 1.28% reduction in the number of teachers from 2013 - 2017.
- 6.2 As the school has been mothballed for the last two years, the issue of recruitment of staff has not improved. At the time of writing this report there are 14 vacancies for class teachers in Argyll and Bute and 2 head teacher vacancies. Despite a sustained effort to secure permanent staff, there is no reason to think that staffing would not continue to be a considerable challenge for Ashfield Primary School.
- 6.3 At the current time, if the proposal was to be accepted, there would be no impact on staffing levels at Tayvallich Primary School.

## **7 Condition of the Building**

- 7.1 Argyll and Bute Council's School Estate Management Planning process identified in 2013 that the school was in satisfactory condition, and that there were no areas of significant concern at that time.
- 7.2 As part of the consultation process the Council would be open to discussion with the community in regard to the future of the building. This might involve the transfer of the building to a recognised community group through the provisions of the Community Empowerment (Sc) Act 2015 or some other agreed mechanism. This may provide the community with an opportunity to utilise the building as a driver for community benefit and potential regeneration that could also enhance the sustainability of the community.

## **8 Assessment of likely educational benefits on pupils**

- 8.1 If this proposal is implemented, the Council believes that there will be considerable educational benefits arising from this. These centre around;
- Learning and teaching;
  - Meeting learners needs;
  - Broadening the range of opportunities; and
  - The environment for learning.
- 8.2 This statement focusses on Tayvallich Primary School, which is the school the majority of the Ashfield pupils have been attending since August 2016.
- 8.3 The principles of Curriculum for Excellence recognise the professionalism of teachers and the importance of this in exercising the freedom and responsibility associated with broader guidance. This means that schools are able to design their curriculum to meet the specific needs of their children and community. There are no specific educational benefits from reopening the

school as all schools implement Curriculum for Excellence ensuring effective learning and teaching which is matched to the needs of children, however the closure of the school and continued attendance of pupils at other schools allows children to experience a curriculum which is matched to their needs.

- 8.4 Both Ashfield Primary School and Tayvallich Primary School are remote rural schools. Each school is set within a remote rural area (Scottish Government classification). Children from Ashfield Primary School area, attending Tayvallich Primary School continue to benefit from education in a locality familiar to them, and still relatively close to home.
- 8.5 The co-location of the Early Learning Centre (ELC) and the primary classes at Tayvallich Primary School enables a strong transition process between the ELC and school and includes joint early level learning every week.

## **9 Learning and Teaching**

- 9.1 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.
- 9.2 Tayvallich Primary School offers a learning environment that encourages sound levels of achievement and provides a wide range of opportunities for children to achieve their full potential as successful learners, confident individuals, responsible citizens and effective contributors. The school ethos is very positive and conducive to helping pupils succeed.
- 9.3 There is a continual challenge for all schools to deliver a school improvement agenda and deliver effectively the principles and outcomes of curriculum for excellence. The National Improvement Framework priorities include raising attainment for all, and closing the gap between the most and least disadvantaged children.
- 9.4 The principles of Curriculum for Excellence recognise the professionalism of teachers and the importance of this in exercising the freedom and responsibility associated with broader guidance. This means that schools are able to design their curriculum to meet the specific needs of their children and community. At Tayvallich Primary School, staff are challenged and supported through a range of continuous professional development and review opportunities gained by working and learning with a range of colleagues.
- 9.5 Tayvallich Primary School is part of the Mid Argyll Cluster, which means that staff can be supported together, moderation and tracking of pupil progress is enabled and staff work across stage appropriate groups. Tayvallich Primary School is part of a shared headship which means that staff can be supported together in a clearly defined way and staff work closely as a team.
- 9.6 There is a planned programme of development activities and opportunities for quality professional dialogue on an ongoing basis at Tayvallich Primary School. All teachers have been actively involved in key developments. In a

recent curriculum review, curricular frameworks have been improved for Health and Wellbeing, Literacy and Numeracy, Science and Social Studies.

- 9.7 The shared headship approach allows staff to work together, not only as two schools but also as part of the area cluster towards improving policy and practice. The head teacher is experienced and in previous roles led initiatives at a national level. The principal teacher at Tayvallich Primary School is part of part of Argyll and Bute's Leadership Network to support school self-evaluation and has taken the lead on specific areas of school improvement. The shared headship model supports a distributive leadership approach and provides staff with opportunities to lead aspects of the curriculum and make day to day management decisions.
- 9.8 In recent years children at Tayvallich Primary School have been taught in two classes composed of a number of children from more than one year group. They benefit from being part of a social context in which they can build relationships with different groups and individuals, develop social skills, meet challenges and exercise responsibilities as members of a social group. They are able to interact and socialise with groups of children their own age and gender, take part in team activities and move with their peers to secondary school. Pupils are close to one another and have formed strong social bonds. Former pupils of Tayvallich Primary School continue the friendships they made in primary school through their continuous education in high school and beyond.

## **10 Meeting learners needs**

- 10.1 Through the Getting it Right for Every Child, (GIRFEC) practice model, meeting the needs of every child continues to be a priority and teachers carefully plan and assess to ensure each child has the opportunity to reach their potential. Careful tracking and monitoring procedures are in place to evidence pupil progress. This includes professional dialogue with teachers, learning discussions with children, classroom observations, assessment and looking at pupil work. Planning for Progress meetings are being further strengthened. These discussions between home and school improve parental engagement whilst focussing on next steps for learning.
- 10.2 Where appropriate, intervention is put in place, while working effectively with other agencies and parents to ensure the needs of each child are met. In the primary classes, standards of attainment have been maintained over the last three years. Most children are achieving national expectations in reading, writing, listening, talking and numeracy.
- 10.3 A 'Respect Me' policy is built into class lessons and permeates the whole school ethos through assemblies and class work on rights and responsibilities.

## **11 Broadening the Range of Opportunities**

- 11.1 Children are offered a range of active, planned experiences which help them develop the knowledge and understanding, skills, capabilities and attributes

which they need for their mental, emotional, social and physical wellbeing both now and in the future. In the Early Learning Centre (ELC) children enjoy a range of experiences. Staff know the children well and are sensitive to their individual needs.

- 11.2 There is a strong transition process in place between the ELC and school at Tayvallich Primary School and includes joint early level learning every week. Pupils from Pre-5 to P7 have taken on responsibilities which enhance the development of a positive ethos across the school.
- 11.3 Children are provided with a variety of experiences to develop their sense of responsibility, independence, confidence and enterprising attitude. Tayvallich Primary School have had community and parental support input in outdoor education, science, health and well-being and circus skills over the past two sessions.
- 11.4 Across the school children are engaged with learning and contribute well in lessons. Staff promote positive relationships at all levels and also through the Young Sports Leaders programme, the impact of this being that children enjoy good relationships with their peers, young leaders feel confident and entrusted to take these developments forward.

## **12 Environment for Learning**

- 12.1 Tayvallich Primary School is a well-supported school situated in the village of Tayvallich.
- 12.2 There has been substantial investment in recent years. The teaching area for Early Learning Centre has been upgraded. A second teaching area is being developed at present with a target completion date of January 2019.
- 12.3 While outside space is limited, pupils benefit from access to a range of community facilities which are in close proximity to Tayvallich Primary School including the village hall, shop and local businesses.
- 12.4 The school makes good use of the local woodland for learning. Both Ashfield Primary School and Tayvallich Primary School are remote rural schools. Each school is set within a remote rural area (Scottish Government classification).
- 12.5 The children maintain links with friends who live in their own village as well as creating links with children from two other rural communities.
- 12.6 Any mitigating effects around the adverse weather and transport issues are outweighed by the benefits of this proposal.
- 12.7 In summary, there are a range of educational benefits for children if this proposal was to be implemented, as summarised in the paragraphs above. There are benefits for the development of social and emotional skills, as well as the educational benefits resultant from access to a more diverse curriculum. The learning environment in Tayvallich Primary School also offers

children the opportunity to participate in a wider range of active learning strategies.

**13 Assessment of likely educational benefits on other users of the school's facilities**

**Implications for staff**

- 13.1 If this proposal is implemented, there will be no new implications for the teaching and ancillary staff who are currently deployed in Tayvallich Primary School.
- 13.2 If this proposal is implemented, the Council does not envisage and adverse effects from the proposal. Should issues arise however, these will be mitigated through the Council Educational Management Team support structure.

**Early Learning Centre – Pre Five Children**

- 13.3 The co-location for the Early Learning Centre (ELC) and the primary classes at Tayvallich Primary School enables a strong transition process between the ELC and the school and includes joint early level learning every week.

**Gaelic learners**

- 13.4 Gaelic Language in the Primary School (GLPS) is not currently offered in any of the schools in this proposal so there would be no effect if the proposals were implemented.

**14 Assessment of likely educational benefits on any children who would (in the future but for implementation) be likely to become pupils of the school.**

**Existing and future pupils**

- 14.1 Children who may live in this catchment area in the future will benefit from the broad range of educational opportunities which are presented through this proposal, detailed above.
- 14.2 There would be positive educational benefits associated with this proposal. The management arrangements of the school would be strengthened and there would be opportunities for increasing the range of the curriculum and increasing the use of active pedagogies.
- 14.3 The proposal would increase the roll of Tayvallich Primary School and would thus extend the peer group for all pupils, present and future. The larger school should be able to support a wider range of social and extra-curricular activities.

- 14.4 Pupils who would otherwise have attended Ashfield Primary School would benefit from daily interaction in a larger peer group and from improved educational arrangements as described above. Pupils in the combined school will have more shared experiences and opportunity for friendships. This will enhance their confidence and make the transition to secondary easier. Larger year groups make the provision of specialist services more viable and provide enhanced opportunities for school trips. Tayvallich Primary School meets all the requirements of the Disability Discrimination Act, 1996.

**15 Assessment of likely educational benefits on the pupils of any other schools in the Council area**

- 15.1 The current mothballing of the school has had an indirect effect on other pupils in Argyll and Bute. The reduction in the running costs for the school means that this is a saving to the Council, which is not taken from elsewhere.
- 15.2 There are no other significant impacts from this proposal on other pupils in the authority or who attend other schools, in either a positive or a negative way.

**Placing requests**

- 15.3 This proposal will not affect the right of parents to request that their child attend a school of their choice rather than the designated school in whose catchment area the family lives as provided by the Education (Scotland) Act 1980.

**16 Consideration of how to minimise or avoid any adverse effects that may arise from the implementation of this proposal**

- 16.1 The main adverse effect from this proposal would be the length of the journey to school for children who live in the Ashfield Primary School catchment area. However, children who live in this catchment area have been making this journey for the last two years, and families in the area do not feel this is a major consideration. Funded school transport would also be provided for pupils should this proposal be implemented.

**17 Factors for rural school closures**

- 17.1 The Council has taken special regard to the following factors in relation to this proposal as Ashfield Primary School is classified as a rural school.

**The likely effect on the local community if this proposal is implemented**

- 17.2 The Council has made an assessment on the sustainability of the community should this proposal be implemented and considers that this may have a positive impact.
- 17.3 The Scottish Government focuses on four key areas of importance to rural communities;

- a strong and diverse rural economy, harnessing traditional strengths and with an appetite for change,
- thriving rural communities where everyone can enjoy a decent quality of life, where the young are not forced to leave their communities to get on and where the vulnerable are no longer excluded,
- strong, community focused public services that are accessible, of the highest possible quality and with the greatest possible choice,
- a rural Scotland whose natural and cultural heritage flourishes in all its diversity

17.4 In rural communities, the challenges and opportunities are largely defined by the local area and can often best be met by a bottom-up, community-led response. Strong community leadership is vital to articulating local priorities and driving forward change and growth.

17.5 There is the potential if this proposal is implemented to capitalise on the existing will and drive in this community, with opportunities for local leaders to enable them to organise, motivate and inspire their neighbours. The opportunity for the local community to acquire this building could be key to helping to make this community an independent, resilient place to live. Management of assets such as Ashfield Primary School may be an important step in building community confidence, promoting growth and enabling communities to realise their aspirations.

17.6 Research has shown that when communities feel empowered, there is:

- greater participation in local democracy;
- increased confidence and skills among local people;
- more people volunteering in their communities; and
- greater satisfaction with quality of life in the neighbourhood.

17.7 It is important to recognise that a school's primary function is to provide pupils with the best possible educational experience. During initial consultation, there was some support from the community for closure of the school with the building and adjoining grounds being retained for community use.

17.8 It is considered that formal closure of this school could have a positive impact on the wider community, and may lead to an increase in other users of the facility.

17.9 Indeed, the school closure may help to empower the local community should the community wish to undertake an asset transfer process for the building. This could have a positive impact on community sustainability. Formal closure would mean that these plans could potentially be progressed by the community who are already considering future uses for the building. This may enhance community life by giving a community focus for activities and events.

### **On the availability of the school's premises and its other facilities for use by the community**

- 17.10 During the pre-consultation phase, some members of the community supported closure of the school with the suggestion that the building and adjoining grounds could potentially be retained for community use. Most people who attended the pre-consultation meeting felt that the school building should be retained for community use and not allowed to fall in to further disrepair, as that would adversely impact on the community's access to the premises.
- 17.11 It is accepted that a school closure may have an adverse effect on a community, but a community hub could be an asset to the community. If the local plans for the building progress, this could have a positive impact on the sustainability of the community. Formal closure of the school would mean that these plans could potentially be progressed by the community.
- 17.12 There have been some community lets in Ashfield Primary School in the last two years.

### **The likely effect caused by any different travelling arrangements**

- 17.13 There are no housing allocations or potential developments identified. The travel distance from Ashfield Primary School to Tayvallich Primary School is 8.58 miles. The travel distance from Ashfield Primary School to Lochgilphead Primary (Joint Campus) is 9.76. The travel time for this journey is approximately 20 minutes for both journeys. The current travel arrangements have been in place for two years. Closing the school would have no impact on staff or pupil travel. There would be no alteration to the current environmental impact.
- 17.14 This option would have no effect on the current travel arrangements of staff and pupils. The closure of Ardchattan Primary School, in terms of current travel arrangements would have a neutral effect on the environment. The current annual transport cost for pupils to travel to Tayvallich Primary School is £17,320.
- 17.15 It is anticipated that the effect on the travel arrangements of staff and other users of the facility would not differ materially from that of the pupils accessing the school.
- 17.16 Walking to school does provide children with many health benefits, and there are benefits from exercise on behaviour, and self-esteem. However, children travelling to school by bus can also have a positive impact on the development of social skills and relationship building.

### **Environmental impact**

- 17.17 Pupils will continue to travel by school transport to Tayvallich Primary School and through placing requests to Lochgilphead Primary School.

17.18 If this proposal was to be implemented there would be little or no impact.

### **Financial Impact**

17.19 The full breakdown of the financial analysis is detailed in Appendix 4. Some of these figures have been recalculated since the initial pre-appraisal took place. This information gives details on the cost if Ashfield Primary School was still to be an occupied and operational establishment. However, as Ashfield Primary School is currently mothballed, the cost for the mothballing is £5,785. Should the school be reopened, occupied and operational, the running costs per year would be £141,071.

17.20 The main elements included within a school budget are teacher employment costs (i.e. basic salary costs plus related employer's National Insurance and Superannuation contributions plus any relevant individual allowances); Local Government employee costs and an allocation for discretionary expenditure incurred by the school (i.e. educational equipment, materials, staff travel, etc.). Teacher staffing budgets are calculated on an annual basis and within the Primary sector are determined, taking cognisance of the SNCT class size maxima, by the number of classes required to provide for the specific number and age of the pupils in each school. When a school ceases to be operational the teacher staffing budget is adjusted (at the appropriate time), per entitlement information from Education HR, with the staffing budget resulting in a nil value.

17.21 In line with the national priority of maintaining teacher numbers, the Education Service operates on the basis that supernumerary teachers are redeployed and therefore their salary costs still exist with an increase to the receiving school's budget. On top of this there is estimated to be an increase to Tayvallich Primary School's teacher entitlement to 0.83 FTE at a cost of £41,785. This methodology also applies to the school's discretionary budget which again is formula based. The discretionary budget of the receiving school will have increased by £221. In the attached breakdown some of the costs noted in column 3 will not directly impact on Tayvallich Primary school but they will be a cost to the Authority as a whole, for example school transport, and the costs of the teachers employed in Tayvallich Primary School.

17.22 The annual running costs during the mothballing of Ashfield Primary School are £5,785. This includes non-domestic rates, utility costs, insurances, etc. If the school was to be formally closed, this would allow the Council to take steps towards selling the school to a third party or local community. Transport costs for pupils to attend Tayvallich Primary School are £17,320. Costs per pupil per year to attend Ashfield Primary School if it were to be reopened are £14,107 per year. Costs per pupil per year to attend Tayvallich Primary School are £9,111 per year.

17.23 When a school ceases to be operational the teacher staffing budget is adjusted (at the appropriate time), per entitlement information from Education HR, with the staffing budget resulting in a nil value. As a result of the

authority's policy for no teacher redundancies it is presumed that the staff are deployed elsewhere within the authority and therefore their salary costs still exist with an increase to the receiving school's budget. This is also in line with the national priority of maintaining teacher numbers. This methodology also applies to the school's discretionary budget which again is formula based.

17.24 Table 2 contains the notional 30 year lifecycle costs that would arise based on the GIA of the various schools irrespective of the number of pupils accommodated. Lifecycle costs are representative of the cost needed to keep the building in a good state of repair. The cost over the next thirty years therefore to maintain Ashfield Primary School is £255,192, and for Tayvallich Primary School this is £352,947.

17.25 Through the Scottish Government formula for the Grant Aided Expenditure (GAE) process, the council would have no change to their settlement.

### **Summary of educational benefit assessment and statement**

17.26 Educational benefits of this proposal, such as the ability for children to participate in a broad range of experiences, the development of the strategic leadership of the head teacher in taking forward improvements in learning and teaching, and the ability to meet the educational, social and emotional needs of the children are significant benefits to this proposal. During the pre-consultation phase, these benefits were explored in detail and details from the community engagement and the findings from the preliminary requirements, to include the alternative proposals and the authorities assessment of other likely effects of the proposal and the reasons for that assessment are attached as appendix 5.

17.27 Whilst the positive educational benefits are numerous, there are also some negative aspects which arise from the children attending Tayvallich Primary School. These negative aspects are principally around the fact that children have to travel by either bus or car to school. However it is considered that the positive aspects of this proposal outweigh the negative aspect of some travelling for children.

## **18 Equality and Socio Economic Impact**

The Council as a public authority has a duty under the Equality Act 2010, the Public Sector Equality Duty 2011, the Fairer Scotland Duty (Part one of the Equality Act) and the Island (Scotland) Act (2018) to have due regard to their provisions when making strategic financial decisions. This is done through assessing the potential impact of the decision on equality through Equality and Socio-Economic Impact Assessments (EQSEIAs).

The Council will undertake the process of assessment during the consultation process in respect of this proposal to ensure that due regard is given to such matters in the decision making process.

## **19 Consultation arrangements**

- 19.1 Prior to formulating a rural school closure proposal under the *Schools (Consultation) (Scotland) Act 2010* (the 2010 Act), as amended, the Education Authority must satisfy the preliminary requirements set out in Section 12A of the 2010 Act. The Authority has previously identified its reasons for formulating a possible proposal, considered whether there were any reasonable alternatives to the possible proposal as a response to those reasons, and assessed each of the options in accordance with Section 12A(2)(c) of the 2010 Act. After considering a paper addressing these preliminary requirements, the Education Authority decided on 11<sup>th</sup> December 2018 that, having specific regard to the reasons for formulating a prospective closure proposal, the option to close Ashfield Primary School and redraw its catchment area to Tayvallich Primary School is the most appropriate response to the specific reasons for the potential proposal.
- 19.2 This document was considered by the Education Authority on 14 March when it was agreed that it should be adopted as a “relevant Proposal” and issued as a basis for consultation. No decision will be taken by the Council on the proposal contained in this paper until after the end of the consultation period. The Council will then receive a report on the consultation and will reach a view on the proposal.
- 19.3 A summary of this document will be issued free of charge to all of the consultees listed on page 2 of this document and it will also be published on the Council’s website:
- <https://www.argyll-bute.gov.uk/education-and-learning>
- 19.4 As part of a consultation process, the Education Authority must publish the proposal paper, advertise it and notify Education Scotland and all of the relevant consultees as prescribed by Schedule 2 of the 2010 Act, inviting them to make representations on the proposal and also The consultation period will be from 18<sup>th</sup> March 2019 until the close of business on 17<sup>th</sup> May 2019 which lasts for a minimum of 6 weeks and includes at least 30 school days.
- 19.5 A public meeting will be held at 2.30pm on the 25<sup>th</sup> April 2019 in Ashfield Primary School. Anyone wishing to attend the meeting and participate is welcome to do so. The meeting will be convened by the Education Authority and the Education Authority will present reasons for bringing forward the proposal. There will be an opportunity for questions to be asked and comments to be made. A note will be taken so that comments can later be summarised and considered. However, the Education Authority will also consider written comments which should be sent to Head of Education, Learning and Teaching, Argyll House, Dunoon, Argyll, PA23 8AJ and should be received no later than 17<sup>th</sup> May 2019.
- 19.6 Written representations may be made on the proposal and the alternatives to the proposal. Written representations may also suggest other alternatives to the proposal.

- 19.7 Following the close of the consultation, the Education Authority will provide Education Scotland with copies of the written representations submitted, a summary of the oral representations made at the public meeting and any other relevant documentation. This will allow Education Scotland to prepare a report on the proposal within a period of 3 weeks.
- 19.8 After receiving Education Scotland's report, the Education Authority will then prepare and publish a Consultation Report in accordance with Sections 9 and 10 of the 2010 Act. The Education Authority will thereafter make its final decision on whether to implement the proposal. The decision will be published a minimum of 3 weeks after publication of the Consultation Report. If the Education Authority makes a closure decision, it shall notify the Scottish Ministers within 6 working days of that decision and publish the fact that the Scottish Ministers have been notified, and that representations can be made to them. The Education Authority would also be required to publish a notice on its website of the decision to implement the proposal and why it has been satisfied that closure is the most appropriate response to the reasons for formulating the proposal.
- 19.9 The Scottish Ministers will have a maximum of 8 weeks to call in any closure decision made by the Education Authority in certain circumstances. This 8 week timeframe would consist of an initial 3 weeks from the date of decision, during which representations can be made to the ministers, and a further 5 weeks for the Scottish Ministers to decide whether to issue a call in notice. During this period the Education Authority will not proceed to implement any closure decision.
- 19.10 If the Scottish Ministers call in a closure proposal, it is referred to the Convener of the School Closure Review Panels. The Convener must constitute a School Closure Review Panel within 7 days for determination. The Education Authority may not implement a closure decision in whole or in part until the Panel has made its determination. It will usually issue a decision within 8 weeks of the Panel being constituted.
- 19.11 If the School Closure Review Panel refuses to consent to the closure decision, or following publication of the Consultation Report the Education Authority decides not to implement the closure proposal, the Education Authority cannot publish a further closure proposal in relation to the school for 5 years, unless there is a significant change in the school's circumstances.

## **20 Conclusion**

- 20.1 It is proposed that education provision at Ashfield Primary School be discontinued with effect from 21<sup>st</sup> October 2019. Pupils of Ashfield Primary School will continue to be educated at Tayvallich Primary School from 21<sup>st</sup> October 2019. The catchment area of Tayvallich Primary School shall be extended to include the current catchment area of Ashfield Primary School.
- 20.2 This is the best option to adress the reasons for the proposal. These reasons are:

- Ashfield Primary School has been mothballed for two years. The school roll is low and not predicted to rise in the near future. The annual cost of the mothballing of the building is £5,785;
- Along with several other rural Councils, Argyll and Bute is facing increasing challenges in recruiting staff. After repeated advertising, both locally and nationally and across social media, Argyll and Bute Council was unable to appoint teaching staff, either Head Teacher or Class Teacher to the school, the school was then mothballed. The local and national staffing challenge has not improved. At the time of writing, there are 14 vacancies for teachers and 2 vacancies for head teachers in Argyll and Bute; and
- The school roll has been significantly below its capacity for the last twelve years, and this is not predicted to increase in the foreseeable future. Whilst the school has been mothballed its condition continues to deteriorate with limited budgets for maintenance.

### **Other Considerations**

- The Council needs to allocate its resources in a way that ensures the quality of all of its services;
  - This proposal will bring educational benefits and assist in ensuring that the Education budget is more sustainable in the future;
  - The costs per pupil in under-occupied schools are excessively high;
  - Schools in the Council area are expensive to maintain and operate. Retaining unnecessary accommodation is a serious drain on the resources of the Council and diverts spending from areas that directly affect educational attainment of pupils; and
  - There is no realistic possibility at present of the Council being able to bring its whole school estate up to a satisfactory condition. The present position is unsustainable and can only be improved by reducing the extent of the estate.
  - This proposal contains the Educational Benefits Statement.
- 20.3 The Council as a public authority has a duty under the Equality Act 2010, the Public Sector Equality Duty 2011, the Fairer Scotland Duty (Part one of the Equality Act) and the Island (Scotland) Act (2018) to have due regard to their provisions when making strategic financial decisions. This is done through assessing the potential impact of the decision on equality through Equality and Socio-Economic Impact Assessments (EQSEIAs).

The Council will undertake the process of assessment during the consultation process in respect of this proposal to ensure that due regard is given to these matters in the decision making process.

**Douglas Hendry**  
**Executive Director of Customer Services**

**Louise Connor**  
**Head of Education: Learning & Teaching**

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

**For further information contact:**

Alison MacDonald  
Education Manager  
[alison.macdonald@argyll-bute.gov.uk](mailto:alison.macdonald@argyll-bute.gov.uk)

February 2019

**APPENDICES**

Appendix 1 – Consultation letter  
Appendix 2 – Response form  
Appendix 3 – Map  
Appendix 4 – Financial template  
Appendix 5 – Options Appraisal

APPENDIX 1

**Argyll and Bute Council**

Comhairle Earra Ghàidheal agus Bhòid

**Customer Services**

Executive Director: Douglas Hendry



**Customer Services**

**Kilmory, Lochgilphead, Argyll, PA318RT**

**Telephone:**

**Fax:**

**Our Ref:**

**Ref:**

**If phoning or calling please ask for:**

**e-mail: [@argyll-bute.gov.uk](mailto:@argyll-bute.gov.uk)**

**Council Website: [www.argyll-bute.gov.uk](http://www.argyll-bute.gov.uk)**

*Ashfield Primary School*

Dear Consultee,

**Review of Education Provision**

**Notice and Summary of Proposal for closing Ashfield Primary School  
Schools Consultation (Scotland) Act 2010**

**Background**

Argyll and Bute Council, through its Education Service, aims to realise ambition, excellence and equity for all.

The Council is consulting on a proposal to close Ashfield Primary School. This notice provides a summary of a proposal that you may have an interest in or are required to be notified of, giving you key information about the proposal.

The Council is conducting a public consultation process. This will commence on 18<sup>th</sup> March 2019 and will conclude on 17<sup>th</sup> May 2019. This is the period within which you will be able to make written representations to the Council in respect of the proposal. If you wish your view to be taken account of in the consultation exercise you must submit your written representation within this period. This notice and summary provides further information on where a full copy of the proposal may be obtained or referenced and also advises on how you can make written representations to the Council.

The Council will hold a meeting where officers will be able to provide information on the proposal. The details of the public meeting are contained in this notice and summary.

It is important that everyone we are consulting tells us what they think of the proposal. Please read this notice and summary and then consider the contents of the proposal document. You can then tell us what you think of the proposal by

making written representation and/or by attending the public meeting. This notice and summary tell you how to do that.

### **The Proposal**

It is proposed that education provision at Ashfield Primary School be discontinued with effect from 21<sup>st</sup> October 2019. Pupils of Ashfield Primary School will continue to be educated at Tayvallich Primary School from 21<sup>st</sup> October 2019. The catchment area of Tayvallich Primary School shall be extended to include the current catchment area of Ashfield Primary School.

### **Reasons for this proposal**

This is the best option to address the reasons for the proposal. These reasons are;

- Ashfield Primary School has been mothballed for two years. The school roll is low and not predicted to rise in the near future. The annual cost of the mothballing of the building is £5,591,
- Along with several other rural Councils, Argyll and Bute is facing increasing challenges in recruiting staff. After repeated advertising, both locally and nationally and across social media, Argyll and Bute Council was unable to appoint teaching staff, either Head Teacher or Class Teacher to the school, the school was then mothballed. The local and national staffing challenge has not improved. In October 2018 there were significant vacancies for both Head Teachers and Teachers,
- Whilst Ashfield Primary School is a sound building, it will deteriorate during mothballing with limited budgets for maintenance.

### **The Council's education strategy Our Children Their Future**

Together we will realise ambition, excellence and equality for all.

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

### **Alternatives to the Proposal**

The following alternatives to the proposal are set out in the proposal paper:

- a) Re-open Ashfield Primary School,

- b) Continued Mothballing of Ashfield Primary with the pupils zoned to Tayvallich Primary School,
- c) Re-open Ashfield Primary School and realign the catchment area of Tayvallich Primary School,
- d) Close Ashfield Primary School and realign its catchment area to Tayvallich Primary School (The possible Proposal).

Written Representations may be made on those alternatives as well as on the proposal.

Written representations on the proposal may suggest other alternatives to the proposal.

### **What will we do?**

We will consult with people by:

- Providing a notice of the consultation and a summary of the proposal to the relevant consultees **this is that notice and summary**
- Placing an advert in the local press
- Putting information on our website website <https://www.argyll-bute.gov.uk/education-and-learning>
- Holding public meetings to explain the proposal
- Ask parents, carers, children, young people, teachers, support staff and others to tell us what they think of the proposals.

### **What to do now?**

- Please read the full proposal document
- Please attend the Public Meeting which will be held on 25<sup>th</sup> April in Ashfield Primary School at 2.30pm.
- Let us know what you think by:
  - Letter to: Education Services
  - School Consultations
  - Argyll & Bute Council
  - Argyll House
  - Alexandra Parade
  - Dunoon
  - PA23 8AJ

Returning the attached response sheet by post or by;

Email to:

Via the website: <https://www.argyll-bute.gov.uk/education-and-learning>

**What next?**

Whilst the Council is engaging in a consultation process in relation to this proposal that does not mean that the proposal will go ahead. It does mean that the Council is engaging in a consultation process to seek your view on the proposal.

All the points raised during the consultation will be carefully considered and Elected Members will then decide if the plan should go ahead.

If the suggestion goes ahead the children and young people would continue to be educated in Tayvalilch Primary School.

Please note that this summary document is for convenience only. Full details of the consultation can be obtained from:

- Council Headquarters, Kilmory, Lochgilphead, Argyll, PA31 8RT
- Education Offices, Argyll House, Dunoon, Argyll, PA23 8AJ
- Public libraries in the vicinities of the schools affected
- Local area offices in the vicinities of the schools affected
- The schools affected by the proposal

Yours sincerely

**Douglas Hendry**  
**Executive Director of Customer Services**

## APPENDIX 2

Argyll and Bute Council  
Customer Services: Education

## RESPONSE FORM

I wish my response to be considered as confidential with access restricted to Elected Members and Council Officers of Argyll and Bute Council.

**Proposal**

It is proposed that:

Education provision at Ashfield Primary School be discontinued with effect from 21st October 2019. Pupils of Ashfield Primary School will continue to be educated at Tayvallich Primary School from 21st October 2019. The catchment area of Ashfield Primary School shall be extended to include the current catchment area of Tayvallich Primary School.

**This part of the form must be completed for a valid response:**

Name: (please print)

Address:

Post Code:

I agree/do not agree (delete which does not apply) that my response can be made publicly available

Signature:

Date:

**YOUR INTEREST: (please tick)**

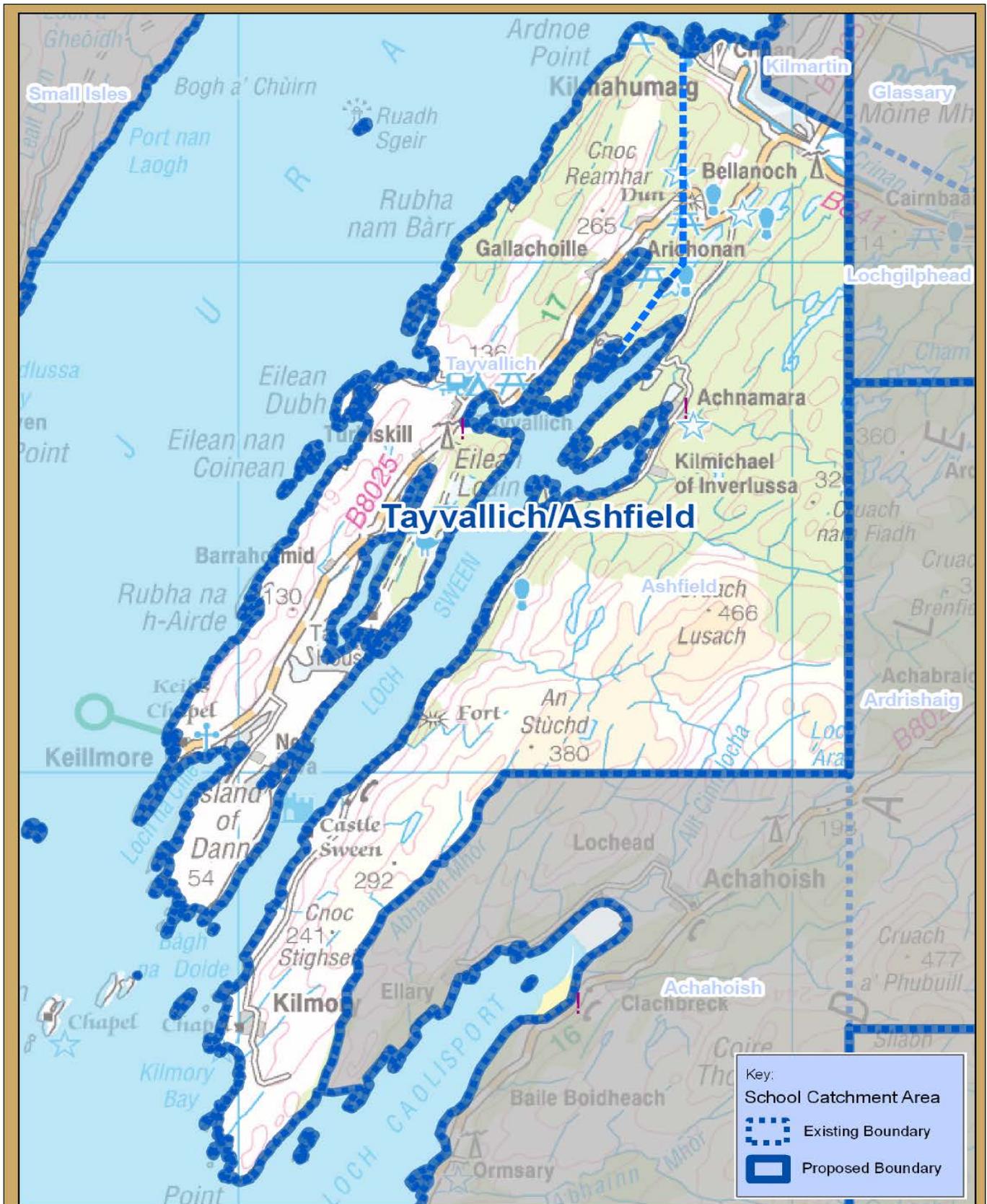
Parent <input type="checkbox"/>	Child / Young Person <input type="checkbox"/>	Staff <input type="checkbox"/>	Other * <input type="checkbox"/>
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Elected Member / MSP / MP Member of Community Council 

\*Other: (please specify)

**Please state your views on the proposal (continue overleaf if necessary)**

APPENDIX 3



**School Catchment Proposals 2010**  
**Tayvallich/Ashfield**

0 1,800 3,600 Meters  
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## APPENDIX 4 – FINANCIAL TEMPLATE

Table 1

<b>Name of School</b>	<b>Projected annual costs for full financial year 2019/20</b>	<b>Additional financial impact on receiving school</b>	<b>Annual recurring savings</b> (column 2 minus column 3)
Ashfield Primary		Tayvallich Primary	
<b>School costs</b>			
<i>Employee costs</i>			
teaching staff	81,698	123,483	-41,785
support staff	12,819	2,676	10,143
teaching staff training (CPD etc)	0	0	0
support staff training	0	0	0
Supply costs	2,345	775	1,570
<i>Building costs:</i>			
property insurance	463	463	0
non domestic rates	2,526	0	2,526
water & sewerage charges	600	0	600
energy costs	7,517	0	7,517
cleaning (contract or in-house)	4,965	4,879	86
building repair & maintenance	3,759	0	3,759
grounds maintenance	1,254	0	1,254
facilities management costs	117	0	117
revenue costs arising from capital	0	0	0
other - refuse collection; telephones	562	0	562
<i>School operational costs:</i>			
learning materials	2,978	221	2,757
catering (contract or in-house)	23,025	3,548	19,477
SQA costs	0	0	0
other school operational costs (e.g. licences)	0		0
<i>Transport costs:</i>			
home to school	0	17,320	-17,320
other pupil transport costs			0
staff travel	0	0	0
<b>SCHOOL COSTS SUB-TOTAL</b>	<b>144,628</b>	<b>153,365</b>	<b>-8,737</b>

Income:			
Sale of meals	-3,557	-3,557	0
Lets	0	0	0
External care provider	0	0	0
Other	0	0	0
<b>SCHOOL INCOME SUB-TOTAL</b>	<b>-3,557</b>	<b>-3,557</b>	<b>0</b>
<b>TOTAL COSTS MINUS INCOME FOR SCHOOL</b>	<b>141,071</b>	<b>149,808</b>	<b>-8,737</b>

<b>UNIT COST PER PUPIL PER YEAR</b>	<b>14,071</b>	<b>14,981</b>	<b>-874</b>
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Table 2

<b>Capital costs</b>	<b>School proposed for closure</b>	<b>Receiving school</b>
	Ashfield Primary	Tayvallich Primary
Capital Life Cycle cost	255,192	352,947
Third party contributions to capital costs	0	0

Table 3

<b>Annual Property costs incurred (moth-balling) until disposal</b>	
property insurance	463
non domestic rates	2,273
water & sewerage charges	114
energy costs	2,365
cleaning (contract or in-house)	0
security costs	117
building repair & maintenance	
grounds maintenance	453
facilities management costs	
other	
<b>TOTAL ANNUAL COST UNTIL DISPOSAL</b>	<b>5,785</b>

Table 4

<b>Non-recurring revenue costs</b>	
	0
<b>TOTAL NON-RECURRING REVENUE COSTS</b>	<b>0</b>

Table 5

<b>Impact on GAE</b>	
<p>The Primary Indicator determining the GAE allocation for Primary School Teaching Staff is based on the number of primary school pupils with the Secondary Indicator being the percentage of pupils in small schools (roll &lt; 70 pupils averaged over 2 years). The pupils from Ashfield are designated to attend Tayvallich which has a roll of &lt; 70 pupils. The additional pupils from Ashfield does not increase the Tayvallich roll above the threshold so there will be no impact on this GAE indicator.</p> <p>There will be no impact on other GAE indicators.</p>	0
<b>GAE IMPACT</b>	<b>0</b>

Appendix 5 – Options Appraisal



**CUSTOMER SERVICES:  
EDUCATION**

**OPTIONS APPRAISAL**

**ASHFIELD PRIMARY SCHOOL**

## 1. INTRODUCTION

On 10 March 2016 the Community Services Committee of Argyll and Bute Council approved the mothballing of Ashfield Primary School. The Council agreed that if there were no registered pupils by the close of the registration period for session 2016/17 the Council would consult formally on the future of school provision at Ashfield.

<https://www.argyll-bute.gov.uk/moderngov/ieListDocuments.aspx?CId=548&MId=7014&Ver=4>

On 14<sup>th</sup> December 2017, the Community Services Committee agreed that the Education Service would undertake the required preliminary consultation and an options appraisal, for Ashfield Primary School. The Community Services Committee received a report on 15<sup>th</sup> March 2018 presenting and outlining details of a potential formal consultation under the Schools (Consultation) (Scotland) Act 2010 (as amended) and a broad timeline of this process.

<https://www.argyll-bute.gov.uk/moderngov/ieListDocuments.aspx?CId=548&MId=7671&Ver=4>

The statutory process for the closure of a rural school is laid out in the Schools (Consultation) (Scotland) Act 2010 as amended by the Children and Young People (Scotland) Act 2014.

The Act, as amended, introduced a presumption against closure of a rural school and details specific requirements which the education authority is required to follow if they are formulating a proposal to close a rural school. This includes the introduction of a preliminary consultation process.

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

Ashfield Primary School has had zero pupils enrolled since elected members approved the mothballing.

On 14<sup>th</sup> December 2017, Community Services Committee agreed that the Education Service would undertake the preliminary requirements in relation to considering a rural school closure required and look at an options appraisal for Ashfield Primary School. This review will enable Community Services: Education to identify and consider the options put forward.

The Schools (Consultation) (Scotland) Act 2010 makes special arrangements in regard to rural schools that is in effect a presumption against their closure. There is a requirement to have special regard to the rural schools factors prior to formulating a proposal to close a rural school. In particular it is necessary to consider any reasonable alternatives before considering closure. It is also necessary to consider the impact on the wider community of a potential closure and the impact of any different travel arrangements. These factors have been considered in this options appraisal.

## **2. REASONS FOR THE PROPOSAL**

An authority that is formulating a rural school closure proposal must satisfy the preliminary requirements set out in Section 12A of the 2010 Act before starting to prepare its proposal paper.

The Authority's reasons for formulating a proposal are;

1. Ashfield Primary School has been mothballed for two years. The school roll is low and not predicted to rise in the near future. The annual cost of the mothballing of the building is £5,591,
2. Along with several other rural councils, Argyll and Bute is facing increasing challenges in recruiting staff. After repeated advertising, both locally and nationally and across social media, Argyll and Bute Council was unable to appoint teaching staff, either Head Teacher or Class Teacher to the school, the school was then mothballed. The local and national staffing challenge has not improved. In October 2018 there were significant vacancies for both Head Teachers and Teachers,
3. Whilst Ashfield Primary School is a sound building, it will deteriorate during mothballing with limited budgets for maintenance.

The Council is required to consider the future of Ashfield Primary School.

## **3. BACKGROUND**

Argyll and Bute is an area of outstanding natural beauty sitting within an ancient landscape with a strong cultural identity. Today, the culture of Argyll and Bute is reflected in its traditional industries of fishing, farming and crofting, sports such as shinty and in its world class musicians and artists as well as its modern commercial industries such as wind turbine production and fish farming.

Argyll and Bute is geographically the second largest authority in Scotland. Education is delivered in a range of settings including schools, partnerships and youth services.

### **3.1 Argyll and Bute Corporate Plan**

The Argyll and Bute Corporate Plan identifies Argyll and Bute as an area of Scotland with outstanding places, people and potential for a prosperous future for everyone. Our Council, along with our Community Planning Partners, is committed to ensuring that Argyll and Bute's Economic Success is built on a Growing Population.

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

Councils have a statutory responsibility in terms of the Local Government in Scotland Act 2003 to achieve best value. Our Community Services Asset Management Plan provides a review of the property assets used to deliver services. It incorporates the School Estate Management Plan which reflects the local implementation of Building Better Schools: Investing in Scotland's Future, the national school estate strategy developed by the Scottish Government in conjunction with local authorities.

The aspirations, guiding principles and objectives contained within Building Better Schools are reflected throughout Education and Children's Services Asset Management Plan (SAMP) for schools and public buildings, both in the management of the existing assets and in the design and construction of developments.

### **3.2 Our Children Their Future**

Councils, as an Education Authority, have a statutory duty in terms of the Education (Scotland) Act 1980 to make adequate and efficient provision of school education across their entire area for the current school population and future pattern of demand. This is reflected in Our Children, Their Future: Education Vision and Strategy.

### **3.3 Ashfield Primary School and the local setting of Achnamara**

Ashfield Primary School was built in the 1956 and is situated in the attractive village of Achnamara on the shore of Loch Sween in Mid Argyll. The village was formally used as a basis for work in relation to the Forestry Commission. The school is co-educational and non-

denominational and has a catchment area extending along Loch Sween and part of the Crinan Canal.

### 3.4 The School within the Community

Ashfield Primary School was viewed by many as the hub of the community and when open the community was very active within it. The local community supported many school events and the children used the local area for a number of studies.

The community has few public buildings. There is a hall within the village of Achnamara which is available for community use and the local church building is currently for sale.

There is some concern within the community that the closure of Ashfield school will contribute to a perceived decline in the community, already exacerbated by the closure of the local community shop.

### 3.5 Population

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

Table 1: Population Information

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

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

### 3.6 Development and House Building

The current Local Development Plan (LDP) was adopted in March 2015. A new Local Development Plan (LDP2), which will set out planning and development proposals for the next 10 years from 2020

and a vision for 20 years, is currently being prepared. The Argyll and Bute Local Development Plan provides the local planning framework for the majority of the Council area. The Plan is divided into the written statement and proposals maps. The written statement provides the general policy context against which planning applications for new development proposals should be assessed. This is supported by the proposals maps which show the range of development opportunities and constraints within the area, for example:

- the key development areas i.e. the allocations for housing, industry and business, community facilities and infrastructure;
- the potential areas for future development (Potential Development Areas);
- areas requiring actions such as environmental improvement or regeneration (Areas for Action);
- and environmental designations such as national Scenic Areas, Sites of Specific Scientific Interest (SSSIs), Special Protection Areas and Local Nature Conservation Sites.

*Appendix 1* shows the Local Development Plan for Achnamara.

As a small settlement Achnamara is not identified for growth in the Argyll and Bute Local Development Plan (2015). There are no 'housing allocations' or 'potential development areas' identified in the plan in connection with the settlement, so any development opportunities would be confined to 'windfall' sites within the settlement boundary identified in the plan.

*Appendix 2* shows the Local Development Plan for Tayvallich which identifies six potential development areas. *Appendix 3* provides a key for the Local Development Plans.

There have been no planning permissions granted for dwellings within the settlement during the last three years, which is indicative of the lack of growth potential. There may be some isolated opportunities for dwellings in the countryside within reasonable travelling distance of the school site, but to satisfy settlement strategy policy these would need to be on appropriate sites within defined 'rural opportunity areas'.

These are very limited in both distribution and extent and would not be likely to afford many credible opportunities within the wider area.

### **3.7 Ashfield Primary School**

Ashfield Primary School was built in the 1956 and is situated in the attractive village of Achnamara on the shore of Loch Sween in Mid Argyll. The village was formerly used as a base for work in relation to the Forestry Commission. The school is co-educational and non-

denominational and has a catchment area extending along Loch Sween and part of the Crinan Canal.

*Appendix 4* shows Ashfield Primary School Floor Plan.

Ashfield Primary School building is in good operational order. Before mothballing there was one Primary 1 to Primary 7 classroom. There is a large hall for PE, drama etc. It is set in considerable grounds, with a generous playground and has the advantage of substantial playing fields.

The Scottish Government's Rural School List 2016 classifies Ashfield Primary School as 'very remote rural'.<sup>1</sup> This is defined as an area with a population of less than 3,000 people, and with a drive time of over 60 minutes to a settlement of 10,000 or more. Ashfield Primary is one of a group of 9 primaries associated with Lochgilphead High School.

### **3.8 Tayvallich Primary School**

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

*Appendix 5* shows Tayvallich Primary School Floor Plan.

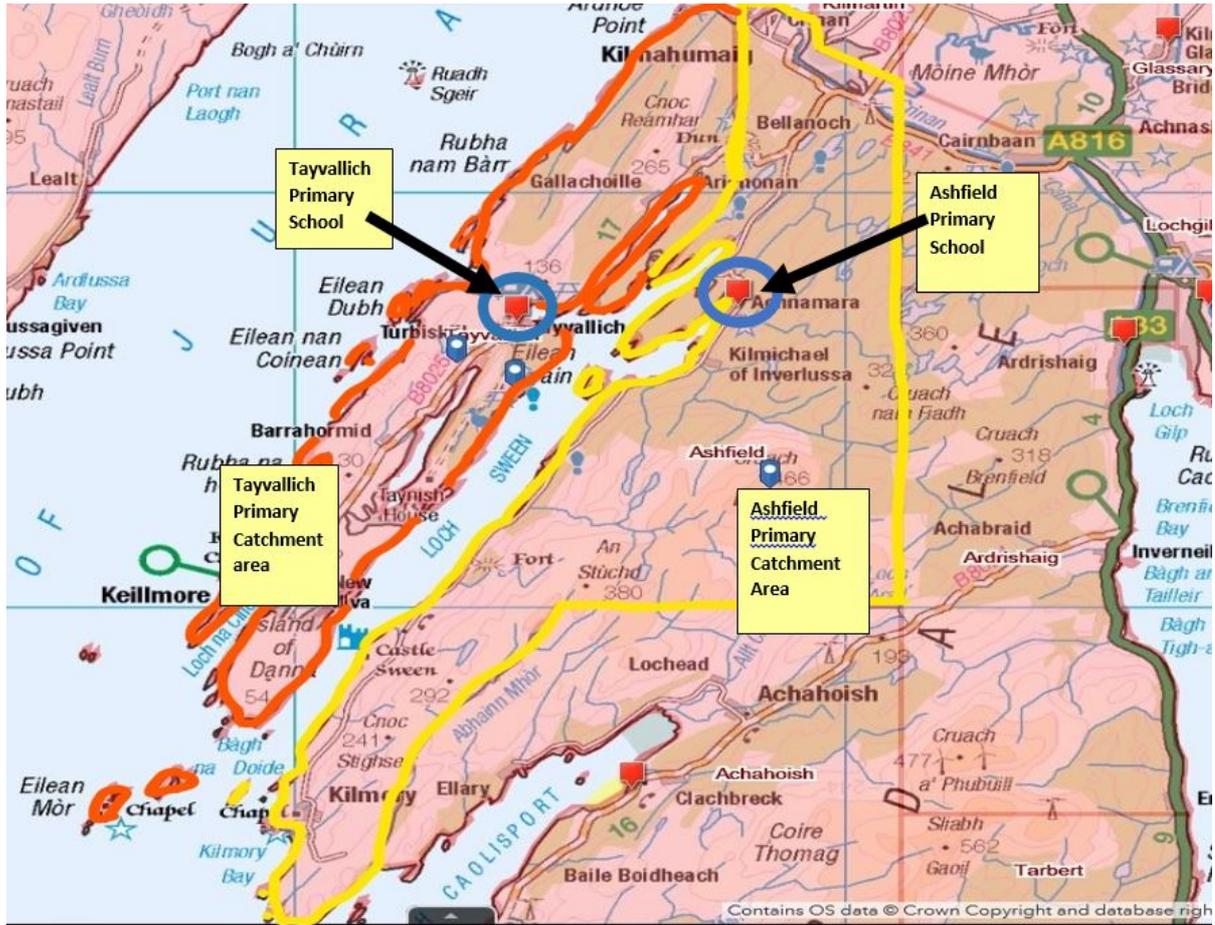
The school is an important part of Tayvallich and the wider community.

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

The map below shows the Tayvallich and Ashfield Primary Schools' catchment areas:

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<sup>1</sup> Scottish Government urban Rural Classification 2016, published March 2018



### 3.9 Pupil Numbers

Pupil projections, and data for 2017 - 2018 are based on data from the 2017 pupil census, a return prepared annually for the Scottish Government. Past pupil numbers are historic data from past pupil censuses. Pupil projections for future P1 intakes are from NHS data taken from children registered with GP practices in the area. This data is anonymised.

Table 2 shows the historic and current pupil numbers for both Ashfield and Tayvallich primary schools:

Table 2:	Ashfield PS	Tayvallich PS
	Roll	Roll
Capacity	38	33
2005-06	9	28
2006-07	10	23
2007-08	8	26
2008-09	6	21
2009-10	4	28
2010-11	8	28
2011-12	11	25

<b>2012-13</b>	13	20
<b>2013-14</b>	10	21
<b>2014-15</b>	6	28
<b>2015-16</b>	0	27
<b>2016-17</b>	0	22
<b>2017-18</b>	0	24
<b>2018-19</b>	-	21

Table 3 shows projected rolls for Tayvallich Primary School and estimated number of pupils for the Ashfield catchment area according to figures held by Argyll and Bute Council:

<b>Table 3:</b>	<b>Ashfield PS Without placing requests</b>	<b>Ashfield PS taking placing requests in to account</b>	<b>Tayvallich PS</b>
<b>Capacity</b>	38		33
<b>2019-2020</b>	10	6	21*
<b>2020-2021</b>	-		24*

\*Prediction based on information available May 2018.

## **4. COMMUNITY ENGAGEMENT**

### **4.1 Meetings**

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

### **4.2 Content of Meetings**

Attendees to the sessions were given an overview of information that the Council would be using in this options appraisal, including pupil projections, future development, local services and facilities.

The questions were as follows:

*Over the past two years, what has been the effect of mothballing Ashfield Primary School to you, your family and community?*

*What do you think should happen next? Specifically, in your view what are the pros/cons of the following options?*

- *Continue with mothballing*
- *Re-open the school (current catchment)*
- *Close the school*
- *Re-open the school but widen the catchment*

#### **4.3 Feedback**

The community consultations generated a range of viewpoints on the future of Ashfield Primary School, which can broadly be categorised into the following three main opinions offered by members of the community;

- Some families felt strongly that the school should reopen as a school with Pre-5 provision for local children.
- Some parents who felt that the current arrangement for their children attending Tayvallich was more than satisfactory and that the use of the school building should now be developed for the future.
- Members of the community felt that they would like to work with the authority should the school continue to be mothballed or closed to organise a purposeful use of the building that would be of benefit to the community.

There was strong opinion that the community did not want the school estate to fall into disrepair.

#### **5.0 THE PROPOSAL AND REASONABLE ALTERNATIVES TO THE PROPOSAL AS CONSIDERED BY THE COMMUNITY ENGAGEMENT**

Ashfield Primary School has been mothballed for two years. After repeated advertising, both locally nationally and across social media, Argyll and Bute Council was unable to appoint a Head Teacher or class teacher to the school. Consequently the school was mothballed. Since the mothballing of the school, there are still significant challenges in the appointment of teachers both locally in Argyll and Bute and nationally. In October 2018 there were significant vacancies for both Head Teachers and class teachers.

The school roll has been significantly below its capacity for the last 12 years, and this is not predicted to increase in the foreseeable future.

Whilst the school has been mothballed its condition continues to deteriorate.

The Council is required to consider the future of Ashfield Primary School. The options are explored within this paper;

- A:** Re-open Ashfield Primary School,
- B:** Continued Mothballing of Ashfield Primary with the pupils zoned to Tayvallich Primary School,
- C:** Re-open Ashfield Primary School and realign the catchment area of Tayvallich Primary School,
- D:** Close Ashfield Primary School and realign its catchment area to Tavyallich Primary School (The possible Proposal).

## **6. OPTION A: RE-OPEN ASHFIELD PRIMARY SCHOOL**

### **6.1 Community Feedback**

There were a range of views on the future of Ashfield Primary School. Some of the people who attended the consultation meeting felt that the school should re-open;

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

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

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

Several attendees highlighted that to make the school viable we ‘Need a pre-school’.

However, some parents felt that the current arrangements of their children attending Tayvallich was *‘more than satisfactory and that the use of the school building should now be developed for the future.’*

### **6.2 Pupil Numbers**

If the school were to reopen in August 2019, the maximum pupil numbers from the catchment would be 6 pupils, taking into account the

placing requests submitted before and since the school was mothballed. Pupils currently within the catchment area attend Tayvallich and Lochgilphead Primary Schools. In addition pupil numbers in the area over the next three years are not predicted to rise significantly. Some families have indicated they would not move their children back to Ashfield Primary as the children are established at Tayvallich Primary; whilst some have indicated they would want their children to attend Ashfield Primary if it were an option.

Table 4: Pupil Numbers

Ashfield Primary	2019/2020	2020/2021	2021/2022
Approved Capacity	38	38	38
Roll Projection	6	8	8

### 6.3 Financial Information

The total amount including employee; premises; supplies and services and catering consideration is **£115,683**.

The cost to bring the property to an acceptable standard is **£53,000**.

### 6.4 The Assessment of Rural Factors

The reasons for the proposal are stated at Section 2 of the report. Re-opening the school would not adequately address those. Ashfield Primary School is currently mothballed, and reopening the school would not increase pupil numbers.

#### 6.4.1 Community Impact

The reopening of the school would enable the premises to be used by the community. It would also be a possibility that the school pupils would invite the community in to specific events. The presence of a school and the facilities/activities that may be offered could make the area a more attractive place to live. Reopening the school may therefore encourage families with school age children to move to the community. This in turn may make the community more sustainable.

*‘Having an operational school in the village would attract more families to the area’.*

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

*support.'*

The village hall in Achnamara is in a state of disrepair. Several consultees suggested many options for use of the building if it became a community hub.

If the school were to reopen as an educational establishment there would be an economic impact with respect to the expenditure needed to bring the building up to standard. There would also be costs relating to staffing, and ongoing maintenance. The reopening of the school and the potential relocation of families may have a positive effect on the wider economy of the community.

#### 6.4.2 Travel Arrangements

If Ashfield Primary School was to reopen there could be a positive impact on the health and wellbeing and education of pupils who are able to walk or cycle to school. Staff would either travel to the school by car, or if they live locally could walk or cycle. There may be a positive environmental impact as the use of vehicles to transport pupils may decrease. Conversely, there could be increased car usage by staff which may mean these travel arrangements have a negative environmental impact. The positive and negative impact may balance. In terms of impact on other users of the school, there would be no other impact on their travel arrangements.

### 6.5 **Educational Benefits**

The principles of Curriculum for Excellence recognise the professionalism of teachers and the importance of this in exercising the freedom and responsibility associated with broader guidance. This means that schools are able to design their curriculum to meet the specific needs of their children and community. There are no specific educational benefits from reopening the school as all schools implement Curriculum for Excellence ensuring effective learning and teaching which is matched to the needs of children.

With respect to outdoor learning community spaces could be used in the school grounds if the school were to reopen. Outdoor learning is provided by all schools.

There would be issues with respect to the current condition and suitability of the school buildings and facilities which would negatively impact learning and teaching.

## 6.6 Staffing

After repeated advertising, both locally nationally and across social media, Argyll and Bute Council was unable to appoint a Head Teacher or class teacher to the school. Consequently the school was mothballed in March 2016. Since the mothballing of the school, there are still significant challenges in the appointment of teachers both locally in Argyll and Bute and nationally. In October 2018 there were significant vacancies for both Head Teachers and class teachers.

The last permanent Head Teacher left post in December 2012. During the next two sessions there have been two acting Head Teachers, followed by a retired Head Teacher who was employed on a supply basis. The education authority has also worked collaboratively with the Parent Council and other local schools in finding creative solutions to staff Ashfield Primary School adequately, however this has not proven to be sustainable. Pupils have attended Tayvallich Primary School from August 2014, initially part time, then from October 2014 full time.

At present, Argyll and Bute faces a significant challenge to recruit teachers and Head Teachers for existing schools. There is a national shortage of teachers and leaders in education, the reality of which has considerable impact on the day to day educational provision across authorities. The Scottish Education Council in a joint paper by COSLA and Learning Directorate (Teacher and Head Teacher Supply, Recruitment and Retention, January 2018) highlight,

*'It is clear that it is becoming increasingly challenging to recruit and head teachers in many parts of Scotland, particularly in remote, rural areas.'*

On 8<sup>th</sup> October 2018:

- There were **51** Teacher vacancies in Argyll and Bute.
- There were **6** Head Teacher vacancies in Argyll and Bute.
- **36** of the vacancies were in Primary Schools; **24** in small rural schools, similar to Ashfield Primary School.

Argyll and Bute are working with other authorities, institutions including the University of the Highlands and Islands, and the Scottish Government towards finding a solution regarding staffing. However the situation remains a serious challenge as detailed above.

The staffing challenge would have significant impact on an attempt to reopen Ashfield Primary School.

## 6.7 Summary

If the school were to reopen in August 2019, the maximum pupil numbers from the catchment area would be 6 pupils, taking into account the placing requests submitted before and since the school was mothballed. As a small settlement Achnamara is not identified for growth. Some families have indicated they would not move their children back to Ashfield Primary School as the children are established at Tayvallich Primary. However, others have indicated they would want their children to attend Ashfield Primary if it were an option. The current travel arrangements have been in place successfully for two years.

There are financial implications if the school was to be reopened. The total amount including employee; premises; supplies and services and catering consideration is **£115,683**. The cost to bring the property to an acceptable standard is **£53,000**.

If the school was to be reopened, the premises would be able to be used by the community as a hub, in addition to its use as an educational facility. The reopening of the school may encourage families with school age children to move to the community, which may make the community more sustainable.

Should the school reopen, there may be a positive environmental impact as the use of vehicles to transport pupils may decrease. Conversely, there could be increased car usage by staff which may mean these travel arrangements have a negative environmental impact. The positive and negative impact may balance.

There are no specific educational benefits from reopening the school as all schools implement Curriculum for Excellence ensuring effective learning and teaching which is matched to the needs of children.

The recruitment of staff is an ongoing challenge in both Argyll and Bute and other rural authorities. The staffing challenge would have significant impact on an attempt to reopen Ashfield Primary School.

Based on the above factors and considering the reasons for the proposal, with particular emphasis on recruitment, this is not a reasonable option.

## **7. OPTION B: CONTINUED MOTHBALLING OF ASHFIELD PRIMARY SCHOOL WITH THE PUPILS ZONED TO TAYVALLICH PRIMARY SCHOOL**

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

### **7.1 Community Feedback**

There was a view at the community meetings that mothballing the school for another shorter period of time may be desirable as it gives the community time to assess next steps in the development of a plan to take community ownership of the school building.

*‘If the school does not re-open for educational purposes, the community would like to look at plans on how the building could be used effectively to support the community.’*

*‘Concern expressed that another local service has been lost – reflecting the recent social decline in the geographical area.’*

*‘Consider extending the mothballing period to evaluate demand for local schooling further and to allow the local community to put plans in place for possible community ownership of the building.’*

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

The Community Empowerment Act (Scotland) Act 2015 sets out a right for community organisations to request the transfer of local assets into local community ownership/management. Public bodies including councils must consider such requests and respond within a reasonable timescale to them. The village hall in Achnamara is in a state of disrepair and the community may be looking to the school as the hub for activities.

### **7.2 Pupil Numbers**

Table 2, at Paragraph 3.9 shows the historic, current and projected pupil numbers for both Ashfield and Tayvallich primaries should Ashfield remain mothballed.

### 7.3 Financial Information

The annual cost when Ashfield School is mothballed is **£5,591**.

The annual transport costs to alternative schools is **£16,246**.

### 7.4 Assessment of Rural Factors

The original reason for the proposal was due to being unable to adequately staff the school. Staffing continues to be a challenge for authorities across Scotland. Continued mothballing the school would not alter this situation, however it would not be necessary to staff Ashfield Primary School.

#### 7.4.1 Community Impact

There was a view at the community meetings that mothballing the school for another shorter period of time could be an option as it gives the community time to assess next steps in the development of a plan to take community ownership of the school building, should it not re-open for educational purposes. If the community had a facility for activities this could make the area a more attractive place to live, and long term more sustainable. However, mothballing would not address the reasons for the proposal. There would be no change to the current economic impact of maintaining the mothballed Ashfield Primary School. The current cost of mothballing Ashfield Primary School is **£5,591**. The annual transport costs to alternative schools is **£16,246**.

#### 7.4.2 Travel Arrangements

The travel distance from Ashfield Primary to Tayvallich Primary is 8.58 miles. The travel distance from Ashfield Primary to Lochgilphead Primary (Joint Campus) is 9.76 miles. The travel time for this journey is approximately 20 minutes for both journeys. The current travel arrangements have been in place for two years. If the school were to continue to be mothballed there would be no change in the existing arrangements either to staff at Tayvallich Primary School or to Ashfield catchment area pupils. There would be no alteration to the environmental effect which would be neutral against the current arrangements. In terms of impact on other users of the school, there would be no other impact on their travel arrangements.

### 7.5 Staffing

There are no staffing implications for this option as there would be no change to present arrangements.

## **7.6 Educational Benefits**

Tayvallich Primary School offers a learning environment that encourages sound levels of achievement and provides a wide range of opportunities for children to achieve their full potential as successful learners, confident individuals, responsible citizens and effective contributors.

The principles of Curriculum for Excellence recognise the professionalism of teachers and the importance of this in exercising the freedom and responsibility associated with broader guidance. This means that schools are able to design their curriculum to meet the specific needs of their children and community. At Tayvallich Primary School, staff are challenged and supported through a range of continuous professional development and review opportunities gained by working and learning with a range of colleagues. Tayvallich Primary School is part of the Mid Argyll Cluster, and a smaller local cluster which means that staff can be supported together, moderation and tracking of pupil progress is enabled and staff work across stage appropriate groups. Tayvallich Primary School is part of a shared headship which means that staff can be supported together in a clearly defined way and staff work closely as a team.

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

## **7.7 Summary**

There was a view at the community meetings that mothballing the school for another shorter period of time could be an option as it gives the community time to assess next steps in the development of a plan to take community ownership of the school building, should it not re-open for educational purposes. The school has been mothballed for 2 years and pupils have settled well into other schools, some parents are happy with this arrangement. As a small settlement Achnamara is not identified for growth.

A number of community members stated that the community would like to work with the authority to assume some access to the school building and develop it to the advantage of local residents, should the school continue to be mothballed or be closed. The Community Empowerment Act (Scotland) Act 2015 sets out a new right for

community organisations to request the transfer of local assets into local community ownership/management.

If plans to acquire the building were to progress, this would potentially have a positive impact on the sustainability of the community.

There is a financial implication in the continued mothballing of the school. The current annual cost of mothballing Ashfield Primary School is **£5,591**. The annual transport costs to alternative schools is **£16,246**.

If the school were to continue to be mothballed there would be no change in the existing arrangements either to staff at Tayvallich Primary School or to Ashfield catchment area pupils. There would be no alteration to the environmental effect which would be neutral against the current arrangements.

There are no specific educational advantages to the continued mothballing of Ashfield Primary School.

There are no staffing implications for this option as there would be no change to present arrangements.

On the basis that pupil numbers are not expected to increase, that developing the buildings and grounds to benefit the community may be a consideration, that this proposal would address the reasons as stated above and have a neutral environmental impact against the current arrangements, continued mothballing is not considered as a reasonable option.

## **8. OPTION C: RE-OPEN ASHFIELD PRIMARY SCHOOL AND REALIGN THE CATCHMENT AREA OF TAYVALLICH PRIMARY SCHOOL**

### **8.1 Community Feedback**

As part of any future consultation it would be proposed that there will be discussions with the parent body of Tayvallich and Lochgilphead Primary Schools regarding the future of Ashfield School. There was no representation from the Tayvallich or Lochgilphead Parent Councils at the public meetings. It was felt by attendees that moving the catchment area was not an option due to the remote nature of the location, the roads around the area and the accepted direction of travel. The community council then asked for this to be considered. Realigning the boundary for Ashfield School may have an effect on several other

remote rural schools and very little effect on the roll of Ashfield Primary School.

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

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

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

## **8.2 Pupil Numbers**

Table Two, at 4.5 shows the historic, current and projected pupil numbers for both Ashfield and Tayvallich primaries should Ashfield remain mothballed.

## **8.3 Financial Information**

The annual running costs if the school were to be reopened is **£115,683 which includes** employee; premises; supplies and services and catering consideration.

The cost to bring the property to an acceptable standard is **£53,000**.

## **8.4 Assessment of Rural Factors**

The reasons for the proposal are stated at Section 2 of this report. Realigning the catchment area and reopening the school would be a challenge.

### **8.4.1 Community Impact**

*'Having an operational school in the village would attract more families to the area'.*

If there was an active school and the community had a facility for activities this may make the area a more attractive place to live, attract families, and the community may be more sustainable. This proposal would, however not address the reasons for the proposal or the issue difficulty in staffing

#### 8.4.2 Travel Arrangements

If Ashfield Primary School was to reopen there could be a positive impact on the health and wellbeing and education of pupils who are able to walk or cycle to school. Local members of staff could also walk or cycle to school. There would be an increase in the number of pupils at the school and therefore an increase in staff numbers. There could be increased car usage by staff resulting in a negative environmental impact. In terms of other users of the school, there would be no other impact on their travel arrangements.

### 8.5 **Educational Benefits**

The principles of Curriculum for Excellence recognise the professionalism of teachers and the importance of this in exercising the freedom and responsibility associated with broader guidance. This means that schools are able to design their curriculum to meet the specific needs of their children and community. There are no specific educational benefits from reopening the school and rezoning the catchment area, as all schools implement Curriculum for Excellence ensuring effective learning and teaching which is matched to the needs of children.

With respect to outdoor learning community spaces could be used in the school grounds if the school were to reopen. Outdoor learning is provided by all schools.

There would be issues with respect to the current condition and suitability of the school buildings and facilities which would negatively impact learning and teaching.

### 8.6 **Staffing**

After repeated advertising, both locally and nationally and across social media, Argyll and Bute Council was unable to appoint teaching staff, either Head Teacher or Class Teacher to the school, the school was then mothballed in March 2016. The last permanent Head Teacher left post in December 2012. During the next two sessions there were two acting Head Teachers, followed by a retired Head Teacher who was employed on a supply basis. The Area Education Manager worked alongside the Parent Council and other local schools attempting to staff Ashfield Primary School adequately. This was unsuccessful. Pupils have attended Tayvallich Primary School from August 2014, initially part time, then from October 2014 full time.

At present, Argyll and Bute faces a significant challenge to recruit

teachers and Head Teachers for existing schools. There is a national shortage of teachers and leaders in education, the reality of which has considerable impact on the day to day educational provision across authorities. The Scottish Education Council in a joint paper by COSLA and Learning Directorate (Teacher and Head Teacher Supply, Recruitment and Retention, January 2018) highlight,

*'It is clear that it is becoming increasingly challenging to recruit and head teachers in many parts of Scotland, particularly in remote, rural areas.'*

On 8<sup>th</sup> October 2018:

- There were **51** Teacher vacancies in Argyll and Bute.
- There were **6** Head Teacher vacancies in Argyll and Bute.
- **36** of the vacancies were in Primary Schools; **24** in small rural schools, similar to Ashfield Primary School.

Argyll and Bute are working with other authorities, institutions including the University of the Highlands and Islands, and the Scottish Government towards finding a solution regarding staffing. However the situation remains a serious challenge as detailed above.

## **8.7 Summary**

If the school were to reopen in August 2019, the maximum pupil numbers from the catchment would be 6 pupils, taking into account the placing requests submitted before and since the school was mothballed. As a small settlement Achnamara is not identified for growth. Some families have indicated they would not move their children back to Ashfield Primary School as the children are established at Tayvallich Primary. However, others have indicated they would want their children to attend Ashfield Primary if it were an option. The current travel arrangements have been in place successfully for two years.

There are financial implications if the school was to be reopened. The total amount including employee; premises; supplies and services and catering consideration is **£115,683** per annum. The cost to bring the property to an acceptable standard is **£53,000**.

If the school was to be reopened, the premises would be able to be used by the community as a hub, in addition to its use as an educational facility. The reopening of the school may encourage families with school age children to move to the community, which may make the community more sustainable.

Should the school reopen, there may be a positive environmental impact as the use of vehicles to transport pupils may decrease. Conversely, there could be increased car usage by staff which may mean these travel arrangements have a negative environmental impact. The positive and negative impact may balance.

There are no specific educational benefits from reopening the school as all schools implement Curriculum for Excellence ensuring effective learning and teaching which is matched to the needs of children.

The recruitment of staff is an ongoing challenge in both Argyll and Bute and other rural authorities. The staffing challenge would have significant impact on an attempt to reopen Ashfield Primary School.

Due to the geographic location of Ashfield, a very remote rural primary school, it is unlikely that the catchment area could be made more sustainable. A boundary realignment would include pupils who are at present settled in Tayvallich, Glassary and Lochgilphead Primary Schools. Two of these schools are also classified as very remote rural. Some Ashfield families have stated they would not move their children back to Ashfield if it reopened. Although there may be a positive impact in regard to environmental impact and sustainability, this proposal would not address the reasons for the proposal and the current mothballing and with particular regard to staffing challenges and the possible effect on other remote schools, this is not a reasonable option.

## **9. OPTION D: CLOSE ASHFIELD PRIMARY SCHOOL, ZONE PUPILS TO TAYVALLICH PRIMARY SCHOOL AND REALIGN ITS CATCHMENT AREA**

### **9.1 Community Feedback**

The community reflected that Ashfield Primary School had been vibrant and an integral part of the community, and there were contrasting views on the proposals for the future of Ashfield Primary School;

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

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

*‘Needing to send pupils to Tayvallich, which is fine.’*

There was a strong sense from the attendees at the pre-consultation sessions that if the school were not to re-open for educational purposes, it should be retained for community use and not allowed to fall into disrepair. The community are becoming organised to enable them to assess whether they could feasibly take over the building for the benefit of the wider community.

## 9.2 Pupil Numbers

<i>Tayvallich Primary</i>	<i>2018/2019</i>	<i>2019/20</i>
<i>Approved Capacity</i>	38	38
<i>Tayvallich Projected Roll</i>	21	24
<i>Ashfield Projected Roll</i>	6	8
<i>Total Roll Projection</i>	27	32
<i>Tayvallich Occupancy</i>	71%	84%

## 9.3 Financial Information

The annual cost to transport pupils to Tayvallich School is **£16,246**. There would be savings to the Council of **£5,591** should the school be closed.

## 9.4 Assessment of Rural Factors

The reasons for the proposal are stated at Section 2 of this report. Staffing continues to be a challenge for authorities across Scotland. Closing Ashfield Primary School would not require any additional staffing in other schools as the children are already placed within school.

### 9.4.1 Community Impact

It is accepted that while school closure may have an adverse effect on a community, a vibrant community hub could be an asset to a community. Therefore the closure of the school could potentially have a very positive impact on sustainability of the community if this option were to progress. If the community wished to create a community hub, they would require to find a mechanism to acquire the property from the Council and deliver that aspiration.

The buildings forming the school premises are situated within walking distance of the village.

#### 9.4.2 Travel Arrangements

The travel distance from Ashfield Primary to Tayvallich Primary is 8.58 miles. The travel distance from Ashfield Primary to Lochgilphead Primary (Joint Campus) is 9.76. The travel time for this journey is approximately 20 minutes for both journeys. The current travel arrangements have been in place for two years. Closing the school would have no impact on staff or pupil travel from the current arrangement. There would be no alteration to the current environmental impact. In terms of other users of the school, there would be no other impact on their travel arrangements.

### 9.5 **Educational Benefits**

The principles of Curriculum for Excellence recognise the professionalism of teachers and the importance of this in exercising the freedom and responsibility associated with broader guidance. This means that schools are able to design their curriculum to meet the specific needs of their children and community. There are no specific educational benefits from reopening the school as all schools implement Curriculum for Excellence ensuring effective learning and teaching which is matched to the needs of children, however the closure of the school and continued attendance of pupils at other schools allows children to experience a curriculum which is matched to their needs.

Both Ashfield and Tayvallich are remote rural schools. Each school is set within a remote rural area (Scottish Government classification). Children from Ashfield area, attending Tayvallich Primary School are benefitting from the broader rural environment, whilst not moving their learning to a school that is completely different to their home environment.

The co-location of the early learning centre (ELC) and the primary classes at Tayvallich enables a strong transition process between the ELC and school and includes joint early level learning every week.

### 9.6 **Staffing**

As in paragraph 8.7 above, there are considerable challenges with securing staffing for Ashfield Primary school.

## 9.7 Summary

The community reflected that Ashfield Primary School had been vibrant and an integral part of the community, and there were contrasting views on the proposals for the future of Ashfield Primary School. However there is a will that the school be retained for community use and not be allowed to fall into disrepair.

The current travel arrangements have been in place for two years. Closing the school would have no impact on staff or pupil travel from the current arrangement. There would be no alteration to the current environmental impact.

Tayvallich and Lochgilphead Schools currently accommodate pupils from Ashfield School, and both schools have an early learning provision. Pupil numbers in the Achnamara area are not projected to increase significantly, and Tayvallich Primary School has capacity to continue to accommodate the projected pupil numbers.

The annual cost to transport pupils to Tayvallich School is **£16,246**. There would be annual savings to the Council of **£5,591** should the school be closed.

Staffing Ashfield school continues to be a significant difficulty. This option is considered to be reasonable and further detail is provided in relation to educational benefits, travel, environmental impact, community impact and financial impact below.

## 10. OVERVIEW OF OPTIONS

Option	Option Description	Outcome
A	Re-open Ashfield Primary School with its existing catchment area	Not a reasonable option.
B	Continued Mothballing of Ashfield Primary School with the pupils zoned to Tayvallich Primary School	Not a reasonable option.
C	Re-open Ashfield Primary School and realign the catchment area of other adjoining schools.	Not accepted as a reasonable option.
D	Close Ashfield Primary School and zone pupils to Tayvallich Primary School	Accepted as a reasonable option

## 11. DETAILED ANALYSIS OF REASONABLE OPTION: CLOSE ASHFIELD PRIMARY SCHOOL AND REALIGN THE CATCHMENT AREA FOR TAYVALLICH PRIMARY SCHOOL TO INCLUDE THE FORMER ASHFIELD CATCHMENT AREA

## 11.1 Pupil Projections

<i>Tayvallich Primary</i>	<i>2018/2019</i>	<i>2019/20</i>
<i>Approved Capacity</i>	38	38
<i>Tayvallich Projected Roll</i>	21	24
<i>Ashfield Projected Roll</i>	6	8
<i>Total Roll Projection</i>	27	32
<i>Tayvallich Occupancy</i>	71%	84%

## 11.2 Educational Benefits

This statement focusses on Tayvallich Primary School, which is the school the majority of the Ashfield pupils have been attending since 2016.

### 11.2.1 Learning and Teaching

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

Tayvallich Primary School offers a learning environment that encourages sound levels of achievement and provides a wide range of opportunities for children to achieve their full potential as successful learners, confident individuals, responsible citizens and effective contributors. The school ethos is very positive and conducive to helping pupils succeed.

There is a continual challenge for all schools to deliver a school improvement agenda and deliver effectively the principles and outcomes of curriculum for excellence. The National Improvement Framework priorities include raising attainment for all, and closing the gap between the most and least disadvantaged children.

The principles of Curriculum for Excellence recognise the professionalism of teachers and the importance of this in exercising the freedom and responsibility associated with broader guidance. This means that schools are able to design their curriculum to meet the specific needs of their children and community. At Tayvallich Primary School, staff are challenged and supported through a range of continuous professional development and review opportunities gained by working and learning with a range of colleagues. Tayvallich Primary School is part of the Mid Argyll Cluster, and a smaller local cluster which means that staff can be supported together, moderation and tracking of pupil progress is enabled and staff work across stage appropriate groups. Tayvallich Primary School is part of a shared headship which means that staff can be supported together in a clearly defined way and staff work closely as a team.

There is a planned programme of development activities and opportunities for quality professional dialogue on an ongoing basis at Tayvallich Primary School. All Teachers have been actively involved in key developments. In a recent curriculum review, curricular frameworks have been improved for Health and Wellbeing, Literacy and Numeracy, Science and Social Studies. The shared headship approach allows staff to work together, not only as two schools but also as part of the area cluster towards improving policy and practice. The Head Teacher is experienced and in previous roles led initiatives at a national level. The Principal Teacher at Tayvallich is part of part of Argyll and Bute's Leadership Network to support school self-evaluation and has taken the lead on specific areas of school improvement.

The shared headship model supports a distributive leadership approach and provides staff with opportunities to lead aspects of the curriculum and make day to day management decisions. In recent years children at Tayvallich Primary School have been taught in two classes composed of a number of children from more than one year group. They benefit from being part of a social context in which they can build relationships with different groups and individuals, develop social skills, meet challenges and exercise responsibilities as members of a social group. They are able to interact and socialise with groups of children their own age and gender, take part in team activities and move with their peers to secondary school. Pupils are close to one

another and have formed strong social bonds. Former pupils of Tayvallich continue the friendships they made in primary school through their continuous education in high school and beyond.

#### 11.2.2 Outcomes

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

In the primary classes, standards of attainment have been maintained over the last three years. Most children are achieving national expectations in reading, writing, listening, talking and numeracy. A larger staff, parent body and partner group by nature increases the breadth of talent and interest that may be available to share within a school setting. This applies both in terms of the wider curriculum and within aspects of the curriculum that may be enhanced by staff individual expertise eg PE, language, science, expressive arts teaching. Tayvallich have had community and parental support input in outdoor education, science, health and well-being and circus skills over the past two sessions.

#### 11.2.3 Experiences – Broadening the range of Opportunities

Children are offered a range of active, planned experiences which help them develop the knowledge and understanding, skills, capabilities and attributes which they need for their mental, emotional, social and physical wellbeing both now and in the future. In the Pre 5 Unit children enjoy a range of experiences. Staff know the children well and are sensitive to their individual needs. There is a strong transition process in place between the ELC and school at Tayvallich and includes joint early level learning every week.

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

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

#### 11.2.4 Environment for Learning

Tayvallich Primary School is a well-supported school situated in the beautiful village of Tayvallich. The school is at the heart of the community. There has been substantial investment in recent years. The teaching area for Pre5 has been upgraded. A second teaching area is being developed at present with a target completion date of January 2019. While outside space is limited, pupils benefit from access to a range of community facilities which are in close proximity to Tayvallich Primary School including the village hall, shop and local businesses. The school makes good use of the local woodland for learning.

Both Ashfield and Tayvallich are remote rural schools. Each school is set within a remote rural area (Scottish Government classification). Children from the Ashfield area, attending Tayvallich Primary School are benefitting from the rural broader environment, whilst not moving their learning to a school that is completely different to their home environment. The children maintain links with friends who live in their own village as well as creating links with children from two other rural communities.

### 11.3 **Assessment of Rural Factors**

One of the original reasons for considering a closure proposal was due to being unable to adequately staff the school. Staffing continues to be a challenge for authorities across Scotland. Closing Ashfield Primary School would not require any additional staffing in other schools as the children are already placed within school

### 11.3.1 Community Impact

It is accepted that school closure may have an adverse effect on a community, a vibrant community hub could be an asset to a community. If the local plans for the building progress, this would have a positive impact on the sustainability of the village. Formal closure would mean that these plans could potentially be progressed by the community. Although school closure can have a negative impact, the potential use of the school as a community asset could have a positive impact on the sustainability of the community. The community are considering future uses for the building, which may enhance the community giving a focus for activities and events.

The school roll is low and would not be predicted to rise in the future. Achnamara is a small settlement and is not identified for growth in the local development plan. There are no housing allocations or potential developments identified.

### 11.3.2 Travel Arrangements

The travel distance from Ashfield Primary to Tayvallich Primary is 8.58 miles. The travel distance from Ashfield Primary to Lochgilphead Primary (Joint Campus) is 9.76. The travel time for this journey is approximately 20 minutes for both journeys. The current travel arrangements have been in place for two years. Closing the school would have no impact on staff or pupil travel. There would be no alteration to the current environmental impact.

## 11.4 **Financial Impact**

The main elements included within a school budget are Teacher employee costs (i.e. basic salary costs plus related employer's National Insurance and Superannuation contributions plus any relevant individual allowances); Local Government employee costs and an allocation for discretionary expenditure incurred by the school (i.e. educational equipment, materials, staff travel, etc.). Teacher staffing budgets are calculated on an annual basis and within the Primary sector are determined, taking cognisance of the SNCT class size maxima, by the number of classes required to provide for the specific number and age of the pupils in each school. When a school ceases to be operational the Teacher staffing budget is adjusted (at the appropriate time), per entitlement information from Education HR, with the staffing budget resulting in a nil value. As a result of the authority's policy for no Teacher redundancies it is presumed that the staff are deployed elsewhere within the authority and therefore their salary costs

still exist with an increase to the receiving school's budget. This is also in line with the national priority of maintaining teacher numbers. This methodology also applies to the school's discretionary budget which again is formula based. The budget of the receiving school, in terms of any pupils being transferred, will have increased. The figures outlined below take account of the fact that the Staffing and Discretionary budgets have been adjusted to nil.

The annual running costs during the mothballing of Ashfield Primary School are **£5,591**.

The annual savings generated through closing Ashfield Primary School would be **£5,591**.

The costs/savings outlined above assumes all revenue expenditure would cease. This includes non-domestic rates, utility costs, insurances, etc.

#### **11.5 Environmental Impact**

Pupils will continue to travel by school transport to Tayvallich School and through placing requests to Lochgilphead Primary School. This will continue.

Steps taken to address the reasons for the proposal.

Ashfield Primary School was mothballed because despite repeated advertising, both locally and nationally and across social media, Argyll and Bute Council was unable to appoint teaching staff, either Head Teacher or Class Teacher to the school.

#### **12. CONCLUSION**

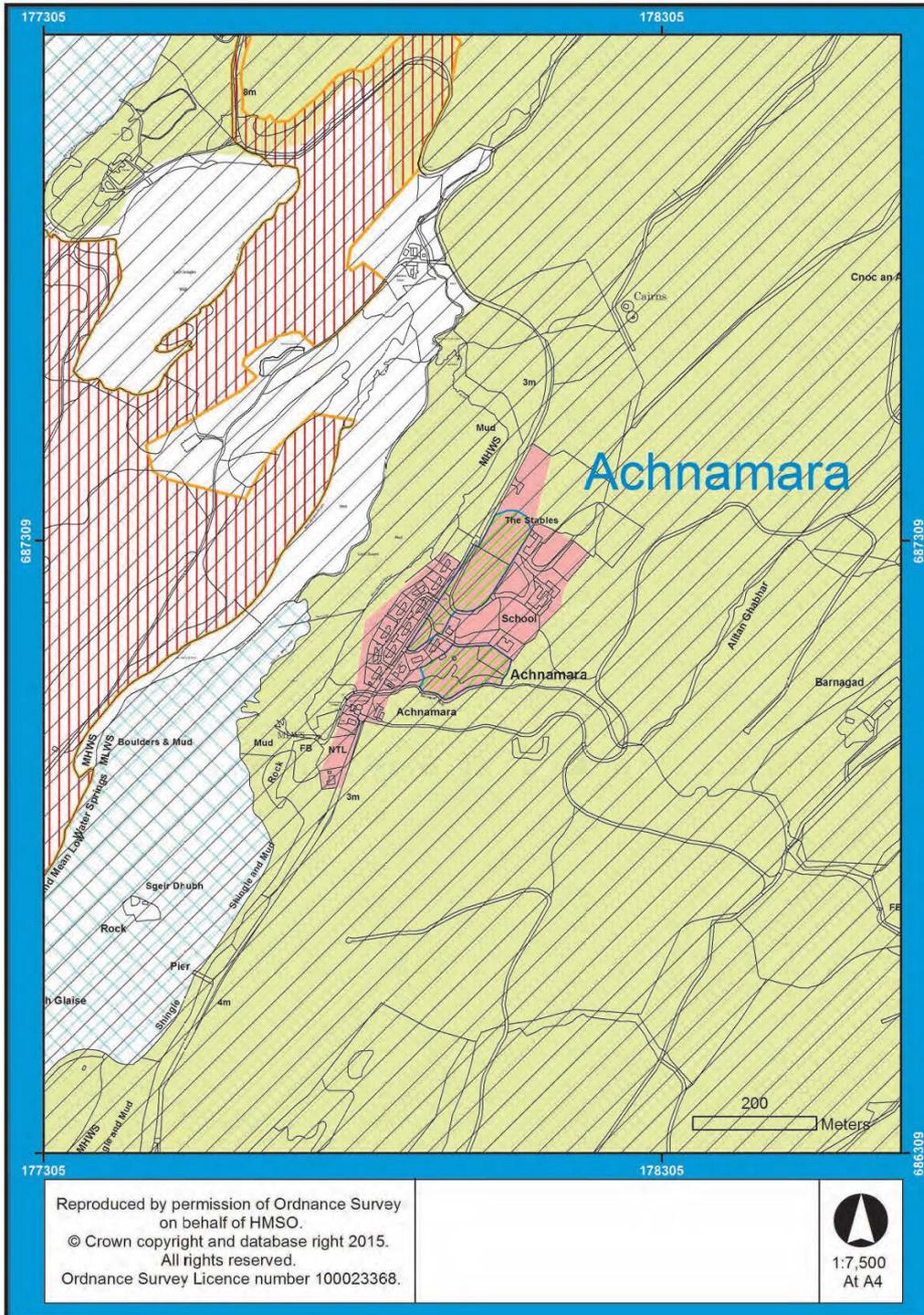
Four alternative options have been reviewed in considering the future of Ashfield Primary School. Information was collated and consideration was given to pupil numbers, housebuilding, finances, the school premises, travel arrangements, environmental impact and the local area and community - which all informed the respective options.

An authority that is formulating a rural school closure proposal must satisfy the preliminary requirements set out in Section 12A of the 2010 Act before starting to prepare its proposal paper. After consideration of the preliminary requirements, as set out in the Act, and the options, and having regard to the specific reasons for the proposal as set out at Section 2 of this report, it is recommended that closing Ashfield Primary School and redrawing its catchment area to Tayvallich Primary

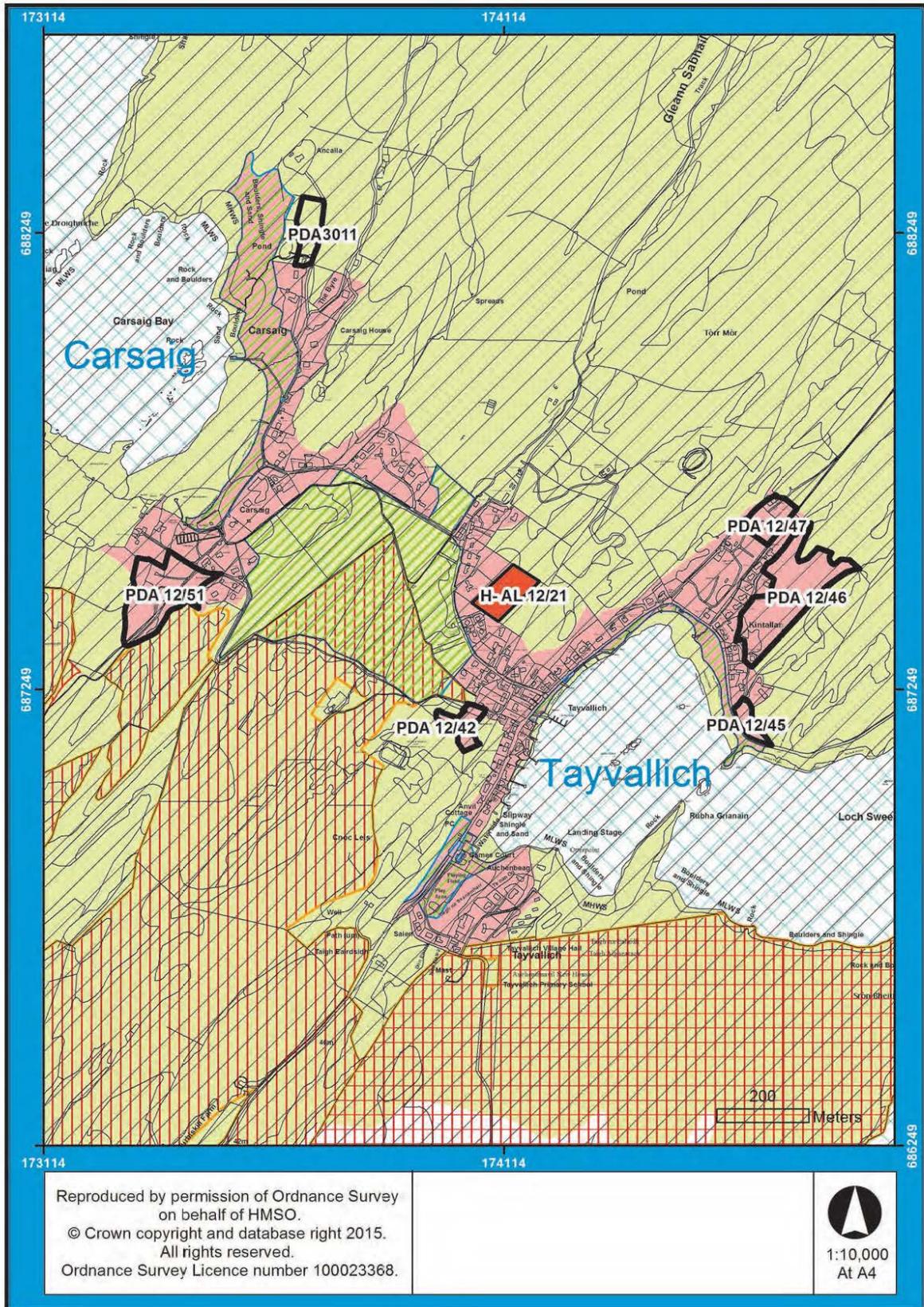
School is the most reasonable option having regard to all the relevant factors and in order to address the Reasons for the possible proposal.

Members are asked to note the outcome of this consideration of the preliminary requirements and that officers will come back to a future meeting of the Committee with a report and draft proposal paper for approval by members which would subsequently trigger the formal consultation process under the Schools (Consultation) (Scotland) Act 2010.

Appendix 1: Local Development Plan -  
Achnamara

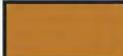
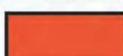
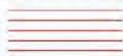
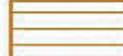
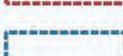


Appendix 2: Local Development Plan Tayvallich

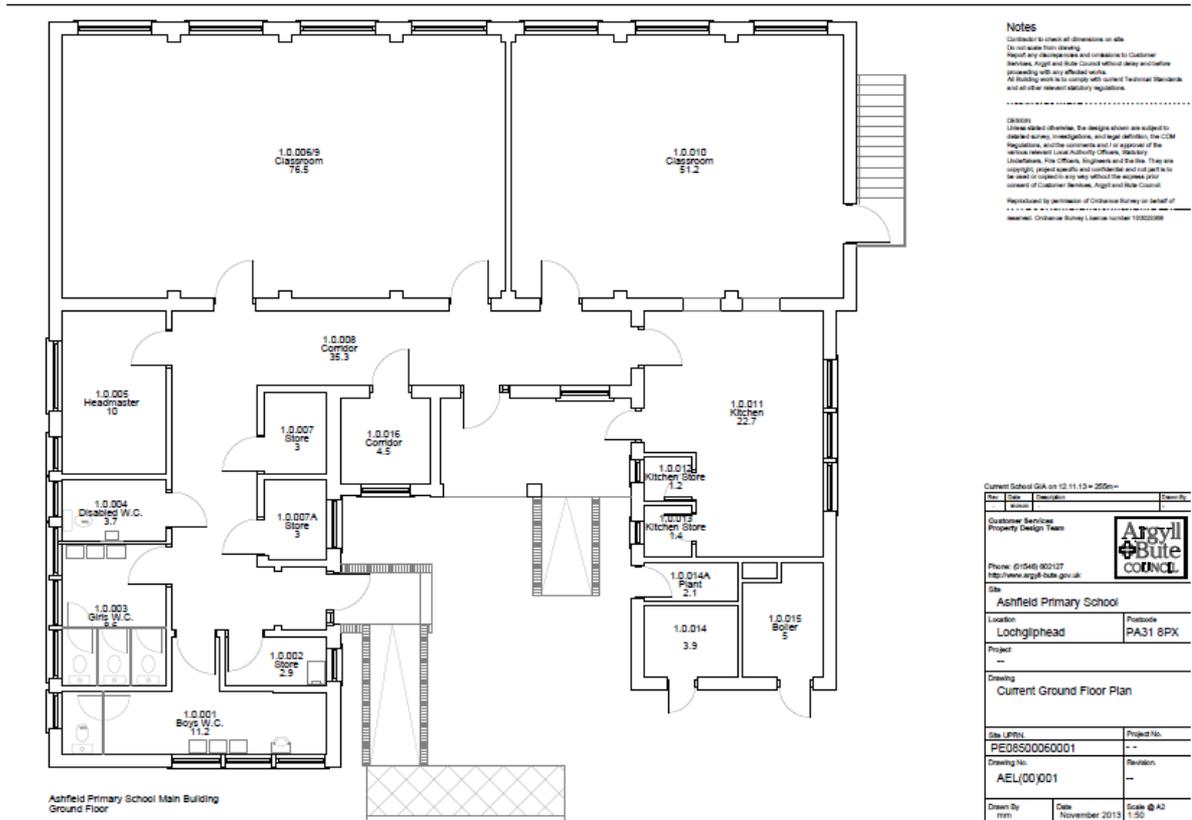


Appendix 3: Key for Local Development Plans

## Local Development Plan Key

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

Appendix 4: Ashfield Primary School floor plan



**Notes**

Contractor to check all dimensions on site to suit main floor slabs.  
Report any discrepancies and variations to Customer Services, Argyll and Bute Council without delay and in accordance with any official works.  
All building works to comply with current technical standards and all other relevant statutory regulations.

DISCLAIMER  
Unless stated otherwise, the design shown are subject to detailed survey, investigations, and legal definition, the CDM Regulations, and the requirements of all applicable of the relevant relevant Local Authority Officers, Statutory Authorities, Fire Officers, Engineers and the like. This site is for your information only and is not to be used for any other purpose without the express prior consent of Customer Services, Argyll and Bute Council.

Revised by permission of Colchester Survey on behalf of Argyll and Bute Council Licence number 100000000

Current School GFA on 10.11.13 = 255m<sup>2</sup>

No.	Date	Description	Drawn By
1	11/11/13	Issue for Information	AEI

Customer Services  
Property Design Team

Argyll & Bute Council

Phone: 01469 802127  
http://www.argyll-bute.gov.uk

Site: Ashfield Primary School

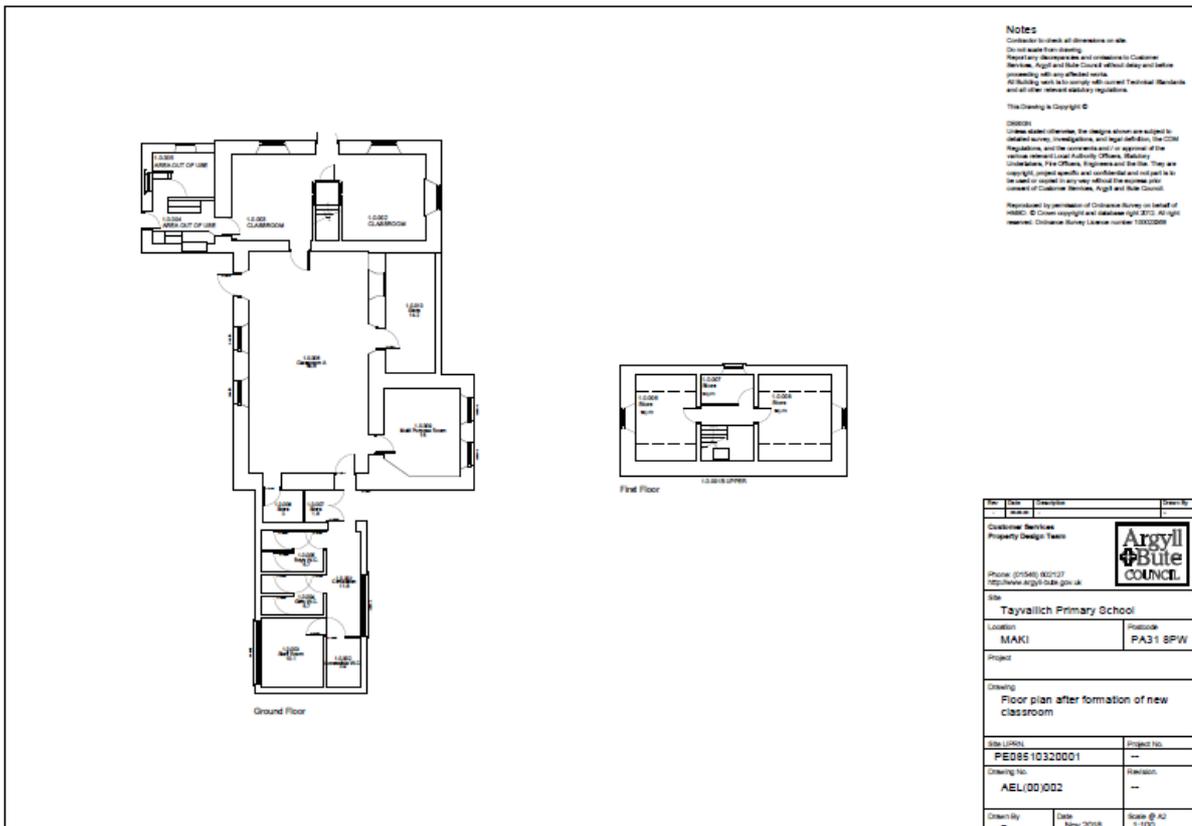
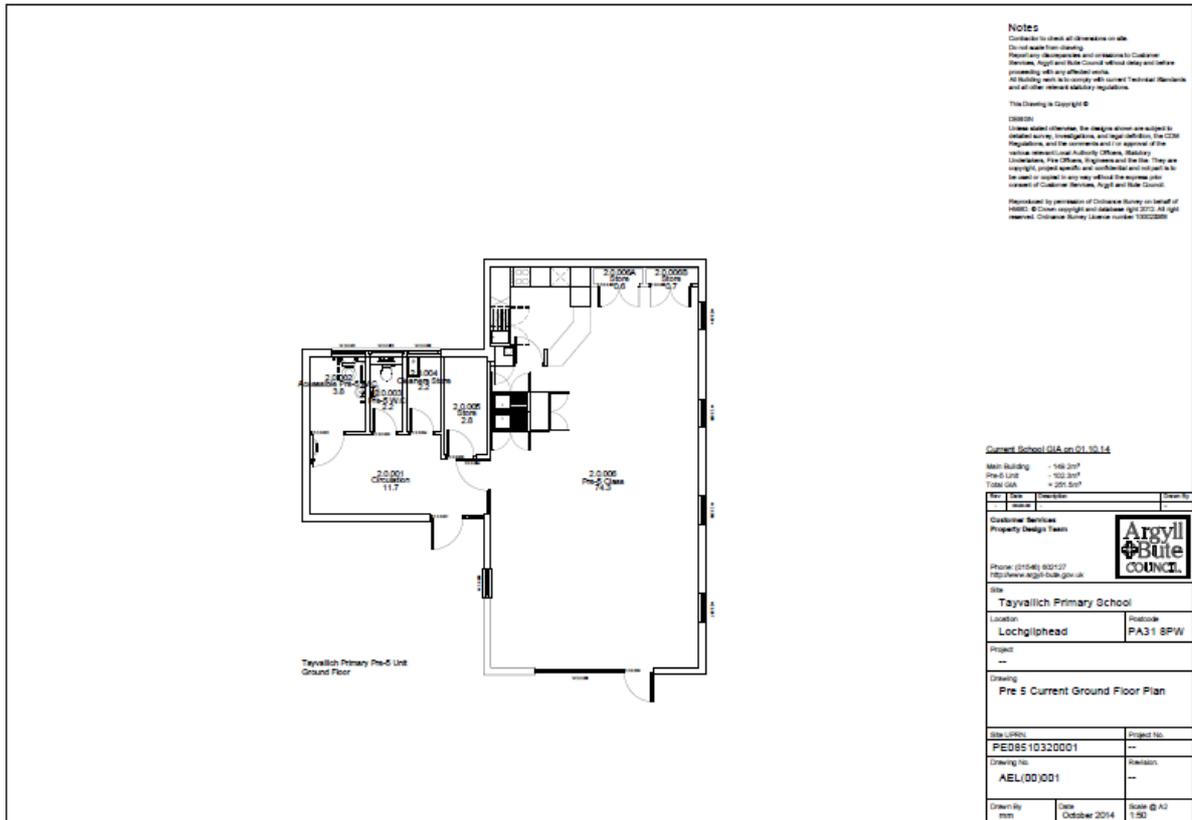
Location	Postcode
Lochgilphead	PA31 8PX

Project: --

Drawing: Current Ground Floor Plan

Site URL/ID	Project No.	
PE08S0060001	--	
Drawing No.	Revision	
AEL/00/001	--	
Drawn By	Date	Scale @ A2
mm	November 2013	1:50

Appendix 5: Tayvallich Primary School floor plan



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**ARGYLL AND BUTE COUNCIL****COMMUNITY SERVICES COMMITTEE****CUSTOMER SERVICES: EDUCATION****14 MARCH 2019**

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**REQUEST TO REZONE THE CATCHMENT AREA OF ST COLUMBA'S PRIMARY SCHOOL, OBAN**

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**1.0 EXECUTIVE SUMMARY**

- 1.1 On 7<sup>th</sup> August 2018, St Columba's Primary Parent Council made a formal request to the Council to consider rezoning the current catchment area to that of the mainland catchment area for Oban High School. St Columba's Primary school is the only denominational school within 80 miles of Oban, and the catchment area currently covers Oban and Dunbeg.
- 1.2 The proposal to vary the catchment area of a school is a relevant proposal in terms of Schedule 1 of the Schools (Consultation) (Scotland) Act 2010, as amended by the Children and Young People (Scotland) Act 2014. The amendments which came into force on 1<sup>st</sup> August 2014 include a requirement for a report from Education Scotland in the case of every proposal requiring consultation. Guidance has been prepared by the Scottish Government to support implementation of these amendments.
- 1.3 In December 2018, Community Services Committee agreed to recommend to Council to:
- a) to discontinue the policy adopted on 11 September 2014 in relation to dealing with requests to alter the catchment area of a school;
  - b) to note that the relevant Area Committee would be given the opportunity to comment as part of a consultation exercise; and
  - c) to return to the previous process, similar to that for other proposals under the 2010 Act, whereby requests to alter the catchment area of a school are brought before the Community Services Committee for a decision to be made on whether that request is adopted as a 'relevant proposal' to be progressed to a public consultation under the 2010 Act.
- 1.4 It is recommended that Community Services Committee:
- a) Agrees that this is a relevant proposal and that Officers should now carry out a full consultation on the proposed change to the catchment area of St Columba's Primary school, as defined in the Schools (Consultation) (Scotland) Act 2010 as amended;

- b) Notes that on completion of the consultation period a report will be presented to the committee detailing the results of the consultation for consideration and;
- c) Notes that the relevant Area Committee would be given the opportunity to comment as part of a consultation exercise.

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ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

CUSTOMER SERVICES: EDUCATION

14 MARCH 2019

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**REQUEST TO REZONE THE CATCHMENT AREA OF ST COLUMBA'S PRIMARY SCHOOL, OBAN**

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## **2.0 INTRODUCTION**

On 7<sup>th</sup> August 2018 St Columba's parent council made a formal request to the Council to consider rezone the current catchment area to include the catchment area for the following primary schools;

- **Achaleven,**
- **Barcaldine,**
- **Dalmally,**
- **Dunbeg,**
- **Easdale,**
- **Kilchrenan,**
- **Kilninver,**
- **Lochnell,**
- **Luing,**
- **Park,**
- **Rockfield,**
- **Strath of Appin,**
- **Taynuilt.**

This would make the catchment area for St Columba's Primary school the same as the mainland catchment area for Oban High School. St Columba's Primary school is the only denominational school within 80 miles of Oban, and the catchment area currently covers Oban and Dunbeg.

St. Columba's is a Roman Catholic Primary School situated in Oban. Together with Rockfield Primary, it forms part of the Oban Primary Campus. St Columba's Primary is one of 4 denominational schools in Argyll and Bute. St Joseph's Primary School is in Helensburgh and St Mun's Primary School is in Dunoon. The current school roll is 119 pupils. 6 pupils attend St Columba's Primary who live outwith the catchment area.

The council's policy on responding to rezone of catchment areas reflects the legislative process as laid out in the Schools (Consultation) (Scotland) Act 2010 as amended.

### **3.0 RECOMMENDATIONS**

3.1 It is recommended that Community Services Committee;

- a) Agrees that this is a relevant proposal and that Officers should now carry out a full consultation on the proposed change to the catchment area of St Columba's Primary school, as defined in the Schools (Consultation) (Scotland) Act 2010 as amended and;
- b) Notes that on completion of the consultation period a report will be presented to the committee detailing the results of the consultation for consideration and;
- c) Notes that the relevant Area Committee would be given the opportunity to comment as part of a consultation exercise.

### **4.0 DETAIL**

4.1 The proposal from St Columba's Primary School to rezone their catchment area to include the catchment area of the following primary schools;

- **Achaleven,**
- **Barcaldine,**
- **Dalmally,**
- **Dunbeg**
- **Easdale,**
- **Kilchrenan,**
- **Kilninver,**
- **Lochnell,**
- **Luing,**
- **Park,**
- **Rockfield,**
- **Strath of Appin,**
- **Taynuilt**

This would make the catchment area for St Columba's Primary school the same as the mainland catchment area for Oban High School. St Columba's Primary school is the only denominational school within 80 miles of Oban, and the catchment area currently covers Oban and Dunbeg.

This proposal qualifies as a permanent change to a school as defined in the Schools (Consultation) (Scotland) Act 2010 as amended.

4.2 As detailed in the September 2014 Argyll and Bute Catchment area policy, the proposal to vary the catchment area of a school is a relevant proposal in terms of Schedule 1 of the Schools (Consultation) (Scotland) Act 2010 as amended.

Therefore, if the Council makes such a proposal it requires;

- to prepare an educational benefits statement which demonstrates the educational benefit for children from the area in question attending St Columba's Primary school. Care is required in framing this requirement to avoid reputational risk to any of the schools;
- to prepare and publish a proposal paper;
- to give notice of the proposal to the relevant consultees and invite representations;
- to hold and to give notice of a public meeting;
- to involve Education Scotland.

The consultation requires to be run over a period of not less than six weeks of school term time (i.e. the length of the consultation period cannot include holiday periods).

- 4.3 There are currently six pupils who currently attend St Columba's Primary School as a placing request. These pupils are currently not in receipt of school transport.
- 4.4 There are currently 577 pupils on the school roll of all the primaries in the proposed catchment area. This does not include pupils from Rockfield Primary Campus, who share the same catchment area as St Columba's Primary School.
- 4.5 It is not a requirement that all pupils who attend denominational schools must be of that particular religious persuasion. The law requires that every school under the management of the Education Authority must be open to pupils of all denominations.
- 4.6 In the case of Roman Catholic schools, where applications for places from those living within the catchment area exceed the number of places available, the Education Authority may give priority to those applicants whose children have siblings at the school and applicants who have a declared affinity with the religious belief of the school.
- 4.7 If Council were mindful to agree to the changes in to the boundary of St Columba's Primary school these changes could be made in time for the commencement of the 2019/2020 academic year.

## **5.0 IMPLICATIONS**

- 5.1 Policy – If this proposal is adopted it will result in a change to St Columba's Primary School catchment boundaries.
- 5.2 Financial – A change to a school catchment area may directly impact on the staffing, and school transport costs. It should be noted that there are also costs associated with carrying out consultation, as defined in the Act and associated guidance.
- 5.3 Legal – Any proposal requires to comply with the provisions of the Schools (Consultation) (Scotland) Act 2010 as amended.

- 5.4 HR – a successful request could have implications on the head teacher’s salary as there is a relationship between salaries and roll size as determined by the job sizing process. An increase or decrease of school roll will also have a potential to increase or decrease teaching staff numbers.
- 5.5 Fairer – Scotland Duty: None
  - 5.5.1 Equalities – protected characteristics – A socio-economic equalities impact assessment will be carried out as part of the consultation.
  - 5.5.2 Socio-economic Duty – None
  - 5.5.3 Islands – none
- 5.6. Risk – carrying out a public consultation can have an increased reputational risk to the Council especially if the proposal is divisive. Ensuring the proposal has the support of all parent councils mitigates against this risk.
- 5.7 Customer Service – a clear process, which follows the legislative guidelines will assist other parent councils to submit such requests.

**Douglas Hendry**  
**Executive Director of Customer Services**

**Louise Connor**  
**Head of Education: Learning & Teaching**

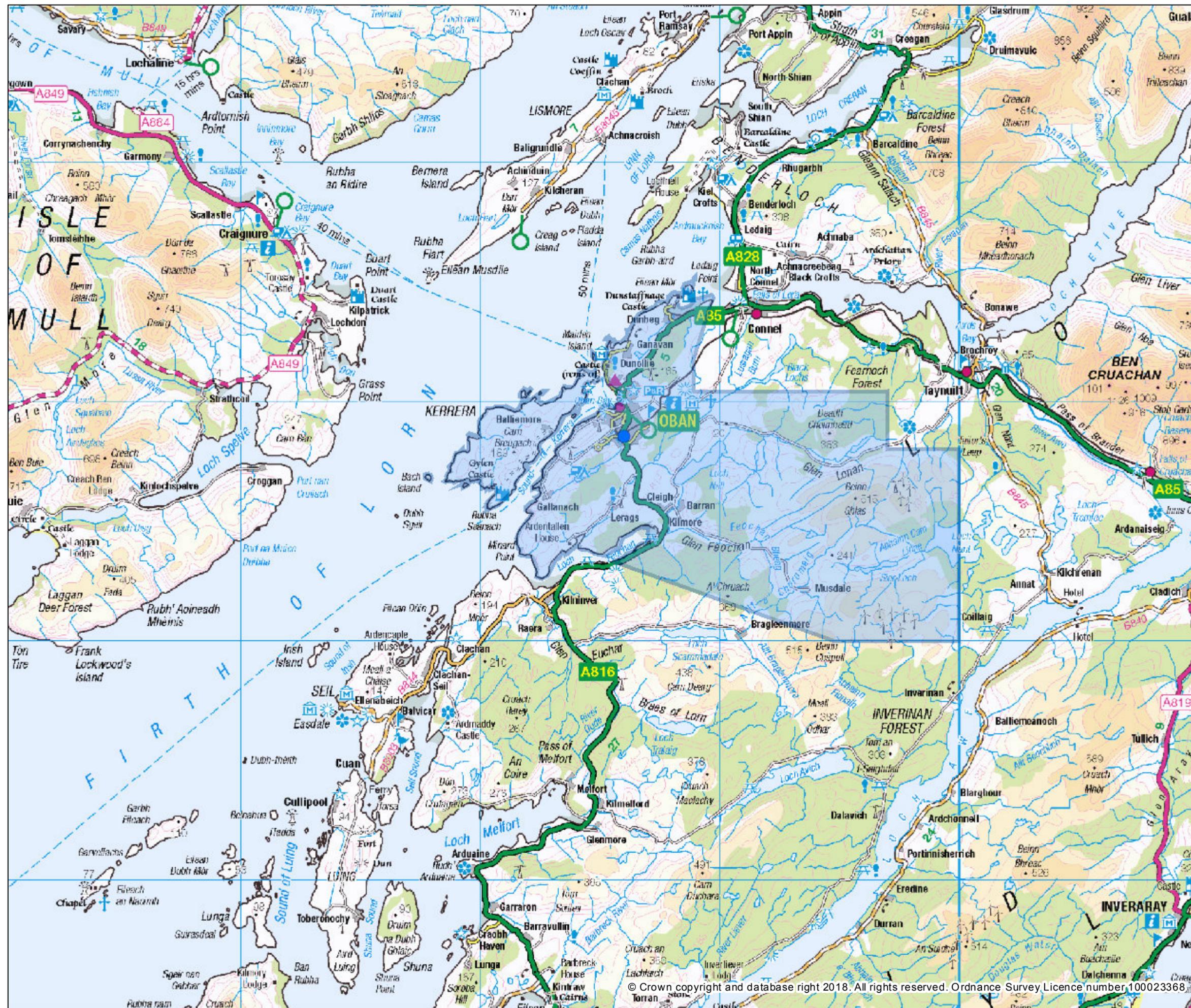
**Councillor Yvonne McNeilly**  
**Policy for Education and Lifelong Learning**

**For further information contact:**

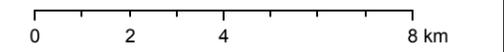
Alison MacDonald  
Education Manager  
[alison.macdonald@argyll-bute.gov.uk](mailto:alison.macdonald@argyll-bute.gov.uk)  
January 2019

## **APPENDICES**

- Appendix 1 – Map of St Columba’s Primary catchment Area
- Appendix 2 – Proposed rezoned catchment area
- Appendix 3 – Proposal Paper

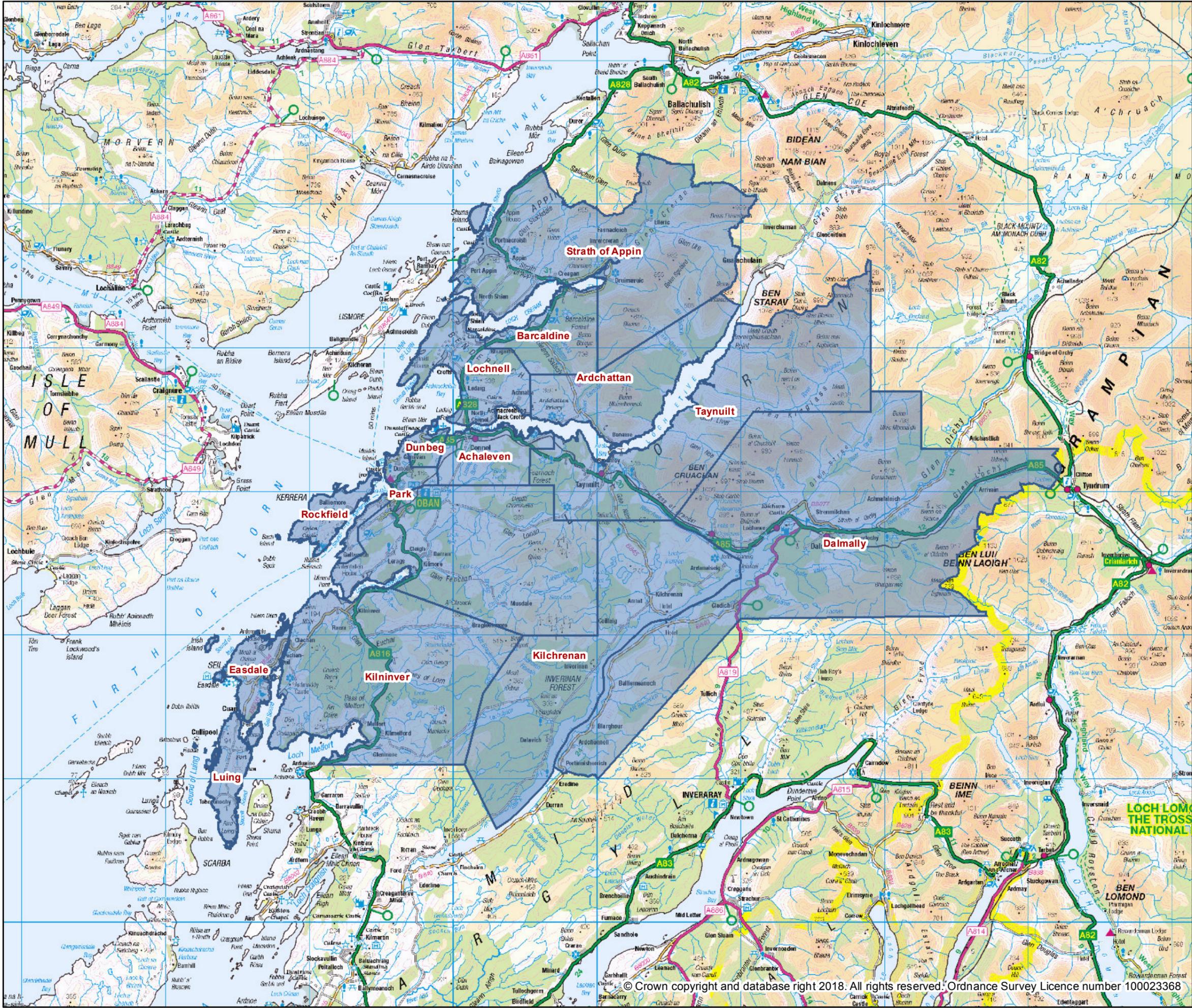


Author: ABC  
 Scale: 1:150,000  
 Date: November 2, 2018

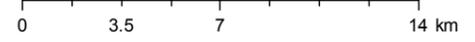


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 Date: October 17, 2018



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Customer Services: Education

## **PROPOSAL PAPER**

**We are looking for your views on  
*a proposal to rezone the catchment  
area of St Columba's Primary School***

**Closing date for responses: 15<sup>TH</sup> MAY 2019**

**A public meeting will be held on:**

**18<sup>th</sup> April 2019 at St Columba's Primary School  
At 6.00pm**

This document has been issued by Argyll and Bute Council for consultation under the terms of the Schools (Consultation) (Scotland) Act 2010.

If you need this information in another language or format, please contact us to discuss how we can best meet your needs.

Phone: 01369 708576

Email: [argyllhouse-reception@argyll-bute.gov.uk](mailto:argyllhouse-reception@argyll-bute.gov.uk)

## **Contents**

- 1. The proposal and consultation process**
- 2. Implementation date for the proposal**
- 3. Background to the proposal and overview of pupil population trends**
- 4. Educational benefits – assessment of the effects of the proposal**
- 5. Assessing the impact on the local community affected by this proposal**
- 6. Employee implications**
- 7. Financial implications**
- 8. Responding to the proposal**
- 9. Appendices**
  - Appendix 1** Distribution list
  - Appendix 2** Map detail of current boundary and proposed boundary
- 10. Consultation response form**

## **1. THE PROPOSAL AND CONSULTATION PROCESS**

### **1.1 Proposal**

Argyll and Bute Council is seeking views on the following proposal, namely: To rezone the catchment area for St Columba's Primary School so that it is extended to resemble the current mainland catchment area for Oban High School.

### **1.2 Decision to undertake the consultation**

On 14th March 2019, Argyll and Bute Council's Community Services Committee agreed that a consultation with all stakeholders be undertaken on the proposal within this document.

### **1.3 Consultation on the proposal**

Under the Schools (Consultation) (Scotland) Act 2010, if a local authority proposes to alter the catchment area of a school, it must undertake a statutory consultation with the 'relevant consultees' affected by this proposal. In this instance;

- **St Columba's,**
- **Achaleven,**
- **Barcaldine,**
- **Dalmally,**
- **Dunbeg,**
- **Easdale,**
- **Kilchrenan,**
- **Kilninver,**
- **Lochnell,**
- **Luing,**
- **Park,**
- **Rockfield,**
- **Strath of Appin,**
- **Taynuilt.**

Primary Schools would be the 'affected schools'.

The formal consultation on the proposal within this document will be undertaken under the terms of the Schools (Consultation) (Scotland) Act 2010 ("the Act"). The consultation period will start on **18<sup>th</sup> March 2019** (with due written notice of the proposal issued to the relevant consultees listed in Appendix 1) and end on **15<sup>th</sup> May 2019**. Written representations must be received by this date in order to be taken into account.

#### 1.4 **Public meeting**

A public meeting will be held on **18<sup>th</sup> April 2019** at St Columba's Primary School to discuss the proposal. Anyone wishing to attend the public meeting is invited to do so. The meeting will provide those in attendance with an opportunity to:

- Hear about the proposal;
- Ask questions about the proposal, and
- Express views about the proposal.

A note will be taken of the views expressed during the public meeting and of any questions asked so that they can be taken into account as part of the consultation process. In addition to the public meeting, written representations will be able to be made during the consultation period.

#### 1.5 **Pupil views**

Pupils will be invited to comment during the consultation process, ensuring that they have an opportunity to contribute their views.

#### 1.6 **Education Scotland (formerly HM Inspectorate of Education, HMIE)**

At the start of the consultation period the Council will provide Education Scotland with this proposal paper. When the consultation period has ended, the Council will collate all of the written and oral representations. Thereafter, this information will be provided to Education Scotland and include;

- A copy of written representations made to the Council on the proposal (or summary of them if agreed with Education Scotland);
- A summary of oral representations made at the public meeting, and
- Other relevant documentation, so far as is practicable.

Education Scotland will prepare a report on the educational aspects of the proposal taking account of the above, and in so far that Education Scotland considers them relevant, any written representations made directly to them. Education Scotland may also visit the schools affected by the proposal and make any other enquiries as they consider appropriate. Education Scotland require to send their report to the Council no later than 3 weeks (or longer if agreed with the Council) after having received the information from the Council.

#### 1.7 **Consultation report**

After receiving Education Scotland's report, the Council will review the proposal taking account of written representations received during the consultation period, oral representations made during the public meeting and Education Scotland's report. The Council will then prepare and publish a consultation report which will include a recommendation on the proposal and

make it available for inspection. The consultation report will be published three weeks before it is formally considered by the Council.

### 1.8 **Inaccuracies or omissions**

Where inaccuracies or omissions are discovered within this proposal paper, the Council will determine whether relevant information has been omitted or, if there has been an inaccuracy. Appropriate action will then be taken by the Council which may include issuing corrections, reissuing a corrected proposal paper or an extension of the consultation period. In any of these events all relevant consultees (and where applicable the notifier(s) of any omissions or inaccuracies) and Education Scotland will be advised of the appropriate action.

## 2. **IMPLEMENTATION DATE FOR THE PROPOSAL**

- 2.1 The proposal, if accepted, would be implemented from **6<sup>th</sup> October 2019**.

## 3. **DETAIL**

- 3.1 St. Columba's Primary School is a Roman Catholic Primary School situated in Oban. Together with Rockfield Primary, it forms part of the Oban Primary Campus. St Columba's Primary School is one of four denominational primary schools in Argyll and Bute. St Joseph's Primary School is in Helensburgh and St Mun's Primary School is in Dunoon. St Andrew's Primary school is situated on the Isle of Bute. The current school roll is 119 pupils. 6 pupils currently attend St Columba's Primary School who live outwith the catchment area.

- 3.2 On 7<sup>th</sup> August 2018 St Columba's Primary School Parent Council made a formal request to the Council to consider rezoning the current catchment area to include the catchment area for the following primary schools;

1. **Achaleven,**
2. **Barcaldine,**
3. **Dalmally,**
4. **Dunbeg**
5. **Easdale,**
6. **Kilchrenan,**
7. **Kilninver,**
8. **Lochnell,**
9. **Luing,**
10. **Park,**
11. **Rockfield,**
12. **Strath of Appin,**
13. **Taynuilt.**

- 3.3 This would make the catchment area for St Columba's Primary school the same as the mainland catchment area for Oban High School. St Columba's Primary

school is the only denominational school within 80 miles of Oban, and the catchment area currently covers Oban and Dunbeg. This request was supported by the parent councils of the other affected schools.

- 3.4 The Council's policy on responding to re-alignment of catchment areas reflects the legislative process as laid out in the Schools (Consultation)(Scotland) Act 2010 as amended.
- 3.5 The existing catchment area of St Columba's Primary School is shown in Appendix 2. The request by St Columba's Primary School Parent Council was for the catchment area to be increased.
- 3.6 St Columba's Primary School Parent Council feels that the catchment area for their school is too small, and includes mainly uninhabited areas. At present there are six children of primary school age living in the proposed area, who attend St Columba's Primary School as a result of a placing request. The table below illustrates the catchment area size for the denominational primary schools, and how small St Columba's catchment is comparatively.

School	Size of catchment area in hectares
St Andrew's PS	12,835 (this is the whole island of Bute)
St Columba's PS	17,113
St Mun's PS	24,760
St Joseph's PS	34,632
Oban High School	190, ,870
Proposed rezoned catchment for St Columba's	108,146

- 3.7 The School Roll of the affected schools as per September 2018 is;

School	P1	P2	P3	P4	P5	P6	P7	Grand Total
Achaleven Primary School	2		2	1	4	2	2	13
Barcaldine Primary School	2		4	1	2			9
Easdale Primary School	3	2	1	3	1	1	3	14
Kilchrenan Primary School	3			1	2	1		7
Kilninver Primary School	3	3	1	3	7	5	4	26
Lochnell Primary School	12	18	16	13	20	22	23	124
Luing Primary School	1		3	2		3	1	10
Dunbeg Primary School	15	17	7	11	14	18	6	88
Park Primary School	31	38	32	47	32	31	39	250
Rockfield Gaelic Primary School	6	4	12	10	11	4	2	49
Rockfield Primary School	47	29	52	39	48	56	50	321
St Columba's Primary School	13	18	19	14	18	12	14	109
Strath of Appin Primary School	1	2	2	4	2	3	3	17
Strath of Appin Primary School Gaelic Unit	3			3		1		7
Taynuilt Primary School	13	11	9	10	11	10	8	72

Children who live within the catchment areas of Park Primary School, Dunbeg Primary School and Rockfield Primary School are already within the catchment area for St Columba's Primary School.

#### **4. EDUCATIONAL BENEFITS STATEMENT – ASSESSMENT OF THE LIKELY EFFECTS OF THE PROPOSAL**

##### **4.1 Benefits for present pupils of St Columba's Primary School**

Should the catchment area be rezoned there may be benefits for current pupils such as additional opportunities for personal and social development through an increased roll. From a curricular perspective, there would be no particular changes, however an increased school roll may well bring additional opportunities for children to develop socially and emotionally, particularly in developing them as confident individuals.

##### **4.2 Benefits for future pupils of St Columba's Primary School**

If the catchment area was rezoned it would mean that pupils from a wider geographical location would be able to attend a denominational school without their parents having to make a specific placing request. These pupils would also benefit from additional opportunities for personal and social development in St Columba's Primary School. From a curricular perspective, there would be no particular changes, however an increased school roll may well bring additional opportunities for children to develop socially and emotionally, particularly in developing them as confident individuals.

Effects on any other users of the school's facilities would be negligible.

##### **4.3 Pupils of other schools in the area**

Currently, pupils who live in the proposed rezoning area are able to make a placing request to attend St Columba's Primary School if they wish. However, the cost of transport is met by the family, not the local authority. If the proposal was to be implemented, then parents of children who currently attend other schools in the area may now be able to send their children to St Columba's Primary School for a Catholic education should they wish, without having to make a placing request, or pay for travel.

If the catchment area for St Columba's Primary School was rezoned it would mean that pupils from a wider geographical area would be able to attend a denominational school without their parents having to make a specific placing request.

There would be the following benefits to pupils:

- the increased opportunity for children to experience a faith based curriculum which works in partnership with the Catholic Church to provide spiritual growth and to celebrate faith in Jesus Christ;

- potentially an increased number of pupils adding to the diversity, strength and vibrancy of the school community.

If this proposal was to be implemented there would be a positive effect on children who currently do not attend St Columba's Primary School and who wish to have a denominational education. There could also be a benefit to current and future children who attend the school.

If this proposal was implemented, all pupils who reside in the proposed rezoning area would now be in the catchment area for St Columba's Primary School as well as their local non-denominational school. This would offer additional educational choice to these pupils, which would not be subject to a placing request.

#### **4.4 Implications for pupils if the proposal was not implemented**

If this proposal is not implemented the children who currently live in the rezoning area, and who may move into the rezoning area, who wish to attend St Columba's Primary School will continue to have to make placing request should they wish to attend. They would also have to pay the cost of transport. There may also be potential barriers for parents who wish to provide a denominational education for their children and be educated in accordance with their faith.

### **5. ASSESSING THE IMPACT ON THE LOCAL COMMUNITY AFFECTED BY THESE PROPOSAL**

- 5.1 There may be implications for the local communities of the affected primary schools. Potentially, children who attend these schools may opt to attend St Columba's Primary School. This may lead to a reduction in school rolls for pupils in these schools. Currently there are seven schools who have a school roll of less than twenty, and reduction in their roll would have an impact on the ethos of these schools in their own communities.

### **6. EMPLOYEE IMPLICATIONS**

- 6.1 Staffing arrangements will continue to be consistent with the Argyll and Bute Council Staffing Standards and other local arrangements.
- 6.2 If many children choose to go to St Columba's Primary School instead of their non-denominational catchment school, this may also have an impact on staffing in both schools. If the school roll of St Columba's Primary School increases it would require more staff, and if the other non-denominational schools suffer a corresponding drop in their school rolls, they may require to review their staffing arrangements.

## 7. OTHER ISSUES

- 7.1 There will most likely be transport costs for the Council should this rezoning take place. The school transport system to Oban is currently almost at capacity. Any additional transport requests could may well incur additional costs. It is not considered that the proposal would be likely to incur a large cost to transport.
- 7.2 It is not a requirement that all pupils who attend denominational schools must be of that particular religious persuasion. Every school under the management of the Education Authority must be open to pupils of all denominations.
- 7.3 Religion and belief is a protected characteristic under the Equality Act 2010, which the Council, as a public authority, must have regard to when making decisions of this nature. If the Council were to rezone the catchment area for St Columba's Primary School so as to increase the availability of denominational primary school education for children in the Oban and Lorn area whose parents so wish to opt for it, this would be in accordance with the spirit of the 2010 Act.

## 8. CONCLUSION

- 8.1 This is a proposal to rezone the catchment area of St Columba's Primary School, as requested by the parent council. It is recommended that a statutory consultation exercise take place in respect of this under the terms of the Schools (Consultation) (Scotland) Act 2010. The current catchment area for St Columba's Primary School is smaller than the other mainland denominational primary schools. There are currently six pupils who attend the school who live out with the catchment area, who are not entitled to free school transport. Should the catchment area be rezoned, there would be increased accessibility to denominational education for children in the rezoned catchment area. There may be implications in terms of staffing and transport costs should there be an increase in the school roll of St Columba's due to this rezoning.

## 9. RESPONDING TO THE PROPOSAL

- 9.1 Interested parties are invited to respond to the proposal by making written or electronic submissions on the proposal using the form attached no later than close of business on **15<sup>th</sup> May 2019**:-

Argyll and Bute Council  
Customer Services: Education  
Argyll House  
Alexandra Parade  
Dunoon, PA23 8AJ  
Email: [argyllhoureception@argyll-bute.gov.uk](mailto:argyllhoureception@argyll-bute.gov.uk)

Please note that responses must be submitted to the address stated above.

- 9.2 Those sending in a response, whether by letter or electronically should be aware that their response will be open to public scrutiny and may have to be supplied to anyone making a reasonable request to see it.
- 9.3 If they do not wish their response to be publicly available, they should clearly write on the document: "I wish my response to be considered as confidential with access restricted to elected members and council officers of Argyll and Bute Council." Otherwise, it will be assumed that the respondent agrees to their response being made publicly available.

## APPENDIX 1

**Distribution list and how to access a copy of the proposal document**  
**A copy of this proposal document will be provided to the following 'relevant consultees' in terms of the Act:**

- The Parent Councils of the affected schools;
- The parents of the pupils at the affected schools;
- A copy of the proposal will be provided to all Early Years Establishments in the local area, giving access to parents who have children expected to attend the affected schools within two years of the publication of this proposal paper;
- The pupils at the affected schools (in so far as the Education Authority considers them to be of suitable age and maturity);
- All Argyll and Bute Council employees at the affected schools;
- Trade union representatives of employees at the affected schools;
- Community Councils within the affected locality;
- Local churches;
- All relevant users of the affected schools, and
- Argyll and Bute Community Planning Partners.

**A copy of this proposal document will also be made available to:**

- All Elected Members of Argyll and Bute Council;
- Argyll and Bute Youth Forum;
- Education Scotland (formerly Her Majesty's Inspectorate of Education, HMIE);
- The Constituency MSP of the affected schools;
- List MSP for the area of the affected schools;
- The MP of the affected schools;
- Police Scotland;
- NHS Highland;
- Argyll and Bute School Transport;
- Senior Local Officer, Scottish Fire and Rescue Services, and
- Care Inspectorate

**The steps listed below have also been taken to ensure that the proposal is widely available:**

- Notice of the proposal and of publication of this proposal document will be placed within local newspapers;
- The proposal document will also be published on the Argyll and Bute Council website;
- This document can be made available in alternative forms or translated by contacting Argyll House, Dunoon, tel: 01369 708576 or [argyllhoureception@argyll-bute.gov.uk](mailto:argyllhoureception@argyll-bute.gov.uk);
- The proposal paper will also be available at the following locations:
  - a) Council Offices
  - b) All libraries in Oban and Lorn
  - c) All Oban and Lorn area/locality offices
  - d) The schools affected by the proposal

# APPENDIX 2

## Map detail of current boundary





**CONSULTATION RESPONSE FORM****Customer Services: Education****Please use this form to let us know what you think about the proposal**

You can complete this feedback form in Adobe Acrobat and print it out, or print and complete it by hand, using block capital letters. Return the form to: Customer Services: Education, Argyll House, Alexandra Parade, Dunoon, PA23 8AJ  
Or as an e-mail to [argyllhousesereception@argyll-bute.gov.uk](mailto:argyllhousesereception@argyll-bute.gov.uk).

The closing date for comments is **15<sup>th</sup> May 2019**.

**Proposal**

Argyll and Bute Council is seeking the views on the following proposal, namely:  
To rezone the catchment area for St Columba's Primary School so that it is extended to resemble the current mainland catchment area for Oban High School

Name:	
Address:	

I agree with the proposal (please tick)      Yes       No       Undecided

If you wish to comment on the proposal please use the space below, or attach another sheet:

**I am responding in my capacity as a (please indicate by ticking the appropriate box)**

Parent/carer of a child at St Columba's Primary School		Trade Union	
Parent/ carer of child at affected primary school (please specify)		Elected representative	
Pupil		Community Council	
St Columba's Primary School Parent Council		Member of the public/community	
Affect Primary School Parent Council		Member of Staff	
Other Group, Please Detail Below		Church	

**Handling your response - Please note that:**

- We will use the information you provide for the purpose(s) of this consultation, including statistical and analytical purposes;
- We will pass a full copy of your written response to Education Scotland or a summary of it if agreed with them; and
- We are subject to the provisions of the Freedom of Information (Scotland) Act 2002 and therefore would have to consider any request made under that Act for information relating to written responses/ records of oral representations made to us relating to this consultation.

**Electronic publication and additional copies**

This consultation, and all other consultation exercises, can be viewed online on the consultation web pages of the Council website at:

[www.argyll-bute.gov.uk/consultations](http://www.argyll-bute.gov.uk/consultations)

Public internet can be accessed at your local library.

**Thank you for taking time to respond.**

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**ARGYLL AND BUTE COUNCIL****COMMUNITY SERVICES COMMITTEE****CUSTOMER SERVICES: EDUCATION****14 MARCH 2019**

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**EARLY LEARNING AND CHILDCARE PROGRESS UPDATE**

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**1. EXECUTIVE SUMMARY**

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

1.2 Specifically the report provides information on:

- 1140 hours provision currently in place
- 1140 hours provision to be in place by August 2019
- ELC workforce development to support 1140 hours, and
- The secondment of an Argyll and Bute Education Officer to the Northern Alliance Regional Improvement Collaborative (NARIC) to share expertise and provide quality support across the 8 Local Authorities.

1.3 It is recommended that Community Services Committee:

- a) Note the progress of implementation to date and the areas and settings to be phased in by August 2019;
- b) Endorse the positive steps the Service has taken in implementing the Argyll and Bute Early Learning and Childcare Delivery Plan;
- c) Supports the progress on developing Early Years as an attractive area of employment with a growing workforce within Argyll and Bute, and
- d) Request that the Executive Director of Customer Services bring forward progress updates in relation to the Expansion of Early Learning and Childcare to future meetings of Community Services Committee.

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ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

CUSTOMER SERVICES: EDUCATION

14 MARCH 2019

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## EARLY LEARNING AND CHILDCARE PROGRESS UPDATE

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### 2. INTRODUCTION

2.1 The purpose of this report is to provide an update for members on the progress being made by the Education Service in preparing for the expansion of Early Learning and Childcare (ELC) and the implementation of 1140 hours of funded ELC in Argyll and Bute by 2020. This paper provides a further update of progress since presentation to Committee in March 2018.

2.2 Specifically the report provides information on:

- 1140 hours provision currently in place;
- 1140 hours provision to be in place by August 2019
- ELC workforce development to support 1140 hours, and
- The secondment of an Argyll and Bute Education Officer to the Northern Alliance Regional Improvement Collaborative (NARIC) to share expertise and provide quality support across the 8 Local Authorities.

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

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

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

### **3. RECOMMENDATIONS**

3.1 It is recommended that Community Services Committee:

- a) Note the progress of implementation to date and the areas and settings to be phased in by August 2019;
- b) Endorse the positive steps the Service has taken in implementing the Argyll and Bute Early Learning and Childcare Delivery Plan;
- c) Supports the progress on developing Early Years as an attractive area of employment with a growing workforce within Argyll and Bute, and
- d) Request that the Executive Director of Customer Services bring forward progress updates in relation to the Expansion of Early Learning and Childcare to future meetings of Community Services Committee.

### **4. DETAIL**

#### **4.1 PHASING OF FUNDED ELC HOURS ACROSS ARGYLL AND BUTE**

Within Argyll and Bute Local Authority 27 ELC Services are now providing Parents/Carers with the option to access 1140 hours of funded ELC. This is a very positive position for Argyll and Bute Council and very good progress is being made with the implementation of 1140 hours. Current provision includes (See Appendix 1 –Phasing Plan):

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

Over 95% of registered children within these services are now receiving 1140 hours of funded ELC, with some accessing their additional hours from one provider and others through 'blended' models of provision.

4.2 Preparations are underway for phasing all ELC Local Authority, Partner Providers and Child Minding services in Helensburgh and Lomond, Mid Argyll and Campbeltown to provide 1140 hours of funded ELC in August 2019. This includes support to funded partners and consultations with, staff and providers. These include (See Appendix 1 –Phasing Plan):

- 8 Child Minding Services;
- 13 Local Authority Services, and
- 12 Partner Providers.

#### **4.3 ELC WORKFORCE DEVELOPMENT IN ARGYLL AND BUTE**

The Service is currently working in partnership with Argyll and Bute's Learning and Development Team, Skills Development Scotland (SDS) and

secondary schools across the local authority to deliver a Foundation Apprenticeship in Social Services Children and Young People (SSCYP). Six young people started this qualification in August 2018 with a further 12 anticipated to start in August 2019. This qualification is timetabled into students' choices for S5 and S6, year 1 comprises 5 units towards the national progression award and year 2 includes nursery placements for 1 day each week.

A bid to SDS to deliver 6 Modern Apprenticeships in SVQ3 (SSCYP) was successful and recruitment was made to these posts in November 2018. The successful candidates started their Modern Apprenticeships in January 2019, this is a two year apprenticeship where students are supernumerary and paid a salary as they work towards their Practitioner qualification within Local Authority nurseries.

Scottish Government provided funding for three Graduate Practitioner posts. The purpose of these is to support practitioners to enhance literacy, numeracy and outdoor learning. These posts are known as Cluster Leads and support a number of settings in Dunoon, Helensburgh and Campbeltown.

It is anticipated that these developments will contribute to the recruitment of a suitably skilled and well qualified additional workforce required to meet the needs of extended ELC entitlement.

Further Scottish Government funding was provided to assist with the administration and data collection for 1140 hours. An Early Years Data Analyst was appointed in January 2019 within Argyll and Bute.

- 4.4 The 8 Northern Alliance Local Authorities are being supported to deliver 1140 hours ELC by the appointment of an Improvement Manager and Officer. Their remit is to support consistency, quality improvement and sharing best practice across the Northern Alliance. The Education Officer is seconded from Argyll and Bute Council, this recognises our strong commitment to improvement.

## **5. CONCLUSION**

- 5.1 This paper outlines the positive progress made by Council and Education Services of the ELC draft delivery plan.

## **6. IMPLICATIONS**

- 6.1 Policy - The ELC Delivery Plan will assist the Education Service to implement the relevant sections contained within the Children and Young People Act (Scotland) 2014. The Council is required to submit the ELC revised Delivery Plan to Scottish Government by the 2<sup>nd</sup> March 2018.

- 6.2 Financial – Funding from Scottish Government is adequate at this time in allowing Argyll and Bute Council to enable delivery of the plan.
- 6.3 Legal – The ELC Delivery Plan is assisting the Education Service to implement the relevant sections contained within the Children and Young People Act (Scotland) 2014.
- 6.4 HR – Workforce development and recruitment is required to continue to deliver the expectations set out in the Delivery Plan.
- 6.5 Fairer Scotland Duty – There are no potential issues around this.
  - 6.5.1 Equalities – protected characteristics  
The Delivery Plan aims to respond to the challenge of reducing inequality and improving outcomes for children and their families within the diverse geographical and social context of Argyll and Bute.
  - 6.5.2 Socio-economic Duty – 1140 hours must be free at the point of entry there. By August 2020 all children in ELC will receive a free healthy and nutritious meal.
  - 6.5.3 Islands – Almost all of our islands are already delivering 1140 hours.
- 6.6 Risk A number of risks exist with workforce recruitment and development, provision of a free meal by 2020 and, as yet unknown levels of uptake within communities.
- 6.7 Customer Service – Our youngest children and eligible 2 year olds will benefit most from the expansion of ELC. There are significant benefits for families with parents/carers able to use the extended hours to enable them to return to employment, reduce childcare costs and access training.

**Douglas Hendry**  
**Executive Director of Customer Services**

**Anne Paterson**  
**Head of Education: Lifelong Learning & Support**

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

**For further information contact:**

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**APPENDICES**

Appendix 1 – Phasing Plan

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# ARGYLL AND BUTE EARLY YEARS 1140 HOURS PHASING PLAN



## Phasing Plan

**This Phasing Plan outlines our intentions for phasing in of 1140 hours, however this plan could be subject to change depending on catering , building and staffing requirements.** Lorna Cameron is the Early Years Development Officer for the West and Ailsa Dominick is the Development Officer for the East should establishments have questions regarding phasing. LA = Local Authority PP = Partner Provider.

<b>Setting</b>	<b>Phased date</b>
Tiree (LA)	August 2017
Tobermory (LA)	August 2017
Rothesay Joint Campus (LA)	January 2018
Strachur (LA)	January 2018
Rhunahaorine (LA)	January 2018
Inveraray (LA)	January 2018
Lismore (LA)	January 2018
Rothesay Playgroup (PP)	January 2018
Apple Tree Nursery (PP)	January 2018
Cairndow Community Childcare (PP)	January 2018
<b>Setting</b>	<b>Phased date</b>
Kilmodan Pre-Five (LA)	October 2018
Lochgoilhead (LA)	October 2018
Innellan & Toward FC Sunbeams (PP)	October 2018
Bowmore English (LA)	October 2018
Bowmore Gaelic (LA) (EL Class)	October 2018
Port Ellen (LA)	October 2018
Port Charlotte (LA)	October 2018
Craignish (LA)	October 2018
Kilcreggan (LA)	October 2018
Keills (LA)	November 2018
Small Isles (LA)	November 2018
Gigha (LA)	November 2018
<b>Setting</b>	<b>Proposed phasing date</b>
Tayvallich (LA)	January 2019
Iona (LA)	January 2019

Easdale (LA)	March 2019
Arrochar (LA)	April 2019
Tighnabruaich (LA)	August 2019
Drumlemble (LA)	August 2019
Lochgilphead pres (LA)	August 2019
Badden Farm (PP)	August 2019
Riverside Rascals (PP)	August 2019
Ardrishaig (LA)	August 2019
Campbeltown Nursery (LA)	August 2019
Meadows (PP)	August 2019
Dalintober (LA)	August 2019
Kidlywinks (PP)	August 2019
Kangha Rhu (PP)	August 2019
Garelochhead (PP)	August 2019
Rosneath (LA)	August 2019
Cardross (LA)	August 2019
Cardross Playgroup (PP)	August 2019
Clyde (PP)	August 2019
JLB (LA)	August 2019
Colgrain (LA)	August 2019
Nursery Rhymes (PP)	August 2019
Mulberry Bush (PP)	August 2019
Lomond (PP)	August 2019
BASIC (PP)	August 2019
St Joseph's (LA)	August 2019
Drumfork (PP)	August 2019
Carradale (LA)	August 2019
Southend (LA)	August 2019
Dalmally (LA)	August 2019
Tarbert ELC (LA)	October 2019

Kilninver (LA)	January 2020
Strath of Appin (LA)	January 2020
Sandbank English (LA)	January 2020
Sandbank Gaelic (LA)	January 2020
Kirn (LA)	January 2020
Dunoon (LA)	January 2020
Clyde Cottage (LA)	January 2020
Clyde Cottage (PP)	January 2020
Patchwork (PP)	January 2020
Kilmartin (LA)	January 2020
Bunessan (LA)	August 2020
Salen English (LA)	August 2020
Salen Gaelic (LA)	August 2020
Lochnell (LA)	August 2020
Dunbeg (LA)	August 2020
Oban First Steps (PP)	August 2020
Little Learners (PP)	August 2020
Rockfield Gaelic (LA)	August 2020
Rockfield English (LA)	August 2020
Soroba Young Families (PP)	August 2020
Stramash (PP)	August 2020
Park (LA)	August 2020
Taynuilt (LA)	August 2020
Rainbow (PP)	August 2020
Arinagour (LA)	August 2020
Kilchattan (LA)	August 2020

If you have any queries regarding the 1140 Phasing Plan, please contact  
Lorna Cameron (West) tel: 01546 604790  
[lorna.cameron@argyll-bute.gov.uk](mailto:lorna.cameron@argyll-bute.gov.uk)  
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ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

CUSTOMER SERVICES: EDUCATION

14 MARCH 2019

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**PARENTAL ENGAGEMENT STRATEGY PAPER**

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**1. EXECUTIVE SUMMARY**

- 1.1 The purpose of this report is to provide for consideration a copy of the Education Service revised Parental Engagement Strategy 2019-2021.
- 1.2 The Parental Engagement Strategy 2019-2021 has been revised in line with feedback from consultation with a wide range of stakeholders including parents, Parent Council members, teachers, Head Teachers and other partners such as representatives from the Educational Psychology team and Youth Services.
- 1.3 It is recommended that the Community Services Committee:
- a) Note the continued commitment of the Education Service to enhance and further develop opportunities for parental engagement in all of our schools, in the context of the Scottish Government's policy position in regard to the development of a National Action Plan.
  - b) Agree the revised Parental Engagement Strategy 2019-2021 as set out in Appendix 1.

**PARENTAL ENGAGEMENT STRATEGY PAPER**

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**2. INTRODUCTION**

- 2.1. The purpose of this report is to provide for consideration a copy of the Education Service revised Parental Engagement Strategy 2019-2021.
- 2.2. The revised Parental Engagement Strategy 2019-2021 was drafted following a review in March 2018 of the 2016 Parental Involvement Strategy and was developed in consultation with a wide range of stakeholders and developed in line with “Learning Together”, Scotland’s national action plan on parental involvement, parental engagement, family learning and learning at home 2018-2021.
- 2.3. Research consistently demonstrates that where parents are involved with their children’s education and learning, both at home and in partnership with the school, their children do better and achieve more. These benefits can be long-lasting and extend to better health, better relationships and improved employment prospects<sup>1</sup>.
- 2.4. Parents have a key role as prime educators and carers of their children. By working in partnership, schools and parents can develop children’s attitudes to learning, helping to ensure that children achieve their full potential. This partnership working will also provide schools with a clearer understanding of children’s home circumstances and personal achievements.
- 2.5. Effective parental engagement helps parents to understand what their children are learning, how well they are doing and how they can support learning in the home environment. Good communication will allow schools and parents to respond quickly and effectively to emerging issues and concerns.

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<sup>1</sup> “The more engaged parents are in the education of their children, the more likely their children are to succeed in the education system.” (Goodall and Vorhaus 2011)

### 3.RECOMMENDATIONS

3.1 It is recommended that the Community Services Committee:

- a) Note the continued commitment of the Education Service to enhance and further develop opportunities for parental engagement in all of our schools, in the context of the Scottish Government's policy position in regard to the development of a National Action Plan.
- b) Agree the revised Parental Engagement Strategy 2019-2021 as set out in Appendix 1.

### 4.0 DETAIL

- 4.1. In September 2016 the Community Services Committee approved the Parental Involvement Strategy which set out how the Education Service would support schools to help parents to become involved in their child's education within the context of the Scottish Schools (Parental Involvement) Act 2006, the National Improvement Framework for Scottish Education and the Education (Scotland) Act 2016.
- 4.2. Ensuring high quality partnership working through increased parental engagement and participation is one of the key objectives of the Education Vision and Strategy *Our Children, Their Future*.
- 4.3. In December 2016 the Deputy First Minister and Cabinet Secretary for Education and Skills John Swinney MSP launched the 2017 National Improvement Framework and Improvement Plan for Scottish Education. The National Improvement Framework for Scottish Education sets out the Scottish Government's vision, priorities and drivers of improvement. A key driver of improvement within the National Improvement Framework is parental engagement since research shows that engaging parents in their child's learning improves children attainment and achievement.
- 4.4. In November 2017 the Scottish Government published the document "Empowering Schools – A Consultation on the provisions of the Education (S) Bill" in which it is stated that the Scottish Government "*will include provisions in the Education Bill to make the existing legal duties in relation to parental involvement clearer and stronger, to reflect the transfer of responsibilities to Head teachers through the Head teachers' Charter and to encourage stronger collaboration between school leaders and parents.*"
- 4.5. The Scottish Government have also intimated that following recommendations resulting from the National Parent Forum of Scotland's review of the impact of the Parental Engagement (Scotland) 2006 Act, the Scottish Government's intention to strengthen, modernise and extend the provisions of the 2006 Act, ensuring that as Head Teachers and teachers are empowered, so also are parents empowered to engage in their child's education.

- 4.6. The Scottish Government has now published The National Action Plan on Parental Engagement and revised Education (S) Bill, in August 2018 and February 2018 respectively.
- 4.7. It is the context of these national policy developments that the 2016 Parental Involvement Strategy was reviewed and revised at the review date of March 2018 following consultation with a wide range of stakeholders. Further revisions were completed in January 2019 after the publication of The National Action Plan on Parental Engagement and feedback from stakeholders namely the Head Teacher's Advisory Group, National Parent Forum for Scotland representative and Parent Councils.
- 4.8. The revised Parental Engagement Strategy 2019-2021 seeks to provide for the aims recommended by education legislation and policy as detailed above and seeks to implement the spirit of strengthened partnership through parental engagement as envisaged in *Our Children, Their Future*.
- 4.9. The proposed Parental Engagement Strategy 2019-21 has six objectives for schools, namely:
- Develop strong partnerships with parents.
  - Promote and support effective communication between schools and parents.
  - Provide support and encouragement for learning at home.
  - Support and promote the role of Parent Councils.
  - Provide a clear route for parents' concerns and complaints to be resolved.
  - Seek views and respond to feedback from parents about this policy.
  - It is proposed that a number of actions will take place in school sessions 2018-2019 to communicate and implement the Parental Engagement Strategy 2019-2021 as set out in the action plan detailed in Appendix 1.

## **5.0 CONCLUSION**

- 5.1 The revised Parental Engagement Strategy 2019-2021 will enable parents, schools and the Education Service to work together in a more effective manner.
- 5.2 Through working together and the sharing of knowledge, parents, schools and the Education Service will be able to help support children to reach their full potential.

## **6.0 IMPLICATIONS**

- 6.1 Policy – This report links directly to Outcome 3 and 4 in the Argyll and Bute

Single Outcome Agreement (Education Skills and Training Maximises Opportunities for All).

- 6.2 Financial – none
- 6.3 Legal – Meets the statutory requirements as prescribed by the Scottish Schools (Parental Involvement Act) 2006 and the Education (Scotland) Act 2016.
- 6.4 HR – none
- 6.5 Fairer Scotland Duty – Meets aims by reducing inequalities of outcome caused by socioeconomic disadvantage.
  - 6.5.1 Equalities – none
  - 6.5.2 Socio-economic Duty – This will support with closing the excellence and equity gap
  - 6.5.3 Islands – none
- 6.6 Risk – The performance of Education in Argyll and Bute can significantly enhance or detract from the Council’s reputation and attractiveness as an area to work and live in.
- 6.7 Customer Service Customer Service – Parental engagement is integral to the National Improvement Framework for Schools.

**Douglas Hendry**  
**Executive Director of Customer Services**

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

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

**For further information contact:**  
Simone McAdam, Area Education Officer  
11<sup>th</sup> February 2019

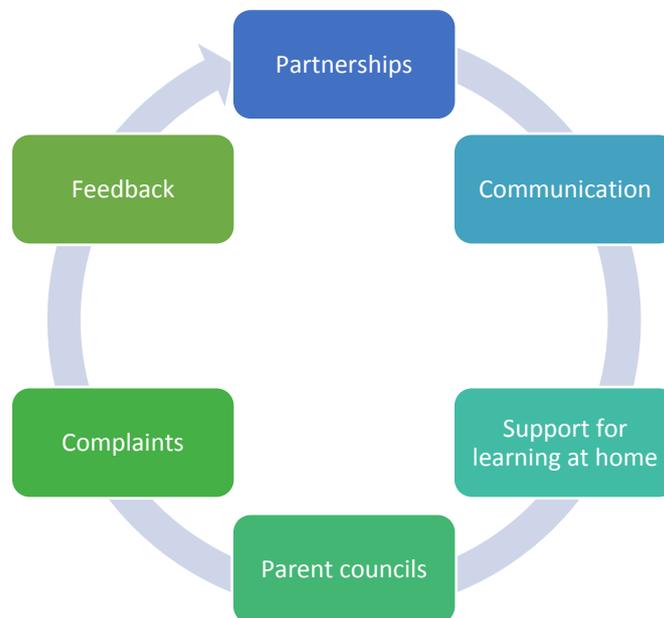
## **APPENDICES**

Appendix 1 Parental Engagement Strategy 2019-2021

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## Argyll & Bute Council Parental Engagement Strategy 2019-2021



## **Introduction by Anne Paterson, Head of Education, Argyll & Bute Council**

Our vision, set out in our *Our Children, Their Future*, is that we want Argyll & Bute to be the best place to grow up. We want young people and families to remain in this area, and be attracted to live here. A key part of that vision is to strengthen high quality partnership working and community engagement.

We recognise that most of a child's development takes place outwith our schools and early years' establishments and therefore the role of families and carers is critical to ensuring our children and young people succeed. We want to support families to engage meaningfully in their child's education.

This revised Parental Engagement Strategy<sup>1</sup> was created in consultation with a wide group of stakeholders and reflects our commitment to empower parents to become better involved with our schools and early years' establishments and better engaged with children's learning.

### **Key objectives**

We have six key objectives for our schools and early years' establishments to support and improve parental engagement and promote family learning.

- ❖ **Develop strong partnerships with parents.**
- ❖ **Promote and support effective communication between schools, early years' establishments and parents.**
- ❖ **Provide support and encouragement for learning at home.**
- ❖ **Support and promote the role of Parent Councils.**
- ❖ **Provide a clear route for parents' concerns and complaints to be resolved.**
- ❖ **Seek views and respond to feedback from parents about this Strategy.**

## **1. Partnerships**

We are committed to building and developing strong partnerships with parents.

This means:

- All parents will be welcomed and actively encouraged to become involved with and participate in the life and work of the school and early years' establishment.
- Schools and early years' establishments will make developing partnerships with parents a priority in school improvement plans.

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<sup>1</sup> The Parental Engagement Strategy has been revised in line with; Learning Together, Scotland's national action plan on parental involvement, parental engagement, family learning and learning at home 2018 – 2021. <https://www.gov.scot/publications/learning-together-scotlands-national-action-plan-parental-involvement-parental-engagement/pages/4/>

- Parents will be given opportunities to discuss and agree with school and early years' establishment staff any particular types of support to suit individual parents' needs and circumstances.
- Schools and early years' establishments will identify and reduce potential barriers to parents becoming involved with the life and the work of the school and early years' establishments.
- Parents will have opportunities to contribute to school and early years' establishments' improvement plans and policy development.
- Schools and early years' establishments will be asked to identify a member of staff to help promote and support parental engagement.
- We will seek to involve parents in the work of education committees through the creation of a Parental Engagement Advisory Group comprising of representatives from Parent Councils.
- We will identify a member of the central team to support the work of parental engagement and involvement across all schools and early years' establishments.

## **2. Communication**

We are committed to providing useful information about children's learning and communicating effectively with parents.

This means:

- Schools and early years' establishments will communicate regularly with parents providing relevant and timely information about children's learning.
- Schools and early years' establishments will consult with parents about preferences for methods of communication.
- Schools and early years' establishments will consult with the Parent Council about the ways in which they report to parents on children's learning and progress.
- Non-resident parents will be provided with regular reports on their child's learning as agreed with the Head Teacher or Head of Establishment.

## **3. Learning at home**

We are committed to providing opportunities for parents to share in their child's learning at home.

This means:

- Schools and early years' establishments will work with parents to decide how schools can support learning at home.
- Schools and early years' establishments will signpost parents to ways in which they can get support for family learning in the local community.
- Schools and early years' establishments will develop home learning policies in consultation with pupils, staff and Parent Councils.

## **4. Parent Councils**

We are committed to supporting Parent Councils to ensure that they have sufficient opportunities to be involved with the life and work of the school and early years' establishments.

This means:

- Schools and early years' establishments will seek views of the Parent Council on the development of the school improvement plans and significant school policy development.
- Parent Councils will contribute to the recruitment of senior school staff.
- Parent Councils will be given an annual funding contribution by the local authority to support training.
- Parent Councils will be asked to ensure that they communicate their work to the broader parent forum.
- Parent Councils will be supported to recognise and overcome any barriers to parents becoming involved with the Parent Council.

## 5. Complaints

We are committed to help parents resolve any concerns or issues at the earliest opportunity.

This means:

- Parents can bring any concerns directly to their child's school or early years' establishment and can expect the school or early years' establishment to take steps to resolve the concern within five working days.
- Schools and early years' establishments will provide parents with a staff member to contact to resolve any concerns.
- If any parent is not satisfied with the way their complaint has been responded to, parents can make a formal complaint in terms of the Argyll & Bute Council complaints procedure which can be accessed at <https://www.argyll-bute.gov.uk/do-it-online/comments-and-complaints>

## 6. Feedback

We are committed to seeking the views and opinions of parents about how we are engaging parents in their children's learning.

This means:

- We will consult with parents and representatives of Parent Councils in the creation and review of this Strategy.
- We will consult with the Head Teacher Advisory Group on the creation and review of this Strategy.
- We will provide parents with the opportunity of responding to a Parent Satisfaction Survey on an annual basis from 2020.
- We will review this Strategy every three years taking into consideration the feedback from the Parent Satisfaction Survey and any other representations.

### **Action plan**

- ❖ Communication of this Strategy: a copy of this Strategy will be available to all parents and all schools and early years' establishments by April 2019.
- ❖ Head Teachers and Parent Council Chairs will be asked to ensure that this Strategy is discussed at Parent Council meetings and action taken to implement the key objectives by May 2019.
- ❖ All schools and early years' establishments will be asked to audit and evaluate their existing engagement with parents, Parent Councils and provision of support for family learning by June 2019.
- ❖ All schools and early years' establishments will be asked to develop their own Parental Engagement and Home Family Learning Strategy by December 2019.
- ❖ All schools and early years' establishments will be asked to nominate a member of staff to promote and support parental engagement and family learning by August 2019.
- ❖ A parent satisfaction survey will be sent to all parents to evaluate the impact of this Strategy and to request feedback by June 2020.
- ❖ All schools and early years' establishments will be asked to evaluate the progress and impact of their Parental Engagement and Home Family Learning Strategy by September 2020.
- ❖ This Strategy will be reviewed in March 2021.

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**ARGYLL AND BUTE COUNCIL**  
**CUSTOMER SERVICES: EDUCATION**

**COMMUNITY SERVICES COMMITTEE**  
**14 MARCH 2019**

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**PERFORMANCE REPORT – FQ3**

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**1. EXECUTIVE SUMMARY**

- 1.1 The Council's Planning and Improvement Framework sets out the process for presentation of the council's quarterly performance reports. This paper presents the Community Services Committee with the Education's performance report with the scorecards for Customer Services for FQ3 2018-19 (October - December).
- 1.2 It is recommended that the Community Services Committee review the scorecards as presented.

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**ARGYLL AND BUTE COUNCIL**  
**CUSTOMER SERVICES: EDUCATION**

**COMMUNITY SERVICES COMMITTEE**  
**14 MARCH 2019**

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**PERFORMANCE REPORT – FQ3**

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**2. INTRODUCTION**

- 2.1 The Council's Planning and Improvement Framework sets out the process for presentation of the council's quarterly performance reports. This paper presents the Community Services Committee with the Education's performance report with the scorecards for Customer Services for FQ3 2018-19 (October - December).

**3. RECOMMENDATIONS**

- 3.1 It is recommended that the Community Services Committee review the scorecards as presented.

**4. DETAIL**

- 4.1 The performance scorecard for the Education Service was extracted from the Council's Pyramid performance management system and is comprised of key performance indicators

**5. IMPLICATIONS**

- 5.1 Policy: None
- 5.2 Financial: None
- 5.3 Legal: The Council has a duty to deliver best value under the Local Government Scotland Act 2003.
- 5.4 HR: None
- 5.5 Fairer Scotland Duty: None
- 5.5.1 Equalities - protected characteristics: None

5.5.2 Socio-economic Duty: None

5.5.3 Islands: None

5.6. Risk: Ensuring performance is effectively scrutinised by members reduces reputational risk to the Council.

**Douglas Hendry**  
**Executive Director of Customer Services**

**Councillor Yvonne McNeilly**  
**Policy Lead for Education**

01 February 2019

For further information contact: Morag Brown, Business Improvement Manager

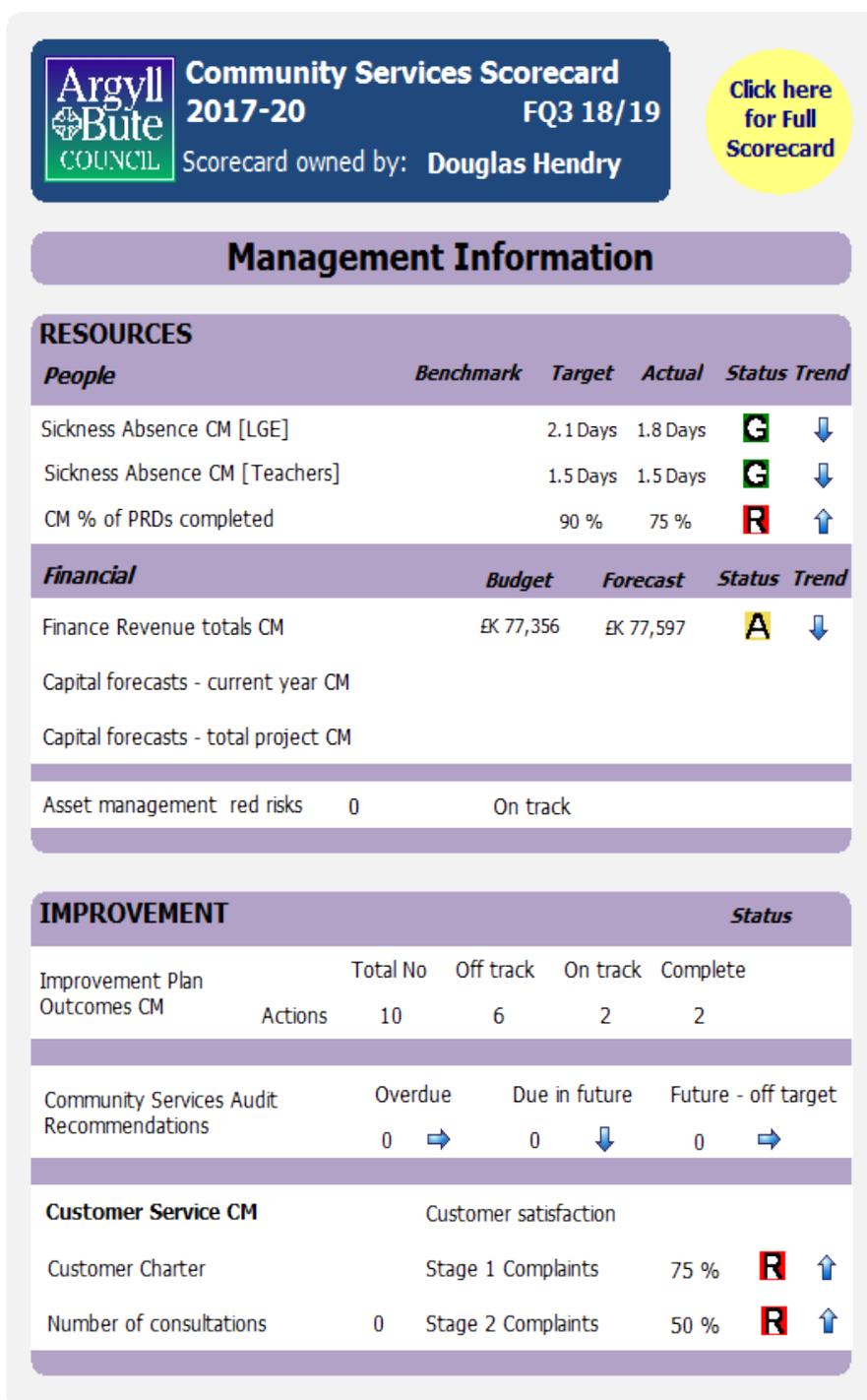
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## **APPENDICES**

Appendix 1: FQ3 Performance Report and Scorecard

## APPENDIX 1: FQ3 PERFORMANCE REPORT AND SCORECARD



**Key Successes****Business Outcome 16 - We wholly embrace our Corporate Parenting responsibilities**

1. We have appointed a principal teacher with a remit for Looked After Children, their main remit is to ensure equity of provision across all of our schools and to work closely with each school to ensure we close the attainment gap for our Looked After Children. This post is funded by the Scottish Government attainment challenge funding for Looked After Children and the post holder will report to both Education and Social Work, working closely with colleagues from both services.
2. At the November meeting of the Corporate Parenting Board members of the board were presented with a report on educational attainment and positive destinations for our Looked After Children and former Looked After Children pupils. There has been significant improvement in the attainment at Nat 5 by our cohort of Looked After Children.

**Business Outcome 17 - The support needs of children and their families are met**

1. The official launch of the Changing Lives initiative took place in November. Changing Lives is a 20 week programme for parents of children with ADHD or similar behaviours with parents participating in a 20 week Incredible Years Programme. There are groups already established in Dunoon and Oban, with Bute starting up shortly. Helensburgh, Campbeltown and Lochgilphead are on track to start in 2019.
2. As part of the phasing of 1140 hours early learning and childcare 22 establishments across Argyll and Bute are now delivering 1140 hours. We are on track for full roll out by 2020 and there is a comprehensive programme of improvement work in place to meet the implementation date.
3. Early Years family support workers have been undertaking quality assurance visits to local authority and partner settings to quality assure learning and development, and health and wellbeing and agree action plans as appropriate. The Early Years family support worker with strategic remit for outdoor learning has in partnership with our additional graduates been supporting establishments and practitioners to deliver on our aspiration of children receiving a minimum of 50% of learning outdoors.

**Business Outcome 18 - Improved lifestyle choices are enabled**

1. We have been able to include additional questions to this year's SALSUS survey which has been issued to all S3 and S5 secondary pupils across Argyll and Bute. We will analyse this information on the health and well-being of our young people in the autumn and this information will help inform our next Children and Young Peoples Services Plan.
2. We continue to deliver training and implement the PATHS (promoting alternative thinking strategies for schools) programme - A further 130 primary and early years staff were trained in FQ3 in the Helensburgh and Lomond area. The evaluations of the training

were very positive and all schools have an implementation plan. Curriculum materials have been distributed and all schools are ready to begin delivery. Further training has been requested for support assistant staff in two primary schools which will be delivered next quarter.

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

1. The Scottish Government published the Achievement of Curriculum for Excellence Levels for 2017/18 on 11 December 2018. This is starting to show a positive trend of improvement for literacy and numeracy in Argyll and Bute and each year we are performing very well compared to our Northern Alliance partners. There will be a detailed analysis of findings reported to Community Services committee in March.
2. Training was undertaken with all Head Teachers and practitioners on the Broad General Education benchmarking tool to help inform improvement in literacy and numeracy. This will be followed up with quality improvement visits from the central education team.
3. The work of the newly appointed principal teacher of assessment and moderation is further improving pedagogy and improving approaches to assessment and moderation across all schools through the issuing of guidance in early literacy and numeracy pedagogy.

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

1. Meetings have taken place with Skills Development Scotland and our secondary Head Teachers to discuss improving the equity of support and advice across schools and geographical areas.
2. Young people from across Argyll and Bute were given the opportunity to have their say on how the area is run, when they met with some of the area's key decision makers on the 7th November. 'The Big Conversation' was organised by the Youth Services team and provided a platform for young people to talk to the Council Leader; members of the Scottish Youth Parliament; Councillors; and Community Planning representatives, including Skills Development Scotland and Police Scotland. The event enabled young people aged between 11 and 25 to express themselves and voice their opinions, particularly those who are too young to vote.

**Business Outcome 22 – Adults are supported to realise their potential**

1. Learners and volunteers in Dunoon celebrated their learning achievements at an event in December 2018. Volunteers from both the Drop in Literacy and Recycling Craft Groups were in attendance, as well as young people from the "Help Employability Programme" who completed their SQA Health and Safety in Construction Environment Award in November. All learners were presented with certificates detailing their achievements over the last year, which included SQA Accredited Units in Employability Skills, Communication and Health and Wellbeing.
2. Learners in Mid Argyll marked their achievements with two very different events: The first was an 'Enchanted Garden; exhibition of

willow lantern lights held at the MS Centre with the Living Well Group who meet weekly and work with the Adult Learning team to develop their personal and social skills. The second was the 'Adult Learning Achievements Celebration' held at Lochgilphead Community Centre where achievements both big and small were on display for all to value and appreciate. This was also very well attended by our Adult Learners who access a variety of our learning and development groups. Partner agencies including Skills Development Scotland, Working Rite, MS Centre, Blarbuie Woods and Advocacy Services also attended.

### **Business Outcome 31 - We have a culture of continuous improvement**

1. The INEA inspection follow up report was published on 26th November 2018 and as a result of the improvements made by Argyll and Bute Council Education Service. HM Inspectors reported that the council has now demonstrated that it has made positive and continued progress since the original inspection in September 2016. It has strengthened its arrangements for educational leadership, and central officers and school-based staff continue to work with commitment to bring about a wide range of improvements. The authority now has greater capacity to continue to drive improvement in the quality of its provision. HM Inspectors will make no further visits to Argyll and Bute Council in connection with the original inspection.
2. The two Heads of Education are increasing their involvement with the Northern Alliance to deliver the Northern Alliance Regional Improvement Collaborative Plan. This increasing involvement and support is strengthening the leadership across the Northern Alliance and promoting collaborative working and increased networking.
3. Each of our schools has received its first Quality Improvement visit for 2018/19 with the main focus on strategic improvement targets in line with Our Children Their Future.
4. The review of Lochgilphead High School is complete in line with our scheduled programme of validation of self-evaluation activity. Follow up visits have also taken place to Hermitage Academy and Campbeltown Grammar.
5. Secondary Head Teachers have presented their summary of achievement data at Area Committees using the new process offering continued consistency across all areas for elected members scrutiny.

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

1. Feedback from students participating in the national pilot for teacher education with Dundee University and UHI which started in December has been very positive and will continue to be evaluated for impact by officers.
2. The probationers' seminar in November saw 33 of our new probationers attend a two day development session which focused on the use of data for improvement, self-evaluation and How Good Is Our School.
3. Head Teachers met on 28<sup>th</sup> November at the second of their head teachers meetings to look at attainment and achievement and performance information.

### **Key Challenges and Actions Completed In Previous Quarter**

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

1. Challenge – To build on the positive improvements noted in the follow through report of the Strategic Inspection of the Education Functions of Argyll and Bute Council published in July 2018.  
HM Inspectors reported that the Education Service has now demonstrated that it has made positive and continued progress since the original inspection in September 2016. Strengthening arrangements for educational leadership, and central officers and school-based staff continue to work with commitment to bring about a wide range of improvements.

### **Short-term Operational Challenges**

1. There are current shortages in primary teacher staffing. Creative solutions have had to be looked at to ensure provision is in place. Primary head teacher recruitment continues to be an area of challenge and two Education Officers are currently seconded into head teacher's posts at Inveraray and Taynuilt Primary Schools.
2. There are challenges in securing teachers to teach STEM subjects in our secondary schools. We are looking at creative solutions to address this including introducing virtual learning through e-Sgoil.
3. The timing of the Community Learning and Development inspection which begins in January with preparation underway in December coincides with the collation of information required for the Council's budget meeting and the time set aside to consider options to restructure the service.

### **Key Challenges and Actions to address the Challenges**

#### **Business Outcome 17 - The support needs of children and their families are met**

1. Challenge - The projected allocation of ASN assistants for academic year 2018-19 was greater than anticipated which has led to some budgetary pressures within the service.

#### **Actions**

- a) Strategic Finance have highlighted this issue in their budget outlook report and we are also reviewing spend across all areas of ASN.
- b) The service looking to benchmark with other authorities, look for best practice and has developed and an action plan.
- c) The service is reviewing the process of ASN allocation and service demand and has identified areas that require realignment. For example pupil support teacher allocation, role of Principal Teachers ASN and available hours across the service.

<b>Carried Forward From Previous Quarter – Y/N</b> Yes	<b>Completion Due Date:</b> Ongoing	<b>Responsible Person</b> Anne Paterson
<b>Key Challenges and Actions to address the Challenges</b>		
<b>Business Outcome 19 - All children and young people are supported to realise their potential</b> 1. Challenge – To ensure that the Northern Alliance Regional Improvement Collaborative adds value to Argyll and Bute Education Service to ensure that children and young people realise their potential. Actions – a) Implement the Northern Alliance Action Plan to ensure added benefits for Argyll and Bute Education Services. b) Ensure that the learning and enhanced collaboration of the Northern Alliance is shared with staff and builds capacity across Argyll and Bute. c) As a collaborative continue to work closely with Scottish Government to ensure that head teachers and teachers are supported within the developing head teacher’s charter.		
<b>Carried Forward From Previous Quarter – Y/N</b> Yes	<b>Completion Due Date:</b> Ongoing	<b>Responsible Person:</b> Anne Paterson / Louise Connor
<b>Key Challenges and Actions to address the Challenges</b>		
<b>Business Outcome 19 - All children and young people are supported to realise their potential</b> 2. Challenge – Ensure that there is access to a wide and progressive curriculum which meets the needs of all of our young people and supports the economic development of Argyll and Bute across all of our schools. Actions - a) Working with partners including Argyll College UHI and business partners b) Utilising access to digital learning c) Planning the delivery of bespoke curriculum design packages for primary education		

d) Curriculum reviews in secondary schools continue as a rolling programme

**Carried Forward From Previous Quarter – Y/N**  
No

**Completion Due Date:**  
Ongoing

**Responsible Person:**  
Anne Paterson / Louise Connor

**Key Challenges and Actions to address the Challenges**

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

1. Challenge – To increase the availability and uptake of foundation apprenticeships to support the workforce aspirations in Argyll and Bute’s proposed Rural Deal.

Actions –

- a) Improving the model of foundation apprenticeships by widening availability and by developing local models for delivery to meet the needs of our more remote and rural communities.

**Carried Forward From Previous Quarter – Y/N**  
Yes

**Completion Due Date:**  
Ongoing

**Responsible Person:**  
Anne Paterson

**Key Challenges and Actions to address the Challenges**

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

2. Challenge - Recruitment and retention across the Service.

Actions –

- b) All schools are requested to identify specific staffing requirements earlier as part of the annual staffing exercise. This will commence in January 2019 for session 2019/20.
- c) Continued discussions with Argyll College in relation to qualifications for Early Years staff to meet the demand for the workforce for 1140 hours for 2020.

d) Delivery of a quality support programme for all probationer teachers which encourages them to apply to teach in Argyll and Bute when qualified.

**Carried Forward From Previous Quarter – Y/N**  
Yes

**Completion Due Date:**  
Ongoing

**Responsible Person:**  
Anne Paterson / Louise Connor

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**ARGYLL AND BUTE COUNCIL**
**COMMUNITY SERVICES COMMITTEE****DEVELOPMENT AND  
INFRASTRUCTURE SERVICES****14<sup>TH</sup> MARCH 2019**


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**HOUSING SERVICES PERFORMANCE REPORT FQ3 2018-19**


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**1.0 INTRODUCTION**

- 1.1 The Planning and Performance Management Framework sets out the process for presentation of the council's quarterly performance reports.
- 1.2 This paper presents the Community Services Committee with the Housing Services performance report with associated scorecard for performance in FQ3 2018-19 (October to December 2018).

**2.0 RECOMMENDATIONS**

- 2.1 It is recommended that the Committee reviews the scorecard as presented.

**3.0 DETAIL**

- 3.1 The performance scorecard for Housing Services was extracted from the Council's Pyramid performance management system and is comprised of key performance indicators that make up Housing Services.

**4.0 IMPLICATIONS**

- |     |                                 |  |
|-----|---------------------------------|--|
| 4.1 | Policy                          | None   |
| 4.2 | Financial                       | None   |
| 4.3 | Legal                           | The Council has a duty to deliver best value under the Local Government in Scotland Act 2003 |
| 4.4 | HR                              | None   |
| 4.5 | Equalities/Fairer Scotland Duty | None   |
| 4.6 | Risk                            | Ensuring performance is effectively scrutinised by members                                   |
| 4.7 | Customer Service                | None   |

**For further information contact:** Pippa Milne, Tel 01546 604076

**APPENDICES**

Key Successes and Challenges

FQ3 2018/19 Performance reports and score cards – Housing Services

**Key Successes****Planning, Housing and Regulatory Services (PHRS)****Business Outcome – BO26 – People have a choice of Suitable Housing Options**

1. There have been 62 affordable housing completions during quarter 3. ACHA completed 20 units at Bowmore (phase 3) on Islay in November; Fyne Homes completed 16 units at Lochgilphead (phase 4); and Dunbritton completed 26 units at Succoth. With a further 41 units potentially due for completion in Q4, this would get very close to achieving the annual Local Housing Strategy target of 110 completions per annum.
2. There has been a total of 37 Empty Homes brought back into use during the period 1<sup>st</sup> April to 31<sup>st</sup> December 2018. This exceeds the annual target of 25.

Empty Homes Officer, Kelly Ferns, was named Outstanding Individual at the Howdens Scottish Empty Homes Champions of the Year Awards for her commitment and collaborative approach to provide the best possible outcomes for empty homes in Argyll and Bute.

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**Key Challenges and Actions Completed In Previous Quarter****PHRS****Business Outcome BO05 Information and support are available to all**

1. **Challenge** - To work towards delivering the review of advice services action plan  
**Action** - Project on track and all relevant persons have been updated. Key achievements have included the development of a vulnerability model, the issue of the tender specification, identifying contingency measures by agreeing an extension of the current contracts to cover a contract mobilisation period for the new provider, and coped with the introduction of universal credit although this has increased workload and identified additional training requirements for staff, which are being considered.

**Short-term Operational Challenges**

<b>Key Challenges and Actions to address the Challenges (PHRS)</b>		
<b>Business Outcome BO05 Information and support are available to all</b>		
<p>1. <b>Challenge</b> - Work towards delivering the review of advice services action plan</p> <p><b>Action</b> - Complete the key elements relating to the redesign of advice services, including awarding the contract, redesigning debt and welfare rights delivery arrangement, address General Data Protection Regulation (GDPR) issues re Argyll and Bute Network ICT system, and implementing the formal governance arrangements.</p> <p>Provide update report for Policy and Resources Committee.</p>		
<b>Carried Forward From Previous Quarter – Y</b>	<b>Completion Due Date:</b> 1 <sup>st</sup> April 2019	<b>Responsible Person</b> Regulatory Services Manager
<b>Business Outcome BO03 Prevention and Support Reduces Homelessness</b>		
<p>1. <b>Challenge</b> - challenges presented by the roll out of Universal Credit Full Service in September 2018. These stem from the increased complexity of the application process itself, the length of time to receive payments, and the fact that the housing allowance will be paid to claimants not landlords so arrears are anticipated to increase. It is anticipated considerable extra resource will be needed to assist claimants applying for Universal Credit, and that likely increases in rent arrears will inflate homelessness rates and the costs of accommodating them.</p> <p><b>Action</b> - Universal Credit Full Service was rolled out from the 19th September 2018 in Argyll and Bute. The Council has agreed that Additional Temporary Accommodation Funding is used to prepare for Universal Credit by continuing to employ 2 welfare rights assistants who will have a focus of Universal Credit and the impact that it will have on individuals in the local authority area. 1 welfare rights assistant in Helensburgh will remain in post for a further year and another welfare rights assistant based in Campbeltown started on 1<sup>st</sup> October. The Council is in discussions with the DWP about having the 2 staff located in local job centres to assist vulnerable households through the Universal Credit claim process.</p>		
<b>Carried Forward From Previous Quarter – Y</b>	<b>Completion Due Date:</b> Ongoing	<b>Responsible Person</b> Housing Team Leader
<b>Business Outcome BO26 People have a choice of suitable housing options</b>		
<p>1. <b>Challenge</b> - To deliver the Strategic Housing Investment Plan (SHIP) and achieve full spend on available Scottish Government funding. This is challenging because: there is a lack of infrastructure available to deliver sites; the costs and time requirements of implementing new infrastructure are considerable, there are limits in the capacity of the local construction sector, and there is a need to identify a continual supply of deliverable sites within the control of Registered Social Landlords (RSL).</p> <p><b>Action</b> - work closely with partners (Scottish Government, RSLs and local developers) to address issues of slippage in the affordable new build programme; facilitate progress where feasible; and to identify and bring forward additional proposals. This includes the establishment of a SHIP</p>		

Officers' Group and regular tri-partite programme meetings. The SHIP Officers Group has been established and we are now looking to build on this partnership working by inviting Scottish Water to the meetings. We are also aiming to hold regular meetings with relevant Council departments e.g. Planning and Roads alongside RSL representatives to ensure that any potential infrastructure issues are addressed at an early stage.

**Carried Forward From Previous Quarter – Y**

**Completion Due Date:  
Ongoing over the period of the Strategic  
Housing Investment Plan (2017-2022)**

**Responsible Person  
Housing Team Leader**

# Housing Team Scorecard 2017-20

FQ3 18/19

[Click here for Planning & Regulatory Services Scorecard](#)

## BO03 Prevention and support reduces homelessness [PR]

Aligns to ABOIP Outcome No. 2

Success Measure **A** →

PR03\_01-The percentage of clients leaving the Housing Support Service with a planned approach

Status 77 % **R**  
Target 80 % ↓

PR03\_02-The percentage of positive homeless prevention interventions [prevent 1]

Status 50 % **C**  
Target 50 % ↓

## BO26 People have a choice of suitable housing options [PR]

Aligns to ABOIP Outcome No. 2

Success Measure **C** →

PR26\_01-Number of new affordable homes completed per annum.

Status 62 **C**  
Target 62 ↑

PR26\_02-Number of empty properties back in use per annum.

Status 37 **C**  
Target 25 →

PR26\_03-Amount of income generated by Welfare Rights

Status £ 738,021 **C**  
Target £ 625,000 ↓

## TEAM RESOURCES

### People

Housing Services % of PRDs completed	Target	Percentage of PRDs complete
	90	
	Number of eligible employees FTE	Number of PRDs complete FTE

### Financial

Revenue Finance	Budget	YTD actual / Forecast
Year to date		
Year end		

## From ABOIP 2013-23

4.5.5 Number of households assessed as homeless	Status	100	<b>C</b>
	Target	100	→

5.6.2 Number of houses that are energy efficient	Status		
	Target		

HS3 Repeat Homeless Presentations	Status	5.5 %	<b>C</b>
	Target	6.5 %	↓

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**ARGYLL AND BUTE COUNCIL****COMMUNITY SERVICES COMMITTEE****DEVELOPMENT AND  
INFRASTRUCTURE****14<sup>th</sup> March 2019**

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**STRATEGIC HOUSING FUND – RSL ADDITIONAL FUNDING REQUESTS**

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**1.0 EXECUTIVE SUMMARY**

- 1.1 In December 2004, Council decided to exercise its discretion to reduce the discount for council tax for second and holiday homes across the whole council area from 50% to 10%. Subsequently, on 18 May 2006, the Strategic Policy Committee agreed that this revenue should be used flexibly, depending on local circumstances, for the establishment of:
- A Landbanking fund;
  - An Empty Homes Strategy, and
  - To promote additional investment in infrastructure capacity, where further development of affordable housing is otherwise constrained.
- 1.2 In line with Scottish Government guidance, which states that additional income arising from the reduced discount of council tax on second and holiday homes be retained locally by the local authority and used specifically for the provision of affordable social housing, the Strategic Housing Fund (SHF) was created to allow for allocations in support of priority projects emerging from the Local Housing Strategy (LHS).
- 1.3 In order for Argyll and Bute Council to support priority projects it was agreed that the SHF agreed level of funding would be £12 000 per affordable housing unit delivered. In December 2018 the Council agreed to commit to maximising the use of the SHF to support the new build affordable housing projects detailed in the Strategic Housing Investment Plan (SHIP).
- 1.4 Argyll Community Housing Association (ACHA) and West Highland Housing Association have identified that 2 of the new build projects detailed in the SHIP require additional funding in order for them to be delivered.
- 1.5 It is recommended that the Community Services Committee make the following recommendations to Council:
- a) Agree to contribute an additional £30 492 SHF to be awarded to the ACHA new build development in Tarbert (£48 000 SHF has already been agreed to assist in the delivery of the 4 affordable housing units in this development).
  - b) Agree to contribute an additional £16 000 SHF to be awarded to the West Highland Housing Association new build development in Imeraval, Islay (£96 000 SHF has already been agreed to assist in the delivery of 8 affordable housing units in this development).

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**ARGYLL AND BUTE COUNCIL**

**COMMUNITY SERVICES COMMITTEE**

**DEVELOPMENT AND  
INFRASTRUCTURE**

**14<sup>th</sup> March 2019**

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**STRATEGIC HOUSING FUND – RSL ADDITIONAL FUNDING REQUESTS**

---

**2.0 INTRODUCTION**

2.1 This paper details the requests from ACHA and West Highland Housing Association for additional SHF funding for 2 of the affordable housing projects detailed in the SHIP.

**3.0 RECOMMENDATIONS**

- 3.1 It is recommended that the Community Services Committee make the following recommendations to Council:
- a) Agree to contribute an additional £30 492 SHF to be awarded to the ACHA new build development in Tarbert (£48 000 SHF has already been agreed to assist in the delivery of the 4 affordable housing units in this development).
  - b) Agree to contribute an additional £16 000 SHF to be awarded to the West Highland Housing Association new build development in Imeraval, Islay (£96 000 SHF has already been agreed to assist in the delivery of 8 affordable housing units in this development).

**4.0 DETAIL**

4.1 In December 2004, Council decided to exercise its discretion to reduce the discount for council tax for second and holiday homes across the whole council area from 50% to 10%. Subsequently, on 18 May 2006, the Strategic Policy Committee agreed that this revenue should be used flexibly, depending on local circumstances, for the establishment of:

- A Landbanking fund;
- An Empty Homes Strategy, and
- To promote additional investment in infrastructure capacity, where further development of affordable housing is otherwise constrained.

4.2 Subsequently, in line with Scottish Government guidance, which states that additional income arising from the reduced discount of council tax on second and holiday homes be retained locally by the local authority and used specifically for the provision of affordable social housing, the Strategic Housing Fund (SHF)

was created to allow for allocations in support of priority projects emerging from the Local Housing Strategy (LHS).

- 4.3 In order for Argyll and Bute Council to support priority projects it was agreed that the SHF agreed level of funding would be £12 000 per affordable housing unit delivered. In December 2018 the Council agreed to commit to maximising the use of the SHF to support the new build affordable housing projects detailed in the Strategic Housing Investment Plan (SHIP).
- 4.4 Argyll Community Housing Association(ACHA) and West Highland Housing Association have identified that 2 of the affordable new build projects detailed in the SHIP require additional funding in order for them to be delivered.
- 4.5 The table below sets out the number of affordable housing units projected to be delivered by March 2021 in the 2018 Strategic Housing Investment Plan (SHIP) annual update :-

Project address	Developer	Units	Anticipated Completion
Bowmore Phase 3, Islay	ACHA	20	2018/19
North Connel, Lorn	ACHA	1	2018/19
Succoth, Helensburgh & Lomond	Dunbritton	26	2018/19
Minard Phase 2, Mid Argyll	Fyne Homes	4	2018/19
Queen's(formerly Spence) Court, Dunoon	Fyne Homes	16	2018/19
Lochgilphead Phase 4	Fyne homes	16	2018/19
Albany Street, Oban	LINK	8	2018/19
Jutland Court, Helensburgh	ACHA	32	2019/20
Connel (Phase 4; incl. 1 whch unit)	ACHA	2	2019/20
Inveraray (Phase 2)	ACHA	10	2019/20
Keills, Islay	ACHA	4	2019/20
Garelochhead (Passivhaus model)	ACHA	10	2019/20
<b>Tarbert</b>	<b>ACHA</b>	<b>4</b>	<b>2019/20</b>
Glenshellach (Phase 11 &12)	ACHA	42	2020/21
18 <sup>th</sup> Tee, Helensburgh	Dunbritton	16	2020/21
Golf Club site, Helensburgh	Dunbritton	60	2020/21
Tighnabruaich (Portavadie project)	Fyne Homes	20	2019/20
Cairndow	Fyne Homes	6	2019/20
Lochgilphead	Fyne Homes	12	2020/21
Helensburgh (Sawmill Site)	LINK	25	2019/20
Lonan Drive, Oban	LINK	46	2019/20
Dunbeg (Phase 3)	LINK	300	2020/21
Rosneath	LINK	40	2020/21
Ganavan	LINK	50	2020/21
Lochdon, Mull	WHHA	14	2019/20

Jura	WHHA	10	2019/20
Tobermory (Shillinghill, Phase 3)	WHHA	12	2020/21
Colonsay	WHHA	5	2020/21
Barcaldine	WHHA	10	2019/20
Salen, Mull	WHHA	8	2020/21
<b>Imeraval, Port Ellen (Phase 2)</b>	<b>WHHA</b>	<b>8</b>	<b>2020/21</b>
Kilmartin	ACHA	4	2020/21
North Connel	ACHA	12	2020/21
Bowmore (Phase 4)	ACHA	22	2020/21
Cairnbaan	ACHA	5	2020/21
Coll	ACHA	1	2020/21
Southend	ACHA	1	2020/21
<b>TOTAL</b>		<b>882</b>	

### Tarbert

- 4.6 Tarbert's inclusion in the SHIP has existed for a number of years. In 2016, the Council organised a housing needs study of the Tarbert & Skipness Community Council boundary and concluded with its support for a small-scale family housing development. Since then, ACHA has responded positively to a project proposal for this community and submitted a tender to the Scottish Government for Housing Association Grant (HAG) funding. In December, 2018 there were 51 applications on HOME Argyll's Common Housing Register which stated 'Tarbert' as one of three preferred areas to live. The majority of applications were awarded a moderate number of points. A small number (4) of applications have the maximum 200 points while 17 applications were awarded no points. Most applications indicated a need for single occupancy/ 1 bedroom homes or small 2 bedroom homes. However, a need for larger family homes was also well represented with 6 applications calculating the need for 3 bedroom homes.
- 4.7 In addition to securing private finance for the development ACHA submitted a HAG application to the Scottish Government and have been made a significant offer of funding but due to the nature of the land identified for development the build costs are higher than the benchmark grant levels awarded by the Scottish Government. One of the main issues which has increased the build cost is the drainage solution for the site due to the poor ground conditions. It is reasonable for Council to approve additional SHF funding to enable this development to happen as one of the uses of the SHF is 'to promote additional investment in infrastructure capacity, where further development of affordable housing is otherwise constrained'. ACHA have requested £30 492 SHF in addition to the £48 000 (4 affordable housing units) already awarded through the £12 000 per unit Officers mandate.

### Imeraval

- 4.8 The case for housing in Port Ellen has been strong in recent years with a surge of new employment and economic activity, a phase 2 for Imeraval has

been proposed by West Highland Housing Association to further meet local housing demand.

Imeraval itself cannot be selected by HOME Argyll applicants however, there are 55 active applications which have registered nearby Port Ellen as their first area of preference. A further 41 applications reveal Port Ellen as a second and third choice. 25 of these applications have no points and would not generally be considered to be in housing need. However 6 applicants have the maximum 200 points and a broad spectrum of points have been awarded to a large proportion of applicants.

In terms of bedroom sizes, there is a strong demand for one bedroom properties. Bed spaces calculated show 36 applications (all with points awarded) require a one bedroom property. The register also supports the need for larger house types with 4 applications requiring a property with 5 or more bedrooms.

- 4.9 In addition to securing private finance for the development West Highland Housing Association submitted a HAG application to the Scottish Government and have been made a significant offer of funding but due to the nature of the access issues for development the build costs are higher than the benchmark grant levels awarded by the Scottish Government. One of the main issues which has increased the build cost is the requirement to deliver a safe access into Port Ellen which involves the construction of an offsite footpath. It is reasonable for Council to approve additional SHF funding to enable this development to happen as one of the uses of the SHF is 'to promote additional investment in infrastructure capacity, where further development of affordable housing is otherwise constrained'. West Highland Housing Association have requested £16 000 SHF in addition to the £96 000 (8 affordable housing units) already awarded through the £12 000 per unit Officers mandate.

## **5.0 CONCLUSION**

- 5.1 The Strategic Housing Fund makes a significant contribution to the new affordable housing development programme in Argyll and Bute and is vital in assisting the Scottish Government to achieve the target of delivering 50 000 new affordable homes across the country between 2016 and 2021. The Officers mandate of £12 000 per unit enables the resources within the SHF to be used effectively to assist the delivery of new build affordable housing in the local authority area. The 2 requests in this Paper exceed the £12 000 per unit but the extra SHF funding is required to enable these affordable housing developments to proceed.

## **6.0 IMPLICATIONS**

- 6.1 Policy: None
- 6.2 Financial: Strategic Housing Fund will continue to be administered in line with approved policy with the addition of community groups being able to access the fund under the same process as the

RSLs. Any decisions on requests above the £12 000 per unit will be made on a case by case basis and will be subject to availability of funds within the SHF.

6.3 Legal: The proposals in this paper are in line with the legally prescribed uses of core elements of Council Tax revenue/SHF to deliver affordable housing. Legislation dictates that income generated from Council Tax from 2<sup>nd</sup> and Holiday Homes will be required to continue to be ring fenced for the delivery of affordable housing and bringing empty homes back into use.

6.4 HR: None

6.5 Fairer Scotland Duty :

There will be increased socio-economic opportunities particularly to remote rural communities. Jobs will be created and sustained in the construction industry as a result of the affordable housing developments supported by the SHF. The delivery of the housing will enable households to remain in Argyll and Bute and live in high quality fit for purpose affordable housing (see appendix1).

6.5.1 Equalities – Protected Characteristics

See appendix 1

6.5.2 Socio – Economic Duty

See appendix 1

6.5.3 Islands – Islands (Scotland) Act 2018

See appendix 1

6.6 Risk: None

6.7 Customer Service: None

Douglas Whyte – Team Lead – Housing Strategy

**Councillor Robin Currie – Policy Lead Communities, Housing, Islands and Gaelic**

**2018**

## Appendix 1

## Argyll and Bute Council: Equality and Socio-Economic Impact Assessment

## Section 1: About the proposal

<b>Title of Proposal</b>	
Strategic Housing Fund – RSL Additional Funding Requests	
<b>Intended outcome of proposal</b>	
Enabling the delivery of affordable housing across the local authority area	
<b>Description of proposal</b>	
A request by ACHA and a request by West Highland HA for additional SHF funding to enable the delivery of affordable housing in Tarbert and Imeraval	
<b>Business Outcome(s) / Corporate Outcome(s) to which the proposal contributes</b>	
BO26	
<b>Lead officer details:</b>	
Name of lead officer	Douglas Whyte
Job title	Team Lead – Housing Strategy
Department	Planning, Housing and Regulatory Services
<b>Appropriate officer details:</b>	
Name of appropriate officer	Allan Brandie
Job title	Research and Development Officer
Department	Planning, Housing and Regulatory Services
Sign off of EqSEIA	Angus Gilmour
Date of sign off	
<b>Who will deliver the proposal?</b>	
Planning, Housing and Regulatory Services in partnership with local Registered Social Landlords and Community Groups	

## Section 2: Evidence used in the course of carrying out EqSEIA

<b>Consultation / engagement</b>
----------------------------------

The Delivery of the SHF has been agreed in discussion with the Strategic Housing Forum where all key partners were represented – Argyll Community Housing Association, Link Housing Association, Dunbritton Housing Association, Fyne Homes, West Highland Housing Association, Highland Small Communities Housing Trust, The Health and Social Care Partnership, Alienergy, Home Energy Scotland, Argyll and Bute Care and Repair and The Scottish Government

**Data**

Contained in the Committee Report

**Other information**

**Gaps in evidence**

**Section 3: Impact of proposal**

**Impact on service users:**

	Negative	No impact	Positive	Don't know
<b>Protected characteristics:</b>				
Age			✓	
Disability			✓	
Ethnicity		✓		
Gender		✓		
Gender reassignment		✓		
Marriage and Civil Partnership		✓		
Pregnancy and Maternity			✓	
Religion		✓		
Sexual Orientation		✓		
<b>Fairer Scotland Duty:</b>				
Mainland rural population			✓	
Island populations			✓	
Low income			✓	
Low wealth			✓	
Material deprivation			✓	
Area deprivation			✓	
Socio-economic background			✓	
Communities of place?			✓	
Communities of interest?			✓	

**Impact on service deliverers (including employees, volunteers etc):**

	Negative	No impact	Positive	Don't know
<b>Protected characteristics:</b>				
Age			✓	
Disability			✓	
Ethnicity		✓		
Gender		✓		
Gender reassignment		✓		
Marriage and Civil Partnership		✓		
Pregnancy and Maternity		✓		
Religion		✓		
Sexual Orientation		✓		
<b>Fairer Scotland Duty:</b>				
Mainland rural population			✓	
Island populations			✓	
Low income			✓	
Low wealth			✓	
Material deprivation			✓	
Area deprivation			✓	
Socio-economic background			✓	
Communities of place?			✓	
Communities of interest?			✓	

**If any 'don't know's have been identified, at what point will impacts on these groups become identifiable?**

n/a

**How has 'due regard' been given to any negative impacts that have been identified?**

n/a

#### Section 4: Interdependencies

**Is this proposal likely to have any knock-on effects for any other activities carried out by or on behalf of the council?**

Yes

#### Details of knock-on effects identified

The delivery of more affordable houses will assist the Health and Social Care Partnership to provide suitable housing for households with physical and/or mental health issues. Additional affordable housing will also provide more housing options for young people leaving care thus assisting the Council to carry out Corporate Parenting duties.

#### Section 5: Monitoring and review

**How will you monitor and evaluate the equality impacts of your proposal?**

Through the assessment of applications to the SHF from RSL's and Community Groups. We will also monitor outcomes in terms of who has been allocated the affordable housing delivered with the assistance of the Strategic Housing Fund.



# Keeping People Safe in Argyll & Bute

Our Purpose:- To improve the safety and wellbeing of people, places and communities in Scotland

## Road Safety & Road Crime

DRPU pro-activity continues to be focussed on priority routes; A82, A83, A85, A815, A816, A814.



Three fatal road collisions occurred within Argyll & Bute during Qtr 3 which brings the YTD figure to 7, versus 3 last year. However, serious injuries have reduced slightly from 48 to 44 and slight injuries from 158 to 121. Overall this equates to 37 fewer casualties.



The total number of road traffic offences recorded remains 23.7% lower than the figure recorded in the same YTD period last year. Reduced crime levels are largely due to reductions in speeding and careless driving offences. Dangerous driving offences have also reduced considerably.

## Violence & Antisocial Behaviour



Set against last year's figure, the total number of Group 1 crimes of violence recorded YTD in Argyll & Bute has increased by 12.5% from 48 to 54. Slight increases in serious assault and robbery crimes accounts for the change. The number of common assaults recorded is almost unchanged year on year (0.2%).

Over half of all violent crimes occurred in a private space and in 64% of all cases the victim knew the offender



in the current YTD period, an average of 67 stop search have been carried out per month in A&B

Complaints relating to disorder remain 3.5% lower which equates to 72 fewer incidents. ASB related crimes including breach of the peace, CJLS S.38 and drunk and disorderly conduct remain relatively unchanged year on year.

The detection rate for violent crime remains high at 81.4% which is similar to last year's figure. Detection rates of serious assaults and robbery are also high at 91.2% and 80%, respectively.

## Public Protection



YTD Group 2 sexual crimes remain 9.8% higher than in the same period last year however this is an improvement from the position at the end of Qtr 2 (38.4%). In total 134 crimes have been recorded compared to 122 last year. Increased crime levels are largely due to a slight increase in rape and indecent assault crimes.

76% of sexual crimes occurred in a private space, mainly residential dwelling homes

68% of all sexual crimes were committed by persons known to the victim

The detection rate for all Group 2 sexual shows a slight improvement from last year at 62.7% versus 53.3%. Whilst the rape detection rate remains slightly lower at 51.6% compared to 72.2% last year, in number terms 3 more crimes have been detected.



YTD the number of missing person incidents recorded is almost unchanged on last year (368). On average 41 incidents are recorded per month. Around 70% of all MP incidents continue to relate to Looked After Children.

At the end of Qtr 3 the number of unique incidents where an Adult / Child Concern had been raised remains 4.8% lower than last year, mainly due to a decrease in child concerns and those relating to youth offending.

Domestic abuse crimes and incidents continue to show a slight downward trend. YTD incidents have reduced by 6% (n=31) and crimes/offences have reduced by 1.2% (4).

User satisfaction results as at 31 December 2018 show that In Argyll & West Dunbartonshire public confidence levels remain high at 81.8% YTD. Furthermore, figures also indicate 84.3% of persons were satisfied with how police dealt with their incident.

## Argyll & Bute

### Local Policing Plan (2017 – 2020)

### Quarterly Report (Qtr 3 – 2018/19)

## Major Crime & Terrorism



Across Argyll & West Dunbartonshire 75 persons linked to serious and organised crime have been arrested and £501,438.20 seized under POCA.

Detections for drugs supply have reduced by 24.3% from 37 to 24. Drug possession charges remain 10.1% higher with 168 crimes recorded YTD versus 185 last year.

Drug related deaths remain low but has increased from 3 to 4 compared to the same YTD period last year. In 3 of the 4 deaths the victim had consumed a variety of drug types which included heroin, etizolam and methadone.



In total 31 cybercrimes have been recorded within Argyll & Bute YTD. These related to either abusive or threatening messages or indecent images. To date 11 of these crimes have been detected.

## Acquisitive Crime



Vehicle crimes have reduced by 31.3%



Housebreakings have increased by 43.8%

Levels of acquisitive crime in Argyll & Bute remain 8.3% higher than last year. At the end of Qtr 3 housebreaking crimes show an increase of 43.8% compared to last year, largely due to a rise in crimes targeting non dwelling and commercial properties. This continues to be slightly offset slightly by a 31.3% reduction in vehicle crime. The detection rate for acquisitive crime overall has reduced slightly from 37.4% to 36.9% however the rate for domestic housebreaking has increased marginally from 21.9% to 23.8%



Bogus crimes have increased from 1 to 9 compared to the same period last year. Most crimes involve social engineering fraud.

**Recruitment of Police Officers in Argyll & Bute**

Supported by Force Recruitment at Jackton, the division has advertised via the College of Policing website for transferees to come and join Police Scotland, specifically in A&B. This has led to a number of applications from both Constables and Supervisors. At the last transferee intake in October, one Sergeant and one Constable joined Police Scotland L Division. A further intake is expected in March 2019, with potential transferees for L Division going through the assessment / interview process in January 2019.

In addition, traditional recruiting campaigns have been led by Police Scotland Recruitment, supported locally by L Division. This has been designed to showcase A&B as a place to work / live. A couple of examples of this were the use of PS Audio Visual Unit to produce marketing images of officers / rural locations and landmarks to support recruitment campaigns and throughout summer 2018, Audio Visual Unit were facilitated to attend various locations in A&B, including many of our pre-planned events, to obtain promotional images.

On 12 January 2019, targeted recruitment events were held in Oban and Campbeltown to target local communities in Argyll & Bute and encourage people to consider a career in policing. These events were also advertised via local Social Media channels.

**Festive Safety Campaign**

Plans around the Festive Safety Campaign were in place throughout the festive period with early morning road checks, town centre foot patrols targeting shoppers and high visibility late/night shift patrols targeting the night time economy with visits to licensed premises and transport hub locations.

**Disrupting Serious & Organised Crime**

On 15 November 2018 a local day of action took place within the Dunoon area of Argyll & Bute to target persons alleged to be involved in the supply and distribution of controlled drugs within the local area. Three residential premises were searched under warrant. All three resulted in the recovery of controlled drugs. These included approximately 420 grams of herbal cannabis, 20 grams of cannabis, 8.4 grams of cocaine and 1.6 grams of heroin. A quantity of firearms ammunition was also recovered.

**Time for Inclusive Education**

During November officers from Lochgilphead supported the Tie (Time for Inclusive Education) Campaign at Tarbert Academy. This initiative concentrates on how to improve the inclusive education experience for LGBTI young people and explores prejudice based bullying. Officers gave inputs on the definition of hate crime, what to do if you are a victim of such crime and consequences if you commit such a crime. The inputs were well received by pupils.

**Third Party Reporting Centres (TPRC)**

Work is underway to increase the number of Third Party Reporting Centres (TPRC) within Argyll and Bute. Third Party Reporting Centres support members of the public who have been the victim of a Hate Crime. When a member of the public does not wish to approach the Police, does not have access to a computer, or would just prefer some personal support, the staff within the TPRC are there to support and assist them in the completion of a Police Scotland Online Hate Crime Reporting Form. Examples of Third Party Reporting Centres are Housing Associations and Support Services such as Citizens Advice Bureau. The first stage of training new premises with Argyll and Bute commences January 2019.

**Comfort Teddies**

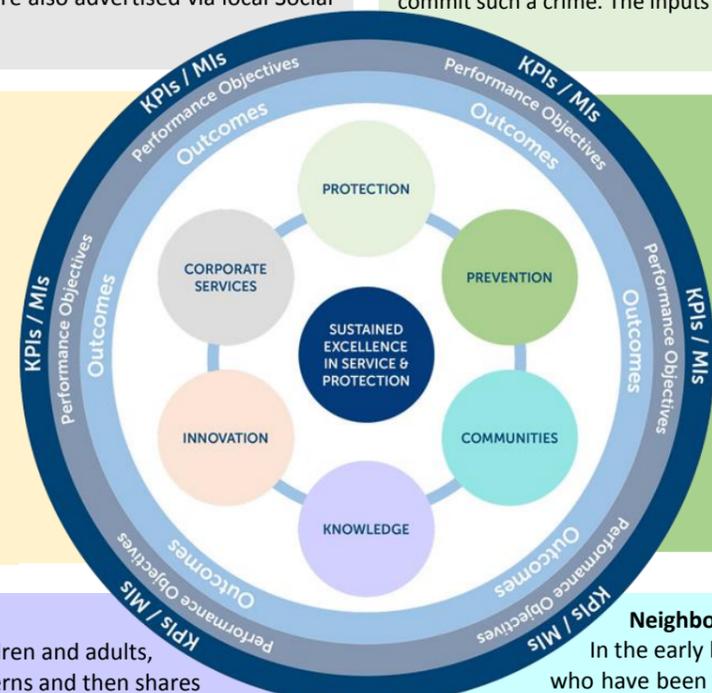
The launch of the Comfort Teddies continues to generate a lot of interest and knitting activity across the Sub Division. Recently the Kilmore Women's Institute donated a number of teddies to join the gang. The Teddies are being used by officers to give out to children who have been affected by a wide range of issues including domestic violence, road traffic collisions, and bullying.

**Improved Service - Concern Hub**

The divisional Concern Hub manages all information aligned to vulnerable people, children and adults, who come onto contact with Police and partners. The hub identifies risk and concerns and then shares relevant information with partner agencies to ensure appropriate care and support for those individuals and families. To further improve this service a new 7 day working pattern has recently been implemented for staff. This fundamental change will ensure support is further enhanced for the most vulnerable people in our communities in both West Dunbartonshire and Argyll and Bute.

**Improved Public Engagement**

Social Media is fast becoming an invaluable tool for community engagement. In addition to traditional methods of engagement Police Scotland can now reach large numbers of people with important Community Safety messaging, seek their help through appeals for information, update them on our policing activity and encourage them to provide us with feedback. In the last quarter, the combined reach of the messaging on our Facebook alone was 894,221 people.



**Focused Road Safety**

The increased number of fatalities occurring with Argyll & Bute is concerning despite the reduction in serious and slight injuries. Local and Road Policing officers have focused visible patrols and increased both driver engagement and the number of static checks on the priority routes; A82, A3, A85. Specific actions have been drawn up to address causation factors including dangerous and careless driving, speed and failing to obey signs. Going forward work will be done to engage with older road users, motorcyclists, tourists and heavy good vehicles and increase partnership activity with DVSA, local policing, the Camera Safety Unit and National Motorcycle Unit. Additionally, Road Policing officers are delivering training to local policing officers in use of speed detection radar to address community speed concerns and continue to increase visibility and road safety awareness.

The Live Crash Scene input was delivered in Oban at Mossfield stadium on 3 December where officers and partners from Scottish Fire and Rescue and the Scottish Ambulance service demonstrated the work of agencies responding to a serious road collision and issued warnings as to the dangers of driving whilst using a mobile phone. Drama students from Oban High School assisted in acting various parts during the course of the input and the local press and social media reported positively on the event.

**Neighbourhood ALERT – Communities working together**

In the early hours 6 January 2019 local officers at Dunoon took a report of a van with two males on board who have been involved in the theft of a quantity of lead and copper from a dwelling house on the outskirts of Dunoon. Officers responded promptly and having gleaned a good description of the vehicle involved sent out a Neighbourhood ALERT without delay. This was received by in excess of 1000 users in the area, with many of those forwarding the ALERT onto other strands of social media. A number of calls and messages were received with one in particular, from a Rural Watch member in Cairndow, Argyll, leading local officers to the vehicle concerned – some 25 miles away from the crime location. The vehicle was found to contain the stolen metals. The two males were detained in custody for court and their van seized due to having no policy of insurance.

**Livestock Worrying Campaign**

The 'Your Dog Your Responsibility' livestock worrying campaign has commenced which was developed by Mid Argyll police Officer PC Ben Rusden in conjunction with Argyll and Bute Council Dog Warden and NFU. The aim of the campaign is to educate dog owners and remind them of their responsibilities when their dogs are around livestock. This is particularly concerning around this time of year as the lambing season approaches. Local police officers have been issued guidance around evidence gathering and action that should be taken following a dog attack on livestock.



**Argyll & Bute Performance Report - Q3  
1st October 2018 - 31st December 2018**



**SCOTTISH**  
**FIRE AND RESCUE SERVICE**  
Working together for a safer Scotland

**Working together  
for a safer Scotland**



## Argyll & Bute Performance Report

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## Local Fire and Rescue Service Plan Priorities

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

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

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

	Accidental Dwelling Fires	Accidental Dwelling Fire Casualties	Unintentional Injury and Harm	Deliberate Fire Setting	Non-Domestic Fire Safety	Unwanted Fire Alarm Signals
Cowal Ward	1	0	0	1	0	5
Dunoon Ward	3	1	0	1	2	11
Helensburgh and Lomond South Ward	1	0	6	1	0	5
Helensburgh Central Ward	2	0	1	5	0	11
Isle of Bute Ward	1	0	2	0	0	11
Kintyre and the Islands Ward	1	0	0	0	1	13
Lomond North Ward	1	0	1	1	0	12
Mid Argyll Ward	1	0	5	2	1	12
Oban North and Lorn Ward	2	0	9	0	0	14
Oban South and the Isles Ward	4	0	4	1	0	29
South Kintyre Ward	2	0	2	3	2	7
<b>Total Incidents</b>	<b>19</b>	<b>1</b>	<b>30</b>	<b>15</b>	<b>6</b>	<b>130</b>

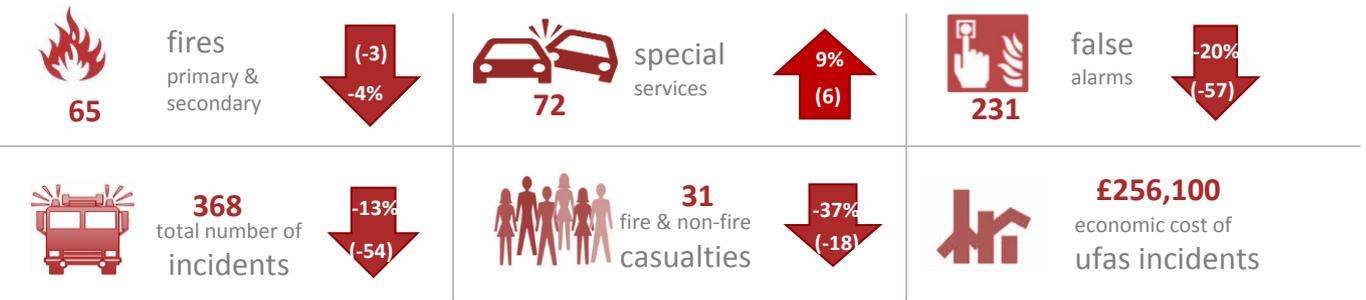
<b>Year on Year Change</b>	● -17%	● -86%	● -25%	◆ 114%	● -40%	● -19%
<b>3 Year Average Change</b>	◆ 7%	● -13%	◆ 6%	◆ 17%	◆ 5%	● -9%
<b>5 Year Average Change</b>	● -5%	● -14%	◆ 14%	◆ 8%	◆ 10%	● -7%

### About the statistics within this report

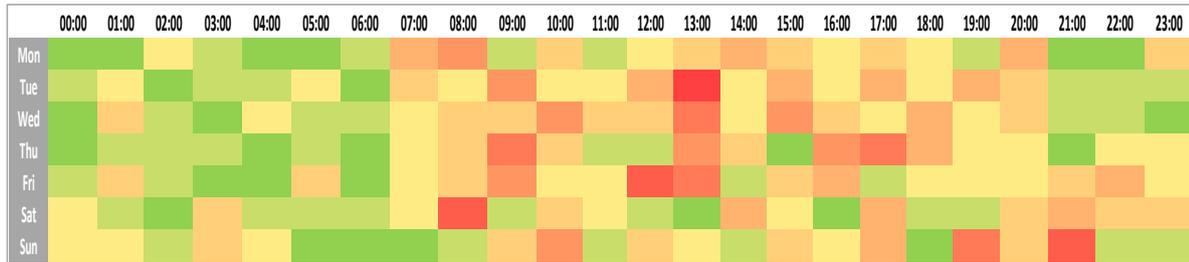
The activity totals and other statistics quoted within this report are published in the interests of transparency and openness. They are provisional in nature and subject to change as a result of ongoing quality assurance and review. Because all statistics quoted are provisional there may be a difference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

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

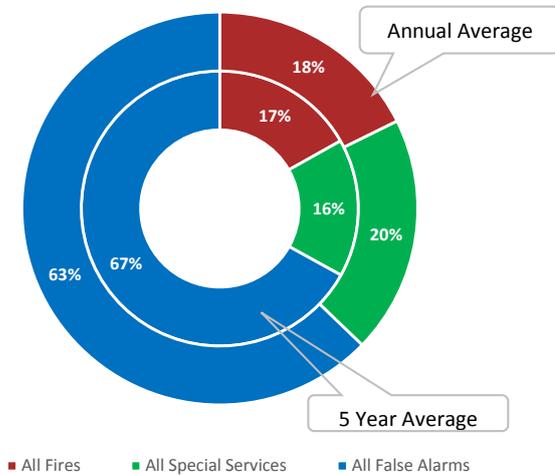
# Argyll & Bute Activity Summary



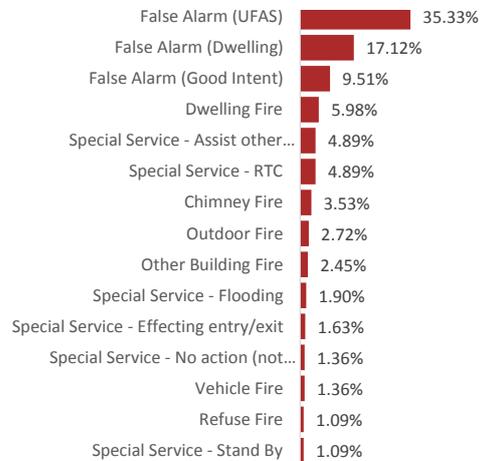
Activity by Time of Day



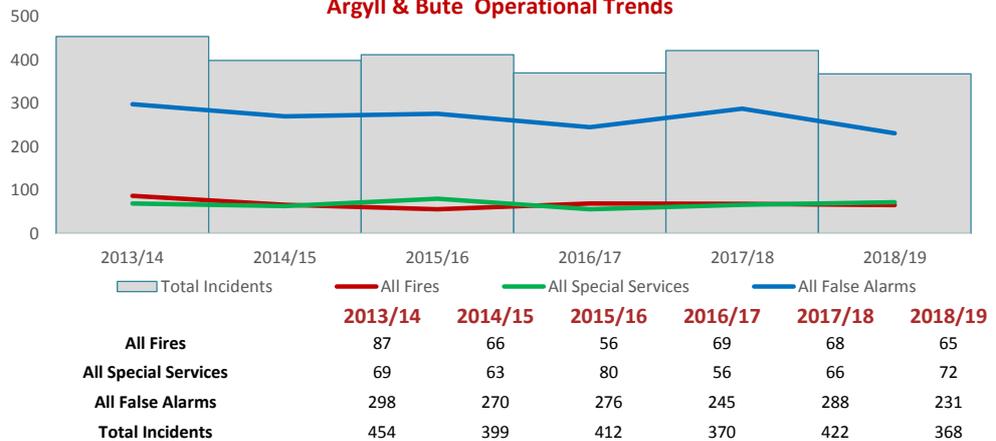
Incidents by Classification



Top 15 Incident Types by % of Total Incidents



Argyll & Bute Operational Trends



Contributory Factors

This reporting period has seen a 12.7% reduction in the total number of incidents attended. Our primary focus will always be to reduce the risk to life and our attention is aimed towards safety in the home, where the vast majority of fire deaths and injuries occur. We recognise and are grateful for all the tremendous work of our partners within the Community Planning Partnership both at a strategic and operational level in helping us to reduce the number of incidents attended.

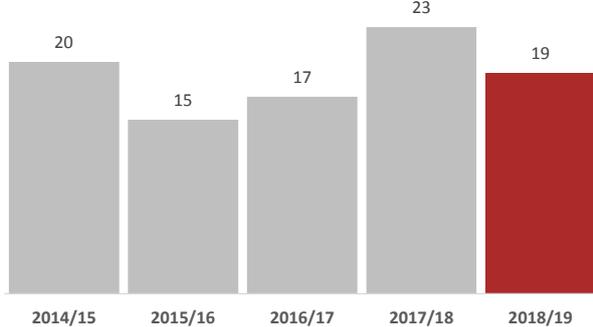
# Domestic Safety - Accidental Dwelling Fires



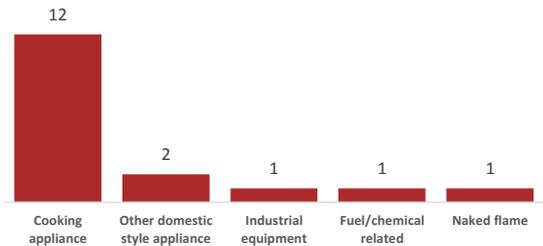
## Performance Summary



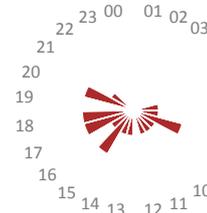
## Accidental Dwelling Fires to Date



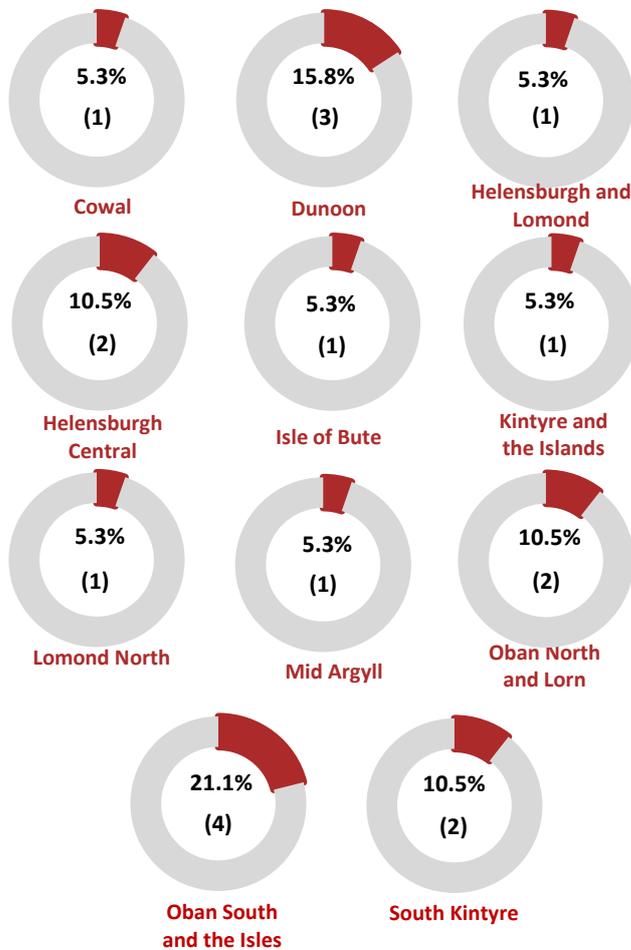
## Main Source of Ignition



## Accidental Dwelling Fires by Time of Day



## Accidental Dwelling Fires Activity by Ward (% share)



## Severity of Accidental Dwelling Fires



No Firefighting Action  
**36.8% (7)**



Direct Firefighting  
**15.8% (3)**



Heat/Smoke Damage Only  
**36.8% (7)**



No Fire Damage  
**63.2% (12)**

## Human Factors



Distraction  
**31.6% (6)**



Alcohol/Drug Impairment  
**5.3% (1)**

## Automatic Detection & Actuation



Detection Present  
**73.7% (14)**



Detection Actuated  
**71.4% (10)**



Calls Made via Linked Alarms  
**10.5% (2)**

## Contributory Factors

We have seen a 17% reduction in accidental dwelling fires during this quarter and it should be noted that the majority of these incidents resulted in minor damage to properties due to early detection and intervention. We will continue to deliver Home Fire Safety Visits throughout Argyll and Bute, with the assistance of partners we will identify those most at risk and provide them with advice and assistance as part of our overall fire prevention strategy.

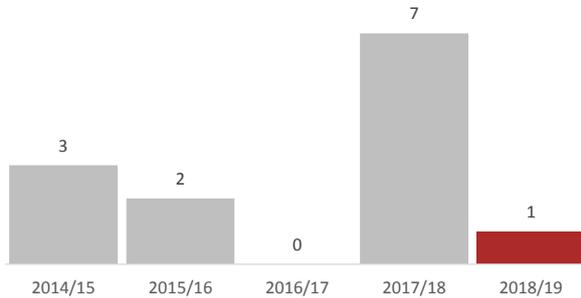
# Domestic Safety - Accidental Dwelling Fire Casualties



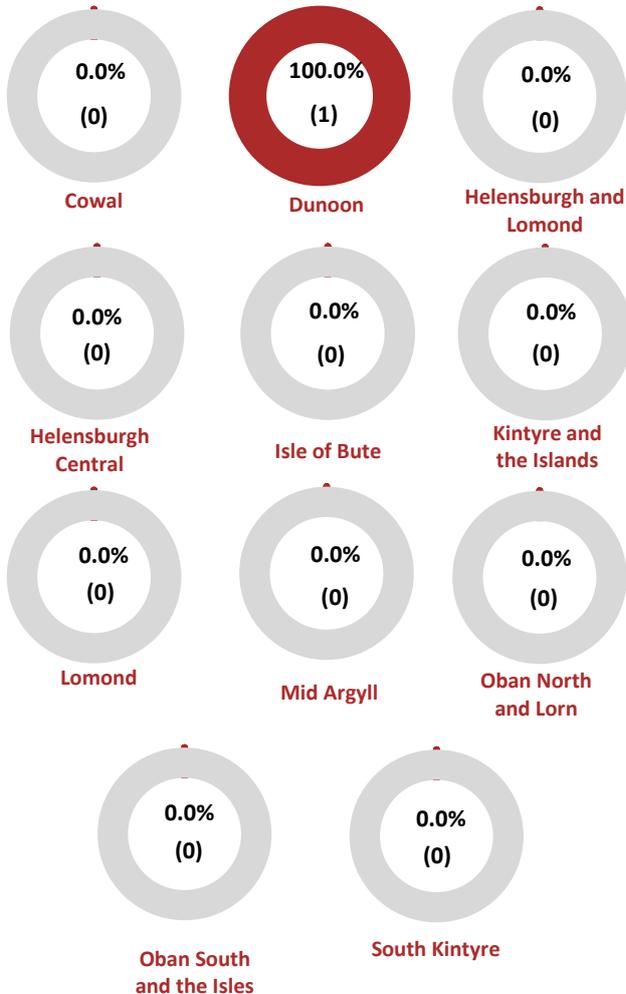
### Performance Summary

Year on Year	3 Year Average	5 Year Average
-86%	-13%	-14%

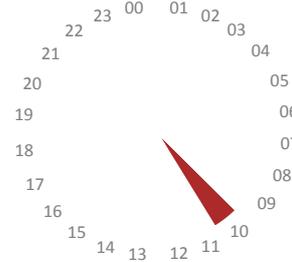
### Accidental Dwelling Fire Casualties Year to Date



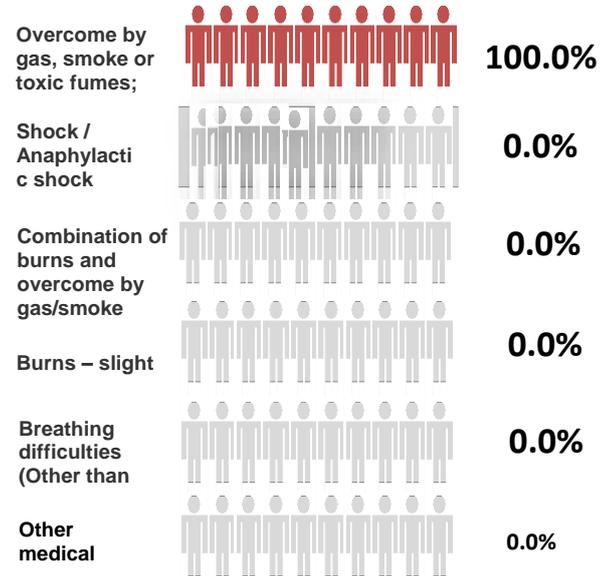
### Accidental Dwelling Fire Casualties by Ward (% share)



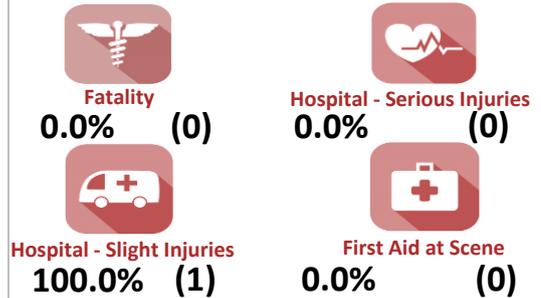
### Fire Casualties by Time of Day



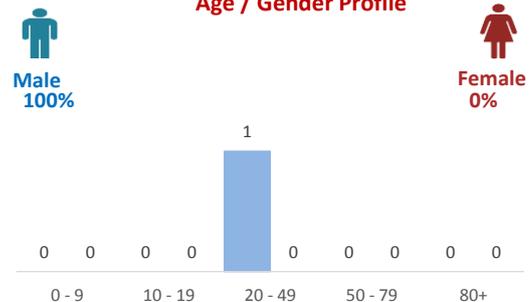
### Nature of Injury



### Extent of Harm



### Age / Gender Profile



### Contributory Factors

During this reporting period there was one casualty who suffered slight smoke inhalation as a result of an accidental dwelling fire. This is a reduction of 85% over last years figure. In Argyll and Bute we have carried out 394 HFSV's and fitted 195 free smoke detectors, operational crews engaged with members of the public on 65 occasions following their attendance at various incidents.. The reduction of this statistic is a key indicator of the success of our risk reduction and community engagement strategies. As a result of this approach 226 high risk visits have been conducted.

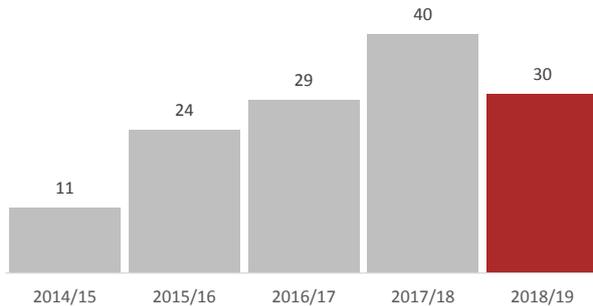
# Unintentional Injury or Harm



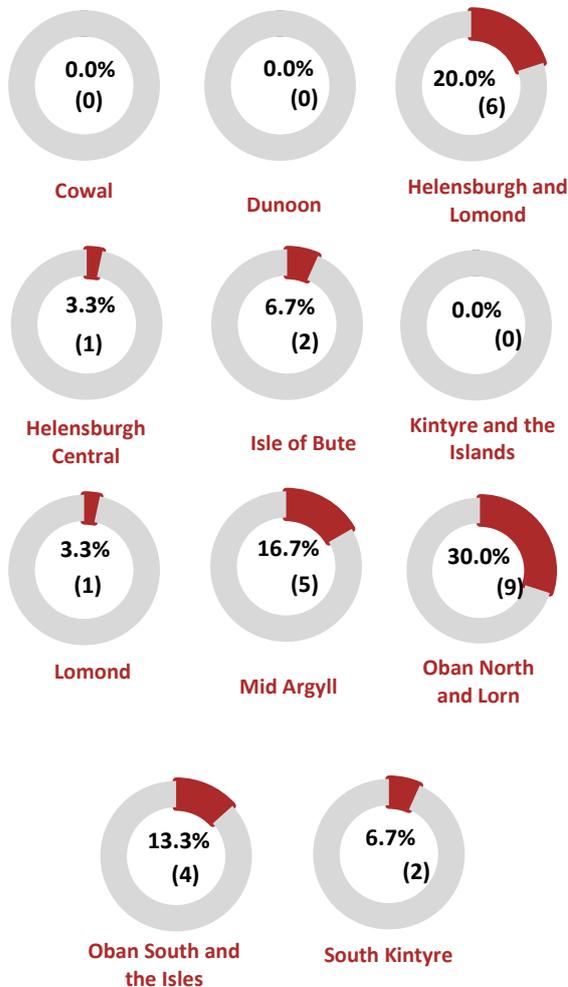
### Performance Summary

Year on Year	3 Year Average	5 Year Average
-25%	6%	14%

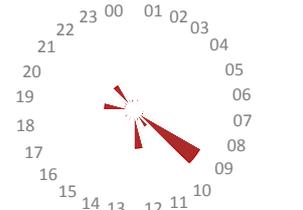
### Non-Fire Casualties Year to Date



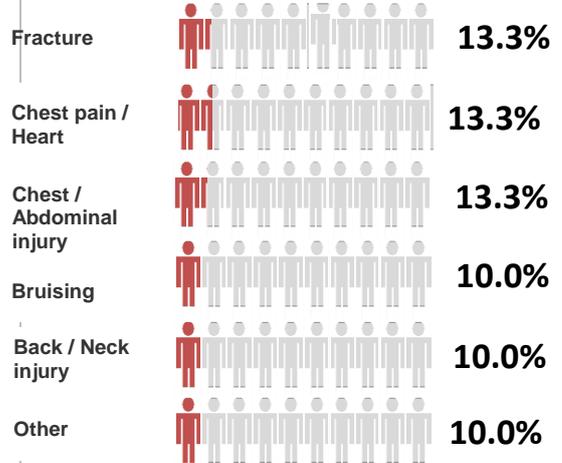
### Non-Fire Casualties by Ward (% share)



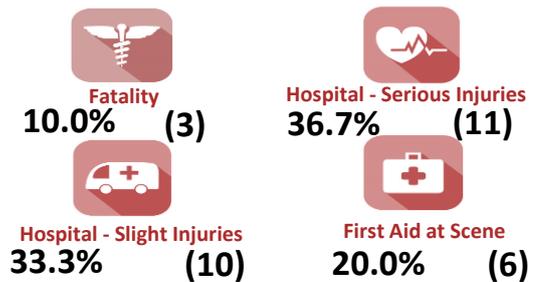
### Non-Fire Casualties by Time of Day



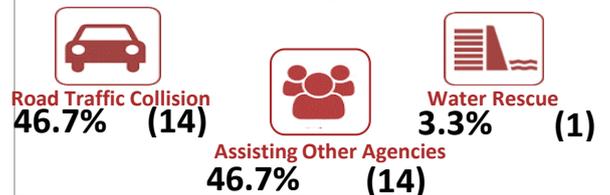
### Nature of Injury



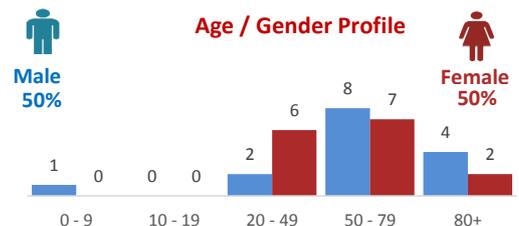
### Extent of Harm



### Non-Fire Emergency Activity



### Age / Gender Profile



### Contributory Factors

During this quarter we attended 30 incidents which is a 25% reduction against the same period last year. Unfortunately we attended two road traffic collisions which resulted in two fatalities. We continue to work with partners to reduce all instances of unintentional harm, our Road Safety Coordinator works with partners across Argyll and Bute to deliver activities aimed at reducing RTC's, these include the very successful Real Time Crash Scenario events which have been delivered in Oban & Lochgilphead and will be rolled out to Campbeltown and Helensburgh areas this year. Our crews continue to respond with our partners to a wide variety of incidents including cardiac arrest and effecting entries to properties on behalf of the Scottish Ambulance Service.

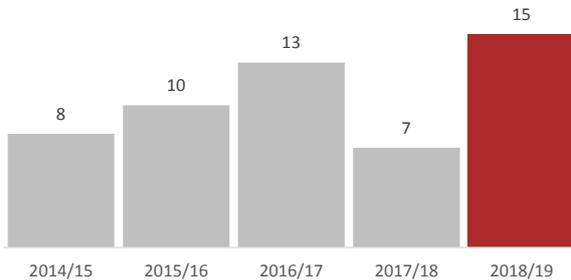
# Deliberate Fire Setting



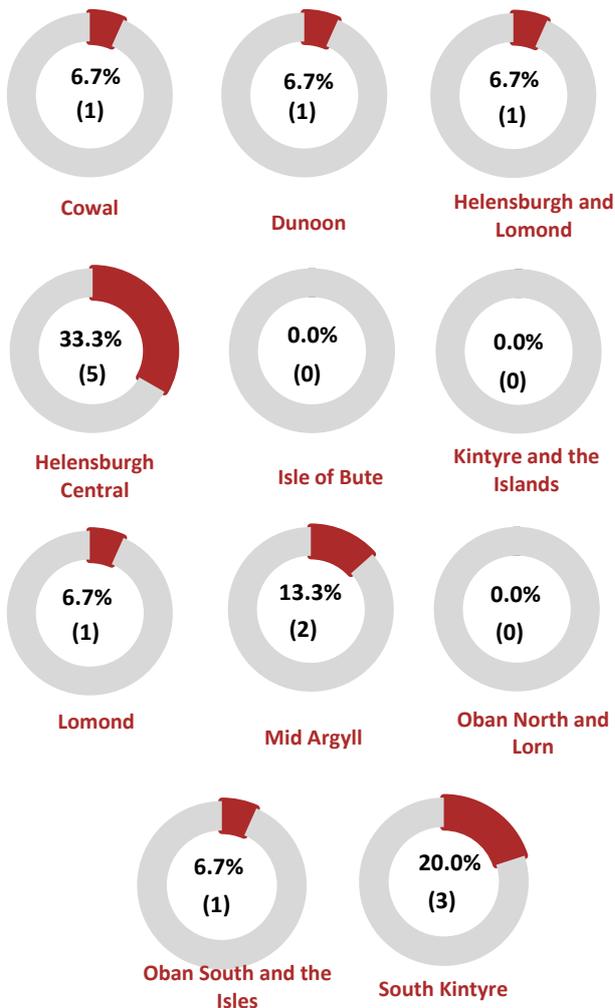
### Performance Summary

Year on Year	3 Year Average	5 Year Average
114%	17%	8%

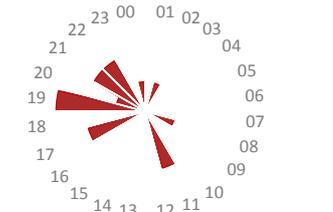
### Deliberate Fires Year to Date



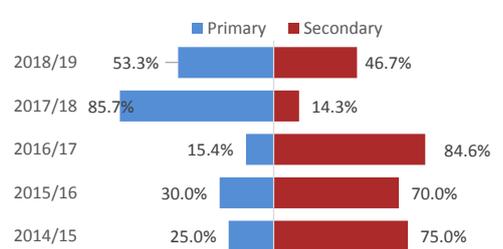
### Deliberate Fires by Ward (% share)



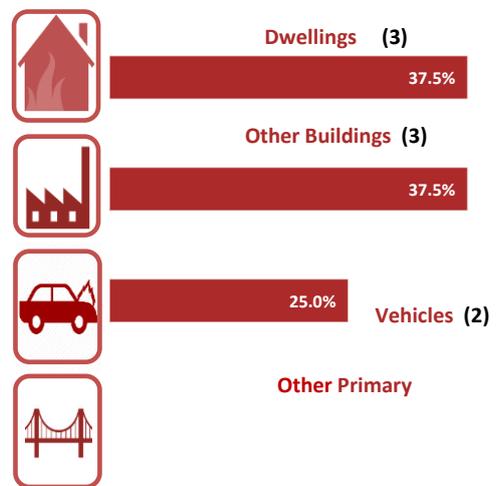
### Deliberate Fires by Time of Day



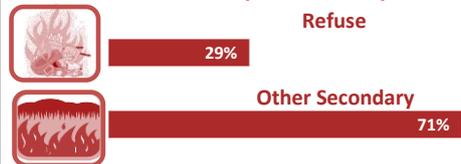
### Deliberate Fires by Classification



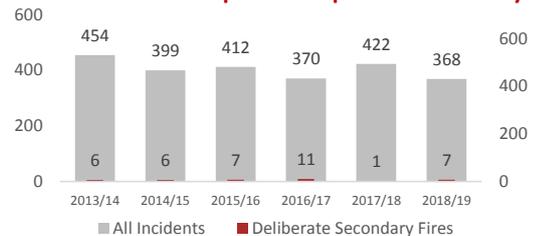
### Primary Fire Ratio by Activity Type



### Secondary Fire Ratio by Activity Type



### Deliberate Fires Compared to Operational Activity



### Contributory Factors

We have seen an increase in the number of deliberate fires attended during this reporting period when compared to last year's figures. The majority of these incidents are attributable to low level anti-social behaviour, however there was a spate of incidents in the Kintyre area which resulted in Police Scotland apprehending an individual. We continue to engage with young people throughout Argyll and Bute, delivering Fireskills courses across the area and also delivering firework safety talks in the build up to the 5th November.

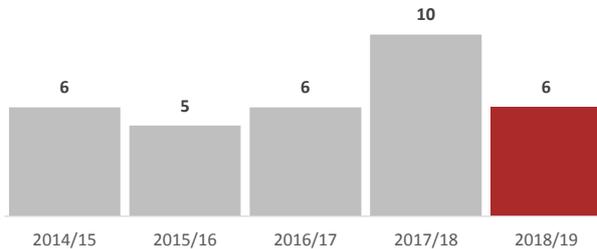
## Non Domestic Fire Safety



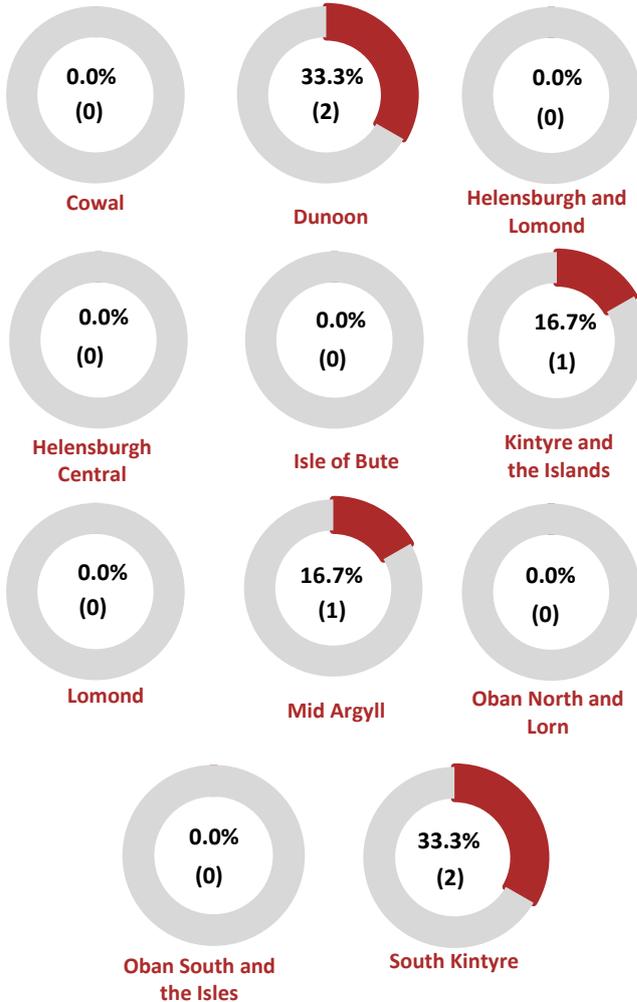
### Performance Summary

Year on Year **-40%**    3 Year Average **5%**    5 Year Average **10%**

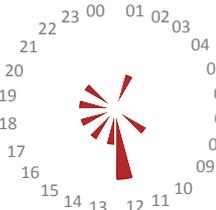
### Non-Domestic Fires Year to Date



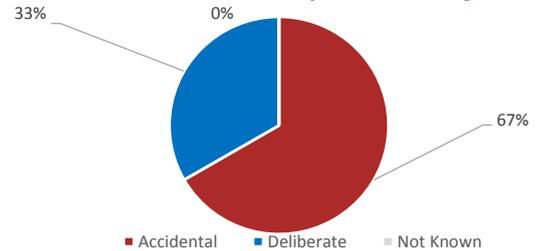
### Non-Domestic Fires by Ward (% share)



### Non-Domestic Fires by Time of Day



### Non-Domestic Fires by Nature of Origin



### Severity of Non-Domestic Fires



No Firefighting Action  
**16.7% (1)**



Direct Firefighting  
**83.3% (5)**

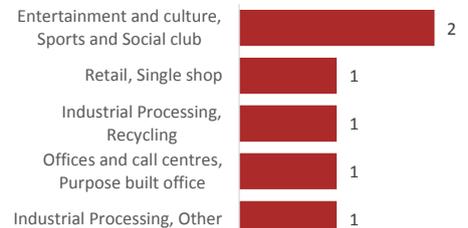


Heat/Smoke Damage  
**16.7% (1)**



No Fire Damage  
**50.0% (3)**

### Non-Domestic Fires by Premises Type



### Contributory Factors

This category of incident looks at all accidental fires within buildings that are not dwellings. It includes all residential and non-residential buildings in both the private and public sector. We have seen a reduction against last years figure of 40%. Fire Safety Enforcement Officers will continue to conduct themed audits of buildings and will proactively engaging with duty holders to raise awareness of fire safety. All premises that fall under the auspices of the Fire Scotland Act 2005 and have a fire, irrespective of the size of the fire, are subject to a post fire audit in order that lessons can be captured and shared with duty-holders.

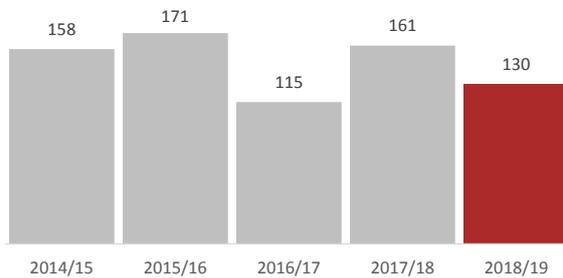
# Unwanted Fire Alarm Signals



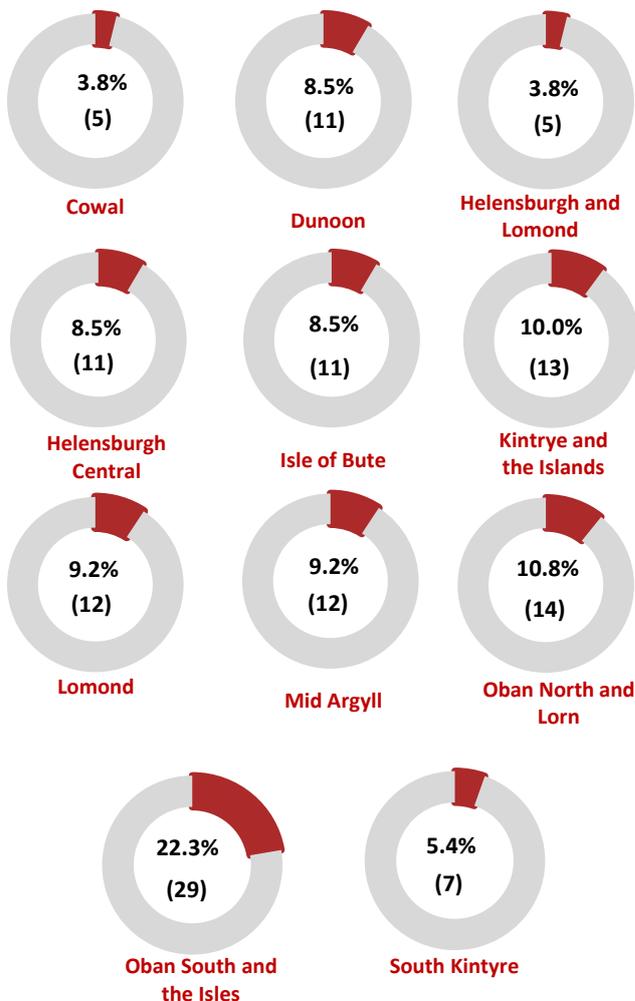
### Performance Summary

Year on Year: -19%  
 3 Year Average: -9%  
 5 Year Average: -7%

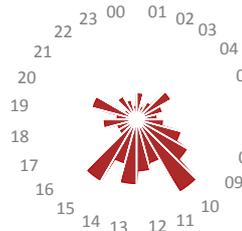
### Unwanted Fire Alarm Signals Year to Date



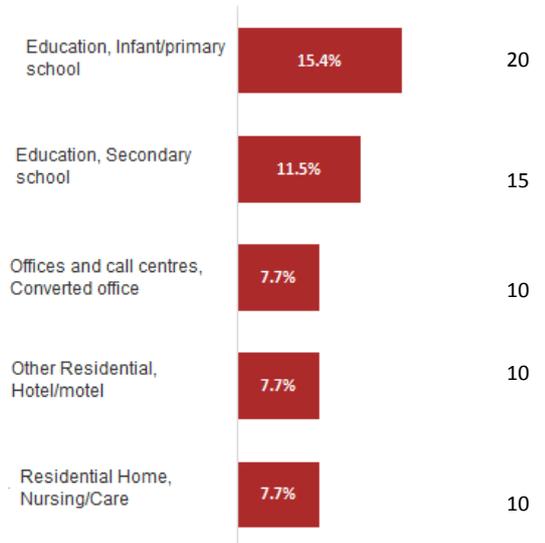
### Unwanted Fire Alarm Signals by Ward (% share)



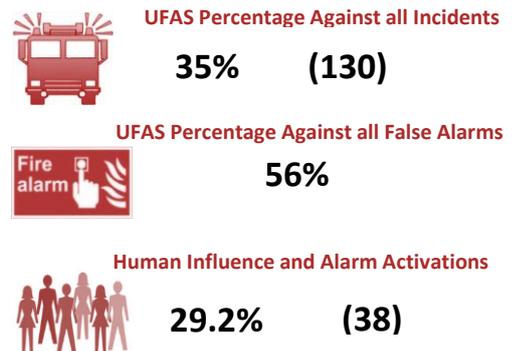
### Unwanted Fire Alarm Signals by Time of Day



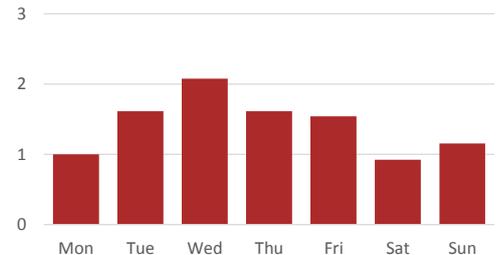
### Unwanted Fire Alarm Signals - Top 5 Premises



### Unwanted Fire Alarm Signals Activity Ratios



### Average Unwanted Fire Alarm Signals per Day



### Contributory Factors

There has been a 19% reduction during this reporting period, this is attributed to our unwanted fire alarm signal reduction strategy which is designed to reduce the impact of false alarms on business, increase capacity for SFRS resources and reduce the road risk presented by fire appliances attending false alarms. Premises are risk assessed and occupiers engaged with prior to the pre-determined attendance being reduced to one fire appliance. We are continuously working with partners in education to reduce the number of UFAS incidents with educational establishments.

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**ARGYLL AND BUTE COUNCIL****COMMUNITY SERVICES COMMITTEE****CUSTOMER SERVICES: EDUCATION****14 MARCH 2019**

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**EXTERNAL EDUCATION ESTABLISHMENT INSPECTION REPORT**

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**1.0 EXECUTIVE SUMMARY**

- 1.1 This report provides details of all external education establishment inspection reports received across Argyll and Bute Education Service during the period January 2019 to March 2019.
- 1.2 It is recommended that the Community Services Committee notes:
- a) The contents of this report and Appendices attached;
  - b) That a quarterly report will be presented to Community Services Committee detailing all establishment inspections conducted and published by Education Scotland within that period, and
  - c) That Ward members will receive copies of school inspection reports for schools within their area as published by Education Scotland.

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**EXTERNAL EDUCATION ESTABLISHMENT INSPECTION REPORT**


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**2.0 INTRODUCTION**

- 2.1 Elected members have requested that they are provided with details of all external education establishment Inspection Reports.
- 2.2 With a view to providing further information than that contained within the Annual Education Plan and Update Report it was agreed that details of all inspections carried out on a quarterly basis would be presented to Community Services Committee as a standing item.

**3.0 RECOMMENDATIONS**

- 3.1 It is recommended that the Community Services Committee notes:
- a) The contents of this report and Appendices attached;
  - b) That a quarterly report will be presented to Community Services Committee detailing all establishment inspections conducted and published by Education Scotland within that period, and
  - c) That Ward members will receive copies of school inspection reports for schools within their area as published by Education Scotland.

**4.0 DETAIL**

- 4.1 A summary of all external school inspection audit reports published by Education Scotland across Argyll and Bute Education Service establishments during the period January 2019 to March 2019 are provided in **Appendix 1**. The full Education Scotland reports can be found via the link below and copies are provided at the end of this report.

<https://education.gov.scot/inspection-reports/argyll-and-bute>

- 4.2 The number of external school audit reports received for period January 2019 to March 2019 are as follows;

<b>Establishment</b>	<b>January 2019 – March 2019</b>
Primary	1
Secondary	0

Nursery classes within school settings	1
Partner Providers	0
<b>TOTAL</b>	<b>2</b>

4.3 A summary of the inspection outcomes per establishment detailing strengths and areas for improvement are provided in **Appendix 2**.

## 5.0 CONCLUSION

5.1 In summary, a total of 2 external inspection reports were received for the period January 2019 to March 2019.

5.2 The Education Service will continue to use the outcomes of establishment inspections to work collaboratively with our Head Teachers to target support and challenge to secure improvement for our children and young people.

## 6.0 IMPLICATIONS

6.1 Policy – The Standards in Scotland’s Schools etc. Act 2000 places a duty on Education Authorities to provide children and young people with school education and (in terms of raising standards) requires Authorities to endeavor to secure improvement in the quality of that school education.

6.2 Financial – None

6.3 Legal – None

6.4 HR – None

6.5 Fairer Scotland Duty – None

6.5.1 Equalities – None

6.5.2 Socio-economic Duty – None

6.5.3 Islands – None

6.6 Risk – Reputational risk to the Education Service following a weak report.

6.7 Customer Service – The outcome of establishment inspections of the Education Service of Argyll and Bute Council may significantly enhance or detract from the Council’s reputation and attractiveness as an area to work and live in.

**Douglas Hendry**  
Executive Director of Customer Services

**Louise Connor**  
Head of Education: Learning and Teaching

**Councillor Yvonne Mcneilly**  
**Policy Lead for Education**

**For further information please contact:-**

Alison MacDonald  
Education Manager: Performance and Improvement  
February 2019

## Appendix 1 - Overview of Inspection Outcomes

Quality Indicator			Leadership of Change	Learning, Teaching and Assessment	Ensuring Wellbeing, Equality and Inclusion	Raising Attainment and Achievement
Establishment	Sector	Date	1.3	2.3	3.1	3.2
Barcaldine	Primary	12/12/2018		4		4
Clyde Cottage	Nursery	22/01/2019	4	3	4	4

## The Six-point Scale for Inspection Grading

Excellent	6
Very Good	5
Good	4
Satisfactory	3
Weak	2
Needs Improvement	1

Report Title: <b>Clyde Cottage Nursery</b>	
Inspection Agency: <b>Education Scotland</b>	
<b>Key Findings:</b>	
<p>The inspection team found the following <b>strengths</b> in the setting's work:</p> <ul style="list-style-type: none"> <li>• Children, who are keen to learn, enjoy their time at nursery and benefit from regular and effective use of the local community. This enhances and enriches their learning.</li> <li>• The strong sense of community and positive ethos across the setting that fosters mutual respect. There is a shared responsibility for ensuring children's wellbeing and development.</li> <li>• Long-standing, successful partnership working between the voluntary and local authority settings. As a result, a flexible service is provided that meets the needs of children and their families well. In particular, children who require additional support with their learning are supported effectively.</li> </ul> <p>The following <b>areas for improvement</b> were identified and discussed with the manager and a representative from Argyll and Bute Council:</p> <ul style="list-style-type: none"> <li>• Review and refresh approaches used to plan and support children's learning. There should be increased opportunities for children to lead their own learning indoors and out with appropriate pace and challenge for all.</li> <li>• Develop a more strategic approach to identifying what is working well and what needs to improve. This should have a clear focus on ensuring practice reflects current thinking in early learning and makes full use of available data to support continuous improvement. Overall, there should be a clear focus on monitoring the quality of learning and teaching and the progress children make.</li> </ul>	
Date of Inspection: <b>December 2018</b>	Return Visit: <b>NONE</b>
Lead Officer to take forward improvement: <b>Head of Centre: Maureen Clark</b>	
Central Officer to support improvement: <b>Education Officer – Wendy Brownlie</b>	

**Appendix 2 - Establishment Detail of Inspection Outcomes**



Report Title: <b>Barcaldine Primary</b>	
Inspection Agency: <b>Education Scotland</b>	
<b>Key Findings:</b>	
The inspection team found the following <b>strengths</b> in the school's work:	
<ul style="list-style-type: none"> <li>• Polite, enthusiastic and friendly children who demonstrate creativity and independence in their learning. They are rightly very proud of their school and their many achievements. They are kind and supportive to one another.</li> <li>• The highly effective Head Teacher who is successfully leading positive change in the school. By developing inclusive approaches to self-evaluation, children, staff, parents and partners all play a valuable role in shaping school improvement.</li> <li>• The commitment of all staff to ensuring a caring, supportive and nurturing ethos. Embedded approaches to health and wellbeing underpin the work of all. This enables all children to feel safe and included, and to enjoy success in their learning.</li> <li>• The high-quality provision for outdoor learning which allows children to apply their knowledge and skills across the curriculum in a stimulating and exciting way. Staff and children make the most of the rich, cultural heritage and natural environment of the local area.</li> <li>• The successful approaches to interdisciplinary learning that provide children with relevant, real-life contexts for learning. The significant partnerships with parents and the local community also enhance children's learning experiences.</li> </ul>	
The following <b>areas for improvement</b> were identified and discussed with the Head Teacher and a representative from Argyll and Bute Council:	
<ul style="list-style-type: none"> <li>• Continue to develop robust systems to assess, track and monitor children's progress over time. This will help to raise further the attainment for all learners.</li> <li>• Build further on opportunities for children to take ownership of their own learning. In doing so, support children to have a clear understanding of their next steps across their learning.</li> </ul>	
Date of Inspection: <b>January 2019</b>	Return Visit: <b>NONE</b>
Lead Officer to take forward improvement: <b>Head Teacher: Julie Watson</b>	
Central Officer to support improvement: <b>Education Officer – Alison MacDonald</b>	

22 January 2019

Dear Parent/Carer

In November 2018, a team of inspectors from Education Scotland visited Clyde Cottage Nursery. During our visit, we talked to parents/carers and worked closely with the manager and practitioners.

The inspection team found the following strengths in the setting's work.

- Children, who are keen to learn, enjoy their time at nursery and benefit from regular and effective use of the local community. This enhances and enriches their learning.
- The strong sense of community and positive ethos across the setting that fosters mutual respect. There is a shared responsibility for ensuring children's wellbeing and development.
- Long-standing, successful partnership working between the voluntary and local authority settings. As a result, a flexible service is provided that meets the needs of children and their families well. In particular, children who require additional support with their learning are supported effectively.

The following areas for improvement were identified and discussed with the manager and a representative from Argyll and Bute Council.

- Review and refresh approaches used to plan and support children's learning. There should be increased opportunities for children to lead their own learning indoors and out with appropriate pace and challenge for all.
- Develop a more strategic approach to identifying what is working well and what needs to improve. This should have a clear focus on ensuring practice reflects current thinking in early learning and makes full use of available data to support continuous improvement. Overall, there should be a clear focus on monitoring the quality of learning and teaching and the progress children make.

We gathered evidence to enable us to evaluate some of the setting's work using four quality indicators from [How good is our early learning and childcare?](#). Quality indicators help early learning and childcare settings, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each setting, the Scottish Government gathers details of our evaluations to keep track of how well Scottish early learning and childcare settings are doing.

## Here are Education Scotland's evaluations for Clyde Cottage Nursery

Quality indicators	Evaluation
<b>Leadership of change</b>	<b>good</b>
<b>Learning, teaching and assessment</b>	<b>satisfactory</b>
<b>Securing children's progress</b>	<b>good</b>
<b>Ensuring wellbeing, equality and inclusion</b>	<b>good</b>
Descriptions of the evaluations are available from: <a href="#">How good is our early learning and childcare? Appendix 1: The six-point scale</a>	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:

<https://education.gov.scot/inspection-reports/argyll-and-bute/8100314>

### What happens next?

We are confident that the setting has the capacity to continue to improve and so we will make no more visits in connection with this inspection. Argyll and Bute Council will inform parents/carers about the setting's progress as part of its arrangements for reporting on the quality of its settings.

Margaret Paterson  
HM Inspector

26 February 2019

Dear Parent/Carer

In December 2018, a team of inspectors from Education Scotland visited Barcaldine Primary School. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- Polite, enthusiastic and friendly children who demonstrate creativity and independence in their learning. They are rightly very proud of their school and their many achievements. They are kind and supportive to one another.
- The highly effective headteacher who is successfully leading positive change in the school. By developing inclusive approaches to self-evaluation, children, staff, parents and partners all play a valuable role in shaping school improvement.
- The commitment of all staff to ensuring a caring, supportive and nurturing ethos. Embedded approaches to health and wellbeing underpin the work of all. This enables all children to feel safe and included, and to enjoy success in their learning.
- The high-quality provision for outdoor learning which allows children to apply their knowledge and skills across the curriculum in a stimulating and exciting way. Staff and children make the most of the rich, cultural heritage and natural environment of the local area.
- The successful approaches to interdisciplinary learning that provide children with relevant, real-life contexts for learning. The significant partnerships with parents and the local community also enhance children's learning experiences.

The following areas for improvement were identified and discussed with the headteacher and a representative from Argyll and Bute Council.

- Continue to develop robust systems to assess, track and monitor children's progress over time. This will help to raise further the attainment for all learners.
- Build further on opportunities for children to take ownership of their own learning. In doing so, support children to have a clear understanding of their next steps across their learning.

We gathered evidence to enable us to evaluate the school's work using quality indicators from [How good is our school? \(4<sup>th</sup> edition\)](#). Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

## Here are Education Scotland's evaluations for Barcaldine Primary School

Quality indicators	Evaluation
<b>Learning, teaching and assessment</b>	<b>good</b>
<b>Raising attainment and achievement</b>	<b>good</b>
Descriptions of the evaluations are available from: <a href="#">How good is our school? (4<sup>th</sup> edition), Appendix 3: The six-point scale</a>	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:  
<https://education.gov.scot/inspection-reports/argyll-and-bute/8101221>.

### What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. Argyll and Bute Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Lesley A Johnstone  
 HM Inspector

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ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

CUSTOMER SERVICES: EDUCATION

14 MARCH 2019

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**NATIONAL IMPROVEMENT FRAMEWORK FOR SCOTTISH EDUCATION**

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**1.0 EXECUTIVE SUMMARY**

- 1.1 This paper provides an overview of the Argyll and Bute Primary and Secondary achievement in Literacy and Numeracy for P1, P4, P7 and S3 published by the Scottish Government on the 12<sup>th</sup> December 2018 in Achievement of Curriculum for Excellence (CFE) Levels 2017/18 (Appendix A).
- 1.2 This paper also provides the Committee with an update on the Scottish Governments 2019 National Improvement Framework and Improvement Plan for Scottish Education (Appendix B).
- 1.3 It is recommended that the Community Services Committee:
- a) Note the overview of the Primary and Secondary achievement in Literacy and Numeracy for P1, P4, P7, and S3 within Argyll and Bute;
  - b) Notes the update on the Scottish Governments 2019 National Improvement Framework and Improvement Plan for Scottish Education.

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**ARGYLL AND BUTE COUNCIL**
**COMMUNITY SERVICES COMMITTEE****CUSTOMER SERVICES: EDUCATION****14 MARCH 2019**


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**NATIONAL IMPROVEMENT FRAMEWORK FOR SCOTTISH EDUCATION**


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**2.0 INTRODUCTION**

- 2.1 This paper provides an overview of the Argyll and Bute Primary and Secondary achievement in Literacy and Numeracy for P1, P4, P7 and S3 published by the Scottish Government on the 12<sup>th</sup> December 2018 in Achievement of Curriculum for Excellence (CfE) Levels 2017/18 (Appendix A).
- 2.2 This paper also provides the Committee with an update on the Scottish Governments 2019 National Improvement Framework and Improvement Plan for Scottish Education (Appendix B).

**3.0 RECOMMENDATIONS**

- 3.1 It is recommended that the Community Services Committee:
- a) Note the overview of the Primary and Secondary achievement in Literacy and Numeracy for P1, P4, P7, and S3 within Argyll and Bute;
  - b) Notes the update on the Scottish Governments 2019 National Improvement Framework and Improvement Plan for Scottish Education.

**4.0 DETAIL**

- 4.1 Within Argyll and Bute, the percentage of P1, P4, P7 and S3 pupils who are achieving the expected CfE Level relevant for their stage in Literacy and Numeracy is outlined in the Achievement of CfE Levels 2017/18 document (Appendix A) and is summarised below:

		P1	P4	P7	S3	S3
CfE levels	2017-2018	Early Level	First Level	Second Level	Third Level	Fourth Level
Reading	Argyll and Bute	86%	80%	83%	92%	56%
	Scotland	81%	77%	79%	90%	53%

Writing	Argyll and Bute	80%	75%	76%	91%	55%
	Scotland	78%	72%	73%	89%	51%
Listening and Talking	Argyll and Bute	92%	84%	88%	94%	62%
	Scotland	87%	85%	84%	91%	55%
Numeracy	Argyll and Bute	88%	77%	77%	95%	54%
	Scotland	85%	76%	75%	89%	56%

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

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

#### 4.2 Analysis of the Achievement of CfE Levels 2017/18 for Argyll and Bute compared with the national picture indicates that:

- In the primary stages, the percentage of pupils **nationally** achieving the CfE level relevant for their stage was highest for listening and talking (87%, 2% higher than last year) and lowest for writing (72%, 3% higher than last year). In **Argyll and Bute** the percentage of primary pupils achieving the CfE level relevant for their stage was highest for listening and talking (92%, 3% higher than last year) and lowest for writing (75%, 8% higher than last year).
- P1, P7 and S3 pupils in Argyll and Bute are performing better than the **national average** in all organisers (reading, writing, listening and talking and numeracy).
- In the secondary stage (S3), the percentage of pupils **nationally** achieving the CfE level relevant for their stage was lowest in numeracy and writing (89%) and highest in listening and talking (91%). In **Argyll and Bute** the percentage of S3 pupils achieving the CfE level relevant for their stage was lowest in writing (91%, 2% higher than the national average) and highest in numeracy (95%, at third level).

- The percentage of S3 pupils **nationally** achieving CfE Third Level or better is between 89% and 91% (inclusively) for all organisers (reading, writing, listening and talking and numeracy). This is slightly better than last year, when the percentages were between 88% and 91%.
- In **Argyll and Bute**, the percentage of S3 pupils achieving CfE Third Level or better is between 91% and 95% for all organisers (reading, writing, listening and talking and numeracy). This is the same as last year.
- In **Argyll and Bute**, there is a higher percentage of S3 pupils who are performing better (achieving fourth level) than their expected level in S3 reading, writing and listening and talking, compared to the national average. In reading, 11% more pupils achieved fourth level this year; 15% more in writing; and 18% more in listening and talking. This is different from last year, when nationally more S3 pupils achieved fourth level than our pupils did in all of these areas.
- In numeracy, a lower percentage of S4 pupils in **Argyll and Bute** achieved fourth level than the national average (54% to 56%). This contrasts with last year when significantly more S4 pupils in **Argyll and Bute** achieved fourth level in numeracy than the national average (72% of pupils compared to the national average 56%).

4.3 The 2019 National Improvement Framework and Improvement Plan for Scottish Education replaces the 2018 plan and identifies both ongoing and new improvement activity that the Scottish Government will take forward and support at National level. Improvement activity will focus on:

- continuing to deliver improvement in literacy, numeracy, national qualifications and positive destinations;
- supporting local authorities and learning communities to work together to further develop a culture of empowerment and collaboration in their area;
- continuing to promote excellence and equity and evaluate the impact of the Attainment Scotland Fund;
- improving children and young people's mental health as set out in their mental health strategy for 2017-2027; and
- achieving greater equity in child outcomes, by ensuring that the children who need it the most benefit from an enhanced ELC offer.

4.4 The Education Service will continue to plan for and implement both the ongoing and new improvement activity within the 2019 National Improvement Framework and Improvement Plan for Scottish Education to secure educational improvement for all children and young people within Argyll and Bute whilst meeting our statutory duties as defined within the Education (Scotland) Act 2016. We will report our progress within our 2019 Annual Plan and work in collaboration with the Northern Alliance, our Regional Improvement Collaborative.

## **5.0 CONCLUSION**

5.1 This paper provides:

- a) An overview of the Argyll and Bute Primary and Secondary achievement in Literacy and Numeracy for P1, P4, P7 and S3 published by the Scottish Government on the 12<sup>th</sup> December 2018 in Achievement of Curriculum for Excellence (CFE) Levels 2017/18 (Appendix A); and
- b) An update on the Scottish Governments 2019 National Improvement Framework and Improvement Plan for Scottish Education (Appendix B).

## **6.0 IMPLICATIONS**

- 6.1 Policy – The development of the National Framework for Scottish Education supports the central purpose of the Scottish Government and the delivery on the National outcomes. The Framework will support delivery of SOA Outcomes 1 and 3.
- 6.2 Financial – Potential resource implications arising from the introduction of the NIF and closing the poverty related attainment gap.
- 6.3 Legal – As part of the Education (Scotland) Act 2016, the reporting procedures for the Framework have been placed on a statutory footing placing further duties on Argyll and Bute Council.
- 6.4 HR – here are potential workload issues for teaching staff that should be considered within school working time agreements.
- 6.5 Fairer Scotland Duty – There are no potential issues around this.
  - 6.5.1 Equalities – One of the two main tenets of the Scottish Government’s vision for Education is to address educational inequalities. There is no current evidence base that standardised assessments leads to a reduction in inequalities and can only be viewed as one element that contributes to professional teacher judgement and assessment.
  - 6.5.2 Socio-Economic Duty – As a local authority Argyll and Bute have considered socio economic disadvantage and the impact this may have on attainment of children and young people. As such, our Education Management team work collaboratively with schools to address these issues should they arise.
  - 6.5.3 Islands – There is no specific island based impact from this information.
- 6.6 Risk – There is a potential reputational risk for the Council if there is failure to secure improvements/close the attainment gap for children and young people.
- 6.7 Customer Service – The NIF is clear around the expectations for parental

involvement and engagement which should provide positive benefits in supporting their role in their children's education.

**Douglas Hendry**  
**Executive Director of Customer Services**

**Louise Connor**  
**Head of Education – Learning and Teaching**

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

**For further information contact:**

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Don McAllister, Education Manager  
Tel: 01631 569192  
Email: [Donald.McAllister@argyll-bute.gov.uk](mailto:Donald.McAllister@argyll-bute.gov.uk)

**20 February 2019**

## **APPENDICES**

**Appendix A:** Achievement of CfE Levels 2017/18

<https://www.gov.scot/publications/achievement-curriculum-excellence-cfe-levels-2017-18/>

**Appendix B:** 2019 National Improvement Framework for Scottish Education

<https://www.gov.scot/publications/2019-national-improvement-framework-improvement-plan/>



An Official Statistics publication for Scotland  
Experimental Statistics

## CHILDREN, EDUCATION AND SKILLS

# Achievement of Curriculum for Excellence (CfE) Levels 2017/18

11<sup>th</sup> December 2018

**These statistics are currently being developed and have been published to involve users and stakeholders in their development, and to build in quality and understanding at an early stage.**

The annual Achievement of Curriculum for Excellence (CfE) Levels Return includes data on all Primary 1, Primary 4, Primary 7 and Secondary 3 pupils in publicly funded mainstream schools, and all pupils based in publicly funded special schools/units.

This return measures national performance in the literacy organisers (i.e. reading, writing, and listening and talking) and numeracy and reports on the percentage of pupils who have achieved the expected CfE level, based on teacher professional judgements, relevant to their stage (please see section 1.2 for more detail on CfE levels).

All figures are for achievement of CfE levels in reading, writing and listening and talking in the English language unless otherwise specified (achievement of CfE levels in Gàidhlig can be found in Chapter 5).

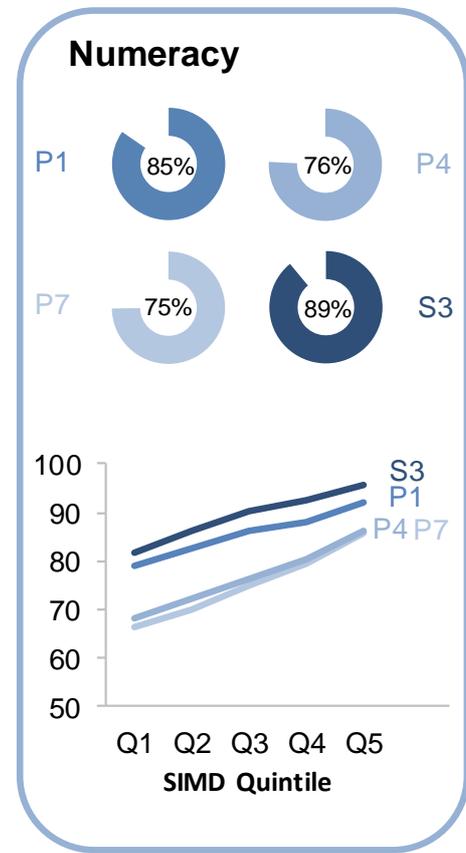
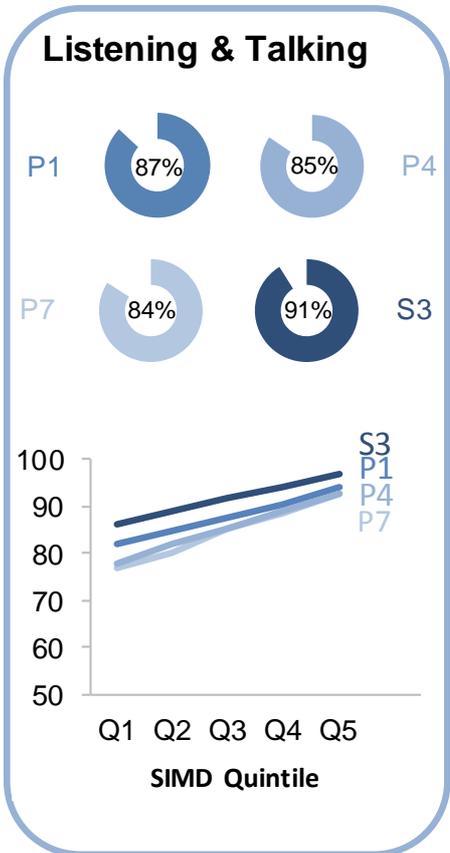
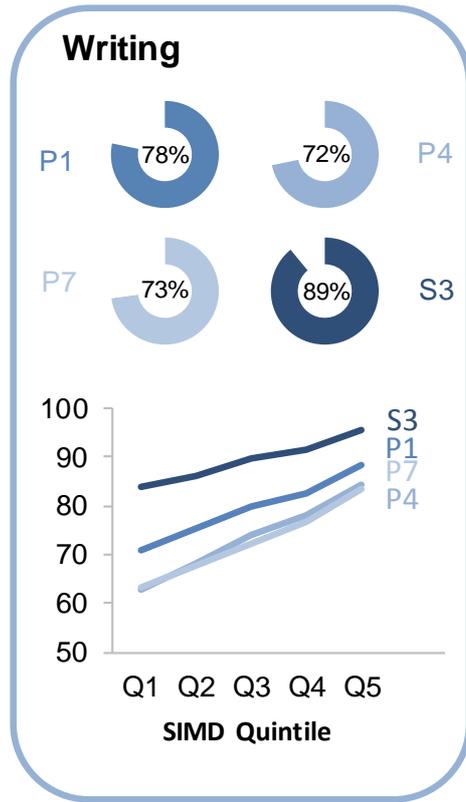
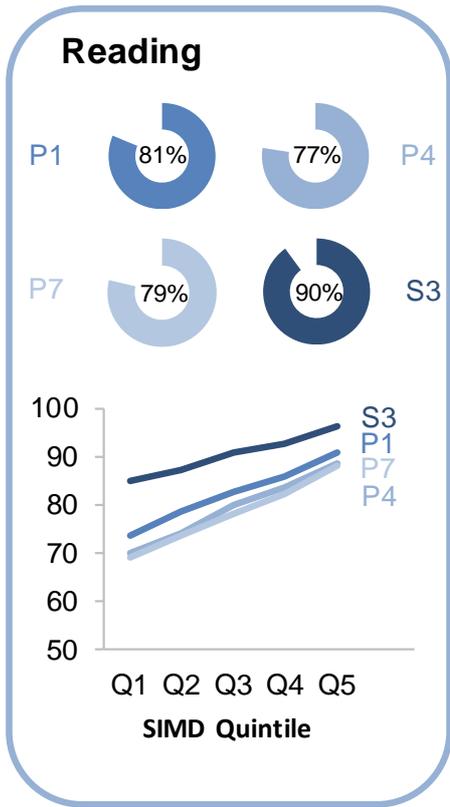
The information is based on teacher professional judgements as at June 2018. This publication provides detailed analysis on national and local authority level results for each stage.

Full results are available from: [www.gov.scot/stats/bulletins/01322](http://www.gov.scot/stats/bulletins/01322)

School level results (where available) are accessible [here](#)

Achievement of CfE Level data continue to be data under development and caution should be applied when making comparisons to previous Achievement of CfE Level results (see sections 1.5 and 1.6).

**Achievement of Curriculum for Excellence (CfE) Levels 2017/18**



## Key Findings

- The percentage of pupils achieving the CfE level relevant for their stage was highest in listening and talking and lowest for writing in the primary stages.
- Across all primary stages, around 85 per cent of pupils achieved the expected CfE level for their relevant stage in listening and talking; at least 75 per cent for numeracy and reading and over 70 per cent for writing.
- For each organiser (reading, writing, listening and talking and numeracy) around 90 per cent of S3 pupils achieved Third Level or better.
- For each organiser, a higher proportion of pupils living in the least deprived areas achieved the expected CfE level compared to pupils from the most deprived areas.
- The performance gap, between pupils from the most and least deprived areas, generally widens throughout the primary stages.
- At S3 (Third Level or better), the performance gap between pupils from the most and least deprived areas was 10 to 12 percentage points for reading, writing and listening and talking. The gap for numeracy was 14 percentage points.
- Females outperform males across all stages and across all organisers.
- Pupils who have additional support needs or English as an additional language tend to perform lower than other pupils, at all stages and in all organisers.
- The overall pattern of performance by stage and organiser is very similar to that reported in the Achievement of CfE Level 2016/17 results.

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## Chapter 1: Introduction

### 1.1 Achievement of CfE Levels Return

The data collated in the Achievement of Curriculum for Excellence (CfE) Levels Return relates to achievement in the Broad General Education (BGE). It is based on teacher professional judgements regarding pupils' achievement in literacy and numeracy against CfE levels. The data was provided to the Scottish Government by all 32 local authorities and all grant-aided schools. The information included in this publication is the third set of Achievement of CfE Level data to be gathered and published under CfE.

The data shows the CfE level achieved for each pupil within selected stages (P1, P4, P7 and S3 in mainstream schools and all pupils based in standalone special schools/units) in the following curriculum organisers: reading, writing, listening and talking and numeracy, and relates to the CfE level achieved as at June 2018. This year the achievement of 'literacy' is also included in the publication (English and Gàidhlig). For more information see section 8.1.3.1.

A very small percentage of pupils have long-term significant and complex additional support needs that mean that it is unlikely that they will progress through the CfE levels during their time in education. These pupils are recorded as 'child following individual milestones' and are included in the data. However, children for whom the teacher has been unable to make a professional judgement, in all schools (mainstream and special), are not included; for example, if a pupil has recently moved to the school and the teacher feels there has been insufficient time for them to form a professional judgement of a pupil's performance.

Teacher professional judgements of achievement of a level are based on all of the evidence collected by teachers during the ongoing assessment of children and young people's learning. A wide range of evidence is collected in a variety of ways. This includes observing learners at work, assessing their work in class, standardised assessments and assessing children and young people's knowledge and understanding by talking to them about their learning.

### 1.2 Curriculum for Excellence levels

[Curriculum for Excellence](#) is designed to provide a coherent, more flexible and enriched curriculum for children and young people aged from 3 to 18. The curriculum includes the totality of experiences, which are planned for children and young people through their education, wherever they are being educated.

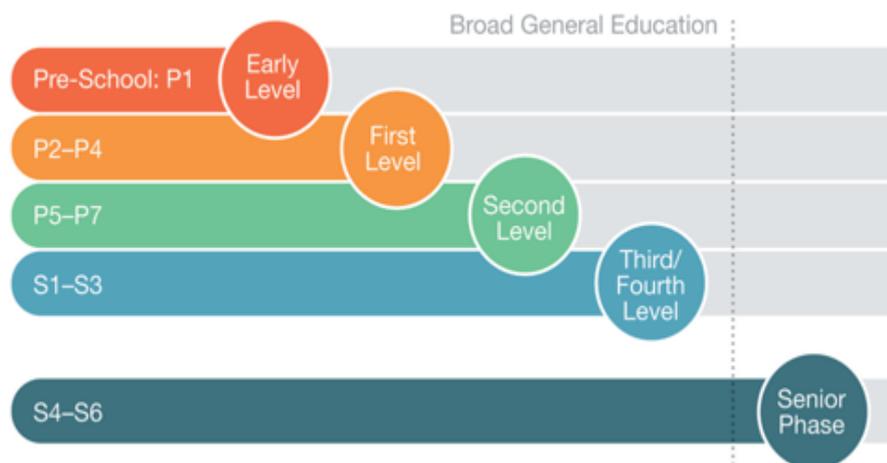
Curriculum for Excellence defines five levels of learning. The first four levels in the Broad General Education are described in the [Experiences and Outcomes](#), with progression to qualifications described under a fifth level, the [Senior Phase](#).

The path most children and young people are expected to follow through the levels reflects the stages of maturation of children and young people and the changing ways in which they engage with learning as they develop.

Some children and young people will start learning at these levels earlier and others later, depending upon individual needs and aptitudes. The framework is, however, designed to be flexible in order to permit careful planning for those with additional support needs,

including those who, for example, have a learning difficulty and those who are particularly high attaining.

The diagram below shows the five curriculum levels:<sup>1</sup>



The Senior Phase is for young people aged 15-18 and is designed to build on the experiences and outcomes of the Broad General Education, and to allow young people to take qualifications and courses that suit their ability and interests.

### 1.3 Gaelic medium education

Pupils based in Gaelic medium primary schools/classes will learn and develop their literacy and numeracy skills in both the medium of Gaelic and English.

Pupils in Primary 1 Gaelic medium primary schools will generally be immersed in developing their reading, writing, listening and talking and numeracy skills in the medium of Gaelic.

From around Primary 3, children based in Gaelic medium primary schools/classes will also start to develop their skills in reading, writing and listening and talking in the English language. It is expected that by the end of Primary 7, most children who have been based in Gaelic medium primary schools/classes should be achieving Second Level in reading, writing, and listening and talking in both Gàidhlig and English.

For pupils based in Gaelic medium primary schools/classes, the following data is collected and published:

- P1 - Reading (Gàidhlig), Writing (Gàidhlig), Listening and Talking (Gàidhlig) only
- P4 - Reading (Gàidhlig), Writing (Gàidhlig), Listening and Talking (Gàidhlig), numeracy only
- P7 and S3 – Reading (Gàidhlig and English), Writing (Gàidhlig and English), Listening and Talking (Gàidhlig and English), Numeracy

<sup>1</sup> Source: <https://education.gov.scot/parentzone/learning-in-scotland/Curriculum%20levels>

## 1.4 Pupils based in special schools/units

Special schools/units cater for children of all ages. The information gathered as part of this return does not include a specific stage for these pupils (i.e. they are recorded as being a pupil based in a special school/unit). Therefore, it is not possible to calculate the percentage of pupils who have achieved the CfE level relevant to their stage.

The data reported shows the overall picture of CfE levels that have been achieved for the pupils based in special schools/units. These data are not included in the headline figures; they are reported in Chapter 6.

It has been reported that some pupils in special schools/units were recorded as 'Not Assessed' when these pupils are in fact working towards national qualifications and out of scope of this collection on Broad General Education performance. It is proposed to add a new category to allow special schools/units to report on pupils working towards national qualifications.

## 1.5 Experimental statistics

Experimental statistics are Official Statistics that are undergoing development. They are defined in the [Code of Practice for Statistics](#) as: 'A subset of newly developed or innovative official statistics undergoing evaluation. Experimental statistics are developed under the guidance of the Head of Profession for Statistics and are published in order to involve users and stakeholders in the assessment of their suitability and quality at an early stage'.

Section V4.2 of the Code states 'Statistics producers should consider testing and releasing new official statistics initially as experimental statistics, under the guidance of the Chief Statistician/Head of Profession for Statistics'. There is an emphasis across the Government Statistical Service (GSS) to consult users during the review of statistics, and to make experimental series available during this period to assist in the quality assurance, development and familiarisation of the statistics.

The Code of Practice for Statistics promotes and supports the release of experimental statistics to involve users in their development at an early stage; however, it is likely that the statistics will not be fully compliant in all areas due to their nature as 'data being developed'.

The Scottish Government releases experimental statistics to engage with users and understand their needs. The statistics may also be released to help develop methods and improvements in quality, and it is important that these developments are fully discussed alongside the statistics. The statistics should always be supported by appropriate guidance and commentary to inform users about their strengths and weaknesses.

The reason for these statistics being classed as experimental statistics is because they are based on a new and developing data source. As such time is required:

- a. To receive informed feedback from users and potential users of the statistics;
- b. For users to become familiar with the new statistics and methodology.

## 1.6 Quality assurance

The collection of these data reflects a developing approach within schools to the assessment of children's progress against CfE levels. It is therefore important to consider whether and how this affects the quality, reliability and usability of the data.

### 1.6.1 Assessment of children's progress against CfE levels

The expected standards under CfE were embedded in the experiences and outcomes from the outset; however, it was clear that further clarity was required. As a result, Education Scotland published draft [Curriculum for Excellence Benchmarks](#) for literacy and numeracy in August 2016 in order to provide a more explicit and clear statement of standards. These standards were available to teachers ahead of the data collection for 2016/17. Final versions of the benchmarks were published in June 2017.

A national programme of Quality Assurance and Moderation has been put in place to provide more support and improve confidence and understanding amongst teachers, and in August 2017, [Scottish National Standardised Assessments](#) were made available for teachers to help inform their judgements.

### 1.6.2 Data supplier feedback

As part of the quality assurance process, feedback was sought from all data suppliers (local authorities and grant-aided schools) on the process of compiling the data and on factors, which may affect data quality.

The majority of data providers provided substantive feedback covering the assessment process followed by schools, their own quality assurance of the data and any outstanding concerns over the quality of the data. Of the 30 local authorities that submitted information on data quality, over a third reported that they were generally confident in the robustness of their ACEL data. Around half of local authorities have increased levels of confidence compared to previous years, but reported some ongoing concerns around data consistency. Three local authorities reported challenges in determining achievement of Fourth Level, a further three reported concerns regarding S3 data in general.

Based on this information, caution must be applied in interpreting the results in this publication and the published school level data. In particular, comparisons between authorities or between schools should not be made without consideration of the context of the authority or school and the underlying approach to assessment.

**Achievement of CfE Level data continue to be data under development and caution should be applied when making comparisons to previous Achievement of CfE Level results.**

## 1.7 Reporting of national data

Chapters 2-6 (national results) and Chapter 7 (local authority results):

- includes all assessed P1, P4, P7 and S3 pupils attending mainstream schools (including one grant-aided school)
- excludes pupils attending special schools/units

- excludes English medium literacy results for P1 and P4 pupils in Gaelic medium schools/classes (this data is not collected; pupils will be learning in the Gaelic language)
- includes English medium literacy results for all assessed P7 and S3 pupils in Gaelic medium schools/classes
- includes numeracy results for all assessed P4, P7 and S3 pupils in Gaelic medium schools/classes.

Chapter 5 – Achievement of CfE levels in Gàidhlig include Gaelic medium literacy results for P1, P4, P7 and S3 pupils in Gaelic medium schools/classes.

Chapter 6 – Achievement of CfE levels of pupils based in special schools/units includes results for all pupils (aged 3 -18) based in special schools/units.

Figures in this report are generally rounded to zero decimal places. Differences are calculated based on unrounded estimates, therefore reported figures in the commentary may differ from figures apparent from tables and charts.

## Chapter 2: Achievement of CfE levels at Scotland level

- Around 85 per cent of all primary school pupils achieved the expected CfE level for listening and talking.
- At least 75 per cent of primary pupils achieved the expected CfE level for reading and numeracy.
- At least seven out of ten pupils are achieving expected CfE level for writing in primary stages.
- Almost nine out of ten S3 pupils are achieving Third Level or better in reading, writing, listening and talking and numeracy.
- The overall pattern of performance by stage and organiser is very similar to that reported in the Achievement of CfE Level 2016/17 results.

From the data collected, two additional variables have been calculated: combined Primary stages (P1, P4 and P7) and combined Literacy (reading, writing, listening and talking).

A pupil is reported to have achieved the expected level in Literacy if they have achieved the expected level in all three of the literacy organisers: reading, writing, listening and talking. Pupils will not be included in this calculation if 'Not Assessed' (Code 99) has been reported in one or more of the organisers. Therefore, this percentage will generally be lower than performance reported in three literacy organisers individually.

Similarly P1, P4 and P7 combined is the percentage of all pupils achieving their expected level for their relevant stages divided by the number of P1, P4 and P7 pupils (excluding pupil reported as 'Not Assessed').

**Table 2.1: Percentage of pupils achieving expected CfE levels, 2017/18**

Stage/Level	Reading	Writing	Listening & Talking	Literacy	Numeracy
P1 - Early Level	81	78	87	75	85
P4 - First Level	77	72	85	69	76
P7 - Second Level	79	73	84	70	75
<b>P1, P4 and P7 combined</b>	<b>79</b>	<b>74</b>	<b>85</b>	<b>71</b>	<b>78</b>
S3 - Third Level or better	90	89	91	87	89
S3 - Fourth Level	53	51	55	46	56

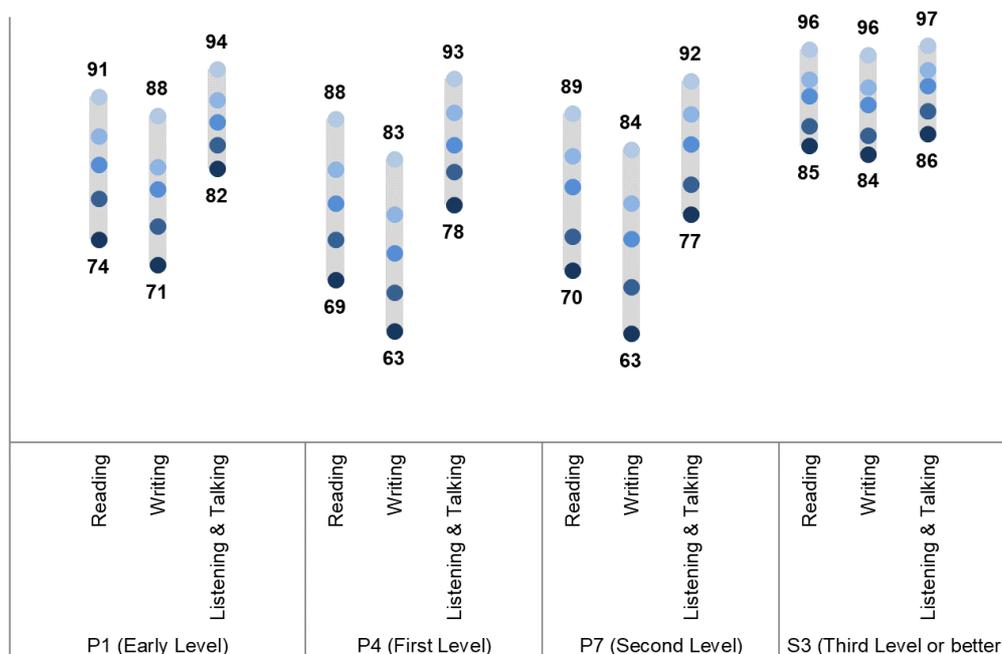
### Chapter 3: Achievement of CfE levels by SIMD

- Pupils from the least deprived areas performed better than pupils from the most deprived areas at all stages.
- Within primary schools, the largest gap in performance was at P7 in writing (22 percentage points); with the smallest gap at P1 in listening and talking (12 percentage points).
- At S3, Third Level or better, the largest gap was in numeracy performance at 14 percentage points, with the smallest for listening and talking at 10 percentage points.
- Across all stages, the percentage of pupils achieving the expected CfE level increased as the level of deprivation decreased.

Chart 3.1 shows that the smallest performance gaps were reported for S3 pupils achieving Third Level or better; the gap between least and most deprived pupils was between 10 and 12 percentage points for reading, writing and listening and talking.

At the primary stages, the largest attainment gap in reading was at P4 at 19 percentage points. In writing and listening and talking this was P7 with 22 and 16 percentage points respectively. The smallest gap was for each primary stage was in listening and talking with P1 at 12, P4 at 15 and P7 at 16 percentage points.

**Chart 3.1: Percentage of pupils achieving expected CfE levels, by SIMD<sup>2</sup>, for reading, writing and listening and talking 2017/18**



<sup>2</sup> [Scottish Index of Multiple Deprivation 2016](#)

**Chart 3.2: Percentage of pupils achieving expected CfE levels, by SIMD<sup>3</sup>, for literacy and numeracy, 2017/18**

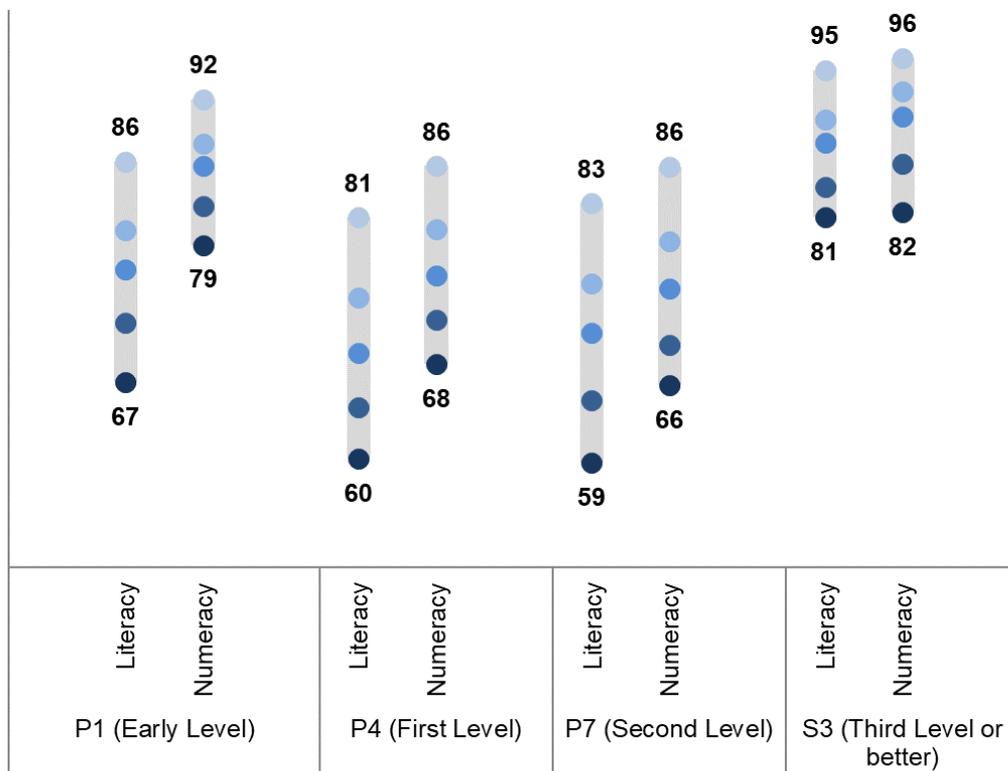


Chart 3.2 shows literacy and numeracy attainment by SIMD quintiles. Attainment in literacy was based on the percentage of pupils achieving the relevant CfE level in all three of the literacy organisers: reading, writing, listening and talking.

At all stages, a greater proportion of pupils achieved the relevant level for their stage in numeracy than literacy (overall), irrespective of SIMD quintile. However, this is not the case for the three literacy organisers individually: performance tends to be higher in listening and talking than in numeracy, whereas writing tends to be lower.

The size of the performance gap between Primary pupils from the least and most deprived areas ranged from 13 percentage points (P1, numeracy) to 23 percentage points (P7, literacy).

<sup>3</sup> [Scottish Index of Multiple Deprivation 2016](#)

## Chapter 4: Achievement of CfE levels by pupil characteristics

- Female pupils outperform male pupils across all stages and organisers.
- Pupils who have an Additional Support Need or English as an Additional Language tend to perform lower than pupils without those characteristics, in all stages and organisers.
- A higher percentage of pupils of Asian – Chinese ethnic background are achieving the expected CfE levels in numeracy compared to pupils of other ethnic backgrounds.
- The percentage of P1 pupils achieving the expected level for their stage was highest for pupils living in accessible rural areas. At P4, performance was highest for pupils from either large urban areas or accessible small towns. In P7 performance was generally higher for pupils from large urban areas and accessible rural areas.

### 4.1 Achievement of CfE levels by gender

At all stages and across all four organisers, females outperformed males, particularly in writing; this has been consistent in the three years of this data collection.

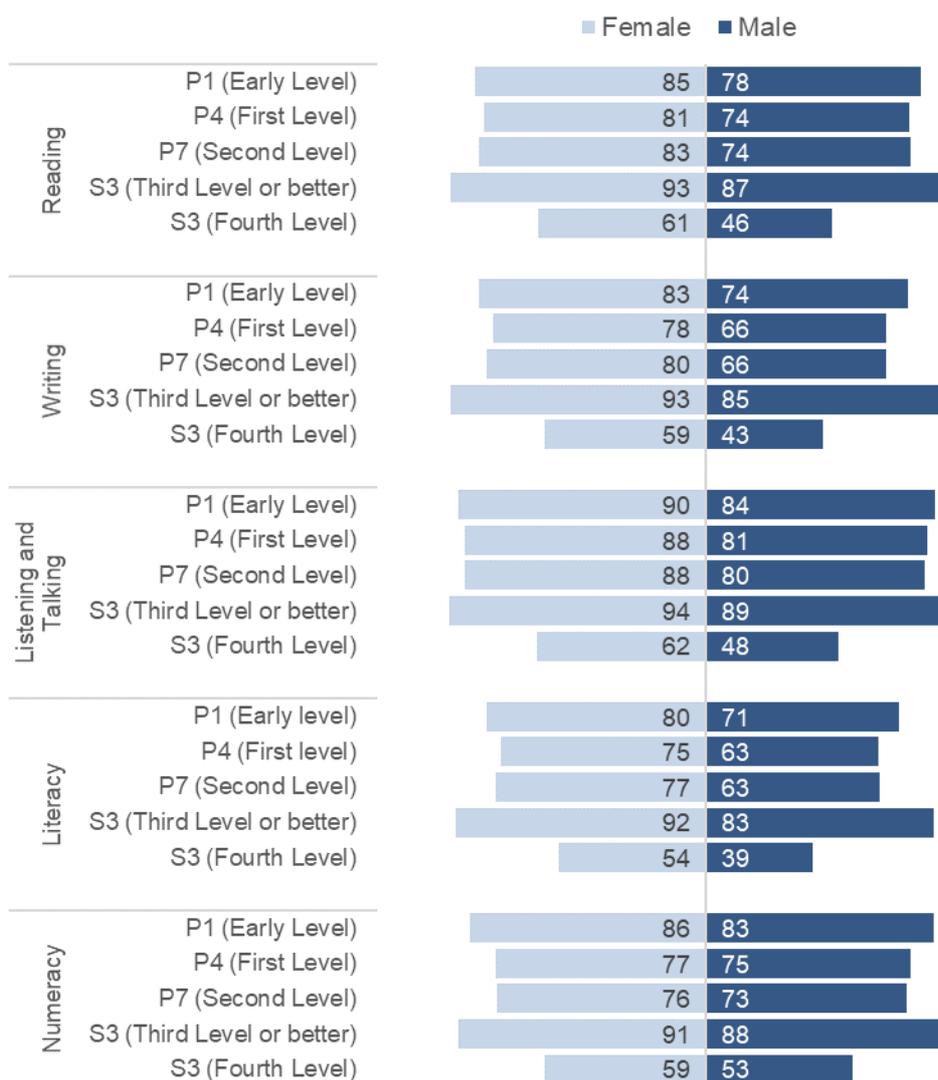
The largest difference in performance at primary was in writing in P7 at 14 percentage points. The smallest difference for the literacy organisers was in reading for P1, at six percentage points.

For S3 (Third Level or better), the largest difference in performance between males and females was in writing at eight percentage points; whereas the smallest was in listening and talking at five percentage points, for the literacy organisers (Chart 4.1.1).

The smallest difference in performance by gender was in numeracy. Females outperformed males but by a smaller margin; three percentage points at P1, P7 and S3 (Third Level or better) and by two percentage points in P4.

The gap in literacy performance by gender increases through the primary stages at 10, 12 and 14 percentage points for the P1, P4 and P7 stages respectively.

With respect to S3 pupils achieving Fourth Level, the pattern was the same in that the smallest difference was in numeracy and the largest was in writing.

**Chart 4.1.1 Percentage of pupils achieving expected CfE levels, by gender and stage, 2017/18**

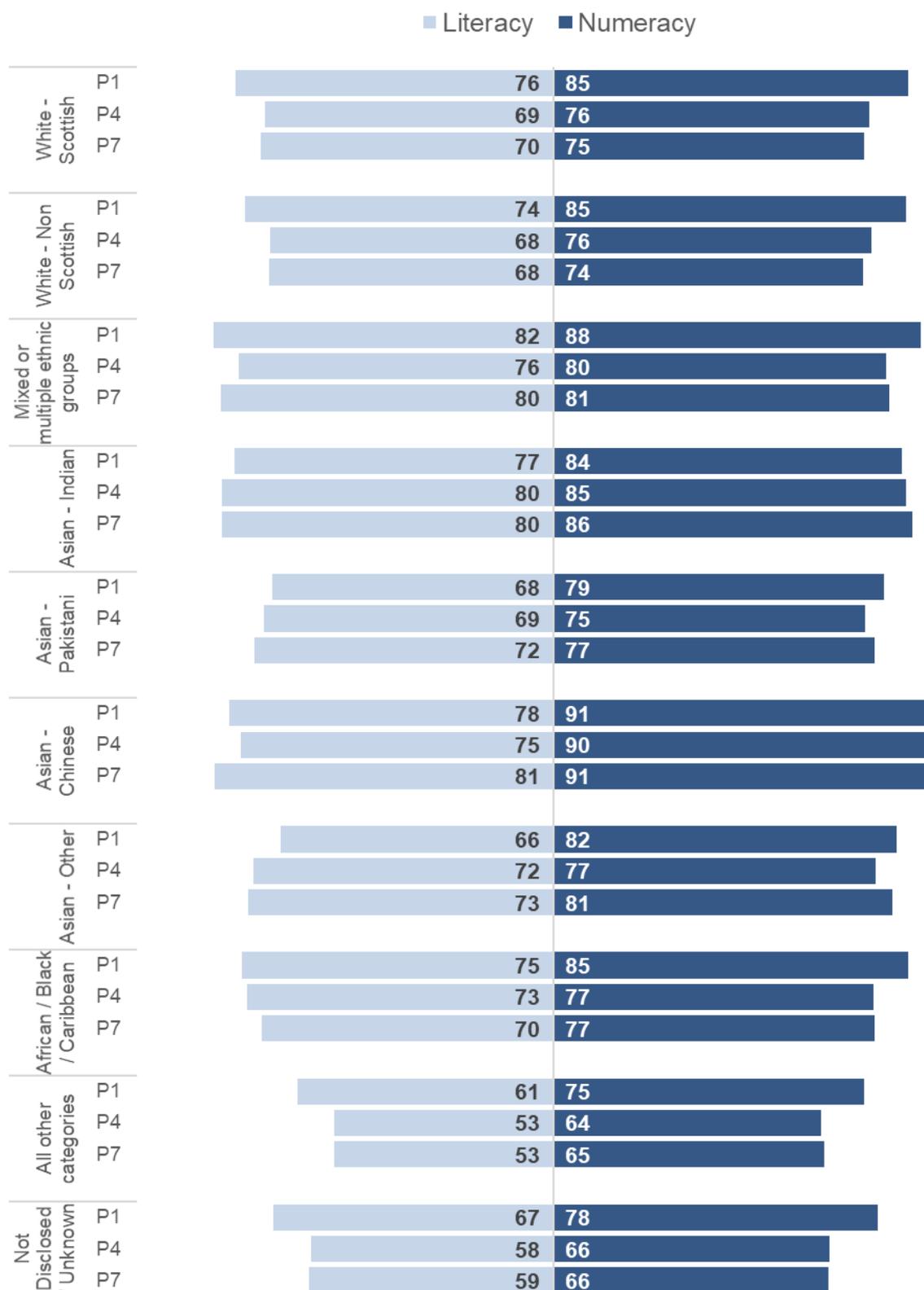
## 4.2 Achievement of CfE levels by ethnicity

The largest ethnic group represented in these data was White-Scottish (ranging from 73 to 84 per cent across the stages in question), followed by White non-Scottish (ranging from nine to 13 per cent). Pupils of an Asian – Pakistani background represented around two per cent of the pupil population of interest, and the remaining ethnic groups made up around about one per cent of the population (each).

Performance was highest for pupils of an Asian – Chinese background in numeracy, with results around 90 per cent across all primary stages, rising to 98 per cent at S3. This has been consistent in the three years of this data collection.

Chart 4.2.1 shows performance in literacy and numeracy for each primary stage. Performance by ethnic group varies by stage. Performance in literacy was highest for pupils from Mixed and Multiple ethnic background at P1 (82 per cent), pupils from Asian – Indian background at P4 (80 per cent) and pupils from Asian – Chinese background at P7 (81 per cent).

**Chart 4.2.1 - Percentage of P1, P4 and P7 pupils achieving literacy and numeracy CfE levels, by ethnicity and stage, 2017/18**



**Table 4.2.1: Percentage of S3 pupils achieving Third Level or better by ethnicity, 2017/18**

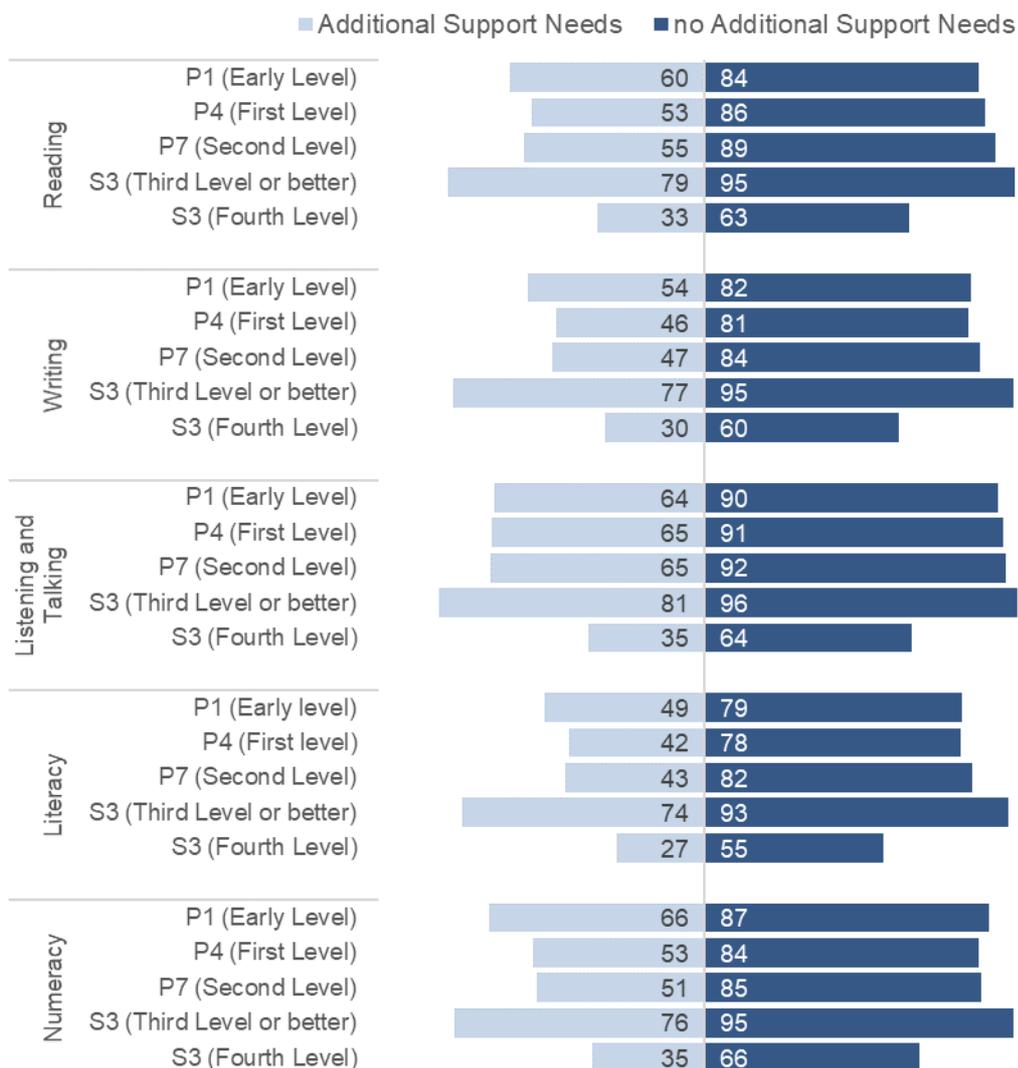
<b>Stage/Level</b>	<b>Reading</b>	<b>Writing</b>	<b>Listening &amp; Talking</b>	<b>Literacy</b>	<b>Numeracy</b>
White - Scottish	90	89	91	88	89
White - Non Scottish	88	87	89	85	89
Mixed or multiple ethnic groups	93	92	94	91	92
Asian - Indian	92	93	95	92	95
Asian - Pakistani	93	94	94	92	93
Asian - Chinese	98	97	96	95	98
Asian - Other	90	90	91	88	92
African / Black / Caribbean	93	91	94	90	93
All other categories	73	74	76	71	84
Not Disclosed / Unknown	81	80	82	78	84
<b>All pupils</b>	<b>90</b>	<b>89</b>	<b>91</b>	<b>87</b>	<b>89</b>

At S3, performance was highest for pupils of an Asian – Chinese background across all four organisers (Table 4.2.1). With respect to the three literacy organisers, performance of White – Non Scottish pupils and pupils in the ‘All other categories’ and ‘Not disclosed/Unknown’ categories was lower than the national average. In numeracy, pupils in the ‘All other categories’ and ‘Not disclosed/Unknown’ categories saw the lowest performance with 84 per cent achieving the expected CfE levels, compared to the national average of 89 per cent.

### **4.3 Achievement of CfE levels by Additional Support Need (ASN) status**

The percentage of pupils in the Achievement of CfE Levels data collection that were recorded as having an Additional Support Need increased throughout the stages: 11, 25, 30 and 31 per cent for P1, P4, P7 and S3 respectively.

The percentage of pupils achieving the expected CfE level was higher for pupils recorded as not having an Additional Support Need (ASN), compared to pupils with a known ASN, across all stages and organisers. The difference in performance was lowest in P1 for numeracy (21 percentage points), listening and talking at P4 (26 percentage points) and listening and talking at P7 (27 percentage points).

**Chart 4.3.1 Percentage of pupils achieving CfE levels, by additional support needs and stage, 2017/18**

At P1, P4 and P7, the greatest difference in performance (between pupils with a recorded ASN and pupils with no recorded ASN) was in writing, with differences of 27, 35 and 38 percentage points respectively.

At S3 (Third Level or better), the lowest percentage point difference was in listening and talking (14 percentage points), with 96 per cent of pupils with no ASN achieving the expected level, compared to 81 per cent of pupils with a recorded ASN.

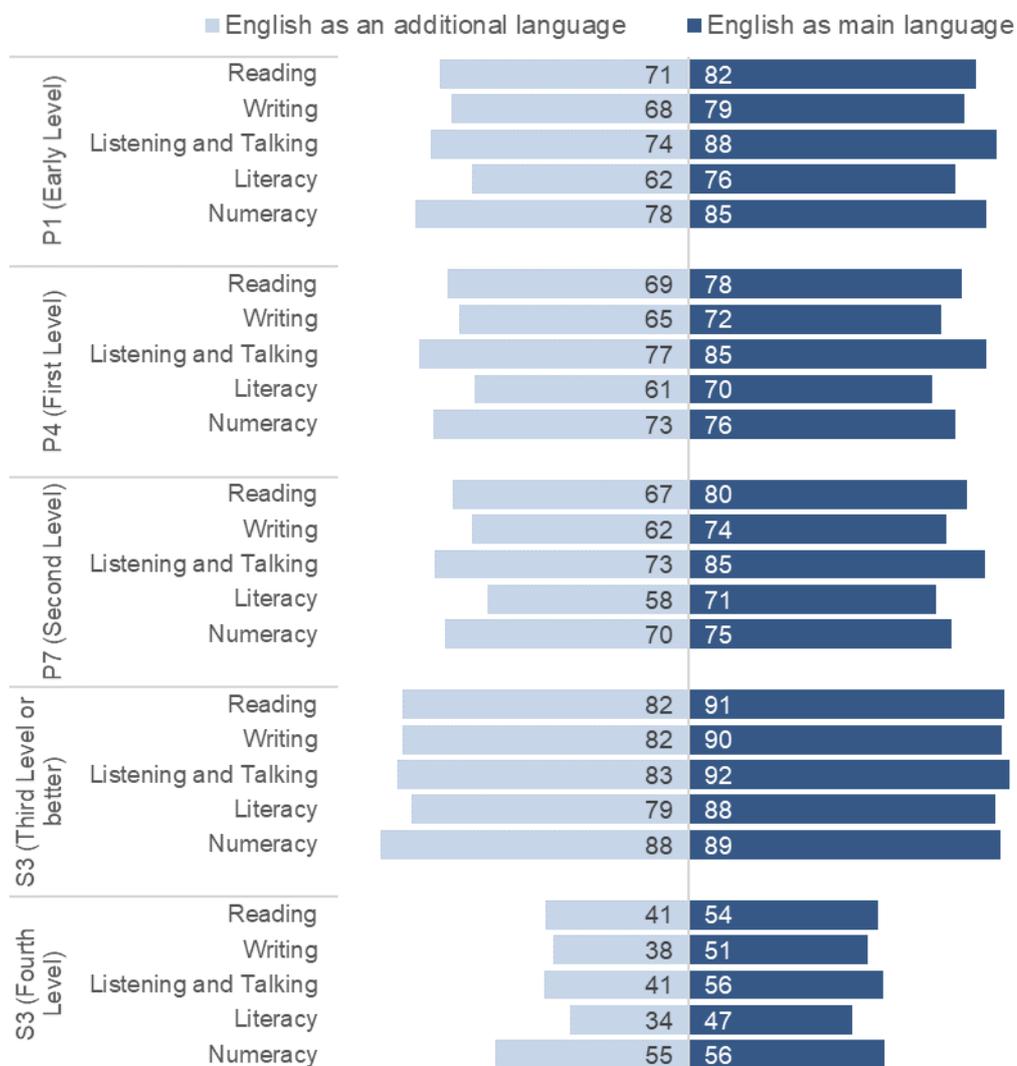
#### 4.4 Achievement of CfE levels by English as an Additional Language (EAL) status

The percentage of pupils, in this data collection, who have English as an additional language (EAL) was between five to eight per cent in 2017/18 for pupils in P1, P4, P7 and S3.

The percentage of pupils achieving the expected CfE level was higher for non-EAL pupils across all stages and organisers (Chart 4.4.1). The gap in performance tended to be

lowest in numeracy; ranging from one percentage point for S3 pupils to seven percentage points for P1 pupils.

**Chart 4.4.1: Percentage of pupils achieving expected CfE levels, by English as an additional language and stage, 2017/18**



EAL pupils performed better in listening and talking, compared to the other literacy organisers at all three primary stages (74, 77 and 73 per cent for P1, P4 and P7 respectively); the same pattern observed in the national figures. However, the largest gap in performance between EAL and non-EAL pupils in literacy was in listening and talking (14 percentage points at P1.)

The performance gaps were smallest at P4; ranging from seven to nine percentage points in the literacy organisers. In P7, there was a difference of 12 percentage points between EAL and non-EAL pupils for all three literacy organisers.

## 4.5 Achievement of CfE levels by Urban Rural Classification

The Urban Rural Classification in this collection has six classifications as shown in Table 4.5.1. The P1, P4, P7 and S3 pupils in the Achievement of CfE Levels 2017/18 data collection were distributed as follows:

**Table 4.5.1 – Percentage of pupils in P1, P4, P7 and S3 by Urban Rural Classification, 2017/18**  
*Ranked from largest to smallest*

<b>Urban Rural Classification</b>	<b>Percentage</b>
Other urban areas	38
Large urban areas	30
Accessible rural areas	11
Accessible small towns	9
Remote rural areas	5
Remote small towns	4
Unknown	3

At P1, performance was highest for pupils from accessible rural areas across numeracy and all literacy organisers. Performance was generally lowest for pupils from remote small towns.

Performance at P4 and P7 was generally lowest for pupils from remote small towns across all organisers. The areas with highest performance for P4 and P7 pupils varied with organiser, and included accessible small towns, large urban areas and accessible rural areas.

The percentage of S3 pupils achieving Third Level or better across all Urban Rural classifications and across all four organisers ranged between 86 to 93 per cent.

Detailed results by Urban Rural Classification can be found online in the supplementary tables at: [www.gov.scot/stats/bulletins/01322](http://www.gov.scot/stats/bulletins/01322)

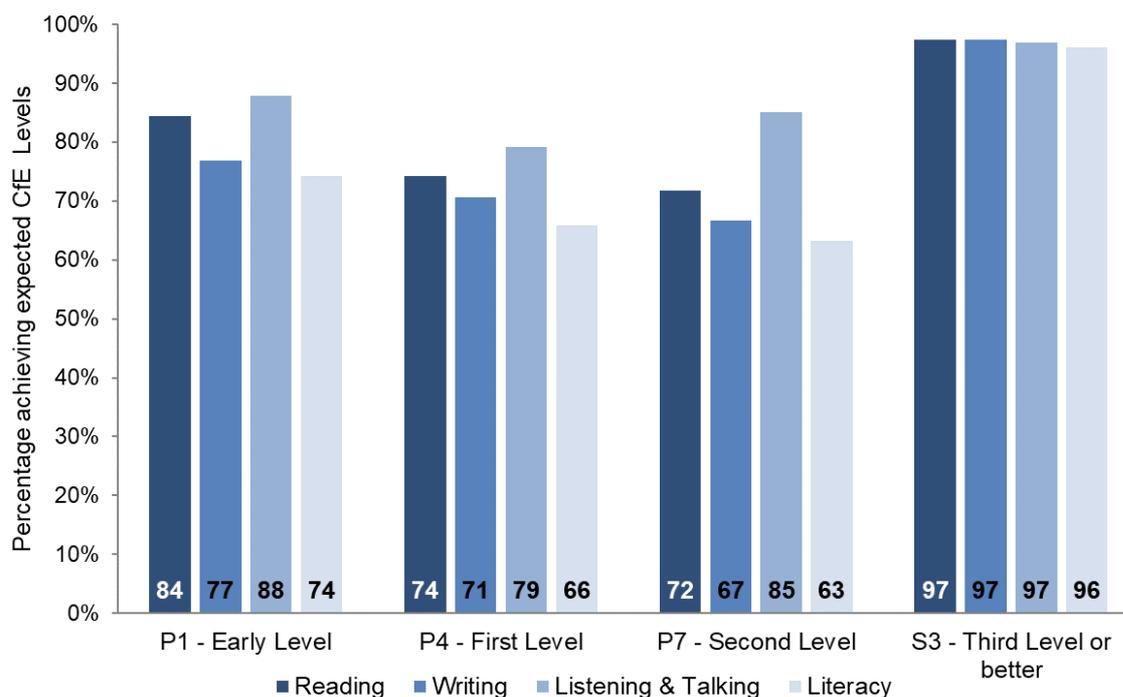
## Chapter 5: Achievement of CfE levels in Gàidhlig

- The percentage of primary pupils, in Gaelic medium schools/classes, achieving the expected CfE level was highest for Gàidhlig listening and talking, and lowest for Gàidhlig writing.
- The percentage of S3 pupils achieving the Third Level or better was 97 per cent for reading, writing and listening and talking and 96 per cent for literacy.

A combined literacy variable for Gàidhlig has been created; this has the same methodology as the English literacy variable. For more information see Chapter 2.

The pattern of Gàidhlig reading and writing performance was similar to English reading and writing, in that the percentage of pupils achieving expected CfE levels was lower in P4 and P7, than in P1, and was highest at S3. For Gàidhlig listening and talking, however, performance was highest at P1 at 88 per cent, followed by P7 (85 per cent) and P4 (79 per cent).

**Chart 5.1 Percentage of pupils achieving expected CfE levels in Gàidhlig, 2017/18**



For P1, P4 and P7, Gàidhlig listening and talking results were highest whereas Gàidhlig writing results were the lowest (Chart 5.1). At S3, performance was stable over the three Gàidhlig organisers.

## Chapter 6: Achievement of CfE levels of pupils based in special schools/units

- Twenty-seven per cent of pupils based in special schools/units are reported as following their own individual milestones.
- Around a quarter of pupils were assessed as 'Not yet achieved Early Level'.
- For each organiser, over 30 per cent of pupils based in special schools/units are reported as having achieved a CfE level.

Chart 6.1: Percentage of pupils in special schools/units achieving CfE levels, 2017/18

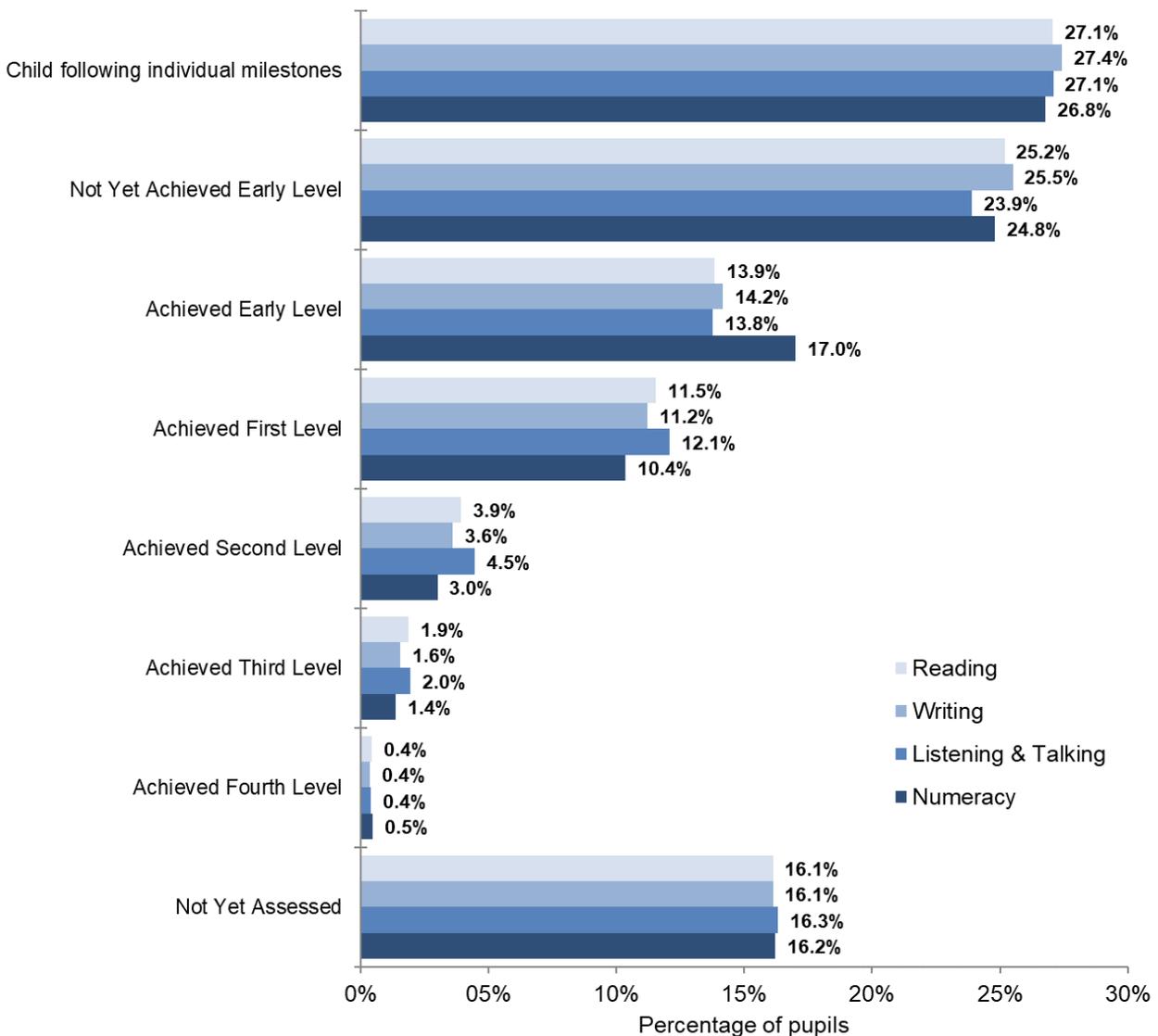


Chart 6.1 shows the highest level achieved for all pupils in special schools/units (for further information see section 1.4).

Twenty-seven per cent of pupils within special school/units are following their own milestones, and around a quarter have Not Yet Achieved Early Level.

Of the pupils who achieved a CfE level within special schools/units, this was highest for listening and talking at 33 per cent, closely followed by numeracy and reading (32 per cent) and writing (31 per cent).

The number of pupils in special schools/units not assessed was around 16 per cent. The 'Not Assessed' category within standalone special school/units may include pupils studying towards national qualifications normally undertaken in the Senior Phase.

## Chapter 7: Achievement of CfE levels by local authority

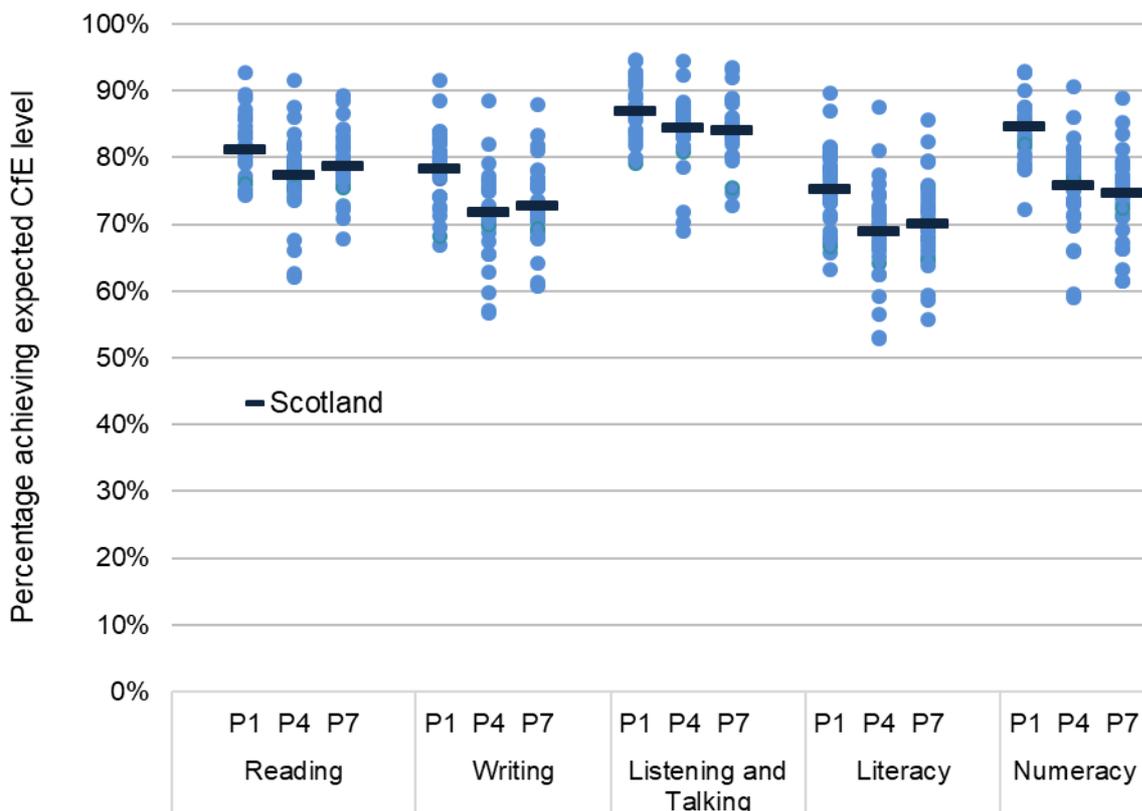
As this information is currently badged Experimental Statistics, comparisons between authorities should not be made without consideration of the context of the authority and the underlying approach to assessment.

Full ACEL results by local authority can be found online at [www.gov.scot/stats/bulletins/01322](http://www.gov.scot/stats/bulletins/01322). This chapter describes the range of data reported by local authorities, and comparisons to the national average.

Chart 7.1, illustrates the variation in results between local authorities and organisers for P1, P4 and P7. The largest difference in results by local authority, by stage, can be seen at P4; with the literacy variable being the biggest (53 to 88 per cent) and listening and talking the smallest (69 to 94 per cent).

The smallest range in results reported, by organiser is for listening and talking, with a difference of 16 percentage points at P1, 25 percentage points at P4 and 21 percentage points at P7.

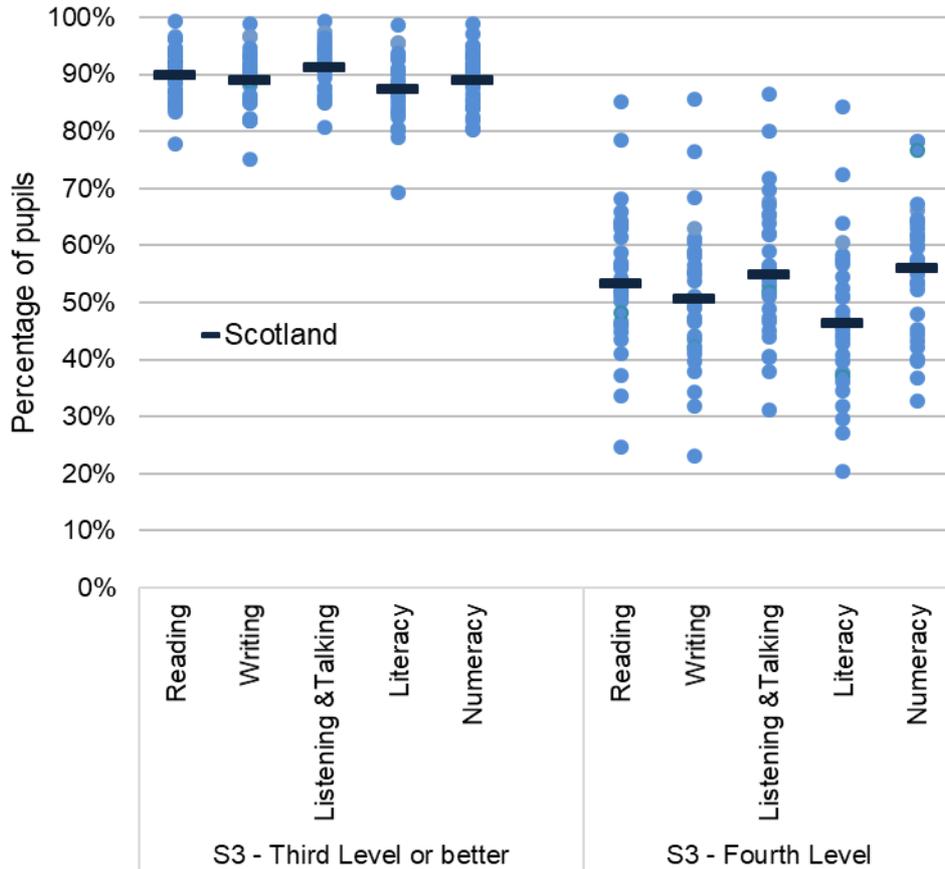
**Chart 7.1: Percentage of P1, P4 and P7 pupils achieving the expected CfE levels by organiser and local authority, 2017/18**



At S3, (Chart 7.2) the variability between local authorities reporting attainment at Third Level or better was smaller than Fourth Level. For Third Level or better, the smallest difference in results by local authority was 19 percentage points for listening and talking (81 to 99 per cent) and numeracy (80 to 99 per cent). The highest difference was for literacy at 29 percentage points (69 to 99 per cent).

For Fourth Level in S3, the difference in results reported by local authorities exceeded 45 percentage points across all organisers. The smallest difference was for numeracy, ranging from 33 to 78 per cent (45 percentage points) and the largest was the literacy variable ranging 20 to 84 per cent (64 percentage points).

**Chart 7.2: Percentage of S3 pupils achieving CfE levels by organiser and local authority, 2017/18**



Results for local authorities by SIMD quintiles can also be found online in the supplementary tables at: [www.gov.scot/stats/bulletins/01322](http://www.gov.scot/stats/bulletins/01322)

## Chapter 8: Background notes

### 8.1 Sources, coverage and methodology

#### 8.1.1 Sources

The data included in the publication are provided to Scottish Government by local authorities and grant-aided schools. Independent schools are not included in the data collection. The assessments of children's progress are undertaken by teachers in schools. A copy of the specification issued to data providers can be found [here](#).

The ACEL census date was Tuesday 11 June 2018. Data was submitted by local authorities to Scottish Government by Friday 31 August 2018. A process of quality assurance between Scottish Government, local authorities and schools occurs before the producing of these statistics.

#### 8.1.2 Coverage

The data covers pupils in Primary 1, Primary 4, Primary 7 and Secondary 3 in mainstream schools and all pupils based in special schools/units. Data was provided for 221,327 pupils. Teacher judgements cover the four organisers of reading, writing, and listening and talking and numeracy. The data relate to achievement as at June 2018 (at, or near, the end of the 2017/18 school year). Mainstream pupils for whom the teacher has been unable to make a professional judgement are not included in the published results (one per cent of pupils).

A very small percentage of children have long-term significant and complex additional support needs that mean that it is unlikely they will progress through the CfE levels during their time in education. These children are included within the data as 'pupil following individual milestones'.

There has been continual improvement of level of coverage for special schools/units. In 2017/18, the coverage was approximately 98 per cent compared to approximately 95 per cent for 2016/17 and 70 per cent in 2015/16.

#### 8.1.3 Methodology

##### 8.1.3.1 Literacy variable and P1, P4, P7 combined

The publication tables this year includes two new variables: P1, P4 and P7 combined and literacy.

P1, P4 and P7 combined figures have been available on the school level dashboard since 2015/16 to provide data for small schools (where data for individual stages would be disclosive). P1, P4 and P7 combined figures are now available at local authority and national level for comparison purposes.

The literacy variable has been created from the literacy organisers: reading, writing and listening and talking (see Chapter 2). A pupil is deemed to have achieved the expected level in literacy if they have achieved the expected level in all three literacy organisers: reading, writing, listening and talking. Pupils will not be included in this calculation, if Code 99 'Not Assessed' has been reported in one or more of the organisers. This literacy

variable is used within the National Improvement Framework (NIF) basket of measures of the attainment gap.

### 8.1.3.2 Data matching

To reduce burden on data providers, as per the Code of Practice for Statistics, pupil characteristic information was added to the ACEL data by using previously collected data: Pupil Census 2017. The following variables were added:

- Ethnicity
- Additional Support Needs
- English as an Additional Language

The Pupil Census data was then linked to the [Scottish Index of Multiple Deprivation 2016](#) (SIMD) and the 6-fold [Urban Rural Classification 2016](#). Around three per cent of records could not be matched to the SIMD or the Urban Rural Classification; these are presented under category 'Unknown' in the publication tables.

In 2017/18, an improvement in the data linking process between ACEL data and Pupil Census data was implemented, the percentage of unmatched records reduced from around three per cent to one per cent. As a result, the number of records in the Unknown category reduced by about 70 per cent).

Pupil Census data is from September 2017, and ACEL data is at June 2018; between these two dates there may be geographic movement of pupils between schools that will not be captured by this linkage. Initial analysis to determine the extent of this found that less than five per cent of pupils moved home postcode which resulted in a change in SIMD quintile between 2016/17 ACEL data (matched to Pupil Census 2016) and Pupil Census 2017 data.

## 8.2 School level data

School level results are also being published alongside this publication. They are available online via this [link](#). Data will be published for all publicly funded primary and secondary schools (but not special schools) subject to data protection limitations.

All school level results will be presented in ten per cent bandings (i.e. under 10 per cent, 10 per cent – under 20 per cent, ... , 90 per cent or more). To prevent potential disclosure of information relating to individual pupils, any results relating to a grouping of 20 pupils or fewer will be suppressed. This means that around 19 per cent of primary schools and four per cent of secondary schools will have no information published for them.

As with the national and local authority level data, all school results include 'Pupil following individual milestones'. However, children who were recorded as 'Not Assessed' are not included in the calculations.

The quality limitations described in section 1.6 also apply to school level data. There is greater likelihood that an individual school's results are affected by variations in assessment approach, socio-economic context and school size (for example) than is the case at the more aggregated local authority or Scotland level. On that basis, we would advise against making direct comparisons between schools. The publication online does not allow direct, on-screen comparisons of schools.

### 8.3 Supplementary tables

The collection involves a large amount of data, which cannot be summarised in this publication. This report seeks to highlight the key messages and give a flavour of the range of analysis possible. Detailed tables are published as supporting tables alongside this publication, and provide a fuller picture of the findings. As with school level information, a disclosure control policy was applied to supplementary tables.

Historic data can be found:

<http://www.gov.scot/Topics/Statistics/Browse/School-Education/ACEL>

### 8.4 Revisions policy

Data submission for the latest year can identify required revisions for previously submitted data. Scottish Government will revise the previous years' results at the time of publication of the latest years' results. Data revisions must be received by October for inclusion in the next publication. This year there have been no revisions submitted.

Achievement of Curriculum for Excellence Level, 2015/16 data has been revised and new supplementary tables published in 2016/17 following receipt of revised data from two local authorities and a minor coding revision for two special schools. (See [Achievement of Curriculum for Excellence Level, 2016/17](#) for details).

No revisions to 2016/17 have been required.

### 8.5 Comparability

England, Wales and Northern Ireland also report on literacy and numeracy performance based on teacher judgements, however, due to the differing education systems and curriculums, direct comparisons should not be made.

England: <https://www.gov.uk/government/organisations/department-for-education/about/statistics#statistical-collections>

Wales: <https://statswales.gov.wales/Catalogue/Education-and-Skills/Schools-and-Teachers/Examinations-and-Assessments>

Northern Ireland: <https://www.education-ni.gov.uk/topics/statistics-and-research/statistics>

Scotland participates in the OECD's triennial Programme for International Student Assessment (PISA) survey. This assessment is carried out by 15 year-olds in over sixty countries, including all OECD countries, and as such is a key international benchmark of performance. The result of most recent PISA survey is available [here](#).

## 8.6 Further information on attainment

There is a range of other reliable information on the performance of Scotland's school pupils.

The Scottish Government publishes analysis of school leaver attainment (qualifications) and destinations. The latest data is available at:

<https://www.gov.scot/publications/summary-statistics-attainment-leaver-destinations-healthy-living-8-2018-edition/>

Further assessment and attainment information on schools can be found on the Scottish Government Education [dashboards](#) page.

For updates on new education statistics, any forthcoming changes to education statistical publications and stakeholder consultations please register with Scotstat at the following website: <http://www.scotland.gov.uk/Topics/Statistics/scotstat>

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e-mail: [statistics.enquiries@gov.scot](mailto:statistics.enquiries@gov.scot)

### **How to access background or source data**

The data collected for this statistical bulletin

are available in more detail through [statistics.gov.scot](http://statistics.gov.scot)

are available via an alternative route

may be made available on request, subject to consideration of legal and ethical factors. Please contact [school.stats@gov.scot](mailto:school.stats@gov.scot) for further information.

cannot be made available by Scottish Government for further analysis as Scottish Government is not the data controller.

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# 2019 NATIONAL IMPROVEMENT FRAMEWORK AND IMPROVEMENT PLAN

ACHIEVING EXCELLENCE AND EQUITY



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# Achieving Excellence and Equity

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## 2019 National Improvement Framework and Improvement Plan

**“Both Curriculum for Excellence and the National Improvement Framework share a clear and positive narrative of a bold nature which, if applied consistently, will help to raise attainment and close the poverty-related attainment gap.”**

International Council of Education Advisers, July 2017

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## Foreword



When I visit schools across Scotland, I consistently see creative and inspiring young people and dedicated and hard-working staff who support them. We should take great heart that these young people epitomise the four capacities of Curriculum for Excellence – they are successful learners, confident individuals, responsible citizens and effective contributors. They represent a great future for our nation.

I have also been greatly encouraged by the way that the National Improvement Framework has become embedded in schools. It is widely used as a focus for delivery of excellence and equity in Scottish education.

The NIF includes four priorities – raising attainment for all, closing the attainment gap, improving young people’s health and wellbeing, and improving employability skills and positive, sustained destinations which underpin everything that is done in our schools. In the annual review of NIF, there was consistent support for these priorities and they will remain the same in 2019. There was, however, also a clear call for the NIF to have a greater focus on health and wellbeing, and a number of actions in the 2019 Improvement Plan reflect that, for example the commitment to introduce counsellors in all secondary schools across Scotland. We have also sought to give the NIF a stronger focus on the early years and the learner journey.

We are now seeing tangible progress towards closing the poverty-related attainment gap, such as the reduction in the gap for each of the three national qualification measures, and the school leavers’ participation measure. These improved outcomes are very welcome, but it is clear that more and continued efforts are required to ensure that all children and young people experience better outcomes. **This is why we need to maintain the consistent direction explained in the National Improvement Framework.**

The 2019 NIF and Improvement Plan provides a national framework – but the success of our approach is dependent on the continued growth of empowered schools and a truly collaborative culture. I am confident that, as we work jointly with local government colleagues to empower our schools, we will create the right environment for that to happen.

**John Swinney MSP**  
**Deputy First Minister and Cabinet Secretary for Education and Skills**  
**December 2018**

## Introduction, vision and key priorities

### Introduction

The 2019 National Improvement Framework (NIF) and Improvement Plan replaces last year's NIF and Improvement Plan. Together with the new National Improvement Framework Interactive Evidence Report, the NIF has improved the availability, quality and consistency of data, and extended understanding of what works to drive improvements for children and young people across all parts of the Scottish education system.

It sets out the vision and priorities for Scottish education that have been agreed across the system, and the national improvement activity that needs to be undertaken to help deliver those key priorities. This complements the ongoing implementation of Curriculum for Excellence (CfE), Getting It Right for Every Child (GIRFEC), and Developing the Young Workforce (DYW), which are the three supporting pillars of the Scottish education system.

Scottish Ministers have a statutory duty, introduced by the Education (Scotland) Act 2016, to review the NIF and publish a plan on an annual basis. As part of the review, we provide education authorities, teachers, young people, and parents with the opportunity to express their views, and to have regard to any such views. Following the review process in autumn 2018, there was a clear consensus to retain and build upon the consistency and certainty provided by the NIF. Consultees felt that the NIF priorities and six drivers of improvement were very relevant, and that continuity and consistency would support improvement planning and help achieve our aims.

However, a significant number of consultees did comment that there should be an increased focus in the NIF on areas such as early learning and childcare, as this would help to emphasise the coherent and continuous nature of the Scottish education system from 3 to 18. Many consultees also felt that there should be a greater emphasis on the importance of health and wellbeing, particularly adolescent mental health, in the NIF. They were also concerned that, in the drive to deliver improvements in attainment, there had not been enough focus in the NIF on all the skills required for learning, life, and work that form part of the four capacities of CfE:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

That is why many of the improvement activities outlined in the 2019 NIF and Improvement Plan are aimed at building a self-improving education system, where a culture of collaboration and empowerment is evident throughout. This is critical to ensuring the potential of CfE is achieved, and that we improve outcomes for children and young people.

This need to retain the vision and holistic approach of CfE, alongside the drive to deliver the specific measures set out in the NIF to secure improvement in Scottish education, was also emphasised by the International Council of Education Advisers (ICEA) as part of the 19 recommendations to the Scottish Government in its first formal report which was published in June 2018 [International Council of Education Advisers: Report 2016-2018](#). We have used these recommendations to inform the 2019 Improvement Plan.

## Our vision for education in Scotland

- **Excellence through raising attainment:** ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and
- **Achieving equity:** ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

We need Scottish education to deliver both **excellence** in terms of ensuring children and young people acquire a broad range of skills and capacities at the highest levels, whilst also delivering **equity** so that every child and young person should thrive and have the best opportunity to succeed, regardless of their social circumstances or additional needs.

We want to develop with our partners an empowered and collaborative system, where everyone's contribution is heard and valued and improving children and young people's outcomes is at the heart of everything we do.

## Key priorities of the National Improvement Framework

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

## Summary of the main issues for the 2019 NIF

We have been listening carefully to all those involved in the Scottish education system, to ensure that we are working in partnership with them when developing the improvement activity set out in this year's NIF and Improvement Plan.

### Delivering improvement

The latest Achievement of a CfE Level data shows that between 70%-80% of children across P1, P4 and P7 are achieving the expected level in numeracy, reading, writing and listening and talking.

The number of Higher passes fell slightly in 2016/17 (-1.5%), but to a lesser extent than the S5 and S6 school roll (-2.4%), and there were over 50,000 skills-based qualifications, awards and certificates achieved in 2017-18.

The proportion of young people in the most deprived areas getting qualifications at SCQF levels 4, 5 and 6 is increasing faster than those in the least deprived areas, and an increasing proportion of school leavers in the most deprived areas were in a positive follow-up destination in March 2018.

### An empowered and collaborative system

During 2019 local authorities and learning communities will work together to further develop a culture of empowerment and collaboration in their area.

We are bringing together representatives from all parts of the education system in Scotland to take a partnership approach to empowerment. Together we are developing new guidance and resources to support the empowerment of learning communities across Scotland. We are providing around £5 million directly to the six new Regional Improvement Collaboratives (RICs) in this school year, to help strengthen educational support to schools.

Aspiring headteachers will be supported to develop their leadership potential by the local authority, and through national development programmes such as Into Headship. There will be new opportunities for middle leaders to develop leadership skills through new Education Scotland leadership programmes.

### **Excellence and equity**

The interim evaluation of the £750m Attainment Scotland Fund showed that 78% of headteachers had already seen an improvement in attainment and wellbeing as a result of the funding, and nearly all headteachers (97%) expected to see further improvements in the coming five years. The interim evaluation also suggests that the equity agenda has become embedded in schools' practice and ethos.

The themes of excellence and equity are also intrinsic to the report of the 15-24 Learner Journey Review which was published in May 2018. The report contains 17 recommendations to support this, building on and reinforcing the aims of CfE and DYW.

### **Health and wellbeing**

As part of our commitments on improving children and young people's mental health set out in the mental health strategy 2017-2027, we have undertaken a review of personal and social education. Work to deliver against a suite of recommendations will commence in 2019.

We will recruit an additional 250 school nurses by 2022, and will also introduce counsellors in all secondary schools across Scotland. We will provide training and support for those working in schools and education authorities to understand and respond effectively to children and young people's needs for support with their mental health and wellbeing.

We will implement a range of recommendations to support LGBTI-inclusive education across Scotland, including recommendations to improve practice and guidance for education staff and to increase awareness of LGBTI issues.

We plan to introduce a brand new Health and Wellbeing Census, covering children from late primary through to secondary schools, starting in the 2019/20 academic year.

### **Early learning and childcare (ELC)**

To help achieve greater equity in child outcomes, we will ensure that the children who need it the most benefit from an enhanced ELC offer. This will involve an earlier offer for eligible 2-year-old children and, from August 2018, access to support from an additional graduate-level practitioner for children attending nurseries serving the most disadvantaged areas.

Funded ELC will expand from 600 to 1140 hours to all children from August 2020.

We have also developed a national standard for funded ELC providers, at the centre of which is a clear set of quality criteria that all settings delivering the funded hours will be required to meet from August 2020.

## Delivering improvement

The primary purpose of the National Improvement Framework since January 2016 has been to bring together an enhanced range of information and data at all levels of the system, to drive improvement for children and young people in early learning and childcare settings, schools, and colleges across the whole of Scotland. The Scottish Attainment Challenge has also become a rich source of information about good practice in schools, and how high- quality teaching and learning delivers improvements in outcomes.

Education remains, by far, the most effective means we have to improve the life chances of all of our young people. There are many excellent teachers and schools and colleges in Scotland providing a high quality education to our children and young people, many of whom are thriving. It is important to recognise the great work being done in many of Scotland's schools. The latest Achievement of CfE Level data shows that more than 80% of children in P1 are achieving the expected level in numeracy, reading and listening and talking, with just under 80% achieving that level in writing. Similarly, around 80% of children in P4 and P7 achieved the expected level in reading and listening and talking, with over 70% achieving the level in writing and numeracy. The number of Higher passes fell slightly (-1.5%), but to a lesser extent than the S5 and S6 school roll (-2.4%), and there were over 50,000 skills-based qualifications, awards and certificates achieved in 2017-18.

There is also encouraging evidence that outcomes for children and young people are improving year-on-year, and that the proportion of young people in the most deprived areas getting one or more qualifications at SCQF levels 4, 5 and 6 (National 4, National 5, Highers and vocational qualifications) is increasing faster than those in the least deprived areas. In addition, almost 88% of school leavers in the most deprived areas were in a positive follow up destination in March 2018, compared with 83% in 2014.

However, we also know that more needs to be done to continue to improve outcomes for all our children and young people, and that we need to continue to focus on improving attainment in the year ahead. We must all work together to raise the bar and close the gap for all.

At national level, this Improvement Plan summarises the key evidence and identifies new improvement activity that the Scottish Government will be taking forward or supporting. While it is a national plan, the activity it contains has been informed primarily by local and school-level priorities drawn from the regional improvement plans produced by the 6 new Regional Improvement Collaboratives (RICs), as well as the 32 local authority 2018/19 improvement plans, which in turn have all been informed by improvement planning at individual school level. The national plan is, therefore, a summation of what schools across Scotland have told us they want to focus on in order to improve, informed by local consultation and evidence. The Plan has also been informed by the data in the NIF Interactive Evidence Report, findings from the Scottish Attainment Challenge and the recommendations from the ICEA.

The regional and local authority plans, informed by the school improvement plans, identified a number of common themes, which are picked up later in this plan under the relevant drivers of improvement:

- High quality experiences for children in early learning and childcare settings (School Improvement).

- Recognising the importance of early intervention in supporting young children's learning journeys (Assessment of Children's Progress).
- Sharing good practice on how the Scottish Attainment Challenge and Pupil Equity Funding is being used effectively to close the poverty-related attainment gap (Assessment of Children's Progress).
- Improving the pace and challenge for learners through consistency in the professional judgement of teachers. This should be supported by continuous staff development, including strengthening assessment and moderation, and sharing good pedagogical strategies (School Leadership, and Teacher Professionalism).
- Collaboration between teachers and practitioners across local authorities to develop skills to support professional learning, and drive innovation and improvement in learning and teaching (Teacher Professionalism).
- Building leadership capacity within schools in order to improve the learner journey, particularly at key transition stages such as the transition from primary to secondary school (School Leadership).
- Strengthening family engagement, to enable successful prevention and early intervention (Parental Engagement).
- Improving outcomes for our most vulnerable children and those with the most significant needs (including care experienced young people, those on the child protection register and those with significant Additional Support Needs) (Assessment of Children's Progress).
- Improved provision of timely support for children and young people with mental health needs to reduce the escalation of need (Assessment of Children's Progress).

What is clear from analysing these plans and the wider evidence is the centrality of Curriculum for Excellence, and that its four capacities, its principles and its values provide the foundation for high quality learning, teaching, and assessment. The plans demonstrate that this effective pedagogy and career-long professional learning are key to ensuring positive outcomes for children and young people.

Planning, including with learners, for longer term learning outcomes as well as short-term goals needs to be embedded within effective design and development of the curriculum, taking account of the values and ethos of the school. Ensuring the availability of a range of learning experiences well matched to learners' needs and interests is essential, as is effective use of a variety of assessment approaches to track progress and plan learning. These aspects are more likely to have a positive impact and deliver improvements than simply importing programmes or interventions. While these programmes and interventions may have worked well elsewhere, the local context will vary from school to school. Local authorities and RICs play a key role in enhancing and supporting curriculum development and learning, teaching and assessment in schools.

As well as drawing on the regional and local improvement plans and other evidence in developing this Plan, we have been listening carefully to all those involved in the Scottish education system to ensure that we are working in partnership with them when developing improvement activity.

### **An empowered and collaborative system**

International evidence has shown that successful education systems are those where decisions about children and young people's education are made as close to them as possible. That is why our approach is to empower headteachers, teachers, parents, learners, and the wider school community to make the key decisions which affect the educational

outcomes of children and young people. This need for empowerment was a common theme running through the recommendations from the ICEA, as was the need to strengthen collaboration at all levels of the system.

A think piece published by the Association of Directors of Education in Scotland (ADES) [“Towards a Learning System; a new approach to raising standards for all in Scottish schools”](#) also emphasised the shared ambition for an empowered system:

“At the heart of this endeavour is our desire to have a confident, reflective, self-improving school system where the responsibility for improvement is increasingly set at school rather than local authority level”

Our [2017 Empowering Schools consultation](#) demonstrated clear agreement that meaningful empowerment at every level of the system is needed to achieve the improvement we all want for our children and young people. Consultation respondents felt that the culture change could be better and more quickly achieved without legislation. This was also supported by the ICEA, which recommended that the Scottish Government consider whether educational improvement could be achieved by a collaborative approach, rather than bringing forward legislation.

Following focused work with our local government partners and Education Scotland, in June 2018 we published a [Joint Agreement](#) setting out a shared ambition of empowerment and collaboration to improve outcomes for children and young people.

Reflecting this joint commitment to collaborative system leadership, three new working groups have been established to take a partnership approach to empowerment. The groups bring together representatives from teaching unions, headteacher associations, local and central government, parents and carers, the General Teaching Council for Scotland and Education Scotland. Together we are developing new guidance and resources to support the empowerment of learning communities across Scotland. This is complemented by additional partnership work underway to strengthen statutory and good practice guidance on parental involvement and engagement.

Empowerment also means improving how schools and early learning and childcare settings support children and young people to participate in their own learning and in the life and work of their school. In recognition of this, and as a long-term legacy from Year of Young People 2018, pupil participation will form a key aspect in the empowering schools reforms. Scottish Government and Education Scotland will continue to improve the participation of young people in the development of national policies affecting education.

Our six new RICs are bringing together and enhancing local authority, Education Scotland and other expertise, to strengthen educational support to schools. We are providing around £5 million directly to the Collaboratives in this school year, together with additional and dedicated expertise from Education Scotland, to enhance their development and support regional improvement activity. This will further assist each Regional Improvement Collaborative in supporting schools across Scotland to collaborate on improvement, share best practice and improve outcomes for pupils.

During 2019 local authorities and learning communities will work together to further develop a culture of empowerment and collaboration in their area. The support and opportunities available for school leaders to develop their leadership skills and collaborate for improvement will continue to grow in 2019. Education Scotland will further enhance the

leadership support package for aspiring and existing school leaders. Aspiring headteachers will be supported to develop their leadership potential by the local authority and through national development programmes such as Into Headship. There will be new opportunities for middle leaders to develop leadership skills through new Education Scotland leadership programmes.

The actions set out later in this plan under each of the drivers of improvement explore how a culture of empowerment and collaboration will help to achieve the ambitions of the NIF.

### **Excellence and Equity**

An empowered and highly effective leadership is key to ensuring the highest possible standards and expectations are shared across schools to deliver excellence and equity for all. The £750m Attainment Scotland Fund is already delivering results by empowering the teaching profession. Teachers and headteachers are taking radical, focused and innovative approaches to improve outcomes – because Pupil Equity Funding puts them in the driving seat.

The interim evaluation of the Attainment Scotland Fund showed that 78% of headteachers had already seen an improvement in attainment and wellbeing as a result of the funding, and nearly all headteachers (97%) expected to see further improvements in the coming five years.

The interim evaluation also suggests that the equity agenda has become embedded in schools' practice and ethos. The funding provided to schools via the Attainment Scotland Fund is considered by local authorities to be vital to closing the poverty-related attainment gap, whilst also driving practice in core activities that target the closure of the attainment gap. By the end of 2018, all nine local authorities receiving additional funding via the Attainment Scotland Fund will have been inspected by Education Scotland. To date, five of the inspection reports have been published. Of these, all have been evaluated as making good, or very good, progress in improving learning, raising attainment and closing the poverty-related attainment gap.

The evidence from the Attainment Scotland Fund is showing that high quality teaching practice and effective pedagogy are crucial to securing better outcomes for children and young people. This ties in with another of the ICEA's recommendations that the Scottish Government should focus on pedagogy at the centre of schools. The ICEA was concerned that there was a risk of becoming too focused on evidence-based interventions aimed at reducing the poverty-related attainment gap, without also consistently making sure that learning and teaching are at the forefront of everything that is being done to ensure excellence and equity in Scottish education.

As a result, Education Scotland is evolving to deliver direct advice, support, and guidance to schools in partnership with local authorities and RICs. Education Scotland is currently making the transition to a regional delivery model, with a collective and collaborative approach at national, regional and local levels. Education Scotland will evolve its approach to enhance how its education staff work alongside leaders and other frontline practitioners, motivating change and providing specialist support.

The themes of excellence and equity are also intrinsic to the report of the [15-24 Learner Journey Review](#) which was published in May 2018. We must make sure that every individual young person in Scotland can fulfil their potential. To maximise their talent, every

young person needs the system to provide high-quality guidance, advice and support so that they can be sure they are making the right decisions about their education and skills in line with their aspirations and abilities. Equally, in order to ensure all young people have access to the choices that are right for them, we need the right balance and blend of learning options in our post-15 education and skills system – with parity of esteem between vocational and academic learning/pathways across the system as a whole. The report contains 17 recommendations to support this, building on and reinforcing the aims of Curriculum for Excellence and Developing the Young Workforce.

## **Health and Wellbeing**

The ICEA also recommended that we do more to support inclusion in education. The Scottish approach to inclusion is already world-leading; our legislative and policy commitments are amongst the most extensive in the world. An inclusive approach affords all children and young people the opportunity to be a part of a community, boosting their mental health, emotional wellbeing and aiding the development of social skills. Scotland's inclusive approach celebrates diversity and allows all children and young people to develop an understanding and recognition of differences, contributing to the development of an increasingly inclusive, empathetic and more just society.

We want all children and young people to get the support that they need to reach their full learning potential, however, we are aware that we must improve the educational experience for all pupils. We have listened to the experiences of children and families about getting the support they need and will be taking action to secure more positive experiences for those receiving support.

This will include: improving consistency of support across Scotland, through improved guidance; building further capacity to deliver effective additional support; and improving career pathways and professional development, including new free training resources for school staff on inclusive practices. These strategic actions seek to support: improved consistency in the delivery of additional support for pupils and the implementation of mainstreaming; further capacity for schools and education authorities to deliver support; improved career paths for those working in additional support for learning; and support for continued professional development. These will be supported by a national summit early in 2019 which will bring together key stakeholders to reinvigorate the approach of implementation of additional support for learning.

We know that children's educational outcomes directly affect their opportunities in life, work and society. Support provided to enhance learning outcomes will ensure young people reach their future potential. Supporting children with complex additional support needs in learning also supports their ability to remain within their own communities in the longer term.

Learning in health and wellbeing is designed to ensure that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing. We are bringing forward a wide range of actions to support children and young people's health and wellbeing. As part of our commitments on improving children and young people's mental health as part of the mental health strategy 2017-2027, we have undertaken a review of personal and social education. The review considers a range of issues including pastoral care, counselling services and the delivery of health and wellbeing in the context of personal and social education. The review has three phases and will conclude in December 2018, with a range of recommendations

being made to Ministers on how to improve personal and social education. Work to deliver a suite of recommendations will commence in 2019.

As part of a range of actions taken across the Scottish Government to improve services for children and young people's mental health and wellbeing, we are committed to introducing counsellors in all secondary schools across Scotland. We have also committed to recruiting an additional 250 school nurses by 2022. The refocused school nursing role has a focus on prevention, early intervention and support for the most vulnerable children who are of school age. This commitment will be supported by training and support for those working in schools and education authorities to understand and respond effectively to children and young people's needs for support with their mental health and wellbeing.

We have also committed to implement a range of recommendations to support LGBTI inclusive education across Scotland. These include recommendations to improve practice and guidance for education staff and to increase awareness of LGBTI issues. They will ensure that all children and young people feel included, that their voice matters, and that they are an important part of a school's ethos and culture.

No child or young person should feel excluded and isolated because of who they are. No child or young person should be bullied for being who they are. That is why we have also strengthened the national approach to anti-bullying, to provide schools with more tools to identify and act on incidents of bullying. A new approach to recording and monitoring incidents of bullying will allow schools to develop interventions and preventions of particular instances of bullying, enabling schools to work with those pupils experiencing bullying and those exhibiting bullying behaviour. We have a greater understanding about the short and long term impact of bullying on children and young people's confidence, resilience, participation and attainment. We will continue to work with our key partners to address the impact of bullying, by further strengthening guidance and resources for everyone who works with children and young people, providing them with the tools to act quickly and efficiently. We will also continue to support the excellent work that our national anti-bullying service, respectme, provides to young people, teachers, parents and carers.

We are also moving forward with plans to introduce a brand new Health and Wellbeing Census, covering children from late primary through to secondary schools, starting in the 2019/20 academic year. This Census will cover all aspects of Health and Wellbeing for children and young people, which is defined in Scotland by the wellbeing indicators (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included) that are an integral part of getting it right for every child (GIRFEC). GIRFEC is the national approach in Scotland to improving outcomes and supporting the wellbeing of our children and young people by offering the right help at the right time from the right people. It supports them and their parent(s), and/or carers, to work in partnership with the services that can help them.

### **Early Learning and Childcare**

We also need to harness the contribution that the enhanced early learning and childcare (ELC) offer can make to closing the attainment gap before children start school. The expansion of funded ELC from 600 to 1140 hours for all children from August 2020 and the earlier ELC offer for eligible two-year-olds has the potential to transform outcomes for children in the early years.

We know that the socio-economic gap in cognitive development opens up well before children start primary school. Narrowing this gap in the years before school must be part of

the strategy to promote equity. Our aim is therefore to see ELC fully integrated with wider policy on improving attainment and closing the gap. ELC should therefore ensure a high quality experience for all children, which complements other early years and education policy to close the attainment gap.

Several studies have shown that high quality ELC can have a positive effect on the educational, cognitive, behavioural and social outcomes for children in both the short and long term, including those who are most deprived in terms of household income. Indeed, some research has found that the benefits of ELC are even greater for children from more disadvantaged families.

The quality of funded ELC is already good. Recently published data from the Care Inspectorate show that 91% of funded ELC providers achieve good or better evaluations on all four quality themes. To further embed and strengthen quality, we are currently implementing the actions set out in the [ELC Quality Action Plan](#), which was published in October 2017. These actions include a strong focus on supporting the professional development of our early years educators. We have also developed a national standard for funded ELC providers, at the centre of which is a clear set of quality criteria that all settings delivering the funded hours will be required to meet from August 2020.

While we aim to do the best for every child, this does not mean doing the same for all children. Children experience ELC as good quality when it is responsive to their individual and varying circumstances. Not all children and families are in need of the same kind of professional support. Our ELC strategy for achieving greater equity in child outcomes is to ensure that the children who need it the most benefit from an enhanced ELC offer. This will involve an earlier offer for eligible two-year-old children and, from August 2018, access to support from an additional graduate-level practitioner for children attending nurseries serving the most disadvantaged areas.

## Measuring the attainment gap

In the 2018 NIF and Improvement Plan, we set out our approach to measuring the poverty-related attainment gap between children and young people from the least and most disadvantaged communities. We identified 11 key measures to assess progress, and a further 15 sub-measures that reflect the key stages of the learner journey and the breadth of issues that can impact on attainment.

Ministers are committed to making demonstrable progress in closing the gap during the lifetime of this Parliament, and to substantially eliminate it in the next decade. In looking to achieve this, we need to see a significant difference within a short timeframe for each of the key measures, and so milestones need to provide a clear sense of what it is we are trying to accomplish, as well as the level of improvement that we want to see and by when. That is why we are also using stretch aims for each of the 11 key measures to assist the Scottish Government, local authorities and schools to develop and implement the most appropriate improvement activities to secure educational improvement for all children and young people in Scotland. We will be reporting on the stretch aims in the 2020 NIF.

At the moment, the evidence is demonstrating that the improvement activities being undertaken under each of the NIF drivers of improvement are helping to deliver a narrowing of the attainment gap across the key measures which have been assessed since the 2018 NIF and Improvement Plan was published. Of the 11 key measures, 9 are showing a narrowing of the gap; albeit due to a mixed underlying picture and to varying extents. For the other 2 key measures, one will not have any new data to compare until 2019, and the other cannot be compared directly as there has been a change in the data that has been collected. More detail on what the data is telling us is provided below under each measure.

### **27-30 month review (children showing no concerns across all domains)**

In 2016/17, there was a change to the domains assessed by health visitors at a child's 27-30 month review.

Between April 2013 and March 2017, health visitors assessed children across nine domains at their review (speech, language and communication; attention; fine motor; gross motor; social; emotional; behavioural; vision; and hearing). Since April 2017, these nine domains became eight new domains (Speech, language and communication; Gross motor; Fine motor; Personal/social; Emotional/behavioural; Vision; Hearing; and Problem Solving).

As a result, this means that we cannot directly compare the figures in 2016/17 with previous years. It is not yet clear whether this change in the domains assessed at these reviews will have an impact on the 2017/18 results when they are published next year. Therefore, it is not yet clear whether the 2016/17 figures will be our new 'baseline', or whether this will in fact be the 2017/18 results.

### **HWB: Children total difficulties score (age 4-12)**

The gap between children in the most deprived and least deprived areas has narrowed from 16 percentage points to 12 percentage points. However the reduction is due to an increase in the proportion of children from the least deprived areas with borderline or abnormal total difficulties score.

### **HWB:Children total difficulties score (age 13&15)**

The data for this measure is taken from the Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) which is carried out every two or three years. The data for SALSUS 2018 will be available next year.

#### **Primary - Literacy (P1, P4, P7 combined)**

#### **Secondary - Literacy (S3, 3<sup>rd</sup> level or better)**

#### **Primary - Numeracy (P1, P4, P7 combined)**

#### **Secondary - Numeracy (S3, 3<sup>rd</sup> level or better)**

The 2017/18 data (which are being published as Experimental Statistics) shows that children and young people from the least deprived areas performed better than those from the most deprived areas at all stages. The data also shows that the proportion of primary children assessed as achieving the expected level in both literacy and numeracy is slightly higher than was the case in 2016/17. This is particularly noticeable in P7. In S3, while achievement of Third Level was largely static, the proportion of S3 pupils assessed as achieving Fourth Level was slightly higher than in 2016/17. There was a slight narrowing of the gap between the least and most deprived areas across all four measures.

### **SCQF Levels 4, 5 and 6 (1 or more on leaving school)**

The current narrowing of the gap, based on school leaver attainment since 2015/16 is a mixed picture with reductions in the gap due partly to increasing attainment amongst some leavers, but also some decreases in attainment in leavers from the least deprived areas.

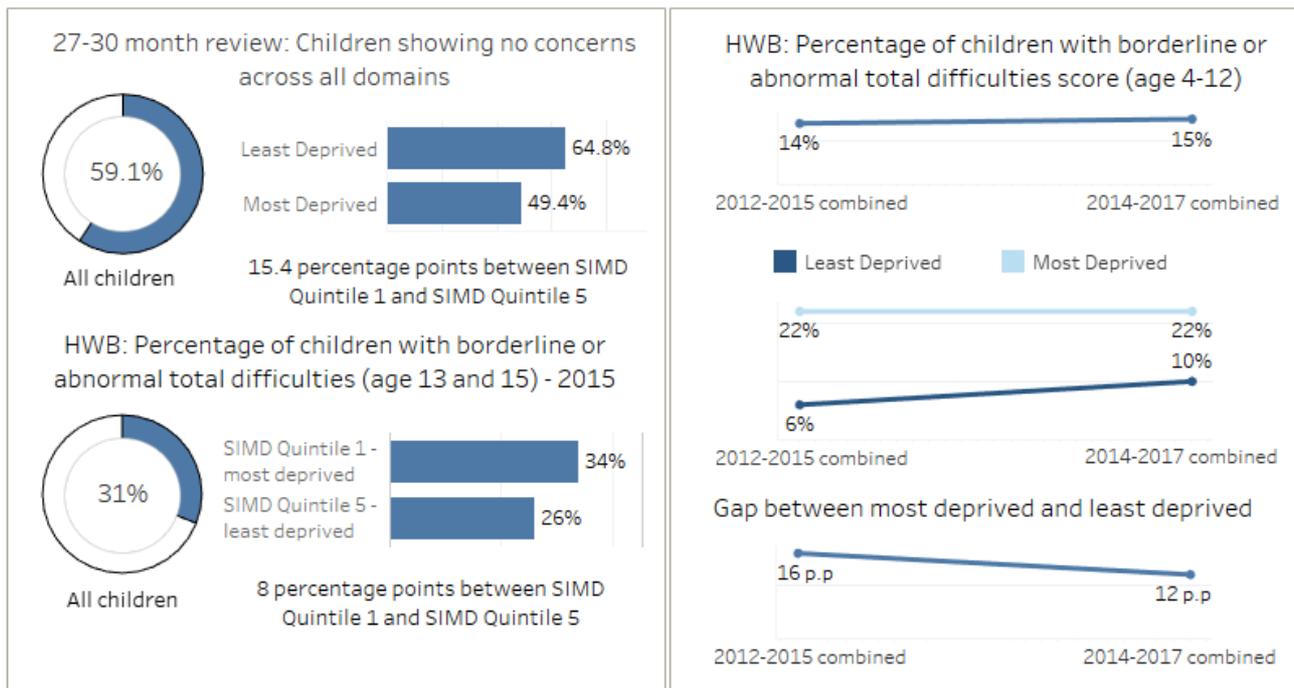
The gap at SCQF Level 4 (including National 4) has reduced due to a decrease in attainment of leavers from least deprived areas; the gap at SCQF Level 5 (including National 5) has reduced due to an increase in attainment of leavers from the most deprived areas; at SCQF Level 6 (including Higher), the gap has reduced due to a decrease in the proportion of leavers from least deprived areas attaining one or more passes at SCQF Level 6 and an increase for most deprived leavers.

### **Participation Measure**

The participation measure shows that the proportion of 16-19 year olds participating in education, training or employment continues to increase in 2018, and that there continues to be a narrowing of the gap between the proportion of 16-19 year olds in the most deprived areas participating in education, training and employment compared with 16-19 year olds in the least deprived areas. This narrowing of the gap is due to the proportion of 16-19 year olds participating in education, training or employment increasing more for those 16-19 year olds in the most deprived areas than for those in the least deprived areas.

Summary tables of the key measures are set out below, while the 15 sub-measures can be seen in the [NIF Interactive Evidence Report](#).

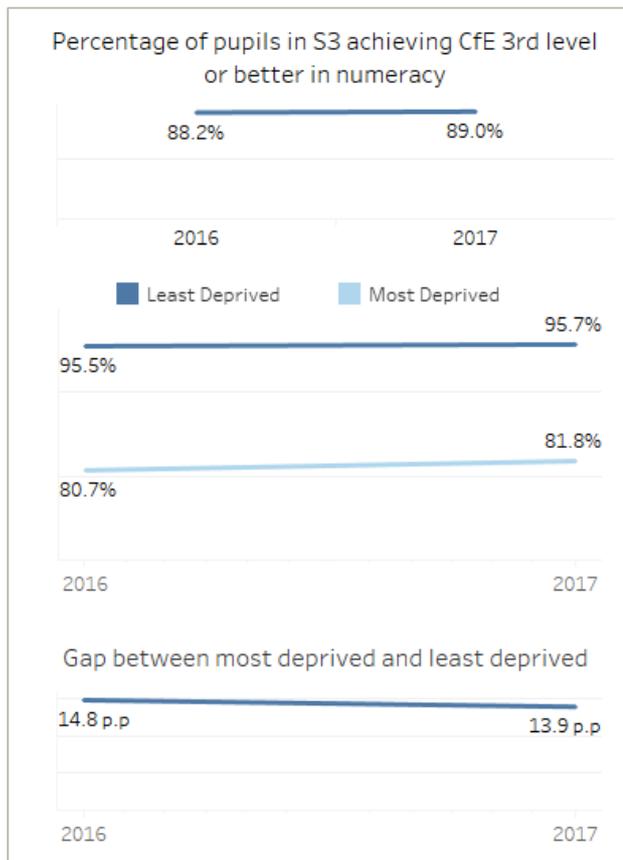
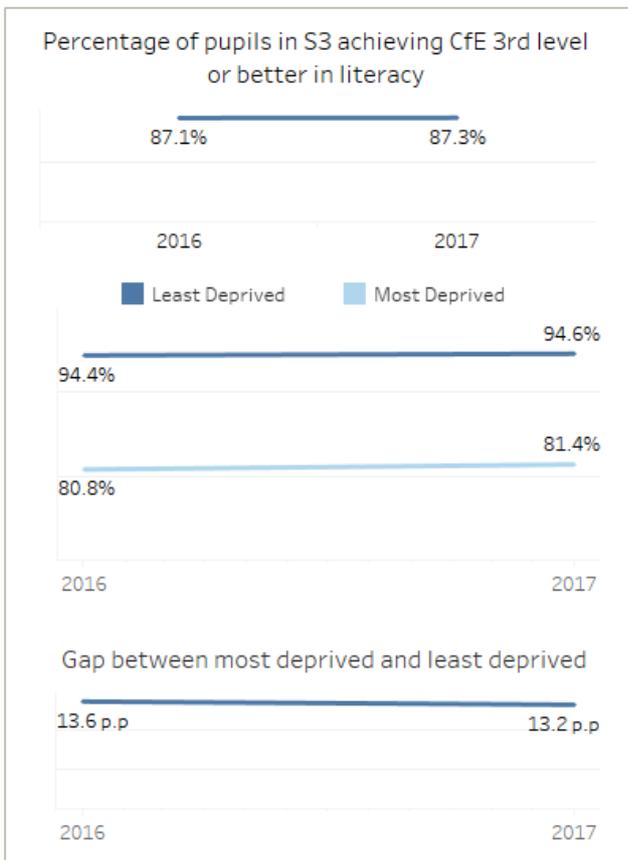
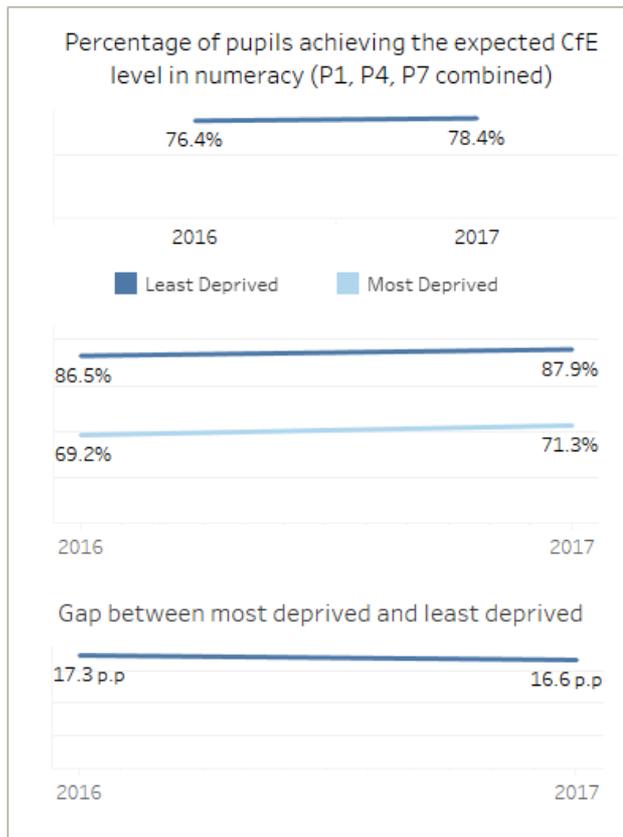
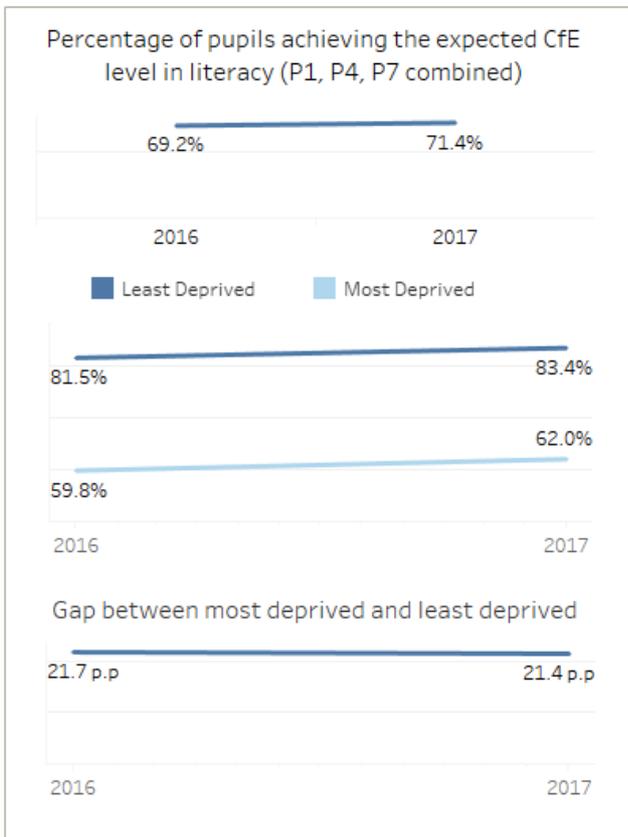
Executive Summary: Early years, health and wellbeing



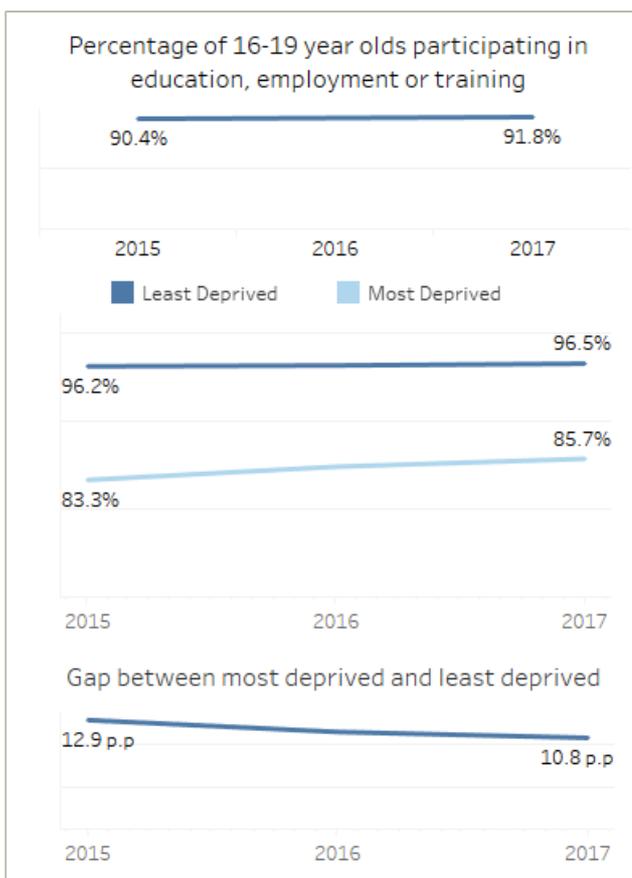
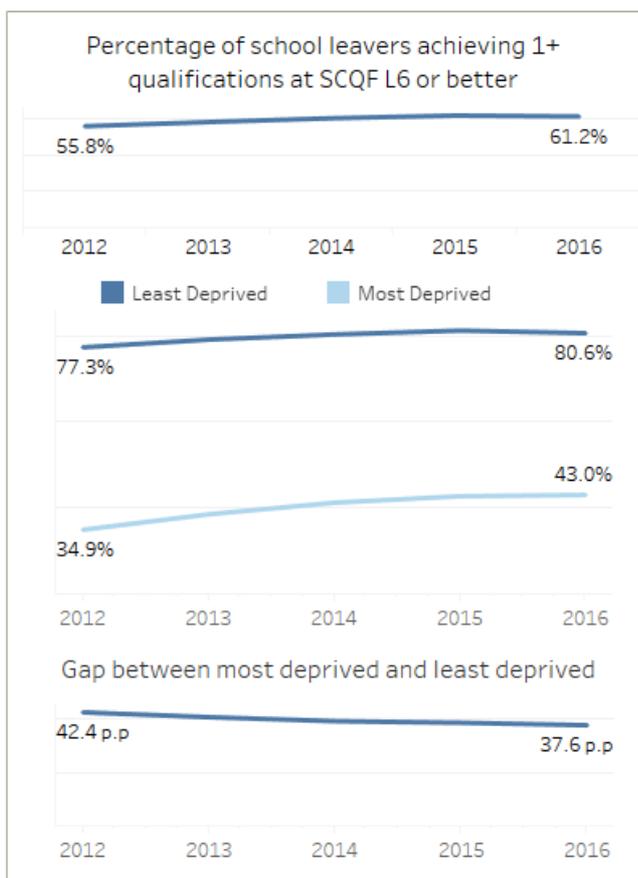
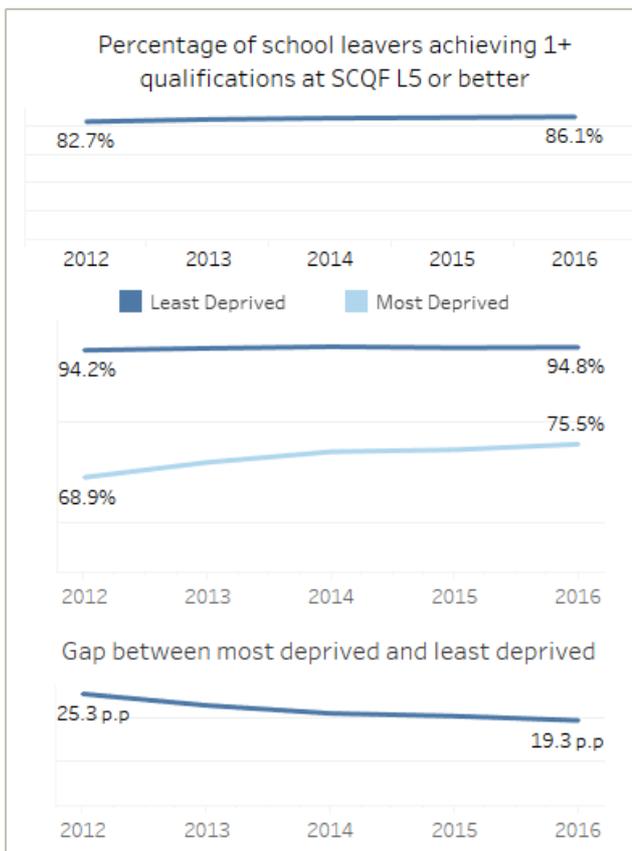
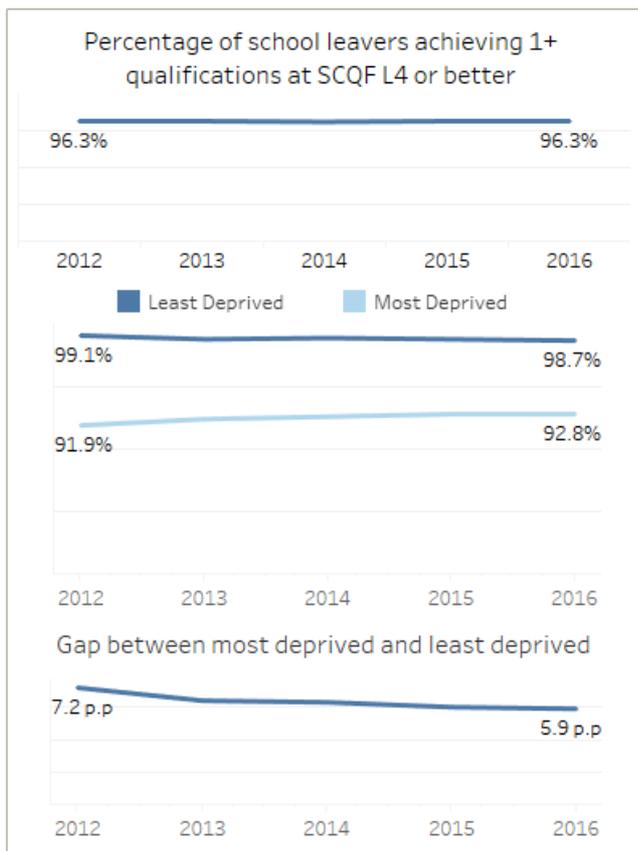
As set out above, for the 27-30 month review there is only data for 2016/17 as there has been a change in the data that has been collected since April 2017.

For the HWB: children total difficulties data, there will be no new data to compare on children aged 13 and 15 until 2019.

Executive Summary: Broad General Education



Executive Summary: Senior Phase and Participation Measure

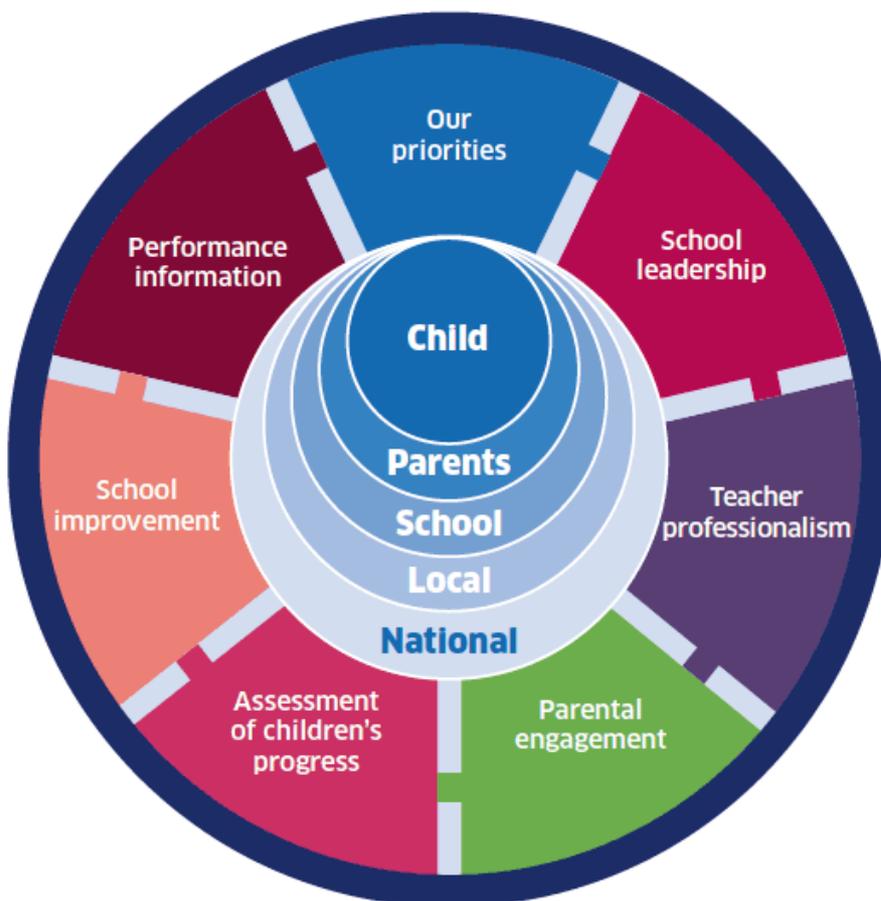


## Drivers of improvement: what the evidence is telling us and the action we will take

The key drivers of improvement will continue to provide a focus and structure for gathering evidence to identify where further improvements can be made and for ensuring we have the evidence sources to contribute to our priorities, and to minimise unintended consequences. They all remain equally important and the links and connections across these key areas are essential to enable continuous improvement.

The following sections summarise what we know is working well under each of these drivers and the ongoing and new improvement activity. This has been informed by the evidence we have gathered for the NIF Interactive Evidence Report and softer information from our day to day interaction with schools, practitioners and other partners.

A more detailed explanation of the evidence gathered under each driver, what it is telling us and improvement activity resulting from this is set out at Annex A.



## School leadership



### What is this?

The quality and impact of leadership within schools – at all levels and roles.

### Why is this important?

Leadership is recognised as a key driver of the success of any school. Leaders at all levels who are empowered and collaborative, and who empower others to take ownership of their own learning and teaching in a collaborative way, have a strong track record of ensuring the highest quality of learning and teaching. This in turn helps to ensure that all children and young people achieve the best possible outcomes. Gathering evidence on the quality of school leadership will help us to identify and share what works, and provide support and intervention where leadership needs to improve.

### How will this help to achieve excellence and equity for all children and young people?

Evidence indicates that in the most effective systems, decisions about learning and teaching are made as close to the child or young person as possible, drawing on the expertise of the professionals who know them best and listening to the views of the child, young person and their family. School leaders play a critical role in creating a culture of empowerment and collaboration where curricular and learner pathways are designed and developed to meet the needs of children and young people. Through evaluating leadership and, crucially, leadership of change, we will be able to focus on where leadership action is delivering excellent outcomes for all children and young people and closing the attainment gap through targeted intervention. We will also have evidence on the extent to which the professional skills and competences of school leaders are being developed and maintained.

### What is the evidence telling us?

Our education system has a growing number of empowered and motivated school leaders who engage in career-long professional learning to further develop their leadership skills, and who are keen to make a difference not just at school level, but across the wider system. Our school leaders are engaged and committed to improving outcomes for children and young people. Teachers are looking for new opportunities to develop and diversify their careers through new career pathways and leadership opportunities. In many schools, staff are supported by senior leaders to take on a range of leadership roles, and are working together to lead and implement improvement priorities.

Inspection evidence shows that most schools are satisfactory or better at leadership of change.

### **Improvement priorities for the year ahead**

A key focus in 2019 will be to support and encourage the empowerment of school leaders and school communities, and to create a culture of collaborative and system leadership.

The Headteachers' Charter, new national guidance on empowering schools and a new self-evaluation framework for local authorities will be available to support partners throughout the system to work together to ensure meaningful empowerment and collaboration.

School leaders drive and promote a culture of professional enquiry, self-reflection and evidence-based practice. In 2019, Education Scotland will enhance the leadership support package, creating more opportunities and resources for leaders across the education sector to develop leadership skills and lead improvement at system level. More headteachers will have the opportunity to participate in Excellence in Headship, which enables school leaders to build capacity in a number of core areas including critical self-awareness, leadership of learning and organisational effectiveness. More school leaders will have the opportunity to develop values-based leadership by participating in Columba 1400 Headteacher Leadership Academies.

Leadership does not just happen in formal leadership and management roles. Teachers are leaders of learning and their classroom practice makes a huge difference to children and young people's outcomes. Education Scotland's Teacher Leadership programme has been developed to support classroom teachers to become confident in leading classroom practice in their context, and to develop against the GTCS Standard for Career-Long Professional Learning. A central feature of the programme is enquiring into an aspect of the teacher's classroom practice, developing their practice and reflecting on the learning arising in terms of their own leadership and for their learners.

The Independent Panel on Career Pathways has been considering how we can develop more diverse and exciting career pathways for teachers that will create more opportunities to enhance leadership skills. The Panel is due to report to the Scottish Negotiating Committee for Teachers early in 2019 and its recommendations will be taken forward over the next year.

In 2019, Education Scotland will also work closely with the RICs to support a range of tailored leadership and professional learning activities designed to meet the needs identified by school leaders in each RIC area.

## Case Study



**Colin Bruce, Headteacher, Alloa Academy, Clackmannanshire**

In Alloa Academy, the Senior Management Team have focused their efforts in developing leadership at all levels. We have a 'values based' approach to leadership and promote a positive ethos by supporting both our students and staff. We are committed to developing our staff by providing opportunities that enable them to become the best they can be. An important part of this has been empowering our learners and staff.

The changes made to our staffing structure have ensured that not only do we meet our curriculum demands but also that we meet the needs within a local context, such as the challenges set out in the National Improvement Framework. Ultimately, we agreed a focus on 'leadership opportunities at all levels' as a key strategy to build capacity, whilst also working towards closing the poverty-related attainment gap.

A key feature of this development was using some of the Pupil Equity Funding, creating a 'Leadership Academy' whereby teaching staff, learning assistants, clerical staff and pupils have been given bespoke whole school commitments which are specifically aimed at closing the poverty-related attainment gap. Each member of the 'Leadership Academy' has engaged in a professional learning programme that supports their understanding of the issues behind poorer outcomes for some of our learners, and has focused their work on specific targeted roles. These roles include:

- Readiness 4 Learning
- Mental health
- Parental Engaged
- Developing the Young Workforce
- Sharing practice through collaborative approaches
- Literacy and Numeracy
- Coaching and mentoring
- 'Club Coffee' Coffee Shop

There have been some immediate improvements to outcomes from the 'Leadership Academy' initiative including:

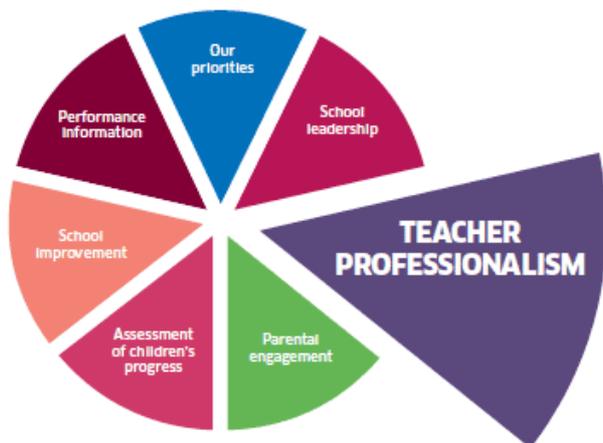
- Improved positive destinations data (16/17 87% vs 17/18 94%)
- Reduced exclusions (16/17 29 vs 17/18 1)
- Reduced referrals (15% drop)
- Improved attendance
- Improved attainment outcomes for S4s living in SIMD 1 (43% live in SIMD 1+2)
- Pupil presentations on relationships at the Scottish Learning Festival

Another key feature of building capacity and empowerment is that every member of the Senior Management Team has engaged in Columba 1400. This has supported the development of a shared values-based leadership approach. The next stage of this work will be working with our learners and their families and Columba 1400.

Importantly, the focus on leadership has impacted on the Depute Headteachers, who have been central to planning, supporting and evaluating this approach. It is clear to see that they now have a greater sense of empowerment and take great pride in seeing their ideas lead to school improvement. Last but not least, staff who have engaged in the 'Leadership Academy' are now leading school improvements, and are more self-aware of their own leadership strengths and areas that they can further develop.

I am very pleased with the culture of empowerment and leadership that we have created collectively as we continue work to close the attainment gap and raise attainment.

## Teacher professionalism



### What is this?

Teacher professionalism demonstrates the overall quality of the teaching workforce in Scotland and the impact of their professional learning on children and young people's progress and achievement.

### Why is this important?

The quality of teaching is a key factor in improving children and young people's learning and the outcomes they achieve. In Scotland we have a highly professional, graduate teaching workforce with high professional standards set by the General Teaching Council for Scotland (GTCS). It is important that we maintain our teachers' professionalism, and support them to engage in career-long professional learning to further increase their skills. The focus within the National Improvement Framework is on teacher professionalism, but we recognise that many other people make significant contributions to children and young people's learning and development.

### How will this help to achieve excellence and equity for all children and young people?

There is a strong link between teachers' professional skills and competences and the quality of children and young people's learning experiences. Ensuring the highest professional standards for all teachers in Scotland will help to ensure the highest standards and expectations for all children and young people. Consistent, well-moderated teachers' professional judgement data on achievement of Curriculum for Excellence levels in literacy and numeracy will help us to focus accurately on the difference in attainment between the most and least disadvantaged children and young people, and take further action as a result. We want all new teachers to develop as enquiring, collaborative, and empowered professionals who are highly confident in teaching literacy and numeracy, supporting health and wellbeing, using technology and data effectively to enhance learning and teaching, and ensuring equality. This is critical to ensure the strongest possible progression in learning for all children and young people.

### What is the evidence telling us?

Our teachers are highly committed, motivated and engaged in their own professional learning. We know from evidence gathered in previous years that the level of engagement in professional learning is increasing. More than three quarters of active teachers are now engaged in the five-yearly cycle of Professional Update, and the number of teachers being awarded GTCS Professional Recognition of their expertise is high and increasing year-on-year. This illustrates the teaching profession's commitment to professional learning,

and the importance of continuing to recognise and celebrate the effort teachers make to enhance their skills.

Evidence suggests a strong appetite for a wide range of professional learning amongst teachers, including Masters level learning. In 2017/18, 1089 teachers benefited from the Scottish Government's investment in Masters level learning provided through local teacher education partnerships, with 530 teachers achieving a qualification at SCQF Level 11.

The evidence around initial teacher education (ITE) is less clear. The role of ITE is to ensure those entering the profession have the appropriate skills to teach, particularly in literacy, numeracy and health and wellbeing. The introduction of a new self-evaluation framework, developed in partnership between Education Scotland, the Scottish Council of Deans of Education (SCDE) and GTCS will be used to support universities to demonstrate the quality of learning and teaching in these priority areas and identify where more support is required. This work will be complemented by the findings from a longitudinal study already underway, which is intended to provide a detailed insight and understanding of how effectively ITE is preparing newly qualified teachers for the classroom. The Measuring Quality in Initial Teacher Education (MQuITE) project is a collaboration between all nine teacher education universities and the GTCS, and will track a cohort of newly qualified teachers through their first five years in the profession. We expect the findings to contribute significantly to the ongoing development, delivery and improvement of quality teacher education in Scotland and help to ensure that it remains able to adapt to the changing needs of our children and young people.

#### **Improvement priorities for the year ahead**

In 2019, Education Scotland will work with partners to develop a range of resources to support teachers and professional learning providers in using the new national model of professional learning, which identifies the key principles and features of effective learning that will build capacity and promote collaborative practices.

The evidence demonstrates a strong appetite amongst teachers for professional learning. In 2019 Education Scotland will expand the Framework for Educational Leadership to include professional learning activities for teachers, and work with subject associations to enhance teachers' access to subject-specific professional learning.

The Professional Learning Scoping Study carried out for the Strategic Board for Teacher Education in 2018 identified that teachers and professional learning providers would welcome greater clarity about the accreditation and endorsement of professional learning. In 2019 Education Scotland will work in partnership with GTCS to develop clear guidance on the endorsement and accreditation of professional learning, to help teachers and providers identify high quality professional learning opportunities.

The refresh of the GTCS Professional Standards is ongoing and GTCS intend to implement the new standards in August 2020. This is being taken forward in parallel with the empowering schools and career pathways work to ensure appropriate coherence. In 2018/19 the final cohort of GTCS registrants will engage in the Professional Update process. GTCS will undertake its 5-year longitudinal evaluation of the impact of Professional Update.

In its new regional capacity, Education Scotland will support professional learning priorities at regional as well as at national level.

## Case Study



### Kelso High School, Scottish Borders

Kelso High School aims to create a culture of professional learning for all, with teacher agency at the centre. Collaborative Practitioner Enquiry is one way we try to achieve this. All staff undertake an enquiry by working in collaboration with their peers, and following a programme of development which is supported through the school calendar and professional learning program. The enquiries are linked to the School Improvement Plan with staff working on projects that interest them. The yearly programme culminates in all staff presenting their enquiry findings which are then used in the improvement planning process the next year.

Max Gordon, PE teacher at Kelso High says that:

“Being involved in Collaborative Practitioner Enquiry at Kelso High School has been very much an enjoyable and rewarding experience. It has helped me to become a more reflective practitioner and to feel empowered when trying new strategies to further enhance teaching and learning.

A major benefit of engaging with this approach was that I was able to tailor it to the needs of learners. Through pupil feedback and self-evaluation, I have been able to see the positive impact that Practitioner Enquiry has had on the quality of young people’s learning experiences within my classes. This made the process both a relevant and very meaningful exercise.

I have also found great value in listening to my colleagues and learning from their experiences. By providing staff with opportunities to meet regularly, share, and present their findings it has helped our school to develop a culture of professional learning.”

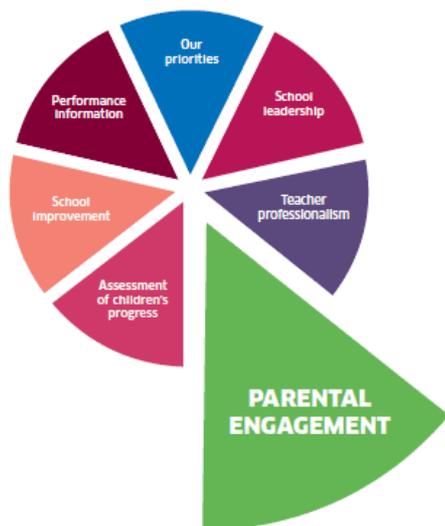
Kelso High School was a recipient of the General Teaching Council for Scotland’s Excellence in Professional Learning Award 2018.

Videos relating to this approach, and the award, can be found online at the following links:

<https://vimeo.com/channels/enquiry/261988198>

<https://www.youtube.com/watch?v=aD1-maqO3H8>

## Parental engagement



### What is this?

This covers parental and family engagement in the learning of children and young people, as well as parental involvement in the life and work of school. Parental engagement focuses on ways in which parents, carers and families can best be supported to develop the skills and confidence to engage in, and encourage, their children's learning in school and in everyday life. Schools and partners can play a vital role in supporting families to do this effectively and with confidence.

Parental involvement includes parental representation in decision-making, collaboration between parents and educators in matters such as school improvement planning, using the skills of parents and carers to enrich the curriculum, and communication between home and early learning and childcare settings and school. It is about the partnerships and links between home and school, and the opportunities for parents and families to get involved in activities in a school or early learning and childcare setting.

### Why is this important?

Research shows that when parents and carers engage in their children's learning, and when children and young people live in a supportive home learning environment, it improves children and young people's attainment and achievement. Family learning encourages family members to learn together, fostering positive attitudes to lifelong learning. We want to improve and increase the ways in which parents, carers and families can work with teachers and partners to support their children and young people. We also want to increase the voice of parents and carers in leading improvements within schools. Parental involvement ensures that parents can help to shape the ethos, activity and priorities for the school in partnership with school leaders.

### How will this help to achieve excellence and equity for all children and young people?

Parental and family engagement is a key factor in helping all children and young people achieve the highest standards whilst reducing inequity and closing the attainment gap. Our 2016 review shows that family learning helps close the attainment gap through breaking the inter-generational cycles of deprivation and low attainment. Its effects can provide lasting impacts and improved outcomes. The information that we gather will inform our knowledge of where parental engagement and family learning and involvement is strong and where

further attention is required. This will include monitoring levels of parental engagement and involvement in, and satisfaction with, learning provision in different communities.

### **What is the evidence telling us?**

The evidence from the NIF Interactive Evidence Report indicates that overall satisfaction levels with schools amongst the general population (measured via the Scottish Household Survey) have fallen over the last six years. However, satisfaction levels amongst parents appear to be higher than amongst the general population (measured via pre-inspection questionnaires). Before school inspections take place, HM Inspectors issue questionnaires to parents and carers, which then give an indication of parents and carers' satisfaction with various aspects of the school to inform the inspection.

Pre-inspection evidence (albeit with important caveats about the representativeness of the data) indicates there are high levels of confidence amongst parents about approaching the school with questions, and that the school gave them advice on how to support their child's learning at home. It also indicates that most parents feel they are being kept informed about the work of the Parent Council.

As part of the development of the "Learning Together" National Action Plan, the Scottish Government and Education Scotland conducted in-depth engagement with key parental organisations. A number of key priorities emerged from the evidence-gathering phase for the plan. Key priorities included: improving the support to parents to ensure they have the opportunity to become more involved in the life and work of their children's early learning and childcare setting or school; better partnerships between practitioners, parents and families; getting the right support in place so that parents can engage in their child's learning; expanding access to family learning opportunities which meet participants needs; improving the quality of all communication between practitioners, staff, parents and families, and; enhancing the skills of leaders, front-line practitioners and support staff.

### **Improvement priorities for the year ahead**

Key improvement activity in 2019 will be taken forward across 13 key goals as identified in the joint Scottish Government / COSLA ["Learning Together" National Action plan](#). This will include steps to strengthen guidance, develop training and support materials and to improve the links between home and school.

## Case Study



### Corsehill Primary and Early Years Class, North Ayrshire

Before formulating our vision, values and aims we had to ensure everyone in our school community understood the context we were working in. Multiple sources of data were used for this preparatory work. Data from Gov.Scot SIMD Interactive Mapping told us that:

- 95% of our 17 to 21 year olds do not enter full time further education.
- 13% of our 17 to 21 years olds not in further education, employment or training.
- A third of our community require support for mental wellbeing
- Attainment in the school was below average and children has low aspirations demonstrated in poor engagement with the wider life of the school.
- Low self-esteem and a negative view of their community and local area was evident in attitudes in focus groups.

This gave us a real understanding of how we needed to support our children and families and the partners we would need to work alongside if we were to change lives. We understood from our data that we would need to create a bespoke curriculum that had a focus on health and wellbeing. This would be underpinned by a vision that would develop curiosity and a love of learning in children alongside their families to encourage them to be aspirational and realise their true potential.

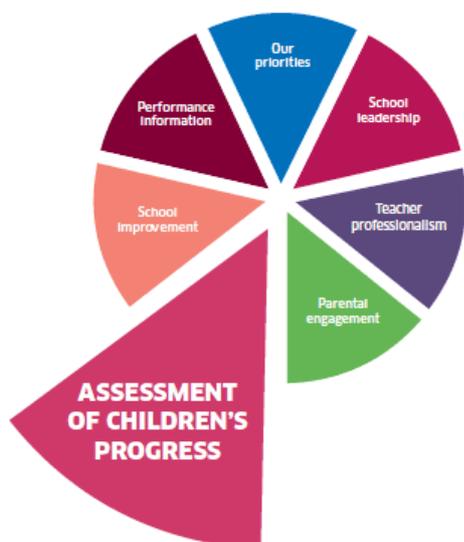
Included in our vision, values and aims are specific ones for our families. This ensures we take a holistic view of the child, their school and home-life and work relentlessly to engage parents and change their attitudes and mindsets to school. For example:

- Aspirational Mindset family workshops
- University family visits
- Family tracking meetings
- Family empowerment coaching
- Restorative training
- Anti-sectarianism parent and child workshops as a cluster

#### Our aims for our families and community

- To support and inform our parents so that they can work in partnership to help their child be ambitious and achieve success.
- To be engaged in the life of the school in order that they can contribute to school decision-making and our Improvement Journey.
- To develop partnerships between staff, parents and the wider community which promotes a positive ethos and image.

## Assessment of Children's progress



### What is this?

Assessment of children and young people's progress includes a range of evidence on what children and young people learn and achieve throughout their education and how well this prepares them for life beyond school. This includes achievement of Curriculum for Excellence levels, skills, qualifications and other awards, and achievement of positive and sustained destinations. Progress in learning for children and young people with complex additional support needs is evaluated at an individual level, through agreed plans and personalised next steps.

### Why is this important?

We all need more robust and consistent evidence which will help us in improving health and wellbeing, raising attainment and closing the poverty-related attainment gap. We need to know the size of the attainment gap at different ages and stages, across Scotland, in order to take the right action to close it, and we need to know whether the attainment gap is narrowing over time in order to know whether the actions we are taking are the right ones. The annual collection of teachers' professional judgement data on the achievement of Curriculum for Excellence levels, and the use of national standardised assessments, will lead to more consistent assessment approaches within the broad general education. Other important measures within this driver include positive destinations and the quality of career information and guidance available to children and young people.

### How will this help to achieve excellence and equity for all children?

Data gathered on children and young people's progress is essential to achieving excellence and equity. Improved data on children and young people's progress at key stages, including differences between those from the least and most deprived areas, will allow for planning further interventions to ensure that all children and young people achieve as well as they can. The quality of career information, advice and guidance and monitoring positive destinations will tell us about how successful young people are when they leave school. This will also tell us about the choices young people make, and the difference in the levels of positive destinations for young people from the most and least disadvantaged backgrounds. This data will help teachers to identify areas where good practice exists and which high-impact interventions should be shared. This is equally important for children and young people who experience barriers to learning caused by additional support needs.

### **What is the evidence telling us?**

The data being collected on children's progress continues to help inform a shared understanding at local and national level on areas where focused action is required to reduce the gap in attainment and health and wellbeing between children and young people from the most and least deprived areas. The evidence being gathered also confirms that teachers are becoming increasingly confident about making judgements on achievement of a CfE level, and the use of national standardised assessments going forward will help to support consistency in the approach to assessment within the broad general education. Almost all of the sample schools inspected for the NIF by Education Scotland were evaluated as satisfactory or better in ensuring wellbeing, equality and inclusion; and latest statistics continue to show positive trends in the numbers of school leavers achieving qualifications, awards, and going on to positive destinations.

### **Improvement priorities for the year ahead**

Improving literacy and numeracy, particularly amongst those learners vulnerable to poorer outcomes, remains the key priority. Improvement activities in the school years will continue to focus on the quality and consistency of data collections for attainment and health and wellbeing, as well as on ensuring that support for learning, teaching and assessment is provided to school leaders and practitioners through the RICs.

Data literacy amongst teaching professionals will also continue to remain a key focus over the coming year and the use of the Insight Senior Phase Benchmarking Tool and the BGE Benchmarking Tool will provide the means for supporting this activity. The priority now is to allow these improvement tools and approaches to become embedded and to avoid further changes which could increase workload for teachers.

The evidence from the user review of the first year of the Scottish National Standardised Assessments (SNSA) demonstrates that the information generated by the assessments and reports is being used to plan effective next steps in learning. This, in turn, will give teachers more confidence in assessing children's progress, with a more consistent understanding of the standards expected of CfE levels in literacy and numeracy.

However, concerns have also been raised about certain aspects of the assessments, in particular about P1 assessments. As a result, the Deputy First Minister announced on 25 October 2018 that there will be an independent review of the approach to P1 assessments within the context of the NIF. The review will be asked to provide conclusions and recommendations by the end of May 2019.

Assessing children's progress plays a crucial role in addressing adversity at any point in a child or young person's life, by recognising where barriers exist and putting in place actions to address the issues identified.

Anchored in our national approach of Getting it Right for Every Child, the Scottish Government is increasing its focus on better preventing and mitigating childhood adversity. The term adverse childhood experiences (ACEs) originated from US research which established an association between childhood adversity and later negative health and other outcomes in adulthood. The Scottish Government is committed to tackling the ten adversities highlighted by the original US research (including different types of abuse, neglect and household challenges of parental separation, mental health difficulties, substance misuse, domestic violence, and incarceration), as well as other adversities which can impact on health and wellbeing (e.g. bereavement, bullying, poverty).

A focus on preventing such adversities and addressing their impact on children, young people, and adults is being embedded across the Scottish Government and its work with partners. This involves building on existing interventions, such as the expansion of Health Visitor numbers, roll-out of Family Nurse Partnerships and expansion of high-quality early learning and childcare, and nurturing approaches in schools, and we will continue to develop further actions that better address ACEs in Scotland going forward.

Education Scotland is working with NHS Scotland staff and schools to make the links between nurture, ACEs and trauma informed practice, to develop effective practice and support positive mental wellbeing in schools. A paper entitled 'Nurture, Adverse Childhood Experiences and Trauma informed practice: Making the links' helps to outline the links between these approaches. This, along with the professional learning materials to support these approaches, will complement the work to implement the National Trauma Training Framework.

## Case Study

### Riccarton Early Childhood Centre

East Ayrshire Council



At Riccarton ECC, we are fully committed to raising attainment for all our children and closing the poverty-related attainment gap.

In the centre, children access a wide range of digital technology. Both the children and staff use tablet devices and digital cameras to record learning experiences. The children are able to replay the experiences and revisit their learning. Staff generate quick response (QR) codes, a matrix barcode, that are then displayed throughout the centre on walls and

within the floor books. Children have gained the skill to confidently use the tablet devices to open the QR codes and replay the videos of their learning and this can then be shared with their peers, parents and visitors to the centre. This allows children to revisit their learning and they have high aspirations to succeed. A member of staff has embraced the leadership role of digital champion and devised a tracking tool to monitor children's progression and achievement across a variety of digital technology skills.

Firstly, we establish a base line of a child's learning journey. Through consultation with the parents we complete an initial assessment to allow us to know a child's previous learning and give us a starting point. We have devised a developmental milestone tracker that focuses on the areas of literacy, numeracy and Health and wellbeing. Staff observe, track and record children's progress over time and set smart targets for every child. Parents are encouraged to share the learning at home through a wide variety of home link activities, and this learning is recorded in every child's personal plan. Children are encouraged to celebrate success through the wider achievement wall and at star of the week.

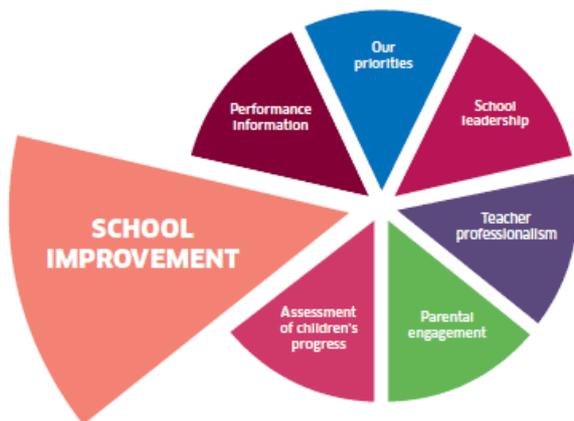
The Headteacher carries out periodic pace and challenge meetings with staff to review every child's progress and a plan is put in place to support or challenge each child. Targeted groups are set up to support the most vulnerable children and also challenge groups to encourage high achievers.

Robust data is collated to effectively evidence continual improvement and demonstrate the impact it's making to our children and families.

Our data demonstrates:

- All children have made significant progress across their developmental milestones
- Children supported within targeted groups are making significant progress in improving their literacy or numeracy skills
- Children's confidence and attendance has improved greatly
- Parent participation and engagement in children's learning has increased year-on-year

## School improvement



### What is this?

The overall quality of education provided by each school in Scotland and its effectiveness in driving further improvement.

### Why is this important?

School improvement focuses on the quality of education, including learning, teaching and assessment, as well as the quality of the partnerships that are in place to support children and young people with their broader needs. These are essential elements to raise attainment for all children and young people and close the poverty-related attainment gap. We have a good education system in Scotland, with schools achieving good outcomes for children and young people. We want to continue to improve this so that more children and young people experience very good and excellent education services, delivered by self-improving, empowered schools and key partners such as community learning and development professionals.

### How will this help to achieve excellence and equity for all children and young people?

Evaluating learning, teaching and assessment and the quality of what goes on in classrooms will tell us how good the experience is for children and young people, as we strive towards excellence for all. We know that for children and young people from the most deprived backgrounds, the gap in learning can develop from a young age. Evaluating school improvement and how schools work with partners will help us to focus on early and sustained intervention, and support for children and their families. School inspection, school self-evaluation and local authority reporting on attainment and achievement will tell us how well schools are achieving equity for all children and young people. This will include the school's success at raising attainment for all, whilst closing the attainment gap between the most and least disadvantaged children and young people. We expect that this self-evaluation will be carried out increasingly with partners and other services. Data on improving attendance and reducing exclusions are critical factors in ensuring that children and young people's time at school and their opportunities to succeed are maximised.

### What is the evidence telling us?

Almost all of the sample schools inspected by Education Scotland for the NIF in 2017/18 were evaluated as satisfactory or better on 'learning, teaching and assessment', and most were evaluated as being satisfactory or better on raising attainment and achievement. Approaches for assessing and monitoring children and young people's progress across the broad general education are improving. Staff are using a broader range of assessment evidence to evaluate children and young people's progress in their learning. However, there

is more work to be done to ensure greater account is taken of assessment evidence when planning learning and teaching.

Overall, schools have gained confidence and knowledge in identifying the poverty-related attainment gap in their local context. Almost all schools have planned interventions in place using Attainment Scotland Funding. Schools should continue to improve approaches to identifying outcomes and measures to enable them to evaluate the impact of their approaches on closing the poverty-related attainment gap. They should work with local partners, including colleges, employers and community learning and development to help deliver improvement.

### **Improvement priorities for the year ahead**

We will be increasing the focus of our improvement activity in ELC. We are finalising a national standard that all ELC providers will be required to meet in order to deliver the funded ELC hours from August 2020. This is likely to require providers to achieve Care Inspectorate evaluations of good or better on all themes which, we believe, will stimulate an even greater focus on improvement.

We will also continue to focus on supporting leaders and practitioners, through the RICs, to further develop their skills to deliver professional learning for others, to drive innovation and improvement in learning and teaching, to use data to raise attainment and close the poverty-related attainment gap, and to continue to improve the capacity of staff to self-evaluate for improvement.

This approach will have an impact on both the early learning and childcare settings, and schools by ensuring the uptake of entitlement to Scottish Government funded early learning and childcare provision, increasing the emphasis on careers for children and young people in the broad general education, and ensuring that increasing numbers of vocational pathways are made available for young people in the senior phase.

### **Case study**



#### **Burnside Primary School, Angus**

A pedagogical team consisting of four principal teachers (PTs) has been established. The team has been structured to enable PTs to support improvement at every stage throughout the school. They support teaching, learning and assessment. Along with teachers they track and monitor children's progress. Each undertakes a specific leadership role e.g. promoting play at early level. This is providing high quality collaborative professionalism at all levels. Importantly, this is providing staff with a deeper understanding of highly effective learning and teaching approaches.

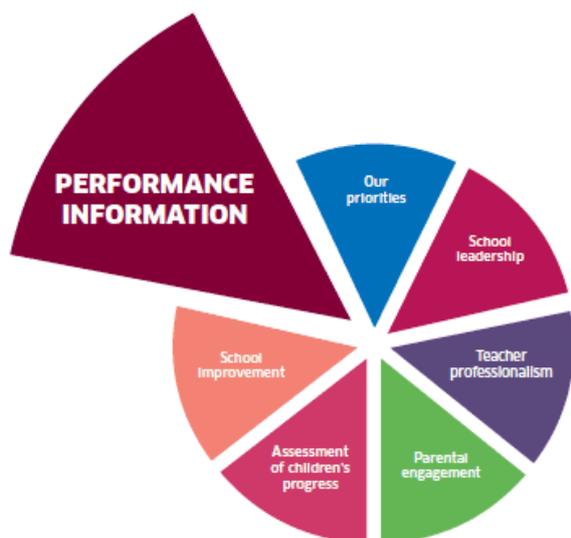
Burnside Primary School developed a pedagogy team in August 2017. This team was funded from PEF monies. It created a new management tier within the school structure. The pedagogy team's key feature of curriculum development incorporating collaborative practice ensured that the 'day to day' learning and teaching was supported by four PTs throughout the school. This team consisted of one substantive PT and three funded entirely by PEF. The other three PTs were now able to dedicate more time to other aspects of school development and pastoral care. Very clear remits were now in place. Organisational wise it meant that we had a PT working with and within our primary one setting, another PT working alongside our Primary 2 and Primary 3 cohort, one PT with primaries 4 and 5, and another with primaries 6 and 7. Our class composition for session 2017/18 was seventeen classes. The three principal teachers employed on a 24 month contract, were all current, experienced members of teaching staff. Their contextual knowledge of school; including staff, pupils and parents/careers and the local environmental was exceptionally valuable.

The impact of the pedagogy team was measurable straight away. Staff members felt more supported, with a member of management working collaboratively with every 3/4 classes. Curriculum development was able to progress at a brisk but manageable pace as each PT was working 'at the chalk face' and trialling, evaluating, re-assessing as they went.

A major improvement which took place that session was the review of how the school reported to parents. Using the recent guidance paper from Education Scotland and consultation with staff, pupils and parents the pedagogy team developed a concise and workable model which was praised by HMI. The principal teachers were also working very closely with their designated staff members, encouraging them to look at their previous models of curriculum design and in particular their structure for assessment. This culture led to many reflective conversations and fed in to whole school improvements such as the use of the moderation cycle to bundle Experiences and Outcomes over curricular areas looking at holistic assessment methods. The pedagogy team were keen to link their work to current research and share this with staff, again promoting a culture of reflection.

In session 2018/19 the pedagogy team continue to flourish. They have gained confidence in their own abilities and leadership. Their impact on the school has been stated in our recent HMI report and is noticeable on a daily basis within Burnside Primary School.

## Performance information



### What is this?

All of the information and data we need to get a full picture of how well Scottish education is improving. We will gather together and analyse the data collected from each of the other key drivers of improvement.

### Why is this important?

Evidence suggests that we must build a sound understanding of the range of factors that contribute to a successful education system. This is supported by international evidence which confirms there is no single measure that will provide a full picture of performance. We want to use a balanced range of measures to evaluate Scottish education and take action to improve.

### How will this help to achieve excellence and equity for all children and young people?

Through the NIF and the new Interactive Evidence Report, we will build a picture of progress across the drivers and towards our key priorities. Analysis of the evidence gathered will help identify where things are working well and approaches that could be shared as good practice. It will also highlight areas for further improvement and where action is required. This activity will have a specific focus on excellence and equity and will inform school, local authority, regional and national improvement planning. It will also be used to inform policy development and decisions about priorities moving forward, including the allocation of resources and support.

### What is the evidence telling us?

In order to provide all stakeholders with much more informative evidence, we have developed an online NIF Interactive Evidence Report. It presents the same national information that was included in the Evidence Report, providing an overview of what we know about Scottish education and the context in which our children and young people learn. It brings together available current evidence on achievement, attainment, health and wellbeing and the wider education system, with a specific focus on the differences between children living in the most and least deprived areas. However, the key advantage of using an online interactive tool is that stakeholders are able to interact with the evidence available and (where possible) to drill further down into the evidence.

For example, users can investigate whether improvement in the key NIF priority measures (e.g. achievement of CfE levels, school leaver qualifications) is happening not only at a national level (as was possible to ascertain using the NIF Evidence Report), but also at local authority level, both in terms of whether trends show an improvement over time and whether the poverty-related attainment gap is closing. This is in line with our intention to be transparent and open with evidence, to highlight whether improvement is happening and inform further improvement activity.

### **Improvement priorities for the year ahead**

The diverse range of data being collected through the NIF has emphasised the importance of supporting practitioners to use data intelligently at all levels of the system to help drive improvement.

In the year ahead we will continue to support use of the Insight Senior Phase Benchmarking Tool at local level, and the new BGE Benchmarking Tool for use by RICs, local authorities and schools to support school improvement focused dialogue. We will also work with the Scottish Council of Deans of Education to ensure the new self-evaluation framework for initial teacher education (ITE) programmes is used by our ITE providers.

### **Case study**



#### **Thorn Primary School, Renfrewshire**

The management team in the school identified areas for development in the quality and quantity of information available to support improvement and to be able to see at a glance, progress in children's learning.

With the support of the Management Information Officer, the first step was to identify the key pieces of data that needed to be available and recorded, and this was initially done on a simple spread sheet. This included teacher judgement, results for standardised assessments, other teacher

observations as well as data on SIMD.

Working with the other cluster headteachers, agreement on the information most useful for transition to secondary was included and all teachers agreed on a common colour coding to support consistency.

This new system benefits teachers by allowing them to use pivot tables to more effectively scrutinise information; to extract specific details to provide a clearer picture of individual learners and use comparisons to better understand the progress within Renfrewshire.

The impact of this on classroom practitioners is that they are now better able to collect evidence to support their professional judgements, discuss this at planned professional dialogue sessions with senior managers, and are more confident in the judgements they are making about learning. With help and support from the Management Information Officer, the school now has a bespoke tracking system that has already proven to be easier to use, less time consuming and more fit for purpose.

## Conclusion

The National Improvement Framework provides the breadth and depth of data that allows us to gain a deeper understanding of our educational strengths and weaknesses, but it is what we do with it – at all levels of the system – that will help us drive improvement for children and young people across Scotland.

It is clear however that the key to improvement is what happens locally, in our nurseries, schools and colleges. That is why the 2019 National Improvement Framework and Improvement Plan draws closely on the knowledge and experience of those working at local level, and the evidence they have provided via the school, local authority, and regional improvement plans. Those plans have shown us where we need to focus our efforts in order to deliver the vision of excellence and equity for all.

It is crucial that we do not focus solely on data on achievement, although that is important, but also on data that informs all aspects of Curriculum for Excellence, including data on health and wellbeing, attendance, exclusion, employability, and parental engagement. The intelligent use of data as part of everyday teaching, learning and assessment, will help teachers to identify gaps, and the appropriate interventions, for children and young people in the classroom.

There is a collective responsibility on all of us to ensure continual improvement in the health, wellbeing and achievement of every child in Scotland. We will continue to create a culture of empowerment and collaboration to enable the teaching profession to work together and to use their skills, judgement and creativity in the way they think best to develop the high quality teaching practice, and effective pedagogy, that are crucial to securing better outcomes for children and young people. This is supported by the specific measures outlined below across all of the drivers to deliver improvements in Scottish education.



## Annex A

## Detailed evidence and improvement activity

## School leadership

Evidence we will gather	What is the available evidence telling us	Additional improvement activity needed/planned/underway	Lead
Local authority information on the quality of school leadership of change including the percentage self-evaluating as good or better for QI 1.3 Leadership of Change.	Local authorities reported that across Scotland the quality of leadership of change was self-evaluated as good or better in 75% of schools.	<b>During 2019</b> the Headteachers' Charter and new national guidance on an empowered system will be available to support local areas in ensuring that decisions are made as close to the child or young person as possible, in a collaborative and collegiate way.	SG
Data on the percentage of school inspections where QI 1.3 Leadership of Change is evaluated as 'good' or better.	<p>HM Inspectors looked at the approaches and impact of collaborative leadership at all levels. They evaluated the pace of change to ensure it was having a positive impact for children and young people and the approach taken to ensure that the vision and values were clearly linked to the context of the establishment and its community.</p> <p>Of the 121 schools across primary, secondary and special provision inspected as part of the NIF sample between August 2017 and June 2018, most schools were evaluated as satisfactory or better (90%). The majority were evaluated as good, very good or excellent on 'leadership of change' (64%).</p> <p>Overall, schools now demonstrate a clearer understanding of the social, economic and cultural context within which they operate. They use this understanding well to develop their vision, values and aims. There is evidence of improved collaborative working for implementing change. Staff are supported by senior leaders to take on a range of leadership roles and are working together to lead and implement improvement priorities.</p>	In addition to continuing to provide a suite of high quality and effective leadership development programmes, Education Scotland will <b>during 2019</b> enhance the leadership support package to ensure that empowered headteachers are well supported. This will include introducing new content to existing programmes to support empowered headteachers make key decisions about learning and teaching and in leading their teams – such as coaching and mentoring. Scottish Government will enable more headteachers to experience the Columba 1400 Headteacher Leadership Academy.	SG/ES
Data on the number of practitioners undertaking the Into Headship programme.	A growing number of the teaching population have a qualification preparing them for headship roles. Since 2015, 585 teachers have participated in three cohorts of the fully funded Into Headship programme, Scotland's national qualification for headship. So far 261 have completed the programme and achieved the Standard for Headship with the third cohort due to complete at the end of 2018.	The Headteacher Recruitment Working Group's 2018 report identified a need for better data to support local authorities in succession planning for headteacher posts. <b>In 2019</b> Education Scotland and Scottish Government will produce data packs to support local authority planning.	SG/ES
Data on the number of headteachers and others	Interim evaluation data from GTCS shows that in 2018/19 school leaders continue to	As above, in 2019 Education Scotland will further enhance the leadership	ES/ GTCS

<p>in local authority schools who are enquiring and engaging reflectively with the GTCS Standards for Leadership and Management and considering the impact of their professional learning in this area, as part of Professional Update processes.</p>	<p>engage consistently with the Standards for Leadership and Management. This demonstrates the commitment of our school leaders to their own professional learning and the continuous pursuit of excellence and equity for all children and young people. School leaders' skills and knowledge can impact positively not only on their own individual school, but also at a system level.</p> <p>453 headteachers have engaged with the Excellence in Headship and In Headship programmes supporting detailed reflection and engagement with the GTCS Standards.</p>	<p>support package.</p> <p><b>During 2019</b> Education Scotland will continue to nurture the developing peer networks through which headteachers are leading improvement at a system level.</p> <p><b>In 2019</b>, GTCS will undertake a 5-year longitudinal evaluation of the impact of Professional Update including the use of the Professional Standards as a self-evaluation tool and the impact of professional learning on teachers and learners.</p>	
<p>Information on the range and quality of professional learning for leadership being undertaken by those in teacher, middle, school and system leadership roles.</p>	<p>In 2017 the Scottish College for Educational Leadership (SCEL) commissioned a scoping study on professional learning, providing teachers from across Scotland the opportunity to engage in discussions about their personal experiences of professional learning, in order to influence policy-making in the new organisation from an informed and realistic position. The scoping study identified 7 propositions for effective professional learning and was considered by the Strategic Board for Teacher Education which then agreed 16 key recommendations for professional learning.</p>	<p><b>During 2019</b> Education Scotland will develop revised evaluation mechanisms for their leadership programmes, ensuring participant experience continues to inform future programme refinement and development.</p> <p>Based on feedback from participants, <b>during 2019</b>, Education Scotland will introduce more resources to support headteachers' resilience, health and wellbeing, including a new 'health and wellbeing' theme in Excellence in Headship.</p> <p><b>In 2019</b>, Education Scotland, with partners and stakeholders will take forward the recommendations from the SBTE report including supporting system wide adoption of a revised model of professional learning, expansion of the Framework for Educational Leadership and a commitment for GTCS and Education Scotland to work in partnership to review the purposes and processes of SCEL endorsement of programmes for inclusion in the Framework for Educational Leadership and GTCS accreditation of programmes leading to the award of professional recognition.</p>	<p>SG/ES /GTCS</p>
<p><b>New evidence to be incorporated into the NIF in future years</b></p>			
<p>Information on the number of ELC staff achieving the benchmark qualification for lead practitioner.</p>	<p>The total number of ELC staff who are qualified to lead practice in ELC settings has increased from 2,588 in 2017 to 2,625 in 2018. This was due to an increase in the number of graduates with one of the SSSC benchmark qualifications for registration as a manager/lead practitioner (from 1,674 to 1,811), although there was a decrease in the number of GTCS registered teachers working in settings providing funded ELC (from 915 to 814).</p>	<p>We will publish, before <b>the end of 2018</b>, a new national standard that all ELC providers will be required to meet to deliver funded ELC hours from August 2020. It will include a range of quality criteria, with a strong focus on staffing, leadership and management within settings. This will include requirements about working towards relevant benchmark qualifications.</p>	<p>SG</p>

## Teacher professionalism

Evidence we will gather	What is the available evidence telling us	Additional improvement activity needed/planned/underway	Lead
Data on the number of teachers, since 2011, who have gained 60, 120 or 180 credits at SCQF Level 11 (including Chartered Teacher).	<p>Evidence suggests strong demand for Masters level learning amongst teachers which in time will lead to a profession with a wider skills base. Year on year a greater proportion of the teaching profession have masters level qualifications. Since 2011 over 5,800 teachers have gained level 11 qualifications at either PG Certificate, PG Diploma or PG Degree level.</p> <p>Local authority and university teacher education partnerships work together to identify local priorities for Masters-level learning, including middle leadership; health and wellbeing and STEM.</p>	In recognition of the continued appetite for Masters level learning amongst the teaching profession, <b>in 2019</b> Education Scotland will work with partners to review the Scottish Masters Framework as part of their enhanced role in professional learning.	SG/ES
Data on the number of local authorities which are offering professional learning which has been benchmarked at SCQF level 11.	The data collected previously was not an effective indicator of the quality of professional learning on offer. Universities, GTCS and ES agreed the data collection had very limited value and should be stopped. Reporting on it alone would give a distorted view of local authority provision of a wide range of professional learning opportunities to their staff, depending on local priorities.	<b>In 2019</b> , the Scottish Government will gather data on the number of teachers who benefit from a specific Scottish Government-funded programme to provide Masters-level opportunities and participation in national programmes.	SG
Data on the number of teachers, since 2011, who have been awarded Professional Recognition by the GTCS and the focus of their work to achieve this.	<p>The evidence demonstrates commitment and appetite for formal recognition of professional learning</p> <p>In 2017/18, 1150 teachers received Professional Recognition. The most common area was Leading Learning, where teachers gained recognition for their leadership in areas such as improving pedagogy, modern languages and science. This illustrates the teaching profession's commitment to professional learning and the importance of continuing to recognise and celebrate the effort teachers make to enhance their skills.</p>	Actions for 2019 are reported elsewhere in relation to professional learning. Endorsement and accreditation are also relevant here.	SG/ES
Percentage of teachers in local authority and independent schools, within the annual cohort, having their professional learning successfully signed off by their line manager through the GTCS Professional Update Process.	<p>The evidence demonstrates a clear commitment to, and appetite for, high quality professional learning.</p> <p>As of 31 October 2018, 95.4% of the 2017/18 Professional Update cohort had their professional learning confirmed by their line manager. Professional Update launched in 2014 and has been rolled out gradually to Scotland's teaching profession. More than three quarters of active teachers are now engaged in the five yearly cycle of Professional Update.</p> <p>Given the need to evidence that relevant</p>	<p>In 2018 Education Scotland became responsible for professional learning and launched a new National Model of Professional Learning, developed in partnership with the profession.</p> <p>As set out above, there is a commitment for GTCS and Education Scotland to work in partnership <b>in 2019</b> to review and provide guidance on the endorsement and accreditation of programmes leading to the award of professional recognition.</p> <p><b>During 2019</b> Education Scotland will</p>	ES

	standards are being met, teachers must have a choice of high-quality professional learning that is continually developed to meet changing needs.	expand the Framework for Educational Leadership to include professional learning activities for teachers and work with subject associations to enhance teachers' access to subject specific professional learning.	
Data on the views of newly qualified teachers, schools and local authorities on how well newly qualified teachers are prepared to teach literacy and numeracy, support children's health and wellbeing, use technology effectively to enhance learning and teaching and ensure equality.	The level of confidence amongst probationers in terms of key skills is mixed. However, the majority of probationer teachers feel they are confident in their knowledge and ability to teach literacy, numeracy and contribute to health and wellbeing to support pupil outcomes. Confidence in relation to equality appears to be more challenging than other areas.	<b>In 2019</b> , the Scottish Government will support the Measuring Quality in Initial Teacher Education (MQiITE) project, which is being led by the University of Edinburgh and University of Strathclyde on behalf of the Scottish Council of Deans of Education (SCDE). This aims to measure the quality of ITE provision in Scotland by studying a cohort of those graduating in 2018 over a period of five years. This will complement information to be captured through application of the ITE self-evaluation framework, produced by Education Scotland in partnership with representatives from the SCDE and the GTCS and published in 2018 on the <a href="#">Education Scotland Improvement Hub</a> .	SG
Information on initial teacher education programmes coverage of literacy, numeracy, health and wellbeing and social justice.	A wide variance in time spent on literacy, numeracy, health and wellbeing, equalities and data literacy across universities and programmes. It raises a question as to whether the level of variance is acceptable and whether steps should be taken in terms of course accreditation/ quality assurance.	<b>By June 2019</b> the new ITE self-evaluation framework will be used to support universities to demonstrate the quality of learning and teaching in these priority areas and identify where more support is required.	SG/ES
Data on the number of teachers in local authority schools who are enquiring and engaging reflectively with the GTCS Professional Standards and considering the impact of their professional learning, as part of Professional Update processes.	All teachers taking part in the GTCS Professional Update interim evaluation for 2017/18 reported that they are engaging with the GTCS Professional Standards. The Standard for Career-Long Professional Learning was used most by teachers in preparing for their Professional Review and Development, with 80.5% reporting they found this useful in guiding their professional learning to a large or some extent.	<b>In 2019/20</b> , GTCS will take forward national rollout of the MyPL platform, to support practitioners in logging their professional learning activities.  Ongoing activity in relation to refreshing the Professional Standards is set out in Annex B.	SG/ES
Evaluation of impact of Scottish Government investment in Masters level learning.	The Strategic Board for Teacher Education maintains a strategic overview of professional learning policy, including the Masters programme. In 2017/18, 1089 teachers benefited from SCQF Level 11 professional learning through their local teacher education partnership. Partnerships are using Scottish Government grant funds to provide teachers with a wide range of professional learning activities, depending on locally-identified priorities.	No new activity identified for 2019. Ongoing activity is set out in Annex B.	SG/ SBTE
The Scottish Government will report annually on progress in delivering the STEM Strategy and performance against each of the KPIs of the strategy.	We need to ensure that our education system has the right number of practitioners, delivering excellent STEM learning and teaching.  We need to tackle the gender imbalance and other inequalities and inequities that	Through the STEM strategy, a new team of six STEM advisers will be in place from the <b>start of 2019</b> to support practitioners through the RICs to improve STEM learning and teaching.  Education Scotland will be	SG

	<p>exist across STEM education and training including in relation to deprivation, race, disability and geography.</p> <p>We need to ensure that children and young people are encouraged to develop an interest in and enthusiasm for STEM that is reinforced throughout their education.</p> <p>We need to ensure that children and young people are equipped with the skills that employers need, both now and in the future.</p>	<p>commissioning new STEM related professional learning <b>in 2019</b> to complement that provided through existing programmes, including CLPL related to numeracy and mathematics.</p> <p><b>During 2019</b>, additional collaborative professional learning opportunities in STEM will become available through the activities of the college-led STEM Hubs.</p> <p>A new team of gender balance and equalities officers will start work from <b>January 2019</b> to deliver gender balance training and to develop a gender champion network and a gender kitemark to grow and spread best practice in whole school approaches to improving gender balance in STEM.</p> <p><b>In 2019</b>, a Young STEM Leaders programme to grow mentoring and inspiration for STEM for young people by young people will be established. There will be piloting in the first half of 2019 with the programme starting to be rolled out in the second half of the year.</p>	
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## Parental engagement

Evidence we will gather	What is the available evidence telling us	Additional improvement activity needed/planned/underway	Lead
<p>Local authority information on work with partners to develop and deliver family learning opportunities.</p>	<p>Responses indicated that local authority schools are at varying levels of planning for and delivering family learning.</p> <p>Information provided by the Attainment Challenge authorities suggests they are continuing to make strong progress. The majority of authorities report that schools are making use of Pupil Equity Funding to expand the availability and take up of family learning opportunities. A small number of local authorities report that family learning is a priority across school improvement plans. Many authorities comment on it being an area of developing practice generally. There is evidence of an increasing understanding of the difference between family learning and parental engagement, however there is scope for this to be further improved.</p> <p>Schools and local authorities are using targeted as well as universal approaches to family learning. A wide range of programmes are being delivered often in conjunction with community learning and development and increasingly with partners in the third sector. The development and extension of partnership approaches will improve the availability and consistency of access to family learning programmes.</p> <p>Those that have increased their family learning provision have reported a number of benefits to the families and extended community. These include increased parental involvement in schools, increased confidence in parents relating to their own learning and confidence in engaging with their children's learning and supporting learning at home.</p> <p>The majority of local authorities report that they have either updated their Parental Involvement and Engagement Strategy or are in the process of doing so. Schools require continued support to extend their approaches to engaging families from parental engagement in learning, to also including family learning approaches.</p> <p>Support is required to assist local authorities and schools to measure the impact of family learning on outcomes for children, young people and their families.</p>	<p>The Scottish Government's "Learning Together" 3-year action plan includes a commitment to Increase the opportunities for families to access evidence based family learning opportunities and programmes across early learning and school age children.</p> <p>Scottish Government hosted a summit on Family Learning in March 2018 to share practice in the use of family learning in early learning and childcare. The Scottish Government will commission, in <b>early 2019</b>, additional capacity on an evidence-based family learning programme to further embed this in the early learning and childcare offer for families facing disadvantage.</p>	<p>SG</p>

<p>From parents' pre-inspection questionnaires, the percentage of parents who are satisfied with their engagement and involvement with the school as indicated across a range of measures/questions.</p>	<p>Before a school inspection takes place, HM Inspectors issue questionnaires to parents/carers. These give an indication of parents'/carers' satisfaction with various aspects of the school to inform the inspection.</p> <p>The results from these questionnaires for the academic year 2017/18 are below. These questionnaire data relate to the 121 establishments inspected as part of the sample for the NIF, between August 2017 and June 2018. These results are not representative of all parents/carers across Scotland.</p> <p>6,816 parents/carers of pupils in primary, secondary, all-through and special schools completed the questionnaire.</p> <p><b>Satisfaction with their engagement and involvement with the school</b></p> <p><b>76%</b> agreed<sup>1</sup> that the school gave them advice on how to support their child's learning at home.</p> <p><b>60%</b> agreed that the school organised activities where they and their child could learn together.</p> <p><b>61%</b> agreed that the school took their views into account when making changes.</p> <p><b>88%</b> agreed that they felt comfortable approaching the school with questions, suggestions and/or a problem.</p> <p><b>78%</b> agreed that they were kept informed about the work of the Parent Council and/or parent association.</p> <p><b>75%</b> agreed that they felt encouraged to be involved in the work of the Parent Council and/or parent association.</p> <p><b>84%</b> agreed that they would recommend the school to other parents.</p> <p><b>87%</b> agreed that they were satisfied with the school.</p>	<p>The joint Scottish Government/COSLA "Learning Together" Action Plan was published on 21 August 2018. <a href="https://beta.gov.scot/publications/learning-together-scotlands-national-action-plan-parental-involvement-parental-engagement/">https://beta.gov.scot/publications/learning-together-scotlands-national-action-plan-parental-involvement-parental-engagement/</a></p> <p>The plan includes a local authority implementation statement confirming how they will support parental involvement and engagement at local level. The plan also contains a variety of national actions in relation to both involvement and engagement which will be implemented <b>in 2019</b>.</p> <p>Key actions pertinent to this theme are the commitments in 2019 to:</p> <ul style="list-style-type: none"> <li>• review and strengthen statutory guidance in time for academic year 2019/20</li> <li>• pilot a new parental involvement survey in early 2019 and roll out for academic year 2019/20</li> <li>• raise awareness of participatory budgeting amongst parents</li> <li>• work with local authority partners to increase access to home-school link workers and similar roles</li> <li>• invest in the Parent Club marketing campaign</li> <li>• set up a working group in early 2019 to explore how digital and information technology resources can be better exploited to support parents' involvement and engagement</li> <li>• continue to refresh the content of Education Scotland's Parentzone Scotland website (Mar 2021)</li> </ul> <p>Specific actions relating to early learning and childcare:</p> <p>The National Standard that all ELC providers will be required to meet from August 2020 will be published by the <b>end of 2018</b>. This is likely to include a requirement that settings support parents and carers to engage in their child's learning and development.</p> <p>The Scottish Government will develop a national online professional learning module for ELC practitioners on supporting parents to further engage in</p>	SG/ES
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<sup>1</sup> 'Agreed' combines the 'strongly agree' and 'agree' response options from the questionnaire.

		their children's learning. This will be ready by the <b>end of 2019</b> .	
From parents' pre-inspection questionnaires, the percentage of parents who are satisfied with their child's progress with learning, and the quality of reporting about their child's progress as indicated across a range of measures/questions.	6,816 parents/carers of pupils in primary, secondary, all-through and special schools completed the questionnaire.  <b>Satisfaction with their child's progress with learning and the quality of reporting about their progress</b>  <b>80%</b> agreed that their child found their learning activities hard enough.  <b>89%</b> agreed that their child was making good progress at school.  <b>79%</b> agreed that they received helpful, regular feedback about how their child was doing e.g. informal feedback, reports, learning profiles.  <b>76%</b> agreed that the information they received about how their child is doing reached them at the right time.  <b>76%</b> agreed that they understood how their child's progress was assessed.  <b>84%</b> agreed that their child received the help they need to do well.	Reporting to parents - this will be taken forward via the actions set out in the "Learning Together" Action Plan, published in August 2018, in particular the action plan's goal on communication with parents.	SG/ES
From the Scottish Household Survey, parental satisfaction rates.	The Scottish Household Survey asks adults (not only parents) how satisfied they are with a number of local services, including schools.  The 2017 <a href="#">survey reports</a> that: 70% of adults were very or fairly satisfied with the quality of local schools in 2017. The percentage of adults very or fairly satisfied with local schools has fallen over the last 6 years, from a high of 85% in 2011 to the current level of 70%.  87% of adults who have used schools, i.e. those who have children in school, were very or fairly satisfied with the quality of local schools in 2017. Satisfaction of service users is also more stable over time than that of all adults.	Action on parental satisfaction will be taken forward via the action set out in the "Learning Together" Action Plan, published in August 2018 and detailed above.	SG
<b>New evidence to be incorporated into the NIF in future years</b>			
A new national parental involvement and engagement census will collect a range of data to inform improvement activity. The census will cover a range of topics in relation to the views of parent/carers of their child's school and how	The best people to ask for information about parental involvement and engagement are parents themselves. Therefore, conducting such a census of parents will improve the level of detailed information available to schools, local authorities and national agencies in order to make improvements to the way that they involve and engage parents and families.	The census will be piloted by <b>summer 2019</b> .	

<p>involved they feel they are in their child's learning. The census will provide local authorities with local information in order for them to focus on where improvement is needed, and to monitor progress over time.</p>			
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### Assessment of children's progress

Evidence we will gather	What is the available evidence telling us	Additional improvement activity needed/planned/underway	Lead
Data from health visitor reviews (27-30 month).	<p>In the 2016/17 review, more than one in four children from the most deprived areas (24%) had at least one developmental concern identified in the 27-30 month review compared to one in nine for the least deprived areas (11%).</p> <p>Children from the most deprived areas in Scotland are more than twice as likely to have at least one developmental concern compared to those from the least deprived.</p> <p>The review coverage across NHS Boards has increased slightly, but varies significantly across NHS Boards. This is also true of the completeness of the forms and the use of assessment tools.</p>	The Scottish Government will work closely with NHS Boards and ISD Scotland over the course of <b>2019</b> to drive improvement in both completeness and quality of the data provided for these reviews.	SG
Data from a range of surveys on health and wellbeing showing changes over time.	Behaviour in Scottish Schools Research (BISSR) 2016 is the latest in a series of research projects, and builds on research carried out in 2012, 2009 and 2006. The overall aim of the research is to provide a clear and robust picture of relationships and behaviour in publically funded mainstream schools; current policy and practice in promoting positive relationships and behaviour; and behaviour management approaches that are used in schools.	<p>The Scottish Government will commission BISSR 2019, following discussion with members of Scottish Advisory Group on Relationships and Behaviour in Schools (SAGRABIS).</p> <p>The review of Personal and Social Education (PSE) in schools and ELC settings will be published by the end of the year. It identifies a number of recommendations to improve and enhance PSE delivery for children and young people. The Scottish Government will work with key stakeholders to implement the recommendations within an appropriate timescale.</p>	SG/ES
Data on the percentage of school inspections where QI 3.1: Ensuring wellbeing, quality and inclusion is graded as good or better.	<p>HM Inspectors evaluated the impact of the service's approach to wellbeing, equality and inclusion which underpins children and young people's ability to achieve success. There is a focus on how positive learners and staff feel and how well they are listened to and how effectively legislative duties are understood and met.</p> <p>Of the 121 schools across primary, secondary and special provision inspected as part of the sample for the National Improvement Framework between August 2017 and June 2018, almost all schools were evaluated as satisfactory or better (91%). The majority were evaluated as good, very good or excellent on 'ensuring wellbeing, equality and inclusion' (67%). Across schools, work to improve children and young people's wellbeing is a strong focus. Positive relationships within the</p>	<p>Guidance on improving outcomes for children and young people from travelling cultures will be published before the end of 2018. We will take forward a plan of actions alongside the guidance to support implementation and draw attention to wider resources which are about culture and tradition of travelling families to support schools understanding of the culture.</p> <p>We will be working collaboratively with partners across the education sector to actively explore what more we can do to encourage uptake of ELC /Further Education/Higher Education for the Gypsy Traveller community.</p> <p>Education Scotland are currently working on the development of a second Inclusive Education online</p>	ES/SG/RICs

	<p>school continue to be a key feature which help children and young people to feel listened to. As a result, most children and young people feel they are treated fairly and with respect. Across the primary sector there is an increased focus on using nurture approaches and developing children's emotional wellbeing. This is having a positive impact on children's behaviour and engagement in learning. Children are becoming more aware of the wellbeing indicators. These now need to be more fully embedded in the work of the school to ensure children and young people can use these with increasing confidence to talk about their wellbeing. There remains a need across secondary schools to develop more strategic approaches to improving the wellbeing of all young people.</p> <p>Across all sectors, schools work well with partners to support their work in improving outcomes for children and young people, including those facing challenges. As a result, most children and young people who require additional support have their needs met well and are supported effectively to feel included. Ensuring a focus on children's rights is a prominent feature in most schools. There remains scope for more schools to further develop approaches to learner participation to ensure that all children and young people are involved in decision making about their own learning, wellbeing and decisions which may affect their lives.</p> <p>Overall, staff have a good understanding of their statutory duties in meeting the needs of children and young people. Secondary schools provide good opportunities for young people to learn about equalities and to challenge discrimination. In primary schools there is now a clearer focus on developing approaches to ensure inclusion and equality for all learners. This now needs to be more closely linked to curricular programmes to ensure that children and young people learn about all aspects of equalities related to a wider range of protected characteristic groups.</p>	<p>module which will be available <b>early 2019</b>.</p> <p>The Scottish Government will undertake a review of the statutory guidance – 'Conduct of Relationships, Sexual Health and Parenthood Education in schools (2014) to ensure that it covers issues to support pupils wellbeing, including the issue of sexual harassment and inclusion. We will form a steering group to review the guidance and update it appropriately. The first meeting will take place by the end of <b>January 2019</b>. The guidance will provide all school staff with clear advice on how to support pupils experiencing sexual harassment, as well as supporting schools to adopt inclusive practices for all protected characteristics.</p> <p>We have committed to implement a range of recommendations to support LGBTI inclusive education across Scotland. These include recommendations to improve practice and guidance for education staff and to increase awareness of LGBTI issues. They will ensure that all children and young people feel included, that their voice matters, that they are an important part of a school's ethos and culture. The delivery of these recommendations will be monitored via the action plan.</p> <p>We have made a commitment to introduce counsellors in all secondary schools across Scotland as part of a range of actions taken across the Scottish Government to improve the services for children and young people's mental health and wellbeing. We have also committed to recruiting an additional 250 school nurses <b>by 2022</b>.</p> <p>As part of the Scottish Attainment Challenge, the Care Experienced Children And Young People fund was introduced in August 2018. Funding of £33m over 3 years is being provided to authorities to support improvements in educational outcomes for care experienced children and young people. National guidance, developed between Scottish Government, COSLA and ADES, requires that the use of the funding is jointly agreed by the local</p>	
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		<p>authority Chief Education and Chief Social Work Officers. We will monitor use of this funding <b>throughout 2019</b> and identify and share good practice through the National Improvement Hub and RICs.</p>	
<p>Data from all 32 local authorities on children and young people's achievement of Curriculum for Excellence levels in literacy and numeracy at P1, P4, P7 and S3.</p>	<p>The Achievement of CfE Levels 2017/18 data collection confirms that:</p> <p>At primary stages, the percentage of pupils achieving the expected CfE level is highest in P1 and decreases slightly in P4 and P7:</p> <ul style="list-style-type: none"> <li>• P1 reading 81%, writing 78%, listening and talking 87%, numeracy 85%</li> <li>• P4 reading 77%, writing 72%, listening and talking 85%, numeracy 76%</li> <li>• P7 reading 79%, writing 73%, listening and talking 84%, numeracy 75%</li> </ul> <p>At S3, the percentage of pupils achieving Third Level or better is high across all organisers:</p> <ul style="list-style-type: none"> <li>• Reading 90%, writing 89%, listening and talking 91%, numeracy 89%</li> </ul> <p>Just over half of S3 pupils have achieved Fourth Level in each organiser:</p> <ul style="list-style-type: none"> <li>• Reading 53%, writing 51% listening and talking 55%, numeracy 56%</li> <li>• Performance was highest in listening and talking and generally lowest in writing.</li> </ul>	<p>An assessment summit will take place <b>in 2019</b> to enable SG to work with academics, stakeholders and partners to reflect on the BGE assessment model and the place of SNSA within this.</p> <p>Education Scotland will work with practitioners to develop and publish a professional learning resource that supports high quality play-based learning across the early level of Curriculum for Excellence <b>by December 2019</b>. This will feature existing good practice from across Scotland.</p> <p>Following the publication of the national strategy for school libraries in September 2018, an implementation group has been established. This group will begin implementation of the 20 action points in the strategy which are designed to support the improvement in literacy and numeracy, boost attainment across the curriculum, support health and wellbeing, foster inclusion, and enable opportunities for family learning. The group will meet <b>4 times in 2019</b>, and the strategy will be implemented over the next five years.</p> <p>The Scottish Government will publish guidance for all early learning and childcare providers in December 2018 on how to access local outdoor space and how to set up an outdoor nursery experience. We have provided £860,000 of funding to Inspiring Scotland to work with eight local authorities to increase and improve their outdoor learning, which will include the establishment of two outdoor nurseries. We will also provide £600,000 of funding over the next two years through the Outdoor Learning in Nature Fund for up to 16 projects in nurseries, schools and community groups across Scotland. All the projects involve working with schools and nurseries to help children from our most deprived areas spend time in nature.</p>	SG/ES

		<p>Education Scotland will carry out a national thematic inspection across of a random selection of early learning and childcare settings and schools focused on mathematics. The findings will be used to identify what is working well and what needs to improve. As part of the inspections, HM Inspectors will visit a sample of schools and have discussions with a range of stakeholders during the spring of 2019 and findings will be published in <b>autumn 2019</b>.</p> <p>There will be an independent review of the approach to P1 assessments (which help inform the professional judgement of teachers on achievement of a CfE level) within the context of the NIF. The review will be asked to provide conclusions and recommendations by the end of <b>May 2019</b>.</p> <p>A P1 practitioner forum has been established, led by Professor Sue Ellis. The forum is a place for engagement and discussion on the issues facing standardised assessments in a play based early years curriculum. It will provide insight and practical advice to teachers, schools and Scottish Government by <b>May 2019</b>.</p>	
Data on the senior phase qualifications and awards obtained by school leavers.	<p>The number of Higher passes have remained stable despite a fall in the S5 and S6 cohort, and over 50,000 skills based awards and achievements were certificated in August 2018.</p> <p>There is a greater rate of increase in the proportion of young people attaining 1 or more qualifications<sup>2</sup> at SCQF levels 4, 5 and 6 in the most deprived SIMD areas than in the least deprived.</p> <p>In 2016/17, 12.8% of school leavers left with one or more vocational qualifications at SCQF level 5 or better, compared with 10.7% in 2015/16 and 9.0% in 2014/15. During 2016/17 the percentage of school leavers attaining vocational qualifications also increased at SCQF levels 2 to 7.</p>	<p>No new activity identified for 2019. Ongoing activity is set out in Annex B.</p>	SG
Data on school leaver destinations, including participation in learning, training and work.	The participation measure (PM) data tells us the learning, training and employment status of 16-19 year olds. This is used to understand what activities individuals	<p>No new activity identified for 2019. Ongoing activity is set out in Annex B.</p>	SG, SDS, LAs, colleges

<sup>2</sup> <http://www.gov.scot/Publications/2017/06/9699>

	<p>progress on to when they have completed a course of learning, training or a period of employment.</p> <p>The data is telling us that the learning and training system works well for the majority of 16-19 year olds, however, particular groups still do not successfully progress through learning and training and in to work. Local authorities, Skills Development Scotland (SDS) and colleges using the data that underpins the PM to identify individuals who need help to sustain or access learning, training or employability support. Scottish Government will consider the findings of this analysis and identify whether there are policy implications.</p>		and the SFC.
Through Education Scotland's external review of careers information, advice and guidance services, percentages of these services graded as 'good' or better for the quality element 1.1: How effective are service providers at achieving and maintaining high levels of service delivery?	<p>Of the 7 Careers Information, Advice and Guidance (CIAG) inspections carried out between August 2017 and June 2018, 100% were graded as good or better against 'Customer progression and achievement of relevant high quality outcomes'. Data shows that local authority secondary schools are working with SDS careers staff through the School Partnership Agreement (SPA), and other activities, to help improve the participation measure in schools and the positive destinations for young people.</p> <p>The Data Hub is being used more effectively by school staff to plan and deliver more focused career services to all learners.</p>	<p>To ensure further improvement in levels of service delivery, SDS is:</p> <ul style="list-style-type: none"> <li>Working with schools to ensure young people receive their entitlements under the Career Education Standard;</li> <li>Using the SPA to ensure young people are aware of the different pathways available to them as they progress through school.</li> </ul> <p>This work will be ongoing, year on year.</p>	ES
Local authority self-evaluation data on the effectiveness of moderation of teachers' professional judgement of Curriculum for Excellence levels in literacy and numeracy.	<p>Evidence from the majority of local authorities suggests that teachers are becoming increasingly more confident about making judgements of a CfE level. Learning from the Quality Assurance and Moderation Support Officer (QAMSO) programme is crucial to the success of moderation and this has been built upon to involve and support others through moderation activities and opportunities for professional dialogue around standards and expectations.</p> <p>Education Scotland's National Moderation hub is beginning to be used to improve the consistency of evaluations further. Standardised assessments are being used to provide additional assessment information to support teachers' professional judgements. Overall, moderation continues to be a focus across all authorities. However, there is a growing confidence that the processes being developed are leading to greater consistency of teachers' judgements of CfE</p>	<p>Education Scotland will continue to review how best they can work together with staff across RICs to better share practice, skills and expertise in assessment and moderation. Education Scotland is planning to hold a number of events in <b>2018/19</b> to continue to provide effective support to improve the consistency and effectiveness of moderation of teachers' professional judgement further.</p>	ES and RICs

	levels in literacy and numeracy, particularly in primary schools. There remains the need for continuing support.		
School inspection data on the effectiveness of moderation of teachers' professional judgement of Curriculum for Excellence levels in literacy and numeracy.	<p>In September 2016, Education Scotland commenced a new model of inspection in primary and secondary schools, using new Quality Indicators (QI). Evaluation of the process of moderation is gathered within learning, teaching and assessment. Evaluation of the impact of moderation is gathered within raising attainment and achievement. This evidence is detailed in the new National Improvement Framework Interactive Evidence Report .</p> <p>There is a notable increase in the focus on both internal and external approaches to moderation activities to help develop shared understanding of standards and expectations. Alongside increased use of the national benchmarks, this is helping staff to make more reliable judgements about progress and achievement of a Curriculum for Excellence level. There now needs to be increased focus on developing a more consistent understanding of moderation to ensure increased validity and reliability of assessment information.</p> <p>Overall confidence in the reliability of data on attainment of Curriculum for Excellence levels in literacy and numeracy is improving. However, there is still a need to ensure that schools continue to improve their use of data and tracking processes to ensure this data is robust and reliable across all schools.</p>	Covered by the action immediately above.	ES
Scottish Funding Council (SFC) National Measure 2(a) – number of senior phase age pupils studying vocational qualifications delivered by colleges.	There has been an increase in the number of senior phase pupils studying vocational qualifications, at SCQF 5 and above, delivered by colleges, rising from 3,014 enrolments in 2015/16 to 4,510 enrolments in 2016-17.	<p>We are now using SFC measure 2(a) as opposed to 2(c), which was mentioned in the 2018 NIF, because it gives more explicit data on the numbers of senior phase pupils, as opposed to credits delivered to learners in college. An action plan has been agreed by SFC and SG.</p> <p>The SFC outcome managers will be working closely with colleges <b>throughout 2019</b> to embed the enhanced DYW related principles within the Outcome Agreements- including the expansion of the vocational offer in schools.</p>	SG/ SFC
Evidence of the number of employers engaged with education (ranging from single engagements through to strategic partnerships) to support young people of all ages	The Scottish Government now has a network of 21 employer-led regional groups supporting the delivery of school-employer partnerships across the country and we have seen innovative approaches to school-employer partnerships, and the creation of a broader curriculum offer within	The Scottish Government commissioned a <a href="#">Formative Evaluation of the DYW Regional Groups</a> , which was published on 15 November 2018. Its recommendations will inform how we develop the groups going forward. The evaluation identified 13	SG

to understand career opportunities, and develop skills for work (including career advice, work inspiration, work experience etc).	schools.	<p>recommendations for consideration by the Scottish Government, Group Members and stakeholders.</p> <p>The Scottish Government has put in place an overarching set of KPIs for the DYW programme of activity. Officials will work with the DYW Employer's Forum, to put in place revised KPIs for the next Financial year (<b>2019-20</b>).</p>	
<b>New evidence to be incorporated into the NIF in future years</b>			
A new Health and Wellbeing Census, covering children based in publicly funded schools from late primary through to secondary schools. The census will cover a wide range of topics and themes in relation to the Health and Wellbeing of children and young people. The census will provide local authorities with local information in order for them to focus on where improvement is needed, and to monitor progress over time.	The NIF Interactive Evidence Report provides information across a broad range of measures in relation to the health and wellbeing of children and young people. However, current evidence is largely gathered from national and international sample surveys which whilst they provide an overview picture for Scotland, they provide little information showing what is happening at a local level, or by deprivation areas across Scotland.	The first census will take place in the <b>2019/20 academic year</b> , and every 4 years thereafter.	SG
The SNSA National Report produced by the assessment contractor ACER UK.	The first National Report covers the assessments undertaken during the 2017/18 school session. It provides national level data on the achievement of children and young people in the literacy and numeracy assessments. This data is broken down by a range of pupil characteristics and by Curriculum for Excellence organisers.	<b>By August 2020</b> , Education Scotland will prepare professional learning resources for school staff, based on the findings from the National Report.	ES
We will work with partners to identify senior phase qualifications and awards that relate to Learning for Sustainability and the associated level of enrolment and attainment	This information will help us to track the number of learners who are engaging with Learning for Sustainability and therefore gaining a broad range of knowledge, skills and values associated with real world challenges and opportunities. Ensuring learners are accessing a broad range of skills and knowledge is central to learners gaining the four capacities at the heart of Curriculum for Excellence.	<p>This data will support a broader range of actions that will take forward the recommendations of the concluding report of the Learning for Sustainability National Implementation Group – Vision 2030+.</p> <p>The Scottish Government will publish a Learning for Sustainability Action Plan by <b>summer 2019</b>.</p>	SG

## School improvement

Evidence we will gather	What is the available evidence telling us	Additional improvement activity needed/planned/underway	Lead
<p>Data on the percentage of school inspections where QI 2.3: learning, teaching and assessment is graded as good or better.</p>	<p>Evidence in Education Scotland's Quality and Improvement in Scottish Education report highlighted that the quality of learning and teaching was too variable. As part of inspections from August 2016 HM Inspectors evaluated a new quality indicator: 'Learning, Teaching and Assessment'. They evaluated the extent to which all children and young people experienced consistently high-quality learning and the effectiveness of assessment approaches including shared expectations of standards and arrangements for moderation across stages and the curriculum.</p> <p>Of the 121 schools across primary, secondary and special provision inspected as part of the sample for the NIF between August 2017 and June 2018, almost all were evaluated as satisfactory or better (93%). The majority of them were evaluated as good, very good or excellent on 'learning, teaching and assessment' (56%).</p> <p>Positive relationships between learners and staff and among learners continue to support learning well. As a result, children and young people are engaged and motivated in their learning and feel supported and encouraged by staff. Schools are taking positive steps to use digital technologies more regularly to enhance teaching and learning. There is still scope for children and young people to be more actively engaged in planning and leading their own learning.</p> <p>Approaches for assessing and monitoring children and young people's progress across the broad general education are improving. Staff are using a broader range of assessment evidence to evaluate children and young people's progress. However, there is more work to be done to ensure greater account is taken of assessment evidence when planning learning and teaching. This will help staff to build effectively on children and young people's prior learning and ensure learners engage in learning at the right level of difficulty to meet their learning needs.</p> <p>There is a notable increase in the focus on both internal and external approaches to</p>	<p>No new activity identified for 2019. Ongoing activity is set out in Annex B.</p>	<p>ES</p>

	<p>moderation activities to help develop shared understanding of standards and expectations. Alongside increased use of the national benchmarks, this is helping staff to make more reliable judgements about progress and achievement of Curriculum for Excellence levels. There now needs to be increased focus on developing a more consistent understanding of moderation to ensure increased validity and reliability of assessment information.</p> <p>Overall, addressing the variability which exists in the quality of learning remains a challenge.</p>		
<p>Data on the percentage of school inspections where QI 3.2: raising attainment and achievement is graded good or better.</p>	<p>HM Inspectors evaluated the school's success in achieving the best possible outcomes for all children and young people. This focused on attainment across all areas of the curriculum and the ability to demonstrate improvements in children and young people's achievements in relation to skills and attributes.</p> <p>Of the 121 schools across primary, secondary and special provision inspected as part of the sample for the NIF between August 2017 and June 2018, most schools were evaluated as satisfactory or better (89%). The majority were evaluated as good, very good or excellent on 'raising attainment and achievement' (55%).</p> <p>Overall, confidence in the reliability of achievement of Curriculum for Excellence levels data in literacy and numeracy is improving. There is still a need to ensure that schools continue to improve their use of data and tracking processes to ensure that teacher professional judgement is reliable across all schools and leads to improved attainment and achievement. While attainment of young people in literacy and numeracy by the time of leaving school is improving the need remains to improve literacy and numeracy at all stages.</p> <p>Most schools celebrate and recognise children and young people's achievements both in and out of school. In the most effective practice, learners are able to talk about and demonstrate their skills. There remains a need for children and young people to better understand the skills and attributes they are developing as a result of these achievements and how these link to the world of work. Across all secondary schools inspected, almost all young people left school for a positive destination.</p>	<p>No new activity identified for 2019. Ongoing activity is set out in Annex B.</p>	<p>ES</p>

	<p>Overall, schools have gained confidence and knowledge in identifying the poverty-related attainment gap in their local context. Almost all schools have planned interventions in place using Attainment Scotland Funding. There remains a need to ensure that schools effectively measure the impact of these interventions on raising the attainment of all children and young people. Schools should continue to improve approaches to identifying outcomes and measures to enable them to evaluate the impact of their approaches on closing the poverty-related attainment gap. Within the special school sector, there is a need to focus more clearly on identifying the poverty-related attainment gap alongside raising attainment for all children requiring additional support.</p>		
<p>Level of attendance and number of exclusions per school.</p>	<p>93.3% was the total attendance rate recorded for 2016/17. This is very similar to previous years. The attendance rate was higher for primary schools (94.9%) than secondary schools (91.2%) and special schools (90.3%).</p> <p>Children and young people living in the 20% most deprived areas had an attendance rate that was 6.6 percentage points lower than the pupils living in the 20% least deprived areas.</p> <p>The exclusion rate for all pupils in 2016/17 was 26.8 per 1,000 pupils. This has been falling year on year since 2006/07. Rates of exclusions per 1,000 pupils for pupils living in the 20% most deprived areas were 48.5 per 1,000 pupils compared with 9.1 per 1,000 pupils living in the 20% least deprived areas.</p>	<p>No new activity identified for 2019. Ongoing activity is set out in Annex B.</p>	<p>SG/ES</p>
<p>The percentage of schools which self-evaluate as good or better for Q.I. 2.3 – learning, teaching and assessment and Q.I. 3.2 – raising attainment and achievement; and for progress with the priorities set out in the NIF.</p>	<p>Local authorities reported that across Scotland the quality of learning, teaching and assessment was self-evaluated by schools as good or better in 73 % of all schools.</p> <p>Local authorities reported that across Scotland the quality of raising attainment and achievement was self-evaluated by schools as good or better in 70% of all schools.</p> <p>More needs to be done to involve children and young people, parents and partners more actively in agreeing and evaluating the impact of the priorities to be taken forward through school improvement planning.</p> <p>There is a continued commitment to bring</p>	<p>No new activity identified for 2019. Ongoing activity is set out in Annex B.</p>	<p>ES</p>

	about improvement through a range of self-evaluation approaches. In the most effective schools there are strong approaches to monitoring and evaluating the impact of changes on improving outcomes for learners. However, too often schools are not using the evidence from self-evaluation well enough to prioritise those actions required to target improvements.		
The percentage of primary schools which are using technology to support effective learning and teaching across the curriculum, as indicated through the Digital Schools Award Scotland (DSAS) Framework.	To date, 747 nursery, primary or special schools have registered, with 106 of them having achieved the award. The DSAS framework for secondary was launched in September 2017 and to date 143 schools have registered, with 10 of them having achieved the award.	No new activity identified for 2019. Ongoing activity is set out in Annex B.	SG
Local authority information on their capacity and impact on improvement in learning, teaching and assessment, and raising attainment and achievement; and their progress with the priorities set out in the NIF as good or better.	<p>Self-evaluation evidence from almost all authorities suggests that there is a strong capacity to continue to make progress with the NIF priorities. A few local authorities provided evidence that a shortage of teaching staff presents problems in supporting improvement. Authorities have identified their poverty-related attainment gaps but they are at various stages in tracking and monitoring how well the gaps are closing.</p> <p>Most authorities can demonstrate improvement in closing the poverty-related attainment gap in literacy and numeracy. However, in most cases, the pace of progress is too slow. Getting It Right for Every Child continues to be the key driver behind improving health and wellbeing.</p> <p>Authorities report that partnership working is increasing as schools recognise that they are not able to mitigate fully the impact of deprivation by themselves.</p> <p>There is an increased emphasis on careers in the broad general education and increasing partnership working to provide appropriate positive destinations.</p> <p>Secondary schools continue to look for ways to develop vocational pathways but progress in this area is inconsistent. Most authorities provided evidence of how SAC and/ or PEF funding is supporting or beginning to support improved professional learning for teachers and improved learning for children and young people. Almost all authorities have developed their Standards and Qualities reporting to reflect the NIF priorities.</p>	Education Scotland will continue to provide support through the RICs.	ES

<p>Number of registrations for funded early learning and childcare.</p>	<p>Based on the 2018 Summary Statistics for Schools in Scotland, uptake rates for funded Early Learning and Childcare (ELC) for 2 year olds and 3 &amp; 4 year olds remains similar to 2017 levels. There was near universal uptake for 3 &amp; 4 year olds registered for local authority funded ELC in 2018 (estimated at 99% in both 2017 and 2018). An estimated 10% of all 2 year olds were registered for funded ELC in 2017 and 2018. Around a quarter of 2 year olds are now eligible for funded ELC through the Children and Young People (Scotland) Act 2014 and through subsequent secondary legislation which commenced in August 2015.</p> <p>Research, to look at the barriers to uptake for 2 year olds was published in early 2017, and suggested that the main barrier to uptake was awareness of the entitlement.</p>	<p>There is now a dedicated national project on the 2 year old offer within the Scottish Government expansion programme to provide support to local authorities and make links across the programme. The programme will last up to, and beyond, <b>August 2020</b>. We aim to improve uptake by ensuring the 2 year old offer is appropriate and appealing for eligible children and their families</p>	<p>SG</p>
<p><b>New evidence to be incorporated into the NIF in future years</b></p>			
<p>Data on the proportion of funded Early Learning and Childcare (ELC) settings achieving good, very good and excellent Care Inspectorate evaluations.</p>	<p>The most recent published data that's available shows that in 2017, 91% of funded ELC providers achieved good or better on all Care Inspectorate Quality themes. .</p> <p>We are finalising a national standard that all ELC providers will be required to meet in order to deliver the funded ELC hours from August 2020. This is likely to require providers to achieve Care Inspectorate evaluations of good or better on all themes.</p> <p>This will stimulate an even greater focus on improvement.</p>	<p>The ELC Quality Action Plan includes a range of actions that will support improvement including:</p> <ul style="list-style-type: none"> <li>• A national online programme of CPL for the ELC sector;</li> <li>• a range of actions focused in sharing good practice; and</li> <li>• strengthening the content of initial qualifications.</li> </ul>	<p>SG</p>

## Performance Information

Evidence we will gather	What is the available evidence telling us	Additional improvement activity needed/planned/underway	Lead
Data from each of the key drivers.	Refer to NIF Interactive Evidence Report		SG
Progress towards achieving the priorities set within the Framework, drawing on all the evidence gathered.	Refer to NIF Interactive Evidence Report		SG
Information on initial teacher education programmes coverage of data literacy.	<p>Covered as part of the content analysis of ITE published in May 2017. This shows a wide variance in time spent on data literacy across all programmes. It raises a question as to whether the level of variance is acceptable and whether steps should be taken in terms of course accreditation/quality assurance.</p> <p>An evaluation framework for the accreditation of ITE programmes has now been published by the GTCS . This defines the content that should be covered for professional acceptability of an ITE programme leading to a teaching qualification; and confirms that student teachers must be supported to develop competence in both data and digital literacy.</p>	<p>The suite of Professional Standards managed by the GTCS are currently being revised and both digital and data literacy will be given greater prominence in revised versions to be published in <b>2020</b>.</p> <p>The evaluation framework will be used for the accreditation of all new ITE programmes and for the reaccreditation of existing ITE provision.</p>	SG
Data on the views of newly qualified teachers, schools and local authorities on how effectively newly qualified teachers use data to enhance learning and teaching.	<p>Covered as part of the content analysis of ITE published in May 2017. This shows a wide variance in time spent on data literacy across all programmes. It raises a question as to whether the level of variance is acceptable and whether steps should be taken in terms of course accreditation/quality assurance.</p> <p>The findings suggests the level of confidence amongst probationers in terms of data literacy is mixed.</p>	Covered by the action immediately above.	SG
<b>New evidence to be incorporated into the NIF in future years</b>			
Evidence drawn from specific research projects being taken forward under the Scottish Government's Research Strategy for Scottish Education.	Each of the specific research projects remains in progress and no findings had been published by December 2018. All reports commissioned under the Research Strategy will be published on the SG website.	<p>The Knowledge Mobilisation Study, which looks at how educational practitioners are engaging with research, is now complete. The report from the study and policy recommendations coming from it will be published in <b>early 2019</b>.</p> <p>A survey of secondary school headteachers will be undertaken, which will help develop a more comprehensive understanding of senior phase curriculum models and implementation. The final report from the project is due in <b>May 2019</b>.</p>	SG

		<p>A literature review of primary-secondary transitions has been carried out. The full report of that review and research findings report will be published in <b>early 2019</b>.</p> <p>Early work is underway on a long-term project to develop a new index of social background, which is aimed at creating individual level data (as opposed to area-based) which allow more targeted and effective intervention for disadvantaged pupils. <b>Ongoing</b>.</p>	
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## ANNEX B

## Summary of ongoing/completed activity from the 2018 National Improvement Plan

Action	Current Position
<b>School Leadership</b>	
We will work with partners across Scottish education to support more teachers to take the step to headship including publishing a nationally agreed action plan by <b>June 2017</b> , further to the conclusion of the Working Group on Headteacher Recruitment.	<b>Complete</b> The Headteacher Recruitment Group Report was published in November 2018 and includes 13 recommendations to support the recruitment and retention of headteachers in Scotland.
Further to the conclusion of the governance review consultation in <b>January 2017</b> , we will consider leadership throughout the system, building on existing models and supporting the development of school clusters and regional models. This will support a strengthened middle and highlight the importance of collaborative leadership.	<b>Ongoing</b> School leadership is a key driver of the National Improvement Framework in recognition of the impact of effective leadership on children and young people's outcomes. In 2018 Education Scotland became responsible for professional learning and leadership development and the Scottish College for Educational Leadership joined Education Scotland in order to take forward this work. In 2018 Education Scotland developed two new programmes supporting system leadership and collaborative working, Leading Systems Change and Evolving System Thinking. During 2019 Education Scotland will continue to offer a suite of national leadership development programmes while also working with the RICs to support regional activity to meet needs identified by teachers
We will continue to support the Scottish College for Educational Leadership in its vital role in supporting leadership development for all education practitioners across Scotland. This will include new packages of support for aspiring, new and experienced headteachers. The Excellence in Headship programme for experienced headteachers will be in place by <b>March 2017</b> and will include professional learning opportunities to strengthen and expand school leadership skills, an international exchange programme for school leaders, and the development of a network of local champions to support headteachers to draw on local expertise and work in partnership with the wider community.	<b>Ongoing</b> During 2018 Scottish College for Educational Leadership became part of Education Scotland. Education Scotland widened its remit and role to include professional learning and leadership, with the SCEL team working collectively with their Education Scotland colleagues to support professional learning and leadership development for all educators across Scotland. The Excellence in Headship programme was introduced during 2017 and will continue to be developed throughout 2019 to offer enhanced leadership professional learning opportunities for headteachers.
We remain committed to supporting the Into Headship programme which supports up to 160 aspiring headteachers each year through 2018/19. This will represent an investment of £1.5m from 2016 onwards.	<b>Ongoing</b> An average of 146 aspiring headteachers are taking part in the fully-funded Into Headship programme each year, as part of the Masters pathway to Headship. Since the programme began in 2015, 261 individuals have completed Into Headship, with the third cohort due to complete at the end of 2018 and recruitment beginning in early 2019 for a further cohort.
We will make holding the Standard for Headship mandatory for all new headteachers by <b>August 2019</b> . We are currently consulting on the legislation that will achieve this.	<b>Ongoing</b> The Scottish Government agreed in 2017 to delay the regulations coming into force until August 2020 to allow more teachers to have completed the Into Headship programme and for employers to plan at a local level. Secondary legislation will be brought forward in 2019 to make the necessary legal changes.
We will collect and analyse relevant information on school leadership from inspection and local authority self-evaluation by <b>December 2017</b> .	<b>Complete</b> Education Scotland is using the information collected from local authority and self-evaluation to inform targeted support and engagement through the RICs.

<p>Education Scotland is committed to working with local authorities and schools through RICs during 2017/18, and to continue to analyse inspection and other forms of local intelligence to improve school self-evaluation and build capacity for school leadership further.</p>	<p><b>Complete</b> Education Scotland continues to work with local authorities and schools through RICs. This includes carrying out analysis of inspection findings and other forms of local intelligence to help improve school self-evaluation and further build capacity for high quality school leadership.</p>
<p>The transfer of the functions of the Scottish College for Educational Leadership (SCEL) to Education Scotland is now underway. Education Scotland will develop leadership programmes that help current and future leaders improve the quality of education.</p>	<p><b>Complete</b> In April 2018 the Scottish College for Educational Leadership became part of the wider team at Education Scotland. Education Scotland widened its remit and role to include professional learning and leadership, with the SCEL team working collectively with their Education Scotland colleagues to support professional learning and leadership development for all educators across Scotland.</p>
<p>Education Scotland will publish a young person's version of How Good is our School? to support learner participation in self-evaluation by April 2018.</p>	<p><b>Complete</b> In April 2018 Education Scotland published 'How good is OUR school?', a new tool to support schools in engaging children and young people in self-evaluation and school improvement in ways that enhance learning. It was developed with children and young people and reflects the things that matter most to them about their schools. The tool includes a guide for staff and partners working collaboratively with children and young people; and a self-evaluation framework for use by children and young people themselves. <a href="https://education.gov.scot/improvement/self-evaluation/HGIOS4">https://education.gov.scot/improvement/self-evaluation/HGIOS4</a></p>
<p>Education Scotland will establish a young inspectors programme to help support improvement in learning <b>by the end of 2018.</b></p>	<p><b>Complete</b> The young inspectors programme was established on time and additional development work is still underway. To help shape the programme, Education Scotland invited Moray Council, Glasgow City Council and Aberdeen City Council to support the development and pilot of the young inspectors programme. To date, ten schools in these local authorities have been visited where over 170 children and young people have put forward their ideas about the current inspection model and how they can contribute to inspection in the future. Training a number of young people as 'young leaders of learning' has begun which will result in young people undertaking reciprocal visits across schools to develop approaches to pupil led school improvement work.</p>
<p><u>Next Steps</u> commits both SG and ES to developing the Headteachers' Charter and to consult on a proposed approach to the legislation to underpin this, in time for the introduction of an Education Bill <b>by June 2018.</b> Given commitment to bring forward the Charter, it will also be necessary to review the content of the Into Headship qualification.</p>	<p><b>Complete</b> The Deputy First Minister confirmed to Parliament on 26 June 2018 that a Joint Agreement with local government will see the Headteachers' Charter and school empowerment taking place without the need to wait for new primary legislation. The Headteachers' Charter and supporting national guidance are being co-produced with partners including local government, teacher and headteacher representatives and Education Scotland and will be available by the end of 2018.</p>
<p><u>Next Steps</u> commits SG/ES to developing a mechanism by <b>end of 2018</b> to identify aspirant headteachers early in their career and develop a programme of professional learning and work experiences to lead them to the Into Headship course – this will provide a fast-track leadership route for talented teachers providing a clear pathway to headship.</p>	<p><b>Complete</b> In November 2018 we published the report of the Headteacher Recruitment Working Group, including 13 recommendations for Scottish Government and partners to improve the recruitment and retention of headteachers. Included are recommendations designed to improve the early identification of leadership potential and nurturing of talent. The working group agreed that the educational pathway to headship was much clearer following the creation of the Framework for Educational Leadership, and that these actions would be more effective than introducing a new fast-track route to headship. The report and supporting paper on 'Accelerated Route to Headship' are available at: <a href="https://www2.gov.scot/Publications/2018/11/7195">https://www2.gov.scot/Publications/2018/11/7195</a> <a href="https://www2.gov.scot/Publications/2018/11/1197">https://www2.gov.scot/Publications/2018/11/1197</a></p>
<p>Development of a specific recruitment campaign for headteachers in <b>spring 2018</b>, building on the Teachers make People campaign.</p>	<p><b>Complete</b> The 'Head in a new direction' campaign launched at the 2018 Scottish Learning Festival. The campaign seeks to highlight the unique and rewarding role of headteacher and encourage more teachers to consider</p>

	a future in headship. It is part of the broader Teaching Makes People campaign. <a href="https://teachinscotland.scot/career-progression/">https://teachinscotland.scot/career-progression/</a>
<u>Next Steps</u> commits SG/ES to enhancing the leadership support package to build the capacity and culture for teachers and headteachers to take on their new more empowered roles. This is an ongoing commitment but one we have started working on from <b>August 2017</b>	<b>Ongoing</b> In 2018 the Scottish College for Educational Leadership joined Education Scotland to take forward Education Scotland's enhanced responsibilities with regard to professional learning and leadership. The Framework for Educational Leadership continues to grow to offer new and extended opportunities to teachers at all stages of their career. In 2017-18, Education Scotland expanded the opportunities available to experienced headteachers through Excellence in Headship, introducing Masterclasses in a wide range of subjects. The Scottish Government supported more headteachers to experience the Columba 1400 Headteacher Leadership Academy. Work is underway to develop new leadership development programmes to support middle leadership and leadership in Early Learning. Two new programmes for system leadership have been developed supporting developments across regional groupings. In 2019 Education Scotland will further enhance the national offer to support empowered headteachers, as well as working through RICs to increase the support and opportunities available regionally.
SG/ES will develop by the <b>end of 2018</b> new Executive Consultant Head and Cluster Leader roles with partners to strengthen school leadership.	<b>Ongoing</b> In 2018 the Scottish Government established an Independent Panel on Career Pathways. The Independent Panel is looking at pathways within and beyond headship and will make its recommendations about new roles and pathways to the Scottish Negotiating Committee for Teachers early in 2019.
SG/ES will develop by the <b>end of 2018</b> a new Systems Leadership role to provide clear progression opportunities and to strengthen educational leadership at all levels in the system.  The Standards, including Standard for Headship, are currently under review by GTCS. SG will work with GTCS to ensure that the revised Standard for Headship takes into account the headteachers Charter.	<b>Ongoing</b> The Independent Panel on Career Pathways, which is due to provide its recommendations to the Scottish Negotiating Committee for Teachers early in 2019, is considering pathways within and beyond headship.  During 2018, Education Scotland and the Association of Directors of Education Services worked in partnership to create 'Leading Systems Change', a new programme bringing together senior leaders in Scottish education and allied services. The programme is rooted in systems leadership and the principles of Getting It Right For Every Child. It offers participants the opportunity to work together on a specific systems leadership challenge in education. So far 91 senior leaders have participated in this programme.
Beginning work on transferring relevant functions from national bodies, ensuring that there is continued stability for schools, children and young people during this period. This will include national support for professional learning and leadership development which will become part of Education Scotland.	<b>Complete</b> In April 2018 the Scottish College for Educational Leadership became part of Education Scotland and Education Scotland took on responsibility for professional learning and leadership support.  In September 2018 Education Scotland launched a new national model of professional learning which was developed in partnership with stakeholders and practitioners across the education sector. The model identifies the key principles and features of effective learning that will build capacity and promote collaborative practice. The full range of SCEL programmes continue to be provided and expanded within the enhanced remit of Education Scotland.
Enhancing the leadership support package to build the capacity and culture for teachers and headteachers to take on their new more empowered roles. This is an ongoing commitment but one we have started working on from August 2017.	<b>Ongoing</b> In 2019 Education Scotland will further enhance the national offer to support empowered headteachers, as well as working through RICs to increase the support and opportunities available regionally.

<b>Teacher Professionalism</b>	
In <b>2017</b> , we will take forward a range of actions under our STEM strategy to raise levels of STEM enthusiasm, skills, and knowledge including new and enhanced STEM Career-Long Professional Learning for practitioners. This will include a greater emphasis on connecting STEM learning in schools and centres and development of STEM skills to the world of work.	<b>Complete</b> Scotland's STEM Education and Training Strategy was published on 26 October 2017. Spanning the period from 2017 to 2022, the strategy outlines actions designed to inspire enthusiasm for STEM among all sectors of society. In 2018, key achievements included the introduction of bursaries for career changers to train as STEM teachers, the publication of a STEM self-improvement framework for early learning providers and schools, the recruitment of STEM improvement advisers and a new team of gender balance and equalities officers. We also initiated a young STEM leaders programme to increase enthusiasm and inspiration for STEM.
109 teaching students at Universities of Edinburgh and Strathclyde took up the offer of studying for the Catholic Teacher Certificate during 2016 and building on this success we will again look to support this initiative <b>in 2017</b> .	<b>Complete</b> We have worked with the University of Glasgow to expand delivery of the Catholic Teaching Certificate (CTC). They now have agreements in place with the universities of Aberdeen, Edinburgh, Strathclyde and the West of Scotland, with plans to deliver CTC to students at the University of Dundee from academic year 2019/20. A total of 322 students achieved the CTC in 2017 and 397 are expected to complete in 2018.
We will encourage more people into early learning and childcare and teaching, particularly those groups under-represented in teaching (men and minority ethnic communities) as well as in particular subjects (STEM) and geographical areas. In <b>early 2017</b> we will extend our teacher recruitment campaign, building on the positive work of the current campaign, to address these issues.	<b>Ongoing</b> The Early Learning and Childcare (ELC) recruitment campaign has gained pace in 2018, with each local authority area visited and our roadshow taking the message directly in to schools. Our advertising drives potential candidates to our website - <a href="http://childcarecareersscotland.scot">childcarecareersscotland.scot</a> – for information on careers in ELC as well as live training and job opportunities. As well as school children the campaign also focuses on potential career changers. Roadshows targeting this audience will be live in 2019. Advertising and support for those joining the sector will continue in 2019. We have created a fund, which is administered by the Scottish Funding Council, to help attract more males in to the sector and funded a project which will target those from ethnic minority communities. All with the aim of making the ELC workforce more representative of wider society and creating a richer learning environment for our youngest children.  Our teacher recruitment campaign “Teaching Makes People” began in February 2017, specifically targeting undergraduates studying STEM subjects, as well as people currently working in STEM industries. A refreshed campaign was launched on 30 August 2017 which continues the focus on STEM subjects, while also targeting English and Home Economics. Student teacher numbers have risen by 7.5% between 2016 and 2017, building on a 19% increase from the previous year.
From <b>Autumn 2018</b> we will extend support for Masters in Early Years to provide leadership in this sector.	<b>Complete</b> We have extended funding for the Masters in early years pedagogy courses at Strathclyde and Aberdeen universities.
In 2016 we supported teachers' professional learning through an investment of close to £1 million in Masters level learning. In 2017 we will again consider how best to support high quality professional learning for teachers. We will also carry out a research project to be completed by <b>December 2017</b> to evaluate the impact of this substantial long-term investment in Masters level learning for teachers.	<b>Complete</b> In 2017/18, 1089 teachers benefited from the Scottish Government's investment in Masters level learning, with 530 of these teachers achieving a SCQF Level 11 qualification. Local authority and university teacher education partnerships worked together to identify local priorities for Masters-level learning, with teachers taking part in a wide range of Masters-level learning and professional enquiry, including middle leadership; health and wellbeing and STEM.
We will work with Education Scotland and GTCS to undertake a review of Initial Teacher Education programmes to report by <b>April 2017</b> , to ensure that they provide appropriate detail on content for literacy, numeracy, health and wellbeing, data literacy and equality across both primary and	<b>Complete</b> The content analysis of teacher education in Scotland was published in May 2016. As a next stage to this work, Education Scotland in partnership with the Scottish Council of Deans of Education and GTCS have developed a self-evaluation framework to support universities to demonstrate the quality of learning and teaching in the priority areas of

secondary sectors.	literacy, numeracy, health and wellbeing and additional support needs. The framework was made available in June 2018.
We will work with Initial Teacher Education providers, GTCS and other key partners to address issues of staffing supply and capacity at a national level in order to support the Scottish Attainment Challenge. On 30 November 2016 we announced that 11 new routes to teaching would be developed targeting shortage subjects including STEM, and geographical areas by Scottish universities, and that this development work would be supported by £1 million of Scottish Government funding. These new routes will be developed with the expectation that students will be recruited to them <b>in 2017</b> and will include accelerated teacher education, expanded distance learning opportunities, a focus on strengthening skills of primary teachers in science and developing specialisms in transition between primary and secondary schools.	<b>Complete</b> The 11 alternative routes announced as part of the November 2016 package along with a further five routes not included in this original suite of measures are now in place.
We will develop a new teacher education training route which is focused on getting high quality graduates into priority areas and subjects. This will be in place by <b>Summer 2017</b> . This will build on the model developed in partnership with the University of Aberdeen to attract career changers to the profession.	<b>Complete</b> Following a tender process the University of Dundee, in partnership with the University of the Highlands & Islands, was successful in securing the tender to deliver this new route into teaching. It is an 18 month full time programme starting in December 2018 aimed at high quality STEM graduate career changers wanting to train to become secondary Science, Technology, Engineering and Maths (STEM) teachers in rural areas of Scotland. The programme will support students to gain a Masters level Postgraduate Diploma as well as the Standard for Full Registration with the General Teaching Council for Scotland.
We will provide development funding for the <b>2017/18</b> academic year to the University of the Highlands and Islands to build on its model of delivering Initial Teacher Education through local colleges.	<b>Complete</b> We supported the University of the Highlands and Islands to develop a new route into teaching for Home Economics teachers based in Perth College. This started in August 2018 and its impact and effectiveness will be monitored as part of our ongoing review of all alternative routes into teaching.
We will maintain our strong focus on Gaelic teacher supply with promotional campaigns which will be led <b>in 2018 and 2019</b> by Bòrd na Gàidhlig; innovative courses such as Gaelic Immersion for Teachers (GIFT) and Streap, which support teachers who wish to transfer to Gaelic teaching; and new routes into Gaelic teaching being introduced by the University of Edinburgh, Sabhal Mòr Ostaig and the University of the Highlands and Islands.	<b>Ongoing</b> Working with Bòrd na Gàidhlig and partners we will: <ul style="list-style-type: none"> <li>• increase immersion opportunities on innovative courses such as Gaelic Immersion for Teachers (GIFT) and Streap;</li> <li>• support routes into Gaelic teaching being taken forward at the University of Edinburgh, Sabhal Mòr Ostaig and the University of the Highlands and Islands;</li> <li>• work to identify further opportunities to provide teacher training and CPD through e-Learning, such as eSgoil;</li> <li>• fund the Teacher Recruitment Officer post at Bòrd na Gàidhlig.</li> </ul> With these measures in place we have 30-35 new teachers coming through annually.
We will work with GTCS to provide more support to teachers on equality issues through Career Long Professional Learning to be in place <b>by August 2017</b> .	<b>Complete</b> This work was delayed in its early stages and it then became evident that the LGBTI Inclusive education work offered the best opportunity to deliver this commitment. Ministers signed off the recommendations from the Working Group and these were published and announced on 8 November 2018.
Consulting on establishing an Education Workforce Council for Scotland which will take on the responsibilities of the GTCS, the Community Learning and Development Standards Council and register other education professionals. The full scope of the functions to be undertaken by this	<b>Complete</b> We consulted on establishing an Education Workforce Council for Scotland as part of the <i>Empowering Schools: A consultation on the provisions of the Education (Scotland) Bill</i> . The consultation demonstrated that, whilst there was support for the principle of expanding the range of practitioners who could benefit from the support

body will be included in our consultation on our Education Bill.	<p>offered by a national registration scheme, there was limited support for the establishment of the proposed Education Workforce Council for Scotland.</p> <p>DFM confirmed to Parliament on 26 June 2018 that the Scottish Government will not be bringing forward legislation to establish an Education Workforce Council in Scotland.</p>
Working with the wider school workforce to introduce professional standards for these staff.	<p><b>Ongoing</b> This work was being considered alongside the above action where professional standards would be required to enable registration.</p> <p>Officials are currently working in partnership with the GTCS, the college sector and other relevant stakeholders to facilitate a process of extending the benefits of registration to wider educational workforces. Further work is underway to agree a process for the registration of college lecturers and classroom assistants.</p>
The intention remains to fund professional learning for teachers in this area (Masters level professional learning) including at school leadership level.	<p><b>Ongoing</b> The Scottish Government has invested in a wide range of Masters level learning. The Specialist Qualification for Headship Masters pathway is delivered in partnership with universities and consists of 3 elements: Middle Leadership, Into Headship and In Headship. Each element awards 60 credits of a 180 credit Masters pathway at SCQF Level 11. Each element can be undertaken as standalone qualifications or as part of the Masters Pathway. In 2017/18 156 aspiring Headteachers were engaged in Into Headship and 50 Headteachers were engaged in learning on In Headship.</p> <p>During 2017/18, 1089 teachers also benefited from the Scottish Government's investment in broader Masters level learning, with 530 of these teachers achieving a SCQF Level 11 qualification. Local authority and university teacher education partnerships worked together to identify local priorities for Masters-level learning, with teachers taking part in a wide range of Masters-level learning and professional enquiry, including middle leadership; health and wellbeing and STEM.</p>
<u>Next Steps</u> confirms that SG will work with our partners and particularly the profession, to establish new career pathways for teachers allowing greater opportunities for development and progression into leadership, specialist or improvement roles. We started these discussions <b>in September 2017</b> .	<p><b>Ongoing</b> The Independent Panel on Career Pathways was established in June 2018 to consider the design and development of teacher career pathway models and is chaired by Moyra Boland. During 2018 the Panel has engaged broadly with the teaching profession in Scotland in order to gather views and ideas. The Panel is due to provide its recommendations to the Scottish Negotiating Committee for Teachers early next year.</p> <p>In 2019, the Scottish Government and partners will take forward those recommendations.</p>
The Strategic Board for Teacher Education (membership includes ES, local authorities, universities, trade unions and the GTCS) will continue to consider the quality of professional learning available to teachers.	<p><b>Complete</b> The Strategic Board for Teacher Education maintains a strategic overview of professional learning policy. Ongoing activity on professional learning is set out below, including links to RICs.</p>
<p>We will streamline and enhance professional learning so that there is a coherent learning offer to teachers which is focused on curriculum area and sector specific issues. More professional learning will be provided by teachers, for teachers, through the RICs.</p> <p>This work is now underway and is being led by the Strategic Board for Teacher Education (SBTE).</p>	<p><b>Complete</b> Ongoing action to enhance professional learning is being taken (as set out below) by Education Scotland in response to the Next Steps document.</p>

We will take steps to ensure initial teacher education prepares students to enter the profession with consistently well-developed skills to teach areas such as literacy, numeracy and health and wellbeing	<b>Complete</b> Education Scotland, in partnership with the Scottish Council of Deans of Education and GTCS, has developed a self-evaluation framework to support universities to demonstrate the quality of learning and teaching in the priority areas of literacy, numeracy, health and wellbeing and additional support needs. This was made available in June 2018.
Education Scotland to develop self-evaluation tools for ITE programmes in conjunction with GTCS and the universities. This tool will be available for use in the current academic year - <b>by April 2018.</b>	<b>Complete</b> As set out above, the self-evaluation framework was made available in June 2018.
GTCS have strengthened accreditation procedures and are also reviewing the professional standards which, in time, are likely to require ITE courses to be amended.	<b>Ongoing</b> The refresh of the GTCS Professional Standards is underway and the GTCS expect to implement the refreshed standards in August 2020.
We are exploring ambitious and innovative new routes into teaching, specifically for high-quality new graduates or those who are considering a career change.	<b>Complete</b> On 25 January 2018 the Deputy First Minister announced a new contract, awarded to Dundee University to develop a new route into teaching for high-quality graduates.
<u>Next Steps</u> confirms that SG will streamline and enhance professional learning so that there is a coherent learning offer to teachers which is focused on curriculum area and sector specific issues. More professional learning will be provided by teachers, for teachers, through the RICs.	<b>Ongoing</b> During 2018 the Scottish College for Educational Leadership became part of Education Scotland and took on responsibility for professional learning. Education Scotland worked with partners and practitioners across the education sector to develop a new national model of professional learning which was launched in September 2018. Education Scotland is working with all national organisations and RICs to further enhance and streamline the professional learning offer for teachers during 2019.
Evaluation of professional learning will be considered by the Strategic Board for Teacher Education (SBTE) going forward to ensure that investment in professional learning is evaluated appropriately in the round. We also expect RICs to inform that process.	<b>Complete</b> The Strategic Board for Teacher Education maintains a strategic overview of professional learning policy, including the Masters programme. Education Scotland is now the lead national organisation for professional learning.
<b>Parental Engagement</b>	
Education Scotland will continue to provide support on family learning, taking full account of its review of the evidence on family learning programmes, expected to report in <b>December 2016.</b>	<b>Complete</b> The planned programme of support for 2017/18 is now complete. Education Scotland will continue to provide support for family learning. This has been captured within new actions which take account of the changing context of educational improvement such as the formation of the RICs.
We will respond in full to the National Parent Forum of Scotland (NPFS) review of the Scottish Schools (Parental Involvement) Act 2006 – final recommendations are expected in <b>March 2017.</b> The Scottish Government's response will be considered in the context of our education governance review, which will have a strong focus on supporting parents to play a full role in the life and work of their child's school.	<b>Complete</b> Following the review of the impact of the Scottish Schools (Parental Involvement) Act 2006 the Scottish Government published "Learning Together", a three year national Action plan for parental engagement, involvement, family learning and learning at home in August 2018. As part of this plan, Statutory Guidance on the Act will be reviewed and updated in 2019 to provide support which takes account of the education reform agenda and the NPFS Review.
We will introduce a new Education Bill in the second year of this Parliament. Building on the responses to the governance and parental involvement reviews, a consultation on a Bill will be held <b>early in 2017.</b>	<b>Complete</b> It was decided not to introduce an Education Bill in summer 2018. A range of activity is underway to enhance parental engagement that does not require legislation, for example through the National Parental Engagement Action Plan and updated statutory guidance.
We will promote the opportunities afforded by the development of extended childcare to provide family and employability support for parents by <b>June 2017.</b> We will also work with local authorities to	<b>Complete</b> This action has been progressed through aspects of the wider early learning and childcare (ELC) 1140 hours expansion programme. This has drawn on learning from the programme of ELC delivery model trials (which commenced from January 2017. An evaluation of the trials

<p>understand the nature of parental demand for early learning and childcare in their areas, so that provision of additional free hours can be sufficiently flexible to respond to need. This will include the development of opportunities for further integration with additional hours and out-of-school care and the provision of family and employability support to parents by <b>June 2017</b>.</p>	<p>was published on 22 June 2018, with findings related to capacity, uptake, quality, child and parental outcomes, flexibility and scalability. (<a href="http://www.gov.scot/Resource/0053/00535593.pdf">http://www.gov.scot/Resource/0053/00535593.pdf</a>)</p> <p>We have been engaging with all local authorities both individually and through a series of workshops to support them with their expansion plans, including increasing flexibility and how this is integrated with additional hours and out of school care. Local authority delivery plans should have been informed by their local consultation. We have engaged with parents, stakeholders, providers and authorities on future offers of flexibility.</p> <p>In August 2018 we published the analysis of our national survey of parents (which had over 10,000 responses), which set out information on parents' and carers' current use, future potential use, views and experiences of ELC.</p> <p>The ELC Quality Action Plan published in October 2017 included an action 'We will increase support for evidence-based family learning programmes to embed this in the early learning offer for families facing disadvantage'. To help us explore what form of support would be most helpful, we hosted a Family Learning Summit on 23 May.</p>
<p>We will roll out the new Baby Boxes programme from <b>January 2017</b> as another route to ensure that materials and advice are provided to new parents. This pilot starts in two local authorities in January 2017. The full programme starts in <b>June 2017</b>.</p>	<p><b>Complete</b> Registration for Scotland's Baby Box opened on 15 June 2017. Delivery began on 15 August 2017 with parents across Scotland receiving Baby Boxes at least 4 weeks before the baby's due date. More than 52,000 Baby Boxes were distributed to families across Scotland in the first year of the initiative, providing families with newborn babies with essential items to ensure that every child gets the best start in life.</p> <p>Year Two procurement is now completed. The launch of 'Baby Box 2' is planned for December 2018 with national roll-out of the new design and contents on target for delivery from March 2019</p>
<p>We will further improve Parentzone Scotland – the national online resource for parents – by <b>August 2018</b>. We will publish additional clear information on each school on a range of key measures, such as attendance rates, children's progress and grades from school inspection.</p>	<p><b>Complete</b> A number of enhancements to the reporting of school and national level information via Parentzone Scotland were introduced on schedule in August 2018. This information is available via an online Tableau dashboard created and published by the Scottish Government, in consultation with stakeholders, for example data on the achievement of Curriculum for Excellence levels, attendance rates, etc. and showing such information over time.</p>
<p>We will continue to deliver and improve our national campaigns and gifting programmes to parents and families across Scotland – Bookbug, PlayTalkRead and Read, Write, Count – providing advice and materials to parents to support their children's learning from an early age and extend the Read, Write, Count Programme into P4-7 in areas of high deprivation from <b>April 2017</b>.</p>	<p><b>Ongoing</b> The 2018 gift packs for Bookbug and Read, Write, Count were distributed on schedule to local authorities and schools. The majority of gift packs were gifted home to families during Book Week Scotland (late November/early December 2018). Further social marketing activity for Play, Talk, Read and Read, Write, Count progressed during autumn 2018, linking with the broader Parent Club campaign. Play, Talk, Read and Read, Write, Count web content has now migrated to the Parent Club website. A joint campaign with Eat Better Feel Better under Parent Club is planned for January 2019. Content for this year's P4-7 activity, a P7 Moving Up kit to support transition to secondary schools to be gifted March/April 2019, is being finalised.</p> <p>In 2017/18, Smart Play Network engaged with over 17,000 parents, carers and children through the PlayTalkRead roadshow.</p>
<p>We will continue to implement our Parental Communication Plan for the National Improvement Framework. This will include collaborative work with the National Parent Forum</p>	<p><b>Complete</b> The communication plan continues to be a live document influencing local authority approaches. There are no longer plans to develop parent friendly versions of each and every driver within the NIF. Instead,</p>

<p>of Scotland in early 2017 to make available a range of parent-friendly information about the Framework and the drivers of improvement.</p>	<p>Scottish Government will work with the National Parent Forum and other parent organisations to ensure that all of our general communications in relation to the NIF are parent friendly. This will take account of parallel work under the auspices of the Curriculum and Assessment Board to develop a refreshed narrative on Scotland's curriculum.</p>
<p>We will work with Scottish Attainment Challenge authorities to develop progressive family learning programmes by the <b>end of 2017</b> and roll out this approach <b>by the end of 2018</b>.</p>	<p><b>Complete</b> All nine Attainment Challenge authorities have developed and are implementing progressive family learning programmes to close the poverty-related attainment gap. We will continue to work with other local authorities and the RICs to identify and share good practice, including through the National Improvement Hub.</p>
<p>Education Scotland will introduce revised pre-inspection questionnaires for parents. This will help improve the range and quality of the feedback from parents on their involvement in, and satisfaction with, their child's early learning and childcare setting or school.</p>	<p><b>Complete</b> Education Scotland introduced revised pre-inspection questionnaires for parents in 2017. These include questions which will improve the range and quality of the feedback from parents on their involvement in and satisfaction with their child's early learning and childcare setting or school.</p>
<p>Almost double the hours of early learning and childcare to 1140 per year.</p>	<p><b>Ongoing</b> The Scottish Government reached a landmark multi-year funding agreement with COSLA on 27 April, which will provide £567 million additional revenue funding by 2021-22 and £476 million capital funding over the period 2017-18 to 2020-21.</p> <p>New Funding Follows the Child approach to be introduced from 2020, which will be underpinned by a National Standard that all providers delivering the funded entitlement will have to meet. Consultation on the new National Standard ran from March to June 2018. Final version of the National Standard to be published, along with operating guidance, by the end of 2018.</p> <p>The Delivery Support Package for ELC Providers - to support transition to 2020 - to be launched before end of 2018. The Quality Action Plan was published at the end of October 2017. A national recruitment campaign up and running since Autumn 2017. A Workforce Delivery Plan has been developed. ELC Expansion Plans received, and assessed, from all local authorities. A programme of SG-funded ELC Trials ran until Easter 2018. The phasing of 1140 hours has commenced in many local authorities, and will increase from August 2019.</p>
<p>Strengthening parental and community engagement by working with the Scottish Parent Teacher Council to learn from their Partnership Schools initiative to ensure that schools support parents to play an active part in school improvement.</p>	<p><b>Ongoing</b> The Scottish Government continues to engage with Connect to learn lessons from the Partnership Schools pilots. The "Year 2" Evaluation Report from Partnership Schools was published in Feb 2018. It found that many schools did not see parental engagement or partnership as an improvement activity, to be planned, evaluated and improved through learning. The Deputy First Minister visited one of the Partnership Schools (Maisondieu Primary) in January 2018 and government officials continue to liaise with Connect and to attend Reference Group meetings. The Scottish Government's "Learning Together" Action Plan reiterates this commitment to engage with the Partnership Schools programme via its Reference Group, and by sharing key findings with available networks and local authority partners.</p>
<p>Strengthening the voice of children and young people by requiring all schools to promote and support pupil participation, consulting on a requirement that every school pursues the key principles of pupil participation. This will be included in our consultation on our Education Bill.</p>	<p><b>Ongoing</b> In June 2018 it was decided not to proceed with an Education Bill. This aim will now be supported by the promotion of new Education Scotland guidance on Learner Participation (published April 2018), the inclusion of Learner Participation within the new Empowering Schools guidance (jointly agreed between COSLA and Scotland Government) and the development of additional complementary training materials. In addition, Scottish Government policy teams and members of the Scottish Education Council will engage with the newly established Scottish</p>

	Learner Panel to identify further actions which can help to promote and support pupil participation.
Work with identified communities within the Challenge authorities to develop and implement a programme of family learning.	<b>Complete</b> All nine Attainment Challenge authorities have developed and are implementing progressive family learning programmes to close the poverty-related attainment gap. We will continue to work with other local authorities and the RICs to identify and share good practice, including through the National Improvement Hub. In addition, a review of 'Learning at Home' was published on the Hub in August 2018, which includes an easily accessible and understandable definition of learning at home and to provide clarity for practitioners and parents.
Support the opportunities afforded by the development of extended early learning and childcare to provide family and employability support to parents	<b>Complete</b> Progressing now as part of the longer-term policy framework.  Commitment has, in part, been overtaken by other work that has been progressed since June 2016, in particular the Blueprint consultation and the report on 2 year old take up rates (none of which were referenced, or in the case of the consultation even planned for, at the time of the development of the Delivery Plan). Considering as part of a wider piece of work as to how the ELC expansion can promote other services, and also how these services can be used to promote ELC.  This action has been progressed through aspects of the wider early learning and childcare (ELC) 1140 hours expansion programme. This has drawn on learning from the programme of ELC delivery model trials (which commenced from January 2017. An evaluation of the trials was published on 22 June 2018, with findings related to capacity, uptake, quality, child and parental outcomes, flexibility and scalability. ( <a href="http://www.gov.scot/Resource/0053/00535593.pdf">http://www.gov.scot/Resource/0053/00535593.pdf</a> )
Publication of case studies on the National Improvement Hub to support the evaluation of family learning in each sector <b>by March 2018</b> .	<b>Ongoing</b> A first case study which focuses on the Third Sector was published on the National Improvement Hub in June 2018. Further support for the self-evaluation of family learning was re-forecast to be completed by March 2019.  A further case study will be published by January 2019 highlighting effective evaluation practice in a partnership which includes the college sector, schools and a health and social care partnership. A further set of case studies will be published showing approaches taken within a single local authority area (March 2019).
National Family Learning Network Event <b>by December 2017</b> .	<b>Complete</b> The Family Learning Network met. The theme of the event was how STEM can be utilised as a context for family learning and positively impact the whole family. The event also included a national update and a discussion around future developments.
Framework for Family Learning to be published on National Improvement Hub <b>by March 2018</b> .	<b>Complete</b> The Family Learning Framework was published on the National Improvement Hub (NIH) on 13/04/2018. <a href="https://education.gov.scot/improvement/self-evaluation/Family%20Learning%20Framework">https://education.gov.scot/improvement/self-evaluation/Family%20Learning%20Framework</a>
Early Learning and Childcare Quality Action Plan includes a commitment to increase support for evidence-based family learning to embed this in the early learning offer for families facing disadvantage.	<b>Ongoing</b> A Family Learning summit was held in March 2018 to share practice in the use of family learning in ELC. The Scottish Government is working with local authorities to agree what further support for specific family learning programmes would be most helpful, with a view to commissioning this in early 2019. Education Scotland also provided input to that summit to support local authorities in providing family learning.

	Education Scotland will continue to work with local authorities, ELC settings and schools through RICs during 2019/20, to help them further develop approaches to parental engagement and family learning.
<p>The main focus will be on improving the legislative and guidance framework underpinning parental involvement and engagement.</p> <p>The forthcoming 2018 Education Bill will clarify definitions and key requirements, strengthening the duties on headteachers to involve and engage parents. There will be a requirement for every school to identify a teacher or professional with responsibility for promoting parental, family and community engagement. There will be a requirement that every school pursues the key principles of pupil participation.</p>	<p><b>Ongoing</b></p> <p>In June 2018 it was decided not to proceed with an Education Bill. In place of amendments to primary statute the Scottish Government is working with a range of partners to strengthen and update the statutory guidance accompanying the Scottish Schools (Parental Involvement) Act 2006. New statutory guidance will be published in 2019.</p>
<p>In tandem with the strengthened legislative framework Education Scotland will:</p> <ul style="list-style-type: none"> <li>work with local authorities and schools through RICs <b>during 2018/19</b>, to help them further develop approaches to parental engagement and family learning.</li> <li>update the Engaging with Parents and Families Toolkit for practitioners <b>by March 2019</b>.</li> <li>support professional learning on parental engagement locally and regionally <b>by March 2019</b>.</li> <li>continue to promote and share good practice in family learning and parental engagement through local and regional activity and practice sharing on the National Improvement Hub <b>by March 2019</b>.</li> </ul>	<p><b>Ongoing</b></p> <p>Support for professional learning has been provided to a number of RICs and local authorities throughout 2018. These have included events at practitioner and senior leader level.</p> <p>Progress is on track to complete the planned updates to the Engaging Parents and Families Toolkit for 2018/19.</p> <p>To support good practice, a number of parental engagement and family learning professional learning resources have been added to the National Improvement Hub.</p>
<p>Scottish Government will work with partners to ensure that <b>by 2019</b> 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.</p>	<p><b>Ongoing</b></p> <p>This is being taken forward as part of the "Learning Together" Parental Engagement Action Plan. The first meeting of a national working group was held in August 2018. A survey of local authorities will provide detailed data on access to home/school link workers, with further joint monitoring and co-ordination activity to follow in 2019.</p>
<p>A national Parental Engagement and Family Learning Action Plan <b>by June 2018</b> that will contain detailed next steps in relation to provision of guidance, workforce support, access to family learning, digital and research across 3-18.</p>	<p><b>Complete</b></p> <p>The action plan was published on 21 August together with Education Scotland's Review of Learning at Home. <a href="https://beta.gov.scot/publications/learning-together-scotlands-national-action-plan-parental-involvement-parental-engagement/">https://beta.gov.scot/publications/learning-together-scotlands-national-action-plan-parental-involvement-parental-engagement/</a></p> <p>The Action Plan contains over 50 actions across 13 goals. Themes include Parental Involvement (including digital), Parental Engagement, Equalities and Equity, Leadership and Skills and Evidence, Inspection &amp; Improvement (including research).</p>
<p>From parents' pre-inspection questionnaires, the percentage of parents who are satisfied with their child's progress with learning, and the quality of reporting about their child's progress as indicated across a range of measures/questions.</p> <p>Through the RICs, Education Scotland will provide advice and support staff to develop their</p>	<p><b>Complete</b></p> <p>Regional Advisors and Attainment Advisors have provided advice and support to schools and local authorities on understanding and using a range of evidence and data both to inform parents and to bring about improvements in the progress children and young people make in their learning.</p> <p>In 2019 and beyond, action on reporting to parents will be taken forward</p>

understanding and use of a range of evidence, data and information to bring about improvements in the progress children and young people make in their learning.	via the actions set out in the “Learning Together” Action Plan, published in August 2018.
Parents will be able to access an improved range of high-quality, easily accessible, school level data for parents <b>by August 2018</b> .	<b>Complete</b> Public access to an improved range of data (with supportive narrative) was made available on the SG school information dashboard, through a link from Parentzone Scotland in August 2018. <a href="https://education.gov.scot/parentzone/my-school/School%20information%20dashboard">https://education.gov.scot/parentzone/my-school/School%20information%20dashboard</a> .
Key national parental information/support campaigns (PlayTalkRead, Read, Write, Count) will be repositioned within a newly refocused “Parent Club” approach, designed more closely around parent support with children’s behaviour, practical support at home etc. This shift in approach will be implemented <b>up to Dec 2018 and beyond</b> .	<b>Complete</b> Read, Write, Count marketing and branding is now aligned with broader Parent Club messaging, design and tone. This was successfully implemented in the design of the parent guide which was included in gift bags distributed in September 2018. Read, Write, Count web content has now migrated to the Parent Club website. A joint campaign with Eat Better Feel Better under Parent Club is planned for January 2019.
Information and advice for parents on the annual data collection and the related messages on the importance of their role and supporting learning at home to be published on Parentzone Scotland website by <b>March 2018</b> .	<b>Complete</b> Content for parents was published on Parentzone Scotland in April 2018. This new content complements existing content on the NIF which covers the aims of the Framework, and information on assessing children’s progress. School level data is also available through the Parentzone Scotland site: <a href="https://education.gov.scot/parentzone/learning-in-scotland/nif-evidence-report">https://education.gov.scot/parentzone/learning-in-scotland/nif-evidence-report</a>
As part of the legislative changes to the 2006 Parental Involvement Act ( <b>due to be commenced 2019 at the earliest</b> ), there will be a new focus on schools’ responsibilities to provide simple, practical advice on learning in the home.	<b>Complete</b> As set out above, it was decided in June 2018 not to proceed with an Education Bill. Action is underway to strengthen and update the statutory guidance accompanying the Scottish Schools (Parental Involvement) Act 2006. The refreshed statutory guidance will provide the basis for further updates to best practice guidance.
Practical guidance to schools and Parent Councils will be <b>updated by 2019</b> to reflect an amended Parental Involvement Act. This is expected to include: <ul style="list-style-type: none"> <li>renewed focus on gender balance and equalities characteristics</li> <li>practical advice on how to ensure a substantive focus on improvement by Parent Councils</li> <li>practical advice on how to support engagement across the Parent Forum as a whole</li> <li>clear definitions of family learning and learning in the home.</li> </ul>	<b>Complete</b> As set out above, it was decided in June 2018 not to proceed with an Education Bill. Action is underway to strengthen and update the statutory guidance accompanying the Scottish Schools (Parental Involvement) Act 2006. The refreshed statutory guidance will include which to Parent Councils.
Scottish Government to work with the GTCS/ Scottish Education Workforce Council to review and improve the Initial Teacher Education and Continuing Professional Development offer to headteachers in relation to parental engagement. Detailed commitments will be contained a National Action Plan on Parental Engagement and Family Learning <b>by June 2018</b> .	<b>Ongoing</b> The Scottish Government and COSLA published the “Learning Together” Action Plan in August 2018. The plan contains a number of actions relating to workforce, professional development and skills which will be progressed in partnership with GTCS and other key partners during 2019.
Local authorities to update their engagement strategies to respond to the LA recommendations within the National Parent Forum’s Review of Parental Involvement and to consider cross-authority regional improvement strategies	<b>Ongoing</b> The Scottish Government and COSLA published the “Learning Together” Action Plan in August 2018. The plan includes a joint Scottish Government and COSLA commitment that local authority Parental Involvement Strategies will be reframed as strategies for involvement and engagement, with a commitment to review strategies every three

	<p>years.</p> <p>The plan also includes a Local Authority Implementation Statement. This statement contains commitments from local authorities to develop comprehensive, effective parental involvement and engagement strategies and to ensure that those strategies consider parents needs for advice, information and support.</p>
<b>Assessment of children's progress</b>	
<p>We will ensure that nurseries in the most disadvantaged areas in Scotland benefit from an additional teacher or degree qualified early learning and childcare professional from <b>August 2018</b>.</p>	<p><b>Ongoing</b></p> <p>The Scottish Government has fully funded 435 additional teachers or graduates, with all local authorities receiving at least 1 additional Full-Time Equivalent staffing resource. To support this, the Scottish Government has provided additional funding to support additional places for teacher training and the BA Childhood Practice award from August 2017. To ensure that this commitment benefits as many children as possible, local authorities have flexibility in how they allocate their additional teachers or graduates across settings - all local authorities have prepared Action Plans setting out how they plan to do this.</p> <p>The Scottish Government is committed to meeting the recurring costs of this commitment. up to £18 million has been allocated in 2018-19 to cover the additional staffing costs associated with delivering this commitment.</p>
<p><b>By August 2017</b>, we will develop and implement a package of support for all schools in Scotland to strengthen attachment, resilience and mental wellbeing in children and young people. This will be evidence-based and include interventions that support the link between physical activity and mental wellbeing.</p>	<p><b>Complete</b></p> <p>We have strengthened guidance on prejudice-based bullying, recording and monitoring, online/offline bullying, impact and outcomes of bullying. The Recording and Monitoring working group produced guidance for local authorities and schools on recording and monitoring bullying incidents. An Operational Support Group, chaired by the Association of Directors of Education, is supporting its implementation throughout 2018/19.</p> <p>The Bullying and Equalities Module on SEEMiS, the schools management information system, has been updated to reflect the new approach. This will allow appropriate training and advice to be implemented in those schools which have not previously been using the module. All schools and local authorities will have implemented the national uniform approach to recording and monitoring by August 2019.</p> <p>We have also begun work to update the Included, Engaged and Involved Part 1: attendance in Scottish schools guidance which promotes attendance and the management of absence for pupils in schools. The guidance focuses on the engagement of pupils, and support for attendance at school, to improve educational outcomes. It also draws together advice on good practice and establishes requirements regarding classifying and recording attendance and absence.</p>
<p>From <b>April 2017</b> an additional £100 million per annum will be allocated directly to schools on the basis of free school meals eligibility. This new funding will reach at least 95 per cent of schools in Scotland and will be supported by:</p> <ul style="list-style-type: none"> <li>• an operational framework which will support schools in their spending decisions and set out our approach to distribution, monitoring impact and reporting on improving individual children's progress;</li> <li>• development of a Scotland specific learning and teaching toolkit providing strategies which are proven to help to close the poverty-related attainment gap;</li> </ul>	<p><b>Complete</b></p> <p>In April 2018, a further £120m of Pupil Equity Funding (PEF) was allocated directly to schools for headteachers to spend at their discretion on additional staffing and resources targeted at closing the poverty-related attainment gap. Every council area is benefitting from PEF and for 2018/19 over 65% of schools in Scotland have been allocated funding for pupils in P1-S3. It is supported by:</p> <ul style="list-style-type: none"> <li>• PEF National Operational Guidance which sets the guidelines and supports schools to plan how they will most effectively invest their PEF allocation to improve the educational outcomes of children affected by poverty.</li> <li>• a Scotland specific learning and teaching toolkit providing strategies proven to help to close the poverty-related attainment gap was made available in February 2017.</li> </ul>

<ul style="list-style-type: none"> <li>a series of regional engagement events which every headteacher in Scotland will be invited to. These events will take place in <b>February and March 2017</b>. This will enable us to work with headteachers directly and give them advice and support on using pupil equity funding to close the poverty-related attainment gap in their context.</li> </ul>	<ul style="list-style-type: none"> <li>The 2<sup>nd</sup> series of seven PEF regional headteacher events took place in February and March 2018. These events – which every headteacher in Scotland was invited to attend - enabled the Scottish Government to work with headteachers directly and give them advice and support on using PEF to close the poverty-related attainment gap in their context.</li> </ul>
<p>We will continue to support the Scottish Attainment Challenge authorities and schools and a number of national programmes, including staffing supply and capacity, professional learning and school leadership with £50 million per annum from the Attainment Scotland Fund.</p>	<p><b>Ongoing</b> £50m of funding to support nine Scottish Attainment Challenge Authorities and 72 individual schools on the Schools Programme continues into 2018-19. Each authority and school develops annual improvement plans and reports, tailored to their own circumstances, detailing the actions they will take to close the poverty-related attainment gap, and their impact.</p>
<p>We will implement the Getting it Right for Looked After Children Strategy in full. We will take a tailored approach to young people who most need support, increasing positive destinations from school for care experienced young people by 4 percentage points per annum, resulting in parity <b>by 2021</b>.</p>	<p><b>Ongoing</b> Through our schools, it is important to recognise the needs of care experienced young people and the impact of trauma. It is anticipated that with the additional funding to schools from the Attainment Challenge and PEF that schools can improve the way they support children and young people who have been impacted by ACEs and improve support around mental and emotional health. Towards the end of secondary school, we will continue to focus on improving the outcomes for those with care experience through Developing the Young Workforce, our youth employment strategy, and the implementation of the recommendations of the Commission on Widening Access.</p> <p>In 2016/17, 81% of care experienced young people (looked after for the full year) were in a positive destination. In 2016/17, 94% of all school leavers were in a positive destination. Trend Analysis: Despite a small increase in 2016/17, the current figure of 81% remains in line with the baseline figures over the past 3 years but there is a slight trend towards an increased percentage in positive destinations. Analysis of Progress: Based on current figures, a 4% per annum increase would raise the % of care experienced leavers in positive destinations to 93.3% by 2021, resulting in parity as long as the percentage of all school leavers in positive destinations did not also increase. However, the 4% increase per annum has not been met so far and it is unlikely that the upward trend needed to reach parity will be achieved. Also, the percentage of all school leavers in positive destinations is also increasing, making this a moving target. The Getting It Right for Looked After Children and Young People Strategy sets out our national approach to improving outcomes for care experienced children and young people, and the Programme for Government details how we will continue to improve support and protection for our children and young people.</p>
<p>We will begin work in <b>2016/17</b> on a strategy for families with disabled children, linking to activity to develop the Child and Adolescent Health and Wellbeing Strategy.</p>	<p><b>Ongoing</b> The Scottish Government is in the final stages of developing an information resource to support disabled children, young people and their families as part of our commitment to equality for disabled children and young people in Scotland and ensuring that all children can achieve their potential.</p> <p>A consultation on the content of the resource ended in September 2018 and a report will be produced at the end of January 2019. Developing additional content at the request of respondents and those who attended the engagement events will ensure that the resource is a valuable information tool for young disabled people and their families/caregivers. We expect the writing of content to include parent groups and the Young Disabled People's Forum. A website and app will be developed and launched in Spring 2019.</p>

<p><b>From January 2017</b> we will implement the Making Maths Count report recommendations to encourage greater enthusiasm for, and a greater understanding of, the value of mathematics amongst children and young people, their parents, carers and the wider public.</p>	<p><b>Ongoing</b> The ten Making Maths Count recommendations are at different stages of implementation. A significant milestone was reached with the successful delivery of the second annual Maths Week Scotland in September 2018 with participation by schools in all local authorities. The Scottish Government and Education Scotland are working with a range of partners on delivering the recommendations and the National Profile-Raising Group for Mathematics, which continues to meet to monitor implementation.</p>
<p>We will drive forward the actions in our new Digital Learning and Teaching Strategy <b>throughout 2017</b>, with a view to delivering the Strategy's vision of using technology to improve attainment across the Curriculum in the next 3-5 years.</p>	<p><b>Ongoing</b> Curriculum guidance on Digital Literacy is now in place with delivery in schools being supported by Education Scotland. We continue to work with GTCS to ensure the refreshed professional standards for teachers are strengthened in relation to use of digital. In addition, SCDE are currently developing a framework to support consistency in digital provision in ITE. We will engage further with local authorities to better understand existing barriers to effective use of digital technology.</p>
<p>We will deliver the new Universal Pathway for Health Visitors including the new Child Health Reviews to support early intervention and prevention in those crucial early years. This work is already underway. <b>During 2017</b> and within the parameters of legislation, we will examine arrangements for information sharing to facilitate appropriate data sharing between professionals on children's progress from the early years onwards.</p>	<p><b>Ongoing</b> The Scottish Government continues to monitor the progress of implementation of the new Universal Pathway for Health Visitors including all Child Health Reviews to support early intervention and prevention in those crucial early years. We are working with NHS Boards to explore how uptake of the 27-30 month review can be further improved, and where variation in uptake across Scotland can be reduced.</p> <p>We know that there is no legal impediment to the sharing of information from the 27-30 month review with early years settings where there are concerns about a child. We know that this information sharing already happens in some cases – most commonly with parental consent. We need to make that information sharing more systemic in order to better support and protect our most vulnerable children. An Improvement Collaborative looking at elements of the Universal Health Visiting Pathway (including 27-30 month review) concluded in October 2018. We are now looking to share the learning from this and explore what further improvement activity is possible.</p> <p>We will do further work to build on examples of existing good practice both in improving uptake and addressing concerns identified, and testing how to work in partnership with parents to share appropriate and proportionate information with nurseries and early years partners. Good practice guidance will be influenced and refined in light of the work being taken forward by the Getting it Right for Every Child Practice Development Panel who are overseeing the development of a Code of Practice on information sharing.</p>
<p>We agreed requirements for standardised assessment for Gaelic Medium Education by <b>June 2017</b>. These assessments are being developed and will be available in early 2019.</p>	<p><b>Ongoing</b> In line with the Scottish National Standardised Assessments, we are ensuring that all relevant lessons learned from the "User Review" published in August are taken into account and applied to the Gaelic Medium National Standardised Assessments. We will roll out the Gaelic Medium assessments in 2019, to enable the Gaelic Medium Education sector to use online assessments this academic year.</p>
<p>We will provide moderation and support for teachers' professional judgement <b>from October 2016</b>; ensuring that practitioners have a common understanding of expectations in literacy and numeracy across all curriculum areas.</p>	<p><b>Complete</b> This action duplicates action being taken forward elsewhere by Education Scotland (see below). The commitment remains to provide the necessary support to improve further the consistency and effectiveness of moderation of teachers' professional judgement.</p>
<p>In <b>December 2016</b> we will publish plans for gathering information about the health and wellbeing of children and young people including</p>	<p><b>Complete</b> Ministers have agreed that work towards introducing a new Health and Wellbeing data collection of children and young people in late primary</p>

the data gathered at early years stages.	stages upwards should be progressed throughout 2018, with the aim of first conducting this exercise in the 2019/20 academic year. This was included in the Scottish Government's "A Research Strategy for Scottish Education" which was published on 18 April 2017.
We will develop a framework for educational interventions and strategies to improve attainment <b>in December 2016</b> , including practical strategies and approaches to building positive attitudes, confidence and capability in literacy and numeracy for all children and young people regardless of background and circumstance.	<b>Complete</b> Education Scotland have developed and published a framework for educational interventions and strategies. To enhance further this work the National Improvement Hub has been developed to support schools in the use of Pupil Equity Funding. It is based on a range of interventions and approaches that are currently being used in schools across Scotland.
We will appoint an independent Commissioner for Fair Access to act as a powerful voice for our most disadvantaged learners.	<b>Complete</b> The Commissioner for Fair Access was appointed in December 2016 and published his first annual report in December 2017. The Commissioner has also published a series of discussion papers on topics including contextual admissions, university league tables, retention, outcomes and destinations of students from deprived backgrounds.
We will ensure that <b>by 2030</b> , students from the 20 per cent most deprived areas make up 20 per cent of higher education entrants	<b>Ongoing</b> The Scottish Government accepted all 34 of the recommendations made by the Commission on Widening Access, including the 2030 target. Implementation is being overseen by the Access Delivery Group, which is chaired by the Minister for Further Education, Higher Education and Science. The Scottish Funding Council's University Outcome Agreement guidance has also been updated to reflect the Government's targets for progress.
We will retain the Education Maintenance Allowance (EMA) as an entitlement to ensure that school pupils, college students and young people on Activity Agreements from financially disadvantaged households can receive support to overcome any financial barriers to remain in learning.	<b>Ongoing</b> EMA is a demand-driven entitlement and Scottish Ministers continue to provide support to all young people who are eligible, and to help even more school pupils and college students continue their studies and fulfil their potential. The programme was expanded in January 2016 to increase household income thresholds and also include part-time college students for the first time.
We will continue to provide, through the Developing the Young Workforce programme, more opportunities for young people to experience high quality, work-related learning, and to gain vocational qualifications. We will increase the percentage of school leavers attaining vocational qualifications at SCQF level 5 and above by the end of school year <b>2020/21</b> .	<b>Ongoing</b> The Scottish Government has committed to further expansion of college provision for school pupils, including Foundation Apprenticeships. There has been a positive increase in the number of school leavers achieving vocational qualifications since the start of the programme. 7.3% of 2013/14 school leavers achieved a vocational qualification. This increased to 10.7% of school leavers in 2015/16 and increased again to 12.8% of 2016/17 school leavers.
Develop a range of national programmes and further extend the reach and impact of the Scottish Attainment Challenge.	<b>Ongoing</b> Additional funding from the Attainment Scotland Fund (ASF) to support teacher recruitment and development continues, part of the Scottish Attainment Challenge national programmes. £33m, over 3 years, Care Experienced Children and Young People funding stream was announced in June 2018 – the funding goes to authorities to improve educational outcomes of care experienced children and young people. Some funding from ASF was made available to support collaboration within and across the RICs to close the poverty-related attainment gap, including support to address rural specific issues.
Approach to research will also include working with all 32 local authorities to develop local action research based projects on closing the gap led by education psychologists.	<b>Complete</b> The second cohort of Action Enquiry SAC programme for Educational Psychologists commenced in January 2018. All Action enquiry reports are all complete and on our hub. <a href="https://education.gov.scot/improvement/research/Action%20enquiry%20research%20focussing%20on%20closing%20the%20poverty-related%20attainment%20gap%20centred%20on%20raising%20attainment%20in%20numeracy%20and%20mental%20health">https://education.gov.scot/improvement/research/Action%20enquiry%20research%20focussing%20on%20closing%20the%20poverty-related%20attainment%20gap%20centred%20on%20raising%20attainment%20in%20numeracy%20and%20mental%20health</a>
Consult on the design of assessment within the	<b>Complete</b>

qualifications system, working with the Assessment and National Qualifications Group.	The removal of mandatory unit assessment for National 5, Higher and Advanced Higher was announced in September 2016. Mandatory unit assessments have been removed from National 5 and Higher and preparations are underway for the removal of unit assessments from Advanced Higher from 2019/20 onward.
Making clear our expectations of the SQA, including the importance of listening and being open to the voices of learners, teachers and parents. We will ensure that the Chair regularly reports to Ministers on the improvements being made in relation to these matters. We will request that SQA outline in their annual corporate plan their strategic communications and engagement plans.	<b>Ongoing</b> SQA are taking steps to address how they communicate more effectively with stakeholders. A new chair took up post on 1 September 2017. Specific communications and engagement objectives have been added to the SQA Framework Agreement and Corporate Plan. Regular monthly meetings also take place between DFM and the Chief Executive of SQA, which the Chair now joins. Bi-annual meetings will also take place between DFM and the Chair. SQA have also met with representatives of the Teachers Panel to respond to their specific concerns.
Establish means of collecting any information not currently identified through existing data collection processes	<b>Complete</b> A wide range of additional information and data is now collected through the National Improvement Framework.
<b>From April 2018</b> , we will also draw upon the Care Inspectorate's inspections data to assess the extent to which graduate-level practitioners are improving outcomes for children.	<b>Ongoing</b> The Scottish Government is working with the Care Inspectorate to evaluate the impact of the commitment to delivering 435 additional graduates in nurseries in the most deprived areas. From April 2019, this will include a specific focus area for the inspection year on the influence and impact the role has had on the quality of provision and outcomes for children.
<b>From 2020</b> , we will also draw upon two additional health visitor assessments at 13 months and at around 54 months.	<b>Ongoing</b> Preparatory work is on track to enable data to be available from the 13-15 month and 4-5 years health visitor assessments by 2020.
<b>From 2021</b> , we anticipate a revised ELC census that will provide additional data on some of the drivers of children's outcomes. Work is ongoing in all of these data development areas. However, the main data gap is around health and wellbeing in the younger primary years. Recent evidence, particularly from Growing Up in Scotland (GUS), has highlighted the importance of quality to ensure better outcomes for children. It showed that the most important factor is that early learning and development is delivered by a profession that is dedicated to the care, learning and development of our youngest children. This is being drawn upon in taking forward actions from the ELC Quality Action Plan.	<b>Ongoing</b> Preparatory work is on track to enable data on number of hours spent in ELC, which is a driver of child outcomes, to be available from the ELC census by 2021  Data is currently available on the wellbeing of children at age 27-30 months. This information can be used to support children and their families when additional support is required, using a joined up approach in the spirit of GIRFEC.  Health and wellbeing data is available at aggregate level for 4-12 year olds through the Scottish Health Survey; and we are developing a new Health and Wellbeing Census that will provide data for P4 upwards.
A wide range of activity is underway across Scottish schools, supporting teachers to improve literacy and numeracy. Identifying and promoting good practice and innovation will be vital in further raising attainment, promoting excellence and equity and in appraising what makes a difference.	<b>Complete</b> Education Scotland have a number of initiatives in place to support practitioners, including: benchmarks; support for teacher judgement on achievement of levels; sharing good practice through the national numeracy and mathematics hub, the mathematics principle teacher and faculty heads network and the national literacy network; the promotion of the literacy across learning resource; development of a new self-evaluation framework for ITE providers.
Parental involvement and enjoyment of literacy and numeracy is being promoted through the Read, Write, Count initiative, the First Minister's Reading Challenge, Maths Week, and the Deputy First Minister's Holiday Maths Challenge.	<b>Ongoing</b> These programmes continue to develop and expand to support a wider range of children, young people and parents. The FMRC is now open to secondary schools, public libraries and community groups in addition to primary schools. RWC continues to support universal gifting to families of P2 and P3 children, a social marketing campaign to encourage parental engagement, targeted outreach sessions, and support for P4-7 in areas of high deprivation. The DFM's Maths Challenge is issued to P6 pupils and their families prior to specific holiday periods. The second Maths Week Scotland took place in September with schools in all local

	<p>authorities participating. Literacy, numeracy and parental engagement are supported in the early years through Play Talk Read, Bookbug, and Play at Home, as well as expansion of ELC to all 3 &amp; 4 year olds and entitled 2s.</p>
<p>Consideration of options for driving improvements in literacy and numeracy has been included in the draft work plan of the Curriculum and Assessment Board.</p>	<p><b>Complete</b> The March 2018 meeting of the Curriculum and Assessment Board considered performance data, activity and interventions relating to driving improvement in literacy and numeracy. Following the meeting the Scottish Government and Education Scotland are taking forward work to further evaluate the support for literacy and numeracy learning with focus on supporting capacity and confidence amongst practitioners.</p>
<p>BISSR 2016 has been signed off by members of the Scottish Advisory Group on Relationships and Behaviour in Schools (SAGRABIS) and the final report was published on 12 December 2017. Scottish Government and SAGRABIS will issue a joint response to the report's findings which sets out priority actions for local authorities, schools, Scottish Government and SAGRABIS members to undertake.</p>	<p><b>Complete</b> The Scottish Government and SAGRABIS published an agreed response to the findings of BISSR 2016 in June 2018. The response includes a number of actions for Government, Education Authorities and schools to take forward. <a href="https://beta.gov.scot/publications/developing-positive-whole-school-ethos-culture-relationships-learning-behaviour/">https://beta.gov.scot/publications/developing-positive-whole-school-ethos-culture-relationships-learning-behaviour/</a></p>
<p>Education Scotland are currently undertaking a review of Personal and Social Education in schools. The review commenced in July 2017 and is split into 3 phases. Phase 1 – a literature review of guidance available to teachers – was completed <b>in August 2017</b>. Phase 2 commenced in October 2017 and is expected to be complete <b>by spring 2018</b>. Phase 3 – which analyses findings and develops recommendations is expected to commence in June 2018. It is expected that the overall review will be completed <b>by the end of 2018</b>.</p>	<p><b>Ongoing</b> Phase 1 of the Scottish Government PSE Review was completed in August 2017 and was refreshed in September 2018, to ensure that all relevant materials were included. Education Scotland completed the Thematic Inspection of PSE Delivery in schools in May 2018 and the final Inspection report was published on 28 August 2018 <a href="https://www.gov.scot/publications/schools-personal-and-social-education-review/">https://www.gov.scot/publications/schools-personal-and-social-education-review/</a>  Phase 3 has focused on stakeholder engagement to draw in additional views to the Thematic Inspection in order to inform the final report and suite of recommendations. The final report is on track to be delivered before the end of 2018.</p>
<p>The 15-24 Learner Journey Review has been underway throughout 2017, looking at how to make young people's learning from 15-24 more relevant, coherent and effective. The outcomes from Stage 1 of the review will be published in 2018, with options for future implementation.</p>	<p><b>Complete</b> Learner Journey Review 15-24 published on 10/05/2018. The Review made 17 recommendations, grouped under five broad themes. A Scottish Government Directors' group has been established to oversee delivery of implementation, and officials are working with national and local partners to scope the work necessary to deliver all 17 recommendations. Published review: <a href="https://www.gov.scot/Resource/0053/00535273.pdf">https://www.gov.scot/Resource/0053/00535273.pdf</a></p>
<p>Continue to support use of the Insight senior phase benchmarking tool at local level to secure improvements in learner outcomes through the provision of ongoing training and support from the Insight Professional Adviser Team and newly established network of local authority Insight leads – <b>ongoing</b>.</p>	<p><b>Ongoing</b> The Insight Professional Adviser Team (comprising two senior educationalist secondees from local authorities) have provided dedicated support to schools and local authorities to enhance their understanding and usage of the data within Insight, in their local context. The Team also provides a means for users to feedback to the Insight team with ideas for refinements to the tool and suggestions on what kind of learning opportunities would be most useful.  In 2019, the Team will focus on strengthening links with the BGE benchmarking tool and data leads from the RICs while continuing outreach work to ensure maximum use of the tools across Scotland.</p>
<p>Two significant areas of development are underway. The first is to improve the data set by including employment data. Scottish Government and SDS are working with HMRC to develop solutions that will allow individual level employment data to be shared to support service delivery and service reform. The aim is to have</p>	<p><b>Ongoing</b> The Scottish Government is on track to test the proof of concept with SDS and HMRC by the beginning of 2019. Legal gateways are now agreed and we are now working on data sharing agreements. Timescales have slipped due to challenges with setting up the data sharing arrangements. A decision will then be made on whether we take this further based on the benefits achieved from accessing individual</p>

these arrangements in place <b>by Autumn 2018.</b>	level tax information and the costs involved for full implementation.
The second is ongoing capacity building with partners who access the data set to help them understand the breadth of information available, how to best interrogate it and how to use it to challenge service delivery and planning. SDS is leading on this work with local authorities and colleges with support from the Scottish Government.	<p><b>Ongoing</b> SDS continue to lead and progress ongoing engagement with local authorities and colleges with a particular focus on the Opportunities for All shared dataset; which includes school leavers but covers a broader cohort of young people aged 16-24. This is being achieved through regular engagement with partners which helps them to better understand the breadth of information available, how to best interrogate it and how to use it to support service delivery and planning.</p>
Education Scotland will work with RICs to support leaders and practitioners to identify and use effective learning, teaching and assessment strategies which promote inclusive practices, improve achievement and raise attainment aligned with regional improvement plans.	<p><b>Ongoing</b> Education Scotland continues to deploy six Regional Advisors, one for each RIC to support and challenge Regional Leads and workstream leads.</p> <p>Phase two plans were submitted to the Chief Inspector by 3 September 2018 and Education Scotland has now completed its review of them. The review process included a series of roundtable meetings convened by Education Scotland. These involved Education Scotland Regional Advisors and senior staff along with RIC Leads. They provided a valuable opportunity for RIC Leads to familiarise themselves with others' plans and for rich, robust professional dialogue for the purpose of peer support and challenge and the sharing of good practice.</p>
<p>To ensure further improvement in levels of service delivery, SDS is:</p> <ul style="list-style-type: none"> <li>• working with schools and authorities to improve the participation measure; and</li> <li>• engaging in activities to include learners with additional support needs, disengaged learners and mainstream learners in all services.</li> </ul>	<p><b>Ongoing</b> SDS is into the third year of this new enhanced offer from Aug 2018 and it is now fully embedded. SDS is tracking the uptake in each school. The core elements to SDS's school partnership agreement are agreed with each individual secondary school. The SDS offer now begins in P7/S1 and involves general group work to develop career management skills. SDS Careers Service in schools incorporates a needs matrix used from S2 where those most at risk of not finding a positive destination are provided with enhanced support levels from S3 – S6. Every customer's needs are assessed and validated. Targeted one to one support is provided to those vulnerable groups and includes needs and skills assessments, career development planning, and reviews of progress towards the individuals' aspirations. The needs matrix includes the selection of those with additional support needs, including young disabled people and those who are care experienced.</p>
Education Scotland will continue to provide support to improve the consistency and effectiveness of moderation of teachers' professional judgement further across the country.	<p><b>Ongoing</b> The Quality Assurance and Moderation Support Officer (QAMSO) programme completed a second year in June 2018, with evaluative evidence suggesting that teachers are becoming increasingly more confident about making judgements around Curriculum for Excellence levels within the broad general education as a result.</p> <p>The 2017/18 programme included the introduction of the sharing of standards in reading, as well as numeracy and writing from 2016/17. The programme continues to develop based directly on feedback from the profession, with the introduction of listening and talking planned for session 2018/19, as well as more of a focus on QAMSOs who have already undergone training being supported to lead moderation activities within their local area. The moderation hub continues to be updated with relevant supports for teachers.</p>
Three Developing the Young Workforce (DYW) Regional events for Directors of Education and College Principals are being delivered jointly by SFC and SG in order to consider barriers to growing school college vocational pathways. The outcome of these events will determine next steps, to include consideration of any additional	<p><b>Ongoing</b> The 3 regional events took place at the end of 2017. As follow up, a joint letter from SFC and SG was issued setting out expectations around school collaboration and outlining next steps. An action plan has been agreed by SFC and SG.</p> <p>The intensification of the outcome agreement process is underway.</p>

<p>measurements required.</p> <p>The Outcome Agreement process has been intensified, ensuring expectation of greater collaboration within regional partnerships and a step change in provision of vocational programmes in the senior phase. Expansion will be captured under current SFC measurements.</p>	<p>The expansion of vocational pathways is ongoing.</p> <p>Four follow up events are planned for early 2019 to consolidate and to review progress.</p>
<p>A network of 21 Regional DYW Groups have been established to bridge the gap between employers and education. This network also links with the network of DYW local authority leads.</p> <p>A formative evaluation of 4 of these Regional DYW groups will be undertaken in 2017/18 to support the continuous improvement of the network, providing recommendations for areas of improvement across all Regional Groups, including driving and measuring performance and creating efficiencies.</p>	<p><b>Ongoing</b></p> <p>The network of Regional DYW groups has been replaced by a joint network that brings together the DYW regional leads with the local authority/college DYW leads</p> <p>The report of the evaluation was published on 15 November 2018.</p>
<p><b>School Improvement</b></p>	
<p>We will remove mandatory unit assessments for National 5, Highers and Advanced Highers on a phased basis over a three-year period from school year <b>2017/18</b>. This will reduce workload for teachers and young people.</p>	<p><b>Ongoing</b></p> <p>The removal of mandatory unit assessment for National 5, Higher and Advanced Higher was announced in September 2016. Mandatory unit assessments have been removed from National 5 and Higher, and preparations are underway for the removal of unit assessments from Advanced Higher from 2019/20 onward.</p>
<p>From <b>January 2017</b>, we will work with teachers and local authority colleagues to gain a clear understanding of Curriculum for Excellence achievement of a level data and senior phase assessment data available through Insight. Using this data we will work together to drive improvements in learner outcomes at local level, particularly through the Children and Young People Improvement Collaborative.</p>	<p><b>Ongoing</b></p> <p>The Insight benchmarking tool continues to support the evaluation of improved outcomes for young people in the senior phase and is contributing to understanding the impact of curriculum design in the Broad General Education. Work is ongoing to increase capacity and capability across Scotland's professional education sector in the use of Insight, as well as helping to inform and embed school improvement activity at local level. In addition a review and refresh of the technical manual and associated materials ('deep dives') available to support professionals is being undertaken with improvements being delivered incrementally from September 2018 through September 2019. A BGE Benchmarking Tool has also been rolled out allowing schools, local authorities and RICs to analyse achievement of CfE level data in a consistent way, using a number of pupil characteristics considered to have an influence on attainment.</p>
<p>Throughout <b>2017</b>, we will intensify our programme for reducing workload in schools based on ideas contributed by teacher associations and other partners in education. Inspection teams will continue to challenge unnecessary bureaucracy and offer practical assistance to schools and local authorities including supporting the use of school improvement planning to tackle bureaucracy by <b>June 2017</b>.</p>	<p><b>Ongoing</b></p> <p>Education Scotland continue to challenge unnecessary bureaucracy within schools and local authorities, particularly in areas such as planning and reporting.</p>
<p>School inspections and other Education Scotland evaluative activity will, from <b>September 2016</b>, be more focused on the priorities within the National Improvement Framework. We will gather evidence on the quality of learning, teaching and assessment, progress in raising attainment and achievement, and the leadership of change through school inspection.</p>	<p><b>Complete</b></p> <p>Of the 121 schools across primary, secondary and special provision inspected as part of the sample for the NIF between August 2017 and June 2018. Each inspection to gather robust evidence on the quality of learning, teaching and assessment, progress in raising attainment and achievement, and the leadership of change. Evidence from inspections informs the NIF interactive evidence report.</p>
<p>Inspections in early learning and childcare</p>	<p><b>Complete</b></p>

<p>settings, schools and learning communities will contribute to professional learning and capacity building to support the implementation of Curriculum for Excellence; and provide evidence on implementation by <b>June 2017</b>.</p>	<p>Inspection teams carry out professionals dialogue to support continuous improvement. This takes place with staff, pupils, parents and partners. Dialogue with senior leaders is a daily part of work to understand the context of the school and to provide appropriate support and challenge for continuous improvement. Dedicated time for professional dialogue with practitioners and teachers is built into each inspection model, providing specific time for inspectors to support and challenge the thinking of teachers and practitioners and help them plan next steps for improvement.</p> <p>Education Scotland and the Care Inspectorate continue to work together to develop a single shared inspection model for early learning and childcare..</p>
<p>Developing the Young Workforce will continue to be a focus of inspection and review activity across all sectors. In school year <b>2016/17</b> there will be a specific focus on how well the Career Education Standard (3-18) and the Work Placements Standard are being implemented.</p>	<p><b>Ongoing</b> Evidence on how well the Career Education Standard and the Work Placement Standard are being implemented continues to be gathered and discussed within relevant inspections. These data are regularly reviewed, analysed and shared with relevant colleagues.</p>
<p>In <b>September 2017</b>, we will gather information from 2016/17 school inspections and other evaluative activity on the quality of learning, teaching and assessment, progress in raising attainment and achievement, and the quality of partnerships.</p>	<p><b>Complete</b> HM Inspectors evaluate the quality of learning, teaching and assessment; progress in raising attainment and achievement; and the quality of partnerships in all NIF inspections.</p>
<p>We will extend the reach and impact of the Attainment Advisers, through regional alignment, to promote collaboration and joint delivery across local authorities from <b>October 2016</b>. Using the data available from the Framework, the Attainment Adviser team will work directly with schools where they can make the biggest difference to accelerate efforts to close the gap. Educational leadership of the programme will be extended through a new Chief Adviser role.</p>	<p><b>Ongoing</b> Education Scotland has been working to strengthen the collaboration between and across local authorities and regional collaboratives through the Attainment Advisers. Different models of practice are being considered and developed to ensure maximum benefit to schools and RICs. Attainment advisors are supporting and continuing to encourage collaborative working. An online Scottish Attainment Challenge Community continues to be used to encourage the sharing of ideas and projects.</p>
<p>We will develop by <b>June 2017</b> a new Standards and Evaluation Framework, which will set out clear expectations for schools and the focus and frequency of school inspection.</p>	<p><b>Complete</b> The standards and evaluation framework was published on Education Scotland's website on 20th April 2018. <a href="https://education.gov.scot/what-we-do/inspection-and-review/Standards-and-evaluation-framework">https://education.gov.scot/what-we-do/inspection-and-review/Standards-and-evaluation-framework</a></p>
<p>We will, by the <b>end of 2017</b>, support the publication of school-level reporting for parents and communities against their own action plans.</p>	<p><b>Complete</b> Education Scotland has published guidance to support school-level reporting for parents and communities. This brief guidance offers advice to schools for annual standards and quality reporting. The paper underlines the requirement in statute for schools to work with parents and other partners, to prepare this report taking into account national priorities as outlined in NIF, SAC and PEF. It builds on the advice on improvement planning which was published in December 2017. <a href="https://education.gov.scot/improvement/self-evaluation/annual-reporting">https://education.gov.scot/improvement/self-evaluation/annual-reporting</a></p>
<p>Working in partnership with local authorities and partners to develop the shape and composition of the RICs. We will ensure that the experience of current and emerging partnership working informs the establishment of RICs.</p>	<p><b>Ongoing</b> All 6 RICs have delivered their first full Regional Improvement Plans in September 2018 (following initial, interim plans in January). We are supporting delivery of those plans through additional grant funding from Scottish Government and the provision of expert support from Education Scotland to each. SG funding will support each RIC to further develop its dedicated regional capacity for improvement and collaboration, thereby extending the reach, visibility and impact of the RICs during the current school year.</p>

<p>Provide a clear vision and framework within which effective school level collaboration can take place. We will work with partners to develop this framework and support development of resources and tools to support collaborative approaches in the classroom. As part of their inspection process Education Scotland will look at how schools and establishments are working collaboratively with others and we will share evidence about what works.</p>	<p><b>Ongoing</b> Initial scoping discussions held with ES and policy contacts. Outline options for commissioning joint work with ES and local government to follow by end 2019, to align with continued RIC development and deliver output recommendations in spring 2019. Potential testing prior to availability for 2019/20 school year (expected date amended accordingly).</p>
<p>Support schools and establishments to work together in a learning journey cluster to develop a 3-18 curriculum offer, support transitions and clearly focus on outcomes. We will also support schools and partners in working to support transitions to a positive destination as part of their wider learner journey.</p>	<p><b>Ongoing</b> This commitment is linked to the one immediately above. It will be delivered through that activity and through further development of RIC support to schools.</p>
<p>Working with Education Scotland and the Care Inspectorate to develop a single shared inspection model for early learning and childcare and a commitment that each institution will only be subject to a single inspection per cycle.</p>	<p><b>Ongoing</b> Inspection of early learning and childcare is undertaken by both Education Scotland and the Care Inspectorate. Currently Education Scotland undertakes inspections for all educational establishments, including education in early years settings while the Care Inspectorate inspect care and social care settings. Education Scotland and the Care Inspectorate undertake joint inspections where an establishment is providing care and education for example early learning provision or schools with residential accommodation. Joint work to further enhance the single shared inspection model for early learning and childcare is ongoing.</p>
<p>Consulting on an approach to fair funding, as set out in the consultation paper published alongside the Next Steps publication.</p>	<p><b>Complete</b> The Scottish Government established a Funding Reference Group with COSLA and ADES. A consultation on these proposals was undertaken in summer/autumn 2017 and around 100 responses were received. A summary was published in Feb 2018.</p> <p>Agreement with local government on the final policy (to revise Devolved School Management guidelines) was announced in June 2018.</p>
<p>Developing an approach to funding that truly empowers schools, and provides the framework of support which schools need, based on the outcome of the consultation.</p>	<p><b>Ongoing</b> Work is underway with local government to co-produce new revised Devolved School Management guidance, led by a local government secondee and expected to be published in 2019.</p>
<p>Education Scotland will support leaders and practitioners to develop their skills in providing professional learning for others through the RICs which is focused on learning, teaching and assessment in and across curriculum areas and sectors.</p>	<p><b>Ongoing</b> Education Scotland has delivered professional learning to senior leaders in assessment and moderation in the RICs. This is in addition to the support to leaders and practitioners within the Quality Assurance and moderation support officer (QAMSO) events. Local authority assessment coordinators received a range of information support assessment and moderation in and across curriculum areas.</p> <p>Education Scotland has delivered a range of events on Benchmarks across curriculum areas as part of assessment and moderation support. Practitioners and leaders are supported further in assessment and moderation through the suite of materials on the National Moderation Hub.</p>
<p>Education Scotland will promote collaborative practitioner enquiry in and across services and regions to support leaders and practitioners to drive innovation and improvement in learning and teaching.</p>	<p><b>Ongoing</b> Two cohorts of teachers (166 in total) have now completed the SCEL Teacher Leadership programme, in sessions 2016/17 and 2017/18, with a third cohort of 201 teachers beginning in August 2018. The programme is focused on practitioner enquiry. SCEL launched a prototype programme in session 2017/18 programme which focused on Supporting Teacher Leadership, aimed at those supporting teachers to</p>

	engage in enquiry and take enquiring approaches. This cohort concluded in October 2018 with a second cohort commencing in November 2018.
Professional learning materials for schools linked to improving learning, teaching and assessment are planned for inclusion on the National Improvement Hub by the <b>end of March 2018</b> .	<b>Complete</b> Professional learning materials to support learning, teaching and assessment have been published within GLOW and on the National Improvement Hub. The Moderation Hub on GLOW is a virtual learning environment delivering career-long professional learning on all aspects of moderation. Teachers require to use their GLOW login to access these materials. The moderation cycle is also published on the national improvement hub: <a href="https://education.gov.scot/improvement/learning-resources/The%20Moderation%20Cycle">https://education.gov.scot/improvement/learning-resources/The%20Moderation%20Cycle</a> .  Materials to support schools in improving approaches to self-evaluation for self-improvement were published on the National Improvement Hub.
Education Scotland is committed to working with local authorities and schools through RICs <b>during 2017/18</b> , to help them further develop the use of data to continually raise attainment and achievement and close the poverty-related attainment gap.	<b>Ongoing</b> Education Scotland has put in place a Regional Advisor to work with each of the six regional improvement collaboratives. Each advisor continues to engage with the regional improvement lead to take forward regional improvement planning. Regional Advisors have worked with regional leads to review scrutiny and attainment data. These reviews were used to inform phase two regional improvement planning.
We refreshed and released updated guidance on managing school exclusions 'Included, Engaged and Involved Part 2' in June 2017. We plan to undertake a review of 'Included, Engaged and Involved Part 1' in January 2018, with the aim of publishing findings by October 2018.	<b>Ongoing</b> We have formed a Working Group comprising of members of SAGRABIS to review 'Included, Engaged and Involved Part 1', which met for the first time in April 2018. The review has identified a number of revisions to the document which have required an extension to the timescale for completion. It is anticipated that the review of this work will conclude by the end of 2018. A series of engagement sessions with key stakeholders are now planned for February 2019, with publication of the document to follow shortly after
Education Scotland is committed to working with local authorities and schools through RICs during 2017/18 to improve school self-evaluation further and continue to build capacity for improvement in these areas.	<b>Complete</b> Education Scotland continues to link with each of the 32 authorities through teams of link attainment advisors and area lead officers.  Education Scotland continues to plan and deliver (at both local and regional level) capacity building activities which are helping to improve school self-evaluation and build capacity for improvement. Participants have evaluated these events very positively.
Education Scotland is committed to working with local authorities and schools through RICs during 2017/18, to continue to improve the capacity of staff to self-evaluate for improvement.	<b>Complete</b> As above, Education Scotland worked with schools, local authorities and RICs throughout the 2017/18 session.
Education Scotland will continue to support the effective use of funding to raise attainment and close the poverty-related attainment gap.	<b>Ongoing</b> Attainment Advisors, Area Lead Officers and Regional Advisors have provided ongoing support and challenge to schools and local authorities to raise attainment and reduce the poverty-related attainment gap through the challenge authorities, schools programme and universal support.  PEF events were planned and run jointly between SG/ES/RIC. These events were effective in enabling participants to hear key messages about the SAC programme nationally. This was complemented by presentations from the EEF and RIC lead. Sharing practice sessions enabled participants to hear about emerging practice in the use of PEF and initial evidence of impact on learners. A key success of these events was working with RICs to provide a regional perspective on next steps for further improvement. Through session 2018/19 there will be an increased focus on effective use of PEF funding

	through universal authorities and use of the PEF Care Experienced Fund.
We will obtain a detailed report from the Digital Schools Award Scotland Framework which will provide an insight into progress for those schools registered as well as the areas in which schools are having difficulty and require further support. This will be used to influence the Digital Learning and Teaching programme for 2018/19.	<b>Complete</b> Education Scotland have obtained a report from DSAS which highlights key areas of success and areas where further support is required. That information is being analysed and considered and will help to inform the direction of the Digital Learning and Teaching Programme. Education Scotland remain in close contact with DSAS and will continue to obtain monthly reports on progress across the framework.
As part of the Early Learning and Childcare Expansion Blueprint Action Plan for 2017-18 we committed to providing dedicated support to local authorities to assist them in improving uptake amongst eligible 2 year olds.	<b>Complete</b> Working with the Children and Young People Improvement Collaborative ( <a href="https://beta.gov.scot/policies/improving-public-services/children-and-young-people-improvement-collaborative/">https://beta.gov.scot/policies/improving-public-services/children-and-young-people-improvement-collaborative/</a> ), the Scottish Government is supporting 9 local authorities in an 'Improvement Practicum' focused on uptake of the entitlement of funded ELC for 2 year olds. This will run from September 2018 until September 2019.  We are also considering other ways to disseminate the results of this work and other examples of good practice across Scotland as part of the ongoing work in the 2 year old offer national project.
We are also exploring options through UK legislation to enable the sharing of data by DWP and HMRC to allow local authorities to identify eligible families. This should assist with increasing registrations of 2 year olds.	<b>Ongoing</b> Scottish Government officials continue to work with internal colleagues and with UK Government counterparts to identify legal and proportionate ways to share data on eligible populations with Scottish local authorities.  The Scottish Government is also in discussion with agencies and services that work directly with parents (including for example DWP and Health Visitors) to explore how information on the 2 year old entitlement can be passed on to eligible families and to see where/if application processes can be simplified.
<b>Performance information</b>	
From <b>February 2017</b> , we will roll out training in the use of the standardised assessment tool to equip teachers with the necessary data literacy skills to identify areas for improvement.	<b>Ongoing</b> Tailored training packages for local authorities have been developed with SCHOLAR, who are part of the ACER partner group delivering the Scottish National Standardised Assessments. Two courses have now been increased to five including new courses on using SNSA data for improvement and a focus on ASN. Training is taking place across all 32 local authorities in 2018/19 at times agreed with individual local authorities to ensure they have the training they need at the time they need it.
We will publish by December 2016 a research strategy that makes clear the gaps in our evidence base and how these gaps will be filled. We will continue to extend the use of research to underpin the interventions and strategies used in classrooms to close the gap as part of the research strategy. This will include the creation of a national forum for academics and practitioners to come together to ensure that cutting-edge evidence is being implemented in practice, informed by the International Council of Education Advisers.	<b>Complete</b> The Research Strategy for Scottish Education was published in April 2017. A range of research projects are underway – details of this activity are set out in Annex A. Both the Strategy's National Advisory and Academic Reference Groups have now met twice, with further meetings planned for January and April 2019.
We will review the learning journey for all 16-24 year olds to ensure that education provision for young people is as effective and efficient as possible and provides more stepping stones for those needing most support from <b>September 2016</b> .	<b>Complete</b> Learner Journey Review 15-24 published on 10/05/2018. The Review made 17 recommendations, grouped under five broad themes (information, advice & support, provision, alignment, leadership and performance). A Scottish Government Directors' group has been established to oversee delivery of implementation, and officials are working with national and local partners to scope the work necessary to deliver all 17 recommendations. Published review:

	<a href="https://www.gov.scot/Resource/0053/00535273.pdf">https://www.gov.scot/Resource/0053/00535273.pdf</a> .
We will consider further evidence in particular from early years, Developing the Young Workforce and on health and wellbeing to use in the National Improvement Framework by December 2017.	<b>Complete</b> The National Improvement Framework now brings together a broader range of evidence, including on early years, Developing the Young Workforce and health and wellbeing. This evidence, and the full range of NIF data is available via the NIF Interactive Evidence Report.
We will publish a draft information 'dashboard' covering the broad general education by <b>summer 2017</b> , making detailed performance information available to teachers and local authorities.	<b>Ongoing</b> The school information dashboard was launched on Parentzone Scotland on 29th August 2018. This provides information on state funded schools (primary, secondary, special) to the general public.  The BGE tool is now available to schools, and the Professional Adviser provides dedicated support to schools and local authorities to enhance their understanding and usage of the data within the BGE tool in local context, and gathers feedback from users on the use of the tool, ideas for refinements to the tool, and suggestions on what kind of learning opportunities would be most useful. This outreach work will continue throughout 2019,  We will review the use of the BGE tool in the latter part of 2019, once users have had chance to use the tool. We will also review if, and how, the BGE tool should be used alongside Insight to describe the complete learner journey,
We will take steps to ensure initial teacher education prepares students to enter the profession with consistently well-developed skills to teach areas such as data literacy. Education Scotland are developing a self-evaluation framework for universities to use. This will highlight effective practice and be available in <b>2017/18</b> .	<b>Complete</b> Education Scotland in partnership with the Scottish Council of Deans of Education and GTCS developed a self-evaluation framework to support universities to demonstrate the quality of learning and teaching in the priority areas of literacy, numeracy, health and wellbeing and additional support needs. This was made available in June 2018.
Accelerate efforts to share what is working to close the gap through the new National Improvement Hub and through a new network of empowered leaders. Develop a space on the Hub to showcase what is working across Scotland updated regularly by the Attainment Advisers.	<b>Complete</b> Attainment Advisors are working closely with local authority SAC project leads to promote and share examples of what is working via the NIH. These are tagged 'Scottish Attainment Challenge' so that they can be found easily on the hub. A review of NIH items has recently been undertaken to ensure the examples are refreshed and reflect current practice. Plans are underway to develop a 'live narrative' approach which will be more interactive for users.  A new group to review all Education Scotland publications on the NIH is currently being formed. The remit of this group will be to ensure that Education Scotland digital content is reviewed, refreshed and remains relevant for users. A number of HT focus groups took place over the course of session 2017/18 and the feedback from this has been used to identify priority next actions to showcase what is working across Scotland.

## References and useful links

Assessing Children's Progress – information for parents and carers

<https://www.gov.scot/publications/assessing-childrens-progress-guide-for-parents-and-carers/>

Curriculum for Excellence [https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-\(building-from-the-statement-appendix-incl-btc1-5\)/What%20is%20Curriculum%20for%20Excellence?](https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/What%20is%20Curriculum%20for%20Excellence?)

Curriculum for Excellence: Building the Curriculum 5: A Framework for Assessment, Scottish Government, February 2011, ISBN: 978-0-7559-9941-5 (web only)

<https://www.education.gov.scot/Documents/btc5-framework.pdf>

Developing the Young Workforce – Scotland's Youth Employment Strategy, Scottish Government, December 2014, ISBN 978-1-7854-4033-5 <https://beta.gov.scot/publications/developing-young-workforce-scotlands-youth-employment-strategy/>

Education Working for All! : Commission for Developing Scotland's Young Workforce Final Report, Scottish Government, June 2014 ISBN 978-1-7841-2523-3

<https://beta.gov.scot/publications/education-working-commission-developing-scotlands-young-workforce-final-report/>

Empowering teachers, parents and communities to achieve Excellence and Equity – a governance review

<https://beta.gov.scot/publications/empowering-teachers-parents-communities-achieve-excellence-equity-education-governance-review/>

GIRFEC <http://www.gov.scot/Resource/Doc/1141/0065063.pdf>

Health and Wellbeing in Curriculum for Excellence

<http://www.gov.scot/Topics/Education/Schools/HLiv>

How Good is Our School? 4th edition, Education Scotland, September 2015, ISBN 978-0-7053-1889-1

[https://education.gov.scot/improvement/Documents/Frameworks\\_SelfEvaluation/FRWK2\\_NIHeditHGIOS/FRWK2\\_HGIOS4.pdf](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf)

Insight <http://www.gov.scot/insightbenchmarking>

International Council of Education Advisers <https://beta.gov.scot/groups/international-council-of-education-advisers/>

OECD Education Policy Outlook 2015, Making Reforms Happen

<http://www.oecd.org/edu/education-policy-outlook-2015-9789264225442-en.htm>

OECD Report Improving Schools in Scotland: An OECD perspective

<http://www.oecd.org/edu/school/improving-schools-in-scotland.htm>

Parental Involvement Act: [https://education.gov.scot/parentzone/getting-involved/Scottish%20Schools%20\(Parental%20Involvement\)%20Act](https://education.gov.scot/parentzone/getting-involved/Scottish%20Schools%20(Parental%20Involvement)%20Act)

Parent Communications Plan <https://beta.gov.scot/publications/national-improvement-framework-parent-communication-plan/>

ParentzoneScotland <https://education.gov.scot/parentzone/>

Scottish Attainment Challenge

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

Synergies for Better Learning: An International Perspective on Evaluation and Assessment, OECD Reviews of Evaluation and assessment in Education, Organisation for Economic Development (OECD), April 2013, OECD Publishing, Paris ISBN: 9789264190641

<http://www.oecd.org/edu/school/synergies-for-better-learning.htm>

Teaching Scotland's Future <http://www.gov.scot/Publications/2011/01/13092132/0>

Education (Scotland) Act 2016 <http://www.legislation.gov.uk/asp/2016/8/contents/enacted>

Education Governance: Next Steps – Empowering our teachers, parents and communities to deliver excellence and equity for our children <http://www.gov.scot/Resource/0052/00521038.pdf>

Empowering Schools: A consultation on the provisions of the Education (Scotland) Bill

<https://www.gov.scot/publications/empowering-schools-consultation-provisions-education-scotland-bill/>

Standards in Scotland's Schools etc. Act 2000 statutory guidance :

<https://www.gov.scot/publications/statutory-guidance-standards-scotlands-schools-etc-act-2000-9781786528759/>

Growing Up in Scotland: Father-child relationships and child socio-emotional wellbeing

<http://www.gov.scot/Publications/2017/03/5231/downloads#res515142>

Driving Excellence and Equity: Advice on School Improvement Planning 2017/18

<https://education.gov.scot/improvement/Documents/NIFschoolimprovementguidance201718.pdf>

National Improvement Framework: Consultation on measuring the attainment gap and milestones towards closing it

[https://consult.gov.scot/national-improvement-framework/measuring-the-attainment-gap/user\\_uploads/sct10171411861-3.pdf](https://consult.gov.scot/national-improvement-framework/measuring-the-attainment-gap/user_uploads/sct10171411861-3.pdf)

National Parent Forum's review of the 2006 Parental Involvement Act <https://www.npfs.org.uk/wp-content/uploads/2017/05/Final-E-versionpdf.pdf>

A Research Strategy for Scottish Education <https://www.gov.scot/publications/research-strategy-scottish-education/>

Child Poverty for Scotland third annual report <https://www.gov.scot/policies/poverty-and-social-justice/child-poverty/>



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## Community Services Committee Work Plan 2019 - 2020

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

Date	Paper Designation	Lead Service/ Officer	Regularity of occurrence/ consideration	Comment
14 March 2019				
	Schools Consultation Act 2010 – Ardchattan/Ashfield Primaries	Education		Agreed at Dec 2018 CS mtg to report coming back to March 2019 mtg with draft proposal for going out to formal consultation.
	School Inspection Reports	Education	Quarterly	
	Audit Scotland Report: Early Learning and Childcare	Education		Agreed at CS mtg on 14/6/18 that Head of Education: Lifelong Learning & Support bring forward progress updates in relation to Expansion of ELC to future meetings of the Committee.
	Parental Engagement Strategy	Education		
	Presentation on Achievement Curriculum for Excellence Levels (Originally NIF Drivers)	Education		
	Education Service Performance Report FQ3 18/19	Education	Quarterly	
	Housing Services Performance Report FQ3 18/19	Housing	Quarterly	
	Strategic Housing Fund – RSL Additional Funding Requests	Housing		
	Argyll and Bute HSCP – National Health and Wellbeing Outcomes Performance Reporting Framework and Exception Reporting Arrangements – FQ2 2018/19	Argyll and Bute HSCP	Quarterly	
	Argyll and Bute Local Policing Plan 2017-2020 – Quarterly Report Q3 2018/19	Police Scotland	Quarterly	

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	Scottish Fire and Rescue Service – Argyll and Bute Performance Report FQ3 – October - December 2018	Scottish Fire and Rescue Service	Quarterly	
13 June 2019				
	Joint Inspection of Children’s Services	HSCP		Agreed at Dec 18 CS mtg that report be brought back to June 2019 mtg providing inspection findings and associated improvement plan.
	School Inspection Reports	Education	Quarterly	
	Former Witchburn Road Offices Site – Progress on Demolition and Site Development Options	Facility Services		Agreed at CS mtg in Dec 2018 that further update be brought to June 2019 mtg.
	Education Service Performance Report FQ4 18/19	Education	Quarterly	
	Housing Services Performance Report FQ4 18/19	Housing	Quarterly	
	Argyll and Bute HSCP – National Health and Wellbeing Outcomes Performance Reporting Framework and Exception Reporting Arrangements – FQ3 2018/19	Argyll and Bute HSCP	Quarterly	
	Argyll and Bute Local Policing Plan 2017-2020 – Quarterly Report Q4 2018/19	Police Scotland	Quarterly	
	Scottish Fire and Rescue Service – Argyll and Bute Performance Report FQ4 – January – March 2019	Scottish Fire and Rescue Service	Quarterly	
5 September 2019				
	Argyll and Bute Annual Education Plan	Education	Annually in August/Sept.	
	School Inspection Reports	Education	Quarterly	
	Strategic Housing Investment Plan	Housing	Annually	
	Education Service Performance Report FQ1 19/20	Education	Quarterly	

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	Housing Services Performance Report FQ1 19/20	Housing	Quarterly	
	Argyll and Bute HSCP – National Health and Wellbeing Outcomes Performance Reporting Framework and Exception Reporting Arrangements – FQ4 2018/19	Argyll and Bute HSCP	Quarterly	
	Health and Social Care Partnership – Annual Report 2018/19	Argyll and Bute HSCP	Annual	
	Argyll and Bute Local Policing Plan 2017-2020 – Quarterly Report Q1 2019/20	Police Scotland	Quarterly	
	Scottish Fire and Rescue Service – Argyll and Bute Performance Report FQ1 – April – June 2019	Scottish Fire and Rescue Service	Quarterly	
10 December 2019				
	School Inspection Reports	Education	Quarterly	
	Education Service Performance Report FQ2 19/20	Education	Quarterly	
	Housing Services Performance Report FQ2 19/20	Housing	Quarterly	
	Argyll and Bute HSCP – National Health and Wellbeing Outcomes Performance Reporting Framework and Exception Reporting Arrangements – FQ1 2019/20	Argyll and Bute HSCP	Quarterly	
	Argyll and Bute Local Policing Plan 2017-2020 – Quarterly Report Q2 2019/20	Police Scotland	Quarterly	
	Scottish Fire and Rescue Service – Argyll and Bute Performance Report FQ2 – July – September 2019	Scottish Fire and Rescue Service	Quarterly	
	Draft Education Service Plan	Education	Annual	
	Draft Housing Service Plan	Housing	Annual	

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12 March 2020				
	School Inspection Reports	Education	Quarterly	
	Education Service Performance Report FQ3 19/20	Education	Quarterly	
	Housing Services Performance Report FQ3 19/20	Housing	Quarterly	
	Argyll and Bute HSCP – National Health and Wellbeing Outcomes Performance Reporting Framework and Exception Reporting Arrangements – FQ2 2019/20	Argyll and Bute HSCP	Quarterly	
	Argyll and Bute Local Policing Plan 2017-2020 – Quarterly Report Q3 2019/20	Police Scotland	Quarterly	
	Scottish Fire and Rescue Service – Argyll and Bute Performance Report FQ3 – October – December 2019	Scottish Fire and Rescue Service	Quarterly	
11 June 2020				
	School Inspection Reports	Education	Quarterly	
	Education Service Performance Report FQ4 19/20	Education	Quarterly	
	Housing Services Performance Report FQ4 19/20	Housing	Quarterly	
	Argyll and Bute HSCP – National Health and Wellbeing Outcomes Performance Reporting Framework and Exception Reporting Arrangements – FQ3 2019/20	Argyll and Bute HSCP	Quarterly	
	Argyll and Bute Local Policing Plan 2017-2020 – Quarterly Report Q4 2019/20	Police Scotland	Quarterly	
	Scottish Fire and Rescue Service – Argyll and Bute Performance Report FQ4 – January – March 2020	Scottish Fire and Rescue Service	Quarterly	

## Community Services Committee Work Plan 2019 - 2020

Future Reports – dates to be determined				
	Argyll and Bute Community Learning and Development (CLD) Strategic Partnership – Draft CLD Plan 2018-2021	Education		Agreed at CS mtg in Dec 2018 to programme of annual updates for lifespan of Plan.
	Education (Scotland) Act 2016	Education		Update report to future meeting requested at Community Services Committee on 10 March 2016 (once Council has received additional statutory guidance which considers the implications for Council and the actions necessary to comply with the new statutory duties).
	Health and Social Care Partnership – Annual Report	Argyll and Bute HSCP	Annual	
	SQA School Examination Results 2018	Education		Agreed at CS mtg on 23/8/18 that further a report would be brought to the CS meeting following publication of updated statistical school and national information by Insight released in February 2019.
	Argyll and Bute Annual Education Plan	Education	Annually in August/Sept.	
	Draft Education Service Plan	Education	Annual	
	Draft Housing Service Plan	Housing	Annual	

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