



Argyll and Bute Council
Comhairle Earra-Ghàidheal Agus Bhòid

Executive Director: Douglas Hendry

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3 December 2019

NOTICE OF MEETING

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

Douglas Hendry
Executive Director

BUSINESS

- 1. APOLOGIES FOR ABSENCE**
- 2. DECLARATIONS OF INTEREST**
- 3. MINUTE**
Community Services Committee 5 September 2019 (Pages 5 – 14)
- 4. CARE EXPERIENCED CHILDREN AND YOUNG PEOPLE**
Report by Executive Director with responsibility for Education (Pages 15 – 48)
- 5. THE EXPANSION OF FUNDED EARLY LEARNING AND CHILDCARE IN SCOTLAND - ARGYLL AND BUTE EARLY LEARNING AND CHILDCARE UPDATED DELIVERY PLAN**
Report by Executive Director with responsibility for Education (Pages 49 – 70)
- 6. COUNSELLING THROUGH SCHOOLS**
Report by Executive Director with responsibility for Education (Pages 71 – 80)
- 7. SCHOOLS (CONSULTATION) (SCOTLAND) ACT 2010 - SKIPNESS PRIMARY SCHOOL**
Report by Executive Director with responsibility for Education (Pages 81 – 120)

8. MINARD PRIMARY SCHOOL

Report by Executive Director with responsibility for Education (Pages 121 – 124)

9. NORTHERN ALLIANCE: PHASE 3 REGIONAL IMPROVEMENT PLAN

Report by Executive Director with responsibility for Education (Pages 125 – 164)

10. EDUCATION PERFORMANCE DATA ANALYSIS 2019

Report by Executive Director with responsibility for Education (Pages 165 – 184)

11. DRAFT EDUCATION SERVICE PLAN 2020-23

Report by Executive Director with responsibility for Education (Pages 185 – 206)

12. CHANGES TO THE NUTRITIONAL REQUIREMENTS FOR FOOD AND DRINK IN SCHOOLS

Report by Executive Director with responsibility for Commercial Services (Pages 207 – 246)

13. EDUCATION PERFORMANCE REPORT FQ2 2019/20

Report by Executive Director with responsibility for Education (Pages 247 – 260)

14. ARGYLL AND BUTE LOCAL POLICING PLAN 2017-2020 - QUARTERLY REPORT Q2 2019/20

Report by Divisional Commander for Argyll and Bute, West Dunbartonshire Division, Police Scotland (Pages 261 – 262)

15. SCOTTISH FIRE AND RESCUE SERVICE - ARGYLL AND BUTE PERFORMANCE REPORT FQ2 - 1 JULY - 30 SEPTEMBER 2019

Report by Local Senior Officer, Scottish Fire and Rescue Service (Pages 263 – 272)

16. ARGYLL AND BUTE HSCP - NATIONAL HEALTH AND WELLBEING OUTCOMES PERFORMANCE REPORTING FRAMEWORK AND EXCEPTION REPORTING ARRANGEMENTS - FQ1 2019/20

Report by Head of Strategic Planning & Performance, Argyll and Bute HSCP (Pages 273 – 288)

REPORTS FOR NOTING

17. EXTERNAL EDUCATION ESTABLISHMENT INSPECTION REPORT

Report by Executive Director with responsibility for Education (Pages 289 – 296)

18. FORMER WITCHBURN ROAD OFFICES SITE - PROGRESS ON DEVELOPMENT AND SITE MARKETING

Report by Executive Director with responsibility for Commercial Services (Pages 297 – 300)

19. COMMUNITY SERVICES COMMITTEE WORK PLAN 2019/20 (Pages 301 - 304)

Community Services Committee

Councillor Jim Anderson	Councillor Rory Colville
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 Donald MacMillan BEM
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

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**MINUTES of MEETING of COMMUNITY SERVICES COMMITTEE held in the COUNCIL
CHAMBERS, KILMORY, LOCHGILPHEAD
on THURSDAY, 5 SEPTEMBER 2019**

Present: Councillor Yvonne McNeilly (Chair)

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

Also Present: Councillor Donald MacMillan
Councillor Douglas Philand
Councillor Sandy Taylor

Attending: Douglas Hendry, Executive Director
Anne Paterson, Head of Education: Lifelong Learning and Support
Louise Connor, Head of Education: Learning and Teaching
Jane Fowler, Head of Customer Support Services
David Logan, Head of Legal and Regulatory Support
Stuart McLean, Area Committee Manager
Douglas Whyte, Team Leader – Housing
Kevin Anderson, General Manager, Live Argyll
Kristin Gillies, Senior Planning Manager, Argyll and Bute HSCP
Chief Superintendent John Paterson, Police Scotland
Chief Inspector, Marlene Baillie, Police Scotland
Stuart McLean, Group Manager, Scottish Fire and Rescue Service

1. APOLOGIES FOR ABSENCE

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

2. DECLARATIONS OF INTEREST

Councillors Jim Lynch, Jim Anderson and Graham Archibald Hardie each declared a non-financial interest in items 17a and 17b as they were Board Members on Live Argyll Trust.

The Area Committee Manager intimated that Councillor Douglas Philand, who was not a Member of the Community Services Committee, had notified the Executive Director that he wished, in terms of Standing Order 22.1, to speak and vote on item 5 of the Agenda as he was the local Member for Ashfield Primary School. It was for the Chair to rule on this request. The Chair confirmed that she would exercise her discretion to allow Councillor Philand to speak but not vote on item 5.

The Executive Director advised that Councillors Taylor and MacMillan, who were also local Members for Ashfield Primary School, were also present at the meeting but had not formally made a request to speak and vote on this item. He confirmed that it would be acceptable for Councillors Taylor and MacMillan to speak as local Members if they wished.

3. MINUTE

The Minute of the Community Services Committee meeting held on 13 June 2019 was approved as a correct record.

4. SCHOOLS (CONSULTATION) (SCOTLAND) ACT 2010 - ARDCHATTAN PRIMARY SCHOOL

A report providing details of the outcome and findings of the statutory consultation exercise undertaken in respect of the formal proposal to close Ardchattan Primary School as detailed in the published Consultation Report, and in accordance with the Schools (Consultation) (Scotland) Act 2010 as amended, was considered.

Decision

The Committee agreed to:

1. note the contents of the Consultation Report (Appendix A); and
2. approve the implementation of the following:
 - a) Education provision of Ardchattan Primary School be permanently discontinued with effect from 31 October 2019.
 - b) The pupils of Ardchattan Primary School's catchment area continue to receive their education at Lochnell Primary School on a permanent basis with effect from 31 October 2019.
 - c) The delineated catchment area of Lochnell Primary School be permanently extended to subsume the whole delineated catchment area of Ardchattan Primary School from 31 October 2019.

(Reference: Report by Executive Director with responsibility for Education dated 7 August 2019 at Ardchattan Primary School Consultation Report dated August 2019, submitted)

5. SCHOOLS (CONSULTATION) (SCOTLAND) ACT 2010 - ASHFIELD PRIMARY SCHOOL

A report providing details of the outcome and findings of the statutory consultation exercise undertaken in respect of the formal proposal to close Ashfield Primary School as detailed in the published Consultation Report, and in accordance with the Schools (Consultation) (Scotland) Act 2010 as amended, was considered.

An email submitted by the Chair of Achnamara Village Hall Committee was also tabled for the Committee's information.

Decision

The Committee agreed to:

1. note the contents of the Consultation Report (Appendix A); and
2. approve the implementation of the following:
 - a) Education provision of Ashfield Primary School be permanently discontinued with effect from 31 October 2019.
 - b) The pupils of Ashfield Primary School's catchment area continue to receive their education at Tayvallich Primary School on a permanent basis with effect from 31 October 2019.
 - c) The delineated catchment area of Tayvallich Primary School be permanently extended to subsume the whole delineated catchment area of Ashfield Primary School from 31 October 2019.

(Reference: Report by Executive Director with responsibility for Education dated 7 August 2019 at Ashfield Primary School Consultation Report dated August 2019, submitted and email from Chair of Achnamara Village Hall Committee dated 2 September 2019, tabled)

6. SCHOOLS (CONSULTATION) (SCOTLAND) ACT 2010 - ST COLUMBA'S PRIMARY SCHOOL

A report providing details of the outcome and findings of the statutory consultation exercise undertaken in respect of the formal proposal to rezone the catchment area of St Columba's Primary School as detailed in the published Consultation Report, and in accordance with the Schools (Consultation) (Scotland) Act 2010 as amended, was considered.

Decision

The Committee agreed to:

1. note the contents of the Consultation Report (Appendix A); and
2. approve that the catchment area of St Columba's School be rezoned to match the current mainland catchment area for Oban High School with effect from 6 October 2019.

(Reference: Report by Executive Director with responsibility for Education dated 7 August 2019 and St Columba's Primary School Consultation Report dated August 2019, submitted)

7. SCHOOLS (CONSULTATION) (SCOTLAND) ACT 2010 - SKIPNESS PRIMARY SCHOOL

Skipness Primary School was mothballed in 2016 with the Council agreeing that if there were no registered pupils by the close of the registration period for session

2018/19 the Council would consult formally on the future of school provision at Skipness Primary School.

A report outlining the process for consulting formally on the future school provision at Skipness Primary School in accordance with the Schools (Consultation) (Scotland) Act 2010 was considered.

Decision

The Committee:

1. noted the decision of the Council in September 2016; and
2. agreed that the Education Service undertake the required preliminary consultation, in compliance with the preliminary requirements set out in the Schools (Consultation) (Scotland) Act 2010 for Skipness Primary School and prepare a report for Members' consideration at the December 2019 meeting of the Community Services Committee.

(Reference: Report by Executive Director with responsibility for Education dated 15 August 2019, submitted)

8. SQA SCHOOL EXAMINATION RESULTS 2019

A report providing an update to elected Members on the initial outcome of the Scottish Qualifications Authority (SQA) 2019 examination diet was considered.

Decision

The Committee:

1. considered and noted the outcome of the initial SQA examination results for pupils in academic year 2018/19 as detailed in the report;
2. requested the Executive Director to provide a further report to the Community Services Committee in December 2019 to allow the consideration of further statistical school and national information, released by Insight (school data analysis tool) in September 2019; and
3. agreed that in session 2019/20 attainment and achievement outcomes would be presented to Community Services Committee only following the release of Insight data which affords full access to statistical school and national information in relation to attainment and achievement outcomes of the young people of Argyll and Bute.

(Reference: Report by Executive Director with responsibility for Education dated 12 August 2019, submitted)

9. ARGYLL AND BUTE - ANNUAL EDUCATION PLAN

A report updating the Committee on the progress made by the Education Service in achieving the priorities included in the Argyll and Bute Education Plan for 2018-19

presented at the Community Services Committee in August 2019, and to outline priority actions for 2019-20 was considered.

Decision

The Committee agreed to:

1. note the progress made with respect to priority actions within the 2018-19 Argyll and Bute Annual Education Plan;
2. approve the 2019-20 Annual Education Plan (Appendix 1);
3. approve the publishing of the 2019-20 Annual Education Plan; and
4. approve the submission of the 2019-20 Annual Education Plan to Scottish Government.

(Reference: Report by Executive Director with responsibility for Education dated 12 August 2019 and Annual Plan 2019/20 and 2018/19 Progress Report, submitted)

* **10. ANTI-BULLYING POLICY**

A report providing a copy of the Education Service revised Anti-Bullying policy following a review of the 2014 policy was considered.

Decision

The Committee agreed to:

1. note the continued commitment of the Education Service to build capacity, resilience and skills in children and young people and to prevent and deal with bullying in all of the Council's schools, in the context of the Scottish Government's policy position in regard to Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People; and
2. recommend to Council the revised Anti-Bullying policy as set out in Appendix 1 of the Executive Director's report.

(Reference: Report by Executive Director with responsibility for Education dated 12 July 2019 and Anti-Bullying Policy 2019, submitted)

11. MAKE A STAND - DOMESTIC ABUSE PLEDGE

A report outlining the Make A Stand pledge (The Pledge) and Argyll and Bute Council's commitment to sign up to it was considered.

Decision

The Committee agreed to:

1. endorse the work being carried out to meet the four commitments of the Pledge;

2. note the work currently underway to support people experiencing domestic abuse; and
3. support further enhancements to the Council's approach to addressing and responding to domestic abuse.

(Reference: Report by Executive Director with responsibility for Housing dated 31 July 2019, submitted)

12. GAELIC LANGUAGE PLAN PROGRESS REPORT

A report updating the Committee on progress in delivering the actions in the approved Argyll and Bute Council Gaelic Language Plan was considered.

Decision

The Committee considered and noted the progress being made in delivering the Council's Gaelic Language Plan.

(Reference: Report by Executive Director with responsibility for Customer Support Services and Gaelic Language Action Plan, submitted)

13. LOCAL GOVERNMENT BENCHMARKING FRAMEWORK 2017/18 - ANALYSIS AND COMMENTARY

A report presenting an overview of the 22 Community Services performance indicators from the final Local Government Benchmarking Framework (LGBF) 2017/18 data for Argyll and Bute was considered. The analysis included 'Telling Our Story' and 'Looking Forward – Expected Impact on Indicator' commentary from Heads of Service.

Decision

The Committee:

1. considered and noted the report for scrutiny activity and performance reporting purposes; and
2. noted that the completed LGBF 2017/18 was published on the Council's website as part of the Council's statutory Public Performance Reporting duty.

(Reference: Report by Executive Director with responsibility for Customer Support Services dated 22 July 2019 and LGBF 2017/18, submitted)

14. SERVICE ANNUAL PERFORMANCE REVIEW 2018-2019

A paper presenting the Community Services Committee with the Service Annual Performance Reviews (APRs) and Case Studies 2018-19 for Education and Housing was considered.

Decision

The Committee endorsed the Service APRs 2018-19 as presented.

(Reference: Joint report by Executive Directors with responsibility for Education and Housing dated 10 June 2019, submitted)

15. EDUCATION PERFORMANCE REPORT FQ1 2019-20

A paper presenting the Community Services Committee with Education's performance report and associated scorecard for FQ1 2019-20 (April – June) was considered.

Decision

The Committee reviewed the scorecard as presented.

(Reference: Report by Executive Director with responsibility for Education, submitted)

16. HOUSING SERVICES PERFORMANCE REPORT FQ1 2019-20

A paper presenting the Community Services Committee with Housing Service's performance report with associated scorecard for performance in FQ1 2019-20 (April – June 2019) was considered.

Decision

The Committee reviewed the scorecard as presented.

(Reference: Report by Executive Director with responsibility for Housing, submitted)

Having previously declared an interest in the following 2 items, it was established at this point that Councillors Anderson, Lynch and Hardie were claiming the benefit of the dispensation contained at section 5.18 of the Code of Conduct for Councillors to enable them to speak and vote on these items.

17. LIVE ARGYLL

(a) Live Argyll - Monitoring and Performance Reporting - Update

A report providing the Committee with an update on the performance and monitoring arrangements between Live Argyll and the Council as set out in the various agreements between the Council and the Trust was considered.

Decision

The Committee considered and noted the contents of the report.

(Reference: Report by Executive Director with responsibility for Commercial Services and Legal and Regulatory Support dated 8 August 2019, submitted)

(b) **Live Argyll Annual Report 2018/19**

Consideration was given to Live Argyll's Annual Report for 2018/19 following their first full year of operation.

Decision

The Committee considered and noted the contents of the report.

(Reference: Live Argyll Annual Report for 2018/19, submitted)

18. 2018/19 ANNUAL REVIEW OF THE CHILDREN AND YOUNG PEOPLES SERVICES PLAN 2017-20

The Committee gave consideration to the second annual review of the Children and Young People's Service Plan 2017-2020. The review considered updates on 2018/19 progress, provided information on developments that had taken place since the plan was published, and set out key plans for the year ahead.

Decision

The Committee agreed:

1. to note that both NHS Highland and Argyll and Bute were jointly and equally responsible for children's services planning;
2. to approve Argyll and Bute's Children and Young People's Services Plan 2017-2020 Year 2 review for the period 2018/19; and
3. that once approved by the Community Services Committee and approved by the Integration Joint Board, to approve the submission of the Children and Young People's Services Plan Year 2 review to Scottish Government as per the legislative requirement.

(Reference: Report by Chief Officer, Health and Social Care Partnership dated 30 July 2019, submitted)

19. ARGYLL AND BUTE HSCP ANNUAL PERFORMANCE REPORT 2018/19

Consideration was given to the Argyll and Bute HSCP Annual Performance Report for 2018/19 which had been approved for publication at the Argyll and Bute Integration Joint Board on 7 August 2019.

Decision

The Committee considered and noted the Argyll and Bute HSCP Annual Performance Report for 2018/19 which had been produced in line with the current national reporting requirement.

(Reference: Argyll and Bute HSCP Annual Performance Report 2018/19, submitted)

20. ARGYLL AND BUTE LOCAL POLICING PLAN 2017-2020 - QUARTERLY REPORT Q1 2019/20

The Committee considered a report by Police Scotland which provided the FQ1 – 2019/20 update in relation to the Argyll and Bute Local Policing Plan for 2017-2020.

Decision

The Committee noted the contents of the report.

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

21. SCOTTISH FIRE AND RESCUE SERVICE - ARGYLL AND BUTE PERFORMANCE REPORT FQ1 - 1 APRIL - 30 JUNE 2019

A report highlighting the Scottish Fire and Rescue Service's (SFRS) FQ1 review of local performance within Argyll and Bute for 2019-20 was considered.

Decision

The Committee reviewed and noted the contents of the report.

(Reference: Q1 2019/20 Report by Local Senior Officer, Scottish Fire and Rescue Service, submitted)

22. 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 July – September 2019 was before the Committee for information.

Decision

The Committee noted the contents of the report.

(Reference: Report by Executive Director with responsibility for Education dated August 2019, submitted)

23. COMMUNITY SERVICES COMMITTEE WORK PLAN 2019/20

The Community Services Committee work plan for 2019/20 was before the Committee for information.

Decision

The Committee noted the contents of the work plan.

(Reference: Community Services Committee Work Plan 2019/20, submitted)

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ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****EDUCATION****10TH DECEMBER 2019**

CARE EXPERIENCED CHILDREN AND YOUNG PEOPLE

1.0 EXECUTIVE SUMMARY

1.1 The main purpose of this report is to update members of the Community Service Committee with information about interventions being taken within Education Services to ensure that Care Experienced Children and Young People achieve the best possible educational outcomes.

1.2 The report also details the expenditure against the grant allocated by Scottish Government to Argyll and Bute for session 2018/19 from the Scottish Attainment Challenge Care Experienced Children and Young People Fund and the intended spending of the same grant for session 2019/20.

1.3 Recommendations

It is recommended that Community Services Committee:

- a) Continues to endorse the work undertaken by Argyll and Bute Education Services as part of the Corporate Parenting Group to improve the educational attainment and life chances of Care Experienced Children and Young People.
- b) Agrees that the spending plan for the grant allocated by Scottish Government to Argyll and Bute for session 2019/20 from the Scottish Attainment Challenge Care Experienced Children and Young People Fund will be produced and managed by the Education Lead (Principal Teacher) for Looked After Children, in consultation with key partners and specifically the Social Work Lead for Looked After Children, the Chief Education Officer and Chief Social Worker.
- c) Agrees that the Head of Education: Lifelong Learning and Support continues to provide updates on the improved outcomes for Care Experienced Children and Young People to Corporate Parenting Board and Community Services Committee.

ARGYLL AND BUTE COUNCIL
EDUCATION

COMMUNITY SERVICES COMMITTEE
10TH DECEMBER 2019

CARE EXPERIENCED CHILDREN AND YOUNG PEOPLE

2.0 INTRODUCTION

2.1 In 2018, as part of the National Improvement Framework for Scottish Education and Attainment Scotland Fund (a targeted initiative focused on supporting young people affected by poverty and deprivation across Scotland), specific funding was directed towards supporting Care Experienced Children and Young People. The term 'care experience' is now a widely used term within the sector to describe any person who has experience of being in care, regardless of their placement length, type or age; this term is used (as opposed to the statutory term 'Looked After Children') to ensure that our practice is inclusive and provides for all groups of young people who experience care.

Argyll and Bute Council was awarded £88,000 for session 2018/19 to take forward improved outcomes for our care experienced children and young people. The outcomes and spending plan for the grant were identified and agreed by the Chief Social Worker and the Chief Education Officer, based on the qualitative and quantitative data available. An update on progress was provided to the Community Services Committee on 13th June 2019.

Argyll and Bute Council has now been awarded a grant of up to £118,800.00, payable over the current academic year 2019/20 (up to £79,200.00 payable by 14 February 2020 and the remaining amount of up to £39,600.00 by 29 May 2020).

3.0 RECOMMENDATIONS

It is recommended that Community Services Committee:

- a) Continues to endorse the work undertaken by Argyll and Bute Education Services as part of the Corporate Parenting Group to improve the educational attainment and life chances of Care Experienced Children and Young People.
- b) Agrees that the spending plan for the grant allocated by Scottish Government to Argyll and Bute for session 2019/20 from the Scottish Attainment Challenge Care Experienced Children and Young People Fund will be produced and managed by the Education Lead (Principal Teacher) for

Looked After Children, in consultation with key partners and specifically the Social Work Lead for Looked After Children, the Chief Education Officer and Chief Social Worker.

- c) Agrees that the Head of Education: Lifelong Learning and Support continues to provide updates on the improved outcomes for Care Experienced Children and Young People to Corporate Parenting Board and Community Services Committee.

4.0 DETAIL

- 4.1 Argyll and Bute Council was awarded £88,000 from the Scottish Attainment Challenge – Care Experienced Children and Young People Fund for session 2018/19 to take forward improved outcomes for our care experienced children and young people. The outcomes and spending plan for the grant were identified and agreed by the Chief Social Worker and the Chief Education Officer, based on the qualitative and quantitative data available. An update on progress was provided to the Community Services Committee on 13th June 2019. The detail of the spend against the grant is as follows:

Expenditure Category	Expenditure in Academic Year 2018/19
Employee Costs	36,057.71
Training	50.00
Equipment for Education Lead	1,204.93
Resources for Care Experienced Children and Young People	5,800.00
Travel and Subsistence	2,276.45
Total	45,389.09

The underspend of £46,211 at the end of 2018/19 was carried forward as the funding related to the academic year.

- 4.2 Argyll and Bute Council has been awarded a grant of up to £118,800.00 from the Scottish Attainment Challenge – Care Experienced Children and Young People Fund, payable over the current academic year 2019/20 (up to £79,200.00 payable by 14 February 2020 and the remaining amount of up to £39,600.00 by 29 May 2020).
- 4.3 In addition to the continuing activities outlined in the report submitted to the Community Services Meeting on 13th June 2019, the following activities and interventions have been undertaken and are ongoing. Those with an asterisk are activities which are likely to be identified as requiring additional funding from the

Scottish Attainment Challenge – Care Experienced Children and Young People Fund and will be detailed in the spending plan for session 2019/20.

- Tracking and monitoring pertaining to SQA attainment
- Tracking and monitoring of attainment of pupils within the Broad and General Education
- Support and challenge around exclusions *
- Regular monitoring of attendance and introduction of Welfare Call *
- Multi-agency work around risk and risk assessment (CPC Learning and Development Group)
- Multi-agency work around GIRFEC developments as part of GIRFEC Quality Improvement Group
- Extensive work with CARO and social work teams to ensure effective education involvement in Child Planning Processes (revised reporting format)
- Whole staff training in Hermitage Academy on understanding trauma
- Joint Working with the Lead Coordinator for Care Experienced Children and Young People, including joint showcasing of work at the Scottish Learning Festival; please see Appendix 2.
- Liaison with Education Scotland / E-Sgoil around alternative curriculum provision for pupils who cannot engage with education *
- Participation in the Virtual School and Care Experience network facilitated by CELCIS (The Centre of Excellence for Looked After Children in Scotland)
- Monitoring of Flexible Learning Plans for Looked After Children *
- Work with PACE (Permanence and Care Excellence), particularly around the testing of the 2 week planning meeting
- Intensive work around clarifying numbers and status of children in Argyll and Bute schools with formal or informal kinship status
- Ongoing support for Rights Respecting Schools Award programme
- Involvement in multi-agency trauma training pilot
- Visits to quality assure out of authority education provision
- Attendance at Foster Carer Support Day

4.4 Data on attendance, exclusions and attainment has been provided throughout the last session to the Corporate Parenting Board and to the Community Services Committee. A detailed analysis of SQA and Insight data relating to Care Experienced Young People is included in the Education Performance Data Analysis Report, also presented to Committee on 10 December 2019.

4.5 As of the end of October 2019 there are 140 Looked After Children on the rolls of Argyll and Bute schools. This number comprises 31 children who have been placed in Argyll from other authorities and 109 children who are looked after by Argyll and Bute. An additional 108 children have a status of Previously Looked After. 25 pupils who are Looked After by Argyll and Bute are in education settings outside of Argyll and Bute. These figures refer to pupils in Early Years, Primary and Secondary.

5.0 CONCLUSION

- 5.1 Significant improvements were made in relation to scrutiny, audit and outcomes for Care Experienced Children and Young People during Session 2018/19. With the continuation of funding the Scottish Attainment Challenge – Care Experienced Children and Young People Fund, these improvements will be sustained into Session 2019/20 and beyond.

6.0 IMPLICATIONS

- 6.1 Policy – None
- 6.2 Financial – Appropriate allocation of the Care Experienced Children and Young People Fund Grant
- 6.3 Legal – The statutory duties of the Children and Young People (Scotland) Act 2014 and all previous relevant acts will be met.
- 6.4 HR – None
- 6.5 Fairer Scotland Duty – Providing equity and inclusion to meet the needs of all young people.
- 6.5.1 Equalities – protected characteristics – All legislative requirements will be met
- 6.5.2 Socio-economic Duty – N/A
- 6.5.3 Islands – No differentiated impact.
- 6.6 Risk – Ongoing scrutiny and audit will provide better outcomes for Care Experience Children and Young People.
- 6.7 Customer Service – Improvements in service to meet individual needs are being sought

Douglas Hendry, Executive Director with responsibility for Education

Anne Paterson, Head of Education: Lifelong Learning & Support

Councillor Yvonne McNeilly, Policy Lead for Education

For further information contact:

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anne.paterson@argyll-bute.gov.uk / 01546 604333

APPENDICES

Appendix 1 Corporate Parenting Board Report, November 2019

Appendix 2 Presentation of good practice showcased at the Scottish Learning Festival 2019

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Education Report for Corporate Parenting Board – Nov 2019

**Feedback on progress of Education Actions within Corporate Parenting Plan 2018-2021
Outcome 4 – Attainment and Achievement (page 22)**

In previous years, attainment has been reported in terms of number of exam presentations and corresponding attainment for Looked After Children in Argyll and Bute.

The following table presents information in a similar format for 2019, for comparison purposes:

	A	B	C	D	No Award	Pass	Total	% A to C	% A to D
Away									
Nat 3						7	7	100.00%	100.00%
Nat 4						22	22	100.00%	100.00%
Nat 5	*	*	*	*	*		14	64.29%	92.86%
Higher		*	*		*		*	75.00%	75.00%
Home									
Nat 3						*	*	100.00%	100.00%
Nat 4						10	10	100.00%	100.00%
Nat 5	*	*	*	*	*		8	62.50%	87.50%
Previously									
Nat 3						13	13	100.00%	100.00%
Nat 4						28	28	100.00%	100.00%
Nat 5	*	*	*	9	*		24	45.83%	83.33%
Higher	*	*	*	*	*		13	69.23%	92.31%
Adv Higher					*		*	0.00%	0.00%

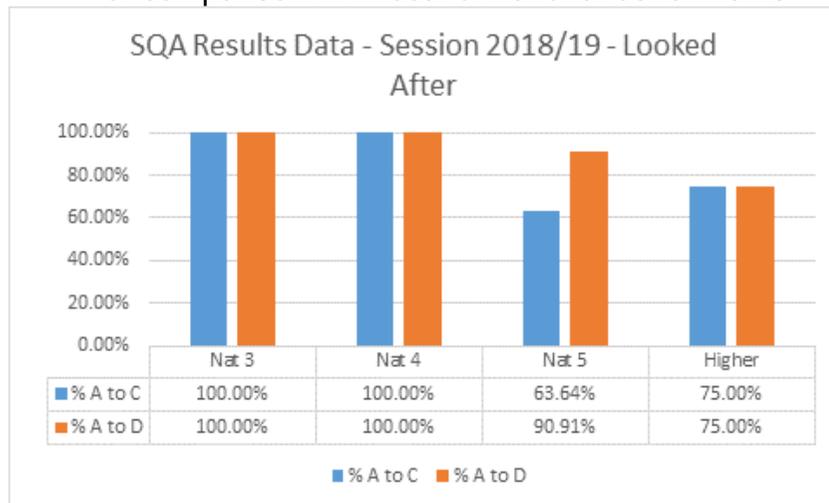
* Figure under 5

	A	B	C	D	No Award	Pass	Total	% A to C	% A to D
Looked After - Home and Away (COMBINED)									
Nat 3						11	11	100.00%	100.00%
Nat 4						25	25	100.00%	100.00%
Nat 5	4	5	5	6	2		22	63.64%	90.91%
Higher		1	2		1		4	75.00%	75.00%

This shows that our Care Experienced pupils have attained across a range of qualifications from National 3 to Higher.

Notes:

- National 3 and National 4 are accredited with Pass or Fail and not grades.
- This data does not take account of individual pupil attainment, attainment within pupil stages (S4,5,6) individual school data or comparison with local or national benchmarks





Education Report for Corporate Parenting Board – Nov 2019

More detailed SQA and attainment data for Care Experienced learners will be released in the Education Performance Data Analysis report to committee on December 10th.

The data for positive destinations for Care Experienced learners for 2019 will be released in February 2020.

Case study

Pupil A was in S4 last year and attained 6 awards at National 4 and 2 at National 3

Pupil A resides with his grandparents who have been his Kinship Carers over the last three years. Adverse childhood experiences have impacted on his behaviour in school, however, today he presents as a much more mature young man whose confidence is increasing. Pupil A has been diagnosed with dyslexia and this has impacted on his academic progress, particularly around numeracy and literacy. He worked incredibly hard over the last year resulting in achieving National 4 English and Maths, this is a huge milestone and one that he should be incredibly proud of. Pupil A receives support in most of his classes with regards to reading and sometimes scribing. He currently accesses weekly one-to-one sessions for support around his literacy and has benefited from this support. He has a mentor who assesses his academic progress and gives advice and guidance around targets. Pupil A's SNSA (Scottish National Standardised Assessment) score in 2018 was 'Low' for Numeracy, Reading and Writing. However, it should be noted that this has not prevented him from achieving 6 National 4s and 2 National 3s in S4. Pupil A has been making good use of his current study leave working on assignments resulting in positive progress. Pupil A plans to stay in school for S5 and S6 to gain further qualifications. He is currently working towards achieving three National 5s and two National 4s which will offer breadth to what he has already achieved. Pupil A will



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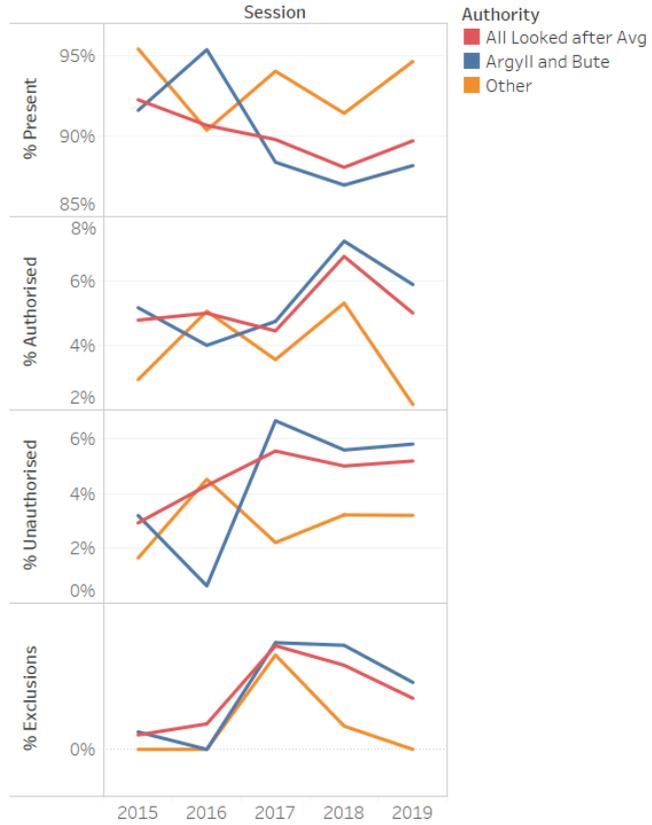
continue to receive support at school to ensure that he reaches his academic potential and future goals, whether academic or professional.

Feedback on progress of Education Actions within Corporate Parenting Plan 2018-2021 Outcome 4 – Attainment and Achievement (page 22) Exclusions and Attendance

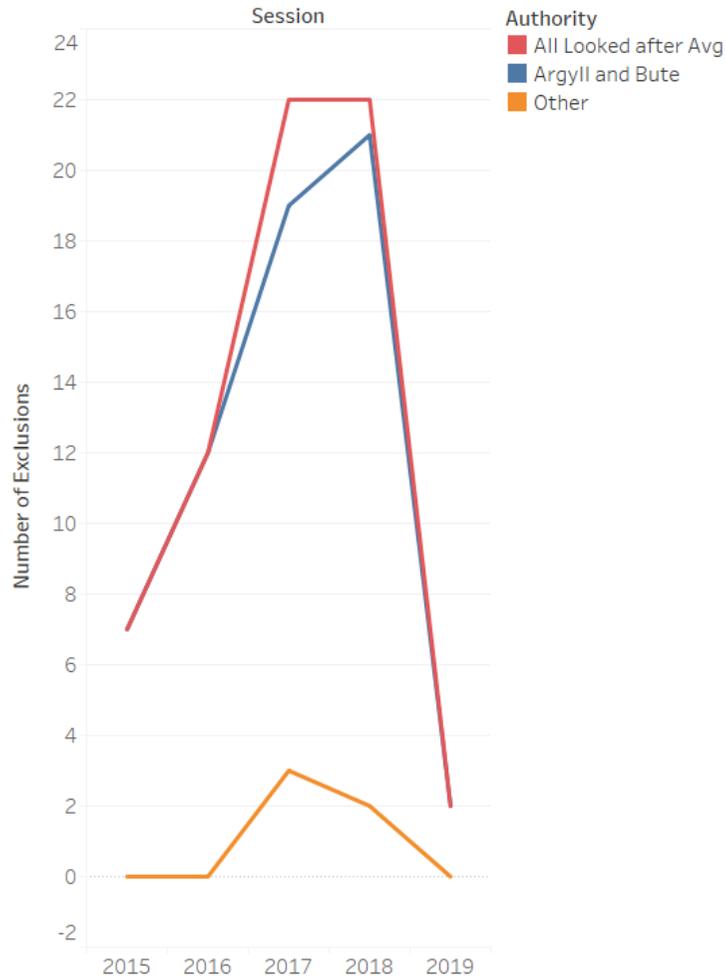
Attendance has continued to improve and Exclusions for the Care Experienced population have continued to be significantly reduced in comparison to previously.

As of October 2019 there are 140 Looked After Children on the rolls of Argyll and Bute schools. This number comprises 31 children who have been placed in Argyll from other authorities and 109 children who are looked after by Argyll and Bute. An additional 108 children have a status of Previously Looked After. 25 pupils who are Looked After by Argyll and Bute are in education settings outside of Argyll and Bute. These figures refer to pupils in Early Years, Primary and Secondary.

Attendance



Exclusions - Incidents



Feedback on progress of Education Actions within Corporate Parenting Plan 2018-2021 Outcome 3 – Health and Wellbeing (page 19)

The Principal Educational Psychologist and the Education Lead (PT) for Care Experienced Learners are the education representatives on the authority steering group for the national delivery trial to develop a trauma informed workforce across managers, practitioners and carers and including third sector, with an appropriate level of training for each group that will lead to changes to practice to improve outcomes for children and young people. The trial will be launched with Head Teachers on November 8th with training to be rolled out thereafter.

Update on Scottish Government Funding for PT for Care experienced Children and Young People

In addition to updates shared in the June 2019 reports to the CBP and the Community Services Committee, the following activities have been undertaken:

- Tracking and monitoring pertaining to SQA attainment
- Tracking and monitoring of attainment of pupils within the Broad and General Education
- Support and challenge around exclusions
- Regular monitoring of attendance and introduction of Welfare Call
- Multi-agency work around risk and risk assessment (CPC Learning and Development Group)
- Multi-agency work around GIRFEC developments as part of GIRFEC Quality Improvement Group
- Extensive work with CARO and social work teams to ensure effective education involvement in Child Planning Processes (revised reporting format)
- Whole staff training in Hermitage Academy on understanding trauma
- Joint Working with Paul Orr and the Champions Board (including joint showcasing of work at the Scottish Learning Festival – please see appendix 1)
- Liaison with Education Scotland / E-Sgoil around alternative curriculum provision for pupils who cannot engage with education
- Participation in the Virtual School and Care Experience network facilitated by CELCIS (The Centre or Excellence for Looked After Children in Scotland)



Education Report for Corporate Parenting Board – Nov 2019

- Monitoring of Flexible Learning Plans for Looked After Children
- Work with PACE (Permanence and Care Excellence), particularly around the testing of the 2 week planning meeting
- Intensive work around clarifying numbers and status of children in A and B schools with formal or informal kinship status
- Ongoing support for Rights Respecting Schools Award programme
- Involvement in multi-agency trauma training pilot
- Visits to quality assure out of authority education provision
- Attendance at Foster Carer Support Day



What does an Excellent and Equitable Curriculum Look like for our Care Experienced Children and Young People? How do we ensure that we protect the Rights of our Care Experienced Learners to experience a Curriculum that fully meets their needs?

ARTICLE 39 (recovery from trauma and reintegration)

Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

ARTICLE 25 (review of treatment in care)

If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances.

ARTICLE 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

7 COMPONENTS of best practice in schools in Argyll

1. A culture where relationships, respect and kindness are at the heart.
2. An inclusive environment that allows individual needs to be met.
3. A genuine understanding amongst all adults of brain development and the impact of trauma.
4. Systems in place that support smooth transitions.
5. A Quality of Knowing – Intelligent use of Relevant Data
6. Highly effective multi-agency working, understanding and communication.
7. Courage to take time.

How do we ensure that we make the best of existing partnerships to ensure that there is a culture and environment around them which allows them to thrive? – Example - Trinity Sailing Project, organised the Argyll and Bute Champions Board and funded by the Life Changes Trust. Taking education way beyond the classroom and allowing powerful and life-changing experiential learning. Corporate Parenting partnership work in action.





Caring for our Care Experienced Learners





How do we use data and intelligence, to ensure that we know each individual care-experienced young person well enough to ensure a personalised curriculum that will address what he or she needs? – Example – New Needs Analysis Tool to ensure that the Learner Journey of each Looked After Child is uninterrupted and supported, particularly at times of transition.

Who is the Designated Manager for Looked After Children in school?

Who is the key point of contact for Xxxx's parent/carer?

Has a risk assessment been done? Were any outstanding control measures identified?

What baseline information do we have about Xxxx's attainment?

What outcomes are we looking to achieve?

What do we have in terms of planning from xxx?

What will Xxxx's curriculum look like? Will it need to build up gradually? Does she need a Flexible Learning Plan?

Who will be Xxxx's key person in school and what processes will allow him to keep in contact with them? How many check-ins (face to face or otherwise) per day?

How will she be (re) introduced to staff? Have they been prepared for her return? (Do there need to be any restorative meetings before she can make a fresh start?) Are staff aware of triggers, scripts for ensuring successful interactions, what works well?

What will his unstructured time (transport, before and after school and breaks/lunch) look like?

How will she be (re) introduced to her peers? Have they been prepared for her return?

Who will provide the xxxx hours of additional support staffing and what training have they had?

How do we use data and intelligence, to ensure that we know each individual care-experienced young person well enough to ensure a personalised curriculum that will address what he or she needs? – Example – New Tracking system for Senior Phase Looked After Learners and recognition of what “attainment” looks like.

- This cohort of 26 looked after children was tracked throughout the academic year 19/20. The pupils are those who were legally looked after at any point in the Senior Phase between January and June 2019.
- The tracking exercise involved monitoring through reports produced by each school (generally 2 reports, one in the autumn and one in the spring), centrally extracted attendance and exclusion data, SQA entries (April) and SQA results (August)
- Schools were contacted with the collected data on 26.4.19 and the request in blue below.

- This cohort of 26 looked after children was tracked throughout the academic year 19/20. The pupils are those who were legally looked after at any point in the Senior Phase between January and June 2019.
- The tracking exercise involved monitoring through reports produced by each school (generally 2 reports, one in the autumn and one in the spring), centrally extracted attendance and exclusion data, SQA entries (April) and SQA results (August)
- Schools were contacted with the collected data on 26.4.19 and the request in blue below.

Please find attached the data that I have taken from SEEMIS for your Looked After Pupils, drawn from tracking reports stored in their pupil profiles, SQA entry data and custom reports on previous qualifications achieved for pupils in S5 or S6 (marked in colour).

The attachment also shows current attendance data.

Can I ask that you please:

- Check the information for accuracy and highlight any errors;
- Add any information about any wider achievement attainment data that will not be shown through SQA entries (eg college courses, ASDAN, PDA, John Muir); please add this in the blank cells in the row where ENTRIES are listed;
- Provide a narrative around the data; for example, to explain why a pupil is entered for less (or more) than the 'standard' entry for an age and stage equivalent pupil in your setting. There is a column at the end marked NARRATIVE but you may wish to write this in a separate document if it is easier;
- Add any other baseline data that you have to enable me to track added value (eg CAT scores, reading ages, SNSA);
- Explore whether any further work could be done in May to ensure that pupils finish off assignments/units that may secure them further accreditation.

As we know, the narrative around the attainment of our Looked After pupils is often crucial and this is highlighted in the extract from our Framework on supporting our Looked After Children which I have copied below.

However, we also need to make sure we are being as ambitious and aspirational as possible for all of our Children and Young People.

- Jack is fifteen and lives at home with his mother. In the past his mother has found Jack's behaviour very challenging and he was referred to the Reporter, and subsequently children's hearing, on the grounds that he was outwith her control. He is now subject to a compulsory supervision order. This means that he can live at home as long as his mother meets regularly with and accepts parenting support from Social Work and as long as Jack attends anger management sessions with an Alternative to Care worker. He is on the Argyll and Bute Social Work looked after children list.
- At the end of S4, Jack is entered for National 3 qualifications in English and Maths only. His CAT (cognitive ability tests) in S2 had him on track to achieve 5 grade As or Bs in National 5 qualifications. However, Jack's emotional difficulties have meant that he has missed significant amounts of school time during S3 and S4.
- On paper and in terms of the data, he has underachieved. However, he has engaged well with the anger management programme and improved his relationship with his mother. He is much happier and less prone to abuse alcohol and drugs and has not attempted suicide in 6 months. He will return to school in S5 and take more qualifications. He will also undertake a college course in leisure management. However, it is essential that Jack continues to receive the support he needs in order to complete his qualifications, and realise his potential. His learning journey may look different to many of his peers, but Argyll and Bute's Corporate Parents should be doing what they can to ensure that he eventually goes to a positive destination.



What I can't control

CAMHS referral criteria

The number of foster placements available

What I can (usually) control

The activities I plan

The seating plan and class layout

How I behave

The tone of my voice

The volume of my voice

What I share of myself

My facial expression

My values

How I respond to the behaviour of others

How I respond when bad things happen

Austerity

Education initiatives

Bad things that have happened in the past

What some parents/carers do or don't do

The way attainment is reported in the press

Education is a lifetime project; young people and adults must be allowed to get on and off the education bus; if they get off in a bad mood they must not feel that they won't be welcome back. It is often true that care experienced young people do not follow the same trajectory as other young people and that their education experience may look quite different in terms of chronology. Robbie Gilligan Professor of Social Work and Social Policy at Trinity College Dublin, CELCIS Annual Lecture 2019 (paraphrased)

“ALL relationships ‘are the most powerful mental health intervention known to mankind’... because relationships, shape who we are.”

Dr Karen Treisman TED Talk

Perhaps more than with any others,
the adults who work with these
children require a Quality of
Knowing; what is known must be
shared in a timeous and appropriate
way.

@lenabellina

Lena Carter, Education Lead for Looked After Children

Lena.carter@argyll-bute .gov.uk

<https://www.argyll-bute.gov.uk/moderngov/documents/s138432/CECan dYP%20Appendix%201%20Looked%20After%20Childr en%20Framework.pdf>

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ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****EDUCATION****10 DECEMBER 2019**

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

1.0 EXECUTIVE SUMMARY

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

1.2 Specifically the report provides information on:

- The ongoing progress towards full implementation of 1140 hours.
- Success of implementation to date.

1.3 As we have progressed with implementation the following factors have informed changes to the Delivery Plan:

- Consultation with parents, partners, practitioners and community groups, and
- Ongoing work with property and catering colleagues.

1.4 RECOMMENDATIONS

It is recommended that Community Services Committee:

- Note the progress of implementation to date;
- Endorse the positive steps the Early Years Team has taken in partnership with colleagues from other services in implementing 1140 hours across Argyll and Bute;
- Request that the Executive Director with responsibility for Education brings forward progress updates in relation to the Expansion of Early Learning and Childcare to future meetings of the Community Services Committee.

ARGYLL AND BUTE COUNCIL
EDUCATION

COMMUNITY SERVICES COMMITTEE
10 DECEMBER 2019

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

2.0 INTRODUCTION

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

2.2 Specifically the report provides information on:

- The ongoing progress towards full implementation of 1140 hours.
- Success of implementation to date.

2.3 As we have progressed with implementation the following factors have informed changes to the Delivery Plan:

- Consultation with parents, partners, practitioners and community groups, and
- Ongoing work with property and catering colleagues.

3.0 RECOMMENDATIONS

3.1 It is recommended that Community Services Committee:

- Note the progress of implementation to date;
- Endorse the positive steps the Early Years Team has taken in partnership with colleagues from other services in implementing 1140 hours across Argyll and Bute;
- Request that the Executive Director with responsibility for Education brings forward progress updates in relation to the Expansion of Early Learning and Childcare to future meetings of the Community Services Committee.

4.0 DETAIL

4.1 Progress towards full implementation of 1140 hours

The Scottish Government announced as a policy commitment the expansion of the provision of funded ELC from 600 hours to 1140 hours by August 2020.

The priority for the expansion to 1140 hours is to improve children's outcomes and close the poverty-related attainment gap. In addition, the expansion aims to support parents into work, study or training. The Scottish Government's four principles of the ELC expansion are: quality, flexibility, affordability, and accessibility.

Scottish Government has stated that quality is 'at the heart' of the expansion and that achieving a high-quality ELC experience for children is a key objective.

The theory of change for the expansion is that, by delivering ELC that is high-quality, flexible, affordable and accessible, parents will be encouraged to take up their child's entitlement to funded ELC, especially those from the least advantaged backgrounds. In turn, children's development will improve, the poverty-related attainment gap will narrow and more parents will be able to work, study or train.

The 1140 hours of ELC will be offered by a range of providers across Argyll Bute, including Local Authority, Private, Voluntary, Independent and Childminders.

4.2 Settings phased in by October 2020

Area	Setting Type	Phased in by October 2019	January 2020	August 2020
Cowal and Bute	Local Authority	5	10	11
	Funded Partner Provider	4	6	6
	Funded Partner Childminder	0	1	1
Helensburgh and Lomond	Local Authority	6	6	7
	Funded Partner Provider	9	9	9
	Funded Partner Childminder	7	7	7
Mid Argyll, Kintyre and the Islands	Local Authority	20	21	21
	Funded Partner Provider	3	3	4
	Funded Partner Childminder	5	5	5
Oban Lorn and The Isles	Local Authority	6	6	21
	Funded Partner	0	0	5

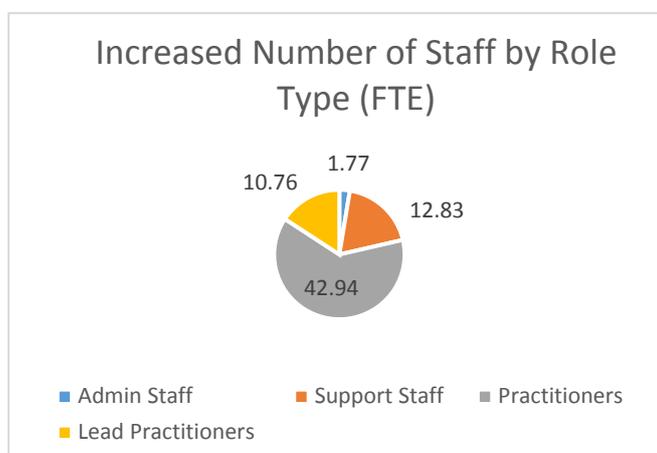
	Provider			
	Funded Partner Childminder	0	0	3

In January 2020 a further 5 Local Authority settings, 2 Partner Providers and 1 Child Minder will phase in to 1140 hours in Dunoon.

From January, 7 months ahead of the deadline of August 2020, 76% of settings across Argyll and Bute will be phased in to 1140 hours.

4.3 Staffing

As a result of the expansion work we have increased the number of staff as illustrated below.



A total of 74.30 FTE new posts.

By August 2020 we will have phased in all 60 Local Authority settings, 24 Partner Providers and 16 Child Minders although it is expected that the number of Child Minders delivering 1140 hours will increase.

We are working with the Scottish Child Minders Association to promote childminding as a career with a view to recruit more childminders in all localities.

The 1140 hours Phasing Plan detailing settings is attached in Appendix 1.

4.4 Finance

To support partner Providers and Child Minders prepare for 1140 hours and ensure indoor and outdoor environments are of a good quality grants of £15,000 have been offered to every Nursery and £1,000 to each Child Minder delivering ELC.

The total capital budget allocated was £6,790,000 to date £6,480,112 is committed with a balance of £309,887. The Capital spend must be committed by April 2020 and we are on track.

We have increased the hourly rate for 3 and 4 year olds in partner providers from £4.45 to £5.31. In addition we are undertaking an exercise to check that this rate is sustainable and reflects national policy priorities, including funding to enable payment of the real Living Wage to all childcare workers delivering the funded entitlement. The Early Years Team are supported in this exercise by finance, procurement and the Research and Engagement Officer.

4.5 Developing Workforce

To support the quality of deliver of 1140 hours the Early Years Team offers an extensive training catalogue (exemplified in Appendix 2) free to staff working in Local Authority and Partner Providers. By September 2019, 1546 practitioners across all settings requested training compared with 1253 requests in total for 2018/19.

4.6 Support for High Quality Provision

The Early Years Team have developed the Three Assets Approach to curriculum design (Appendix 3) that will be used to support practitioners and settings to get back to the core of Curriculum for Excellence, taking a holistic approach to learning in a meaningful context which nurture wellbeing, strengthens connections, encourages exploratory drive and develops competences and life skills.

Three new teacher posts have been created to work across our Partner Provider Nurseries to ensure children in these settings have equality of access to a teacher. Each setting receives the equivalent teaching time to that provided in our LA settings.

Seven Cluster Lead posts have been created and are working across a total of 35 settings. The aim of these posts is to contribute to improving the quality of early learning and childcare provided to children living in the most deprived areas, and ultimately to contribute to closing the attainment gap in cognitive, social and emotional development between children living in the least and most deprived areas. Recent inspections have recognised the positive impact these posts are having particularly in supporting outdoor learning, literacy, numeracy and practitioner engagement.

To ensure succession planning we have recruited 12 Modern apprentices (including 2 Gaelic Medium) and 2 Graduate apprentices. 42 young people across 6 of our secondary schools are undertaking a Foundation Apprenticeship in Early Learning and Child Care.

4.7 Partnership Working

We continue to work closely with colleagues in property to ensure we deliver 24 refurbishments, 4 extensions and one modular build that are required to deliver 1140 hours. Appendix 4 illustrates the proposed floor plan for the

repurposed Willow View nursery and office space in Oban and photographs from the new nursery at Cardross Primary and Aqualibrium in Campbeltown.

Colleagues in catering continue to work alongside the Early Years team to ensure that by August 2020 all children receive a two course meal that meets the national requirements. To date 55 settings are receiving this meal service. (appendix 5)

We are an active member of the Northern Alliance Early Years work stream in which we share learning as part of the expansion of ELC across the Northern Alliance Regional Improvement Collaborative with a focus on quality.

5.0 CONCLUSION

- 5.1 This paper outlines the progress across Argyll and Bute phasing in 1140 hours of ELC for approval of Community Services Committee.

6.0 IMPLICATIONS

- 6.1 Policy – The phasing in of 1140 hours will assist the Education Service to implement the relevant sections contained within the Children and Young People Act (Scotland) 2014.
- 6.2 Financial – Funding from Scottish Government is adequate in allowing Argyll and Bute Council to phase in 1140 hours.
- 6.3 Legal – The phasing in of 1140 hours 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 with responsibility for Education

Anne Paterson, Head of Education: Lifelong Learning & Support

Councillor Yvonne McNeilly, Policy Lead for Education

For further information contact:

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Argyll House, Alexandra Parade, Dunoon.

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APPENDICES

Appendix 1 1140 hours Phasing Plan

Appendix 2 Training Catalogue

Appendix 3 Three Assets Approach to curriculum design

Appendix 4 Floor Plans

Appendix 5 Menus

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APPENDICES

Appendix 1

Early Learning and Childcare 1140 Hours Phasing Plan

Phased Date	Area	Funded Provider Type	Setting Name
16 August 2017	Oban Lorn and Isles	Local Authority	Tiree Pre 5
16 August 2017	Oban Lorn and Isles	Local Authority	Tobermory Pre 5
04 January 2018	Cowal and Bute	Partner Provider	AppleTree Nursery
04 January 2018	Cowal and Bute	Partner Provider	Cairndow Community Childcare
08 January 2018	Mid Argyll, Kintyre and the Islands	Local Authority	Inveraray Pre 5
08 January 2018	Cowal and Bute	Partner Provider	Rothsay Playgroup
08 January 2018	Cowal and Bute	Local Authority	Rothsay Pre 5
08 January 2018	Cowal and Bute	Local Authority	Strachur Pre 5
08 January 2018	Mid Argyll, Kintyre and the Islands	Local Authority	Rhunahaorine Pre 5
08 January 2018	Oban Lorn and Isles	Local Authority	Lismore Pre 5
22 October 2018	Cowal and Bute	Local Authority	Kilmodan Pre 5
22 October 2018	Cowal and Bute	Local Authority	Lochgoilhead Pre 5
22 October 2018	Cowal and Bute	Partner Provider	Sunbeams (Innellan and Toward Family Centre)
22 October 2018	Helensburgh and Lomond	Local Authority	Kilcreggan Pre 5
22 October 2018	Mid Argyll, Kintyre and the Islands	Local Authority	Bowmore English Pre 5
22 October 2018	Mid Argyll, Kintyre and the Islands	Local Authority	Bowmore Gaelic Pre 5
22 October 2018	Mid Argyll, Kintyre and the Islands	Local Authority	Craignish Pre 5
22 October 2018	Mid Argyll, Kintyre and the Islands	Local Authority	Port Charlotte Pre 5
22 October 2018	Mid Argyll, Kintyre and the Islands	Local Authority	Port Ellen Pre 5
06 November 2018	Mid Argyll, Kintyre and the Islands	Local Authority	Gigha Pre 5
06 November 2018	Mid Argyll, Kintyre and the Islands	Local Authority	Keills Pre 5
06 November 2018	Mid Argyll, Kintyre and the Islands	Local Authority	Small Isles Pre 5

07 January 2019	Mid Argyll, Kintyre and the Islands	Local Authority	Tayvallich Pre 5
07 January 2019	Oban Lorn and Isles	Local Authority	Iona Pre 5
04 March 2019	Oban Lorn and Isles	Local Authority	Easdale Pre 5
29 April 2019	Helensburgh and Lomond	Local Authority	Arrochar Pre 5
01 August 2019	Helensburgh and Lomond	Partner Provider	Clyde Nursery
01 August 2019	Helensburgh and Lomond	Partner Provider	Drumfork
01 August 2019	Helensburgh and Lomond	Partner Provider	Mulberry Bush
01 August 2019	Helensburgh and Lomond	Partner Provider	Nursery Rhymes
01 August 2019	Mid Argyll, Kintyre and the Islands	Partner Provider	Badden Farm Nursery
01 August 2019	Mid Argyll, Kintyre and the Islands	Partner Provider	Meadows - Eligible 2 year olds only
01 August 2019	Mid Argyll, Kintyre and the Islands	Partner Provider	Riverside Rascals Day Nursery
15 August 2019	Cowal and Bute	Local Authority	Tighnabruaich Pre 5
15 August 2019	Helensburgh and Lomond	Partner Provider	B.A.S.I.C and Corner House Nursery
15 August 2019	Helensburgh and Lomond	Local Authority	*Cardross Early Learning and Childcare
15 August 2019	Helensburgh and Lomond	Local Authority	Colgrain Pre 5
15 August 2019	Helensburgh and Lomond	Partner Provider	Garelochhead Playgroup
15 August 2019	Helensburgh and Lomond	Local Authority	John Logie Baird Pre 5
15 August 2019	Helensburgh and Lomond	Partner Provider	KangaRhu
15 August 2019	Helensburgh and Lomond	Partner Provider	Kidlywinks
15 August 2019	Helensburgh and Lomond	Partner Provider	Lomond School Nursery
15 August 2019	Helensburgh and Lomond	Local Authority	St Joseph's Pre 5
15 August 2019	Mid Argyll, Kintyre and the Islands	Local Authority	Ardrishaig Pre 5
18 August 2019	Mid Argyll, Kintyre and the Islands	Local Authority	*Campbeltown Aqualibrium Early Learning and Childcare
15 August 2019	Mid Argyll, Kintyre and the Islands	Local Authority	Campbeltown Nursery
15 August 2019	Mid Argyll, Kintyre and the Islands	Local Authority	Carradale Pre 5
15 August 2019	Mid Argyll, Kintyre and the Islands	Local Authority	Dalintober Pre 5

15 August 2019	Mid Argyll, Kintyre and the Islands	Local Authority	Drumlemble Pre 5
15 August 2019	Mid Argyll, Kintyre and the Islands	Local Authority	Lochgilphead Pre 5
15 August 2019	Mid Argyll, Kintyre and the Islands	Local Authority	Southend Pre 5
15 August 2019	Oban Lorn and Isles	Local Authority	Dalmally Pre 5
21 October 2019	Mid Argyll, Kintyre and the Islands	Local Authority	Tarbert ELC
06 January 2020	Cowal and Bute	Local Authority	Clyde Cottage Nursery
06 January 2020	Cowal and Bute	Partner Provider	Clyde Cottage Voluntary Nursery
06 January 2020	Cowal and Bute	Local Authority	Dunoon Pre 5
06 January 2020	Cowal and Bute	Local Authority	Kirn Pre 5
06 January 2020	Cowal and Bute	Partner Provider	Patchwork 2-5 Nursery
06 January 2020	Cowal and Bute	Local Authority	Sandbank English Pre 5
06 January 2020	Cowal and Bute	Local Authority	Sandbank Gaelic Pre 5
06 January 2020	Oban Lorn and Isles	Local Authority	Kilninver Pre 5
20 April 2020	Helensburgh and Lomond	Local Authority	*Rosneath Early Learning and Childcare
20 April 2020	Mid Argyll, Kintyre and the Islands	Local Authority	MAKI Pups Outdoor Nursery Provision
17 August 2020	Mid Argyll, Kintyre and the Islands	Local Authority	Kilmartin Pre 5
20 April 2020	Cowal and Bute	Local Authority	Dunoon Outdoor Nursery Provision
17 August 2020	Oban Lorn and Isles	Local Authority	Arinagour Pre 5 - inactive 19/20
17 August 2020	Oban Lorn and Isles	Local Authority	Bunessan Pre 5
17 August 2020	Oban Lorn and Isles	Local Authority	Dunbeg Pre 5
17 August 2020	Oban Lorn and Isles	Local Authority	Kilchattan Pre 5
17 August 2020	Oban Lorn and Isles	Partner Provider	Little Learners
17 August 2020	Oban Lorn and Isles	Local Authority	Lochnell Pre 5
17 August 2020	Oban Lorn and Isles	Local Authority	Luing Pre 5 - inactive
17 August 2020	Oban Lorn and Isles	Local Authority	Willow View
17 August 2020	Oban Lorn and Isles	Partner Provider	Oban 1st Steps Day Nursery

17 August 2020	Oban Lorn and Isles	Local Authority	Park Pre 5
17 August 2020	Oban Lorn and Isles	Partner Provider	Rainbow Childcare
17 August 2020	Oban Lorn and Isles	Local Authority	Rockfield English
17 August 2020	Oban Lorn and Isles	Local Authority	Rockfield Gaelic
17 August 2020	Oban Lorn and Isles	Local Authority	Salen English
17 August 2020	Oban Lorn and Isles	Local Authority	Salen Gaelic
17 August 2020	Oban Lorn and Isles	Partner Provider	Soroba Young Family Group
06 January 2020	Oban Lorn and Isles	Local Authority	Strath of Appin Pre 5
17 August 2020	Oban Lorn and Isles	Partner Provider	Stramash
17 August 2020	Oban Lorn and Isles	Local Authority	Taynult Pre 5



Customer Services Education: Early Years

Continuing Professional Development

EARLY LEARNING & CHILDCARE

2019/2020



ARGYLL AND BUTE FUNDED TRAINING DAYS

Page 3	Introduction
Page 5	Early Years Conference 2019 - Save the Date!
Page 6	Adventures with Alice
Page 7	Paediatric First Aid
Page 9	Bringing Picture Books to Life
Page 10	Gifting Bookbug Explorer Bags
Page 11	Interacting or Interfering - Improving Interactions in the Early Years
Page 12	Principles of Therapeutic Play
Page 13	Introduction to Child Protection
Page 14	Identifying Child Protection Concerns
Page 15	PATHS Promoting Alternative Thinking Strategies
Page 16	The Three Assets Approach - Curriculum Design and Pedagogy in the Early Years
Page 17	Exploring Sensory Preferences - small changes can make a big difference
Page 18	Fight, Flight or Just Right - Let's talk about distressed behaviour and what we can do about it
Page 19	Coastal Activity Leader Training (CALT)
Page 20	Woodland Activity Leader Training (WALT)
Page 21	Using sign in an Early Years Environment
Page 22	Family Learning
Page 23	Food Handling and Infection Control

Page 25	The Benefits of Blockplay in ELC
Page 26	Promoting Curiosity, Inquiry and Creativity
Page 27	Planning for and tracking literacy progression in Early Years
Page 28	Planning for and tracking numeracy progression in Early Years
Page 29	Musically Moving 2 to 6 Years
Page 30	Childminders' Training Day
Page 31	Introducing Woodwork in Early Years Settings
Page 32	Creativity and Critical Thinking
Page 33	UNCRC in ELC
Page 34	A Good Lunch Time Experience
Page 35	<u>Thig a Chèilidh! Experiential Literacy Adventures in Gàidhlig</u>
Page 36	School's Out, We're Out!
Page 37	Sketchnotes

ARGYLL AND BUTE FUNDED E -LEARNING

Page 38	CALA E- Learning, Top Tips for Interacting with Young Children
Page 39	CALA E-Learning, Literacy; Learning for Life
Page 40	Mindstretchers E-Learning
Page 41	Getting it Right for Every Child E-Learning Module
Page 41	Child Development Module

LINKS TO ADDITIONAL FREE TRAINING AND RESOURCES

Page 42	Further training
Page 42	GDPR

Introduction

These courses are funded by the Local Authority's Workforce Development budget and open to all Education staff, Childcare Workers and Childminders within Argyll and Bute.

Places are limited and will be offered on a first come, first served basis. If courses are oversubscribed it may be necessary to limit the number of places per setting.

Please book as soon as possible to avoid disappointment. If there is a waiting list, we will confirm your place as soon as one becomes available. Please supply us with an email address (for schools this should be your enquiries email) and we will email you a reminder of the course approximately two weeks prior to the date. At this time, we will also email you a pre-learning log for completion which will enable the tutor to tailor the course accordingly.

If you cannot attend, please inform us as soon as possible as there may be a waiting list, Email cpdearlyyears@argyll-bute.gov.uk

Please note that some courses will involve outside activities, please ensure staff are aware of this and that they dress in appropriate warm/waterproof clothing.

A £30 administration fee applies to all those who fail to attend without notice. We require this cancellation 7 days in advance of the course in order to help us to fill the space and avoid unnecessary catering costs. Exceptions; if an individual is sick, please inform us as soon as possible. If the weather is inclement, there will be no charge if travel proves problematic.

ALL CANCELLATIONS HAVE TO BE MADE BY EMAIL

Lunch will only be provided at events held within Inveraray Conference Centre and the Loch Fyne Hotel, Inveraray (please outline any dietary requirements). For all other venues please bring a packed lunch. Tea and coffee will be provided at all training courses.

To book a place on any of these courses, please complete the enclosed training application form (this is available electronically if preferred) and return to:

Sheena Stewart, Argyll House, Alexandra Parade, Dunoon, PA23 8AJ
**or email cpdearlyyears@argyll-bute.gov.uk
by 6th September 2019**

Courses taking place in September will be confirmed asap, further courses will be confirmed week commencing 23rd September 2019.

E-Learning

Once again the Early Years Service has purchased a number of licences to allow Early Years Practitioners to complete CPD courses online. We have had very positive feedback from this training as it has allowed staff members to train at their own pace and at a time that suits them best.

Who should attend?

We have colour coded each course into categories to assist you in making your choices.

Early Level	
0 - 3 years	
Childminders	
Out of School Care Groups	

Codes can be found beneath each course descriptor, please refer to them as they will be helpful to know if the course is suitable for staff within your settings.





We are Connected, Curious and Creative

Early Years Conference Thursday
7th November 2019 The
Queen's Hall, Dunoon

Guest Speakers

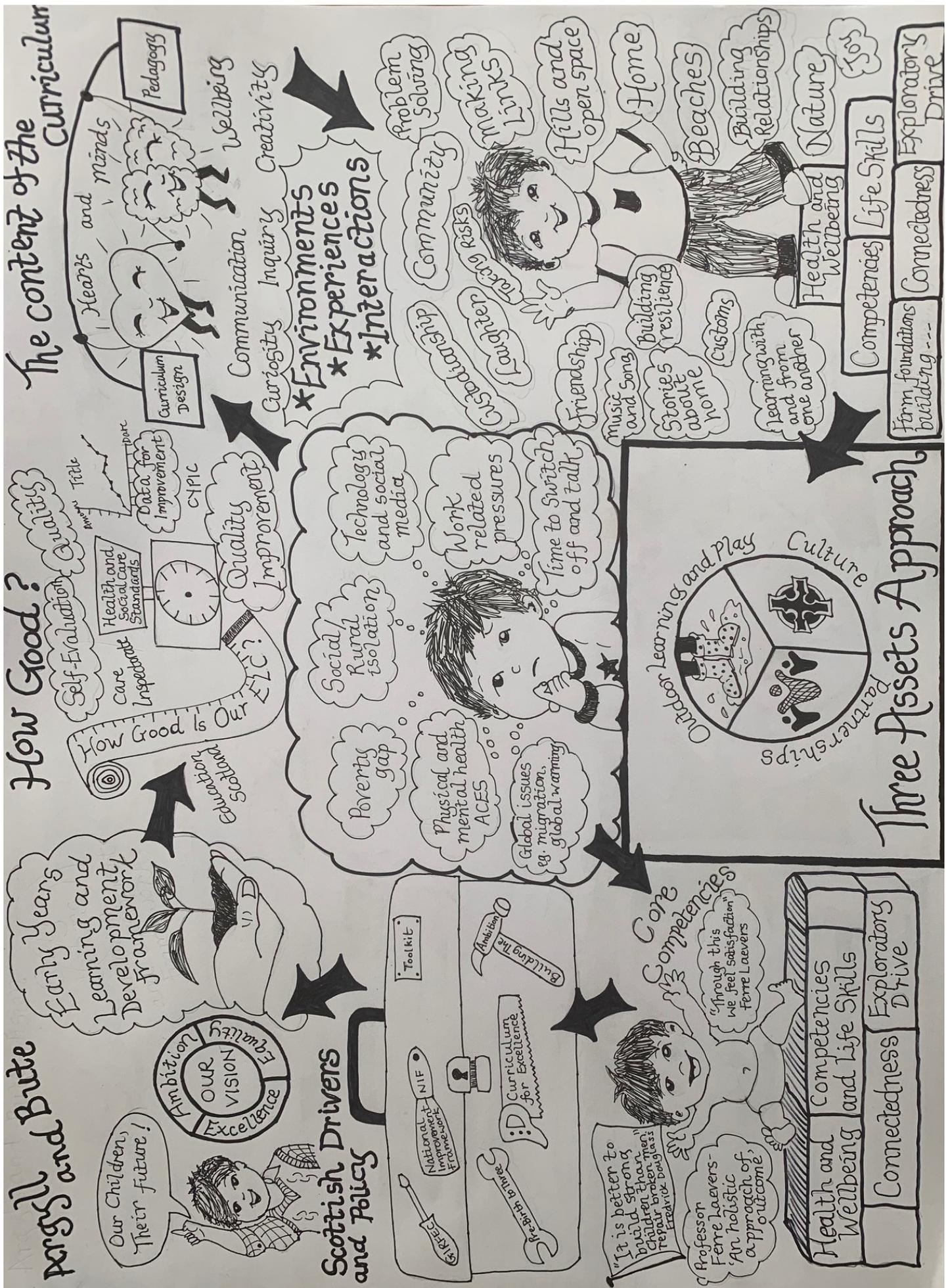
Professor Ferre Laevers

Julia Moons

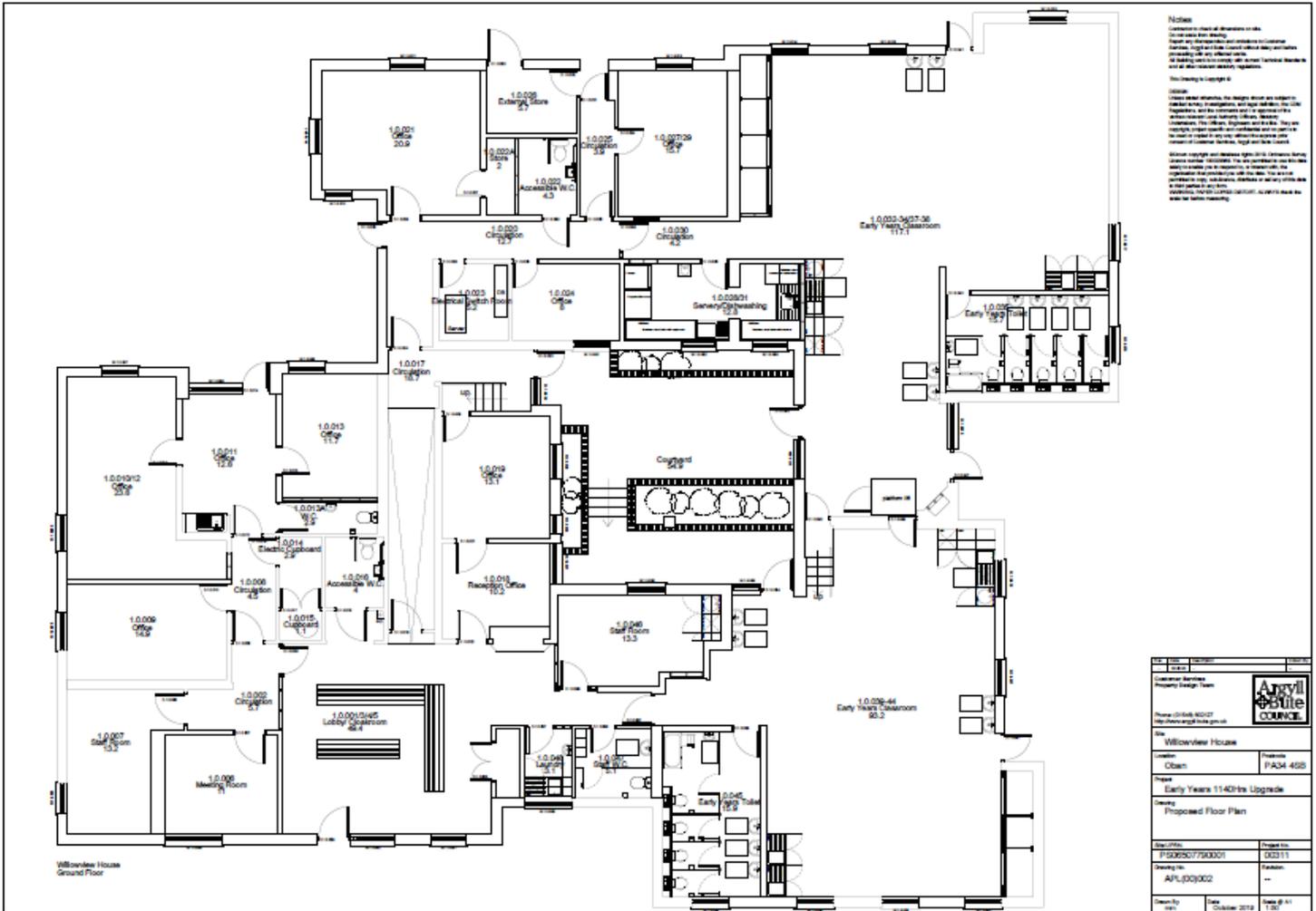
Dr Kate Wall



All places on this conference must be booked at:
[https://www.eventbrite.co.uk/e/we-are-curious-](https://www.eventbrite.co.uk/e/we-are-curious-connected-)
[connected-](https://www.eventbrite.co.uk/e/we-are-curious-connected-)



Willow View proposed floor plan



Cardross Primary Nursery

The new Aqualibrium



DID YOU KNOW...

Full details about our school meals can be found on the Council's website at

www.argyll-bute.gov.uk/education-and-learning/school-meals

A two course meal is £2.20



Allergies and Special Diets:

If your child has requires a special diet, please contact the school office and complete a Special Diet Request Form. All catering managers are trained on allergy awareness, and every effort will be made to accommodate your child's needs. Full allergy and recipe information is available for all dishes at www.argyll-bute.gov.uk/primary-school-meals-menu

All eggs are free range

All fish served is Marine Stewardship Council certified

All beef served is Scottish and all meat and poultry is UK Farm Assured * except haggis

A selection of fresh fruit is available every day

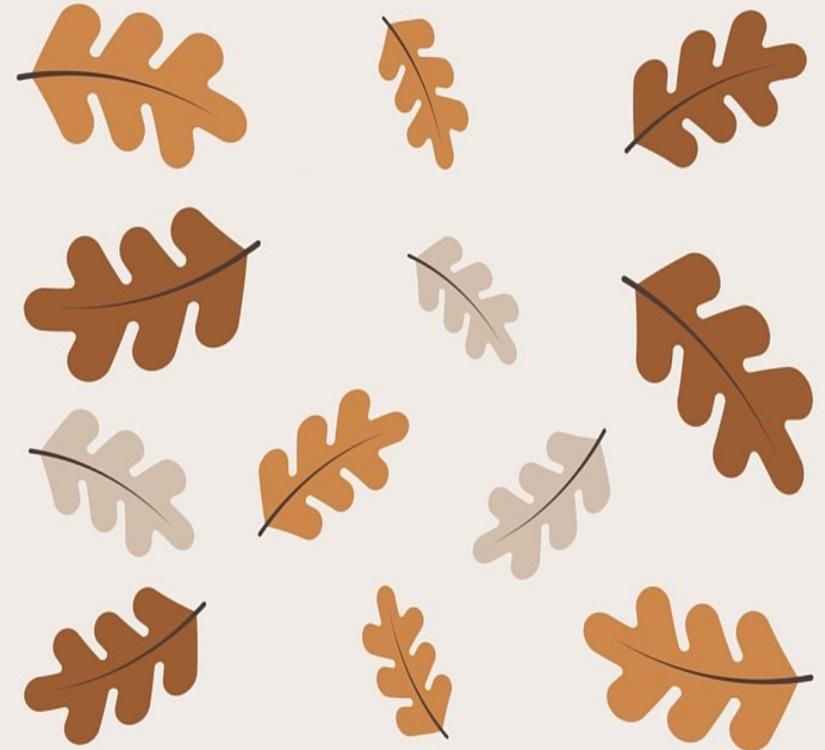
Yoghurt is always available as an alternative dessert

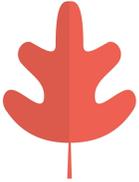
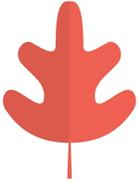
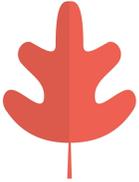
Bread, carbohydrate selection, seasonal vegetables and a salad selection is available every day

We welcome any feedback you may have: if you have any suggestions, or require any information, please visit our website or contact us catering@argyll-bute.gov.uk



**Early Years Menu
Autumn-Winter
2019/20**



	Week One	Week Two	Week Three
Monday	Soup of the Day Chicken Curry 	Soup of the Day Tomato and Cheese Pizza with Peppers (v) 	Soup of the Day Breaded Goujons in a Wrap 
Tuesday	Soup of the Day Pork Sausage and Potato Bake and Gravy 	Theme Day!	Margherita Pizza (v) Winter Fruit Salad 
Wednesday	Vegetable Fried Rice (v) Winter Fruit Salad 	Soup of the Day Homemade Macaroni Cheese (v) 	Soup of the Day Roast Chicken, Gravy and Yorkshire Pudding 
Thursday	Homemade Steak Pie Homemade Apple Sponge and Custard 	Soup of the Day Spaghetti Bolognese 	Gammon Steak Homemade Apple Crumble and Custard 
Friday	Soup of the Day Breaded Fish 	Breaded Fish Fingers Cheese and Oatcakes 	Soup of the Day Salmon 

ARGYLL AND BUTE COUNCIL
EDUCATION

COMMUNITY SERVICES COMMITTEE
10 DECEMBER 2019

COUNSELLING THOROUGH SCHOOLS

1.0 EXECUTIVE SUMMARY

- 1.1 The Scottish Government's 10 year Mental Health Strategy (2017-2027), recognises the need for targeted and specialist Child and Adolescent Mental Health Services (CAMHS), but also promotes effective prevention and early intervention through support services at a local level, delivered as close to the young people as possible.
- 1.2 To this end, the Scottish Government has committed funding for this financial year and the following three years to support the delivery of counselling through schools following a set of ten nationally agreed core principles.
- 1.3 Establish a model of implementation to enable the recruitment of appropriately qualified counsellors that can support children and young people through schools from age 10.
- 1.4 Establish a robust, multiagency group to screen referrals and analyse need identified across Argyll and Bute, to ensure that children and young people access the right support at the right time to improve outcomes.
- 1.5 Develop strong collaborative working with the Educational Psychology Service to ensure the continued implementation of focused and effective preventative and early intervention approaches within schools and communities.
- 1.6 Work in partnership across services to ensure effective implementation and robust evaluation of impact on outcomes for children and young people.
- 1.7 Recommendations

It is recommended that Community Services Committee

- a) Endorse the proposed development of counselling within schools in Argyll and Bute;
- b) Note the deployment and resources in regard to the provision of Counselling in Schools will be agreed by the Executive Director with responsibility for Education, and the Chief Officer of the HSPC and;

- c) Agrees that the Head of Education: Lifelong Learning and Support will provide updates on the counselling in schools Programme to future Community Services Committee Meetings.

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

EDUCATION

10 DECEMBER 2019

COUNSELLING THROUGH SCHOOLS

2.0 INTRODUCTION

- 2.1 The Scottish Government's 10 year Mental Health Strategy (2017-2027), recognises the need for targeted and specialist Child and Adolescent Mental Health Services (CAMHS), but also promotes effective prevention and early intervention through support services at a local level, delivered as close to the young people as possible.
- 2.2 To this end, the Scottish Government has committed funding for this financial year and the following three years to support the delivery of counselling through schools following a set of ten nationally agreed core principles.
- 2.3 Establish a model of implementation to enable the recruitment of appropriately qualified counsellors that can support children and young people through schools from age 10.
- 2.4 Establish a robust, multiagency group to screen referrals and analyse need identified across Argyll and Bute, to ensure that children and young people access the right support at the right time to improve outcomes.
- 2.5 Develop strong collaborative working with the Educational Psychology Service to ensure the continued implementation of focused and effective preventative and early intervention approaches within schools and communities.
- 2.6 Work in partnership across services to ensure effective implementation and robust evaluation of impact on outcomes for children and young people.

3.0 RECOMMENDATION

It is recommended that Community Services Committee

- a) Endorse the proposed development of counselling within schools in Argyll and Bute;
- b) Note the deployment and resources in regard to the provision of Counselling in Schools will be agreed by the Executive Director with responsibility for Education, and the Chief Officer of the HSPC and;

- c) Agrees that the Head of Education: Lifelong Learning and Support will provide updates on the counselling in schools Programme to future Community Services Committee Meetings.

4.0 DETAIL

- 4.1 Supporting the mental health and emotional wellbeing of children and young people is everyone's business. The benefits to the individual and to wider society of preventing problems from arising and intervening early are significant. For schools, this can result in improvements in attainment, attendance and behaviour as well as happier, more confident and resilient pupils.
- 4.2 The 10 year mental health strategy includes a number of recommendations that have been taken on board as part of the current strategy in Argyll and Bute. This includes the development of the framework for practice and associated resource hub *Our Children, Their Mental Health*, sustained intervention from the Educational Psychology Services to build mentally healthy secondary schools along with colleagues from Health and Choose Life, training and implementation support for Early Learning and Childcare settings and Primary Schools on the Promoting Alternative Thinking Strategies (PATHS) curriculum and the development of nurture approaches across educational establishments.
- 4.3 The vision for the Education Service is that ***together we will realise ambition, excellence and equality for all***. In practice, this involves the promotion of the principles of Getting It Right for Every Child across education, health and social care. This should involve the Named Person, in partnership with families and other agencies, using the Argyll and Bute Practice Model and the Child's Plan, to identify, assess and put support in place for children and young people with a wide range of wellbeing concerns and additional support needs. This will include those who experience emotional wellbeing difficulties and mental health issues.
- 4.4 Research findings consistently indicate that children and young people experiencing emotional well-being or mental health issues will, in most cases, be best supported by adults who know them well and with whom they feel familiar, comfortable and safe to talk, for example, parents or carers, other family members, peers and/or school staff (Bowlby, 2005; Hattie & Yates, 2013).

The Educational Psychology Service, Principal Teachers and colleagues in Health provide training on mental health awareness, the development of social and emotional learning, building positive relationships, responding to

ACEs and trauma and developing nurturing establishments. Such training is accessible for staff at all levels. Clear guidance on building positive relationships and trauma informed practice will enhance the confidence of staff in supporting children experiencing emotional challenges through anxiety and distress. As a result, the developments already outlined are complemented by Argyll and Bute's involvement in the national Trauma Training Pilot to develop a trauma informed workforce across services.

- 4.5 In Argyll and Bute, the promotion of positive emotional wellbeing for all children and young people is a key function of the support provided by the Educational Psychology Service, Primary Mental Health Workers (PMHW) and Education Support Officers, in collaboration with school staff, partner agencies, young people and their families. Where staff in schools have particular concerns about a young person's mental health, they will often consult with their Educational Psychologist (EP) or PMHW in the first instance, before requesting a service from Tier 3 CAMHS, if this is required.
- 4.6 To support the introduction of access to counsellors through schools the Scottish Government is providing £12 million to local authorities for 2019/20, rising to £16 million in each of the three financial years 2020/21, 2021/22 and 2022/23. Within Argyll and Bute the funding allocated is £286,000 for this financial year and £377,000 for each of the following three years.
- 4.7 This funding will provide the resource to ensure greater equity and availability of this type of support, including through our island schools. In addition to the EPs and PMHWs, some schools have been offered counselling services, provided by voluntary or 3rd sector organisations, in their geographic areas. With the access to additional resourcing through Pupil Equity Funding, some schools have bought in counselling services as part of the support they provide for pupils. While valuable, this support is neither consistent nor equitable at present and where it is provided, it is not always part of a staged approach or provided within the GIRFEC Practice Model.
- 4.8 The British Association for Counselling and Psychotherapy (BACP) define school based counselling as: *'a professional activity delivered by qualified practitioners in schools. Counsellors offer troubled and/or distressed children and young people an opportunity to talk about their difficulties, within a relationship of agreed confidentiality.'*
- 4.9 Active discussions are currently taking place between Education and the Health and Social Care Partnership to develop a model of counselling through schools that will complement existing services, build capacity to meet identified needs, enhance approaches to early intervention and improve outcomes for children and young people.

- 4.10 Young people who are most likely to benefit from counselling:
- have a degree of insight into their own life and issues impacting upon them;
 - are relatively able intellectually and socially;
 - are able to participate in relatively sophisticated verbal interaction;
 - recognise that there is a problem and that they can help resolve it;
 - have the potential to delay and rehearse resolution strategies, and
 - have some ability to incorporate external views and to assimilate and generate verbal feedback

The Named Person will lead an explicit discussion with the young person, their parents / carers and the other professionals involved, using information gathered through local assessment processes and the criteria above, to identify whether a young person is likely to benefit from counselling at that particular point in time.

- 4.11 Referrals will be reviewed by a multiagency team to ensure that a staged intervention approach is followed in conjunction with consideration of the criteria stated at 3.10 above. In line with the recommendations of the Scottish Government's Mental Health Taskforce and best practice guidance, the provision of counselling through schools must form part of an integrated model for supporting the mental and emotional wellbeing of children and young people, with a clear line management structure to provide the essential checks and balances to ensure safe and equitable delivery of service. This will be a function of a multiagency team with governance through regular reporting to Argyll and Bute's Children. There will be close partnership working across the team of counsellors, Educational Psychology and Child and Adolescent Mental Health.

5.0 CONCLUSION

- 5.1 A service to provide counselling through schools should be implemented from January 2020 to enhance the current approaches to supporting the mental health and emotional wellbeing of children and young people across Argyll and Bute.

6.0 IMPLICATIONS

- 6.1 Policy – None
- 6.2 Financial – Allocation of Counselling in Schools Grant from Scottish Government.
- 6.3 Legal – None.
- 6.4 HR – Recruitment of Staff

- 6.5 Fairer Scotland Duty – Providing equity and inclusion to meet the needs of all young people.
- 6.5.1 Equalities - protected characteristics – All legislative requirements will be met
- 6.5.2 Socio-economic Duty – N/A
- 6.5.3 Islands – No differentiated impact.
- 6.6. Risk – Inability to recruit to all areas across Argyll and Bute leading to inequity of service accessibility. Insufficiency of appropriately qualified candidates leading to an inability to deliver the proposed service.
- 6.7 Customer Service – Improvements in service to meet individual needs are being sought

Douglas Hendry, Executive Director with responsibility for Education

Anne Paterson, Head of Education: Lifelong Learning & Support

Councillor Yvonne McNeilly, Policy Lead for Education

For further information contact:

Roslyn Redpath, Principal Educational Psychologist

Psychological Service
Argyll House, Alexandra Parade, Dunoon, PA23 8AJ
roslyn.redpath@argyll-bute.gov.uk / 01369 708537

APPENDICES

Appendix 1 - Counselling Through Schools: A partnership approach

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COUNSELLING THROUGH SCHOOLS

A partnership approach

Aims

To provide, in partnership between local and national government

- access to counselling through schools, enabling locally provided support for children and young people towards positive mental health and wellbeing.
- high quality and effective counselling support as part of a range of supports available locally to children and young people.
- counsellors who are accredited and working to an agreed standard across Scotland
- Access to counselling through primary, secondary and special schools, ensuring consistently high quality services available locally, for pupils aged 10 and over.

Principles

- The commitment to the provision of counselling through schools should be delivered in partnership between national and local government, and relevant partners, and should build upon the services already in place wherever possible.
- The provision of counselling should be part of a holistic [child centred] approach to improving the mental health and wellbeing of children and young people,
- Counselling services should be delivered within an agreed definition of counselling by qualified counsellors registered with an appropriate registration body.
- Counselling services should be available to secondary school pupils primarily and primary, and special schools in communities for pupils aged 10 and over.
- In recognition of the need to ensure young people are safe, services should ensure a robust assessment is carried out and that young people are supported to access alternative services where counselling may not be appropriate.
- There should be availability of counselling services during school holidays, to ensure continued support to vulnerable young people
- The provision of counselling through schools should align to, and/or enhance the local services to support the mental health and wellbeing of children and young people.
- Counselling services should be accessible. Utilising technology, virtual approaches and delivery in non-educational settings where communities need it, particularly in rural communities.
- Local policies and procedures in relation to child protection and information sharing should be followed. The requirements of the registering body, for example in terms of professional conduct and supervision should also be followed.
- The commitment to counselling through schools will be delivered in 2 phases, with full delivery expected by September 2020

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ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****EDUCATION****10 DECEMBER 2019**

SCHOOLS (CONSULTATION) (SCOTLAND) ACT 2010 – SKIPNESS PRIMARY SCHOOL

1.0 EXECUTIVE SUMMARY

- 1.1 This report provides details of the Options Appraisal for Skipness Primary School, carried out in accordance with the preliminary requirements set out in Section 12A of the *Schools (Consultation) (Scotland) Act 2010*, as amended.
- 1.2 It is recommended that the Community Services Committee:
- a. Note the outcome of this consideration of the preliminary requirements; and,
 - b. Agree that officers now formulate a draft proposal that will come 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*.

SCHOOLS (CONSULTATION) (SCOTLAND) ACT 2010 – SKIPNESS PRIMARY SCHOOL

2.0 INTRODUCTION

- 2.1 When considering the future of a rural school the Education Authority must first satisfy the preliminary requirements as set out in Section 12A the *Schools (Consultation) (Scotland) Act 2010*, as amended.
- 2.2 On 5th September 2019, the Community Services Committee agreed that officers would undertake a preliminary consultation process in respect of Skipness Primary School. As Skipness Primary School is a rural school, the preliminary requirements require that a possible closure proposal, and all the reasonable alternatives, are assessed having particular regard to the following:
- a. Their likely educational benefits.
 - b. Their likely effect on the local community – having particular regard to the sustainability of the community and the availability of the school premises to the community.
 - c. The likely effect that would be caused by any different travelling arrangements on the school's pupils and staff and any other users of the school's facilities, as well as the possible environmental impact.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Community Services Committee:
- a. Note the outcome of this consideration of the preliminary requirements; and,
 - b. Agree that officers now formulate a draft proposal that will come 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*.

4.0 DETAIL

- 4.1 This report provides details of the Options Appraisal, carried out in accordance with the preliminary requirements of the *Schools (Consultation) (Scotland) Act 2010*, as amended (the 2010 Act), in respect of Skipness Primary School.
- 4.2 The Options Appraisal for Skipness Primary School is attached as **Appendix 1**.

4.3 Four alternative options have been assessed whilst considering the future of Skipness Primary School. For each option, information was collated and particular regard was given to:

- Community feedback;
- Pupil numbers;
- Assessment of rural factors – namely the likely effect on the local community (having particular regard to the sustainability of the community and availability of the school’s premises and its other facilities for use by the community); and the likely effect of any different travelling arrangements that may be required (having particular regard to the effect on pupils, staff and any other users of the school’s facilities, and any environmental impact).
- Educational benefits; and
- Financial information

4.4 An authority that is contemplating a rural school closure proposal must satisfy the preliminary requirements set out in Section 12A of the 2010 Act prior to formulating any proposal.

4.5 Consideration was given to the underlying reasons as to why the future of Skipness Primary School is being reviewed, and all reasonable alternatives to closure of the school as a response to those underlying reasons, were identified. All four options (including closure) were then assessed – having particular regard to likely educational benefits, likely effect on the local community and likely effect on travelling arrangements. Following this assessment, closing Skipness Primary School and realigning the catchment area of Tarbert Primary School to include the current catchment area for Skipness Primary School is considered to be the most reasonable option to address the underlying reasons for the possible proposal.

5.0 CONCLUSION

5.1 The Options Appraisal for Skipness Primary School has been prepared in accordance with the preliminary requirements of the 2010 Act.

5.2 After consideration of the preliminary requirements, all identified reasonable alternatives and the reasons for why the future of the School is being considered, closing Skipness Primary School and redrawing its catchment area to the delineated catchment area of Tarbert Primary School is considered to be the most reasonable option in order to address the underlying reasons for the possible proposal. Officers are now in a position to 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 2010 Act.

6.0 IMPLICATIONS

- 6.1 Policy – An authority that is considering formulating a rural school closure proposal must first satisfy the preliminary requirements set out in Section 12A of the *Schools (Consultation) (Scotland) Act 2010*, as amended.
- 6.2 Financial – there are financial implications for each option, as set out in the Options Appraisal.
- 6.3 Legal – The Options Appraisal for Skipness Primary School has been prepared in accordance with the preliminary requirements as set out in Section 12A of the *Schools (Consultation) (Scotland) Act 2010*, as amended.
- 6.4 HR – None
- 6.5 Fairer Scotland Duty: None at present
 - 6.5.1 Equalities – None at present
 - 6.5.2 Socio-economic Duty - None at present
 - 6.5.3 Islands – None at present
- 6.6 Risk – None at present
- 6.7 Customer Service – None at present

Douglas Hendry, Executive Director with responsibility for Education

Councillor Yvonne Mcneilly, Policy Lead for Education

For further information please contact:-

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11 November 2019

Appendices:

Appendix 1 – Options Appraisal Skipness Primary School

Appendix 1



EDUCATION

OPTIONS APPRAISAL

SKIPNESS PRIMARY SCHOOL

1. INTRODUCTION

- 1.1 On 8th September 2016, Argyll and Bute Council approved the mothballing of Skipness Primary School. The Council agreed that in the event there are no registered pupils by the commencement of session 2018/19 the school be considered for formal closure through the statutory process.

<https://www.argyll-bute.gov.uk/moderngov/ieListDocuments.aspx?CId=548&MId=7207&Ver=4>

On 5th September 2019, the Community Services Committee agreed that the Education Service would undertake the required preliminary consultation and an options appraisal, for Skipness Primary School. The Community Services Committee received a report 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=8381&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, contains 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 to them within a reasonable timescale.

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

On 5th September 2019, Community Services Committee agreed that the Education Service would undertake the preliminary requirements in relation to considering a rural school closure and look at an options

appraisal for Skipness Primary School. This review will enable the Education Service to identify and consider the options put forward.

The 2010 Act 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

2.1 An authority that is contemplating 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. In particular, it must identify the underlying reasons why the future of the School is being considered, which are as follows:

1. Skipness Primary School has been mothballed for three 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 September 2019 there were 18.5 fte 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 therefore considering the future of Skipness Primary School. The various 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 Skipness and the Local Area - the Skipness Primary School Setting

Skipness is a scenically beautiful area situated on the most North Westerly point of the Kintyre peninsula. Skipness is a small and picturesque village overlooking the Kilbrannan sound towards the Isle

of Arran, whose name means ‘point of the ships’ in ancient Nordic tongue. The Kintyre Way passes through the village of Skipness on its way from Tarbert to Southend, encouraging outdoor enthusiasts to take in the natural beauty of the area. Skipness village is home to the historic attractions of the 13th Century Skipness Castle and Kilbrannan Chapel from the same time period which are open to the public and attracts visitors throughout the year.

3.4 The School within the Community

Skipness Primary School was very active within the community. It was 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 no longer continues to be used for meetings. With Skipness Village Hall, a community managed charity that host various community events and can be hired privately, being the hub of the village.

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 Skipness area showing the changing population from census 2001 to census 2011:

Table 1: Population Information

Skipness 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 Skipness Primary School differ slightly. Currently there are 34 permanent community members in the village of Skipness.

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 Skipness.

Appendix 2 shows the LDP for Tarbert.

Appendix 3 provides the key for Local Development Plans.

3.7 Skipness Primary School

Skipness 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 from Cour to Cnoc na Meine and across to Whitehouse. 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 shows the Skipness Primary School Floor Plan.

Skipness Primary School is 12.6 miles from Tarbert Primary School. The area is sparsely populated. The School is situated on the side of a single track road that leads from Claonaig to Skipness.

The Scottish Government's Rural School List 2017 classifies Skipness 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. Skipness Primary is one of 5 primary schools associated with Tarbert Academy.

3.8 Tarbert Primary School

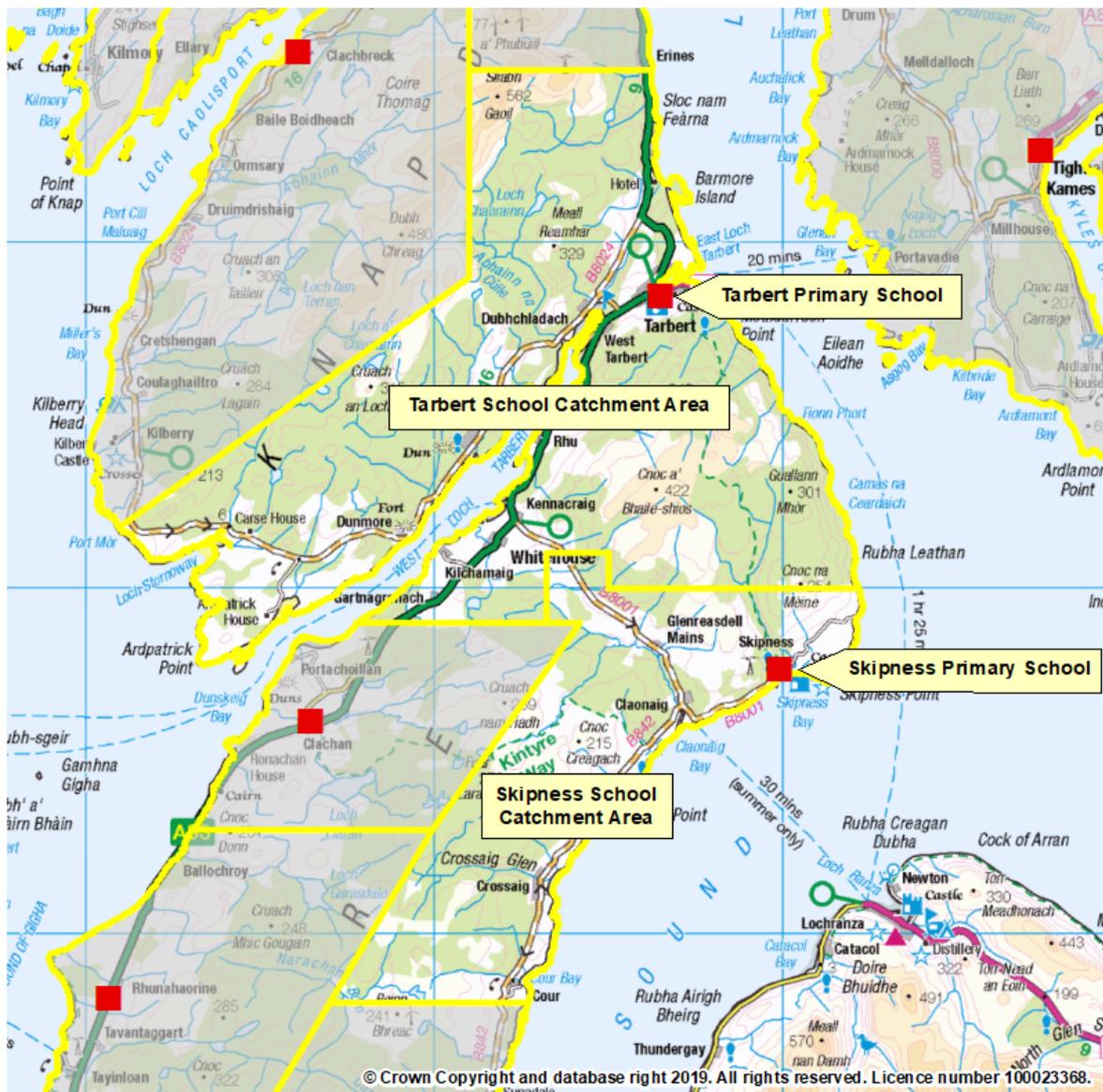
Following the mothballing of Skipness Primary School, children currently attend Tarbert Primary School. Tarbert Primary School is a non-denominational and co-educational school situated in the village of Tarbert at 4 Eastfield, off the main A83 road. Tarbert Academy is a 3-18 school comprising three stages of schooling. The Pre-5 unit serves the village and near environs of Tarbert. The Primary serves the village and the surrounding community; and the Secondary also serves the communities of South Knapdale and North Kintyre. The original school building was constructed in 1896 and is still used today. New accommodation was phased in during the mid-1990s and is used to house the Primary, Assembly Hall, Office and School Kitchen. In the year 2000, the School also became home to a Pre-5 unit and in 2014 an Early Level classroom with its own toilet block, kitchen and outdoor play area was built in the Primary Department. The building is well maintained and along with the surrounding scenery provides attractive accommodation for the Primary School.

Appendix 5 shows the Tarbert 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. There are willow dens to play in and access to the nearby cycle track.

The Primary School building has facilities for pupils, visitors and special access needs. The Scottish Government's Rural School List 2017 classifies Tarbert Primary School as 'very remote rural'. Tarbert Academy is the associated Secondary School for Skipness and Clachan. Pupils at Achahoish Primary can choose between Tarbert Academy and Lochgilphead High and pupils from Rhunahaorine and Gigha are given the choice between Tarbert Academy and Campbeltown Grammar.

The Map below shows the adjoining catchment areas of Skipness and Tarbert Primary Schools Catchment Areas:



3.9 Pupil Numbers

Pupil projections, and data for 2019 - 2020 are based on the 2018 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 Skipness and Tarbert Primary schools:

Table 2:	Skipness PS	Tarbert PS
	Roll	Roll
Capacity	26	130
2005-06	7	91

2006-07	7	89
2007-08	7	92
2008-09	6	95
2009-2010	1	92
2010-2011	3	88
2011-2012	3	83
2012-2013	4	79
2013-2014	3	81
2014-2015	3	83
2015-2016	0	94
2016-2017	0	93
2017-2018	0	96
2018-19	0	102
2019-20	0	102

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

Table 3:	Skipness PS	Tarbert PS
	Roll	Roll
Capacity	26	154
2020 -2021	1	109*
2021 -2022	1	106*
2022-2023	1	103*

* A prediction based on information available July 2019.

4. COMMUNITY ENGAGEMENT

4.1 Meetings

A Community Engagement Meeting was held in Skipness Village Hall, on October 24th, 2019 from 14:30-18:00 hours. This was to seek the views of the community on the future of Skipness School. This meeting was attended by 22 people. There was also a meeting in Tarbert Academy to gather opinions from the young people from within the catchment area for Skipness School. Three secondary aged young people attended as there are currently no primary aged pupils from the Skipness catchment area attending Tarbert Primary.

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 Skipness 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 area*

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 Skipness School:

- **Community and Parents**

The majority of the community felt that the most viable option is to formally close the school and were in agreement that the low numbers of children did not make the re-opening of the school realistic. There was a small percentage of people in support of continued mothballing in order to retain the building in case of future need.

- **Children/young people**

The young people voiced they loved being at school at Skipness Primary but that there are currently no pupils at Skipness Primary and closing the school made sense to them.

- **Staff**

Staff members were sad at the thought of the School being closed but acknowledged that without a significant number of pupils re-opening the school is not viable.

General Comments:

'Closing is the most sensible option.'

'Tarbert isn't too far and there is an existing bus service.'

'Continued mothballing would mean further deterioration to the building and would be a waste of the premises.'

'Changing catchment area could impact other small local schools and wouldn't necessarily mean more pupils for the school as parents have a choice of where to send their children.'

'If there were kids there I feel they would miss out on the great learning experience. But I understand there's no point keeping a school open if there isn't anyone in the classrooms.'

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

Skipness Primary School has been mothballed for 3 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 September 2019 there were 18.5 fte vacancies for both Head Teachers and Teachers.

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

- a) Re-open Skipness Primary School.
- b) Continued Mothballing of Skipness Primary with the pupils zoned to Tarbert Primary School.
- c) Re-open Skipness Primary School and realign its catchment area.
- d) Close Skipness Primary School and realign its catchment area to Tarbert Primary School.

6. OPTION A: RE-OPEN SKIPNESS PRIMARY SCHOOL

6.1 Community Feedback

Of the 22 community members that attended the Options Appraisal engagement event, no one was in support of re-opening the School because the lack of feasibility due to low pupil numbers.

6.2 Pupil Numbers

If the school were to reopen in August 2020, the maximum pupil numbers from the catchment would be one. There are no pupils currently within the catchment area but children would attend Tarbert Primary School. It has been stated that without a viable number of pupils for the School parents would not be considering placing their children at attend Skipness Primary School if it were to re-open.

If the school were to re-open 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

Skipness Primary	2020/2021	2021/2022	2022/2023
Approved Capacity	26	26	26
Roll Projection	1	1	1

6.3 Financial Information

The total amount including employee; premises; supplies and services and catering consideration to re-open the school is **£143,666¹**

The annual cost of mothballing Skipness Primary School is **£1,644**.

The cost to bring the property to an acceptable standard to re-open the school is **£75,000**.

6.4 Assessment of Rural Factors

The reasons why the future of Skipness Primary School is being considered are as stated at Section 2 of this Report. There is no expectation for the pupil numbers at Skipness Primary School to increase. Skipness Primary School is currently mothballed and there

¹ Annual costs for running a comparative school for Skipness Primary School.

are no current pupils in the Skipness catchment area. 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 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 Skipness School. All of which have been reported to be well attended. Respondents noted the negative impact of the school mothballing on the community as:

- The visual impact on the community of the mothballed school.
- The continued deterioration of the building.

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 (sourced from Google maps) from Skipness Primary to Tarbert Primary is 12.6 miles via the B8001 and the

A83. Travel time is approximately 25 minutes. The travel arrangements have been in place for almost three years. Travel is an accepted aspect of living in the Skipness community. If Skipness 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 respective positive and negative impact may therefore 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 22 people who attended the consultation the majority were not in favour of reopening Skipness Primary as a school. If the school reopened, pupil numbers would be zero, as of the September 2018 census, and this is predicted to increase by 1 over the next three years.

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 **£143,666²**, with the cost to bring the property to an acceptable standard to re-open the school is **£75,000**.

² Annual costs for running a comparative school for Skipness.

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 (sourced from Google maps) from Skipness Primary to Tarbert Primary is 12.6 miles via the B8001 and the A83. Travel time is approximately 25 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 almost 3 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.

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 and the lack of local support for reopening Skipness Primary School this is not considered to be a reasonable option.

7. OPTION B: CONTINUED MOTHBALLING OF SKIPNESS PRIMARY SCHOOL WITH PUPILS ZONED TO TARBERT PRIMARY SCHOOL

The Statutory Guidance for the 2010 Act, 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.”* Skipness Primary School has been mothballed for 3 years.

7.1 Community Feedback

There are many ideas for the future of the building being taken forward by the community 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 building is deteriorating and is becoming an eye-sore.'

'Continued mothballing would mean further deterioration to the building and would be a waste of the premises.'

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

'The building should be used for a purpose to benefit 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 (2019/20) to the Council of the mothballed Skipness Primary School is **£1,644**. 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 **£75,000**. There is no current annual transport cost of taking pupils to alternative schools.

7.4 Assessment of Rural Factors

The reasons why the future of Skipness Primary School is being considered are as stated at Section 2 of this Report. There is no expectation for the pupil numbers at Skipness Primary School to increase. Skipness Primary School is currently mothballed and although there are currently no registered pupils, pupils would be rezoned to another local school. To reopen the school would not increase the pupil numbers.

7.4.1 *Community Impact*

If pupils are to continue their education in Tarbert Primary School there would be no change to the current impact on the community. If the mothballing of Skipness was to continue the building would deteriorate further and eventually become unavailable. This could have a detrimental effect on the

sustainability of the Skipness community. At present the school grounds are available for community use. For example, the tarmac area is used as parking for Village Hall events and visiting children use the play areas. 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.

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 (sourced from Google maps) from Skipness Primary to Tarbert Primary is 12.6 miles via the B8001 and the A83. Travel time is approximately 25 minutes. The travel arrangements have been in place for almost three years. Travel is an accepted aspect of living in the Skipness community. Continued mothballing of Skipness Primary School would have no 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 Tarbert and Skipness are remote rural schools. Each school is set within a very remote rural area (Scottish Government classification). Children from Skipness area, attending Tarbert 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 Tarbert Primary.

The co-location of the nursery and the primary classes at Tarbert Primary enhances the transition process for the children moving from Nursery into 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 three year mothballing of Skipness 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 (2019/20) to the Council of the mothballed Skipness Primary School is **£1,644**. 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 **£75,000**. There is no current annual transport cost for taking pupils to an alternative school.

The travel distance (sourced from Google maps) from Skipness Primary to Tarbert Primary is 12.6 miles via the B8001 and the A83. Travel time is approximately twenty-five 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 Skipness Primary school.

On the basis that pupil numbers are not expected to increase and the building's mothballing is not of benefit to the community or the Council, continued mothballing of Skipness Primary School is not viewed as a reasonable option.

8. **OPTION C: RE-OPEN SKIPNESS PRIMARY SCHOOL AND EXTEND ITS CATCHMENT AREA TO THE JUNCTION OF THE B8001 AND A83, INCLUDING THE VILLAGE OF WHITEHOUSE**

8.1 **Community Feedback**

The existing catchment area for Skipness School is very rural and very sparsely populated.

When considering the option to realign the catchment area of Skipness, the boundary for Skipness School has been hypothetically moved to the junction of the B8001 and the A83 and including the village of Whitehouse.

Community views are:

‘Changing catchment area could impact other small local schools and wouldn’t necessarily mean more pupils for the school as parents have a choice of where to send their children.’

8.2 Pupil Numbers

The pupil numbers within this new catchment area would not increase the roll significantly. As part of any possible forthcoming consultation, there would be discussions with the parent body of Tarbert Primary School regarding the future of Skipness School. There was no representation from the Parent Council at the Options Appraisal Meeting. It was felt by attendees at the meeting that moving the catchment area of Skipness Primary School 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 **£143,666³** per annum.

To bring the property to an acceptable standard to re-open the school would cost **£75,000**.

The cost to use minibuses to transport the children to Skipness Primary School would be **£14,738⁴** (These transport costs are calculated assuming the boundary has moved to include all children who live within the junction of the B8001 and the A83).

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 why the future of Skipness Primary School is being reviewed are as stated at Section 2 of this Report. There is no

³ Annual costs for running a comparative school for Skipness.

⁴ This would be the cost of one mini bus.

expectation for the pupil numbers at Skipness Primary School to increase. Skipness Primary School is currently mothballed and the pupils are rezoned to Tarbert Primary School.

To reopen Skipness Primary School **and** realign its catchment area could increase the pupil numbers if families were to send their children to Skipness Primary School.

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 Skipness Primary to Tarbert Primary is 12.6 miles via the A83. Travel for children within this new boundary would be less than thirty minutes and would be a new 'bus route'. Therefore, appropriate risk assessments would be necessary. Travel is an accepted aspect of living in the Skipness community.

If Skipness 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 Tarbert and Skipness are very remote rural schools. Each school is set within a remote rural area (Scottish Government classification). Children from Skipness area that currently attend Tarbert Primary School benefit from the broader environment, whilst not moving their learning to a school that is completely different to their home environment. Outdoor learning is currently provided at Tarbert Primary School.

The outdoor facilities either in the school grounds or in the immediate neighbourhood of Skipness Primary School 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 Skipness Primary as a school, and realigning its catchment area 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 **£143,666⁵**, with the cost to bring the property to an acceptable standard to re-open the school is **£75,000**.

If the School was to be reopened, the premises would be able to be used by the community, 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.

⁵ Annual costs for running a comparative school for Skipness.

The travel distance from Skipness Primary to Tarbert Primary is 12.6 miles via the A83. Travel for children within this new boundary would be less than 30 minutes and would be an existing '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 very 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 community that may not be the case as most pupils in the neighbouring catchment area travel in the direction Tarbert, towards the larger centre of population, and not towards Skipness. It would require pupils who may have already settled in Tarbert Primary School to move to Skipness Primary School. Skipness families have stated they would not move their children back to Skipness without viable pupil numbers if it reopened. All families would be entitled to submit a placing request to attend Tarbert 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 Skipness Primary School, this is not considered to be a reasonable option.

9. OPTION D: CLOSE SKIPNESS PRIMARY SCHOOL AND REALIGN THE CATCHMENT AREA FOR TARBERT PRIMARY SCHOOL TO INCLUDE THE CURRENT SKIPNESS CATCHMENT AREA

9.1 Community Feedback

The majority of people who attended the Options Appraisal meeting were not in favour of reopening Skipness Primary as a school. They commented that there were not enough children to support re-opening the School. Additionally, with respect to low numbers in future school roll projections, the sustainability of the School did not support re-opening of the School. Comments in relation to the closure of Skipness Primary School and attendance at Tarbert Primary School were positive:

'It's not realistic to re-open the school as there are not enough young people.'

'Tarbert isn't too far and there is an existing bus service.'

Young people said:

'If there were enough kids I think the community would want it to stay open.'

'I found it easy to come to Tarbert, I enjoyed company of new friends transition was ok.'

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

'The building to be used for a purpose to benefit the community for example a community hub with a shop and café.'

'The community has lost the shop, post office and now school, we feel it is crucially important that this building is retained to build the community.'

Community members discussed pursuing options for use of the building as a community hub.

9.2 Pupil Numbers

Table 5: Schools Occupancy:

<i>Primary</i>	<i>2019/2020</i>	<i>2020/21</i>
<i>Approved Capacity</i>	<i>130</i>	<i>130</i>
<i>Projected Roll</i>	<i>102</i>	<i>109</i>
<i>Skipness Projected Roll</i>	<i>0</i>	<i>0</i>
<i>Total Roll Projection</i>	<i>102</i>	<i>109</i>
<i>Occupancy</i>	<i>78.5%</i>	<i>83.9%</i>

Pupils from Skipness Primary catchment area would attend Tarbert Primary School, as there are currently no pupils attending Skipness there is no projected addition to school roll at Tarbert Primary School. The current occupancy rate for Tarbert Primary School is 78.5%.

9.3 Financial Information

As there are currently no pupils at Skipness Primary there is no annual cost to transport pupils to alternative schools. An existing West Coast bus means that there would be no additional annual transport costs. If Skipness Primary School were to be closed it would generate savings of **£1,644** - the current annual cost of mothballing (2019/20) to the Council. This includes electricity, heating oil, and ground maintenance but does not include building maintenance and repair costs.

9.4 Assessment of Rural Factors

The reasons why the future of Skipness Primary School is being reviewed are as stated at Section 2 of this Report. There is no expectation for the pupil numbers at Skipness Primary School to increase. Skipness Primary School is currently mothballed and were there pupils they would be rezoned to other schools. To reopen the school would not increase the pupil numbers.

9.4.1 Community Impact

The community overwhelmingly supported closure of the school with the building and adjoining grounds being retained for community use. Within Skipness there is a village hall. All people who attended the consultation strongly stated the school building should be retained for community use and not allowed to fall into further disrepair, as that would adversely impact on the community's access to the premises and the visual impact of the village. While 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. 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.

9.4.2 Travel Arrangements

The travel distance (sourced from Google maps) from Skipness Primary to Tarbert Primary is 12.6 miles via the B8001 and the A83. Travel time is approximately 25 minutes. The travel arrangements have been in place for three years. Travel is an accepted aspect of living in the Skipness community. This

option would have no effect on the current travel arrangements of staff and pupils. The closure of Skipness Primary School, in terms of travel would have a neutral effect on the environment. There is currently no annual transport cost for pupils to travel to Tarbert Primary School and the use of the existing West Coast Motors service bus would not incur additional costs in the immediate future.

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

Both Tarbert and Skipness are very remote rural schools. Each school is set within a remote rural area (Scottish Government classification). Children from Skipness area who would attend Tarbert 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 Tarbert Primary. The pupils would then be transitioning to Tarbert Academy with an established friendship group.

In Tarbert 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.

9.6 Summary

The majority of people who attended the consultation were in favour of closing Skipness Primary as a school, and realigning the catchment area of Tarbert 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 Tarbert Primary School is 78.5%. As there are currently no pupils in the Skipness catchment area, there is no annual cost to transport pupils to Tarbert Primary school and use of the existing West Coast Motors service bus would not incur additional costs.

The travel distance (sourced from Google maps) from Skipness Primary to Tarbert Primary is 12.6 miles via the B8001 and the A83 and this option would have no effect on the current travel arrangements of staff and pupils. The closure of Skipness Primary School would therefore have a neutral effect on the environment. Tarbert Academy currently accommodates pupils from Skipness School and pupil numbers are not projected to increase significantly. Tarbert Primary has capacity to continue to accommodate the projected pupil numbers.

In Tarbert 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 Skipness Primary School with the existing catchment area	Not a reasonable option.
B	Continued Mothballing of Skipness Primary School with the pupils zoned to Primary School	Not a reasonable option.
C	Re-open Skipness Primary School and extend its catchment area to the junction of the B8001 and A83 including the village of Whitehouse.	Not a reasonable option
D	Close Skipness Primary School and realign the catchment area of Tarbert Primary School to include the current catchment area for Skipness Primary School.	A reasonable option with strong representation that the school becomes a facility the community can develop.

12. DETAILED ANALYSIS OF REASONABLE OPTION: CLOSE SKIPNESS PRIMARY SCHOOL AND REALIGN THE CATCHMENT AREA FOR TARBERT PRIMARY SCHOOL TO INCLUDE THE CURRENT SKIPNESS CATCHMENT AREA

12.1 Pupil Projections

<i>Primary</i>	<i>2019/2020</i>	<i>2020/21</i>
<i>Approved Capacity</i>	130	130
<i>Projected Roll</i>	102	109
<i>Skipness Projected Roll</i>	0	0
<i>Total Roll Projection</i>	102	109
<i>Occupancy</i>	78.5%	83.9%

12.2 Educational Benefits

This statement focusses on Tarbert Primary School, which is the school Skipness Pupils have been attending since September 2016.

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 Tarbert 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 Tarbert 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 Tarbert 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. Tarbert Primary School is part of the Kintyre Schools 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 Tarbert 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.

Tarbert 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 Tarbert and Skipness are very remote rural schools. Each school is set within a remote rural area (Scottish Government classification). Children from Skipness area,

who would attend Tarbert Primary School would benefit 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 Tarbert Primary School 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 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. 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. Tarbert 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

Tarbert Primary School is a suitably-equipped and well supported school, situated in the village of Tarbert. 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 why the future of Skipness Primary School is being reviewed are stated at Section 2 of this report. There is currently no expectation for the pupil numbers to increase at the School. Skipness Primary School is mothballed with no current pupils. Having considered all the alternatives above, the option to close Skipness Primary School and realign the catchment area for Tarbert Primary School to include the former Skipness Primary School catchment area is considered the most reasonable means to address the reasons identified at Section 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 Skipness there is a Village Hall which houses community events. All people who attended the Options Appraisal Meeting 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 and the visual impact of the village. 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 (sourced from Google maps) from Skipness Primary to Tarbert Primary is 12.6 miles via the B8001 and the A83. Travel time is approximately 25 minutes. The travel arrangements have been in place for almost 3 years. Travel is an accepted aspect of living in the Skipness community. Pupils will travel on the existing West Coast Motors service bus and eventually all the pupils will travel to Tarbert Primary School. The environmental impact of travel will be minimal, as these arrangements are currently in place due to the mothballing of Skipness Primary School. The closure of Skipness Primary School, in terms of travel, would have a neutral effect on the environment. Due to there being no pupils presently within the Skipness catchment area, there is currently no annual transport cost of taking pupils to Tarbert Primary School and use of the existing West Coast Motors service bus would mean there are no future cost implications.

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 Skipness Primary School are a total of **£1,644**.

Annual savings generated through closing Skipness Primary School would be **£1,644**

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 no pupils travel to Tarbert Primary. 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 Tarbert Primary School, a relatively short journey. Travel is an accepted aspect of rural life.

13. CONCLUSION

Four alternative options have been reviewed in considering the future of Skipness 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.

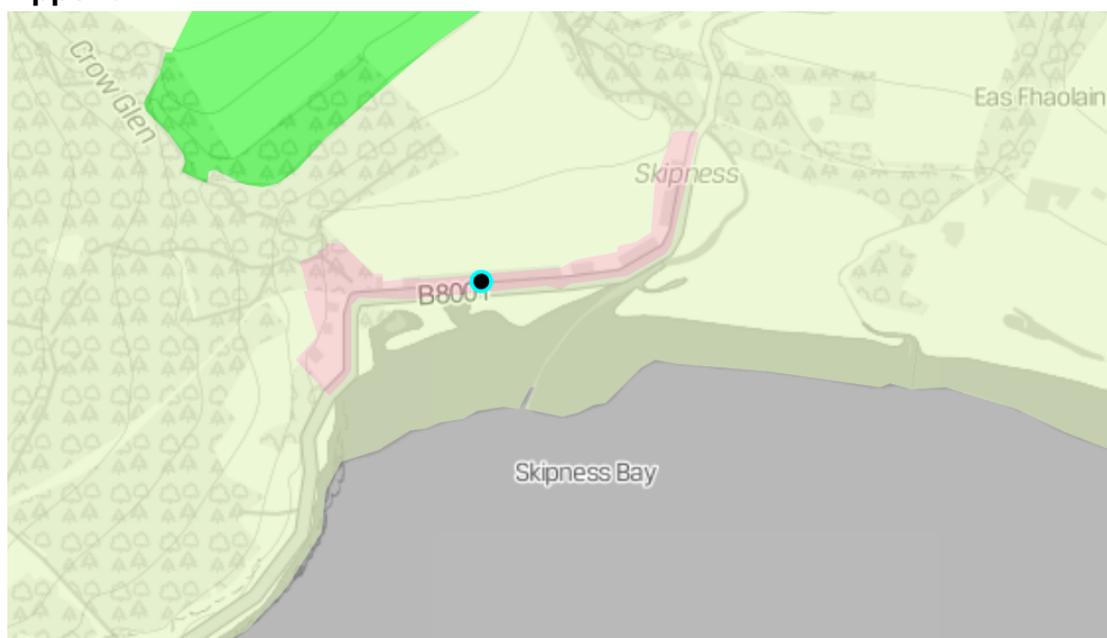
An authority that is contemplating a rural school closure proposal must satisfy the preliminary requirements set out in Section 12A of the 2010 Act before formulating a proposal.

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 Skipness Primary School and realigning the catchment area of Tarbert Primary School to include the current catchment area for Skipness Primary School is the most reasonable option in order to address the reasons for the possible proposal.

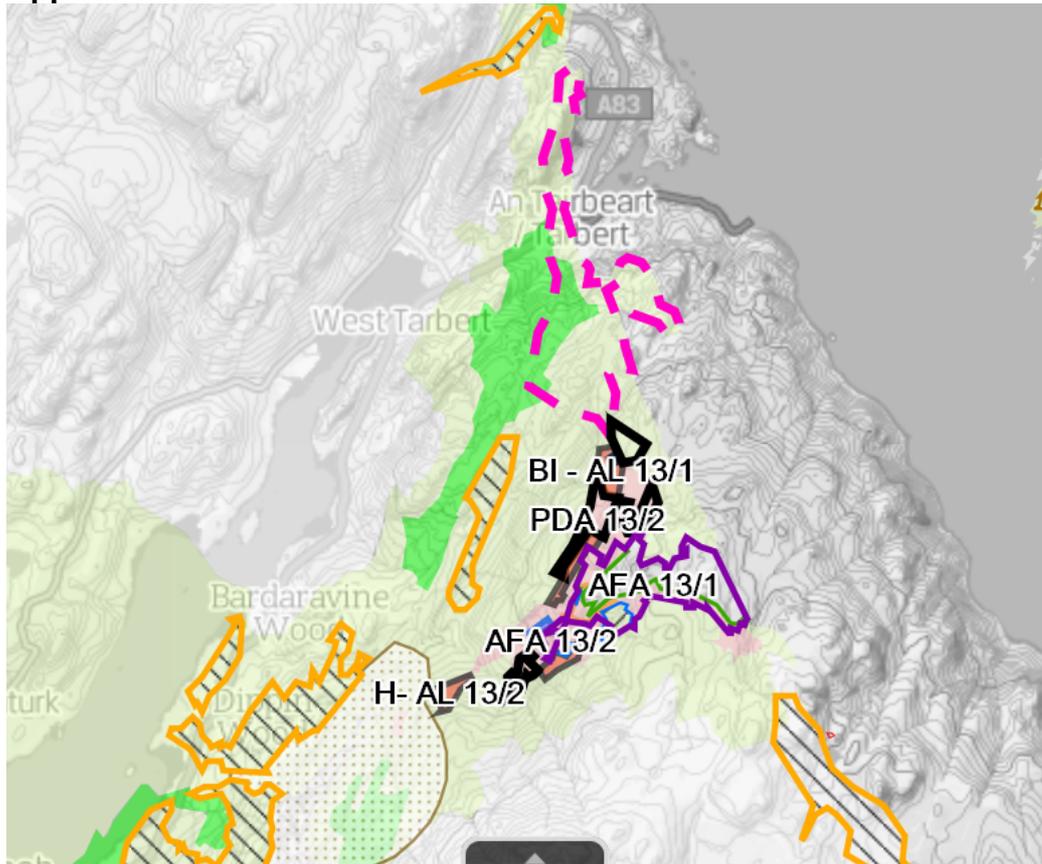
Members are asked to:

- 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*.

Appendix 1



Appendix 2

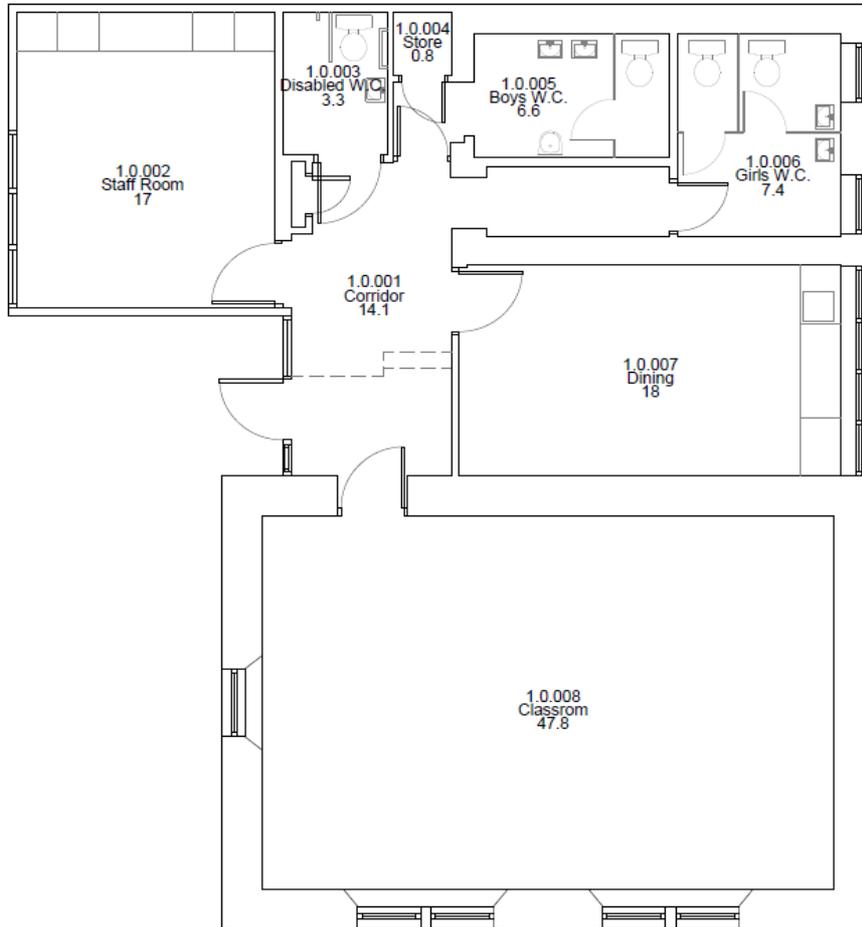


Appendix 3

Development Management Zones

-  Countryside Zone
-  Greenbelt
-  Rural Opportunity Area
-  Settlement Zone - Main Town
-  Settlement Zone - Key Settlement
-  Settlement Zone - Key Rural Settlement
-  Settlement Zone - Village / Minor Settlement
-  Very Sensitive Countryside

Appendix 4



Skipness Primary School Main Building
Ground Floor

Notes

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

DESIGN
Unless stated otherwise, the designs shown are subject to detailed survey, investigations, and legal definition, the CDM Regulations, and the comments and / or approval of the various relevant Local Authority Officers, Statutory Undertakers, Fire Officers, Engineers and the like. They are copyright, project specific and confidential and not part to be used or copied in any way without the express prior consent of Customer Services, Argyll and Bute Council.
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Current School GIA on 31.10.13 = 126m²

Rev	Date	Description	Drawn By
1	01/10/13	Issue for	
Customer Services Property Design Team			
			
Phone: 01546 602127 http://www.argyll-bute.gov.uk			
Site Skipness Primary School			
Location Tarbert		Postcode PA29 6XT	
Project ---			
Drawing Current Floor Plan			
Site UPRN PE07109760001		Project No. ---	
Drawing No. AEL(00)001		Revision. ---	
Drawn By mm	Date October 2013	Scale @ A2 1:50	

ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****EDUCATION****10 DECEMBER 2019**

MINARD PRIMARY SCHOOL

1.0 EXECUTIVE SUMMARY

- 1.1 The purpose of this report is to update the Community Services Committee on the current situation of Minard Primary School, and invite Members to agree to the recommendations outlined.

2.0 RECOMMENDATIONS

It is recommended that Community Services Committee agree that:

- a) The mothballing of Minard Primary School be continued on a temporary basis until December 2020 at the latest, and that the School premises be retained during this time on a care and maintenance basis.
- b) In the intervening period, Education Services will gather the necessary information, identify all reasonable options and assess those options in order to consider the future of Minard Primary School in accordance with the preliminary requirements of the *Schools (Consultation) (Scotland) Act 2010*.
- c) The community will have pre-arranged access to the building to promote community functions.

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

EDUCATION

10 DECEMBER 2019

MINARD PRIMARY SCHOOL

3.0 INTRODUCTION

- 3.1 There have been no pupils attending Minard Primary School since October 2018. As such, the School has been *de facto* mothballed for over a year. Three pupils in the Minard Primary catchment area currently attend Furnace Primary School, three attend Inveraray Primary and eight attend Lochgilphead Joint Campus Primary. Of the children who are of pre-school age, there are three under-3s who do not attend any pre-school provision and one child who attends Inveraray Nursery.

4.0 RECOMMENDATIONS

It is recommended that the Community Services Committee agree that:

- a) The mothballing of Minard Primary School be continued on a temporary basis until December 2020 at the latest, and that the School premises be retained during this time on a care and maintenance basis.
- d) In the intervening period, Education Services will gather the necessary information, identify all reasonable options and assess those options in order to consider the future of Minard Primary School in accordance with the preliminary requirements of the *Schools (Consultation) (Scotland) Act 2010*.
- b) The community will have pre-arranged access to the building to promote community functions.

5.0 DETAIL

- 5.1 The School Roll at Minard Primary School has declined over the last few years and as of October 2018, there have been no pupils attending the School. As such, the School has been *de facto* mothballed since that date. Three pupils living in the Minard Primary catchment area currently attend Furnace Primary School, three attend Inveraray Primary and eight attend Lochgilphead Joint Campus Primary. Of the children who are of pre-school age, there are three under-3s who do not attend any pre-school provision and one child who attends Inveraray Nursery.

- 5.2 All members of staff from Minard Primary School have either been redeployed in other posts within the Authority or accepted redundancy.
- 5.3 The mothballing of a school is a temporary closure. It does not require a statutory consultation to be carried out as it is an informal non-statutory measure. It is appropriate where the Authority considers that a school is not presently viable, but do not wish to close it immediately in order to assess the prospects of the number of pupils in the area increasing to the extent that the school should be re-opened in the future.
- 5.4 The Scottish Government's Statutory Guidance on the *Schools (Consultation) (Scotland) Act 2010*¹ stresses that this flexibility to close a school for a temporary period is not used to undermine the requirements of the 2010 Act to consult on all closure proposals. Mothballing is only appropriate for a temporary period, should be subject to at least an annual review and, in most cases, should last no more than three years in total.
- 5.5 As Minard Primary School has been *de facto* mothballed since October 2018, it is recommended that this process be continued until no later than December 2020. In the intervening period, officers intend to monitor the situation and gather information in relation to the preliminary requirements with regard to rural school closures under the 2010 Act. In particular, this process will look to identify and assess the various options that are available regarding the future of Minard Primary School.
- 5.6 In the event of a school age pupil moving to live within the catchment area for Minard Primary School and seeking to attend the School, the present situation is that the school may require to re-open at the next appropriate session if a sufficient level of demand for the School can be demonstrated.

6.0 CONCLUSION

- 6.1 Minard Primary School has been *de facto* mothballed since October 2018. It is proposed that this arrangement be continued until no later than December 2020, and in the intervening period Education Services gather the necessary information and carry out the exercise of assessing the options for the future of Minard Primary School, in accordance with the preliminary requirements of the *Schools (Consultation) (Scotland) Act 2010*.

7.0 IMPLICATIONS

- 7.1 Policy – None
- 7.2 Financial – If the mothballing of the School is continued, there will be costs associated with the upkeep and maintenance of the School premises.

¹ <https://www.gov.scot/publications/schools-consultation-scotland-act-2010-statutory-guidance/> (See Paragraphs 63-65.)

- 7.3 Legal – The provisions of the *Schools (Consultation) (Scotland) Act 2010* will subsequently apply if the Authority later decide to formulate a proposal under that Act in order to determine the future of Minard Primary School.
- 7.4 HR – None
- 7.5 Fairer Duty Scotland
 - 7.5.1 Equalities – None at present
 - 7.5.2 Socio-Economic Duty – None at present
 - 7.5.3 Islands – None at present
- 7.6 Risk – None at present
- 7.7 Customer Service – None at present

Douglas Hendry, Executive Director with responsibility for Education

Councillor Yvonne McNeilly, Policy Lead for Education

For further information contact:

Anne Paterson
Head of Education: Lifelong Learning and Support
anne.paterson@argyll-bute.gov.uk / 01546 604333

18 November 2019

ARGYLL AND BUTE COUNCIL
EDUCATION

COMMUNITY SERVICES COMMITTEE
10 DECEMBER 2019

NORTHERN ALLIANCE: PHASE 3 REGIONAL IMPROVEMENT PLAN

1.0 EXECUTIVE SUMMARY

- 1.1 This report shares the progress achieved in the Northern Alliance Phase 2 Regional Improvement Plan and outlines the priorities which are to be taken forward in the Phase 3 Regional Improvement Plan.
- 1.2 The Northern Alliance is a Regional Improvement Collaborative [RIC] between eight local authorities, across the north of Scotland: Aberdeen City, Aberdeenshire, Argyll and Bute, Eilean Siar [Western Isles], Highland, Moray, Orkney Islands and Shetland Islands. The Northern Alliance is committed to improving the educational and life chances of children and young people.
- 1.3 Each RIC has to produce a Regional Improvement Plan. The Regional Improvement Plan is tasked with outlining how the RIC intends to reduce inequalities and target improvement in the four national priorities from the National Improvement Framework [NIF]. The Phase 3 Regional Improvement Plan for the Northern Alliance was submitted to Education Scotland on 2 September 2019.
- 1.4 The Phase 3 Regional Improvement Plan was approved by the Northern Alliance Regional Improvement Forum and was presented to the Northern Alliance Convention of Convenors at their meeting on Friday 11 September.
- 1.5 It is recommended that the Community Services Committee:
 - Note the progress made in the Phase 2 Plan;
 - Note the contribution of Argyll and Bute Officers to the Phase 2 and Phase 3 Regional Improvement Plans, and
 - Endorse the Northern Alliance Phase 3 Regional Improvement Plan.

ARGYLL AND BUTE COUNCIL
EDUCATION

COMMUNITY SERVICES COMMITTEE
10 DECEMBER 2019

NORTHERN ALLIANCE: PHASE 3 REGIONAL IMPROVEMENT PLAN

2.0 INTRODUCTION

- 2.1 This report shares the progress achieved in the Northern Alliance Phase 2 Regional Improvement Plan and outlines the priorities which are to be taken forward in the Phase 3 Regional Improvement Plan.
- 2.2 The Northern Alliance is a Regional Improvement Collaborative [RIC] between eight local authorities, across the north of Scotland: Aberdeen City, Aberdeenshire, Argyll and Bute, Eilean Siar [Western Isles], Highland, Moray, Orkney Islands and Shetland Islands. The Northern Alliance is committed to improving the educational and life chances of children and young people.
- 2.3 Each RIC has to produce a Regional Improvement Plan. The Regional Improvement Plan is tasked with outlining how the RIC intends to reduce inequalities and target improvement in the four national priorities from the National Improvement Framework [NIF]. The Phase 3 Regional Improvement Plan for the Northern Alliance was submitted to Education Scotland on 2 September 2019.
- 2.4 The Phase 3 Regional Improvement Plan was approved by the Northern Alliance Regional Improvement Forum and was presented to the Northern Alliance Convention of Convenors at their meeting on Friday 11 September.
- 2.5 Officers of Argyll and Bute Education Services have made significant contributions to the implementation of the Phase 2 Plan and the development of the Phase 3 Plan.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Community Services Committee:
- Note the progress made in the Phase 2 Plan;
 - Note the contribution of Argyll and Bute Officers to the Phase 2 and Phase 3 Regional Improvement Plans, and
 - Endorse the Northern Alliance Phase 3 Regional Improvement Plan.

4.0 DETAIL

4.1 The Northern Alliance Phase 3 Regional Improvement Plan can be accessed at Appendix 1 and the Phase 3 Plan also includes a summary of progress made throughout the Phase 2 Plan.

4.2 The Phase 2 Plan was significant in scale and ambition and the challenges of recruiting people to lead on specific work streams was significant given that we did not receive our funding allocations from Scottish Government until December 2018. Given time for adverts to be placed and interviews to be held, leads were not identified for all areas of work until March 2019 and the progress report on the use and impact of the funding had to be submitted to Scottish Government by 31 July 2019. This had an impact on the Northern Alliance's ability to truly add value as a collaborative, although there have been some significant successes in areas such as Emerging Literacy and Learning Estates where really positive collaborative working has been demonstrated and where real value is being added to the work of individual local authorities.

4.3 Officers of Argyll and Bute Education Services have made significant contributions to the implementation of the Phase 2 Plan in relation to:

- Leadership Workstream
- Quality Assurance
- Emerging Literacy
- Curriculum
- Languages 1 +2
- Self Evaluation
- Numeracy
- Secondary Head Teacher Group
- National Improvement Framework Conference

Argyll and Bute Officers have taken a lead role in the Early Learning and Childcare Workstream. An Officer is seconded to lead by providing support and challenge across the 8 Northern Alliance Authorities. The Head of Education: Lifelong Learning and Support is the sponsor for this Workstream.

The Heads of Education in Argyll and Bute have lead roles within the Northern Alliance Director's Forum providing strategic direction for the implementation of the Regional Improvement Plans.

4.4 The geography of the Northern Alliance and the lack of ability to release staff from schools to work together due to staffing constraints have also had an impact on the pace of improvement and whilst technology has been used to great effect across the Alliance, it has not always proved reliable. Furthermore, some of the local authorities within the Alliance have different permissions with regards the IT systems which can be used. For example, not

all local authorities allow the use of Office 365, which offers key tools for collaboration.

4.5 At a meeting of the Northern Alliance Regional Improvement Forum in June 2019, it was agreed that the Phase 3 Regional Improvement Plan needed to be more streamlined and more focused on what would make a clear and demonstrable difference to individual teachers and schools and be more closely aligned to the National Improvement Framework (NIF). A questionnaire was sent to all teachers across the Northern Alliance to ask what areas of support they would be looking for from the collaborative in order to add value to their work. A copy of the survey responses can be accessed at Appendix 2. Furthermore, an analysis of each of the eight NIF plans from the constituent local authorities was undertaken to look for the areas of greatest commonality where the Northern Alliance could add the greatest value.

4.6 The Northern Alliance Phase 3 Regional Improvement Plan will have four key work streams, which are;

- Curriculum
- Raising Attainment and Closing the Gap
- Sustaining Education
- Leadership

4.7 The Northern Alliance has also submitted a funding request to the Scottish Government for additional resource to support the collaborative activity to be undertaken.

4.8 Education Scotland has been restructured and the support/development functions of the agency have been split. The support/development functions have been aligned to the RIC areas and a Northern team is in place, led by a Senior Regional Advisor. This team will work with the Northern Alliance local authorities to deliver the Phase 3 Plan. The Education Scotland Northern team will also be available to provide bespoke support for individual local authorities as required.

5.0 CONCLUSION

5.1 The Northern Alliance Regional Improvement plan has been accepted by Education Scotland and will form the work for session 2019/20 for the Northern Alliance Regional Improvement Collaborative.

5.2 Officers from Argyll and Bute will take forward the plan within the Northern Alliance regional improvement collaborative and at Authority level.

6.0 IMPLICATIONS

6.1 Policy - In line with national Education policy

- 6.2 Financial – At this point in time there are no direct financial implications arising from the recommendations of this report.
- 6.3 Legal – At this point there is no direct legal implications.
- 6.4 HR – The Northern Alliance is currently finalising its workforce plan. The workforce plan will seek to ensure equitable resource allocation, develop and implement protocols for joint working and provide greater clarity regarding roles and responsibilities. Moreover, the Northern Alliance will continuously review workforce allocation.
- 6.5 Fairer Scotland Duty – The key findings task the Northern Alliance with providing equity of access to the Northern Alliance developments.
 - 6.5.1 Equalities - protected characteristics – None
 - 6.5.2 Socio-economic Duty – None
 - 6.5.3 Islands – The Collaborative approach being developed across the Northern Alliance will support our Island and school communities. There are opportunities to work with other island authorities for example, Orkney, Shetland and Western Isles.
- 6.6 Risk – Not supporting the Northern Alliance’s work outlined in the Regional Improvement Plan could create a negative reputational risk for Argyll and Bute Council. The Northern Alliance Regional Improvement Plan supports the delivery of the LOIP through the delivery of the NIF and the National Governance review. The Collaborative’s Plan support education outcomes and Getting It Right For Every Child [GIRFEC] delivery across the authority. Failure to support the further development of the work of the Northern Alliance Regional Improvement collaborative may cause reputational damage for Argyll and Bute Council and put into question the organisation’s commitment to raising attainment and closing the gap. The risk is low.
- 6.7 Customer Service – The Northern Alliance seeks to ensure that consistent improvement support is available to the entire region. The Northern Alliance is committed to ensuring staff have access to the practical improvement support they need, when they need it. A risk is that this message is not clearly communicated to staff and there is a lack of understanding amongst schools regarding the role of the Northern Alliance.

Douglas Hendry, Executive Director with responsibility for Education

Councillor Yvonne McNeilly, Policy Lead for Education

For Further Information:

Anne Paterson, Head of Education: Lifelong Learning & Support

Louise Connor, Head of Education: Learning & Teaching

APPENDICES

Appendix 1 – Regional Improvement Plan

Appendix 2 – Survey Response Summary



Northern
Alliance
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THE NORTHERN ALLIANCE
REGIONAL IMPROVEMENT PLAN 2019-20
PHASE 3



Shetland
Islands
Council



COMHAIRLE NAN EILEAN SIAR

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BACKGROUND

The Northern Alliance is a Regional Improvement Collaborative between eight local authorities, across the North and West of Scotland: Aberdeen City, Aberdeenshire, Argyll and Bute, Eilean Siar (Western Isles), Highland, Moray, Orkney Islands and Shetland Islands, with a shared vision to improve the educational and life chances of our children and young people.

Unique to the Northern Alliance is its rurality, covering 58.4% of the landmass of Scotland yet representing a small percentage of the Scottish population. The geography and common challenges experienced across the region moved the collaborative to identify new ways of working and adopt a shared approach to the communities it represents in the North and West of Scotland and the islands.

The Northern Alliance continues to develop its culture of collaboration, sharing expertise and creating local and regional networks. Equity in educational outcomes with focus on the poverty related attainment continues to feature centrally in the work of the collaborative, and the four key priorities align with those of the National Improvement Framework.

- Priority 1: Improvement in attainment, particularly literacy and numeracy
- Priority 2: Closing the poverty related attainment gap between most and least disadvantaged children
- Priority 3: Improving the structure which help children and young people's health and wellbeing
- Priority 4: Improvement in employability skills and sustained, positive school leaver destinations for all young people

As a group of eight local authorities, the Northern Alliance remains committed to improving outcomes and closing the gap which exists across our wide and varied communities and crucially, championing a child and family-centred approach to address achievement and to drive improvement.



PROGRESS ON THE PLAN: PHASE 2

Over the last year the Northern Alliance has continued to progress the plan of collaborative improvement activities. Progress has been made across the workstreams as detailed below.

Workstream	Progress to Date
Early Years	<ul style="list-style-type: none"> • Development of ELC Project Assurance Toolkit to frame discussions with local authority teams regarding progress towards the delivery of the ELC expansion. This toolkit will also support local authorities in their ongoing evaluation of progress towards August 2020. • Visits to six Northern Alliance authorities to discuss progress, risk, issues and next steps using the toolkit with individual reports prepared for each local authority highlighting progress against each of the eight criteria within the toolkit and agreed next steps. • Focus will now move towards the quality of ELC provision across the Northern Alliance ELC settings. • Subscription to Vscene has enabled monthly meetings of the Early Years workstream to be held virtually to facilitate more effective collaboration and use of time.
Emerging Literacy	<ul style="list-style-type: none"> • Launch of Emerging Literacy in Early Learning and Childcare Online Professional Learning Toolkit. A toolkit designed to support Early Learning and Childcare (ELC) settings through self-facilitated professional learning in taking a developmental approach to Emerging Literacy. • Whole-School Literacy, Language and Communication Toolkit launched. • Emerging Literacy Senior Management Team and Allied Health Professionals Sessions in a whole-school approach have been delivered across six of the local authorities, updating school SMT with the whole-school resource hub being created and to support strategic and operational improvement planning using HGIOS4 Emerging Literacy audit tool and the ADKAR model of change. Workstream Engagement: <ul style="list-style-type: none"> - Aberdeen City – 31/47 (66%) (Early Level) and 32/47 (Whole-School) - Aberdeenshire – 55/100 (55%) - Argyll & Bute – 9/22 (41%) - Moray – 24/37 (65%) - Shetland – 9/25 (36%) - Western Isles – 15/22 (68%) • Emerging Literacy Buddy Network Sessions delivered in 81 different locations across the Northern Alliance in small groups, facilitated by an online professional learning module developed by the workstream lead. • Online platform through Glow developed with Education Scotland to support the collation of Foundational Literacy Skills Data. The pilot platform will be investigated further with the aim of extending its applications across other workstream innovations. • Facilitated by the Scottish Government’s Allied Health Professional Lead (Children and Young People), Pauling Beirnie, Planning for Sustainability Sessions delivered across all eight authorities and health board level to support planning next steps for the Emerging Literacy workstream and sustaining a whole-school approach.
Equalities	<ul style="list-style-type: none"> • Data has been collected from a variety of settings across the Northern Alliance. This information will be collated to demonstrate the proportion of settings with specific equality & diversity policies, as well as key working groups within those settings who can be engaged collaboratively. From the

	<p>data collection exercise, analysis revealed ~ 50% of settings identifying that they had a setting specific equality and diversity policy. In addition, at least 14 individual equalities working groups exists across schools within the Northern Alliance, with the likelihood of more.</p> <ul style="list-style-type: none"> • The Equalities Group within Nairn Academy (Highland) has agreed to contribute to a revised Equalities Charter and Policy, which will maximise pupil voice. • An agreement has been reached between Stonewall, who can offer a reduced rate for Local Authorities within the Northern Alliance to complete their benchmarking exercise. This will recognise their contributions to being an inclusive employer.
<p>Community, Learning and Development</p>	<ul style="list-style-type: none"> • Leadership Pack completed and circulated. Designed in collaboration with Professor McArdle of Aberdeen University for use across the Northern Alliance. • Family Learning pack distributed across all 8 authorities. • Digital skills in CLD strengthened through 6 sessions run by the CLD Standards Council on their refreshed online learning platform for CLD practitioners – over 60 participants. • Successful event in Sweden involving young people from across the North Sea boundaries region. • Briefing sessions under way bringing multi-agency groupings together to create common understandings of Family Learning and to plan for next steps delivery as relevant to setting. • Dialogue continuing around development of common outcome language. Meeting hosted by High Life Highland and Education Scotland to explore performance information gathering and sharing. Attendance from other NA authority CLD staff. An invitation to attend a similar event in Dundee is being taken up. • Collaboration between Aberdeen City, Aberdeenshire and the Aberdeen Science Centre resulting in a funding award from Education Scotland (one of only 3 CLD focussed projects in Scotland) to Unlock STEM in CLD Practice. To date over 60 staff have taken part in a co-designed programme and impact is being seen in practice on the ground.
<p>IT-Transformation (e-Learning)</p>	<ul style="list-style-type: none"> • e-Learning initiatives across the Northern Alliance are attracting attention from throughout Scotland and educationalists from places such as Japan, Australia, America, Wales, Ireland and the Channel Isles. • Suite of ‘e-Sgoil in a Nutshell’ guides are now available for pupils, parents, teachers and classroom facilitators. • Current contract for Subject Delivery of 28 certificated subjects across seven local authorities with increased demand anticipated. • Facilitation of music lessons on a range of instruments. • Development of an Interrupted Learner Pilot Project of English and Maths Nat 4/5 involving engagement with key professionals who are involved in supporting children and young people with additional support needs, with the aim of gathering a qualitative data set which will inform next steps to promote accessibility and maximise efficiency of the development. • Increased staff interest in online delivery in both the Primary and Secondary sectors with full sessions or short to medium term emergency cover provided in a number of subjects across local authorities. • Pilot projects with partner agencies providing opportunities to bring non-teacher expertise into classrooms equitably and affordably, irrespective of geographical location. • Successful pilot projects encouraging school involvement in pupil led learning with very positive feedback from both Primary and Secondary schools.
<p>1+2 Modern Languages</p>	<ul style="list-style-type: none"> • Online training/CLPL being developed in local authorities responding to identified need. • Improved engagement with languages shown in 1+2 Government Survey responses authority wide with increased Primary engagement with both L2

	<p>and L3.</p> <p>The number of entries in National 2 and 3 increased from 16 in 2017 to 39 in 2018. A slight increase was observed in National 5, from 1900 to 1953.</p> <ul style="list-style-type: none"> • Tailored local authority strategies under development. • Language and Gaelic online resources under development.
Leadership	<ul style="list-style-type: none"> • Three meetings held with representation from all eight local authorities. • Focus on developing a strategic approach to leadership development, i.e. not focussing on styles of or approaches to leadership. • Leadership frameworks from different local authorities shared and discussed. Agreed that all local authorities should have such a framework suitable for their context. • Development strategy paper produced which is informing Phase 3 of the Regional Improvement Plan. • Agreed aspiration emerged: <i>“all schools or groups of schools are able to articulate their approach to leadership development at all levels.”</i>
Numeracy	<ul style="list-style-type: none"> • A data driven approach is currently being taken to identify needs. The data will be sourced from a practitioner survey and the P1, P4 and P7 Scottish National Standardised Assessments. • 40 responses to the practitioner survey and data on approx.3000 children and young people and their performance on the numeracy SNSAs. • Ongoing development of Online Diagnostic Assessment Training.
Poverty/Closing the Gap	<ul style="list-style-type: none"> • A suite of workshops is under development as an offer of support to local authorities to remove barriers to learning created by poverty. • Project Worker appointed as part of Moray Foodbank Plus to develop existing project work. • A detailed analysis of the Scottish Household Survey is due to take place. This will aim to replicate the work done in Shetland and examine the prevalence of poverty in light of the minimum income standard for rural areas.
Secondary Maths	<ul style="list-style-type: none"> • Communication with maths teachers across the NA. • Positive engagement of and with Education Scotland. • Emergent engagement of practitioners with Professional Learning Resource. • National 5 Improvement Conference organised to share best practice, the national standard, learner pathways, digital technologies and research-based pedagogies.
Sustaining Education	<ul style="list-style-type: none"> • Learning Estates Strategy and Toolkit development. • Learning Estates Audit across the Northern Alliance and report of recommendations complete. • Local authority visits to evaluate capacity of schools. • Suitability Assessments and Training and a Learning Estate Strategy Workshop facilitated, raising awareness of the importance of a strategy, key drivers and consistency.
Systems and Quality Improvement	<ul style="list-style-type: none"> • Existing collaborative self-evaluation practice and processes and school improvement partnership programmes identified and discussed with Aberdeen City and Aberdeenshire. • Partnership created with Aberdeenshire Council to support the development of a collaborative approach to Validated Self-Evaluation with a view to sharing this practice with other LAs.

- Future development of a **Shetland approach to collaborative approaches to self-evaluation** based on existing practice elsewhere within the Northern Alliance.
- Use of **National Inspection data** to identify areas of strengths and for improvement across NA – ongoing.
- In collaboration with Aberdeen University, the Northern Alliance has created a **Learning Hub** to provide and promote opportunities for collaboration on the four workstreams. Learning informally and formally, digitally or face-to-face, the Hub will provide opportunities to shape, enhance and transform learning.

For more data examining the progress & performance of the Northern Alliance, please click on this icon:



Progress-and-Performance-Report-2.html

DRAFT

DIFFERENCES WE HOPE TO SEE

INDICATORS	2017-2018 BASELINE			2018-2019 VALUE	2019-2020 VALUE	2020-2021 VALUE	2021-2022 TARGET
	R	W	T&L				
% of P1 Pupils achieving early level literacy (based on reading, writing, talking & listening)	77.7	74.6	84.2				
% of P1 Pupils achieving early level numeracy	80.4						
% of P4 Pupils achieving first level literacy (based on reading, writing, talking & listening)	75.7	69.9	82.3				
% of P4 Pupils achieving first level numeracy	74.4						
% of P7 Pupils achieving second level literacy (based on reading, writing, talking & listening)	77.10	74.6	82.0				
% of P7 Pupils achieving second level numeracy	73.6						
% of S3 Pupils achieving Level 3 or better literacy (based on reading, writing, talking & listening)	88.4	87.1	89.5				
% of S3 Pupils achieving Level 3 or better numeracy	88.7						
% of S4 Pupils achieving Level 4 literacy (based on reading, writing, talking & listening)	52.7	49.6	53.3				
% of S3 Pupils achieving Level 4 numeracy	55.5						
% of School Leavers entering an initial positive destination	95.8						
% of Leavers 1+ SCQF at Level 5	87.1						
% of Leavers 1+ SCQF Level 6	60.8						
% of Leavers Attaining Literacy by SCQF Level	4 93.6	5 81.7	6 53.7				

% of Leavers Attaining Numeracy by SCQF Level	4 91.2	5 68.4	6 30.0				
% of establishments evaluated as good or better for leadership of change	G 30.3	VG 6.06	E 0				
% of establishments evaluated as good or better for learning, teaching and assessment	G 25.8	VG 4.5	E 0				
% of establishments evaluated as good or better for raising attainment & achievement	G 25.6	VG 7.0	E 0				
% of establishments evaluated as good or better for ensuring wellbeing, equality & inclusion	G 39.4	VG 12.1	E 0				
% of establishments evaluated as good or better for securing children's progress	G 31.3	VG 3.1	E 0				
% of establishments evaluated as good or better for self-evaluation for self-improvement	G 25.0	VG 50.0	E 0				

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KEY THEMES, NIF PRIORITIES AND WORKSTREAMS

The Northern Alliance Regional Improvement Plan was previously developed with 13 workstreams aiming to work collaboratively across the region. On reflection of the past year, and following feedback from Officers, Head Teachers and Teachers, a streamlined approach will help focus activity. There are a number of key themes throughout the existing workstreams which aligned through the National Improvement Framework (NIF) priorities, have formed four new Workstreams.

KEY THEMES FOR COLLABORATION			
Attainment Gap	Empowerment	Excellence & Equity	Improvement
Digital	Leadership	Parental Engagement	Place
NIF PRIORITIES			
1. Improvement in attainment, literacy and numeracy	2. Closing the poverty related attainment gap between the most and least disadvantaged children	3. Improving the structures which help children and young people's health and wellbeing	4. Improvement in employability skills and sustained, positive school leaver destinations for all young people
WORKSTREAMS			
CURRICULUM	RAISING ATTAINMENT AND CLOSING THE POVERTY GAP	SUSTAINING EDUCATION IN OUR COMMUNITIES	LEADERSHIP
<ul style="list-style-type: none"> - Develop curriculum-specific supports and CLPL for key curricular areas; - Develop specific supports for Head Teachers in developing their curriculum rationales for the BGE and Senior Phase; - Develop and share practice in relation to the development of skills for learning, life and work, linked to DYW; - Develop digital approaches to curriculum delivery. 	<ul style="list-style-type: none"> - Practitioners and young people will have an understanding of poverty within their context and place. - Agree measurement tools for rural poverty in collaboration with communities. - Educational establishments will plan interventions for children, young people and families using the appropriate measurement tool(s) where appropriate. - To close the attainment gap more effectively, including the use of Attainment Scotland Funding. 	<ul style="list-style-type: none"> - Develop a Learning Estates Strategy for the whole RIC area; - Develop a toolkit for use by individual authorities; - Exploring framework to facilitate change in our communities; - Develop the e-learning model across the Northern Alliance, widening access to curriculum; - Improve the digital CLPL offer for staff; - Improve environments for learning across the Northern Alliance. 	<ul style="list-style-type: none"> - Develop leadership at all levels; - Develop RIC wide leadership development programmes for classroom, middle, senior and system leaders; - Develop and share succession planning approaches across the RIC; - Champion school empowerment and self-improving schools approaches across the RIC.

WORKSTREAM 1 – CURRICULUM

	IMPROVEMENT ACTIVITY	HOW WILL THIS BE ACHIEVED	EVIDENCE OF PROGRESS	LINK TO NIF PRIORITY
WORKSTREAM 1	Improve access to professional learning by establishing a digital approach which utilises strength from across the system;	<ul style="list-style-type: none"> • Development of refresher training package for Glow leads with accompanying easy to use guide • Develop/agree a simple and clear digital portal which is accessible to all staff across the Northern Alliance. Portal must: <ul style="list-style-type: none"> - Be easily accessible - Allow the posting of short films - Encourage digital collaboration - Allow clear links with already published information - Show links with GTCs Standards. • Use of the portal to be closely monitored to support improvement and should enable a 'sign up for alerts' and 'feedback' feature to increase reach and impact. 	<ul style="list-style-type: none"> • Number of colleagues accessing the portal. • Increase in the number of colleagues accessing professional learning through the Northern Alliance. 	All
	Improve the development of a bespoke curriculum rationale based on local need by sharing best practice;	<ul style="list-style-type: none"> • Each Local Authority to identify best practice to enable the development of several short films exploring how a rationale was developed, what that looks like in practice and what the impact on children has been. • Publish films on digital portal alongside national and local guidance • Provide a Q&A those featured in films with opportunities for on-going dialogue and support. • Evaluate effectiveness of approach with a sample of Q&A participants and plan next steps. 	<ul style="list-style-type: none"> • Number of colleagues accessing resources. • Number of colleagues engaging with Q&A. • Improvement in self-evaluation of QI 2.1. • Inspection findings. • Improvement in 5 key measures. 	All

WORKSTREAM 1	<p>Improve learning, teaching and assessment practice across all curricular areas (with key curriculum areas to be determined following Insight release);</p>	<ul style="list-style-type: none"> • Collate tools from across the Northern Alliance which support self-improvement and self-evaluation of excellent learning and teaching and make available digitally. • Audit current vulnerabilities in Learning, Teaching and Assessment to help develop a series of multi-media workshops which explore pedagogy. Workshops to be utilised at setting/local authority level. • Collate Local Authority examples of effective differentiation and develop multi-media programme of three professional learning sessions to be used at school/Local Authority level. • Establish digital subject/stage collaboration with a focus on sharing best practice and addressing areas of vulnerability including planning and moderation of a level. Approach to provide opportunities to link with other school across the Alliance and further digital or face to face collaboration. Groups likely to comprise: <ul style="list-style-type: none"> - Early years - Early stages (primary) - Middle stages (primary) - Upper stages (primary) - Secondary subjects • Identify best moderation practice and use of triangulated evidence and exemplify digitally. 	<ul style="list-style-type: none"> • Improvement in core QIs. • Improvement in moderation across the BGE (value added and professional judgement more aligned). • Level of engagement with professional learning. 	All
	<p>Improve the development of skills for learning, life and work by sharing best practice and supporting areas of common weakness</p>	<ul style="list-style-type: none"> • Work with SDS to audit current practice in planning for skills development and share best practice digitally and through a series of 'Talking Heads'. • Consideration of the development of an exemplar skills framework for the Northern Alliance. • Establish a focus group to work with SDS to identify skills gaps and agree appropriate means of addressing them. • Exploration of how best to support the provision of appropriate Learning pathways and skills development for vulnerable learners. 	<ul style="list-style-type: none"> • Improvement in positive and sustained destinations. 	Priority 4

WORKSTREAM 2 – RAISING ATTAINMENT AND CLOSING THE GAP

	IMPROVEMENT ACTIVITY	HOW WILL THIS BE ACHIEVED	EVIDENCE OF PROGRESS	LINK TO NIF PRIORITY
WORKSTREAM 2	<p>Create a Northern Alliance workshop on understanding poverty within context and place.</p> <p>Northern Alliance workshop to be delivered in all educational establishments.</p> <p>Empower managers and Head Teachers to use this Career Long Professional Learning with all staff.</p> <p>Creating activity to support schools gather the pupil voice relating to poverty.</p> <p>Highlight how poverty can be taught within the curriculum to increase pupil awareness.</p>	<ul style="list-style-type: none"> • Lead Officers to create workshop based on information from NHS, Local Child Poverty Action Reports and Education Scotland. • Lead Officers to liaise with Local Authorities as to how this will be delivered. E.g. HT Conference, Area Days etc. Present Workshop. • Creation of Support Pack for schools. • Adapt and Share Argyll & Bute’s model for gathering pupil voice to support improvement in schools. • Identify and share events relating to poverty to all schools within local authorities. e.g. EIS PACT programme, Challenge Poverty Week 	<ul style="list-style-type: none"> • Workshop created and shared with all 8 Local Authorities within the Northern Alliance. • Agreed set of dates. • Workshop delivered to almost all HTs across Northern Alliance by June 2020. • Measurement on the uptake of schools. • Percentage of Schools will have used materials to gather information on poverty from children. 	Priority 2

WORKSTREAM 2	<p>Liaise with others to explore characteristics which have specific impact on rural poverty.</p> <p>Collaborating with the third sector and partnership agencies to inform the measurement tool.</p>	<ul style="list-style-type: none"> • Work with research assistant to gather relevant data from local authorities. Liaise with Borders Council to discuss the process of how Borders Child Poverty Index was created. • Work with researchers to ensure current research impacts on our work including the work from Shetland and across the Northern Alliance. • Meet with Higher Education Establishments to discuss viability of creating measurement tool. 	<ul style="list-style-type: none"> • Measurement Tool is created. 	Priority 2
	<p>Educational establishments will apply the cost of the school day toolkit to their setting.</p>	<ul style="list-style-type: none"> • The cost of the school day toolkit will be disseminated to all educational establishments. • Northern Alliance Lead Officers will support schools in tackling the cost of the school day with Child Poverty Action Group Project Officers based in Moray. 	<ul style="list-style-type: none"> • Almost all schools will be aware of the Cost of the School Day Toolkit. • Most of our schools will have used toolkit and made changes within to school to barriers that poverty creates. 	Priority 2
	<p>Each educational establishment will know their gap and plan interventions to close it.</p> <p>Gather case studies of how Pupil Equity Funding has been implemented effectively across the Northern Alliance.</p>	<ul style="list-style-type: none"> • Lead Officers to support Local Authorities to identify their gap by building a network of QIOs to look at data and tracking and monitoring processes. • School Visits & Interpretation of school level data. • Create directory of opportunities to work with partners and third sectors. 	<ul style="list-style-type: none"> • Increase in HT confidence in using PEF effectively to remove barriers to learning. 	Priority 2

WORKSTREAM 3 – SUSTAINING EDUCATION IN OUR COMMUNITIES

	IMPROVEMENT ACTIVITY	HOW WILL THIS BE ACHIEVED	EVIDENCE OF PROGRESS	LINK TO NIF PRIORITY
WORKSTREAM 3	<p>Develop a Learning Estates Strategy alongside teachers, young people and partners to secure delivery of sustainable education across the Northern Alliance.</p>	<ul style="list-style-type: none"> • Work with Elected Members – engagement across the Northern Alliance. • Collate and share case studies of successful approaches to increasing sustainability of education. • Build on Young People’s Voice ‘Imagine If’ approach – Parental Engagement. • Develop a framework to facilitate change within local authorities. • Provide support to identify changing pedagogy to support sustaining learning environments. • Analysis of rural school inspection evidence to identify common challenges or issues in relation to sustaining education. 	<ul style="list-style-type: none"> • Learning Estates Strategy in place by September 2020. • CLPL offer on pedagogy for new environments. 	ALL

WORKSTREAM 3	<p>Increase the delivery of e-learning across the Northern Alliance to maximise opportunities for greater choice and equity for all young people.</p>	<ul style="list-style-type: none"> • Emphasising choice and equity across the Northern Alliance using modern medium. • Promotion of e-learning data gathering to promote positives of e-learning. • Review staff deployment across the Northern Alliance and identify any surplus staff who could work and deliver via e-learning. • Develop 'flip' learning across subjects. • Fund secondary head to come together to build e-learning strategy. • Support timetabling guidance to maximise choice. • Build a pack to support Headteachers to engage with parents on e-learning. • Promote small Group Digital Learning – spaces for teacher to teach a number of small groups. 	<ul style="list-style-type: none"> • Closer timetabling • Continuing increase in e-learning • More efficient delivery and more effective use of staff • In in numbers of young people achieving their learner pathways • Aligned IT approaches for teachers across the Northern Alliance • Long-term Impact: <ul style="list-style-type: none"> - Headteachers have the expectation that e-learning can deliver the needs of young people - Increased confidence of staff re digital skills. 	<p>Priorities 1, 2, 4</p>
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WORKSTREAM 4 – LEADERSHIP

WORKSTREAM 4	IMPROVEMENT ACTIVITY	HOW WILL THIS BE ACHIEVED	EVIDENCE OF PROGRESS	LINK TO NIF PRIORITY
	Create a leadership database illustrating leadership pathways and signpost teachers to professional learning activities at all stages of the leadership journey	<ul style="list-style-type: none"> Identify leadership development opportunities locally and nationally. Liaise with schools to identify teachers participating in leadership development activities, courses and programmes and provide updates enabling the Northern Alliance to track progress and destinations. 	<ul style="list-style-type: none"> Establish baseline for leadership development. Bi-annual professional learning/leadership bulletin prepared and distributed across Northern Alliance Authorities. 	ALL
	Northern Alliance Leadership Accreditation/Award	<ul style="list-style-type: none"> Group will explore how this is delivered. 	<ul style="list-style-type: none"> Completion rates of high-level leadership activities; such as Into Headship, Middle Leadership programmes. 	ALL
	Revisit /confirm commitment to “Leadership Development at All Levels”	<ul style="list-style-type: none"> Update report. Education Scotland evaluations. 	<ul style="list-style-type: none"> Increase in establishments evaluated as good or better for leadership of change. 	ALL
	Development of coaching programmes	<ul style="list-style-type: none"> Workstream will involve Education Scotland in delivery of coaching programmes. 	<ul style="list-style-type: none"> Numbers of staff involved in coaching programmes, both delivering and receiving. 	ALL
	Northern Alliance Learning Hub at Aberdeen University becoming Centre of Excellence for Leadership	<ul style="list-style-type: none"> Colleagues in Ed Scot will work with group and Aberdeen University to establish principles 	<ul style="list-style-type: none"> Numbers of interactions with resource. 	ALL

IMPLEMENTING THE PLAN

GOVERNANCE

The governance of the Northern Alliance is designed to ensure a focus on collaborative professionalism at all levels with improving outcomes within an empowered system at the heart of our work.

REGIONAL IMPROVEMENT FORUM

The **REGIONAL IMPROVEMENT FORUM** is comprised of senior education officers from the eight local authorities, the Regional Improvement Lead and Project Officer as well as the Senior Regional Advisor from Education Scotland.

The **REGIONAL IMPROVEMENT FORUM** develops the Improvement Plan, agrees priorities and workstreams, scrutinises performance and allocates appropriate resources in order to drive improvement across the Regional Improvement Collaborative.

WORKSTREAM LEADS

The **WORKSTREAM LEADS** report monthly to the **REGIONAL IMPROVEMENT FORUM** with progress updates. The process of monthly reporting ensures activity remains focused and continues to contribute to the successful delivery of the vision of the **REGIONAL IMPROVEMENT COLLABORATIVE**.

Each workstream has a steering group, made up of participants from each local authority, and Education Scotland, to focus on delivery of the work stream. The Regional Improvement Lead has oversight of each of the four steering groups and workstream leads to ensure consistency of approach across the work streams.

REGIONAL IMPROVEMENT ADVISORY FORUM

The **REGIONAL IMPROVEMENT ADVISORY FORUM** is comprised of representation from senior education officers, local authority Education Conveners/Chairs, Head Teachers, Educational Psychology, Children's Services, Higher Education, LNCT and Public Health, and includes links from Education Scotland, Care Inspectorate and the Scottish Government.

The role of the **REGIONAL IMPROVEMENT ADVISORY FORUM** is to scrutinise, support and challenge the work, progress and priorities of the Northern Alliance, the Improvement Plan and strategy. Acting as a 'critical friend' the Advisory Forum will review the reporting performance and associated activities of the Regional Improvement Plan.

CONVENTION OF CONVENERS

The **CONVENTION OF CONVENORS** is comprised of Education Convenors/Vice Convenors, Chairs/Vice Chairs and senior officers from the eight local authorities.

The role and purpose of the group is to discuss, scrutinise and advise on the strategy of the Northern Alliance to ensure key objectives are met and to ensure each local authority has a strong voice in the work of the Regional Collaborative at a political and senior officer level.

NORTHERN ALLIANCE STRUCTURE



NORTHERN ALLIANCE REGIONAL IMPROVEMENT PLAN: PHASE 3 PRACTITIONER SURVEY RESPONSE SUMMARY



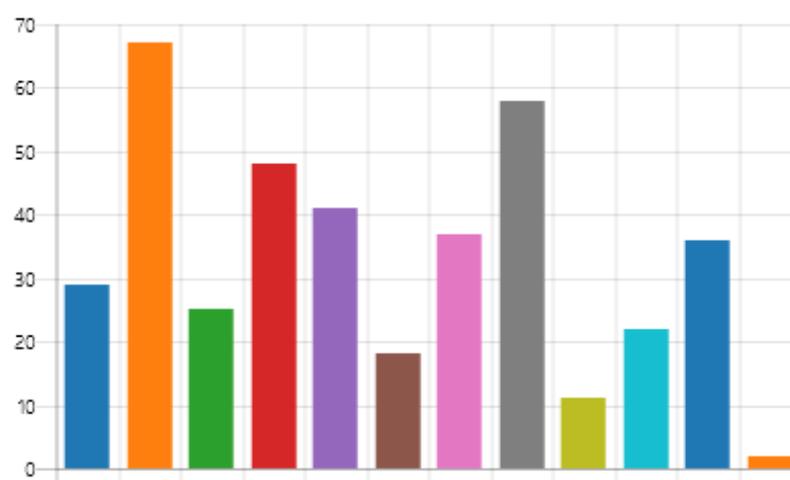
1. The Northern Alliance Regional Improvement Plan will be focussing on 4 thematic areas of improvement:

1. Curriculum
2. Raising Attainment and Closing the Poverty Gap
3. Sustaining Education in Our Communities
4. Leadership.

What area of professional learning would you like to be offered through support from the Northern Alliance?

Empowering leadership	Developing the curriculum	Using data for analysis and improvement
Aspects of numeracy	Aspects of literacy	Leading change
Learning and Teaching aspects of pedagogy	Assessment & Moderation	Identifying key indicators of poverty
e-Learning	Parental Engagement	Other

● Empowering leadership	29
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● Using data for analysis and im...	25
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● e-Learning	22
● Parental Engagement	36
● Other	2



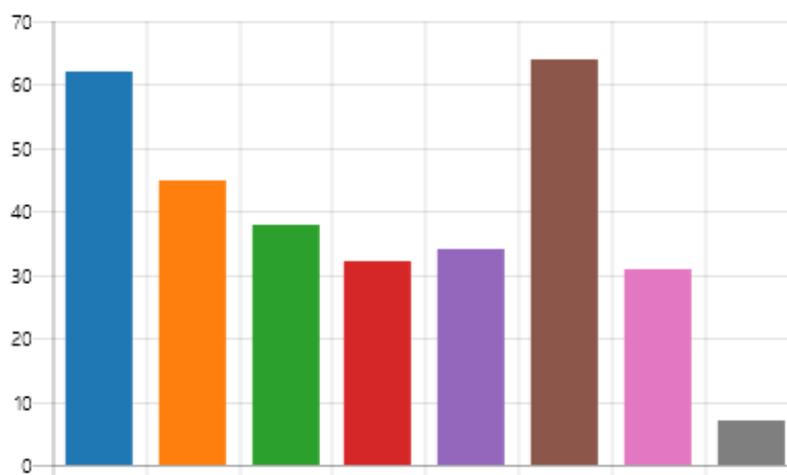
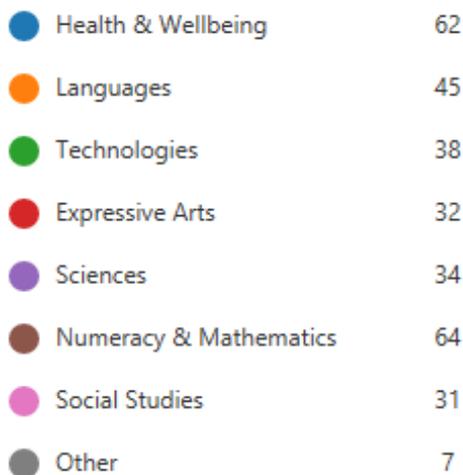
'Other Responses:

"Nature and place-based education."

"Workload and HWB staff."

2. Which curriculum area(s) do you think would benefit from regional collaboration?

Health & Wellbeing	Languages	Technologies
Expressive Arts	Sciences	Numeracy & Mathematics
Social Studies	Other	

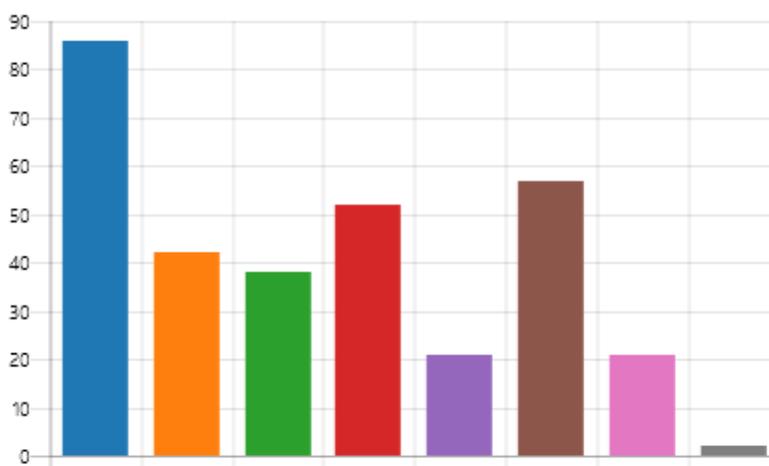
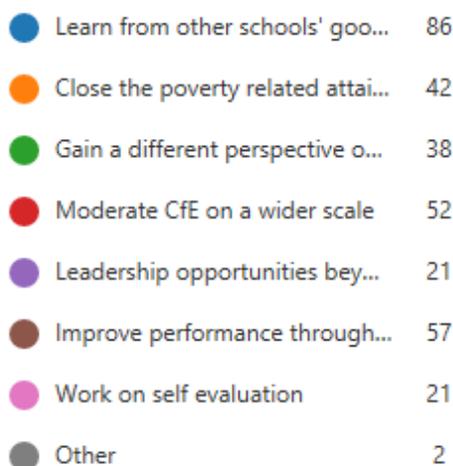


'Other' Responses:

<i>ALL of them!</i>	<i>PEF</i>	<i>Literacy & English</i>
<i>Music Instruction Services</i>	<i>RME</i>	<i>Literacy</i>
<i>"I think it would be helpful for all subject specialists to have opportunities to work with colleagues from elsewhere, as this has been limited to Lit and Num so far."</i>		

3. What would you want your school to gain from being part of our Regional Improvement Collaborative?

Learn from other schools' good practice	Close the poverty related attainment gap
Gain a different perspective on our work	Moderate CfE on a wider scale
Leadership opportunities beyond LA	Improve performance through working together on shared strategies
Work on self-evaluation	Other



'Other' Responses:

“And then I would hope all of other things listed (particularly the attainment gap) would be improved as a result of these things.”

“All of the above!”

4. Please tell us what support you would need to use Glow as a sharing platform for information and learning.

1	None
2	Improved search facility
3	Taking over as HT in 2018, I have created a staff glow site which we have been slowly transferring relevant info across to. As staff use this they will become more confident. However, I would like them to have access to glow training to use with the children and enhancing learning and teaching.
4	Once a term twilight would be very useful.
5	i don't use GLOW
6	Refresh training in school provided to staff but this is really HT responsibility and not that of the NA.
7	Training
8	More access to all that Google Classroom can offer
9	Training on using it for the basics - this is still very inconsistent. Ensuring it can be used for VC and e-training - ie. making sure the internet is good enough to allow for this.
10	Further training
11	n/a
12	Needs to be streamlined - it's getting too big with too many add-ons
13	Easier navigation through the website
14	Moderation and consistency of resources.
15	None
16	Time - when teaching on minimum time and trying to deliver best lessons and support for pupils there is no time built in for developing/practicing other skills
17	Glow as a sharing platform needs to be a worthwhile resource in order for teachers to use valuable time going on there. Support that doesn't overwhelm already very busy professionals.
18	How to setup a pupil share group
19	Better, reliable and consistent connectivity Training to make the most of GLOW
20	Training to all staff on how it has changed.
21	Easy to navigate around Glow
22	None
23	Better sharing of where to go in to Glow to find the things that are meant to be on there - I can't find half the things I'm told will be put on it...!
24	no support personally although our local authority does not really promote the use of glow
25	Further opportunity to find out how best to navigate and utilise the platform - awareness of what is available and how to use it.
26	A face-to-face training session followed up by regular requirement to use it, but the danger is that this would become demanding.

27	Clarity on approach, eg Glow Groups or Teams?
28	Consistent and effective access to it.
29	Refresher training and step by step guide to the new platform to ensure support for staff to sustain usage.
30	How to improve pupil participation in Glow?
31	Just need more practise in-house.
32	Additional training on Glow and consistency across the ASG in regards to relevant resources and priorities within the area.
33	How do you join Yammer groups on Glow? Finding shared resources from other schools.
34	More Training More consistent use Improved IT resources, equipment and connections
35	Strategic managers plan to use this in a more integrated manner.
36	NA
37	CPD training on the wider possibilities of using GLOW in schools
38	Step by step
39	Extensive training- no idea how to use it
40	none
41	Refresher
42	Not required.
43	N/A - Familiar with glow
44	We are becoming more familiar with Glow and more able to use it confidently so we would be able to share more information.
45	Sharing good practice and resources.
46	Additional training.
47	More training
48	None
49	clearer input on how to use GLOW and what information can be put on GLOW.
50	Refresher course
51	Easier to navigate and more user-friendly.
52	Navigation of this resources can be very challenging
53	We have a specialist in school who could upskill staff on Glow
54	It to be easier to access
55	Refresher on how to make best use of glow.
56	Computers that are up to date and actually work
57	IT Skills development
58	how to use glow

59	GLOW would need to be used consistently. Currently I rarely use GLOW as our council have their own email system and find it too hard to find what I need from GLOW. I only go there if there is something specific that I know to find.
60	Already use it effectively.
61	I currently use Glow for the onedrive facility but a course explaining how the tiles are used etc would be helpful. I know I do not make full use of the resources currently.
62	I am comfortable using Glow, as long as I know where to access resources.
63	No support to use glow
64	Training
65	time... to have a go and to discuss with colleagues
66	Time to navigate and discuss and explore with colleagues.
67	Make it easier to navigate. Time given to share.
68	training
69	Advice on how to share.
70	None
71	Refresher on how to use
72	A well designed platform that links the GTC standards to specific professional development courses/learning opportunities.
73	in house training
74	Revisit Glow so that all staff / children can log in and use regularly.
75	Use this already.
76	Short online training session to demonstrate the opportunities for sharing information and learning
77	I would need training on how to use it in that way
78	Glow integration with a systems like Google Classrooms would be useful, we're still to gain access to this in the Western Isles despite it being readily available.

5. What other areas would you want your school to collaborate on as part of our Regional Improvement Collaborative?

1	Numeracy and Mathematics
2	The use of Digital Technologies in the classroom
3	HWB - strategies and sharing successful approaches.
4	Our main focus would be assessment and moderation in the BGE - very keen to do any collaborative work in this area.
5	Share resources across faculties
6	Mastery of Maths - being able to continue to train staff in the Mastery of Maths approach like I did last school year. Real shame to not have funding to do this and spread this excellent practice far and wide.
7	n/a
8	Developing a shared understanding of rurality and how it impacts on children. How multi-level teaching and learning is a positive not a negative
9	Unsure
10	Moderation
11	Diversity and Inclusion, specifically LGBT+
12	Hear from pupils who have successfully achieved despite their circumstances - what helped them achieve, what support did they need?
13	Showcasing what excellence looks like in Aberdeenshire schools. The schools who are excellent sharing what it is that they are doing and what it looks like in their setting.
14	How crossmarking is done in rural schools, with one teacher per subject
15	Use the newsletter to share information about really effective resources that are both pupil and teacher friendly.
16	Self evaluation
17	Facilitating of CPD events across the authority to enable us to work together to support each other.
18	Maybe shared religious leaders etc. either visiting around or doing discussions on Skype (or equivalent) so that we can hear first hand from those in the North of Scotland who are benefiting from their religious beliefs and more about them - it's hard for all rural areas to adequately represent the key religions in a meaningful way. Sharing more equipment and science experts around the area - maybe doing blocks of experiments? We don't all have the storage, money and expertise to do some really interesting experiments once a year and hook kids into science the way we should be, linking to real life and job skills. Create more career cards with photos and people examples talking about their day, their qualifications and what they like about their jobs - a whole set for land-based industries, hospitality (food and drink?), etc etc. around Scotland. Is there anything we can do with procurement - ALL buying certain items in bulk and distributing on a much larger (and more affordable) level? More linking of schools that are comparative and having termly calls/video conferencing to discuss effective initiatives?
19	sustaining schools in small rural communities - assisting with inspection and improvement criteria/approach for very small rural school (which in the main inspectors neither

	understand or like) - it is a very different job being HT of an isolated rural school - poverty is the same as in urban areas but the systems of support and access are severely lacking - how do we bring about systemic change and also find a different way to express our successes and achievements which is a more effective measure of our performance and improvement.
20	Any opportunities to reduce 'reinventing the wheel'
21	Small rural schools working together to establish ways of working to maximise efficiency and effectiveness particularly with multi-composite classes. Shared ideas of ways to keep it fresh for pupils and teachers who have been working together for 2+ years.
22	Areas highlighted above are main priorities.
23	Reporting to parents
24	ASN
25	Having the opportunity to observe fellow colleagues within, and outwith, our ASG to observe good practice and share effective strategies.
26	Skills through Play and Outdoor Learning.
27	Streamlined planning to allow for more focused assessment and moderation Stronger resources
28	Sharing resources across the whole curriculum
29	outdoor learning
30	n/a
31	attainment in rural situations professional development opportunities north of Perth rights respecting
32	Digital Training
33	N/A
34	N/A
35	Early years play based learning.
36	Digital learning
37	Please see above.
38	transition from primary to secondary science, transition from nat 5 courses to higher
39	How to develop the work of the visiting specialist teacher
40	Development time with other teachers of the Expressive Arts. Discussion on Assessment in BGE, specifically Drama.
41	literacy, tracking
42	Teacher leadership
43	Mental Health
44	Sharing resources
45	Numeracy and Literacy
46	Taking a collaborative approach to all/SIP aspects of education could benefit all - expertise, reduce workload...
47	Development of early numeracy.

48	Play throughout the stages.
49	Breaking down experiences and outcomes to ensure streamlined coverage of the curriculum across an authority / Scotland
50	Making thinking visible
51	Improving appropriate curricular choices and experiences for our pupils, not all linked to conventional attainment.
52	Global Citizenship and Community Partnerships Outdoor Learning Schools
53	Family Learning. Examples of taking forward Learning Logs, Rights Respecting Schools, outdoor education.
54	Health and Well being Numeracy Closing the gap
55	As a teacher who has not been teaching in Scotland for very long I would love to have some support with standards at N5 and Higher.

6. What support would you require to engage more effectively with the Regional Improvement Collaborative?

1	Given the geographical size of our Alliance, travel time and transport costs would be a challenge
2	HT currently get emails for NA. Is there a way to sign up for alerts at all re: any updates? I will follow on Twitter. Can those who sit on the NA for our LA be more visible or vocal?
3	Access to different authority approaches
4	Everyone says this but if staff aren't given time to engage with the RIC and then take their learning forward then they will not - and should not - be able to do it properly.
5	Funding
6	Time, a central contact to co-ordinate any support offered.
7	Feel very removed from the RIC - something that is mentioned in Area days but have no ownership of it
8	Face-to-face meetings
9	Round table opportunities for face to face discussion.
10	Effective communication
11	Again - time
12	Not sure
13	regulat emails and possibly a sharepoint just for Regional Improvement Collaborative
14	Time - that priceless commodity!
15	Who to contact and know what support is available.
16	More oppourtunities for other staff to attend sessions, other than SMT
17	Time - inservice? Although being part of an authority where inservice days are not consistent throughout the authority creates difficulties.
18	I'd like to do more, but the workload at school is just too much and the budget constraints prevent long distance travel/accommodation.
19	travel and accommodation funding and cover funding
20	Improve my IT Skills and awareness
21	Ways of working which do not entail another layer of expectation on an already over-whelming workload.
22	time and money
23	Training and coaching in the above mentioned areas and oppourtunity for this to be in our authority area.
24	None
25	Time constraints make this difficult.
26	more e.mail info please :)
27	Effective communication and time management.

28	Continue to offer opportunities for training within ASGs Consider webinar or training via live links
29	More time set aside for collaborative work across cluster schools and ASG.
30	Access to online learning/resources which can be done at a time and place of your choosing.
31	Workshops
32	regular up-dates
33	n/a
34	a point of contact
35	On-going communication and updates.
36	On going information and communication (including updates)
37	Collaboration and discussion with colleagues at school
38	CPD opportunities in Moray.
39	Time
40	BGE level moderation and standardisation, differentiation materials
41	Advanced planning/notice for collaboration to allow time to include in school WTA/planning
42	Visits from workstream members to school to share knowledge.
43	Again, better IT with faster broadband and upi to date PCs and iPads
44	Time to meet with colleagues
45	resources, links with departments
46	Time to meet together or engage in the RIC. Greater understanding of the purpose of it.
47	time and money
48	More direct information i.e. direct to our staff email accounts
49	Time
50	Unknown
51	CPD
52	Organisation of creating support groups would be needed
53	More information
54	Advice on its role.
55	Not sure as yet
56	Quality Assurance and Moderation
57	Continue regular information sharing
58	Keeping resources streamlined is important. Often there are too many emails and materials which means that staff is overloaded.
59	Access on line/via GLOW for training and to share knowledge/experiences to allow me to engage at time/place of my choosing

60

I would need to know what it was and who was in it. I would also want to talk to real people rather than doing things over video links. In practice this would mean meetings with a specific and narrow focus.

7. Please add any ideas that you have to support the development of the Northern Alliance. In doing so, please consider how you could contribute and what added value could there be from your experience?

1	Keep the number of streams small - we can't do everything at the same time and it is better to do a few things well rather than a lot of things badly.
2	More Northern Alliance Progressions like the numeracy one would be excellent.
3	A hub for faculty resources from all contributors
4	There needs to be a clearer link to what the NA RIC is doing that is having a direct impact on learners in each area covered by the RIC and also, for teaching staff, what the RIC can do for teachers to improve practise.
5	I didn't know this existed until the Headteacher sent an email out asking us to complete a survey.
6	Focus groups that include teachers and PSAs
7	Professional knowledge and understanding of ACES, and the impact of trauma and loss on behaviour to support behaviour management in school. Mental health. I am a trained level 8 Forest School Leader, Head Teacher and professional with a passion for supporting children and families, using restorative approaches to behaviour management, and nurturing approaches, with successful results.
8	Regularly network events for specific areas: literacy, attainment, LGBT+ etc.
9	Communicate. Presently very little idea about this.
10	.
11	Nothing beats face to face meetings as it allows also a sharing of ideas with colleagues in a natural, discussion way that simply cannot be replicated by technology-assisted meeting. An annual meeting at the very least is hugely valuable, as proven by the NAEL meetings
12	I think most teachers, and SMT in schools are working at capacity, as far as time and budget. We must get creative to help reduce this, and associated stress, to allow more time for contributions to the NA and similar groups. There seems to be a lot of 'reinventing the wheel' happening all around Scotland - surely there could be basic shared lessons online across all stages and curricular areas with links to tried and tested resources by now? I think we should get better at linking businesses and schools, teaching skills as the focus and giving children real-life taster sessions to build work ethic and resilience. I also think we need to think across the NA about issues affecting the region and plan accordingly - what skills are lacking? Where are the gaps? What can we do to prevent children from heading into a life of drugs and addiction? What can we do to better prepare people to look after their physical and mental health? What support can we offer young people who are heading down a difficult path? (As a region - as a larger, more powerful group of professionals with a wide range of skills and expertise?) How could I contribute? I will do what I can. I have experience in different areas within the Northern Alliance.
13	would love to contribute, but as a HT with no class teacher I have no chance of getting out of school and can't afford to travel for work and pay my own expenses.

14	Being part of the Emerging Literacy Workflow has been inspiring and an excellent example of how shared working can have impact. To have this approach for other Curricular areas would be amazing.
15	I would be pleased to work with a group of headteachers from one or two-teacher schools to explore ways of streamlining the role of a teaching head and keeping relationships fresh and learning approaches varied to improve engagement.
16	There is no point having fancy plans without providing money to release teachers (and not just for one-off events, but for linked collaboration and development time) and for resources and materials; or without providing time and space for collaboration and reflection.
17	Better communication and clarity.
18	Formation of a Northern Alliance Music Heads of Service/Instructors Forum for sharing geographically specific ideas.
19	Ongoing literacy development...happy to share with others.
20	We're looking forward to what is being developed as part of the numeracy project.
21	Recognising good practice in all schools and allowing for this to be shared. Could curricular coordinators be organised from across the cluster schools to allow for the development of consistency, best practice and perhaps directed by Northern Alliance.
22	N/A
23	n/a
24	representative within schools (secondary)
25	N/A
26	N/A
27	Regular updates regarding progress / documentation etc. Video / Skype Presentations available for Collegiate / Professional Development.
28	lots of resources for curriculum development, leadership experience and knowledge
29	Use short films to promote Northern Alliance, own TV channel on You Tube or equivalent
30	Any opportunities for teachers of the Expressive Arts to share good practice and also to share development of materials would be appreciated. The impact our subjects can have within schools is limited, with Moray being a small authority and also with limited EA provision across both the primary & secondary sectors.
31	I feel that I don't know much about the Northern Alliance and its remit - this would be a good start.
32	Bring together teachers with similar interests to collaborate and feed back to their schools.
33	Improved professional practise.

34	Drop box for ideas
35	I have really enjoyed being part of the emerging literacy group. I would be interested in a similar group for number, especially in the upper years.
36	Experienced colleagues that could work with teachers, in the classroom, on implementing/demonstrating said initiatives.
37	Extending Early Years practice and pedagogy as a model to close attainment gaps in early primary.
38	A link on GLOW to areas of development within the Northern Alliance would be good. Sending resources to this one location, rather than to staff would encourage use of the site and would save time finding materials.
39	Gross motor control Fine motor control Assessing memory and activities to promote short term memory
40	I am, at this stage unsure exactly what the remit of the Northern Alliance is and what its intended purpose is. Once I know this I am certain that there is a lot I could contribute.
41	Workload issues must be addressed before any thought will be given to developing Northern Alliance - tackling the bureaucracy and needless paperwork that is demanded by the current systems in place and ensuring that pupil well-being is concentrated on before any new initiatives are introduced.

ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****EDUCATION****10 DECEMBER 2019**

EDUCATION PERFORMANCE DATA ANALYSIS 2019

1.0 EXECUTIVE SUMMARY

- 1.1 The main purpose of this report is to provide an overview of key performance data and outcomes for all pupils across each of the ten secondary schools for session 2018-2019 using the local authority data available from Insight.
- 1.2 This report includes statistical analysis available from Insight released in September 2019 which overviews authority data and allows further comparison with virtual comparator and national data (Appendix 1).
- 1.3 Insight is designed to allow fair comparison of a group of pupils in Argyll and Bute with larger groups of pupils taken from all the other 31 local authorities with similar backgrounds (gender, additional support need, stage, and SIMD band). This is known as the Virtual Comparator (VC) and is a key feature of Insight.
- 1.4 It is recommended that the Community Services Committee:
 - a) Notes the contents of this report and Appendices attached; and
 - b) Agrees that the Insight tool continues to be used by all secondary schools and teaching staff in Argyll and Bute to support improvement in educational outcomes for our young people.

EDUCATION PERFORMANCE DATA ANALYSIS 2019

2.0 INTRODUCTION

- 2.1 The Council received SQA examination results for all pupils entered for formal qualifications in session 2018/2019 on 5th September 2019. This provided comprehensive information on the outcome of examination performance for pupils across all Argyll and Bute schools at National 4, National 5, Higher and Advanced Higher levels.
- 2.2 The Insight tool provided data in September 2019 that covered a wide range of SCQF (Scottish Credit and Qualifications Framework) credit-rated awards and programmes.
- 2.3 The Insight tool encourages professional reflection and analysis for intervention and improvement. Schools are compared to a “virtual” comparator allowing users to see how the performance of their pupils compares to a similar group of pupils from across Scotland, and supports collaborative approaches to looking at data and working together as part of the improvement process.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Community Services Committee:
- a) Notes the contents of this report and Appendices attached; and
 - b) Agrees that the Insight tool continues to be used by all secondary schools and teaching staff in Argyll and Bute to support improvement in educational outcomes for our young people.

4.0 DETAIL

- 4.1 Pupils in each of the ten secondary schools in Argyll and Bute in S4–S6 were presented for a range of SQA external examination qualifications in May and June of 2019. Following the release of the results Education Services conducted an initial analysis of the results to support the preparation of a summary report for presentation to and consideration by Elected Members at Committee in September 2019. This can be accessed via the following link:

<https://www.argyll-bute.gov.uk/moderngov/documents/s140243/SQA%20Analysis%20200819%20amended.pdf>

4.2 Appendix 1 provides detail of our performance outcomes within the following measures ie

- Annual Participation Measure
- Skills for Work, Ungraded and Wider Achievement Awards;
- School outcomes at National 5, Higher and Advanced Higher levels in relation to national figures;
- For each school, Breadth and Depth outcomes for National 5 and Higher in relation to Virtual Comparators;
- Literacy and numeracy outcomes;
- Improving attainment for all;
- Attainment versus deprivation;
- Attainment of Care Experienced young people

4.3 The Education Service will continue to take forward its programme of support and challenge with schools across the authority to secure further improvement in attainment and achievement outcomes for pupils.

5.0 CONCLUSION

5.1 This report presents an overview of key performance data and outcomes for all pupils across the ten secondary schools for session 2018-2019 incorporating both SQA and Insight data from an authority perspective.

5.2 In 2019 the performance of Argyll and Bute schools varied across national qualification measures with elements of strong performances in some schools and in some subject departments. Central Officers are taking forward a programme of support and challenge with schools across the authority involving a range of actions and measures to support schools to secure further improvement in examination outcomes for pupils.

5.3 In August/September, the ten secondary Head Teachers met with the Heads of Service and Area Managers to present, discuss and scrutinise their results, forming the basis of an ongoing improvement dialogue throughout the school year.

5.4 Head Teachers will present further detailed analysis of their performance data and outcomes at local Area Committees in December.

6.0 IMPLICATIONS

6.1 Policy – This report links directly to Outcome 3 in the Argyll and Bute Single Outcome Agreement (Education Skills and Training Maximises Opportunities for All). OCTF: Key Objective 1; NIF: Priority 1

6.2 Financial – None

6.3 Legal – None

- 6.4 HR – None
- 6.5 Fairer Scotland Duty
 - 6.5.1 Equalities – None
 - 6.5.2 Socio-economic Duty – None
 - 6.5.3 Islands – Amendments to rezoning policy would apply to Island schools.
- 6.6 Risk – The performance of Argyll and Bute schools in national examinations can significantly enhance or detract from the Council’s reputation and attractiveness as an area to work and live in.
- 6.7 Customer Service – This report provides elected Members with an overview of Service Performance.

Douglas Hendry, Executive Director with responsibility for Education

Cllr Yvonne McNeilly, Policy Lead for Education

For Further information:

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14th November 2019

APPENDICES

- Appendix 1 – Performance Data Analysis
- Appendix 2 – Qualifications Overview
- Appendix 3 – Tariff Point Guide

APPENDIX 1 - Performance Data Analysis

ANNUAL PARTICIPATION MEASURE

The Participation Measure shows the proportion of 16-19 year olds participating in education, training or employment, including those who are in the senior phase of their secondary education. The 2019 Annual Participation Measure Report showed 94.2% of our young people engaged in education, employment or training against the Scottish average of 91.6%.

Further analysis of the Argyll and Bute data shows a participation rate of 94.2% of which; 2.2% are not participating and 3.0% are unconfirmed. This compares favourably to the Scottish figures of 91.6% participating, 3.1% not participating and 5.3% unconfirmed.

Argyll and Bute Council rank 6th in Scotland across all local authorities in terms of participation.

The 2018-2019 Scottish Annual Participation Measure published by Skills Development Scotland can be accessed via the following link:

<http://www.skillsdevelopmentscotland.co.uk/publications-statistics/statistics/annual-participation-measure/?page=1&statisticCategoryId=7&order=date-desc>

Wider Achievement and Partnership Awards

The achievement of children and young people across Argyll and Bute Council reflects a broad range of national and award-bearing wider achievement qualifications. Schools have worked well to develop a wide range of learning pathways for young people which enables them to achieve a broad range of skills awarded at National 3 (SCQF 3), National 4 (SCQF 4), National 5 (SCQF 5), Higher (SCQF 6), and Advanced Higher (SCQF 7). Appendix 2 provides details of SCQF scale.

Wider Achievement School Courses

The table below provides data relating to the presentation of young people for wider achievement awards in school. Such awards are not National Qualifications, but, as indicated, carry SCQF values equivalent to National Qualifications.

	SCQF Level 3 (equivalent to National 3)	SCQF Level 4 (equivalent to National 4)	SCQF Level 5 (equivalent to National 5)	SCQF Level 6 (equivalent to Higher)	SCQF Level 7 (equivalent to Advanced Higher)	Total
Number of entries	57	110	125	128	0	420
Number of	54	91	99	71	0	315

candidates achieving certification						
Percentage of candidates achieving certification	95%	83%	79%	55%	0	75% of entries achieved certification

Wider Achievement Partnership Courses

The table below provides data relating to the presentation of young people for wider achievement awards delivered out of school. Such courses and achievement opportunities are offered through school partners such as colleges or schools both within and beyond Argyll and Bute. Such awards are not National Qualifications, but, as indicated, carry SCQF values equivalent to National Qualifications.

The above data reflects the increasing trend in the provision to young people of Wider Achievement opportunities in school and through partnership. In 2018/19, 62 more young people achieved certification in Wider Achievement courses across Argyll and Bute than in 2017/18. This is in keeping with the authority's priority to extend the variety of progression pathways open to young people.

	SCQF Level 3 (equivalent to National 3)	SCQF Level 4 (equivalent to National 4)	SCQF Level 5 (equivalent to National 5)	SCQF Level 6 (equivalent to Higher)	SCQF Level 7 (equivalent to Advanced Higher)	Total
Number of entries	20	199	192	87	16	514
Number of candidates achieving certification	19	158	111	48	8	344
Percentage of candidates achieving certification	95%	79%	58%	55%	50%	67% of entries achieved certification

OUTCOMES IN NATIONAL QUALIFICATIONS 2018-2019

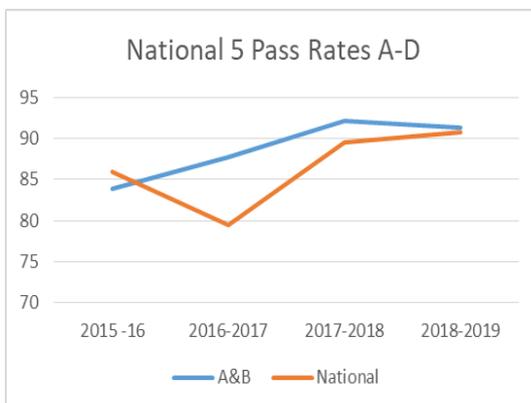
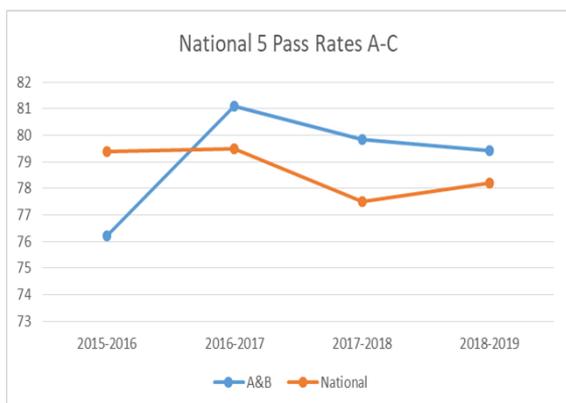
As presented to Committee in September the outcome of the initial SQA examination results for pupils in academic year 2018/19 ie

- i. National 4 results are above the national outcome by 11.50% in 2019.
- ii. National 5 (A-C) results are above the national outcome by 1.2% in 2019.
- iii. Higher (A-C) results are below the national outcome by -1.6% in 2019. There is a national dip in the 2019 higher results.
- iv. Advanced Higher (A-C) results are below the national outcome by -3.7% in 2019.

OUTCOMES IN NATIONAL QUALIFICATIONS - 2016-2019

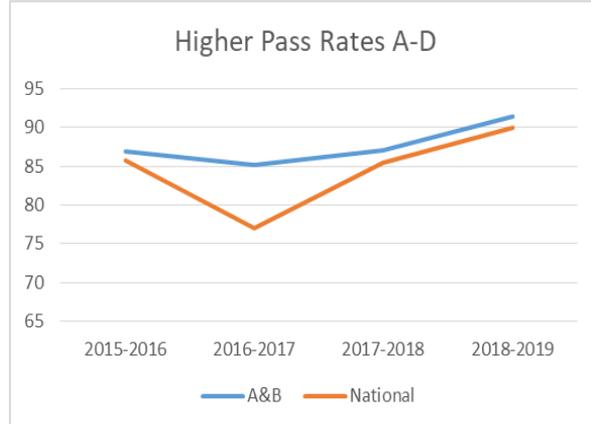
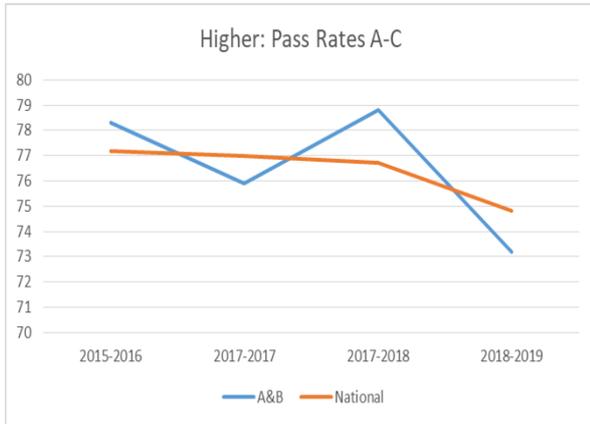
National 5:

National 5 A-C and A-D pass rates in Argyll and Bute remain greater than the national average. This continues the trend of the past two years.



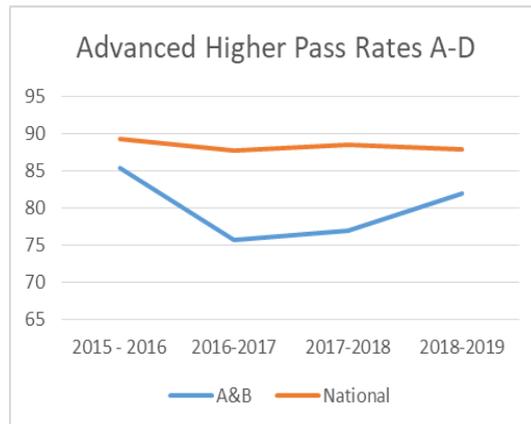
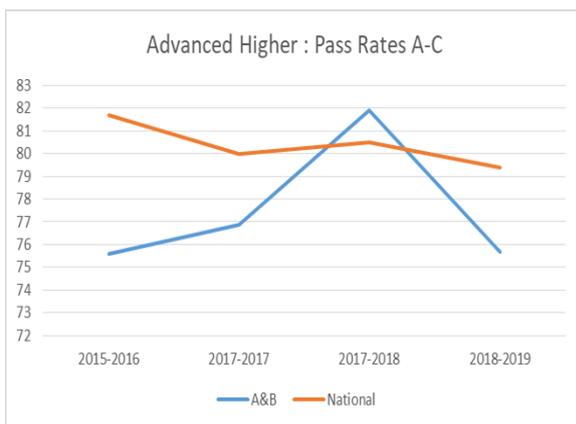
HIGHER

Higher A-C pass rates in Argyll and Bute fell in line with the trend nationally, and in doing so, fell below the national average figure. Higher passes at A-D in Argyll and Bute increased in 2018-2019 and remain above the national average.



ADVANCED HIGHER

Advanced Higher passes fell in 2018-2019, reflecting the national trend, and in doing so, fell below the national average figure. Advanced Higher passes at A-D rose in 2018-19, continuing an upward trend over the last two years.



INSIGHT – ANALYSIS OF LOCAL DATA

2019 – SCQF LEVELS 5 and 6 – Breadth and Depth

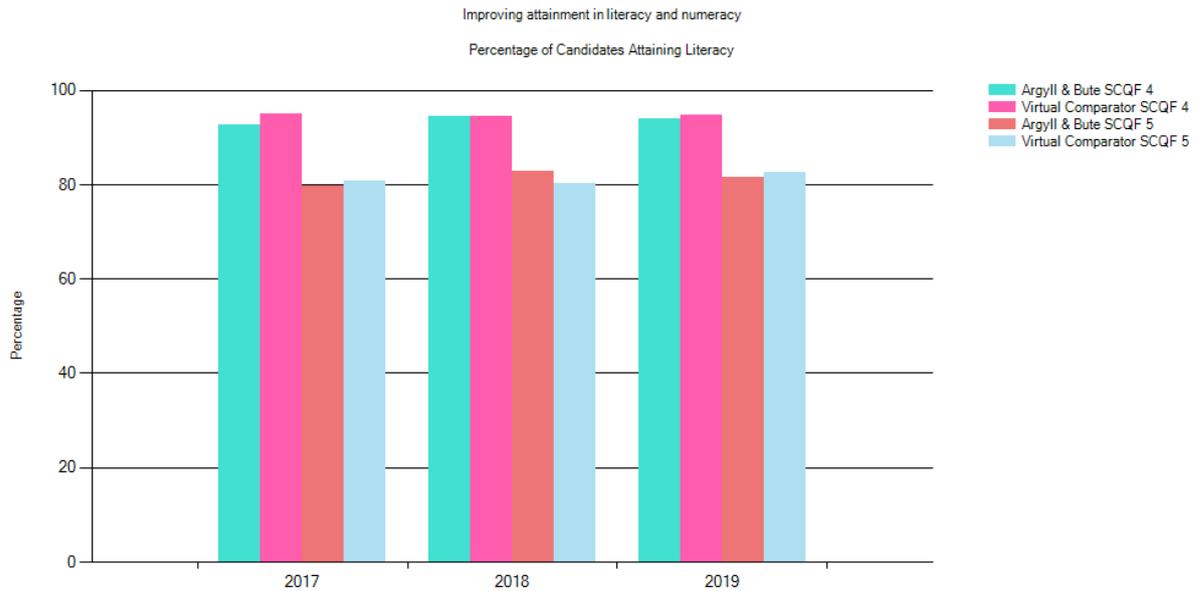
Summary:

The tables below demonstrate the percentage of young people in Argyll and Bute gaining 1, 3 and 5 qualifications at SCQF levels 5 and 6 (National 5 and Higher). It can be seen that a greater number of Argyll and Bute's secondary schools equip young people with one National 5 or Higher qualification than Virtual Comparator schools (figures have been rounded up or down to the nearest percent).

	% 1@ SCQF 5		% 3@ SCQF 5		% 5@ SCQF 5	
	school	VC	school	VC	school	VC
Campbeltown Grammar School	90	83	67	69	53	55
Dunoon Grammar School	94	83	78	71	71	58
Hermitage Academy	94	93	87	85	77	74
Islay High School	84	90	68	80	64	69
Lochgilphead Joint Campus	86	91	68	81	56	67
Oban High School	91	87	80	75	64	62
Rothesay Academy	88	88	74	76	60	62
Tarbert Academy	89	88	67	74	56	59
Tiree High School	100	83	100	70	75	63
Tobermory High School	96	90	92	80	84	73

	% 1@ SCQF6		% 3@ SCQF 6		% 5@ SCQF 6	
	school	VC	school	VC	school	VC
Campbeltown Grammar School	52	57	37	43	27	28
Dunoon Grammar School	70	59	47	43	32	30
Hermitage Academy	78	75	65	59	47	43
Islay High School	66	69	43	55	34	39
Lochgilphead Joint Campus	52	69	36	52	19	36
Oban High School	68	64	52	48	32	32
Rothesay Academy	63	63	42	48	26	33
Tarbert Academy	67	62	33	50	28	34
Tiree High School	75	60	75	45	0	28
Tobermory High School	88	72	60	61	36	48

Literacy (for S6 pupils based on the S4 roll)



Summary:

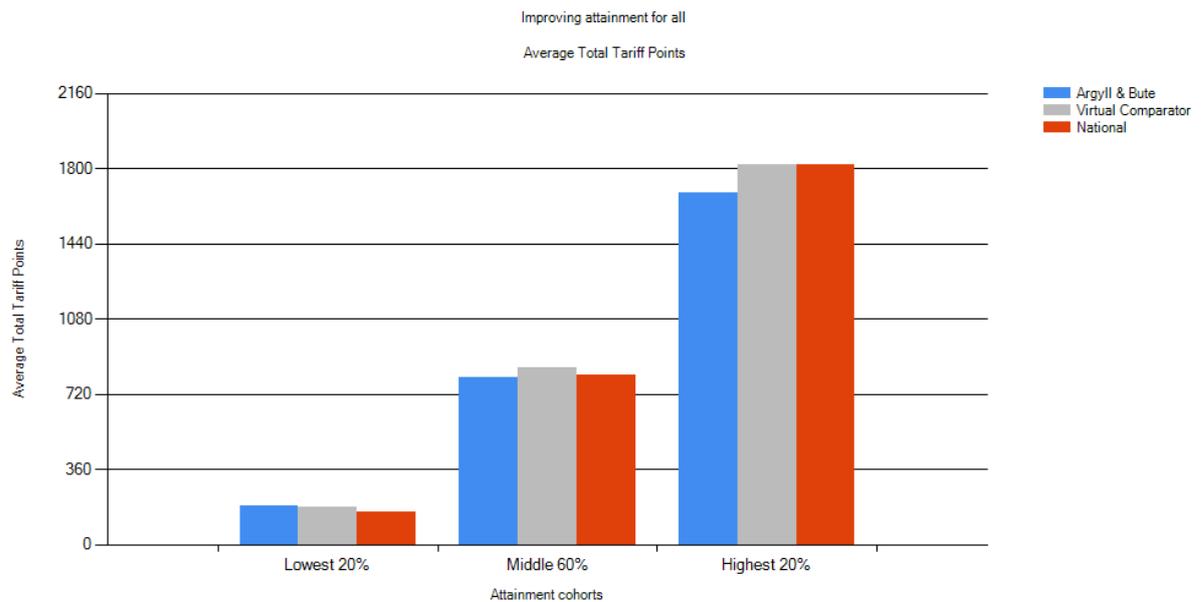
Attainment in Literacy at both SCQF levels 4 and 5 fell marginally in 2019, and are marginally below Virtual Comparator levels. 2019 performance still represents an improving trend.

5.1.2 Numeracy (for S6 pupils based on the S4 roll)



Summary:

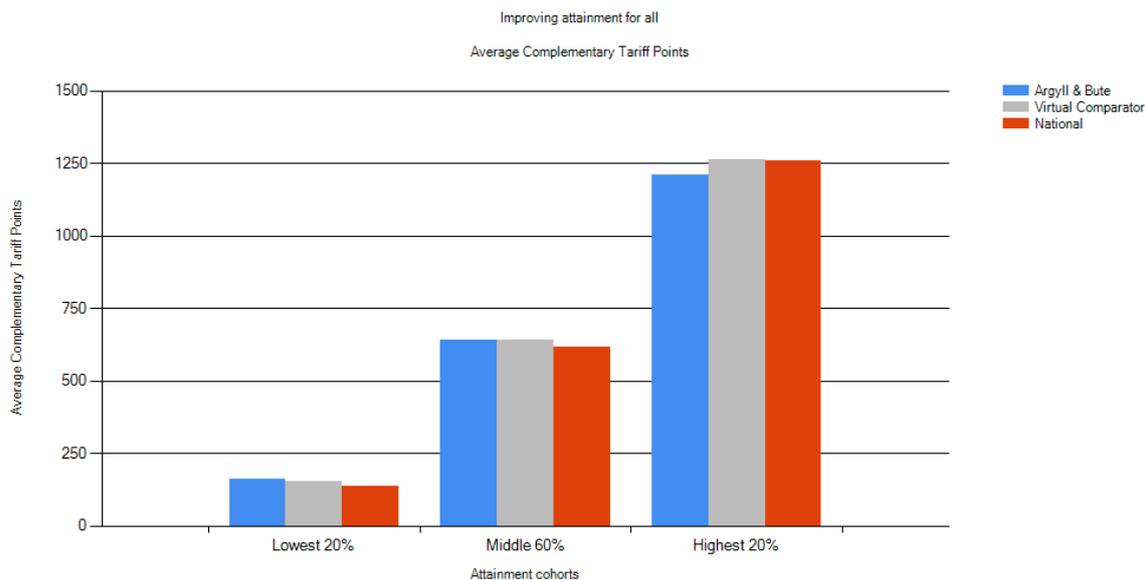
Attainment in Numeracy at both SCQF levels 4 and 5 has increased consistently over the last three years, and has continued to exceed the attainment of virtual comparators.

Improving attainment for all (S6 pupils based on the S4 roll)**Total Tariff Points****Summary:**

The table above shows that in 2019 the performance across:

- Argyll and Bute pupils in the lowest 20% of attainment performed better than both the national average and the Virtual Comparator.
- Argyll and Bute pupils in the Middle 60% of attainment performed marginally below the national average and the Virtual Comparator.
- Argyll and Bute pupils in the Highest 20% of attainment performed below the national average and below the Virtual Comparator.

Complementary Tariff Points



Summary:

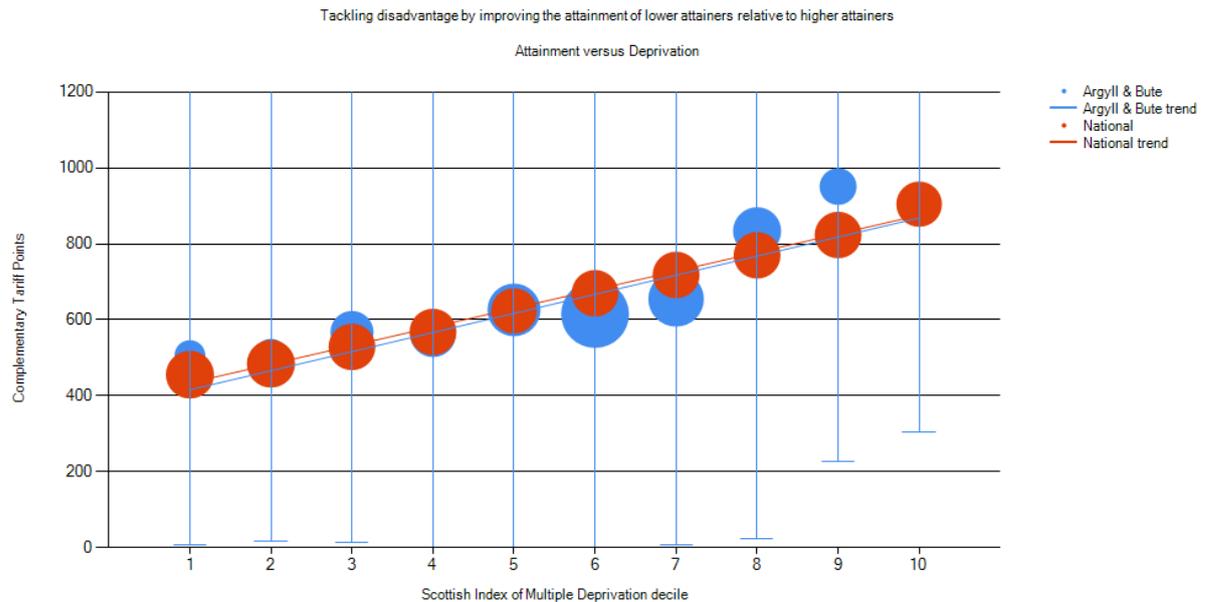
It is useful to consider the complementary tariff points as they offer a fairer “like for like” comparison across different authorities and schools with a range of curricular models.

The data above shows that in 2019 the performance across the Lowest 20% and the Middle 60% in Argyll and Bute was above the national average and above or equal to the Virtual Comparator. The Highest 20% of attainment in Argyll and Bute is slightly below both the national average and the Virtual Comparator.

For an outline of tariff point values for different levels of national awards and different grades see Appendix 2. As a quick reference 5 grade As at Higher is 1020 points compared with 5 grade Cs which is 800 points, 6 grade As at National 5 is 504 points, 4 units at National 4 and 2 units at National 5 is 154 points. It is important to note that schools offer some course options that do not attract tariff points but positively impact on life chances eg Duke of Edinburgh Award.

Attainment versus deprivation (S6 pupils based on the S4 roll)

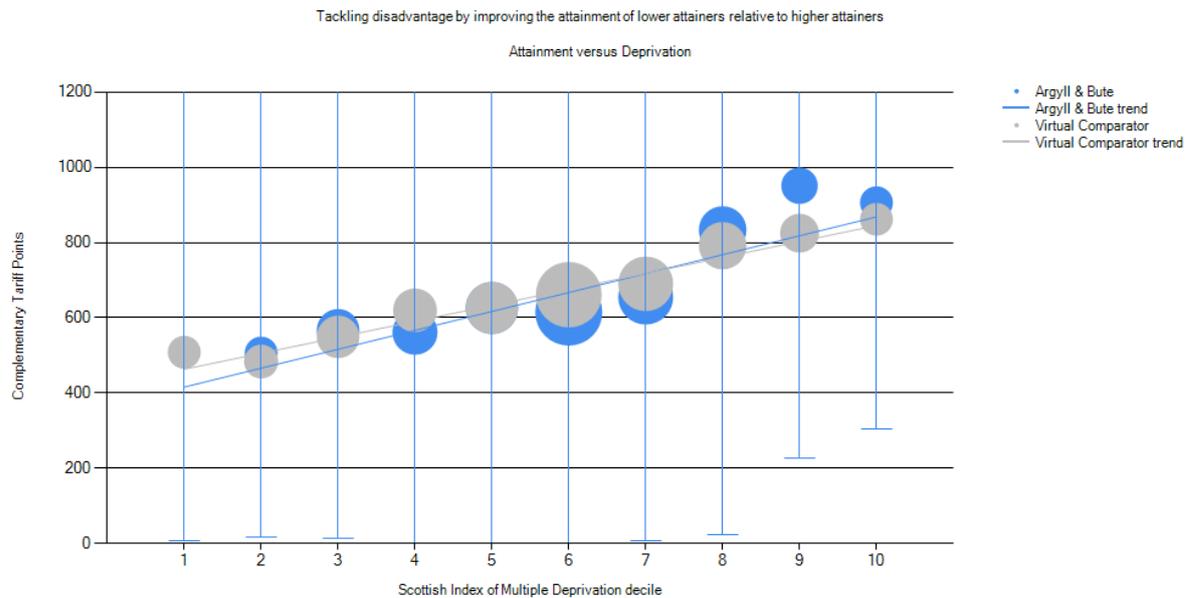
Argyll and Bute v National



Summary:

The 2019 data in the graph above shows the average **complementary tariff** points achieved by pupils in each of the 10 Scottish index of multiple deprivation (SIMD) cohorts in Argyll and Bute compared with the National data. Argyll and Bute candidates in SIMD deciles 1, 3, 8 and 9 are outperforming young people nationally. In SIMD deciles 6 and 7, young people's performance in Argyll and Bute was marginally below the average national level. The overall trend in Argyll and Bute is almost identical to the national trend.

Argyll and Bute v Virtual Comparator



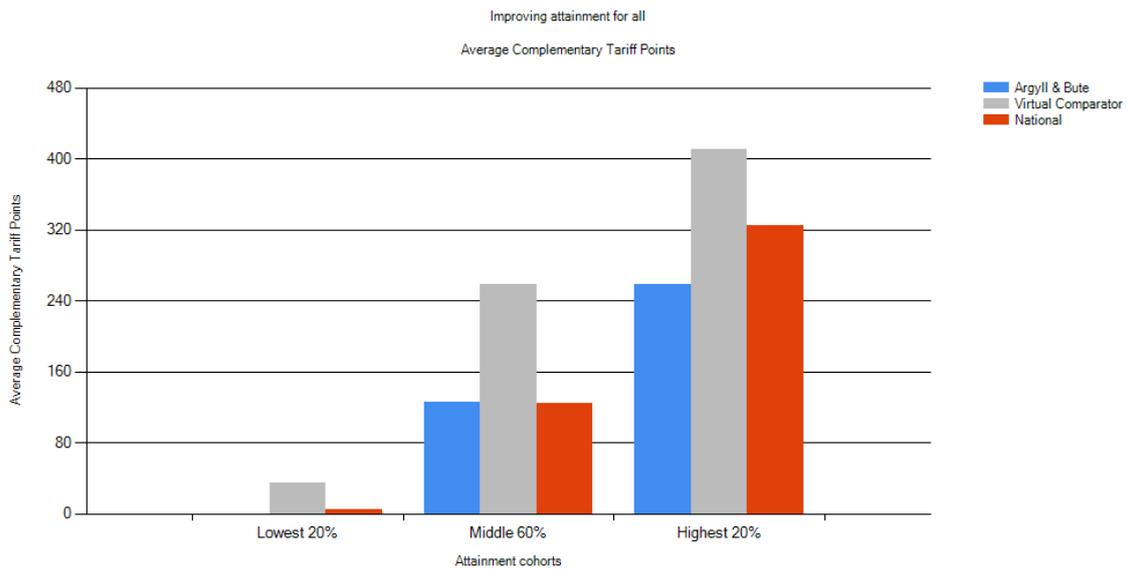
Summary:

The 2019 data in the graph above shows the average **complementary tariff** points achieved by pupils in each of the 10 Scottish index of multiple deprivation (SIMD) cohorts in Argyll and Bute compared with the Virtual Comparator data. Pupils in SIMD 8, 9 and 10 are outperforming their Virtual Comparator equivalents, while pupils in SIMD 4, 6 and 7 are underperforming slightly compared with the Virtual Comparator. Above SIMD decile 7, the performance trend in Argyll and Bute is higher than the national trend.

Attainment of Care Experienced Young People (S4)

In Argyll and Bute, there were 13 Looked After young people in S4 in 2018/19

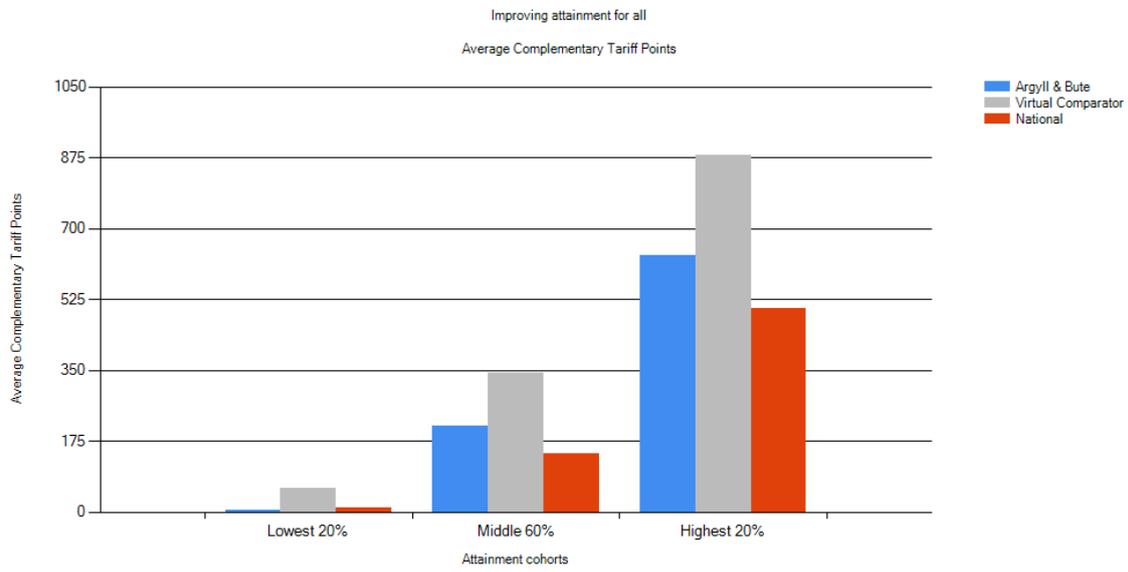
The table below demonstrates that, in S4, the middle 60% of Argyll and Bute’s Looked After young people outperformed the average for Looked After young people nationally. It can be seen that in 2019, the performance of the top 20% attaining Looked After young people in Argyll and Bute was less than both the Virtual Comparator figure and the national average.



Attainment of Care Experienced Young People (S5)

In Argyll and Bute, there were 12 Looked After young people in S5 in 2018/19.

The table below demonstrates that in both the middle 60% and top 20% attaining pupils outperformed the national average for attainment. For all groups of Looked After pupils, the Virtual Comparator figure was greater than both the Argyll and Bute and the national figures.



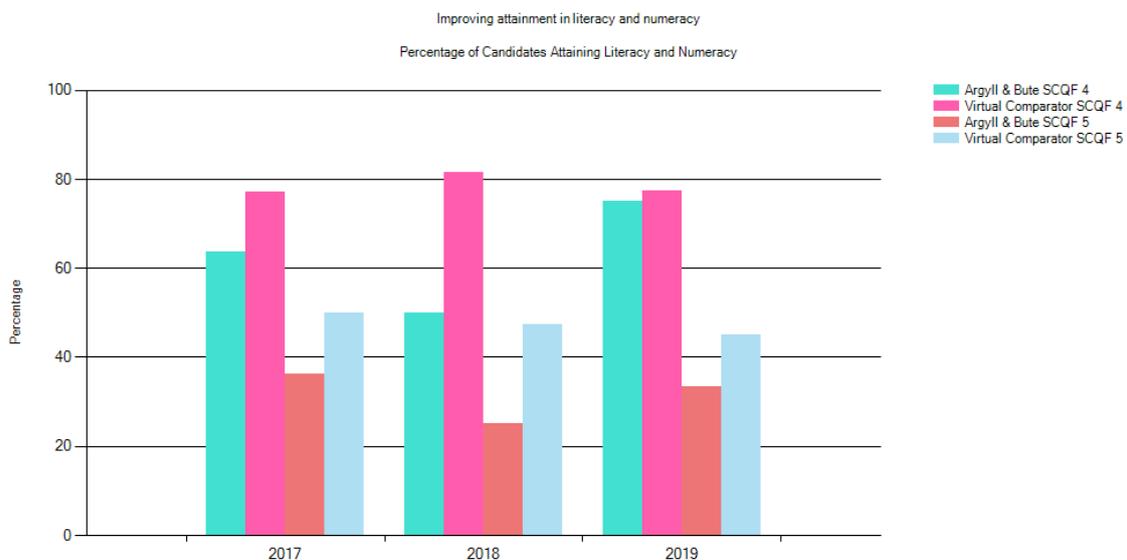
Attainment of Care Experienced Young People in Literacy and Numeracy (S4 and S5)

The graphs below demonstrate that, in 2018/19, the performance of S4 and S5 Looked After young people in Literacy and Numeracy was less than the Virtual Comparator. The fact that the cohort of young people is so small makes it difficult to attach significance to the trends over time noted below.

S4



S5



Provision to and the attainment performance of Looked After children is being examined closely by the Central Team with a view to bringing about improvement.

Appendix 2: Qualifications overview

SCQF (Scottish Credit Qualifications Framework)	National Qualifications
1 and 2	National 1 and National 2
3	National 3
4	National 4
5	National 5
6	Higher
7	Advanced Higher

Appendix 3 - Tariff point guide:

SCQF Level	Grade	SCQF Points	Tariff Score
7	A	32	480
	B	32	440
	C	32	400
	D	32	380
	Individual units	17/2*SCQF Points Varies (6)	Usually 51
6	A	24	204
	B	24	182
	C	24	160
	D	24	149
UNGRADED COURSE	EG Scottish studies award	24	160
	Individual units	14/3*SCQF Points Varies (6)	Usually 28
5	A	24	84
	B	24	74
	C	24	64
	D	24	59
	Individual units	11/6*SCQF Points Varies	11
4	Course – Pass	24	33
	Added value unit	6	15
	Individual units	1*SCQF Points Varies	6
3	Total units	18	12
	Individual units	2/3*SCQF Points	4
2	Total units	18	6
	Individual units	1/3*SCQF Points	2
1	Individual units	6	1

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ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****EDUCATION****10 DECEMBER 2019**

DRAFT EDUCATION SERVICE PLAN 2020-23

1.0 EXECUTIVE SUMMARY

- 1.1 The main purpose of this report is to present to the Community Services (CS) Committee the Draft Education Service Plan 2020-23 prior to budget allocation.
- 1.2 Service Plans set out the Business Outcomes that each Service will work to deliver over the period of the plan. The Strategic Management Team agreed at their meeting on 24 June 2019 to proceed with three-year service plans with a one-year budget allocation. The Draft Education Service Plan attached covers the 2020-23 period for budget allocation for 2020/21.
- 1.3 It is recommended that the CS Committee review the Draft Education Service Plan 2020-23 (no finance) as presented prior to referral to the Policy and Resources Committee and Full Council for the budget allocation as part of the 2020/21 Budget pack.

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

EDUCATION

10 DECEMBER 2019

DRAFT EDUCATION SERVICE PLAN 2020-23

2.0 INTRODUCTION

- 2.1 The main purpose of this report is to present to the Community Services (CS) Committee the Draft Education Service Plan 2020-23 prior to budget allocation.
- 2.2 Service Plans set out the Business Outcomes that each Service will work to deliver over the period of the plan. The Strategic Management Team agreed at their meeting on 24 June 2019 to proceed with three-year service plans with a one-year budget allocation. The Draft Service Plans attached cover the 2020-20 period for budget allocation for 2020/21.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the CS Committee review the attached Draft Education Service Plan 2020-23 (no finance) as presented prior to the Policy and Resources Committee and Full Council for budget allocation as part of the 2020/21 Budget pack.

4.0 DETAIL

- 4.1 The Strategic Management Team agreed at their meeting on 24th June 2019 to proceed with three-year service plans with a one-year budget. The Draft Education Service Plan attached covers the 2020-23 period for the 2020/21 budget allocation.
- 4.2 Service Plans are a core part of the Council's Performance and Improvement Framework (PIF). They set out the 17 Business Outcomes that each Service will work to deliver over the period of the plan. They include the resources, both revenue and personnel, that are available to deliver on these Outcomes.

Service Plans clearly identify how different Services are contributing to the same Business Outcome along with the appropriate resources. Once approved the Service Plans are built in Pyramid and illustrated as Service Scorecards.

Appendix 1 illustrates the Business Outcomes mapped to the Corporate Outcomes.

- 4.3 Work has also continued to improve the format, consistency and use of plain language in the Service Plans. This has resulted in the Service Plans containing more appropriate and less operational success measures. To enable a better overview high level strategic plans and strategies are now also noted in the Service Plans. The Service Plans remain 2-part with a strategic 'locked-down' top level and operational, flexible lower level. These changes support high-level scrutiny and strategic focus by Elected Members.
- 4.4 The Draft Education Service Plan 2020-23 includes the Challenges that the Service is currently aware of along with key Improvements that have been identified it will work towards. The Operational Risk Register is aligned to the Challenges. Improvements are monitored and reported on by Senior Officers with additional Improvements added as they arise.
- 4.5 HR & Organisational Development supported Heads of Service throughout the service planning process and performed a quality assurance exercise.
- 4.6 Appendix 2 presents the Draft Education Service Plan 2020-23.

5.0 CONCLUSION

- 5.1 The Draft Education Service Plan 2020-23 for 2020/21 budget allocation support high-level scrutiny and strategic focus by Elected Members with a more consistent use of plain language throughout and are aligned to the delivery of the Corporate Plan.

6.0 IMPLICATIONS

- | | | |
|-------|---|------|
| 6.1 | Policy | None |
| 6.2 | Financial | None |
| 6.3 | Legal | None |
| 6.4 | HR | None |
| 6.5 | Fairer Scotland Duty: | None |
| 6.5.1 | Equalities - protected characteristics | None |
| 6.5.2 | Socio-economic Duty | None |
| 6.5.3 | Islands | None |
| 6.6. | Risk | None |
| 6.7 | Customer Service The Draft Education Service Plan 2020-23 for the 2020/21 revenue budget allocation shows improved use of content, consistency and use of plain language. | |

Executive Director with responsibility for Education

Policy Lead: Councillor Yvonne McNeilly

21 November 2019

For further information contact:

Sonya Thomas, 01546 604454

Jane Fowler, 01546 604466

APPENDICES

Appendix 1 Business Outcomes mapped to the Corporate Outcomes

Appendix 2 Draft Education Service Plan 2020-23

Joint Over-arching Vision	Argyll and Bute's Economic Success is built on a growing population						
Council Mission	Making Argyll and Bute a place people choose to Live, Learn, Work and do Business						
	Choose Argyll, Love Argyll						
	A Place people choose to Live			A Place people choose to Learn	A Place people choose to Work and Do Business		Getting It Right
Corporate Outcomes	People live active healthier and independent lives	People will live in safer and stronger communities	Children and young people have the best possible start	Education, Skills and training maximise opportunities for all	Our economy is diverse and thriving	We have an infrastructure that supports sustainable growth	
Business Outcomes	BO101 We Ensure Information And Support Is Available For Everyone.	BO104 Our Communities Are Protected And Supported.	BO106 Our Looked After Young People Are Supported By Effective Corporate Parenting.	BO108 All Our Children And Young People Are Supported To Realise Their Potential.	BO110 We Support Businesses, Employment And Development Opportunities.	BO113 Our Infrastructure Is Safe And Fit For The Future.	BO115 We Are Efficient And Cost Effective.
	BO102 We Provide Support, Prevention And Opportunities To Help People Make Better Lifestyle Choices.	BO105 Our Natural And Built Environment Is Protected And Respected.	BO107 The Support And Lifestyle Needs Of Our Children, Young People, And Their Families Are Met.	BO109 All Our Adults Are Supported To Realise Their Potential.	BO111 We Influence And Engage With Businesses and Policy Makers.	BO114 Our Communities Are Cleaner And Greener.	BO116 We Engage And Work With Our Customers, Staff And Partners.
	BO103 We Enable A Choice Of Suitable Housing Options.				BO112 Argyll & Bute Is Promoted To Everyone.		BO117 We Encourage Creativity And Innovation To Ensure Our Workforce Is Fit For The Future.
CROSS-CUTTING	Socio-Economic Duty, Equalities, Gaelic						
OUR VALUES	<p style="text-align: center;">Caring, Committed, Collaborative & Creative Cùramach, Dealasach, Cruthachail agus Com-pàirteach</p>						

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Education (2020-2023)

The principal purpose of the Service is to:

The Education Service is responsible for the delivery of all aspects of Education. The Service provides Early Learning and Child Care, Primary Education, Secondary Education, Education Psychological Services and Community Learning and Development.

The Service employs 1523 FTE

The Service faces the following significant challenges:

To ensure infrastructure is in place to meet the requirement of high quality provision of 1140hrs Early Learning and Childcare to all 3 and 4 year olds (and eligible 2s)

Ensuring that high quality training is delivered by the Early Years Team to all additional early learning practitioners required to deliver 1140 hours. Training to be delivered by June 2020

Challenges around recruitment and retention of head teachers and teaching staff, particularly in relation to the qualification for headship requirement from 2020.

Implementing savings whilst providing an effective service. Where the majority of functions are statutory so cuts may disproportionately affect non-statutory services.

Improving attainment and achievement of all children and young people whilst closing the attainment gap and responding to National challenges. The national stretch aims for 2024-25 are very challenging, particularly in the current operating environment.

The difference the Service makes:

The Service contributes to the following Business Outcomes:

BO106	EDU106	Our looked after young people are supported by effective corporate parenting
BO107	EDU107	The support and lifestyle needs of our children, young people, and their families are met
BO108	EDU108	All our children and young people are supported to realise their potential
BO109	EDU109	All our adults are supported to realise their potential
BO115	EDU115	We are efficient and cost effective
BO116	EDU116	We engage and work with our customers, staff and partners
BO117	EDU117	We encourage creativity and innovation to ensure our workforce is fit for the future

Education (2020-2023): Success Measures

SM Code	Success measures	Target	Timescale	Benchmark
BO106	Our looked after young people are supported by effective corporate parenting			
EDU106_01	Increase positive destinations for our looked after children in Argyll and Bute	85%	FQ3 Annually	Previous years performance TBC
	To ensure that our looked after young people have the best transitions possible to equip them for post school life.			
EDU106_02	Increase the percentage of successful presentations in levels 4 and 5 for Literacy and Numeracy by our senior phase pupils	60%	FQ2 Annually	60%: Virtual Comparator
	Increasing successful presentations to exams helps to ensure our young people have the skills for life, learning and work and move to a positive destination			
EDU106_03	Maintain the low level of exclusions experienced by our looked after children	<5	Quarterly	Previous years data TBC
	Low level of exclusions help to narrow the attainment and achievement gap between our care experienced young people and non care experienced young people			
EDU106_04	Where there is a change in educational placement increase the percentage of our looked after children who have a completed transition plan in place	100%	Quarterly	New measure
	To improve the support for every looked after child the individual transition plan is implemented by staff			
EDU106_05	Increase the percentage of our senior phase looked after children that have an individual tracking and monitoring plan in place	100%	Quarterly	New measure
	This is specific to each child and helps to support the child's educational journey			
EDU106_06	The percentage of our workforce that are trained in implementing trauma-informed practices	75%	Quarterly	New measure
	To improve the support provided to the increasing number of children and young people who have experience trauma			

SM Code	Success measures	Target	Timescale	Benchmark
BO107	The support and lifestyle needs of our children, young people, and their families are met			
EDU107_01	Phasing in of 1140 hours of Early Learning and Childcare (ELC) by 2020 - Phase 4 Action TBC	Phase 4	FQ2 2020/21	No benchmark
To need to ensure all 3 + 4 year olds have access to 1140 hours from August 2020				
EDU107_02	Early level and childcare learners spend 50% of their funded time outdoors.	70% 80% 90% 100%	FQ1 2020/21 FQ2 2020/21 FQ3 2020/21 FQ4 2020/21	No benchmark
All early level and childcare learners should have access to 50% outdoor provision				
EDU107_03	The percentage of schools using the wellbeing application	70% 80% 90% 100%	FQ1 2020/21 FQ2 2020/21 FQ3 2020/21 FQ4 2020/21	50%
This application ensures all children and young people have their wellbeing needs recorded and that appropriate interventions are in place				
EDU107_04	A counselling service is available in all Secondary Schools.	100%	FQ4 Annually	New measure
This will provide support for mental health and wellbeing in our young people				
EDU107_05	Carry out bi-annual survey with agency stakeholders to enhance collaborative working with the Education Psychology Service	Complete	FQ2 & FQ2	No benchmark
Survey results will help to inform service provision and improvement				
EDU107_06	Implement actions in Education Psychology Service arising from the bi-annual survey with agency stakeholders (ref EDU107_05)	90%	FQ4 Annually	No benchmark
Implementing identified actions will improve service delivery				

SM Code	Success measures	Target	Timescale	Benchmark
EDU107_07	The percentage of our schools that use the progress and achievement module	30% 50% 70% 100%	FQ1 2020/21 FQ2 2020/21 FQ3 2020/21 FQ4 2020/21	No benchmark

This will enable the Education Service to assess and track children and young people's progress in raising their attainment

EDU107_08	All children and young people identified as requiring an adapted timetable will have a flexible leaning plan put in place	100%	FQ3 Annually	No benchmark
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This ensures there is access to an appropriate curriculum for each child and young person that requires it

EDU107_09	Support the increase in the uptake of available Grants, Allowance and Entitlements. Increase from 2018/19 baseline Clothing Grants Free School Meals Education Maintenance Allowance	CG 1464 FSM 928 EMA 273	FQ2 Annually	Previous years performance TBC
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To demonstrate the support that we are putting in to the most vulnerable families in the Authority to support children. This also maximises the Pupil Equity Fund allocation to schools through Scottish Government

EDU107_10	Develop and review the additional support needs training calendar for teachers and support staff	Complete	FQ2 Annually	No benchmark
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Staff that support our children and young people with additional support needs are required to have the necessary skills

EDU107_11	Circulate a minimum of 2 newsletters each year in line with new Parental Engagement Strategy	2 Each year	FQ1 & FQ3 Each year	No benchmark
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The newsletters provide communication with parents

EDU107_12	Maintain the percentage of all young people achieving a positive destination	95%	FQ2 Annually	93%
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This demonstrates the high level of the number of our young people that achieve positive destinations. This gives an overall assessment of Young People in Argyll and Bute.

SM Code	Success measures	Target	Timescale	Benchmark
EDU107_13	Maintain the percentage of 16-19 year olds in Argyll and Bute participating in education, training or employment	94%	FQ3 Annually	92.6% National figure

It is important that our young people are getting the best possible opportunities to reach and maintain positive destinations

SM Code	Success measures	Target	Timescale	Benchmark
BO108	All our children and young people are supported to realise their potential			
EDU108_01	Develop a nurture strategy for Argyll and Bute with an associated sustainable training model	Complete	FQ2 2021/22	No benchmark
Upskilling staff within nurture will help to improve the health and wellbeing of our children and young people				
EDU108_02	The percentage of children that achieve their appropriate developmental milestones by Primary 1	70%	FQ2 Annually	Previous years performance
The measure demonstrates that children are given the best start possible				
EDU108_03	Maintain the number of primary pupils that become digital leaders	930	FQ3 Annually	930
To demonstrate that young people are gaining the widest opportunities to become successful learners in the 21 century through digital resources				
EDU108_04	Digital technology is used to deliver the curriculum where ever necessary as a cover for teacher vacancies or low rolls	80%	Quarterly	60%
By making best use of digital technology also demonstrates the best use of staff across the area				
EDU108_05	All secondary establishments have a minimum of two community business partners	75% 90% 100%	FQ2 2020/21 FQ2 2021/22 FQ2 2022/23	No benchmark
Working with business partners provides wider learning opportunities for pupils and demonstrates partnership working				
EDU108_06	Produce our annual plan which sets out achievement of strategic priorities set out in the National Improvement Framework (NIF)	Complete	FQ2 Annually	No benchmark
It is important to report and communicate what National Improvement Framework priorities have been met				

SM Code	Success measures	Target	Timescale	Benchmark
EDU108_07	Increase the uptake of wider achievement opportunities which offer alternative ways to develop learning, life and work skills	16% of presentations	FQ2 Annually	16% National figure

These opportunities help to improve the life chances of our young people and help them to achieve their positive destinations

EDU108_08	Implement actions arising from the nurture strategy (ref EDU108_01)	90%	FQ4 2021	New Measure
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To upskill staff within nurture in order to improve the health and wellbeing of our children and young people

SM Code	Success measures	Target	Timescale	Benchmark
BO109	All our adults are supported to realise their potential			
EDU109_01	Maintain the number of adults engaged in employability programmes	50	FQ4 Annually	50
To provide opportunities for citizens within Argyll and Bute to be life long learners				
EDU109_02	Increase the number of adults with Individual Learning Plans that identify and address employability barriers such as training needs and skills gaps.	15 25 35	FQ4 2020/21 FQ4 2021/22 FQ4 2022/23	No benchmark New programme introduced November 2019.
Official data indicates there is a steady rise in the number of unemployed adults aged 50+ that require assistance in Argyll and Bute.				
EDU109_03	To celebrate adult learner achievements each main town will host at least one event each year.	Minimum of 6 events	FQ4 Annually	No benchmark
As well as benefiting the learner, celebrating achievement can promote adult learning and inspire new learners.				

SM Code	Success measures	Target	Timescale	Benchmark
BO115	We are efficient and cost effective			
EDU115_01	Our Grant spend is maximised: Gaelic Grant Glaif Looked After Children Attainment funding Scottish Attainment Challenge	95% of each funding stream. Cumulative	Quarterly	New measure

Attainment and achievement for our children and young people can be support if available and entitled grants are maximised

SM Code	Success measures	Target	Timescale	Benchmark
BO116	We engage and work with our customers, staff and partners			
EDU116_01	Achievement of Customer Service Excellence Standard	Complete	FQ2 Annually	No Benchmark
To effect change within the Education Service that will improve customer service both internally with our staff and externally with parents and communities.				
EDU116_02	Hold authority wide capacity building opportunities for young people	3	FQ2 Annually	No benchmark
To encourage involvement in local and national decision making and ensure that young people in Argyll and Bute are equipped with the opportunities to be responsible citizens, confident individuals and effective communicators.				

SM Code	Success measures	Target	Timescale	Benchmark
BO117	We encourage creativity and innovation to ensure our workforce is fit for the future			
EDU117_01	Increase the percentage of our early years workers who have gained or are working towards professional qualifications	65% 80% 90%	FQ4 2020/21 FQ4 2021/22 FQ4 2022/23	50%
To ensure effective delivery of 1140hrs for our children and to ensure our workforce are appropriately qualified to work with them				
EDU117_02	Provide 6 probationer learning days to our probationer teachers	6	FQ1 Annually	6
To continue and support the professional learning journey of our probationer teachers				
EDU117_03	The percentage of new head teachers who have or are working towards headship qualification	90%	FQ1 Annually	No benchmark
To ensure our head teachers have the appropriate leadership skills to lead our establishments and enhance education provision and outcomes for our children and young people				

Education (2020-2023): Service Improvements

SI Code	Improvement Action	Completion date	Source of improvement	Source detail
BO106	Our looked after young people are supported by effective corporate parenting			
EDU106_01i	Extend tracking and monitoring to include all pupils from P1 to S3 using individual Progress and Achievement tracking and national Achievement of a Level (ACEL) data	FQ4 2021/22	Self-evaluation	
EDU106_02i	Monitor and evaluate the impact of the multi-agency planning, review and risk management processes for our looked after and care experienced children	FQ2 2021/22	Self-evaluation	Case review
EDU106_03i	Improve the quality of our flexible learning planning by working with local employers to provide a range of nurturing work placements for our looked after and care experienced children.	FQ2 2021/22	Self-evaluation	Review of flexible learning practices
EDU106_04i	Complete the second cycle of individual tracking and monitoring of all Senior Phase pupils to ensure that progress and attainment are in line with the individual expectations for each child	FQ3 2021/22	Self-evaluation	Review of first cycle

SI Code	Improvement Action	Completion date	Source of improvement	Source detail
BO108	All our children and young people are supported to realise their potential			
EDU108_01i	Work collaboratively with education establishments and partners, challenging to support the evaluation and moderation of the learning experiences of children and young people.	FQ1 2021	Self-evaluation	Education Annual Plan. The Education Team through self-evaluation of current practice and outcomes of inspection reports, have recognised the requirement to improve evaluation outcomes for learning, teaching and assessment.
EDU108_02i	Improve our identification and understanding of the challenges and barriers to learning for our children and young people in vulnerable groups and plan to address these needs.	FQ1 2021	Self-evaluation	Education Annual Plan. The Education Team through self-evaluation of current practice and outcomes of inspection reports, have recognised the requirement to minimise the barriers to learning for our children and young people.

SI Code	Improvement Action	Completion date	Source of improvement	Source detail
BO113	Our infrastructure is safe and fit for the future			
EDU113_01i	Based on the review of the suitability of all educational establishments, develop a Learning Estates Strategy, enabling Argyll and Bute to work towards a learning estate suited to the provision of high-quality education.	FQ2 2020	Self-evaluation	Scottish Government published its learning estate guidance in September 2019 which resulted in Argyll and Bute Education Service being proactive in reviewing it's current processes. Working with colleagues from Northern Alliance an implementation plan is currently being developed.

SI Code	Improvement Action	Completion date	Source of improvement	Source detail
BO116	We engage and work with our customers, staff and partners			
EDU116_01i	To ensure best practice in reporting children’s and young people’s progress, improve the range and quality of methods used to communicate relevant performance information to all stakeholders.	FQ1 2021	Other	Analysis of parental questionnaire and compiled complaints data information has provided evidence for required improvement in relation to progress reports for parents.
EDU116_02i	Provide further support and training to Central Officers to ensure high-quality reporting on educational practice and improvement to Elected Members across the RIC and at national level using benchmarks.	FQ1 2021	Other	Analysis of parental questionnaire and compiled complaints data information has provided evidence for required improvement in relation to progress reports for parents.

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ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****COMMERCIAL SERVICES****10 DECEMBER 2019**

CHANGES TO THE NUTRITIONAL REQUIREMENTS FOR FOOD AND DRINK IN SCHOOLS

1.0 EXECUTIVE SUMMARY

- 1.1 Twelve years on from the introduction of the the Health Promotion and Nutrition (Scotland) Act 2007, the Scottish Government has conducted a review of the Food and Drinks Standards in Schools.
- 1.2 While some of the identified actions are welcomed, this report is to advise Members of the potential impact of some of the other changes and the impact these will have on pupils, parents, the Catering Service, the Education Service, the Procurement Team and suppliers.
- 1.3 The timescale for implementation of these changes is very short, and it is expected that all Local Authorities will be compliant with all actions by Autumn 2020. This is to be achieved while also implementing free school meals for pupils in early years who will be in receipt of 1140 hours of education, and while implementing a new self-evaluation tool which is being developed by Education Scotland. It should also be noted that the Catering and Cleaning Innovations Project is also continuing, and significant change in relation to shared services is also being developed for implementation during the same period.
- 1.4 Officers are anticipating that school meals uptake will decline, and income in Secondary Schools will reduce, which may result in a cost pressure for the Council.
- 1.5 Members are asked to:
- a) Note the proposed changes to the food and drinks in schools developed by the Scottish Government;
 - b) Note the potential impacts that these proposals are likely to have;
 - c) Agree to pursue the mitigating actions further with colleagues both locally and nationally. Particular agreement is sought on whether sugar free, caffeine free branded soft drinks should be re-introduced for sale in Secondary Schools from Autumn 2020.

ARGYLL AND BUTE COUNCIL
COMMERCIAL SERVICES

COMMUNITY SERVICES COMMITTEE
10 DECEMBER 2019

CHANGES TO THE NUTRITIONAL REQUIREMENTS FOR FOOD AND DRINK IN SCHOOLS

2.0 INTRODUCTION

- 2.1 The Scottish Government has reviewed the regulations that govern the food and drinks currently provided in schools. This review was conducted by a technical working group, which consulted the public on its proposals in summer 2018.
- 2.2 The outcome of the consultation and the proposed changes to the current food and drink standards were published by the Scottish Government in June 2019, with an implementation date of Autumn 2020.

3.0 RECOMMENDATIONS

- 3.1 Members are asked to:
- a) Note the proposed changes to the food and drinks in schools developed by the Scottish Government;
 - b) Note the potential impacts that these proposals are likely to have;
 - c) Agree to pursue the mitigating actions further with colleagues both locally and nationally. Particular agreement is sought on whether sugar free, caffeine free branded soft drinks should be re-introduced for sale in Secondary Schools from Autumn 2020.

4.0 DETAIL

4.1 Background

- 4.1.1 Food in schools across Scotland sits within a wide range of food and drink regulations, but most notably within the Health Promotion and Nutrition (Scotland) Act 2007 and its associated guidance, the Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2008.
- 4.1.2 Since these regulations were published, the scientific and dietary advice on which they were based has changed, which led to the Scottish Government updating the Scottish Dietary Goals in 2016. This, in turn, led to the

establishment of a Technical Working Group in 2017, which had the remit of bringing the school food and drink regulations into closer alignment with the revised Scottish Dietary Goals.

- 4.1.3 The Technical Working Group designed a range of proposals, which they developed into four key themes for public consultation. These were:
- a. Increase access to fruit and vegetables
 - b. Reduce access to sugar
 - c. Set a maximum level for provision of red and red processed meat
 - d. Amend the way in which secondary school food and drink is provided

The consultation did not include asking for views on how food and drink is provided in schools (for example, on dining facilities, or allocation of time for lunch), nor on food education.

- 4.1.4 The Scottish Government received 1,359 responses to the consultation. 1,280 responses were from individuals, and 79 responses were from organisations including Local Authorities, NHS Boards, Food and Drink sector organisations, parenting groups and organisations with an interest in diet.
- 4.1.5 These responses have been analysed, and Scottish Ministers have developed a suite of 31 actions to be taken forward for implementation by Autumn 2020. A copy of the consultation responses and recommended actions is enclosed at appendix 1.
- 4.1.6 COSLA's Children and Young People Board discussed this issue at its meeting on Friday, 19th August 2019. COSLA officers have noted that there was limited engagement with local authorities and COSLA prior to publication of these changes. Scottish Government officials have acknowledged that the engagement on this issue should have been more comprehensive given the potential financial and procurement implications for local authorities. They are now keen to involve COSLA and the wider Local Government family where appropriate in the development of guidance to support the implementation of the regulations.

4.2 Proposed Food and Drinks Standards

- 4.2.1 As noted in section 4.1.2, one of the main aims was to align the school food and drink regulations to the Scottish Dietary Goals. Overall, the population consumes too many calories as well as too much fat, salt and sugar, and has resulted in increasing levels of obesity and obesity related health conditions.
- 4.2.2 These revised standards focus more on reducing sugar, reducing red and red processed meat and increasing fibre. Key changes include:
- a. Providing more fruit and vegetables with all meals, but removing the provision of fruit juice and fruit smoothies

- b. Significantly reducing the amount of red and red processed meat offered as part of the school day, including at lunch time and at mid-morning break in Secondary schools and outwith the school day at school hostels
- c. Increase fibre by restricting baked goods provided in schools, including the removal of white bread due to its low fibre content
- d. Significantly restrict the availability of snacks such as home baking, snacks and drinks across the school day: including at breakfast clubs, intervals and in after school settings. The range of acceptable products that can be offered is very low.
- e. Nutritional analysis will need to be conducted each day as well as across the week, leading to further restrictions on menu options.

4.2.3 There are some very positive changes as part of these proposals, such as increasing the availability of fruit and vegetables throughout the school day, as well as at lunchtime. Officers acknowledge that school meals should be an exemplar of healthier choices and should help to influence children and young people to eat well and change Scottish food culture. However, officers are concerned that these changes are being made, to an extent, in isolation and the wider implications of the changes require greater consideration and mitigation before legislative changes are made.

4.3 Impact

- 4.3.1 The potential impact of these changes could be far reaching, and Local Authorities across Scotland are in the process of identifying what these impacts are likely to be. The following are the key implications identified to date:
- a. **Cost Implications** – as part of the review, a full cost analysis of the potential financial impact for developing new menus and recipes was not part of the technical working group's remit. Sample menus have not been provided, so it will be for Local Authorities to try to determine the cost impact of this, and to develop their own suite of recipes, menus and analysis. Early work being undertaken by some local authorities are indicating that there could be a 12-15% impact on food costs, coupled with a 10-15% impact on cost pressure as a result of decreased uptake, causing a significant strain on existing local authority budgets. With the increased provision of fruit and vegetables, no additional funding is being allocated.
 - b. **Impact on School Meals Uptake** - due to the radical nature of some of the changes, the choice available for pupils and familiarity of products will significantly reduce. This will likely result in pupils in primary schools opting to have a packed lunch, and pupils in Secondary Schools opting to leave school to ensure they have a full choice. It is a statutory duty to ensure that uptake is maximised, and officers expect uptake to reduce. It is difficult to determine at this stage the level of reduction that could be expected. Some Local Authorities have tested implications of only some elements, and have already seen a 5-10% drop in uptake. This will increase with full implementation of all aspects of the changes.

- c. **Impact on commercial activities in Secondary Schools** - the Catering Service currently relies on commercial income as a way of offsetting budget reductions, and there has been significant investment in improving the offer in secondary schools over the past two years. Officers anticipate that with significant changes affecting breakfast, mid-morning and lunch provision, pupils in Secondary Schools will simply purchase their food out with the school, reducing income for the Council and resulting in poorer dietary choices for pupils.
- d. **Food Waste** – the recommendations mean that full portions of fruit and vegetables will now need to be available to pupils throughout the school day, whenever food and drink is available. This is likely to lead to increased food waste should pupils not take the fruit and vegetables that are available.
- e. **Increased Fibre** – the range of bread, rolls and wraps that are available will reduce as only high fibre options will be offered to pupils. The choice available will be severely limited, with white bread no longer being compliant.
- f. **Changes to Yoghurts** – the range of yoghurt available will also be reduced, as many on the market will either be too high in sugar, or in fat.
- g. **Reduction in Red and Red Processed Meat** – pupils will only be able to have red meat or red processed meat (for example ham, sausages, mince, steak pie) a maximum of three times per week. This will mean that current menus will be reviewed and some popular dishes will be removed. This will include removing ham from salad bars and from sandwich choices. This will also remove the range of options available at mid-morning in secondary schools.
- h. **Reduction in free sugar** – most home baking that is currently offered to pupils will not meet the new standards, and so the range of desserts and home baking available will reduce, or be removed. Fruit juice, fruit based juices and smoothies will not be permitted.
- i. **Procurement** – Local Authorities use a range of local and national contracts via Scotland Excel to produce meals. Changes to the required food and drinks standards will have an impact on the current procurement arrangements that are in place, with a number of contracts due to run for a number of years.
- j. **Local Produce** - across Argyll and Bute there are a number of local procurement arrangements, particularly for the purchase of red and red processed meat and for bread. These changes will result in a reduction of contract value which will directly impact on income for our local suppliers, and will reduce spend on Scottish products nationally.
- k. **Packed lunches/food from home for Primary schools** – due to the combination of changes e.g. removal of white bread, significant reduction in processed meat, restrictions and reduction in home baking, removal of fruit based drinks, officers anticipate that packed lunches will increase, and will be likely to contain the very items no longer able to be provided e.g. ham sandwich

on white bread with a fruit based juice and a cereal bar or chocolate bar. This will put a further pressure on parents, and will adversely affect those who are not able to afford to provide healthy packed lunches.

- l. **Allergies** – these proposals have not taken into account the impact that increasing allergies has on the catering provision in schools. For example, an alternative source of protein and iron in many circumstances can be through the provision of nuts and pulses, but many schools cannot provide these due to the instances of allergies to these products.
- m. **Equalities and Food Poverty** - poverty related dietary issues are a significant issue at present, and these changes may further alienate those pupils most in need of free school meals. This could be as a result of friends opting for packed lunches, or simply because the pupils themselves will be restricted in their choice by what will be available on the menu. Familiar dishes will be removed, or will be available less often, and experience shows that this can often affect those in most need.
- n. **Availability of Suitable Products** - the timeline for implementation is extremely challenging and officers are concerned that suppliers will not have sufficient time to develop acceptable products that meet the new standards and therefore choices for pupils will be significantly curtailed.
- o. **Impact across the School Day** – these changes affect all food provided in schools and hostels whether it is provided by Catering or school staff. Therefore, the changes will affect breakfast provision, mid-morning snacks and tuck shops, food provided out with term time and any other school related food such as vending operated by parent councils and fundraising events such as at school sports day. An example of this is where schools are providing toast, cereal and yoghurt for breakfast: all of these products will need to be reviewed to ensure that products served meet the new standards.
- p. **Timescale for Implementation** – the Scottish Government expects these actions to be implemented by all local authorities in full by Autumn 2020. This is to be achieved while also implementing free school meals for pupils in early years who will be in receipt of 1140 hours of education which has to be delivered by August 2020, and while implementing a new self-evaluation tool which is being developed by Education Scotland specifically for food in schools.

It should also be noted that the Catering and Cleaning Innovations Project is also continuing, and significant change in relation to shared services is also being developed for implementation during the same period as previously reported to DMT and SMT. The work being required from a small management team with a remote workforce across the whole Council area will make achieving these conflicting priorities very challenging.

In addition to these concerns, the Scottish Government have advised that guidance for implementation will not be available to Local Authorities until June 2020. Given that the school holiday period will immediately follow publication, the time required for implementation will be reduced further.

4.4 Mitigation

- 4.4.1 Officers within the Catering Service will be able to provide a briefing to Education Management about the changes, and the impact to food provided throughout the school day. Given the short implementation period for this, Catering Services suggests that this work begins as soon as possible.
- 4.4.2 Ways of addressing the loss of uptake also needs to be considered as soon as possible. Packed lunch options are not monitored and there is no intention to change this. There may be an option/opportunity to provide advice to parents on what constitutes a 'healthy' packed lunch. Should pupils simply switch to packed lunches there is a risk that the overall aim of improving the diet of young people will be missed.
- 4.4.3 Pupils in Secondary Schools are able to leave school at lunchtime, and can purchase any food they choose outwith the school gates. Dunoon Grammar has a very successful programme of retaining S1 and S2 pupils in school at lunchtime, by working in partnership with parents which has also leads to pupils remaining in school as they move up through the year groups. . Further consideration could be given to the other Secondary Schools across Argyll and Bute adopting a similar approach.
- 4.4.4 Drinks in Secondary Schools offer an interesting opportunity. While fruit based drinks that have been specifically developed by suppliers for the school market will no longer be permitted (products such as SUSO and Radnor Hills for instance), the proposed guidance will now permit schools to sell sugar free, caffeine free soft drinks such as flavoured water as well as brands such as sugar free Sprite, Lilt, Tango and Fanta. The Scottish Government has left decisions on selling these products down to individual Local Authorities, and a decision is required on whether Argyll and Bute Council will choose to sell these from Autumn 2020. This could be a way of mitigating lost income, however it could raise concerns around other health claims of sweetener (not supported by the Technical Working Group) and around single use plastics.
- 4.4.5 Argyll and Bute Council are active participants in National organisations, in particular the Association of Public Sector Excellence (APSE) and the Association of Service Solutions in Scotland – Facilities Management (ASSIST FM), and the Commercial Manager is National Chair of ASSIST FM for the next two years. This gives officers influence and lobbying ability on a National basis, and both organisations are continuing to raise concerns with the Scottish Government.
- 4.4.6 ASSIST FM hosted a Supplier Development Day in Edinburgh on 3rd October 2019. The aim of this session was to directly engage with suppliers to identify whether product innovation could be accelerated to meet the implementation timescale, so that there are some new choices for pupils. This was seen by all participants be an important step to retaining income and uptake, and an opportunity for suppliers to retain some of their existing business but will be dependent on the costs to suppliers for product development. By engaging

directly with the market we hope to mitigate risks to local authorities and to the suppliers themselves.

- 4.4.7 Members for APSE and ASSIST FM are actively involved in the development and writing of the draft guidance, due to be issued in June 2020. The Catering and Cleaning Officer from the Catering Service is part of that group.
- 4.4.8 At the APSE Soft FM Advisory Group Meeting on 30th July 2019, there was discussion around APSE and ASSIST FM working more collaboratively, with a view to reducing duplication of effort for local authorities, and potentially exploring shared resources and effort, particularly in areas such as menu design, recipe development and nutritional analysis. A small group of representatives including from Argyll and Bute Council are leading on this piece of work which could help to mitigate some of the risks around menu design and costings.
- 4.4.9 The Commercial Manager has represented ASSIST FM at a round table discussion with the Deputy First Minister on 6th November 2019 where some issues around the implementation of the changes were discussed. It was clear from that discussion that there will be no room for changes to be made, and that the implementation timescale remains as Autumn 2020.
- 4.4.10 APSE and ASSIST FM have written a joint email to the Scottish Government, highlighting their concerns around the proposals, and noting the risks around implementation, particularly around cost and uptake. A response has yet to be received.
- 4.4.11 ASSIST FM are arranging for an engagement session to take place in January for catering and education staff from across Scotland, so that those involved in implementation are briefed on the impact and nature of the 31 actions. This should allow a more collaborative approach to implementation to be developed within Local Authorities, across both catering and education services.
- 4.4.12 With the introduction of a free meal to all early years' children in receipt of 1140 hours of education, there is a long term opportunity to introduce young children to school food. This could, in turn, enable improved school meal uptake in future years. However, this would be a long term development which would take several years to achieve.

5.0 CONCLUSION

- 5.1 The comprehensive review of food and drinks in schools will result in the implementation of significant changes to all school food over the next 12 months. Although the overall aims of these changes to improve the Scottish diet are positive, officers do have concerns over the implementation timescale, the range of changes being made and some of the unintended consequences that are likely to arise.
- 5.2 Officers will be working with colleagues from across the Council, with other Local Authorities and with suppliers to manage these issues as effectively as possible, and to develop the best ways in which to mitigate the impact, while continuing to

promote positive messages around food and drink and encouraging school meals uptake to as many pupils as possible.

6.0 IMPLICATIONS

- 6.1 Policy – None
- 6.2 Financial – The full financial impact of reduced uptake and/or income is difficult to determine, and an unquantified cost pressure has been noted as a result of this. Work is underway to determine the potential cost impact to the Council.
- 6.3 Legal – implementation of the changes will be a statutory requirement
- 6.4 HR – any significant reduction in service could have a negative impact on the number of staff employed in the service delivery
- 6.5 Fairer Scotland Duty – None
 - 6.5.1 Equalities – protected characteristics – No anticipated impact, however provision of special diets for religious beliefs could be challenging in future.
 - 6.5.2 Socio-economic Duty – There could be an unintended impact on those most in need of school meals, either due to peer pressure for packed lunches or due to lack of choice.
 - 6.5.3 Islands – None
- 6.6 Risk – Significant service delivery, supplier and financial risks have been identified within the paper
- 6.7 Customer Service – There is likely to be a reduction in choice to pupils, in primary schools and with a significant impact to secondary school pupils.

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10 November 2019

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Appendix

Appendix 1: Consultation on Nutritional Requirements for Food and Drink in Schools:
Report on Responses to the Consultation

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Consultation on Nutritional Requirements for Food and Drink in Schools

Report on responses to the consultation

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INTRODUCTION

An analysis of the responses we received to our consultation on amendments to the 'Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2008' has been undertaken. This report sets out the findings.

BACKGROUND TO THE CONSULTATION

Since our school food and drink Regulations were first introduced in primary schools in 2008 and secondary schools in 2009, the scientific and dietary advice on which they were based has changed. This includes the recommendations from the Scientific Advisory Committee on Nutrition (SACN) on Energy¹, Carbohydrates and Health² and Iron and Health³ which led to the Scottish Dietary Goals being updated and accepted by the Scottish Ministers in 2016.

In 2017, a short life technical working group (TWG) was convened to review the current school food and drink Regulations. The TWG put the health and wellbeing of children and young people at the heart of their considerations. Their approach was to bring the school food and drink Regulations in closer alignment with the Scottish Dietary Goals, using the most up-to-date scientific evidence base and knowledge of current school food practices.

The TWG presented their report and recommendations to the Scottish Ministers who were keen to ensure everyone who felt they had something to contribute to this work were provided with an opportunity to do so through a public consultation.

The consultation contained five open questions designed to seek views on four key themes (increase access to fruit and vegetables, reduce access to sugar, set a maximum level for provision of red and red processed meat, and amending the way in which secondary school food and drink is provided) that underpinned the recommendations made by the TWG in their report. The consultation dealt with aspects of the nutritional content of food and drink provided in schools. It did not seek comments about how food and drink is delivered in schools, for example, dining hall facilities, provenance, procurement or length of the school lunch break, which is covered by the guidance document '[Better Eating, Better Learning - a new context for school food](#)'. It also did not seek comment relating to food education, such as cooking skills, which is delivered through Curriculum for Excellence and cannot be addressed by making changes to the school food and drink Regulations. However, these areas were subject to many comments.

1

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/339317/SACN Dietary Reference Values for Energy.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/339317/SACN_Dietary_Reference_Values_for_Energy.pdf)

2

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445503/SACN Carbohydrates and Health.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445503/SACN_Carbohydrates_and_Health.pdf)

3

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/339309/SACN Iron and Health Report.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/339309/SACN_Iron_and_Health_Report.pdf)

OVERVIEW OF RESPONSES TO THE CONSULTATION

A total of 1,359 responses were received and all five questions were open questions. The overwhelming majority of responses (1,280 in total) were submitted by individuals whilst 79 were submitted by organisations. Despite the comparatively small number of organisational responses, there were a wide range of organisations represented with responses from local authorities; NHS Boards; the food and drink sector; parent groups; bodies representing the dental profession and organisations with an interest in diet.

All respondents were given the option on whether they wished their responses to be published; to submit their responses anonymously; or for their responses to be anonymised in reporting. Prior to publication, all responses were moderated to ensure that they contained no inappropriate language or any information which could potentially identify individuals by name.

1,259 out of 1,359 respondents gave consent for their responses to be made public, with 69 out of the 79 organisational responses giving consent for their responses to be published. All published responses have been made available on the consultation hub page on the Scottish Government's website. The consultation hub on nutritional requirements for food and drink can be accessed through the following link: <https://consult.gov.scot/support-and-wellbeing/food-and-drink-in-schools/> .

The consultation questions asked specifically about the nutritional content of school food and drink provision. Comments relating to how food and drink in schools Regulations could be implemented were included in the responses. While these comments will not be used directly to inform decisions about changes to the school food and drink Regulations they will be considered as part of updating the associated guidance to local authorities and schools as they implement the updated school food and drink Regulations locally.

METHOD OF ANALYSIS

The four themes used in the consultation were:

- increase fruit and vegetable provision;
- reduce sugar in school food and drink;
- set a limit for red meat and processed red meat; and
- amend secondary school food and drink provision across the school day.

The first four questions focused on one each of the four themes above were analysed to ascertain whether they agreed or disagreed with the proposal. Where a response did not specify agree or disagree but the comments indicated agree or disagree they were categorised as such. Responses that did not answer the question (instead providing general comment) or it was not clear whether they agreed or disagreed have been categorised as inconclusive. This does not mean the content of this category has been ignored. Instead the general comment will be taken account of in other ways for example when drafting the guidance which will accompany the amended school food and drink Regulations.

The fifth question asked about what further action could be taken to improve the content of school food and drink provision.

Where specific elements of the proposals set out in the first four questions were commented on, a multiple key word search was undertaken across the responses to all five questions and each associated response considered individually in order to provide percentages within the report for each of the specific common elements commented on.

The multiple key word search was done across all five questions to ensure that every comment on the specific elements highlighted in the first four questions were included regardless of where that comment was made. For example a comment about flavoured milk would be included in the percentages reported regardless of whether it was made in response to question four (reducing sugar) or question five (further improvement).

Each response to the consultation has been analysed equally with no additional weighting being afforded to one category of respondents over another.

Where a comment states it relates to primary school provision it has been categorised as such. Where a comment states it relates to secondary school provision it has been categorised as such. Where a comment states it relates to the provision of both primary and secondary school provision it has been included in both categories. Where neither has been stated it has been included in both categories unless information contained in that response indicates it should not be treated as such.

ANALYSIS OF RESPONSES

THEME ONE – ACCESS TO FRUIT AND VEGETABLES

Based on the recommendations of the Technical Working Group (TWG), we proposed to amend the school food and drink Regulations to require a minimum of two portions of vegetables and a portion of fruit to be offered as part of a primary school lunch. In addition, full portions of fruit and/or vegetables must also be made available in any place within the school where food is provided, for example in a tuck shop.

For secondary schools, based on the recommendations of the TWG, we proposed to amend the school food and drink Regulations to require two portions of vegetables and a portion of fruit to be offered as part of a full school lunch. In addition, where secondary pupils are choosing to take a main meal rather than a full lunch, that main meal must include salad or vegetables as part of the meal. Full portions of fruit and/or vegetables must also be made available in any place within the school where food is provided for example a morning break service.

QUESTION ONE

What are your views on our intention to amend the current school food and drink Regulations to ensure children and young people are able to access more fruit and vegetables as part of their school day?

RESPONSES

1344 respondents answered this question. Of those 84% were broadly supportive of this proposal. Specifically, 74% (996) agreed with the proposal outright with a further 10% (138) agreeing but with caveats such as the proposal was a good start but doesn't go far enough or the ratio between fruit and veg should be more flexible. Less than 0.5% (6) disagreed with the proposal with comments such as the current standard is fine as it is. The remaining 15% (204) answered in a way that meant a conclusion could not be drawn, for example they provided comments on implementation but did not indicate whether they agreed or disagreed with the proposal or they provided general comments about related issues but did not answer the question.

THEME TWO

The second theme focused upon reducing the sugar content of food and drink provided in schools. In particular we proposed introducing a limit on the frequency of provision of sweetened and baked foods typically high in sugar in primary schools at lunchtime, and introducing sugar limits for products such as breakfast cereals, yoghurts, sweetened and baked products across the school day. The aim being to reduce sugar provision over the school day and encourage more consumption of fruit and lower sugar alternatives.

For primary schools based on the TWG recommendations, we proposed to reinforce that for drinks; water, plain lower fat milk and calcium enriched milk alternatives should be the main focus with no added sugar, lower fat milk drinks (for example flavoured milk and hot chocolate) and drinking yoghurts being permitted at the discretion of schools and local authorities to allow additional choice. We also proposed that fruit juice; vegetable juice; smoothies and fruit juice combinations would no longer be on the permitted drinks list, due to their high sugar content.

For secondary schools based on the TWG recommendations, we proposed to reinforce that for drinks; water, plain lower fat milk and calcium enriched milk alternatives should be the main focus with tea; coffee; no added sugar, lower fat milk drinks (for example flavoured milk and hot chocolate); no added sugar drinking yoghurts; and no added sugar soft drinks (excluding high caffeine) being permitted at the discretion of schools and local authorities to allow additional choice. We also proposed that fruit juice; vegetable juice; smoothies and fruit juice combinations would no longer be on the permitted drinks list, due to their high sugar content.

QUESTION TWO

What are your views on our intention to amend the current school food and drink Regulations to ensure the amount of sugar children and young people can access over the course of the school day is reduced?

RESPONSES

1348 respondents answered this question, of those 84% were broadly supportive of this proposal. Specifically, 57% (771) agreed with the proposal outright (which includes removing fruit juice, allow no added sugar flavoured milk and in secondary schools allowing only no added sugar drinks), a further 27% (360) were broadly supportive but with caveats for example fruit juice should continue to be allowed occasionally. The remaining 16% (217) disagreed with the proposals commenting for example that the current standards were strict enough.

In addition to general agreement or disagreement to this proposal as a whole set out in the figures above, this question drew common comment on specific elements of this proposal which were also noted in the responses to other parts of this consultation and as such have been calculated based on the total number (1359) responses received for this consultation:

- 13.8% (188) respondents specifically commented that fruit juice and smoothies should remain an option in schools. 2.8% (39) specifically commented that they should not be allowed.
- 10.8% (147) specifically commented that drinking yoghurt, hot chocolate and/or flavoured milk should not be permitted in schools while 0.9% (13) commented that they should be allowed in schools. However, of the 10.8%, a common comment was that flavoured milk has more sugar than fruit juice. This leads us to believe that there may have been some confusion about this element of the proposal. Under the current Regulations this category of drink is permitted to contain a limited amount of added sugar. Under the new proposals, this category of drink cannot contain any added sugar which will contribute to reduced sugar intake but still enable choice.
- 6% (82) specifically commented that sugar free carbonated drinks should be allowed in secondary schools. In contrast, 0.9% (12) specifically commented that they should not.

THEME THREE

This theme focused upon the provision of red and red processed meat. Red meat can provide a good source of vital nutrients such as iron, and inclusion in the school meal menu can contribute to meeting the nutrient standards. However, there is also robust scientific evidence of links between red and red processed meat and potential risk of developing colorectal cancer in later life when eaten in higher than maximum recommended levels. In order to retain the benefits, but minimise the risks to children's health, based on the TWG recommendations we proposed an introduction of a maximum amount for red and red processed meat as part of school food and drink provision across the school week.

QUESTION THREE

What are your views on our intention to amend the school food and drink Regulations to set a maximum for red and red processed meat in primary school lunches and for overall provision in secondary schools?

RESPONSES

1332 respondents answered this question. Overall 53% were broadly supportive of this proposal. Specifically, 47% (630) agreed with the proposal outright and a further 6% (87) agreed but with caveats such as a good start but doesn't go far enough. 3.9% (52) disagreed with the proposal with comments indicating that they did not believe in the science behind the proposal or that pupils should decide for themselves. The remaining 20% (266) responses did not contain enough information to draw a conclusion, for example, provided general comments but no answer either in support or against the proposal.

This question drew a number of common comments on specific elements of this theme which were also noted in other parts of this consultation and as such has been calculated based on the total number (1359) responses received for this consultation:

- 9.1% (123) specifically commented that meat should be banned from school menus altogether.
- 7.5% (100) specifically commented that only processed meat should be limited
- 5.3% (71) specifically responded that processed meat should be banned altogether

THEME FOUR

The fourth theme focused on the difference between the eating habits of pupils in primary school and secondary school.

For a range of reasons, most secondary school pupils tend to choose to eat across the school day rather than within specific lunch periods. Furthermore, most services sell items individually meaning planning provision to meet the nutrient standards does not always lead to the intended outcome of secondary school pupils choosing a selection of items which will provide them with a nutritionally balanced meal. This makes applying nutrient standards in secondary schools particularly challenging where pupils do not take a set meal. For example, instead of taking a two course lunch which will include a balanced range of nutrients (carbohydrates, protein, etc) they may choose one or two items which include more of one nutrient than others.

Our proposal based on the TWG recommendations was to change the school food and drink regulations so that school meal providers had to demonstrate that young people could still choose and consume a meal which meets their nutritional requirements, whilst simultaneously introducing a wider range of food and drink standards across the full school day.

These additional food and drink standards, for example, a restriction on the number of pastry products, and a restriction on the amount of sugar and fat contained in sweetened and baked goods, aim to bring all food and drinks provided in secondary schools closer to the Scottish Dietary Goals.

QUESTION FOUR

What are your views on our intention to amend the school food and drink Regulations to enable caterers to provide a service which better supports secondary age pupils to make balanced and nutritious food and drink choices as part of their school day?

RESPONSES

1304 of respondents answered this question. Overall 71% were broadly supportive of this proposal. Specifically, 54% (707) agreed with the proposal outright with a further 17% (227) broadly agreeing but with caveats. 4.5% (58) disagreed with the proposal commenting for example that secondary school pupils should make their own choices. The remaining 24% (312) responses did not contain enough detail to draw a conclusion.

QUESTION FIVE

The fifth question provided an opportunity for people to offer any additional comments they may have about the content of school food and drink provision which they felt was important to note but had not addressed in the first four theme specific questions.

The question asked “Do you have anything else you wish to comment on in relation to the nutritional content of food and drink provided in local authority, and grant maintained, schools in Scotland via the school food and drink Regulations?”

RESPONSES

1186 of those who responded to this consultation took the opportunity to provide comments in relation to this question.

The comments provided under this question in relation to content of school food and drink have been included within the analysis and commentary for questions one to four in recognition that they relate to one of the four themes dealt with by those questions.

The comments provided under this question that relate to implementation will be considered when amending the guidance which will support the amended school food and drink Regulations.

CONCLUSIONS

1359 stakeholders took the time to respond to this consultation which demonstrates the importance that a wide variety of stakeholders place on school food and drink provision.

With 84%, 84%, 53% and 71% respectively being broadly in favour of the four main themed proposals⁴ set out in this consultation, there appears to be broad public consensus for making these changes to the school food and drink Regulations. This will help to ensure that the food and drink served in schools continues to play a central part in ensuring our children can make balanced choices which will support their health and wellbeing both now and in the future.

Four specific elements (provision of fruit juice, flavoured milk, no added sugar soft drinks and provision of red and red processed meat) within two of the themes each received attention from more than 80 respondents and as such have been addressed in more detail within the relevant themes along with contrasting information where available. Comments on these specific elements may have been made in any one of the five questions but for the purposes of this report, have been addressed under the most appropriate theme. Namely provision of fruit juice, flavoured milk and no added sugar soft drinks within theme two and provision of red and red processed meat within theme three.

The consultation invited comment on the content of the school food and drink Regulations and as such only those comments relating to content will be used to inform decision about what changes will be made to the Regulations. For example the frequency that sweetened and baked goods should be provided in schools and whether fruit juice should be removed from the schools permitted drinks lists.

Where comments have been offered on the implementation of the school food and drink Regulations rather than the content, they will not be taken into account when considering what changes will be made to the Regulations for example suggestions of how to encourage pupils to choose more fruit and vegetables that are on offer. However we recognise the value these comments and suggestions have in relation to implementation of any changes and as such they will be considered when updating the guidance document which will support caterers and schools as they implement the updated school food and drink Regulations. We will take the same approach for comments which relate to action already allowed under the current Regulations but highlight a potential need for more action locally for example provision of vegetarian and vegan options and, increased local sourcing.

Where comments did not relate to either the content or implementation but rather to the more general supporting elements of school food provision and also to food education, they will be retained and considered by policy colleagues with the remit to develop future policy in these areas for example changes to home economics classes or creation of 'grow your own' projects at school.

⁴ increase fruit and vegetable provision; reduce sugar in school food and drink; set a limit for red meat and processed red meat and; amend secondary school food and drink provision across the school day

ACTIONS

Following careful consideration of both the recommendations made by the Technical Working group and the responses received in the consultation on proposed amendments to the school food and drink Regulations, Ministers have concluded that the following actions (1 to 35) will be taken forward:

PRIMARY SCHOOL FOOD AND DRINK PROVISION

Within the primary school setting there are three sets of standards that apply:

- **At the school lunch**
- **Out with the school lunch and**
- **Across the school day (both at the lunch and out with the lunch)**

All food provided as part of the school lunch must be analysed to adhere to the nutrient standards.

We will amend the nutrient standards set out in the school food and drink Regulations which apply to primary school lunches to:

1. **Align the values for each nutrient with the Scottish Dietary Goals with the exception of the value for free sugar which will be set at 7.5% of recommended energy requirements for primary school age pupils.**

The school lunch nutrient standards are based on scientific evidence and dietary advice about the amount of energy and nutrients needed by school age pupils and have been calculated to ensure they provide 30% of the daily nutrient requirements of primary pupils.

This amendment will ensure that school lunches continue to provide the correct balance of nutrients taking into account up to date dietary advice for all nutrients as set out in the Scottish Dietary Goals with the exception of free sugar.

The Scottish Dietary Goals for free sugar is for average intakes not to exceed 5% of total energy. However, we recognise that this is a substantial change from current standards and would constrain school menus significantly. As such Ministers have concluded that the free sugar standard will be set at 7.5% of the recommended energy requirements for primary school pupils. This will ensure that free sugar provided as part of the school lunch service is significantly reduced but at the same time recognises the severity of moving to a 5% nutrient standard for free sugar.

2. **Continue to allow nutrient standards for primary menus to be calculated on a weekly basis to allow flexibility in menu design but to now additionally require energy to be calculated daily and within a 15% tolerance.**

This will reduce the variation and extremes in the energy content of school meals meaning that the energy for any given day should be broadly similar to each of the other days in that week instead of having one day where energy content is particularly low or another where it is particularly high as may occur under the current Regulations.

This is in addition to the existing 10% tolerance for weekly energy calculation

3. Require a minimum of two portions of vegetables and a portion of fruit to be offered as part of a primary school lunch.

Currently, the focus on provision of fruit and vegetables in schools is based on 'types'. This means that a variety of fruit and vegetables are provided during the school day but can be provided in amounts less than a full portion. For primary age pupils, a full portion is 40g or up to 15g for dried fruit. The amended standard will now require full portions to be offered as opposed to smaller quantities. This will support the aim of increasing fruit and vegetable consumption.

4. Permit only the following savoury snacks to be provided:
(a) plain savoury crackers;
(b) plain oatcakes; or
(c) plain breadsticks.

Currently only savoury crackers, oatcakes and breadsticks are permitted to be provided at lunchtime (crisps for example are not permitted at lunchtime). Now only plain versions will be permitted. Specifying 'plain' ensures that savoury snacks accompanying lunches will be lower in salt and sugar. Flavoured savoury snacks will no longer be permitted to be provided as part of the primary school lunch service.

5. Ensure no more than 175g of red and red processed meat can be provided over the course of the school week, of which no more than 100g should be red processed meat. All of the 175g amount can be used for unprocessed red meat.

This is a new standard and is based on the Scottish Dietary Goal for red and processed meat which is underpinned by scientific evidence based dietary recommendations to limit intakes of these foods to 70g per day with the purpose of reducing the risk of colorectal cancer associated with consumption in excess of those limits. Dietary advice highlights red meat as a major source of iron and zinc which can contribute to meeting the recommended nutrient intakes for primary school lunches.

Scientific advice is that nitrites remain safe when used in accordance with regulatory limits prescribed in food additives legislation.

Setting a maximum amount for provision of red processed meat in schools will help ensure that pupils levels of exposure to nitrites is reduced compared to current provision permitted by school food legislation.

We acknowledge the wide ranging views shared in the consultation which included 'no restriction on quantity' through to a 'complete ban of all red meat'. We have taken the decision to allow a maximum amount of red and red processed meat to be provided in schools in order to retain choice and at the same time protect the health of our children.

It is important to ensure that if children choose to consume red and red processed meat products, school meal menus play a part in teaching them how to include these products as part of a balanced diet.

The maximum amounts have been based on the fact that primary school pupils will only have access to red and red processed meat at lunchtime and as such have been set to 50% of the recommended maximum daily amount with the remaining 50% being reserved for consumption out with the school day for example during an evening meal.

Scientific evidence in relation to risk is stronger for red processed meat and as such an additional restriction has been placed on provision of these products. This means that while the overall amount is 175g per week, no more than 100g can be red processed meat. This means that if caterers choose to remove red processed meat products altogether they will be free to use the full 175g amount to provide unprocessed red meat products in their menus. However if they provide red processed meat (for example ham sandwiches) in their menus they can do so up to 100g with the remaining 75g being used for unprocessed red meat products (such as steak pie).

Decisions relating to how and when to include these products in school menus will continue to be the responsibility of local authorities which we expect to be taken in consultation with pupils and parents to ensure that menus reflect as wide a range of dietary choices as is appropriate to the schools within each local authority.

When designing menus, local authorities should also take into account their duty to consider guidance issued by Scottish Ministers on the application of the principles of sustainable development when providing food or drink or catering services in school. This includes the use of fresh, local and sustainable produce and is applicable to all food and drink including meat.

6. Permit sweetened and baked products to be served no more than three times per week. When served they should contain no more than 15g of total sugar per portion.

This is a new standard for school lunches and will include items such as muffins, icecream, sponge pudding and biscuits. Alongside the new standard for sweetened and baked products served at other times of the day (no more than 7g of total sugar

per portion), this is designed to significantly reduce the amount of sugar that is accessible over the course of the school day.

The level set recognises that while it is preferable for pupils to consume more of their sugar allowance as part of the school lunch than at other times of the school day. Providing these products more frequently may discourage pupils from choosing fruit or lower sugar alternatives with their lunch.

We will amend the School food and drink Regulations which apply to provision of food outwith the primary school lunch service (for example breakfast clubs and tuckshops) to:

- 7. Require full portions of fruit and/or vegetables to be made available in any place within the primary school where food is provided, for example in a tuck shop.**

Currently, the focus on provision of fruit and vegetables in schools is based on 'types'. This means that a variety of fruit and vegetables are provided during the school day but can be provided in amounts less than a full portion. For primary age pupils a full portion is 40g or up to 15g for dried fruit. The amended standard will now require full portions to be offered as opposed to smaller quantities. This will support the aim of increasing fruit and vegetable consumption.

- 8. Require sweetened and baked products to contain no more than:**
 - 7g of total sugar per portion**
 - 13g of fat per portion**
 - 4g of saturated fat per portion**

This is a new standard for provision of food outwith the school lunch and will include items such as muffins, icecream, sponge pudding and biscuits. Alongside the new standard for sweetened and baked products served at lunchtime (15g of sugar per portion no more than 3 times per week), this is designed to significantly reduce the amount of sugar that is accessible over the course of the school day in comparison to current permitted standards which do not specify criteria or limit these items other than prohibiting the inclusion of confectionery (for example chocolate chips).

Cereal bars will be added to this category, having been removed from the definition of 'confectionery', provided they meet the specified criteria. This is in recognition of the range of product innovation for these products meaning there are varieties of this product now on the market which fit within the acceptable limits in relation to sugar, fat and salt. Allowing those varieties which fit the specified criteria will allow additional choice without compromising the focus on a balanced diet.

The current standard prohibiting confectionery at any time of the day in primary schools will continue to apply.

9. Permit plain savoury crackers, plain oatcakes and plain breadsticks to be provided and other pre-packaged savoury snacks to be provided where they meet the following criteria:

- Pack size of no more than 25g
- No more than 22g of fat per 100g
- No more than 2g of saturates per 100g
- No more than 600mg of sodium per 100g
- No more than 1.5g of salt per 100g
- No more than 3g of total sugar per 100g

The wording for this standard will be amended to be consistent with the amended savoury snack standard for lunchtime. Currently savoury snacks (plain or flavoured) are permitted out with the school lunch service provided they meet specified criteria. Plain savoury crackers, plain oatcakes and plain breadsticks will continue to be permitted but without needing to meet a specified criteria and all other savoury snacks will continue to be permitted only where they meet the specified criteria.

10. Exclude red and red processed meat from being served at any other time of the school day (than lunch).

This is a new standard and has been added to provide clarity over provision of red and red processed meats during the primary school day. Provision of red and red processed meat at times other than lunch is currently not common practice in primary school, and we want to ensure this remains the position moving forward.

The new maximum amount set for primary schools is calculated based on provision of these products at lunchtime only.

This is particularly important where breakfast clubs are being run on school premises but not by local authorities and could give rise to differences in provision. By setting this standard, we can help ensure that where a pupil attends a breakfast club run on school premises (by local authority or privately) they will not be able to access red or red processed meat in addition to that offered at lunchtime and therefore remain within the overall recommended maximum amounts.

We will amend the School food and drink Regulations which apply to provision of food across the whole school day (including breakfast, break times, lunchtime and afterschool) to:

(If providing any of the following as part of the lunch service it must be included in the nutrient analysis.)

11. Permit only breakfast cereals meeting the following criteria to be provided:

- **No more than 15g of total sugar per 100g.**
- **No more than 440mg of sodium per 100g.**
- **No more than 1.1g of salt per 100g.**
- **At least 3g of fibre per 100g.**

While breakfast cereals are currently permitted, this new standard sets out criteria which must now be met when providing these products. The new sugar, salt and fibre criteria will contribute to a reduction in access to sugar and salt across the school day but continue to allow pupils to benefit from the fibre that breakfast cereals can contribute.

12. Require all bread and bread rolls served across the school day to contain a minimum of 3g of AOAC fibre per 100g.

AOAC is the standard methodology used in product analysis and food labelling for calculating fibre. Currently, a fibre content is not specified where bread is provided in schools. This change will help ensure that bread served across the school day will have a minimum fibre content requirement and contribute towards meeting the nutrient standard for fibre which has been brought into line with the recommendations set out in the Scottish Dietary Goals.

13. Ensure pastry and pastry products are provided no more than twice a week across the school day.

This new standard includes savoury and sweet items such as pies, croissants and Danish pastries. These products are currently permitted to be provided every day. Placing a restriction on frequency will prevent a product in this category being provided every day or regularly across the week. This will help ensure that access to sugar is reduced and pupils are given the opportunity to see these products as occasional items to be included as part of a balanced diet rather than a product which should form part of our day to day intake.

This standard applies across the school day combined, meaning if products from this category are provided at morning break twice during the week, they cannot be provided at any other time of the day during that same week (for example lunchtime).

14. Permit only sweetened yoghurt, fromage frais or other milk based desserts meeting the following criteria to be provided:

- **Maximum portion size of 125g.**
- **No more than 10g of total sugar per 100g.**
- **No more than 3g of fat per 100g.**

Yoghurts, fromage frais and other milk based products are currently permitted and are recognised as a good source of calcium, however they can contain high levels of sugar. In order to retain the benefits of these milk based products but support a reduction in access to sugar and excess fat across the school day, only products meeting the criteria in this new standard will now be permitted.

We will amend the definitions in the school food and drink Regulations to:

15. Remove cereal bars from the confectionery category and sugared and yoghurt coated products to be added.

Confectionery is currently not allowed to be provided in schools at any time of the day either as a standalone item (for example chocolate bars) or as an element of any other item provided in schools (for example in breakfast cereal or cupcake toppings). This will continue to be the position in schools but the definition will change.

Sugared and yoghurt coated products have been added to the definition of confectionery to reflect the wider range of products now on the market which would not have been covered by the previous wording.

Cereal bars will be removed from this category and will instead be permitted under the sweetened and baked products category for across the school day provided they meet the specified criteria. This is in recognition of the range of product innovation for these products meaning there are varieties of this product now on the market which fit within the acceptable limits in relation to sugar, fat and salt. Allowing those varieties which fit the specified criteria will allow additional choice without compromising the focus on a balanced diet.

Remaining standards applicable to primary school food provision.

The remaining standards in the current Regulations applicable to food and drink provision in primary school will not be amended, namely, oil and spreads, table salt and other condiments, confectionery (although the definition has changed) and fried foods.

Changes to scientific advice or dietary recommendations did not give rise to amendments being proposed to the current standards for these items. In addition, no other justification for amending them was identified when they were reviewed.

We will amend the School food and drink Regulations which apply to provision of drinks across the primary school day (for example breakfast clubs, lunch service and tuckshops) to:

16. Permit only the following drinks to be provided at any time during the primary school day:

- Water (still or sparkling)
- Plain lower fat milk and calcium enriched milk alternatives

- No added sugar, lower fat milk drinks (eg flavoured milk and hot chocolate) and no added sugar, lower fat drinking yoghurts

All education authorities are under a duty to provide children and young people with access to free drinking water across the school day. Education authority caterers can provide additional water by other means if they choose.

Water and plain lower fat milk should continue to be the main focus of provision.

Lower fat milk drinks (including flavoured milk, hot chocolate and drinking yoghurts) will continue to be on the permitted drinks list but will no longer be permitted to contain any added sugar. Instead no added sugar varieties will be permitted where caterers feel this is appropriate to encourage pupils to consume more milk as part of a transition towards plain milk or to teach pupils how to incorporate occasional items as part of a balanced diet. Permitting, not requiring, these drinks will mean that caterers can choose the occasions on which to offer them. They can also choose not to offer them at all.

Juice (including fruit juice, vegetable juice, smoothies and fruit juice combination drinks) will be removed from the permitted drinks list for primary schools.

We recognise that juices can contribute towards achieving our 5 a day recommendation and we have carefully considered the comments that we received in the consultation. One small carton of fruit juice contains more sugar than the entire recommended sugar intake for a primary school pupils lunch. While we believe juices can contribute to a balanced diet, we do not feel it can be justified in a school setting where we are trying to maximise the use of the recommended maximum sugar intake to ensure children are offered a wide range of food and drink which will contribute to habit formation and nutrient intake.

SECONDARY SCHOOL FOOD AND DRINK PROVISION

We will amend the nutrient standards set out in the school food and drink Regulations which apply to secondary school analysed lunches to:

- 17. Align the values for each nutrient with the Scottish Dietary Goals with the exception of the value for [free sugar](#) which will be set at 7.5% of recommended energy requirements for secondary school age pupils.**

The school lunch nutrient standards are based on scientific knowledge and dietary advice about the amount of energy and nutrients needed by school age pupils and have been calculated to ensure they provide 30% of the daily nutrient requirements of secondary pupils.

This amendment will ensure that school lunches continue to provide the correct balance of nutrients taking into account up to date dietary advice for all nutrients as set out in the Scottish Dietary Goals with the exception of free sugar.

The Scottish Dietary Goal for free sugar is for average intakes not to exceed 5% of total energy. However, we recognise that this is a substantial change from current standards and would constrain school menus significantly. As such Ministers have concluded that the free sugar standard will be set at 7.5% of the recommended energy requirements for secondary school pupils. This will ensure that free sugar provided as part of the school lunch service is significantly reduced but at the same time recognises the severity of moving to a 5% nutrient standard for free sugar.

18. Require the energy from a minimum of a two choice two course analysed lunch to be calculated daily and within a 15% tolerance.

This will reduce the variation and extremes in the energy content of school meals meaning that the menu for any given day should be broadly similar to each of the other days in that week instead of having one day where energy content is particularly low or another where it is particularly high as may occur under the current Regulations.

This is in addition to the existing 10% tolerance for weekly energy calculation.

19. Require a minimum of a two choice, two course analysed lunch each day which meet the weekly nutrients standards and is clearly marketed as doing so.

The current Regulations for secondary school provision are set out in the same way as for primary school provision where lunchtime provision is based on the assumption that all pupils will take a two course set meal. However, we recognise that in reality, young people in secondary school use the school catering service in a different way to primary school children. Some young people will choose to purchase what they are eating for lunch during morning break (for example, if attending a lunch time club). Items are most often priced individually so young people can pick and choose what they have, meaning that they might only choose a sandwich or a drink which falls short of their greater energy requirement. For this reason we will require a minimum of two choice, two course lunch to be offered each day which will also ensure that young people, including those entitled to a free school lunch, could be assured of being able to select a minimum of a two course lunch that meets the nutrient standards. These lunches must be clearly identified.

This will be in addition to the changes made to provision of other food and drink across the school day, for example sugar content, which will also apply to the school lunch service.

20. Require not less than two portions of vegetables and not less than a portion of fruit to be offered as part of an analysed secondary school lunch

Currently, the focus on provision of fruit and vegetables in schools is based on 'types'. This means that a variety of fruit and vegetables are provided during the school day but can be provided in amounts less than a full portion. A full portion is 80g for secondary age pupils or up to 30g of dried fruit. The amended standard will now require full portions to be offered as opposed to smaller quantities. This will support the aim of increasing fruit and vegetable consumption.

We will amend the nutrient standards set out in the school food and drink Regulations which apply to secondary school lunches (not including the 2 course analysed lunch) to:

- 21. Require a secondary school main meal to include salad or vegetables as part of the price (or as part of a free school meal entitlement) where pupils are choosing to take a main meal rather than a full lunch.**

This new requirement will ensure that pupils who choose not to take a 2 course lunch will be provided with salad or vegetables as part of the meal they choose without relying on a pupil choosing to pay (or use their free school meal entitlement) for them in addition to that meal. For example, currently pupils can choose to purchase single items such as a pasta dish and may have the option to purchase a side salad or vegetable side dish separately. This new standard will ensure that pupils who purchase a pasta dish will receive that side salad or vegetable side dish as part of the price (or part of a free school meal entitlement). This will support the aim of increasing vegetable consumption.

A main meal would include, for example, lasagne, a panini or a baked potato.

We will amend the School food and drink Regulations which apply to provision of all food across the secondary school day (for example breakfast clubs, lunch service, tuckshops and vending machines) to:

- 22. Require full portions of fruit and/or vegetables to be made available in any place within the secondary school where food is provided, for example in a tuck shop.**

Currently, the focus on provision of fruit and vegetables in schools is based on 'types'. This means that a variety of fruit and vegetables are provided during the school day but can be provided in amounts less than a full portion. For secondary age pupils, a full portion is 80g or up to 30g for dried fruit. The amended standard will now require full portions to be offered as opposed to smaller quantities. This will support the aim of increasing fruit and vegetable consumption.

- 23. Require all bread and bread rolls served across the school day to contain a minimum of 3g of AOAC fibre per 100g.**

AOAC is the standard methodology used in product analysis and food labelling for calculating fibre. Currently, a fibre content is not specified where bread is provided in schools. This change will help ensure that bread served across the school day will have a minimum fibre content requirement and contribute towards meeting the nutrient standard for fibre which has been brought into line with the recommendations set out in the Scottish Dietary Goals.

24. Permit plain savoury crackers, plain oatcakes and plain breadsticks to be provided and other pre-packaged savoury snacks to be provided where they meet the following criteria:

- **Pack size of no more than 25g**
- **No more than 22g of fat per 100g**
- **No more than 2g of saturates per 100g**
- **No more than 600mg of sodium per 100g**
- **No more than 1.5g of salt per 100g**
- **No more than 3g of total sugar per 100g**

Currently the only savoury snacks permitted at lunchtime in secondary schools are savoury crackers, oatcakes or breadsticks (plain or flavoured). Crisps, for example, are not currently permitted at lunchtime but are permitted at other times of the day provided they meet specified criteria. To reflect the new model of provision in secondary schools, the savoury snack criteria will now apply across the secondary school day and will permit plain savoury crackers, plain oatcakes and plain breadsticks to be provided in addition to other savoury snacks where they meet the specified criteria. This will help ensure that fat, salt and sugar levels will continue to be restricted but choice will continue to be supported.

25. Ensure no more than 230g of red and red processed meat can be provided over the course of the school week, of which no more than 130g should be red processed meat. All of the 230g amount can be used for unprocessed red meat.

This is a new standard and is based on the Scottish Dietary Goal for red and processed meat which is underpinned by scientific evidence based dietary recommendations to limit intakes of these foods to 70g per day with the purpose of reducing the risk of colorectal cancer associated with consumption in excess of those limits.

Scientific advice is that nitrites remain safe when used in accordance with regulatory limits prescribed in food additives legislation.

Setting a maximum amount for provision of red processed meat in schools will help ensure that pupils levels of exposure to nitrites is reduced compared to current provision permitted by school food legislation.

This standard applies to school lunches and other times of the day combined meaning that the amounts set out will apply as a total to all meal occasions throughout the school day (for example breakfast, morning break, lunch and after

school clubs). This means if dishes containing red and red processed meat products totalling the maximum amounts are offered as part of the breakfast provision during the week, no dishes containing red or red processed meat could be offered at other times of the day for that same week (for example morning break or lunchtime).

We acknowledge the wide ranging views shared in the consultation which included 'no restriction on quantity' through to a 'complete ban of all red meat'. We have taken the decision to allow a maximum amount of red and red processed meat to be provided in schools in order to retain choice and at the same time protect the health of our young people.

It is important to ensure that if young people chose to consume red and red processed meat products, school meal menus play a part in teaching them how to include these products as part of a balanced diet.

The maximum amounts have been based on the assumption that secondary school age pupils will have access to red and red processed meat across the school day for example choosing to consume these products at morning break and again at lunchtime. For this reason the maximum level has been set at 2 thirds of the recommended maximum daily amounts for these products with the other third being reserved for consumption out with the school day, for example, during an evening meal.

Scientific evidence in relation to risk is stronger for red processed meat and as such an additional restriction has been placed on provision of these products. This means that while the overall maximum amount is 230g per week, no more than 130g can be red processed meat. This means that if caterers choose to remove red processed meat products altogether they will be free to use the full 230g to provide unprocessed red meat products in their menus. However if they provide red processed meat (for example ham sandwiches) in their menus they can do so up to a maximum of 130g with the remaining 100g being unprocessed red meat products (such as steak pie).

Decisions relating to how and when to include these products in school menus will continue to be the responsibility of local authorities which we expect to be taken in consultation with pupils and parents to ensure that menus reflect as wide a range of dietary choices as is appropriate to the schools within each local authority.

When designing menus, education authorities should also take into account their duty to consider guidance issued by Scottish Ministers on the application of the principles of sustainable development when providing food or drink or catering services in school. This includes the use of fresh, local and sustainable produce and is applicable to all food and drink including meat.

26. Permit sweetened and baked products to be served only when they meet the following criteria:

- **No more than 10g of total sugar per portion.**
- **No more than 19g of fat per portion**
- **No more than 6g saturated fat per portion**

This is a new standard and will include items such as muffins, icecream, sponge pudding and biscuits. This is designed to significantly reduce the amount of sugar that is accessible over the course of the secondary school day. It will also help ensure that pupils are given the opportunity to see these products as occasional items to be included as part of a balanced diet rather than a product which should form part of our day to day intake.

Cereal bars will be added to this category, having been removed from the definition of 'confectionery', provided they meet the specified criteria. This is in recognition of the range of product innovation for these products meaning there are varieties of this product now on the market which fit within the acceptable limits in relation to sugar, fat and salt. Allowing those varieties which fit the specified criteria will allow additional choice without compromising the focus on a balanced diet.

27. Permit only breakfast cereals meeting the following criteria to be provided:

- **No more than 15g of total sugar per 100g.**
- **No more than 440mg of sodium per 100g.**
- **No more than 1.1g of salt per 100g.**
- **At least 3g of fibre per 100g.**

While breakfast cereals are currently permitted, this new standard sets out criteria which must now be met when providing these products. The new sugar, salt and fibre criteria will contribute to a reduction in access to sugar and salt across the school day but continue to allow pupils to benefit from the fibre that breakfast cereals can contribute.

28. Permit only sweetened yoghurt, fromage frais or other milk based desserts meeting the following criteria to be provided:

- **Maximum portion size of 175g.**
- **No more than 10g of total sugar per 100g.**
- **No more than 3g of fat per 100g.**

Yoghurts, fromage frais and other milk based products are currently permitted and are recognised as a good source of calcium, however they can often contain high levels of sugar. In order to retain the benefits of these milk based products but

support a reduction in access to sugar and excess fat across the school day, only products meeting the criteria in this new standard will now be permitted.

29. Restrict pastry and pastry products to be provided no more than twice a week across the school day.

This new standard includes savoury and sweet items such as pies, croissants and Danish pastries. These products are currently permitted to be provided every day. Placing a restriction on frequency will prevent a product in this category being provided every day or regularly across the week. This will help ensure that access to sugar is reduced and pupils are given the opportunity to see these products as occasional items to be included as part of a balanced diet rather than a product which should form part of our day to day intake.

This standard applies across the school day combined, meaning if products from this category are provided at lunchtime twice during the week, they cannot be provided at any other time of the day during that same week (for example morning break).

30. Require the definition of confectionery to be amended to remove cereal bars from this category and include sugared and yoghurt coated products.

Confectionery is currently not allowed to be provided in schools at any time of the day either as a standalone item (for example chocolate bars) or as an element of any other item provided in schools (for example in breakfast cereal or cupcake toppings). This will continue to be the position in schools but the definition will change.

Sugared and yoghurt coated products have been added to the definition of confectionery to reflect the wider range of products now on the market which would not have been covered by the previous wording.

Cereal bars will be removed from this category and will instead be permitted under the sweetened and baked products category provided they meet the specified criteria. This is in recognition of the range of product innovation for these products meaning there are varieties of this product now on the market which fit within the acceptable limits in relation to sugar and fat. Allowing those varieties which fit the specified criteria will allow additional choice without compromising the focus on a balanced diet.

Remaining standards applicable to food across the school day (including breakfast, morning break, lunch service, tuckshops and vending machines)

The remaining standards in the current Regulations applicable across the school day in secondary school will not be amended, namely, oil and spreads, oily fish, table salt and other condiments, confectionery (although the definition has changed) and fried foods.

Changes to scientific advice or dietary recommendations did not give rise to amendments being proposed to the current standards for these items. In addition, no other justification for amending them was identified when they were reviewed.

We will amend the School food and drink Regulations which apply to provision of drinks across the secondary school day (for example breakfast, morning break, lunch service, tuckshops and vending machines) to:

31. Permit only the following drinks to be provided at any time during the secondary school day:

- Water (still or sparkling)
- Plain lower fat milk and calcium enriched milk alternatives
- Tea and Coffee
- No added sugar, lower fat milk drinks (eg flavoured milk and hot chocolate) and no added sugar, lower fat drinking yoghurts
- Sugar free drinks (excluding high caffeine – more than 150mg per litre)

All Education authorities are under a duty to provide children and young people with access to free drinking water across the school day. Education authority caterers can provide additional water if they choose.

Water and plain lower fat milk should continue to be the main focus of provision.

Lower fat milk drinks (including flavoured milk, hot chocolate and drinking yoghurts) will continue to be on the permitted drinks list but will no longer be permitted to contain any added sugar. Instead no added sugar varieties will be permitted where caterers feel this is appropriate to encourage pupils to consume milk as part of a transition towards plain milk or to teach pupils how to incorporate occasional items as part of a balanced diet. Permitting, not requiring, these drinks will mean that caterers can choose the occasions on which to offer them. They can also choose not to offer them at all.

Tea and coffee will continue to be permitted as they are under the current Regulations as they provide additional choice for secondary age pupils and the dietary advice for these products has not changed.

Juice (including fruit juice, vegetable juice, smoothies and fruit juice combination drinks) will be removed from the permitted drinks list for secondary schools.

We recognise that juices can contribute towards achieving our 5 a day recommendation and we have carefully considered the comments that we received in the consultation. One small carton of fruit juice typically contributes 100% of the free sugar allowance at the school lunch and would contribute excess sugar consumption throughout the day. While we believe juices can contribute to a balanced diet, we do not feel it can be justified in a school setting where we are trying to maximise the use of the recommended sugar intake to ensure young people

are offered a wide range of food and drink which will contribute to habit formation and nutrient intake.

We have listened carefully to the consultation responses on the issue of reintroducing sugar free drinks to the permitted drinks list for secondary schools and we agree that regular consumption of these drinks should continue to be discouraged. However, we recognise that secondary schools can play a key role in shaping the choices young people make not only during the school day but also when they leave school. For this reason we are permitting (not requiring) these drinks to form part of the school menu but on the understanding that caterers use this as an opportunity to educate young people how to include them as occasional items as part of a balanced diet. We have not specified how frequently these products should be provided (where caterers choose to offer them at all) as we believe this decision is best taken at a local level taking account of local circumstances and in consultation with pupils and parents. We will however be providing guidance on how reintroduction of sugar free drinks can be managed practically in order to support caterers and schools.

We will update the 'Healthy eating in schools – a guide to implementing the nutritional requirements for food and drink in schools (Scotland) Regulations 2008' document to reflect the changes set out above in order to support caterers and schools with practical implementation of the amended school food and drink Regulations.

SATISFACTION WITH THE SURVEY

There were two questions which asked respondents to tell us how satisfied they were with the consultation survey. The first question on satisfaction asked respondents how satisfied they were with this consultation, whilst the second questions asked how satisfied they were with their experience of using Citizen Space to respond.

How satisfied were you with this consultation?

Answer	No. of respondents	% of respondents
Very Satisfied	462	34
Slightly Satisfied	374	28
Neither Satisfied nor Dissatisfied	339	25
Slightly Dissatisfied	88	6
Very Dissatisfied	68	5
No answer	28	2
Total	1,359	100

Almost all respondents provided an answer to this question. Of those not answering the question, one response said they did not feel they could answer the question yet.

A sizeable majority of respondents said they were either very satisfied or slightly satisfied with the consultation. The comments from those respondents who were very satisfied varied from complements about the consultation being easy to understand to an appreciation of the Scottish Government showing an interest in children's health and giving the public an opportunity to give their views on this very important issue. Of those slightly satisfied, views included a desire to have seen multiple choice responses and others noting the questions were too long but were otherwise content.

The absence of multiple choice questions also featured among responses from those who said they were neither satisfied or dissatisfied, whilst others responding in this way said they would want to wait and see what will be done following the consultation before deciding whether they are satisfied with it.

There was a small minority of respondents who were either slightly dissatisfied or very dissatisfied with the consultation. Responses from those dissatisfied included complaints about a lack of publicity of the consultation, that the wording of the questions were too long and that the aims of the survey did not go far enough and the questions were too limited.

How would you rate your satisfaction with using this platform (Citizen Space) to respond to this consultation?

Answer	No. of respondents	% of respondents
Very Satisfied	655	48
Slightly Satisfied	320	24
Neither Satisfied nor Dissatisfied	243	18
Slightly Dissatisfied	30	2
Very Dissatisfied	70	5
No answer	41	3
Total	1,359	100

Almost all respondents provided an answer to this question. Of those not answering the question, one response said that whilst the platform was easy to use they would like to have seen all the questions shown upfront at the start.

Just over three quarters of respondents said they were either very satisfied or slightly satisfied with their experience of using Citizen Space to respond to the consultation. Respondents saying they were very satisfied focus strongly on Citizen Space being easy to use and navigate and that it was user-friendly. Those who were slightly satisfied felt that using the Citizen Space platform was fine although it was a bit slow or was difficult to complete was accessing it on a mobile phone.

The response speed was also highlighted among responses from users who were neither satisfied nor dissatisfied. Other responses included a feeling that it was set up in a way which leaned towards people providing positive answers. However, even in this category, nobody reported a negative experience of using the platform.

As with the previous question on satisfaction on the survey itself, a small number of respondents reported that they were either slightly dissatisfied or very dissatisfied with the Citizen Space platform. Those responding they were very dissatisfied may have selected this option in error, as the comments actually noted Citizen Space's ease of use.

Only one comment did appear to express dissatisfaction, which said they hoped the consultation had been made available to the wider public through other media. Of those responses saying they were slightly dissatisfied, the time taken to complete the questions or the generic nature of the questions although the latter response would have been more suited to the first question on the survey itself.

The following organisations consented for their responses to this consultation to be published with their name:

Action on Salt
Action on Sugar
Barkes
British Association for the Study of Community Dentistry
British Dietetic Association
Children in Scotland
Childsmile National Executive
CONNECT
Edinburgh Community Food
Ella Drinks Ltd.
Fife Council
Food Lore CIC
Go Vegan Scotland
Moray Council
Natural Hydration Council
NHS Dumfries and Galloway Directorate of Public Health
NHS Fife Health Promotion Service and Nutrition and Clinical Dietetics Department
North Ayrshire Council
Orkney Islands Council
People for the Ethical Treatment of Animals
Plant Based Health Professionals UK
Royal College of Paediatrics and Child Health
Royal Highland Education Trust
Scotland Excel
Seeds for the Soul Ltd.
Shetland Islands Council, Children's Services Department
Tayside Nutrition MCN
The Faculty of Dental Surgery of the Royal College of Physicians and Surgeons of Glasgow
The National Parent Forum of Scotland
The Public Health Collaboration
The Scottish Cancer Prevention Network
Wee Isle Dairy Ltd.



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ARGYLL AND BUTE COUNCIL
EDUCATION

COMMUNITY SERVICES COMMITTEE
10 DECEMBER 2019

EDUCATION PERFORMANCE REPORT FQ2 2019/20

1.0 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 Education's Performance Report and Scorecard for FQ2 2019-20 (July - September).
- 1.2 It is recommended that the Community Services Committee reviews the Performance Report and Scorecard as presented.

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

EDUCATION

10 DECEMBER 2019

EDUCATION PERFORMANCE REPORT FQ2 2019/20

2.0 INTRODUCTION

2.1 The 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 Education's Performance Report and associated Scorecard for FQ2 2019-20 (July - September).

3.0 RECOMMENDATIONS

3.1 It is recommended that the Community Services Committee reviews the Performance Report and Scorecard as presented.

4.0 DETAIL

4.1 The Performance Scorecard was extracted from the Council's Pyramid performance management system. It comprises of key success measures extracted from the Education Service.

5.0 IMPLICATIONS

5.1 Policy – None

5.2 Financial – None

5.3 Legal – The Council has a duty to deliver best value under the Local Government Scotland Act 2003

5.4 HR – None

5.5 Fairer Scotland Duty – None

5.5.1 Equalities – 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

5.7 Customer – None

Douglas Hendry, Executive Director with responsibility for Education

Councillor Yvonne McNeilly, Policy Lead for Education

For further information contact:

Morag Brown, Business Improvement Manager

morag.brown@argyll-bute.gov.uk / 01546 604199

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SUMMARY OF PERFORMANCE - No. of Success Measures: 38

Green 33
Red 2
No Data 3

Delivering Our Outcomes

Corporate Outcome 3 - Children and young people have the best possible start

BO106 Our looked after young people are supported by effective corporate parenting

1. At the Scottish Learning Festival in Glasgow on the 25-26 September our Principal Teacher (PT) - Looked After Children presented information on her role and the support and challenge provided to schools, around the formal and informal exclusion of looked after children with positive outcomes. This work was favorably received and attracted a great deal of interest.

BO107 The support and lifestyle needs of our children, young people and their families are met

1. Phasing in of 1140 hours of Early Learning and Childcare (ELC) by 2020 is on track. 37 services out of 61 have now phased in and are delivering 1140 hours ELC. This includes 2 new settings (1 in Cardross and 1 in Campbeltown). These 37 services offer a total of 774 spaces for ELC. 100% of settings in Helensburgh and Lomond, Bute, Mid Argyll, Kintyre and Islay are now delivering 1140 hours.
2. On Friday 13 September at the national sharing of practice event in Edinburgh hosted by the Scottish Governments Early Learning and Childcare Directorate two Argyll and Bute Education Officers led a workshop “Building Leadership At All Levels” which showcased the good work in Argyll and Bute.
3. The Northern Alliance Early Years workstream is providing a platform for sharing of expertise and developing good practice across the 8 local authorities. This workstream is led by an Argyll and Bute Education Officer who is seconded 3 days a week to Northern Alliance. This work is being noted as leading practice for the Northern Alliance and is impacting on national best practice.
4. The Educational Psychology Service has been central to successfully securing Argyll and Bute as one of three national delivery trials for the Scottish Psychological Trauma Training Plan. The purpose of the delivery trial within Argyll and Bute is to develop a trauma informed workforce across managers, practitioners and carers, leading to changes to practice that improve outcomes for children and young people while also building trauma aware workplaces. Over this period the Educational Psychology Service has met with third sector providers, liaised with Scottish Government to detail our local proposal as well as working with the steering group to plan a range of presentations to managers and senior leaders including a launch conference in December 2019.
5. At Community Services Committee in September members approved the revised anti bullying policy and the continued commitment of the Education Service to build capacity, resilience and skills in children and young people and to prevent and deal with bullying in all of our schools.

Corporate Outcome 4 - Education, skills and training maximise opportunities for all

BO108 All our children and young people are supported to realise their potential

1. The SQA examination results for pupils in academic year 2018/19 were: National 4 results are above the national outcome by 11.50%. National 5 results are above the national outcome by 1.2% in 2019.

2. The Head Teachers meeting on the 10 September focused on self-evaluation in relation to learning and teaching. All Head Teachers were introduced to updated tracking and monitoring processes to improve outcomes for children and young people.
3. On 24 September a workshop was carried out for Head Teachers in relation to self-evaluation of quality indicators used in the Education Scotland inspection process. This workshop provided support and challenge to all schools in reviewing learning and teaching.
4. A targeted programme of support to schools which the service anticipate will be due for an inspection in the near future has been implemented. This will support HTs to lead self-evaluation activities with their staff.
5. On 19 September Early Years Education Officers carried out Three Assets training with Early Years staff to provide improvements within the curriculum outcomes. Three Assets training focuses on our best assets, outdoors, partnership and culture and is a resource that supports schools or nurseries through developing the curriculum.
6. The Helensburgh and Lomond cluster (11 primary schools and one secondary) planned and implemented their collegiate moderation work in Literacy and Numeracy. This coherent collaborative Moderation approach will underpin the future moderation model in the authority leading to shared standards and improved confidence in teacher professional judgement.

Getting it right

BO116 We engage and work with our customers, staff and partners

1. We participated in a review of our Learning Estates and have worked with the Northern Alliance Sustaining Education workstream lead on 3 September to begin to develop our learning estates strategy to support 21st century learning in Argyll and Bute. The Scottish Government have published guidance in September and this provides a framework for our own strategy linked to national priorities.
2. On 11-12 September there was a 2 day leadership seminar providing support for Head Teachers, Depute Head Teachers and Principal Teachers leading the learning and teaching in schools. Input at these sessions was from external consultants, Northern Alliance leadership workstream and Scottish College of Educational Leadership and UHI. These sessions all evaluated very positively and the two day event was very successful.
3. Following the restructure of Community Learning and a mapping exercise with partners and learners the key service priorities were identified as - Employability, Health and Wellbeing, Learner Voice, Accredited Learning, Digital Skills, Family Learning and Financial Literacy.

BO117 We encourage creativity and innovation to ensure our workforce is fit for the future

1. To support the shared headship of Castlehill, Drumlemble and Carradale Primary Schools we have recruited a new Depute Head Teacher for the cluster of 3 schools to provide leadership and continuity within curriculum development.
2. We have 21 primary probation teachers and 5 secondary probation teachers in post for session 2019/20. On 19 and 20 September we held the first of 4 seminars and our probationers were welcomed to Argyll and Bute by the Chief Executive. They had an induction on education and teaching in a rural authority highlighting the challenges and opportunities for their development as effective teachers by the Chief Education Officer.
3. To ensure succession planning in Early Learning and Childcare we have recruited 12 modern apprentices (including 2 Gaelic Medium) and 2 graduate apprentices. We also have 42 young people across 6 of our secondary schools enrolled in a Foundation Apprenticeship in Early Learning and Child Care.

Our Challenges

Current Short-term Operational Challenges *[Include Service id]*

1. This quarter has seen operational challenges in staffing, with shortages and long term absences in the central team. We are continuing to meet these challenges through short term contracts. Long term absences are also being monitored and appropriate actions being addressed.
2. The phasing in of 1140 hours of Early Learning and Childcare is on track. The proposed projects to be implemented in Campbeltown, Oban and Salen are more complex. Oban provision requires to be increased through the creation of a new setting and repurposing of the Willowview office building in Oban. Salen requires the refurbishment and extending of the school to create separate English and Gaelic medium settings.
3. The recruitment to the new structure of Community Learning and Development has concluded and staff are getting used to new roles and responsibilities. There will need to be significant capacity building to ensure that the he service can best support their priorities of Employability, Health and Wellbeing, Learner Voice, Accredited Learning, Digital Skills, Family Learning and Financial Literacy. Plans, resources and training are in place to support this.

Current Key Challenges and Actions to address the Challenges

Key Challenges and Actions to address the Challenges

Business Outcome 108 All our children and young people are supported to realise their potential

1. Challenge - Ensure that there is access to a wide and progressive curriculum which meets the needs of all of our young people providing appropriate learning pathways to support the economic development of Argyll and Bute across all of our schools. The SQA examination results for pupils in academic year 2018/19 were: Higher results are below the national outcome by -1.6% in 2019. There is a national dip in the 2019 higher results.

Advanced Higher results are below the national outcome by -3.7% in 2019.

Action Detail –

Scrutiny meetings with HTs

1. Each of our secondary schools has successfully constructed their timetable for 2019/20 academic year. Both in terms of the curriculum on offer and the recruitment of staff to deliver.
2. Scrutiny meetings have taken place with all of our Secondary Head Teachers and the two Heads of Education and the Executive Director.
3. To ensure a progressive learning journey for all pupils in secondary school, work is being undertaken with secondary Head Teachers to audit current practice and to review the learner journey in secondary schools.
4. Assessment and moderation strategies are being put in place across all schools to provide a more rigorous approach to assessment and moderation including a greater use of data.
5. Review current models of curriculum paths in primary schools.

Carried Forward From Previous Quarter: Y/N
Yes

Action Milestone Dates:
June 2020

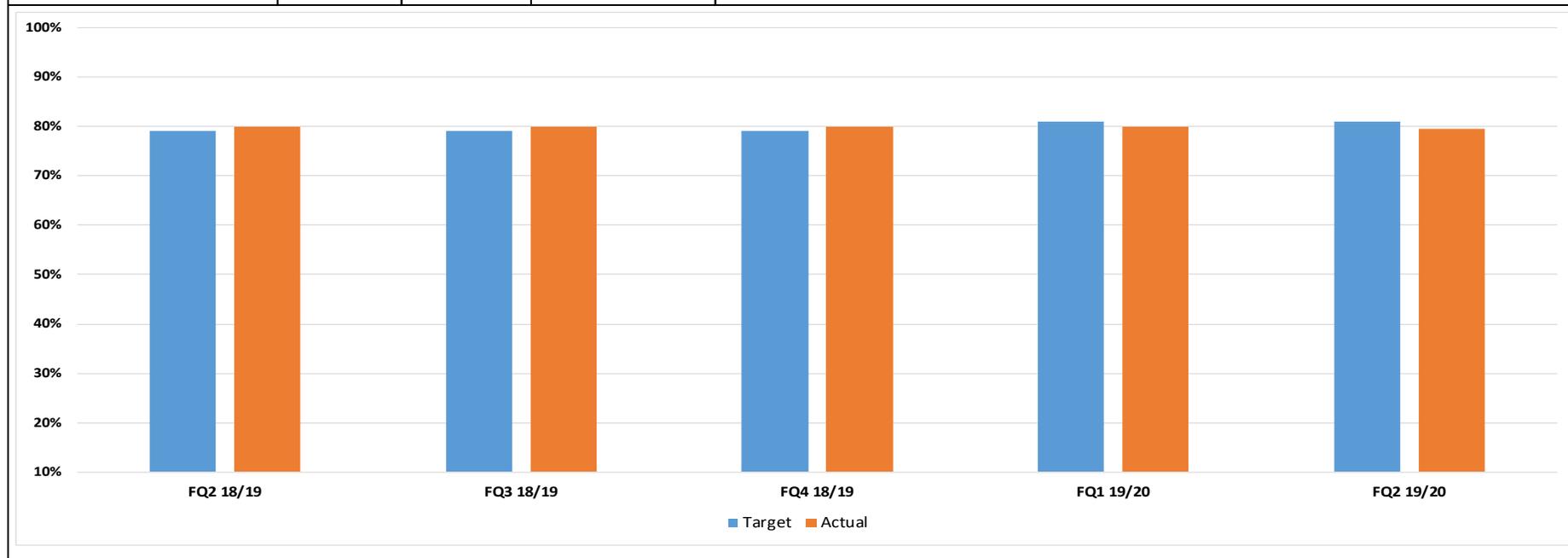
Responsible Person:
Louise Connor

Key Challenges and Actions to address the Challenges		
Business Outcome 108 All our children and young people are supported to realise their potential		
2. Challenge - To increase the availability and uptake of foundation apprenticeships to support the workforce aspirations in Argyll and Bute's proposed Rural Deal.		
Action Detail -		
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.		
b) We have 42 young people across 6 of our secondary schools enrolled in a Foundation Apprenticeship in Early Learning and Child Care and it is our aspiration to grow this substantially.		
Carried Forward From Previous Quarter: Y/N Yes	Action Milestone Dates: June 2020	Responsible Person: Anne Paterson
Key Challenges and Actions to address the Challenges		
Business Outcome 117 We encourage creativity and innovation to ensure our workforce is fit for the future		
3. Challenge - There continues to be challenges in securing teachers to teach science, technology, engineering and mathematics (STEM) subjects in our schools, which are being creatively tackled through the virtual schools project.		
Action Detail -		
a) Secondary schools have been utilising the e-Sgoil (virtual learning) to support curriculum delivery.		
b) Each of our primary clusters has nominated a teacher to promote STEM activities within the curriculum for each area. Training has been delivered to support and promote this national development.		
Carried Forward From Previous Quarter: Y/N Yes	Action Milestone Dates: June 2020	Responsible Person: Louise Connor
Key Challenges and Actions to address the Challenges		
Business Outcome 117 We encourage creativity and innovation to ensure our workforce is fit for the future		
4. Challenge – We will be reviewing the guidance on Devolved School Management (DSM) including any potential changes following the publication of new national guidance issued by the Scottish Government		
Action Detail -		
a) We have set up a working group to consider the impact of the potential changes and a report will be prepared for Community Services Committee.		
b) A report for discussion will be presented to Joint Services Committee (Trade Unions) and the Local Negotiating Committee for Teachers.		

Carried Forward From Previous Quarter: Y/N Yes		Action Milestone Dates: August 2020		Responsible Person: Louise Connor	
Key Challenges and Actions to address the Challenges					
Business Outcome 108 All our children and young people are supported to realise their potential					
5. Challenge – Future proofing the school estate and provision of education to all children and young people					
Action Detail –					
a) We are developing a Learning Estates Strategy and associated plans.					
b) Introduce high quality improved outdoor learning.					
c) Increasing accessibility to digital technologies to improve curricular access for children and young people across the authority and especially those in more rural areas.					
Carried Forward From Previous Quarter: Y/N Yes		Action Milestone Dates: June 2020		Responsible Person: Anne Paterson / Louise Connor	
Key Challenges Resolved In Previous Quarter					
All challenges have continued from the previous quarter.					
Our Off-Track Performance Indicators					
INDICATOR REF EDU107-09 Support the increase in uptake of available Grants, Allowances and Entitlements					
TREND	TARGET FQ2 19/20	ACTUAL FQ2 19/20	OWNER	COMMENTARY	
↓	10% increase from the 2017/18 baseline figures	Education Maintenance Allowance 224 against target 268 Free School Meals 869 against target 920	Susan Tyre	During the first 2 quarters of the year work has taken place with Revenue and Benefits to auto-enrol Free School Meals and Clothing Grants to those pupils entitled to them. This is work in progress and the main uptake will be reflected in Qtr3	

Indicator Ref : EDU108_02 [ED108_02]-Continue to improve outcomes in performance within national qualifications at SCQF 5 (Natio (Authority Data))

Trend	FQ2 19/20 Target	FQ2 19/20 Actual	Owner	Commentary
⇓	81%	79.43%	Simon Easton	There has been a small decrease in pass rates from 2017/18. However the Argyll and Bute results are 1.2% above the national average for Nat 5s.



Education Scorecard 2019-22

Scorecard owned by: **Anne Paterson**

FQ2 19/20

[Click here for Full Outcomes](#)

School Support Team Scorecard

Opportunities For All Team Scorecard

Quality Improvement Team Scorecard

Psychological Services Team Scorecard

Early Years Team Scorecard

Adult Learning and Community Development

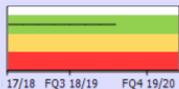
[Click here for Community Services Scorecard](#)

BO106: Our Looked After Young People Are Supported By Effective Corporate Parenting [EDU]

Success Measures

C

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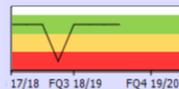


BO109: All Our Adults Are Supported To Realise Their Potential [EDU]

Success Measures

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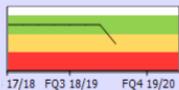


BO107: The Support And Lifestyle Needs Of Our Children, Young People And Their Families Are Met [EDU]

Success Measures

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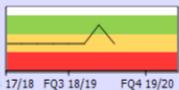


BO116: We Engage And Work With Our Customers, Staff And Partners [EDU]

Success Measures

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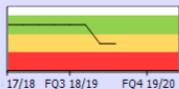


BO108: All Our Children And Young People Are Supported To Realise Their Potential [EDU]

Success Measures

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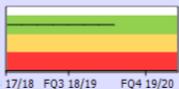


BO117: We Encourage Creativity And Innovation To Ensure Our Workforce Is Fit For The Future [EDU]

Success Measures

C

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Management Information

RESOURCES

People	Benchmark	Target	Actual	Status	Trend
Sickness absence [LGE]		2.1 Days	1.6 Days	C	↑
Sickness absence [teachers]		1.5 Days	1.5 Days	R	↑
PRD's ED		90 %	67 %	R	↓

Financial

	Budget	Forecast	Status	Trend
Finance Revenue totals ED				
Capital forecasts - current year ED				
Capital forecasts - total project ED				

The Financial information for FQ2 2019/20 will be available here shortly.

IMPROVEMENT

	Total No	Off track	On track	Complete	Status	Trend
EDU Service Improvements 2017-20	10	0	5	5	A	→
Education Audit Recommendations	3	12	0	0	R	→

Health & Safety	Overdue	Rescheduled	Actions in Plan	Complete
Service H&S Plan Actions	0	0	10	2
H&S Investigation Actions				

Customer Service ED	Customer satisfaction
Customer Charter	Stage 1 Complaints R
Number of consultations	1 Stage 2 Complaints C

Education Scorecard 2019-22

Scorecard owned by: **Anne Paterson** FQ2 19/20

[Click here for Full Scorecard](#)

[Click here for Business Outcome 108](#)

BO106: Our Looked After Young People Are Supported By Effective Corporate Parenting [EDU]

Success Measure **C** →

EDU106_01 [ED106_01]-Provide a Looked After Children annual performance report to the Corporate Parenting Board	Actual	On track	C
	Target	On track	→
	Benchmark	On track	

EDU106_02 [ED106_02]-Increase positive destinations for looked after children in Argyll and Bute	Actual	89.3 %	C
	Target	79.0 %	↑
	Benchmark		

BO109: All Our Adults Are Supported To Realise Their Potential [EDU]

Success Measure **C** →

EDU109_01 [ED109_01]-Increase the number of adults engaging with Community Based Adult Learning	Actual	0	C
	Target	0	→
	Benchmark	0	

EDU109_02 [ED109_02]-Increase the number of externally accredited learning outcome options available to adults	Actual	0	C
	Target	0	→
	Benchmark	28	

EDU109_03 [ED109_03]-Increase the number of adults receiving dedicated literacy and numeracy support	Actual	0	C
	Target	0	→
	Benchmark	0	

BO116: We Engage And Work With Our Customers, Staff And Partners [EDU]

Success Measure **A** ↓

EDU116_01 [ED116_01]-Work towards the completion of CS Excellence Standard	Actual	On track to revised plan	C
	Target	Complete	↓
	Benchmark	On track to revised plan	

EDU116_02 [ED116_02]-Undertake a minimum of 3 surveys with pupils, staff and parents on the quality of education	Actual	On track	C
	Target	Complete	→
	Benchmark	On track	

EDU116_03 [ED116_03]-Customer Service Strategy	Actual	On track	C
	Target	On track	→
	Benchmark	On track	

BO117: We Encourage Creativity And Innovation To Ensure Our Workforce Is Fit For The Future [EDU]

Success Measure **C** →

EDU117_01 [ED117_01]-Continue to expend the leadership programme to support growing our own leaders	Actual	On track	C
	Target	Complete	→
	Benchmark	On track	

EDU117_02 [ED117_02]-Support probationer teachers working within Argyll & Bute	Actual	Complete	C
	Target	Complete	→
	Benchmark	Complete	

BO107: The Support And Lifestyle Needs Of Our Children, Young People And Their Families Are Met [EDU]

Success Measure **A** ↓

EDU107_01 [ED107_01]-Improve our parental engagement in line with new Parental Engagement Strategy	Actual	On track	C
	Target	On track	→
	Benchmark	On track	

EDU107_02 [ED107_02]-Phasing in 1140 hours of Early Learning and Childcare (ELC) by 2020	Actual	Green	C
	Target	Green	→
	Benchmark	Green	

EDU107_03 [ED107_03]-To support and review the implementation of the wellbeing application in schools	Actual	On track	C
	Target	On track	→
	Benchmark	On track	

EDU107_04 [ED107_04]-Develop and evaluate the use of guidance for partner agencies to enhance collaborative working with the Education Psychology Service	Actual	Complete	C
	Target	On track	→
	Benchmark	Complete	

EDU107_05 [ED107_05]-Production and roll out of an Education Service mental health and wellbeing strategy	Actual	Complete	C
	Target	On track	→
	Benchmark	Complete	

EDU107_06 [ED107_06]-Appropriate flexible learning plans and agreements are in place for secondary school pupils who are following this learning pathway	Actual	Complete	C
	Target	On track	→
	Benchmark	Complete	

EDU107_07 [ED107_07]-Review community learning delivery model	Actual	On track	C
	Target	On track	→
	Benchmark	On track	

EDU107_08 [ED107_08]-All Early Learning Centres and Primary schools that use PATHS have the appropriate tools and support for effective implementation	Actual	Complete	C
	Target	On track	→
	Benchmark	Complete	

EDU107_09 [ED107_09]-Support the increase in uptake of available Grants, Allowances and Entitlements	Actual	Red	R
	Target	Red	↓
	Benchmark	Red	

EDU107_10 [ED107_10]-Develop additional support needs training calendar for teachers and support staff	Actual	Complete	C
	Target	Complete	↑
	Benchmark	Complete	

EDU107_11 [ED107_11]-Early level and childcare learners spend 50% of their funded time outdoors	Actual	60	C
	Target	50	↓
	Benchmark	60	

EDU107_12 [ED107_12]-Organise and host a training and moderation session for Gaelic Medium teaching staff	Actual	On track	C
	Target	On track	→
	Benchmark	On track	

EDU107_13 [ED107_13]-All Gaelic Medium primary school provision will have a rigorous system of assessment, track	Actual	On track	C
	Target	On track	→
	Benchmark	On track	

EDU107_14 [ED107_14]-Educational Psychology Improvement Plan	Actual	On track	C
	Target	Complete	→
	Benchmark	On track	

Education Scorecard 2019-22

Scorecard owned by: **Anne Paterson**

FQ2 19/20

[Click here for Full Scorecard](#)

[Click here for Outcomes](#)

BO108: All Our Children And Young People Are Supported To Realise Their Potential [EDU]

Success Measure **A** →

EDU108_01 [ED108_01]-Undertake an annual audit of curriculum models across all secondary establishments with follow up support and challenge as required.

Actual	Complete	
Target	Complete	
Benchmark	Complete	

EDU108_02 [ED108_02]-Continue to improve outcomes in performance within national qualifications at SCQF 5 [National 5]

Actual	79.43 %	
Target	81.00 %	
Benchmark		

EDU108_03 [ED108_03]-Children achieve their appropriate developmental milestones by Primary 1

Actual	78	
Target	70	
Benchmark		

EDU108_04 [ED108_04]-Children and young people reach their potential for their age and ability as per Scottish Government

Actual	0	
Target	0	
Benchmark		

EDU108_05 [ED108_05]-Support and promote the uptake of non assessed SQA awards

Actual	0	
Target	0	
Benchmark	0	

EDU108_06 [ED108_06]-Maintain the percentage of school leavers attaining vocational qualifications at SCQF level

Actual	29.50 %	
Target	28.00 %	
Benchmark		

EDU108_07 [ED108_07]- Support/promote the uptake of wider achievement outcomes for your people as part of their curriculum package including Duke of Edinburgh, Dynamic Youth Awards, Youth Achievement.

Actual	92	
Target	90	
Benchmark		

EDU108_08 [ED108_08]-Produce annual plan which sets out achievement of strategic priorities set out in the National Improvement Framework (NIF).

Actual	Complete	
Target	On track	
Benchmark	Complete	

EDU108_09 [ED108_09]-All schools engage in training to improve reliability of teacher professional judgements in line with national expectations in order to raise attainment.

Actual	100.00 %	
Target	100.00 %	
Benchmark		

EDU108_10 [ED108_10]-Hold authority wide capacity building opportunities for young people to encourage involvement

Actual	Complete	
Target	Complete	
Benchmark		

EDU108_11 [ED108_11]-All establishments have a minimum of one community/business partner

Actual	Complete	
Target	Complete	
Benchmark	Complete	

EDU108_12 [ED108_12]-Develop and implement a nurture strategy for Argyll and Bute with an associated sustainable

Actual	On track	
Target	On track	
Benchmark	On track	

EDU108_13 [ED108_13]-Continue to train and support primary pupils to become digital leaders

Actual	On track	
Target	On track	
Benchmark	On track	

EDU108_15 [ED108_15]-Literacy & Numeracy Action Plans

Actual	Complete	
Target	On track	
Benchmark	Complete	

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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 activity has focused on the priority routes; A82, A83 and A85 and included visible patrols, static road checks and increased driver engagement.



Compared to Qtr 2 last year, fatal road collisions increased from 4 to 5. Whilst serious injuries also increased from 30 to 49, there has been a significant reduction in slight injuries from 86 to 56 with the total number of casualties reducing from 121 to 111.



The number of road traffic offences recorded has increased by 8.7% compared to Qtr 2 last year. Most types of RT offences have seen an increase including dangerous driving which has increased from 34 to 60 and speeding from 503 to 538 compared to the same period last year. This increase is, in the main, as a result of proactive policing of the road network.

Violence & Antisocial Behaviour

Figures recorded as at 30 September 2019 show a slight increase in Grp 1 violent crime within Argyll & Bute. Whilst the number of serious assaults recorded have reduced from 23 to 7, this has been offset by the implementation of the new Domestic Abuse legislation. To date 10 domestic abuse crimes have been recorded.

Approx. 58% of all crimes of violence occurred in a private space and in the majority the victim knew the offender.



442 stop searches have been carried out YTD of which 130 have had a positive result

Complaints relating to disorder increased by 7.6% during Qtr 2 which equates to 111 more incidents being recorded. Overall ASB crimes recorded an increase of 196 crimes. Common assaults had a marginal increase of 3.4% with 12 more assaults being recorded. 41% of these occurred in a private space and one third were domestic related.

The detection rate for violent crime overall has reduced slightly by 4.4% but is currently high at 80.4%. The detection rate for serious assaults remains unchanged at 100%. The detection rate for common assault has also improved slightly from 74.4% to 76.3%.

Public Protection

At the end of Qtr 2 Group 2 sexual crimes show a marginal reduction of 4% compared to last year which equates to 4 fewer crimes being recorded. This is largely due to a reduction in indecent assaults which have fallen from 47 crimes to 34. Approx. 38% of these crimes were non-recent reports.

68% of sexual crimes occurred in a private space, mainly residential dwelling homes



74% of all sexual crimes were committed by persons known to the victim

The detection rate for all Group 2 sexual crimes has reduced from 60.4% to 44.3% which equates to 19 fewer crimes being detected. The detection rate for rape crime also remains below last year's figure at 20% compared to 52.6%, however only 2 fewer crimes have been detected. Detection rates continue to be impacted by high levels of non-recent reporting and the complexity of these crimes.



During Qtr 2 there were 59 missing person reports recorded within Argyll & Bute which equates to 19 reports per month. Of the 59 missing persons reports made 30 related to 5 repeat missing persons.

The number incidents where Adult / Child Concerns have been raised has increased by 8% (+102). Adult concerns (inc. Domestic Abuse) and concerns relating to youth offending have continued to increase.

Compared to Qtr 2 last year the total number of domestic abuse crimes and incidents recorded across Argyll and Bute have marginally increased. Domestic abuse incidents increased by 8.6% from 326 to 354 and crimes have increased by 16.2% from 235 to 273.

At the end of Qtr 2, User Satisfaction results show that In Argyll & West Dunbartonshire public confidence levels remain high at 77.8%. Furthermore, figures also indicate 79.6% of persons were satisfied with how police dealt with their incident.

Argyll & Bute

Local Policing Plan (2017 – 2020) Quarterly Report (Qtr 2 – 2019/20)

Major Crime & Terrorism



Across Argyll & West Dunbartonshire 19 persons linked to serious and organised crime have been arrested and £881,111 seized under POCA

Detections for drugs supply have increased YTD with 32 recorded at the end of Qtr 2 compared to 20 last year. Drug possession charges have also increased slightly with 203 last year to 217 recorded Qtr 2 this year.

At the end of Qtr 2 there were 3 potential drugs related deaths recorded in A&B compared to 4 the previous year. All victims were male aged 38 – 47. To date 2 of these deaths have been confirmed, further toxicology results are awaited.



In total 25 cyber-enabled crimes have been recorded within Argyll & Bute YTD. Nine related to online fraud, 10 to threatening messages sent via Social Media and 6 to indecent images. In 10 of the 25 crimes the victim knew the offender. To date 10 crimes have been detected.

Acquisitive Crime



Vehicle crime increased 20.6% which equates to 6 more



Housebreakings decreased by 34.2%

As at 30 September, the total number of acquisitive crimes recorded in A&B was 10% higher than last year. Housebreaking crimes have reduced by 34% from 79 to 52, largely due to a reduction in crimes to commercial premises and garages/ garden sheds. Most other types of acquisitive crime have seen marginal change however crimes relating to fraud have increased from 27 to 53. Vehicle crimes increased by six from 84 to 90.



The number of bogus crimes in A&B are relatively unchanged from the same period last year with 10 crimes compared to 9. Six crimes related to social engineering fraud, 3 to bogus workmen and 1 to distraction theft

<p>PROTECTING VULNERABLE PEOPLE</p>	<p>THREATS TO PUBLIC SAFETY AND WELLBEING ARE RESOLVED BY A RESPONSIVE POLICE SERVICE</p>	<p>INTRODUCTION OF ROADSIDE DRUG DRIVING TESTS A major legislation change came into effect on 21 October 2019 with the introduction of roadside drug driving tests. While Section 4 of the Road Traffic Act 1988 concerns a person's fitness to drive, the new Section 5A legislation creates a specified limits offence. The new regulations specify 17 drugs, some illegal, some medicinal, each with a specified limit. Illegal drugs have limits set very close to zero. A driver who exceeds those limits, regardless of their fitness to drive, commits a Section 5A offence. Roadside screening tests will be carried out using one of two Home Office approved devices which are used to test suspect's saliva. Three individuals have been arrested so far after failing roadside tests.</p> <p>TARGETING SERIOUS & ORGANISED CRIME As a consequence of intelligence-led pro-active policing within Argyll & Bute, there have been a significant volume of drugs recovered since the beginning of August 2019. This includes a high value cannabis cultivation discovered in the Helensburgh area, and the recovery of quantities of heroin, cocaine and ecstasy. The value of these seizures is in excess of £95,000. In addition there has also been a number of cash recoveries totalling around £16,000.</p>
	<p>THE NEEDS OF LOCAL COMMUNITIES ARE ADDRESSED THROUGH EFFECTIVE SERVICE DELIVERY</p>	<p>POLICE SCOTLAND YOUTH VOLUNTEERS The group have assisted the Garelochhead Station Trust which is a trust assisting veterans in the area. They have attended public events including the recent Royal visit to Helensburgh and the opening of the refurbished Royal Navy Drumfork Centre. The group carried out a 'safer steps' environmental survey and reported back to the local authority the areas of pavements etc. that were in disrepair and could cause issue for elderly residents.</p> <p>OPERATION IRONWORKS Operation Ironworks involved increased patrols within The National Park to police the large increase in visitor foot-fall. Since the end of Operation Ironworks the National Park seconded police officer has been utilised within A&B to assist with policing the A82 arterial route ensuring road traffic legislation is being adhered to. This will continue into the winter months.</p>
<p>WORKING WITH COMMUNITIES</p>	<p>PUBLIC AND COMMUNITIES ARE ENGAGED, INVOLVED AND HAVE CONFIDENCE IN POLICING</p>	<p>ARGYLL AND BUTE EVENTS SAFETY COMMITTEE Through working in partnership with Argyll and Bute Events Safety Committee on events such as the Tìree Music Festival, the Mull Rally and two All Under One Banner parades. As a result of this partnership Police Scotland and the A&B Events Safety Committee were able to ensure community safety throughout each of these events and contribute to their success.</p> <p>ENHANCING PUBLIC CONTACT CHANNELS A Police Surgery was introduced at the Tarbert Library throughout the summer, allowing the local community to approach officers and ask questions and raise issues that they may have. Given the success and positive feedback from the local community, further surgeries will be rolled out to other remote locations.</p>
<p>TACKLING CYBER RELATED CRIME</p>	<p>OUR PEOPLE ARE SUPPORTED THROUGH A POSITIVE WORKING ENVIRONMENT ENABLING THEM TO SERVE THE PUBLIC</p>	<p>SCOTTISH WOMEN'S DEVELOPMENT FORUM AWARDS The Scottish Women's Development Forum (SWDF) are a Police Scotland diversity staff association which promotes equality and diversity within policing. The SWDF recently held their annual awards, and two personnel who work in Argyll and Bute were recognised. The first was Mull Community Police officer PC Clare Chalmers who won the Community Service award for her contribution to the community, and the second was Lochgilphead Productions Keeper, Amanda Sansom, who won the Police Staff Member of the Year award. Our staff regularly go above and beyond to deliver a high quality service to our communities in Argyll and Bute and it was fantastic to see two of our team recognised and celebrated at these national awards.</p> <p>POLICE OFFICER WELFARE AND WELLBEING SURVEY The Police Officer Welfare and Wellbeing Survey has recently been undertaken by academics from Carleton University and has made a considerable contribution to the understanding of the readiness of officers and staff for change. Police Scotland has committed to an organisational culture that supports and encourages employee physical and mental wellness. The survey is divided into five sections: demographics, work environment, work-life balance, physical and mental health; and coping and will be used to help better understand the current situation with respect to employee wellbeing (e.g., stress), predictors of wellbeing (e.g., workload) as well as employees' perceptions of environmental factors that might make a difference (e.g. organisational culture). The results from that survey have been published on the Police Scotland intranet and presented at the Divisional SMT away day for consideration and action.</p>
<p>SUPPORT FOR OPERATIONAL POLICING</p>	<p>POLICE SCOTLAND SUSTAINABLE, ADAPTABLE AND PREPARED FOR FUTURE CHALLENGES</p>	<p>CUSTODY AND PUBLIC COUNTER REMODELLING PROJECT Front counters and custody suites at four local police stations across Argyll and Bute will operate to revised hours from Monday 11 November. Rothesay, Campbeltown, Dunoon and Lochgilphead police stations will operate from 7am to 6pm, seven days a week. The revised hours are the result of a comprehensive review of Police Scotland's custody and front counter demand across Argyll and Bute. The review had a specific focus on the long-term trends over a seven year period and formed part of a wider custody remodelling project.</p> <p>The revised opening hours will ensure that officers spend more time in our communities, with an expected twenty thousand police officer hours per annum being released. The overall number of officers has not been reduced as a result of these changes. In fact, we have recruited three new full-time PCSO posts from within the local area.</p> <p>IMPLEMENTATION OF THE NEW CRASH SYSTEM The CRaSH system was implemented across the force on 3 July 2019. This enables a consistent national approach to recording road crashes ensuring we remain compliant with GDPR. The system enables the identification of problematic crash locations ensuring that the correct preventative measures can be put in place by Police Scotland and our partners. Moving forward this application will become available to officers through mobile working allowing officers to complete the relevant paperwork at the roadside.</p>



**Argyll & Bute Performance Report Q2 -
1st July 2019 - 30th September 2019**



SCOTTISH
FIRE AND RESCUE SERVICE
Working together for a safer Scotland

**Working together
for a safer Scotland**



Argyll & Bute Performance Report

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Local Fire and Rescue Service Plan Priorities

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

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

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

	Accidental Dwelling Fires	Accidental Dwelling Fire Casualties	Unintentional Injury and Harm	Deliberate Fire Setting	Non-Domestic Fire Safety	Unwanted Fire Alarm Signals
Cowal Ward	0	0	0	3	3	11
Dunoon Ward	4	0	1	2	0	9
Helensburgh and Lomond South Ward	1	0	4	3	0	12
Helensburgh Central Ward	3	0	1	6	0	17
Isle of Bute Ward	1	0	3	0	0	4
Kintyre and the Islands Ward	0	0	0	0	0	12
Lomond North Ward	0	0	5	1	0	9
Mid Argyll Ward	2	0	1	1	0	23
Oban North and Lorn Ward	2	0	5	0	0	13
Oban South and the Isles Ward	3	0	2	1	0	47
South Kintyre Ward	0	0	1	0	1	10
Total Incidents	16	0	23	17	4	167

Year on Year Change	● -36%	● -100%	● -38%	● -37%	● -67%	▲ -1%
3 Year Average Change	▲ -4%	● -67%	● -15%	◆ 19%	● -9%	◆ 1%
5 Year Average Change	● -7%	● -14%	▲ -2%	▲ -5%	● -17%	▲ -1%

About the statistics within this report

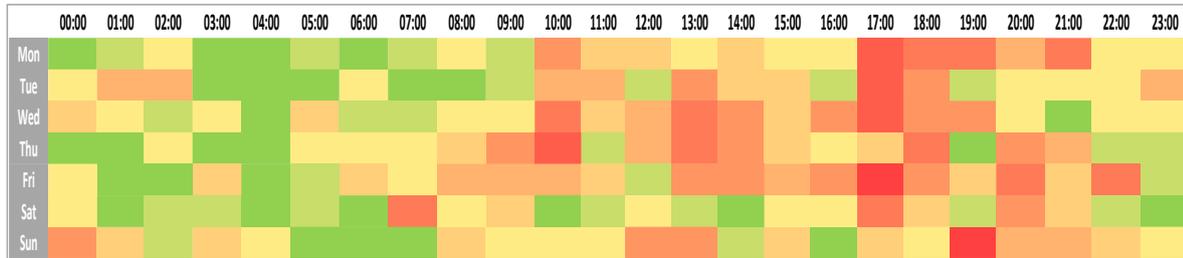
The activity totals and other statistics quoted within this report are published in the interests of transparency and openness. They are provisional in nature and subject to change as a result of ongoing quality assurance and review. Because all statistics quoted are provisional there may be a difference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

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

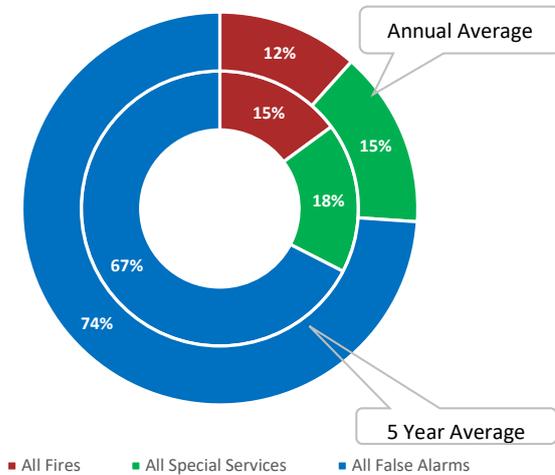
Argyll & Bute Activity Summary



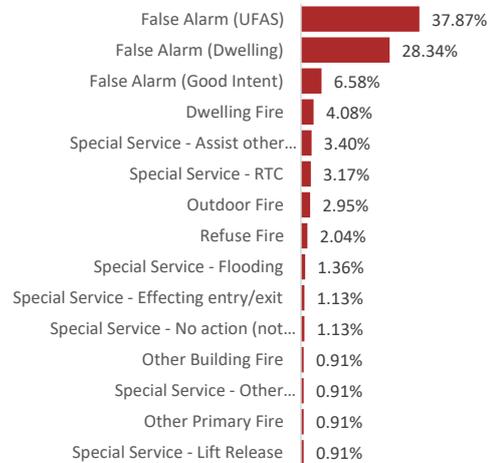
Activity by Time of Day



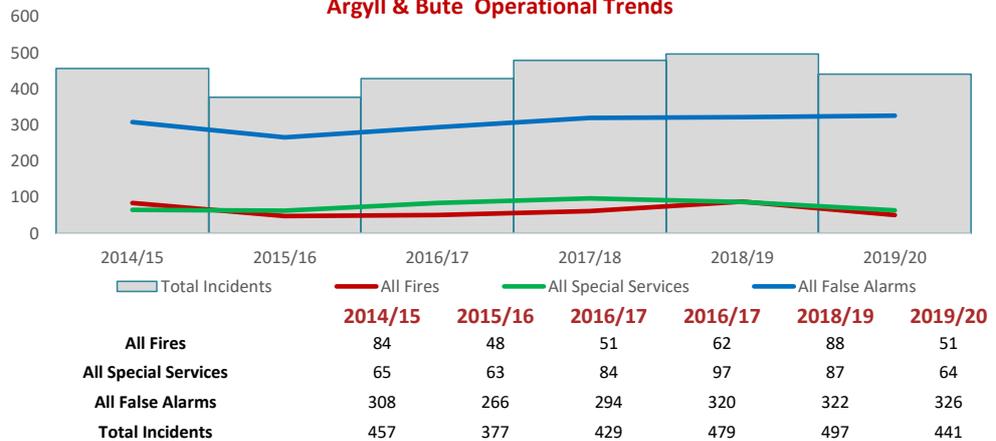
Incidents by Classification



Top 15 Incident Types by % of Total Incidents



Argyll & Bute Operational Trends



Contributory Factors

This quarter presents positive performance within Argyll and Bute against the same period last year, seeing an 11% drop in total incidents. There is a significant reduction in the number of Fire and Non-Fire Casualties which is encouraging, and our continued pro-active engagement, both in terms of Home Fire Safety Visits and working with young people in Schools / Community groups is attributable to this.

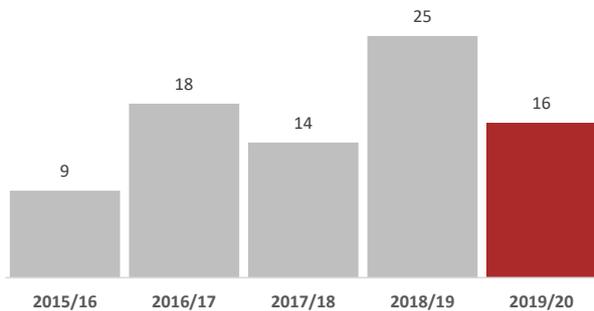
Domestic Safety - Accidental Dwelling Fires



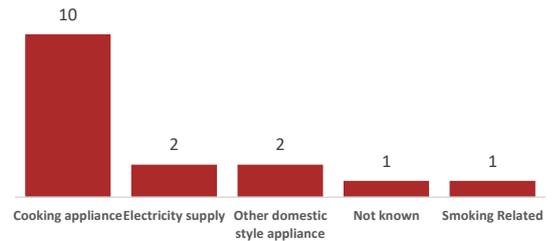
Performance Summary



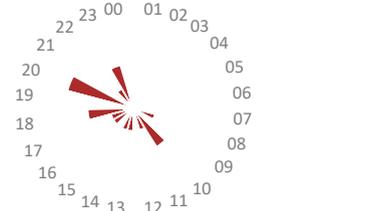
Accidental Dwelling Fires to Date



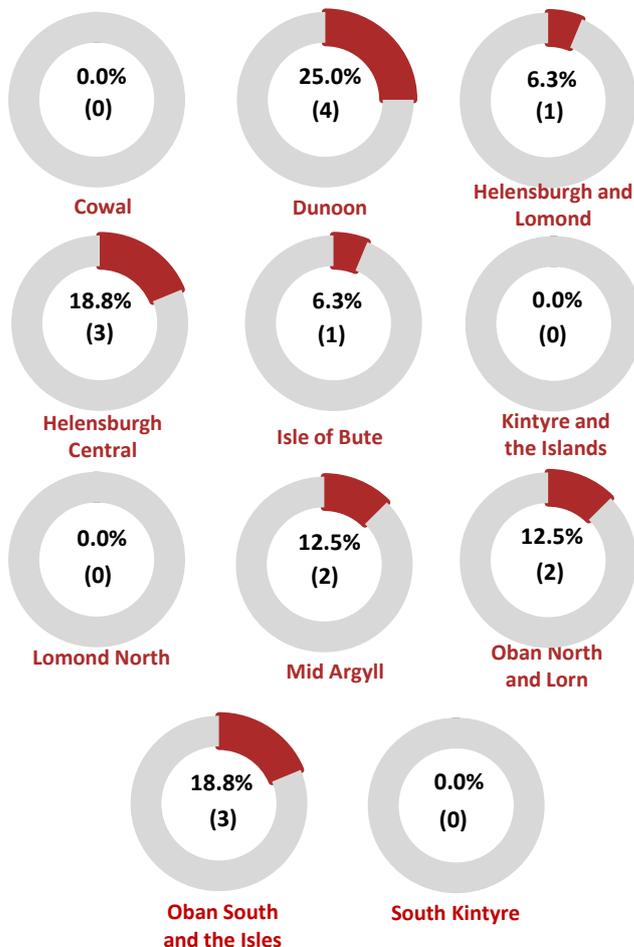
Main Source of Ignition



Accidental Dwelling Fires by Time of Day



Accidental Dwelling Fires Activity by Ward (% share)



Severity of Accidental Dwelling Fires



No Firefighting Action
50.0% (8)



Direct Firefighting
12.5% (2)



Heat/Smoke Damage Only
37.5% (6)



No fire Damage
75.0% (12)

Human Factors



Distraction
31.3% (5)



Alcohol/Drug Impairment
12.5% (2)

Automatic Detection & Actuation



Detection Present
87.5% (14)



Detection Actuated
64.3% (9)



Calls Made via Linked Alarms
18.8% (3)

Contributory Factors

The main source of ignition in the majority of accidental dwelling fires attended during this reporting period can be attributed to food being cooked and left unattended. Three quarters of those incidents resulted in no fire damage and it is worth highlighting detection was present at over 87% of incidents. We have completed 436 Home Fire Safety Visits in the quarter within Argyll and Bute and have fitted smoke detection in 435 of the households visited.

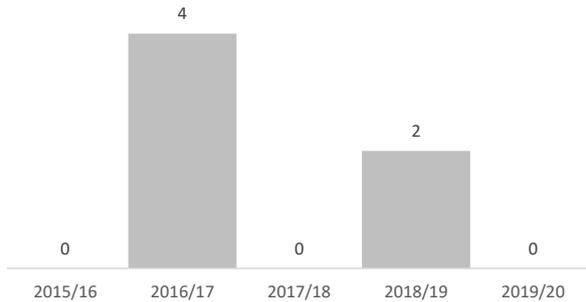
Domestic Safety - Accidental Dwelling Fire Casualties



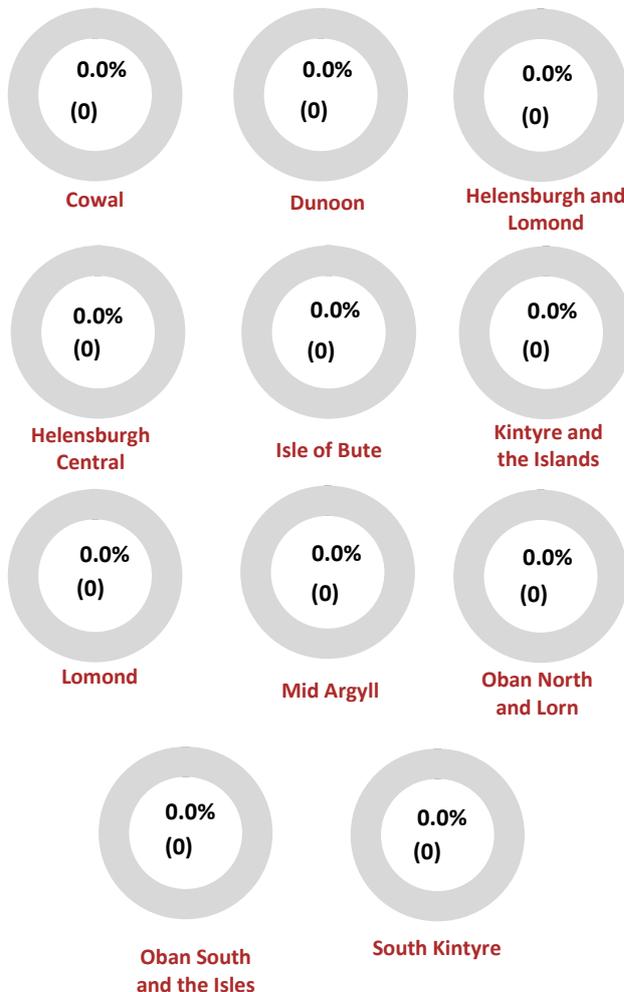
Performance Summary



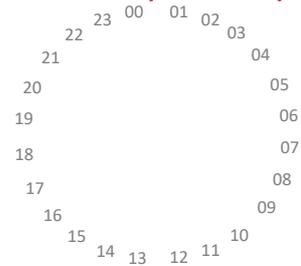
Accidental Dwelling Fire Casualties Year to Date



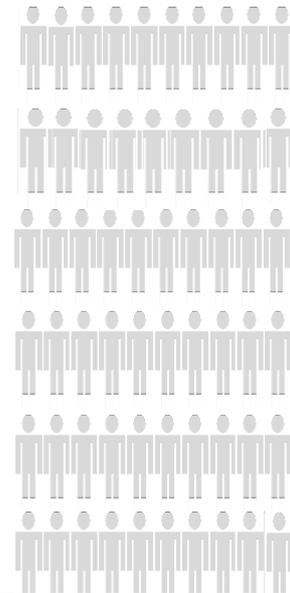
Accidental Dwelling Fire Casualties by Ward (% share)



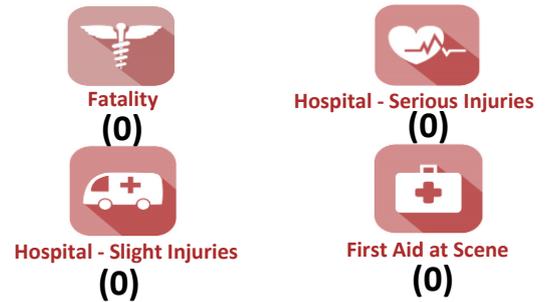
Fire Casualties by Time of Day



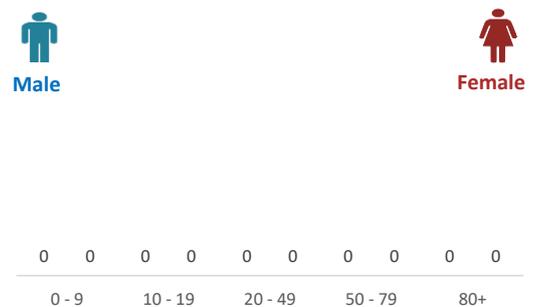
Nature of Injury



Extent of Harm



Age / Gender Profile



Contributory Factors

The reduction in fire related casualty numbers compared to the number of dwelling fires is testimony to our focus on educating households in terms of fire prevention. Some of the recent successful engagement activities delivered within Argyll and Bute have been Fire Skills Courses. This course is an experiential training week for young persons where on top educating on Fire Safety, young people build confidence and develop practical and transferrable skills.

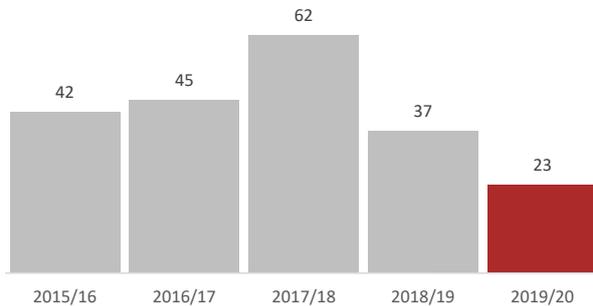
Unintentional Injury or Harm



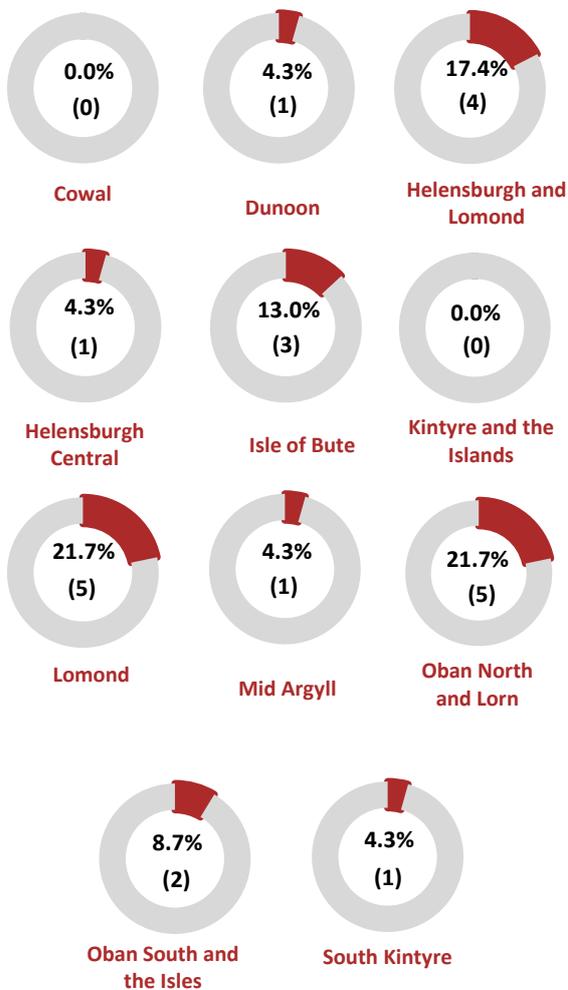
Performance Summary



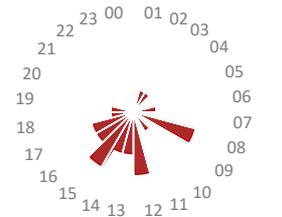
Non-Fire Casualties Year to Date



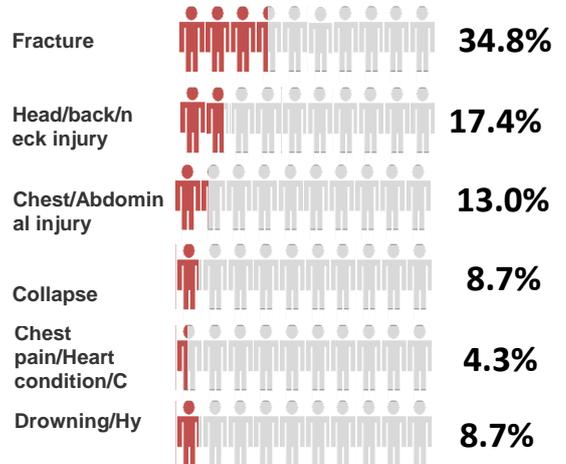
Non-Fire Casualties by Ward (% share)



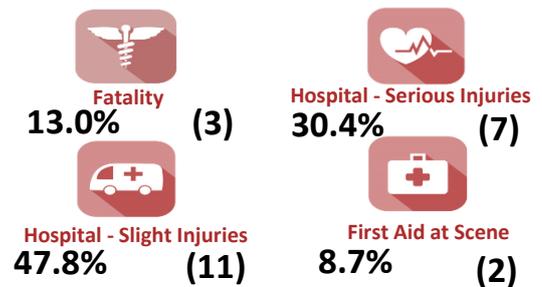
Non-Fire Casualties by Time of Day



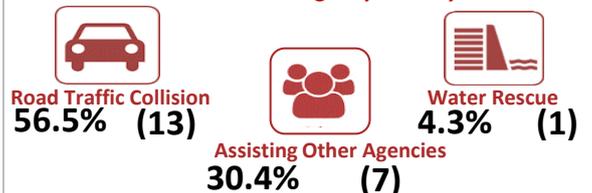
Nature of Injury



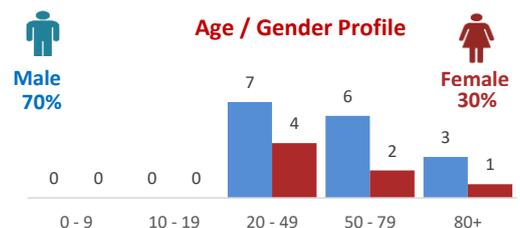
Extent of Harm



Non-Fire Emergency Activity



Age / Gender Profile



Contributory Factors

SFRS attends a variety of incidents not only restricted to those involving fire. Our Road Safety Coordinator for Argyll and Bute has been involved in ensuring sixth year pupils across Argyll and Bute receive our Safer Driver input, specifically our tailored presentation, "Drive to Arrive". Police Scotland have been co-delivering input within some localities which helps us deliver important messages to new drivers within our community.

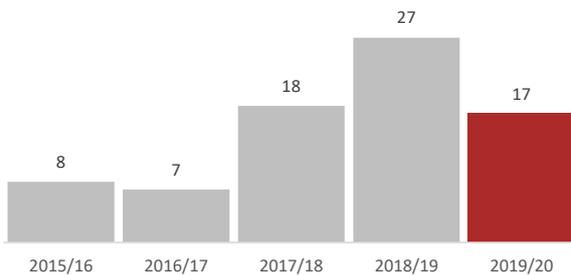
Deliberate Fire Setting



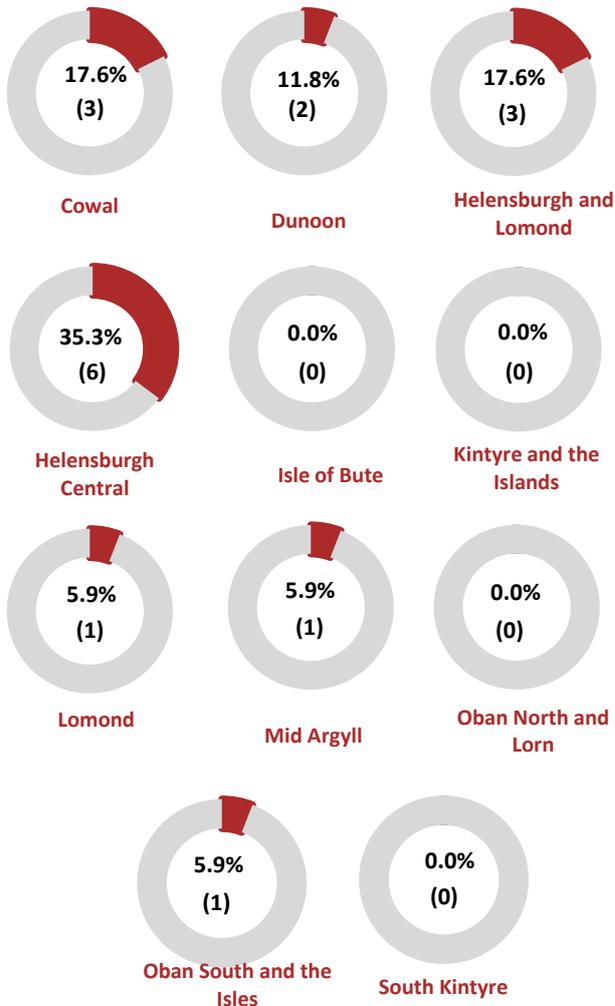
Performance Summary



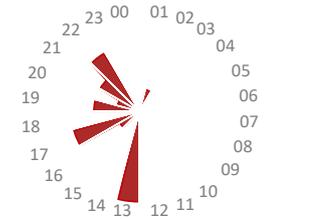
Deliberate Fires Year to Date



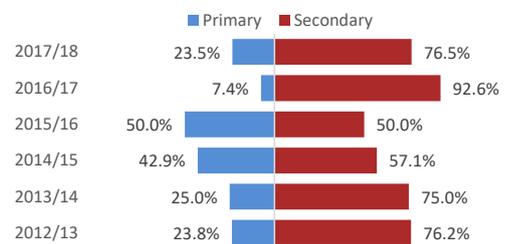
Deliberate Fires by Ward (% share)



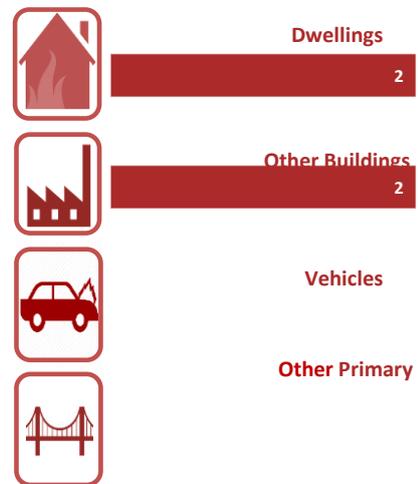
Deliberate Fires by Time of Day



Deliberate Fires by Classification



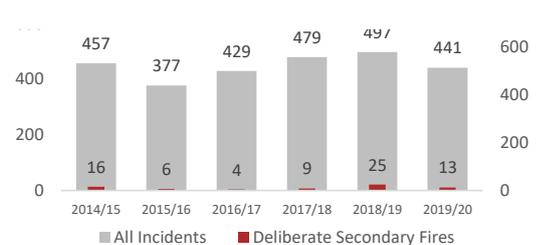
Primary Fire Ratio by Activity Type



Secondary Fire Ratio by Activity Type



Deliberate Fires Compared to Operational Activity



Contributory Factors

We have seen a reduction of the number of deliberate fires attended during this reporting period compared to last year. The majority of which were grass and refuse fires. SFRS continue to work with our partners within Argyll and Bute through the information sharing and trend analysis to allow for partnership resources to be deployed in a coordinated manner to minimise Anti-Social Behaviour throughout our local authority.

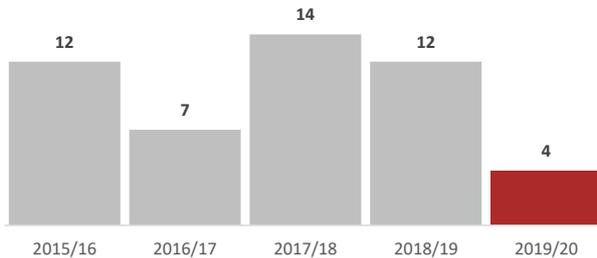
Non Domestic Fire Safety



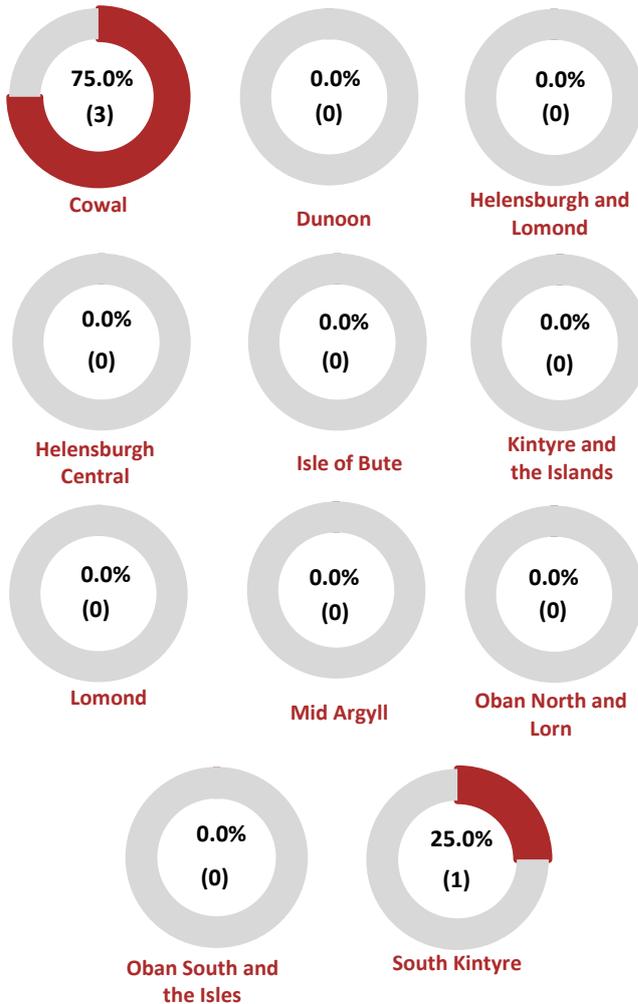
Performance Summary



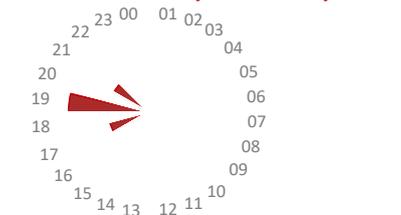
Non-Domestic Fires Year to Date



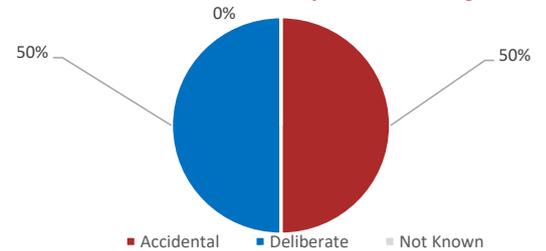
Non-Domestic Fires by Ward (% share)



Non-Domestic Fires by Time of Day



Non-Domestic Fires by Nature of Origin



Severity of Non-Domestic Fires



No Firefighting Action
25.0% (1)



Direct Firefighting
75.0% (3)

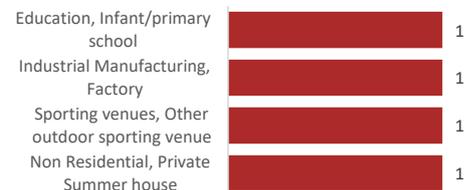


Heat/Smoke Damage Only
0.0% (0)



Whole Building
25.0% (1)

Non-Domestic Fires by Premises Type



Contributory Factors

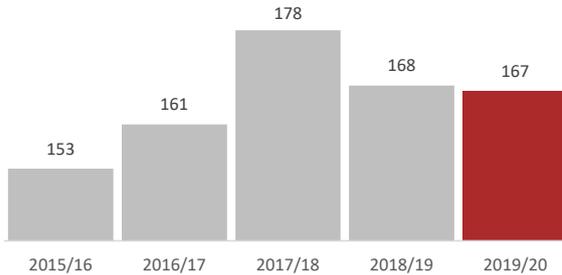
The number of non domestic incidents attended during this period has reduced by 17% in comparison to the same quarter last year. Every incident which occurs is a relevant premises as detailed by the Fire Scotland Act 2006, receives a visit from our enforcement team who provide guidance/ education in relation to risk assessment failure and how re-occurrences can be prevented.

Unwanted Fire Alarm Signals

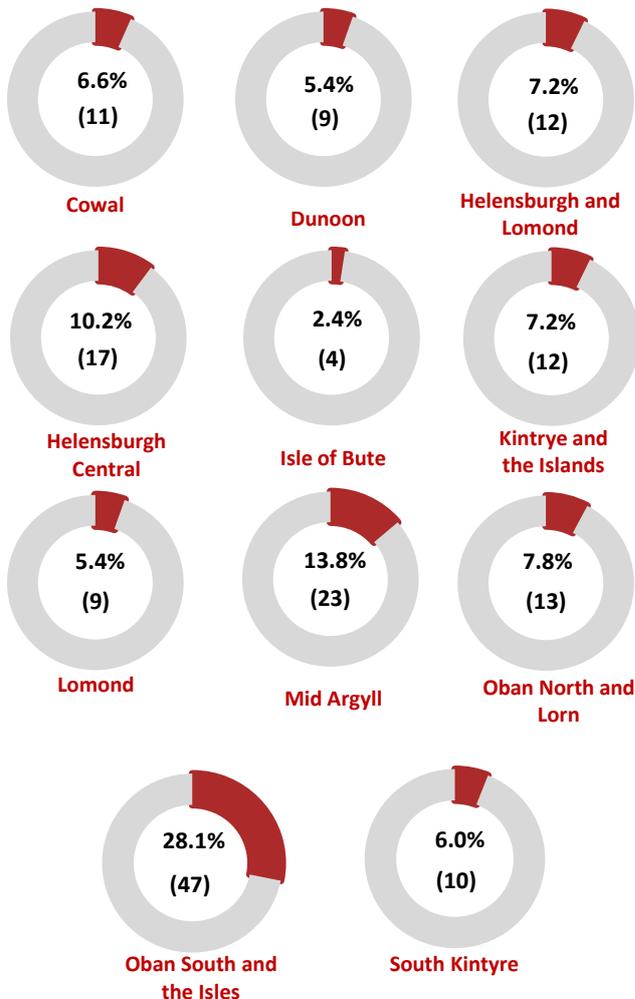


Performance Summary
 Year on Year: -1%
 3 Year Average: 1%
 5 Year Average: -1%

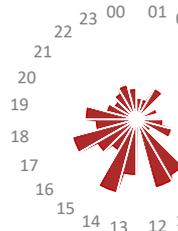
Unwanted Fire Alarm Signals Year to Date



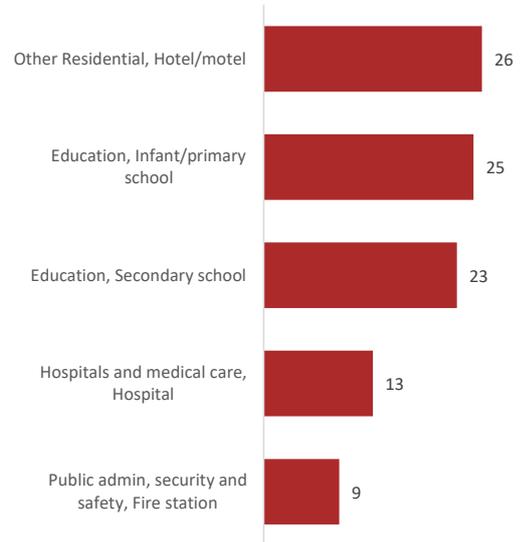
Unwanted Fire Alarm Signals by Ward (% share)



Unwanted Fire Alarm Signals by Time of Day



Unwanted Fire Alarm Signals - Top 5 Premises



Unwanted Fire Alarm Signals Activity Ratios



UFAS Percentage Against all Incidents

38% (167)

UFAS Percentage Against all False Alarms



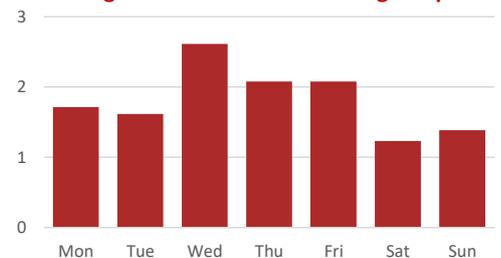
51%

Human Influence and Alarm Activations



26.9% (45)

Average Unwanted Fire Alarm Signals per Day



Contributory Factors

UFAS incidents are continually monitored and our local UFAS champion collaborates with various partners to reduce the number of these incidents. We are working within the Argyll and Bute to implement our UFAS Reduction Strategy as this will increase capacity for SFRS resources and reduce the road risk presented by fire appliances attending false alarms.



Argyll & Bute Health & Social Care Partnership

Community Services Committee

Agenda item:

Date of Meeting: 10th December 2019

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

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

The Community Services Committee is asked to:

- Note the IJB HSCP performance report for quarter 1 2019/20 in line with the current national reporting requirement

1. Introduction

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

2 National Context

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

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

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

- Reduce unplanned (Emergency) admissions – by increasing anticipatory care activity in the community and in primary care
- 10% reduction in occupied bed days for unscheduled care (emergency);
- A&E performance;- meet the 4 hour target and reduce unnecessary attendance

- Delayed discharges – reduce the amount of time (occupied bed days) patients are delayed in hospital
- End of life care – increase the provision of patient end of life care in the community
- The balance of spend across institutional and community services by 2021 have the majority of the health budget being spent in the community

3. Pyramid Performance Scorecard

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

The scorecard information is drawn from NHS and Social care data system and sources and there remains issues of congruency of timely validation information which is still restricting availability of current performance information for the relevant NHWBO indicator

4. Performance Exception Reporting & Briefing Frequency

The Integrated Joint Board will receive an exception report on a quarterly basis on the NHWBO indicators and the MSG targets this will be taken from a live snapshot of the current overall HSCP performance; The report highlights performance on track but also focuses on those measures showing as below target performance. The officer/management leads designated as responsible for the service performance will identify and progress action to address any underperformance identified, using an exception reporting approach.

This report will also be shared with its host bodies as detailed in the table below:

The performance reports for financial quarter 2 and 3 are attached for the committee to note.

Group	Briefing Frequency
Argyll and Bute Council – Community services Committee	Quarterly
NHS Board	Quarterly
Community Planning Partnership *	Quarterly
Area- Community Planning Groups*	Quarterly

*Note * Reports relating to Single outcome agreement*

The performance reports for financial quarter 1 2019/20 are attached for the committee to note.

5 Governance Implications

5.1 Financial Impact

There are a number of National Health & Wellbeing Outcome Indicators (NHWBOI's) which support the quality and financial performance of the HSCP including productivity, value for money and efficiency.

5.2 Staff Governance

A number of the National Health & Wellbeing Outcome Indicators (NHWBOI's) indicators under outcomes 9 are pertinent for staff governance purposes

5.3 Clinical Governance

A number of the National Health & Wellbeing Outcome Indicators (NHWBOI's) support the assurance of health and care governance and should be considered alongside that report

6 EQUALITY & DIVERSITY IMPLICATIONS

The National Health & Wellbeing Outcome Indicators (NHWBOI's) help provide an indication on progress in addressing health inequalities

7 GENERAL DATA PROTECTION PRINCIPLES COMPLIANCE

None

8 RISK ASSESSMENT

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

9 PUBLIC & USER INVOLVEMENT & ENGAGEMENT

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

10 Contribution to IJB Objectives

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

Stephen Whiston
Head of Strategic Planning and Performance

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Argyll & Bute Health & Social Care Partnership

Integration Joint Board

Agenda item:

Date of Meeting: 25th September 2019

Title of Report: Financial Quarter 1 (2019/20) - Performance Exception Report

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

The Integration Joint Board/Committee is asked to:

- Note overall scorecard performance for the FQ1(19/20) reporting period
- Consider and Note the HSCP performance against National Health and Well Being Outcome Indicators and the Ministerial Steering Group measures of integration for the HSCP
- Note the performance commentary with regard to actions to address exceptions against all indicators

1. EXECUTIVE SUMMARY

For Financial Quarter 1 (FQ1- 19/20) there is a slight increase in overall performance when compared to the previous quarter. Measures reported 'on track' for Financial Quarter 1 (FQ1) were (39) compared to (37) for FQ4.

Latest data available for FQ1 performance for the Ministerial Steering Group (MSG) measures notes an improvement in performance with Unplanned Admissions reporting a reduction of (4.7%) from the previous quarter, A&E Attendances noting a (2.1%) reduction from the previous quarter and Delayed Discharges reporting a (22.9%) reduction. Countering this and Unplanned Bed days continues to show an increase in performance of 2.6% against the previous quarter.

Areas of success for FQ1 note:

- Percentage of patients waiting no longer than 4 hours in A&E
- Percentage of adult care users reporting they feel safe at assessment
- Percentage of children on Child Protection Register with no Change of Social Worker
- Percentage of patients who wait no longer than 18 weeks for Psychological therapies

2. INTRODUCTION

The national health and wellbeing outcomes provide a strategic framework for the planning and delivery of health and social care services. These suites of outcomes, together, focus on improving the experiences and quality of services for people using those services, carers and their families. These outcomes focus on improving how services are provided, as well as, the difference that integrated health and social care services should make, for individuals. Currently there are 9 key National Health and Wellbeing Outcomes (NHWBOI's) and 23 sub-indicators and additional measures which form the foundation of the reporting requirement for the HSCP.

3. RELEVANT DATA AND INDICATORS

3.1 Overall Scorecard Performance for FQ1

Compared to FQ4 there is a slight increase in overall performance with FQ1 (39) measures reported as on-track against FQ4 which notes (37) on-track. For the first quarter of 19/20 the overall IJB scorecard performance is reporting a trend of red. It is worth noting that due to data lag nationally within the report -data used is the latest available at the time of reporting.

Integrated Joint Board [IJB] Scorecard	Success Measures	65	R
	On track	39	⇒
Outcome 1 - People are able to improve their health FQ1 19/20	No of indicators	14	A
	On track	8	⇒
Outcome 2 - People are able to live in the community FQ1 19/20	No of indicators	17	A
	On track	13	⇒
Outcome 3 - People have positive service-user experiences FQ1 19/20	No of indicators	6	A
	On track	4	⇒
Outcome 4 - Services are centered on quality of life FQ1 19/20	No of indicators	9	A
	On track	7	⇒
Outcome 5 - Services reduce health inequalities FQ1 19/20	No of indicators	2	R
	On track	0	⇒
Outcome 6 - Unpaid carers are supported FQ1 19/20	No of indicators	1	R
	On track	0	⇒
Outcome 7 - Service users are safe from harm FQ1 19/20	No of indicators	6	A
	On track	3	↑
Outcome 8 - Health and social care workers are supported FQ1 19/20	No of indicators	4	R
	On track	1	⇒
Outcome 9 - Resources are used effectively in the provision of health and social care services, with FQ1 19/20	No of indicators	6	A
	On track	3	⇒

Key areas of improved reported performance for FQ1 are:

- Percentage of patients waiting no longer than 4 hours in A&E
- Percentage of adult care users reporting they feel safe at assessment
- Percentage of Children on Child Protection Register with no Change of Social Worker
- Percentage of patients who wait no longer than 18 weeks for Psychological therapies

Appendix 1 gives the detail of all the success measures for FQ1 and as requested by the Integration Joint Board (IJB) **Appendix 2** identifies the most recent SOURCE performance data with regards to Argyll & Bute HSCP, benchmarked partnership performance against comparable IJB's for the 9 Health & Wellbeing Outcome Indicator's.

3.2 Exceptions Report for all Performance Indicators (FQ1-19/20)

The table below summarises the exception report for all of the scorecard measures for FQ1(29/20) as red, the table below also includes performance narrative identifying key trends and where appropriate actions reported to improve performance.

Performance Indicators		Target	Latest (FQ1)	FQ4 Actual	Performance Narrative
1	AC1 - % of Older People receiving Care in the Community	86%	77.2% 	76.7%	Actions to Improve Performance: The trajectory for this indicator against target is improving and locally the focus remains on supporting people to live for longer at home or in their community setting.
1	AC15 - No waiting more than 12 weeks for homecare service - assessment authorised	6	9 	5	Actions to Improve Performance: H&L and B&C performance remains on target- work is ongoing in MAKI & OLI to improve performance. Previous performance for FQ3 & FQ4 18/19 was below target.
1	A&B - % of LD Service Users with a PCP	90%	88% 	89%	Actions to Improve Performance: Performance remains slightly below target - OLI and MAKI reduce overall performance with an average performance of 80%. Work is ongoing to ensure all clients have a person centred plan.
1	No of alcohol brief interventions in line with SIGN 74 guidelines	255	155 	156	Actions to Improve Performance: Performance in this measure is subject to the adoption of a different approach to the provision of brief interventions across Scotland. This has seen a substantial reduction in the overall number of brief interventions being done.
1	NHS-H7 - Proportion of new-born children breastfed - STANDARD	33.3%	31.9% 	31.9%	Actions to Improve Performance: This is annually reported and was a previous HEAT target- performance remains slightly below the target. Work is ongoing locally to improve the uptake of breastfeeding in new mothers.
1	No of ongoing waits >4 weeks for the 8 key diagnostic tests	0	275 	202	Actions to Improve Performance: Performance against this target is linked directly to an increase in the overall waiting times across the HSCP. Work is ongoing with NHS Highland and the Scottish Government to review and target additional resources at increased consultant time in clinics.
2	% of adults supported at home who agree they are supported to live as independently	81%	79% 	79%	Actions to Improve Performance: This is a national biennial postal survey and as such performance is directed affected by the number of questionnaires completed at this time. Performance against the national benchmark remains on target with the rest of Scotland, however is below our local target.
2	AC5 - Total No of Delayed Discharge Clients from A&B	12	24 	23	Actions to Improve Performance: Work is ongoing to address and reduce DD's across the HSCP- OLI and MAKI remain consistently higher compared to Helensburgh and B&C. Work is ongoing to focus on non-complex discharges and getting people back home within the 72hr target.
2	Falls rate per 1,000 population aged 65+	22	24 	24	Actions to Improve Performance: Work is ongoing to address falls both locally and nationally, performance remains just below target which is taken from the national average. Technology enabled care is being used to identify and prevent falls in the home.
2	CPC01.4.4 - % Waiting time from a patient's referral to treatment from CAMHS	90	89 	97	Actions to Improve Performance: Previous performance has been above target - this is the first quarter where there has been slight reduction (1%) below target. Trend analysis would suggest performance should improve for FQ2
3	No of patients with early diagnosis & management of dementia	890	803 	792	Actions to Improve Performance: Trend analysis notes that performance against this measure continues to improve

Performance Indicators		Target	Latest (FQ1)	FQ4 Actual	Performance Narrative
3	% of adults supported at home who agree that their health and care services seemed to be well co-ordinated	74%	72% 	72%	Actions to Improve Performance: This is a biennial postal survey and performance remains just below the Scottish average- work is ongoing to ensure that service delivery is seamless and well-coordinated for those using our services.
4	% of adults supported at home who agree their support had impact improving/maintaining quality of life	80%	74% 	74%	Actions to Improve Performance: This is a biennial postal survey and work is ongoing to ensure that people are involved in all elements of the care they receive and the focus remains on maintaining or improving their quality of life.
4	No of outpatient ongoing waits >12 weeks	0	508 	541	Actions to Improve Performance: Additional funding has been made available from the Scottish Government for additional consultant and clinic time and it is expected this will improve the number of ongoing waits >12 weeks. A National target for 2020/21 is zero
5	No of treatment time guarantee completed waits >12 weeks	0	12 	17	Actions to Improve Performance: Additional funding has been made available from the Scottish Government for additional consultant and clinic time and it is expected this will improve the number of ongoing waits >12 weeks. A National target for 2020/21 is zero
5	No of treatment time guarantee ongoing waits >12 weeks	0	12 	7	Actions to Improve Performance: Additional funding has been made available from the Scottish Government for additional consultant and clinic time and it is expected this will improve the number of ongoing waits >12 weeks. A National target for 2020/21 is zero
6	% of carers who feel supported to continue in their caring role	37%	33% 	33%	Actions to Improve Performance: Data for this measure is taken from the Biennial Health and Wellbeing Survey- performance remains below the Scottish average. Additional performance measures for carers will be reported 6 monthly via a national data return to the Scottish Government from our 4 carers centres. These new measures will be reported in the FQ2 scorecard
7	CP7 - % of Children on CPR with a current Risk Assessment	100%	54% 	53%	Actions to Improve Performance: Performance against this measure has been in part affected by reporting issues within local teams reporting into the CareFirst environment. However the general trend is a reduction in performance across the previous three quarters and work has been undertaken locally to support the administrative teams regarding their roles and responsibilities.
7	CP16 - % of Children on CPR with a completed CP plan	100%	79% 	85%	Actions to Improve Performance: Overall performance for this measure does note a reducing trend across the year. A data inputting error was corrected for FQ4 however there continues to be a reduction in performance against the target. Work is ongoing to ensure all children on the CPR have a completed care plan. New Carefirst admin protocols have been established locally to reduce data inputting lag and error in core data quality.
7	CP17 - % of CP investigations with IRTD within 24 hours	95%	76% 	67%	Actions to Improve Performance: There were 4 IRDs - relating to 2 sibling groups - where IRD s were delayed 2 related to allegations of historic abuse received on a Saturday. Out Of Hours inquiries confirmed that the children would not be having any contact with the alleged abuser and the IRD was delayed on a planned basis to the first working day to enable access to full interagency historic records. The other related to concerns received late on a Friday with protective arrangements confirmed over the weekend pending a full IRD first working day
8	Health & Social Care Partnership % of PRDs completed (SW only)	90%	64% 	52%	Actions to Improve Performance: Performance against the target has been achieved by the Strategic Planning & Performance Team- 100% and the Criminal Justice and Children and Families Team- 90%, poorer performance is seen with the Adult Care West Team (56%) and Adult Care East Team (27%)

Performance Indicators		Target	Latest (FQ1)	FQ4 Actual	Performance Narrative
8	Social Work staff attendance	3.78 days	5.0 Days 	5.7 Days	Actions to Improve Performance: Work is ongoing utilising current HR policies across the HSCP to reduce staff absence and support staff to return to work
8	% of NHS sickness absence	4%	5.27% 	5.87%	Actions to Improve Performance: Work is ongoing to reduce sickness absence across the HSCP- utilising key HR policies and procedures- performance against the target has noted a reducing trend from Jan 2019
9	SCRA43 - % of SCRA reports submitted on time	75%	63% 	79%	Actions to Improve Performance: Performance against target notes that both B&C and MAKI are showing (100%) with OLI (27%) and H&L (75%)- the general trend for FQ1 has seen a reduction in performance from FQ4
9	% of SMR1 returns received	95%	89% 	95%	Actions to Improve Performance: This data is reported as part of the NHSH scorecard and is by its nature subject to data lag in reporting which directly affects performance. Work is ongoing nationally with ISD to minimise data lag and maximise data completeness.
9	% of new outpatient appointments DNA rates	6.9%	9.9% 	9.4%	Actions to Improve Performance: Work is ongoing as part of the review of the overall waiting times performance to address the high rates of DNA's across all outpatient appointments offered. This work will look to modernise the current appointment booking system to a patient focussed booking system offering people more choice and control.
Please note that a period of 4/5 months data lag is in place with regards to reporting of FQ1 data Appendix 3 identifies the latest availability of data and it completeness at the time of this report. Longest data delays are due to data processing and validation from sources outside the HSCP Performance and Information Team.					

3.4 MSG Measures Performance Reporting

The Ministerial Steering Group (MSG) performance measures have been developed in addition to the National HWBOI's. The function of these performance measures is to examine macro performance activity trends relating to improved outcomes through the integration of service delivery across the HSCP. The data below notes the Argyll & Bute and Greater Glasgow & Clyde split with regards to the performance total against our four agreed target areas with MSG.

Quarterly overall MSG performance based on latest data available as at FQ1 notes:

- Unplanned Admissions: 8.2% off target, **down from 12.9%**
- Unplanned Bed Days: 13.3% off target, **an increase from 10.6%**
- A&E Attendance: 2.7% off target, **down from 4.8%**
- Delayed Discharges: 16.9% off target, **down from 39.8%**

MSG Indicator	Objective	Quarterly Target	Latest Actual	A&B Actual	A&B Target	GG&C Actual	GG&C Target
Unplanned Admissions	Expected FY target 8332 - based on 5% reduction in overall total	2083	2254 	1074 	1071	1204 	1012
Unplanned Bed Days	Expected FY target 56687 - based on 0.6% reduction in	14171	16677 	6634 	7069	9809 	7103

	overall total						
A& E Attendance	Expected FY target 16194 - based on sustained levels in overall total**	4048	4165 	1566 	1732	2451 	2316
Delayed Discharge Bed Days Occupied	Expected FY target 7037 - based on 10% reduction in overall total	1759	2057 	1556 	1475	501 	284

4. GOVERNANCE IMPLICATIONS

4.1 Financial Impact

There are a number of National Health & Wellbeing Outcome Indicators (NHWBOI's) which support the quality and financial performance of the HSCP including productivity, value for money and efficiency.

4.2 Staff Governance

A number of the National Health & Wellbeing Outcome Indicators (NHWBOI's) indicators under outcome 9 are pertinent for staff governance purposes

4.3 Clinical Governance

A number of the National Health & Wellbeing Outcome Indicators (NHWBOI's) support the assurance of health and care governance and should be considered alongside that report

5. EQUALITY & DIVERSITY IMPLICATIONS

The National Health & Wellbeing Outcome Indicators (NHWBOI's) help provide an indication on progress in addressing health inequalities

6. GENERAL DATA PROTECTION PRINCIPLES COMPLIANCE

None

7. RISK ASSESSMENT

None

8. PUBLIC & USER INVOLVEMENT & ENGAGEMENT

None

9. CONCLUSIONS

It is recommended that the Integration Joint Board/committee:

Note overall scorecard performance for the FQ1 reporting period with regards to the National Health and Well Being Outcome Indicators and the Ministerial Steering Group measures of integration for the HSCP

10. DIRECTIONS

Directions required to Council, NHS Board or both.	Directions to:	tick
	No Directions required	x
	Argyll & Bute Council	
	NHS Highland Health Board	
	Argyll & Bute Council and NHS Highland Health Board	

REPORT AUTHOR AND CONTACT

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Appendix 1- IJB Success Measures for FQ1-19/20

Outcome 1	R/G	Target	Actual
% of adults able to look after their health very well or quite well		93 %	93 %
Rate of emergency admissions per 100,000 population for adults		12183	11632
Rate of premature mortality per 100,000 population		425.0	380.0
CA15B - % Looked After & Accommodated Children in Family Placements		75 %	81%
CA17 - No of External Looked After & Accommodated Children		10	5
% of MMR1 uptake rates at 5 years old		95.0 %	98 %
% <18 type 1 Diabetics with an insulin pump		25 %	45 %
% >18 type 1 Diabetics with an insulin pump		12 %	12%
Outcome 2	R/G	Target	Actual
A&B - Number of people 65+ receiving homecare - Quarterly Stats		1,180	1,199
% of adults supported at home who agree they had a say in how their support was provided		76 %	76 %
Emergency Admissions bed day rate		123,035	102,022
Proportion of last 6 months of life spent at home or in a community setting		88 %	90 %
% of adults with intensive needs receiving care at home		61 %	67 %
AC14 - Total No. of Enhanced Telecare Packages		500	884
AC21 <=3 weeks wait between Substance Misuse referral & 1st treatment		90.0 %	94.9 %
% of patients wait no longer than 4 hours in A&E		95.0 %	98.6 %
% of patients who wait no longer than 18 weeks for Psychological therapies		90 %	94 %
No of days people spend in hospital when ready to be discharged, per 1,000 population		772 Days	652 Days
% of health & care resource spend on hospital stays, patient admitted in an emergency		22 %	22 %
Readmission to hospital within 28 days per 1,000 admissions		102	80
AC2 - % of MH Clients receiving Care in the Community		98%	99%
Outcome 3	R/G	Target	Actual
% of adults receiving any care or support who rate it as excellent or good		80 %	80 %
% of people with positive experience of their GP practice		83 %	85 %
AC16 - No of abbreviated customer service questionnaire sent to AC users- bi-monthly		5	5
% of SW care services graded 'good' '4' or better in Care Inspectorate inspections		83 %	84 %
Outcome 4	R/G	Target	Actual
CA34 - % of Care Leavers with a Pathway Plan		74 %	86 %
% of outpatients on the waiting lists with medical unavailability		0.1 %	0.1 %
% of outpatients on the waiting lists with social unavailability		4.0 %	0.8 %

% of patients on the admissions waiting lists with social unavailability		15.7 %	12.8 %
% of patients on the admissions waiting lists with medical unavailability		2.0%	1.1%
CA72 - % LAAC >1yr with a plan for permanence		81%	83%
AC11 - Average working days between Referral & Initial AP Case Conference		15 days	0 Days
Outcome 7	R/G	Target	Actual
% of adults supported at home who agree they felt safe		83 %	83 %
AC17 - % of AC users reporting they feel safe at assessment		70 %	78 %
CP15 - % of Children on Child Protection Register with no Change of Social Worker		80 %	86 %
Outcome 8	R/G	Target	Actual
% of staff who say they would recommend their workplace as a good place to work		67.0 %	71%
Outcome 9	R/G	Target	Actual
CJ61 - % Criminal Justice Social Work Reports submitted to Court on time		92 %	95 %
CJ63 - % Community Payback Orders cases seen without delay - 5 days		80.0 %	86.7 %
CJ65 - Average hrs per week taken to complete Community Payback Order Unpaid Work/CS Orders		6.0 Hours	7.3 Hours

Appendix 2- A&B HSCP Benchmark HWBOI Performance (FQ1-19/20)

The table below identifies the most recent SOURCE performance data with regards to Argyll & Bute HSCP, benchmarked partnership* performance, and the Scotland-wide performance against the 9 HWBOI's and their 23 sub-indicators.

Indicator	Title	Argyll & Bute	Angus	East Lothian	Highland	Midlothian	Moray	Scot Borders	Stirling	Scotland
NI - 1	Percentage of adults able to look after their health very well or quite well	93%	95%	94%	94%	92%	93%	94%	94%	93%
NI - 2	Percentage of adults supported at home who agreed that they are supported to live as independently as possible	79%	76%	72%	86%	86%	83%	83%	84%	81%
NI - 3	Percentage of adults supported at home who agreed that they had a say in how their help, care, or support was provided	76%	71%	68%	79%	80%	75%	74%	73%	76%
NI - 4	Percentage of adults supported at home who agreed that their health and social care services seemed to be well co-ordinated	72%	71%	66%	76%	71%	73%	75%	76%	74%
NI - 5	Total % of adults receiving any care or support who rated it as excellent or good	80%	77%	75%	83%	71%	80%	83%	79%	80%
NI - 6	Percentage of people with positive experience of the care provided by their GP practice	85%	78%	80%	87%	76%	80%	88%	86%	83%
NI - 7	Percentage of adults supported at home who agree that their services and support had an impact on improving or maintaining their quality of life	74%	77%	75%	86%	73%	79%	80%	81%	80%
NI - 8	Total combined % carers who feel supported to continue in their caring role	33%	34%	36%	38%	32%	39%	36%	38%	37%
NI - 9	Percentage of adults supported at home who agreed they felt safe	83%	80%	81%	84%	79%	84%	86%	88%	83%
NI - 10	Percentage of staff who say they would recommend their workplace as a good place to work	NA	NA	NA	NA	NA	NA	NA	NA	NA

Indicator**	Title	Argyll & Bute	Angus	East Lothian	Highland	Midlothian	Moray	Scot Borders	Stirling	Scotland
NI - 11	Premature mortality rate per 100,000 persons	380	384	372	373	389	372	324	360	425
NI - 12	Emergency admission rate (per 100,000 population)	11,632	10,951	10,035	10,413	11,129	8,842	12,297	7,757	11,492
NI - 13	Emergency bed day rate (per 100,000 population)	102,022	98,834	94,445	94,017	112,434	85,623	127,593	86,811	107,921
NI - 14	Readmission to hospital within 28 days (per 1,000 population)	80	99	94	108	105	75	104	94	98
NI - 15	Proportion of last 6 months of life spent at home or in a community setting	90%	91%	89%	91%	87%	90%	86%	90%	89%
NI - 16	Falls rate per 1,000 population aged 65+	24	25	19	15	18	15	19	17	22
NI - 17	Proportion of care services graded 'good' (4) or better in Care Inspectorate inspections	84%	83%	84%	86%	82%	87%	79%	92%	82%
NI - 18	Percentage of adults with intensive care needs receiving care at home	67%	51%	64%	50%	70%	65%	62%	66%	61%
NI - 19	Number of days people spend in hospital when they are ready to be discharged (per 1,000 population)	652	320	648	1,284	1,361	1,093	777	552	805
NI - 20	Percentage of health and care resource spent on hospital stays where the patient was admitted in an emergency	22%	23%	21%	20%	24%	19%	22%	19%	22%
NI - 21	Percentage of people admitted to hospital from home during the year, who are discharged to a care home	NA	NA	NA	NA	NA	NA	NA	NA	NA
NI - 22	Percentage of people who are discharged from hospital within 72 hours of being ready	NA	NA	NA	NA	NA	NA	NA	NA	NA
NI - 23	Expenditure on end of life care, cost in last 6 months per death	NA	NA	NA	NA	NA	NA	NA	NA	NA

*Improvement Service Benchmarking Family Groupings for Children, Social Work and Housing Indicators

** Latest Data based on ISD Core Suite of Integration Indicators Standards as at Jun 2019 and may be impacted by data completeness.

Appendix 3- Data Lag & Latest Data Availability

IJB Reporting Dates	Data Lag	FQ Reports	Latest Data Availability & Completeness
Wednesday 25 th September 2019	4/5 months	FQ1 (April – June 2019)	IJB SC FQ1 19/20 MSG Measures FQ4 18/19 CSSI – FQ4 18/19

ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****EDUCATION****10 DECEMBER 2019**

EXTERNAL EDUCATION ESTABLISHMENT INSPECTION REPORT

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 October 2019 to December 2019.

1.2 It is recommended that the Community Services Committee notes:

- a) The contents of this report and Appendices attached;
- b) This quarterly report will be presented on an ongoing basis 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.

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

EDUCATION

10 DECEMBER 2019

EXTERNAL EDUCATION ESTABLISHMENT INSPECTION REPORT

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, details of all inspections carried out on a quarterly basis will 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) This quarterly report will be presented on an ongoing basis 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 October 2019 to December 2019 are provided in **Appendix 1**. The full Education Scotland reports can be found via this link:

<https://education.gov.scot/inspection-reports/argyll-and-bute>

- 4.2 The number of external school audit reports received for period October 2019 to December 2019 are as follows:

Establishment	October 2019 – December 2019
Primary/Nursery Class	2
TOTAL	2

- 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 October 2019 to December 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 with responsibility for Education

Councillor Yvonne McNeilly, Policy Lead for Education

Louise Connor, Head of Education: Learning and Teaching

For further information please contact:-

Simon Easton
Education Manager: Performance and Improvement
October 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
Small Isles Primary School	Primary	29/4/19	3	4	3	4
Small Isles Nursery Class	Nursery	29/4/19	3	3	3	3
Lochnell Primary School	Primary	9/9/19	2	3	3	4
Lochnell Pre Five Nursery Unit	Nursery	9/9/19	2	3	3	3

The Six-point Scale for Inspection Grading

Excellent	6
Very Good	5
Good	4
Satisfactory	3
Weak	2
Unsatisfactory	1

Appendix 2 - Establishment Detail of Inspection Outcomes

Report Title: Small Isles Primary School and Nursery Class	
Inspection Agency: Education Scotland	
Key Findings:	
<p>The inspection team found the following strengths in the setting's work:</p> <ul style="list-style-type: none">• The clear leadership and direction provided by the head teacher which has resulted in a school and nursery where children are making good progress in their learning. Significant action had been taken since August to improve a few key areas of the school and as a result, children's attainment has increased.• Children who are respectful, well-behaved and enjoy their learning in school. As a result, the school has a warm welcoming atmosphere where children are relaxed in their learning within beautiful surroundings.• There is a strong sense of community where parents and the community support the learning within the school and nursery well. <p>The following areas for improvement were identified and discussed with the manager and a representative from Argyll and Bute Council:</p> <ul style="list-style-type: none">• Continue to raise attainment and challenge more able learners through increasing more open-ended exploratory learning.• Continue to strengthen the curriculum to ensure children receive a broad balanced curriculum appropriate to their age and stage. In doing this, strengthen the approach to developing the health and wellbeing curriculum across the school and nursery. Staff should continue to develop ways of using the unique context of the school as a key learning resource.• Further develop staff opportunities to lead areas of school improvement which provide scope to increase the pace of change.	
Date of Inspection: April 2019	Return Visit: No
Lead Officer to take forward improvement: Head Teacher – Elaine MacCallum	
Central Officer to support improvement: Education Officer – Simone McAdam	

Report Title: Lochnell Primary School and Pre Five Nursery Unit	
Inspection Agency: Education Scotland	
Key Findings:	
<p>The inspection team found the following strengths in the school's work.</p> <ul style="list-style-type: none"> • The positive and caring relationships between children, their peers and all staff. Children are proud of their school and are confident talking about their experiences. • The strong teamwork and dedication of staff in the school and nursery. This has helped create a welcoming, nurturing and calm environment where children are happy and motivated to learn. • The effective partnership working between staff, parents and the wider community to enhance children's learning experiences. This is contributing to good levels of attainment and achievement for children in the school. <p>The following areas for improvement were identified and discussed with the headteacher and a representative from Argyll and Bute Council.</p> <ul style="list-style-type: none"> • The need for clear strategic direction and improved approaches to leadership at all levels across the school and nursery. • Develop robust approaches to evaluating the work of the school and nursery supported by effective planning, tracking and monitoring. • Develop approaches to learning and teaching to ensure that all children are suitably challenged and make the best possible progress, leading to continued improvements in attainment. • Continue to develop the curriculum, including health and wellbeing, to ensure its relevance to the unique context of Lochnell Primary School. 	
Date of Inspection: September 2019	Return Visit: Yes
Lead Officer to take forward improvement: Head Teacher – Louise Chisolm	
Central Officer to support improvement: Education Officer – Vicky Quinn	

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ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****COMMERCIAL SERVICES****10 DECEMBER 2019**

**FORMER WITCHBURN ROAD OFFICES SITE
PROGRESS ON DEVELOPMENT AND SITE MARKETING**

1. EXECUTIVE SUMMARY

- 1.1 This report provides an update on the progress towards the disposal of property assets at Witchburn Road, Campbeltown.
- 1.2 Demolition was completed in March 2019 and the site has been cleared. Marketing of the stone built former contact centre premises at the front of the site was undertaken with a number of offers received and Estates and Legal Services are currently working to conclude the sale. There are funds remaining from the Strategic Housing Fund following the demolition that can be utilised to progress the creation of residential building plots and marketing of them.

RECOMMENDATION

- 1.3 It is recommended that the Committee note:
- that the former Contact Centre is currently under offer and Estates and Legal Services are currently working to conclude the sale;
 - that £38,000 from the Strategic Housing Fund remains available to develop a layout for housing plots and associated infrastructure;
 - that Estates and Property Development have erected an 'all enquiries' board on the site as part of a wider exercise to assess the demand for different development options at this location;
 - that Property Services continue to progress appraisal options, including cost plans, for potential redevelopment of the site with recommendations for implementation being considered by the Service's Departmental Management Team for decision;
 - that any further updates in regard to the disposal of property assets at Witchburn Road, Campbeltown will be put before the Environment, Development and Infrastructure Committee.

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

COMMERCIAL SERVICES

10 DECEMBER 2019

**FORMER WITCHBURN ROAD OFFICES SITE
PROGRESS ON DEVELOPMENT AND SITE MARKETING**

2.0 INTRODUCTION

2.1 This report provides an update on the progress towards the disposal of property assets at Witchburn Road, Campbeltown.

3.0 RECOMMENDATION

3.1 It is recommended that the Committee note:

- That the former Contact Centre is currently under offer and Estates and Legal Services are currently working to conclude the sale;
- that £38,000 from the Strategic Housing Fund remains available to develop a layout for housing plots and associated infrastructure;
- that Estates and Property Development have erected an 'all enquiries' board on the site as part of a wider exercise to assess the demand for different development options at this location;
- that Property Services continue to progress appraisal options, including cost plans, for potential redevelopment of the site with recommendations for implementation being considered by the Service's Departmental Management Team for decision;
- that any further updates in regard to the disposal of property assets at Witchburn Road, Campbeltown will be put before the Environment, Development and Infrastructure Committee.

4.0 DETAIL

4.1 The offices at Witchburn Road were demolished prior to 31st March 2019 to meet the requirements of Scottish Natural Heritage (SNH) Bat Licence. The demolition was also beneficial as it minimised the risk of reputational damage associated with a vacant property deteriorating on an ongoing basis, along with the ongoing financial burden of approximately £2000 per month for non domestic rates and maintenance charges.

4.2 The sandstone building at the entrance to the site (the former Contact Centre) was marketed resulting in a number of offers being received. Currently Estates

and Legal Services are seeking to purify the conditions of the best offer received to conclude the sale. This will be a positive outcome as the building is prominently located at the entrance to the main site.

- 4.3 The project received £200,000 from the Strategic Housing Fund and the total cost of demolition was £162,000. To this extent, £38,000 remains available to further the marketing and creation of residential building plots.
- 4.4 The Community Services Committee previously agreed that:-

..... the option that may give both the Council and the community the best opportunity would be 'Option 3' i.e. to offer individually serviced plots to the self-build market. However this would only be confirmed by testing the market. On that basis, the site can be developed in the most cost effective way by an iterative process where services are located centrally, with site services only being extended for individual plots at an additional cost on the basis that there is market appetite for those evidenced by the market test.

- 4.5 To establish the level of interest in the site, Estates have erected an 'all enquiries' board. There has been concern that there may not be sufficient demand to justify the required investment in the infrastructure to allow the site to be developed as serviced house plots and this will assist to inform that decision. In addition discussions have been undertaken with social housing providers but this has also suggested that demand may be limited in this area. The recently announced closure of Campbeltown Creamery directly adjacent to the Council land has also triggered discussion with colleagues in Economic Development who are seeking to support the an alternative use being found for the Creamery site. Cumulatively the Creamery site and former office is one of largest redevelopment sites in Campbeltown.
- 4.6 Property Services are carrying out option appraisals for potential redevelopment of the site for residential use, including the layout design and infrastructure plan for between 4 to 8 housing plots. Consideration is also being given to the locating of a low carbon energy facility and infrastructure on site as part of Scottish Gas Network pilot works that Council are stakeholders in. The £38,000 left over from the demolition will be used to fund this preparatory work. Once a design and costing plan has been agreed, a business case will be prepared and brought back to Service's Departmental Management Team as operational business. Future updates in regard to the disposal of property assets at Witchburn Road, Campbeltown will be put before the Environment, Development and Infrastructure Committee. If appropriate a budget will be sought from the Surplus Property Account in expectation of a return from subsequent sale proceeds from our investment in infrastructure.

5.0 CONCLUSION

- 5.1 Demolition of the main building was delivered on time, formal offers have been received for the sandstone former contact centre and the conditions of the best

offer are currently being purified. Property Services will continue to progress appraisal options for potential redevelopment opportunities of the site. Officers will seek to appoint a consultancy to design and cost a layout plan for the residential development.

6.0 IMPLICATIONS

- 6.1 Policy – The demolition of the former Witchburn Road offices will enable future housing development
- 6.2 Financial – The disposal of the property and adjacent site could generate a capital receipt. The provision of serviced sites would require investment by the Council
- 6.3 Legal – The terms and conditions of any property transactions are intended to be delegated to the Executive Director of with responsibility for Commercial Services
- 6.4 HR – None
- 6.5 Fairer Scotland Duty
 - 6.5.1. Equalities – protected Characteristics: None
 - 6.5.2 Socio-economic Duty – The provision of housing will support the local community and generate employment during construction
 - 6.5.3 Islands – None
- 6.6 Risk – There may be financial and reputational risk associated with inability to complete sale of former contact centre building or plots.
- 6.7 Customer Service – None

Douglas Hendry, Executive Director with responsibility for Commercial Services

Councillor Aileen Morton, Policy Lead – Commercial Services

8th November 2019

For further information contact:

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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
10 December 2019				
	Care Experienced Children and Young People	Education		
	The Expansion of Funded Early Years Learning and Childcare in Scotland – Argyll and Bute Early Learning and Childcare Updated Delivery Plan	Education		
	Counselling Through Schools	Education		
	Schools (Consultation) (Scotland) Act 2010 – Skipness Primary School	Education		
	Minard Primary School	Education		
	Northern Alliance: Phase 3 Regional Improvement Plan	Education		
	Education Performance Data Analysis 2019	Education		
	Draft Education Service Plan 2020-23	Education	Annual	
	Changes to the Nutritional Requirements for Food and Drink in Schools	Commercial		
	Education Performance Report FQ2 19/20	Education	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	
	Argyll and Bute HSCP – National Health and Wellbeing Outcomes	Argyll and Bute HSCP	Quarterly	

Community Services Committee Work Plan 2019 - 2020

	Performance Reporting Framework and Exception Reporting Arrangements – FQ1 2019/20			
	External Education Establishment Inspection Report	Education	Quarterly	
	Former Witchburn Road Offices Site – Progress on Development and Site Marketing	Commercial Services		
12 March 2020				
	Presentation on Inspections	Education		
	The Expansion of Funded Early Years Learning and Childcare in Scotland – Argyll and Bute Early Learning and Childcare Updated Delivery Plan	Education		
	Looked After Children – Update	Education		
	External Education Establishment Inspection Report	Education	Quarterly	
	Education Performance Report FQ3 19/20	Education	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				
	The Expansion of Funded Early Years Learning and Childcare in Scotland –	Education		

Community Services Committee Work Plan 2019 - 2020

	Argyll and Bute Early Learning and Childcare Updated Delivery Plan			
	Care Experienced Children and Young People	Education		
	External Education Establishment Inspection Report	Education	Quarterly	
	Education Performance Report FQ4 19/20	Education	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	
Future Reports – dates to be determined				
	SQA School Examination Results 2020	Education		
	Argyll and Bute Community Learning and Development (CLD) Strategic Partnership – Draft CLD Plan 2018-2021	Education		
	Education (Scotland) Act 2016	Education		
	Health and Social Care Partnership – Annual Report	Argyll and Bute HSCP	Annually in Aug/Sept	
	Argyll and Bute Annual Education Plan	Education	Annually in August/Sept.	
	Draft Education Service Plan	Education	Annual	
	Live Argyll Annual Report	Live Argyll	Annually in Aug/Sept	

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