

Public Document Pack

Argyll and Bute Council
Comhairle Earra-Ghàidheal Agus Bhòid

Executive Director: Douglas Hendry



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30 May 2024*

NOTICE OF MEETING

A meeting of the **COMMUNITY SERVICES COMMITTEE** will be held **ON A HYBRID BASIS IN THE COUNCIL CHAMBER, KILMORY, LOCHGILPHEAD AND BY MICROSCOT TEAMS** on **THURSDAY, 6 JUNE 2024 at 11:00 AM**, which you are requested to attend.

Douglas Hendry
Executive Director

BUSINESS

1. **APOLOGIES FOR ABSENCE**
2. **DECLARATIONS OF INTEREST**
3. **MINUTE** (Pages 3 - 10)
Community Services Committee held on 7 March 2024
4. **APPOINTMENT OF A RELIGIOUS REPRESENTATIVE TO THE COMMUNITY SERVICES COMMITTEE** (Pages 11 - 14)
Report by Executive Director with responsibility for Education
5. **POLICE SCOTLAND ARGYLL & BUTE PERFORMANCE SUMMARY REPORT - REPORTING PERIOD: Q4 APRIL 2023 - FEBRUARY 2024** (Pages 15 - 26)
Report by Divisional Commander for Argyll and Bute, West Dunbartonshire Division, Police Scotland
6. **SCOTTISH FIRE AND RESCUE SERVICE - ARGYLL & BUTE PERFORMANCE REPORT Q4 - 1 JANUARY - 31 MARCH 2024** (Pages 27 - 36)
Report by Local Senior Officer, Scottish Fire and Rescue Service
7. **ARGYLL & BUTE HSCP - PERFORMANCE REPORT - FQ3 & FQ4 2023/24** (Pages 37 - 66)
Report by Head of Strategic Planning, Performance and Technology, Argyll and Bute Health and Social Care Partnership
8. **EDUCATION VISION AND STRATEGY - CONSULTATION RESPONSE OVERVIEW AND NEXT STEPS** (Pages 67 - 90)

- Report by Executive Director with responsibility for Education
- 9. DEVELOPING THE YOUNG WORKFORCE 2023-2024** (Pages 91 - 102)
Report by Executive Director with responsibility for Education
- 10. LIVE ARGYLL - COMMUNITY LEARNING AND DEVELOPMENT REPORT 2023-24**
(Pages 103 - 130)
Report by Executive Director with responsibility for Education
- 11. THE EMERGENCY RESETTLEMENT OF PEOPLE FROM UKRAINE IN ARGYLL AND BUTE** (Pages 131 - 168)
Report by Executive Director with responsibility for Refugee Resettlement
- REPORTS FOR NOTING**
- 12. EXTERNAL EDUCATION ESTABLISHMENT INSPECTION REPORT** (Pages 169 - 180)
Report by Executive Director with responsibility for Education
- 13. COMMUNITY SERVICES COMMITTEE WORK PLAN 2024 - 2025** (Pages 181 - 184)

Community Services Committee

Councillor Gordon Blair	Councillor Jan Brown
Councillor Maurice Corry	Councillor Audrey Forrest (Chair)
Councillor Amanda Hampsey	Councillor Daniel Hampsey
Councillor Graham Hardie	Councillor Fiona Howard
Councillor Jennifer Kelly	Councillor Paul Donald Kennedy
Councillor Dougie McFadzean (Vice-Chair)	
Councillor Julie McKenzie	Councillor Yvonne McNeilly
Councillor Iain Paterson	Councillor Gemma Penfold
Councillor Dougie Philand	Margaret Anderson
Lorna Stewart	Daniel Semple
Reverend Dorothy Wallace	

Contact: Lynsey Innis, Senior Committee Assistant Tel: 01546 404338

**MINUTES of MEETING of COMMUNITY SERVICES COMMITTEE held ON A HYBRID BASIS IN
THE COUNCIL CHAMBER, KILMORY, LOCHGILPHEAD AND BY MICROSOFT TEAMS
on THURSDAY, 7 MARCH 2024**

Present: Councillor Audrey Forrest (Chair)

Councillor Gordon Blair	Councillor Iain Paterson
Councillor Garret Corner	Councillor Gemma Penfold
Councillor Andrew Kain	Councillor Dougie Philand
Councillor Paul Donald Kennedy	Margaret Anderson
Councillor Liz McCabe	Lorna Stewart
Councillor Dougie McFadzean	Daniel Semple
Councillor Julie McKenzie	

Also Present: Councillor Kieron Green Councillor Tommy MacPherson
Councillor Jan Brown

Attending: Douglas Hendry, Executive Director
Fiona Davies, Chief Officer – Health and Social Care Partnership
Jen Crocket, Head of Education: Wellbeing, Inclusion and Achievement
Wendy Brownlie, Head of Education: Performance and Improvement
Charlotte Craig, Business Improvement Manager
Stuart McLean, Committee Manager
Graeme McMillan, Transformation Programme Manager
Chief Superintendent Lynn Ratcliff, Police Scotland
Group Commander Fraser Grant, Scottish Fire and Rescue Service
Colin Buchanan, on behalf of Luing Community Trust and Luing Community Council
Camille Annan, Lochgilphead High School
Eva Bonetti, Oban High School

Having noted the apologies of the Chair, Councillor Yvonne McNeilly, and the Vice-Chair Councillor Daniel Hampsey, the Committee Manager invited those Members present to elect a Chair for the meeting.

It was agreed that Councillor Audrey Forrest would assume the role of Chair for this meeting.

1. APOLOGIES FOR ABSENCE

Apologies for absence were intimated from Councillors Math Campbell-Sturgess, Amanda Hampsey, Daniel Hampsey, Graham Hardie and Yvonne McNeilly.

DEPUTATION

The Chair intimated that a request for a deputation to be heard by the Committee had been received from Colin Buchanan on behalf of Luing Community Trust and Luing Community Council. It was unanimously agreed to hear from this deputation.

The Committee heard from Colin Buchanan, Chair of the Luing Community Trust and member of Luing Community Council, in relation to Luing Primary School which would be dealt with at Item 7D of the Agenda.

The Chair thanked Colin Buchanan and advised that the submission would be considered under item 7D of the Agenda (Luing Primary School).

The Chair intimated that Councillor Kieron Green had notified the Executive Director that he wished, in terms of Standing Order 22.1, to speak but not vote on items 7C and 7D of the Agenda.

The Chair confirmed that she would exercise her discretion to allow Councillor Green to speak but not vote on items 7C and 7D of this Minute.

2. DECLARATIONS OF INTEREST

There were no declarations of interest intimated.

3. MINUTE

The Minute of the Community Services Committee held on 14 December 2023 was approved as a correct record.

4. POLICE SCOTLAND - ARGYLL & BUTE PERFORMANCE SUMMARY REPORT - REPORTING PERIOD: Q3 APRIL - DECEMBER 2023

Chief Superintendent Lynn Ratcliff presented the Argyll & Bute Performance Summary Report of Police Scotland's Policing Priorities for Q3 April – December 2023 and responded to questions asked.

Decision

The Committee reviewed and noted the contents of the report.

(Reference: Report for Quarter 3 2023 by Divisional Commander for Argyll and Bute West Dunbartonshire Division, Police Scotland, submitted)

5. SCOTTISH FIRE AND RESCUE SERVICE - ARGYLL & BUTE PERFORMANCE REPORT Q3 - 1 OCTOBER - 31 DECEMBER 2023

With the aid of power point slides, Commander Fraser Grant presented a report highlighting Scottish Fire and Rescue Service's review of local performance within Argyll and Bute for Q3 1 October – 31 December and responded to a number of questions asked.

Decision

The Committee reviewed and noted the contents of the report.

(Reference: Q3 2023 Report by Local Senior Officer, Scottish Fire and Rescue Service, submitted)

6. ARGYLL & BUTE HEALTH & SOCIAL CARE PARTNERSHIP - PERFORMANCE REPORT - FQ2 2023/24

A report detailing performance for FQ2 (July – September) 2023/24 for Argyll & Bute Health & Social Care Partnership was considered. The Chair thanked Fiona Davies for all her assistance to the Committee and wished her all the best in her new role.

Decision

The Committee:

1. Acknowledged performance for FQ2 (July - September 2023/24) and improvement against the previous quarter, which is the second full quarter of data for the Integrated Performance Management Framework (IPMF).
2. Acknowledged supporting performance commentary from Heads of Service and Service Leads.
3. Acknowledged performance update on the National Health & Wellbeing Outcomes and Ministerial Steering Group Integration Indicators contained within Appendix 1 of the report.
4. Noted System Pressure Report for August 2023 contained within Appendix 2 of the report.
5. Noted Delayed Discharge Sitrep for August 2023 contained within Appendix 3 of the report.

(Reference: Report by Head of Strategic Planning, Performance and Technology, Argyll & Bute HSCP dated 7 March 2024, submitted)

7. SCHOOLS (CONSULTATION) (SCOTLAND) ACT 2010

(a) MINARD PRIMARY SCHOOL

A report providing details of a draft proposal for Minard Primary School formulated in accordance with the requirements of the Schools (Consultation) (Scotland) Act 2010, as amended (the 2010 Act), was considered.

Decision

The Committee agreed to:

- a) note the contents of the Consultation Report contained within Appendix A; and
- b) approve the implementation of the following alternative to the Proposal as consulted on:
 - i. education provision at Minard Primary School be permanently discontinued with effect from 31 May 2024; and
 - ii. the delineated catchment area of Furnace Primary School shall be extended to subsume the whole delineated catchment area of Minard

Primary School from 31 May 2024.

(Reference: Report by Executive Director with responsibility for Education dated 13 February 2024, submitted)

(b) **SOUTHEND PRIMARY SCHOOL**

A report providing details of a draft proposal for Southend Primary School formulated in accordance with the requirements of the Schools (Consultation) (Scotland) Act 2010, as amended (the 2010 Act), was considered.

Decision

The Committee agreed to:

- a) note the contents of the Consultation Report contained within Appendix A; and
- b) approve the implementation of the following alternative to the Proposal as consulted on:
 - i. education provision at Southend Primary School be permanently discontinued with effect from 31 May 2024; and
 - ii. the delineated catchment area of Castlehill Primary School shall be extended to subsume the whole delineated catchment area of Southend Primary School from 31 May 2024.

(Reference: Report by Executive Director with responsibility for Education dated 13 February 2024, submitted)

(c) **ACHALEVEN PRIMARY SCHOOL**

A report providing details of a draft proposal for Achaleven Primary School formulated in accordance with the requirements of the Schools (Consultation) (Scotland) Act 2010, as amended (the 2010 Act), was considered.

Decision

The Committee agreed to:

- a) note the contents of the Consultation Report contained within Appendix A; and
- b) approve the implementation of the following alternative to the Proposal as consulted on:
 - i. education provision at Achaleven Primary School be permanently discontinued with effect from 31 May 2024; and
 - ii. the delineated catchment area of Lochnell Primary School shall be extended to subsume the whole delineated catchment area of Achaleven Primary School from 31 May 2024.

(Reference: Report by Executive Director with responsibility for Education dated 13 February 2024, submitted)

(d) **LUING PRIMARY SCHOOL**

A report providing details of a draft proposal for Luing Primary School formulated in accordance with the requirements of the Schools (Consultation) (Scotland) Act 2010, as amended (the 2010 Act), was considered.

Motion

The Committee agrees to:

- a) note the contents of the Consultation Report contained within Appendix A; and
- b) approve the implementation of the following alternative to the Proposal as consulted on:
 - i. education provision at Luing Primary School be permanently discontinued with effect from 31 May 2024; and
 - ii. the delineated catchment area of Easdale Primary School shall be extended to subsume the whole delineated catchment area of Luing Primary School from 31 May 2024.

Moved by Councillor Liz McCabe, seconded by Councillor Gemma Penfold.

Amendment

The Community Services Committee:

- (a) note the contents of the Consultation Report contained within Appendix A of the report; and
- (b) agrees to continue mothballing Luing Primary School for a further year to allow the community adequate time to demonstrate the sustainability of the school long term.

Moved by Councillor Audrey Forrest, seconded by Councillor Julie McKenzie

As the meeting was being held on a hybrid basis, the vote required to be taken by calling the Roll and Members voted as follows –

Motion	Amendment	No Vote
Cllr Garret Corner Cllr Paul Kennedy Cllr Liz McCabe Cllr Gemma Penfold	Cllr Gordon Blair Cllr Audrey Forrest Cllr Andrew Kain Cllr Dougie McFadzen Cllr Julie McKenzie Cllr Iain Paterson	Margaret Anderson

Cllr Dougie Philand

Decision

The Amendment was carried by 7 votes to 4, and the Committee resolved accordingly.

(Reference: Report by Executive Director with responsibility for Education dated 13 February 2024, submitted)

The Chair ruled and the Committee agreed to take a 10 minute comfort break at this point. The Committee reconvened at 1.00pm.

Councillors Paul Kennedy and Andrew Kain left the meeting at this point.

8. FINAL ATTAINMENT AND ACHIEVEMENT REPORT - SESSION 2022-2023

Following the release on 28 February 2024 of data on the Scottish Government's Insight tool, a report updating Members on final attainment, across all Argyll and Bute Secondary Schools for session 2022-2023 was considered.

The Committee also heard from Camille Annan from Lochgilphead High School and Eva Bonetti from Oban High School on their academic and attainment pathways. The Chair, on behalf of the Committee thanked Camille and Eva and wished them both well in their next steps.

Decision

The Committee:

1. considered the information in the report, particularly as it relates to the attainment performance of school leavers;
2. noted the increase in attainment brought about by successful appeals, at authority level and school-by-school; and
3. noted that the information contained in the report constitutes all attainment across both National Qualifications and Wider Achievement courses, the latter of which was described in the December report without the associated tariff points having been included in statistics.

(Reference: Report by Executive Director with responsibility for Education dated 7 March 2024, submitted)

9. EXTERNAL EDUCATION ESTABLISHMENT INSPECTION REPORT

A report providing details of all external establishment inspection reports received across Argyll and Bute Education Service during the period October 2023 to January 2024 was before the committee for consideration.

Decision

The Committee noted:

- a) the contents of the report;
- b) this quarterly report would be presented on an ongoing basis to the Community Services Committee detailing all establishment inspections conducted and published by Education Scotland within that period, and
- c) that Ward members would receive copies of school inspection reports for schools within their area as published by Education Scotland.

(Reference: Report by Executive Director with responsibility for Education dated January 2024, submitted)

10. COMMUNITY SERVICES COMMITTEE WORK PLAN 2023/2024

The Community Services Committee work plan for 2023-2024 was before the Committee for information.

Decision

The Committee noted the contents of the work plan.

(Reference: Community Services Committee Work Plan 2023-2024, submitted)

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ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

EDUCATION

6 JUNE 2024

APPOINTMENT OF A RELIGIOUS REPRESENTATIVE TO THE COMMUNITY SERVICES COMMITTEE

1.0 EXECUTIVE SUMMARY

- 1.1 The purpose of this report is to update the Committee on the appointment of a new Church of Scotland representative to sit on the Community Services Committee.

The Community Services Committee is asked to:

- a) Note the content of this report and endorse the appointment of the Reverend Dorothy Wallace as the representative nominated by the Presbytery of the Highlands and Hebrides as a voting member of the Community Services Committee.

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

EDUCATION

6 JUNE 2024

APPOINTMENT OF A RELIGIOUS REPRESENTATIVE TO THE COMMUNITY SERVICES COMMITTEE

2.0 INTRODUCTION

2.1 The purpose of this report is to update the Committee on the appointment of a new Church of Scotland representative to sit on the Community Services Committee.

3.0 RECOMMENDATIONS

3.1 The Community Services Committee is asked to:

- a) Note the content of this report and endorse the appointment of the Rev. Dorothy Wallace as the representative nominated by the Presbytery of the Highlands and Hebrides as a voting member of the Community Services Committee.

4.0 DETAIL

4.1 The constitution of the Council outlines that there should be three persons interested in the promotion of religious education who shall be voting members of the Community Services Committee when the Committee is considering matters relating to education.

4.2 Within Argyll and Bute Council the Community Services Committee has delegated authority to discharge the powers and duties as education authority.

4.3 On 1 January 2024 the Presbytery of Argyll became part of a new Presbytery, The Church of Scotland in the Highlands and Hebrides. Due to this change Rev. Sandy MacPherson's appointments as the Argyll Presbytery representative came to an end and the Rev. Dorothy Wallace, Minister of West Lochfyneside has been appointed to represent the new Presbytery on the Community Services Committee.

5.0 CONCLUSION

- 5.1 The Rev. Dorothy Wallace has been appointed by the Highlands and Hebrides Presbytery to represent them as a voting member of the Community Services Committee for the duration of this Council.

6.0 IMPLICATIONS

- 6.1 Policy – this is in keeping with the Councils Constitution
- 6.2 Financial – this post is not remunerated
- 6.3 Legal - none
- 6.4 HR - none
- 6.5 Fairer Scotland Duty:
- 6.5.1 Equalities - protected characteristics - none
 - 6.5.2 Socio-economic Duty - none
 - 6.5.3 Islands - none
- 6.6 Climate Change - none
- 6.7 Risk - none
- 6.8 Customer Service - none
- 6.9 The Rights of the Child (UNCRC) - none

Douglas Hendry - Executive Director with responsibility for Education

Councillor Audrey Forrest – Policy Lead for Education

19 March 2024

For further information contact:

Fiona Ferguson, Director Support Officer 01546 604367

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Argyll & Bute Performance Summary Report



**POLICE
SCOTLAND**
Keeping people safe

Reporting Period: April 2023 to February 2024

Total Crime **+5.2%** **308 Crimes**

Incidents

+7.6%



+1406*PYTD, +105*5YR

Common Assault

+10.2%



+67*PYTD, +137*5YR

Overall Dishonesty

+14.9%



+101*PYTD, +121*5YR

Domestic Abuse Incidents

-2%



-12*PYTD, -16*5YR

Violent Crime

+13.7%



+18*PYTD, +59*5YR AVG

Sexual Crime

+8.9%



+18*PYTD, +25*5YR AVG

Road Deaths and Serious Injuries

+24.6%*



+14*on PYTD

Disorder Complaints

-7.6%*



-150*PYTD

Missing People

-11.3%*



-17*PYTD

Counter Terrorism



The National Terrorism Threat level is
SUBSTANTIAL
This means that an attack is likely.

*PYTD = Previous Year to Date
*5YR = 5 year average

Housebreaking

+39.7%



+25*PYTD, -1*5YR AVG

Argyll & Bute Performance Summary Report

Reporting Period: April 2023 to February 2024



**POLICE
SCOTLAND**
Keeping people safe

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Introduction

Local policing are pleased to present this performance summary report to Committee for its information and consideration.






Please note that all data included in this report are management information and not official statistics. All data are sourced from Police Scotland internal systems and are correct as of date of publication.

Unless stated otherwise numerical comparisons are against the previous year to date and the previous five year average for the same data period specified.

This report contains recorded data between April 2023 and the end February 2024. This is as a result of the full years reporting period being embargoed by Police Scotland. The full years results are not expected to make any significant change to the data supplied. A supplementary report will be submitted if required.

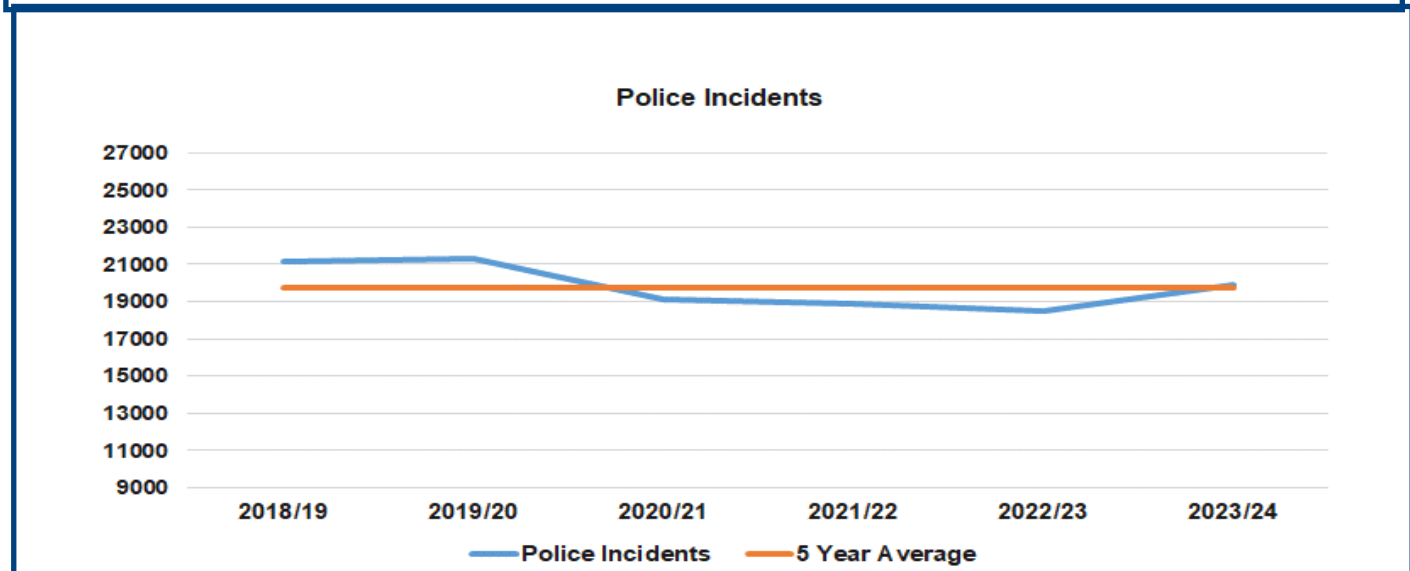
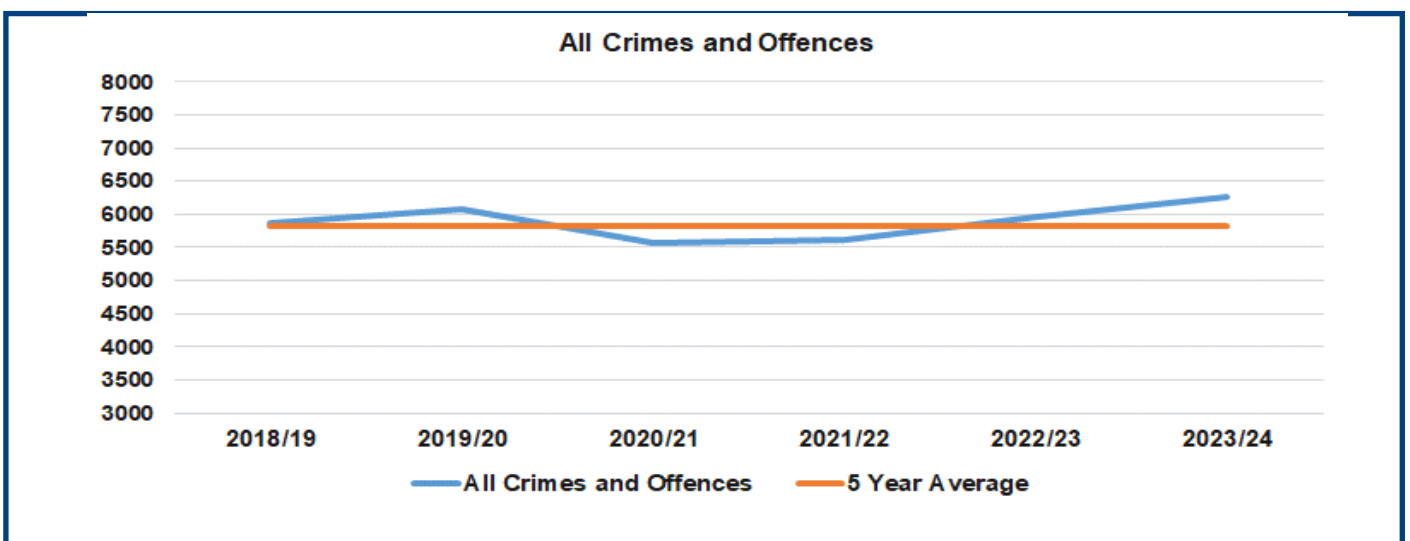
ARGYLL & BUTE POLICING PRIORITIES 2023-2026

1. Acquisitive Crime
2. Public Protection
3. Road Safety & Road Crime
4. Serious Organised Crime
5. Violence & Anti-social behaviour

PRIORITY AREA	EXECUTIVE SUMMARY
<p>Acquisitive Crime</p> 	<p>At the end of Feb 2024 acquisitive crimes show an increase of 14.9% from 679 to 780 compared to the same period last year. A rise in acquisitive crime is a national trend but we are fully focused on improving crime prevention opportunities as well as providing a robust investigative response within our communities across Argyll and Bute.</p>
<p>Public Protection</p> 	<p>Group 2 sexual crimes have risen by 8.9% (+18) compared to last year. The more serious offences have remained fairly consistent to last year with a notable reduction on sexual assaults. We are committed to delivering a victim centred approach and a service where we maximise partnership opportunities to provide confidence to all victims that they will be provided with a sensitive but professional response.</p>
<p>Road Safety & Road Crime</p> 	<p>Despite a slight reduction in the number of fatal traffic collisions within Argyll and Bute, the number of casualties overall has risen due to an increase in both serious (+18) and slight injuries (+21) at the end of Feb 2024.</p>
<p>Serious Organised Crime</p> 	<p>At the end of Feb 2024 both drug supply and possession figures have increased by 15.6% (n=5 crimes) and 11.3% (n=43 crimes) respectively.</p> <p>Across Argyll & West Dunbartonshire 46 persons linked to serious and organised crime (SAOC) have been arrested and £513,974 seized under the Proceeds of Crime Act 2002 (POCA).</p>
<p>Violence & ASB</p> 	<p>Group 1 crimes of violence have increased by 13.7% (n=18 crimes) compared to last year due to a continued rise in threats and extortion (sextortion) offences. ASB crimes have also seen an overall increase of 12.7% (n=203 crimes) year on year.</p>

CRIME	PYTD	CYTD	INCIDENTS	PYTD	CYTD
Total Crimes & Offences	5963	6271	Total number of incidents	18,483	19,889

DEMAND ANALYSIS - * PYTD - PREVIOUS YEAR TO DATE CYTD - CURRENT YEAR TO DATE

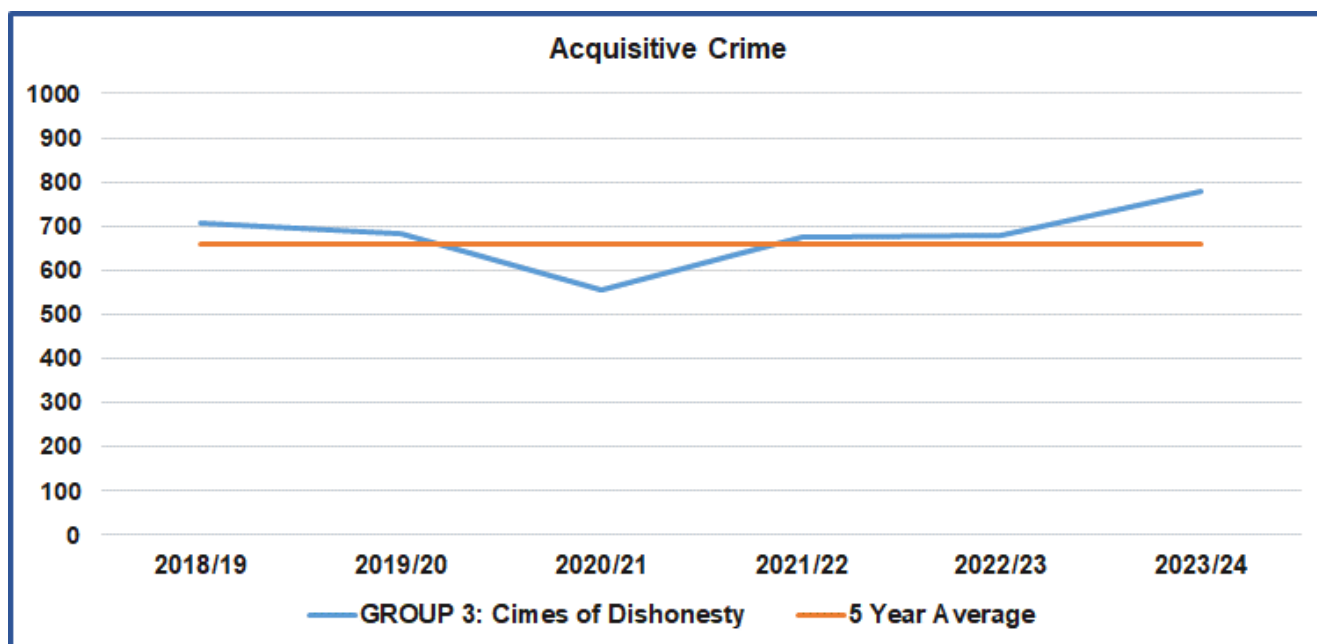


The total volume of crimes and offences recorded within Argyll and Bute has increased by 5.2% from the previous year and is currently 7.7% above the previous 5 year average. The overall rise in crime levels is largely due to notable increases in acquisitive crime (+14.9%), miscellaneous offences (+12.7%) and police proactive crimes such as drug and weapons offences (+21.4%).

Group 1 crimes of violence have also recorded an increase of 13.7% from the previous period, which is attributed to the increase in extortion offences, while crimes relating to vandalism, fire-raising and malicious mischief have seen a reduction (-17.4%) on last year.



ACQUISITIVE CRIME



Shoplifting crimes have increased by 12.9% from 163 to 184 and remain above the previous 5 year average (122.2). The detection rate for shoplifting has increased from 70.6% the previous year to date to 79.9% (+9.3%), in number terms 32 more crimes have been detected.



Housebreaking crime increased by 39.7% from 63 to 88 at the end of Feb 2024 (compared to last year) due to a rise in domestic housebreakings (+17) and non-dwelling properties (+10) while housebreakings at commercial premises have marginally reduced. Approx. 60% of all domestic HB's were attempts or HBWI's with no property being stolen.



There has been a considerable increase in motor vehicle crimes with 47 recorded compared to 27 last year. Thefts from motor vehicles have risen from 11 to 21 (+10) while thefts of motor vehicles have also increased from 16 to 26 (+10). Around half of all vehicle crimes YTD occurred in Helensburgh (n=14) and Dunoon (n=9). The detection rate for vehicle crimes has reduced by 5.6% from 48.1% to 42.6%.



Fraud crimes have also increased from 143 to 182 (n=39) and remain above the 5 year average of 112.4 for fraud. The increase in fraud crime is largely due to a rise in social engineering frauds followed by investment frauds, frauds relating to bogus workmen and unpaid taxi fares.

In Helensburgh and the surrounding villages, plans have been developed to introduce a new Community policing team. These officers will support the local community by building positive relationships with local businesses and will provide support to deter acquisitive crime.

Frauds and scams continue to be a focus as offences are still being reported on a regular basis and we would welcome invites from any community groups or organisations who may feel that they could benefit from an input from our preventions team. The majority of these offences are committed online and those responsible often out with the United Kingdom.

Following two Housebreakings in the Oban Area officers carried out extensive enquiries resulting in the arrest of two males who had travelled to the area to commit these offences.



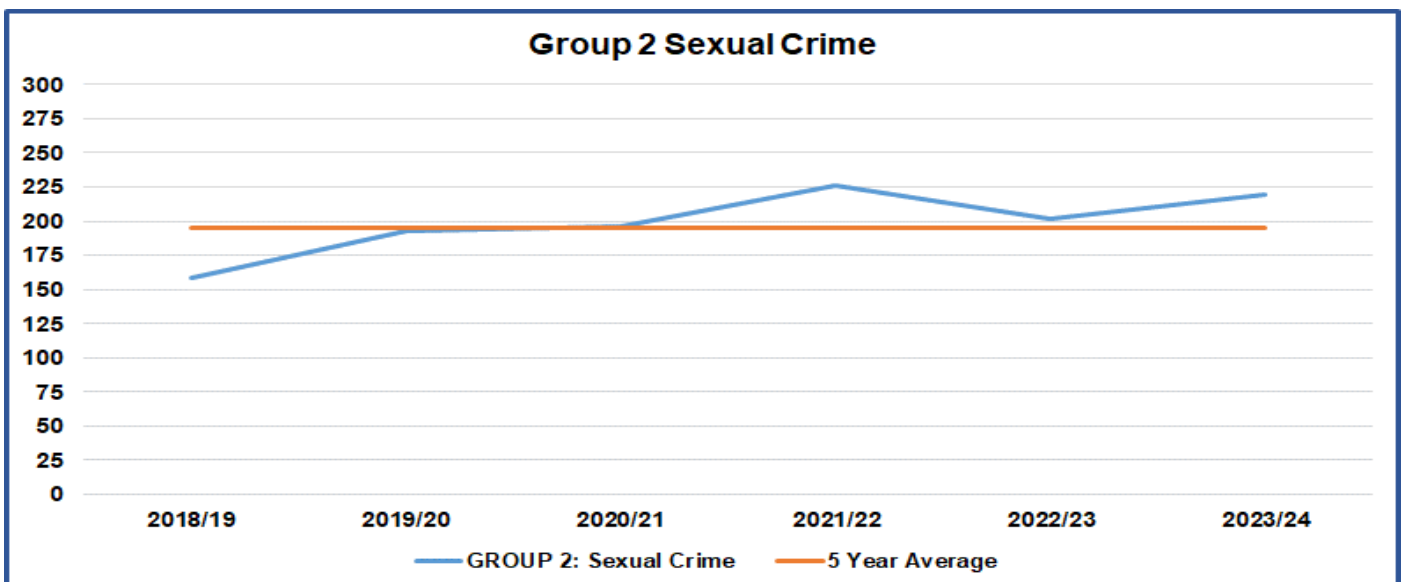
PUBLIC PROTECTION

At the end of Feb 2024 Group 2 crimes show a slight increase of 8.9% (+18) compared to the same period last year. Crimes of Rape have increased from 40 to 41, which is almost in line with the previous 5 year average (39.6), while sexual assaults have reduced from 85 to 74 (-11).

Approximately 83% of rape crimes occurred in a private space setting and 88% were committed by persons known to the victim (20 crimes were domestic related). Similarly around 66% of sexual assaults occurred within private spaces and 79% were committed by persons known to the victim (13 crimes were domestic related). Approximately 43% of all sexual assaults recorded at the end of Feb 2024 relate to non-recent reports.

Compared to the PYTD, crimes relating to indecent images/communications have increased from 59 to 73 (+14) with just over a third of all crimes being committed by persons known to the victim.

A total of 135 missing person reports had been recorded within Argyll and Bute at end of Feb 2024, which is a reduction of 11.3% from last year (-17). MP reports relating to adults have increased from 73 to 90 (+17), while reports relating to children and children in care have seen a decrease from 37 to 28 (-9) and 35 to 17 (-18) respectively, year on year.



We continue to support and improve awareness to our front-line officers to ensure they are equipped and trained to provide a victim centred approach. The first contact with policing is vital and we acknowledge the importance of training and understanding. As such we continue to improve governance reviewing decision making and ensuring all reports of domestic violence or sexual crime are thoroughly investigated.

In Argyll we have specialist officers who are trained in the Scottish Child Interview Model (SCIM) this is an improved joint interview model being rolled out nationally where police and social work provide a better environment for a child who has suffered trauma and requires to be interviewed

We are working with The Argyll & Bute trauma informed leads to explore opportunities for joint emergency services training to ensure we are providing the best support we can to all victims. Our focus on Violence against Women and Children continues as we develop and spread our awareness on the 'Safe & Together' model to reduce victim blaming and unnecessary criminalising of domestic abuse victims.

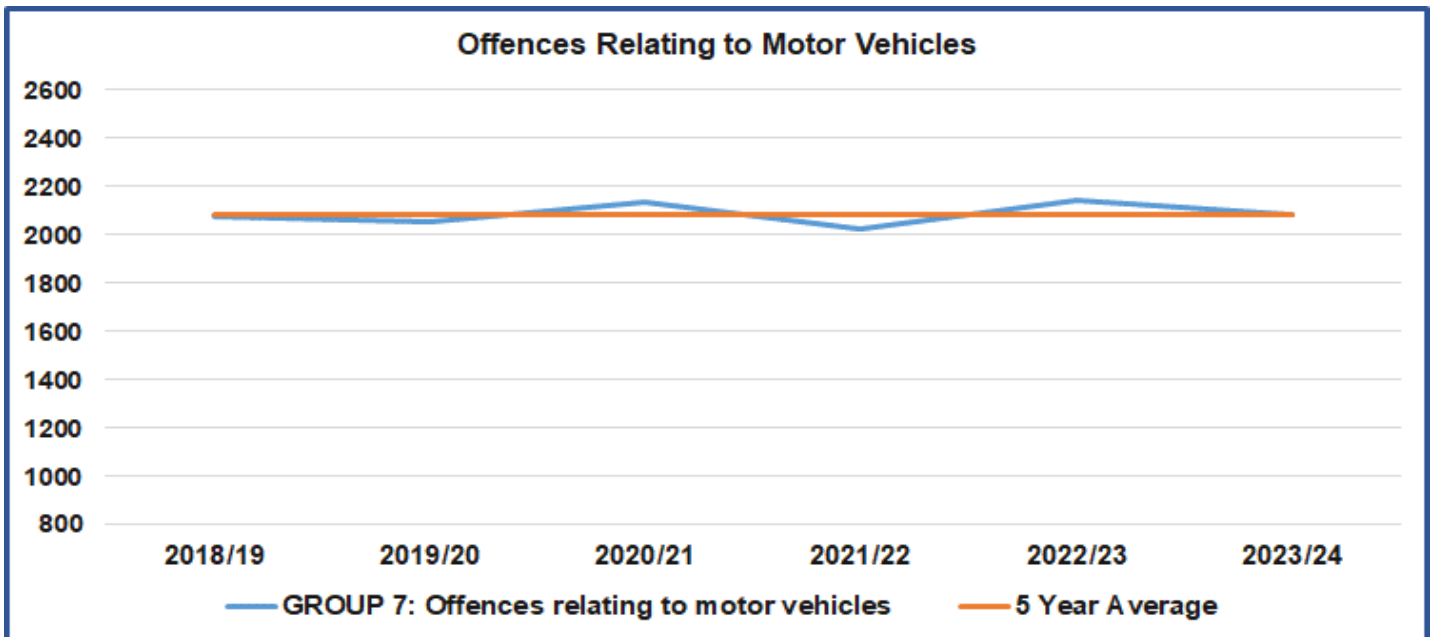


ROAD SAFETY AND ROAD CRIME

Road Traffic Casualties		2022/23	2023/24
	Number of persons killed on our roads	11	7
	Number of persons seriously injured	46	64
	Number of persons slightly injured	62	83
	Number of children seriously injured	3	6

The number of fatal RTC's recorded has reduced slightly from 11 to 7 year on year however this has been offset by notable increases in both serious and slight, which have risen from 46 to 64 (+18) and 62 to 83 (+21), respectively.

Overall offences relating to motor vehicles have decreased by 5.2% (-111) compared to the previous year, the current figure is also slightly below the previous 5 year average. Year on year, speeding offences have seen the greatest reduction from 542 to 467 crimes (-75), followed by careless driving (-31), mobile phone (-30) and dangerous driving offences (-26). Using a vehicle without a test certificate/licence, insurance and drink driving offences have all seen slight increases compared to the PYTD.



Throughout the period of Q4 in Argyll, Roads Policing officers provided focussed activity on four National campaigns, Seatbelts, Mobile Phones, Speeding and Vulnerable Road Users. This focus was achieved through deployment of marked and unmarked patrols to educate motorists and provide enforcement as necessary. There were no road deaths during the reporting period.

Our prevention and enforcement efforts continue, and we monitor, analyse call data and listen to our communities to ensure that we respond to emerging concerns. In Arrochar and Helensburgh we have responded to community concerns at the Primary school and outside Hermitage Academy. We have been working with partners in Argyll & Bute council to consider a longer-term suitable solution to road safety concerns. These include speed camera deployments and road calming measures.

Our preventions team have been in discussion with a number of hotels across Argyll to provide materials to assist and engage with those drivers visiting from abroad. Providing information and education can assist in reducing road deaths across Argyll.

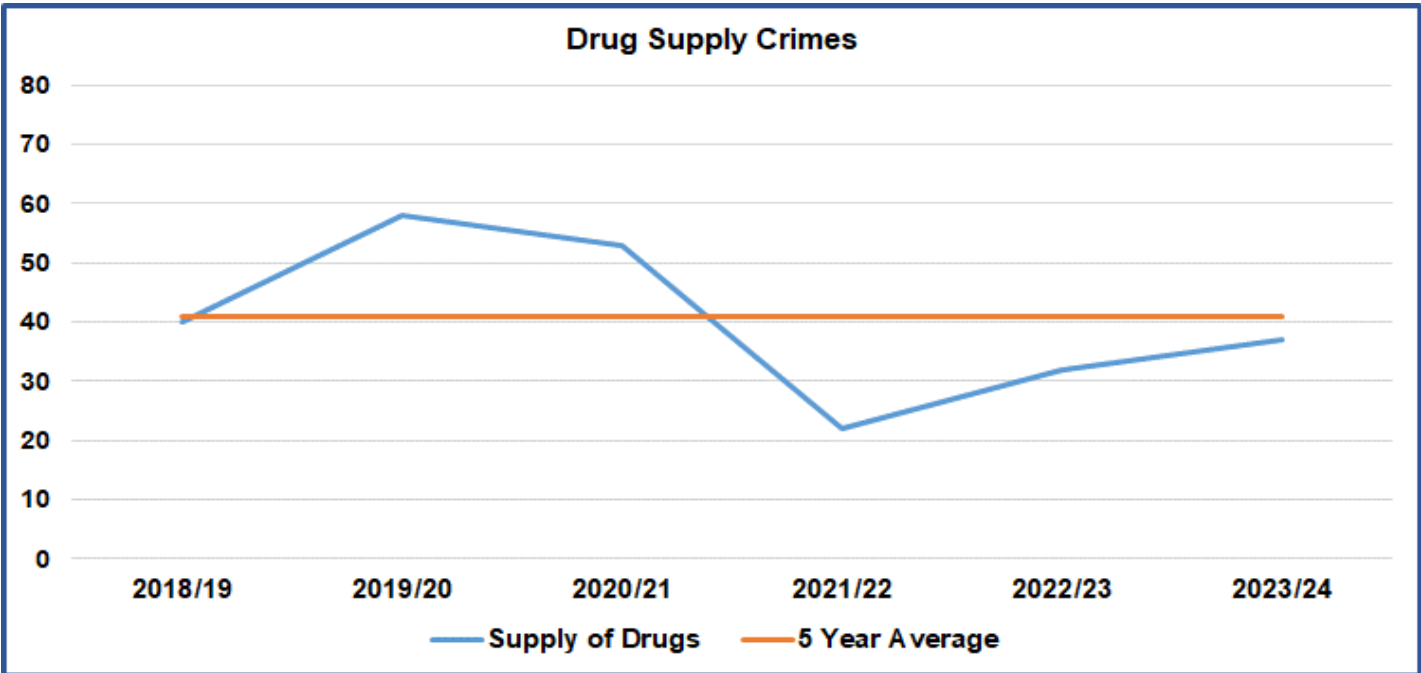


SERIOUS & ORGANISED CRIME

Across Argyll & West Dunbartonshire, 46 persons linked to serious and organised crime have been arrested and £513,974 has been seized under the Proceeds of Crime Act (POCA) since 1st April 2023.

At the end of Feb 2024, drugs supply charges had increased marginally from 32 to 37 crimes, which is slightly below the previous 5 year average (41).

Similarly drug possession charges have increased from 358 to 401 (+12%) and are also 11.3% above the 5 year average (360). Both figures are testament to the proactive work being carried out by officers.



Within Argyll our specialist team has been investigating criminal activities across numerous geographical areas. This includes theft of high value plant machinery, Quad Bikes and trailers from farms across rural areas. This also include wildlife crime in the form of badger baiting, hare coursing and hunting deer with dogs.

A disruption strategy has been implemented in partnership with other policing areas and a number of initiatives have been conducted targeting offenders. Arrests have been made and £3975 has been seized under the POCA.

In Oban a collective policing effort as a result of community information has resulted in some outstanding results. In one occasion a male was arrested along with the recovery of £7000 worth of drugs and a firearm. On another occasion local officers proactively stopped a male who was later found in possession of 257g of cocaine with an estimated street value of £25K

We will continue to disrupt and target those individuals who continue to put the health and wellbeing of our community at risk through organised crime.

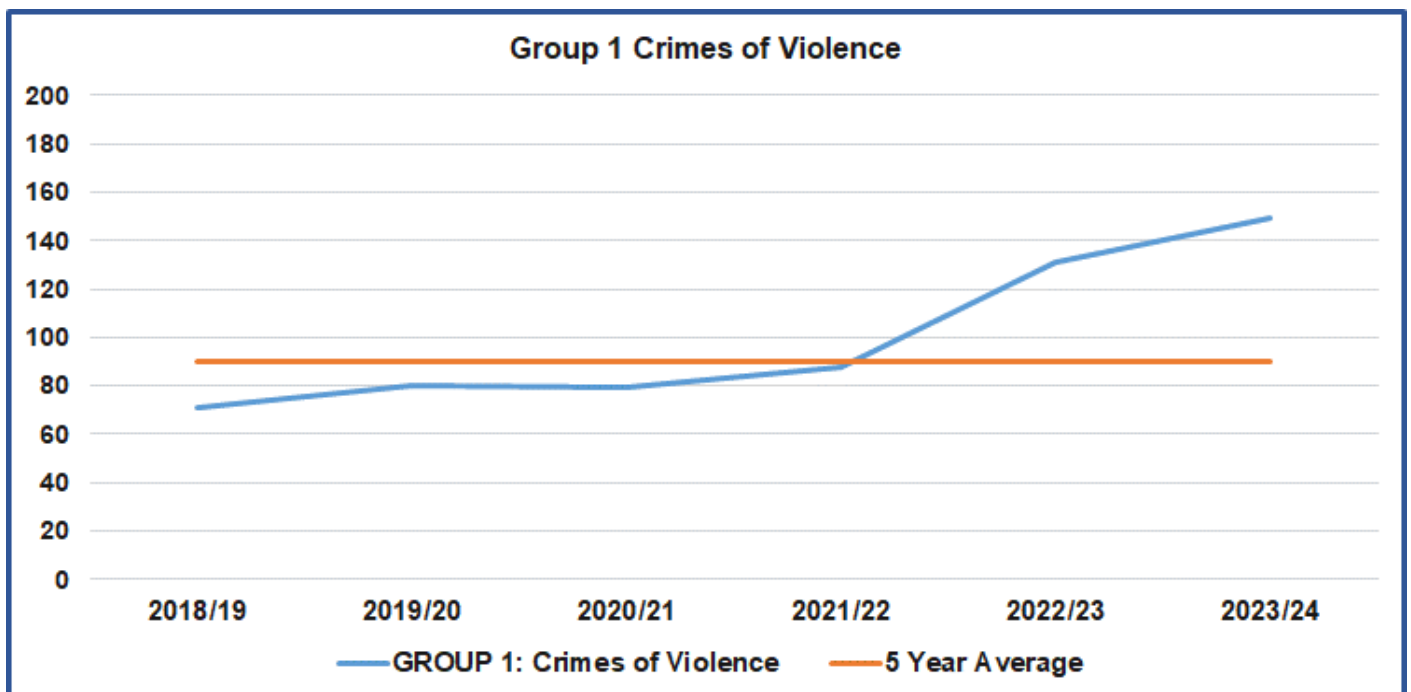


VIOLENCE

Levels of violence occurring within Argyll and Bute have risen by 13.7% from 131 to 149 (+18) year on year. Approx. 70% of all crimes recorded took place within a private setting and 64% of those occurring in a public space were committed by persons known to the victim.

With the exception of an increase in threats and extortion offences (48 crimes compared to 23 last year) most Group 1 crimes have recorded marginal change compared to the previous period. As previously noted, the increase in threats and extortion is largely attributed to a rise in “sextortion” offences with around 96% being committed online involving threats to post indecent images shared between victims and suspects.

The remaining Group 1 crimes have largely remained consistent when compared to figures in 2022/23. The detection rate for Group 1 crime overall has seen a marginal reduction from 59.5% to 58.4% (-1.2%). In number terms however 9 more crimes have been detected.



Sporadic indoor violence can be difficult to prevent. However, we continue to engage with housing providers and Argyll & Bute ASB to target individuals and properties which are coming to our attention. Loud music and neighbour complaints often have underlying issues which allows local policing and partners to consider a joined-up approach. Proactive house visits and warnings allow local policing to develop community intelligence and to prevent offending.

We continue to ensure that all bail conditions set by the court on the release of individuals are policed and managed appropriately. These offenders often have conditions to remain within their properties or to restrict their movement or contact with others. We have conducted proactive bail visits and all local officers are briefed regularly to ensure compliance.

We have a new Youth Engagement Officer (YEO) at Dunoon Academy. This officer along with the YEOs in Helensburgh and Oban will continue to provide support and safety advice to young persons as well as positively influencing their decision making.

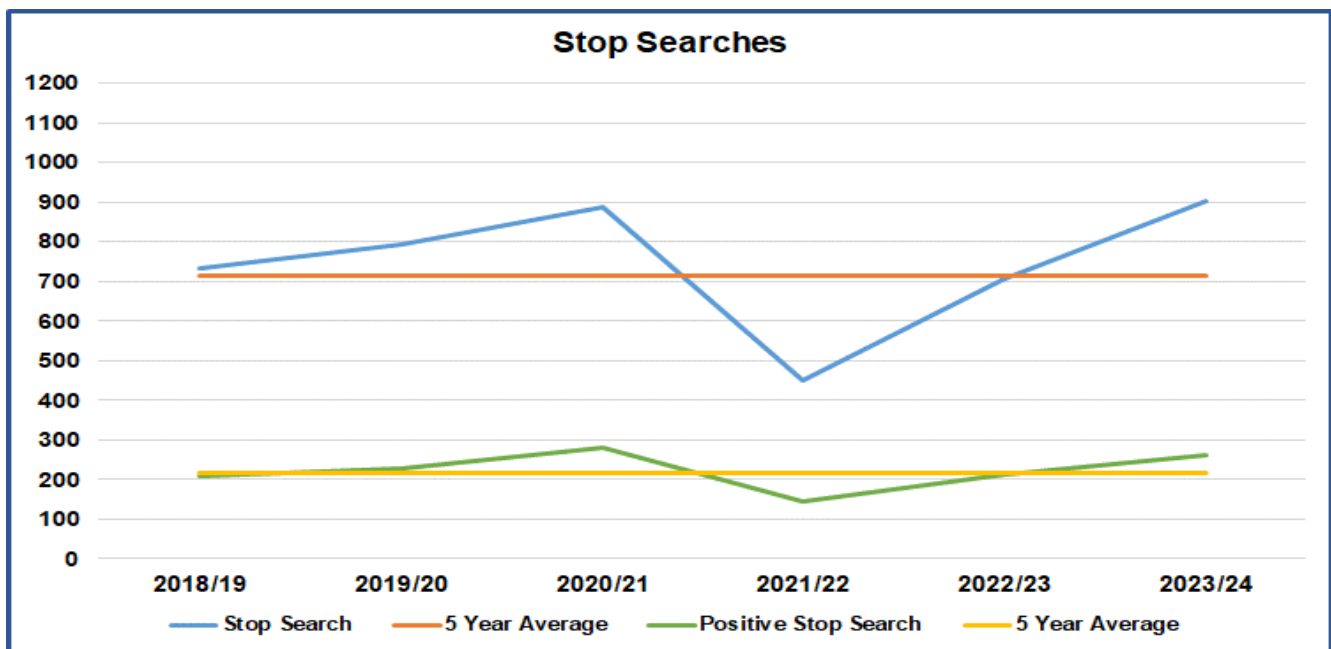


ANTI-SOCIAL BEHAVIOUR

Complaints relating to disorder have reduced by 7.6% (-150). ASB related crimes however have seen an increase of 12.7% from 1594 to 1797.

Common assaults have increased by 7.7% from 568 to 612. Crimes were largely split 50/50 in terms of public space and private space loci. In 56% of public space crime, offenders were known to victims. Much of the increase is due to a rise in disputes involving family members (+23), youth fighting (+17) and ongoing feuds (+14).

Assaults on police and emergency workers have also seen an increase year on year with 113 recorded compared to 90 last year. The detection rate for common assaults overall has seen a marginal reduction of 2.9% from 74.9% last year to 72%, however in number terms 29 more crimes have been detected.



As we move towards our summer months, we have been engaging with partners across various organisations to consider how we can work together more efficiently to tackle the seasonal ASB that we often see.

Operation Ballaton which provides a multi-agency approach to ASB issues around Loch Lomond has been reintroduced. Seasonal ASB will be monitored daily, and robust prevention plans put in place.

In Oban, Lochgilphead and Campbeltown bespoke patrols have been set focusing on ASB.

Discussions remain ongoing with Argyll and Bute Council regarding CCTV deployments and coverage across our towns in Argyll.

The Pub Watch scheme and licensed premises visits remain a local policing priority across Argyll as we look to prevent alcohol related ASB/Violence. We support the nighttime economy by engaging regularly with our licenced premises and supporting staff.

In Helensburgh, Bute and Cowal we are improving our operating model looking at how best we maximise our resources in order that we can continue to target ASB.

PUBLIC CONFIDENCE: COMPLAINTS & USER SATISFACTION

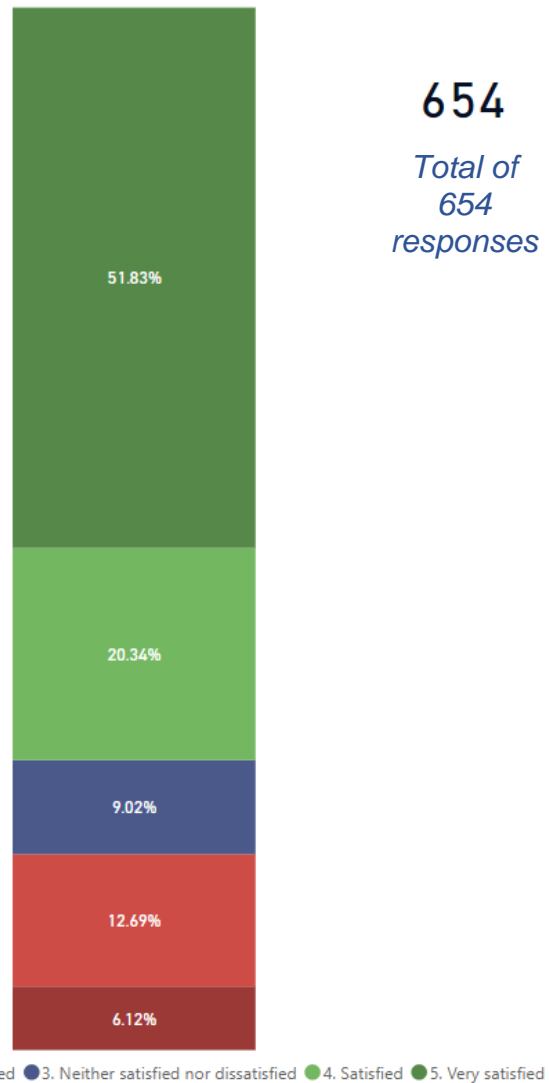
User Satisfaction results show that locally, public confidence levels remain high within Argyll and West Dunbartonshire with overall satisfaction levels at 72.2%, which is in line with the position in 2022/23.

Overall satisfaction with Police Scotland

We have welcomed our new Divisional Commander Gary I'Anson to L Division who has taken over from Chief Supt Lynn Ratcliff.

Chief Supt I'Anson has a wealth of experience in local, operational and strategic policing. Laterally he was head of Armed Policing.

Chief Supt I'Anson has already travelled across Argyll meeting our dedicated and committed local officers.



Useful Links/Contacts

- **Argyll and Bute Community Directory** - <https://abcd.scot/> including warm spaces information
- **Crimestoppers** – [Crimestoppers in Scotland | Crimestoppers \(crimestoppers-uk.org\)](https://www.crimestoppers-uk.org/) 0800 555 111
- **Scottish Partnership Against Rural Crime** – www.scottishparc.co.uk
- **Women's Aid** - [Home - Women's Aid \(womensaid.org.uk\)](http://www.womensaid.org.uk)
- **Citizens Advice** – 0808 164 6000
- **Argyll and Bute Council Trading Standards** – 01546 605 519
- **Argyll and Bute Council** – <https://www.argyll-bute.gov.uk/my-council/how-contact-us>
- **Transport Scotland** – road related incidents and road closures - <https://www.traffic.gov.scot/traffic-information/incidents>
- **Scottish Water** - <https://www.scottishwater.co.uk/Help-and-Resources/Contact-Us> 0800 0778 778
- **NHS24 (including mental health support)** – 111 or <https://www.nhsinform.scot/>

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**Argyll & Bute Performance Report
Q4 - 1st January 2024 - 31st March 2024**



**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 that through targetting risks at a local level we are all "Working Together for a Safer Scotland."

The plan has been developed to complement key partnership activity embedded across Argyll & Bute's Community Plan and associated Delivery and Thematic plans. Through partnership working we will seek to deliver continuous improvement in our performance and effective service delivery in our area of operations.

The Local Fire and Rescue Plan for Argyll & Bute identified six areas for demand reduction and is subject to regular monitoring and reporting through the Police & Fire and Rescue Committee. A summary of the priorities and current activity is detailed below with further detail and analysis contained within this performance report.

	Accidental Dwelling Fires	Accidental Dwelling Fire Casualties	Unintentional Injury and Harm	Deliberate Fire Setting	Non-Domestic Fire Safety	Unwanted Fire Alarm Signals
Cowal Ward	1	0	2	0	3	1
Dunoon Ward	0	0	1	0	1	6
Helensburgh and Lomond South Ward	0	0	0	2	0	0
Helensburgh Central Ward	1	0	1	0	0	9
Isle of Bute Ward	1	0	0	1	0	7
Kintyre and the Islands Ward	0	0	1	0	1	4
Lomond North Ward	3	0	1	1	1	3
Mid Argyll Ward	1	0	3	1	1	8
Oban North and Lorn Ward	0	0	8	1	2	3
Oban South and the Isles Ward	2	0	1	2	1	11
South Kintyre Ward	1	0	0	0	1	2
Total Incidents	10	0	18	8	11	54







Year on Year Change	● -23%	● -100%	● -18%	● -27%	◆ 22%	● -68%
3 Year Average Change	● -20%	● -33%	◆ 2%	● -13%	◆ 26%	● -15%
5 Year Average Change	◆ 13%	▲ 0%	◆ 20%	◆ 15%	◆ 39%	◆ 9%

About the statistics within this report

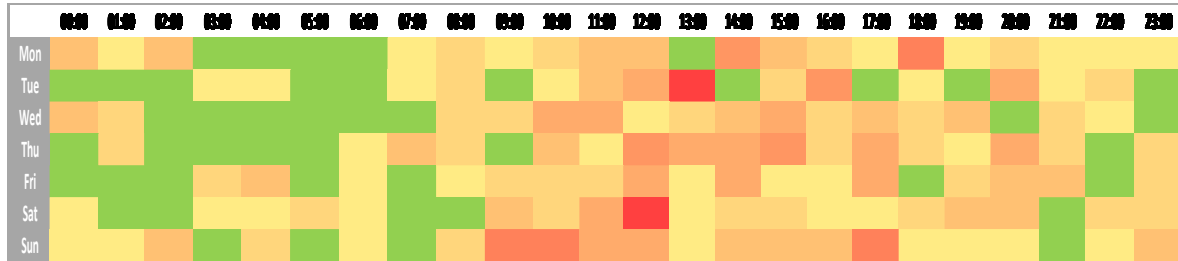
The activity totals and other statistics quoted within this report are published in the interests of transparency and openness. They are provisional in nature and subject to change as a result of ongoing quality assurance and review. Because all statistics quoted are provisional there may be a difference 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

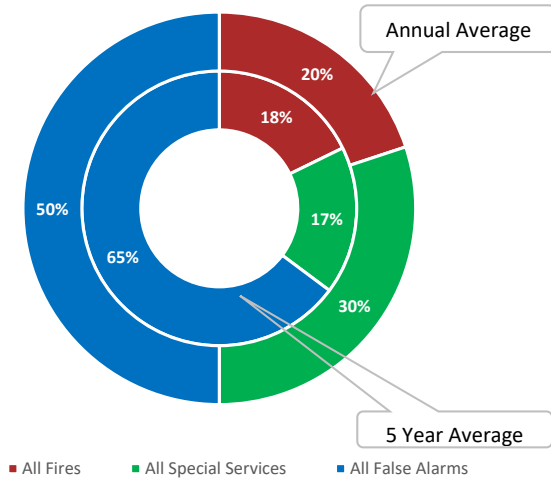
Argyll & Bute Activity Summary

 <p>55 fires primary & secondary</p> <p>4% (2)</p>	 <p>83 special services</p> <p>14% (10)</p>	 <p>138 false alarms</p> <p>-45% (-113)</p>
 <p>276 total number of incidents</p> <p>-27% (-101)</p>	 <p>19 fire & non-fire casualties</p> <p>-30% (-8)</p>	 <p>£106,380 economic cost of ufas incidents</p>

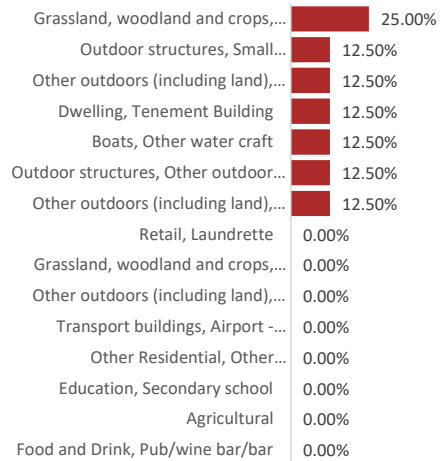
Activity by Time of Day



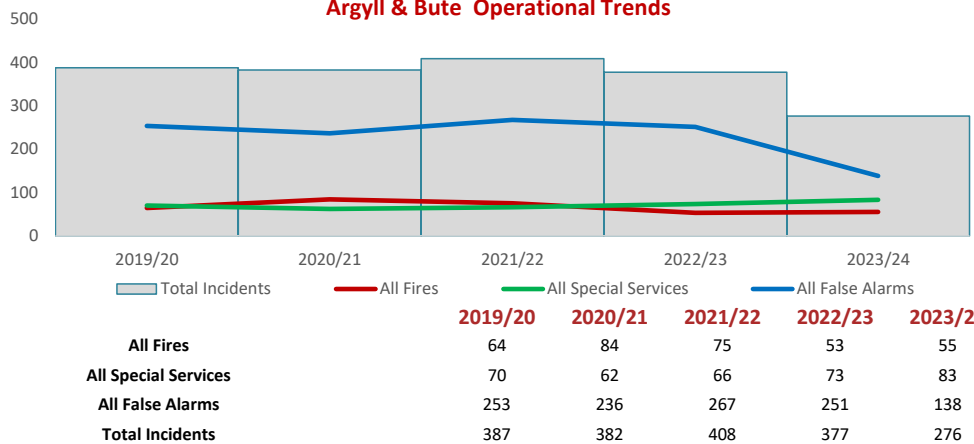
Incidents by Classification



Top 15 Incident Types by % of Total Incidents



Argyll & Bute Operational Trends



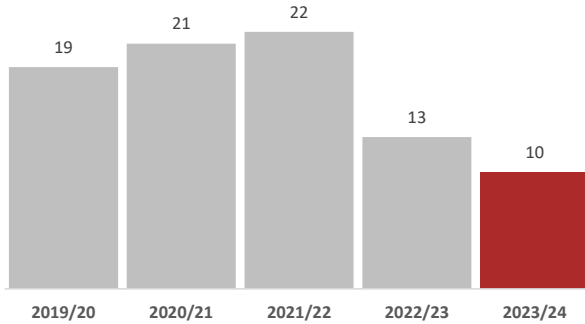
Domestic Safety - Accidental Dwelling Fires



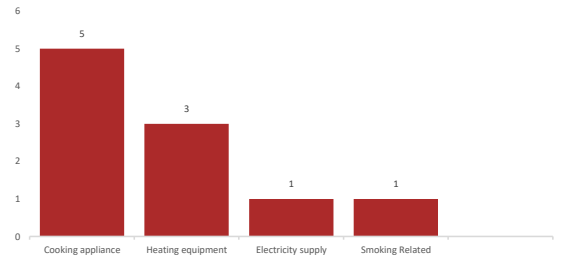
Performance Summary

Year on Year: -23%
 3 Year Average: -20%
 5 Year Average: 13%

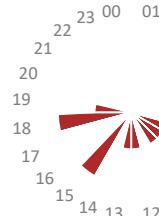
Accidental Dwelling Fires to Date



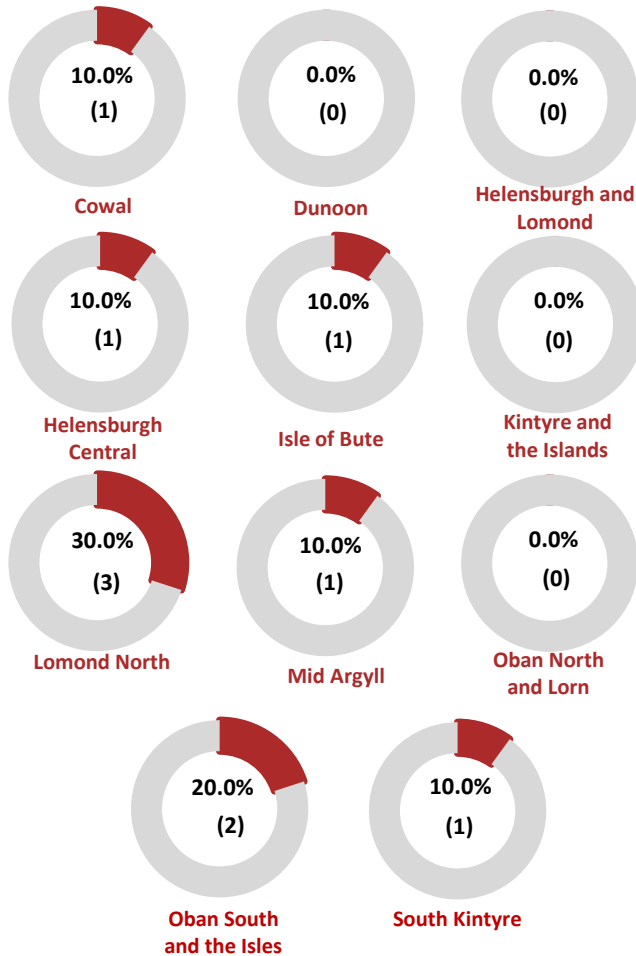
Main Source of Ignition



Accidental Dwelling Fires by Time of Day



Accidental Dwelling Fires Activity by Ward (% share)



Severity of Accidental Dwelling Fires



No Firefighting Action
30.0% (3)



Direct Firefighting
10.0% (1)



Heat/Smoke Damage Only
50.0% (5)



No fire Damage
70.0% (7)

Human Factors



Distraction
20.0% (2)



Alcohol/Drug Impairment
10.0% (1)

Automatic Detection & Actuation



Detection Present
80.0% (8)



Detection Actuated
75.0% (6)

Calls Made by Landline/Mobile
80.0% (8)

Domestic Safety - Accidental Dwelling Fire Casualties

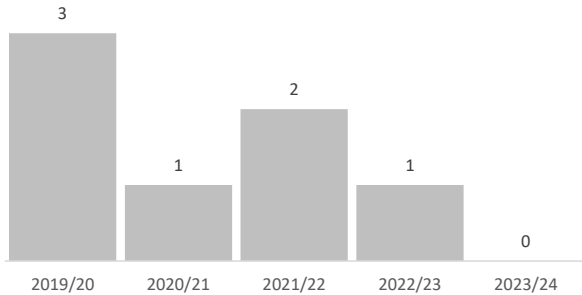


Performance Summary

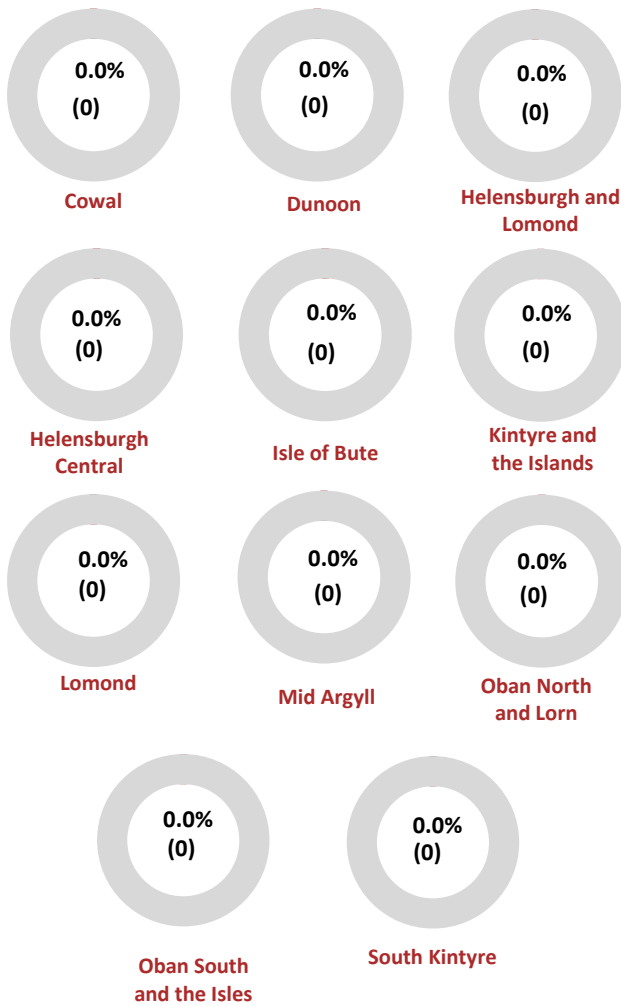
Year on Year 3 Year Average 5 Year Average

● -100% ● -33% ▲ 0%

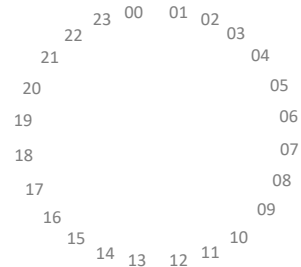
Accidental Dwelling Fire Casualties Year to Date



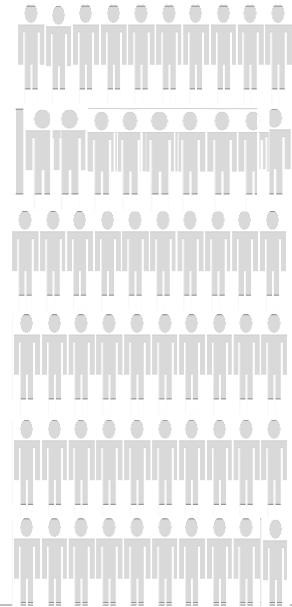
Accidental Dwelling Fire Casualties by Ward (% share)



Fire Casualties by Time of Day



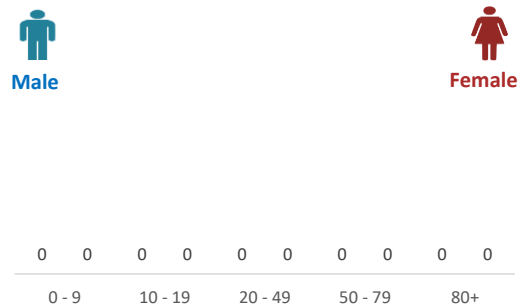
Nature of Injury



Extent of Harm



Age / Gender Profile



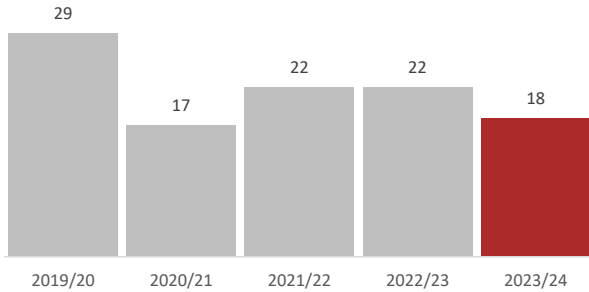
Unintentional Injury or Harm



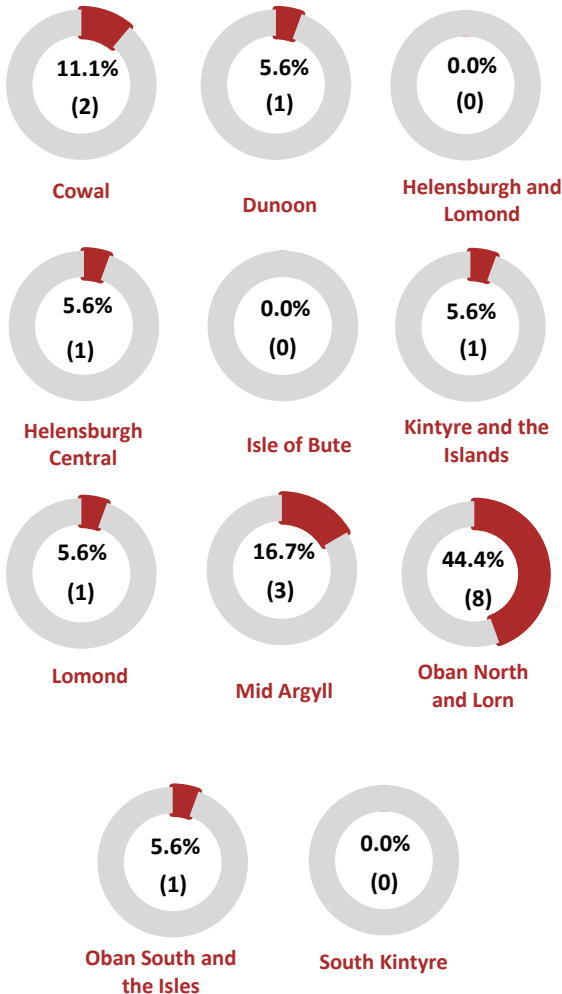
Performance Summary

Year on Year ● -18% 3 Year Average ◆ 2% 5 Year Average ◆ 20%

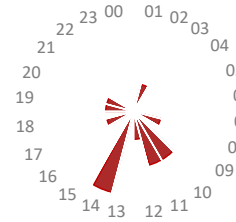
Non-Fire Casualties Year to Date



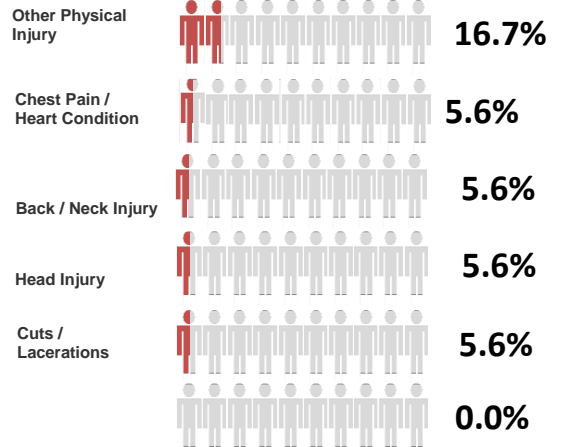
Non-Fire Casualties by Ward (% share)



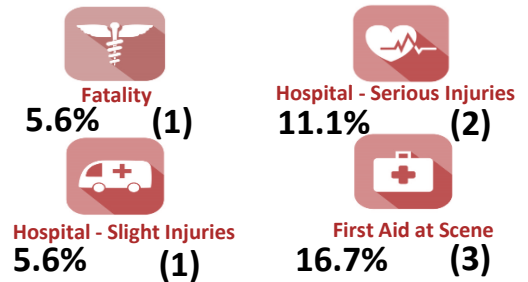
Non-Fire Casualties by Time of Day



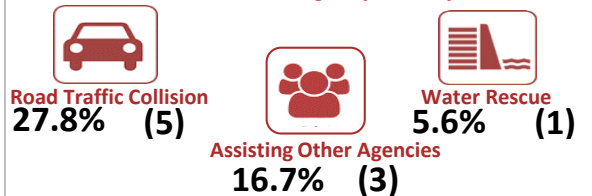
Nature of Injury



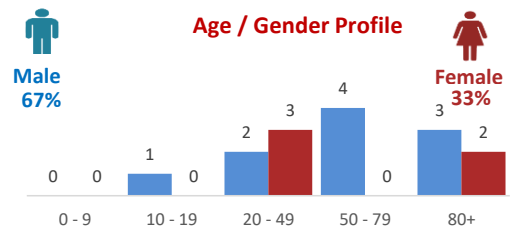
Extent of Harm



Non-Fire Emergency Activity



Age / Gender Profile



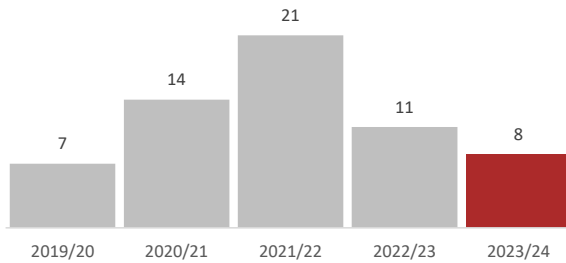
Deliberate Fire Setting



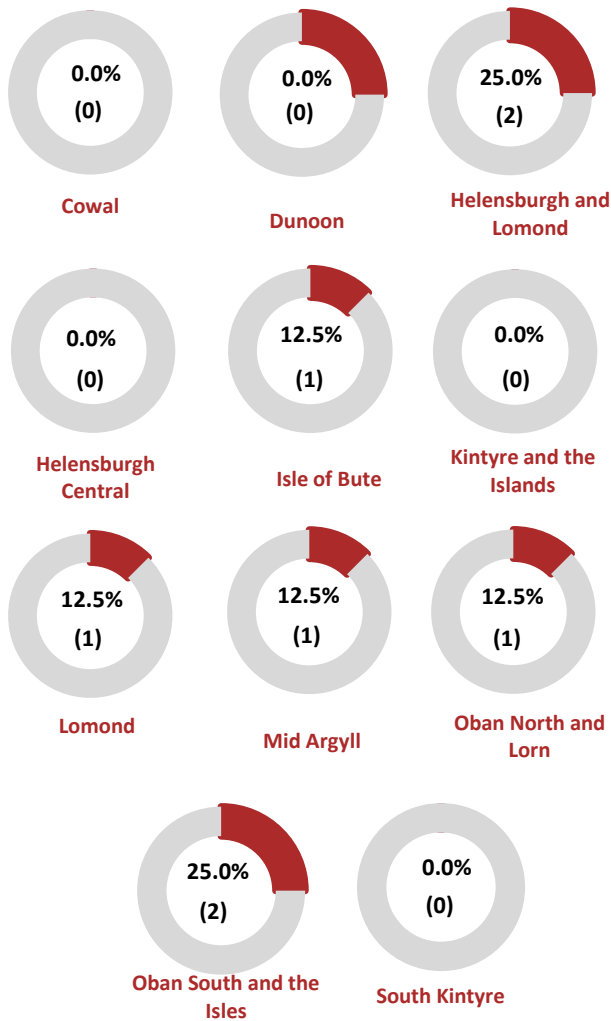
Performance Summary

Year on Year: -27%
 3 Year Average: -13%
 5 Year Average: 15%

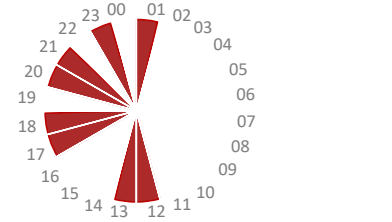
Deliberate Fires Year to Date



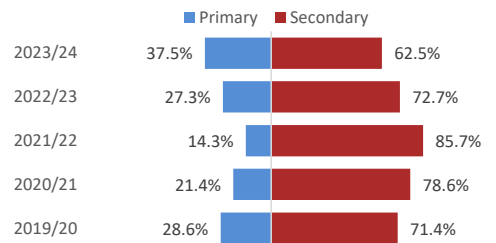
Deliberate Fires by Ward (% share)



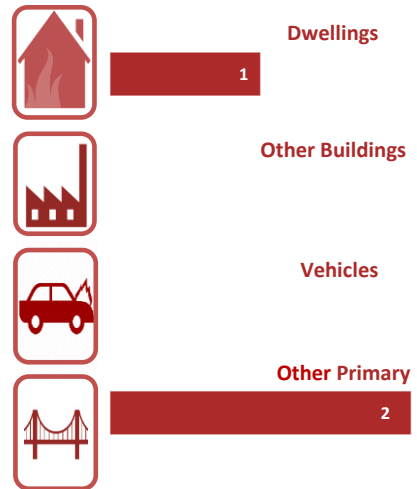
Deliberate Fires by Time of Day



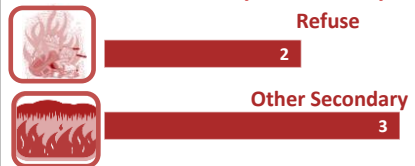
Deliberate Fires by Classification



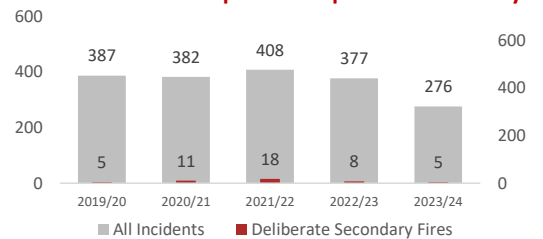
Primary Fire Ratio by Activity Type



Secondary Fire Ratio by Activity Type



Deliberate Fires Compared to Operational Activity



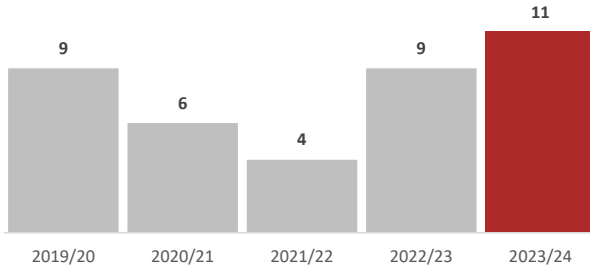
Non Domestic Fire Safety



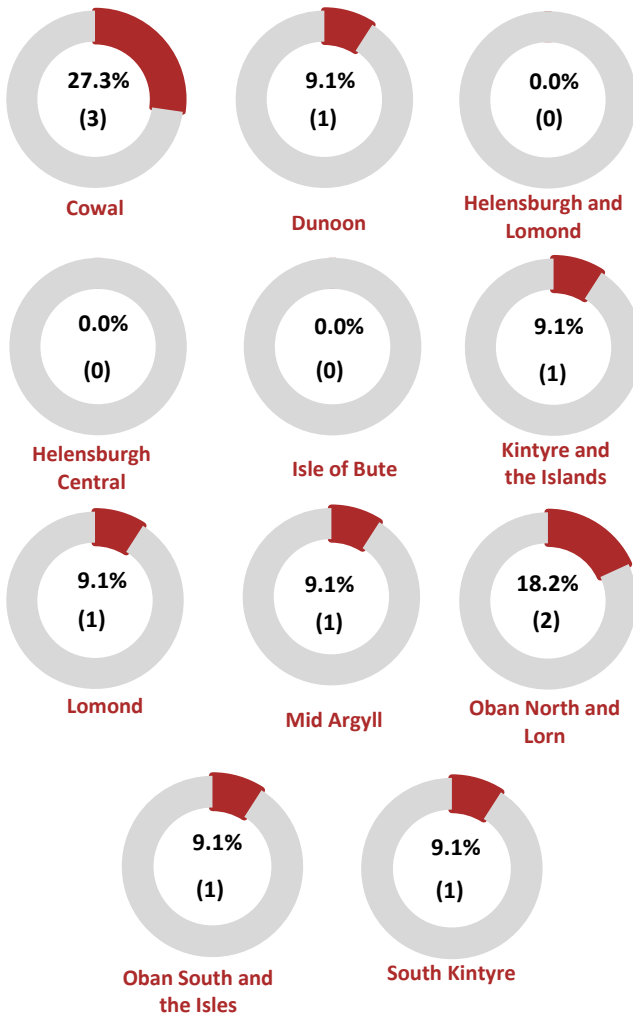
Performance Summary

Year on Year **22%** 3 Year Average **26%** 5 Year Average **39%**

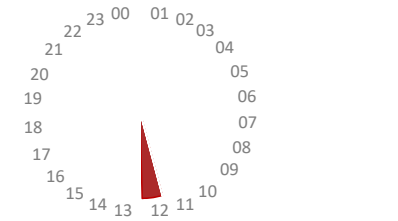
Non-Domestic Fires Year to Date



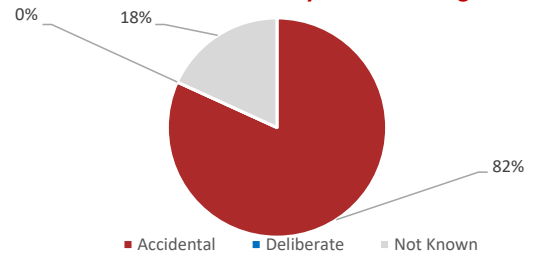
Non-Domestic Fires by Ward (% share)



Non-Domestic Fires by Time of Day



Non-Domestic Fires by Nature of Origin



Severity of Non-Domestic Fires



No Firefighting Action
36.4% (4)



Direct Firefighting
45.5% (5)

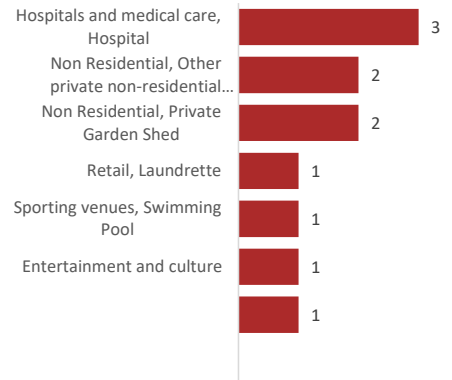


Heat/Smoke Damage
27.3% (3)



No Fire Damage
72.7% (8)

Non-Domestic Fires by Premises Type



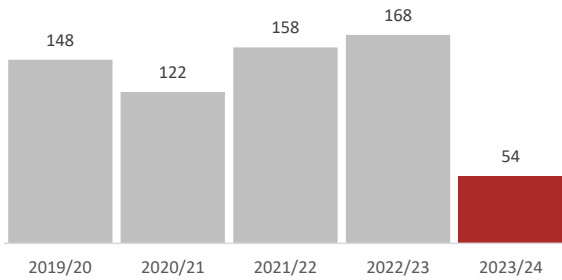
Unwanted Fire Alarm Signals



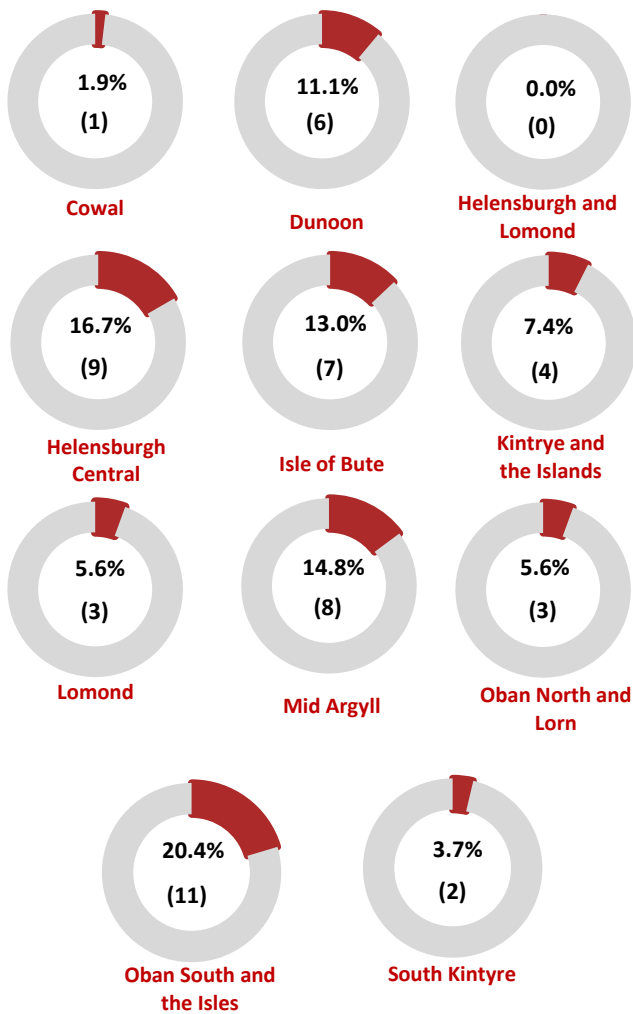
Performance Summary

Year on Year: -68%
 3 Year Average: -15%
 5 Year Average: 9%

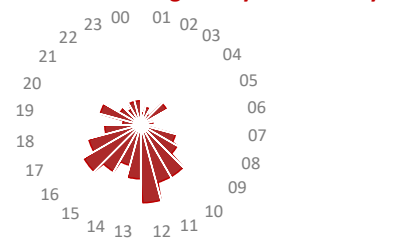
Unwanted Fire Alarm Signals Year to Date



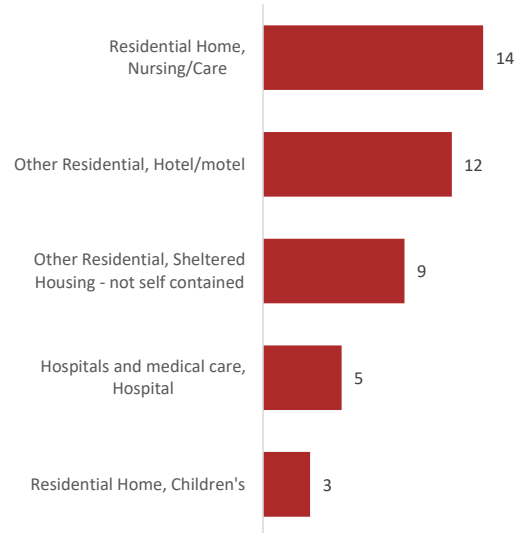
Unwanted Fire Alarm Signals by Ward (% share)



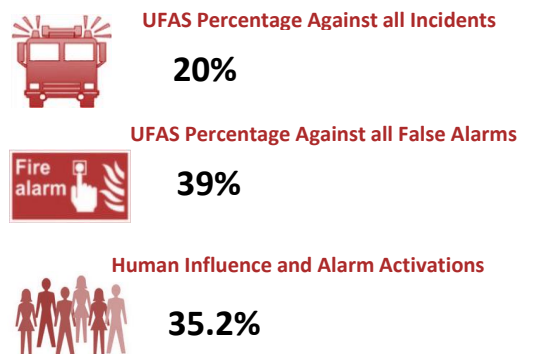
Unwanted Fire Alarm Signals by Time of Day



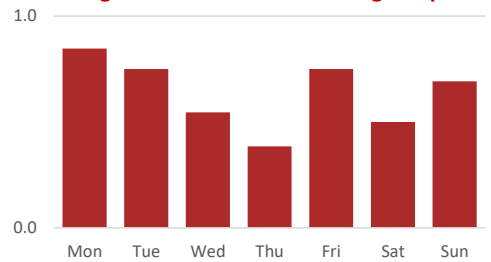
Unwanted Fire Alarm Signals - Top 5 Premises



Unwanted Fire Alarm Signals Activity Ratios



Average Unwanted Fire Alarm Signals per Day





Argyll & Bute Health & Social Care Partnership

Community Services Committee

Date of Meeting: 6 June 2024

Title of Report: Quarterly performance reporting

Presented by: Charlotte Craig, Business Improvement Manager,
Argyll and Bute HSCP

The Committee is asked to:

- Consider and note the quarterly reports

1. EXECUTIVE SUMMARY

HSCP Performance reporting for Quarter 3 and 4 was presented to the Integrated Joint Board in March and May 2024 and is shared with area committees for information.

2. RECOMMENDATIONS

Consider and note the quarterly reports

3. DETAIL OF REPORT

Appendix 1 and 2 are the Quarter 3 and 4 Performance Reports bringing the Area Committee up to date with HSCP performance reporting.

4. RELEVANT DATA AND INDICATORS

Culmination of reporting data collated through the Integrated Performance Management Framework

5. CONTRIBUTION TO STRATEGIC PRIORITIES

6. GOVERNANCE IMPLICATIONS

- 6.1 Financial Impact** none
- 6.2 Staff Governance** none
- 6.3 Clinical and Care Governance** none

7. PROFESSIONAL ADVISORY

The framework supports the reporting requirement and is reviewed to ensure we are meeting reporting requirements and any additional required outcome reporting.

8. EQUALITY & DIVERSITY IMPLICATIONS

Performance evaluation supports planning and review of meeting needs of a diverse population.

9. GENERAL DATA PROTECTION PRINCIPLES COMPLIANCE

Data sharing and storage meets GDPR principles.

10. RISK ASSESSMENT

The IPMF gives a self service oversight of performance and in some cases outcome data which provide relevant management information on service delivery and corresponding narrative on risk.

11. PUBLIC & USER INVOLVEMENT & ENGAGEMENT

Heads of Service work directly with an analyst on an ongoing basis, this has been advantageous in developing reporting and narrative.

12. CONCLUSIONS

13. 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	

14. PREVIOUS REVIEW OF THE REPORT

Meeting	Title of report	Date	Output (if relevant)
<i>Integration Joint Board</i>	<i>Q3 Performance Report</i>	<i>27/03/24</i>	<i>approved</i>
<i>Integration Joint Board</i>	<i>Q4 Performance Report</i>	<i>29/05/24</i>	<i>approved</i>

REPORT AUTHOR AND CONTACT

Author Name Charlotte Craig
 Email charlotte.craig@argyll-bute.gov.uk



Argyll & Bute Health & Social Care Partnership

Community Services Committee

Date of Meeting: 6 June 2024

Title of Report: Health & Social Care Partnership - Performance Report - FQ3 (Oct - Dec 2023/24)

The Committee is asked to:

- Note performance for FQ3 (October - December 2023/24) and performance against the previous quarter
- Note supporting performance commentary across 8 key service areas
- Note performance update on the National Health & Wellbeing Outcomes and Ministerial Steering Group Integration Indicators (**Appendix 1**)
- Note System Pressure Report for December 2023 (**Appendix 2**)
- Note Delayed Discharge Sitrep as of 15 January 2024 (**Appendix 3**)

EXECUTIVE SUMMARY

This report details performance for FQ3 (October – December) 2023/24, the performance outputs are taken from the new Integrated Performance Management Framework (IPMF) Reporting Dashboard with the focus on the eight key service areas. Overall performance for FQ3 notes an overall decrease in the number of measures reporting as on target against the previous quarter. The report details performance against each of the service areas and the 93 supporting Key Performance Indicators. Analysis of the KPI's is supported by performance commentary. National Health & Wellbeing Indicators performance is included alongside performance and trend overview with regards to System Pressures and the National Delayed Discharge Sitrep. The use of the new performance dashboard within SharePoint is designed to offer a more focussed approach to the access and analysis of data, offering scope for self-service.

1. INTRODUCTION

The Integrated Performance Management Framework and associated Performance Dashboard has been collaboratively developed with the Strategic Leadership Team. The format of the IPMF Performance Dashboard covers all the areas previously reported to both the Clinical & Care Governance Committee and Integration Joint Board and recognises the need to ensure that local performance and improvement activity is reported within the new digital dashboard. This report includes an overview of the previous Health & Wellbeing Outcome Indicators and Ministerial Steering Group- Integration measures. To support the use of the dashboard, HSCP Performance & Information Team analysts have been identified for each of the Heads of Service and Service Leads to support and check performance across eight key service areas. This bespoke and individual analyst input and support will be available during each quarter going forward and will work to build more robust performance reporting with management commentary.

2. DETAIL OF REPORT

The report details the HSCP (Health and Social Care Partnership) performance for Financial Quarter 3 (October - December 2023/24) highlighting key performance trends across the 93 KPIs (Key Performance Indicators). In addition, the report includes performance updates across eight service areas. Latest National Health and Wellbeing Outcomes Indicators are reported (Appendix 1). Also included is an update on System Pressures (Appendix 2) and Delayed Discharges (Appendix 3).

3. RELEVANT DATA & INDICATORS

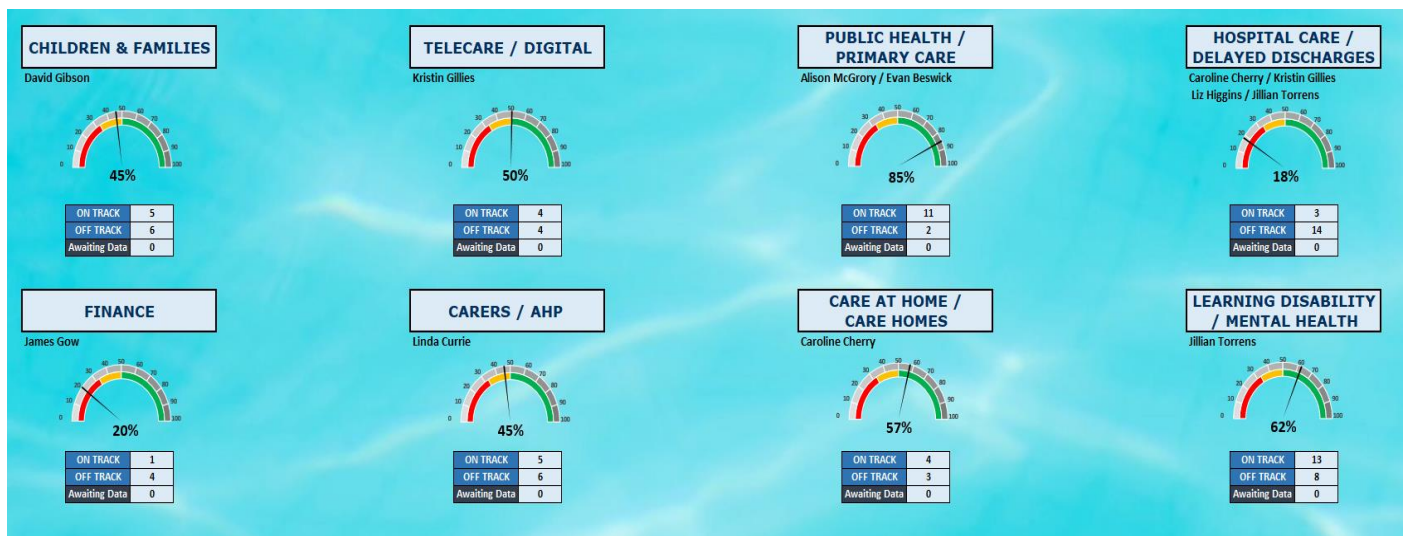
3.1 FQ3 (October- December) 23/24 Performance Summary



Overall performance for FQ3 notes that 49% of KPI's are scoring against target, with 46 reporting as on-track and 47 off-track, this is a slight decrease (-6%) against previous FQ2 performance. The KPI's report performance against the target and include the target, actual and variance and is a mix of both quantitative and qualitative indicators. The use of the green, amber and red graphics within the Dashboard is used to give an overview of the total performance for each of the eight services and 93 KPI's. The use of only green and red for the KPI's is used to focus delivery with regards to sustaining performance on or above target.

3.2 Analysis of Key Performance

This analysis identifies performance across the 8 service reporting categories within the Integrated Performance Management Framework (IPMF) and performance commentary is provided as part of Head of Service and Service Leads one-to-one sessions with analysts.



3.2.1 Children & Families

Across 11 KPIs, C&F services performance notes 5 (45%) on track, with 6 (55%) off track against the targets set in Q3 23/24. This is an increase from 27% on track reported (+18%) variance on the previous quarter performance. It is recognised that some of this is an artefact of phasing of targets and other elements are due to data collection issues. Work is continuing to rectify these issues to give a more accurate picture of actual performance.

Performance on or above target:

- Increasing the number of care experienced children placed at home or in Kinship or Fostering Care is on track, noting 21% above target performance and increase above target from Q2 23/24 of 3%. There is a positive trend over time well above the set target.
- Increasing the number of public sector staff receiving VAWG basic training is on track, noting 39% above target, an improvement on Q2 which was 30% off target. The performance in Q2 and Q3, matches expectation, with the expected drop in numbers being trained over the summer period (Q2), and the subsequent catch-up in Q3, with the resumption of training.

Performance below target & areas for improvement:

- Performance around reducing numbers of care experienced children looked after living in residential care commissioned out with A&B has declined due to noted increased this quarter to 50% above target, of all children looked after. The number of children cared for in 'external placements' is small and any resultant % changes, positive or negative, should be treated with extreme caution. Experience and analysis would now lead us to believe that we have reached the long-term low for those placed out with.
- Performance with regards to the number of children seen within 18 weeks for Child & Adolescent Mental Health Services remains off track, with FQ3 noting 68.5% against a 90% target. This is a decrease of 9% on previous quarter's performance. Viewed over the longer term the trend is decreasing performance in this area.
- Performance to reduce the % of young people referred to the Emotional, Health and Wellbeing Pathway remains off track noting 71% against a 100% target, however this is an improvement of 21% over Q2. The trend over the longer term is decreasing performance in this area.

3.2.2 Telecare and Digital

Benchmarked performance across the 8 Key Performance Indicators against target notes a slight decrease (1) in the number of KPI's reporting on-track with Q2 noting (5) 63.0% on track against FQ3 reporting (4) 50.0%. 4 KPI's remain off –track against target for FQ3.

Performance on or above target:

- The number of new Telecare service agreements continues to exhibit growth.
- The number of 'Near Me' clinic appointments has remained stable and on target.
- The digitalisation of telecare equipment has surpassed expectations, achieving the year-end target last quarter and further growing by 8%.

- Both the usage of Just Checking equipment and Buddi hubs has rebounded after a period of lower performance in the last quarter.

Performance below target & areas for improvement:

- Despite efforts, the number of outstanding annual telecare reviews continues to be below the target. However, Q3's figures provide a more accurate reflection of the actual outstanding reviews, and efforts are underway to address this issue.
- Silver Cloud referrals fell short of the target this quarter, with 4 fewer referrals than the previous quarter.
- Some (1) freedom of information requests were not completed on time in the last quarter.

3.2.3 Public Health and Primary Care

Q3 performance notes 11 (85%) KPIS on track, with 2 (15%) reporting off track. This is a slight decrease from 92% on track in Q2. Across the Public Health KPIs, Health performance notes 5 (100%) are on track set against the targets in Q3 2023/24. 8 KPI covering Primary Care notes 6 (75%) on track, with 2 (25%) off track.

Performance on or above target:

- Increasing the monthly number of quit dates has increased by 10% on Q2 and sitting above target, currently 11 against a target of 10.
- Monitoring contracts and KPIs of all PH commissioned contracts is exactly on target of 100%. This follows a 100% trend from Q3 2022/23.
- Increasing the number of engagement activities delivered in communities and supported through the living well shows a quarterly increase. It has increased by 18% on Q2, currently 26 against a target of 1.
- Increasing the number of people in A&B attending Money Counts, Behaviour change shows a quarterly increase. It has increased by 9% on Q2 and above a rolling target, currently 58 against a target of 51.
- Increasing the number of referrals to community link workers supported by “We are with you” has increased by 24% on Q2 and above target, currently 148 against a target of 101.

Performance below target & areas for improvement:

- All Public Health targets are being achieved.
- During Quarter 3, the delivery of winter vaccinations fell short of the established target, achieving only 62% coverage for Covid and 55% for Influenza among eligible recipients. It should be noted that Scotland wide has only achieved 57% and 53% coverage for Covid and Influenza respectively during the winter 23/24 program.

- Only 93% of practices have access to Community Treatment Assessment Centre services.

3.2.4 Hospital Care & Delayed Discharge

Across all 17 measures, 3 (18%) are reported as on track 11. This is a decrease from Q2 where 6 (35%) reported as on track. Q3 Hospital Care performance notes 1 (9%) on track, with 10 (91%) off track against the targets. This is a decrease from 36% on track reported last quarter. The one KPI showing on track is the number of unplanned admissions to hospital reported due to a Fall. This KPI is impacted by data lag, and Q3 only includes Oct & Nov data.

Across 6 KPIs, Delayed Discharge Q3 performance notes 2 (33%) on track, with 4 (67%) off track against the targets. This is a decrease from 50% on track reported in Q2 performance.

Performance on or above target:

- The occupied bed days for people delayed in hospital due to AWI (Adults with Incapacity) has reduced significantly by 57% on Q2. It now stands at 283 against a target of 589.
- The occupied bed days for people delayed in hospital awaiting care home placement continues to meet target. It shows further improvement with 13% decrease on Q2 bed days. It now stands at 1029 against a target of 1632.

Performance below target & areas for improvement:

- Unplanned admissions to hospital for 65+ remain above target, and although down slightly on Q2.
- Compared with previous quarter, the average length of stay has increased by 33% (from 6 days to 8). Average crude Length Of Stay (LOS) in each A&B hospital ranged between 6-13 days. The Number of Falls being reported in hospital setting shows a 23% decrease on Q2, and now only slightly above target. Performance on outpatient waiting times continues to be off track, although both KPIs are down slightly on Q2. Waiting times for cancer appointments at the 31 and 62 day targets have increased to 10, from zero in Q2. Instance of medication errors, tissue viability and infections have all increased this quarter and are all above target.
- The number of people delayed in hospital is off track in Q3. The number of people delayed has risen by 22% on Q2, it now stands at 161 against a target of 132.
- Reduce the overall length of stay in hospital (Delayed Discharge Bed Days) continues off target. There has been improvement with a 32% decrease on Q2, which stands at 3343 against a target of 3025.
- The number of people delayed in hospital due to care at home availability continues off target. It shows a 26% increase on Q2 and stands 122 against a target of 80.
- Increase the number of inpatients 18+ who are discharged without delay is slightly of target in Q3 with a 7% decrease on Q2. It now stands at 1154 against target of 1222.

3.2.5 Finance

Across 5 KPIs, Financial services performance notes 1 (20%) on track, with 4 (80%) off track against the targets set in Q3 23/24. This is the same % reported on track reported as the previous quarter performance.

Performance on or above target:

There is currently one KPI's on or above target

- The performance on reducing the % of clients with high-cost packages of care KPI is improving and noting 6% above target performance.

Performance below target & areas for improvement:

- Performance around the reduction in value of assessed unmet need for care at home remains off track with costs increased this quarter on previous quarter.
- Performance with regards to reducing the cost of hospital stays because of delayed discharge remains off track, with FQ3 noting 33% above target, an increase of 9% on previous quarter's performance.
- Performance on reducing the cost on pharmacy expenditure remains off track, with FQ2 noting 11% above target, an improvement by a decrease of 5% above target on the previous quarter.
- Performance on reducing the costs of agency nursing staff in A&B hospitals remains off track, with FQ3 noting 6% above target, matching the % above target on the previous quarter.

3.2.6 Carers & Allied Health Professionals (AHP's)

Across 11 KPI, Carers / AHP services performance notes 5 (45%) on track, with 6 (55%) off track against the targets set. This is a decrease from 64% on track reported (-19%) variance on the previous quarter performance.

Performance on or above target:

- The number of Unpaid Carers Supported / Registered across A&B's Carers Centres continues to increase – up 4% on last quarter.
- There has been another slight increase this quarter in the number of completed Adult Carer Support Plans – continues to be on target.
- The number of AHP community patients discharged this quarter has increased significantly – 14% - well above the target set.
- The rate of New Outpatient AHP referrals seen as a proportion of all referrals seen continues to be on track. The current rate of 29% well above target set (25%).

Performance below target & areas for improvement:

- Although Outpatient referral waits are currently off-track, they have improved this quarter. There is a slight improvement of 1% this quarter of those Outpatients waiting more than 4 weeks for MSK (Muscular Skeletal), and a significant improvement of 12% for Outpatients waiting over 12 weeks for AHP services.
- AHP Outpatient completed waits slightly down on last quarter – this is due to significant drop-off in patients discharged in December 2023. This is likely to be down to the holiday period impacted with reduced staffing levels.
- Community AHP referral waits breaching over 12 week waits have significantly increased this quarter – up 87% – although slightly lower than Q1.
- Young Carers Statements Completed have decreased this quarter. As mentioned previously, this target will need to be revised due to the unique aspects of gathering information from Young Carers.

3.2.7 Care at Home and Care Home

Across 7 KPIs, Care at Home/Care Homes performance notes 4 on track, with 3 off-track against the targets. The overall picture has improved, as only 2 KPIs were on track in Q2 (29%). As before, proxy data has been used in Q3 for the 2 on track KPIs (49 and 50), as it was not possible to obtain data from Eclipse.

Performance on or above target:

- The number of Older People who waited > 6 months for their homecare monitoring review has improved and is on target.
- There has been a big drop in unplanned admissions to A&B hospitals from a care home, which now stands at 26 against a target of 36, this is on target.

Performance below target & areas for improvement:

- Performance on % of Older People receiving nursing care home service continues a plateau of 8 to 9% below target.
- The % of Older People in receipt of Care at Home receiving >15 hours per week has improved by 1% and is now 2% below target.
- Occupancy rates across A&B care homes continue to improve, and now stand just 1% below target.

3.2.8 Learning Disability & Mental Health

Across 21 KPI, Learning Disability / Mental Health/ Adult Support & Protection / Alcohol & Drugs Partnership performance notes 13 (62%) on track, with 8 (38%) off track against the targets set. This is a decrease from 71% on track reported (-9%) variance on the previous quarter's performance.

Performance on or above target:

- People with dementia supported by a Care at Home service continues to increase in Q3. Since the last quarter it has risen by 23 (48%) to 71.
- Post Diagnostic Support referrals has increased again this quarter rising from 62 to 75 (+21%).
- The number of HSCP staff completing Adult Support Protection Training has significantly increased this quarter – up from 95 to 172 (+81%) – and is now on target.

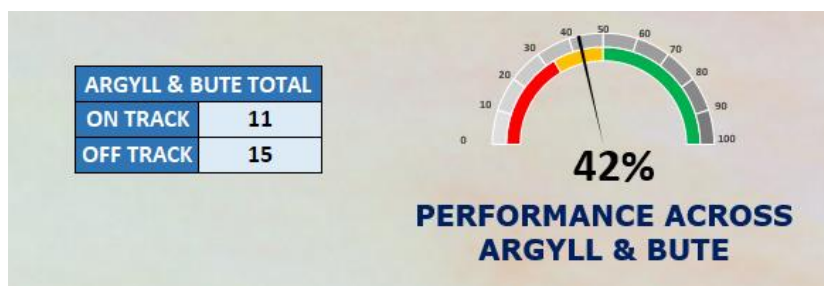
Performance below target & areas for improvement:

- The number of people with needs assessed via Universal Adult Assessments by the A&B Dementia teams has dropped below target this quarter. This has decreased from 24 to 8 over the quarter (-67%).
- The number of people waiting more than 12 weeks for a new Mental Health Outpatient service continues to increase over recent quarters. At Q3 2023/24 there were 532 waiting, an increase of 21% on previous quarter.
- ASP duty to inquire completion times saw a significant decrease, falling further below target from 58% to 32%, with only a third being completed within the designated 5 days.
- ASP investigation times also fell off target, dropping from 77% to 60% completion within the specified 15 days. The review of case conferences within 3 months of the initial meetings failed to meet targets, dipping from 100% to 50%

4. NATIONAL HEALTH & WELLBEING OUTCOMES (HWBOI) and MINISTERIAL STEERING GROUP (MSG) INTEGRATION INDICATORS

The National Health and Wellbeing Outcomes provide a strategic framework for the planning and delivery of health and social care services. This suite of outcomes serves to focus on improving the experiences and quality of services for people using those services, carers, and their families. These indicators form the basis of the annual reporting requirement for Health and Social Care Partnerships across Scotland.

The national indicators will be updated and reported within A&B HSCP’s Integrated Performance Management Framework to provide the national performance position alongside the local service Key Performance Indicators suite.



The latest data in relation to 26 HWBOI and MSG Indicators reports 42% on track, with 11 on track and 15 off track. An overview of A&B HSCP’s latest performance against the 26 measures is

reported in Appendix 1. It should be noted that reporting periods vary across the suite of national indicator measures, with some measures reported quarterly affected by national reporting data lag. The next update for this data will be reported at FQ4.

5. CONTRIBUTION TO STRATEGIC PRIORITIES

The monitoring and reporting against Key Performance Indicators using the Integrated Performance Management Framework and Dashboard ensures the HSCP is able to deliver against key strategic priorities. This in-turn is aligned with the Strategic Plan and key objectives.

6. GOVERNANCE IMPLICATIONS

6.1 Financial Impact

Financial performance is evidenced within the IPMF Dashboard ensuring best value as well as evidencing the impact and performance against organisational budget savings.

6.2 Staff Governance

Key performance indicators within the IPMF ensure that staff governance requirements continue to be progressed and developed include health and safety, wellbeing and new service redesign and working practices.

6.3 Care and Clinical Governance

Clinical Governance and patient safety remain at the core of prioritised service delivery against the new IPMF Dashboard and National Health & Wellbeing Outcomes Indicators. The new governance structure supporting the IPMF ensures that the Clinical & Care Governance Committee remain central to performance improvement. The development of the IPMF is focussed on moving away from previous traditional styles of reporting to a fully collaborative approach with Head of Service and Service Lead commentary.

7. PROFESSIONAL ADVISORY

Data used within the performance dashboard is fully accessible in SharePoint with data trends and forecasting are identified to give wider strategic context. This provides the HSCP professional advisors with self –service performance information to inform their role in maintaining professional standards and outcomes.

8. EQUALITY & DIVERSITY IMPLICATIONS

The Integrated Performance Management Framework captures relevant indicators used to inform the HSCP E&D work.

9. GENERAL DATA PROTECTION PRINCIPLES COMPLIANCE

Data use and sharing within this report and IPMF performance dashboard is covered within the Argyll and Bute Council & NHS Highland Data Sharing Agreement

10. RISK ASSESSMENT

Risks and mitigations associated with performance data sources and reporting are managed and identified within the monthly Performance & Improvement Team- Work Plan. Performance reports are used by operational management to identify service delivery risk and to inform mitigation action accordingly.

11. PUBLIC & USER INVOLVEMENT & ENGAGEMENT

Performance reporting is available for the public is via Argyll and Bute Council and NHS Highland websites. The IPMF dashboard utilises SharePoint to support manager and staff access across the HSCP.

12. CONCLUSION

The committee should note that this report has been considered at both the Clinical and Care Governance Committee for scrutiny and the Integration Joint Board is asked to note FQ3 (October-December) 2023/24 performance as detailed in the IPMF Dashboard

13. 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 – HWBOI & MSG Integration Indicators – Latest Available (as at 30 Jun 2023, due to national data lag the next update will be available for FQ4)

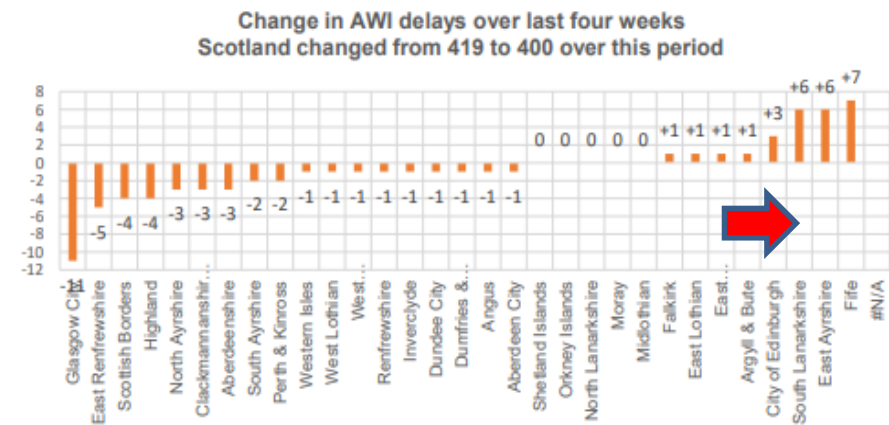
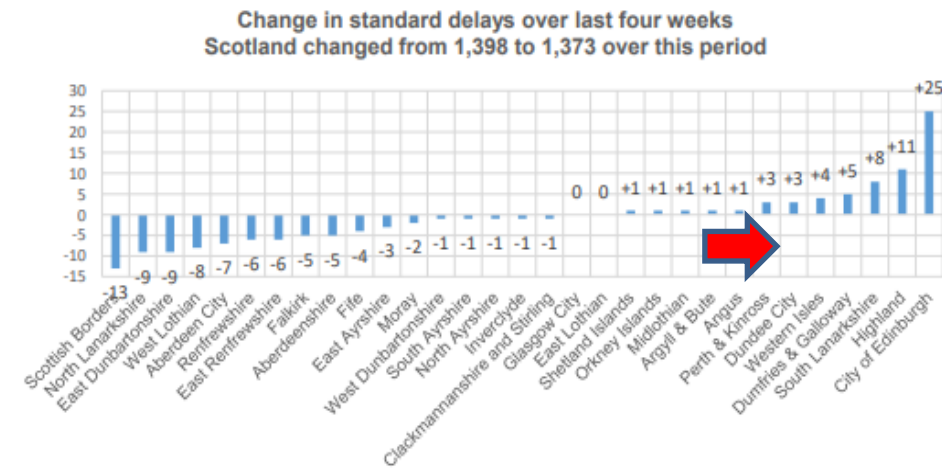
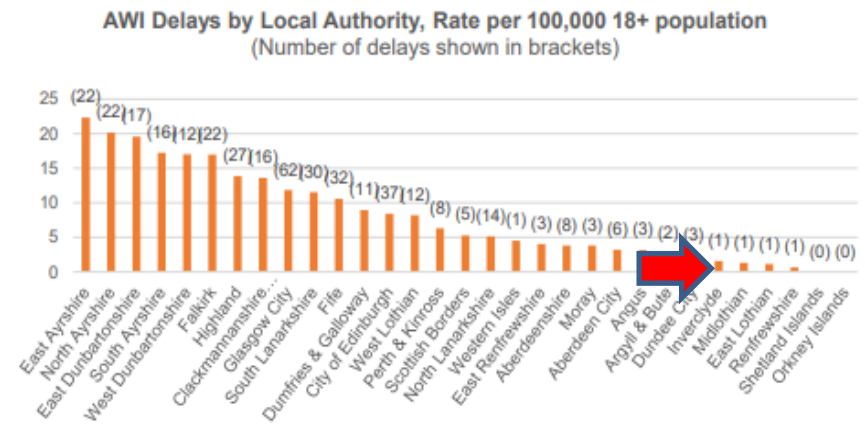
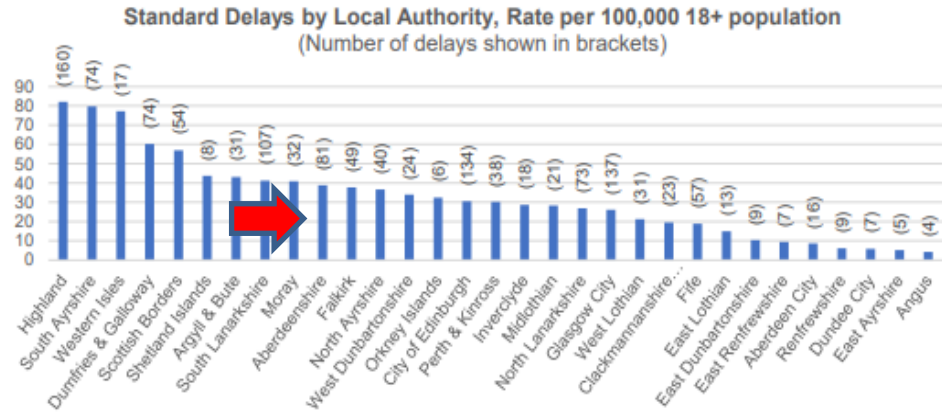
National Indicator No.	Measure Type	No	Measure Detail	Target	Actual	Status
1	HWBOI Outcomes	1	% of adults able to look after their health very well or quite well	90.9%	90.8%	R
2	HWBOI Outcomes	2	% of adults supported at home who agree they are supported to live as independently	78.8%	75.0%	R
3	HWBOI Outcomes	3	% of adults supported at home who agree they had a say in how their support was provided	70.6%	66.9%	R
4	HWBOI Outcomes	4	% of adults supported at home who agree that their health & care services seemed to be well co-ordinated	66.4%	66.0%	R
5	HWBOI Outcomes	5	% of adults receiving any care or support who rate it as excellent or good	75.3%	68.6%	R
6	HWBOI Outcomes	6	% of people with positive experience of their GP practice	66.5%	77.6%	G
7	HWBOI Outcomes	7	% of adults supported at home who agree their support had impact improving/maintaining quality of life	78.1%	76.7%	R
8	HWBOI Outcomes	8	% of carers who feel supported to continue in their caring role	29.7%	38.0%	G
9	HWBOI Outcomes	9	% of adults supported at home who agree they felt safe	79.7%	76.4%	R
National Indicator No.	Measure Type	No	Measure Detail	Target	Actual	Status
11	HWBOI Data	1	Rate of premature mortality per 100,000 population	466	386	G
12	HWBOI Data	2	Rate of emergency admissions per 100,000 population for adults	11629	11916	R
13	HWBOI Data	3	Emergency Admissions bed day rate	112637	112371	G
14	HWBOI Data	4	Readmission to hospital within 28 days per 1,000 admissions	107	91	G

15	HWBOI Data	5	Proportion of last 6 months of life spent at home or in a community setting	89.8%	92.6%	G
16	HWBOI Data	6	Falls rate per 1,000 population aged 65+	22.6	30	R
17	HWBOI Data	7	% of SW care services graded 'good' '4' or better in Care Inspectorate inspections	75.8%	80.0%	G
18	HWBOI Data	8	% of adults with intensive needs receiving care at home	64.6%	72.2%	G
19	HWBOI Data	9	No of days people [75+] spent in hospital when ready to be discharged, per 1,000 population	748	764	R
National Indicator No.	Measure Type	No	Measure Detail	Target	Actual	Status
19	MSG	1.1	Number of emergency admissions - A&B	8505	8559	R
20	MSG	2.1	Number of unplanned bed days acute specialties - A&B	63655	77477	R
21	MSG	2.2	Number of unplanned bed days MH specialties - A&B	12475	9388	G
22	MSG	3.1	Number of A&E attendances - A&B	16120	20683	R
23	MSG	3.2	% A&E attendances seen within 4 hours - A&B	95.0%	83.3%	R
24	MSG	4.1	Number of DD bed days occupied - A&B	7528	11944	R
25	MSG	5.1	% of last six months of life by setting community & hospital - A&B	89.8%	90.8%	G
26	MSG	6.1	% of 65+ population at Home (unsupported) - A&B	92.3%	92.6%	G

Appendix 2- System Pressures Reporting- December 2023

Argyll and Bute Systems Pressures Summary Report – Jan 2024 Update													
Key Metric	Jan 23	Feb 23	Mar 23	Apr 23	May 23	Jun 23	Jul 23	Aug 23	Sep 23	Oct 23	Nov 23	Dec 23	Trend
Overall Emergency Admissions to A&E (LIH)	645	595	721	718	750	846	821	892	757	679	654	661	↑
A&B Hospitals – Inpatient Admissions (Month)	409	371	458	367	420	395	413	446	414	370	369	410	↑
A&B Hospitals – Inpatient Discharges (Month)	386	371	430	343	393	382	389	418	396	340	356	383	↓
A&B Hospitals – Occupied Bed Days	3435	2713	3096	3121	3131	2932	2830	3259	2969	3124	2868	3060	↑
A&B Hospital Stays – bed occupancy %	77.9%	66.4%	75.4%	75.4%	81.7%	71.5%	75.0%	77.9%	79.1%	74.5%	70.5%	72.4	↑
A&B Hospitals – Average Length of Stay (days)	8.2	6.8	4.7	7.4	11.9	7.8	5.8	5.7	6.4	5.1	5.2	9.7	↑
Delayed Discharges – Total Delays	47	36	27	29	39	35	40	45	34	40	38	28	↓
Delayed Discharges – Total Bed Days Lost	1663	1613	1074	956	1340	1560	1966	2227	1918	1633	1453	1094	↓
Care Home – Bed Occupancy	81%	82%	83%	82%	81%	81%	82%	82%	83%	85%	84%	89%	↑
Care Home Bed Vacancies	33	31	20	24	34	39	29	29	31	25	25	14	↑
Unmet Need – People Waiting	70	63	45	42	43	49	53	55	59	73	71	82	↑
Unmet Need – Hours of Care	716	639	507	370	344	338	460	420	508	676	541	711	↑

Delayed Discharge Sitrep – Local Authority Comparisons – 15 January 2024



4 week period runs from 18 December 2023 to 15 January 2024



Argyll & Bute Health & Social Care Partnership

Community Services Committee

Date of Meeting: 6 June 2024

Title of Report: Health & Social Care Partnership - Performance Report – FQ4 2023/24 (Jan – Mar)

The Committee is asked to:

- Note performance for FQ4 2023/24 (January - March) and performance against the previous quarter
- Note supporting performance commentary across 8 key service areas
- Note performance update on the National Health & Wellbeing Outcomes and Ministerial Steering Group Integration Indicators (**Appendix 1**)
- Note System Pressure Report for March 2024 (**Appendix 2**)
- Note Delayed Discharge Sitrep as of 15 April 2024 (**Appendix 3**)

1. EXECUTIVE SUMMARY

This report details performance for FQ4 2023/24 (January – March), the performance outputs are taken from the Integrated Performance Management Framework (IPMF) Reporting Dashboard with the focus on the eight key service areas. Overall performance for FQ4 notes an overall increase in the number of measures reporting as on target 49 (53%) against 43 (46%) in the previous quarter.

The report details performance against each of the service areas and the 93 supporting Key Performance Indicators. Analysis of the KPI's is supported by performance commentary. National Health & Wellbeing Indicators performance is included alongside performance and trend overview with regards to System Pressures and the National Delayed Discharge Sitrep. The use of the performance dashboard within SharePoint is designed to offer a more focussed approach to the access and analysis of data, offering scope for self-service.

The Integrated Performance Management Framework and associated Performance Dashboard has been collaboratively developed with the Strategic Leadership Team. The format of the IPMF Performance Dashboard covers all the areas previously reported to both the Clinical & Care Governance Committee and Integration Joint Board and recognises the need to ensure that local performance and improvement activity is reported within the new digital dashboard.

This report includes an overview of the previous Health & Wellbeing Outcome Indicators and Ministerial Steering Group- Integration measures. To support the use of the dashboard, HSCP Performance & Information Team analysts have been identified for each of the Heads of Service and Service Leads to support and check performance across eight key service areas. This bespoke and individual analyst input and support will be available during each quarter going forward and will work to build more robust performance reporting with management commentary.

2. RECOMMENDATIONS

The Committee is invited to note the quarterly performance, further noting it will be considered at the Clinical and Care Governance Committee in respect of any action required.

3. DETAIL OF REPORT

The report details the HSCP (Health and Social Care Partnership) performance for Financial Quarter 4 2023/24 (January – March) highlighting key performance trends across the 93 KPIs (Key Performance Indicators). In addition, the report includes performance updates across eight service areas. The latest performance against the National Health and Wellbeing Outcomes Indicators is reported (Appendix 1). Also included is an update on System Pressures (Appendix 2) and Delayed Discharges (Appendix 3).

4. RELEVANT DATA & INDICATORS

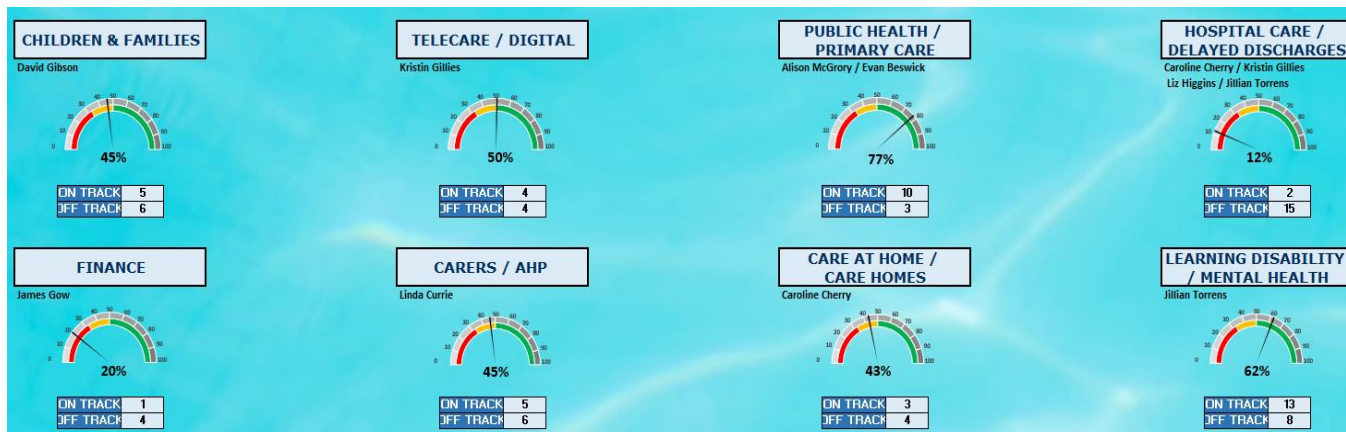
4.1 FQ4 2023/24 (January – March) Performance Summary



Overall performance for FQ4 notes that 53% of KPI's are scoring against target, with 49 reporting as on-track and 44 off-track, this is a slight increase (+7%) against previous FQ3 performance. The KPI's report performance against the target and include the target, actual and variance and is a mix of both quantitative and qualitative indicators. The use of the green, amber and red graphics within the Dashboard is used to give an overview of the total performance for each of the eight services and 93 KPI's. The use of only green and red for the KPI's is used to focus delivery with regards to sustaining performance on or above target.

4.2 Analysis of Key Performance

This analysis identifies performance across the 8 service reporting categories within the Integrated Performance Management Framework (IPMF) and performance commentary is provided as part of Head of Service and Service Leads one-to-one sessions with analysts.



4.2.1 Children & Families

Across 11 KPI, C&F services performance notes 3 (27%) on track, with 8 (73%) off track against the targets set in Q4 23/24. This is a decrease from 36% on track reported (-9%) variance on the previous quarter performance.

Performance on or above target:

- Increasing the number of care experienced children placed at home or in Kinship or Fostering Care is on track, noting 24% above target performance.
- VAWG training is as achieving 250 staff trained against a target of 100 being trained.

Performance below target & areas for improvement:

- Performance around reducing numbers of care experience children looked after away from home has failed to meet target of 94, with 109 residing out with the home, 69% of all care experienced children, with no improvement on the previous quarter.
- Performance with regards to the number of children accepted onto the Emotional and Wellbeing Pathway is below the target of 100%, with 81% accepted. This is an improvement on Q3 where performance was 71%.
- It is noted that recording issues on Eclipse has resulted in several KPI's not accurately reflecting performance on the ground, this will be addressed in the 2024/25 version of the IPMF, which is currently under development.

4.2.2 Telecare and Digital

Benchmarked performance across 8 Key Performance Indicators (KPIs) for Telecare and Digital Services shows an increase in the overall Quarter 4 performance, with 6 KPIs (75%) remaining on track compared with 5 (50%) on track at Quarter 3. 2 KPIs (25%) are reported as off track against target for FQ4.

Performance on or above target:

- The number of new Telecare service agreements continues to exhibit growth, indicating a promising trend.
- The number of 'Near Me' clinic appointments has continued to rise, now showing a clear increasing trend after a post-COVID slump.

- The digitalisation of telecare equipment has further increased by 6% to reach 40%, surpassing the 25% target.
- The utilisation of Buddi hubs has increased by 43% this quarter.
- Freedom of Information requests are now back to being completed on time at a rate of 100%, after falling off target last quarter.

Performance below target & areas for improvement:

- The number of Telecare annual reviews overdue continues to decline, remaining below target.
- Silver Cloud referrals have decreased a further 6%.
- Only one installation of the Just Checking system was completed during this quarter

4.2.3 Public Health and Primary Care

Public Health and Primary Care Quarter 4 performance notes 10 (77%) measures on track, no change from Quarter 3. Public Health have achieved 100% target performance across all 5 KPIs in Q4 of 2023/24. Out of the 8 Key Performance Indicators (KPIs) for Primary Care services, 3 (37.5%) are currently off track, while 5 (62.5%) are on track to meet their set targets. This overall performance aligns with Q3, however, there have been changes in which specific KPIs are meeting or not meeting their targets.

Performance on or above target:

- IPMF No 63: In Q4, we increased the number of quit dates set by achieving 20, exceeding the target of 10, representing an 82% increase from Q3. Noted we were on target in Q2, exceeded by one in Q3 with a significant change in Q4.
- IPMF No 64: Our actual performance of monitoring contracts and KPIs has consistently matched the target of 100% for each quarter of 2023/24, remaining at 100%.
- IPMF No 65: In Q4, we achieved 31 engagement activities, significantly exceeding the target of 1, marking a continuous improvement throughout each quarter of 2023/24 and a 19% increase from Q3.
- IPMF No 66: We successfully achieved the rolling training target of 68 with an actual count of 69. Our actual performance has shown steady increase in each quarter of 2023/24, representing a 19% improvement compared to Q3.
- IPMF No 67: In Q4, we achieved 163 referrals to community link workers, exceeding the target of 101. Our performance has seen a consistent trend above the target each quarter, and we improved by 10% compared to Q3.
- The "ChildSmile: Enroll 100% of eligible nurseries into Daily Toothbrushing Programme" demonstrated exceptional performance, reaching 97%, well above the 80% target.

- The Fluoride Varnish Programme remains consistent, still implemented in 29% of eligible schools for P1-P3 pupils.
- Vaccination transfer from GP practices has been successfully accomplished.
- "Community Link Workers within Primary Care settings established within areas with the highest level of deprivation" achieved full compliance, meeting the target of 100%.
- Significant progress was observed in the reduction of instances of 2C practices entering contingency measures, with a remarkable 96% improvement from Q3. The number decreased from 56 occurrences to only 2 during Q4.

Performance below target & areas for improvement:

- All Public Health targets are being achieved.
- Vaccination delivery during autumn, winter, and spring booster programs for COVID-19 reached 58%, below the targeted 80%. It's noteworthy that the Scottish National average achieved only 56.6% coverage.
- The establishment of Community Treatment Assessment Centres (CTAC) across Argyll and Bute fell short of the 100% target, reaching 93%. This includes 2 practices outside of rural flexibility arrangements that have yet to offer this service.
- The metric assessing practices operating at Level zero within the Practice Escalation policy, with no reduction in services, attained 93%, slightly under the 100% target.

4.2.4 Hospital Care & Delayed Discharge

Hospital Care & Delayed Discharge Quarter 4 performance notes 4 (24%) measures on track, an increase from 12% in Quarter 3. Across 11 Hospital Care KPIs, performance notes 1 (9%) on track, with 9 (82%) off track against the targets. In terms of the 6 Delayed Discharge KPIs, there was an improvement in Quarter 4 with 3 (50%) on track, compared to 33% in Quarter 3.

Performance on or above target:

- Number of unplanned admissions to hospital reported as a result of a fall. This has been reported as on track however it is acknowledged this is likely to be due to lag with the full quarter data. This measure will be subject to review at year end.
- Reduce the number of bed days for people delayed due to AWI. Whilst staying on target, there has been an increase in actual occupied bed days during Q4 of 35% from Q3. The actual stands at 381 against a target of 589.
- Reduce the number of occupied bed days for people delayed awaiting a care home placement. Continuing to stay on target each quarter of 2023/24, we've seen an increase in actual occupied bed days during Q4 of 19% compared to Q3. The actual stands at 1227 against a target of 1632.
- Increase the number of inpatients 18+ who are discharged without delay. Q4 shows an improvement of 15% from Q3, and we're back on target after being slightly off track in Q3. The actual stands at 1328 against a target of 1222.

Performance below target & areas for improvement:

- There has been an unusually large increase in unplanned admissions to hospital, with the Q4 total up 15% on Q3.
- Reduce the Average Length of Stay (ALOS) for inpatients in A&B Hospitals - Although we missed the target, there was a 13% improvement from Q3, achieving an ALOS of 7 against a target of 6.
- A&E Attendances in LIH meet the 4 hours wait target - Throughout each quarter of 2023/34, we consistently fell short of the 95% target, with our performance being sustained at 90% for Quarter 4.
- The Number of Falls being reported in a hospital setting shows a 38% decrease on Q3. The biggest contributor to this was Mid Argyll, which in March reported 20 falls – over twice the average for that hospital.
- Waiting times for cancer appointments at the 31 and 62-day targets are down by 71% from the Q3 peak, but still some way above the zero target.
- Outpatient waiting time breaches >12 weeks are down 9% on Q3, but long waits (>52 weeks) are up by 9%.
- Instances of infections and medication errors increased for the 2nd quarter in a row, whereas instances of tissue viability decreased by 6% (but still 41% above target).
- Reduce the number of people delayed in hospital In Q4, we were off track again, with actual increasing by 4% from Q3. The actual stands at 167 against a target of 132
- Reduce the overall length of stay in a hospital (delayed discharge bed days) It is noted that despite remaining off target in Q4, there has been a trend of improvement in slightly reducing the overall stay over quarters 2, 3 and 4. The actual stands at 3212 against a target of 3025.
- Reduce the number of people delayed in hospital due to care at home availability. There has been a consistent trend of staying off target each quarter in 2023/24, with a slight 3% reduction from Q3. The actual is 118 against a target of 80.

4.2.5 Finance

Across 5 KPIs, Financial services performance notes 3 (60%) on track, with 2 (40%) off track against the targets set in FQ4 23/24. This is an improvement in the % reported on track for the previous quarter performance.

Performance on or above target:

- The performance on reducing the % of clients with high-cost packages of care KPI is improving and below target and 1% improvement on last quarter.

- Performance around the reduction in value of assessed unmet need for care at home is 27% improvement on previous quarter
- Performance on reducing the costs of agency nursing staff in A&B hospitals is above track, with FQ4 noting 21% compared to the previous quarter. This represents a reduction of circa £50k per month on spend.

Performance below target & areas for improvement:

- Performance with regards to reducing the cost of hospital stays due to a delayed discharge remains off track, with FQ4 noting 28% above target, a decrease of 4% on previous quarter's performance.
- Performance on reducing the cost on pharmacy expenditure remains off track, with FQ4 noting 32% variance in expenditure on previous quarter.

4.2.6 Carers & Allied Health Professionals (AHP's)

Across 11 KPI, Carers / AHP services performance notes 5 (45%) on track, with 6 (55%) off track against the targets set form FQ4 23/24. No variance on the previous quarter performance.

Performance on or above target:

- The number of Unpaid Carers Supported / Registered across A&B's Carers Centres continues to increase – up 5% on last quarter.
- There has been another slight increase this quarter in the number of completed Adult Carer Support Plans – continues to be on target.
- Community Patient Discharges have again increased this quarter – up 10% on last quarter.

Performance below target & areas for improvement:

- Referral waits are currently off-track, although Outpatients waiting over 12 weeks for AHP services has continually decreased over recent quarters.
- AHP Outpatient completed waits again slightly down on last quarter.
- Young Carers Statements Completed have increased this quarter although still off-track. The target for this measure, and other Carers and AHP KPIs, are going to be revised in the new IPMF which begins next quarter (Q1 2024/25).

4.2.7 Care at Home and Care Home

Across 7 KPIs, Care at Home/Care Homes performance notes 3 on track (43%), with 4 off reporting as track against target for FQ4 23/24. The overall picture has declined slightly, as 4 KPIs were reported as on track in Q3. However, there is a noted data lag in recording of Unplanned Admissions to Hospital directly from a Care Home. As before, proxy data has been used in Q4 as it is not currently possible to obtain this data from Eclipse. Annual review of these KPIs from 2024/25 should resolve this.

Performance on or above target:

- Unplanned admissions to A&B hospitals from a care home are showing a drop of 42% against Q3, although it is likely this number is underreported.

Performance below target & areas for improvement:

- The number of Older People who waited >6 months for their homecare monitoring review increased by 21% from Q3.
- Occupancy rates across A&B care homes dropped in Q4 for the first time in a year, by 1%.
- Performance on % of Older People receiving nursing care home service continues on a plateau of 8 to 9% below target. Note there are concerns from the service about the legitimacy about this target.

4.2.8 Learning Disability & Mental Health

Across 21 KPIs Learning Disability / Mental Health performance notes 15 (71%) on track, with 6 (29%) off track against the targets set for FQ4 23/24. This is an increase from 62% on track reported (+9%) variance on the previous quarter's performance.

Performance on or above target:

- People with dementia supported by a Care at Home service continues to increase in Q4. Since the last quarter it has risen by 20 (28%) to 91.
- The number of people with needs assessed via Universal Adult Assessments by the A&B Dementia teams has increased this quarter and now on target. This has increased from 21 to 27 over the quarter (+29%).
- The number of HSCP staff completing Adult Support Protection Training has again significantly increased this quarter – up from 171 to 260 (+52%) – and remains on target.
- ASP training for HSCP staff continued to perform well compared to previous quarters, exceeding the 2023/24 yearly target by 20%.
- ASP investigation completion times improved significantly, with 100% completed within the specified 15 days, an increase from 60% the previous quarter.

Performance below target & areas for improvement:

- Post Diagnostic Support referrals after recent quarterly increases has decreased this quarter from 75 to 39 (-48%).
- ASP duty to inquire completion times experienced a notable decrease, falling further below target from 32% to 26%, with only a quarter being completed within the designated 5 days.

- The review of case conferences within 3 months of the initial meetings failed to meet the target again, remaining at 50% completion on time.

4.2.9 NATIONAL HEALTH & WELLBEING OUTCOMES (HWBOI) and MINISTERIAL STEERING GROUP (MSG) INTEGRATION INDICATORS

The National Health and Wellbeing Outcomes provide a strategic framework for the planning and delivery of health and social care services. This suite of outcomes serves to focus on improving the experiences and quality of services for people using those services, carers, and their families. These indicators form the basis of the annual reporting requirement for Health and Social Care Partnerships across Scotland.

The national indicators will be updated and reported within A&B HSCP's Integrated Performance Management Framework to provide the national performance position alongside the local service Key Performance Indicators suite.

The latest data in relation to 27 HWBOI and MSG Indicators reports 37% on track, with 10 on track and 17 off track. An overview of A&B HSCP's latest performance against the 27 measures is reported in Appendix 1. It should be noted that reporting periods vary across the suite of national indicator measures, with some measures reported quarterly affected by national reporting data lag. The next update for this data will be reported after Jul 2024.

5. CONTRIBUTION TO STRATEGIC PRIORITIES

The monitoring and reporting against Key Performance Indicators using the Integrated Performance Management Framework and Dashboard ensures the HSCP is able to deliver against key strategic priorities. This in-turn is aligned with the Strategic Plan and key objectives.

6. GOVERNANCE IMPLICATIONS

6.1 Financial Impact

Financial performance is evidenced within the IPMF Dashboard ensuring best value as well as evidencing the impact and performance against organisational budget savings.

6.2 Staff Governance

Key performance indicators within the IPMF ensure that staff governance requirements continue to be progressed and developed include health and safety, wellbeing and new service redesign and working practices.

6.3 Care and Clinical Governance

Clinical Governance and patient safety remain at the core of prioritised service delivery against the new IPMF Dashboard and National Health & Wellbeing Outcomes Indicators. The new governance structure supporting the IPMF ensures that the Clinical & Care Governance Committee remain central to performance improvement. The development of the IPMF is focussed on moving away from previous traditional styles of reporting to a fully collaborative approach with Head of Service and Service Lead commentary.

7. PROFESSIONAL ADVISORY

Data used within the performance dashboard is fully accessible in SharePoint with data trends and forecasting are identified to give wider strategic context. This provides the HSCP professional advisors with self –service performance information to inform their role in maintaining professional standards and outcomes.

8. EQUALITY & DIVERSITY IMPLICATIONS

The Integrated Performance Management Framework captures relevant indicators used to inform the HSCP E&D work.

8.1 PROTECTED CHARACTERISTICS

Performance detailed within this report acknowledges the rights of the Child (UNCRC), Islands, Fairer Scotland, Socio-economic Duty, Equalities - protected characteristics.

9. GENERAL DATA PROTECTION PRINCIPLES COMPLIANCE

Data use and sharing within this report and IPMF performance dashboard is covered within the Argyll and Bute Council & NHS Highland Data Sharing Agreement

10. RISK ASSESSMENT

Risks and mitigations associated with performance data sources and reporting are managed and identified within the monthly Performance & Improvement Team- Work Plan.

10.1 STRATEGIC, OPERATIONAL OR CLIMATE RISK

Performance reports are used by operational management to identify service delivery risk and to inform mitigation action accordingly.

11. PUBLIC & USER INVOLVEMENT & ENGAGEMENT

Performance reporting is available for the public via Argyll and Bute Council and NHS Highland websites. The IPMF dashboard utilises SharePoint to support manager and staff access across the HSCP.

12. CONCLUSION

The committee is asked to note FQ4 2023/24 (January - March) 2024 performance as detailed in the IPMF Dashboard

13. 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	

14. PREVIOUS REVIEW OF THE REPORT

Meeting	Title of report	Date	Output (if relevant)

REPORT AUTHOR AND CONTACT

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Appendix 1 – HWBOI & MSG Integration Indicators.

Core Suite of Integration Indicators

Core Suite of Integration Indicators	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	Scotland
1 - Percentage of adults able to look after their health very well or quite well	93.0%	93.2%	93.2%	90.8%	● 90.8%		90.9%
2 - Percentage of adults supported at home who agreed that they are supported to live as independently as possible	79.0%	79.9%	79.9%	75.0%	● 75.0%		78.8%
3 - Percentage of adults supported at home who agreed that they had a say in how their help, care, or support was provided	76.0%	72.5%	72.5%	66.9%	● 66.9%		70.6%
4 - Percentage of adults supported at home who agreed that their health and social care services seemed to be well co-ordinated	72.0%	73.7%	73.7%	66.0%	● 66.0%		66.4%
5 - Total % of adults receiving any care or support who rated it as excellent or good	79.9%	78.3%	78.3%	68.6%	● 68.6%		75.3%
6 - Percentage of people with positive experience of the care provided by their GP practice	84.8%	84.5%	84.5%	77.6%	● 77.6%		66.5%
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	74.2%	76.5%	76.5%	76.7%	● 76.7%		78.1%
8 - Total combined % carers who feel supported to continue in their caring role	32.7%	35.0%	35.0%	38.0%	● 38.0%		29.7%
9 - Percentage of adults supported at home who agreed they felt safe	82.9%	78.7%	78.7%	76.4%	● 76.4%		79.7%
11 - Premature mortality rate per 100,000 persons	393	403	398	386	● 398		442
12 - Emergency admission rate (per 100,000 population)	12,938	12,403	10,701	12,004	11,969	● 12,107	11,614
13 - Emergency bed day rate (per 100,000 population)	112,235	108,094	91,064	106,155	118,552	● 118,488	110,257
14 - Readmission to hospital within 28 days (per 1,000 population)	82	82	95	91	85	● 85	104
15 - Proportion of last 6 months of life spent at home or in a community setting	89.6%	90.6%	92.2%	91.2%	89.4%	● 89.7%	89.2%
16 - Falls rate per 1,000 population aged 65+	26	25	27	29	28	● 28	23
17 - Proportion of care services graded 'good' (4) or better in Care Inspectorate inspections	74.2%	85.0%	87.0%	80.0%	● 79.0%		75.8%
18 - Percentage of adults with intensive care needs receiving care at home	68.4%	70.8.0%	72.3%	72.1%	72.2%	● 68.3%	64.8%
19 - Number of days people spend in hospital when they are ready to be discharged (per 1,000 population)	640	540	343	570	804	● 912	902
20 - Percentage of health and care resource spent on hospital stays where the patient was admitted in an emergency	22.0%	22.0%	N/A	N/A	N/A	N/A	N/A

Indicators 1-9. The results of the 2024 HACE survey will be published by the Scottish Government on 28 May 2024, and will be updated and included in the PHS Core suite publication on 2 July 2024.

Indicators 12,13,14,15,16,18 Calendar year 2023 is used here as a proxy for 2023/24 due to the national data for 2023/24 being incomplete. This is in line with guidance issued by Public Health Scotland which was communicated to all Health and Social Care Partnerships. Using more complete calendar year data for 2023 should improve the consistency of reporting between Health and Social Care Partnerships.

PHS has not provided information for indicator 20 beyond 2019/20 because detailed PLICS cost information is not available. PHS previously published information to calendar year 2020 using costs from 2019/20 as a proxy but, given the impact of the COVID-19 pandemic on activity and expenditure, PHS no longer consider this appropriate.

Ministerial Steering Group Integration Indicators

Ministerial Steering Group Indicators	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
MSG 1.1 - Number of emergency admissions*	8,374	8,231	6,917	7,820	7,925	● 8,159
MSG 1.2 - Number of Admissions from A&E*	5,244	4,945	3,668	5,040	4,957	● 5,074
MSG 2.1 - Number of unplanned bed days acute specialties*	65,794	64,008	53,390	67,255	77,102	● 75,400
MSG 2.2 - Number of unplanned bed days MH specialties *	13,382	12,841	10,843	8,684	8,847	● 10,998
MSG 3.1 - Number of A&E attendances	13,985	14,171	10,091	15,646	16,774	● 17,460
MSG 3.2 - % A&E attendances seen within 4 hours	93.4%	91.7%	93.1%	88.9%	83.9%	● 83.2%
MSG 4.1 - Number of DD bed days occupied	9,530	7,863	5,354	7,742	11,944	● 12,720
MSG 5.1 - % of last six months of life by setting community & hospital*	90.0%	89.6	90.80%	90.8%	89.6%	● 89.6%
MSG 6.1 - % of 65+ population at Home (unsupported)	92.1%	92.1%	92.5%	92.6%	● 93.2%	

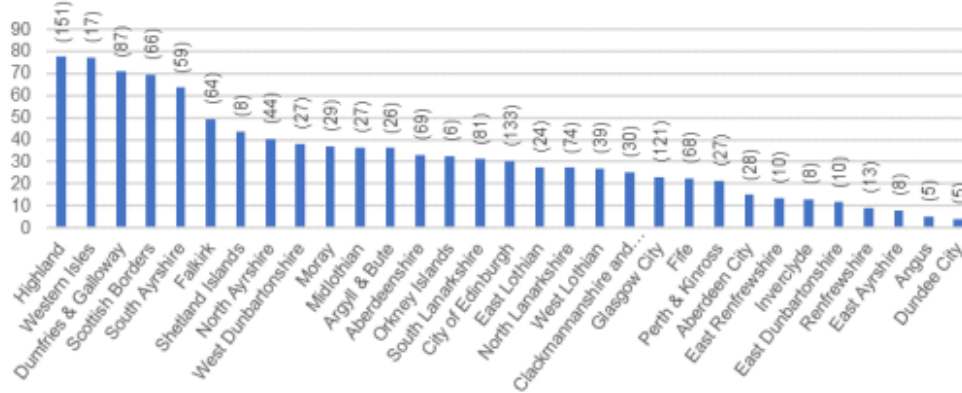
Indicators 1.1,1.2, 2.1, 2.2,5.1 Calendar year 2023 is used here as a proxy for 2023/24 due to the national data for 2023/24 being incomplete. This is in line with guidance issued by Public Health Scotland which was communicated to all Health and Social Care Partnerships. Using more complete calendar year data for 2023 should improve the consistency of reporting between Health and Social Care Partnerships.

Appendix 2- System Pressures Reporting - April 2024

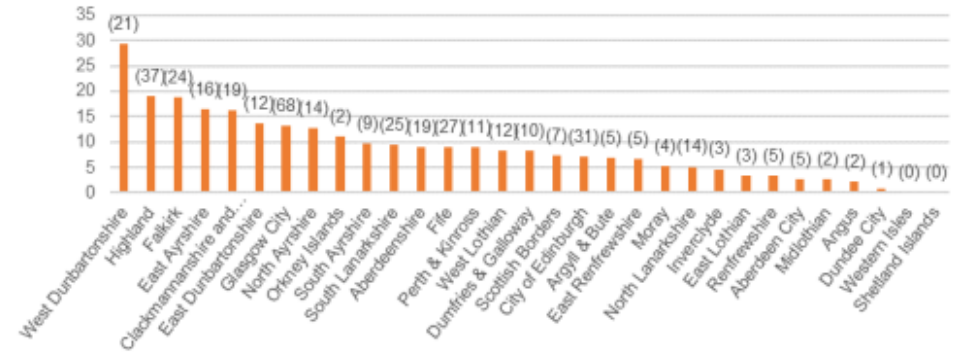
Argyll and Bute Systems Pressures Summary Report – April 2024 Update														
Key Metric	Mar 23	Apr 23	May 23	Jun 23	Jul 23	Aug 23	Sep 23	Oct 23	Nov 23	Dec 23	Jan-24	Feb-24	Mar-24	Trend
Overall Emergency Admissions to A&E (LIH)	721	718	750	846	821	892	757	679	654	661	730	680	727	↑
A&B Hospitals – Inpatient Admissions (Month)	458	367	420	395	413	446	414	370	370	411	477	450	433	↓
A&B Hospitals – Inpatient Discharges (Month)	430	343	393	382	389	418	396	340	357	384	443	436	410	↓
A&B Hospitals – Occupied Bed Days	3096	3121	3131	2932	2830	3259	2970	3124	2868	3060	3229	3048	3163	↑
A&B Hospital Stays – bed occupancy %	73.3%	75.8	76.6	74.6	69.8	79.0	74.7	76.5	72.1	74.6	78.1	78.4	76.4%	↑
A&B Hospitals – Average Length of Stay (days)	6.1	7.4	6.8	6.3	6.3	6.3	6.3	7.2	6.0	6.6	6.1	5.9	6.2	↑
Delayed Discharges – Total Delays	27	27	40	30	39	42	35	42	36	31	32	33	30	↑
Delayed Discharges – Total Bed Days Lost	497	414	677	615	834	812	695	996	649	598	625	446	655	↑
Care Home – Bed Occupancy	83%	82%	81%	81%	82%	82%	83%	85%	84%	89%	81%	89%	88%	↑
Care Home Bed Vacancies	20	24	34	39	29	29	31	25	25	14	33	17	18	↑
Unmet Need – People Waiting	45	42	43	49	53	55	59	73	71	82	70	62	71	↑
Unmet Need – Hours of Care	507	370	344	338	460	420	508	676	541	711	716	516	542	↑

Delayed Discharge Sitrep – Local Authority Comparisons – 15 April 2024

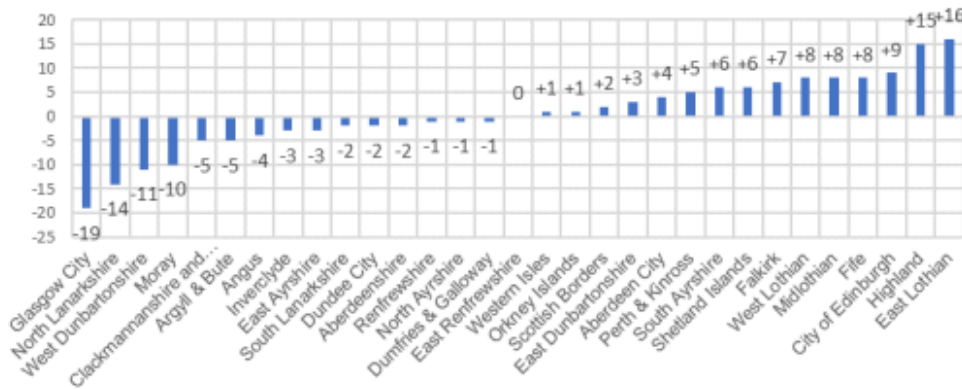
Standard Delays by Local Authority, Rate per 100,000 18+ population
(Number of delays shown in brackets)



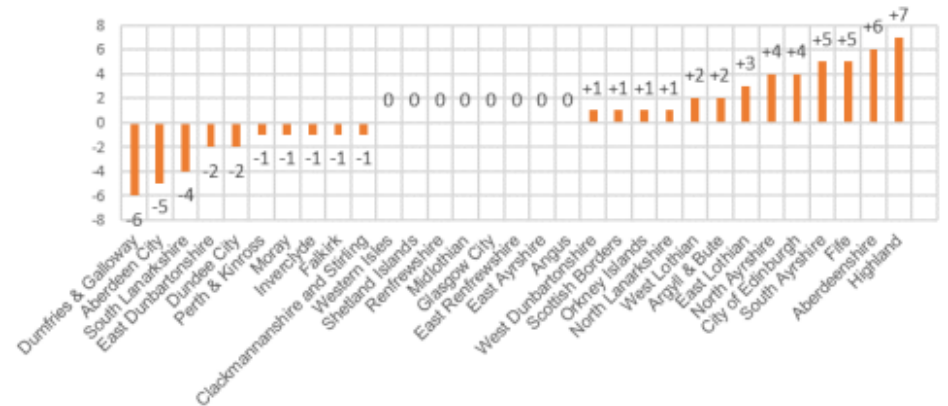
AWI Delays by Local Authority, Rate per 100,000 18+ population
(Number of delays shown in brackets)



Change in standard delays over last four weeks
Scotland changed from 1,372 to 1,383 over this period



Change in AWI delays over last four weeks
Scotland changed from 395 to 413 over this period



4 week period runs from 18 March 2024 to 15 April 2024

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

EDUCATION

6 JUNE 2024

**EDUCATION VISION AND STRATEGY – CONSULTATION RESPONSE OVERVIEW
AND NEXT STEPS**

1.0 EXECUTIVE SUMMARY

- 1.1 The purpose of the paper is to advise Elected Members of the programme of engagement that officers undertook during the consultation exercise on the Education Vision and Strategy document *Our Children, Their Future* and to report on the main themes of stakeholder views gathered through this engagement as well as next steps. This document has been prepared by Education to allow the Service to effectively consider the views of all stakeholder groups and plan for how these views will shape the refreshed Education Vision and Strategy document.

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

EDUCATION

6 JUNE 2024

EDUCATION VISION AND STRATEGY – CONSULTATION RESPONSE OVERVIEW AND NEXT STEPS

2.0 INTRODUCTION

2.1 The purpose of the paper is to advise Elected Members of the programme of engagement that officers undertook during the consultation exercise on the Education Vision and Strategy document *Our Children, Their Future* as the previous decision of the Community Services Committee on the [Education Refresh Strategy](#) on 24 August 2023 detailed. Further to this, the report will highlight the main themes of stakeholder views gathered through the engagement exercise and identify next steps. This document has been prepared by Education to allow the Service to effectively consider the views of all stakeholder groups and plan for how these views will shape the refreshed Education Vision and Strategy document.

3.0 RECOMMENDATIONS

It is recommended that the Community Services Committee:

- 3.1 Consider the synopsis of stakeholder responses from the Education Vision and Strategy consultation and;
- 3.2 Agree the next steps as set out in paragraph 5.6 of the report.

4.0 DETAIL

4.1 The Education Service strives to ensure the best possible outcomes for all of our children and young people across Argyll and Bute and the Education Vision and Strategy document provides a framework for this. The current Education Vision and Strategy, *Our Children, Their Future*, was developed in 2016 and remains a robust and meaningful document, but with the impacts of a global pandemic and a changing national landscape in regards to Education, a planned and informed refresh has been advancing with these considerations.

- 4.2 During the period of 1st December 2023 to 23rd February 2024, the Education Service held a stakeholder consultation on the Education Vision and Strategy. This date range includes an extension of three weeks to the original consultation period, as requested by stakeholders, the extension was agreed to ensure the fullest opportunity for all stakeholder groups to provide responses. The aim of the engagement exercise was to gather views from stakeholder groups on their thoughts on the current Education Vision and Strategy, *Our Children, Their Future* as well as to define what was important to them for education in Argyll and Bute as detailed in the full overview report in **Appendix 1**.
- 4.3 In order to capture the voices and views of as many of our stakeholder groups as possible the consultation included opportunities for in-person and online group sessions along with an online individual questionnaire and was supported by parent and pupil groups as well as school staff. We aimed to make the consultation as accessible as possible and offered the questionnaire in Ukrainian, Russian and Gaelic. Our establishments and central team staff worked with parent councils, pupil councils as well as staff and pupils to complete the consultation.

5.0 CONSULTATION RESPONSES

- 5.1 The consultation had 661 individual on-line questionnaire respondents from pupils (44.3%), staff (24.8%), parents (26.5%) and wider stakeholders (4.4%). With 64 responses from group sessions representing staff (44.4%), parents (15.9%) and pupils (39.7%). The individual respondents represented all areas of Argyll and Bute including rural, island and urban areas. 53% of individual respondents reported that they were aware of the Education Vision and Strategy, *Our Children, Their Future*.
- 5.2 Respondents were asked about their view on the importance of the values of ambition, excellence and equality detailed in the Education Vision and Strategy document, *Our Children, Their Future*. Respondents could rate each value 1 to 5 with 1 being not important and 5 being very important. Equality received the highest rating of all three values with 84.5% of the overall respondents rating this important or very important. Ambition received 79.46% of the overall respondents rating this as important or very important. The value of excellence was rated lowest of all three values with only 60.24% of respondents rating this as important or very important. The pupil response showed a rating of 14%-20% lower for excellence than equality and ambition
- 5.3 Respondents were asked to rate each of the six current outcomes of *Our Children, Their Future* on a scale of 1 (not important) to 5 (very important). The six outcomes are:
1. Raise educational attainment and achievement for all
 2. Use performance information to secure improvement for children and young people

3. Ensure children have the best start in life and are ready to succeed
4. Equip young people to secure and sustain positive destinations and achieve success in life
5. Ensure high quality partnership working and community engagement
6. Strengthen leadership at all levels

Aggregating the responses of important (4) and very important (5) it was almost unanimous across all stakeholder groups that they felt the most important outcomes were number three '*Ensure children have the best start in life and are ready to succeed*' (87.21% overall) and number four '*Equip young people to secure positive destinations and achieve success in life*' (87.39% overall). With staff and wider stakeholders also identifying outcome one '*Raise educational attainment and achievement for all*'.

5.4 Respondents were asked open text questions including '*What words and/or short phrases are important to you when you think of education in Argyll and Bute?*' Across all stakeholder groups the most common responses included:

- Inclusive
- Nurturing
- Achievement
- Equity
- Respectful
- Ambitious
- Opportunities

5.5 The final section of the consultation asked for respondents to consider '*Is there something important to you that you think should be clearer or included in the strategy?*' The information from this was collated by individual stakeholder group and themed under headings.

- For pupils, the themes that had the most comments centred on learning and curriculum, skills, developing the young workforce, children's rights and sustainability.
- For parents, learning/curriculum/assessment, skills, sustainability and children's rights featured as important themes.
- For staff, learning, children's rights, health and wellbeing and partnership/collaboration were important themes.
- For other stakeholders, developing the young workforce, UNCRC, health and wellbeing and sustainability were important themes.
- It was also noted across stakeholder groups that they felt that the current document was not easily accessible and understandable by all stakeholder groups and a number of ideas were submitted in regards to considerations for the refreshed document.

5.6 It is important that the refreshed Education Vision and Strategy document continues to drive improvement across our system. Next, we will feedback to our stakeholder groups on the findings of the consultation via our [simple](#).

[interactive and accessible reporting](#) format. We will also engage with a number of stakeholder groups to help shape the format, content and accessibility of the refreshed document to ensure the new Vision and Strategy remains a dynamic and relevant document for the future of education in Argyll and Bute.

Following the development work a final draft version of the Education Vision and Strategy document, informed by the consultation process, will be presented to the Community Services Committee in March 2025 for consideration and approval.

6.0 CONCLUSION

- 6.1 A refreshed Education Vision and Strategy document which incorporates the views of stakeholders, gathered through this consultation exercise, while simultaneously responding to the changing national and local policy contexts will help shape the future delivery of an Education Service which will support our children, young people and communities to achieve the best possible outcomes.

7.0 IMPLICATIONS

- 7.1 Policy - The refreshed strategy incorporating the views of stakeholders will present an opportunity for Education to effectively respond to the changing policy context at both national and local levels. The strategy makes an effective contribution to SOA outcomes 3 and 4.
- 7.2 Financial - none
- 7.3 Legal - none
- 7.4 HR - none
- 7.5 Fairer Scotland Duty:
- 7.5.1 Equalities - protected characteristics - none
 - 7.5.2 Socio-economic Duty - none
 - 7.5.3 Islands - none
- 7.6 Climate Change - none
- 7.7 Risk - none
- 7.8 Customer Service – none
- 7.9 The Rights of the Child (UNCRC)- Children and young people are central to the refreshed strategy and as per Article 12 (Right to be heard), pupils views have been clearly sought and represented in the consultation findings.

Douglas Hendry - Executive Director with responsibility for Education

Councillor Audrey Forrest – Policy Lead for Education

29th April 2024

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APPENDICES

Appendix 1 – OCTF consultation overview report

Our Children, Their Future
Education Vision and Strategy Consultation
Response Overview
March 2024

Overview

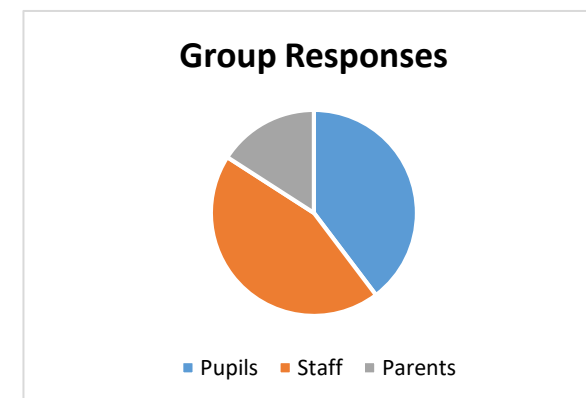
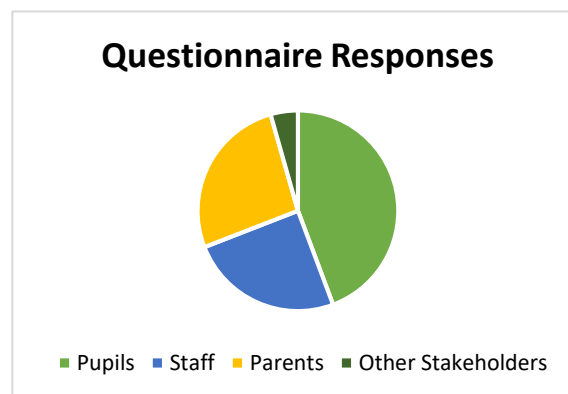
The Education Service strives to ensure the best possible outcomes for all of our children and young people, the Education Vision and Strategy provides a framework for this. The current Vision and Strategy document, *Our Children, Their Future*, was developed in 2016 and remains a robust and meaningful document, but with the impacts of a global pandemic and a changing national landscape in regards to Education, it is now the right time for a refresh.

During the period of 1st December 2023 to 23rd February 2024, the Education Service organised a stakeholder consultation on the Education Vision and Strategy. The original consultation period was extended by three weeks, as requested by stakeholders, to ensure the fullest opportunity for all stakeholder groups to provide responses. The aim was to gather views from stakeholder groups on their thoughts on the current Education Vision and Strategy, *Our Children, Their Future* as well as what was important to them for education in Argyll and Bute. The participants were asked for their views to refresh the Education Vision and Strategy.

In order to capture the voices and views of as many of our stakeholder groups as possible the consultation included opportunities for in-person and online group sessions along with an online individual questionnaire and was supported by parent and pupil groups as well as school staff. We aimed to make the consultation as accessible as possible and also offered the questionnaire in Ukrainian and Gaelic. Our establishments and central team staff worked with parent councils, pupil councils as well as staff and pupils to complete the consultation.

Consultation responses

The consultation had 661 individual on-line questionnaire respondents from pupils (44.3%), staff (24.8%), parents (26.5%) and wider stakeholders (4.4%). And 64 responses from group sessions representing staff (44.4%), parents (15.9%) and pupils (39.7%). The individual respondents represented all areas of Argyll and Bute including rural, island and urban areas. With 53% of individual respondents reporting that they were aware of the Education Vision and Strategy, *Our Children, Their Future*.



Data Illustrations Overview

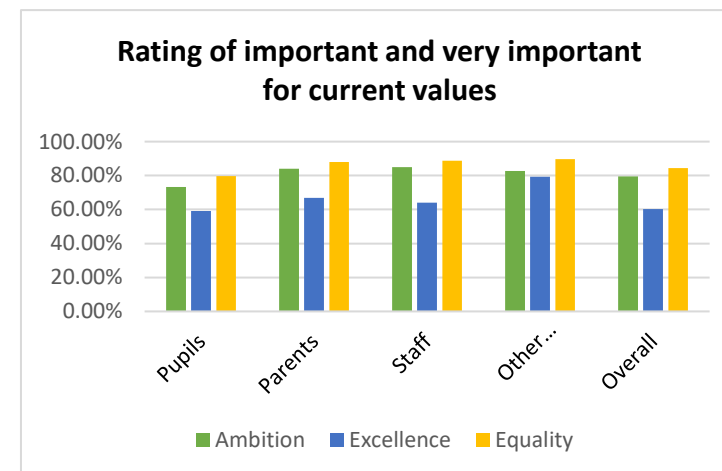
The quantitative data available from the individual questionnaires is attached in **Appendix 1**.

The initial question asks respondents if they are aware of the Education Vision and Strategy, *Our Children, Their Future*. Overall 53% of respondents were aware of *Our Children, Their Future* with other stakeholders (93%) and staff (81%) having the highest 'yes' return and pupils (37%) having the lowest 'yes' return.

The next set of questions asks respondents about their view on the importance of the values in *Our Children, Their Future* of ambition, excellence and equality. Respondents could rate each value 1 to 5 with 1 being not important and 5 being very important. Equality received the highest rating of all three values with 84.5% of the overall respondents rating this important or very important. Ambition received 79.46% of the overall respondents rating this as important or very important. The value of excellence was rated lowest of all three values with only 60.24% of respondents rating this as important or very important. The pupil response showed a rating of 14%-20% lower for excellence than equality and ambition.

	Pupils	Parents	Staff	Other Stakeholders	Overall
Ambition	73.28%	84%	84.96%	82.76%	79.46%
Excellence	59.11%	66.85%	63.97%	79.31%	60.24%
Equality	79.76%	88%	88.72%	89.66%	84.5%

*Highest aggregated score per stakeholder group noted in yellow.



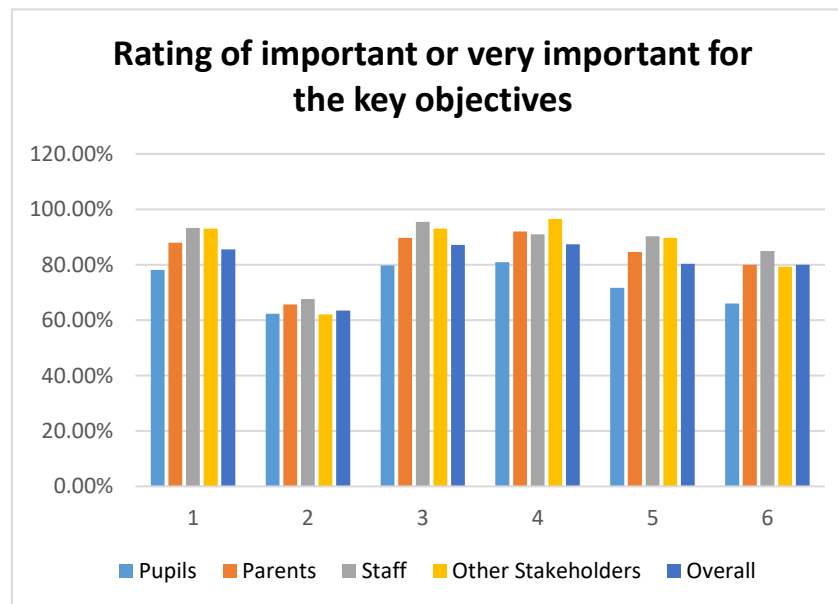
The last set of quantitative questions asked respondents to rate each of the six current outcomes of *Our Children, Their Future* on a scale of 1 (not important) to 5 (very important). The six outcomes are:

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

Aggregating the responses of important (4) and very important (5) it was almost unanimous across all stakeholder groups that they felt the most important outcomes were number three '*Ensure children have the best start in life and are ready to succeed*' (87.21% overall) and number four '*Equip young people to secure positive destinations and achieve success in life*' (87.39% overall).

Combined responses for important (4) and very important (5) per stakeholder group					
	Pupils	Parents	Staff	Other Stakeholders	Overall
Outcome 1	78.14%	88%	93.23%	93.1%	85.58%
Outcome 2	62.35%	65.72%	67.67%	62.07%	63.42%
Outcome 3	79.76%	89.71%	95.49%	93.1%	87.21%
Outcome 4	80.97%	92%	90.98%	96.55%	87.39%
Outcome 5	71.66%	84.57%	90.22%	89.66%	80.36%
Outcome 6	65.99%	80%	84.96%	79.31%	79.96%

*highest two aggregated scores per stakeholder group noted in yellow.



Stakeholder views

Included in the questionnaire and the group responses were open text boxes to gather wider data on stakeholder views to help shape a refresh of the Education vision and strategy. One of these questions was ‘What words and/or short phrases are important to you when you think of education in Argyll and Bute?’ The responses from all respondents were catalogued and are presented below visually with the words in larger font representing those words which were used more often. We can see a number of similar themes across stakeholder groups including; inclusive, nurturing, respectful, equity and achievement.

Pupils



Parents



Staff



Other Stakeholders



The final section of the consultation asked for respondents to consider *'Is there something important to you that you think should be clearer or included in the strategy?'*
The information from this was collated by individual stakeholder group and themed under headings.

For pupils the themes that had the most comments centred on Learning and Curriculum, Skills, Developing the Young Workforce, Children's Rights and Sustainability.
Comments under these themes included:

- *'I think learning should be fun and the words fun should be included.'*
- *'Learning your worth, learning to respect, being encouraged to better yourself, have opportunities and encouragement to learn new things.'*
- *'If you come empty, you learn along the way.'*
- *'More life skills to help with moving on.'*
- *'Generating a love and respect for the outdoors. Creating a love for our planet.'*

For parents; learning/curriculum/assessment, skills, sustainability and children's rights featured as important themes.

- *'More opportunities/subjects for the kids in Argyll and Bute.'*
- *'Allowing children to be ready, learn at their pace and not rely so heavily in expecting children to pass exams, tests but encourage them to really reach their potential and look at apprenticeship, and skilled work as just as important as academics.'*
- *'Ensuring all avenues are available for children to develop and grow fulfil their full potential in the learning style that suits them best.'*
- *'Life skills, dealing with finances, cookery.'*
- *'Learning about the environment. Sustainability. Developing the learning environment to an amazing and creative space.'*

For staff; learning, children's rights, health and wellbeing and partnership/collaboration were important themes.

- *'I think the focus should be on helping children to love their learning. Everything else that they need will come from that, in my opinion. I also think the focus on 'success' should be with the knowledge of what children and young people love to do and part of the adults' role is to expand the knowledge of what's out there for them. It is important to be careful to acknowledge that 'success' isn't just the sum of your qualifications particularly for those children whose skills and interests may not lie in academic subjects necessarily. Learning should be fascinating where/when and as much as possible.'*
- *'UNCRC Rights of the Child embedded into practice.'*
- *'Health and Wellbeing, especially promoting good mental health.'*
- *'Building relationships and having good relationships with all stakeholders is vital.'*

For other stakeholders; developing the young workforce, UNCRC, health and wellbeing and sustainability were important themes.

- *'Matching workplace skills to local businesses.'*
- *'The Rights of the Child should be considered as it is coming into law.'*
- *'Nurturing schools and communities.'*
- *'Sustainability, and the climate crisis, are and will become stronger and stronger forces within our societies, so these need to be a core issue.'*

Next Steps

The open text boxes on the questionnaire and the group feedback sheets allowed for some wider views on the next iteration of the Education Vision and Strategy. A high proportion of the comments noted that the wording and format were not accessible for all stakeholder groups.

Pupils were acutely aware of this and their feedback included:

- *'I think that it could be presented in a more user friendly way for younger kids like a video.'*
- *'The statements are not family friendly.'*
- *'Explain what certain words mean.'*

Parents agreed and their feedback included comments around the accessibility of the document:

- *'Wording that is accessible to all and not fancy wording that needs explaining.'*

Staff echoed the same view of the need for a user friendly document:

- *'Needs to be more user friendly for children.'*
- *'We think this is not in child friendly language and also question whether parents would be able to access it, if not working in education.'*
- *'Perhaps, QR links could be added to the document, taking you to relevant documents.'*

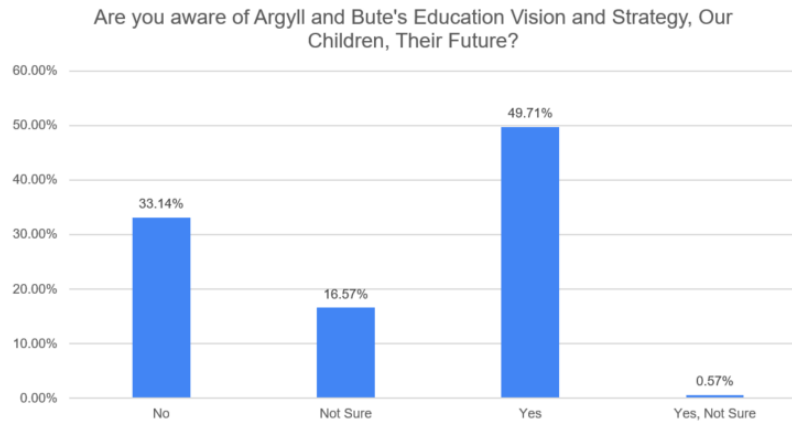
It is important that the refreshed Vision and Strategy document continues to drive improvement across our system, in partnership with all of our stakeholders. Next we will feedback to our stakeholder groups on the findings of the consultation via our [simple, interactive and accessible reporting](#) format. We will also engage with a number of stakeholder groups to help shape the format, content and accessibility of the refreshed document to ensure the new Vision and Strategy remains a dynamic and relevant document for the future of education in Argyll and Bute.

Appendix 1
Our Children, Their Future
Consultation Response Data
 March 2024

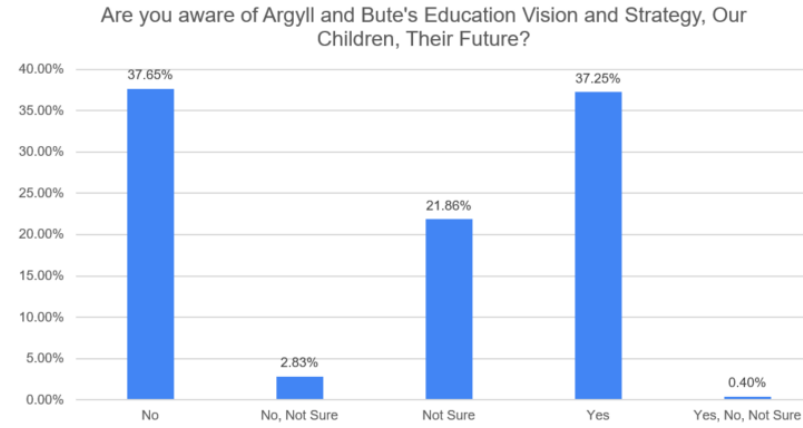
The information below is an illustration of the aggregated response data from each stakeholder group, as defined within the survey. The illustration also includes the data as a whole under 'overall'. There is a small margin of error allowed within the data tables due to respondent error, this is not statistically significant.

Are you aware of Argyll and Bute's Education Vision and Strategy, *Our Children, Their Future*?

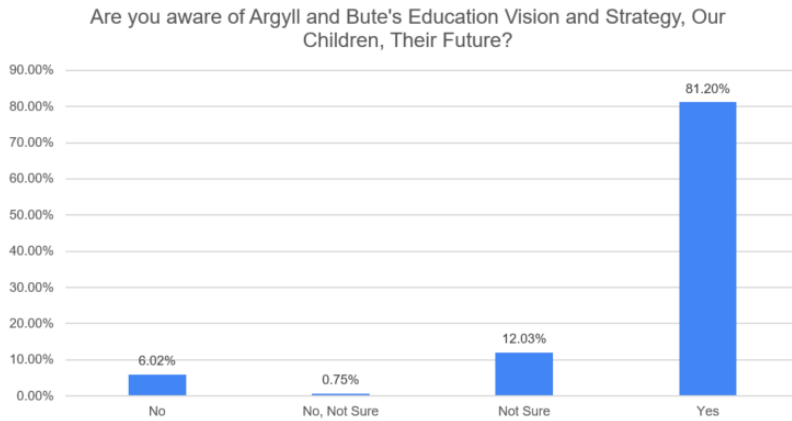
Parents



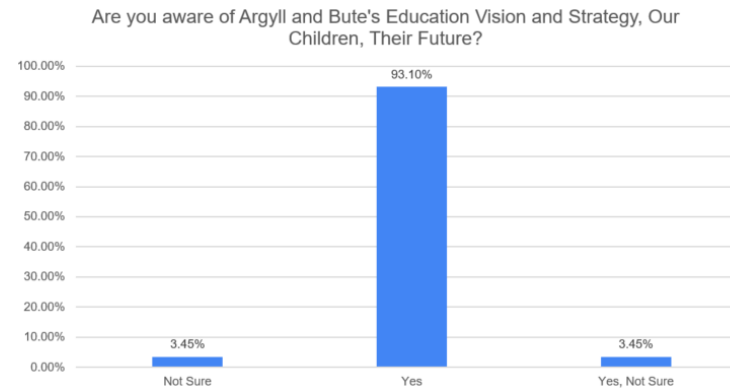
Pupils



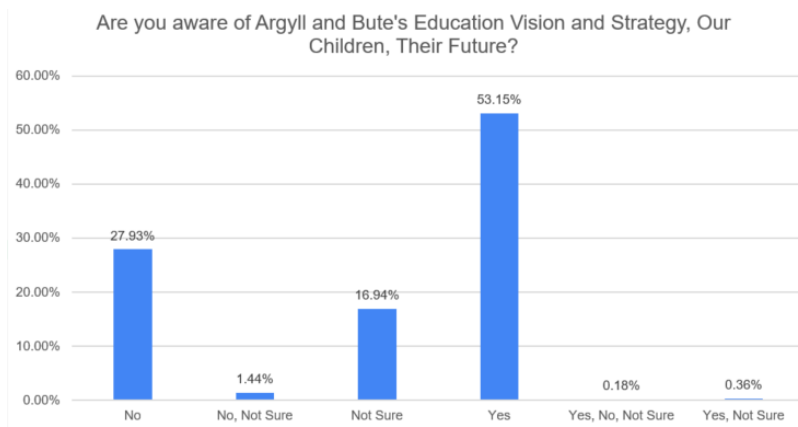
Staff



Other Stakeholders

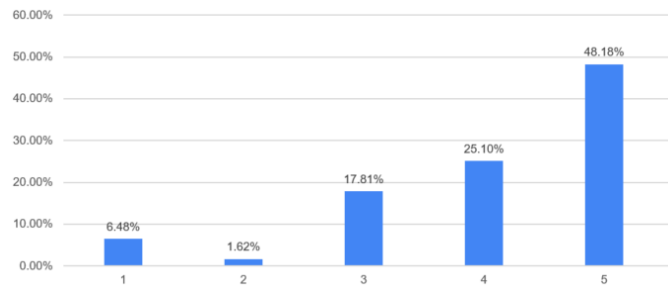


Overall

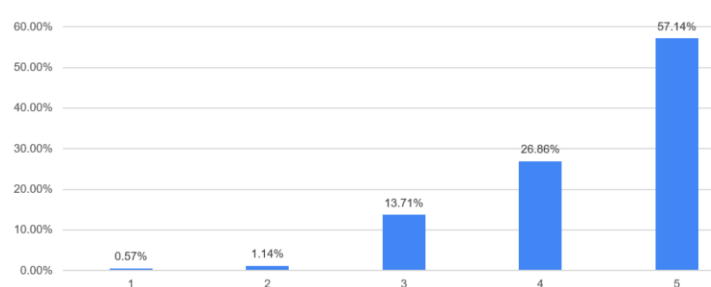


To what extent do you think **ambition** is still important for the vision of education for our children and young people from ELC to secondary? (1= not important, 5= very important)

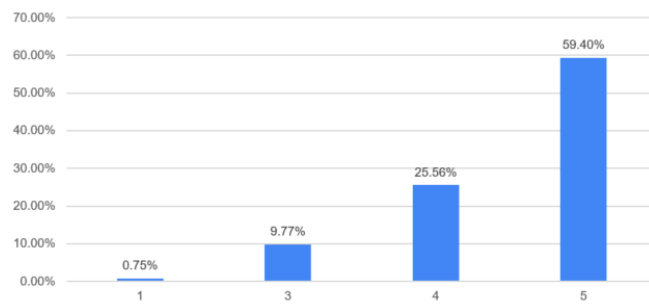
Pupils



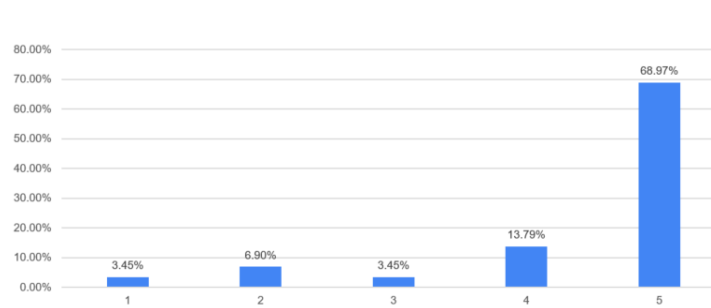
Parents



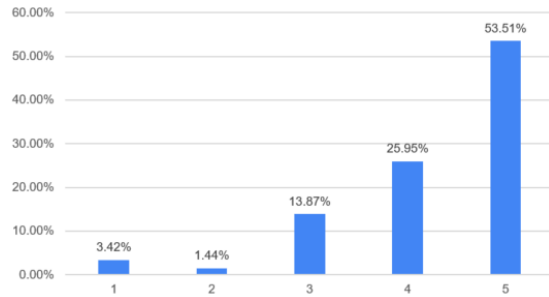
Staff



Other Stakeholders

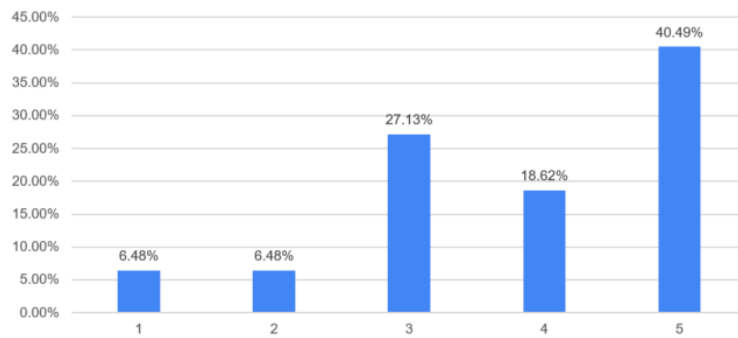


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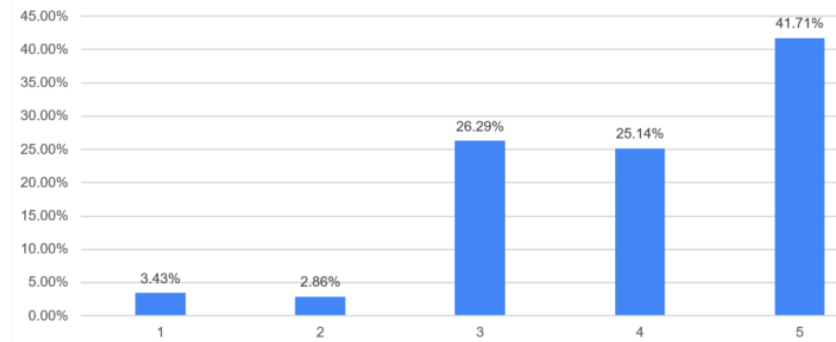


To what extent do you think **excellence** is important for the vision of education for our children and young people from ELC to secondary?
(1=not important and 5=very important)

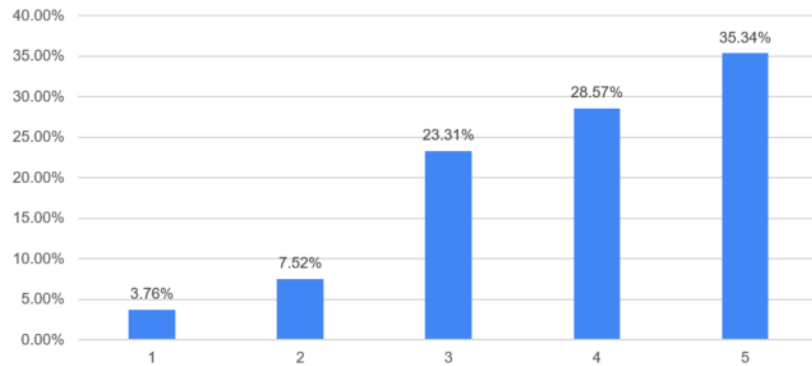
Pupils



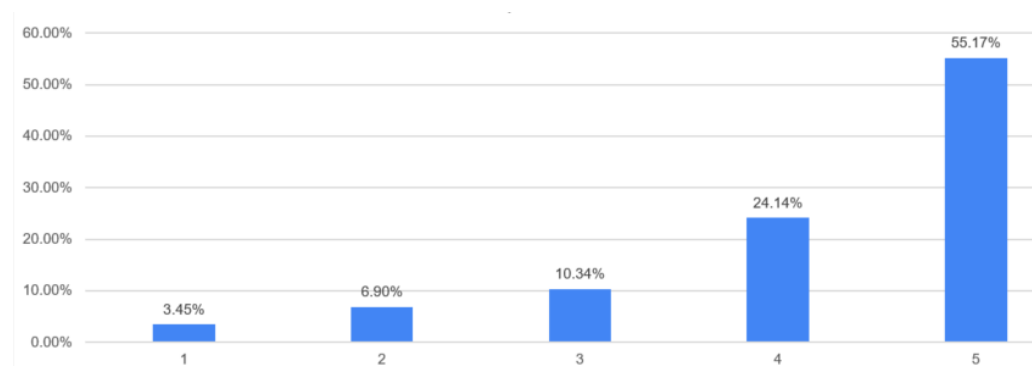
Parents



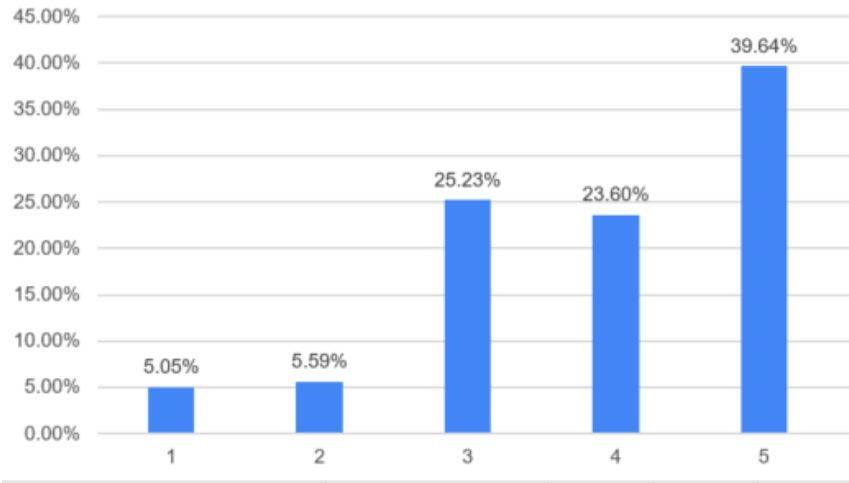
Staff



Other Stakeholders



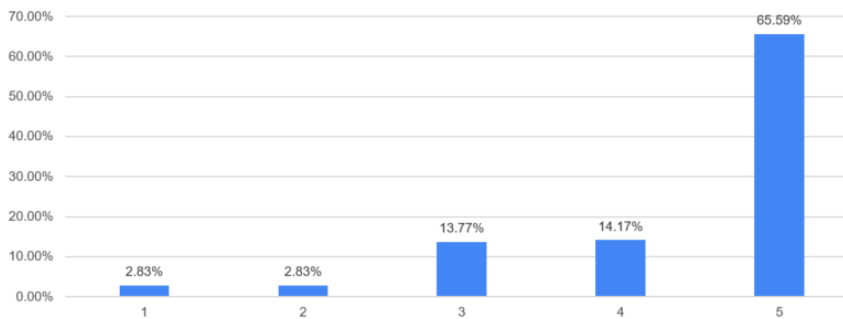
Overall



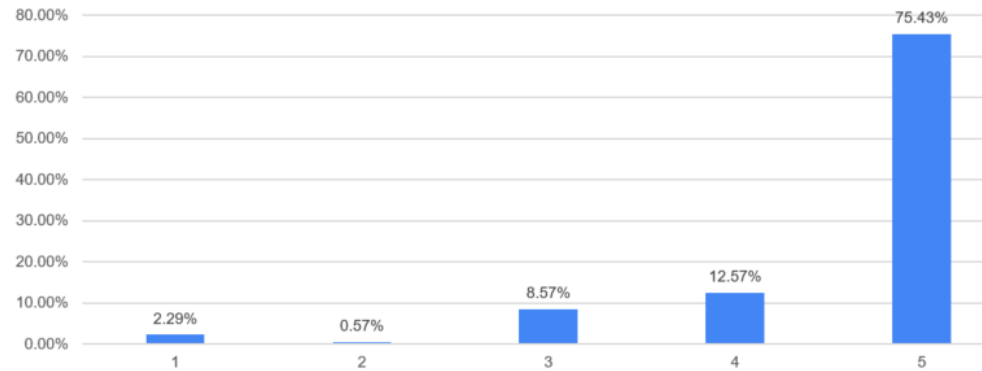
To what extent do you think **equality** is important for the vision of education for our children and young people from ELC to secondary?

1=not important and 5=very important (NB there was an error in this question where equality and equity were used interchangeably, this has been picked up in comments within open text boxes.)

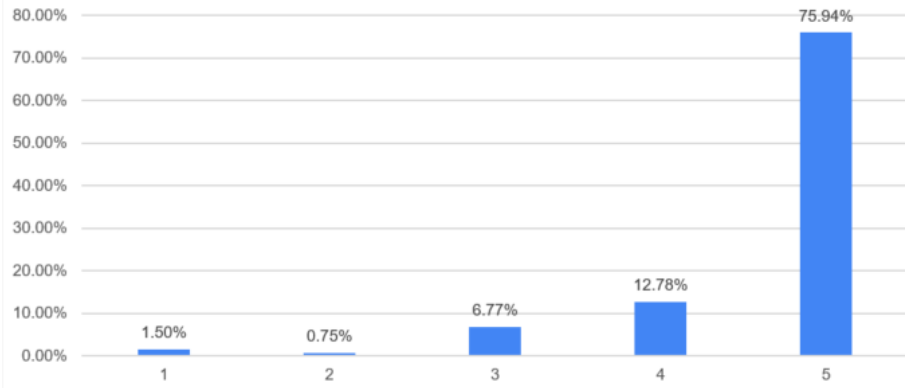
Pupils



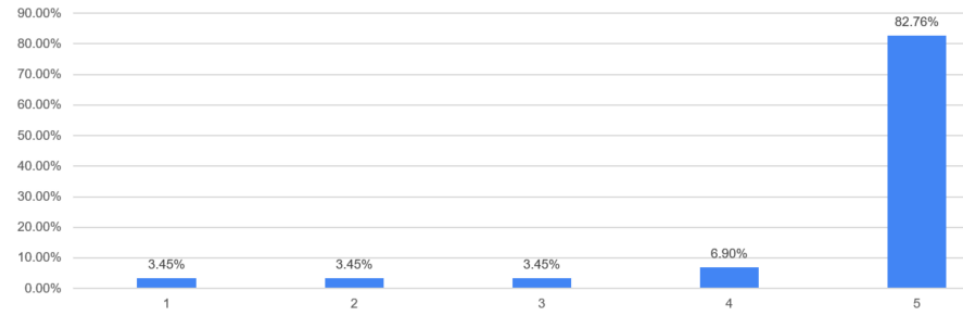
Parents



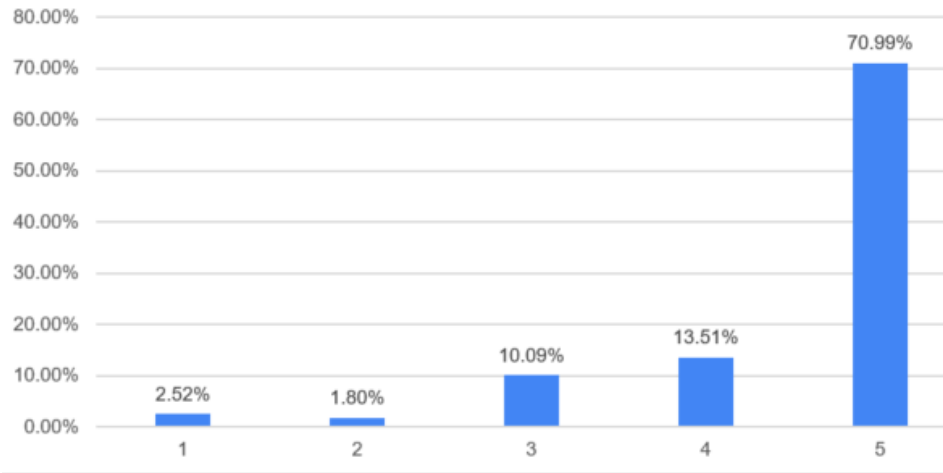
Staff



Other Stakeholders

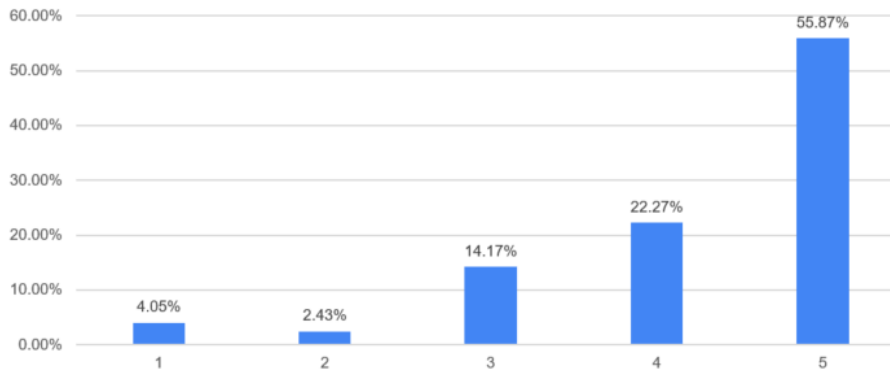


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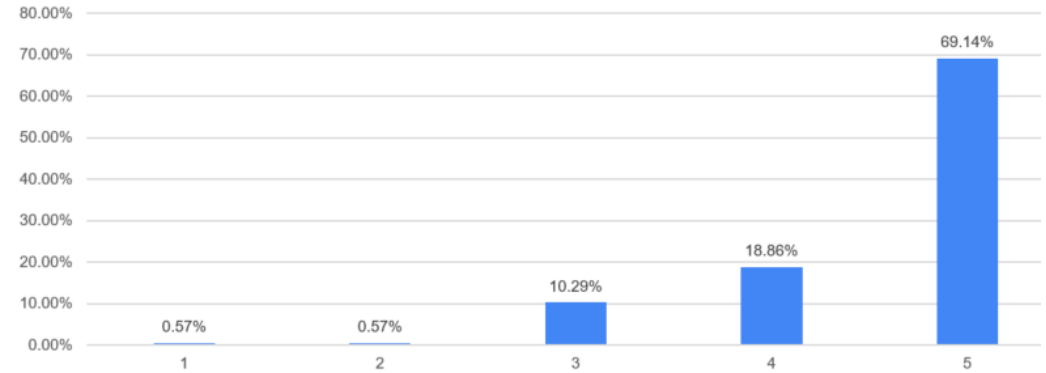


1. Raise educational attainment and achievement for all. To what extent do you think this is important for the vision of education for our children and young people from ELC to secondary? 1=not important and 5=very important

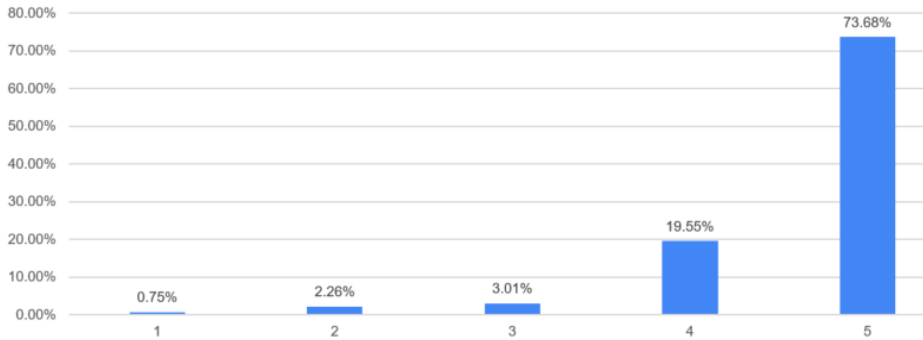
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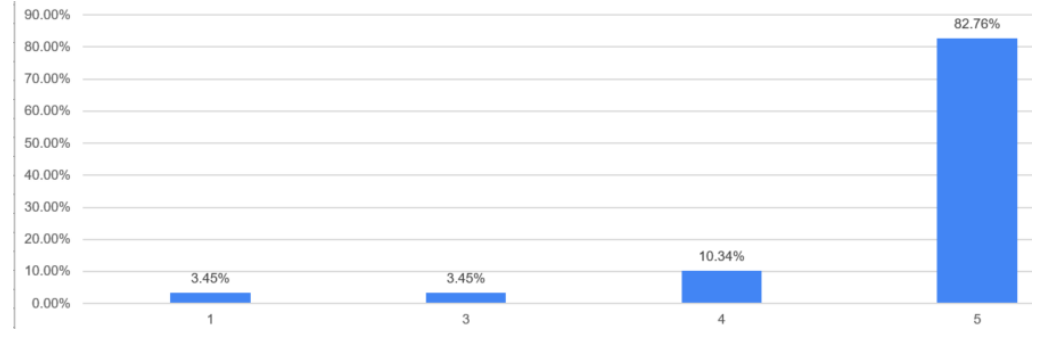
Parents



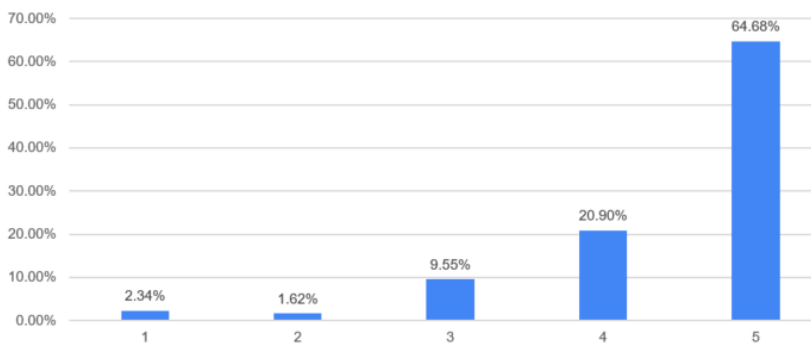
Staff



Other Stakeholders

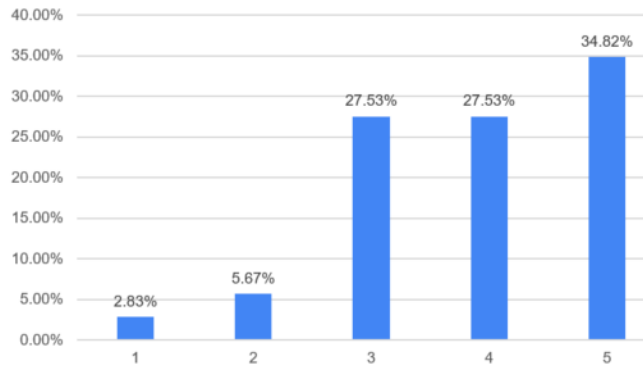


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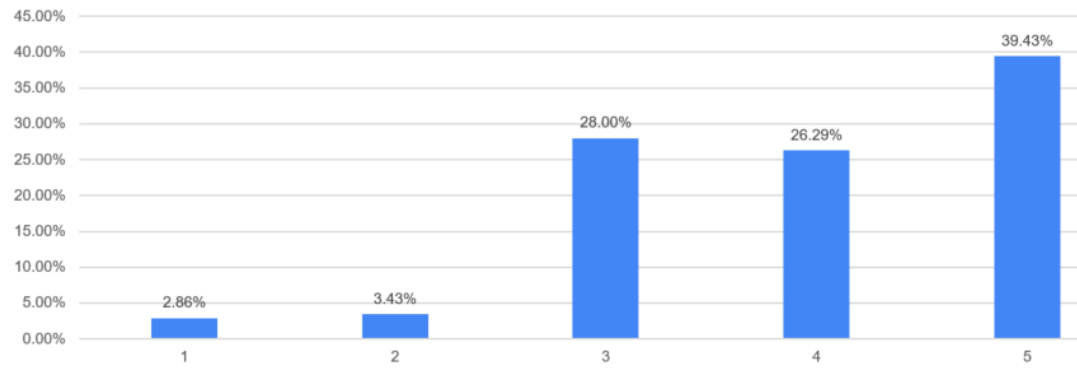


2. Use performance information to secure improvement for children and young people. To what extent do you think this is important for the vision of education for our children and young people from ELC to secondary? 1=not important and 5=very important

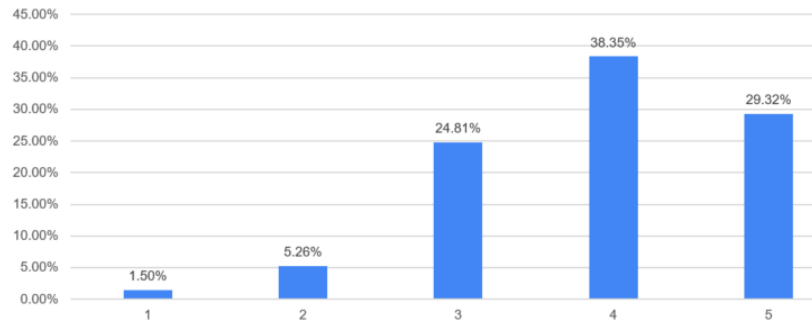
Pupils



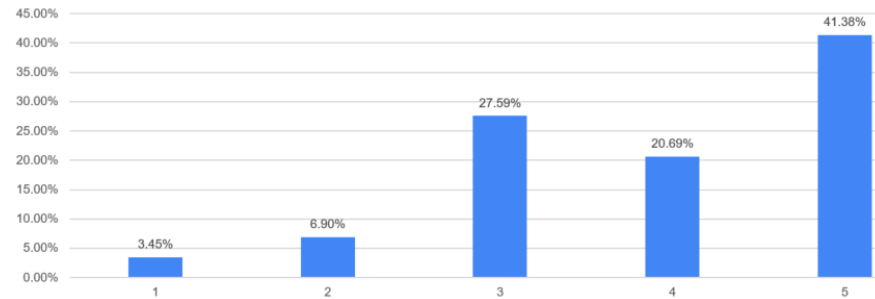
Parents



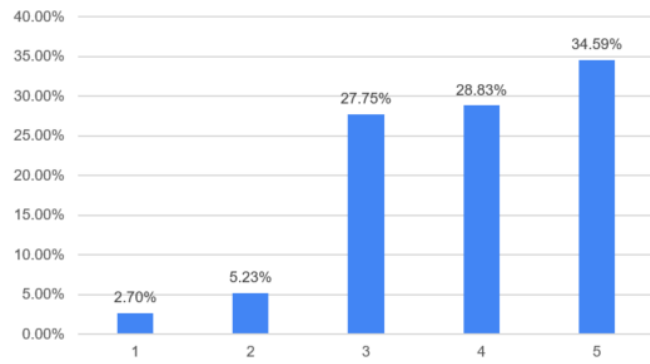
Staff



Other Stakeholders

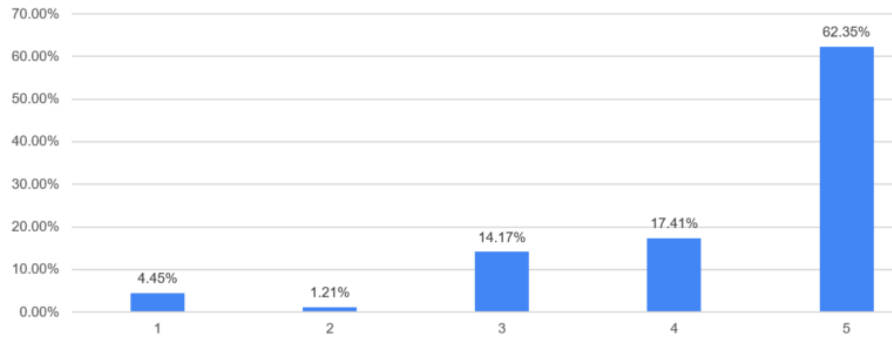


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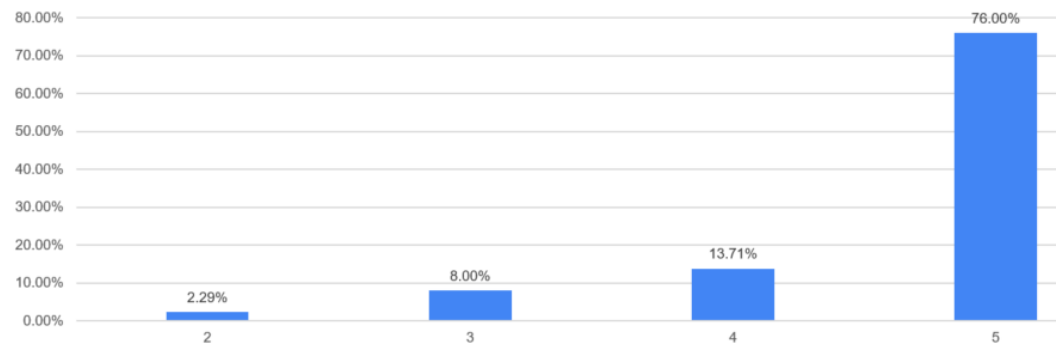


3. Ensure children have the best start in life and are ready to succeed. To what extent do you think this is important for the vision of education for our children and young people from ELC to secondary? 1=not important and 5=very important

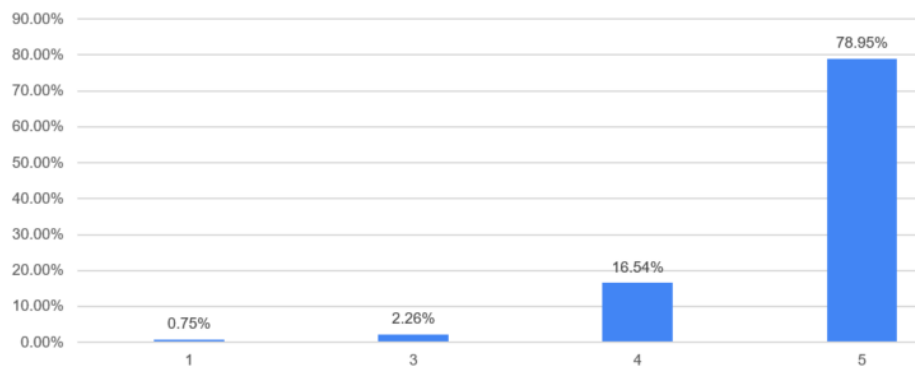
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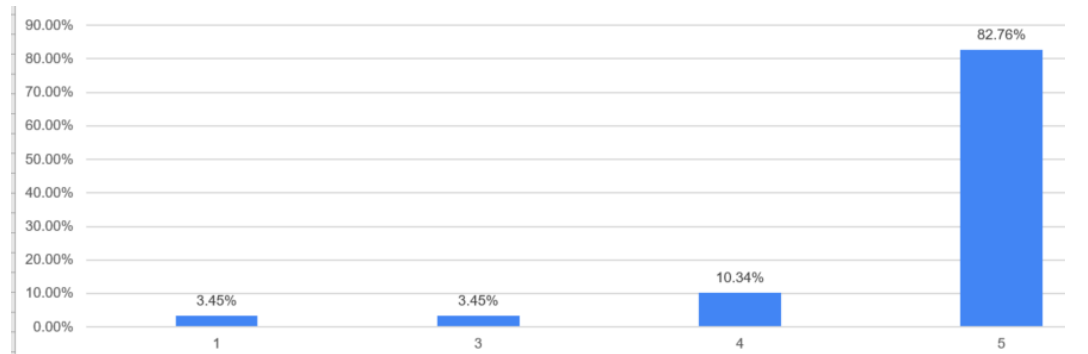
Parents



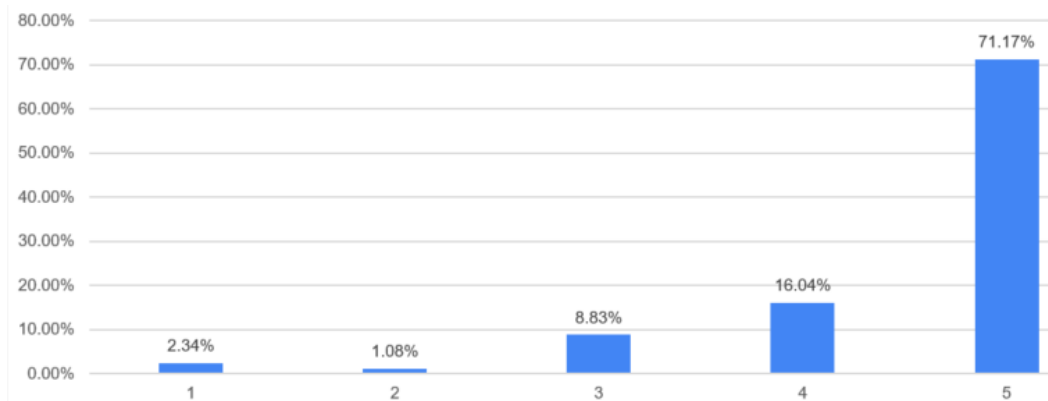
Staff



Other Stakeholders

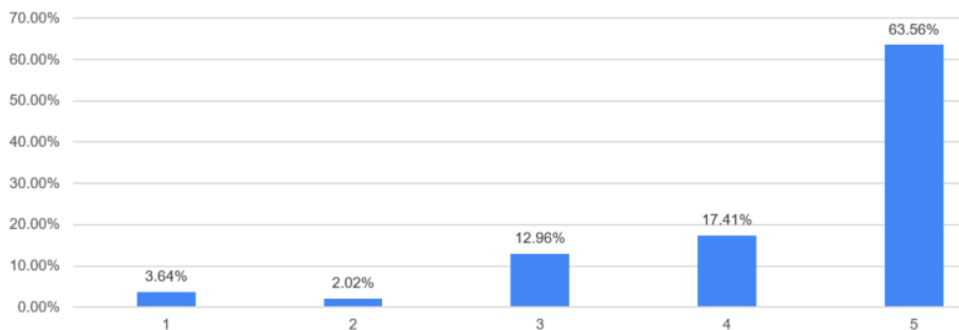


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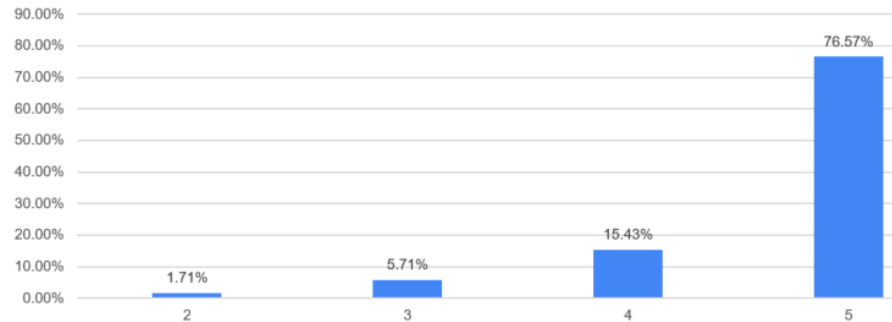


4. Equip young people to secure and sustain positive destinations and achieve success in life. To what extent do you think this is important for the vision of education for our children and young people from ELC to secondary? 1=not important and 5=very important

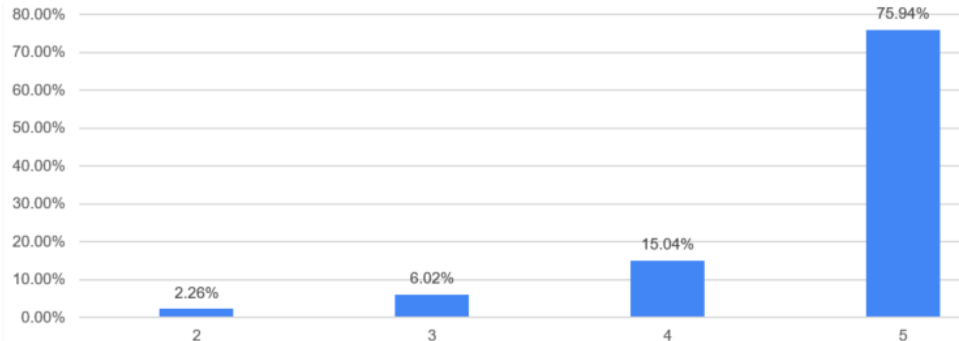
Pupils



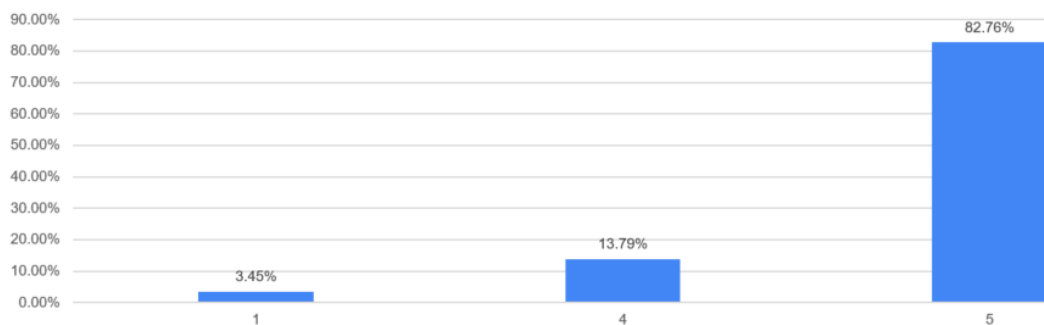
Parents



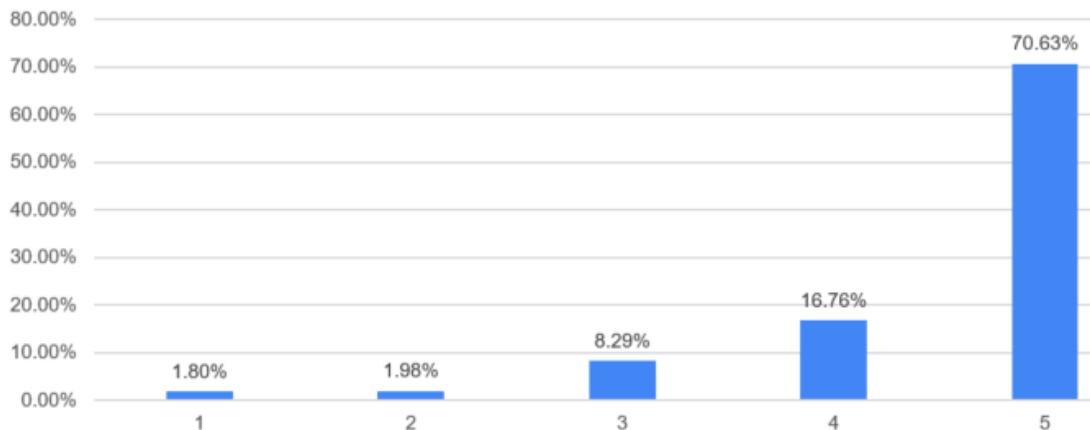
Staff



Other Stakeholders

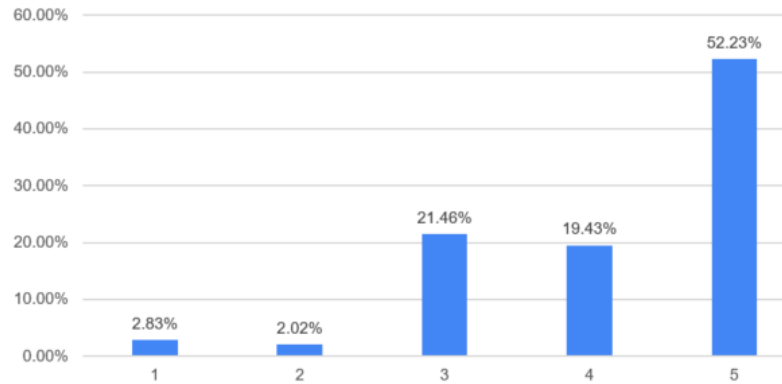


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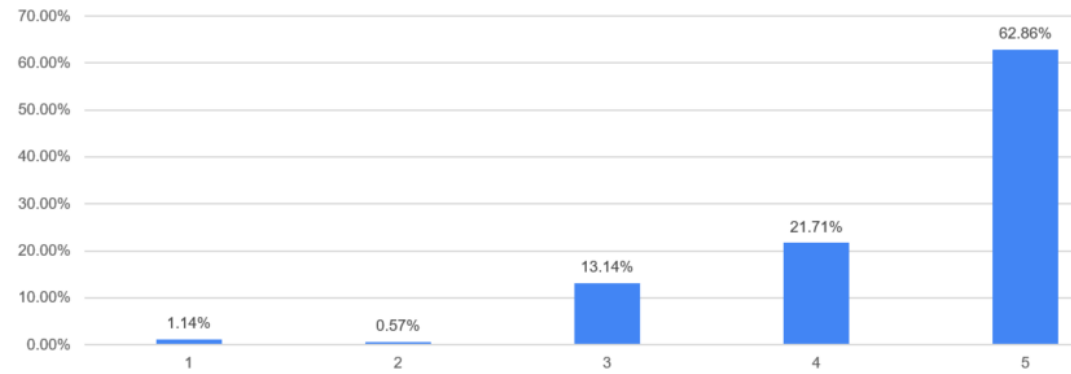


5. Ensure high quality partnership working and community engagement. To what extent do you think this is important for the vision of education for our children and young people from ELC to secondary? 1=not important and 5=very important

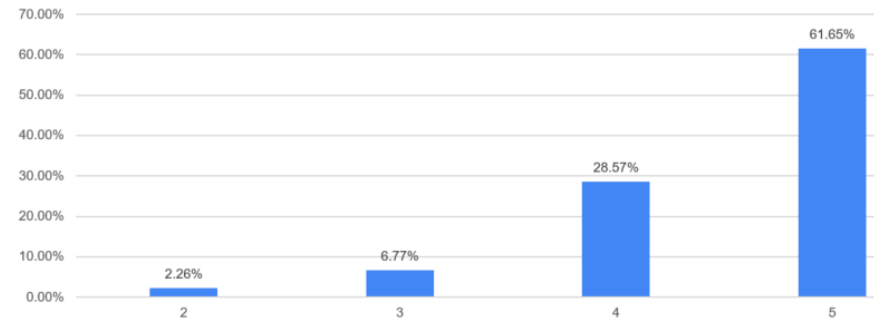
Pupils



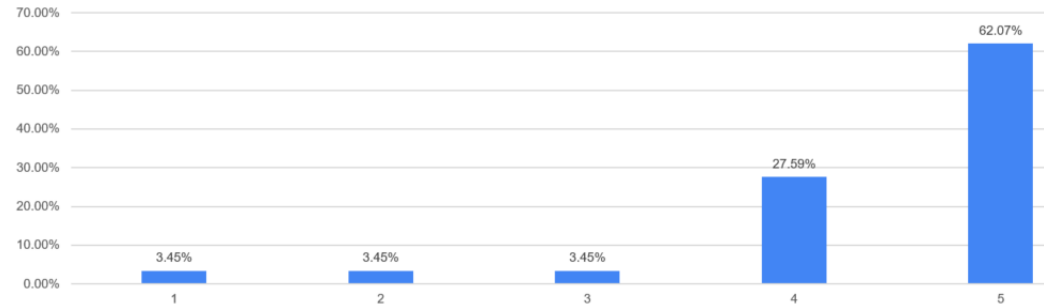
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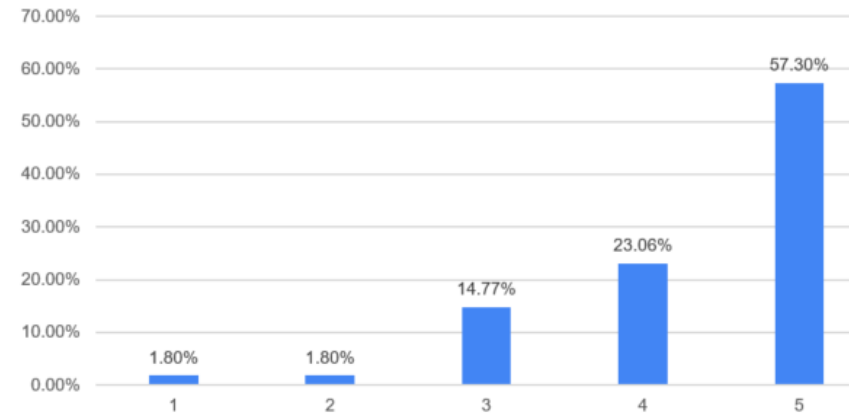
Staff



Other Stakeholders

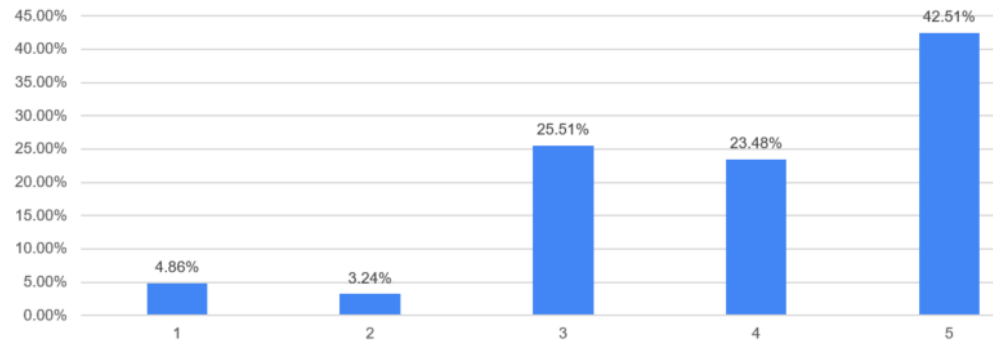


Overall

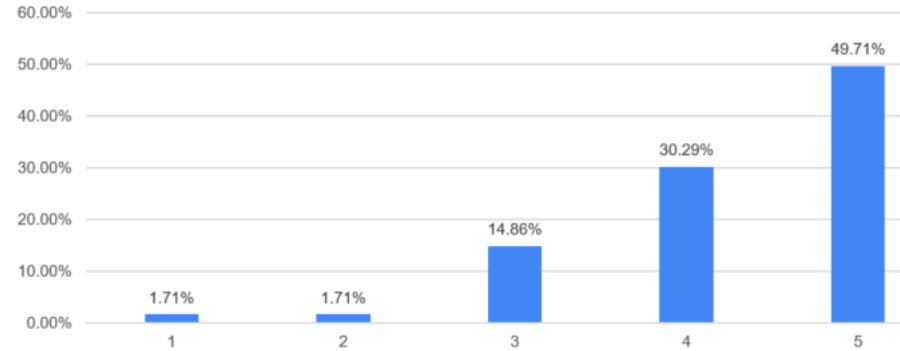


6. Strengthen leadership at all levels. To what extent do you think this is important for the vision of education for our children and young people from ELC to secondary? (1=not important and 5=very important)

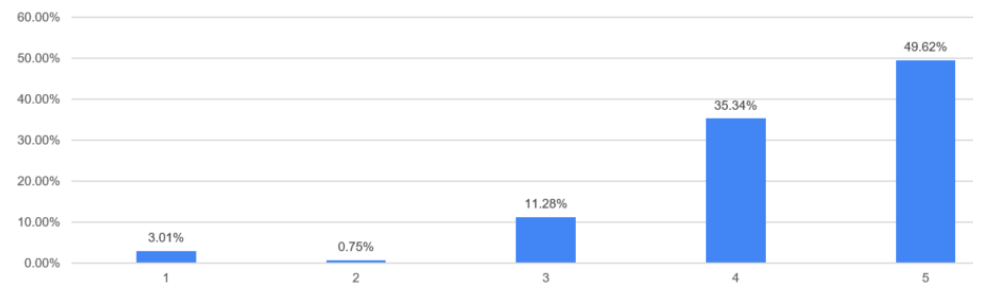
Pupils



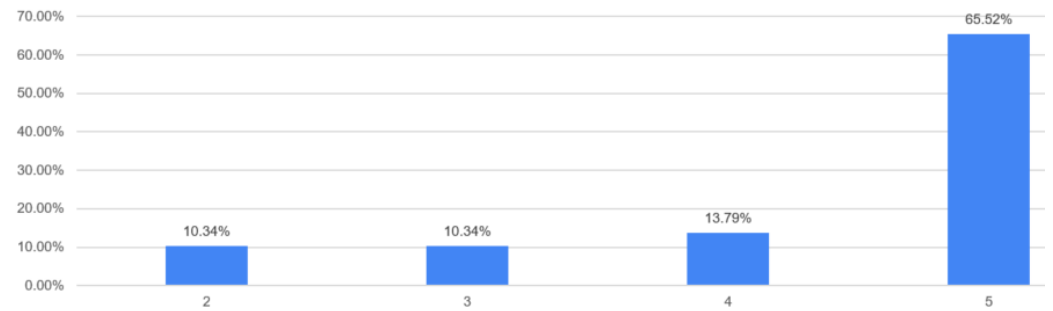
Parents



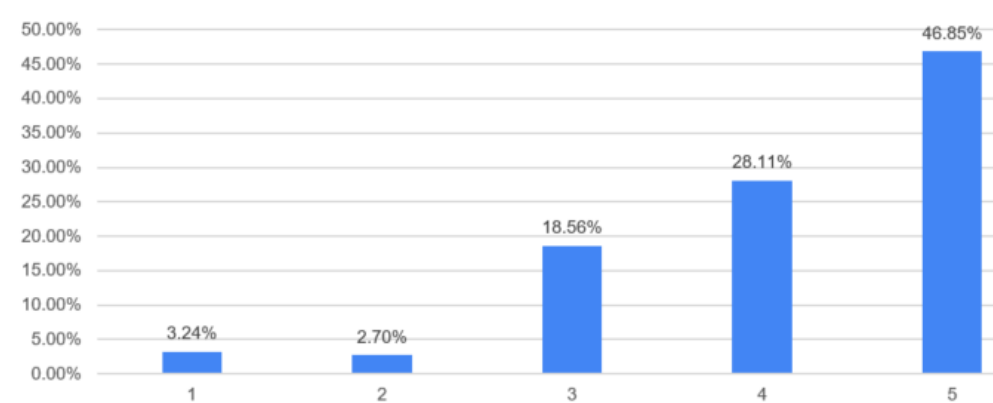
Staff



Other Stakeholders



Overall



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ARGYLL AND BUTE COUNCIL
EDUCATION

COMMUNITY SERVICES COMMITTEE
6 JUNE 2024

DEVELOPING THE YOUNG WORKFORCE – 2023-2024

1.0 EXECUTIVE SUMMARY

- 1.1 The purpose of this report is to summarise for members work and progress across Argyll and Bute Council relating to Developing the Young Workforce (DYW).
- 1.2 The report covers all aspects of DYW work and activities across the local authority:
- Progress relating to the four Key Performance Indicators (KPIs) as required by the Scottish Government;
 - Data relating to school-employer partnerships and work placements;
 - The work of the DYW School Co-ordinators;
 - DYW across the secondary curriculum;
 - The financial position relating to Scottish Government DYW funding and how it is being directed in Argyll and Bute;
 - Key DYW-aligned events, including the Argyll and Bute DYW/Employability Conference.
 - Self-evaluation processes to drive further improvement in the areas of DYW and work-based vocational learning
- 1.3 In addition, case studies of DYW events, activities and programmes are appended for members' information.
- 1.4 The Community Services Committee is asked to:
1. Consider the scope and variety of DYW initiatives and activities across Argyll and Bute;
 2. Acknowledge the importance of the Scottish Government's continued policy commitment to DYW, and associated funding for regional DYW Groups;
 3. Note the contribution of the DYW team and its work towards securing and sustaining Argyll and Bute a position in the leading 10 Scottish Local Authorities with regards to the Annual Participation Measure, in which we place 9th out of 32 in the period April 2022 to March 2023.

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

EDUCATION

6 JUNE 2024

DEVELOPING THE YOUNG WORKFORCE – 2023-24

2.0 INTRODUCTION

2.1 *Developing the Young Workforce - Scotland's Youth Employment Strategy* was published by the Scottish Government in December 2014, and set out the plans to implement the 39 recommendations as set out by the report *Education for All*.

[Home \(dyw.scot\)](https://www.dyw.scot)

[Developing the Young Workforce \(DYW\) | Policy drivers | Policy for Scottish education | Scottish education system | Education Scotland](#)

2.2 Nationally, DYW seeks to ensure young people develop the skills and knowledge they need to succeed in the world of work, through connecting young people and their schools with employers.

2.3 DYW across Scotland is co-ordinated by the work of 20 employer-led Regional DYW Groups, of which Argyll and Bute is one. Membership of the Argyll and Bute DYW Board includes a range of key employers in the area, Skills Development Scotland and Third Sector representatives.

2.4 In 2021, Scottish Government funding was made available to Regional DYW Groups to appoint DYW Co-ordinators to schools, to be led and line-managed by the existing DYW Regional Lead. Argyll and Bute Regional Group appointed four DYW School Co-ordinators, each with responsibility for two or three secondary schools.

2.5 DYW Co-ordinators have several principal areas of responsibility: to develop close, dynamic, mutually rewarding links between employers – particularly local employers – and schools in order to facilitate high-quality, individually-tailored work placements for young people; to support schools in developing the DYW/Employability curriculum through employer engagement resulting from such partnerships; and to support employers to engage with the Young Persons' Guarantee. [Home | Young Persons guarantee](#)

- 2.6 The Scottish Government has made a policy commitment to fund Regional DYW groups through to 2025 as part of the Future Skills Action Plan.
- 2.7 At present, the DYW team consists of The DYW Regional Lead, three DYW School Co-ordinators and an Administrative and Financial Assistant. There is one vacancy for a School Coordinator, covering the Bute and Cowal area. Plans are underway to add two additional posts to the team, one DYW Primary School Coordinator and one Programme Executive, to help with the coordination of DYW resources and activities for young people at Primary School level, and to assist with Project Management in relation to DYW School Coordinator activity respectively.

3.0 RECOMMENDATIONS

The Community Services Committee is asked to:

1. Consider the scope, variety and impact of DYW initiatives and activities across Argyll and Bute;
2. Acknowledge the importance of the Scottish Government's continued policy commitment to DYW, and associated funding for Regional DYW Groups.
3. Note the contribution of the DYW team and its work towards securing and sustaining Argyll and Bute a position in the leading 10 Scottish Local Authorities with regards to the Annual Participation Measure, in which we place 9th out of 32 in the period April 2022 to March 2023.

4.0 DETAIL

Developing the Young Workforce Key Performance indicators

- 4.1 Developing the Young Workforce (DYW) reports against a set of four Key Performance Indicators (KPIs), listed below, set by the Scottish Government. Data on all KPIs is reported monthly through the RUBI Customer Relationship Management (CRM) system, with the exception of the qualitative reports which are submitted quarterly.
- **KPI 1 – Employer Engagement and Local Partnerships**
DYW to increase employer engagement opportunities, and the number of employers actively engaged in supporting and preparing young people for the world of work.
 - **KPI 2 – Support Employers with Young Person's Guarantee Framework**
Support employers and partners with the completion of the Young Person's Guarantee "5 Asks" Employers proforma.

- **KPI 3 – Apprenticeships and other Government Initiatives**
In collaboration with partners, increase the number of employers offering job and apprenticeship opportunities to young people.
- **KPI 4 – Equalities and Supporting young people who need it most.**
By working collaboratively with specialist partners, increase the work-based learning and employer engagement opportunities for those who would benefit most.

KPI 1 - Employer Engagement and Local Partnerships:

- 4.2 Since the introduction of School DYW Co-ordinators in August 2021, the School Co-ordinators have been focused on creating productive, mutually beneficial school-employer partnerships and encouraging employers to support and prepare young people for the world of work. As a result of the implementation of a DYW strategic action plan for 2023-24 (see Appendix 1) and continued proactivity and dedication of the DYW School Coordinators, DYW Argyll & Bute have increased engagement with employers by nearly 70%, young people by 411% and implemented an additional 250 DYW-related activities across the Authority in the year 23-24.

All DYW Engagements with Young People 2023-2024		
No. of activities	No. of young people	No. of employers
438	4700	245

All DYW engagements with young people 2022-2023		
No. of activities	No. of young people	No. of employers
179	919	145

KPI 2 – Supporting Employers with Young Person’s Guarantee Framework

- 4.3 The Young Person’s Guarantee (YPG) Framework is designed to encourage employers to pledge their support to Scotland’s young people through various opportunities such as volunteering, work experience, offering apprenticeships/training and a commitment to Fair Work principles. DYW has been liaising with employers on these topics, throughout the year, and as a result of increased promotion and engagement with employers across the board, 12 employer have pledged their support to the Young Person’s Guarantee, an increase of nine employers on last year.

KPI 3 – Apprenticeships and other Government Initiatives

- 4.4 DYW works in partnership with UHI Argyll and Skills Development Scotland to provide information and support to employers on recruitment of young people into the Apprenticeship Family; Foundation, Modern and Graduate.
- 4.5 In 2023-24, the DYW Regional Lead has given advice to nine employers across Argyll & Bute on setting up Modern Apprenticeships within the region, resulting in an additional nine opportunities for young people to gain meaningful employment within the area.

KPI 4 – Equalities and Supporting young people who need it most.

- 4.6 DYW has been working closely with schools to identify and support young people with the greatest barriers to entering the world of work by participating in school 16+ meetings and liaising closely with school Pastoral Care staff and Skills Development Scotland. Through this, DYW have jointly-supported a total of 153 disengaged or otherwise vulnerable young people both to secure a positive destination and build the skills and confidence they need to succeed in the world of work. This constitutes an increase of over 90 young people from the previous year.
- 4.7 By working in partnership with schools, the DYW team adopts a tailored approach that is best-suited to young people's needs. Through the work of the DYW School Co-ordinators, trust is built up with those pupils who are most at risk of not achieving a positive destination. With employer-led interventions, young people's aspirations are directed towards gaining employment, securing a place in further or higher education, or volunteering within the community post-school.
- 4.8 Beyond the work of the School Co-ordinators, DYW has also been able to contribute to other projects that support young people into positive destinations. The Drive2Work project, implemented through partnership between DYW Argyll & Bute and Mid Argyll Youth Development Services (MAYDS), and supported by DYW funding, supports young people (and employers) across Argyll & Bute, in the arrangement of driving lessons and driving tests, with the aim of increasing employability for young people facing additional barriers to the world of work.

In 2023-24, a total of 15 young people have taken part in the programme, with seven participants having passed both their theory and practical driving tests. Six of those participants have gone on to employment within Argyll & Bute, while the remainder are still progressing through the course and receiving support to achieve this.

Furthermore, DYW has been working in partnership with the Scottish Qualifications Agency, Dunoon Grammar School and Rothesay Academy to implement the SQA Barista Skills qualification. As such, DYW funding has enabled both schools to purchase all relevant equipment, ingredients and training to provide the course for young people seeking to develop their skills

for work in the hospitality sector. This aligns well with the employment opportunities available to young people in Argyll and Bute.

Ensuring excellence in fulfilling young people's entitlement to high quality work placement to develop Skills for Life and Work

- 4.9 The aim of the work of the DYW Co-ordinators in developing close working partnerships between schools and employers is that young people have a greater choice of high-quality work placements, and that, through support from schools and employers, young people become better equipped with the skills, knowledge and experience they will need to flourish in the world of work.
- 4.10 The effective planning, implementation and evaluation of work placements for young people, and the expectations relating to all parties – young people, parents/carers, employers and schools/local authorities – is set out in Education Scotland's *Work Placement Standard*.

[Work Placements Standard - September 2015 \(education.gov.scot\)](https://www.education.gov.scot/publications/work-placement-standard-2015/Pages/default.aspx)

- 4.11 In addition to the *Work Placements Standard*, schools are supported in their provision of work placements to young people by the Argyll and Bute Council Work-Based Vocational Learning Guidance for Argyll and Bute. This guidance was substantially revised and streamlined in 2022-2023 to ensure it is as accessible and relevant as possible for those in schools who organise and co-ordinate work placements for pupils. The revision was a result of consultation with staff and young people in schools, and observation of best practice in other local authorities. The revised guidance can be accessed via the following link:
..\..\DYW\WBVL_Guidance\WBVL_Guidance - Argyll and Bute Council - Updated Feb 23.doc
- 4.12 Our secondary schools work with young people and their parents/carers to identify work placements which match young people's situations and aspirations. The partnerships with employers which have been developed by schools and DYW School Co-ordinators are central to achieving such bespoke work placements.
- 4.13 A database of all work placements undertaken across Argyll and Bute's secondary schools has been established. This allows the tracking of both the number and types of work placements in which young people are engaging, and allows identification of which schools require further support in offering work placements for all pupils who would benefit from them.
- 4.14 A consistent system for the evaluation of work placements in schools has also been created. Schools evaluate the success and impact of the work placements they offer against the criteria set out by Education Scotland's Work Placement

Standard (link above). This self-evaluation exercise feeds in to whole-school improvement planning across secondary schools.

Developing Skills for Life and Work in the curriculum

- 4.15 Skills for Life and Work are integral to learning activities across all areas of the school curriculum. Senior Leaders in schools are working with staff to ensure such skills are made explicit, articulated and developed in day-to-day learning experiences across 2-18 education.
- 4.16 School-employer partnerships also serve to enhance and broaden the employability curriculum in schools. As well as the work placements detailed above, employers engage with children and young people through a range of activities and events. Such events – detailed elsewhere in this report – include careers fairs, skills-development sessions and events with a focus on a particular area of employment or industry, often relating to the local employment landscape and local industry contexts. As a result, young people are able to identify career opportunities within Argyll and Bute and the risk of a population and skills drain from Argyll and Bute is reduced.

Bespoke curriculum approaches – Flexible Learning Plans

- 4.17 For a number of young people across Argyll and Bute's secondary schools, engagement with full-time education is a challenge, and the attendance in school of such pupils can fall to levels not conducive to the fulfilling of potential in attainment and achievement. A range and combination of factors in young people's lives contribute to such a situation developing, and levels of disengagement and vulnerability have been exacerbated by the effects of the Covid-19 pandemic and its aftermath.
- 4.18 Our schools work with young people, their families and other agencies to find individualised solutions to such problems with engagement. A strategy which has been developed effectively by almost all secondary schools in Argyll and Bute is that of the Flexible Learning Plan.
- 4.19 A Flexible Learning Plan (FLP) creates a bespoke curricular experience for each young person experiencing problems with school engagement. Normally an FLP involves a young person spending part of each week on placement with a partner employer in a profession or trade which matches the young person's aspirations and interests. For the other part of the week, the young person is in school focusing on a specific and targeted group of qualifications and accreditations, including literacy and numeracy and subjects which, again, align with the young person's wider interests and aspirations.
- 4.20 In 2022-23 and 2023-24, there has been an increased focus on the carefully planned use and effective evaluation of FLPs across secondary schools in Argyll and Bute. A consistent approach to and template for evaluating the

impact of FLPs in young people's lives has been introduced and adopted by all schools. This has resulted in a greater understanding of how young people can gain the most from an FLP, and what employers can offer that enhance the experience. FLPs have led to full-time employment for a number of vulnerable young people otherwise at risk of not securing a positive destination, and have been successful in re-engaging other pupils with the school-based aspect of education, as well as developing confidence, resilience and skills for life and work in participants.

- 4.21 For session 2023-24, the planning template for FLPs was revised to better recognise and integrate into planning key characteristics of young people, specifically Additional Support Needs and Care-Experienced Young Person status. The form now also allows the clear recording and demonstration of the quality assurance process between Education Manager and school in advance of the sign-off of any FLP.
- 4.22 The number of young people engaging with FLPs across the local authority in school session 2023-24 is as follows:

Area	Number of FLPs	Total FLPs for Argyll and Bute
MAKI	14	37
OLI	3	
B&C	3	
H&L	17	

As can be seen, schools in some areas have utilised FLPs to a greater extent than those in other areas. This is a result of a number of factors, including the existing mechanisms for supporting young people who are finding engagement with school a challenge, the numbers of young people for whom engagement is an issue and the number and type of employers willing to support young people in this way. The development of FLPs as an effective potential intervention for identified young people continues across all secondary schools, and is being informed by rigorous evaluation of the impact of FLPs for young people.

Supporting Young People into sustained positive destinations post-school

- 4.23 DYW staff work closely with colleagues from Education, Skills Development Scotland (SDS) and other relevant agencies to support young people into the positive destinations of their choice on leaving school, and to support them in sustaining such positive destinations.

- 4.24 Such multi-agency meetings occur every four to six weeks in each school and are termed 16+ Meetings. An agreed and consistent format, agenda and recording system for 16+ Meetings is in place in all secondary schools.
- 4.25 16+ meetings operate around a risk matrix, in which the young people in school most at risk of not entering employment, training or further/higher education are identified. School, DYW and SDS staff define what support each young person requires, what actions require to be taken and what agencies need to be involved to ensure a positive destination.
- 4.26 The destinations of young people who have left school in the previous 12-18 months are also tracked through the 16+ meetings. Any young people for whom a positive destination has not been sustained, and are therefore no longer classed as “participating”, are identified and contacted in order that support can be offered to enter an ongoing positive destination.
- 4.27 The term “participating” relates to the SDS Annual Participation Measure, published each August. Any young person between 16 and 19 who is in education, training or employment is classed as participating.
- 4.28 A report is submitted to Community Services Committee each December, detailing the outcome of the Annual Participation Measure (link below). In 2023, participation in Argyll and Bute for 16-19 year-olds was 95.6%, an increase of 1.7% on 2022, and placing Argyll and Bute 9th of the 32 local authorities in Scotland for participation.

[Annual Participation Measure - Skills Development Scotland](#)

Argyll and Bute DYW Conference

- 4.29 The second annual Argyll and Bute DYW Conference is planned for 29th May, in the Corran Halls, Oban. The purpose of the conference is to promote and celebrate the range of agencies and partnerships participating in preparing young people for the world of work, and the scope of activities and initiatives involved in doing so. This year’s conference has a particular focus on meeting the needs of and providing opportunities for the young people who need them most, as outlined in KPI 4 above.
- 4.30 The conference will involve delegates from Education and other council services, Community Learning and Development, Skills Development Scotland, employers, Third Sector partners and other agencies and organisations contributing to the DYW agenda. Key elements of the conference are keynote speakers, including the Minister for Higher and Further Education, interactive workshops for delegates and contributions from young people who have particular needs in terms of their accessing of the job market and employability education.

DYW Funding and Budget

- 4.31 In 2023-24, the total funding allocated to DYW Argyll and Bute by the Scottish Government was £387,236.
- 4.32 The same funding of £387,236 has been allocated by the Scottish Government to DYW Argyll and Bute for the financial year 2024-25.

5.0 CONCLUSION

- 5.1 Developing the Young Workforce in Argyll and Bute is dedicated to supporting young people into employment and developing their skills to ensure they will be successful and flourish in the world of work. The work of DYW covers a range of key areas: school-employer partnerships; work placements; the employability curriculum in schools; employability events in individual schools and across schools; meeting the needs of vulnerable young people; supporting young people into – and tracking their progress in – positive destinations; progressing the Young Person’s Guarantee; and supporting employers to make the right offers for our young people.
- 5.2 The work of DYW in Argyll and Bute has evolved in last three years, following the appointment of the four DYW School Coordinators. Each school’s own work to establish partnerships with employers has been supplemented by the dedicated focus of the Co-ordinators. As a result, school-employer partnerships are more numerous and more dynamic than previously, with employers able to engage with and contribute to the curriculum, as well as providing work placements for young people.
- 5.3 The Scottish Government has a policy commitment to support DYW through funding until 2025. Planning for DYW staffing and activities is therefore progressing in this context.

6.0 IMPLICATIONS

- 6.1 Policy - This report links directly to Outcome 3 in the Argyll and Bute Single Outcome Agreement (Education Skills and Training Maximises Opportunities for All).
- 6.2 Financial – DYW is funded by means of a grant from the Scottish Government, the payment of which relies on fulfilment of the terms set out in the relevant Grant Offer Letter.
- 6.3 Legal – None
- 6.4 HR – None
- 6.5 Fairer Scotland Duty:

- 6.5.1 Equalities - protected characteristics – All work relating to Developing the Young Workforce seeks to address inequalities in employment, training and education.
- 6.5.2 Socio-economic Duty – the work of DYW actively seeks to develop skills for life and work in young people to create a fulfilled and appropriately skilled workforce to contribute to the society and economy of Argyll and Bute and the wider nation.
- 6.5.3 Islands - none
- 6.6. Climate Change – none
- 6.7 Risk - Failure to support young people into positive destinations will impact on the life chances of young people across the Local Authority area and may result in outward migration of young people. A reduction in the number of young people securing positive destinations post-school risks reputational damage to the local authority, and detracts from its appeal as a place to live and work.
- 6.8 Customer Service - none
- 6.9 The Rights of the Child (UNCRC) - Education must develop every child's personality, talents and abilities to the full

Douglas Hendry - Executive Director with responsibility for Education

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10 May 2024

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ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****EDUCATION****6 JUNE 2024**

LIVE ARGYLL – COMMUNITY LEARNING AND DEVELOPMENT REPORT 2023-24

1.0 EXECUTIVE SUMMARY

- 1.1 This report aims to provide members with an update on the performance of Live Argyll's Community Learning and Development (CLD) and specifically the provision of Adult Learning and Youth Services.
- 1.2 The report outlines the progress being made by the multi-agency CLD Strategic Partnership in delivering key priorities within the 2021-2024 CLD Partnership Plan.
- 1.3 Community Learning is a professional practice that covers all stages of lifelong learning. The purpose of Community Learning is to provide early intervention and prevention to those who are at risk of experiencing inequality of opportunity within the education and skills system.
- 1.4 It is recommended that the Community Services Committee:
- a) Consider the contents of the report;
 - b) Recognise the significant improvements and strengths achieved by CLD since the transfer of CLD to liveArgyll in 2021, and specifically those outlined by HMle in its February 2024 report on the January 2024 HMle Progress Visit.
 - c) Recognise the positive outcomes for young people in Argyll and Bute as a result of increased partnership between Community Learning and secondary schools.

LIVE ARGYLL – COMMUNITY LEARNING AND DEVELOPMENT REPORT 2023-24

2.0 INTRODUCTION

- 2.1 Community Learning works closely with communities and partners to help individuals, families and groups achieve their potential through lifelong learning, mutual support and strong community organisations. It focuses on youth work, which involves early intervention with children and young people, as well as community-based adult learning programmes such as adult literacies and English Speakers of Other Languages (ESOL).
- 2.2 Community Learning Practice is committed to providing equal educational opportunities to everyone, especially those who belong to marginalised groups. The goal is to remove barriers that limit the access to education for people who have few or no qualifications, those who need assistance in engaging in learning opportunities; and those who face personal, social, or systemic obstacles to learning. With high-quality Community Learning Practice, CLD Argyll and Bute strives to empower these individuals to access education and improve their lives, in the belief that education in all forms is the key to unlocking opportunities and creating a brighter future for all. The statutory basis for CLD is under sections 1 and 2 of the Education (Scotland) Act 1980 (the 1980 Act).
- 2.3 By such means, CLD's mission is to create stronger, more resilient, supportive, influential and inclusive communities.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Community Services Committee:
- a) Consider the contents of the report;
 - b) Recognise the significant improvements and strengths achieved by CLD since the transfer of CLD to liveArgyll in 2021, and specifically those outlined by HMIE in its February 2024 report on the January 2024 HMIE Progress Visit.

- c) Recognise the positive outcomes for young people in Argyll and Bute as a result of increased partnership between Community Learning and secondary schools.

4.0 DETAIL

4.1 The Council approved the transfer of its Community Learning and Development Service to liveArgyll on 30th June 2021. The agreement amongst other things stipulates:

- liveArgyll's responsibility for ensuring that the four statutory obligations, as set out in the Community Learning and Development (Scotland) Regulations 2013, are met. In doing so liveArgyll ensures:
 - clarity on what CLD is and who the priority groups for CLD provision are within the authority – liveArgyll will deliver all CLD service requirements that meet both the service specification set out by the Council, and Education Scotland requirements.
 - the relevance and impact of CLD provision in the area by looking at the needs of the priority groups and individuals.
 - it involves and consults with priority groups, individuals and stakeholders to find out what they need and want, including an extensive consultation process to inform development of the new CLD plan priorities.
 - it creates and publishes a CLD plan every three years, and takes the lead role in the development of the new plan, with periodic progress reports prepared for the Community Services Committee.

4.2 Argyll and Bute Council retain a governance role working alongside liveArgyll. The agreement provides for reporting and monitoring via Education Services to the Council.

Context for CLD Planning and Delivery

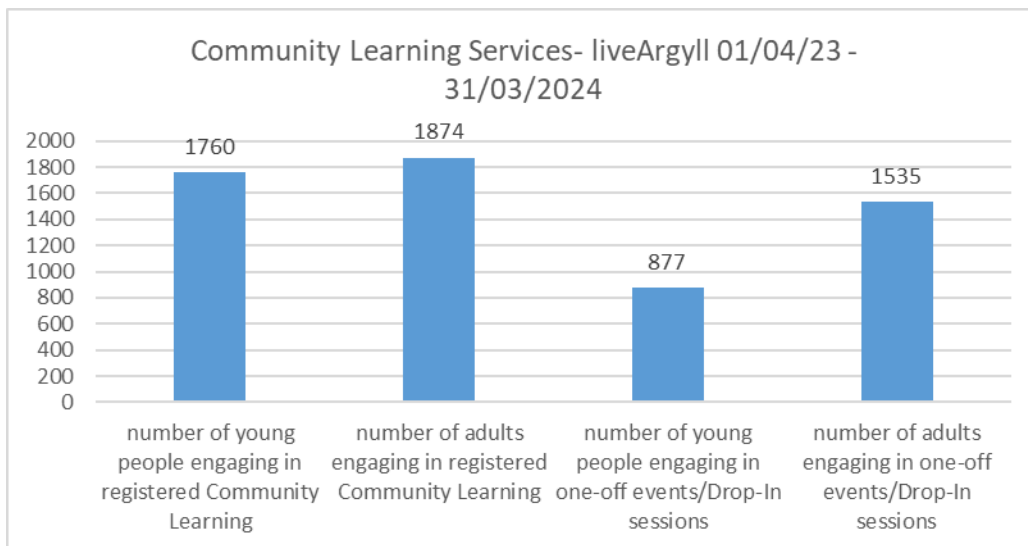
4.3 The Independent Review of Qualifications and Assessment, led by Professor Louise Hayward, underscores the importance of learning in communities. The review recommends a personal pathway that ensures every learner in Scotland has opportunities to engage in social, cultural, well-being, and economic activities. The personal pathway is to be supported by a range of educators, and the report outlines the skills that educators would need to support learners on their journey.

4.4 In his report to the Scottish Government on Scotland's skills landscape and framework, *Fit for the Future*, James Withers, when discussing careers advice and education, emphasizes that it is not sufficient to focus solely on young

people or those in school or college. He suggests that there should be "high-quality, impartial support" beyond the formal education sector. He believes that this support should be a structural part of the learning system and an embedded Adult Learning resource within local communities.

CLD Engagement with Learners

4.5 The following chart illustrates the number of Adult Learners 16+ who are not in school and Young People ages 12-18 years who have accessed Community Learning Services. The graph shows registered learning (learning attended on a regular basis), wider engagement (learning through larger events, drop-ins and one-off workshops and activities). Figures are cumulative over a 12 month period (monthly average data is contained in table below graph).



4.6 The following table highlights the average monthly engagement and participation of Adult Learners and Young People accessing/attending Community Learning Services across Argyll and Bute from the above cumulative figures.

Average Monthly Engagement and Participation (learners)	No per month
Number of young people engaged in registered Youth Work activities/learning	147
Wider engagement - Number of Young People attending one-off events/Drop Ins	73
Number of Adult Learners engaged in registered AL activities/classes (not inc. ESOL)	156
Wider engagement - Number of Adult Learners attending one-off events/Drop-ins Adult Learning (not inc. ESOL)	127

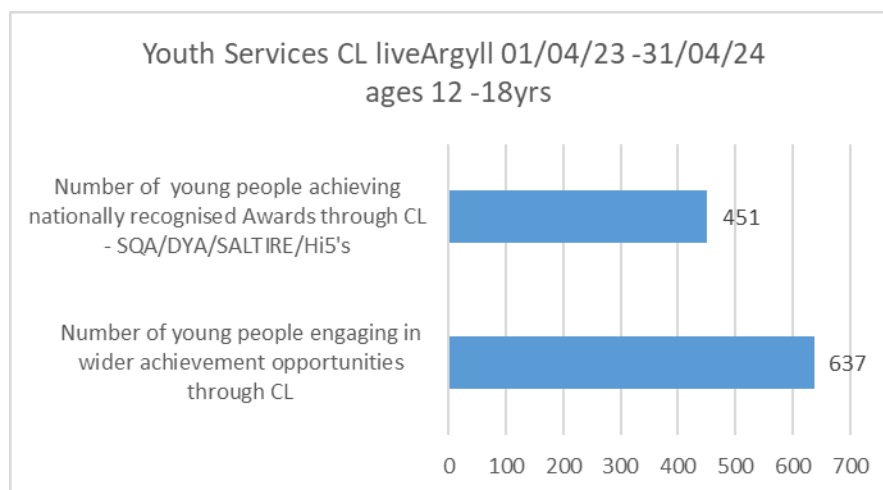
4.7 Youth Service Leads work in Schools and Partnership programmes which collaborate with the Scottish Government and other Scottish Attainment Challenge

partners to promote the role of youth work in closing the poverty-related attainment gap. We share best practices, support practice development and gather evidence of the impact of youth work on attainment.

4.8 In Argyll and Bute in school session 2023-24, Community Learning extended its partnerships with secondary schools significantly. To support the Education Service in broadening the curriculum and offering as wide a range of attainment and achievement possibilities as possible, Community Learning has enabled the achievement of over 450 accredited awards and nearly 500 other awards across eight secondary schools. This represents an increase of over 300% on 2022-23, and the work to continue the expansion of such engagement with schools will continue in 2024-25.

4.9 The chart below highlights two areas:

- 1) The total accredited, recognised qualifications that were achieved by young people.
- 2) The total number of young people who have actively participated in and accomplished wider learning opportunities.

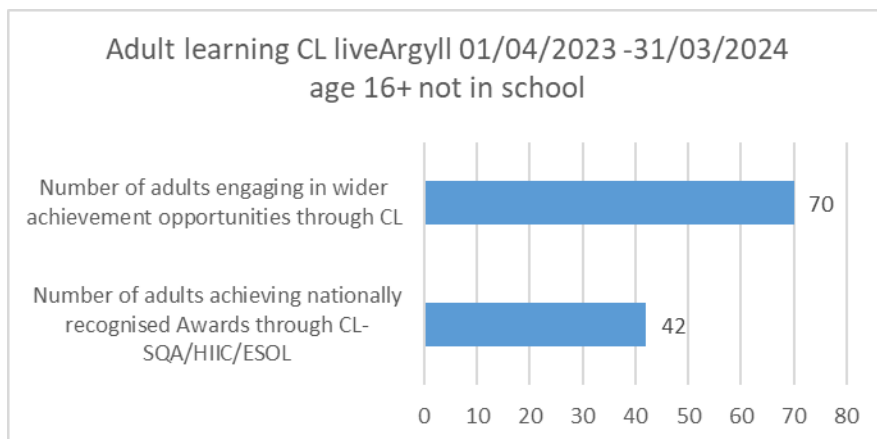


SQA – Scottish Qualifications Agency

DYA – Dynamic Youth Award

4.10 Community Learning looks for all opportunities to assist a young person to maximise on their attainment and achievements: e.g. a young Person achieving an SQA in Young Leadership potentially can also achieve a Dynamic Youth Award and a Saltire Award at the same time.

4.11 The chart below illustrates the number of Adult Learners 16+ (not in school Education) who have actively participated in and accomplished accredited, recognised qualifications. Additionally, it illustrates their engagement in wider learning opportunities, such as events, drop-ins, one-off workshops, and activities.



HMIe Inspection of CLD Argyll and Bute, January 2024

4.12 In January 2024, HM Inspectors visited Argyll and Bute Council to undertake a Community Learning and Development (CLD) progress visit.

4.13 During the visit, HM Inspectors talked to learners and community representatives, CLD leaders, managers, staff, and volunteers, and other key stakeholders. HM Inspectors evaluated the effectiveness of local authority CLD partnerships' approach to self-evaluation and planning for improvement, and considered progress made against identified priorities in their CLD plans.

4.14 HM Inspectors identified a number of strengths in CLD provision, and examples of progress since the previous visits in 2019, 2020 and 2021. Among key areas of strength identified were:

- Self-evaluation is accurate and HMIe were in agreement with the strengths and development areas identified;
- Governance and leadership of CLD is effective;
- The CLD Partnership Group supports effective collaborative working;
- The use of Basecamp is allowing effective communication and information/data sharing across the partnership;
- CLD has established and is further developing strong partnerships with schools, which are tailored to the needs of individual schools and pupils;
- Almost all learners are demonstrating improved health and wellbeing outcomes.

4.15 Among areas for development identified were:

- The need to make improvement outcomes more clearly measurable in improvement planning;
- The need to ensure CLD planning is coherent and aligned with planning at ABOIP level;
- The need to develop individual learning plans with learners within CLD.

- 4.16 HM Inspectors concluded that there was no requirement for a follow-up visit relating to CLD in Argyll and Bute. A report on progress will be submitted to HMIE in January 2025.
- 4.17 Since the HMIE Progress Visit, professional learning has been organised for CLD staff relating to improvement planning skills, and specifically the creation and implementation of clear, measurable success criteria in improvement planning. Such training, to be held in June and July 2024, led by the Education Service, will inform both team annual planning within CLD, and the formulation of the statutorily required three-year CLD Plan 2024-2027, and will allow effective ongoing evaluation of progress towards targets.

[cld-argyll-and-bute-council-pv-270224 \(1\).pdf](#)

5.0 CONCLUSION

- 5.1 The current arrangements between the Council and liveArgyll are working extremely well. A significant amount of progress in the areas of Community Learning and Development has been made since the transfer of liveArgyll to the Council in June 2021, as demonstrated both by the 2021 HMIE inspection by recent HMIE CLD Progress Visit, which identified key strengths. A strong CLD partnership is in place and continues to grow and develop. Satisfactory arrangements are in place in respect of fulfilling all CLD obligations and Council expectations as set out in the agreement between the Council and Live Argyll.
- 5.2 Community Learning Services will continue with the delivery of provision determined by the Scottish Government's Lifelong Learning policy and learners identified needs, which are outlined in the current CLD Strategic Partnership Plan 21-24.
- 5.3 The priorities of the plan align with the following six themes:
1. Digital Skills
 2. Core skills for learning
 3. Life and work
 4. Health and Wellbeing
 5. Your voice
 6. The Learner offer and Improving how we work as a Partnership
- 5.4 The current strategic partnership plan for 2021-2024, attached as appendix 1, is being reviewed and evaluated by all partners and stakeholders through consultation with a view to producing a new three year plan to be published in September 2024.

- 5.5 For additional details and examples of case studies, please visit the website of Community Learning Services at <https://liveargyll.co.uk/community-learning/>

6.0 IMPLICATIONS

- 6.1 Policy - In line with Council policy in relation to transfer agreement.
- 6.2 Financial – None
- 6.3 Legal - In line with relevant contractual agreements between Council and liveArgyll
- 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 Climate Change - None
- 6.7 Risk – as outlined in body of report above
- 6.8 Customer Service – None
- 6.9 The Rights of the Child (UNCRC) – Education must develop every child's personality, talents and abilities to the full

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Date: 6 June 2024

Appendix 1 - Strategic Partnership Plan 2021-2024

STRATEGIC PARTNERSHIP PLAN 2021-2024



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Foreword

I am very pleased to introduce the Argyll and Bute Community Learning and Development (CLD) Strategic Partnership Plan for 2021-2024.

Since the last plan was published, young people and the wider community have been working tirelessly to defend and protect their human rights. In this time, we have seen the COVID-19 pandemic come about which has challenged, at some point every young person's rights, notably the situation which faced those in education. Life was not as we knew it and everyone had to adapt.

Thanks to the dedication of CLD workers and partners, services were able to continue and young people have kept up their amazing work. For instance in March of 2021, the UNCRC Incorporation (Scotland) Bill passed through the Scottish Parliament with unilateral backing. That is a significant achievement that every young person and activist had a role to play in.

As we recover from COVID-19, CLD has a huge role to play in this by supporting and empowering the community by providing programmes of training and resources as well as building skills, increasing community empowerment and more. The pandemic has proven that things can be done differently and as we emerge

from the pandemic, this must be reflected on to change and improve the way we do things. Also as we do this, it's really important we all work together to build the best service we possibly can that delivers for every person in our community.

CLD is enormously powerful. Every two years, the service supports the election and training of three MSYPs, a position I am very honoured to hold. Not only that, throughout the two year term the team work hard to support MSYPs and help us to engage with the community through consultation, youth groups and more. Speaking personally, being an MSYP supported by the Argyll and Bute community learning team has boosted my confidence, communication skills and has allowed me the platform to speak up about the issues that matter most to young people. However, it's not just MSYPs that CLD partners equip these skills with, it's every young person they work with, from those involved in youth forums to other participatory youth and community empowerment groups. The power of youth participation and engagement must never be underestimated and it is up to organisations to meaningfully engage young people and the communities in any decision they take that will affect us.

Following extensive data analysis



and consultation with stakeholders, the partnership identified six key themes to focus on for the lifespan of this plan. There are strong links to CPP priorities and they take into account wider strategic plans and emerging priorities across Argyll and Bute:

1. Digital skills
2. Core skills for learning, life and work
3. Health and wellbeing
4. Your voice
5. The learner offer
6. Improve how we work as a partnership

I am looking forward to seeing how CLD evolves over the next three years, looking at the important role CLD plays in support by COVID-19 recovery, ensuring the workforce has the necessary skills to support communities, empowering young people and ensuring our rights are protected. I am keen for this plan to be a 'live' document that will change and adapt to the needs of the community between now and 2024.

As I have always said, **'youth and community work changes lives'**

Cameron Garrett, Argyll and Bute MSYP, Convener of the Education and Lifelong Learning Committee and MSYP of the Year 2021

Introduction to CLD

Community Learning and Development (CLD) is a method of working with groups and individuals of all ages to engage in learning, personal development and active citizenship.

The Scottish Government's National Performance Framework clearly defines the specific focus of Community Learning by partners which should be to:

Improve life chances for people of all ages, including young people in particular through learning, personal development and active citizenship.

Create stronger, more resilient, supportive, influential and inclusive communities.



Support is focused on disadvantaged or vulnerable individuals or groups with the aim of bringing about change in their lives and communities. The term refers to a distinctive process of engagement and support with content that is negotiated with learners.

CLD activity has a strong focus on early intervention, prevention, tackling inequalities and includes the following:

- Community Development (building the capacity of communities to meet their own needs, engaging with and influencing decision makers);
- Youth work, family learning and other early intervention work with children, young people and families;
- Community Based Adult Learning including Adult Literacies and English for Speakers of Other Languages (ESOL);
- Learning for disadvantaged and vulnerable groups and individuals, for example people with disabilities, have care leaving experience or have a history of offending.
- Volunteer development
- Learning support and guidance in the community

The Community Learning & Development (Scotland) Regulations 2013 place a statutory requirement on local authorities to publish a plan every 3 years' outlining how it will co-ordinate and secure "adequate and efficient" Community Learning & Development (CLD) provision with other sector partners. Whilst Argyll and Bute Council are required by legislation to lead on meeting the requirements of the CLD Regulations, it is important to note that partners must also be meaningfully involved, taking collective ownership and responsibility to produce, implement and review the CLD Plan.

The newly formed Argyll and Bute Community Learning and Development Partnership will:

- Have clear roles and responsibilities of partners
- Plan effectively together
- Use data and learner feedback to shape priorities, identify gaps, trends, avoid duplication and maximise resources
- Raise the profile of the work of CLD and share good practice

Our Area

What we know about Argyll and Bute and our communities (as of June 2021)



690,964 hectares

spread across the second largest local authority area in Scotland with 23 inhabited islands



5.9% from 2018 to 2028, the population is projected to decrease from 86,260 to 83,796. This is a decrease of 5.9%



One in five of the population is aged between 0 and 19 years



The distance between main settlements and use of ferry services creates challenges in terms of reliability, time and the cost of travel



86 schools

there are ten secondary schools, seventy five primary schools and one school for pupils with complex additional needs in Argyll and Bute



32.8% of employee jobs in Argyll and Bute are in public administration, education and health compared to 29.8% for Scotland



£553 is the average gross weekly pay for full-time workers living in Argyll and Bute which is lower than the Scotland average of £595 with larger gap for female workers



4.7% of the working age population is claiming unemployment benefits with the 25-49 age bracket most impacted by the pandemic



Estimated **20%** of children Argyll and Bute are living in poverty but the impact of Covid-19 has further impacted on families and communities, increasing the risk of poverty



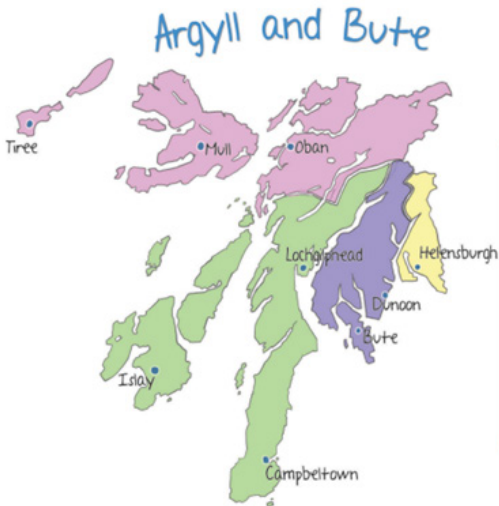
Thirteen data zones in Argyll and Bute are included in the 20% most overall deprived data zones in Scotland



990+ people in Argyll and Bute registered to volunteer as part of the Caring for People Covid-19 community response

Services are directed through four main areas:

- Helensburgh and Lomond
- Mid Argyll, Kintyre and Islay
- Oban, Lorn and the Isles
- Bute and Cowal



Population

- Total population 85,900 (2020)
- Male 42,700
- Female 43,100
- 25% of population is 65+
- Under 18 years population 14,566

(Source: NOMIS official labour market statistics 2020)



In 2020 Argyll and Bute Schools were above the current national performance in Scottish Qualifications Authority (SQA) examinations in all four of the national measures; National 4, National 5, Higher and Advanced Higher.

Course	17/18 (A-C)			18/19 (A-C)			19/20 (A-C)		
	A&B Attainment %	National Attainment %	Difference %	A&B Attainment %	National Attainment %	Difference %	A&B Attainment %	National Attainment %	Difference %
Nat 4	100%	91%	8.90%	100%	89%	11.5%	100%	90.9%	9.1%
Nat 5	79.86%	77.40%	2.46%	79.43%	78.20%	1.2%	91.45%	88.9%	2.5%
Higher	78.79%	76.80%	1.99%	73.19%	74.80%	-1.6%	90.45%	89.2%	1.3%
Adv H	81.90%	80.50%	1.40%	75.68%	79.40%	-3.7%	95.70%	93.1%	2.6%

New CLD Partnership

Vision, Structure and Governance

Our Vision

"Working together to improve lives across Argyll and Bute by empowering individuals and communities to lead sustainable, fulfilling and happy lives through continuous learning, cooperative problem solving and removing barriers to engagement, health and wellbeing."

Values

The CLD Partnership has adopted the principles, values, ethics and competencies set out by the CLD Standards Council for Scotland. The principles that underpin CLD practice are:

Empowerment - increasing the ability of individuals and groups to influence matters affecting them and their communities;

Participation - supporting people to take part in decision making;

Inclusion, equality of opportunity and anti-discrimination - recognising some people need additional support to overcome the barriers they face;

Self – determination - supporting the right of people to make their own choices

Partnership - ensuring resources and the range of skills and capabilities available are used effectively

The newly formed CLD Partnership will take a leading role in:

- Being responsible for the development implementation, monitoring and reporting of the Argyll and Bute CLD Plan. This will include the appropriate risk management and mitigations given manpower and resources available.
- Ensuring strategic priorities are aligned to key local and national plans and ensure there is no duplication of work

- Sharing and analysing data and identifying gaps to inform planning and decision making
- Fostering collaboration and where possible sharing resources across the partnership
- Putting in place delivery/workstream group arrangements to ensure effective implementation at operational and local level, taking into account geographical variations/needs.
- Evaluating and reviewing the CLD plan on a regular basis, taking into account changing learner needs and ensure a culture of self-evaluation and improvement.
- Communicating the work of the partnership to key partners, raising the profile of the work of the partnership and sharing and celebrating key successes.
- Identifying and sharing examples of good practice
- Contributing to Education Scotland CLD inspections and other appropriate CLD quality assurance measures.

Membership

Core membership of the partnership includes one representative from the following organisations/groups:

- liveArgyll
- HSCP - Public Health
- Argyll and Bute Council Education Service
- Argyll and Bute Council Economic Growth
- Argyll and Bute Drugs and Alcohol Partnership
- Argyll College UHI
- Third Sector Interface
- 3rd sector community organisations representative
- 3rd sector community trusts representative
- Strategic Housing Forum
- Skills Development Scotland
- Department for Work and Pensions
- Community Planning management team
- Argyll and Bute Council Community Development team
- Police Scotland
- Scottish Fire and Rescue
- Outdoor Learning sector representative

Resourcing the Plan

The Plan will be delivered using existing resources across the partnership members. liveArgyll's Community Learning team will also provide the capacity to lead and support local learning partnerships and planning processes.

Governance and reporting arrangements

Governance structures have been put in place at a strategic level (e.g. liveArgyll Board, Community Services Committee) and operational level (e.g. CLD Partnership, CPP Partnership) that will be utilised in terms of authorisation routes, scrutiny/performance management and liaising with key stakeholders/partners.

The diagram to the right illustrates the governance structure and highlights the key internal/external relationships.

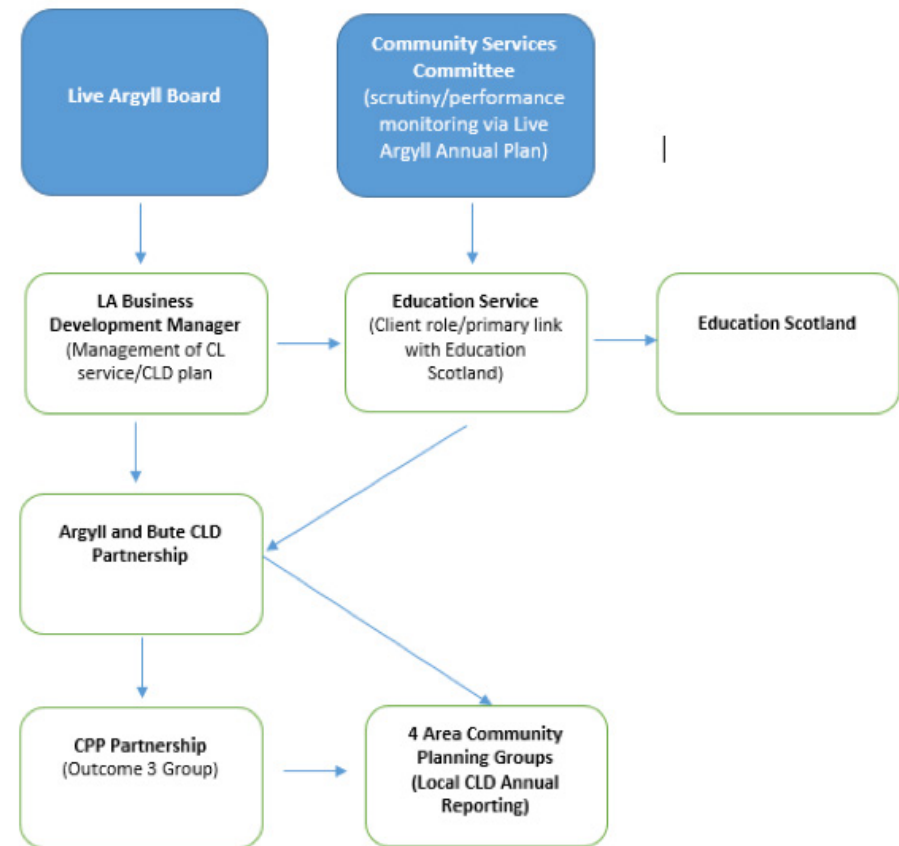
(Abbreviations: LA - LiveArgyll, CPP - Community Planning Partnership)

Quarterly updates on progress of the CLD Plan will be submitted to the Outcome 3 group within the Community Planning Partnership. This group has the remit to progress priorities around education, skills and training within the 10 year Local Outcome Improvement Plan for Argyll and Bute. The Outcome 3 group reports directly into the CPP Management Committee. Annual reports will be presented to the Community Services Committee of

Argyll and Bute Council as well as to Area Community Planning Group meetings. Education Scotland's Quality Improvement framework (How Good is the Community Learning and Development in our community) will be used to determine what worked well and where improvements could be made.

As well as Outcome 3 priorities, the Community Learning Partnership will support the delivery of wider CPP priorities, particularly Outcome 4: Children and young people have the best possible start and Outcome 5: People live active, healthier and independent lives.

LiveArgyll's Community Learning management team will be link officers as members of the 4 Area Community Planning groups. There are also Community Development Officers supporting community groups to attend and have a voice.



Education Scotland Inspection

The most recent inspection by Education Scotland of the CLD Service in Argyll and Bute took place in 2019 with a subsequent follow up visit in 2020. Key lessons have been learned and focus given to these areas over the duration of the new plan.

Key Strengths Identified



Ambitious community organisations and volunteers, improving communities and enhancing the learning offer.



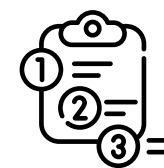
Youth voice and leadership opportunities, empowering young people to contribute to their communities.



Improvement Areas



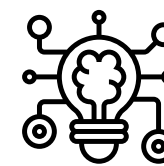
Strengthen the governance of CLD and develop a shared understanding of vision, values and aims.



Improve approaches to identifying the CLD offer across all partners to better inform resource allocation and joint planning.



Improve approaches to planning for improvement, including developing a systematic approach to shared self-evaluation, jointly setting targets, monitoring and reporting on progress.



Strengthen the collective adult learning offer across the partnership

Informing the new plan

A number of methods were used to help inform the new CLD plan:

1. Review of the 2018-2021 plan with key partners
2. CLD inter agency work group mapping of key local/national plans and strategies linked to CLD, analysis of data and emerging Covid-19 recovery plans, gaps and local need
3. Consultation programme using the VOiCE community engagement tool. Two elements included an online survey for young people, adults and wider organisations and a programme of face to face/online focus groups with learners

Policy context

The local and national policy context continues to evolve. In preparing the new CLD Plan, the partnership has taken into account relevant local and national strategies and plans as well as wider frameworks and consultation data as outlined in this table.

Local policy and planning context	National policy context	National drivers	Broader data
Outcome Improvement plan	Fairer Scotland	Strategic guidance for Community Planning Partnerships for CLD	Children's Services Joint Needs Assessment HSCP Joint Needs Assessment
Argyll and Bute Economic Strategy, 2019-2023	National Youthwork Strategy	Curriculum for Excellence	CPP Place standards
Argyll and Bute Council Corporate Plan	National Adult Learning strategy	GIRFEC	NOMIS labour market profile
Anti-Poverty Strategy	National ESOL Strategy	National Improvement Framework	Covid building back better consultation TSI national covid survey
Argyll and Bute Employability Partnership Action Plan	National Literacies Strategy	Attainment Challenge	Adult Learning Strategy consultation
Education Plan	Active Scotland Outcome Framework	How Good Is Our CLD	Inform Scotland data
Argyll and Bute Children and Young People Service Plan	National Performance Framework	Adult Literacies in Scotland	Scottish Attainment Challenge equity audit
Argyll and Bute Living Well Strategy	No One Left Behind	Adult Literacies Curriculum Framework	Education Scotland Equity and Outdoor Experiences 'add to action plan
Our Children Their Future Education Strategy	Developing the Young Workforce - Scotland's Youth Employment Strategy	A professional development framework for Scotland's adult literacies workforce	Performance data of partners in CLD Partnership
LiveArgyll Business Plan	National Strategy for Community Justice	Drugs and Alcohol Framework	Argyll and Bute CPP Place Standard consultation
Argyll and Bute Covid Recovery Plan	Preventing offending getting it right for young people	Education Scotland Guidance - developing CLD Plans 2021-2024	Salsus Survey
Argyll and Bute Corporate Parenting Plan	Youth Justice Strategy	National Standards for Community Engagement	LOIP locality profiles
Argyll and Bute Fire and Rescue Plan	Child Poverty Strategy for Scotland	UNCRC Scotland Bill	NHS Highland Social Mitigation Plan (Covid-19 recovery)
Argyll and Bute Policing Plan	Community Empowerment (Scotland) Act	Family Learning National Occupational Standards (NOS)	Young Scot lockdown lowdown
Argyll and Bute Strategic Volunteering Framework		National Mental Health Transition and Recovery Plan	TSI National Covid-19 survey

2018-2021 Plan Review

A review process of the 18-21 plan included feedback from a range of partners which is summarised below:

What went well



Partnership work on digital inclusion



Joint working to meet the needs of communities



Leadership opportunities for young people



Inter agency work at local level

Areas for improvement



Wider engagement with 3rd sector delivery partners



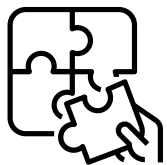
Regular review of data



Improved cascade of information and awareness of the strength of CLD work



Joint ownership of all key partners in developing the plan



Clear responsibilities of partners and where they will contribute

Consultation Programme

The consultation survey exercise involved 315 adults, 219 young people and 96 representatives of organisations. A focus group delivery framework was developed with the support of young people and 8 face to face focus groups took place across Argyll and Bute. An engagement plan was put in place to target specific individuals and groups within communities.

The survey themes were identified from:

- Local and national strategies
- Local and national data
- Education Scotland/Scottish Government CLD Plan guidance
- Emerging Covid recovery priorities across partners

The process:

- Inter agency work group - consultation and communications plan
- Involvement of young people in developing and testing the survey
- Digital marketing assets for partners
- Digital via survey monkey and paper options
- Support for learners/groups

The partnership has identified some gaps from the consultation process which was anticipated due to a variety of factors linked to the Covid-19 pandemic. Further face to face consultation has therefore been built into year one of the plan.

What we learned

The CLD consultation highlighted what was most important to adults, young people and wider community organisations:

Priorities - adults

	Priority 1	Priority 2
▶ Digital skills	Affordable internet (65%)	Online safety (57%)
▶ Poverty	Home budgeting (62%)	Employability skills (61%)
▶ Employability skills	Core skills (74%)	Preparing for work (57%)
▶ Health & Wellbeing	Mental health (77%)	Outdoor learning (50%)
▶ Your Voice	Developing confidence (75%)	Youth voice (56%)
▶ Work with young people	Access to mental health (69%)	Closing attainment gap (68%)
▶ Adult learning	Employability skills (65%)	Knowing what's available (61%)
▶ Barriers	Cost (66%)	Don't know what's available (61%)

Priorities - young people

	Priority 1	Priority 2
▶ Digital skills	Access to devices (78%)	Affordable internet (66%)
▶ Poverty	Employability skills (69%)	Improving reading and writing (60%)
▶ Employability skills	Gaining qualifications (76%)	Core skills (72%)
▶ Health & Wellbeing	Mental health programmes (85%)	Being more physically active (59%)
▶ Your Voice	Youth voice (79%)	Developing confidence (78%)
▶ Working with young people	Mental health programmes (81%)	Employability skills (69%)
▶ Adult learning	Gaining qualifications (72%)	Employability skills (63%)
▶ Barriers	Don't feel confident (66%)	Transport (61%)

Priorities - organisations

	Priority 1	Priority 2
▶ Digital	Basic digital skills (69%)	Access to devices (64%)
▶ Poverty	Home budgeting (64%)	Employability skills (63%)
▶ Employability	Core skills (81%)	Preparing for work (71%)
▶ Health & Wellbeing	Mental health programmes (81%)	Volunteering (60%)
▶ Voice	Developing confidence (82%)	Locality groups (56%)
▶ Youth	Closing attainment gap (82%)	Mental health and well-being (69%)
▶ Adults	Employability skills (72%)	Knowing what's available (65%)
▶ Barriers	Transport (71%)	Don't know what's available (70%)

Overall priorities

- Developing people's confidence, understanding and the skills required to influence decision making and service delivery - Your voice
- Developing core skills - Employability skills
- Mental health - Health and well-being
- Gaining qualifications - Adult learning
- Youth voice, having their voices heard - Your voice
- Closing the attainment gap - Work with young people
- Access to devices and affordable internet - Digital skills
- Knowing what learning opportunities are available - Adult learning

4 key barriers highlighted by adults, young people and organisations included:

Cost

Transport

Don't know what's available

Confidence

Assessing need and setting priorities



CLD needs in Argyll and Bute have been carefully considered and grouped under 6 key themes:

1. Digital skills

2. Core skills for learning, life and work

3. Health and wellbeing

4. Your voice

5. The learner offer

6. Improve how we work as a partnership

We recognise the importance of ensuring the partnership works together, sharing expertise, manpower and resources to reduce inequalities and support those who need it the most coming out of the pandemic.

The action plan sets out our shared priorities for the next three years to improve outcomes for individuals and communities across Argyll and Bute. The partnership will monitor progress and produce a self-evaluation each year reporting the performance to Argyll and Bute Council and the Community Planning Partnership.

Unmet need

We recognise that some identified needs will remain unmet.

Delivering an equity of provision across Argyll and Bute remains a challenge given the differing manpower, resources across our diverse urban, rural and island communities. Partners will continue to work together offer support for learners to access digital services as well as outreach activity where resources permit.

Cost for participants

The partnership will continue to work together to maximise funding streams to help reduce costs for targeted provision. Using a hybrid of face to face and digital delivery will also help maximise financial resources.

Transport

The partnership will share learner feedback with wider CPP/Locality Planning partners, deliver outreach programmes supported by volunteers and maximise use of online programmes working with local partners to reach rural/island communities.

Key Milestones

August 2021

Presentation of CLD Plan to Community Services Committee

October 2021

Review of performance framework/ data collection

December 2021

Further face to face consultation - phase 2

February 2022 (Annual)

Review of learner needs

June 2022 (Annual)

Partner self - evaluation

August 2022 (Annual)

Progress report to Community Services Committee

November 2022 (Annual)

Progress report to Locality Planning groups

Partners

With thanks to all partners within the CLD Partnership



Appendix 1

Argyll and Bute CLD Partnership Action Plan

What is the need?	Actions	Lead	Timescale Year 1 (short) Year 2 (med) Year 3 (long)	Outcome	Measure of success/impact
Theme 1: Digital Skills	Create a digital workstream sub group to develop a coordinated plan to support learners most in need with device allocation and support	Partnership chair	short	Learners with the most need are identified and supported	Number of targeted individuals confidently/actively using devices Case studies
	Review partner volunteering roles/opportunities to support digital development work with an assessment of training needs	TSI/liveArgyll/Argyll and Bute Council	short	Coordinated volunteer opportunities in place to meet demand of learners with clear support mechanisms for volunteers	Number of volunteers supporting learners Learner and volunteer feedback
	Creation of basic digital upskilling courses to meet digital requirements for job preparation and day to day life skills	Argyll College UHI/liveArgyll/SDS	short	Improvement in digital competency	Learner feedback Number of course attendees
Theme 2: Core skills for learning, life and work	Hold monthly meetings between leads of CLD and Employability Partnerships	NH/IB	monthly	Clear responsibilities within each plan, sharing of data/identification of gaps/share good practice	Clear plans in place Evidence of coordinated planning and review
	Deliver tailored inter agency support programme to Syrian refugee community	Argyll and Bute Council/liveArgyll/Argyll College UHI	short	Community integration, improved skills	Numbers of individuals transition into work Learner feedback Number of individuals completing ESOL courses

	Support the Argyll and Bute Employability Partnership to deliver the NOLB policy agenda and associated interventions, Young Person's Guarantee, the UK Government's Kickstart Scheme and Fair Start Scotland.	Employability Partnership	short	Multi agency support in place to deliver sustainable outcomes for those facing barriers to accessing work	Number of participants completing the programme (NOLB) Number of kickstart/YPG placements Learner feedback including outcome star Case studies
	Identify gaps from employer skills survey and work with employers to deliver programmes/courses based on employer needs (especially hospitality/construction)	Argyll College UHI/SDS/LiveArgyll/DWP&Job Centre Plus	medium	Increased SQA/college offering that meets the needs of employers	Number of participants completing courses Number of individuals gaining employment
	Offer a range accredited and wider achievement opportunities in schools and community settings with clear pathway/progression options	CLD Partnership	medium	Improved skills and training	Numbers of accredited learning and wider achievement opportunities number of participants completing courses Learner feedback Stakeholder feedback
	Offer a menu of co-ordinated high quality CLD volunteering opportunities in schools and community settings	CLD Partnership	medium	Improved skills and confidence	Learner feedback Case studies Number of individuals volunteering within CLD roles across the partnership
Theme 3: Health and Well-Being	Offer a range of planned programmes in safe spaces in schools and communities that support health and well-being of learners	CLD partnership/ Argyll and Bute HSCP	short	Improved quality of life	Case studies Well-being star ROI/Social value indicators

	Implement the link worker offer in targeted communities in Argyll and Bute as part of modernisation of primary care services	Argyll and Bute HSCP	short	increased referrals via social prescribing model and improved sign posting	Number of referrals Case studies
	Offer a menu of targeted physical activity/well-being programmes for learners	CLD partnership	medium	Increased physical activity levels Improved well-being and mental health Reduced anti-social behaviour	Number of learners taking part in activities Participant feedback including well-being star and participants reporting improved well-being
	Deliver a coordinated outdoor learning offer for young people and adults	liveArgyll/ Argyll and Bute Council/ 3rd sector	medium	Increased confidence	Number of participants making a positive lifestyle choice to support their health & well-being
Theme 4 - Your Voice	Develop a new youth voice model and pathway for youth voice	liveArgyll/ CPP/ Argyll and Bute Council	medium	Improved mechanisms across partners to better engage and support learners and groups in planning of service provision Enhanced youth voice that recognises the opportunities the youth work sector provides at realising the ambition contained within UNCRC	Increased number of individuals and groups formally engaged with the CLD partnership Case studies
	Implement mechanisms to better engage and support adult and young learners and groups in planning of service provision Review place standard data following consultation process	CLD Partnership/ LOIPS CLD partnership	short short	enhanced learner /community voice and empowerment	

Theme 5 - The CLD learner offer	Develop a menu of core CLD programmes including ESOL to deliver to targeted adults and young people	CLD partnership	medium	Clear learning offer that meets the needs of targeted individuals and communities	Number of individuals engaged in CLD activity Case studies Outcome star
	Identify gaps in family learning offer and examine how links can be made to promote and target parent/carer joint learning with children and young people	CLD partnership	medium	Improved outcomes for families Improved involvement of families in evaluation of family learning programmes Clear progression routes for adult learners as part of family learning activities	Parent/carer feedback and case studies Stakeholder feedback
	Undertake a mapping exercise of the work being undertaken by the 3rd sector in delivering CLD outcomes	liveArgyll/ TSI and 3rd sector/ CPP and community dev team	medium	Improved understanding of the range of local groups and organisations that are contributing to CLD outcomes and the needs of learners	
Theme 6 - Improve how we work as a partnership	Plan a rolling programme of self -evaluation/review using HGIOCLD and challenge questions	CLD Partnership	annual		
	Undertake further consultation with learners where gaps were identified in the consultation process and review the plan priorities quarterly as part Covid recovery	CLD Partnership	short	The plan fully meets the needs of learners post Covid	
	Representation of the CLD Partnership on all 4 area locality planning groups	liveArgyll	short	CLD Plan takes into account new priorities set out by LOIPs	

	<p>Raise awareness of the work of the CLD partnership as part of Covid recovery to include:</p> <ul style="list-style-type: none"> • Dedicated website • Sharing platform for members of the partnership • Develop a suite of case studies and videos • Deliver 2 CLD partnership good practice sharing events with all partners contributing to CLD per year (1 online/1 in venue) • Maximise the use of the new TSI database/website to undertake meaningful engagement work with the wider 3rd sector • Work with Standards Council for Scotland to raise awareness of CLD work with partners/communities and strengthening cross-sectoral participation • Celebrate the achievements of learners across the partnership • Ensure Community Learning has an active role in the work of the Northern Alliance, strengthen partnership work between Argyll and Bute and the partner authorities and share good practice. 	<p>CLD Partnership Northern Alliance</p>	<p>short</p>	<p>Increased awareness, signposting and uptake</p> <p>Improved joint planning and partnership work</p>	
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	<ul style="list-style-type: none"> • Map CLD workforce development needs of staff and volunteers with support from National Standards Council for Scotland, taking into account rurality of the workforce • Develop a joint programme of training and learning to meet the needs of our workforce • Commit to UNCRC joint training as a partnership • Explore health behaviour change training for CLD practitioners 	CLD Partnership	medium	The CLD workforce has the necessary skills to confidently deliver on the ambitions of the plan	<p>Number of training and learning opportunities</p> <p>Increased number of practitioners registered with Standards Council for Scotland</p> <p>Case studies</p>
	<p>Develop the use of GDPR compliant shared data and performance information for effective decision making and reporting, to identify gaps in provision and target those most in need by:</p> <ul style="list-style-type: none"> • Identifying what relevant CLD data local and national partners can share • Agreeing mechanism to collate, use and update the data using CLD basecamp group • Agreeing a set of performance measures for the duration of the plan with clear baseline • Utilise Dyslexia Scotland data for Argyll and Bute to effectively work with local partners to support targeted learners 	CLD partnership	short	<p>Robust performance management and reporting mechanisms in place.</p> <p>Effective decision making and targeting based on shared partnership data</p>	Set of performance measures and data sets

ARGYLL AND BUTE COUNCIL**COMMUNITY SERVICES COMMITTEE****RESETTLEMENT****6 JUNE 2024**

THE EMERGENCY RESETTLEMENT OF PEOPLE FROM UKRAINE IN ARGYLL AND BUTE

1.0 INTRODUCTION

- 1.1 The war in Ukraine has resulted in a humanitarian crisis with over 12 million Ukrainians having fled their homes. There are two sponsorship schemes operating to welcome and support Ukrainian Displaced People to gain safety and sanctuary and rebuild their lives in Scotland.
- 1.2 The UK Government's Homes for Ukraine scheme relies on individuals in the UK acting as a sponsor and matching with people displaced from Ukraine. The Ukrainian refugee matches with a sponsor before applying for a visa. The Scottish Government's Super Sponsor scheme works within the UK Government's Ukraine sponsorship scheme and removes the need for applicants to be matched prior to being given permission travel to the UK. By acting as 'Super Sponsor', rather than waiting for the UK Government's matching process, Scotland could provide safety and sanctuary and welcome significant numbers. The Scottish Government's scheme was paused in July 2022 and no further visas have been issued.
- 1.3 In Argyll and Bute we have welcomed Ukrainians through both sponsorship schemes. In spring of 2023 we invited researchers from the University of Glasgow to undertake a review of our resettlement support and hear first-hand the experiences of people from Ukraine who have resettled here. The report from Dr Esa Aldegheri and Dr Dan Fisher, appended, presents the main findings of this research for elected members' consideration.

2.0 RECOMMENDATIONS

It is recommended that the Community Services Committee:

- 2.1 Endorse the terms of the report, which sets out a positive picture in respect of resettlement of people from Ukraine in Argyll and Bute.

3.0 DETAIL

- 3.1 In Argyll and Bute we are currently supporting over 300 displaced persons from Ukraine within our communities. The council's resettlement team and the wider multi agency partnership provide humanitarian support to recover from trauma, to resettle into a new community and to navigate the complexities of life in the UK.
- 3.2 Many of our Ukrainian refugees have come to Argyll and Bute through the Scottish Government's welcome accommodation, hotels, and been matched by the resettlement team to a host or been allocated social housing or sourced private rented properties. The Glasgow University researchers were able to interview Ukrainians living in communities across the authority, on both visa schemes and in different types of accommodation. Thus giving a wide picture of the resettlement programme and the support provided.

4.0 CONCLUSION

- 4.1 The Glasgow University report provides an invaluable review of the Ukrainian programme and highlights a very positive response by the communities of Argyll and Bute in welcoming and supporting Ukrainians fleeing the war.
- 4.2 This report will be shared with representatives of both Scottish and UK Governments, CoSLA and Scottish Refugee Council and would, we hope, help inform current practice and any future humanitarian crisis.

5.0 IMPLICATIONS

- 5.1 Policy - No policy implications for Council. Resettlement support is provided aligned to the integrators of integration in New Scots Refugee Integration Strategy 2024 which is led jointly by Scottish Government, CoSLA and Scottish Refugee Council
- 5.2 Financial - Funding is received from both the UK and Scottish Government's and the current budget is fully committed with a contingency in place to deal with unexpected costs.
- 5.3 Legal - No implications
- 5.4 HR - A number of posts have been created on a temporary basis to support the resettlement team and funded by government funding.
- 5.5 Fairer Scotland Duty: - No Fairer Scotland Duty implications
 - 6.5.1 Equalities - protected characteristics
 - 6.5.2 Socio-economic Duty
 - 6.5.3 Islands
- 5.6 Climate Change - No climate change implications
- 5.7 Risk - No implications

- 5.8 Customer Service - Council services have access to interpreters and translators to ensure Ukrainians can access information and use local services.
- 5.9 The Rights of the Child (UNCRC) - by its very nature this work covers a significant number of the articles.

Douglas Hendry - Executive Director with responsibility for Refugee Resettlement

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9th May 2024

Appendix 1: A Report on the Emergency Resettlement of People from Ukraine in Argyll and Bute by Dr Esa Aldegheri and Dr Dan Fisher, University of Glasgow

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A Report on the Emergency Resettlement of People from Ukraine in Argyll and Bute

By Dr Esa Aldegheri¹ and Dr Dan Fisher²

We wish to thank the people from Ukraine who gave their time and expertise to inform this research, with humour and kindness and patience at the delays necessitated by interpreting. Thank you also to the staff at the resettlement team at Argyll & Bute Council who facilitated our research and welcomed us into their meetings with great warmth.



This project is part funded by the EU Asylum, Migration and Integration Fund. Making management of migration flows more efficient across the European Union.

¹ Research Associate at the UNESCO Chair for Refugee Integration through the Languages and the Arts, University of Glasgow

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Executive Summary

Journey to Argyll and Bute [p11]

The journey to Argyll and Bute for most of our interviewees was fairly straightforward, especially where they were meeting sponsors. However, there were many instances where people became stressed following their arrival in Scotland before their transfer to Argyll and Bute. Some of this stress could have been alleviated by more effective provision of information. Suggestions for achieving this include:

- Clearer communication from the Scottish Government pre-arrival for those coming via the Scottish Super Sponsorship Scheme, explaining that people would be relocated to areas across Scotland.
- Better communication at the Welcome Hubs concerning the reception process across Scotland and information about each region. The welcome pack shared with new arrivals in Argyll and Bute (see Reception section) for example, could have been shared with people while they waited at the Welcome Hub.

Expectations [p12]

Expectations play an important role in how resettlement is experienced, especially with regards to peoples' feelings of disappointment or confusion. The ways in which expectations are communicated and managed are therefore particularly important.

- Clear information and communication were mostly implemented by all members of the Argyll and Bute resettlement team. This helped manage and clarify expectations.
- A key aim of resettlement workers was to limit or prevent the formation of dependency in relationships with resettled people from Ukraine, in order to support people's agency and independence in the longer term.
- Most people from Ukraine had no specific expectations initially other than safety from the war.
- Expectations evolved as time passed, in particular when Ukrainian people compared their situation to that of others. Key areas where people expected to achieve success were in gaining employment and securing schooling for children.

Initial Resettlement [p14]

Despite peoples' difficult experiences of fleeing Ukraine and their journeys to Argyll and Bute, participants spoke favourably of their first weeks in hotel accommodation. While the research team had expected people to feel overwhelmed with the administrative requirements during the initial phase of resettlement, it was clear that people had felt extremely well supported during this time. Key learnings are as follows:

- Having one main point of contact in the hotel meant that people were given clarity on who to contact amidst what could have otherwise been a confusing period.

- Completing administrative tasks during the initial stages of resettlement was not overly-burdensome for the participants we interviewed. These tasks gave people a sense of direction so that they were aware of things progressing even though they were living in temporary accommodation.
- The completion of such administrative tasks was only possible with considerable help from the resettlement team and sponsors. Given the language barrier and cultural differences, completing these tasks without such support would have been extremely stressful and would have left many without support. This is particularly worth noting for forced migrants arriving in the UK who do not have access to such support.
- Argyll and Bute council's success in creating a resettlement process was evident in our research; with participants feeling as though they were receiving clear guidance at this stage. Key to this process was to not create a form of dependency, even at the start of the resettlement process.

Housing [p16]

The accounts we were told concerning peoples' initial arrival in the hotels and their subsequent moves into longer-term accommodation highlight the importance of two key aspects of the work carried out by the resettlement team:

- Clear messaging (through interpreters) from the first day of arrival in Argyll and Bute. With one exception, participants we interviewed that had initially been placed in hotel accommodation had understood that this was to be a temporary measure, and that their longer-term accommodation would not necessarily be in the same location.
- Participants valued the person-centred approach delivered by the resettlement team. Respondents felt as though their needs and views had been taken into consideration regarding the provision of longer-term accommodation. Despite being told that their stay in the hotels was temporary, those we interviewed felt they had been given the choice of whether to accept the offer of accommodation or not.

Employment [p18]

The availability of work in Argyll and Bute – especially seasonal service sector work – has meant that both resettled persons from Ukraine and local businesses have benefitted from the influx of people to Argyll and Bute. Nevertheless, as “The Situation” in Ukraine continues to evolve, people will become increasingly eager to work in positions more in line with their past work and expertise. Some key learnings concerning employment include:

- Efforts to have Ukrainian qualifications translated and recognised in Scotland and the rest of the UK should be centralised, rather than risk duplication of work across local authorities.
- The provision of accessible ESOL classes is key not just for improving peoples' English, but also to improve their employment conditions and mental health (see ESOL section below)

- While resettled persons from Ukraine have been extremely self-motivated to find initial work opportunities, more support is needed to ensure that long-term employment aspirations can be met.
- More information should be provided to enable people to understand employment rules and regulations in Scotland. At a national level, information should be collated and provided concerning particular employment routes.

ESOL [p21]

ESOL was consistently recognised by the Argyll & Bute resettlement team and by people from Ukraine as key to supporting resettlement.

- Speaking and understanding English is a key factor in informing people's decision to resettle in Scotland; in supporting their access to employment; and in reducing isolation and anxiety.
- A high proportion of participants were struggling to juggle ESOL with work, particularly due to the seasonal nature of their employment - despite the efforts of the Argyll & Bute resettlement team to provide online classes.
- Suggestions for improvement were: offer more ESOL in low season (winter and early spring); and offer ESOL classes for specific purposes such as passing the IELTS exam or a driving test.
- While communication around ESOL classes was mostly good, there were some cases in which people were not aware of which classes were available, indicating the potential for improving this aspect of ESOL delivery.

Languages [p24]

Different languages are involved in the process of resettlement people from Ukraine. Separately from ESOL, therefore, the following points are key:

- A multilingual approach to working with refugees is essential to support positive resettlement experiences. Where this approach is lacking, people struggle to obtain practical necessities and to maintain good mental health.
- More support is needed on a national scale for people who need to access essential services and are not able to communicate in English. Utility companies' processes demonstrate how these have not been designed to facilitate people who need access to different languages through interpreting and translation.
- The language of bureaucracy is often experienced as very difficult to understand, with complex systems that are hard to navigate.
- The picture of language needs within the Ukrainian community is complex and goes beyond 'just English'. Maintaining use of and access to Ukrainian is a key concern, particularly for parents, but also for many people who draw comfort from sharing their mother tongue while in exile.

School [p26]

We were not able to speak directly with people under 18, due to the parameters of our research ethics approval. However, participants who cared for children all spoke to us about their impressions and experience of schools in Argyll and Bute, raising the following key points:

- Schools are an important anchor of safety and stability for Ukrainian children and their families.
- Schools in Argyll & Bute are an extremely positive experience for participants and their children, and a key reason for people wanting to stay in Argyll & Bute.
- Communication from Argyll & Bute around schools has been very good.
- Most problems arise around transition stages: either into primary, due to different school ages in Ukraine, or into higher education due to poor communication from advisors around practicalities and logistics.

Transport [p29]

Transport was a key concern for many participants, in particular due to the geography of Argyll and Bute council where towns and villages are often quite distant from each other across a diverse geography which includes islands and mountains.

- The greatest problems with transport were experienced by people who did not own a car and lived in more rural locations.
- Issues were not about the cost of transport, but about the infrequency and unreliability of buses.
- Obtaining a driving licence was key to many of these people, with suggestions for the Argyll & Bute resettlement team to provide specific information packs and ESOL courses for driving tests.
- Given support and information to manage initial hesitations, people became able to manage and enjoy using buses and ferries across Argyll & Bute.

Mental health and stress [p31]

Interviews with participants raised the following key points on the effects which evacuation and resettlement had on people's mental health and stress:

- Participants reflected on feelings of guilt for having escaped the war in Ukraine and concern for those who were still living there.
- People from Ukraine reflected on feelings of loneliness when they first arrived in Argyll and Bute. This was more common amongst those who had not arrived with other family members. Loneliness was attributed to difficulties in communicating in English with other members of the community.
- Sponsors played a significant role in introducing displaced persons to their new surroundings and the community.
- Visa uncertainty has significant knock-on effects for peoples' mental health and their ability to plan for the future. Clear communication is needed from the UK Government as to whether people resettled from Ukraine will be permitted to remain in the UK

indefinitely. The current 18-month visa extension scheme is a welcome change, yet the extension and three-month application window are not long enough.

Towards long-term integration [p33]

It is important not to understate the gratitude that participants wished to share to the Scottish Government, the people of Argyll and Bute, and the resettlement team for making them feel welcome and for providing them with safety.

- Participants felt as though they were integrating well in Argyll and Bute, even though they had only been there a number of months at the time of the interviews.
- While the majority of our research participants had found stable employment, only around half felt as though they were in control of their lives.
- Most felt as though they were well-integrated “on the surface”, it is clear that there is still much work to be done to help resettled persons from Ukraine to feel as though they are part of the local community and in control of their lives.
- Though the findings of this report highlight many successes regarding the resettlement of displaced persons from Ukraine to Argyll and Bute, much more work needs to be done in terms of ensuring that people can integrate in Scotland in the long-term. Based on our interviews, the key challenges in this regard concern languages, employment and security of immigration status.

Introduction and context

In the spring of 2023, the research team were approached by members of the Argyll and Bute resettlement team to investigate the experiences of people from Ukraine who had been resettled in the local authority. This report presents the main findings of the research we conducted. It is written shortly after the conflict in Ukraine entered its third year and the UK Government announced a visa extension scheme for Ukrainians until September 2026.³

The full complexities of conflict and resettlement - which many of the Ukrainian people who contributed to this report referred to as 'The Situation'⁴ - are impossible to analyse within the scope of this report. Rather, we summarise and discuss the key points which were repeatedly mentioned as significant in the experience of resettlement in Argyll and Bute. While responses and analysis are presented in separate thematic groups, it is important to note that themes and findings are all interconnected.

It is also important to note that resettlement of refugees in Scotland occurs in a context of multi-level responsibility, governance and decision-making related to forced migration. While immigration is a power reserved to the UK Parliament, the Scottish Government's New Scots Refugee Integration Strategy⁵ (NSRIS) sets out priorities for refugee resettlement and integration within the limits of powers devolved to the Scottish Parliament. The NSRIS understands refugee integration as a complex and multidirectional process involving many actors.⁶ These strategic priorities and understandings are then implemented by Local Authorities across Scotland and enacted by individuals such as the resettlement workers in Argyll and Bute.

In March 2022, the UK Government launched the Homes for Ukraine scheme (sometimes known as the Ukraine sponsorship scheme) and the Ukraine Family scheme, following Russia's invasion of Ukraine in February of the same year. Under the Homes for Ukraine scheme,⁷ eligible individuals in the UK could sponsor a named Ukrainian national or family to travel and live with them in the UK. Under the Ukraine Family Scheme, eligible Ukrainian nationals could apply to join their family or extend their stay in the UK.⁸ An extension scheme for those who held a valid UK visa on or after 1 January 2022 and a family scheme for those with family in the UK were also opened.⁹ Each scheme offered displaced people from Ukraine limited Leave to Remain in the UK set to three years. As will be discussed in the report, this time limit has significantly affected peoples' decisions since arriving in Scotland and their

³ <https://www.gov.uk/government/news/government-extends-stay-for-ukrainians-in-the-uk>

⁴ The term used by most research participants when referring to the Russian invasion of Ukraine.

⁵ <https://www.gov.scot/publications/new-scots-refugee-integration-strategy-2018-2022/>

⁶ See a report on the local and international dimensions of integrating refugees in Scotland, co-authored by the research team together with Prof. Alison Phipps for the University of Glasgow and published in 2022: https://www.gla.ac.uk/media/Media_900243_smx.pdf

⁷ <https://commonslibrary.parliament.uk/research-briefings/cdp-2024-0021/#:~:text=Under%20the%20scheme%2C%20launched%20in,as%20of%201%20February%202024.>

⁸ <https://www.gov.uk/guidance/apply-for-a-ukraine-family-scheme-visa>

⁹ <https://spice-spotlight.scot/2023/03/24/the-scottish-governments-supersponsor-scheme-one-year-on/#:~:text=A%20sponsorship%20scheme%20through%20which,paused%20since%2013%20July%202022.>

mental health. In February 2024, the UK Government announced a new Ukraine Permission Extension scheme, which will provide displaced people from Ukraine (who are already living in the UK through one of the aforementioned schemes) an additional 18 months of permission to remain in the UK.¹⁰

Within the Homes for Ukraine scheme, the Scottish Government launched the Scottish super sponsor scheme which helped people apply for UK visas without the need for applicants to first be matched with a host. Under this scheme, the Scottish Government acted as peoples' sponsor, working with Local Authorities and the Convention of Scottish Local Authorities (COSLA) to organise initial accommodation and then long-term accommodation.

As of March 2024, 5,882 people have arrived in Scotland from Ukraine through the Homes for Ukraine scheme and a direct sponsor. A further 20,893 people have arrived in Scotland through use of the Scottish Government's super sponsor scheme.

At the time of our data collection in the summer of 2023, 251 people had been resettled within Argyll and Bute council under the different schemes – 103 women, 56 men and 92 children.¹¹ In terms of age distribution, those between 35-44 years of age made up 39% of the adult Ukrainian population in Argyll and Bute, while those between 25-34 made up 29%. Young adults aged 18-24 made up 12.5% of the adult population, while those aged 45-54 made up 10%. The smallest groups were those aged 55-64 (6.9%) and 65+ (2.5%).

Argyll and Bute is the second largest council in Scotland by area size (6,907km²). One of the challenges faced by the resettlement team has been the distribution of resettled people from Ukraine across such a wide area, where towns including Oban, Helensburgh, Dunoon and Campbeltown are widely spread across the locality. At the time of our research, 73% of cases¹² from Ukraine were housed in towns and 27% were in rural locations.

As will be discussed in later in this report, the majority of people resettled to Argyll and Bute were initially housed in hotel accommodation. For the most part, people were then moved into different forms of longer-term housing – sponsored accommodation, housing provided by Registered Social Landlords (RSL) or Private Rented Accommodation (PRA). In the summer of 2023, of those who were not staying in hotel accommodation, 52% of cases were living in sponsored accommodation, 38% were in housing provided by RSLs and 10% were in PRA/other forms of accommodation.¹³

¹⁰ <https://www.gov.uk/government/publications/ukraine-permission-extension-scheme-information/ukraine-permission-extension-scheme-information#:~:text=The%20Ukraine%20Permission%20Extension%20scheme,be%20free%20to%20apply%20for>

¹¹ These figures exclude those housed in hotel accommodation at this time.

¹² Cases refers to individual (family) units of persons from Ukraine. For example, and mother and two children would be one case.

¹³ Figures also collected and provided by Argyll and Bute council.

Methodology

The research that informs this report was conducted in three stages. In the first stage, the research team conducted research interviews with members of the Argyll and Bute resettlement team and other council employees working closely with persons from Ukraine. Interviews with council resettlement casework officers and interpreters were conducted in pairs, both for the sake of scheduling and to generate discussion of key topics regarding the resettlement process. The total number of council employees interviewed was therefore 12. Interviews were professionally transcribed and lasted between one hour and fifteen minutes to one hour and 53 minutes. Research interviews were semi-structured around the key headings of the New Scots Refugee Integration Strategy – and were therefore structured around housing, language, employment, education, wellbeing and culture. Research questions were also focused on the governance processes of the overall Ukraine resettlement programme, as well as individuals' experiences of organising resettlement in Argyll and Bute. These initial interviews helped us to then formulate questions for subsequent conversations with people resettled from Ukraine.

For the second stage of the research, the research team conducted qualitative interviews with people from Ukraine (aged 18+) who had been resettled to Argyll and Bute. Participants were initially contacted via staff from the Argyll and Bute resettlement team. We decided on this method of contacting because resettlement staff had pre-existing knowledge of people from Ukraine's situations and stories, and were able to ensure that the people we spoke to were a widely representative sub-section of the Ukrainian population resettled in Argyll and Bute. In this way we were able to consider a variety of factors in people's experience of resettlement. We thus interviewed people from different age groups, professional and educational backgrounds; with varied relationships or family circumstances; of different provenances from within Ukraine and resettled in different locations within Argyll and Bute. We recognise the potential drawbacks of this means of accessing research participants, yet it was considered the best means of approaching a population which was dispersed across a wide geographic area. In addition, approaching people via the resettlement team meant that researchers were able to establish a level of trust with the people they interviewed, through common connections with trusted resettlement workers – an important element when discussing sensitive topics with potentially-vulnerable research participants. Issues of bias were also addressed in the third stage of the research (see below).

The focus of our research questions with people from Ukraine resettled to Argyll and Bute was not on why people left Ukraine but on their experiences of resettlement since arriving in Scotland. We were keenly aware of the potentially distressing and extractive nature of questions around past experience and provenance from. Our questions were informed by the initial interviews we had conducted with the resettlement team and were all aimed at better understanding the many layers of interconnected experience involved in being a person from Ukraine resettled in Argyll & Bute. When requested by the research participants, we employed interpreters. Although this sometimes slowed the interview process, with participants often forgetting to pause for the sake of the interpreters, it also meant that we were able to speak with a much larger group of people than otherwise. The interpreters were from Ukraine and also worked for Argyll & Bute council. We are aware of the potential issues regarding confidentiality and disclosure which might be generated by this situation: we

therefore repeatedly assured participants of the confidential and safe nature of any disclosures they might make.

The research team conducted 14 research interviews with persons from Ukraine resettled to Argyll and Bute. On four occasions, multiple family members participated in the same research interview – bringing our total number of resettled research participants to 18. Interviews were conducted online using Microsoft Teams and were transcribed by a professional transcription service. Interview quotes utilised in this report have been modified to be in the first person, though in most cases they were spoken in the third person through the interpreters.

For the third stage of the research, we collaborated with the resettlement team at Argyll and Bute council to organise an event at which participants could hear the main findings of the research and provide feedback and/or criticism to the research team.¹⁴ This event aimed to reduce the potentially extractive nature of the research, address issues of bias raised during stage 2 of the research, and provide an opportunity for people from Ukraine to gather and meet other actors working to support resettlement.

Following our presentation of the research findings, which were presented to 50+ people (mostly from Ukraine), those present were invited to share their thoughts with the research team through a feedback form. Participants were invited to provide verbal feedback at the end of the presentation or to ask questions.¹⁵ Eleven feedback forms were completed – all but one stating that the findings accurately reflected their experience of resettlement in Argyll and Bute.¹⁶

¹⁴ With the exception of the presentation, the event was organised by the resettlement team and funded through research funding obtained by the research team from AMIF.

¹⁵ Feedback forms (translated into Ukrainian) were also provided in both paper form through an online QR code.

¹⁶ The exception concerned a case where they had first been housed with a sponsor and then been moved to hotel accommodation after they had been “unlucky” with the sponsor. Participants were also invited to share their thoughts and questions at the end of the presentation.

Journey to Argyll and Bute

For those who arrived in Argyll and Bute, deciding when to leave Ukraine and how depended on a variety of factors, including; the location of their home in Ukraine, whether they had family elsewhere and their ability to find sponsorship. As a result, there was no standard experience of arrival in Scotland and/or in Argyll and Bute.

Participants that had arrived through the Homes for Ukraine scheme (i.e. those who had arranged sponsorship before travelling to Argyll and Bute) reported mostly straightforward experiences where they were met at Edinburgh or Glasgow airport by their sponsors and driven directly to their new place of residence. People with pre-arranged sponsorship sometimes also drove from Ukraine directly to the sponsors' house with little difficulty.

For those not arriving with a pre-arranged sponsor, their travels took them via the Welcome Hubs that had been established in Edinburgh and Glasgow (with our respondents mostly receiving assistance at the hub in Edinburgh). None of our participants reported any issues finding the Welcome Hubs upon their arrival and communication with those working and volunteering at the Hubs was reported as being straightforward. People reported waiting in the Hub for between 1-4 hours before being transported to Oban, with many travelling by private taxi. In one instance, however, a mother and her children were transported from the Welcome Hub in Glasgow to a nearby hotel and "forgotten" there:

"We were forgotten there, that's why the hotel asked [us] to leave [...] One of the other families [found] other Ukrainians and asked them where to go [...] And they were given the address of another hotel, so they took a taxi and came to this other hotel. And there, the resettlement team were all surprised to see them and were surprised to know that they were in another hotel."

- Kateryna

Unlike those that arrived with a pre-arranged sponsor, those who were resettled to Argyll and Bute via the Welcome Hub did not feel as though they had a choice in terms of where they were moved to. While for the most part people iterated their feelings of relief at being moved to a safe place and general satisfaction with the speed of the process, others had believed that they would have the opportunity to live in either Edinburgh or Glasgow – an opinion most frequently shared by those who already had relatives or connections living in Scotland (either before the war, or if they had arrived sooner). In such cases, they were only informed upon their arrival at the Welcome Hubs that they would be moving elsewhere, which further added to peoples' stress:

"I was very scared [when I] understood I couldn't move to Glasgow where I had friends [who] had promised to show me everything, to tell me everything about Scotland. [...] And the children had some friends in Glasgow and [...] there were many Ukrainians in Glasgow and they hoped to join them [...] But then they understood that they were going to Oban, so they started to look it up on the map and they understood it's far away and they had many worries, 'Are there any Ukrainians [in Oban]?'"

- Ionna

Expectations

Expectations played an important role in how resettlement was experienced, especially with regards to peoples' feelings of disappointment or confusion. The ways in which expectations were communicated and managed were therefore particularly important.

One of the key needs of the resettlement team was to clarify and manage people's expectations about their resettlement journey, from the start – including during peoples' initial stay in the hotel and their subsequent moves into longer term accommodation. In particular, members of the Argyll & Bute team stressed that they were keen not to create a form of dependency on the resettlement team. As a result, the team were committed to striking a balance between creating a warm and welcoming environment for people to move into, while also providing enough support to foster growing self-reliance. Feedback received from the interviews suggests that the team were successful in this regard:

“We did things by ourselves, but we were [also] constantly consulted, helped, and supported [by the resettlement team]. [For example], how to fill out all the forms and stuff [like for the] BRPs¹⁷ and bank accounts. We didn't look for accommodation on our own at all though, because this was completely done by the resettlement team.”

- Valeriia and Andriy

“Sometimes I was [just] given just instructions [of] where to go and people already knew what he should do. And sometimes just everything was done on my behalf.”

- Fedir

Responses from Ukrainian participants indicated that the quality of information regarding what they would find in Argyll & Bute played a significant role in informing their experiences of resettlement. In cases where people arrived through pre-arranged sponsorship, people either knew enough about Argyll and Bute to decide it would be a good place for them to move to, or they had made the decision that they would be happy with anywhere as long it was safe:

“We never thought about whether it was going to be a village, or a little town, a remote place or city, because it wasn't a priority for us. The priority was to take our child away from the war.”

- Daniela

One issue that was frequently reported by participants was the lack of information they received in the Welcome Hubs concerning Argyll and Bute and what was going to happen upon their subsequent arrival there. While some were told of its “beauty”, most reported being given basic information about Argyll and Bute by the taxi drivers that brought them there, rather than by staff at the Welcome Hub. This lack of information proved to be exceptionally stressful for people who had just arrived in Scotland and had been told they

¹⁷ Biometric Residence Permit

would be moving to new place (outside Edinburgh and Glasgow) that they had never heard of before:

“I can’t forget those feelings when I was on my way from Edinburgh to Oban [...] I couldn’t cope with [my] feelings because I didn’t understand what it would be like, what was going on. And I couldn’t predict anything and felt terrible.”

- Ionna

In contrast to the Welcome Hubs, the resettlement team in Argyll & Bute were found to be extremely informative and supportive by almost all participants:

“While we were in the hotel, we saw the resettlement team members often and they helped there. And when we moved out, we got emails from the support workers and the resettlement team, with explanations and support. They explained everything that needed to be explained and it was easy and straightforward.”

- Kateryna

There was one instance that we were made aware of, however, where there had been a significant misunderstanding between a person in the hotel and the resettlement team – where they were under the impression that social housing would be found in the town where the hotel was located. This expectation had also been created by the fact that their friends from the hotel had been offered social housing in the same town. In this instance, the person had managed to secure employment in the town by the time that accommodation had been found. In addition to feeling forced to give up their job (due to the location of the housing and limited public transport), they found the additional change of location hard to adjust to – in large part because their children had made friends and thought they were about to start school.¹⁸

“We had kind of settled in, in Oban. You know, it was [a month and a half], and we had found friends. So our friends, they got social housing. And my family and I imagined that we would receive this social housing and that we would stay in [the town too]. But then we were moved and we needed to start everything from scratch. You know, it was very hard to settle in and to adapt, especially for children, because they [had] made friends in [the town] and then everything changed again.”

- Ionna

¹⁸ Where possible, children were not enrolled in school until they had been moved to long-term accommodation. This decision likely assisted with ensuring that families did move out of the hotels. It is therefore unlikely that in this case the children had been enrolled in the local school.

Initial resettlement

The Scottish Government procured several hotels for people from Ukraine in Argyll and Bute for the purpose of providing initial accommodation to those who had recently arrived. Research participants were mostly very pleased with the welcome they received from the Argyll and Bute council resettlement team and the hotel staff, especially considering many were stressed from their journeys to Argyll and Bute. Respondents spoke of being met at the hotel by a member of the resettlement team and receiving personalised support:

“We arrived [at the hotel] in Oban [and] there was [the resettlement officer]¹⁹. [They] waited for us, asked us some questions (like general information), and then we could rest in our rooms. [...] The council worker, [they were there] almost every day so, if you have questions you can always ask. [They] gave us a lot of papers to fill in about accommodation so we can choose what we prefer, where we prefer to live so we can tick an area in those forms.”

- Anichka

A key aspect of the resettlement approach taken by the resettlement team was to have one primary resettlement officer at the hotel, rather than sharing this duty between the team. As a result, people in the hotel who had just arrived knew exactly who to turn to for advice and felt like they were being supported personally during their initial stages of resettlement. In addition to the person-centred approach that they received in the hotels, a few participants also directly mentioned the Welcome Pack of information that was provided to each person, prepared by the resettlement team. For example:

“I was surprised and satisfied that everything was really organised because [when I arrived] in Oban [...] I was given different leaflets, information, a welcome pack, and I wanted to just read and know more. [...] The welcome pack contained everything: some basic information about Scotland, something about rules and the list of emergency organisations and how to contact them, and there was a part about Argyll and Bute.”

- Borys

For the most part, peoples' stays in the hotels represented a period of respite between their evacuation from Ukraine and their long-term resettlement. During this time, people were assisted to sign up for social housing, register with the local GP practice, apply for their Biometric Residents Permit (BRP) cards, register with the Job Centre and sign up for English classes. Respondents spoke of being assisted to complete this process, and that they would have felt lost without this assistance. Moreover, respondents felt as though they were being assisted to complete this initial admin process for themselves, and that the process was well-understood and explained by the resettlement team:

¹⁹ Redacted in order not to single out individuals.

“It just seemed that [the administrative process] was just a usual process for the team. Because I was told what to do, step by step. And the impression was that everything was planned and they knew what to do.”

- Fedir

For those who arrived in Argyll and Bute with pre-arranged sponsors, these initial administrative steps were predominantly taken with the help of the sponsors rather than the resettlement team. This reliance on sponsors for the initial phase of resettlement was not listed as a problem by those we interviewed (both people from Ukraine and members of the resettlement team).

“[My sponsors] were the people who helped with everything, with filling out all the forms and preparing needed documents and taking me to the different places that I had to be taken to. I felt like a little parcel that was sitting in the car, because they were dealing with all the stuff I had to deal with. [...] Because of how things work in Scotland, it’s [so] different from Ukraine [...] I wouldn’t have been able to do it on my own. So, I am really grateful for all that help and support they have provided.”

- Daniela

Research participants typically reported staying in the hotels for several weeks, which they felt was a healthy amount of time before moving on to either social housing or sponsored accommodation.

“So, looking back, I think that it was actually ideal, perfect, because [staying in the hotel] was a great time to acclimatise and to get used to all the local things, you know?”

- Borys

Housing

While in other parts of the country a matching service had been set up to match people from hotels to new sponsors or accommodation through housing associations, the presence of the hotels in Argyll and Bute meant that people in the hotel could be directly matched with accommodation in the local authority – thereby minimising steps and people acting as go-betweens. Compared to the short-term accommodation provided in Glasgow and Edinburgh, for instance, people housed in hotels in Argyll and Bute had already experienced the initial move following their arrival in Scotland. Combined with clear messaging from the resettlement staff that hotel stays were temporary and instructions for people to not look for work too quickly, it was possible to ensure that hotels in Argyll and Bute were mostly used by residents for short periods of time.

[The resettlement worker] made them sure that they will be resettled, and that it was just their choice to choose the sponsor. But [they] made it very clear that they will be resettled anyway, so nobody stays in the hotel.

- Alina

Importantly, the resettlement team were able to combine clear messaging concerning the temporariness of the hotel accommodation, with person-centred assistance with finding long-term accommodation. Participants we interviewed therefore stated that they did not feel pressured into accepting leaving the hotels. Anichka, for example, noted how they were frequently asked by the resettlement team if they were happy with the social housing that had been found for her family before they moved out of the hotel:

“I think yes [we had choice, because they asked our opinion, like several times, “What do we think about it? Do we want to live?” They showed this apartment before we signed any documents. We had even a few days to think.”

- Anichka

Aside from clear messaging, research participants noted their appreciation for the efforts that the resettlement team made to assist with their moves from hotel accommodation to both sponsored and social housing. For example, resettlement team members helped to set up meetings with new sponsors and those viewing social housing were often accompanied by resettlement workers. In addition, where people were moved into unfurnished accommodation, the resettlement team went to great lengths to ensure that people had everything they needed.

“[My resettlement worker] helped me with everything [...] Even sometimes when I didn't know I needed something, [they] would write an email saying, ‘You need this, this, this, and this, and this can be done in this way and I'll come and help you.’ And then [they] would come to the house and do everything with me; whether it's the utility bills or furniture. When [they] came and [saw I] needed furniture, [they] helped me to apply for a grant and I got £836 to help buy furniture, and I didn't even know this grant existed to apply [for it].”

- Anastasya

“[Moving into the new accommodation] was very good. [...The resettlement worker] helped us move. [They] bought us everything that we would need for the start. Like dishes and kitchenware and stuff like that, and food. And here in [the new location], we were welcomed by [the new] support worker. And everything was good”

- Tatiana

Participants also noted that they felt supported in the initial period after their moves, while they were transitioning from being supported by the resettlement team member in the hotel to the person responsible for their geographical location.

“So first of all, when we arrived in this flat, everything had been prepared. The bed, things, everything was clean. And [the resettlement worker] was there. [They] met us and even brought some food so the fridge was full. And then [they] told us about shops nearby and they gave us their details about how we could contact [them]. [...] So the first day, [the resettlement worker] explained everything about the flat; so about electricity and about gas. [...] And then [they] referred us to the school and explained that [they] would like to be there with me when we will sign up for the school.”

- Ionna

Despite feeling supported in their moves, one of the main concerns that people had once they moved into social housing was their heating and electricity bill. People were confused regarding the how the costs were calculated, how they would pay their bill, whether it would align with their Universal Credit payments and how much they should expect to pay. It should be noted that these are issues that non-resettled persons also struggle with in the UK, and that the resettlement team on the whole were praised for helping people with setting up utility bills, bank accounts and registering with GPs. Moreover, interviews with the resettlement team highlighted how banks, utility companies and internet providers are poorly set up to manage the inclusion of vulnerable clients.

“When [resettled persons from Ukraine] are they’re moving in somewhere, they’re getting energy bills from the previous tenant and sorting that out is [...] really difficult for them to do. You can spend hours and hours trying to sort these things out for people. It worries them.”

- Stuart, Council employee

Employment

Many businesses in Argyll and Bute have benefitted from the arrival of hundreds of people from Ukraine keen to seek work. During our interviews with the resettlement team, it was remarked how quickly the resettled population from Ukraine actively sought out employment opportunities. In some cases, especially where people were still housed in hotel accommodation, people were even dissuaded from seeking out employment opportunities too quickly (with the aim of ensuring onwards movement into long-term accommodation). For the most part, people had found seasonal work in the service sector (in hotels in particular) and low-skilled positions requiring limited knowledge of English.

While the resettlement team supported people to apply for Universal Credit and complete other forms for the Department for Work and Pensions (DWP), the majority of those resettled to Argyll and Bute were self-dependent in terms of seeking out employment. Participants mentioned a variety of means through which they had searched for employment, these included local Facebook groups, word of mouth (other resettled persons and locals in the area), the Job Centre, community events organised by the resettlement team, websites with job listings, and local notice boards.

Many of those living with sponsors were often able to find employment through their sponsors or their contacts. In some cases, they could also receive personal advice on how to apply for jobs in the UK – which was infrequently mentioned by those who had not been in sponsored accommodation.

“My sponsor also spoke with somebody, and we had some meeting in Kilmarnock. This man told me how I need to write a CV, like local rules, what you need, some covering letter, what you need to add, what you don't need to add, because, for example, for Ukraine we should write our age, but for the UK it is not right.”

- Artem

Concerning the Job Centre, participants had a limited understanding of their role and the support they could receive there. For most, the Job Centre was where they needed to go to receive Universal Credit and who they should phone once they obtained employment. Those we interviewed had not been offered a placement onto a programme for particular trainings (such as retraining courses of CV writing sessions with the community education team).

“Frankly speaking, I wasn't asked for any certificates or diplomas in the Job Centre, any evidence of my qualification, any translations, nothing. So I just phoned them and told them I had a new job, and that's it. [...] There was no conversation about [my] qualifications at all. [...] I was told to bring the original document of birth certificate of my son, and that's it. [...] no more questions, no more anything.”

- Diana

Nevertheless, we were aware of people from Ukraine making use of the Fair Start Scotland²⁰ programme, which had been extended for another year in March 2023. Through this programme, people are entitled to 1-to-1 support regarding preparation of CVs, how to conduct job searches and how to fill out application forms. Thereafter, support can be more specifically tailored to the individuals on the programme in terms of matching their skills to specific jobs. One of the issues with the delivery of this service in Argyll and Bute, however, has been that many resettled persons from Ukraine have been keen to take up employment immediately, rather than wait for more appropriate opportunities to arise.²¹

A lot of the Ukrainians [...] were so desperate to work [that they] weren't precious about what job they took, they were happy to take any job. We had lawyers, doctors, accountants, dentists, working in bars, restaurants, cleaning. They just wanted to have money coming in for themselves. [...] On the whole, we've found with a bit of support, a bit of guidance, they're more than keen to move on.

- Emily, Council employee

Despite peoples' initial desire to gain employment as soon as possible, in our research interviews it was clear that participants were starting to realise that the initial phase of resettlement was over and that "The Situation" in Ukraine could last longer than they had initially expected and hoped. Even though participants were grateful of the work they were doing, therefore, some were becoming frustrated and coming to the realisation that the work they were in should not be for the long term.

I am working as a kitchen assistant at a hostel [...] Before that, I also worked for the high school, as a kitchen assistant as well. [...] If there is work to do, I do the work. But personally, I don't like cooking and I never thought I would be working in the kitchen.

- Kateryna

Some days I have a big desire to go and work and [...] some days that I just want to run away and never come back.

- Daniela

When discussing integration with the resettlement team, there was a clear sense that the 'emergency' period of resettlement was largely over (i.e. a process has been established to transfer people into long-term accommodation and complete initial administrative tasks), but that the work of long-term integration is now beginning. A major challenge in this regard has been ensuring that Ukrainian qualifications are both understood and recognised in Scotland. Frustratingly, despite the national oversight of the resettlement of people from Ukraine, there appear to be limited attempts to tackle the issue of qualifications at a national scale. As a result, resettlement teams and employment officers across Scotland are likely duplicating efforts to have similar qualifications recognised in Scotland and the UK as a whole.

²⁰ <https://www.startscotland.scot/fair-start-scotland>

²¹ This is not the case for all research participants. Some were in the process of moving away from Argyll and Bute to find jobs which they felt were not available within the local authority.

“I know it’s very difficult because you’re speaking about doctors, lawyers, teachers. They’ve all got their own bodies where you need to go through to get the qualifications checked, assessed and everything. From my point of view, it would be quite good if there was somewhere I could go and say, “I’ve got a teacher. I’ve got a doctor. What do we need to do?” Instead of each person [in separate councils] individually trying to find how to go about getting this sorted for the individual.”

- Julia, Council employee

Aside from the issue of qualifications, research participants we interviewed were particularly concerned with their need to speak better English in order to gain employment in their chosen area. Despite attending ESOL classes – and there being a general view that their English was indeed improving – participants felt there was still a strong language barrier preventing them from seeking work more closely aligned with their work experiences and expertise.

“I work in a hotel right now. Because of [the] language barrier, I can’t get a better job, I can’t do what I would like to do. [...] I am a mechanic¹⁹ and I repairs engines and stuff like that – I love it. But if I were given a chance to try, I would try to speak with people and get more practice with English and get successful with it too. But I have to have this job at the hotel now.”

- Ivan

Some did feel as though more support could be given in order to find relevant work, as well as guidance concerning rules and regulations in the UK concerning employment. In addition, where people came from a certain employment background (e.g. teaching or accountancy), they needed general information concerning such national system (e.g. Scotland’s school system). Again, providing such information is challenging at the scale of the local authority and such information could be provided at a national scale.

Due to the abovementioned challenges, a significant proportion of those we interviewed were considering self-employment and setting up businesses in Argyll and Bute. As part of this process, they had received free support from Business Gateway, with support from the resettlement team in submitting information and establishing this link. Those who had used this service spoke very favourably of Business Gateway:

“I would also like to mention and to thank Business Gateway, the organisation that helped us to develop our business. They helped us to apply for grants, and they constantly have meetings with us [... We have had] consultations with accountants and [...] professionals who could advise us [on specific issues]. We are really grateful for the whole support that we [have received] in Scotland. This is many times more than what we ever expected to get.”

- Valeriia and Andriy

ESOL (English for Speakers of Other Languages)

Access to ESOL (English for Speakers of Other Languages) was a key concern both for Ukrainian participants and resettlement workers, especially in connection to employment, with people keenly aware of the need to improve their English language skills in order to find work that they wanted. Many participants reported experiencing considerable isolation due to not speaking 'good enough' English. People from older generations spoke of relying on younger people who have 'better English'. The stress of making friends and speaking a new language was also a factor which exacerbated mental health struggles, whereas after gaining more language skills, people's self-confidence was greatly boosted. Access to ESOL, then was directly related to a sense of increased agency and choice:

[...] as long as [people from Ukraine] have the language barrier, it gives [them] very little choice to decide what to do differently.

- Ivan

Our interviews concerned the ESOL classes provided by the Argyll & Bute council resettlement team – therefore not courses run by community groups or colleges, which some participants also accessed. Overall, respondents were satisfied with the ESOL classes and teachers via Argyll & Bute council.

Resettlement workers explained that all ESOL teachers hold formal qualifications and all are employed, as opposed to community ESOL programmes often run via unqualified volunteers. A great number of ESOL classes were online. This decision was made to facilitate access taking into consideration a number of factors. Firstly, Argyll & Bute's large geographic area means that people are widely dispersed in communities on islands or in small villages, as well as in towns which are often distant from each other. Online classes ensure that the maximum number of people can attend, wherever they are resettled. Online classes also obviate for the need to provide childcare and are more flexible in terms of people's work schedules. The main difficulties in running ESOL classes were related to the continuous turnover of students, due to people arriving to be resettled at different times, and then gaining employment which meant their time availabilities changed continuously:

"People get jobs but they also move to different jobs and so therefore the hours that they're available to learn English changes a lot. So there's a lot of people moving all the time so it's about rearranging people into classes that fit, yeah, that's a constant turnover [of students]."

- Katherine, Council employee

Work was also cited by participants as one of the key reasons for not attending ESOL classes – paradoxically, as ESOL was also cited as one of the key factors to help get more and better work. However, employment and earning money was often a higher priority, even if it clashed with ESOL:

We used to go to the classes but now, with the work, sometimes we become very tired or we are not in time for the lesson, we are too late to join. We arranged to not attend the classes for July and August, when there is a lot of work for us. And then we will continue attending again.

- Tatiana

As the above quote illustrates, for many participants the most available work was seasonal, particularly in the catering or hospitality industry which is a salient feature of Argyll & Bute's economy. This means that during the summer months people worked long hours and stopped attending ESOL classes:

"I used to go to all the classes in winter and spring and I hope that when it's low season I will continue from October [onwards]. The issue was that I was always late [...] and then I was told, 'Could you please be on time?' and I tried to explain that I just come home when the session has already started. And because I thought I would offend them, I just made this pause [to stop coming to ESOL classes]."

- Vira

The temporary nature of peoples' Leave to Remain in the UK influenced their decision-making in terms of how they lived in their lives in Argyll and Bute. Some families, for example, put less stock in attending ESOL classes, preferring instead to work as many hours as possible in order to save up funds for the next move.

"I can't arrange the time of the classes beforehand because sometimes I go to work and I am told, 'If you want to stay, because there is more work today, if you are available to stay longer, you can.' [Right now] I am trying to get all the possible hours, even work during the days off."

- Artem

Most participants were overall very happy with online learning and the opportunity to fit ESOL around work timings, even if this was not always easy. This was a reflection of the ESOL team at Argyll & Bute council working hard to accommodate timings and different needs. Generally, communication about ESOL from resettlement workers was described as good. When miscommunication did occur, it was often because participants felt they needed more information that the resettlement worker thought – perhaps in connection to the stated reluctance to create dependency:

"My support [worker], he told me there is ESOL [...] So I just asked, 'Could you please enrol me or could you tell me more about it? I would like to attend.' [...] But] I am [still] just waiting for the information about who is the person who has classes, what level, how it looks like, what time. I need all this information."

- Ionna

The main problems were faced by those who were starting English from scratch. These people expressed feelings of being a burden on the class, and needing some Ukrainian to be spoken by the teacher at the start:

"My husband, he doesn't understand the teacher, he needs to start from like a zero level, like from the letters, so maybe the hello and goodbye, something like this."

- Anichka

Other complaints included needing more structure beyond the provision of ESOL which was felt to be useful for local sayings & customs but not more. People also expressed a desire for ESOL classes for specific purposes such as passing the IELTS exam²² or a driving test. While one resettlement worker told us that such classes were being provided, not all participants from Ukraine were aware of this, indicating the need for clearer communication about course availability.

²² <https://takeielts.britishcouncil.org/>

Languages

Languages, as distinct to ESOL provision and access, were a recurrent element in people's conversations. Participants from Ukraine repeatedly spoke of languages as a significant factor in their resettlement. For people who spoke English fluently, language was an important factor in their decision to come to Scotland:

"I made this decision to go to Scotland because, more or less, I knew English. It was the first reason, and the second one, my son will start English and it is a useful language for future."

- Irina

While English language skills were seen as key to people the kind of employment they wanted, many participants also indicated that the main concern was to have an income and that they were happy to get any work and then change employment when they could. Therefore attitudes towards language skills played an important role in the degree to which people interviewed were willing to find diverse ways to communicate:

"The story was, I went to a shop, and passing near the door, there was an advertisement that they needed housekeepers. So I just entered the door and wrote [using] Google Translate, 'Can I work without English?' And I was interviewed. And then my husband called me back and asked why I was taking so long at the shop. And I said, 'I'm working, just call me back.' So that was the story, I found this work very accidentally."

- Diana

The language of bureaucracy also featured as a particularly difficult kind of communication. Participants often struggled to understand systems related to obtaining key documents and services such as basic utilities, because the companies involved were inflexible in terms of providing interpretation or services in any language other than English. Resettlement workers were named by almost all participants as key allies in navigating the complexities of bureaucracy, along with the ease and availability of interpreting provided by the Argyll and Bute council. Support workers shared participants' frustrations at utility companies' approach to languages:

"I think a lot of the companies are not very refugee friendly. Having to speak to them and if you're on the phone and they say, 'We need to speak to the client.' You say, 'That's fine, but they don't really have any English.' Then they try and proceed with this conversation and you know it's not going to work. The person gets very frustrated. A lot of companies just don't seem to have any policy in place for people without English. They don't seem to be able to send translations. It's ridiculous actually how backward we are in this country with translation for other languages. It's terrible."

- Cameron, Council employee

Participants spoke of language needs beyond 'just English'. Parents were often concerned about their children losing their Ukrainian language skills and reported meeting up with other Ukrainian families to keep talking their mother tongue together. In general, speaking

Ukrainian was a source of comfort for many participants – but not for all. Some people stating that they did not want to meet up with Ukrainians because they wanted to avoid discussing ‘The Situation’, and because of complexities related to language dynamics and regional provenance in the context of the Russian invasion:

I'm from the eastern part of Ukraine, and we used to speak Russian all the time. [... When] we stayed in the [...] Hotel, and because we were from [an Eastern] region, some people were really rude [...] and called us names [...] because we spoke Russian.

- Svitlana

School

It is important to state that we were not able to speak directly with people under 18, due to the parameters of our research ethics approval. However, the parents and carers we interviewed were extremely positive about the school experience for their children in Argyll & Bute, with the following quote being exemplary of many more:

"[Our son] says he feels very well at school, he is happy. [The school] think he has adapted well. And the teachers are great. [...] the deputy headteacher is just super great [...] and everybody is very supportive at school.

- Daryna

People resettled with children were more invested in long-term goals and staying in Scotland than people without children, with schools in Scotland a reason to stay longer if possible. The uncertainty of people's future was a burden which influenced children's education, particularly in terms of planning transitions from high school to further education:

"We can't predict he will be in Ukraine or in Scotland, when he finishes his high school."

- Diana

Strong feelings of homesickness and uprootedness among children and adults alike were also acknowledged:

"It is very hard just to start your life again, and especially for kids. Because my children really wanted to go back to Ukraine, to their friends.

- Ionna

Amidst such difficult feelings, school was repeatedly named as an important element of a general sense of safety:

"I am safe, my child is safe, and he goes to school, which is very important. So these are the main points."

- Diana

Schools were generally felt to be very supportive, well organised and extremely effective at communicating with children from Ukraine and their parents or carers:

"It is very good that we receive letters very often. And we were given all the information from school very often. So it's good communication."

- Diana

Most parents and carers from Ukraine said that school did not present an opportunity to meet other adults from the local community and integrate via school activities or at the school gate, because participants spent most of their time at work or caring for other family members. However, school was an important source of employment for a number of the female participants who found work as classroom assistants or Ukrainian language support staff at

their local school. For the children, though, school was a place to meet new people and make friends:

“Our daughter finds the school great, and we all love the school. It’s really well equipped, and it was very easy for her to study. She easily found friends, she feels like a part of her friend group.

- Valeriia

Activities such as summer camps and sports clubs, accessed through schools, were also an important way for young Ukrainian people to find friends:

“[The children] are members of the football club, and they have a lot of friends there through football.”

- Yeva

Participants stated that their older children spend more time with other Ukrainian children at school, whereas the younger children are more willing to speak English and spend time with their non-Ukrainian peers. However, the younger children often encountered issues stemming from the different ages at which children start formal education in Ukraine and Scotland:

“But it’s just a big problem for the youngest one because she came from Ukraine and she used to be in the first grade in Ukraine. So she hadn’t started reading in Ukrainian, and now here, it’s very hard to start reading and writing in English. It’s a big issue.”

- Ivan

Many children were also engaged in online Ukrainian school programmes, often in the evening after other engagements and tasks were completed. Scottish schools were not always aware of this double schooling, and while parents reported that their children were tired, keeping up with Ukrainian school was considered extremely important. This was also related to the uncertainty regarding how long people would be allowed to stay in Scotland, with Ukrainian school seen as a necessary undertaking in case people were to return to Ukraine.

When problems arose, they were largely about managing logistics and communications around moving from high school to further education. This quote is from a family who were not informed about the system for securing student accommodation in Glasgow; as a result their child had to commute from Argyll & Bute three days a week:

“The career advisor didn’t help much, [...], because other people applied for accommodation in December, [...], and now it’s too late to ask for accommodation in Glasgow, because they are all full.

- Andriiy

The communication around schools from resettlement workers in Argyll & Bute, however, was generally considered excellent:

"We contacted [our resettlement worker] pretty often because there were many questions at each stage. For example, when we were enrolled to school, we needed to fill in many documents and then to apply for bus pass. And then we needed a referral to have some food at school. [...] So there were many questions every time, and [our resettlement worker] helped a lot."

- Virayy

Transport

Problems related to transport were a recurrent issue, especially for people living more rurally and/or on islands. Lack of available transport was cited as a major factor in people feeling that they had little agency or choice about their life, especially with regards to work. This contributed to feelings of increased isolation and made people wish that they had been resettled to a place with better transport links such as a major city:

“In [our] area, yes, [we have] less choices. Because we don’t have transportation, we don’t have no car, no job [sic]. [...] “Maybe if we stay in Edinburgh, [there would be] more choices to find a job, [...] But because we stayed in [redacted] even to go to buy, like, groceries, it’s 40 minutes, and we have to [take a] bus that goes every hour, so, like, you have to come, like, exactly this time, go there, spend time there, and come back exact- so, it takes us, like, three hours, at least.”

- Veronika

The problem with transportation was related to scarcity rather than cost: people didn’t complain about buses being too expensive, but they often complained about buses being very infrequent and irregular. This meant that people spent a lot of time doing simple things such as the school run, which then meant they had less time for learning English or finding work:

“We need to go with the kids by bus to school just to be sure that they get to school. Then [my husband] comes back and then he needs to return and pick them up [by] bus again.”

- Anichka

As well as the abovementioned point about accessing work, lack of transport meant that participants stopped trying to access opportunities to socialise and improve their spoken English, such as community groups:

“[Community groups] are far away and they are on top of the hill and I am without car. [It takes] one and a half hours to get there.”

- Irina

Some families had driven to Scotland with their own car, so did not face such problems. Other participants repeatedly stressed the importance to them of saving up to buy a car and getting a driving license. People were unclear about how to access information about driving lessons and tests, and suggested that the resettlement team could put together information packs about this; people also suggested ESOL courses specifically tailored around the vocabulary of driving tests, seemingly unclear about whether these were available:

“I need a driving licence. If they have that course, it’s super for me”

- Irina

However, there were also some positive statements related to transport, with buses in particular seen as friendly places:

"And when she travels by bus, people know her already because the town is small and people know each other and they ask her, "How are you?"

- Yeva

People stated that they had received very good support from resettlement workers to navigate the system of bus tickets and Young Scot Cards for children. This support made it easier for families to overcome initial hesitations and adapt to some transport systems, such as ferries, which they had never experienced before and which they now enjoy:

"Because [Argyll and Bute on a map] it looks so, so, so full of water and really hard to navigate or to get from place to place, which it's really not. I'm in Dunoon and there is a ferry and the transport system works so great. It's really easy. And the Western ferry never gets cancelled even if the passenger ferry gets cancelled due to bad weather, for example."

- Marta

Mental health and stress

While past trauma plays a role in the process of integration, the research team were careful not to ask questions concerning the effects of the war or peoples' experiences before leaving Ukraine. Evidently, "The Situation" in Ukraine still plays a massive part in peoples' lives, contributing to daily stress and anxiety – while having to restart one's life is an extremely demanding endeavour. Those we interviewed were also struggling with the guilt of knowing that they had been able to escape "The Situation", while members of their family and friends were still fighting in the war.

"I mainly came here for my son because he was 16 and we were evacuated actually from the town where we lived. Our family just pushed us out, 'At least somebody can leave, so you leave.' But I felt really guilty. I still do."

- Bozhena

This feeling of guilt contributed to some peoples' desire to find work as soon as possible; to feel as though they were contributing to society through their work and by paying taxes. In addition to the stress of the journey to Argyll and Bute and the guilt experienced, participants discussed the challenge of moving somewhere completely new and the challenges of opening up to new people in another language. Indeed, the language barrier was seen as the primary obstacle to engaging with the pre-existing people in the community – which again highlights the need for language and ESOL classes in the context of resettlement. Yet, for the most part, participants praised the welcome they received from the community and those who had moved into sponsored accommodation, in particular, found that this had been helpful in terms of getting to know people and (re)developing confidence.

"I felt stressed because it was difficult to communicate and everything was new around me and, moreover, I felt a bit like I was alone now because I used to be with friends and it was not comfortable to be alone. But the host, he helped me a lot. [...] He showed me everything around [the town]. We went for an excursion. He showed me shops, the surgery, and helped me sign up to the local GP here."

- Borys

A significant additional source of stress experienced by the research participants was their uncertainty concerning the length of time they could stay in the UK – with their Leave to Remain (granted by the UK Government) set to expire within three years of issue. The three-year limit was discussed by each participant as a serious issue affecting their mental health and inhibiting their ability to make clear plans for the future.

"We are always wondering how long we will be allowed to stay. It's not only for me, [we are all asking it], my neighbours and everyone: 'What to do? What to do?' We feel like we [have just] settled. We talk about it often."

- Vira

"Knowing that [our Leave to Remain] is only valid for three years, it means I don't know how to plan or what aims to have [for the future...] it's hard to plan"

anything, because when I start planning, I know that in less than three years' time, [our LtR] will be over and we will have to go back to Ukraine. Otherwise, it's illegal to stay in the UK. But I realise that in Ukraine, even if the war is over today, it will be hard. There is no future for the children for probably some 10 years or so, so it's hard to think [of the future]."

- Daniela

The potential temporariness of peoples' Leave to Remain in the UK influenced their decision-making in terms of how they lived in their lives in Argyll and Bute. Some families, for example, put less stock in attending ESOL classes (see ESOL section). Others were unsure of whether or not to invest in new businesses in Scotland or pay into a pension scheme, given the uncertainty of their visa situation and whether they would be forced to give up on their new business. In other cases, families prioritised the career of one family member over another in order to increase their chances of successfully applying for a different visa to extend their stay.

"It is difficult to think about the future, because we are only here for three years, as for now, the government says. That's why it's a lot of uncertainty. [...] Yesterday I had a conversation with my manager and [they] said that as long as I don't have the documents certifying or allowing me to live [in the UK for] longer than three years, then I should opt out from the pension scheme. So that's what I did."

- Kateryna

Since conducting the research interviews, the UK Government announced the 'Ukraine Permission Extension Scheme', which will allow people to extend their stay in the UK by a further 18 months. Although this is a welcome extension, it will not alleviate the existing concerns that people have regarding their long-term futures, which will also impact on their integration journeys and decision-making while in Scotland.

Moving forward: from resettlement to integration

While this report is primarily concerned with experiences of emergency resettlement, there was a sense amongst the interview participants – both those who had arrived from Ukraine and the members of the resettlement team – that the initial (urgent) phase of resettlement was over. Participants were therefore able to consider other aspects of their lives related to longer-term integration processes.

As part of the research interviews, we asked participants how they would define integration and to reflect on whether or not they felt integrated in Argyll and Bute. For the most part, participants understood integration as knowing and accepting local customs and rules, as well as finding employment to limit reliance on others and the state. This practical understanding of integration goes some way to explaining the strong desire of resettled persons from Ukraine to find employment as soon as possible following their arrival in the local authority. Given the value placed on employment and understanding local culture, participants were particularly thankful for the resettlement team's organising of large events – where people had been able to meet local employers and community groups. In addition, participants expressed their pleasure regarding the day outings that the resettlement team had organised for resettled children and families.

In terms of developing relationships with locals already living in Argyll and Bute, participants spoke very favourably of their neighbours and regularly expressed their thanks to both the Scottish Government and the people of Argyll and Bute for welcoming them to Scotland. Those living with sponsors at the time of the interviews were particularly grateful of the support they had and were receiving. Nevertheless, participants also spoke of struggling to develop “deeper” relationships with their Scottish neighbours despite the warm welcome they had received. This challenge was again associated with the language barrier, yet participants also mentioned significant cultural differences as well as the lack of certainty concerning the longevity of their stay in Scotland and their next steps.

“I think a lot about it. Okay, I am here, I have a job, I have a house. I started to [save] for my house and it means I put my roots inside this tree, yeah, and starting to grow here. [...] When I communicate with Scottish people, yeah, like lovely and everything okay, but I can't go deeper, [...] maybe I don't need to do it, maybe nobody needs to do it. And it depends if I would like to stay or if I stay for a long time here, [then] I would like to make friends, Scottish friends, but I'm not sure. I don't know how to, like how to make relationships deeper because it's just on the surface.”

- Irina

While integration involves gaining access to services and rights concerning housing, employment, health etc, integration also includes supporting people to ‘self-author’ their lives (once more).²³ The research team were therefore particularly keen to investigate whether participants felt as though they were at a stage in which people felt they had agency over their lives in Argyll and Bute. We therefore asked participants whether they felt they

²³ <https://academic.oup.com/jrs/article-abstract/23/4/546/1526039?login=false>

could make choices concerning their lives in Argyll and Bute and whether they had developed aims since arriving.

For some these questions were straightforward to answer; their main consideration was the safety of their children and their aim was to stay in Scotland in order to provide safety and good quality education for them. Similarly, many viewed their safety and the “guarantee of tomorrow” to be enough of a resource through which to have agency. Other participants, however, viewed agency as being linked to their work and, therefore, being independent.

“I can solve many problems because I have my job and I can solve some problems now. But it’s a hard question.”

- Diana

This link between employment and agency was common – yet it also meant that those who were not in employment of their ideal choosing felt as though they were not in control of their lives. In such cases, the language barrier – and with it restrictions on employment – constrained their ability to make significant life choices.

“As long as we have the language barrier, it gives us very little choice to decide what to do differently.”

- Valeriia and Andrey

Though the findings of this report highlight many successes regarding the resettlement of displaced persons from Ukraine to Argyll and Bute, it is nevertheless evident that much more work needs to be done in terms of ensuring that people can integrate in Scotland in the long-term. Based on our interviews, the key challenges in this regard concern languages, employment and security of immigration status.

ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

EDUCATION

6 JUNE 2024

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 January 2024 to April 2024
- 1.2 It is recommended that the Community Services Committee:
- a) Notes the contents of this report;
 - b) That this quarterly report will be presented on an ongoing basis to the 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

6 June 2024

EXTERNAL EDUCATION ESTABLISHMENT INSPECTION REPORT

2.0 INTRODUCTION

2.1 This report provides details of all external education establishment inspection reports received across Argyll and Bute Education Service during the period January 2024 to April 2024.

2.2 As required for the National Improvement Framework, HMIE report on and provide grades for the following Quality Indicators (QIs) as part of full model inspections (which typically take place over a full school week):

QI 1.3 – leadership of change;

QI 2.3 – learning, teaching and assessment;

QI 3.1 – ensuring wellbeing, equality and inclusion; and

QI 3.2 – raising attainment and achievement

In addition they include a focus on the following themes from other QIs:

QI 2.2 curriculum: learning pathways

QI 2.7 partnerships: parental engagement

2.3 Short model inspections (typically over two and a half days) focus on two QIs:

QI 2.3 – learning, teaching and assessment; and

QI 3.2 – raising attainment and achievement

HMIE continue to have a focus on safeguarding in every inspection. An inspection advice note issued in January 2024 advised that Inspectors intend to strengthen the evidence they gather about relationships and behaviour in schools and settings during inspections notified from week beginning 15 January 2024. This evidence will be gathered in a range of ways, including through an updated child protection and safeguarding evaluation form. In addition to the inspection advice note, schools have been provided with supporting local authority guidance.

- 2.4 In inspections of early learning and childcare settings, HMIE use the equivalent QIs from *'How Good Is Our Early Learning and Childcare?'*

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Community Services Committee:

- a) Note the contents of this report;
- b) That this quarterly report will be presented on an ongoing basis to the 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 – School Inspections

- 4.1 Arrochar Primary School was inspected week beginning 22nd January using the short model of inspection.

The school received very positive feedback from the Managing Inspector with specific reference to: highly positive relationships in the school and ELC class. Senior leaders and all staff work very well together to ensure a warm, nurturing and inclusive ethos where children flourish. They enjoy learning and support each other very well; consistently high-quality learning and play experiences provided by staff, particularly through use of the outdoors. This enhances all children's learning and supports them to attain and achieve well; highly effective partnership working with local community and partner organisations. Purposeful, authentic experiences are regular features of school and ELC life and support all children to learn, achieve success and grow in confidence; and, children's sustained high standards of progress and attainment in literacy, numeracy and wellbeing. Children apply their skills and knowledge to a wide range of contexts across their learning.

Two areas were identified as practice worth sharing more widely: The school's work in providing high-quality outdoor learning experiences; and, the highly effective opportunities for children to apply their numeracy and mathematics skills and learning regularly within purposeful, real-life experiences including through science, technology, engineering and mathematics (STEM) enquiry challenges and problem solving.

The link to the published letter and Summary of Inspection Findings (SIF) can be found below:

[Details](#) | [Find an inspection report](#) | [Find an inspection report](#) | [Inspection and review](#) | [Education Scotland](#)

- 4.2 Kilninver Primary School was inspected week beginning 29th January using the full model of inspection. The school received positive feedback from the Managing Inspector with specific reference to: the headteacher and staff across the school and early learning and childcare setting (ELC) have created a calm, inclusive learning environment. Children feel cared for and happy as a result; children are enthusiastic and eager to learn. They are polite, friendly and have a well-developed understanding of their own wellbeing; and, children in the ELC are motivated and engaged in their learning. Skilled practitioners help them to make good progress in their learning. They provide stimulating learning experiences that build on children's interests and promote curiosity.

The link to the published letter and Summary of Inspection Findings (SIF) can be found below:

[Details](#) | [Find an inspection report](#) | [Find an inspection report](#) | [Inspection and review](#) | [Education Scotland](#)

- 4.3 Lochgilphead Joint Campus was inspected week beginning 18th March using the full model of inspection. The link to the published letter and Summary of Inspection Findings (SIF) will be accessible when these documents have been finalised and are available on Education Scotland's website.
- 4.4 Park Primary School was inspected week beginning 15th April using the full model of inspection. The link to the published letter and Summary of Inspection Findings (SIF) will be accessible when these documents have been finalised and are available on Education Scotland's website.
- 4.5 Easdale Primary School will be inspected week beginning 20th May using the short model of inspection. The link to the published letter and Summary of Inspection Findings (SIF) will be accessible when these documents have been finalised and are available on Education Scotland's website.
- 4.6 In January 2023, a team of inspectors from Education Scotland visited Kilmartin Primary School and Early Learning and Childcare. As a result of their inspection findings, it was decided that the school needed additional support and more time to make the necessary improvements identified. A return visit to review progress was undertaken week beginning 26th February 2024. The school received positive feedback from the Managing Inspector, which noted that very positive progress has been made since the original inspection. Inspectors are confident that the school has the capacity to continue to improve and consequently, will make no more visits in connection with the original inspection.

The link to the published letter can be found below:

[Details | Find an inspection report | Find an inspection report | Inspection and review | Education Scotland](#)

4.7 A summary of all external school inspection audit reports published by Education Scotland across Argyll and Bute Education Service establishments during the period January 2024 to April 2024 is provided in **Appendix 1**.

4.8 A summary of the inspection outcomes per establishment detailing strengths and areas for improvement is provided in **Appendix 2**.

5.0 DETAIL – National Thematic Inspections

5.1 In addition to visits to schools and settings, HMIE also carry out national thematic inspections.

5.2 The most recent phase of the national thematic inspection focused on curriculum design. Oban High School participated in this national thematic on 7th - 8th March 2023 and Ulva Primary School was visited on the 2nd and 3rd May 2023. Both headteachers received very positive oral feedback from HMIE at the end of their respective visits.

Overall findings have been shared through a national report. The link to this can be found below:

[evaluation-of-curriculum-design-in-scotland-national-thematic-report.docx \(live.com\)](#)

5.3 Directors of Education have been advised that HMIE intend to develop their national thematic inspection of mathematics in 2023-2024. This thematic inspection will have a specific focus on learning and teaching of mathematics. They will gather evidence for this inspection between 26th February and 21st June 2024. This will enable them to publish findings in autumn 2024.

5.4 HMIE will visit around 50 settings and schools. The selection will include a geographical spread across Scotland and include Early Learning and Childcare, primary, secondary and special schools.

5.5 As part of the planned thematic inspection, HMIE propose to visit two Argyll and Bute schools: Rockfield Primary School and Rockfield Gaelic Unit and Nursery

Class which was visited week beginning 29th April; and, Tarbert Academy (3-18), for which visit dates have still to be confirmed.

5.6 Overall findings will be shared through a national report. The link to the published report will be accessible when it is available on Education Scotland's website.

6.0 CONCLUSION

6.1 In summary, two published reports are available from the two inspections which took place during the period of January 2024 to April 2024, and one published report is available from a return HMIE visit which took place in February 2024.

6.2 The Education Service will continue to use the outcomes of establishment inspections to work collaboratively with our headteachers to target support and challenge to secure improvement for our children and young people.

7.0 IMPLICATIONS

7.1 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.

7.2 Financial – None

7.3 Legal – None

7.4 HR – None

7.5 Fairer Scotland Duty: – None

7.5.1 Equalities - protected characteristics – None

7.5.2 Socio-economic Duty – None

7.5.3 Islands – None

7.6 Climate Change - None

7.7 Risk – Reputational risk to the Education Service following a weak report.

7.8 Customer Service – The outcome of establishment inspections of the Education Service of Argyll and Bute Council may significantly enhance or 4 detract from

the Council's reputation and attractiveness as an area to work and live in.

7.9 The Rights of the Child (UNCRC) - None

Douglas Hendry - Executive Director with responsibility for Education

Audrey Forrest - Policy Lead for Education

Wendy Brownlie

Head of Education: Performance and Improvement

For further information please contact:-

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March 2024

Appendix 1 – Overview of Inspection Outcomes

Appendix 2 - Establishment Detail of Inspection Outcomes

Appendix 1 - Overview of Inspection Outcomes

Quality Indicator			Leadership of Change	Learning, Teaching and Assessment	Ensuring Wellbeing, Equality & Inclusion	Raising Attainment & Achievement
Establishment	Sector	Date of Inspection	1.3	2.3	3.1	3.2
Arrochar Primary	Primary	January 2024	N/A	5	N/A	5
Arrochar ELC	ELC	January 2024	N/A	5	N/A	5
Kilninner Primary School	Primary	January 2024	3	3	3	3
Kilninner ELC	ELC	January 2024	3	4	4	4
Lochgilphead Joint Campus	School	March 2024	Not yet published	Not yet published	Not yet published	Not yet published
Lochgilphead Joint Campus ELC	ELC	March 2024	Not yet published	Not yet published	Not yet published	Not yet published
Park Primary	School	April 2024	Not yet published	Not yet published	Not yet published	Not yet published
Park ELC	ELC	April 2024	Not yet published	Not yet published	Not yet published	Not yet published

Quality Indicator			Leadership of Change	Learning, Teaching and Assessment	Ensuring Wellbeing, Equality & Inclusion	Raising Attainment & Achievement
Establishment	Sector	Date of Inspection	1.3	2.3	3.1	3.2
Easdale Primary	School	May 2024	N/A	Not yet published	N/A	Not yet published
Easdale ELC	ELC	May 2024	N/A	Not yet published	N/A	Not yet published

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: Arrochar Primary School	
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">• Highly positive relationships in the school and ELC class. Senior leaders and all staff work very well together to ensure a warm, nurturing and inclusive ethos where children flourish. They enjoy learning and support each other very well.• Consistently high-quality learning and play experiences provided by staff, particularly through use of the outdoors. This enhances all children's learning and supports them to attain and achieve very well.• Highly effective partnership working with local community and partner organisations. Purposeful, authentic experiences are regular features of school and ELC life and support all children to learn, achieve success and grow in confidence.• Children's sustained high standards of progress and attainment in literacy, numeracy and wellbeing. Children successfully apply their skills and knowledge to a wide range of contexts across their learning. <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">• As planned, staff should continue to review and refine approaches to planning and assessment across the ELC class and school. This should include supporting children to set and reflect on individual targets.	
Date of Inspection: January 2024	Return Visit: N/A
Lead Officer to take forward improvement: Lynn Wells - Headteacher	
Central Officer to support improvement: Brendan Docherty – Education Manager	

Report Title: **Kilninver Primary School**

Inspection Agency: **Education Scotland**

Key Findings:

The inspection team found the following **strengths** in the school's work.

- The headteacher and staff across the school and early learning and childcare setting (ELC) have created a calm, inclusive learning environment. Children feel cared for and happy as a result.
- Children are enthusiastic and eager to learn. They are polite, friendly and have a well-developed understanding of their own wellbeing.
- Children in the ELC are motivated and engaged in their learning. Skilled practitioners help them to make good progress in their learning. They provide stimulating learning experiences that build on children's interests and promote curiosity.

The following **areas for improvement** were identified and discussed with the headteacher and a representative from Argyll and Bute Council.

- The headteacher should use national guidance to strengthen the approaches for school improvement.
- The staff team at the primary stages should work together to improve children's progress and attainment across the curriculum, particularly in writing.
- The headteacher should work with teachers to develop greater consistency in learning, teaching and assessment. They should ensure the pace of learning is brisker and lessons and activities are well-matched to meet all children's needs. This will help children to make the best possible progress.

Date of Inspection: **January 2024**

Return Visit: N/A

Lead Officer to take forward improvement: Sharon Burt – Headteacher

Central Officer to support improvement: Rachel Binnie – Acting Education Manager

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Community Services Committee Work Plan 2024 - 2025

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
6 June 2024				
	Appointment of Religious Representative to the Community Services Committee	Education		
	Police Scotland Argyll & Bute Performance Summary Report – Reporting Period: Q4 April 2023 – February 2024	Police Scotland	Quarterly	
	Scottish Fire and Rescue Service – Argyll & Bute Performance Report Q4 – 1 January – 31 March 2024	Scottish Fire and Rescue Service	Quarterly	
	Argyll & Bute HSCP – Performance Report – FQ3 & FQ4 2023/24	Argyll & Bute HSCP	Quarterly	
	Education Vision and Strategy – Consultation Response Overview and Next Steps	Education		
	Developing the Young Workforce 2023-2024	Education		
	Live Argyll - Community Learning and Development Report 2023-24	Education		
	The Emergency Resettlement of People from Ukraine in Argyll and Bute	Resettlement		
	External Education Establishment Inspection Report	Education	Quarterly	
22 August 2024				

Community Services Committee Work Plan 2024 - 2025

	Police Scotland Argyll & Bute Performance Summary Report – Reporting Period: Q1 April - June 2024	Police Scotland	Quarterly	
	Scottish Fire and Rescue Service – Argyll & Bute Performance Report Q1 – 1 April – 30 June 2024	Scottish Fire and Rescue Service	Quarterly	
	Argyll & Bute HSCP – Performance Report – FQ4 2023/24	Argyll & Bute HSCP	Quarterly	
	Argyll & Bute Health and Social Care Partnership – Annual Report	Argyll & Bute HSCP	Annually	
	Schools (Consultation) Scotland Act 2010	Education		
	Argyll and Bute Annual Education Plan	Education	Annually in August	
	Gaelic Language Plan Progress Report	Customer Support Services	Annually in August	
	Live Argyll Annual Report	Live Argyll	Annually in August	
	Unaccompanied Asylum Seeking Young People in Argyll and Bute	Social Work/Resettlement		
	External Education Establishment Inspection Report	Education	Quarterly	
12 December 2024				
	Police Scotland Argyll & Bute Performance Summary Report – Reporting Period: Q2 April – September 2024	Police Scotland	Quarterly	
	Scottish Fire and Rescue Service – Argyll & Bute Performance Report Q2 – 1 July – 30 September 2024	Scottish Fire and Rescue Service	Quarterly	
	Argyll & Bute HSCP – Performance Report – FQ1 2024/25	Argyll & Bute HSCP	Quarterly	
	External Education Establishment Inspection Report	Education	Quarterly	

Community Services Committee Work Plan 2024 - 2025

6 March 2025				
	Police Scotland Argyll & Bute Performance Summary Report – Reporting Period: Q3 April – December 2024	Police Scotland	Quarterly	
	Scottish Fire and Rescue Service – Argyll & Bute Performance Report Q3 – 1 October – 31 December 2024	Scottish Fire and Rescue Service	Quarterly	
	Argyll & Bute HSCP – Performance Report – FQ2 2024/25	Argyll & Bute HSCP	Quarterly	
	External Education Establishment Inspection Report	Education	Quarterly	
5 June 2025				
	Police Scotland Argyll & Bute Performance Summary Report – Reporting Period: Q4 April 2024 – March 2025	Police Scotland	Quarterly	
	Scottish Fire and Rescue Service – Argyll & Bute Performance Report Q4 – 1 January – 31 March 2025	Scottish Fire and Rescue Service	Quarterly	
	Argyll & Bute HSCP – Performance Report – FQ3 2024/25	Argyll & Bute HSCP	Quarterly	
	External Education Establishment Inspection Report	Education	Quarterly	
Future Reports – dates to be determined				
	The Expansion of Funded Early Years Learning and Childcare in Scotland – Argyll and Bute Early Learning and Childcare Updated Delivery Plan	Education		
	Care Experienced Children and Young People	Education		

Community Services Committee Work Plan 2024 - 2025

	Report on Argyll and Bute Council Response to the Scottish Government Legislation on the United Nations Convention on the Rights of the Child	Education		
	Argyll & Bute Health and Social Care Partnership – Annual Report	Argyll & Bute HSCP	Annually in June	
	Argyll and Bute Annual Education Plan	Education	Annually in August	
	Live Argyll Annual Report	Live Argyll	Annually in August	
	Gaelic Language Plan Progress Report	Customer Support Services	Annually in August	
	Children and Young People’s Service Plan 2023-2026 Year 1 Review	Argyll & Bute HSCP	Annually	
	Scottish Attainment Challenge	Education		
	Education Refresh Strategy	Education		