

21 September 2022

To:- **Councillors Dowey, Clark, Connolly, Davis, Ferry, Kilbride, Lyons and Pollock.**

**Educational Representatives – Cameron McKenzie/Taylor McGill, Miss Davey, Pastor Gall, Rev. Gemmell, Mr. Robinson and Mr. Terras.**

**All other Members for INFORMATION ONLY**

Dear Councillor

## **CABINET**

You are requested to participate in a meeting of the Cabinet to be held **on Tuesday, 27 September 2022 at 10.00 a.m.** for the purpose of considering the undernoted business.

This meeting will be held on a hybrid basis for Elected Members, will be live-streamed and available to view at <https://south-ayrshire.public-i.tv/>

**Yours sincerely**

**CATRIONA CAVES**  
Head of Legal and Regulatory Services

## **B U S I N E S S**

1. Declarations of Interest.
2. Minutes of previous meetings of:-
  - (a) 30 August 2022; and
  - (b) 9 September 2022 (Special)(copies herewith).
3. Decision Log -
  - (a) Overdue Actions– for approval;
  - (b) Actions Listed with Revised Dates – for approval; and
  - (c) Recently Completed Actions.(copies herewith).

4. Education.

- (a) South West Educational Improvement Collaborative – Regional Improvement Plan 2022/23 - Submit report by the Director of Education (copy herewith).
- (b) Educational Services Standards and Quality Report 2021/22 and Recovery and Improvement Plan 2022/23 - Submit report by the Director of Education (copy herewith).

5. Economic Development.

- (a) Place Based Investment Programme 2022 to 2023 – Submit report by the Assistant Director – Place (copy herewith).

6. Buildings, Housing and Environment.

- (a) Annual Assurance Statement – Housing - Submit report by the Assistant Director – Place (copy herewith).

7. Corporate and Strategic.

- (a) Strategic Risk Management - Submit report by the Head of Legal and Regulatory Services (copy herewith).

8. Corporate and Strategic/ Finance, HR and ICT.

- (a) Future Operating Model – Submit report by the Assistant Director – People (copy herewith).
- (b) Additional Public Holiday – Submit report by the Chief Executive (copy herewith)

For more information on any of the items on this agenda, please telephone Andrew Gibson, Committee Services on at 01292 612436, at Wellington Square, Ayr or e-mail: [andrew.gibson@south-ayrshire.gov.uk](mailto:andrew.gibson@south-ayrshire.gov.uk)  
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**CABINET**

Minutes of a hybrid webcast meeting on 30 August 2022 at 10.00 a.m.

Present  
in County

Buildings: Councillors Martin Dowe (Chair), Alec Clark, Ian Davis, Stephen Ferry, Martin Kilbride and Lee Lyons.

Apologies: Councillors Brian Connolly and Bob Pollock.

Attending  
In County

Hall: E. Howat, Chief Executive; C. Caves, Head of Legal, HR and Regulatory Services; T. Baulk, Head of Finance and ICT; L. Reid, Assistant Director – Place; M. Newall, Assistant Director – People; K. Anderson, Service Lead – Policy, Performance and Community Planning; P. Bradley, Service Lead – Professional Design Services; C. Iles, Service Lead – Planning and Building Standards; T. Burns, Service Lead – Asset Management and Community Asset Transfer; D. Yuille, Service Lead – Special Property Projects; T. Leijser, Service Lead – Economy and Regeneration; W. Wesson, Service Lead – HR, Payroll and Employee Services; L. Kerr, Co-ordinator - Destination, Promotion and Inclusive Partnership; S. Rodger, Risk and Safety Co-ordinator; A. Gibson, Committee Services Officer; C. Buchanan, Committee Services Officer; and C. McCallum, Committee Services Assistant.

Attending

Remotely: D. Gillies, Director – Place; L. McRoberts, Director of Education; and T. Eltringham, Director of Health and Social Care.

1. **Opening Remarks.**

The Chair took the sederunt, confirmed to Members the procedures to conduct this meeting and advised that part of the meeting was being broadcast live.

2. **Declarations of Interest.**

There were no declarations of interest by Members of the Panel in terms of Council Standing Order No. 17 and the Councillors' Code of Conduct.

3. **Minutes of previous meeting.**

The minutes of 14 June 2022 ([issued](#)) were submitted and approved.

4. **Decision Log.**

Following discussion, the Panel

**Decided:**

- (1) to approve the overdue actions and to agree that the Chief Executive would investigate why there were so many overdue items listed;
- (2) to approve the actions listed with revised due dates; and
- (3) to note the recently completed actions.

#### Economic Development.

#### **5. Ayrshire Growth Deal Aerospace and Space Programme – Update.**

There was submitted a report ([issued](#)) of 23 August 2022 by the Director – Place providing an update on the South Ayrshire Council portfolio of projects (Aerospace and Space) within the Ayrshire Growth Deal (AGD).

Following a question from a Member of the Panel and having noted timescales relating to Transport Scotland, the Cabinet

#### **Decided:**

- (1) to note progress of the Aerospace and Space projects within the Ayrshire Growth Deal;
- (2) to note the next steps in the development of the programme;
- (3) to agree that officers seek to agree Heads of Terms to acquire development land as was required for the spaceport infrastructure and bring forward reports on this to Cabinet as required;
- (4) to note the financial plan, risks and the impact on the Council until remaining full business cases were approved; and
- (5) to request that an update be provided to the Cabinet in six months time.

#### **6. UK Shared Prosperity Fund.**

There was submitted a report ([issued](#)) of 24 August 2022 by the Director – Place

- (1) providing an update on the UK Shared Prosperity Fund; and
- (2) seeking approval from the Council to submit the proposed three year Investment Plan.

The Cabinet

#### **Decided:**

- (a) to approve the submission of the South Ayrshire Investment Plan as outlined in Appendix 1 of the report, covering financial years 22/23, 23/24 and 24/25, with South Ayrshire Council acting as Lead Authority;
- (b) to approve the programme of work and priority areas as set out in the draft Investment Plan (Appendix 1);

- (c) to note that the SPF programme will enable the continuation of the ERDF/ ESF projects led by the Council and approve that the staff currently employed on temporary ERDF/ ESF contracts would transfer to the SPF programme as detailed in Appendix 2 of the report;
- (d) to note that the Multiply programme was a new activity for the Council and approved the recruitment of new staff, as set out in Appendix 3 of the report, to be funded by the ringfenced Multiply allocation in the SPF programme;
- (e) to note the future aspirations for a pan-Ayrshire regional approach to delivering the priorities of the Shared Prosperity Fund;
- (f) to note the ongoing review of Regional Governance arrangements as outlined in paragraph 3.10 of the report;
- (g) to agree that a Members' Briefing be arranged regarding Skypath; and
- (h) to agree that a Briefing Note be sent to Members on the funding ringfenced for Multiply.

Buildings, Housing and Environment.

## CI

### 7. Transfer of the Site of the John Pollock Centre to Housing Revenue Account.

There was submitted a report ([issued](#)) of 23 August 2022 by the Director – Place seeking approval to transfer the site encompassing the John Pollock Centre and playing fields in Mainholm Road, Ayr from the General Fund to the Housing Revenue Account (HRA) at nil value provided that the HRA met the abnormal costs of £3,222,539 ahead of a proposed development of Council housing.

The Cabinet

**Decided:**

- (1) to note that the consultation carried out by the Director - Place with tenants and the public had been largely in favour of the proposed transfer of the site from the General Fund to the HRA for nil consideration; and
- (2) to grant authority to transfer the site of the John Pollock Centre from the General Fund to the HRA at nil value ahead of a proposed residential development in accordance with the explanation set out in the report and provided that the Council's Housing Revenue Account met the abnormal costs of £3,222,539.

### 8. Short Term Let Licensing Scheme.

There was submitted a report ([issued](#)) of 23 August 2022 by the Assistant Director – People seeking approval for South Ayrshire's Short Term Licensing Scheme.

Following discussion on exclusion zones, the Cabinet

**Decided:**

- (1) to approve the draft policy on the licensing of short term lets as detailed in Appendix 1 of the report;
- (2) to agree the creation of 1 FTE Short Term Let Licensing Officer post at Level 6 for a period of twenty-four months and associated staffing costs of £67,830; and
- (3) to note the proposed additional delegations to the Council's Scheme of Delegation to be approved by the Council, to include officer authority to implement the Scheme in line with the new legislation.

**Buildings, Housing and Environment/Finance, HR and ICT.****9. Affordable Housing – Mainholm Road, Ayr.**

There was submitted a report ([issued](#)) of 23 August 2022 by the Director – Place

- (1) providing an update on progress of the Affordable Housing Project at Mainholm Road, Ayr, including the most up to date scheme, costs and programme; and
- (2) seeking instructions on how officers should proceed with the project.

Having considered the outcome of the HubSW Stage 2 detailed design phase for the project, including the most up to date scheme, costs and programme, the Cabinet

**Decided:** to delegate authority to the Head of Legal, HR and Regulatory Services to arrange for execution of the necessary documents on behalf of the Council under the Scheme of Delegation, pending approval of a separate report to Cabinet earlier in the agenda for the land transfer between General Services and HRA.

**Corporate and Strategic.****C****10. Representation on Convention of Scottish Local Authorities.**

There was submitted a report ([issued](#)) of 23 August 2022 by the Chief Executive seeking agreement of a policy on representation on Convention of Scottish Local Authorities.

The Cabinet

**Decided:**

- (1) to note that appointments to COSLA Convention required to take account of the political balance of the Council; and
- (2) to agree that future appointments to COSLA Convention should not take account of gender balance and appointments to Policy Boards should only take account of political balance.

**Finance, Human Resources and ICT.**

**11. South Ayrshire Fair Pay Agenda.**

There was submitted a report ([issued](#)) of 23 August 2022 by the Head of Legal, HR and Regulatory Services

- (1) providing further information on the proposals with Trade Unions aimed at paying Scottish Social Services Council (SSSC) registration fees for lower paid employees; and
- (2) that the report included proposals on the employees who would be included in this arrangement and arrangements for implementation.

Following questions and having noted that the proposals were being looked at in advance of pay claims, the Cabinet

**Decided:**

- (a) to agree to pay professional registration fees for employees up to and including those at Level 5 (current hourly rate up to £12.77) with effect from 30 August 2022, namely the SSSC registration fees for positions as outlined in Appendix 1 of the report;
- (b) to note that, if there was a national agreement reached as part of the consultations on the pay award to pay registration fees for any additional employees, then appropriate arrangements would be made to implement that agreement;
- (c) to note that the SSSC would not accept direct payment from the Council, therefore employees would continue to make the payments for their registration and would be reimbursed for the full amount on submission of a receipt;
- (d) to agree that the Recruitment and Selection Policy was updated to reflect this change; and
- (e) to approve that the costs of implementing the proposals to be met from employee costs underspend in 2022/23 with future costs being included as part of payroll management within the annual budget setting process.

**C**

**12. Mileage Expenses.**

There was submitted a report ([issued](#)) of 23 August 2022 by the Head of Legal, HR and Regulatory Services providing an update and seeking approval on the proposal to maintain the current Travel and Subsistence Policy in respect of mileage expenses for Agile, Hybrid and Home workers.



The Cabinet

**Decided:**

- (1) to note that HMRC were consulted on the matter to ensure compliance with their regulations;
- (2) to note that Trade Unions were consulted on the matter;
- (3) to approve the proposal to maintain the provisions outlined in the Travel and Subsistence Policy;
- (4) to approve the changes to the Remote Working Policy to reflect the Travel and Subsistence Policy guidance, as detailed in Appendix 1 of the report;
- (5) to approve the changes to the Travel and Subsistence Policy to include reference to the Future Operating Model (FOM) and the workstyles, as detailed in Appendix 2 of the report; and
- (6) to approve the changes to the Travel and Subsistence Policy to reflect the recommendations of Internal Audit to change from AA Autoroute to Google Maps for calculating mileage, as detailed in Appendix 2 of the report.

**13. Budget Management - Revenue Budgetary Control 2022/23 – Position at 30 June 2022.**

There was submitted a report ([issued](#)) of 24 August 2022 by the Head of Finance and ICT providing a financial overview of the General Services revenue account, Housing Revenue Account and Common Good Accounts for 2022/23 as at 30 June 2022.

Having noted that Members should speak with the relevant Portfolio Holder regarding any financial concerns, the Cabinet

**Decided:**

- (1) to note the revised Directorate budgets following the budget movements, as outlined in the report and to note that the impact of Covid-19 had been included in the projections;
- (2) to approve the budget transfers as outlined in the Directorate financial performance reports, as detailed in Appendix 1 of the report and summarised in the report;
- (3) to approve the requested earmarking of resources to be carried forward to 2023/24, as summarised in paragraph 4.1.9 of the report;
- (4) to note the projected in year over-spend of £1.650m. after earmarking;
- (5) to agree that Directors/Assistant Directors and Heads of Service take steps to ensure that Directorates/ Services were not overspent against budget by 31 March 2023, as per section 5.3 of the Financial Regulations;

- (6) to agree that the Head of Finance and ICT provide Members with a Briefing Note regarding the background to the Rent Arrears, as of 30 June 2022; and
- (7) to agree that there be a freeze on the employment of non-essential staff and that there should only be spend on essential items.

## C

### 14. Treasury Management Annual Report 2021/22.

There was submitted a report ([issued](#)) of 23 August 2022 by the Head of Finance and ICT

- (1) presenting in line with the requirements of the Chartered Institute of Public Finance and Accountancy (CIPFA) Code of Practice on Treasury Management, the annual report of treasury management activities for 2021/22; and
- (2) seeking consideration of its contents.

The Cabinet

**Decided:** to approve the Annual Treasury Management Report 2021/22, as detailed in Appendix 1 of the report.

### 15. General Services Capital Programme 2022/23: Monitoring Report as at 30 June 2022.

There was submitted a report ([issued](#)) of 23 August 2022 by the Director – Place providing an update on the actual capital expenditure and income, together with progress made on the General Services Capital Programme projects as at 30 June 2022 (Period 3), and to agree the changes to budgets in 2022/23 and 2023/24.

The Cabinet

**Decided:**

- (1) to note the progress made on the delivery of the General Services Capital Programme to 30 June, resulting in spend of £14,423,647 or 11.18%, as detailed in Appendix 1 of the report;
- (2) to approve the adjustments contained in Appendix 2 of the report; and
- (3) to approve the revised budget for 2022/23 at £131,819,873, 2023/24 at £82,275,806 and 2024/25 at £61,821,256 as highlighted in Appendix 2.

## Finance, Human Resources and ICT/Buildings, Housing and Environment.

### 16. Housing Capital Programme 2022/23: Monitoring report as at 30 June 2022.

There was submitted a report ([issued](#)) of 23 August 2022 by the Director – Place providing an update on the actual capital expenditure and income, together with progress made on the Housing Capital Programme projects as at 30 June 2022 (Period 3) and to agree the changes to budgets in 2022/23 and 2023/24.

Following a question from a Member of the Cabinet and having noted that there was a programme of works relating to the demolition of lock-ups, the Cabinet

**Decided:**

- (1) to note the progress made on the delivery of the Housing Capital Programme to 30 June, resulting in spend of £2,760,349 or 3.99%, as detailed in Appendix 1 of the report;
- (2) to approve the adjustments contained in Appendix 2 of the report; and
- (3) to approve the revised budget for 2022/23 at £64,410,925 and 2023/24 at £44,864,268 as highlighted in Appendix 2 of the report.

**Tourism and Rural Affairs.**

**17. Procurement of a Strategic Delivery Partner for an Event.**

There was submitted a report ([issued](#)) of 23 August 2022 by the Assistant Director – People seeking agreement to progress with the procurement of a strategic partner to support the delivery of an event in September 2023.

The Cabinet

**Decided:** to agree that officers progress with the procurement of a strategic partner to deliver an event in September 2023.

**18. Exclusion of press and public.**

The Cabinet resolved, in terms of Section 50A(4) of the Local Government (Scotland) Act 1973, that the press and public be excluded during consideration of the remaining items of business on the grounds that they involved the likely disclosure of exempt information in terms of paragraphs 8 and 9 of Part 1 of Schedule 7A of the Act.

**Corporate and Strategic.**

**19. Risk and Safety 'Spend to Save' Resource Bid.**

There was submitted a report of (Members only) of 23 August 2022 by the Head of Legal, HR and Regulatory Services seeking approval to allocate savings achieved through the Corporate Insurance budget for the creation of two permanent posts within the Risk and Safety Service on a 'spend to save' basis in order to tackle current staffing capacity issues and focus on reducing future insurance claims and premiums costs.

Having noted that progress would be reported to the Service and Performance Panel, the Cabinet

**Decided:**

- (1) to note that a saving of £0.157m. had been achieved following an insurance retender exercise;

- (2) to approve the creation of an additional Health and Safety Officer (G10), utilising savings achieved, to support service delivery in key areas relating to organisational compliance;
- (3) to approve the creation of a Claims Support Adviser (G10), utilising savings achieved, in order to implement risk management initiatives targeted to Service areas experiencing significant insurance claim losses; and
- (4) to agree that an amount of £10,000 from the savings identified be allocated to the re-introduction of a Risk Reductions Budget – for allocation to small projects across Services where budget was not available for targeted risk management initiatives.

## **20. Ayrshire Growth Deal – Prestwick Commercial Build.**

There was submitted a report (Members only) of 23 August 2022 by the Director – Place

- (1) requesting the Cabinet to consider and endorse the Full Business Case (FBC) of the Prestwick Commercial Build project, which was part of the Ayrshire Growth Deal (AGD); and
- (2) seeking approval to submit the FBC to the Ayrshire Economic Joint Committee for approval.

The Cabinet

### **Decided:**

- (a) to note the Council decision on 29 June 2022 to include the inward investment opportunity referred to as Opportunity A in the commercial build project, and to secure Scottish Enterprise as the Council's delivery partner for this opportunity, had been implemented;
- (b) to endorse the Full Business Case (FBC) of the Prestwick Commercial Build project available at "Project Title: Prestwick Commercial Build Full Business Case" which included Opportunity A and to request the Director - Place to submit the FBC to the Ayrshire Economic Joint Committee for approval;
- (c) to approve the financial reinvestment model, financial profile and build plans detailed in the FBC; and
- (d) to approve the additional borrowing of £55.174m. required as detailed in Section 6 of the report, subject to the conclusion of the Grant Funding Agreement in terms acceptable to the Director - Place and the satisfaction of the conditions as set out in paragraph 5.1 of the report.

## **Buildings, Housing and Environment/Sports and Leisure.**

### **21. New Leisure Centre Update.**

There was submitted a report (Members only) of 23 August 2022 by the Director – Place

- (1) providing an update on the New Leisure Centre Project; and

- (2) seeking instructions on how officers should proceed with the project.

The Cabinet

**Decided:**

- (a) to note the latest update on the project costs for the development of the new leisure centre;
- (b) to note the update on the progress with the site acquisition of the Arran Mall, as detailed in Appendix 1 of the report; and
- (c) to agree that details of progress in purifying suspensive conditions and detail on potentially abortive costs be reported to Council in October 2022.

**22. Consideration of Disclosure of the above confidential reports.**

**Decided:**

- (1) to authorise the disclosure under Standing Order 32.4 of the following report:-
- Risk and Safety 'Spend to Save' Resource Bid;
- (2) to authorise the disclosure under Standing Order 32.4 of part of the following report at the appropriate time after consideration of the item by the Ayrshire Joint Committee in September:-
- Ayrshire Growth Deal – Prestwick Commercial Build; and
- (3) not to authorise the disclosure under Standing Order 32.4 of the whole or part of the following report:-
- New Leisure Centre Update.

The meeting ended at 11.40 a.m.

**CABINET (SPECIAL)**

Minutes of a hybrid webcast meeting on 9 September 2022 at 9.00 a.m.

Present

In County

Hall: Councillors Martin Dowey (Chair), Brian Connolly, Stephen Ferry, Martin Kilbride, Lee Lyons and Bob Pollock.

Present

Remotely: Councillors Alec Clark and Ian Davis.

Attending

In County

Hall: E. Howat, Chief Executive; C. Caves, Head of Legal, HR and Regulatory Services; M. Newall, Assistant Director – People; K. Anderson, Service Lead – Policy, Performance and Community Planning; D. Yuille, Service Lead – Special Property Projects; A. Gibson, Committee Services Officer; C. Buchanan, Committee Services Officer; and C. McCallum, Committee Services Assistant.

**1. Valedictory and Opening Remarks.**

The Chair made reference to yesterday's passing of Queen Elizabeth II and thereafter, the Cabinet held a minute's silence.

The Chair took the sederunt, confirmed to Members the procedures to conduct this meeting and advised that the meeting was being broadcast live.

**2. Declarations of Interest.**

There were no declarations of interest by Members of the Panel in terms of Council Standing Order No. 17 and the Councillors' Code of Conduct.

**Buildings, Housing and Environment.**

**3. Call-in for the Transfer of the Site of the John Pollock Centre to the Housing Revenue Account.**

Reference was made to the Minutes of the Audit and Governance Panel of 7 September 2022 (Page 2, paragraph 2) when that Panel had considered the terms of a call-in from the Cabinet of 30 August 2022 (Page 3, paragraph 7) in relation to the transfer of the site of the John Pollock Centre to the Housing Revenue Account.

It was noted that the Audit and Governance Panel had agreed, following discussion and review, to remit the report back to the Cabinet with the recommendations that the Cabinet consider if the consultation was materially flawed and required remedy; and to ascertain if the additional cost of demolition to be borne by the Housing Revenue Account met the Best Value criteria.

The Panel heard from the Chair of the Audit and Governance Panel and the Portfolio Holder for Buildings, Housing and Environment.

Following a question from a Member of the Panel and having heard the relevant officer in response, the Cabinet

**Decided:** to agree

- (1) to confirm the decision taken at the meeting of the Cabinet on 30 August 2022, namely:-
  - (a) to note that the consultation carried out by the Director - Place with tenants and the public had been largely in favour of the proposed transfer of the site from the General Fund to the HRA for nil consideration; and
  - (b) to grant authority to transfer the site of the John Pollock Centre from the General Fund to the HRA at nil value ahead of a proposed residential development in accordance with the explanation set out in the report and provided that the Council's Housing Revenue Account met the abnormal costs of £3,222,539; and
- (2) therefore, that the matter be referred to a special meeting of the Council to be held later this morning for determination.

The meeting ended at 9.17 a.m.

Mtg	Mtg Date	Title of Report	Directorate	Managed by	Implementation	Complete	Current Due Date	Requested Re	Notes (any date changes agreed with relevant PFH(s))	Portfolio Holder
LP	21/09/2021	Sale of the Former Grammar Primary School, Midton Road, Ayr	["PLA"]	Burns, Tom	Missives to be concluded	No	31/03/2022		Instructions from Estates that property to be remarketed and as a result, the Council withdrew from the missives on 25 August 2022. This will be a new matter in due course so the current item can be removed from decision log.	
LP	27/04/2021	Strategic Transport Projects Review	["PLA"]	Kevin Braidwood	Submit further update to the Leadership Panel following publication of the Phase 2 Report	No	31/03/2022		An update paper will be prepared for the consideration of Leadership upon the publication of the Phase 2 reports - anticipated to be approved Spring 2022. Members briefings will be prepared and disseminated for any pertinent information released in the interim period. STPR2 draft report consultation launched by Scottish Government January 22 ARA will provide briefing on responses to Leaders prior to submission for .A final report will be brought to Leadership following publication of final report in the Autumn.	



Mtg	Mtg Date	Title of Report	Directorate	Managed by	Implementation	Complete	Current Due Date	Requested Re	Notes (any date changes agreed with relevant PFH(s))	Portfolio Holder
LP	08/03/2022	New Leisure Centre	["PLA"]	Yuille, Derek	Complete the purification of the conditions and thereafter the acquisition of land	No	10/07/2022		This is a duplicate and should be removed	Kilbride, Martin

Mtg	Mtg Date	Title of Report	Directorat	Managed by	Implementation	Compl ete	Current Due Da	Requested Re	Notes (any date changes agreed with relevant PFH(s))	Portfolio Holder
CAB	30/08/2022	South Ayrshire Fair Pay Agenda	["CEO"]	Caves, Catriona	Revised Recruitment and Selection Policy to be submitted to Cabinet	No	27/09/2022	01/11/2022	The external organisation has yet to conclude their review of our policy and paperwork therefore we are unable to meet the deadline for September Cabinet. This has been discussed and agreed with PH.	Davis, Ian
CAB	30/08/2022	Ayrshire Growth Deal - Prestwick Commercial Build	["PLA"]	Reid, Louise	Complete Grant Funding Agreement with Scottish Enterprise for the delivery of Opportunity A	No	30/09/2022	31/10/2022	Awaiting feedback from SE.	Dowey, Martin
CAB	30/08/2022	Ayrshire Growth Deal - Prestwick Commercial Build	["PLA"]	Reid, Louise	Complete Grant Funding Agreement with Scottish Enterprise for the Delivery of Opportunity A	No	30/09/2022	31/10/2022	Awaiting feedback from SE	Dowey, Martin
SAC	29/06/2022	Ayr Station Hotel Update	["PLA"]	Reid, Louise	Further Update to Cabinet in August on matters outlined in this report	No	30/08/2022	01/11/2022	Awaiting report from external consultants	Dowey, Martin; Davis, Ian; Kilbride, Martin

Mtg	Mtg Date	Title of Report	Directorat	Managed by	Implementation	Compl ete	Current Due Da	Requested Re	Notes (any date changes agreed with relevant PFH(s))	Portfolio Holder
SAC	29/06/2022	Local Development Plan 2, Supplementary Design Brief	["PLA"]	Iles, Craig	The preparation of a Supplementary Guidance Design Brief for South East Ayr, working with relevant landowners and stakeholders for consideration by Council	No	13/10/2022	14/11/2022	A Draft Supplementary Guidance Design Brief has been sent to all land owners for comment. Thereafter a revised document will be presented to Council for consideration prior to a formal public consultation.	Pollock, Bob
SAC	29/06/2022	Ayrshire Growth Deal - Commercial Build	["PLA"]	Reid, Louise;Caves, Catriona	Confirm and put in place arrangements with SAC and Scottish Enterprise on project governance and payment schedules	No	31/08/2022	31/10/2022	Awaiting feedback from SE	Pollock, Bob;Dowey, Martin
SAC	29/06/2022	Motion re Islamaphobia	["CEO"]	Anderson, Kevin	Report to Cabinet in August regarding this matter	No	31/08/2022	25/11/2022	Delayed due to ongoing staff absence.	
CAB	14/06/2022	Ayr and Troon Cemetery Burial Chambers	["PLA"]	Dalrymple, Kenneth	Further update to Cabinet	No	30/09/2022	28/10/2022	A briefing will be sent to cabinet members week commencing 19th September, with a panel paper submitted for October Cabinet.	Kilbride, Martin

Mtg	Mtg Date	Title of Report	Directorat	Managed by	Implementation	Compl ete	Current Due Da	Requested Re	Notes (any date changes agreed with relevant PFH(s))	Portfolio Holder
LP	10/03/2022	Future Operating Model	["PEO"]	Burns, Tom	Implement a phased return to offices for hybrid, agile and office workers to be completed	No	30/09/2022	23/12/2022	Services are returning to Council offices on a phased basis. A number of staff are hybrid or agile and orders for essential ICT equipment and office furniture have been placed and are awaiting delivery. A plan for staff returning to Council offices will be provided to the portfolio holder and Leader.	Dowey, Martin;Davis, Ian
NA	10/03/2022	Future Operating Model	["PEO"]	Burns, Tom	Implement a phased return to offices for hybrid, agile and office workers upon approval to be completed by.	No	30/09/2022	30/12/2022	Services are returning to Council offices on a phased basis. A number of staff are hybrid or agile and orders for essential ICT equipment and office furniture have been placed and are awaiting delivery. A plan for staff returning to Council offices will be provided to the portfolio holder and Leader.	Dowey, Martin;Davis, Ian
LP	08/03/2022	New Leisure Centre	["PLA"]	Yuille, Derek	Complete the purification of the conditions and thereafter the acquisition of land	No	10/07/2022	13/10/2022	Instruction to present a further report to Council on 13 October 2022	Kilbride, Martin

Mtg	Mtg Date	Title of Report	Directorat	Managed by	Implementation	Compl ete	Current Due Da	Requested Re	Notes (any date changes agreed with relevant PFH(s))	Portfolio Holder
LP	08/03/2022	New Leisure Centre	["PLA"]	Yuille, Derek	Execution of the contract documents	No	17/07/2022	13/10/2022	Instruction to present a further report to Council on 13 October 2022	Kilbride, Martin
LP	08/03/2022	Proposed Lease for Vics in the Community	["PLA"]	Burns, Tom	Lease to be concluded	No	26/08/2022	30/09/2022	Missives have been concluded and Legal are awaiting return of the executed lease, which needs to be properly executed for the tenant. Delay due to annual leave of person signing on behalf of tenant. Suggest amended due date of 30 Sept to allow this to be finalised on his return.	Kilbride, Martin
LP	08/03/2022	South Ayrshire Council's Active Travel Strategy	["PLA"]	Kevin Braidwood	Publication of the finalised Active Travel Strategy on both ARA and SAC websites, accompanied by a Council press release	No	02/09/2022	31/10/2022	Launch date of Monday 14 March 2022 proposed. Cabinet on 30/8/22 agreed revised due date of 82/9/22 (previously 19/8/22)	
NA	08/03/2022	Sale of 15-17 Sandgate, Ayr	["PLA"]	Burns, Tom	Results of Public Consultation to be reported to Leadership Panel	No	30/09/2022	01/11/2022	Consultation completed on 5th September. Asset Management to discuss the responses with PFH and report to Cabinet on 1st November 2022	Kilbride, Martin

Mtg	Mtg Date	Title of Report	Directorat	Managed by	Implementation	Compl ete	Current Due Da	Requested Re	Notes (any date changes agreed with relevant PFH(s))	Portfolio Holder
LP	15/02/2022	Motorhome Parking Scheme 2022	["PLA"]	Kevin Braidwood	Permanent and trial motorhome parking schemes.	No	01/04/2022	30/11/2022	Campervan trial sites all operational. Permanent order for Ayr and Girvan been prepared for formal consultation. Report on this years usage and success to be brought to cabinet Autumn 2022	Kilbride, Martin
LP	15/02/2022	Proposed Lease for Changing Pavilion at Victory Park, Girvan	["PLA"]	Caves, Catriona	Process a Petition	No	16/12/2022	16/12/2022	Petition now lodged in process at Ayr Sheriff court with first calling on 27th October. Notices will be placed in local press as part of the court process, and further procedure will depend on whether any objections are lodged. Due date amended to 16.12.22 with PFH agreement, in line with the other item on this, and to reflect potential timescale for court process.	Davis, Ian
LP	15/02/2022	Station hotel Update	["PLA"]	Iles, Craig	Present a further report to Council with recommendations on permanent safety works.	No	31/08/2022	01/11/2022	Awaiting consultants report	

Mtg	Mtg Date	Title of Report	Directorat	Managed by	Implementation	Compl ete	Current Due Da	Requested Re	Notes (any date changes agreed with relevant PFH(s))	Portfolio Holder
LP	18/01/2022	Developer Contribution Governance and Reporting Arrangements	["PLA"]	Iles, Craig	Briefing Note to be sent to Members on the process for dealing with developer contributions - addit to recs in report	No	28/02/2022	23/12/2022	Due to staff shortage this task has not been completed. It is intended to provide a briefing note by the end of the year	Pollock, Bob
LP	18/01/2022	Developer Contribution Governance and Reporting Arrangements	["PLA"]	Iles, Craig	Further report to the Leadership Panel	No	01/06/2022	01/11/2022	A Report will be presented to the November Cabinet for consideration	Pollock, Bob
LP	18/01/2022	Developer Contribution Governance and Reporting Arrangements	["PLA"]	Iles, Craig	Upload annual report on Development contributions	No	30/06/2022	01/11/2022	A report will be presented to November Cabinet and uploaded to the website thereafter	
LP	18/01/2022	Developer Contribution Governance and Reporting Arrangements	["PLA"]	Iles, Craig	Further report to the Leadership Panel	No	30/06/2022	01/11/2022	A Report will be presented to November 22 Cabinet	
LP	18/01/2022	Developer Contribution Governance and Reporting Arrangements	["PLA"]	Iles, Craig	Upload annual report on Development contributions	No	30/06/2022	01/11/2022	Following the Report going to the November Cabinet it will be uploaded to the web site.	

Mtg	Mtg Date	Title of Report	Directorat	Managed by	Implementation	Compl ete	Current Due Da	Requested Re	Notes (any date changes agreed with relevant PFH(s))	Portfolio Holder
LP	30/11/2021	Former Darlington Church, Main Street, Ayr	["PLA"]	Burns, Tom;Cave s, Catriona	Conclude sale of former Darlington Church	No	31/08/2022	26/09/2022	Missives of sale are being adjusted between the parties' solicitors, and a date of entry has been fixed for 30th September. Suggested amended due date of 30th September to coordinate with date of entry.	Davis, Ian;Kilbride, Martin
LP	23/11/2021	Annual Climate Change Duty Reporting 2020-21	["PLA"]	Dalrympl e, Kenneth	Prepare annual report for 2022	No	01/09/2022	25/11/2022	The data gathering exercise is still ongoing. The approved report has to be submitted by 01 December 2022.	Kilbride, Martin
LP	26/10/2021	Housing Need and Demand Assessment 2021-2026	["PEO"]	Anderson , Kevin	Publish completed HNDA and associated documentation on HNDA website	No	31/03/2022	21/11/2022	Awaiting feedback from SG. 03/02/22 - Still awaiting feedback from SG. 1/6 - SG have provided feedback and officers have responded. SG have indicated that due to capacity issues, final sign off from the Centre for Housing Market Analysis may take a number weeks. Revised date amended to reflect this. 13/9 - Still awaiting final sign off from SG.	Kilbride, Martin



Mtg	Mtg Date	Title of Report	Directorat	Managed by	Implementation	Compl ete	Current Due Da	Requested Re	Notes (any date changes agreed with relevant PFH(s))	Portfolio Holder
LP	26/10/2021	Long-Term Financial Outlook and Medium-Term Financial Plan	["CEO"]	Baulk, Tim	Develop a public robust engagement process	No	31/08/2022	31/03/2023	Discussions with new Administration and new cross party budget group to be progressed. Cabinet on 30/8/22 agreed revised due date of 31/8/22 (previously 31/3/22). Further discussions to take place with the BWG with public communication to take place through the 2023/24 budget setting process with links to the development of the new Council Plan.	Davis, Ian
LP	26/10/2021	Surplus Land and Buildings Assets	["PLA"]	Burns, Tom	Demolition of Cabin at Annbank	No	30/09/2022	28/02/2023	Estates have been approached by a local group wishing to lease the cabin. The demolition was put on hold. The Surveyor dealing with this request left the Council in June 2022. Contact with the group has been re-established and they are keen to use it a temporary store for their Christmas campaign. The future use of the cabin will be reviewed in early 2023	Kilbride, Martin

Mtg	Mtg Date	Title of Report	Directorat	Managed by	Implementation	Compl ete	Current Due Da	Requested Re	Notes (any date changes agreed with relevant PFH(s))	Portfolio Holder
SAC	02/09/2021	Standing Orders Relating to Meetings	["CEO", "PI	Reid, Louise;Caves, Catriona	Report outlining changes to Standing Orders relating to planning processes to be submitted to Council	No	01/07/2022	30/11/2022	Further revised date 03/03/22. Due to Planning Liaison Group not meeting in December and further consultation requirements for proposals, this has been deferred. This will be reviewed in November following changes to the management structure.	Pollock, Bob
LP	15/06/2021	Proposed Lease Agreement for New Police Office at Carrick Campus, Maybole	["PLA"]		Lease agreement to be concluded	No	30/09/2022	30/09/2022	Building now complete and proposed date of entry was 13 September, however it did not settle on that date as Police Legal Services did not have final approval from Police Authority. Anticipated that this will be received in short number of days. Cabinet on 30/8/22 agreed revised due date of 2/9/22 , Have amended due date to 30 Sept with PFH approval.	

Mtg	Mtg Date	Title of Report	Directorat	Managed by	Implementation	Compl ete	Current Due Da	Requested Re	Notes (any date changes agreed with relevant PFH(s))	Portfolio Holder
LP	27/04/2021	Flood Risk Management (Scotland) Act 2009 " Draft Ayrshire Flood Risk Management Plan Cycle 2	["PLA"]	Kevin Braidwood	Implement Panel decision	No	30/06/2022	31/03/2023	SEPA consultation closed on 31 October 2021. SEPA plan to share the SAC area responses with ARA/SAC in January 2022. LFRM to be presented to Cabinet January 2023.	
LP	27/10/2020	Oracle Enterprise Business Suite Review	["CEO"]	Baulk, Tim	Progress with procurement and implementation	No	30/11/2022	30/04/2023	Implementation phase now initiated. Go live anticipated Feb 2023 following plan rescheduling. Cabinet on 30/8/22 agreed revised due date of 30/11/22 (previously 30/3/22). Go live delayed until April 2023 to permit further testing following recent Data Migration process challenges.	Davis, Ian
LP	15/09/2020	South Ayrshire Council Parking Strategy 2020-2024	["PLA"]	Kevin Braidwood	Implementation of the South Ayrshire Council Parking Strategy 2020-2024 - subject to local consultation and the amendment to free parking times - different to rec in report	No	30/06/2022	31/03/2023	Further revised date 30/09/21. Postponed until after the elections. Discussion held with leader and ARA preparing to re-submit	

Mtg	Mtg Date	Title of Report	Directorat	Managed by	Implementation	Compl ete	Current Due Da	Requested Re	Notes (any date changes agreed with relevant PFH(s))	Portfolio Holder
LP	15/09/2020	Indicative Ayrshire Regional Spatial Strategy	["PLA"]	Iles, Craig	Consider representations received and adopt RSS	No	31/10/2022	01/02/2023	Due to staff shortages & change of management this matter has not been taken forward with the other Ayrshires. Need to review current status. This date may need to be reviewed once the matter is considered by the new Policy Strategy Co-Ordinator	
LP	17/03/2020	Fleet Transport Update	["PLA"]	Dalrympl e, Kenneth	Consult with Trade Unions and staff with regards the pre-authorisation of Grey vehicle usage	No	24/04/2022	16/09/2022	Further revised dates 31/01/23.This action has currently been deferred pending the outcome of the Future Operating Model and the Councils approach to green recovery.	Kilbride, Martin
LP	18/02/2020	Ayrshire Regional Spatial Strategy	["PLA"]	Iles, Craig	Publish draft Ayrshire RSS, submit to Scottish Ministers and undertake consultation	No	31/03/2022	01/02/2023	Due to staff shortages & change of management this matter has not been taken forward with the other Ayrshires. Need to review current status. This date may need to be reviewed once the matter is considered by the new Policy Strategy Co-Ordinator	

Mtg	Mtg Date	Title of Report	Directorat	Managed by	Implementation	Compl ete	Current Due Da	Requested Re	Notes (any date changes agreed with relevant PFH(s))	Portfolio Holder
LP	18/02/2020	Ayrshire Regional Spatial Strategy	["PLA"]	Iles, Craig	Consider representations received and adopt RSS	No	31/10/2022	01/02/2023	Due to staff shortages & change of management this matter has not been taken forward with the other Ayrshires. Need to review current status. This date may need to be reviewed once the matter is considered by the new Policy Strategy Co-Ordinator	
LP	11/06/2019	Moving Towards Mainstreaming Participatory Budgeting	["PEO"]	Newall, Mike	Host an Elected Member session on mainstreaming PB	No	11/03/2022	30/11/2022	A revised date of 11 March 2022 was agreed with the Council Leader for the Elected Members Briefing session on Participatory Budgeting. Further revised date agreed with PFH to end of Nov 22	

Mtg	Mtg Date	Title of Report	Directorat	Managed by	Implementation	Compl ete	Current Due Da	Requested Re	Notes (any date changes agreed with relevant PFH(s))	Portfolio Holder
LP	28/11/2017	Implementatio n of 20mph speed restrictions across South Ayrshire Villages	["PLA"]	Kevin Braidwoo d	Report back to Leadership Panel regarding results of the phase 3 engagement process, outline designs, associated costs and implementation programme within the road improvement plan and reporting to Regulatory Panel. ARA have contacted 3 community councils with only two responding additional information has been issued and we await feedback. The third CC has been contacted again.	No	08/03/2022	30/11/2022	31/03/21, 30/06/21. Electronic speed signage installation for phase 1 and 2 schemes now largely complete - remaining signs will be installed during the next contractor visit (25th Oct). Installation of the Phase 1 and Phase 2 20mph speed signage has been completed.  Dailly: Footway widening works now complete - this work was incorporated into the resurfacing works on the B741 to minimise disruption. Monkton: the traffic calming works are now complete. Dundonald: works programmed for early November, subject to confirmation of material supply. Phase 3 designs commenced on the agreed design of signing and lining only and are due to be completed by end of February 2022 for	

Mtg	Mtg Date	Title of Report	Directorate	Managed by	Implementation	Complete	Current Due Date	Requested Re	Notes (any date changes agreed with relevant PFH(s))	Portfolio Holder
SAC	09/09/2022	Chief Officer Staffing	["CEO"]	Howat, Eileen	Implement decision of the Elected Members	Yes	09/09/2022			
CAB	30/08/2022	Transfer of the Site of the John Pollock Centre to Housing Revenue Account	["PLA"]	Burns, Tom; Baulk, Tim	Transfer site from General Fund to HRA	Yes	02/09/2022	12/09/2022	Cabinet report called in. Audit and Governance agreed that it should go back to Cabinet. Approved by Cabinet and South Ayrshire Council on 9th September 2022	Kilbride, Martin
CAB	30/08/2022	Affordable Housing - Mainholm Road, Ayr	["PLA"]	Yuille, Derek	Arrange for the execution of the main works contract documentation should a decision be taken to proceed with the project	Yes	15/09/2022		Contract signing arranged for 15/09/2022	Davis, Ian; Kilbride, Martin
CAB	30/08/2022	Representation on Convention of Scottish Local Authorities	["CEO"]	Carlaw, Wynne	Decision will be reflected in guidance notes for future appointments	Yes	01/09/2022			Dowey, Martin
CAB	30/08/2022	Mileage Expenses	["CEO"]	Caves, Catriona	Make the necessary arrangements to update the Remote Working Policy and to include reference to workstyles and Future Operating Model within the Travel and Subsistence Policy	Yes	30/09/2022		Policies updated and uploaded on the Core.	Davis, Ian

Mtg	Mtg Date	Title of Report	Directorate	Managed by	Implementation	Complete	Current Due Date	Requested Re	Notes (any date changes agreed with relevant PFH(s))	Portfolio Holder
CAB	30/08/2022	Budget Management - Revenue Budgetary Control 2022/23 - Position at 30 June 2022	["CEO"]	Baulk, Tim	Action the budget transfers in the financial ledger as outlined in the directorate financial performance reports at Appendix 1 and summarized in 4.1.8	Yes	16/09/2022			Davis, Ian
CAB	30/08/2022	General Services Capital Programme 2022/23: Monitoring Report as at 30 June, 2022	["PLA"]	Bradley, Pauline	Process adjustments to the General Services Capital Programmed	Yes	13/09/2022			Davis, Ian
CAB	30/08/2022	Housing Capital Programme 2022/23: Monitoring Report as at 30 June 2022	["PLA"]	Bradley, Pauline	Process adjustments to the Housing Capital Programme	Yes	13/09/2022			Davis, Ian; Kilbride, Martin
CAB	30/08/2022	Ayrshire Growth Deal - Prestwick Commercial Build	["PLA"]	Leijser, Theo	Submit Full Business Case to the Ayrshire Economic Joint Committee for Approval	Yes	08/09/2022		FULL BUSINESS CASE CONSIDERED BY AEJC AND APPROVED	Dowey, Martin



Mtg	Mtg Date	Title of Report	Directorate	Managed by	Implementation	Complete	Current Due Date	Requested Re	Notes (any date changes agreed with relevant PFH(s))	Portfolio Holder
CAB	30/08/2022	UK Shared Prosperity Fund	["PLA"]	Leijser, Theo; Tait, Jamie	Submit Investment Plan to UK SPF online portal	Yes	01/09/2022		Submission to Government on 30 August 2022. awaiting feedback and approval	Pollock, Bob
CAB	30/08/2022	Budget Management - Revenue Budgetary Control 2022/23 - Position at 30 June 2022	["CEO"]	Baulk, Tim	Record for the future reporting purposes the requested earmarking for carry forward of resources to 2023/24 as outlined in 4.1.9	Yes	16/09/2022			Davis, Ian
CAB	30/08/2022	Ayrshire Growth Deal - Prestwick Commercial Build	["PLA"]	Reid, Louise	Submit Full Business Case to the Ayrshire Economic Joint Committee for approval	Yes	08/09/2022			Dowey, Martin
CAB	30/08/2022	Ayrshire Growth Deal - Prestwick Commercial Build	["PLA"]	Gillies, Donald	Submit Full Business Case to the Ayrshire Economic Joint Committee for approval	Yes	08/09/2022			Dowey, Martin
SAC	29/06/2022	Review of Management Structure	["CEO"]	Howat, Eileen	Further report to Council outlining proposals for a revised Management Structure	Yes	08/09/2022		Special Council arranged for 8 September 2022. Cabinet on 30/8/22 agreed revised due date of 8/9/22 (previously 31/8/22) Special Council rearranged to 9 September 2022 - structure proposals presented to Council	Dowey, Martin

Mtg	Mtg Date	Title of Report	Directorate	Managed by	Implementation	Complete	Current Due Date	Requested Re	Notes (any date changes agreed with relevant PFH(s))	Portfolio Holder
SAC	29/06/2022	South Ayrshire Charitable Trust	["CEO"]	Tait, Jamie	Advertising for grant applications for South Ayrshire Charitable Trust for the year 2022/23	Yes	31/08/2022			Dowey, Martin
SAC	29/06/2022	Ayrshire Growth Deal - Commercial Build	["PLA"]	Leijser, Theo	Complete Full Business Case for approval at the next available Ayrshire Economic Joint Committee	Yes	31/08/2022		The Full Business Case has been prepared for discussion by Cabinet on 30 August 2022. Report seeks approval from Cabinet to submit FBC for approval to joint committee	Pollock, Bob;Dowey, Martin
SAC	29/06/2022	Ayrshire Growth Deal - Commercial Build	["PLA"]	Leijser, Theo	Develop and execute MoU between AGD partners to include Scottish Enterprise as a delivery partner	Yes	31/08/2022		The existing AGD governance arrangements permit third party delivery, without further changes. The proposal is to enter into a Grant Funding Agreement with SE to deliver the project, subject to cabinet approval on 30 August 2022.	Pollock, Bob;Dowey, Martin
SAC	29/06/2022	Appointments to Convention of Scottish Local Authorities Policy Boards	["CEO"]	Howat, Eileen	that the Chief Executive would produce a Policy on making future COSLA appointments for submission to a future meeting of South Ayrshire Council. - not in rec in report	Yes	30/09/2022		Report presented to Cabinet 30 August 2022 and policy agreed	

Mtg	Mtg Date	Title of Report	Directorate	Managed by	Implementation	Complete	Current Due Date	Requested Re	Notes (any date changes agreed with relevant PFH(s))	Portfolio Holder
SAC	29/06/2022	South Ayrshire Charitable Trust	["CEO"]	Howat, Eileen	that the Chief Executive would produce a report on the options available in relation to Equality Impact Assessments and submit this to a future meeting of Cabinet	Yes	30/09/2022		Action was initially raised at Audit and Governance Panel - report was submitted to September meeting of AGP.	
CAB	14/06/2022	Decision Log - Station Hotel, Ayr	["PLA"]	Gillies, Donald	Briefing for all Members prior to next Cabinet meeting in August	Yes	30/08/2022		briefing provided	
CAB	14/06/2022	Decision Log - new Leisure Centre, Ayr	["PLA"]	Gillies, Donald	Written Briefing to be provided for Cabinet Members	Yes	26/08/2022		briefing provided	
CAB	14/06/2022	Decision Log - new Leisure Centre, Ayr	["PLA"]	Gillies, Donald	report to be provided to Cabinet at its meeting on 30 August 2022	Yes	30/08/2022		report provided as requested.	
NA	10/03/2022	Supplementary Guidance: Maintaining an Effective Housing Land Supply and Housing Site Design Briefs	["PLA"]	Iles, Craig	Adoption of both Supplementary Guidance documents	Yes	15/08/2022		The Scottish Gov approval of the document on the 9.9.22	Kilbride, Martin
SAC	03/03/2022	Notice of Motion	["CEO"]	Caves, Catriona	South Ayrshire Fair Pay Agenda	Yes	01/06/2022			Dowey, Martin

Mtg	Mtg Date	Title of Report	Directorate	Managed by	Implementation	Complete	Current Due Date	Requested Re	Notes (any date changes agreed with relevant PFH(s))	Portfolio Holder
LP	15/02/2022	Station hotel Update	["PLA"]	Gillies, Donald	Obtain clarity from both stakeholders on their financial commitment to the redevelopment of the Station Hotel and Site insofar as this is available.	Yes	31/05/2022		Other stakeholders unable to provide clarity on financial commitment at this point in time.	Kilbride, Martin
LP	15/02/2022	Ayrshire Growth Deal Aerospace and Space Programme Update	["PLA"]	Leijser, Theo	Provide a further update to the Leadership Panel in 6 months.	Yes	30/08/2022		Report drafted for Cabinet on 30 August and uploaded for ELT clearing on 26 July 2022. Cabinet on 30/8/22 agreed revised due date of 30/8/22 (previously 1/8/22)	
LP	18/01/2022	Developer Contribution Governance and Reporting Arrangements	["PLA"]	Iles, Craig	Implement new governance and management arrangements for development contributions	Yes	31/01/2022		The procedures identified in the January 2022 Report have been implemented.	

Mtg	Mtg Date	Title of Report	Directorate	Managed by	Implementation	Complete	Current Due Date	Requested Re	Notes (any date changes agreed with relevant PFH(s))	Portfolio Holder
LP	18/01/2022	ICT Data Centre "Hosting and Delivery Model	["CEO"]	Mullen, Kevin	Business Engagement on DR is in progress and ongoing.	Yes			<p>commenced to identify applications/servers for early adoption migration to Azure. Supplier engagement recommends as we are migrating services to Azure and closing our data centre's, we should migrate production servers to reduce duplication and to avoid duplicate costs. Contract award requires to occur prior to initiating the migration of any services and this is due to occur early June. The project implementation team has been created, internally and externally to allow progression upon contract award. Request date is changed to end of July to allow progression.</p> <p>Original date was 21/2/22. 29/7/22 agreed on 14 June 22</p> <p>Closure statement - works on phase 1 are progressing and live services are being</p>	Davis, Ian

Mtg	Mtg Date	Title of Report	Directorate	Managed by	Implementation	Complete	Current Due Date	Requested Re	Notes (any date changes agreed with relevant PFH(s))	Portfolio Holder
LP	18/01/2022	ICT Data Centre "Hosting and Delivery Model	["CEO"]	Mullen, Kevin	Procure hosting partner	Yes	17/06/2022		Contract awarded in July and the supplier is actively working on phase 1 technical components.	Davis, Ian
SAC	09/12/2021	Inclusive Economic Growth and Investment Opportunity - Update	["PLA"]	Leijser, Theo	Further update to Elected Members	Yes	03/03/2022		The cost of the project have increased to such an extent that a new strategy is required if the project is to proceed. Further discussions ongoing between SG/SE and partners. Likely update to members anticipated August/September meeting schedule	Pollock, Bob
LP	24/08/2021	ICT Strategy 2021-2022 "Progress Report	["CEO"]	McCall, Stewart	Update on progress towards implementation of ICT Strategy to be provided via the Members' Bulletin	Yes	25/08/2022		Update on ICT Strategy now complete and will be made available in the September Members Bulletin. Currently in Clearing.	

Mtg	Mtg Date	Title of Report	Directorate	Managed by	Implementation	Complete	Current Due Date	Requested Re	Notes (any date changes agreed with relevant PFH(s))	Portfolio Holder
LP	15/09/2020	Completion of the Review and Amendment of the Scheme for Establishment of Community Councils	["PEO"]	Newall, Mike	Issue the updated Scheme to Community Councils and publish on the Council website	Yes	31/03/2022		Further revised dates 25/11/20, 15/02/21, 30/06/21. The revised Scheme will be ratified and established at the conclusion of the Community Council elections that are proposed to take place between January and March 2022. Cabinet on 30/8/22 agreed revised due date of 8/9/22 (previously 31/8/22)	
LP	15/09/2020	Completion of the Review and Amendment of the Scheme for Establishment of Community Councils	["PEO"]	Newall, Mike	Issue the new additional Guidance document to Community Councils	Yes	31/03/2022		Further revised dates 25/11/20, 15/02/21, 30/06/21. The revised Scheme will be ratified and established at the conclusion of the Community Council elections that are proposed to take place between January and March 2022	

Mtg	Mtg Date	Title of Report	Directorate	Managed by	Implementation	Complete	Current Due Date	Requested Re	Notes (any date changes agreed with relevant PFH(s))	Portfolio Holder
LP	15/09/2020	Indicative Ayrshire Regional Spatial Strategy	["PLA"]	Iles, Craig	Publish draft Ayrshire RSS, submit to Scottish Ministers and undertake consultation	Yes	31/03/2022		Indicative Strategy has been submitted to Scottish Government. Further guidance awaited from SG on next steps. Due to staff shortages & change of management this matter has not been taken forward with the other Ayrshires. Need to review current status. This date may need to be reviewed once the matter is considered by the new Policy Strategy Co-Ordinator	
SAC	01/09/2020	Modified Proposed Replacement South Ayrshire Local Development Plan	["PLA"]	Iles, Craig	Report to Council on examination outcome and implications for Adoption of LDP2	Yes	31/03/2022		The LDP2 was reported to Council in March 2022	
LP	25/08/2020	VAT Recovery Funds - Member Priorities	["PLA"]	Dalrymple, Kenneth	Implement play and recreation projects	Yes	30/06/2022		An update on projects was sent to Ward Members on 15th September 2022.	



Mtg	Mtg Date	Title of Report	Directorate	Managed by	Implementation	Complete	Current Due Date	Requested Re	Notes (any date changes agreed with relevant PFH(s))	Portfolio Holder
LP	14/02/2017	1-20 Miller Terrace & 32-78 Dailly Road (even numbers), Maybole	["PLA"]	Gillies, Donald	Demolish and landscape land at 1-20 Miller Terrace and 32-78 Dailly Road, Maybole	Yes	31/08/2022		complete	

**South Ayrshire Council**

**Report by Director of Education  
to Cabinet  
of 27 September 2022**

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**Subject: South West Educational Improvement Collaborative –  
Regional Improvement Plan 2022/23**

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**1. Purpose**

- 1.1 The purpose of this report is to seek Cabinet approval to publish the South West Educational Improvement Collaborative (SWEIC) Regional Improvement Plan 2022/23.

**2. Recommendation**

- 2.1 **It is recommended that the Cabinet approves the SWEIC Regional Improvement Plan 2022/23 (Appendix 1).**

**3 Background**

- 3.1 The Scottish Government established six regional improvement collaboratives across Scotland towards the end of 2017. South Ayrshire forms part of the South West collaborative along with East Ayrshire, North Ayrshire and Dumfries and Galloway. Each collaborative submitted their first plan to Education Scotland in January 2018. This plan is the fifth SWEIC regional improvement plan to be submitted.
- 3.2 During 2021/22, the South West Educational Improvement Collaborative (SWEIC) made very good progress implementing the regional improvement plan.
- 3.3 High level critical indicators and SWEIC performance data have been used to measure performance where appropriate, however this data should be treated with caution as it was gathered during the pandemic and is not comparable with previous years (Appendix 2).
- 3.4 Although there are High Level Critical Indicators taken from the benchmarking tool INSIGHT, advice on the use of this data is that the results for 2021 should not be directly compared to those in previous years or future years as they are estimated grades. The 2021 Insight data cannot be used to directly demonstrate subject, school, authority or RIC improvement compared with previous years.
- 3.5 Feedback from online professional learning and network events are very positive with participants appreciating the time and space to collaborate with colleagues, sharing their practice and potential solutions to challenges. This has impacted

positively on school improvement as staff now have wider networks in which to collaborate, sharing and deepening their expertise.

3.6 A summary of progress made by each workstream during 2021/22 is attached as (Appendix 2).

3.7 The SWEIC Regional Improvement Plan 2022/23 has been refined to reflect the pressures that education staff at all levels are under, responding to rapidly changing situations in schools and appreciates that staff are fully focussed on engaging with children, young people and families. The plan reflects our intention to support school recovery, reconnect with staff and learners and take forward our learning from lockdown.

3.8 The Regional Improvement Plan 2022/23 is supported by a grant from the Scottish Government amounting to £548,221. This grant will fund seconded officers who will support collaborative work and fund e-learning and professional learning activities. The plan has been submitted to Education Scotland in draft however it is subject to approval by the four Councils who form part of the collaborative.

#### **4. Proposals**

4.1 It is proposed that the Cabinet agrees the Regional Improvement Plan 2022/23 (Appendix 1).

4.2 It is also proposed that the SWEIC Regional Improvement Plan is published on all four Council's websites for members of the public and other stakeholders; the plan is made available in other languages should it be requested and the plan is made available on the intranet site for staff.

#### **5. Legal and Procurement Implications**

5.1 There are no legal implications arising from this report.

5.2 There are no procurement implications arising from this report.

#### **6. Financial Implications**

6.1 There are no funding implications for South Ayrshire Council and in the event of less funding being given than is sought, the collaborative will operate within the funding made available. Dumfries and Galloway Council are the host authority for funding.

#### **7. Human Resources Implications**

7.1 SWEIC seconded posts are employed in the local authority where the member of staff lives or currently works. Additional temporary posts will only be created within the funding made available by Scottish Government.

#### **8. Risk**

##### **8.1 *Risk Implications of Adopting the Recommendations***

8.1.1 There are no risks associated with adopting the recommendations.

8.2/

## 8.2 ***Risk Implications of Rejecting the Recommendations***

- 8.2.1 The risks associated with rejecting the recommendations are the South West Educational Improvement Collaborative will be less effective without the plan in place and the associated funding bid for resources to operate the collaborative.

## 9. **Equalities**

- 9.1 The proposals in this report have been assessed through the Equality Impact Assessment Scoping process. There are no significant potential positive or negative equality impacts of agreeing the recommendations and therefore an Equalities Impact Assessment is not required. A copy of the Equalities Scoping Assessment is attached as Appendix 3.

## 10. **Sustainable Development Implications**

- 10.1 ***Considering Strategic Environmental Assessment (SEA)*** - This report does not propose or seek approval for a plan, policy, programme or strategy or document otherwise described which could be considered to constitute a plan, programme, policy or strategy.

## 11. **Options Appraisal**

- 11.1 An options appraisal has not been carried out in relation to the subject matter of this report.

## 12. **Link to Council Plan**

- 12.1 The matters referred to in this report contribute to Commitment 2 of the Council Plan: Closing the Gap/ Reduce poverty and disadvantage.

## 13. **Results of Consultation**

- 13.1 There has been no public consultation on the contents of this report.
- 13.2 Consultation has taken place with Councillor Stephen Ferry, Portfolio Holder for Education, and the contents of this report reflect any feedback provided.
- 13.3 Consultation has taken place with SWEIC Strategic Officers, Lead Officers and Seconded Officers and other associated groups and the contents of this report reflect any feedback provided.

## 14. **Next Steps for Decision Tracking Purposes**

- 14.1 If the recommendations above are approved by Members, the Director of Education will ensure that all necessary steps are taken to ensure full implementation of the decision within the following timescales, with the completion status reported to the Cabinet in the 'Council and Cabinet Decision Log' at each of its meetings until such time as the decision is fully implemented:

<b><i>Implementation</i></b>	<b><i>Due date</i></b>	<b><i>Managed by</i></b>
Confirm approval of plan with Education Scotland	30 September 2022	Director of Education
The plan will be uploaded to the Council website and The Core	31 October 2022	Director of Education

**Background Papers**     **South West Educational Improvement Collaborative Regional Improvement Plan 2022/23; SWEIC Funding Bid 2022**

**Person to Contact**     **Lyndsay McRoberts, Director of Education**  
**County Buildings, Wellington Square, Ayr, KA7 1DR**  
**Phone 01292 616627**  
**E-mail [Lyndsay.mcroberts@south-ayrshire.gov.uk](mailto:Lyndsay.mcroberts@south-ayrshire.gov.uk)**

**Date: 21 September 2022**

# South West Educational Improvement Collaborative: Plan 2022/23



## Introduction

I am pleased to introduce the South West Educational Improvement Collaborative plan for 2022/23.

Since the introduction of the Regional Improvement Collaboratives to the national educational landscape in 2017, our aim in the South West has been to add value to what hard pressed senior leaders, class teachers and education practitioners do each day. From the outset we have tried to add value by building collaborative capacity through opportunities to meet, share effective practice and provide peer-to-peer learning and challenge.

We know that there are no easy answers to the truly complex problems that face us in education today. Together, we are responsible for over 75000 children across East, North and South Ayrshire and Dumfries and Galloway. As leaders at all levels throughout the SWEIC, we are working together to learn, plan and cultivate the conditions where collective wisdom emerges to help us respond to the challenges we face and improve the life chances for children and families who live in the South West.



## We have achieved a lot together over the past year.

Our SWEIC [Blog](#) and [Twitter](#) accounts continue to be used in tandem to share information across the four Councils and we have a growing audience. Following the consultation with you and young people across the schools in the South West we have agreed this plan for next session. While we know there are many planning and reporting requirements already on us, this plan is focussed and practical. It is based on themes we have been working on already and is a development aligned with your own authority Education Plans, as well as Community Learning and Development plans and the Child Poverty Plans from the four Councils.

# South West Educational Improvement Collaborative: Plan 2022/23

Our young people gave us a strong message on the importance of wellbeing and in having their say on education matters. Our plan, aligned with priorities you have set within your own Councils, reflects the common threads of inclusion with a particular focus on wellbeing, recovery and equity and equality for all.

The South West Education Improvement Collaborative is, at its simplest, us – working together to support one another to benefit the communities we serve. I know it has been a hard year for all of us and next year will bring its own difficulties, but this plan sets out our ambition to come back together stronger. I am very grateful to those who have shared their time and expertise to support colleagues across the SWEIC. In particular my thanks to Sheelagh Rusby, Liz Candlish, the workstream leads and my fellow Directors and Heads of Education across the four Councils for their support.

I hope you choose to be involved and I look forward to working with you over the coming year.

Dr Gillian Brydson, Strategic Lead, SWEIC

Director for Skills, Education and Learning in Dumfries and Galloway Council





## SWEIC Plan

Since spring of 2020, children, and young people across the South West, as with the rest of Scotland, have faced a period of significant change and at times disruption in their learning as a consequence of the COVID 19 pandemic. Across our learning communities, staff have ably led flexible and creative responses to providing continued support for children and young people in their learning and wellbeing. There is an opportunity now to build on the innovation and positive outcomes which emerged at this time despite the challenges and ensure that every learner has the opportunity to build the resilience, skill and mindset that empowers them to become successful learners, responsible citizens, confident individuals, and effective contributors.



**As a Regional Improvement Collaborative in considering the challenges that lie ahead, we are well placed across the South West to work together to support our agenda of ‘coming back together stronger’.**



## The National Improvement Framework

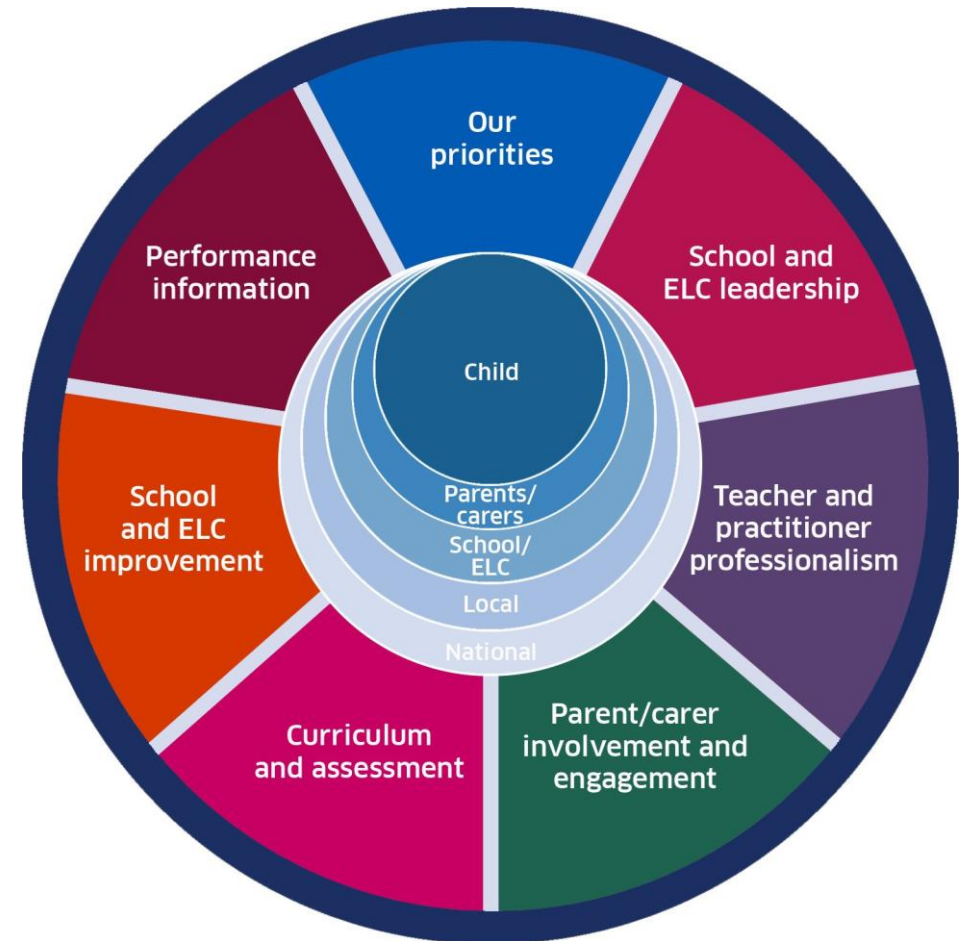
The National Improvement Framework 2022 sets out an ambitious plan which working alongside partners the ambition to develop an empowered and collaborative system, where young people have an equal voice, and everyone’s contribution is heard and valued and improving children and young people’s outcomes is at the heart of everything that is done. The second phase of the Scottish Attainment Challenge also sets out the expectation for us to accelerate progress, without overburdening the system.

## Key priorities of the National Improvement Framework (NIF) 2022

- Placing the human rights and needs of every child and young person at the centre of education.
- Improvement in children and young people's health and wellbeing.
- Closing the attainment gap between the most and least disadvantaged children and young people.
- Improvement in skills and sustained, positive school-leaver destinations for all young people.
- Improvement in attainment, particularly in literacy and numeracy.

The drivers of improvement in the outcomes achieved by children and young people through education are:

- School and ELC leadership
- Teacher and practitioner professionalism
- Parent/carer involvement and engagement
- Curriculum and assessment
- School and ELC improvement
- Performance information

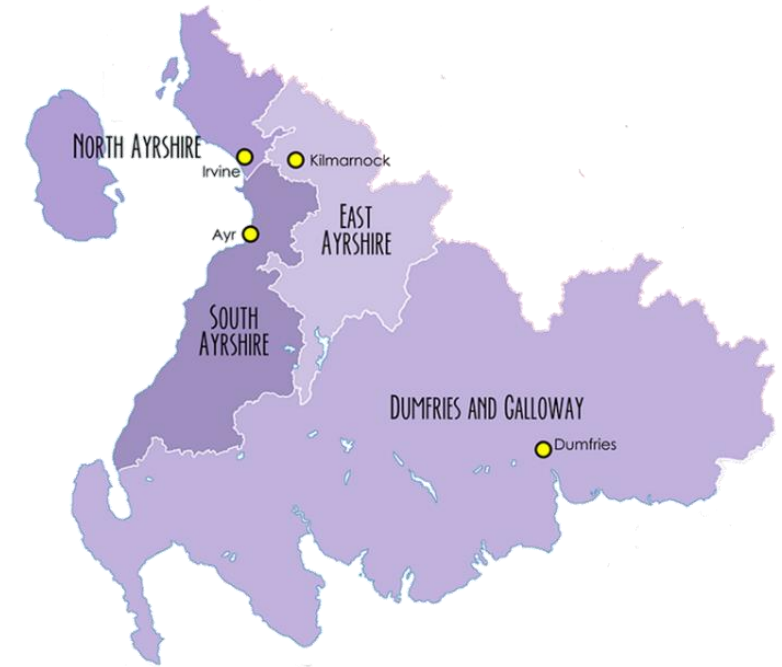


## Priorities

The four local authorities who come together as the South West Educational Improvement Collaborative had already broadly similar priorities within their Education Plans for 2022, as Councils aligned their priorities against key national agreements such as The Promise, the Morgan Report, and the Education Scotland Corporate Plan.

In considering how our SWEIC plan best supports this work, our aim is therefore to further develop our culture of collaboration through prioritising the NIF priorities and drivers alongside our focus on inclusion to improve the educational and life chances of the 75,000 children and young people who live and learn in East Ayrshire, North Ayrshire, South Ayrshire and Dumfries and Galloway.

This has enabled us to place front and centre in our plan the principles of Getting It Right for Every Child (GIRFEC), placing our children and young people and their interests at the heart of all that we do. This approach is underpinned by children's rights and its principles and reflect the United Nations Convention on the Rights of the Child (UNCRC) which are embedded in all our planned workstream activity.

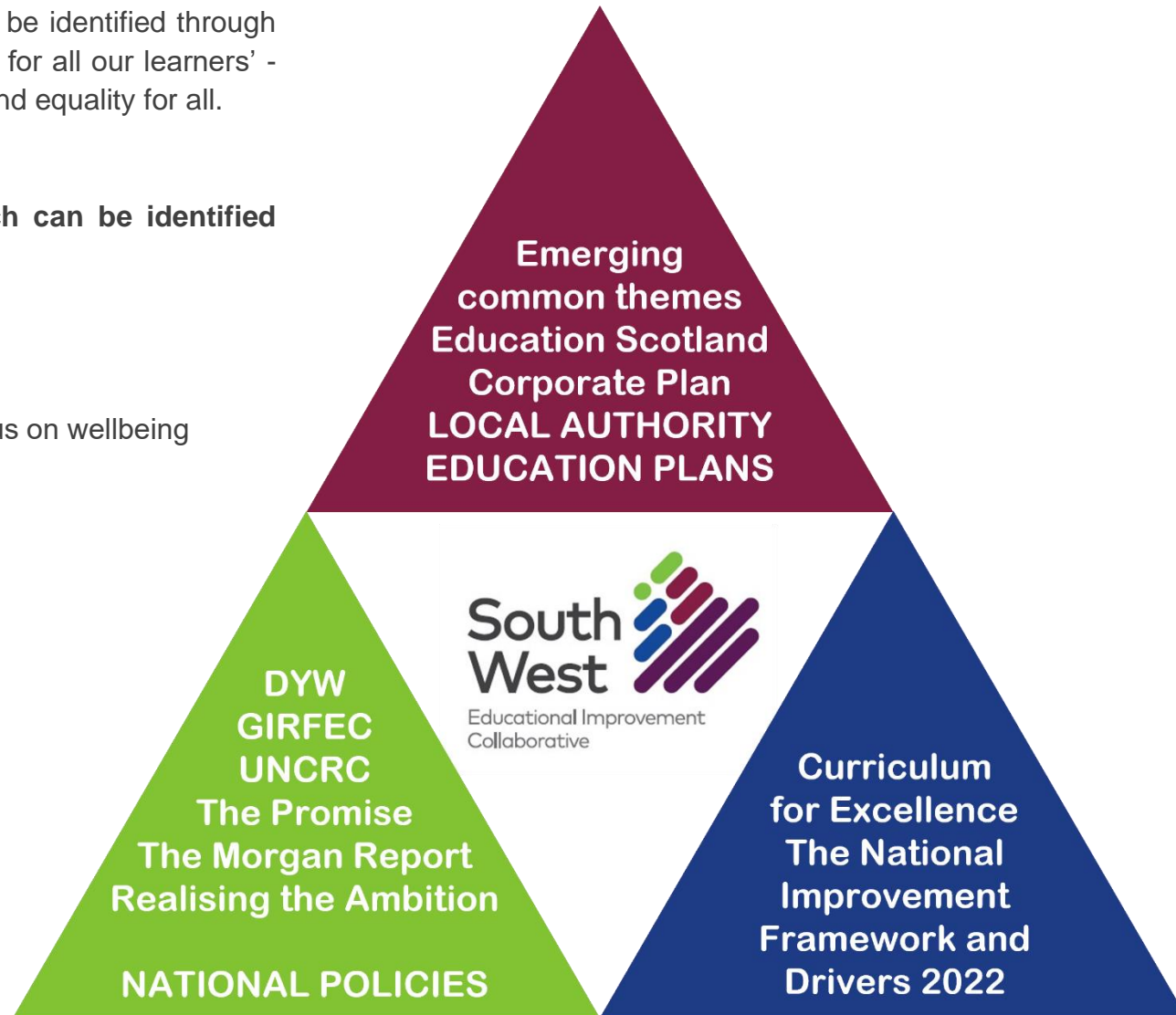


## Common Threads

Common threads for our planned inclusive approach can be identified through the strands of leadership, curriculum 3-18, 'getting it right for all our learners' - with a particular focus on wellbeing, recovery and equity and equality for all.

Common threads for our planned inclusive approach can be identified through the strands of:

- NIF priorities and drivers
- Curriculum 3-18
- 'Getting it right for all our learners' with a particular focus on wellbeing
- Recovery
- Equity and Equality for all
- Leadership
- Refreshed Scottish Attainment Challenge



**Revised SWEIC Priorities and Drivers 2022-23**

Priority Focus	Priority
<b>Inclusion and Equalities</b>	Embrace diversity and equality by embedding inclusion as a priority for learning and teaching to remove systemic barriers to learning.
<b>Recovery</b>	Build on the innovation and strengths that have emerged over the past 2 years to support our children and young people move from pandemic to post pandemic, through a refocused approach with an emphasis on wellbeing and inclusion through Getting It Right For all Learners.
<b>Leadership</b>	Support empowerment and collaboration to enable leaders at all levels provide effective leadership at a time of significant change, prioritise appropriate learning experiences aligned closely with the needs of learners, targeting of resources, the school and its community's context.
<b>3-18</b>	Support the development of pathways which best meet the needs of our children and young people through the delivery of a progressive, inclusive curriculum, developing skills and knowledge required to cope and adapt to life in the 21 <sup>st</sup> century, regardless of the challenges and enabling them to thrive in a future which is increasingly unpredictable.

Having agreed these revised priorities and drivers through a range of consultation activities, the workstreams remit for 2022- 23 have been refocused to support delivery by adding value and collaborative opportunity to enhance local authority activity. Each workstream will be supported by a number of additional subgroups which will report directly into the workstream.

In order to achieve our priorities and our vision of **‘improving outcomes for learners by offering and facilitating peer to peer, school to school and authority to authority professional learning that is built upon collaboration without borders’** each workstream has therefore developed their plans to:





# South West Educational Improvement Collaborative: Plan 2022/23

## SWEIC Structure 2022/23

SWEIC Management		SWEIC Team	SWEIC Workstreams	Workstream Subgroups	Other SWEIC Groups				
Scottish Government	Regional Lead Officer	Workstream Leads	Curriculum Innovation	@South-West Connects	Families of Schools: Early Learning Centres, Early Years, Primary and Secondary	Staffing			
				Digital Leads			CLPL LA Leads		
				DYW				Curricular Networks	Early Years
	LA Strategic Leads	Workstream Seconded Officers	BGE: Primary/S1-3	Education Psychologists					
			Senior Phase						Early Years Strategic Leads
	Education Scotland Senior Regional Advisor		Data Analyst					Equity and Equality for All	CLD
		Wider Achievement		Learning for Sustainability					
		Outdoor Learning Network							CLD LA Network Leads
	Digital Support Officer	Getting it Right for All Learners	Recovery Teachers					Equity and Equality	
			Inclusion						
Literacy									
Numeracy									
Wellbeing									
LA Chief Executives and Education Convenors	Education Scotland Regional Improvement Team	QAMSO	Leadership: Leaders of Pedagogues						

## Communication: Blog and Twitter

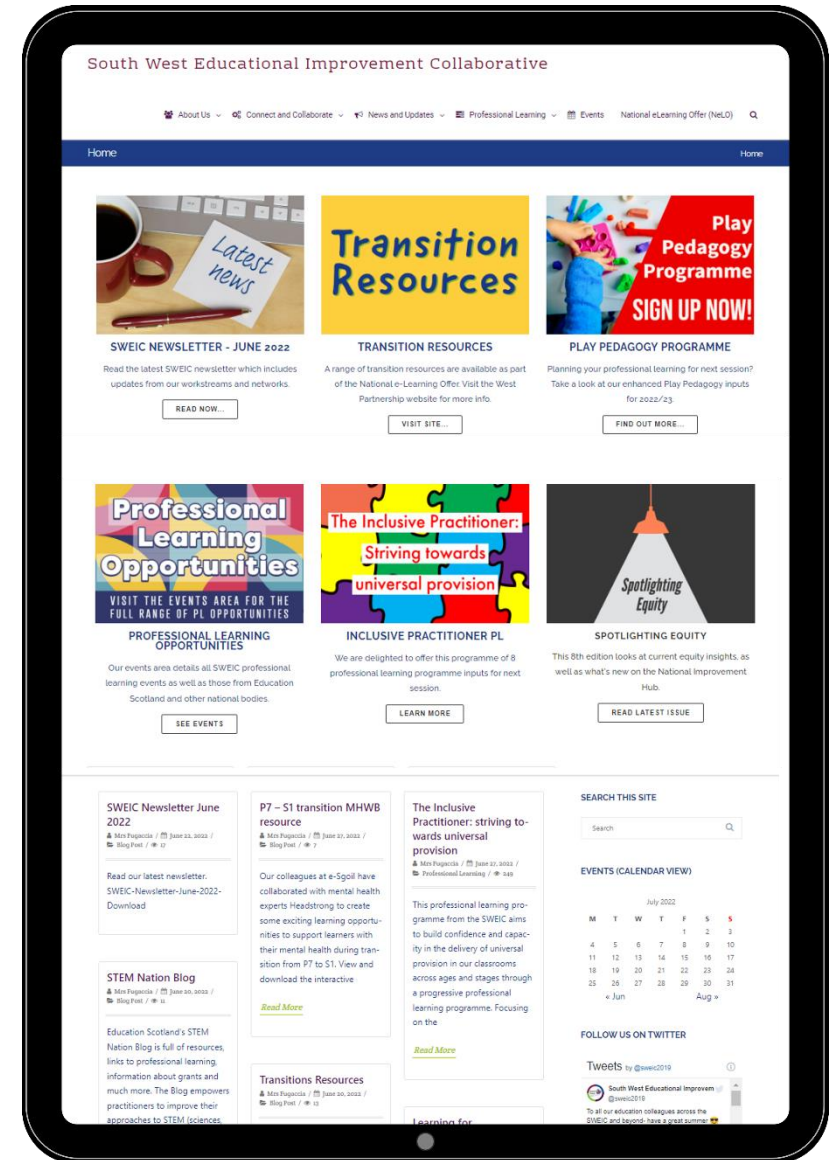
The SWEIC Blog is our main line of communication to teachers, staff and management across the collaborative. It lets us keep you informed and provide resources in a single location – a one-stop-shop. Content on the Blog is provided mainly by workstreams, and partners such as Education Scotland.

Each week we publish a post titled **“What’s New?”**. The post is brief, providing a snapshot of news and upcoming events from across the SWEIC and nationally.

We also have a Twitter account, which we use in tandem with the Blog.



<https://twitter.com/sweic2019>



[blogs.glowscotland.org.uk/dg/sweic/](https://blogs.glowscotland.org.uk/dg/sweic/)



## Curriculum Innovation

- Curricular Networks and Families of Schools
- Curricular Refresh
- Pedagogy/Play Pedagogy
- eLearning including @South-West Connects, NeLO and widening access opportunities
- Understanding and using relevant data
- Learning for Sustainability      ▪ DYW

## Equity and Equality for All

- Getting it Right for Every Child
- The Promise      ▪ UNCRC
- Understanding Poverty
- Wider Achievement / Outdoor Learning
- Family Learning
- Leadership
- Understanding and using relevant data

## Getting it Right for All Learners

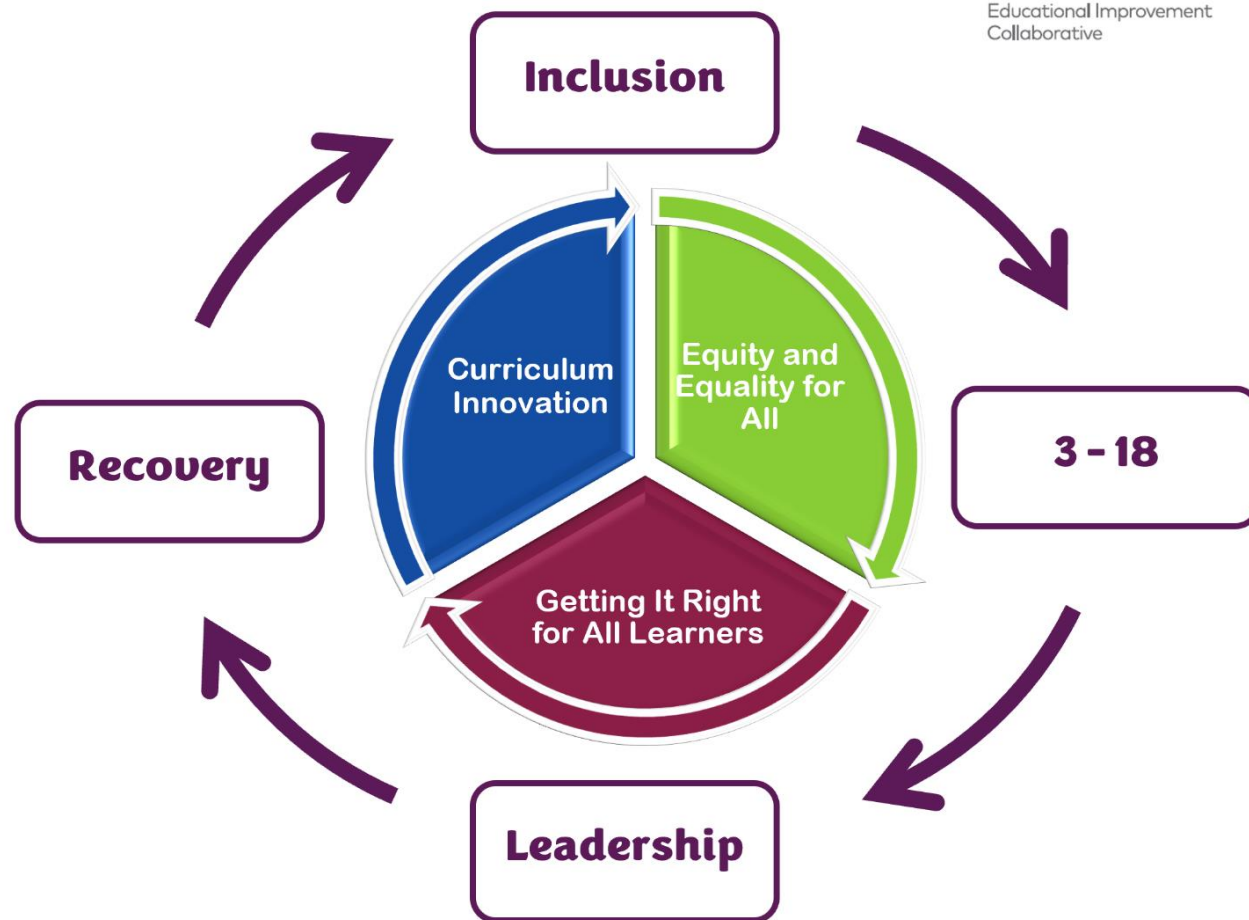
- Inclusive practice in the Classroom – strengthening approach to universal provision
- Pedagogy/Play Pedagogy
- Literacy, Numeracy and Wellbeing
- Assessment and moderation
- Understanding and using relevant data
- Leadership      ▪ Youth Voice

## NIF: Key Priorities 2022




- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's H&WB
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy

## South West Educational Improvement Collaborative – Our Plan on a Page

Working together across our local authorities, along with national colleagues the workstreams will focus their priorities on adding value to the following areas for improvement/development:



## Workstream Work Plans

-  [Curriculum Innovation](#)
-  [Equity and Equality for All](#)
-  [Getting It Right for All Learners \(GRIFAL\)](#)
-  [SWEIC Leadership Plan](#)

## GRIFAL Subgroups

-  [Health and Wellbeing](#)
-  [Numeracy and Maths](#)
-  [Literacy](#)



Educational Improvement  
Collaborative

## Workstream Plan - Curriculum Innovation

Priority	Summary of Action	Intended Outcome / Impact / Measures	Outcome Lead / Collaboration
<b>@South-West Connects:</b>			
<p>Further develop @South-West Connects to enable widening access of the curriculum for young people across the SWEIC at SCQF level 6 &amp; 7.</p>	<p>Building on the success of the year 1 pilot, extend the range of subject options available to young people to study via @South-West Connects.</p> <p>To include activity around:</p> <ul style="list-style-type: none"> <li>▪ Delivery of an increased offer and evaluation of year 2 of pilot</li> <li>▪ Extend number of subjects on offer and develop system for identification of future offer based on key data (LMI etc)</li> <li>▪ Build capacity of @SW teachers through provision of effective digital pedagogy programme</li> <li>▪ Engagement in national developments and sharing of practice</li> </ul>	<p>E-Learning delivery model developed which provides learners from across all four LAs access to learning at SCQF Level 6 and 7 in a range of subjects.</p> <ul style="list-style-type: none"> <li>▪ LA Case studies highlighting improved curricular offer</li> <li>▪ Number of young people engaging in study via this model</li> <li>▪ Number of schools actively engaging with @SW Connects</li> <li>▪ Range of subjects offered / increased number of teachers delivering in model</li> <li>▪ Engagement and Attainment data</li> <li>▪ Stakeholder responses to evaluation activity</li> </ul>	<p>Donna Kirkwood-Emery Lesley Watson Liz Candlish LA Leads – Graeme Johnston (EA) Alison Chambers (DG) Barry Wilson (NA) Gavin Pitt and Mark Anderson (SA) SWEIC Team – Gwyneth Fairbairn Laura Fugaccia RIT</p>
<p>Working with LA inclusion leads support the pilot of a virtual alternative curriculum offer.</p>	<p>Working with LA inclusion leads support the pilot of a virtual alternative curriculum offer for those young people with identified need post pandemic (interrupted learners).</p> <p>To include activity around:</p> <ul style="list-style-type: none"> <li>▪ Deliver and evaluate initial pilot over summer term 2022</li> </ul>	<p>Improve education re-engagement of identified young people.</p> <ul style="list-style-type: none"> <li>▪ Number of young people fully engaging in the pilot throughout timescale</li> <li>▪ Baseline assessment and improvement data (attendance)</li> <li>▪ Engaging IDL model piloted</li> </ul>	<p>Donna Kirkwood-Emery Lesley Watson Liz Candlish Vicky McWilliam LA Leads – Hew Smith (D&amp;G) Scott Mulholland (SA)</p>

	<ul style="list-style-type: none"> <li>▪ In conjunction with LA inclusion leads consider the evaluation and review possible next steps if appropriate</li> <li>▪ Engagement in national developments through NeLO – i-Sgoil pilot and Tayside NQ 1-3 development</li> </ul>	<ul style="list-style-type: none"> <li>▪ Establish links with NeLO interrupted learners' provision</li> </ul>	<p>Philip Gosnay (NA) Catherine Rodger/Julie Muir (EA) SWEIC Team – Gwyneth Fairbairn Laura Fugaccia RIT</p>
<p>Develop a sustainable model for @South-West Connects.</p>	<p>To include activity around:</p> <ul style="list-style-type: none"> <li>▪ Review of current spending and financing.</li> <li>▪ Identification of possible future funding models for consideration.</li> <li>▪ Audit and review other models nationally.</li> <li>▪ Prepare plan for sustainable model moving forward (funding / leadership).</li> </ul>	<p>Proposals ready to share with Directors by October 2022.</p>	<p>Donna Kirkwood-Emery Lesley Watson Sheelagh Rusby</p>
<p><b>Digital Leads:</b></p>			
<p>Share practice across the SWEIC to improve digital skills and access.</p>	<p>To include activity around:</p> <ul style="list-style-type: none"> <li>▪ Establish SWEIC Digital champions network to ensure sustainable and appropriate change - education network group/IT staff network group</li> <li>▪ From the digital needs analysis create a RIC digital vision which aligns with National digital learning and teaching strategy</li> <li>▪ Share approaches to digital progression to support stakeholders</li> <li>▪ Share approaches to supporting 1:1 devices (infrastructure and provision)</li> <li>▪ Working together, share practice and development work around Cyber resilience, CEOP ambassadors, Wellbeing digital schools etc</li> </ul>	<p>SWEIC Digital champions network established to ensure sustainable and appropriate change. RIC digital vision aligns with National digital learning and teaching strategy. Linked to digital needs analysis.</p> <ul style="list-style-type: none"> <li>▪ SWEIC case studies and Examples of good practice and the work of the digital champions</li> <li>▪ Number/% Staff reporting increased confidence in digital skills</li> </ul>	<p>Donna Kirkwood-Emery Laura Fugaccia LA Education Network/IT Network Leads: Lynn Robertson and Amanda Brougham-Pickard (SA) Susan Lauder (NA) Rosslyn Lee (NA) D. Kirkwood-Emery (EA)</p>

	<ul style="list-style-type: none"> <li>Offer a range of professional learning to support staff in delivering high quality learning and teaching</li> </ul>		<p>David Maxwell and Anne Harkness (DG) SW RIT Links with ES National Technologies Network</p>
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**Developing Young Workforce (DYW):**

<p>DYW practice is shared across the SWEIC to support a range of pathways, leading to improved positive and sustained destinations.</p>	<p>To include activity to support regional and national activity through key groups including:</p> <ul style="list-style-type: none"> <li>DYW Partnership forum - to meet quarterly to share practice and address key priorities.</li> <li>Established network of DYW Coordinators - regular meetings to share practice from the 4 local authorities.</li> <li>Skills working group.</li> </ul> <p>Activity to include DYW priorities for example:</p> <ul style="list-style-type: none"> <li>Curricular innovation.</li> <li>Developing a Skills programme and offering professional learning around this.</li> <li>Effective use of data.</li> <li>Developing Pathways for all learners.</li> <li>Exploring digital opportunities to support DYW activity.</li> <li>Offering DYW education support programme for NQTs across the SWEIC.</li> </ul>	<p>DYW priorities embedded in approaches to curricular innovation.</p> <p>SWEIC case studies exemplify positive approaches.</p> <p>Professional learning offered to schools across SWEIC.</p> <p>A DYW e-solution is supporting young people prepare to move into positive and sustained destinations.</p> <p>Strong destinations data.</p> <p>Number of schools engaging in events.</p>	<p>Lesley Watson Klaus Mayer – SW RIT DYP Partnership Forum DYW Coordinators</p>
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## Curricular Networks:

<p>Develop curricular stage networks to share practice.</p>	<p>Through the family of schools' networks provide opportunities to support schools and share practice. Building on the success of the Early Years network establish further 'stage' networks of support for teachers/ practitioners and school leaders. Make appropriate links with national curricular networks to provide opportunity for further collaboration share practice.</p>	<p>Self-sustaining curricular stage support networks established and are functioning.</p> <ul style="list-style-type: none"> <li>▪ % of schools signed up and attend to be part of network</li> <li>▪ Number of staff engaging in networks</li> <li>▪ Engagement with national networks</li> </ul>	<p>Lesley Watson Liz Candlish Families of Schools SWEIC Team – Gwyneth Fairbairn Laura Fugaccia All LA Workstream Representatives SW RIT</p>
<p>Learning for sustainability (light touch sharing).</p>	<p>Facilitate sharing meetings (2/3 per year).</p>	<p>Improved sharing practice between LAs.</p>	<p>Lesley Watson LA Leads - Learning for Sustainability</p>
<p>Support the facilitation of Initial curricular innovation discussions.</p>	<p>Facilitate as appropriate sharing meetings (2/3 per year - as appropriate) to meet need for example around curriculum redesign discussions/sharing practice around Innovation, Shaping, 3 – 18, Routes to success, and Curriculum to success.</p>	<p>Collaboration and sharing a of approaches and practice is supporting schools revisit curriculum redesign</p> <ul style="list-style-type: none"> <li>▪ Sharing of case studies to highlight range and variety of approaches across the SWEIC</li> </ul>	<p>Lesley Watson Families of Schools LA Leads – Curriculum Curricular Networks SW RIT</p>

## Workstream Plan - Equity and Equality for All

Priority	Summary of Action	Intended Outcome / Impact / Measures	Outcome Lead / Collaboration
<p>Share practice to support improving outcomes for care experienced children and young people and other identified learners experiencing significant barriers to learning to achieve and attain their full potential.</p>	<p>Offer a range of professional learning opportunities to share practice and support the delivery of effective inclusive practices, raise awareness of appropriate legislation and in providing appropriate proportionate, proactive support for care experienced children and young people and other identified learners experiencing significant barriers to learning.</p> <p>To include activity around:</p> <ul style="list-style-type: none"> <li>▪ A focus on the HGIOS 4 output QI 3.1 – Ensuring Wellbeing, Equality, and Inclusion</li> <li>▪ Creating a number of support networks to share practice e.g., care experienced teams, ASL staff</li> <li>▪ In conjunction with the GIRFAL workstream offer a range of professional learning opportunities to support staff in taking positive and proactive steps to ensure barriers to learning are minimised so improving outcomes for the most vulnerable and disadvantaged children and young people</li> </ul>	<p>Across the SWEIC qualitative and quantitative data shows improved outcomes for our care experienced children and young people and other identified learners experiencing significant barriers to learning:</p> <ul style="list-style-type: none"> <li>▪ Attendees at CLPL events reporting increased confidence in supporting inclusion</li> <li>▪ Case studies show how barriers have been removed/engagement increased and impact on attainment/achievement</li> <li>▪ Number of support networks created / Number of members involved in each network/number from each LA.</li> <li>▪ Number of staff who report opportunities to share information/resources/CLPL evaluations is good or better</li> </ul>	<p>Fiona McAvoy Graham McGinn Liz Candlish All LA workstream representatives SW RIT Attainment Advisors LA Care Experience Teams LA ASN SWEIC Team – Gwyneth Fairbairn Laura Fugaccia</p>
<p>Support the development of a shared understanding of how poverty (including hidden poverty) is affecting families</p>	<p>In conjunction with CPAG and other key partners offer a programme of poverty awareness sessions to complement existing LA work - identified by need offer a suite of on-going CLPL opportunities for schools, ELC settings and networks.</p>	<p>Schools across the SWEIC demonstrate in their policy and practice an understanding of how poverty including hidden poverty is impacting on the lives of children and young people.</p>	<p>Fiona McAvoy Graham McGinn Liz Candlish All LA workstream representatives SW RIT Attainment Advisors</p>

<p>within their context and place.</p>	<p>Through forums, networks and communication channels share practice around implementing poverty aware approaches to support raising attainment, attendance, family engagement across schools and ELC settings, including examples of policies and practices to support for example reducing the cost of the school day, the best use of Scottish Attainment Funds – e.g., Pupil Equity Fund and support income/benefits advice and management for families.</p>	<ul style="list-style-type: none"> <li>▪ Percentage/Number of practitioners reporting increased awareness of the impact of poverty and have/or are reviewing practice/procedures as a result</li> <li>▪ Number of schools using for example the equity and equality toolkit to support practice and policy development</li> <li>▪ Number of participants over time engaged in CLPL</li> <li>▪ Case studies to show changes to practice due to increased understanding</li> </ul>	<p>SWEIC Team – Gwyneth Fairbairn Laura Fugaccia CLD CPAG</p>
<p>Strengthen the professional capacity of staff by supporting the implementation of 'The Promise' and UNCRC through a professional learning offer.</p>	<p>Professional learning opportunities / sharing practice focussing on The Promise including as appropriate learning around the 5 Priority Areas:</p> <ul style="list-style-type: none"> <li>▪ The rights to a childhood</li> <li>▪ Whole family support</li> <li>▪ Supporting the workforce</li> <li>▪ Planning</li> <li>▪ Building Capacity</li> </ul> <p><a href="#">The Promise Education Briefing Autumn 2020.pdf</a></p> <p>Professional learning opportunities around UNCRC including as appropriate further opportunities to build capacity – train the trainer events.</p>	<p>Staff show an Increased awareness and understanding through everyday practice of their roles and responsibilities in the delivery of the expectations of The Promise and UNCRC.</p> <ul style="list-style-type: none"> <li>▪ Number of staff having undertaken professional learning around The Promise and UNCRC</li> <li>▪ Attendance and exclusion data</li> <li>▪ Case studies to show changes to practice due to increased understanding</li> </ul>	<p>Fiona McAvoy Graham McGinn Liz Candlish All LA workstream representatives SW RIT SWEIC Team – Gwyneth Fairbairn Laura Fugaccia Champions Boards Representatives</p>
<p>Across the SWEIC work streams</p>	<p>In conjunction with young people and key LA partners explore ways to extend and support greater collaboration</p>	<p>Across the SWEIC there is increased youth participation and evidence of youth voice influence.</p>	<p>Fiona McAvoy Graham McGinn Liz Candlish</p>



<p>promote youth participation and voice.</p>	<p>and engagement with young people with a particular focus on capturing and celebrating wider achievement.</p> <p>Establish a Wider Achievement network to support collaboration and share practice in capturing and celebrating wider achievement.</p> <p>Share practice on accreditation and award pathways across the SWEIC area.</p> <p><a href="#">Amazing Things (5th edition)   Youth Scotland</a></p> <p>In conjunction with young people develop a SWEIC youth forum and blog to support collaboration – linking to Curriculum Innovation and GIRFAL workstream activity on Climate Change/Learning for Sustainability.</p>	<ul style="list-style-type: none"> <li>▪ Case studies to demonstrate impact of youth voice and participation</li> <li>▪ Case studies sharing practice around wider achievement</li> <li>▪ Data gathered through the wider achievement network demonstrates youth participation in awards and accreditation across the SWEIC</li> </ul>	<p>All LA workstream representatives SW RIT SWEIC Team – Gwyneth Fairbairn Laura Fugaccia CLD Third Sector Young People MYP</p>
<p>Encourage collaborative partnerships between schools/ ELCs and their communities, parents and families.</p>	<p>Offer a series of professional learning and sharing practice opportunities around:</p> <ul style="list-style-type: none"> <li>▪ Building strong, positive relationships with parents, families, and communities</li> <li>▪ Getting it Right for Every Child (GIRFEC)</li> <li>▪ Equality, diversity, and inclusion</li> </ul> <p>And as appropriate working with PIE census data outcomes to support improvement.</p>	<p>Family engagement/learning programmes are providing opportunities for parents and carers to build capacity in supporting their children.</p> <ul style="list-style-type: none"> <li>▪ Case studies sharing impact of partnerships/working with communities</li> </ul>	<p>Fiona McAvoy Graham McGinn Liz Candlish All LA workstream representatives SW RIT SWEIC Team – Gwyneth Fairbairn Laura Fugaccia CLD</p>

## Workstream Plan - Getting It Right for All Learners (GIRFAL)

Priority	Summary of Action	Intended Outcome / Impact / Measures	Outcome Lead / Collaboration
<p>Strengthen professional capacity and teacher confidence to support robust assessment judgements.</p>	<p>Continue to extend the professional learning opportunities for practitioners which will improve the quality of Assessment and Moderation and bring about greater consistency in teachers' professional judgements of Curriculum for Excellence levels across the regional improvement collaborative.</p> <p>To include activity around:</p> <ul style="list-style-type: none"> <li>▪ A review of the 4 stages of progress</li> <li>▪ Sharing practice sessions across all 4 LAs</li> <li>▪ Learning, teaching and assessment cycle – professional learning to include specific input for NQT / ECT</li> <li>▪ Continue to develop self-sustaining subject/specialist networks. To enable as appropriate subject networks moderation (NQ as appropriate)</li> <li>▪ Local / Regional / National QAMSOS activity – development of the QAMSOS role</li> </ul>	<p>Across the SWEIC teachers are confidently and consistently making robust accurate assessment judgements.</p> <p>Qualitative and quantitative data which shows:</p> <ul style="list-style-type: none"> <li>▪ Increased number from 21/22 of practitioners attending moderation events</li> <li>▪ Practitioner confidence evaluation data showing improvement from baseline</li> <li>▪ Case studies that evidence deeper knowledge and understanding</li> <li>▪ Local authority exemplification that demonstrates good moderation practice</li> <li>▪ Number of NQT/ECT engaging with SWEIC activities</li> <li>▪ Increased numbers of QAMSOS across LA</li> <li>▪ Improved attainment outcomes</li> </ul>	<p>Liz Candlish            Julianna Gordon            Gavin Pitt (SA)            Alastair Young (DG)            Gail Elder and Robert McCallum (EA)            Fiona Hopkins (NA)            Sharon Johnstone (NA)            QAMSOS            SW RIT            SWEIC Team – Gwyneth Fairbairn            Laura Fugaccia</p>
<p>Develop and share practice to support improving outcomes for the most vulnerable</p>	<p>Deliver a range of professional learning opportunities to support staff in taking positive and proactive steps to ensure barriers to learning are minimised so improving outcomes for the most vulnerable and disadvantaged children and young people.</p>	<p>Across the SWEIC qualitative and quantitative data shows improved outcomes for our most vulnerable and disadvantaged children and young people.</p>	<p>Liz Candlish            Julianna Gordon            Gavin Pitt (SA)            Alastair Young (DG)</p>

<p>and disadvantaged children and young people.</p>	<p>To include activity around:</p> <ul style="list-style-type: none"> <li>▪ Development and delivery of an inhouse / partner developed inclusive practitioner CLPL programme</li> <li>▪ A sharing of ASL Review LA Plans – share practice to promote actions / support improvement</li> <li>▪ A CLPL programme focussing on support for ASN learners in the classroom</li> <li>▪ Sharing practice sessions in supporting care experienced young people and other identified learners experiencing significant barriers to learning to attain and achieve their full potential.</li> <li>▪ Play pedagogy CLPL with a focus on ASN</li> <li>▪ Development of SWEIC EAL /ESOL network</li> </ul>	<p>Qualitative and quantitative data which shows:</p> <ul style="list-style-type: none"> <li>▪ Improved attainment and achievement outcomes</li> <li>▪ Case studies that evidence improved outcomes to include partner engagement</li> <li>▪ Practitioner engagement and evaluation of inhouse / partner developed inclusive practitioner CLPL programme</li> <li>▪ LA evidence which reports improved inclusive practice</li> </ul>	<p>Gail Elder and Robert McCallum (EA)  Fiona Hopkins (NA)  Sharon Johnstone (NA)  LA ASN  CLD  Third Sector  SWEIC Team – Gwyneth Fairbairn  Laura Fugaccia</p>
<p>Develop opportunities to support collaboration to increase youth participation and youth voice influence.</p>	<p>In conjunction with young people and key LA partners explore ways to extend and support greater collaboration and engagement with young people to provide opportunities to increase youth engagement and youth voice influence across the South West regional improvement collaborative.</p> <p>Working with partners:</p> <ul style="list-style-type: none"> <li>▪ Identification and sharing of current youth participation and representation structures in local authorities.</li> <li>▪ Create a baseline picture of youth participation and youth voice mechanisms across the SWEIC.to include information on barriers to participation</li> <li>▪ Offer professional learning and sharing practice opportunities around children’s rights and participation</li> <li>▪ Create a network of LA youth participation leads to share practice</li> <li>▪ Explore the potential to create an opportunity to bring young people from across the SWEIC together to</li> </ul>	<p>Across the SWEIC there is increased youth participation and evidence of youth voice influence.</p> <p>Qualitative and quantitative data which shows:</p> <ul style="list-style-type: none"> <li>▪ Young peoples’ voice is recognised, recorded and implemented in the delivery of SWEIC GIRFAL and other workstream activity</li> <li>▪ Case studies that evidence increased youth participation and evidence of youth voice influence across LAs</li> <li>▪ Data from young people network collected and analysed to inform further work / identify need</li> </ul>	<p>Liz Candlish  Julianna Gordon  Gavin Pitt (SA)  Alastair Young (DG)  Gail Elder and Robert McCallum (EA)  Fiona Hopkins (NA)  Sharon Johnstone (NA)  SWEIC Team – Gwyneth Fairbairn  Laura Fugaccia  CLD  MYPs / Children and Young People</p>

	<p>discuss need, current issues and identify ways to increase youth participation and youth voice influence</p> <ul style="list-style-type: none"> <li>Establish and contribute to a SWEIC Youth Person's network group</li> </ul>	<ul style="list-style-type: none"> <li>Young person network is empowering young people to undertake leadership opportunities that will develop their skills for lifelong learning and the world of work evidenced through evaluation data</li> </ul>	<p>LA Pupil Forum Representatives LA Representatives</p>
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## GIRFAL Workstream Subgroups - Health and Wellbeing

Priority	Summary of Action	Intended Outcome / Impact / Measures	Outcome Lead / Collaboration
<p>Supporting recovery and building on previous collaborative work in health and wellbeing with a continued focus on pedagogy and practice which leads to improved learning teaching and assessment outcomes for all.</p> <p>Promote the use and development of research to increase the use of evidence-based</p>	<p>SWEIC HWB group members collaborate to enhance local authority developments and professional learning programmes through continued formal and informal collaboration taking place across the four authorities with Education Scotland.</p> <p>Create leadership opportunities through building of professional networks and supporting practitioner development.</p> <p>Signposting to CLPL and resources on the SWEIC HWB Team to support planning, learning, teaching and assessment for all SWEIC practitioners including:</p> <ul style="list-style-type: none"> <li>Sharing of LA practice</li> <li>Learning and Teaching fortnightly bulletin to be distributed SWEIC-wide</li> <li>NQT / ECT focus</li> <li>Inclusive Practitioner Programme</li> </ul>	<ul style="list-style-type: none"> <li>Programmes and CLPL supported and influenced by work across other authorities (shared practice)</li> <li>A collaborative culture of sharing practice across the 4 LAs is supporting stakeholders at all levels</li> <li>Across the SWEIC qualitative and quantitative data shows improved outcomes in HWB for children and young people</li> <li>A culture of leadership professional learning is supporting improvement and outcomes</li> <li>Enhance collaboration and leadership opportunities within subject network spaces that support high quality learning, teaching, and teacher progress (engagement numbers and focus groups)</li> </ul>	<p>LA Leads - HWB network SW RIT HWB Officer SWEIC Leads</p>

practice learning and teaching and outcomes.	Development of training programme of HWB mentorship.	<ul style="list-style-type: none"> <li>Building partnerships across the SWEIC to enhance the experience of young people and support practitioners in high quality learning and teaching measured through engagement data and evaluative feedback (linking this to SCQF level 4 Mental Health and Wellbeing Award quantitative data)</li> </ul>	
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## GIRFAL Workstream Subgroups – Maths and Numeracy

Priority	Summary of Action	Intended Outcome / Impact / Measures	Outcome Lead / Collaboration
Supporting recovery and building on previous collaborative work in maths and numeracy with a continued focus on pedagogy and practice which leads to improved learning teaching and assessment outcomes for all	Strategic Leads within the SWEIC maths group collaborate to enhance local authority developments and professional learning programmes.	<ul style="list-style-type: none"> <li>Continued formal and informal collaboration taking place across the four authorities with Education Scotland and ITE partners</li> <li>Programmes and CLPL supported and influenced by work across other authorities (shared practice)</li> </ul>	LA Strategic Leads Numeracy/maths SW RIT Numeracy and Maths Officer University of West of Scotland (UWS) University of Glasgow (UoG)
Promote the use and development of research to increase the use of evidence-based	Offer a range synchronous and asynchronous CLPL opportunities throughout the session via the SWEIC Numeracy and Maths Professional Learning MS Team.	<ul style="list-style-type: none"> <li>Range of professional learning opportunities on offer for practitioners in relation to planning, learning, teaching, and assessment</li> <li>Number of practitioners engaging in CLPL opportunities</li> <li>Shared examples of classroom practice</li> </ul>	LA Strategic Leads Numeracy/maths SW RIT Numeracy and Maths Officer UWS UoG
	Supporting the development of the SWEIC Numeracy Leader Network.	<ul style="list-style-type: none"> <li>SWEIC Numeracy Leaders collaboration</li> <li>Additional training</li> <li>Providing leadership opportunities</li> </ul>	SWEIC Numeracy Leaders LA Strategic Leads Numeracy/Maths

practice learning and teaching and outcomes.		<ul style="list-style-type: none"> <li>▪ Delivery of training within education partnerships</li> <li>▪ A range of Qualitative and Quantitative Measures</li> </ul>	SW RIT Numeracy and Maths Officer
	Embed the National Response to Improving Mathematics (NRIM) recommendations into SWEIC Numeracy and Maths PL inputs.	<ul style="list-style-type: none"> <li>▪ Use the NRIM recommendations to inform SWEIC CLPL programmes</li> <li>▪ Recommendations from NRIM embedded in PL inputs</li> </ul>	SWEIC Numeracy Leaders LA Strategic Leads Numeracy/Maths SW RIT Numeracy and Maths Officer
	<p>Develop and enhance partnerships with other RICs and the Education Scotland Numeracy and Mathematics Team to provide a wider range of professional learning and collaboration opportunities for SWEIC practitioners.</p> <p>Build on current partnerships to share developments and CLPL provided by other RICs and by Education Scotland e.g., SWEIC/SEIC Higher Applications of Maths Group.</p> <p>Representation of strategic member of the group in national working groups e.g., National Response to Improving Mathematics (NRIM) Partnership Board and Working Groups.</p>	<ul style="list-style-type: none"> <li>▪ A range of Qualitative and Quantitative Measures</li> </ul>	LA Strategic Leads Numeracy/Maths SW RIT Numeracy and Maths Officer NRIM Board Chairs Strategic Lead Participation and Collaboration in NRIM Short Life Working Groups
	Arrangement and signposting to CLPL and resources on the SWEIC Numeracy and Maths MS Team to support planning, learning, teaching and assessment for all SWEIC practitioners.	<ul style="list-style-type: none"> <li>▪ A range of professional learning opportunities for NQT and Early Career Teachers in relation to planning, learning, teaching and assessment to support NQT and ECT programmes is available</li> <li>▪ SWEIC CLPL available to all practitioners</li> </ul>	LA Strategic Leads Numeracy/maths SW RIT Numeracy and Maths Officer

	Continue to develop partnerships with UWS and University of Glasgow ITE to discuss developing collaborative work, develop CLPL modules and provide support for ITE programmes.	<ul style="list-style-type: none"> <li>▪ SWEIC CLPL integrated into ITE programmes</li> <li>▪ ITE supporting SWEIC professional learning modules including the Critical Friends Programme</li> <li>▪ A range of Qualitative and Quantitative Measures</li> </ul>	LA Strategic Leads Numeracy/Maths SW RIT Numeracy and Maths Officer UWS UoG
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## GIRFAL Workstream Subgroups - Literacy

Priority	Summary of Action	Intended Outcome / Impact / Measures	Outcome Lead / Collaboration
Supporting recovery and building on previous collaborative work in literacy with a continued focus on pedagogy and practice which leads to improved learning teaching and assessment outcomes for all.	Strategic Leads within the SWEIC literacy group collaborate to enhance local authority developments and professional learning programmes through continued formal and informal collaboration taking place across the four authorities with Education Scotland.	Programmes and CLPL supported and influenced by work across other authorities (shared practice). A collaborative culture of sharing practice across the 4 LAs is supporting stakeholders at all levels. Across the SWEIC qualitative and quantitative data shows improved outcomes in literacy for all children and young people.	LA Strategic Leads Literacy SW RIT Literacy Officer SWEIC Leads
Promote the use and development of research to increase the use of evidence-based practice learning and teaching and outcomes.	<p>Develop a focus to improve and enhance reading for pleasure through:</p> <ul style="list-style-type: none"> <li>▪ Collaboration with Scottish Book Trust</li> <li>▪ Partner involvement <ul style="list-style-type: none"> <li>○ Local libraries</li> <li>○ Local authors</li> </ul> </li> <li>▪ Linking of schools / pupils</li> <li>▪ Linking of staff</li> <li>▪ Family learning and parental engagement networks</li> <li>▪ Monthly support sessions for staff facilitated by SBT/ Ed Scot / LA leads</li> <li>▪ Development of a shared space for resources</li> </ul>	<ul style="list-style-type: none"> <li>▪ Improving reading for pleasure across the SWEIC evaluated through the number of schools undertaking SBT awards programme</li> <li>▪ Support achievement of SBT award through support networks evidenced by number of schools achieving SBT award in the academic session 22/23</li> <li>▪ Improve collaborative spaces and opportunities through increased</li> </ul>	LA Strategic Leads Literacy SW RIT Literacy Officer SWEIC Leads CLD

	<ul style="list-style-type: none"> <li>▪ SWEIC Celebration of success event</li> <li>▪ Setting up of mentor school programme to ensure sustainability</li> <li>▪ Creating opportunities for developing networks to enhance and develop reading for pleasure (out with SBT accreditation process)</li> </ul>	<p>number of stakeholder networks (quantitative data)</p> <p>A culture of leadership professional learning is supporting improvement and outcomes.</p>	
	<p>Signposting to CLPL and resources on the SWEIC Literacy Team to support planning, learning, teaching and assessment for all SWEIC practitioners including:</p> <ul style="list-style-type: none"> <li>▪ Sharing of LA practice</li> <li>▪ Focus on local contexts e.g., authors, texts, partners</li> <li>▪ Learning and Teaching fortnightly bulletin to be distributed SWEIC-wide</li> <li>▪ NQT / ECT focus</li> <li>▪ A Literacy focus within EY play pedagogy programme</li> <li>▪ 1+2 focus extended</li> <li>▪ Development of SWEIC EAL/ESOL network</li> <li>▪ SWEIC Debate focus</li> </ul>	<ul style="list-style-type: none"> <li>▪ Improve collaborative spaces and opportunities through network (quantitative data)</li> <li>▪ Enhance collaboration and leadership opportunities within subject network spaces (engagement numbers and focus groups)</li> <li>▪ Building partnerships across the SWEIC to enhance the experience of young people and support practitioners</li> </ul>	<p>LA Strategic Leads Literacy SW RIT Literacy Officer SWEIC Leads</p>
	<p>Develop and embed SWEIC Literacy Fortnight through:</p> <ul style="list-style-type: none"> <li>▪ Collaboration with partners – focus on local/Scottish heritage</li> <li>▪ Involvement of parents/carers</li> <li>▪ Increase involvement of learners in developing inputs</li> <li>▪ Writing competition</li> </ul>	<ul style="list-style-type: none"> <li>▪ Building partnerships across the SWEIC to enhance the experience of young people and support practitioners</li> </ul>	<p>LA Strategic Leads Literacy SW RIT Literacy Officer SWEIC Leads</p>



## SWEIC Leadership Plan - incorporated into all Workstreams

Priority	Summary of Action	Intended Outcome / Impact / Measures	Outcome Lead / Collaboration
<p>Increase range of opportunities for practitioners across the SWEIC to participate in high quality, collaborative leadership learning.</p>	<p>Working with partners and LA CLPL leads continue to extend the range of accessible leadership development opportunities which supports identified needs by sector/ stage/ theme/ subject.</p> <p>To include activity to support:</p> <ul style="list-style-type: none"> <li>▪ In conjunction with the North Ayrshire professional learning and leadership development team continue and extend delivery of 'Leaders of Pedagogues' to middle leaders – 2 Secondary cohorts / 1 Primary pilot cohort</li> <li>▪ Promote and support the delivery of Evolving Systems Thinking programme</li> <li>▪ Further develop systems to enable more effective: sharing practice /access to resources / signposting to guidance and support to support empowerment and leadership development</li> <li>▪ Working across the four LAs share practice which could lead to the development of a collective coaching/ mentoring and associated CLPL framework to support leaders at all levels in aspects of their role and enable them to build capacity in others</li> <li>▪ Through the Maths and Numeracy subgroup support the delivery of 'Critical Friends' programme by University of West of Scotland</li> <li>▪ Through the GIRFAL workstream support the development and delivery of an inhouse/ partner developed inclusive practitioner CLPL programme</li> </ul>	<p>Across the SWEIC practitioners at all levels are benefitting from access to high quality, collaborative leadership learning programmes. A collaborative culture of sharing practice across the 4 LAs is supporting stakeholders at all levels within an empowered system.</p> <p>Qualitative and quantitative data which shows:</p> <ul style="list-style-type: none"> <li>▪ Increased numbers of practitioners engaging in professional learning activity supporting leadership learning</li> <li>▪ Number of new leadership professional learning opportunities.</li> <li>▪ Number of participants that report professional learning activities offer is a good or better opportunity to collaborate</li> <li>▪ A culture of leadership professional learning is supporting improvement and outcomes particularly in relation to HGIOS 4 process QIs 1.2 and 1.3. (Leadership of Learning and Leadership of Change)</li> <li>▪ A calendar of CLPL opportunities is delivering an increased number of</li> </ul>	<p>Sheelagh Rusby SWEIC Workstreams SWEIC Team LA Leads - CLPL Liz Candlish Christine Grace Joanne Maclean Robert McCallum and Maths/ Numeracy subgroup SW RIT</p>

	<ul style="list-style-type: none"> <li>Where relevant explore 'train the trainer' opportunities to develop capacity and sustainability</li> </ul>	<p>opportunities to support stakeholder professional learning and is meeting identified need</p>	
<p>Continue to develop a growing range of networks at all levels to enhance learning and leadership.</p>	<p>In consultation with practitioners continue to expand opportunities for sector specific families of schools and subject networks to support effective collaboration across the South West regional improvement collaborative.</p> <p>To include:</p> <ul style="list-style-type: none"> <li>Continued improvements to SWEIC communication processes to share information, resources and CLPL activities/ opportunities across the SWEIC</li> <li>In conjunction with a representative group of headteachers further develop the families of school's networks (ELC/ Primary and Secondary) to include an optional calendarised offer reflecting workstream activity</li> <li>Extend facilitator training/ train the trainer opportunities for practitioners to collaborate to plan and facilitate professional learning and leadership activities for others across the themes of the SWEIC plan in a sustainable way</li> <li>Further develop approaches to online collaboration and engagement through the development of subject specific networks</li> <li>Through the networks provide opportunities to support and promote the use and development of research to increase the use of evidence-based practice learning and teaching and outcomes</li> </ul>	<p>An increase in the use evidence-based research is influencing classroom practice, learning and teaching and outcomes.</p> <p>A culture of 'inhouse' train the trainer activity is supporting a self-sustaining CLPL programme.</p> <p>Networks and families of schools are self-supporting and are supporting a culture of self-improvement and empowerment.</p> <p>An active, refreshed and up to date SWEIC blog is supporting improved communication and processes to share information and resources across the SWEIC.</p> <p>Qualitative and quantitative data which show:</p> <ul style="list-style-type: none"> <li>Families of Schools engagement</li> <li>Number of subject networks created</li> </ul>	<p>SWEIC Team SW RIT LA Leads - CLPL Subject Networks HTs – Families of Schools</p>

	<ul style="list-style-type: none"><li>▪ Further develop cross RIC opportunities to share practice</li></ul>	<ul style="list-style-type: none"><li>○ Number of members involved in each network</li><li>○ Number from each LA</li><li>▪ Number of members who report opportunities to share information/ resources/ CLPL evaluations is good or better</li><li>▪ Numbers involved in cross RIC collaboration activities</li><li>▪ Number of stakeholders undertaking train the trainer activities and subsequently delivering</li><li>▪ Blog/Twitter engagement data</li></ul>	
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## Current High Level Critical Indicators for SWEIC

To be reviewed Session 22/23 in line with individual local authority stretch aims

Indicators	2016/17 Baseline	2017/18 Value	2018/19 Value	2019/20 Value	2020/21 Value	Stretch Aim/Target
% of Children Meeting Developmental Milestones 27 – 30 month review	78	82	83	83	82	88*
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	70	70	72		60	76*
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening) <b>SIMD 20% most disadvantaged</b>	60	61	63		48	68
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening) <b>SIMD 20% least disadvantaged</b>	83	82	84		72	85
Percentage point difference (pp) of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening) <b>Gap between most and least disadvantaged</b>	23	21	21		24	16
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	74	78	78		69	81*
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy <b>SIMD 20% most disadvantaged</b>	66	72	70		59	75
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy <b>SIMD 20% least disadvantaged</b>	84	87	89		81	88

Indicators	2016/17 Baseline	2017/18 Value	2018/19 Value	2019/20 Value	2020/21 Value	Stretch Aim/Target
Percentage point difference (pp) of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy <b>Gap between most and least disadvantaged</b>	18	15	19		22	13
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)	84	88	86			90*
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening) <b>SIMD 20% most disadvantaged</b>	75	79	75			84
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening) <b>SIMD 20% least disadvantaged</b>	94	94	90			95
Percentage point difference (pp) of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening) <b>Gap between most and least disadvantaged</b>	19	15	14			10
% of S3 pupils achieving third level or better in numeracy	85	90	90			91*
% of S3 pupils achieving third level or better in numeracy <b>SIMD 20% most disadvantaged</b>	75	85	83			84
% of S3 pupils achieving third level or better in numeracy <b>SIMD 20% least disadvantaged</b>	95	95	96			96
Percentage point difference (pp) of S3 pupils achieving third level or better in numeracy <b>Gap between most and least disadvantaged</b>	20	10	13			11
% of leavers achieving 1 or more awards at SCQF Level 6 or better	64.1	64.9	63.97	65.82	68.61	71*
% of leavers achieving 5 or more awards at SCQF Level 6 or better	33.7	31.9	32.65	36.33	38.52	**40.16

Indicators	2016/17 Baseline	2017/18 Value	2018/19 Value	2019/20 Value	2020/21 Value	Stretch Aim/Target
% of school leavers achieving SCQF Level 5 in Literacy	80.5	80.8	81.25	80.9	83.25	**81.8
% of school leavers achieving SCQF Level 5 in Numeracy	70.3	69.6	68.05	70.62	71.62	**71.03
Exclusion Rates – All Pupils (Rate per 1000 pupils)	26		18		12.72	**11.87
Exclusion Rates – LAC status Pupils (Rate per 1000 pupils)	77		118			**152
Attendance Rates – All Pupils	93.0		92.66		91.8	**92.0
Attendance Rates – LAC status Pupils	91.0		87.0			**87.0
Initial School Leaver Destinations (% in positive destinations)	94.1	94.2	94.38	94.3	95.8	95
% of ELC, Primary and Secondary establishments evaluated as good or better for learning, teaching and assessment QI 2.3 (Academic Year)	52.2 (12/23)	65.2 (15/23)	60.7 (17/28)	76.2 (16/21)		80
% of ELC, Primary and Secondary establishments evaluated as good or better for leadership of change QI 1.3 (Academic Year)	54.5 (12/22)	63.6 (14/22)	63.2 (12/19)	72.7 (8/11)		80
% of ELC, Primary and Secondary establishments evaluated as good or better for Raising attainment and achievement QI 3.2 (Academic Year)	61.5 (16/26)	65.5 (19/29)	65.5 (19/29)	85.7 (12/14)		80
% of ELC, Primary and Secondary establishments evaluated as good or better for Ensuring wellbeing, equality and inclusion QI 3.1 (Academic Year)	70.0 (14/20)	66.7 (16/24)	69.6 (16/23)	81.8 (9/11)		80

\* Midpoint value from NIF indicators

\*\* National Average



# SOUTH WEST

## Educational Improvement Collaborative

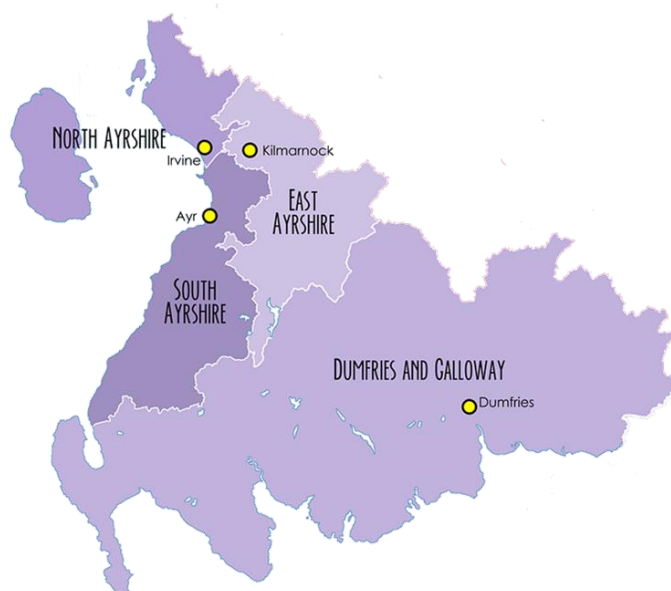
### Report 2021/22

### July 2022

The South West Educational Improvement Collaborative is a collaboration of four local authorities across the south west of Scotland: Dumfries and Galloway, East Ayrshire, North Ayrshire and South Ayrshire. It represents 512 educational establishments, early learning centres, primary, secondary and special schools and over 5000 teachers delivering to over 80,500 children and young people serving both urban and rural communities.

This report covers the period April 2021 – March 2022 detailing the work and of the SWEIC's three key workstreams – Closing the Poverty Related Attainment Gap, Planning for Learning Teaching and Assessment and e-Learning Implementation. Alongside these three key areas Early Years and Leadership outcomes have been embedded throughout the plan.

During this time, the country continued to deal with the impact of the COVID -19 pandemic with social distancing, school closures, working from home and self-isolating pupils and staff being among the constant mitigating factors facing schools throughout this time.



**512**  
early learning  
centres, primary,  
secondary and  
special schools

**5000**  
teachers



**80,500**  
children and  
young people

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## Background

In preparing the SWEIC Regional Improvement Plan 2021/22, it recognised and respected the enormous pressures that education staff at all levels were under, responding to rapidly changing situations in schools and appreciated that staff were fully focussed on engaging with children, young people and families. Our plan for 2021/22 therefore reflected our intention to support school recovery, reconnect with staff and learners and take forward our learning from lockdown.

Due to social distancing measures, school closures and lockdown, all SWEIC events and professional learning opportunities have continued this session to be delivered online. By offering SWEIC opportunities digitally, we have made very good progress towards implementing the SWEIC's recovery plan and have been able to engage with a much broader group of practitioners however it has not been possible to deliver all aspects of the plan due to limited capacity during education's response to the pandemic. In moving forward our new plan 2022/23 will very much build on what has been achieved so far and will have a strong focus on '**coming back together, stronger**'.

Throughout the session we have continued to facilitate peer to peer, school to school and authority to authority collaboration using digital technologies, allowing colleagues to engage with each other in ways which suit them best at this time of uncertainty and constant change. The successful development and launch of @South-West Connects has provided a forum for greater collaboration across our secondary schools and is providing a platform from which we can build.



## SWEIC Team

Session 2021/22 saw changes in the personnel leading the operational and day to day management of the SWEIC. The Regional Lead Officer (RLO) and the SWEIC Quality Improvement Manager (QIM), both from Dumfries and Galloway took up their positions in summer 2021 replacing previous post holders from South Ayrshire. Part funding of Regional Lead Officer (RLO), funding of 0.6fte Quality Improvement Manager (QIM), three x 0.4fte seconded workstream officers, alongside a part time data analyst and a digital support officer continue to increase the operational and leadership capacity of the regional improvement collaborative.

The SWEIC strategic leadership team comprising of the RIC lead and the other local authority strategic leads, Education Scotland Senior Regional Advisor (SRA) and the SWEIC QIM meet regularly to discuss progress within the plan and next steps along with next steps for planned activity. This forum has also proved to be a very useful and supportive platform to share practice and discuss issues during the pandemic.

A monthly report is produced for the SWEIC local authorities' Chief Executives. This is followed up with a meeting with the RIC lead where the content of the report is further discussed. This is providing a valuable endorsement and is raising awareness of the work being undertaken more widely.

Following a review of milestone and impact measures to support the impact reporting and evaluation of the improvement plan, the QIM along with the seconded workstream officers have since been better able to review progress and agree next steps.

This work continues to be supported by the regional improvement team and is providing a framework to support the SWEIC demonstrate coordinated and collective impact.

The part time Data Analyst has supported collaborative approaches to improvement by providing data to support RIC planning, evaluating and reporting of workstream activity. Given the wide range of qualitative and quantitative available and consultation with other RICs, Power BI training has been undertaken to support the data analyst develop wider connections across the data.

A Governance structure has been developed for the SWEIC to support improvement in communication channels and to provide a clear structure which demonstrates the interlinking of the various groups.

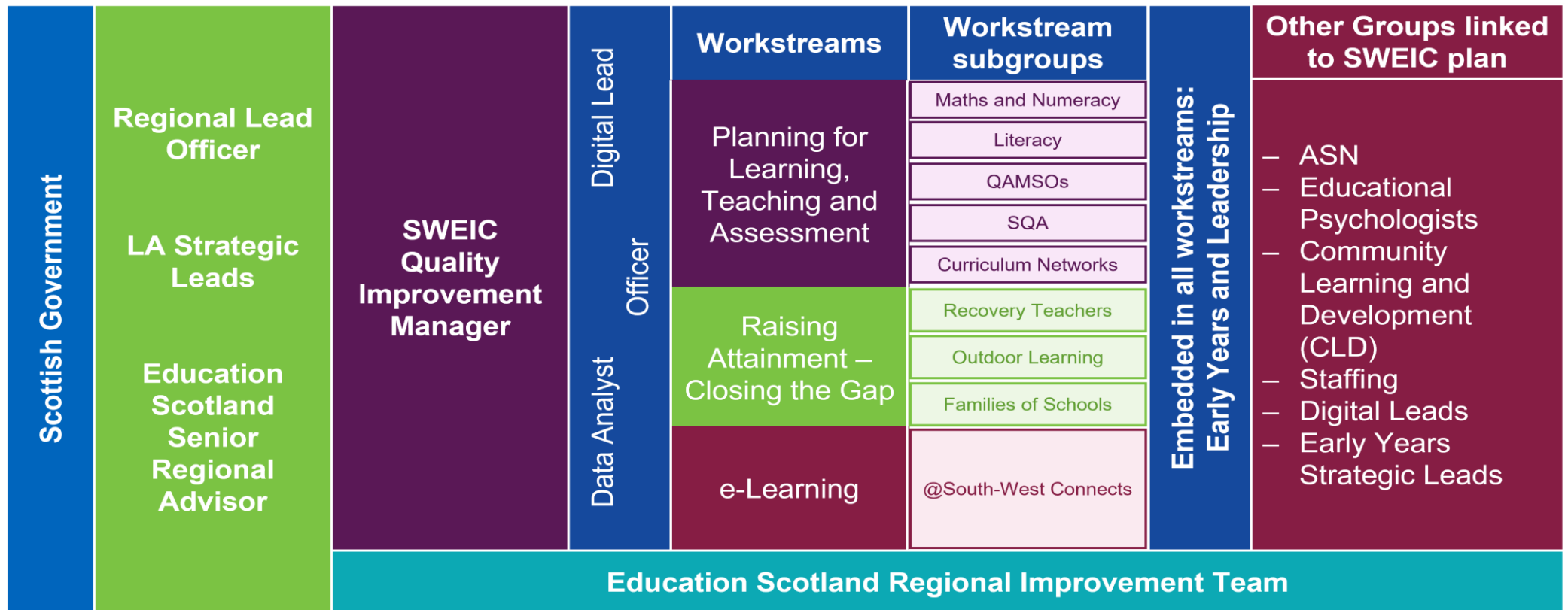


Throughout the 2021/22 session the SWEIC team of seconded officers and regional improvement team members have jointly undertaken professional learning led by Education Scotland Evolving Systems Thinking Team.

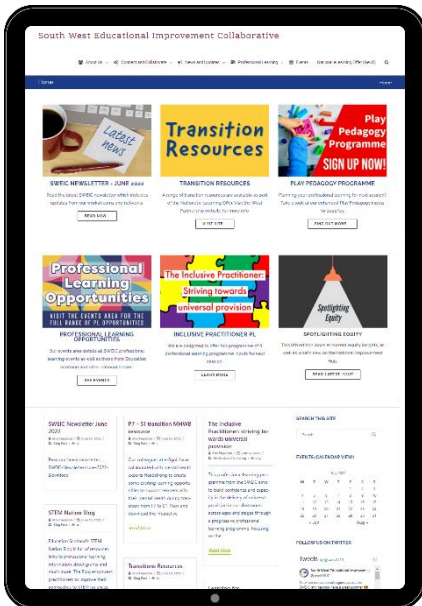
Three bespoke training sessions were planned and delivered which had a specific focus on leadership for system improvement, capacity building practices and data use and planning priorities. These proved to be very useful sessions with the teams collaborating well together.



# SWEIC Governance Structure 2021/22



Local Authority Chief Executives and Education Convenors



## Communication

As part of the concentrated focus across the SWEIC to improve communication and ensure information gets to the class teacher a new SWEIC website was launched in August 2021. This work is led by our part time Digital Support Officer who also provides technical support for @South-West Connects.

Monitoring, which is reported on a monthly basis has shown a good level of engagement in the SWEIC blog and therefore improved opportunities for collaboration for all. An example of this would be in January 2022 the Blog received 8878 views up 48% on the previous reported month (Nov 21). 62% of Blog visitors come direct to the Blog, 15% via Twitter and 14% from search engines. Twitter followers also continue to grow.

In addition to the new SWEIC blog, termly Sway newsletters have been produced. Through this forum and the website, staff are actively encouraged to contribute to share their thoughts around what they want from the SWEIC as well as highlighting ways to become involved and share good practice. Recent professional learning which was recorded can also be accessed on the site for those unable to attend.

## Data

Due to the challenges facing schools at this time our schools have not been able to carry out their normal full range of ongoing assessment, standardised assessments, SNSA assessments and moderation activities that they would normally undertake to enable them to gather robust achievement of a level information and pupil progress data in a common format. Despite this however all primary schools submitted to the Scottish Government in June 2021 teacher judgement ACEL (Achievement of a Level) data for P1, P4 and P7. No national data was collected during session 20/21 for S3.

Given the unique set of circumstances schools have found themselves in over the past two years it is difficult to make accurate comparisons or to draw any conclusions from attainment data. Mindful of this our High-Level Critical Indicators (Appendix 1) have been updated but no detailed analysis has been undertaken beyond that that would support workstream activity planning.

In 2021, further cancellation of exams and external assessment of coursework took place. All secondary schools were required to use the SQA Alternative Certification Model. This model was based on demonstrated attainment over the course of the session with robust assessment judgements being made by teachers and lecturers and submitted to the SQA.

The impact of this and the previous year's disruption to SQA has meant that care has to be taken when making comparisons over time. So, although there are High Level Critical Indicators (Appendix 1) taken from our benchmarking tool Insight, advice on the use of this data is that the results for 2021 should not be directly compared to those in previous years or future years. The 2021 Insight data cannot be used to directly demonstrate subject, school, authority or RIC improvement compared with previous years.

## Professional Learning

A wide range of professional learning opportunities and facilitated, themed online conversations organised by workstream seconded officers, and the regional improvement team have continued to take place throughout the session. Professional learning has been delivered using a range of platforms, Glow, MS Teams and V-scene. Whilst attendance has varied over the course of the year due to Covid, with a number having to be cancelled, feedback from professional learning online events has been positive with participants appreciating the time and space to collaborate with colleagues, sharing their experiences, their practice and potential solutions to common challenges being faced.

The online events have generally had a focus on recovery so have been able to impact positively on school recovery. In February 2022, an online event was held for primary headteachers which over 120 engaged in. The activities for this session focussed on supporting the development of a culture of collaborative action research within groups of 'similar' schools across the SWEIC, providing a framework to support schools inform recovery planning for session 2022/23, support the gathering and analysis of data to inform improvement planning session 2022/23 and planning for refreshed SAC funding spend using a data driven template.

Feedback from this relaunch of the families of schools' event indicated that it was welcomed as headteachers felt that through this reconnecting and introductions opportunity they have accessed wider networks in which to collaborate and share their practice. The event was supported by the Education Scotland Evolving Systems Thinking team. Secondary heads who previously had not engaged in families of schools' events have asked for the introduction of secondary groupings for a similar purpose. This is very positive and evidence of reach and recognition of the perceived benefit of working across the RIC by secondary HT. It is hoped that these networks will continue to expand with evidence of practitioners being proactive in this and taking ownership of their own development.



## Professional Learning



Participants



Events

## Collaborative Opportunities during session 2021/22 included:

Date	Target Audience	Theme/Title
Apr	EYPs	Transitions in a Covid world
May	EY leaders	Parental Engagement – Sharing Practice
Apr/May	P1 & P2 practitioners programme	P1 Literacy Pedagogy and Practice
Apr/Jun	Practitioner networks – EYP, Early, 1st & 2nd level; Covid education recovery teachers; secondary staff.	Various facilitated themed conversations – remote learning; transitions; interventions & impact.
Apr	EYPs	Transitions in a Covid world
May	EY leaders	Parental Engagement – Sharing Practice
May	EY Froebel Leaders' network	Froebel
Sep/Jun	Practitioners in first four years of teaching	Maths and Numeracy Professional Learning for NQT's
Aug/May	Early / First Level teachers	Building Block of Literacy
Sep/May	QAMSOs	QAMSO
Sep/May	EY – teachers, EYPs	Play Pedagogy Moving Forward
Sep	BGE Practitioners	Effective Differentiation in the BGE (2 sessions)
Sep/Oct	Recovery Teachers	Focus on Recovery Interventions
Oct	SWEIC Numeracy Leaders	Introduction/Reengagement and Plans for the session as NLs
Oct	SWEIC NQT/RQTs	Drop-In Session 1 Introduction
Nov	Practitioners – all sectors	Outdoor learning's place "within a holistic, coherent, and future-oriented approach to learning 3-18."
Nov	Froebel leaders	Remote learning – Support and Collaboration
Nov	EY leaders	SWEIC Families – an EY model
Nov	Practitioners – all sectors	SWEIC QAMSO Sharing Practice Event – SA
Dec	SWEIC Numeracy Lead	Bar Modelling Discussion Forum
Jan/Feb	Practitioners – all sectors	SWEIC Languages Week Engagement across week from primary and secondary practitioners – 32 inputs
Jan	Practitioners – all sectors	SWEIC QAMSO Sharing Practice Event - EA
Jan	SWEIC Numeracy Lead	Mathematical Reasoning using Manipulatives

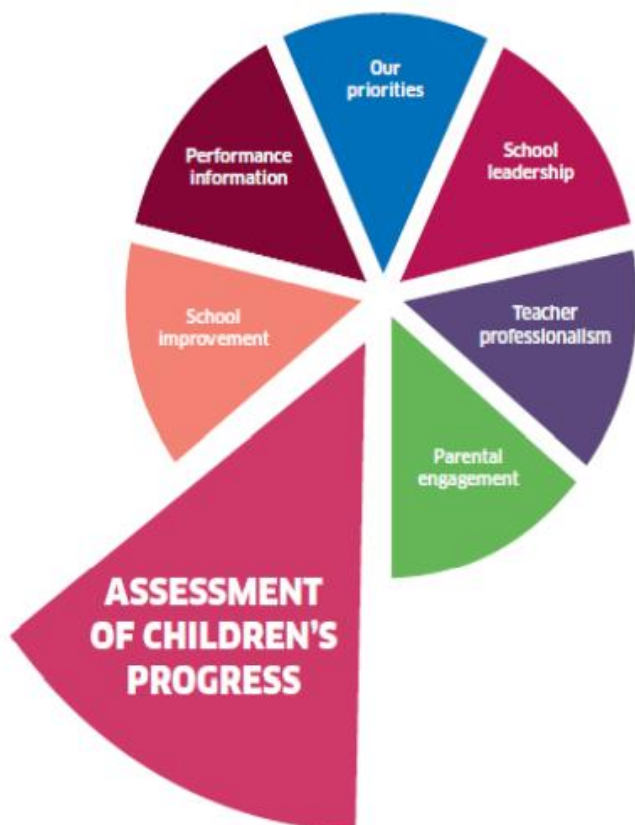
<b>Jan</b>	Practitioners – all sectors	Moderation for all
<b>Feb</b>	Practitioners – all sectors	CLD – Sharing good practice in supporting families in poverty
<b>Jan</b>	Early Level Focus - Practitioners – all sectors	SWEIC Outdoor Learning Blether
<b>Jan</b>	First Level Focus - Practitioners – all sectors	SWEIC Outdoor Learning Blether
<b>Jan/ Mar</b>	Practitioners – all sectors	Equity and Equality Blethers (3 sessions)
<b>Feb</b>	HT's - primary	SWEIC Families of Schools Relaunch & Reconnect Event
<b>Feb</b>	Practitioners – all sectors	4 Stages of Progress – a launch and feedback event
<b>Feb</b>	Second Level Focus - Practitioners – all sectors	SWEIC Outdoor Learning Blether
<b>Mar</b>	EY Excellence & Equity Leads	Network Launch
<b>Mar</b>	Practitioners in all sectors	SWEIC Literacy Fortnight
<b>Mar</b>	EY - all practitioners (Webinar)	Parental Engagement – moving forward to recovery
<b>Mar</b>	All practitioners	SWEIC QAMSO Sharing Practice Event – NA
<b>Mar</b>	Practitioners – all sectors	SWEIC Outdoor Learning
<b>Mar</b>	EY leaders	What does Leadership Mean? Reconnecting with core values in challenging times

# Workstream Successes and Achievements 2021/22

## Planning for Learning Teaching and Assessment Workstream Highlights

This workstream has continued to make good progress towards its outcomes over the last year despite the challenges COVID 19 has presented.

The scope of this workstream has continued to evolve during the last year and there now is several regional sub-groups reporting progress to this workstream. New additions to the subgroups have included a 1+2 Languages group, a curricular Health and Wellbeing group and a number of secondary subject network groups. These groups are in the early stages of development and have been supported both by RIC officers and RIT team members as appropriate.



### QAMSO network

The SWEIC QAMSO work supported by the Education Scotland Regional Improvement Team continues at pace. A MS Team has been set up enable access and sharing of training materials.

A discussion forum is now well established and used by practitioners. QAMSO Sharing Practice Event have been led by each local authority. These events have proved to be very popular, and the range of materials used have been shared. These events were recorded to ensure wider access.

Building on the shared QAMSO training each local authority took forward its own moderation and assessment activity. SWEIC officers representing this workstream have met with colleagues from other RICs to share approaches to online moderation activities.

## Languages Week

One of the new subject network groups 1+2 Languages held the first online SWEIC Languages Week in late January / early February 2022, running in conjunction with Languages Week Scotland. The four local authority 1+2 leads were instrumental in the planning and running of the week along with support and input from Education Scotland 1+2 link officer and SCILT Scotland's National Centre for Language Teaching. The week comprised of bite size sessions for practitioners which were run on a twilight basis but also recorded to provide a resource bank for use in the future. The idea was to provide inputs for all sectors and all practitioners regardless of their language proficiency. The organisation and delivery of this event was an excellent example of collaboration across the RIC. It was well supported by each local authority and feedback from the wide range of inputs showed it was well received. Evaluation indicates this should now develop into an annual event and plans are in place to do so.

## Four Stages of Progress

An online resource has been produced to support practitioner professional learning in the use of the 4 stages of progress. – a SWEIC resource which considers progress through a level. The resource has been developed to be of use to practitioners in all sectors and was launched by local authority workstream leads

in December. A SWEIC launch event was held in February to share the resource further, discuss its use so far and to allow an opportunity for practitioners to feedback on its value. The use of the resource and a more thorough evaluation and its impact will continue.

## Read the case study

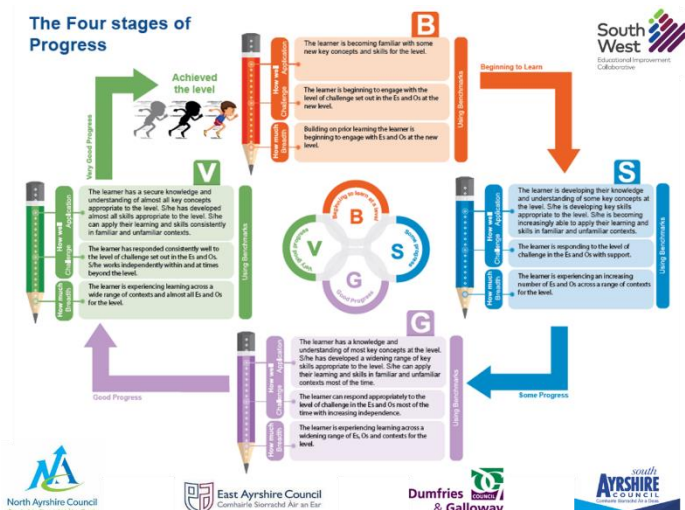
### Maths and Numeracy Group

The SWEIC Maths and Numeracy group continues to collaborate to increase the pace and reach of their work by providing ongoing support for practitioners across the South-West in planning learning, teaching and assessment in numeracy and mathematics.



The group have held a number of twilight sessions over the course of the year. Feedback from these has been very positive and analysis is informing a way forward for future events.

A full day event for the SWEIC Numeracy Leaders network was unfortunately cancelled due to current circumstances, however all planned inputs for this event were offered as virtual twilights, held within the Numeracy Leaders channel in the SWEIC Numeracy and Maths PL Team.





The Maths and Numeracy group have continued to progress developments with initial teaching education (ITE) partners at UWS (Ayr Campus) and University of Glasgow (Crichton Campus). ITE under-graduate and post-graduate courses and modules incorporate synchronous and asynchronous CLPL inputs provided by the SWEIC maths group. The group has further progressed developments with UWS partners in the establishment of a Critical Friends Programme for numeracy leaders. The Critical Friends Programme will be offered to SWEIC Numeracy Leaders prior to Easter 2022 to align with self-evaluation and improvement planning with the delivery of the modules to commence September 2022.

### **Literacy Group**

The new to this session appointment of a Regional Improvement Team officer for Literacy and English has provided a welcome addition to the SWEIC Literacy group. The group are working closely with the Scottish Book Trust regarding 'Reading Schools' accreditation ahead of the SWEIC rollout in session 22/23 for interested schools with the group discussing ways in which support could be offered to SWEIC practitioners/schools undertaking the accreditation.



Following on from the success of the SWEIC Language Week held in January 2022 the Literacy group held a 'Focus on Literacy fortnight' in March 2022. This work was led by the planning learning teaching assessment workstream lead and seconded officer. The fortnight launched on World Book Day (3rd March) with 'Storytime with SWEIC': a virtual offering of stories from Early to Second level that can be used by practitioners in the classroom.



The fortnight of activity included a number of keynote speakers who spoke of the importance of placing high quality learning and teaching as a key element for literacy learning. The fortnight consisted of a series of twilight inputs covering a range of ages, stages and areas of literacy. These inputs created a rich offering of opportunities for practitioners to self-select from. Inputs were recorded and uploaded to the SWEIC Literacy page on the blog for practitioners to access as required.

[Read the case study.](#)

## **Early Level Literacy Pedagogy Programme**

The Planning for Learning Teaching and Assessment workstream in conjunction with the Early Years lead continues to support the SWEIC Early Level Literacy Pedagogy programme delivered as an online professional learning offer. This has been extended to include Early Years, P2, 3 and 4.

This highlights the gaps identified in aspects of literacy skills across Early and First Levels which have become more apparent as a result of school closures. The networks established as a result are now well established and are proving to be an excellent collaboration forum.

The programme sessions this year included: Language & Communication + Phonological Awareness (2 sessions), Phonics, Spelling and Handwriting (2 sessions), The Balanced Reader and Writer (2 sessions).

There has been engagement from across the SWEIC in this programme with 151 teachers /practitioners engaged in the programme.

## **Evolving Systems Thinking**

A cohort of 39 senior leaders from across the Local Authorities and the Regional Improvement Team was recruited for the Evolving Systems Thinking programme. Unfortunately, however, this was unable to be progressed following a review by the Evolving System Thinking team to halt the programme meantime because of the current strains schools are under. It was felt that it would be very difficult to ask school and system leaders to commit to such a significant engagement at this time. It is hoped however that this programme will however be able to be offered again later in the year.



## **Growth Mindset Programme**

Over 40 school leaders and practitioners from the South West engaged with Winning Scotland Foundation's Growth Mindset Teams programme which began in June.2020 and completed November 2021. The programme offered a blend of independent online learning, tutor guidance, collegiate discussion and supported project delivery, empowering teaching professionals to have a greater understanding of growth mindsets and embed approaches within their schools. A number of participating school teams reluctantly dropped out of the programme due to lack of capacity due to the pandemic. A good number from the 2020-21 cohort are now delivering projects in their schools. This progress has been very encouraging considering the very challenging circumstances schools find themselves in currently. A case study from the 2019-20 cohort – St Matthew's HS in Saltcoats, North Ayrshire shared widely and has received a lot of positive feedback.

[winningscotland.org/store/p53/st-matthews-growth-mindset](https://winningscotland.org/store/p53/st-matthews-growth-mindset)

## Leadership of Pedagogues

The 'Leadership of Pedagogues' programme successfully took forward two cohorts of secondary middle leaders during session 2021/22. The programme which is designed specifically to bridge the gap identified in the professional learning opportunities for secondary middle leaders across the South-West Educational Improvement Collaborative (SWEIC). A consensus workshop, with middle leaders, identified the area of focus for each session allowing the programme to be planned effectively to meet participants needs.

The inaugural cohort has provided excellent feedback so far and indeed generate sufficient interest to offer and progress a second cohort concurrently. The sessions are designed to be progressive and inter-related, as indeed is the

art of becoming a proficient leader of pedagogues.

This programme which has recently received GTCS Professional Recognition for Secondary Middle Leaders. It will continue to be expanded during session 2022/23 and will include the development of a middle leaders' programme for Primary practitioners.



## Leaders of Pedagogues Programme

Participants	Theme
Secondary Middle Leaders	1.Reflection on self-measured self-reflection to explore leadership strengths.
Secondary Middle Leaders	2.Recognising and meeting needs – use tools to identify the professional needs of colleagues to support their learning trajectory.
Secondary Middle Leaders	3.Modelling behaviour & Skills – explore how modelling is embedded in practice & its power in leading pedagogues.
Secondary Middle Leaders	4, Examine skills and behaviours essential to supporting the professional development of your team.
Secondary Middle Leaders	5.Ambitious risk-taking – take a critical look at professional judgement and determining the right climate for that leap of faith.
Secondary Middle Leaders	6.Developing others – develop strategies to unlock the professional development of others through the art of visionary leadership.
Secondary Middle Leaders	7.Communication Skills – hone communication skills to elicit the professional needs of the pedagogues you lead.
Secondary Middle Leaders	8.Managing resources – focus on the managerial skills of leadership to support processes in your context.
Secondary Middle Leaders	9.Critical reflections

## Closing the Gap Workstream Highlights

This workstream has continued to make good progress towards its outcomes. The workstream lead officer, seconded officer, senior officers representing each local authority and a representative from the Education Scotland Regional Improvement Team continue to meet online monthly to progress the plan. Members of this workstream are committed to working collaboratively to close the poverty related attainment gap.



### SAC Leads Network

The SWEIC team in conjunction with RIT attainment advisers have set up a SAC Leads group. The purpose of SWEIC SAC Leads Network / Forum will be to provide opportunities for SAC Leads and Attainment Advisors to get together to share successes, challenges, national key messages, discuss current issues e.g., how LAs are measuring impact, planning and reporting. This network will be led by the local authorities and will meet on their request.

2022/23, support the gathering and analysis of data to inform improvement planning session 22/ 23 and planning for refreshed SAC funding spend using a data driven template.

Feedback from this relaunch of the families of schools' event indicated that it was welcomed as headteachers felt that through this reconnecting and introductions opportunity they have accessed wider networks in which to collaborate and share their practice. The event was supported by the Education Scotland Evolving Systems Thinking team.

### Families of Schools

Building on previous years' success in building networks of families of primary schools, an online event was held for primary headteachers which over 120 engaged in. This was the result of an extensive consultation carried out in November by members of this workstream to seek the views of the purpose of the network and how it might be redeveloped to ensure it met needs.

The activities for this session, therefore, were developed as a result of information gathered and focussed on supporting the development of a culture of collaborative action research within groups of 'similar' schools across the SWEIC, providing a framework to support schools inform recovery planning for session



## Blethers

'SWEIC Blethers', online facilitated, themed conversations, have continued to be organised on a regular basis for different networks of practitioners. Some have been more successful than others with numbers signing up and attendance variable throughout the year. Blethers offered have covered a wide range of topics from differentiation, remote learning, equity and equality, ASN and parental engagement and effective use of data. Feedback indicates that where participants have attended, they find these collaborative opportunities useful, realising that everyone is facing similar challenges and sharing effective practice and creative solutions.



Links have been established across all four local authorities to establish a SWEIC group to support learners, inclusion and integration in order to build capacity across the sector. The work of this group will be aligned with all current workstreams. Initial steps have been taken to form a leadership network and to share current practice around planning for ASN. Plans are in place to establish a cross authority collaborative network which will

support this area of priority for all four local authorities who are working through similar challenges. It is proposed that this will be emphasised as a key theme for work in the SWEIC plan for 2022/23.

## Outdoor Learning Network

A successful virtual Outdoor Learning professional learning event was held in November with over 100 attendees from across all four local authorities. Two keynote speakers provided information and challenge around the theme of 'outdoor learning's place within a holistic, coherent, and future-oriented approach to learning 3-18'. Feedback from attendance at this event was very positive. A follow up event took place in March as a result of this. The focus of this event was on sharing practice, pedagogy and links to the curriculum.

Local authority representatives on this workstream regularly share guidance, policies and practice related to Covid-19 recovery e.g., supporting vulnerable children particularly around self-isolation and recovery; use of PEF to support recovery; the rollout of digital devices. Workstream representatives have continued to find this extremely useful in informing their work at Local Authority level.



## Community Learning and Development (CLD)

Good links with colleagues in CLD are being developed across the SWEIC with outcomes embedded in the work of the closing the gap workstream. A planned partnership CLD blether to share good practice in supporting families in relation to poverty took place. CLD are now regularly contributing to the SWEIC Blog where relevant to raise awareness of their work and how it might impact on SWEIC practitioners.

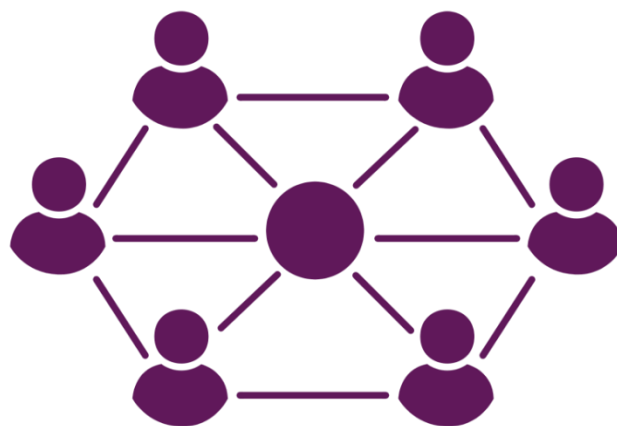
Across the SWEIC CLD Family Link Officers are collaborating together and have completed an audit of practice to share ideas and effective practice particularly in engaging families in learning and supporting families in relation to poverty support. This will inform the next steps for SWEIC / CLD planning moving forward.as well as support the focus of this workstream's plan moving forward.

Following the national launch of the Excellence and Equity Leads (EELs), a SWEIC network will offer a further opportunity for collaboration, sharing practice and support.



## Education Recovery Teacher Network

The Education Recovery Teacher (ERT) Network has successfully run for the past two sessions. Due to the changing deployment needs of ERTs across all four local authorities; the network met only once in session 2021-2022. The session was held in September and was entitled 'Education Recovery Teacher Collaborative Practice Event'. It explored the following themes: Recovery and renewal journey; Impact on children and young people; lessons learned and future actions



Education Recovery Teachers from South Ayrshire and East Ayrshire shared their experiences and reflections of the previous session. All delegates present were subsequently provided with opportunities to discuss and compare their own experiences and goals for the coming session in breakout groups; before coming back together and sharing key messages with the whole group.

## e-Learning Implementation Workstream Highlights

This new for this session workstream has made considerable progress in meeting its outcomes as identified within the 2021/22 SWEIC plan. The evaluation of work this year will help inform the development of the national digital academy, as reported in the recently published Economic plan for Scotland.

This will be an important development to increase access to breadth of qualifications for learners across Scotland, with the @SWConnects already having taken steps to design this model across the four Local Authorities.



### @South-West Connects

In August 2021, through this workstream SWEIC launched @South West Connects a new virtual learning platform to support the delivery of learning and teaching across the SWEIC. Initial plans to offer SCQF Level 7 have gone very well with over 120 young people from across the four local authorities engaging in learning across the 9 subjects being offered. This has enabled, expanded and improved curricular offer at SCQF 7 across the SWEIC, equity of opportunity to access courses at this level across the SWEIC an opportunity for young people studying at this level have a high-quality learning experience and develop skills and competencies in learning virtually as a preparation for next steps in employment, college or university in the post Covid world.

At the same time, it has helped manage staffing resources efficiently and equitably and to address areas of teacher shortage in certain areas as well as creating the capacity within schools to support diversification of their curricular offer by freeing up teacher time. This work is being led by the workstream lead officer, seconded officer along with HT / DHT lead from each local authority. An interim evaluation of this offer showed engagement

and participation measures very positive – 95% excellent or good for attendance, engagement, homework on tracking reports. Working grades in early January – indicated 94% pass rate and feedback from stakeholders very positive. A number of points identified the next steps for the group in particular a need to continue to develop and pilot this model – increased number / range of subjects and add ‘niche’ SCQF6 courses. Evidence also suggests a need to consider the addition of vocational options and short courses/ opportunities for wider achievement using the same infrastructure. Following publication of attainment data in August 2022 this model will be fully evaluated.



## National e-Learning Offer

The SWEIC e-Learning Implementation group continues to take forward and promote locally the National e-Learning Offer (NeLO), agreements and expectations as well as support e-Learning transformation across the SWEIC.

This group has delivered a number of CLPL webinars and blethers to support digital learning and pedagogy. These have been well received and supported by practitioners across the SWEIC. The group is ensuring the 'voice' of SWEIC is appropriately representing all four local authorities on the National e-Learning working group. A member of the group is also engaged with WEST OS technical group.

To support schools and class teachers to use available resources, this group developed a Sway 'One-Stop Shop' for all things NeLO. The Sway is updated each week with links to the latest supports and resources.

## Enhancing Opportunities

A pilot proposal to meet need for a widening access programme has been developed and will be piloted through April to June across the four local authorities. This collaborative @SWConnects Enhancing Opportunities Programme has a clear shared purpose, role and function and will initially be piloted with S1 – 3 pupils.

## Developing the Young Workforce (DYW)

DYW representatives from each authority, DYW regional groups and the Senior Education Officer from the Education Scotland Regional Improvement Team continue to meet regularly to identify and share good practice in local authorities and to discuss challenges/opportunities presented by the current position. Professional learning opportunities have been offered across the collaborative and these have been well attended and received positive feedback.

A DYW regional network has been developed to allow sharing of good practice. The workstream seconded officer attends as a member of this group

## National e-Learning Offer



## Digital Needs Analysis

The e-Learning Implementation group is currently engaging with Education Scotland following completion of a digital needs analysis focusing on digital learning and teaching. The results of the analysis have set out the systematic/strategic support required in this area across the RIC and individually for each local authority. This is being taken forward in conjunction with the digital leads across each authority and is progressing well.





## Early Years Highlights

Early years is now firmly embedded in all of the workstreams. In addition to this the SWEIC Early Years lead continues to meet in a separate forum with representatives from the South West early years operational network, strategic lead officers, Care Inspectorate, SSSC and South West RIT officers on a regular basis. This ensures a relevant focus is central to the individual workstreams agenda. The SWEIC early years leads attends all workstream meetings to support and progress pre-5 SWEIC priorities.

The SWEIC early years lead officer attends the Scottish Government's Deferral Working Group, feeding back to the strategic early years leads as required. This supports their local authority work. She has also been invited to join the Scottish Government focus group to be involved in joint work to support the extension of eligibility to 2-year-olds with a care experienced parent. This session in conjunction with the Planning Learning

Teaching and Assessment workstream there has been a focus on early years assessment and moderation as highlighted in the SWEIC plan. As a result of a previous online opportunity for early years staff to focus on planning for assessment and moderation and discussions / consultations with SWEIC early years staff at all levels, a gap was identified in this area. The SWEIC early years officer has worked with a range of colleagues to create a bespoke programme to address this which is more relevant than ongoing QAMSO work. This is now being rolled out as a professional learning opportunity for all early years staff across the SWEIC which will underpin and support their work in assessment and moderation.



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## Play Pedagogy Programme

A session long SWEIC Play Pedagogy programme took place. This professional learning opportunity ran on a monthly basis with 185 participants. The aim of the programme was to enhance a shared understanding of the concept in the Early Years curriculum, increase confidence in implementing this and address the needs of participants. Prior to the course, 48.4% of participants indicated they were 'somewhat confident' in implementing the approach. An interim evaluation based on their participation, saw this figure rise to 79.2%.

The demand for the course has been overwhelming and as such, it is planned that it will run again next session.

A second course for the more experienced practitioner, will run alongside it which will explore key aspects of play pedagogy with a more in-depth approach. This will also require an element of practitioner enquiry.

[Read the case study.](#)



## Froebel

A SWEIC cohort continues to engage with University of Edinburgh's bespoke programme for early years leaders building on leadership capacity. This session there have been no face-to-face opportunities to collaborate with a virtual platform being used throughout. A consultation exercise of participants before Christmas to gauge impact, offer support and discuss next steps. This dialogue with practitioners is ongoing. A SWEIC Froebel Event took place in May. Participants were able to share their learning journeys so far, how this will impact on the improvement agenda and discuss the wider impact on the delivery of quality learning and teaching in the sector. A keynote address and presentation were delivered by colleagues from Edinburgh University. This was an open SWEIC event for all early years staff in order to focus on improvement and to provide an opportunity to share, collaborate and connect.

### [Read the case study.](#)

## Leadership

As a result of consultation with staff, a focus on leadership session was provided for EY leaders. This was presented in collaboration with Strathclyde University. The focus of the session was What does Leadership Mean? Reconnecting with Core Values in Challenging Times. This was a very well received event.

## Families of Schools

Moving forward, early learning centres have now been included in the SWEIC families of schools, which, taken with the engagement of the secondary sector, leads to a 2-18 collaboration across the four local authorities which is welcomed. The involvement of the ELC sector was as a result of a consultation exercise where leaders in the sector indicated an appetite to work together.

Virtual networks of early years practitioners have been set up and these are being used effectively as a forum to share practice, collaborate, signpost resources and improve outcomes for learners. They also provide an additional platform for communication for the SWEIC.



## Case studies

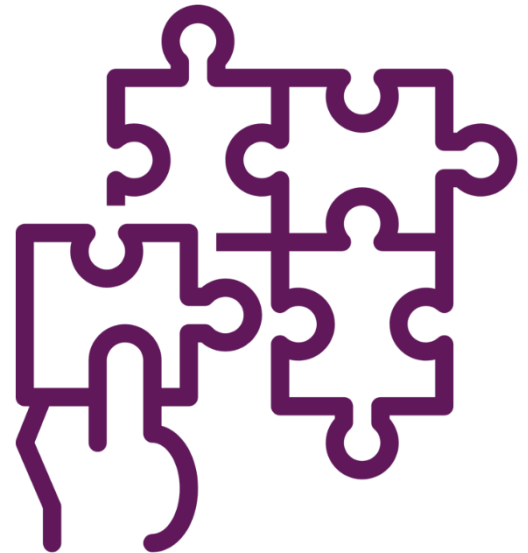


[Click on each shape to read the case study](#)

## Partnership with Education Scotland

SWEIC is well supported by the Education Scotland Regional Advisor who works closely with the Strategic Officers and the SWEIC QIM. The Senior Regional Advisor leads the Education Scotland Regional Improvement Team and works closely with officers in the SWEIC.

Each of the SWEIC workstreams have representatives of the Regional Improvement Team working with them as workstream members. A number of the SWEIC webinars and online events have been led or supported by the members of the SWRIT during session 2021/22 which is increasing opportunities for partnership working.



## Additional Groups

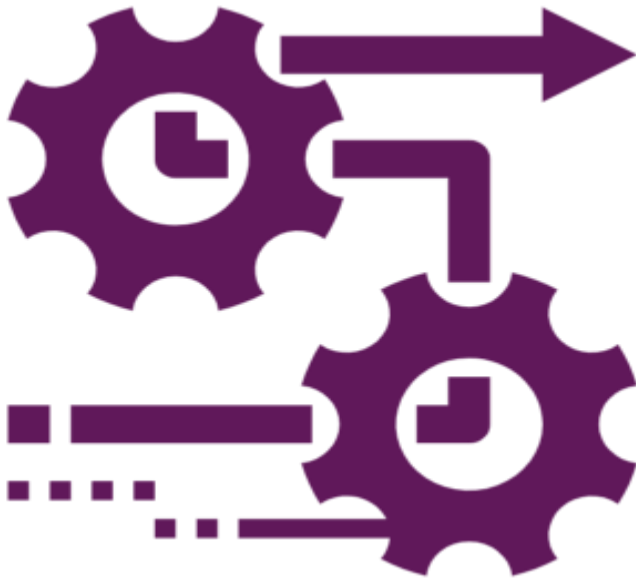
A number of additional groups are continuing to add to collaborative capacity across the South West and support the workstreams where applicable. The groups include for example staff focused on Additional Support Needs, Psychological Services, Information and Communications Technology, Early Years, Staffing, and Community Learning and Development. The growth in the number of these groups very much demonstrates the willingness to work collaboratively across the South West and beyond. The impact will it is hoped increasingly focus on better outcomes for children and young people. Over the course of the development of the 2022/23 plan this list will continue to grow to include more staff/curriculum networks and opportunities for youth participation.

## Resources

Funding is provided to the SWEIC by Scottish Government. This has facilitated much of the workstream activity along with the secondments of experienced senior staff to lead and support the progress of the workstreams. The funding has created additional capacity which has added significantly to the pace of progress.



## Moving forward - next steps



In April 2022, as part of the SWEIC plan's evaluation process the SWEICs strategic leads took the opportunity to consider workstream outcomes to ensure moving forward they more effectively align with individual local authority plans and current local and national priorities. To support this alignment our three key workstreams will be renamed, Equity and Equality for All, Getting it right for all Learners and Curriculum Innovation. Once again leadership will be embedded in all three workstreams along with a clear focus on inclusion, recovery and 2-18 to reflect their aims and priorities more effectively.

This it is hoped will enable us to place front and centre in our plan the principles of Getting It Right for Every Child (GIRFEC), placing our children and young people and their interests at the heart of all that we do. This approach will be underpinned by children's rights and its principles and reflect the United Nations Convention on the Rights of the Child (UNCRC) which will be embedded in all our planned workstream activity moving forward.

As a Regional Improvement Collaborative, we are very aware of the pressures that our schools across the South West are facing at this time and therefore it is important that what is planned for is fit for purpose and meets needs. To that end the SWEIC is committed to ensuring that moving forward our plan reflects the views and ambitions of our key stakeholders across the four local authorities helping to achieve our vision of improving outcomes for learners by offering and facilitating peer to peer, school to school and authority to authority professional learning that is built upon collaboration without borders'. Our plan for 2022/23 will therefore be fully consulted on which it is hoped will enable us to develop and deliver a plan which meets their aspirations.



## Appendix 1 High Level Critical Indicators

Indicators	2016/17 Baseline	2017/18 Value	2018/19 Value	2019/20 Value	2020/21 Value	Stretch Aim/Target
% of Children Meeting Developmental Milestones 27 – 30 month review	78	82	83	83	82	88*
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	70	70	72		60	76*
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening) <b>SIMD 20% most disadvantaged</b>	60	61	63		48	68
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening) <b>SIMD 20% least disadvantaged</b>	83	82	84		72	85
Percentage point difference (pp) of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening) <b>Gap between most and least disadvantaged</b>	23	21	21		24	16
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	74	78	78		69	81*
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy <b>SIMD 20% most disadvantaged</b>	66	72	70		59	75
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy <b>SIMD 20% least disadvantaged</b>	84	87	89		81	88

Indicators	2016/17 Baseline	2017/18 Value	2018/19 Value	2019/20 Value	2020/21 Value	Stretch Aim/Target
Percentage point difference (pp) of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy <b>Gap between most and least disadvantaged</b>	18	15	19		22	13
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)	84	88	86			90*
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening) <b>SIMD 20% most disadvantaged</b>	75	79	75			84
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening) <b>SIMD 20% least disadvantaged</b>	94	94	90			95
Percentage point difference (pp) of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening) <b>Gap between most and least disadvantaged</b>	19	15	14			10
% of S3 pupils achieving third level or better in numeracy	85	90	90			91*
% of S3 pupils achieving third level or better in numeracy <b>SIMD 20% most disadvantaged</b>	75	85	83			84
% of S3 pupils achieving third level or better in numeracy <b>SIMD 20% least disadvantaged</b>	95	95	96			96
Percentage point difference (pp) of S3 pupils achieving third level or better in numeracy <b>Gap between most and least disadvantaged</b>	20	10	13			11
% of leavers achieving 1 or more awards at SCQF Level 6 or better	64.1	64.9	63.97	65.82	68.61	71*
% of leavers achieving 5 or more awards at SCQF Level 6 or better	33.7	31.9	32.65	36.33	38.52	**40.16

Indicators	2016/17 Baseline	2017/18 Value	2018/19 Value	2019/20 Value	2020/21 Value	Stretch Aim/Target
% of school leavers achieving SCQF Level 5 in Literacy	80.5	80.8	81.25	80.9	83.25	**81.8
% of school leavers achieving SCQF Level 5 in Numeracy	70.3	69.6	68.05	70.62	71.62	**71.03
Exclusion Rates – All Pupils (Rate per 1000 pupils)	26		18		12.72	**11.87
Exclusion Rates – LAC status Pupils (Rate per 1000 pupils)	77		118			**152
Attendance Rates – All Pupils	93.0		92.66		91.8	**92.0
Attendance Rates – LAC status Pupils	91.0		87.0			**87.0
Initial School Leaver Destinations (% in positive destinations)	94.1	94.2	94.38	94.3	95.8	95
% of ELC, Primary and Secondary establishments evaluated as good or better for learning, teaching and assessment QI 2.3 (Academic Year)	52.2 (12/23)	65.2 (15/23)	60.7 (17/28)	76.2 (16/21)		80
% of ELC, Primary and Secondary establishments evaluated as good or better for leadership of change QI 1.3 (Academic Year)	54.5 (12/22)	63.6 (14/22)	63.2 (12/19)	72.7 (8/11)		80
% of ELC, Primary and Secondary establishments evaluated as good or better for Raising attainment and achievement QI 3.2 (Academic Year)	61.5 (16/26)	65.5 (19/29)	65.5 (19/29)	85.7 (12/14)		80
% of ELC, Primary and Secondary establishments evaluated as good or better for Ensuring wellbeing, equality and inclusion QI 3.1 (Academic Year)	70.0 (14/20)	66.7 (16/24)	69.6 (16/23)	81.8 (9/11)		80

\* Midpoint value from NIF indicators

\*\* National Average

## Glossary

@South-West Connects	SWEIC Virtual Learning Platform
ACEL	Achievement of Curriculum for Excellence Level
ASN	Additional Support Needs
BGE	Broad General Education
CLD	Community Learning and Development
DG	Dumfries and Galloway
EA	East Ayrshire
EEL	Excellence and Equity Leads
ERT	Education Recovery Teachers
EY	Early Years
EYP	Early Years Practitioner
GIRFEC	Getting it right for every child – a Scottish Government Policy that supports families by making sure children and young people can receive the right help, at the right time, from the right people. <a href="https://www.gov.scot/policies/girfec/">https://www.gov.scot/policies/girfec/</a>
GLOW	Glow is the Scottish Schools National Intranet. This is a major national ICT and telecommunications programme managed by Education Scotland.
ITE	Initial Teacher Education
NA	North Ayrshire
NeLO	National e-Learning Offer – a resource for teachers and learners, consisting of live, recorded and supporting resources. <a href="https://education.gov.scot/nelo/">https://education.gov.scot/nelo/</a>
NL	Numeracy Lead
NQT	Newly Qualified Teacher
PEF	Pupil Equity Funding
PL or CLPL	(Continuous Lifelong) Professional Learning – the learning activities practitioner engage in to develop their skills and knowledge and improve teaching practice.
QAMSO	Quality Assurance and Moderation Support Officer
QIM	Quality Improvement Manager
RIC	Regional Improvement Collaborative
RIT or SWRIT	(South West) Regional Improvement Team – our regional Education Scotland colleagues who work closely with our schools and SWEIC



	officers. <a href="https://education.gov.scot/education-scotland/what-we-do/supporting-regional-improvement/">https://education.gov.scot/education-scotland/what-we-do/supporting-regional-improvement/</a>
RLO	Regional Lead Officer
RQT	Recently Qualified Teacher
SA	South Ayrshire
SAC	Scottish Attainment Challenge - provides focused and targeted improvement activity in literacy, numeracy and health and wellbeing across Scotland. It also supports and complements a broad range of initiatives and programmes to ensure that all of Scotland's children and young people reach their full potential. <a href="https://education.gov.scot/improvement/learning-resources/scottish-attainment-challenge/">https://education.gov.scot/improvement/learning-resources/scottish-attainment-challenge/</a>
SCILT	Scotland's National Centre for Languages
SCQF	Scottish <i>Credit and Qualifications</i> Framework
SIMD	Scottish Index of Multiple Deprivation
SNSA	Scottish National Standardised Assessments
SQA	Scottish Qualifications Authority
SRA	Education Scotland Senior Regional Adviser
SWEIC	South West Educational Improvement Collaborative – a regional improvement collaborative in the South West of Scotland that brings together four local authorities with the aim of improving outcomes for our children and young people through collaboration. <a href="https://blogs.glowscotland.org.uk/dg/sweic/">https://blogs.glowscotland.org.uk/dg/sweic/</a>
UNCRC	United Nations Convention on the Rights of the Child – an international human rights treaty that grants all children and young people a comprehensive set of rights. It is incorporated into Scots Law. <a href="https://www.unicef.org.uk/what-we-do/un-convention-child-rights/">https://www.unicef.org.uk/what-we-do/un-convention-child-rights/</a> <a href="https://www.gov.scot/policies/human-rights/childrens-rights/">https://www.gov.scot/policies/human-rights/childrens-rights/</a>
UWS	University of West Of Scotland

## South Ayrshire Council Equality Impact Assessment Scoping Template

Equality Impact Assessment is a legal requirement under the Public Sector Duty to promote equality of the Equality Act 2010. Separate guidance has been developed on Equality Impact Assessment's which will guide you through the process and is available to view here: <https://www.south-ayrshire.gov.uk/equalities/impact-assessment.aspx>

Further guidance is available here: <https://www.equalityhumanrights.com/en/publication-download/assessing-impact-and-public-sector-equality-duty-guide-public-authorities/>

The Fairer Scotland Duty ('the Duty'), Part 1 of the Equality Act 2010, came into force in Scotland from 1 April 2018. It places a legal responsibility on Councils to actively consider ('pay due regard to') how we can reduce inequalities of outcome caused by socio-economic disadvantage, when making strategic decisions. [FSD Guidance for Public Bodies](#) in respect of the Duty, was published by the Scottish Government in March 2018 and revised in October 2021. See information here: <https://www.gov.scot/publications/fairer-scotland-duty-guidance-public-bodies/>

### 1. Policy details

Policy Title	South West Educational Improvement Collaborative Regional Improvement Plan 2022/23
Lead Officer (Name/Position/Email)	Lyndsay McRoberts, Director of Education <a href="mailto:Lyndsay.McRoberts@south-ayrshire.gov.uk">Lyndsay.McRoberts@south-ayrshire.gov.uk</a>

**2. Which communities, groups of people, employees or thematic groups do you think will be, or potentially could be, impacted upon by the implementation of this policy? Please indicate whether these would be positive or negative impacts**

Community or Groups of People	Negative Impacts	Positive impacts
Age – men and women, girls & boys	-	-
Disability	-	-
Gender Reassignment (Trans/Transgender Identity)	-	-
Marriage or Civil Partnership	-	-
Pregnancy and Maternity	-	-
Race – people from different racial groups, (BME) ethnic minorities and Gypsy/Travellers	-	-
Religion or Belief (including lack of belief)	-	-
Sex – (issues specific to women & men or girls & boys)	-	-
Sexual Orientation – person's sexual orientation i.e. LGBT+, lesbian, gay, bi-sexual, heterosexual/straight	-	-

Thematic Groups: Health, Human Rights & Children's Rights	-	-
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**3. What likely impact will this policy have on people experiencing different kinds of social disadvantage i.e. The Fairer Scotland Duty (This section to be completed for any Strategic Decisions). Consideration must be given particularly to children and families.**

Socio-Economic Disadvantage	Negative Impacts	Positive impacts
Low Income/Income Poverty – cannot afford to maintain regular payments such as bills, food, clothing	-	-
Low and/or no wealth – enough money to meet Basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future	-	-
Material Deprivation – being unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure/hobbies	-	-
Area Deprivation – where you live (rural areas), where you work (accessibility of transport)	-	-
Socio-economic Background – social class i.e. parent's education, employment and income	-	-

**4. Do you have evidence or reason to believe that the policy will support the Council to:**

General Duty and other Equality Themes Consider the 'Three Key Needs' of the Equality Duty	Level of Negative and/or Positive Impact (High, Medium or Low)
<b>Eliminate unlawful discrimination, harassment and victimisation</b>	Low
<b>Advance equality of opportunity</b> between people who share a protected characteristic and those who do not	Low
<b>Foster good relations</b> between people who share a protected characteristic and those who do not. (Does it tackle prejudice and promote a better understanding of equality issues?)	Low
Increase participation of particular communities or groups in public life	Low
Improve the health and wellbeing of particular communities or groups	Low
Promote the human rights of particular communities or groups	Low
Tackle deprivation faced by particular communities or groups	Low

**5. Summary Assessment**

<b>Is a full Equality Impact Assessment required?</b> (A full Equality Impact Assessment must be carried out if impacts identified as <b>Medium and/or High</b> )	<b>YES</b> <input type="checkbox"/> <b>NO</b> <input type="checkbox"/>
<b>Rationale for decision:</b>	
<b>Signed :</b> Lyndsay McRoberts <span style="float: right;"><b>Director of Education</b></span> <b>Date:</b> 19 August 2022	

**South Ayrshire Council**

**Report by Director of Education  
to Cabinet  
of 27 September 2022**

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**Subject: Educational Services Standards and Quality Report  
2021/22 and Recovery and Improvement Plan 2022/23**

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**1. Purpose**

- 1.1 The purpose of this report is to seek Cabinet approval for the Educational Services Standards and Quality Report, which covers academic session 2021/22 and the Recovery and Improvement Plan for 2022/23.

**2. Recommendation**

**2.1 It is recommended that the Cabinet:**

- 2.1.1 approves the Standards and Quality Report 2021/22 (Appendix 1);**
- 2.1.2 approves the Educational Services Recovery and Improvement Plan 2022/23 (Appendix 2);**
- 2.1.3 notes the progress by Educational Services and the collective efforts of all staff across the service over the past year; and**
- 2.1.4 agrees the publication of the report and plan in line with the Education (Scotland) Act 2016.**

**3. Background**

- 3.1 The Education (Scotland) Act 2016 amended the Standards in Scotland's Schools etc Act 2000 and places a duty on each local authority to prepare and publish an annual local Improvement Plan to set out how services and schools will continue to improve and a Standards and Quality Report detailing progress towards meeting improvements linked to the National Improvement Framework and local priorities.
- 3.2 The Educational Services Recovery and Improvement Plan and Standards and Quality Report fulfils South Ayrshire Council's statutory obligations in this regard. It sets out clear links to the National Improvement Framework (NIF) Priorities and the South Ayrshire Council Children's Services Plan.
- 3.3 The Standards and Quality Report provides a summary of the progress and key achievements of Educational Services for academic session 2021/22. While Educational Services has consistently demonstrated very good progress, the pandemic has impacted on outcomes both at a local and national level. The Service

Plan takes account of the important recovery period in response to the impact of the pandemic.

#### **4. Proposals**

4.1 Members are asked to:

4.1.1 approve the Standards and Quality Report and the Service Recovery and Improvement Plan;

4.1.2 acknowledge the efforts of staff who have demonstrated a strong professionalism and leadership in adapting and delivering educational services and childcare hubs during the past year to support children and families; and

4.1.3 agree that the Standards and Quality Report and Recovery and Improvement Plan are published on the Council's website for members of the public and other stakeholders; the report is made available in other languages should it be requested; the report is made available on the intranet site for staff; a small number of copies are printed and are made available to members in the members library.

#### **5. Legal and Procurement Implications**

5.1 The recommendations in this report are consistent with legal requirements. The preparation and publication of this Standards and Quality Report fulfils our legal obligations in the Education (Scotland) Act 2016.

5.2 There are no procurement implications arising from this report.

#### **6. Financial Implications**

6.1 The report will be published electronically, any costs associated with printing or providing the report in alternative languages will be met within existing Educational Services budget.

#### **7. Human Resources Implications**

7.1 Not applicable

#### **8. Risk**

##### ***8.1 Risk Implications of Adopting the Recommendations***

8.1.1 There are no risks associated with adopting the recommendations.

##### ***8.2 Risk Implications of Rejecting the Recommendations***

8.2.1 The risks associated with rejecting the recommendations are breach of the Council's statutory duty to prepare and publish information in line with the Education (Scotland) Act 2016. It may also impact on the reputation of the council.

## 9. Equalities

- 9.1 The proposals in this report have been assessed through the Equality Impact Assessment Scoping process. There are no significant potential positive or negative equality impacts of agreeing the recommendations and therefore an Equalities Impact Assessment is not required. A copy of the Equalities Scoping Assessment is attached as Appendix 3.

## 10. Sustainable Development Implications

- 10.1 **Considering Strategic Environmental Assessment (SEA)** - This report does not propose or seek approval for a plan, policy, programme or strategy or document otherwise described which could be considered to constitute a plan, programme, policy or strategy.

## 11. Options Appraisal

- 11.1 An options appraisal has not been carried out in relation to the subject matter of this report.

## 12. Link to Council Plan

- 12.1 The matters referred to in this report contribute to Commitment 2 of the Council Plan: Closing the Gap/ Reduce poverty and disadvantage.

## 13. Results of Consultation

- 13.1 Consultation has taken place and the report and plan reflect the feedback and comments.
- 13.2 Consultation has taken place with Councillor Stephen Ferry, Portfolio Holder for Education, and the contents of this report reflect any feedback provided.

## 14. Next Steps for Decision Tracking Purposes

- 14.1 If the recommendations above are approved by Members, the Director of Education will ensure that all necessary steps are taken to ensure full implementation of the decision within the following timescales, with the completion status reported to the Cabinet in the 'Council Decision Log' at each of its meetings until such time as the decision is fully implemented:

<b><i>Implementation</i></b>	<b><i>Due date</i></b>	<b><i>Managed by</i></b>
The report and plan will be uploaded to the Council website and sent to Scottish Government	30 September 2022	Quality Improvement Manager
The report will be made available to staff via The Core	30 September 2022	Quality Improvement Manager

**Background Papers**    **None**

**Person to Contact**    **Lyndsay McRoberts, Director of Education**  
**County Buildings, Wellington Square, Ayr, KA7 1DR**  
**Phone 01292 616627**  
**E-mail [Lyndsay.mcroberts@south-ayrshire.gov.uk](mailto:Lyndsay.mcroberts@south-ayrshire.gov.uk)**

**Date:**    **21 September 2022**



# Educational Services Standards and Quality report 2021/22





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## Foreword

I am absolutely delighted to endorse my first Standards and Quality Report for Education Services in my role as Portfolio Holder for Education. In South Ayrshire, we have a strong vision for achieving excellence and equity and support for all learners to achieve their potential regardless of their circumstances and this report demonstrates our progress in achieving this.



Despite another unprecedented year as we coped with the impact of the pandemic, we have seen progress across many areas. I am pleased we have maintained our strong position in ensuring positive transitions post

school for our young people and we have seen significant improvements in our school estate from early learning settings to the development of new secondary schools – investing in the future of our young people.

I am very grateful to all the efforts of our staff across education services, it has been an exceptionally challenging year, yet the strong team work across our service has ensured continued success for our young people. There will undoubtedly be further challenge ahead as we fully understand the impact of the pandemic on our children and young people but I am confident that working with young people, parents and carers, staff and partners we will continue to make a difference for our communities in South Ayrshire.

**Councillor Stephen Ferry, Portfolio Holder for Children and Young People**

## Introduction

I am delighted to present this first Education Standards and Quality report as Director of Education for South Ayrshire. Last session was undoubtedly another difficult one and schools were tasked with challenging levels of attendance for staff and young people as we continued to cope with the effects of the pandemic.



The resilience shown by our staff, children and young people has been exceptional and has ensured that despite the challenges, we have continued to make improvements as an Education Service.

I am hugely grateful for the hard work and dedication of all our staff in our schools and, EYC's and support services in yet another difficult year, collectively we have continued to deliver for our children and young people.

This report highlights the progress we have made over the past year with some notable successes. We maintained our strong record of young people entering a positive destination, have improved the mental and emotional health

support for our young people and families and despite the significant challenges have ensured a strategic focus on learning, teaching and assessment through the development of our School's as a Learning Organisation work. However, there is always more to do in education. As we hopefully move on from the pandemic, it gives us an opportunity to pause and reflect on our priorities to ensure we are meeting the needs of all of our young people and responding to new challenges. It is essential that we take new and innovative approaches to support our young people in a system that is fair and equitable to all. I am confident that the significant strength we have seen in working together as a strong, collective team will ensure our continued success in South Ayrshire.

**Lyndsay McRoberts, Director of Education**

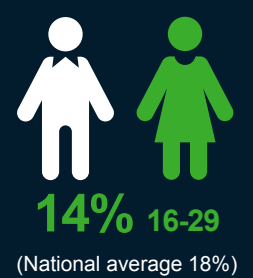
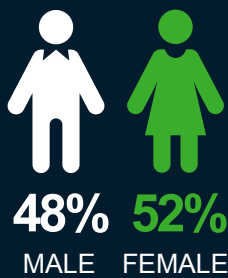
# About South Ayrshire

By 2043, the South Ayrshire population is projected to be 105,191 – a decrease of 6.5% compared to the population in 2018. The population of Scotland as a whole is projected to increase by 2.5%.

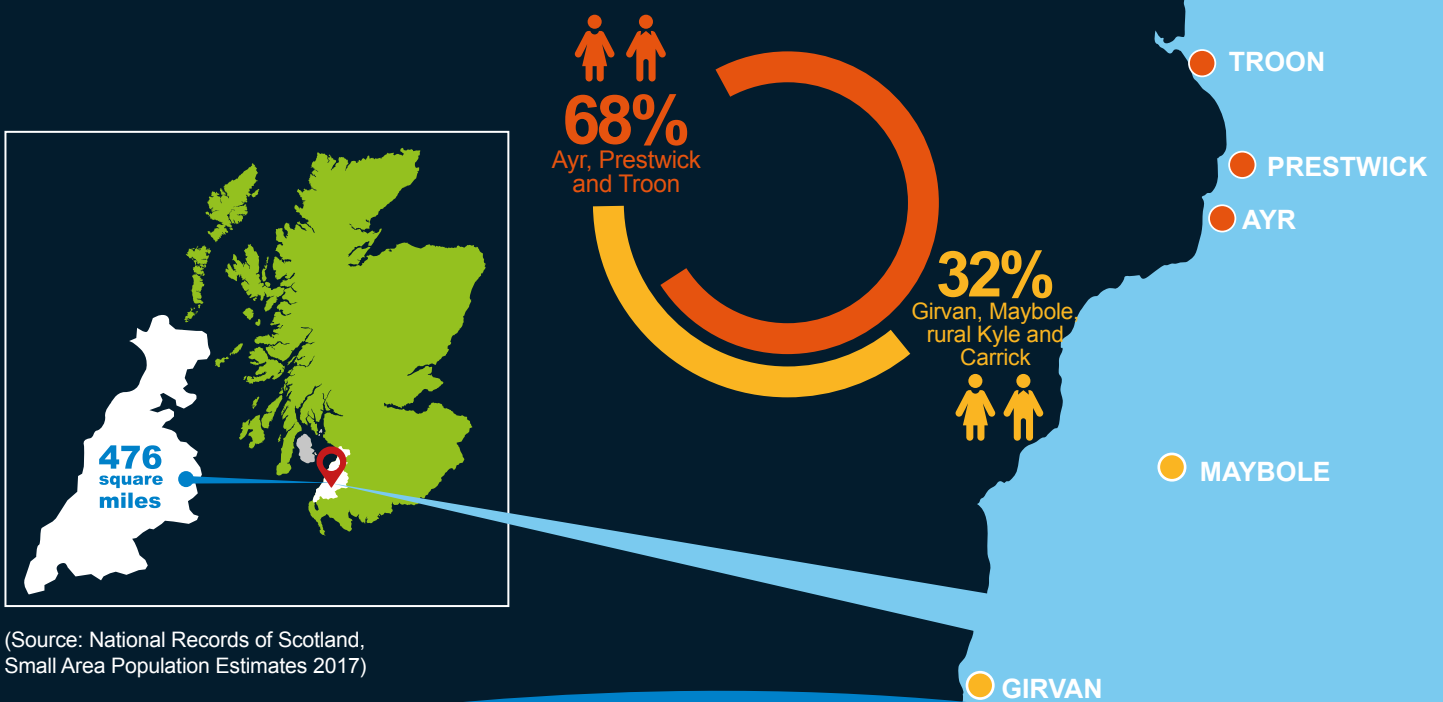
The pensionable age population is, however, projected to increase by 17% by 2043. More dramatically, the South Ayrshire population aged 75+ is projected to increase by 65% by 2043.

The projected change in South Ayrshire is not evenly spread across the different age groups. The number of children aged 0-15 years is projected to decrease by 17% and our working age population by 14%.

These anticipated changes to the population will have considerable consequences for the Council as it strives to ensure social, educational, housing and community services continue to meet the needs of the community.



(Source: National Records of Scotland, 2020 Mid-Year Population Estimates & 2018 Based Population Projections)



(Source: National Records of Scotland, Small Area Population Estimates 2017)

## About The Council

Elected Members

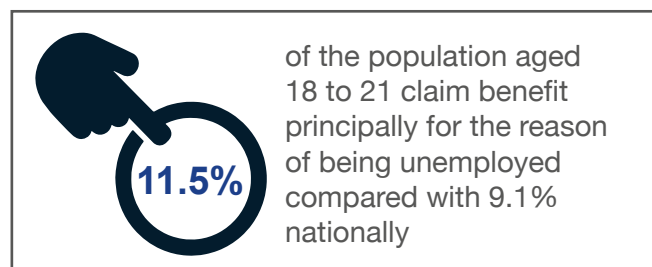
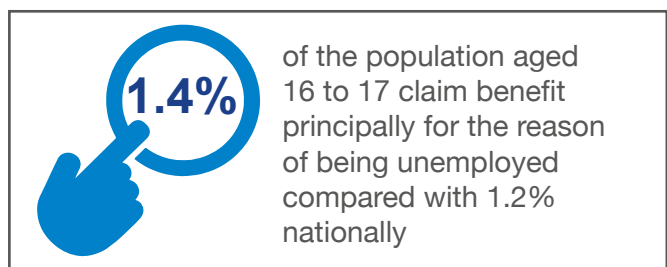
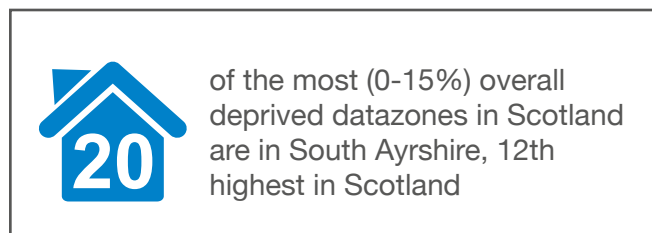
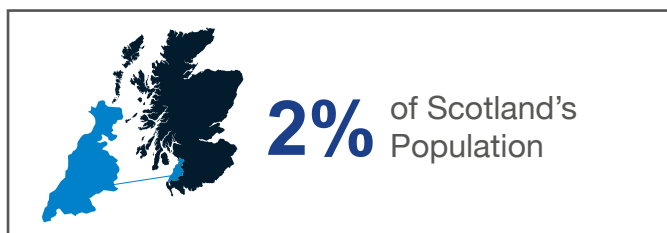
CONSERVATIVE 10  
SNP 9  
LABOUR 5  
INDEPENDENT 4



Staff

**4,723** full-time equivalent  
(as at 31 March 2022)

## Overview of South Ayrshire



## About Educational Services

**Our vision and ambition: achieving excellence and equity and support for all learners to achieve their potential regardless of their circumstances.**

Our priorities in the Educational Services Recovery and Improvement Plan 2021-24 were in line with the National Improvement Framework:

- Improvement in attainment
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained positive destinations for all young people



Primary Schools  
(7,769) children



Secondary Schools  
(6,206) young people



Specialist schools (104 children and young people)



Supported learning centres in mainstream schools)



Early Years centres



Funded providers



Out of school care offices



Holiday clubs



FTE Teachers employed in South Ayrshire (2021 census)



FTE support staff - classroom assistants, librarians and administration staff (2021 census)



Campus Police Officers

## Care experienced children

During the 2021-22 school session 509 care experienced children and young people were registered with and attended a South Ayrshire school, early years centre or early years partner centre. Of this figure, 32 were looked after at home (6%), 182 away from home (36%), and 295 recorded as previously looked after (58%).



## Child Protection

As of 31st July 2021, there were 39 children listed on the Child Protection Register in South Ayrshire Council. This represented 2.2% of Scotland's population of children on the Child Protection Register at this date. This is a decrease of 39% from the 64 children recorded on 31st July 2020.



## Quality of Leadership

Due to the widespread restrictions, regarding school visits, caused by the COVID-19 pandemic our normal programme of School Peer Review Visits and half day visits to support school self-evaluation for further improvement continued to be on hold for most of the session 2021-22. A visit to Girvan Primary took place in term 4.

Quality Improvement Managers and Officers continued to communicate via Skype and Microsoft teams to offer support and challenge to Head Teachers and EY Centre Managers on a regular basis. Visits to schools did take place after restrictions eased and many Head

Teacher professional review and development meetings were able to take place in person. Education Scotland formal school inspections were also still on hold. Schools and early years centres were able to volunteer for recovery visits. Ayr Academy, Colmonell Primary and Doonvale and Marina View early years centres participated.

There was also area of practice visits. Tarbolton was visited with the focus on outdoor learning, Girvan Academy with a focus on health and wellbeing and, Dalmilling Primary with a focus on COVID recovery.



Our staff continue to participate in opportunities offered by Education Scotland's Professional Learning and Leadership Team including:

- Excellence in Headship Stretch - 2 Head Teachers
- Excellence in Headship - 5 Head Teachers
- Into Headship - 5 Depute Head Teachers

Several school leadership teams, Quality Improvement Managers and the Director of Education have completed Agile Leadership delivered by Simon Breakspear.

We have also had significant numbers of staff attending the Middle Leaders, Teacher Leaders and the Stepping Stone's offering for teachers in the first few years of their career.

Supporting staff to develop leadership skills is a key feature of building capacity and continuous improvement within Educational Services. A very good range of leadership programmes and opportunities ensure staff in different roles across the authority can develop their leadership capacity. Despite the restrictions caused by the COVID-19 pandemic several leadership opportunities have continued using various online platforms.

The early years team continue to embed and develop the 'Grow our Own' leadership programme which is now in its third year of implementation. This session we have focused on supporting and developing the pedagogical leadership skills and knowledge of our candidates who included a mix of EYPs, Senior EYPs, EY teachers and Depute Managers, a total of 16 candidates. In response to the ongoing impact of the Covid-19 pandemic and the emerging cost of living crisis we included a strong focus on relational approaches to supporting recovery, encompassing sessions on quality interactions, closing the poverty related attainment gap and evidence based

early intervention strategies to support children and families living in poverty. The programme continues to be evaluated positively by candidates and the local authority alike. By the end of academic year 2020/21, the programme had supported successful recruitment of 11 vacant leadership and management positions with 36% of participants from cohort 1 achieving a promotion from their original post - 26% gaining promotion from EYP to Senior and 10% from Senior to Depute.

This year we were exceptionally proud to win the gold award for our programme in The Outstanding People Awards (TOPAs) under the category of 'Outstanding Improvement and Innovation'.



## Vision, Values and Purpose

Our Coaching for Success programme was delivered this session by our own trainers. 15 senior leaders completed the course. We hope to train another four members of staff to increase the sustainability of this programme and increase our capacity to deliver to increased numbers.

Our bespoke senior leadership professional learning programme continued throughout the session covering a variety of topics which supported senior leaders to effectively lead and manage their schools.

We continue to work in partnership with the University of the West of Scotland and the Scottish Government to offer masters level learning. Our funding for 2020-21 allowed all current participants to continue their masters journey. A further 7 applicants will commence their studies in September 2022. All the above have had a positive impact on the leaders involved. A significant number of staff have been promoted after experiencing the range of career-long professional learning (CLPL) on offer.

## CASE STUDY

At Barr and Barrhill, the Leadership of Learning ethos and the subsequent impact on our learners cannot be underestimated! This programme has evolved over the last few years and involves every teacher and early years practitioner, across the two establishments. Staff are released one day per term, with time also given for professional reading through the working time agreement, culminating in a showcase event at the end of the year. The team are free to choose what their focus is for the year: based on PRD/PDR discussions, school improvement priorities, self-evaluation and/or personal choice. Themes this year have included play-based learning, digital technologies, drama and planning. Staff use their learning to develop a project or aspects of change within their room to improve pupil outcomes. Within our small staff, good practice is shared and celebrated with self-evaluation informing next steps. Building on the success so far, the plan now is to introduce enquiry-based learning, with further input from the Educational Psychologists.

## School Modernisation Programme

The Council's modernisation agenda for schools continued to make very good progress in the 2021-22 academic session, with an acceleration of projects completed and commenced, following the impact that the Covid-19 pandemic had on new construction works over the past two years.

### Completed Projects

At Forehill Primary School, the conversion of the previous nursery classrooms is complete, following the opening of the new EYC in 2021. The conversion, completed in March 2022 has involved the creation a new mainstream Classroom, Multi-Purpose Room, and Support Room for pupils which is much needed additional accommodation at the school.

Holmston Primary School benefitted from the alteration of four older Classrooms in August 2021, to form a single open-plan Classroom, much better suited to the modern needs of the school. While at Southcraig School two phases of transformative work have been completed during the last session involving extension and refurbishment of the buildings, including the gym hall, a new rebound room, and the addition of a sensory garden.

Works have also been completed at Straiton

Primary School, where the previously vacant school-house building has been re-purposed for use as a Staff Base and Changing Places accessible toilet.

Creation of Support and Wellbeing Facility at Girvan Academy was completed in October 2021, with alterations taking place to form five new Classrooms, a flexible, Multi-Purpose Room, Life Skills Kitchen and two Calm Rooms.

Another completed project this session was the introduction of an acoustic solution at Dundonald Primary School, to mitigate excessive noise in the open-plan teaching environment. The impact of this project has been extremely well received by teaching staff and will inform similar works planned for Heathfield and Barrhill Primary Schools over the next year.



The new sensory garden at Southcraig School

## Projects Onsite

Works have been progressing well on several school construction projects over the last session with a focus on three major new build education facilities.

The replacement Sacred Heart Primary School is a fantastic project, due for completion in September 2022 and construction on two ambitious education campuses in Prestwick and Maybole are both progressing well with the Prestwick North Education Campus opening for the new school session in August 2022.

This will be the new home of Glenburn Primary School, St Ninian's Primary School, and a new standalone Prestwick North Early Years Centre.



Construction of the new Maybole Community Campus will be completed for August 2023 and is the largest education project that South Ayrshire Council has undertaken to date. As well as a swimming pool, leisure facilities, sports pavilion and two all-weather sports pitches, the campus will encompass the existing Carrick Academy and St Cuthbert's Primary School along with the new Culzean Primary School and Early Years Centre, named through a public consultation which took place during the 2021/22 school session. The new school will be formed from the merger of the existing Cairn and Gardenrose Primary Schools.



Major alteration works are taking place at Kyle Academy with the refurbishment of the entire Science Department underway. This will provide seven state-of-the-art science labs and improved accommodation for staff. Work on this is progressing well and will be completed for the new school session in August 2022, prior to plans on refurbishing the school's library and learning room being developed.

Also at Kyle Academy, two Beach Volleyball Courts have been added to the school's sports facilities this year and were recently used to host a European Small Countries Association beach volleyball competition in June, through Scottish Volleyball, the first time such an event has been held in Ayr.



Doonfoot Primary School is set to benefit from five phases of improvement work over the coming years, beginning with the refurbishment of the lower-school ASN base. Expansion of the base, to include three modern Classrooms and a Sensory Room will be completed in August 2022. Finally designs will progress for additional works including a two Classroom extension, alterations to the upper-school ASN base, the refurbishment of school toilet facilities and formation of a new school reception, along with refurbishment of the office and administration accommodation.

The formation of a new main entrance and reception is underway at Coylton Primary School. Works will also include alterations and refurbishment to office and administration accommodation with the project set for completion in August 2022.

An extension is being created at Symington Primary School to accommodate a new General-Purpose Classroom and this will be ready for the new 2022/23 school session.

Construction has also begun on a brand-new early years centre(EYC) at Struthers Primary School, with the works due for completion in early 2023, while Space Place EYC will also benefit from an extension and refurbishment which is underway. Other works in our EYCs include the formation of a new main entrance and reception at Wallacetown EYC, improving the building's layout and access to the centre. Braehead EYC will also soon benefit from the formation of direct access to an outdoor play area.

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## Projects in Design and Future Years Projects

Several exciting projects have progressed through the design process in this last session with work due to commence in August 2022 on a new four Classroom IT Hub at Girvan Academy. The Hub will include a new staff base, Cyber Room, and improved storage facilities. A new MUGA facility at the rear of the school will also be complete for the new session starting.

Following completion of the new Struthers EYC, similar work to that undertaken at Forehill Primary School will take place in 2022/23 with the conversion of the existing Struthers nursery to form two much needed, additional lower school Classrooms.

## Priority 1 – Continue to maintain high levels of attainment, particularly in literacy and numeracy

*Linked to Children's Service Plan 2020-23 – Outstanding universal support*

### School as Learning Organisation

This session Head Teachers have worked together to focus on School as Learning Organisation. This work has led to very rich dialogue and supports the strong culture of collaboration across the network of senior leaders. School staff have also contributed to our vision for high quality learning and teaching. As a result, we have agreed our ambitions and expectations in 'Learning the South Ayrshire Way'.

### Play-based pedagogy

We continue to promote high quality play-based learning that inspires and engages children and helps to develop their skills, talents, and full potential. All South Ayrshire children in Primary one benefit from improved environments, continuity in learning approaches and more effective transitions. Learning and teaching is enhanced through bespoke support in classrooms, extensive staff training and opportunities for collegiate working and collaboration. Next session we will continue to embed high quality play-based learning indoors and out.



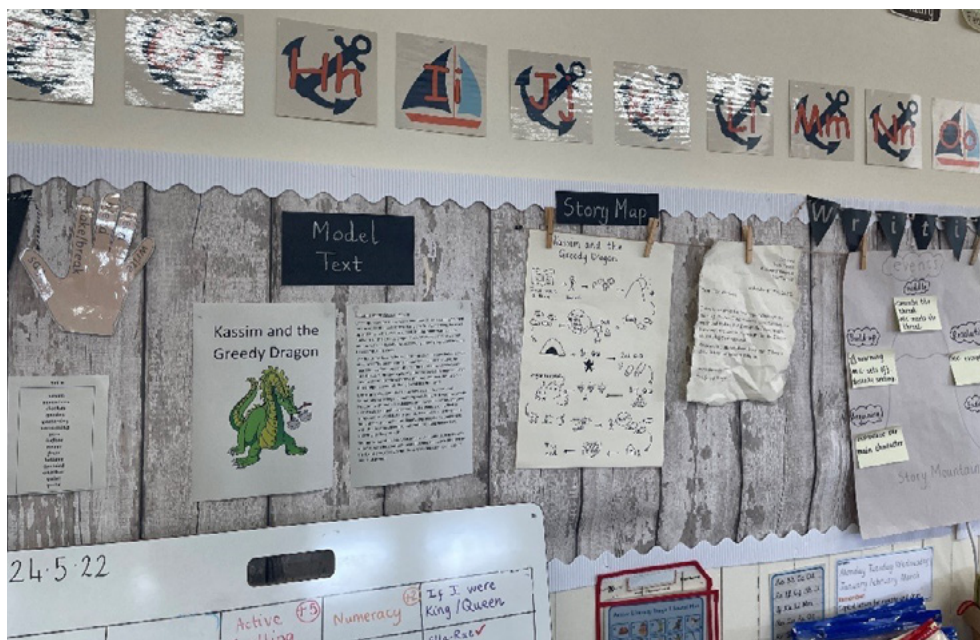
## Literacy action plan

Improvements and supports to raise attainment in literacy have been successfully implemented this session most notably the creation of a detailed Literacy Action Plan that feeds into the newly refreshed SAC Literacy Strategy.

Additionally, a strong alliance of literacy leads is working with our Literacy Development Officer (LDO) to ensure clear communication of key messages and to facilitate shared practice and collaboration across centres and sectors.

In response to Head Teacher evaluations, a Literacy Professional Learning schedule of over 20 sessions took place across the academic session to support the development of teachers.

We are beginning to see improved engagement and attainment in writing at all levels in the primary sector with the use of Talk for Writing in 23 of our primary schools. Learners and teachers have shown great enthusiasm for this way of working and the impact it is having in their classrooms. A full impact review and evaluation will be published in September 2022.



To raise attainment in Reading and to support our vision of being “an Authority that promotes and values reading and its benefits”, we have introduced Giglets into 11 of our primary schools. Giglets is a fully inclusive, digital resource designed to develop comprehension skills and foster a love of reading in children.

Over 50% of our schools have registered for Reading Schools accreditation in 2022-2023 which will highlight the excellent practice and commitment to promoting and developing reading for pleasure across our centres.

Strong partnerships have developed between our SWEIC literacy colleagues with a particular focus on shared-practice and resources.

Within SAC, our literacy team have made connections with our Virtual School Team, Active Schools, Thriving Communities and Adult Literacies to identify opportunities for collaboration in our aim to close the language and literacy gap between our most and least disadvantaged children.

## Numeracy and mathematics action plan

The SWEIC and SA Numeracy Strategy Groups continue to support Numeracy Leads across the authority through an ongoing training program with a continued focus on pedagogy and practice which leads to improved learning, teaching and assessment outcomes for all.

The team of Authority Numeracy Leads (SWEIC NLs) continues to work with the Numeracy Development Officer (NDO) to drive effective change, build capacity and facilitate collaboration amongst practitioners.

At the start of 2021-22 all schools (primary, secondary, and standalone early years centres) appointed a School Numeracy Lead (SNL) who continues to work with the NDO and SWEIC NLs to lead consistent, sustainable, and effective change focussed on developing learners' understanding of maths.

A full suite of training materials and resources has been developed to support class teachers' sessions developed to support schools embed consistent approach to teaching and learning at all stages supporting conceptual understanding of numeracy and maths.



The Numeracy and Mathematics Action Plan and Professional Learning Plan were devised to support a consistent, sustainable approach to teaching and learning at all levels.

All SNLs have completed 5 core training modules equipping them with the pedagogical understanding to support schools develop and embed the principles and methodologies of Teaching for Understanding. In 2022-23 the NDO will provide individualised whole school training programs consisting of focussed CLPL, in class support and resource provision to embed a consistent approach at all levels.

A transition project focussed on embedding a consistent approach to developing algebraic reasoning across primary and secondary sectors is currently being implemented within the Belmont cluster (supported by Education Scotland STEM Grant). A similar project is planned for the Prestwick cluster in 2022-23 with a focus on fractions, decimals, ratio & percentages.

All SA secondary schools are taking part in a practitioner enquiry, in collaboration with the NDO, focussed on developing Teaching for Understanding methodologies to develop mathematical reasoning and better outcomes for ALL learners.





## Consistent approaches to monitoring and tracking progress in the BGE

Originally developed by Dalmling Primary School, a comprehensive approach to tracking pupil progress in the BGE has been progressed and made available to all primary schools for session 22/23. This will support school leaders to track and monitor the progress of individual pupils and cohorts. It will also enable close monitoring of vulnerable groups such as care experienced children and young people, and those living in the most deprived areas.

### Standardised assessments

Throughout session 21-22, to support continued recovery from the pandemic and teacher professional judgement, standardised assessments were implemented for children from P2 – S3. Baseline assessments were carried out early in the academic session with

further assessments undertaken in May/June. Information from assessments was used by class teachers to identify children's gaps and next steps, and to inform learning, teaching and assessment. Data was used effectively by head teachers and local authority staff to identify areas of concern and allocate resources.

### 4 stages of progress model within the BGE

Early in the academic session, collegiate time was set aside for all practitioners to further engage with the 4 stages of progress approach that is used to demonstrate the progress that children and young people are making through the BGE. Practitioner confidence is steadily increasing. More opportunities for practitioners to engage with colleagues from other establishments will be supported in session 22-23

## Outdoor learning opportunities in collaboration with partners across the local authority

During session 21/22 an increasing number of our schools were accessing the outdoors to support learning. Many schools were making good use of their school grounds and local environment with schools also accessing further outdoor learning opportunities through links



During this session Tarbolton Primary School were visited by Education Scotland as part of a thematic inspection. The good practise of the school was recognised, and a case study was included in their report, Successful Approaches to Outdoor Learning published February 2022.

During session 21/22 a working party was formed and from this a baseline of minimal expectations in terms of outdoor learning lesson delivery for all primary pupils for session

2022/23 was developed. This was shared at our final head teachers meeting of the session.

Martin's field is an initiative accessible via request for assistance for pupils who would benefit from enhanced nurture in an outdoor setting.

During session 2022/23 there will be increasing support from centre staff to enable schools to take forward outdoor learning.



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## Parental involvement and engagement strategy.

During the early part of 2022 South Ayrshire participated in the Parental Involvement and Engagement survey. There was a total of 1899 responses.

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## South West Educational Improvement Collaborative (SWEIC) enhanced curriculum offer

Working in partnership with colleagues in East and North Ayrshire, and Dumfries and Galloway. 12 Advanced Higher courses, collectively branded as @South-West Connects, were offered across the 4 local authorities. Courses were delivered by practitioners skilled in digital delivery and engagement. Around 120 young people enrolled in the courses with an expected pass rate of 94%.

## Changes in national qualifications

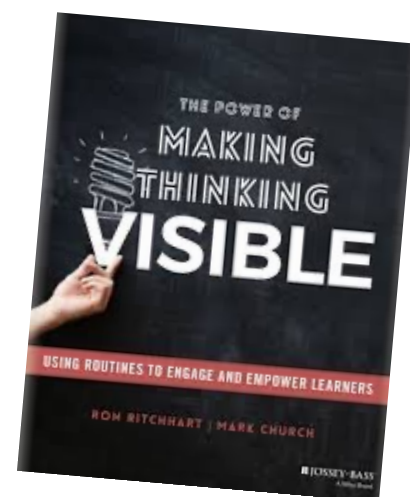
Working in challenging circumstances, teachers worked collaboratively within and across schools to ensure young people undertaking national qualifications were not disadvantaged. The 2022 exam diet progressed with very few issues. Young people were supported in a variety of ways to ensure they were able to reach their full potential. Head teachers across the 8 schools engaged positively with parents/carers. Central team staff worked effectively with the parent council chairs group to keep them abreast of issues related to national qualifications.

## Making Thinking Visible

Our ambassadors continue to offer training to all staff on using Making Thinking Visible to improve learning and teaching.

This session approximately 50 staff including the ambassadors attended four training sessions on Advanced MTV delivered by Mark Church.

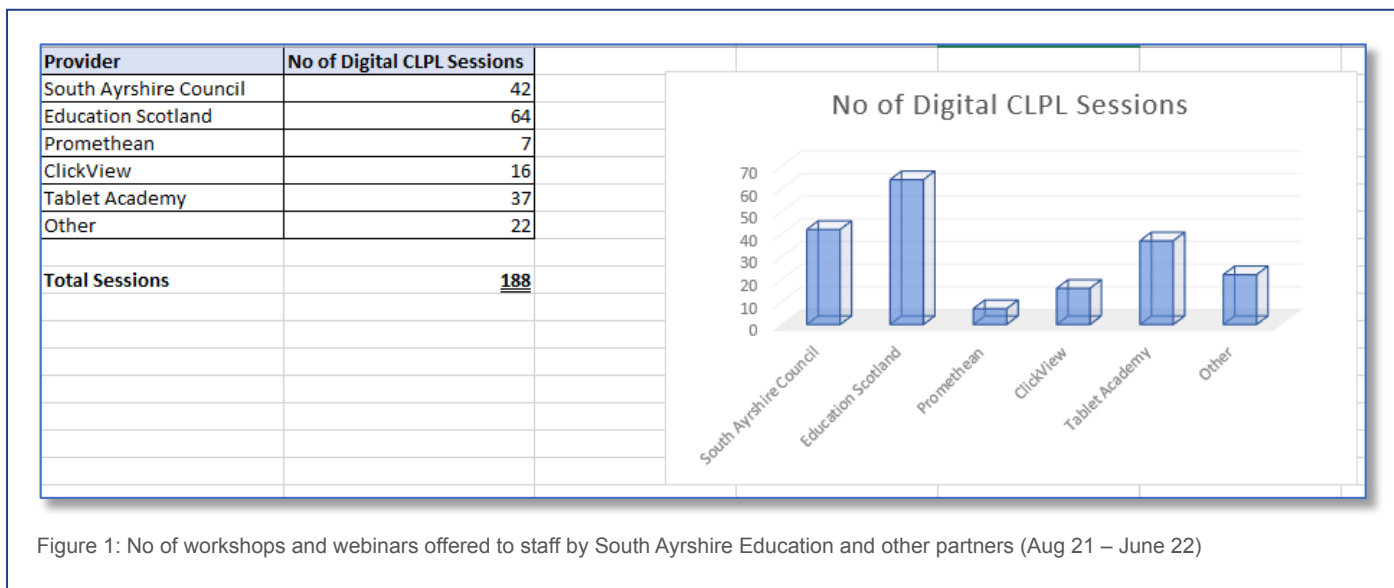
The ambassadors then offered advanced training in term 3 to staff who wished to expand their skills within this area. MTV book 2 The Power of Making Thinking Visible was distributed to all schools to support staff learning.



## Education Digital Strategy

To date 75% of South Ayrshire schools have registered with the Digital Schools Award programme. A national awards scheme to promote, recognise and encourage a whole school approach to the use of digital technology. In addition, 22% of those schools registered were externally validated and success in achieving the award; the most recent being Prestwick Academy, Braehead Primary and EYC and Troon Primary and EYC.

Providing staff, across all sectors, with access to a range of high-quality support resources and digital professional learning opportunities has continued to be a key focus throughout 2021/22. These opportunities range from bespoke and focused workshops, online webinars, informal drop-in sessions and recorded self-directed resources offered locally and from a range of external partners. A monthly Digital CLPL calendar curates all these opportunities in to one place.



In addition, the creation of a Digital Support Hub has provided an online community where staff are able to support each other, share experiences and spotlight practice.

The Council device refresh programme for desktops, laptops and interactive panels continues to allow us to provide learners and educators with access to an environment that will enrich learning and promote digital skills. Significant investment in 2021/22 has allowed us to provide each teaching space in our schools with a Promethean ActivPanel. Session 21/22 also saw South Ayrshire Council become the first Council in the UK to complete the Promethean ‘train the trainer’ programme. We have 12 Certified Trainers building a community of experts who can share the skills and knowledge needed to make the most of the ActivPanel technology.

Glow, Office365 and a small range of approved platforms continue to support the delivery of learning, teaching and assessment in South Ayrshire and we continue to promote and participation in the national e-Learning offer of resources to support learning at home and remote learning contexts. A number of young people in the senior phase, successfully studied Higher and Advanced Higher Subjects via @South-West Connects, the South West Education Improvement Collaborative’s virtual learning campus. This flexible learning environment uses a blended learning approach and allows learners to study courses they may not have been able to access in the past.

## Children’s Progress in early years

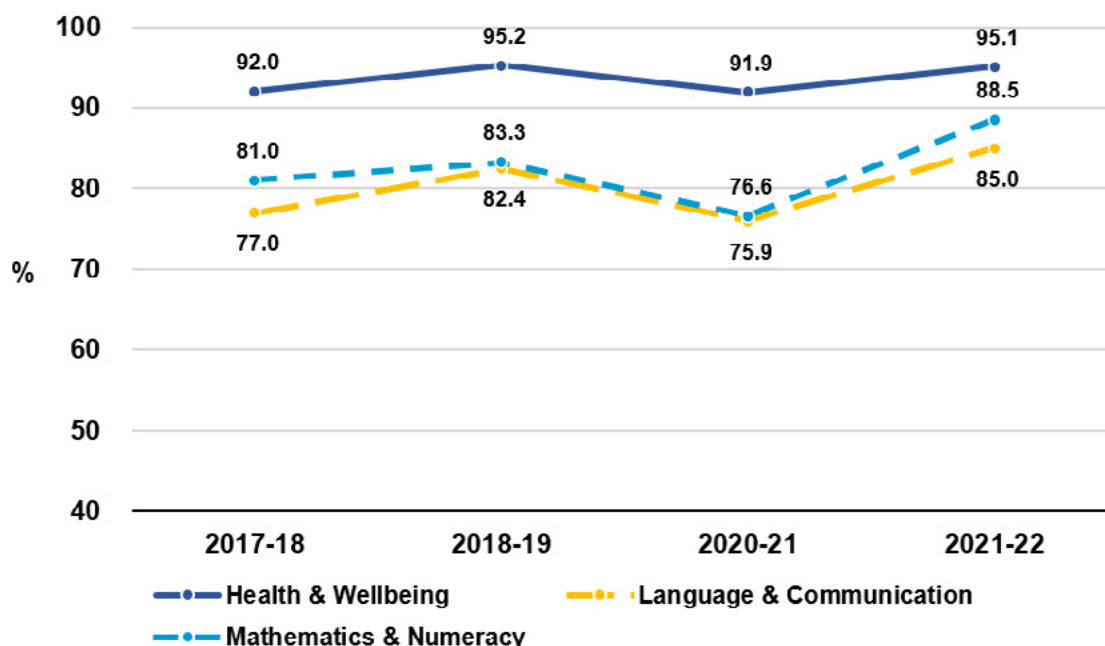
In early years children in their pre-school year are assessed against developmental milestones in three key areas: Health and Wellbeing, Communication and Language, and Maths and Numeracy.

A review of developmental milestones was completed, and the updated milestones will be in place from August 2022. This will ensure that the data and milestones better reflect the high quality of children’s experiences and achievements.

The number of children achieving 8 or more developmental milestones in all areas has increased from the previous year. For language and communication and maths and numeracy achievement is exceeding pre pandemic levels.



**Percentage of Early Years pupils achieving 8 or more milestones in each domain – 2017-18 to 2021-22**



## Attainment: Achievement of Expected CfE Level or Better (%)

Despite the continued negative impact of Covid in session 21-22 staff focussed on identifying gaps in learning from session 20-21 and put strategies in place to support progress.

Data was collected for S3 this session.

All measures saw a pleasing increase although levels have not yet returned to pre- pandemic levels.

We are confident that children and young people will continue to progress and hope to see pre-pandemic attainment levels return next session.

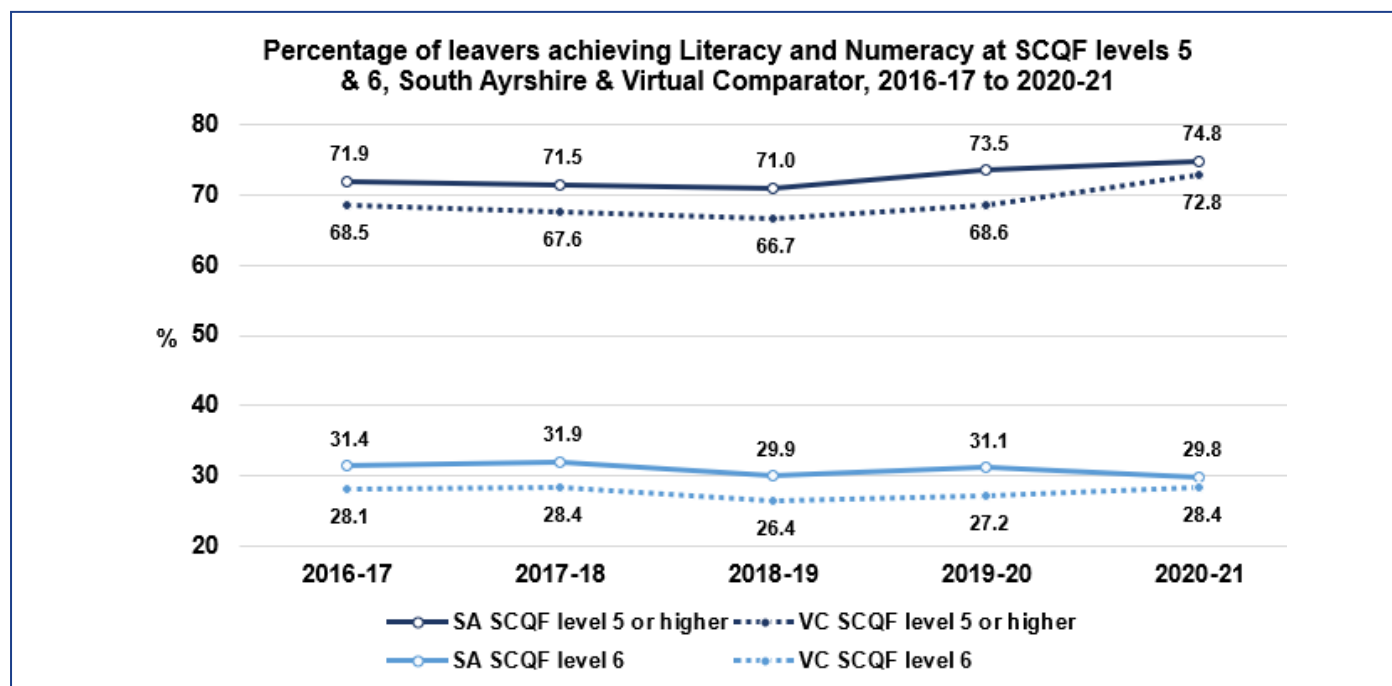
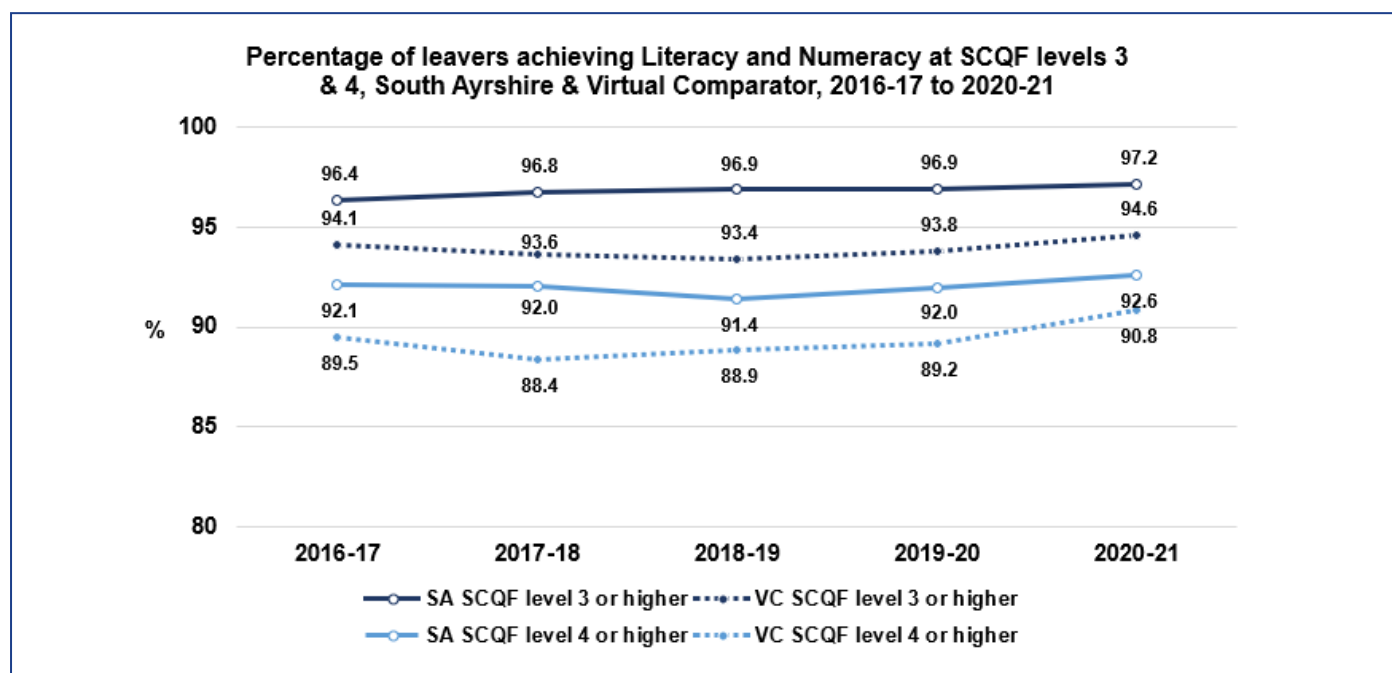
		2016-17	2017-18	2018-19	2020-21	2021-22
	P1, P4, & P7 combined	83	86	85	76	79
Reading	S3 (Level 3 or better)	92	90	92	*	87
	P1, P4, & P7 combined	78	80	81	71	73
Writing	S3 (Level 3 or better)	91	90	92	*	86
	P1, P4, & P7 combined	88	89	88	83	86
Listening & talking	S3 (Level 3 or better)	93	91	93	*	88
	P1, P4, & P7 combined	76	78	80	68	71
Literacy	S3 (Level 3 or better)	90	89	91	*	85
	P1, P4, & P7 combined	85	85	84	77	80
Numeracy	S3 (Level 3 or better)	90	91	90	*	84

\* no data collection for S3 in 2020-21

## Attainment Senior Phase

Data for school leavers is published in February of the following academic year. The data below relates to young people who left school at the end of the 2020/21 academic session. The VC (Virtual Comparator) is a measure of how similar young people across Scotland are attaining. Data from sessions 2019-20 and 2020-21 should be treated with caution due to the alternative certification models in place during those periods.

Young people in South Ayrshire perform consistently above the Virtual Comparator for their achievement of literacy and numeracy qualifications at the point they leave school.



The table below shows the attainment of individual cohorts of young people for the last 5 academic sessions. As mentioned above, data from sessions 2019-20, 2020-21 and the current session, 2021-22, should be treated with caution.

Prior to the pandemic, The attainment of young people in South Ayrshire was strong when compared against similar young people across the country (VC).

The % of young people in S4 achieving 5 or more Level 3 awards and 5 or more Level 4 awards is consistently above the VC. The % of young people achieving 5 or more Level 5 awards is also consistently above the VC.

Prior to the pandemic, the % of young people achieving 3 or more Level 6 awards and 5 or more Level 6 awards were generally in line with the VC. These continue to be an area of focus as we move forward.

Source: Insight (SA 2021-22 – preliminary estimates extract from SEEMiS BI)

### Percentage of pupils in S4, S5, & S6 achieving SQA National awards, South Ayrshire & Virtual Comparator, 2016-17 to 2020-21

	2017-18		2018-19		2019-20		2020-21		2021-22	
	SA	VC	SA	VC	SA	VC	SA	VC	SA	VC
<b>SQA National awards by end of S4</b>										
5 or more awards at SCQF level 3 or better	<b>90.6</b>	81.8	<b>91.2</b>	82.1	<b>92.4</b>	87.2	<b>94.5</b>	85.5	<b>87.2</b>	†
5 or more awards at SCQF level 4 or better	<b>85.3</b>	76.9	<b>87.8</b>	77.6	<b>86.4</b>	82.9	<b>89.0</b>	81.6	<b>81.1</b>	†
5 or more awards at SCQF level 5 or better	<b>42.3</b>	38.9	<b>45.0</b>	41.9	<b>52.3</b>	51.7	<b>50.2</b>	48.8	<b>43.7</b>	†
<b>SQA Highers by end of S5</b>										
1 or more awards at SCQF level 6 or better	<b>57.9</b>	57.8	<b>58.7</b>	54.4	<b>64.0</b>	61.2	<b>65.9</b>	64.5	<b>59.3</b>	†
3 or more awards at SCQF level 6 or better	35.2	<b>35.9</b>	<b>35.2</b>	33.2	<b>43.6</b>	42.1	44.5	<b>44.7</b>	<b>40.3</b>	†
5 or more awards at SCQF level 6 or better	16.8	<b>16.9</b>	<b>18.2</b>	15.7	20.0	<b>21.0</b>	20.9	<b>21.2</b>	<b>19.2</b>	†
<b>SQA Advanced Highers by end of S6</b>										
1 or more awards at SCQF level 7	<b>18.3</b>	20.1	16.7	<b>19.2</b>	24.7	<b>21.5</b>	<b>25.3</b>	24.5	<b>23.8</b>	†

\*SA vs VC maximum for any given year/metric highlighted in bold italics

† not available until September 2022 Insight update



Each course within the curriculum has a set number of tariff point associated with it. Total tariff points are the cumulative total of points for every course a young person has achieved. Complementary tariff points are the number of points associated with a young person's best 5 courses.

Prior to the pandemic, both the total and complementary tariff points were in line or above the VC. The High 20% figures reflect the need to focus on the number of young people in S5 achieving 5 or more Level 6 awards.

Source: Insight

**School leavers' average total and complementary tariff points by lowest 20%, middle 60%, and highest 20% achievers (South Ayrshire, Virtual Comparator, and National), 2017-18 to 2020-21**

	2017-18			2018-19			2019-20			2020-21		
	SA	VC	Nat	SA	VC	Nat	SA	VC	Nat	SA	VC	Nat
<b>Average total tariff points</b>												
Low 20%	<b>206</b>	157	164	<b>185</b>	143	151	<b>178</b>	142	151	<b>203</b>	175	165
Mid 60%	<b>899</b>	861	858	<b>869</b>	833	821	<b>954</b>	915	889	1,024	<b>1,029</b>	956
High 20%	1,836	1,844	<b>1,851</b>	<b>1,839</b>	1,831	1,829	<b>1,991</b>	1,964	1,930	2,013	<b>2,027</b>	1,998
<b>Average complementary tariff points</b>												
Low 20%	<b>175</b>	138	143	<b>161</b>	128	134	<b>151</b>	126	133	<b>174</b>	152	144
Mid 60%	<b>658</b>	649	646	<b>639</b>	628	623	<b>691</b>	672	657	728	<b>736</b>	692
High 20%	1,260	1,279	<b>1,281</b>	<b>1,267</b>	1,263	<b>1,267</b>	<b>1,338</b>	1,333	1,313	1,345	<b>1,363</b>	1,339

\*SA vs VC maximum for any given year/metric highlighted in bold italics

## Priority 2 – Closing the attainment gap between the most and least disadvantaged children

*Linked to Children's Services Plan 2020-23 – Love and support for our care experiences young people and young carers and tackling inequalities*

### Programme of activities for our youngest children and their parents to support recovery.

During session 2021 -2022 the family learning team (FLT) have continued to offer the peep learning together programme, universally, to all families in our EYCs. Groups have been delivered either face to face or remotely through zoom. Outdoor peep, including beach peep, has been popular and has led to an increase in dads attending. Targeted support has also been provided for families to help them engage. The FLT have piloted peep progression pathway, which supports families into training, including an under 3 group at Cherry tree.



### Tracking and monitoring of targeted groups (including those children and young people in Quintile 1, care experienced and young carers)

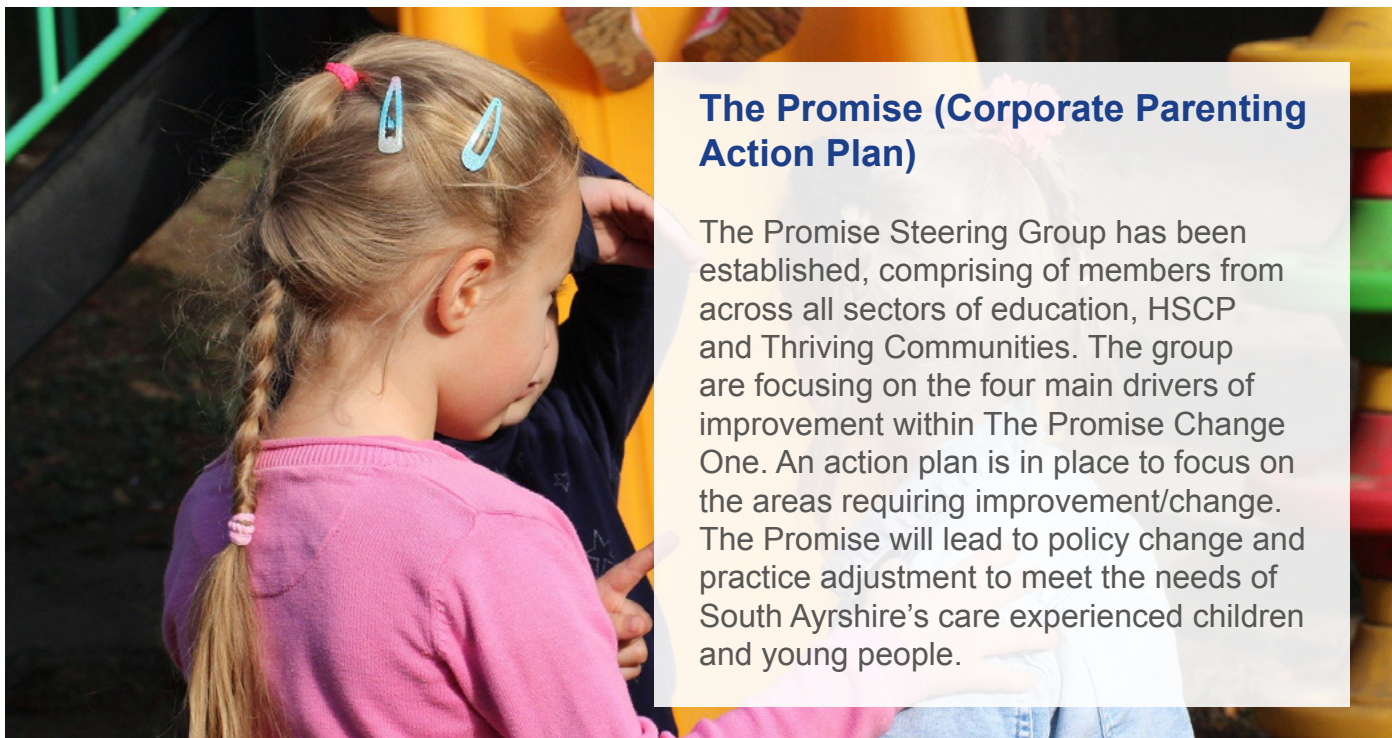
A tracking system was devised to gain insight care experienced children and young people's attainment throughout the academic year, allowing support and challenge. The system highlights individuals that are not working at their expected levels and provides opportunity to put in place interventions to support. A targeted tracking system is in place for care experienced children and young people's wellbeing. This is assessed every three months and provides a stronger depiction of how individual children are within their own wellbeing. This tracking allows schools and Welfare Officers to provide appropriate interventions.

### Additional Support for Learning- Implementation of the Morgan Review

We audited our staff's training needs to enable all teachers to hold and enact professional values of inclusion and inclusive practice. We built an annual program to improve learners' support in class and from specialist staff. In line with UNCRC incorporation, our Family Forum steering group has gone from strength to strength. The group has agreed to be key partners in developing our key policies and guidance.

In preparation for Included, Engaged and Involved, part three – we have reviewed our policy on de-escalation and physical intervention. Introducing learning reviews and increased post-incident support to schools and children.

We have established working groups to improve our distribution of staffing resources, such as school assistants and ASfL teachers.



### The Promise (Corporate Parenting Action Plan)

The Promise Steering Group has been established, comprising of members from across all sectors of education, HSCP and Thriving Communities. The group are focusing on the four main drivers of improvement within The Promise Change One. An action plan is in place to focus on the areas requiring improvement/change. The Promise will lead to policy change and practice adjustment to meet the needs of South Ayrshire's care experienced children and young people.

## Child Protection guidance

The Guidelines have been revised in light of Getting it Right for Every Child, the West of Scotland Child Protection Procedures, Commissioner for Children Scotland, and the National Guidance for Child Protection in Scotland 2021, all of which highlight the importance of a child-centred, multi-agency approach to meeting the needs of children and young people.

There have been significant legislative changes affecting children and young people in Scotland, since the introduction of the Children's Hearing system in the 1960's, including:

- Social Work (Scotland) Act 1968;
- Children (Scotland) Act 1995;
- Commissioner for Children and Young People (Scotland) Act 2003
- Education (Additional Support for Learning) (Scotland) Act 2004/2009;
- Children's Hearings (Scotland) Act 2011;
- Children and Young People (Scotland) Act 2014
- Children (Equal Protection from Assault) (Scotland) Act 2019
- United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Act 2021

New guidelines can be found [here](#).

## Refreshed national GIRFEC practice model

Limited progress as national guidance publication delayed. So far, we have contributed to the national consultation on the new refreshed guidance.

A new post has been created to support the rollout of CLPL, liaise with pan Ayrshire agencies and partners and to ensure the coordination of South Ayrshire Education guidance.

This priority will remain a focus next year.

## Authority-based nurture programmes and provision

We have appointed 3 Nurture Outreach Teachers to the Central Team who will help to support and embed Nurture across our schools, provide training and support to teaching staff and undertake self-evaluation activity to determine how nurturing each of our schools in South Ayrshire are. We have also appointed a PT Nurture (temporary) to oversee this team in addition to managing Chestnut Cottage and Crosshill resources. The Nurture Action Plan is in place and a “go-live” date set for mid-May. School RAG list is in place to help target specific schools. Nurture Outreach staff now all trained in successful parenting programme. A PT (Family Support) (temporary) who will help to support South Ayrshire’s Mental Health Action Plan and build capacity in schools has also been appointed.

## Autism Outreach service



The Autism Outreach Team formed in August 2021 led by a Principal Teacher and supported by the Principal Education Psychologist. An energetic team with extensive

and relevant knowledge of the autistic learner was developed which has focused on supporting and promoting inclusion within the mainstream setting.

Adopting a cluster approach, the team have been able to build relationships and provide support to professionals in schools, families and the young person. In addition to this, there has been robust training delivered by Educational Psychology in using The Circle approach with the autistic learner and also

training in Goal Attainment Scaling (GAS).

The team welcomed a School Assistant in April (0.4) and have subsequently appointed another School Assistant (0.6) to join the team in August 2022.

The team will recommence their journey in the next session and will continue to provide holistic support to schools, families and young people which inevitably will promote and support inclusion with the mainstream.

## Improved attendance particularly for targeted groups

Monthly attendance tracking of targeted groups including care experienced children and young people highlight those individuals with poor or chronic attendance records. It allows interventions to take place in schools to improve the young person's attendance.

Similar to the pattern across Scotland attendance levels have yet to return to pre-pandemic levels. Children and young people residing in quintile 1 continue to have lower attendance.

Lower attendance rates can be frequent with young people that are care experienced, with improved rates from those looked after away from home; with up to 3% higher attendance rates in both primary and secondary.

Improving attendance will continue to be a focus for improvement next session.

Attendance (%)				
Primary	2018-19	2019-20	2020-21	2021-22
Percent total absence - all pupils	95	94	95	92
Percent total absence - Quintile 1 - most deprived	92	92	92	89
Percent total absence - Home	93	91	92	91
Percent total absence - Away	95	95	97	95
Percent total absence - Previously	90	90	89	89
Attendance (%)				
Secondary	2018-19	2019-20	2020-21	2021-22
Percent total absence - all pupils	90	89	91	86
Percent total absence - Quintile 1 - most deprived	86	84	88	81
Percent total absence - Home	64	62	83	72
Percent total absence - Away	90	90	93	89
Percent total absence - Previously	83	81	85	78

Exclusions are managed by schools and analysed by the authority on a termly basis. No school excludes young people lightly and considerable involvement of wider services is considered before such a measure is used. The virtual Head teacher and her team support schools to avoid care experienced children and young people from being excluded. In Primary, exclusions have decreased very slightly by 0.1 per 1,000 which equated to a decrease of 1 child. There were no exclusions of looked after children.

Exclusion incidence per 1,000 pupils				
Primary	2018-19	2019-20	2020-21	2021-22
Incidents per 1,000 pupils (actual)	3.4	1.4	1.9	1.8
Rate re Quintile 1 - most deprived	7.9	3.9	1.3	4.7
Incidents per 1,000 pupils - all looked after	14.5	-	-	-
Incidents per 1,000 pupils - previously	9.4	-	23.3	31.5

In secondary, exclusions have decreased by 2 per 1000. Exclusions of children in quintile 1 and those who are looked after have also greatly decreased.

Exclusion incidence per 1,000 pupils				
Secondary	2018-19	2019-20	2020-21	2021-22
Incidents per 1,000 pupils (actual)	34.7	19.3	30.2	28.2
Rate re Quintile 1 - most deprived	92.3	45.0	53.5	44.5
Incidents per 1,000 pupils - all looked after	164.6	29.0	116.1	18.9
Incidents per 1,000 pupils - previously	116.7	104.9	113.9	120.3

## Compassionate and Connected Community

12 members of school staff completed the Compassionate and connected community cycle of CLPL and practitioner enquiry. This involved a program of coaching and mentoring from Psychological Services. Six practitioner enquiry projects were implemented and evaluated across two secondary and three primary schools. The projects undertaken included, evaluating a secondary school nurture provision, increasing the resilience, and coping skills of primary two pupils,

emotional check ins for pupils with ASN experiencing change, supporting coping skills of pupils through cognitive behavioural therapy, developing a triage system for mental health referrals from one secondary school, implementing a cognitive behavioural therapy support for pupils undertaking transitions to secondary school. The good practice in South Ayrshire was presented at the National Action Enquiry conference and was submitted for publishing on the national enquiry hub.

## Use of evidence-based practice to improve learning and teaching, and outcomes

Staff were signposted to evidence-based practices for literacy, numeracy and health and well-being throughout the pandemic. All schools have access to the research assistant for analysis of evidence-based

practices in any areas. This is promoted through the Psychological Services twitter and newsletter. Uptake has been lower than hoped and this will continue to be promoted post-pandemic.



## Attainment Early Years

### Deprivation-related attainment gap in achievement of 8 or more developmental milestones

We have made significant progress in closing the gap between the most and least deprived children in our EYCs. For communication and language, the gap pre pandemic was 15.3% and this session 6.5%, for maths and numeracy the gap was 19.3% and is now 2.8%.

Source: SAC

#### Deprivation-related attainment gap in achievement of 8 or more developmental milestones in Health & Wellbeing, Language & Communication, and Mathematics & Numeracy domains – 2017-18 to 2021-22

	2017-18	2018-19	2020-21	2021-22
<b>Health &amp; Wellbeing</b>				
Quintile 1 - most deprived	82.1	93.4	87.7	94.7
Quintile 5 - least deprived	96.3	94.1	95.7	96.5
Attainment gap	14.3pp	0.6pp	8pp	1.8pp
<b>Language &amp; Communication</b>				
Quintile 1 - most deprived	57.1	71.2	62.3	84.1
Quintile 5 - least deprived	87.7	86.5	87.8	90.6
Attainment gap	30.7pp	15.3pp	25.5pp	6.5pp
<b>Mathematics &amp; Numeracy</b>				
Quintile 1 - most deprived	66.3	67.7	60.9	87.8
Quintile 5 - least deprived	91.4	87.0	89.6	90.6
Attainment gap	25.1pp	19.3pp	28.7pp	2.8pp

\* deprivation information re SIMD 2020v2



## Deprivation-related attainment gap in achievement of 8 or more developmental milestones – care experienced

For care experienced children in our EYCs there has been significant progress in closing the gap and in some cases care experienced children exceeds general average achievement.

Source: SAC

### Attainment gap between Care Experienced and all children in achievement of 8 or more developmental milestones in Health & Wellbeing, Language & Communication, and Mathematics & Numeracy domains, South Ayrshire – 2017-18 to 2021-22

	2017-18	2018-19	2020-21	2021-22
<b>Health &amp; Wellbeing</b>				
Care Experienced	84.0	96.0	80.0	100.0
All children	92.0	95.2	91.9	95.1
Attainment gap	8pp	-0.8pp	11.9pp	-4.9pp
<b>Language &amp; Communication</b>				
Care Experienced	52.0	64.0	53.3	85.7
All children	77.0	82.4	75.9	85.0
Attainment gap	25pp	18.4pp	22.6pp	-0.7pp
<b>Mathematics &amp; Numeracy</b>				
Care Experienced	56.0	56.0	60.0	85.7
All children	81.0	83.3	76.6	88.5
Attainment gap	25pp	27.3pp	16.6pp	2.8pp

\* deprivation information re SIMD 2020v2

## Attainment Primary Deprivation

### Deprivation related attainment gap for P1, P4, & P7 pupils combined achieving at Expected CfE Level or better

Despite a general increase in the percentage of children achieving their expected level or better, the gap between children in the most and least deprived areas has also increased with the exception of Listening and Talking which has remained the same as 2020-21.

Source: SAC

#### Deprivation-related attainment gap for P1, P4, & P7 pupils combined achieving at Expected CfE Level or better – 2017-18 to 2021-22

	2017-18	2018-19	2020-21	2021-22
Quintile 1 - most deprived	78	75	69	69
Quintile 5 - least deprived	94	95	82	88
Attainment gap	16pp	20pp	13pp	20pp
Quintile 1 - most deprived	72	70	59	60
Quintile 5 - least deprived	91	92	80	85
Attainment gap	19pp	22pp	21pp	25pp
Quintile 1 - most deprived	86	79	77	78
Quintile 5 - least deprived	94	95	91	92
Attainment gap	8pp	16pp	14pp	14pp
Quintile 1 - most deprived	69	68	56	57
Quintile 5 - least deprived	90	91	77	83
Attainment gap	21pp	23pp	22pp	26pp
Quintile 1 - most deprived	80	76	70	72
Quintile 5 - least deprived	92	93	85	90
Attainment gap	12pp	18pp	15pp	18pp

## Attainment gap between Care Experienced and P1, P4, & P7 pupils combined achieving at Expected CfE Level or better

The attainment gap has reduced in Listening and talking and Numeracy this session.

Source: SAC

### Attainment gap between Care Experienced and P1, P4, & P7 pupils combined achieving at Expected CfE Level or better – 2017-18 to 2021-22

		2017-18	2018-19	2020-21	2021-22
Reading	Care Experienced	49	57	42	45
	All pupils	86	85	76	79
	Attainment gap	37pp	28pp	33pp	34pp
Writing	Care Experienced	46	48	37	35
	All pupils	80	81	71	73
	Attainment gap	34pp	34pp	34pp	38pp
Listening and talking	Care Experienced	61	63	54	61
	All pupils	89	88	83	86
	Attainment gap	28pp	25pp	29pp	25pp
Literacy	Care Experienced	44	47	35	33
	All pupils	78	80	68	71
	Attainment gap	34pp	33pp	34pp	38pp
Numeracy	Care Experienced	56	53	42	49
	All pupils	85	84	77	80
	Attainment gap	29pp	31pp	35pp	31pp

## Attainment Secondary Deprivation

### Deprivation related attainment gap for S3 pupils combined achieving at Expected CfE Level or better

Similar to primary data CfE levels of attainment are still lower than pre-pandemic levels. As no data was gathered in 2020-21 it is not possible to say if there has been an improvement this session.

Source: SAC

#### Deprivation-related attainment gap for S3 pupils achieving at Expected CfE Level or better – 2016-17 to 2021-22

		2016-17	2017-18	2018-19	2021-22
Reading	Quintile 1 - most deprived	84	80	84	78
	Quintile 5 - least deprived	96	97	97	94
	Attainment gap	12pp	17pp	13pp	16pp
Writing	Quintile 1 - most deprived	82	80	83	76
	Quintile 5 - least deprived	97	97	97	93
	Attainment gap	14pp	17pp	15pp	17pp
Listening and talking	Quintile 1 - most deprived	86	81	83	78
	Quintile 5 - least deprived	97	97	97	94
	Attainment gap	11pp	16pp	14pp	16pp
Literacy	Quintile 1 - most deprived	81	77	81	75
	Quintile 5 - least deprived	96	96	97	93
	Attainment gap	15pp	20pp	16pp	18pp
Numeracy	Quintile 1 - most deprived	85	85	82	71
	Quintile 5 - least deprived	96	97	96	92
	Attainment gap	12pp	13pp	14pp	20pp

\* no data collection for S3 in 2020-21

## Attainment gap between Care Experienced and S3 pupils combined achieving at Expected CfE Level or better

		2016-17	2017-18	2018-19	2021-22
Reading	Care Experienced	77	54	73	57
	All pupils	92	90	92	87
	Attainment gap	15pp	36pp	19pp	31pp
Writing	Care Experienced	73	57	73	51
	All pupils	91	90	92	86
	Attainment gap	18pp	33pp	19pp	35pp
Listening and talking	Care Experienced	81	59	75	57
	All pupils	93	91	93	88
	Attainment gap	11pp	33pp	18pp	31pp
Literacy	Care Experienced	73	49	71	49
	All pupils	90	89	91	85
	Attainment gap	17pp	40pp	20pp	36pp
Numeracy	Care Experienced	65	69	71	58
	All pupils	90	91	90	84
	Attainment gap	26pp	22pp	19pp	25pp

\* no data collection for S3 in 2020-21

The gap has increased in all measures from 2018-19. As a result of lockdown and effects of COVID, care experienced young people and their families have been significantly affected. This has resulted in challenges in return to school and thus challenges in attendance impacting on attainment.

Source: Insight

**Deprivation-related attainment gap in school leavers' average total and complementary tariff points, 2017-18 to 2020-21**

	2016-17	2017-18	2018-19	2019-20	2021-22
<b>Average total tariff points</b>					
Quintile 1 - most deprived	715	655	619	660	767
Quintile 5 - least deprived	1,363	1,228	1,179	1,340	1,350
Attainment gap	648	573	559	680	583
<b>Average complementary tariff points</b>					
Quintile 1 - most deprived	511	476	461	481	549
Quintile 5 - least deprived	951	883	842	963	952
Attainment gap	440	408	381	483	403



## Priority 3 – Improvement in children’s and young people’s health and wellbeing

*Linked to Children’s Service Plan 2020-23 – Good physical and mental health and wellbeing and promoting Children’s Rights*

### **PATHS programme**

We continued to support EYCs in our areas of highest deprivation with Promoting Alternative Thinking Strategies (PATHS) emotional literacy programme. We now have 19 EYCs across the authority progressing with the programme with more centres preparing to implement the programme across the early level and, in some cases, the whole primary school.

We continue to have a mix of Senior EYPs and early years teachers in our 15 Excellence and Equity Lead (EELs) posts.

Many of our EELs are involved in leading the PATHS emotional literacy programme as one of our key early intervention initiatives. All EELs were invited to attend our Leadership Programme and the nurture training provided by Educational Psychology to support relationship- based practices

### **Mental Health Strategy**



The mental health strategy group have continued to meet to co-ordinate support for children’s and young people’s mental health.

The community mental health initiative now has a website which promotes the 13 new mental health supports and services available to children and young people in South Ayrshire.

In 2021 nearly 1400 children and young people have accessed the new services with many indicating that the service has been helpful to them in supporting their mental health.

## United Nations Convention on the Rights of the Child



There is a delay in implementation due to the decision of the supreme court. Education remains in a strong position mainly due to the Rights Respecting Schools Programme. Schools, mainly primary, have continued their journey despite the pandemic. Secondary schools have agreed to make this a priority in 22-23.

All schools are involved, and we have 15 schools who have achieved the highest gold award.



We have carried out an audit to help share good practice and identify any areas for development.

In order to support schools and help ensure that all children’s rights are realized we have appointed a rights development officer officer (0.4fte) for session 22-23.

## Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2020

All new regulations have been rolled out across all establishments including menu updates.

New allergens system is now in place to highlight and support children and young people with food allergies/ preferences.

Pre-packaged food it now also labelled in line with Natasha’s Law.



## Scottish Milk and Healthy Snack Scheme

This scheme has been successfully implemented in all 37 local authority early years centres and in 27 private providers across South Ayrshire embedding the habit of regular consumption of high-quality dairy produce (or non-dairy alternative) and fruit and vegetables from an early age.



## Schools Counselling service

All schools have a school-based counselling service in place.

Referrals are tracked and evaluation measures are in place.

Six monthly data is gathered on numbers of referrals, reason for referral and an evaluation of the impact of the intervention.

Between July and December 2021 307 young people accessed school-based counselling.

One third of referrals were for support for anxiety.

Many pupils who completed the counselling sessions reported that the support had been helpful to them.



## CASE STUDY

A 13-year-old boy attended the school counsellor as he was having anxiety issues regarding attending school and going to his classes. Building up a relationship with the boy over the initial sessions he was able to open up more about his past and described how he would struggle to form relationships at primary school and this increased when attending the academy.

Mum and Dad had separated when he was young, and he would spend the weekend with his dad which he always looked forward to.

As his anxiety began to decrease, he became more involved in class with

subjects he enjoyed, his confidence increased. This progress occurred slowly over many sessions as he was able to express how he was feeling, and we focussed on the positives and setting small achievable goals.

As his confidence continued to grow, he attended more classes and started to build relationships with other pupils in his class.

He continued to attend his counselling sessions to talk about his anxiety which had become more manageable. He is now able to work through his feelings using the coping strategies he has learned to help him move forward and deal with his anxiety.

## Priority 4 – Improvement is sustained positive school leaver destinations for all young people

In February 2022 Scottish Government published figures on the percentage of school leavers (June 2021) who moved on to a positive post-school destination. In South Ayrshire, 98.3% of school leavers progressed from school into a positive destination. This is in line with the figure from February 2021 and sees South Ayrshire placed 2nd of the 32 local authority areas. 85.7% of care experienced young people and 97.3% of young people living in the most deprived areas progressed to positive destinations.

Updated school, More Choices More Chances, guidance was released to schools at the end of academic session 20-21. This is now fully embedded across the 8 mainstream secondary schools. The guidance was developed in partnership with colleagues from Skills Development Scotland (SDS) and Thriving Communities staff. The positive impact of this work can be seen in the most recent school leaver figures (98.3% of school leavers moving on to positive destination).

In session 2021-22, 7 of the 9 DYW Coordinator posts were filled. While the capacity of Coordinators continued to be hampered by the effects of Covid, a range of

work was undertaken within the context of each school to support vulnerable groups to access work-based learning. Supported by Ayrshire Chamber of Commerce, employer engagement continued to be a focus though again this was impacted by Covid.

Strong relationships between schools, the local authority and Ayrshire College continue to provide a basis for developing and tailoring the curriculum offer for young people. Following a downturn in session 2020-21, the Innovative School Projects provision, supported by DYW Ayrshire, returned positively to provide groups of young people with experiences in childcare, barista, retail, bike maintenance and rural skills. Skills for Work courses continue to be a core offer across school curricula with further development of courses in areas such as Laboratory Skills and Health Sector planned for session 2022-23.

Next session we will continue to develop and embed the Careers Education Standard within learning experiences and work with partners to develop a curriculum that supports children and young people to develop skills for learning, life and work.

### School leavers in positive destinations - February follow-up (South Ayrshire & Virtual Comparator), 2016-17 to 2020-21

	South Ayrshire	Virtual Comparator	N <sup>o</sup> Leavers
2016-17	94.2	93.6	1,104
2017-18	93.4	94.1	1,143
2018-19	94.0	94.8	1,059
2019-20	98.4	93.3	999
2020-21	98.3	95.6	1,123

**School leavers in positive destinations - February follow-up (South Ayrshire Looked After, ASN, 7 20% most deprived cohorts), 2016-17 to 2020-21**

	South Ayrshire	Virtual Comparator	N <sup>o</sup> Leavers
2016-17	63.6	87.2	89.1
2017-18	68.8	83.3	89.2
2018-19	75.0	90.0	90.1
2019-20	94.6	96.8	98.4
2020-21	85.7	95.8	97.3



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# Educational Services Recovery and Improvement Plan 2021-24 2022 update



# INTRODUCTION



South Ayrshire's plan for education reflects the important recovery and improvement period 2021-2024. The plan takes account of the feedback from consultation with our stakeholders across the council and community and ensure delivery of the nationally agreed priorities of the National Improvement Framework. In delivery of this plan, we will work in close partnership with the Council, with the communities of South Ayrshire and as part of the South West Educational Improvement Collaborative (SWEIC).

The plan has a clear focus on improving outcomes for all our learners and sets out how we will address the challenges of loss of learning caused by the pandemic and the inequalities of outcomes that exist for different equity groups.

The service plan builds on the very strong teamwork demonstrated by all staff working across Educational Services. It highlights our commitment to improvement and for ensuring the very best for all our learners.

**Lyndsay McRoberts, Director of Education**



## South Ayrshire Council Plan

- Fair and Effective Leadership
- Closing the Gap
- Grow well, Live well, Age well
- South Ayrshire Works
- Stand Up for South Ayrshire
- A Better Place to Live

## Children's Services Plan

- Outstanding universal provision
- Tackling Inequalities
- Love and support for our care experienced young people and young carers
- Good physical and mental wellbeing
- Promoting Children's Rights

## Educational Services Plan and National Improvement Framework Priorities

- Placing the human rights of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in employability skills and sustained positive school leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy

## National Improvement Framework- Drivers

- School and ELC Leadership
- Teacher and practitioner professionalism
- Parent/ carer involvement and engagement
- Curriculum and assessment
- School and ELC Improvement
- Performance Information

# PRIORITY 1

Place the human rights of every child and young person at the centre of education





## What improvements do we want to achieve?

Children's Rights are realised in all schools and early years centres (EYCs)

Increase the number of schools and EYC's achieving silver and gold accreditation in Rights Respecting School

Increase the number of schools achieving the LGBTi charter

Reduce the number of racial incidents

Children and young people actively participating in service improvement and change

## How will we make these improvements?

Implement the UN Convention of Rights of the Child (Incorporation) (Scotland) Bill

Meet the needs of children and young people with protected characteristics including race, sex, sexual orientation and gender resignation

Increase the opportunities for engagement and involvement of children and young people in service improvement and delivery

# PRIORITY 2

Improvement in attainment, particularly in literacy and numeracy



## What improvements do we want to achieve?

Agree a refreshed vision for learning and teaching

Increase the number of children in early years achieving developmental milestones

Increase the percentage of children and young people achieving expected Curriculum for Excellence levels

The quality of learning, teaching and assessment (QI 2.3) is good or better in all schools

Leadership of change is good or better in all schools and EYCs

Raising attainment and achievement (QI 3.2) is good or better in all schools and EYCs

Improve high levels of attainment for young people in the senior phase

Improve the accuracy and confidence of teacher and practitioner professional judgement of progress in the Broad General Education (BGE)

Rigorous approaches to tracking and monitoring are in place across all schools and EYCs

## How will we make these improvements?

Collaborate with head teachers, managers, staff and stakeholders to refresh our vision for Learning and Teaching (Learning the South Ayrshire Way)

Continue to support high quality play-based pedagogy and transitions across the early level

Implement the literacy action plan

Implement the numeracy and mathematics action plan

Develop and implement improved approaches to tracking and monitoring progress

Continue to improve teacher and practitioner professional judgement through assessment and moderation activities

Continue to implement the 4 stages of progress model within the BGE

Continue to evaluate and review the way we report children and young peoples progress

Develop high quality outdoor learning opportunities for all children and young people

Work collaboratively with stakeholders to implement changes in national qualifications

Continue to support practitioner enquiry, professional learning and evidence based practice to improve learning and teaching

Improve transitions across all schools and EYCs

# PRIORITY 3

Closing the attainment gap  
between the most and least  
disadvantaged children



## What improvements do we want to achieve?

Improve attendance of all children and young people including those who are care experienced and those residing in the lowest 20% Scottish Index of Multiple Deprivation (SIMD)

Reduce exclusions (rate per 1000) of children and young people in the lowest 20% SIMD and care experienced children and young people

Improve tracking and monitoring of targeted groups (including those children and young people in Quintile 1, care experienced and young carers)

Improve the percentage of children and young people in the lowest 20% SIMD and those care experienced achieving expected Curriculum for Excellence (CfE) levels

Improve the average complementary tariff points of young people (leavers) in the lowest 20% SIMD and looked after young people

Improve the percentage of leavers in the lowest 20% SIMD achieving levels 4 and 5 in literacy and numeracy

Increase the percentage of young people in the lowest 20% SIMD and looked after young people who stay on at school (S4 staying on to S5)

## How we will make these improvements?

Implement the Scottish Attainment Challenge and Pupil Equity Funding revised models to support closing the poverty related attainment and opportunity gap

Implement robust and consistent tracking and monitoring of targeted groups (including those children and young people in Quintile 1, care experienced and young carers)

(Implement the recommendations of the Additional Support for Learning Action Plan)

Implement The Promise (Corporate Parenting Action Plan)

Implement refreshed national GIRFEC practice model guidance

Implement the new national Child Protection guidance and associated CLPL programmes

Develop new Autism Outreach service to promote and support the inclusion of learners in mainstream settings

Rigorous monitoring and promotion of improved attendance particularly for targeted groups

Support implementation of the Compassionate and Connected Community

Implement a learning in context curriculum based around pupil interests mapped to CfE outcomes for disengaged learners

Co-produce with children and young people, parents and staff, local authority good practice transition guidance for children and young people with ASN

# PRIORITY 4

Improvement in children's and young people's health and wellbeing



## What improvements do we want to achieve?

Ensuring Wellbeing, equality and inclusion (QI 3.1) is good or better in all schools and EYCs

Improve nurture approaches to include outreach support to enhance the health and wellbeing of children and young people

## How we will make these improvements?

Evaluate the PATHS programme to support social skills and wellbeing in early years centres

Continue to implement and evaluate the key actions in the co-produced mental health strategy

Continue to promote and evaluate new community mental health services

Implement and evaluate the impact and outcome of the school-based counselling service

Continue to revise planning and assessment within the Health and Wellbeing BGE in primary schools and early years centres

Support the development and enhancement of high quality nurture approaches across all schools and sectors

# PRIORITY 5

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





## What improvements do we want to achieve?

Improve high level of positive school leaver destinations

Continue to improve the percentage of care experienced young people entering a positive post-school destination

Continue to improve the percentage of young people from our most deprived areas entering a positive post-school destination

Continue to improve the percentage of young people with additional support needs entering a positive post-school destination

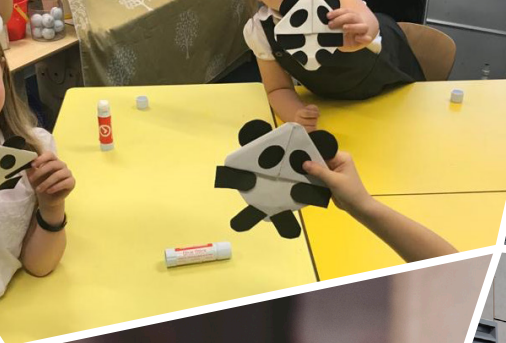
Continue to improve the percentage of young people who can recognise their own strengths and areas for development in relation to employability skills

## How we will make these improvements?

Embed the Developing our Young Workforce co-ordinator role in relation to employer engagement and work-based learning.

Continue to develop partnerships that increase the number and range of opportunities for young people to develop a variety of skills and vocational based learning

Continue to develop and embed the Careers Education Standard within learning experiences and work with partners to develop a curriculum that supports children and young people to develop skills for learning, life and work



This information can be made available, on request, in braille, large print or audio formats and can be translated into a range of languages. Contact details are provided below.

درخواست کرنے پر یہ معلومات نابینا افراد کے لئے ابھریے حروف، بڑے حروف یا آڈیو میں مہیا کی جاسکتی ہے اور اسکا مختلف زبانوں میں ترجمہ بھی کیا جاسکتا ہے۔ رابطہ کی تفصیلات نیچے فراہم کی گئی ہیں۔

本信息可应要求提供盲文，大字印刷或音频格式，以及可翻译成多种语言。以下是详细联系方式。

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ਇਹ ਜਾਣਕਾਰੀ ਮੰਗ ਕੇ ਬੋਲ, ਵੱਡੇ ਅੱਖਰਾਂ ਅਤੇ ਸੁਣਨ ਵਾਲੇ ਰੂਪ ਵਿੱਚ ਵੀ ਲਈ ਜਾ ਸਕਦੀ ਹੈ, ਅਤੇ ਇਹਦਾ ਤਰਜਮਾ ਹੋਰ ਬੋਲੀਆਂ ਵਿੱਚ ਵੀ ਕਰਵਾਇਆ ਜਾ ਸਕਦਾ ਹੈ। ਸੰਪਰਕ ਕਰਨ ਲਈ ਜਾਣਕਾਰੀ ਹੇਠਾਂ ਵੱਲੋਂ ਗਈ ਹੈ।

Niniejsze informacje mogą zostać udostępnione na życzenie w alfabecie Braille'a, w druku powiększonym lub w formacie audio oraz mogą zostać przetłumaczone na wiele języków obcych. Dane kontaktowe znajdują się poniżej.

Faodar am fiosrachadh seo fhaighinn, le iarrtas, ann am braille, clò mòr no clàr fuaim agus tha e comasach eadar-theangachadh gu grunn chànanan. Tha fiosrachadh gu h-ìosal mu bhith a' cur fios a-steach.

**South Ayrshire Council**  
**Customer Contact Centre**  
**03001230900**



## South Ayrshire Council Equality Impact Assessment Scoping Template

Equality Impact Assessment is a legal requirement under the Public Sector Duty to promote equality of the Equality Act 2010. Separate guidance has been developed on Equality Impact Assessment's which will guide you through the process and is available to view here: <https://www.south-ayrshire.gov.uk/equalities/impact-assessment.aspx>

Further guidance is available here: <https://www.equalityhumanrights.com/en/publication-download/assessing-impact-and-public-sector-equality-duty-guide-public-authorities/>

The Fairer Scotland Duty ('the Duty'), Part 1 of the Equality Act 2010, came into force in Scotland from 1 April 2018. It places a legal responsibility on Councils to actively consider ('pay due regard to') how we can reduce inequalities of outcome caused by socio-economic disadvantage, when making strategic decisions. [FSD Guidance for Public Bodies](#) in respect of the Duty, was published by the Scottish Government in March 2018 and revised in October 2021. See information here: <https://www.gov.scot/publications/fairer-scotland-duty-guidance-public-bodies/>

### 1. Policy details

Policy Title	Educational Services Standards and Quality Report 2021/22 and Improvement Plan 2022/23
Lead Officer (Name/Position/Email)	Lyndsay McRoberts, Director of Education <a href="mailto:Lyndsay.McRoberts@south-ayrshire.gov.uk">Lyndsay.McRoberts@south-ayrshire.gov.uk</a>

**2. Which communities, groups of people, employees or thematic groups do you think will be, or potentially could be, impacted upon by the implementation of this policy? Please indicate whether these would be positive or negative impacts**

Community or Groups of People	Negative Impacts	Positive impacts
Age – men and women, girls & boys	-	-
Disability	-	-
Gender Reassignment (Trans/Transgender Identity)	-	-
Marriage or Civil Partnership	-	-
Pregnancy and Maternity	-	-
Race – people from different racial groups, (BME) ethnic minorities and Gypsy/Travellers	-	-
Religion or Belief (including lack of belief)	-	-
Sex – (issues specific to women & men or girls & boys)	-	-
Sexual Orientation – person's sexual orientation i.e. LGBT+, lesbian, gay, bi-sexual, heterosexual/straight	-	-
Thematic Groups: Health, Human Rights & Children's Rights	-	-

**3. What likely impact will this policy have on people experiencing different kinds of social disadvantage i.e. The Fairer Scotland Duty (This section to be completed for any Strategic Decisions). Consideration must be given particularly to children and families.**

Socio-Economic Disadvantage	Negative Impacts	Positive impacts
Low Income/Income Poverty – cannot afford to maintain regular payments such as bills, food, clothing	-	-
Low and/or no wealth – enough money to meet Basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future	-	-
Material Deprivation – being unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure/hobbies	-	-
Area Deprivation – where you live (rural areas), where you work (accessibility of transport)	-	-
Socio-economic Background – social class i.e. parent’s education, employment and income	-	-

**4. Do you have evidence or reason to believe that the policy will support the Council to:**

General Duty and other Equality Themes Consider the ‘Three Key Needs’ of the Equality Duty	Level of Negative and/or Positive Impact (High, Medium or Low)
<b>Eliminate unlawful discrimination, harassment and victimisation</b>	Low
<b>Advance equality of opportunity</b> between people who share a protected characteristic and those who do not	Low
<b>Foster good relations</b> between people who share a protected characteristic and those who do not. (Does it tackle prejudice and promote a better understanding of equality issues?)	Low
Increase participation of particular communities or groups in public life	Low
Improve the health and wellbeing of particular communities or groups	Low
Promote the human rights of particular communities or groups	Low
Tackle deprivation faced by particular communities or groups	Low

**5. Summary Assessment**

<p><b>Is a full Equality Impact Assessment required?</b> (A full Equality Impact Assessment must be carried out if impacts identified as <b>Medium and/or High</b>)</p>	<p><b>YES</b> <input type="checkbox"/></p> <p><b>NO</b> <input type="checkbox"/></p>
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**Rationale for decision:**

**Signed :** Lyndsay McRoberts

**Director of Education**

**Date:** 19 August 2022

**South Ayrshire Council**

**Report by Assistant Director – Place  
to Cabinet  
of 27 September 2022**

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**Subject: Place Based Investment Programme 2022 to 2023**

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**1. Purpose**

1.1 The purpose of this report is to provide an update on the Place Based Investment Programme (PBIP) and funding allocations for projects for year 2022 to 2023.

**2. Recommendation**

**2.1 It is recommended that the Cabinet:**

**2.1.1 notes the work undertaken by officers to shortlist projects and:**

**2.1.2 approves PBIP funding allocations for 2022 to 2023 and projects detailed in [Appendix 1](#).**

**3. Background**

3.1 The Council Plan, 'Our People, Our Place', sets out the Council's ambition to improve placemaking and create local place plans by listening to communities and enabling greater choices in how they lead their day to day lives. The Council's approach to placemaking was approved at Leadership Panel on 12 March 2019, with a progress update provided in November 2021.

3.2 In November 2021, the Leadership Panel agreed projects to be funded from the 2021/22 allocation of the Scottish Government's newly launched Place Based Investment Programme (PBIP). The programme is intended to link and align place-based initiatives and establish a coherent local framework designed to implement the Place Principle.

3.3 The PBIP is an overall investment of £325m to support community led regeneration and town centre revitalisation and seeks to build on the work of the Regeneration Capital Grant Fund (RCGF) and Town Centre Action Plan.

3.4 The funding is for local authorities to allocate, working collaboratively with local communities, along with business and the third and public sectors, to support shared local plans and aspirations.

3.5 Projects and proposals must demonstrate they meet the main objectives of the programme:

- to link and align place-based initiatives and establish a coherent local framework to implement the Place Principle;
- to support place policy ambitions such as town centre revitalisation, community led regeneration, 20-minute neighbourhoods and Community Wealth Building;
- to ensure that all place-based investments are shaped by the needs and aspirations of local communities; and
- to accelerate our ambitions for net zero, wellbeing and inclusive economic development, tackling inequality and disadvantage, community involvement and ownership.

3.6 South Ayrshire's allocation of the PBIP fund for financial year 2022/23 is £691,000.

3.7 In early 2022, an External Funding Officer Group was established. Comprising officers from across the People, Place, Education and HSCP directorates and support services, the group works collaboratively to ensure external funding opportunities are maximised and address community and Council priorities.

3.8 The Officer Group has sought to establish good practice and protocol in the distribution and management of funds, including: transparency and decision making, consultation, 'Following the Public Pound' and grant management and has a key role in reviewing and shortlisting areas of work or projects that might be supported by external funding, including PBIP.

3.9 A Member Officer Working Group; incorporating the Ayrshire Growth Deal, Levelling Up Fund and Shared Prosperity Fund, recently formed, comprised of Portfolio Holders, elected members and senior council officers. The MOWG will provide a forum for collaboration and discussion and link with the Officer Funding Group.

#### **4. Proposals**

4.1 Consultation and engagement has taken place with local community organisations, groups and local elected members and a review of Place Plans undertaken as part of the place making process to develop proposals for South Ayrshire's share of the Place Based Investment Programme.

4.2 A long list of projects were reviewed by the Officer Funding Group for fit, risk and deliverability and short-listed at [Appendix 1](#).

4.3 Twelve projects were not short-listed for reasons including: did not fit with fund criteria; timescales for delivery not able to be met; limited community benefits; consents required in advance; project had revenue implications for ongoing maintenance that could not be met; insufficient information or plans provided; more appropriate for other Council budget streams or external funding sources to support.

4.4 In 2021- 2022, Troon Water Sports Centre received £10,000 from South Ayrshire Council for business development from VAT Recovery Funds. In 2022-2023, Vics in the Community (VIC) received £25,000 from the Coastal Communities Fund for repairing the roof of the Whitletts Pavilion. In 2022-2023 Prestwick Tennis and Fitness received £25,000 from the Coastal Communities Fund towards the redevelopment of the Ayr Fort Tennis Courts.



- 4.5 Troon Water Sports Centre have submitted a Community Asset Transfer (CAT) request under Part 5 of the Community Empowerment (Scotland) Act 2015. This request was validated on 31 July 2022. The request has not been accompanied by an application to the Advancing Community Assets Fund. South Ayrshire Council must decide on whether to approve this request by 31 January 2023 (or request an extension from Troon Water Sports Centre).

## **5. Legal and Procurement Implications**

- 5.1 In line with South Ayrshire's Following the Public Pound Protocol, standard grant agreements shall be in place for all projects where the recipient of the fund is a community organisation, or third sector group and a central register of all approved funding will be maintained by the Head of Legal, HR and Regulatory Services for monitoring and reporting purposes.

- 5.2 There are no procurement implications arising from this report.

## **6. Financial Implications**

- 6.1 South Ayrshire's share of the PBIP is £691,000 and suggested projects and initiatives are outlined in [Appendix 1](#) for approval. The Grant is to be used in the financial year 2022/23. It is expected that expenditure will be met, or at least work or contracts signed or commenced by 31 March 2023.

## **7. Human Resources Implications**

- 7.1 None.

## **8. Risk**

### ***8.1 Risk Implications of Adopting the Recommendations***

- 8.1.1 There are no risks associated with adopting the recommendations.

### ***8.2 Risk Implications of Rejecting the Recommendations***

- 8.2.1 There is a risk that if the recommendations are rejected the projects will not be delivered.

## **9. Equalities**

- 9.1 The proposals in this report have been assessed through the Equality Impact Assessment Scoping process. There are significant potential positive or negative equality impacts of agreeing the recommendations and therefore an Equalities Impact Assessment is not required. A copy of the Equalities Scoping Assessment is attached as [Appendix 2](#).

## **10. Sustainable Development Implications**

- 10.1 ***Considering Strategic Environmental Assessment (SEA)*** - This report does not propose or seek approval for a plan, policy, programme or strategy or document otherwise described which could be considered to constitute a plan, programme, policy, or strategy.

## **11. Options Appraisal**

11.1 An options appraisal has not been carried out in relation to the subject matter of this report.

## 12. Link to Council Plan

12.1 The matters referred to in this report contribute to Commitments 4 and 6 of the Council Plan: South Ayrshire Works/ Make the most of the local economy; and A Better Place to Live/ Enhanced environment through social, cultural and economic activities.

## 13. Results of Consultation

13.1 Consultation and engagement has taken place with local community organisations and groups and as part of the Place Planning process to develop proposals.

13.2 Consultation has taken place with Councillor Bob Pollock, Portfolio Holder for Economic Development, and local ward members, and the contents of this report reflect any feedback provided.

## 14. Next Steps for Decision Tracking Purposes

14.1 If the recommendations above are approved by Members, the Assistant Director – Place will ensure that all necessary steps are taken to ensure full implementation of the decision within the following timescales, with the completion status reported to the Cabinet in the ‘Council Decision Log’ at each of its meetings until such time as the decision is fully implemented:

Implementation	Due date	Managed by
Implementation of PBIP projects and initiatives	31 March 2023	Various (Service Lead – Economy and Regeneration/ Service Lead – Thriving Communities)

**Background Papers**     **Report to Leadership Panel (Special) of 30 November 2021 - [Thriving Places and Place Based Investment Programme Update](#)**

**Person to Contact**     **Louise Reid, Assistant Director – Place**  
**County Buildings, Wellington Square, Ayr, KA7 1DR**  
**Phone 01292 612032**  
**E-mail [louise.reid@south-ayrshire.gov.uk](mailto:louise.reid@south-ayrshire.gov.uk)**

**Jane Bradley, Assistant Director – People**  
**County Buildings, Wellington Square, Ayr, KA7 1DR**  
**Phone 01292 612045**  
**Email [jane.bradley@south-ayrshire.gov.uk](mailto:jane.bradley@south-ayrshire.gov.uk)**

**Mike Newall, Assistant Director – People**

**County Buildings, Wellington Square, Ayr, KA7 1DR**  
**Phone 01292 616231**  
**Email [mike.newall@south-ayrshire.gov.uk](mailto:mike.newall@south-ayrshire.gov.uk)**

**Date: 21 September 2022**

## Place Based Investment Programme: Funding Allocation 2022 – 2023

Project	Description	PBIP objective	Recipient	Amount
Regenerating Ayr Harbour Phase 1	Phase 1 includes safety works and installation of a memorial feature that celebrates the areas past and present	Community led regeneration	South Ayrshire Council	£50,000
Lochside Community Centre Garden	Accessibility improvements	Well-being and inclusive development	South Ayrshire Council	£10,000
Whitletts Vics Community Hub and Changing Facilities	Creation of a community hub and changing facilities	Community led regeneration	Whitletts Vics	£75,000
Craigie Green Space	Transformation of the derelict tennis courts to create a new green space	Well-being and inclusive development	South Ayrshire Council	£7,000
Ayr Pontoon	Increase capacity for water-based activities and launch of non-powered watercraft on the River Ayr	Well-being and inclusive development	South Ayrshire Council	£40,000
Expanded events space at the Grain Exchange	Improving pedestrian flow and creating an enhanced events space	Town centre revitalisation	South Ayrshire Council	£5,000
Ayr Fort Tennis Courts	Contribution towards redevelopment of Fort Tennis Courts	Community led regeneration	Prestwick Tennis and Fitness	£20,000
Girvan Community Garden	Extend and improve access and storage capacity	Well-being and inclusive development	South Ayrshire Council	£45,000

<b>Project</b>	<b>Description</b>	<b>PBIP objective</b>	<b>Recipient</b>	<b>Amount</b>
Girvan Community Centre	Cosmetic improvements to the frontage to create a more welcoming aspect	Town centre revitalisation	South Ayrshire Council	£10,000
Kincaidston Men's Shed and Community Garden	New men's shed and community garden	Well-being and inclusive development	South Ayrshire Council	£15,000
Maybole Skatepark	Refurbishment and improvements to the skate park	20-minute neighbourhood	South Ayrshire Council	£165,000
Festive South Ayrshire	Purchase and installation of festive lights and decorative enhancements	Town centre revitalisation	South Ayrshire Council	£60,000
Troon Water Sports	Further development of the water sports hub including changing facilities	Community led regeneration	Troon Water Sports	£45,000
Darley Golf Course Safety and Accessibility improvements	Installation of a routeway to provide safe access across the course	20-minute neighbourhood	South Ayrshire Council	£100,000
Walker Hall Reception Room	Installation of stage and lighting equipment to create a new small events space	Town centre revitalisation	South Ayrshire Council	£29,000
Prestwick Places project	Signage and information systems to enhance the pedestrian experience	Town centre revitalisation	Prestwick Development Group	£15,000
			<b>Total</b>	<b>£691,000</b>

**South Ayrshire Council  
 Equality Impact Assessment  
 Scoping Template**

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### 1. Policy details

Policy Title	Place Based Investment Programme 2022 – 2023
Lead Officer (Name/Position/Email)	Louise Reid / Assistant Director – Place / louise.reid@south-ayrshire.gov.uk

**2. Which communities, groups of people, employees or thematic groups do you think will be, or potentially could be, impacted upon by the implementation of this policy? Please indicate whether these would be positive or negative impacts**

Community or Groups of People	Negative Impacts	Positive impacts
Age – men and women, girls & boys	No	Yes - across a range of funded projects
Disability	No	Yes – across a range of funded projects
Gender Reassignment (Trans/Transgender Identity)	No	No
Marriage or Civil Partnership	No	No
Pregnancy and Maternity	No	No
Race – people from different racial groups, (BME) ethnic minorities and Gypsy/Travellers	No	No
Religion or Belief (including lack of belief)	No	No
Sex – (issues specific to women & men or girls & boys)	No	Yes – Men's Shed
Sexual Orientation – person's sexual orientation i.e. LGBT+, lesbian, gay, bi-sexual, heterosexual/straight	No	No
Thematic Groups: Health, Human Rights & Children's Rights	No	Yes

**3. What likely impact will this policy have on people experiencing different kinds of social disadvantage i.e. The Fairer Scotland Duty (This section to be completed for any Strategic Decisions). Consideration must be given particularly to children and families.**

Socio-Economic Disadvantage	Negative Impacts	Positive impacts
Low Income/Income Poverty – cannot afford to maintain regular payments such as bills, food, clothing	No	No
Low and/or no wealth – enough money to meet Basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future	No	No
Material Deprivation – being unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure/hobbies	No	Yes – across a range of projects
Area Deprivation – where you live (rural areas), where you work (accessibility of transport)	No	Yes – across a range of projects
Socio-economic Background – social class i.e. parent’s education, employment and income	No	No

**4. Do you have evidence or reason to believe that the policy will support the Council to:**

General Duty and other Equality Themes Consider the ‘Three Key Needs’ of the Equality Duty	Level of Negative and/or Positive Impact (High, Medium or Low)
<b>Eliminate unlawful discrimination, harassment and victimisation</b>	Low Positive
<b>Advance equality of opportunity</b> between people who share a protected characteristic and those who do not	Low Positive
<b>Foster good relations</b> between people who share a protected characteristic and those who do not. (Does it tackle prejudice and promote a better understanding of equality issues?)	Low Positive
Increase participation of particular communities or groups in public life	Medium Positive
Improve the health and wellbeing of particular communities or groups	Medium Positive
Promote the human rights of particular communities or groups	Low Positive
Tackle deprivation faced by particular communities or groups	Medium Positive

**5. Summary Assessment**

Is a full Equality Impact Assessment required?	YES <input checked="" type="checkbox"/>
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(A full Equality Impact Assessment must be carried out if impacts identified as **Medium and/or High**)

**NO**

**Rationale for decision:**

**The projects being progressed through the Place Based Investment Programme are expected to have Medium Positive impacts for several particular communities or groups. Many of the projects are located within areas of high deprivation and will improve access to facilities and services that deliver leisure, health and wellbeing opportunities.**

**Signed** : .....Louise Reid.....Assistant Director - Place

**Date:** .....1<sup>st</sup> September 2022.....



**South Ayrshire Council  
Equality Impact Assessment including Fairer Scotland Duty**

**Section One: Policy Details\***

Name of Policy	Place Based Investment Programme 2022-2023
Lead Officer (Name/Position)	Louise Reid / Assistant Director - Place
Support Team (Names/Positions) including Critical Friend	Patrick Dunne – Project Executive Economy and Regeneration  Robin Jamieson – Asset Management

\*The term Policy is used throughout the assessment to embrace the full range of policies, procedures, strategies, projects, applications for funding or financial decisions.

What are the main <b>aims</b> of the policy?	<p>To distribute the Councils allocation from the Place Based Investment Programme across a series of projects that deliver community led regeneration, community wealth building, town centre revitalisation, and 20-minute neighbourhoods.</p> <p>The PBIP seeks to:</p> <ul style="list-style-type: none"> <li>• Link and align place-based initiatives and establish a coherent local framework to implement the Place Principle;</li> <li>• Support place policy ambitions such as town centre revitalisation, community led regeneration, 20-minute neighbourhoods and Community Wealth Building;</li> <li>• Ensure that all place-based investments are shaped by the needs and aspirations of local communities; and</li> <li>• Accelerate our ambitions for net zero, wellbeing and inclusive economic development, tackling inequality and disadvantage, community involvement and ownership.</li> </ul>
What are the intended <b>outcomes</b> of the policy?	<p>Successful delivery of projects utilising Place Based Investment funds within criteria and requirements of the fund. Projects should deliver community led regeneration and improve the quality of “place” for residents and fit with wider Council priorities and objectives.</p>

## Section Two: What are the Likely Impacts of the Policy?

<p>Will the policy impact upon the whole population of South Ayrshire and/or particular groups within the population? (please specify)</p>	<p>The policy identifies a series of projects which cover a range of geographic areas. In general, the projects seek to improve access to facilities and services for the whole population of South Ayrshire, however several of the projects seek to deliver services in areas of deprivation or to a specific user group such as the Kincaidston Men's Shed.</p>
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**Considering the following Protected Characteristics and themes, what likely impacts or issues does the policy have for the group or community?**

**List any likely positive and/or negative impacts.**

Protected Characteristics	Positive and/or Negative Impacts
<p><b>Age:</b> Issues relating to different age groups e.g. older people or children and young people</p>	<p>The projects supported through this policy will bring a range of positive outcomes for varying age groups. The Men's Shed project, whilst open to all, tends to attract older men in retirement when isolation and loss of sense of purpose are most acute. The Girvan Community Garden project has a similarly important role in combating social isolation in Girvan with a particular emphasis on residents of retirement age.</p> <p>The support of the Whitletts Vics Community Hub and changing facilities, the Ayr Pontoon, the Maybole Skatepark, Ayr Fort Tennis Courts and Troon Water Sports will improve access to sport and recreation across South Ayrshire. Whilst activity in these facilities will be across age groups, a significant proportion of activity and links with schools and clubs will bring a particular positive impact for children and young people.</p>
<p><b>Disability:</b> Issues relating to disabled people</p>	<p>Several projects supported through this policy will bring about positive impact for disabled people. Public space works proposed through the Regenerating Ayr Harbour proposal and the Darley Golf Course Safety and Accessibility Improvements seek to improve access for all.</p> <p>The project to further develop the Lochside community garden will bring about improved accessibility to the space for residents with mobility and other disabilities.</p>
<p><b>Gender Reassignment – Trans/Transgender:</b> Issues relating to people who have proposed, started or completed a process to change his or her sex</p>	<p>It is not expected that the projects will have a specific positive or negative impact on people who have proposed, started or completed a process to change his or her sex.</p>

<b>Marriage and Civil Partnership:</b> Issues relating to people who are married or are in a civil partnership	It is not expected that the projects proposed will have a specific positive or negative impact on issues relating to people who are married or are in a civil partnership.
<b>Pregnancy and Maternity:</b> Issues relating to woman who are pregnant and/or on maternity leave	It is not expected that the projects proposed will have a specific positive or negative impact on issues relating to women who are pregnant and/or on maternity leave.
<b>Race:</b> Issues relating to people from different racial groups,(BME) ethnic minorities, including Gypsy/Travellers	It is not expected that the projects proposed will have a positive or negative impact on issues relating to people from different racial groups.
<b>Religion or Belief:</b> Issues relating to a person's religion or belief (including non-belief)	It is not expected that the projects proposed will have a positive or negative impact on issues relating to a person's religion or belief.
<b>Sex:</b> Issues specific to women and men/or girls and boys	The project will support the Kincaidston Men's Shed and Community Garden bringing positive impacts for men specifically. The work of the Men's Shed seeks to provide a space for men to connect, converse and create. The project helps to reduce loneliness and isolation for all men but particularly for older men in retirement who may feel that they have lost their sense of purpose.
<b>Sexual Orientation:</b> Issues relating to a person's sexual orientation i.e. LGBT+, heterosexual/straight	It is not expected that the projects proposed will have a positive or negative impact on issues relating to a person's sexual orientation.

<b>Equality and Diversity Themes Relevant to South Ayrshire Council</b>	<b>Positive and/or Negative Impacts</b>
<b>Health</b> Issues and impacts affecting people's health	<p>A number of projects being supported through this policy have a focus on access to sport and recreation, both by improving the range of sport opportunities available in the region and by improving existing underutilised facilities.</p> <p>Whitlets Vics Community Hub and changing facilities, the Ayr Pontoon, the Maybole Skatepark, Ayr Fort Tennis Courts and Troon Water Sports will improve access to sport and recreation across South Ayrshire.</p> <p>In addition the projects at Darley Golf Course and Ayr Harbour will improve access to public space that brings with it physical and mental wellbeing benefits associated with an improved quality of place.</p>
<b>Human Rights:</b> Issues and impacts affecting people's human rights such as being treated with dignity and respect,	It is not anticipated that there will be a positive or negative impact on issues affecting people's human rights.

the right to education, the right to respect for private and family life, and the right to free elections.	
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<b>Socio-Economic Disadvantage</b>	<b>Positive and/or Negative Impacts</b>
<b>Low Income/Income Poverty:</b> Issues: cannot afford to maintain regular payments such as bills, food and clothing.	It is not expected that there will be positive or negative impacts relating to issues of low income or income poverty.
<b>Low and/or no wealth:</b> Issues: enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future	It is not expected that the projects proposed will have a positive or negative impact on issues relating to low and/or no wealth.
<b>Material Deprivation:</b> Issues: being unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure/hobbies	<p>It is expected that a range of projects supported through this policy will bring a positive impact on issues relating to material deprivation.</p> <p>Several of the projects are located within some of South Ayrshire's most deprived communities, and seek to improve access to good quality spaces and activities regardless of background or economic status. Projects including the Kincaidston Men's Shed and Community Garden, Lochside Community Centre Garden and Whitletts Vics Community Hub provide a space for the local community to meet and provide access for leisure and hobbies.</p> <p>The project at Maybole Skatepark will provide a high-quality facility aimed at the young people in the town and wider rural area. The project will provide a space that is accessible to all regardless of economic background.</p> <p>The development of Ayr Pontoon will provide a new facility for the learning and development of water sports in Ayr and the wider area. Working with local schools and groups this provides a facility that will be widely accessible.</p>
<b>Area Deprivation:</b> Issues: where you live (rural areas), where you work (accessibility of transport)	<p>As the rural service centres for North and South Carrick, the proposed skatepark in Maybole and the improvements to the community garden in Girvan will improve access to local facilities for the town and wider hinterland.</p> <p>The Festive South Ayrshire project will fund the purchase and installation of festive lights across South Ayrshire including in rural villages. The provision of festive lighting in the rural villages will help to create a pride of place for residents.</p>

### Section Three: Evidence Used in Developing the Policy

<p><b>Involvement and Consultation</b> In assessing the impact(s) set out above what evidence has been collected from involvement, engagement or consultation? <b>Who</b> did you involve, <b>when</b> and <b>how</b>?</p>	<p>Across all projects engagement and consultation has been undertaken with partners during the development of projects. This has included community councils, local community groups and charity organisations as appropriate on a project by project basis.</p> <p>A wide-ranging public consultation has been undertaken relating to Place Planning during Spring and summer 2022 which has informed the selection of projects and ensured that projects selected meet the community's aspirations for their place. This has included in person workshops as well as online consultation.</p> <p>The finalised list of projects has been discussed with Portfolio Holders and ward members and an Elected Member briefing has been undertaken.</p>
<p><b>Data and Research</b> In assessing the impact set out above what evidence has been collected from research or other data. Please specify <b>what</b> research was carried out or data collected, <b>when</b> and <b>how</b> this was done.</p>	<p>Locality profiles for the areas have been reviewed as part of the Place Plan process that has been used to identify the priority needs in each area and informed the selection of projects.</p>
<p><b>Partners data and research</b> In assessing the impact(s) set out in Section 2 what evidence has been provided by partners?  Please specify partners</p>	<p>SIMD, population/demographic and health data has been utilised in project development. This has included a review of strategic and national policy context to ensure wider alignment of projects.</p>
<p><b>Gaps and Uncertainties</b> Have you identified any gaps or uncertainties in your understanding of the issues or impacts that need to be explored further?</p>	<p>No gaps or uncertainties have been identified relating specifically to the projects raised through this policy.</p>

### Section Four: Detailed Action Plan to address identified gaps in:

- a) evidence and
- b) to mitigate negative impacts

No.	Action	Responsible Officer(s)	Timescale
1	No negative impacts identified		

**Note: Please add more rows as required.**

### **Section Five - Performance monitoring and reporting**

Considering the policy as a whole, including its equality and diversity implications:

When is the policy intended to come into effect?	27 <sup>th</sup> September 2022
When will the policy be reviewed?	Projects should be completed or committed within 2022/23 financial year. Review will be undertaken during preparation of the return to Scottish Government at conclusion of the fund.
Which Panel will have oversight of the policy?	Cabinet

**Section 6**

**South Ayrshire Council**

**Appendix .....**

**Summary Equality Impact Assessment Implications & Mitigating Actions**

**Name of Policy:** Place Based Investment Programme 2022-2023

This policy will assist or inhibit the Council’s ability to eliminate discrimination; advance equality of opportunity; and foster good relations as follows:

<p><b><i>Eliminate discrimination</i></b> The policy will advance the elimination of discrimination as the projects will provide a broader range of activities and facilities across the region that seek to minimise barriers to access.</p>
<p><b>Advance equality of opportunity</b> The PBIP projects have been developed to ensure equal opportunity across all protected characteristics.</p>
<p><b>Foster good relations</b> Stakeholders have been closely involved in the development of projects and in many cases have been the drivers. As the projects progress the Council will maintain and further foster relations across all protected characteristics.</p>
<p><b>Consider Socio-Economic Disadvantage (Fairer Scotland Duty)</b> The project assists the Council ability to tackle socio-economic disadvantage with projects directed within communities or towards stakeholders identified as being at a particular disadvantage.</p>

<b>Summary of Key Action to Mitigate Negative Impacts</b>	
<b>Actions</b>	<b>Timescale</b>
<b>No Negative Impacts Anticipated</b>	N/A

**Signed:** .....Louise Reid Assistant Director - Place.....

**Date:** .....22<sup>nd</sup> September 2022.....

**South Ayrshire Council**

**Report by Assistant Director - Place  
to Cabinet  
of 27 September 2022**

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**Subject: Annual Assurance Statement – Housing**

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**1. Purpose**

- 1.1 The purpose of this report is to provide Members with an update on the Regulatory Framework for Housing and to seek Cabinet approval to submit the Annual Assurance Statement to the Scottish Housing Regulator and publish the statement for tenants and other customers.

**2. Recommendation**

**2.1 It is recommended that the Cabinet:**

- 2.1.1 notes the content of the Assurance Action Plan (Appendix 1);**
- 2.1.2 considers and approves the Annual Assurance Statement (Appendix 2);**
- 2.1.3 approves the submission of the Annual Assurance Statement to the Scottish Housing Regulator by 31 October 2022 and its publication for tenants and other customers;**
- 2.1.4 notes the requirements of the Regulatory Framework and ongoing work outlined to achieve full compliance in the areas of Electrical Installation Condition Reports, Fire and Carbon Monoxide Standards and Equalities and Human Rights as outlined in paragraphs 4.1.1 to 4.1.3; and**
- 2.1.5 notes the update on performance and current challenges relating to operational activities as outlined in paragraphs 4.2.1 to 4.2.5.**

**3. Background**

- 3.1 The last Annual Assurance Statement (AAS) was submitted to the Scottish Housing Regulator (SHR) on 29 October 2021 following approval by Leadership Panel on 26 October 2021.
- 3.2 In February 2019, the SHR published the Regulatory Framework entitled 'Regulation of Social Housing in Scotland' and Annual Assurance Statutory Guidance. The Framework is SHR's statement on Performance of Functions setting out how they will regulate both Registered Social Landlords (RSL's) and the housing



and homelessness services provided by Local Authorities. A summary of the key points from the Regulatory Framework is included at Appendix 3.

- 3.3 SHR monitor, assess, report and intervene (as appropriate) in matters relating to performance of housing activities, and how services are delivered to tenants, people who are homeless, Gypsy/Travellers who use official sites provided by landlords and factored owners for both local authorities and Registered Social Landlords. In July 2022, SHR wrote to all Local Authorities and Registered Social Landlords to advise that with the ending of all COVID restrictions, previous supplementary guidance had now been removed, and landlords should revert to referring to the original annual assurance statutory guidance. SHR acknowledge that landlords are continuing to work to recover from the impact of the pandemic and have requested where this is impacting on non-compliance, this should clearly be identified in the AAS. Reference is also included to the plans to implement an effective approach to collection of equalities information and considerations on how a human rights approach can be adopted into our work.
- 3.4 When considering each of the Charter outcomes, landlords may decide that improvement action is required to meet an outcome and must consider the materiality of the issue. Website links to the Scottish Social Housing Charter, the Regulatory Framework and Annual Assurance Statement statutory guidance are included in the background papers section of the report.
- 3.5 The Regulator uses the approved Assurance Statement, along with the Annual Return on the Charter (ARC) to consider and determine its' engagement with landlords. Following the submission of the 2021 AAS, SHR published updated Engagement Plans for all landlords on 31 March 2022. Within the 2021 AAS the Council reported full compliance with all requirements and outcomes and noted that work had started to review the published equalities guidance and future processes for collection of equalities information. The website link to the 2022/23 Engagement Plan for South Ayrshire Council is contained within the background papers section of this report. As outlined in the Engagement Plan, SHR have confirmed that engagement will take place with the Council about its services for people who are homeless. In February 2022, SHR requested further information on performance around homelessness outcomes and decision-making timescales. Responses were provided to SHR, along with details of management action being taken to improve performance in this area. This was acknowledged by SHR who confirmed it would feed into the homelessness risk assessment process.
- 3.6 South Ayrshire Council's 2021/22 ARC was submitted to SHR on 30 May 2022. The return provided details of the Council's performance across the range of indicators within the 16 Charter Outcomes. Prior to submission of the ARC, a Microsoft Teams Meeting was held on 26 May 2022 which was open to all Elected Members, tenant representatives and other interested tenants. At this session each of the indicators were discussed, information was provided on levels of performance and explanations were given for any variances in performance compared to 2020/21. For reference by Members, a website link to the 2021/22 SHR Landlord Report for South Ayrshire Council, which was published on 31 August 2022, is included in the background papers section of this report. The Council has performed better than the Scottish average across all indicators, apart from the indicator relating to percentage of anti-social behaviour cases resolved, where reported performance was 94.7% which was the same as the Scottish average.
- 3.7 As outlined in previous reports, within the Council's governance arrangements and in the Housing Service, there are existing measures and processes to manage,

scrutinise and report performance. These provide assurances and evidence that the Council is complying with the charter outcomes. The measures and arrangements outlined in the Assurance Action Plan at Appendix 1 support the Council's approach to scrutiny and offer evidence and assurance on compliance with the charter outcomes and regulatory requirements. Prior to the submission of the 2019/20 ARC to SHR, Internal Audit conducted an audit of selected housing indicators and concluded that reasonable assurance could be taken from the controls in place and the supporting evidence available. As part of the 2021/22 Audit Plan, Internal Audit conducted an audit of the AAS and their report in July 2021 concluded that the findings from the audit demonstrated '*Substantial Assurance - A sound system of governance, risk management and control exists, with internal controls operating effectively and being consistently applied to support the achievement of objectives in the area audited.*' There were no recommendations from that audit.

## 4. Proposals

4.1 Using available guidance and taking account of the guidance entitled 'Collecting Equality Information: National Guidance for Scottish Social Landlords' (revised June 2022), each of the regulatory requirements have been considered. It has been determined that the Council is complying with all requirements and outcomes, apart from full compliance in the areas of Certification of Electrical Safety, Fire and Carbon Monoxide Detector standard and collection of equalities information and the adoption of a human rights approach in our work.

4.1.1 **Electrical Installation Condition Reports (EICR's)** – this requirement is for electrical safety inspections and certification to be carried out on a cyclical basis at intervals of no more than 5 years, and it forms part of the assessment criteria within the Scottish Housing Quality Standard. The Council has made excellent progress in this area, all tenants have been contacted by the Council and arrangements were made to undertake the required safety check. Access has been gained to many properties to carry out the electrical safety check. At 31 August 2022, 97% of the council's lettable housing stock complies with the standard, the remaining 3% (220 properties) are where tenants have not provided access or where it was not possible to complete the safety test at the time of the visit. Officers are continuing to contact households. This work is ongoing and where required consideration will be given to using the provisions of the tenancy agreement to gain entry to properties to complete this essential work.

4.1.2 **Fire and Carbon Monoxide Detector Standard** – similarly this element is now part of the assessment criteria within the Scottish Housing Quality Standard. The Council has achieved excellent progress in this area, 99% of the Council's housing stock is meeting the fire and carbon monoxide detector standard. The Housing Asset Management Team are continuing to engage with the remaining 1% (84 properties) to achieve access to properties to complete surveys and any necessary compliance work.

4.1.3 **Equalities and Human Rights** - processes are in place to implement an effective approach to the collection of equalities information and to consider how a human rights approach can be adopted. Elements of equalities data are currently gathered and there are established processes and demonstrable good practice in place to support the Council's approach to equalities and human rights. However, the collection of equalities data will be further developed as part of the

introduction of 'Housing Online' within our NEC Housing software system. This online functionality will allow housing applicants, homeless people, tenants, and other customers to update equalities data. Discussions are taking place on the scope of data collection, the most effective ways to gather this information and the controls needed. In taking forward the approach, advice and support will be provided from Information Governance and Housing Policy & Strategy.

In terms of the Council's approach to Human Rights, work already takes place across a range of activities including:- ensuring that accommodation is provided to homeless households when needed, joint work takes place with Health and Social Care to ensure that care experienced young people are appropriately accommodated and supported, standards of council owned accommodation are maintained and the Council is working to the standards outlined in the Scottish Housing Quality Standard, housing support services are provided to homeless households and council tenants to help sustain tenancies, there is a dedicated travelling persons site to meet the needs of Gypsy/Travellers in the council area and the Council delivers adaptations to properties to make them more accessible for households with disabilities. In addition, the Council has adopted a Trauma Informed Approach and work is underway to raise awareness and develop this approach across services. SHR are not yet actively assessing full compliance with this requirement, to allow for the development of a briefing note with the Scottish Human Rights Commission on the right to housing. However, landlords are being asked to confirm that they are considering how to adopt a human rights approach into their work. Taking account of current and proposed guidance and future briefing notes, the Council will continue to develop its' approach in relation to human rights.

4.2 There are no material issues relating to compliance in other areas of activity. The Pandemic did impact on service delivery and performance. However, there are no direct ongoing impacts, and the service is managing these operational challenges, with every effort being made to improve performance in 2022/23. All housing activities are being monitored closely and should any issues emerge which are deemed material and notifiable to SHR, these will be brought to Cabinet's attention. The main service areas presenting operational challenges include:

4.2.1 **Gas Safety Compliance** – In the 2021/22 ARC, a total of 36 properties were recorded as not receiving the gas safety check by their anniversary date. This included 27 properties carried forward from 2020/21 and 9 properties which arose in the early part of 2021/22 while some pandemic restrictions were still in place. Gas safety checks were successfully completed in all 36 properties within the 2021/22 reporting year, and valid gas safety certification is in place. Gas Safety procedures to maximise access and manage instances of 'no accesses' are fully operational. In the current reporting year (2022/23), on 31 August 2022 there have been no instances where the gas safety check has exceeded the anniversary date. This is managed within existing operational activities and reference to the status of mitigations is available through the Place Directorate Risk Register.

4.2.2 **Average relet times for empty houses** – in 2021/22, performance in this area improved. The average relet time was 41.9 days compared to 51.4 days in 2021/22. This continues to be an area of focussed area of activity

and service recovery. Revised operating arrangements were in place with Property Maintenance until late August 2022 to prioritise repairs in empty houses for those that have been accepted by or offered to homeless households. Although this was allowing the Council to prioritise secure permanent accommodation for homeless households, it was identified as a factor which was adversely affecting overall performance. In the first reporting quarter for 2022/23 (1 April – 30 June 2022), a total of 161 properties were relet by the Council, and the average relet time was 52 days. On 22 August 2022, the Property Maintenance Service reverted to repairing empty properties in date order and is now working towards the internally agreed targets.

- 4.2.3 ***Homeless Applications and Provision of Temporary Accommodation*** – The Council continues to fulfil its' legal duties to homeless households, dealing with homeless presentations and providing temporary accommodation where required. There is sustained pressure on available temporary accommodation. In the first reporting quarter (1 April – 30 June 2022), a total of 197 lets were made, 100 were made to homeless households, equating to 51%.

Previous engagement has taken place with SHR regarding homeless outcomes and decision-making timescales. Additional information was provided to SHR, and management action was taken in February 2022 to improve reporting and the supervision and support arrangements for Officers making decisions on homeless applications. In the period 1 April – 30 June 2022, 91% of Assessment decisions were made within 28 days, this is an improved position on 2021/22.

- 4.2.4 ***Rent Arrears and Collection of Rental Income*** – In 2021/22, this has remained a challenging activity, 99.7% of rental income was collected by the Council compared to the Scottish average of 99.3% and gross rent arrears stood at 3.92% of rent due, up from 3.8% in 2020/21. Historically, the Council has performed well in this area. From recent 2021/22 benchmarking information provided to the Council from Scotland's Housing Network, the Council remains the second best performing Local Authority in terms of overall arrears at 3.92% and remained the best performing Local Authority in respect of current tenant arrears which stood at 1.96% of the rent due.

In September 2021, the Scottish Government announced a £10 million Covid-19 Coronavirus Tenant Hardship Grant Fund. South Ayrshire Council was allocated £0.189m in grant funding as a way of preventing evictions across the private rented and social landlord sectors because of COVID-19 related rent arrears. Housing Officers reviewed rent accounts and identified tenants who were eligible for assistance from the fund. To date the Council has assisted 84 council tenants with awards totalling £0.091m. Other grant awards have been made to tenants within private sector rented and housing associations tenancies.

Although arrears levels have risen, trends are following similar patterns to previous years and the current bad debt provision within the Housing Revenue Account is sufficient. Officers are continuing to make contact and engage with tenants to provide ongoing advice and support to those who are experiencing hardship. Every effort is being made to secure repayment arrangements as an alternative to formal recovery action.

4.2.5 **Scottish Housing Quality Standard and Energy Efficiency Standard for Social Housing** - In 2021/22, 86.5% of the Council's housing stock met SHQS compared to the Scottish average of 74.6%. 10.8% of the stock was classified as being in 'exemption or abeyance,' these are properties either earmarked for demolition or where the Council is unable to undertake the required work due to minority ownership within mixed tenure blocks or where the tenant has refused planned improvement work due to personal or medical reasons or properties where access has not been provided to carry out required compliance work. 93.6% of the Council's housing stock met the Energy Efficiency Standard for Social Housing (EESH). Internal modernisation works have resumed, and works are ongoing in 2022/23. Compliance works and programmes for other external works including roofing and render upgrades, external wall insulation and window replacement are progressing in 2022/23 and will continue to contribute to these standards.

4.3 The Assurance Action Plan outlined in Appendix 1, includes details of assurance and evidence available. Members are asked to consider the Assurance Action Plan outlined in Appendix 1, approve the submission of the Annual Assurance Statement in Appendix 2 to the Scottish Housing Regulator and agree to publish this statement to tenants and other customers.

## 5. Legal and Procurement Implications

5.1 There are no legal implications arising from this report.

5.2 There are no procurement implications arising from this report.

## 6. Financial Implications

6.1 Not applicable.

## 7. Human Resources Implications

7.1 Not applicable.

## 8. Risk

### 8.1 ***Risk Implications of Adopting the Recommendations***

8.1.1 There are no risks associated with adopting the recommendations. The operational activities outlined in paragraphs 4.1. and 4.2, continue to be managed effectively within the service.

### 8.2 ***Risk Implications of Rejecting the Recommendations***

8.2.1 The risks associated with rejecting the recommendations are that the Council would fail to submit the Annual Assurance Statement to Scottish Housing Regulator by 31 October 2022, and it would fail to meet its' requirements in terms of the Regulatory Framework.

8.2.2 Rejecting the recommendations would impact on the reputation of the Council.

## **9. Equalities**

- 9.1 The proposals in this report have been assessed through the Equality Impact Assessment Scoping process. There are no significant potential positive or negative equality impacts of agreeing the recommendations and therefore an Equalities Impact Assessment is not required. A copy of the Equalities Scoping Assessment is attached as Appendix 4.

## **10. Sustainable Development Implications**

- 10.1 **Considering Strategic Environmental Assessment (SEA)** - This report does not propose or seek approval for a plan, policy, programme, strategy, or document otherwise described which could be considered to constitute a plan, programme, policy, or strategy.

## **11. Options Appraisal**

- 11.1 An options appraisal has not been carried out in relation to the subject matter of this report.

## **12. Link to Council Plan**

- 12.1 The matters referred to in this report contribute to Commitments 1 and 6 of the Council Plan: Fair and Effective Leadership/ Leadership that Promotes Fairness; and A Better Place to Live/ Enhanced environment through social, cultural, and economic activities.

## **13. Results of Consultation**

- 13.1 There has been consultation with tenant representatives and interested tenants, this took place via a Microsoft Teams Meeting on 7 September 2022. Tenants were shown the 2021/22 Landlord Report from the SHR which was published on 31 August 2022. Tenants commented positively on the Council's performance.
- 13.2 Updates were provided on current service delivery and the operational challenges being faced by the Housing Service. An update was also provided on the current work underway to develop 'Housing Online' which will allow tenants and housing applicants to update their own records, which will include equalities data.
- 13.3 Tenants were also briefed on the content of the draft Assurance Action Plan. Tenant representatives commented on the level of regulation and scrutiny and acknowledged the range and volume of work undertaken to deliver housing services and meet the existing reporting requirements.
- 13.4 Consultation has taken place with Councillor Martin Kilbride, Portfolio Holder for Buildings, Housing and Environment, and the contents of this report reflect any feedback provided.

## **14. Next Steps for Decision Tracking Purposes**

- 14.1 If the recommendations above are approved by Members, the Assistant Director – Place will ensure that all necessary steps are taken to ensure full implementation of the decision within the following timescales, with the completion status reported

to the Cabinet in the 'Council and Cabinet Decision Log' at each of its meetings until such time as the decision is fully implemented:

<b><i>Implementation</i></b>	<b><i>Due date</i></b>	<b><i>Managed by</i></b>
Submit the Annual Assurance Statement to Scottish Housing Regulator	31 October 2022	Service Lead – Housing Services
Publish the approved Annual Assurance Statement on Council website for tenants and other customers	31 October 2022	Service Lead – Housing Services

**Background Papers**    **Report to Leadership Panel of 26 October 2021 – [Annual Assurance Statement – Housing](#)**

**[Scottish Housing Regulatory - Engagement Plan from 31 March 2022 to 31 March 2023](#)**

**[Scottish Housing Regulator – South Ayrshire Council Landlord Report 2021/22](#)**

**[Scottish Housing Regulator – Regulatory Framework](#)**

**[Scottish Housing Regulator - Annual Assurance Statement](#)**

**[Scottish Government – Scottish Social Housing Charter – April 2017](#)**

**[The Scottish Federation of Housing Associations Limited National Guidance on Collecting Equality Data \(revised June 2022 - Update to Equalities Guidance and FAQs](#)**

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**Date: 21 September 2022**

## Appendix 1 – Assurance Action Plan

Task Ref	Requirement	Responsible Officer(s)	Timescale	Status	Comments/Evidence
<b>Assurance and Notification</b>					
AN1	Prepare an Annual Assurance Statement in accordance with the Scottish Housing Regulator (SHR) published guidance.	Service Lead – Housing Services	31 October 2022	Ongoing	Report and Annual Assurance Statement to be considered by Cabinet on 27 September 2022.
	Submit approved Annual Assurance Statement to the Scottish Housing Regulator between April and the end of October each year	Service Lead – Housing Services	31 October 2022		Report and Annual Assurance Statement to be considered by Cabinet on 27 September 2022.
	Make the Annual Assurance Statement available to tenants and other service users.	Service Lead – Housing Services  Tenant Participation Officer	31 October 2022		Consultation on the Assurance Action Plan and draft Annual Assurance Statement was undertaken with Tenant Representatives and Interested Tenants via a Microsoft Teams meeting held on 7 September 2022. Tenant Representatives and Interested Tenants reviewed the information, along with the details provided by the Co-ordinator – Housing, on current service delivery, operational challenges and performance in key operational activities. An overview of the performance position as reported in the 2021/22 Landlord Report published by SHR on 31 August 2022 was also provided. Comments and feedback from tenants has been outlined in the covering report. Once approved, the Annual Assurance Statement will be published on the Council website and Housing Services Facebook.



AN2	Notify SHR during the year of any material changes to the assurance in its Annual Assurance Statement.	Service Lead – Housing Services			Notifications will be made to Scottish Housing Regulator as and when required
AN3	Each landlord must have assurance and evidence that it is meeting all of its legal obligations associated with housing and homelessness services, equality and human rights, and tenant and resident safety.	Service Lead – Housing Services  Service Lead – Performance, Policy and Community Planning	Ongoing	Evidence is collated on an ongoing basis	Assurance and evidence includes:- <ul style="list-style-type: none"> <li>• Housing Management Policies and Procedures</li> <li>• Homelessness Procedures</li> <li>• Scottish Government National Homelessness Statistics</li> <li>• Annual Return on the Charter to SHR and supporting evidence</li> <li>• Internal Housing Performance Reports</li> <li>• Benchmarking Data and Reports</li> <li>• Comprehensive Tenants Survey completed January 2020 – the next survey is currently being developed and will be undertaken in late 2022/early 2023</li> <li>• Customer Satisfaction Tracker Surveys</li> <li>• Evidence of consultation with tenants on rent setting process</li> <li>• Management Sample Checking and Case Audits</li> <li>• Staff Supervision and Performance Development Reviews (PDR's)</li> <li>• Internal Audit Reports</li> <li>• Internal Audit Report on AAS and compliance with Regulatory Framework – July 2021</li> <li>• External Audit Reports</li> <li>• Care Inspectorate Reports</li> <li>• Reports to Council, Cabinet, Audit and Governance Panel and Service and Performance Panel</li> </ul>

					<ul style="list-style-type: none"> <li>• Minutes of Performance Accountability Meetings</li> <li>• Tenant Newsletters</li> <li>• Health &amp; Safety Policies and Procedures</li> <li>• Cyclical Health and Safety Audits and Fire Risk Assessments for designated properties</li> <li>• Compliance Records for Gas Safety</li> <li>• Fire and Carbon Monoxide Detector Compliance Certification</li> <li>• Fixed Electrical Testing Compliance Certification</li> <li>• Self-Evaluation Activity – How Good is our Council (HGIOC)</li> </ul>
	<p><b>Action:</b> Work is ongoing to achieve full compliance in respect of Tenant and Resident Safety. The Housing Asset management Team are actively engaging with tenants to meet:-</p> <ul style="list-style-type: none"> <li>• Electrical Installation Condition Reports (EICR's), and</li> <li>• Fire and Carbon Monoxide Detector Standards</li> </ul>	<p>Service Lead – Housing Services</p> <p>Housing Asset Management Co-ordinator</p>	31 March 2023	Ongoing	<ul style="list-style-type: none"> <li>• The Council has made excellent progress in maximising compliance with both these elements. As at 31 August 2022:-</li> <li>• 97% of the council's lettable housing had an Electrical Installation Condition Report in place</li> <li>• 99% of the council's lettable housing stock met the Fire and Carbon Monoxide Detector Standard</li> </ul>
AN4	<p>Notify SHR of any tenant and resident safety matters which have been reported to, or are being investigated by the Health and Safety Executive, or reports from regulatory or statutory authorities, or insurance providers, relating to safety concerns.</p>	<p>Service Lead – Housing Services</p> <p>Service Lead – Risk &amp; Safety</p>			<p>The Council's Risk and Safety Team provide advice and guidance on health and safety related issues and link directly with the Health and Safety Executive on any relevant matters.</p> <p>Corporate Health and Safety Policies are in place and are published and accessible to all staff via the CORE, Council's Intranet.</p>

					<p>A cyclical inspection process is in place for conducting Health and Safety Audits and Fire Risk Assessments on Council owned assets, including:- Sheltered Housing Units, Hostels and Office accommodation.</p> <p>A Departmental Risk Register is maintained and updated to track management action, mitigations and progress of actions for any identified risks.</p>
AN5	Each landlord must make its Engagement Plan easily available and accessible to its tenants and service users, including online.	Service Lead – Housing Services	April 2022	Completed	<p>The last published Engagement Plan is available on the SAC website within the Housing Performance section.</p> <p>An article is also included in the Annual Performance Report providing background to the new Regulatory Framework and the Engagement Plan.</p>

Task Ref	Requirement	Responsible Officer(s)	Timescale	Status	Comments/Evidence
<b>Scottish Social Housing Charter Performance</b>					
CH1	Submit an Annual Return on the Charter (ARC) to SHR each year in accordance with our published guidance.	Service Lead – Housing Services	31 May 2022	Completed	Annual Return on the Charter for 2021/22 was submitted to Scottish Housing Regulator on 30 May 2022 to meet deadline date of 31 May 2022 as set out in the Regulatory Framework.  Local Government Benchmark Indicators and Key Performance indicators are reported to the Council's Service and Performance Panel.
CH2	Each landlord must involve tenants, and where relevant, other service users, in the preparation and scrutiny of performance information. It must: <ul style="list-style-type: none"> <li>• agree its approach with tenants</li> <li>• ensure that it is effective and meaningful – that the chosen approach gives tenants a real and demonstrable say in the assessment of performance</li> <li>• publicise the approach to tenants</li> <li>• ensure that it can be verified and be able to show the agreed approach to involving tenants has happened</li> <li>• involve other service users in an appropriate way, having asked and</li> </ul>	Service Lead – Housing Services	31 October 2021	Completed	Prior to submitting the Annual Return on the Charter for 2021/22, the content of the proposed submission to SHR was presented and shared with Tenant Representatives, Interested Tenants and Elected Members via a Skype meeting held on 26 May 2022.  The 2020/21 performance report was published by 31 October 2021.  Prior to submitting the Annual Return on the Charter for 2021/22, the content of the proposed submission to SHR was presented and shared with Tenant Representatives, Interested Tenants and Elected Members via a Microsoft Teams meeting held on 26 May 2022. Data from the previous year is included in the presentation to show comparisons, variances in performance are discussed and

	<p>had regard to their needs and wishes.</p>				<p>explanations are provided by Officers to Tenant Representatives.</p> <p>Following publication of the 2020/21 ARC Results and SHR Landlord Report, work was undertaken in consultation with tenant representatives on the production of the 2020/21 Annual Performance Report. This was published in October 2021. Work will commence on the production of the 2021/22 Performance Report and this will be published in October 2022.</p> <p>The inclusion of the 'You Said/We Did' section in the Annual Performance report, includes feedback from tenants which has influenced changes to practice, procedure or led to service delivery enhancements.</p> <p>Tenant Representatives have completed 'Stepping up to Scrutiny' Training. The first tenant-led inspection on the Council's Letting Standard was completed and published in March 2020, and a commitment was made for Officers and Tenants to progress the necessary actions and monitor progress through a joint working group. Covid-19 restrictions impacted progress on actions. Work to progress actions has restarted and a follow up meeting has taken place with Tenants representatives.</p>
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CH3	<p>Each landlord must report its performance in achieving or progressing towards the Charter outcomes and standards to its tenants and other service users by 31 October 2022. It must agree the format of performance reporting with tenants, ensuring that it is accessible for tenants and other service users, with plain and jargon-free language.</p>	Service Lead – Housing Services	31 October 2022	Ongoing	<p>Each year Council Officers work with a group of interested tenants to agree the design, content and format of the annual performance report. Work will take place with Tenant Representatives and Interested tenants to develop the 2021/22 Performance Report.</p> <p>Any feedback received from tenants is considered and used to inform future editions of the performance report.</p> <p>The approach used is outlined in the annual performance report published annually.</p> <p>A copy of the Annual Performance Report is issued to all tenants who have registered to receive a copy. In addition, a copy of the report is made available on the Council's website and Housing Services Facebook.</p> <p>Copies of the Annual Performance Report are also available in Housing Offices, Customer Service Centres and Libraries.</p>
CH4	<p>When reporting its performance to tenants and other service users each landlord must:</p> <ul style="list-style-type: none"> <li>• provide them with an assessment of performance in delivering each of the Charter outcomes and</li> </ul>	Service Lead – Housing Services	31 October 2022	Ongoing	<p>The content of the Annual Performance Report is agreed with tenant representatives. Tenant Representatives/Interested Tenants provide their own Foreword to the report each year.</p>

	<p>standards which are relevant to the landlord</p> <ul style="list-style-type: none"> <li>• include relevant comparisons – these should include comparisons with previous years, with other landlords and with national performance</li> <li>• set out how and when the landlord intends to address areas for improvement</li> <li>• give tenants and other service users a way to feed back their views on the style and form of the reporting.</li> </ul>				<p>The report contains key performance information relating to the Charter Outcomes. The Council's performance in the year is outlined and comparisons with the previous year and the Scottish average are included.</p> <p>The Annual Performance Report outlines the key priorities for the coming year and provides an update on achievements.</p> <p>In agreement with tenant representatives, a section '<i>You Said/We Did</i>' is included in the Annual Performance Report. This includes details of feedback received which has led to changes in practice or procedures to improve service delivery.</p> <p>Tenants are given opportunities to make comments and suggestions for improvement and feedback is invited from tenants.</p>
CH5	Each landlord must make the SHR report on its performance easily available to its tenants, including online.	Service Lead – Housing Services  Tenant Participation Officer	31 October 2021	Ongoing	<p>The Annual Performance Report includes details of SHR and includes website links to access further information.</p> <p>The SHR Landlord Report is published on the Council website and Housing Services Facebook.</p>

Task Ref	Requirement	Responsible Officer(s)	Timescale	Status	Comments/Evidence
<b>Tenant and Service User Redress</b>					
TS1	Each landlord must make information on reporting significant performance failures, including SHR leaflet, available to its tenants.	Service Lead – Housing Services  Tenant Participation Officer		Complete	Information on reporting significant performance failures has been included in Tenants Newsletters, the Annual Performance Report, SAC Website and Housing Services Facebook page. Leaflets are available in Housing Offices, Customer Service Centres and Libraries.
TS2	Provide tenants and other service users with the information they need to exercise their right to complain and seek redress, and respond to tenants within the timescales outlined in its service standards, in accordance with guidance from the Scottish Public Services Ombudsman (SPSO).	Service Lead – Housing Services		Complete	The Council operates a corporate complaints handling procedure ' <i>Listening to You</i> '. This procedure operates in accordance with the guidance from the Scottish Public Services Ombudsman (SPSO).  The procedure is widely publicised via the Council website. Leaflets and Posters are also available across all Council establishments.
TS3	Each landlord must ensure it has effective arrangements to learn from complaints and from other tenant and service user feedback, in accordance with SPSO guidance	Service Lead – Housing Services		Ongoing	Complaint handling is monitored and discussed at quarterly performance accountability meetings held by the Service Lead – Housing Services. Complaints are reviewed, outcomes are considered and any learning identified is discussed.  As part of the Complaint Management process, Investigating Officers must identify any learning from complaints, and record if this has led to changes in policy, practice or procedure. This is



					<p>part of the process when closing a complaint.</p> <p>Complaint Management performance is also reported to and scrutinised by the Council's Service and Performance Panel.</p>
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Task Ref	Requirement	Responsible Officer(s)	Timescale	Status	Comments/Evidence
<b>Whistleblowing</b>					
WB1	Each landlord must have effective arrangements and a policy for whistleblowing by staff which it makes easily available and which it promotes.	Head of Legal, HR and Regulatory Services.		Complete	A corporate Whistleblowing Policy is in place. This is available to staff via the Council intranet.

Task Ref	Requirement	Responsible Officer(s)	Timescale	Status	Comments/Evidence
<b>Equality and Human Rights</b>					
EH1	Each landlord must have assurance and evidence that it considers equality and human rights issues properly when making all of its decisions, in the design and review of internal and external policies, and in its day-to-day service delivery.	<p>Service Lead – Housing Services</p> <p>Service Lead – Performance, Policy and Community Planning</p>		Complete	<p>All Housing Strategies and Policies include a section on Equalities and have been impact assessed.</p> <p>Reports to Council, Cabinet and Panels include a requirement for Equalities implications to be considered and outlined in the report. An Equalities Impact Scoping Assessment is carried out and where required, an Equalities Impact</p>

					<p>Assessment will be included as part of the report.</p> <p>Arrangements are in place to ensure that translation services are accessed where required. Applications, correspondence, tenancy agreements etc. are made available in other languages or formats on request.</p> <p>Loop systems are available in council offices to assist hearing impaired customers.</p> <p>The Council is actively involved in supporting Resettlement Schemes and works closely with CoSLA and the Home Office. To date the Council has been involved in the Afghan Relocation Scheme, the Syrian Vulnerable Persons Relocation Scheme and the Super Sponsor Scheme and Homes for Ukraine. Housing Support Services, Translation Services, and multi-agency working have been delivered to meet the needs of households resettling in South Ayrshire. All returns have been completed and submitted in accordance with the requirements of the schemes.</p>
EH2	To comply with these duties, landlords must collect data relating to each of the protected characteristics for their existing tenants, new tenants, people on waiting lists, Local	Service Lead – Housing Services  Service Lead – Performance,	June 2023	Ongoing	Arrangements are in place to collect elements of equalities data and this is recorded, where provided by tenants, homeless households, gypsy/travellers and other customers.

	authorities must also collect data on protected characteristics for people who apply to them as homeless. Landlords who provide gypsy/traveller sites must collect data on protected characteristics for these service users.	Policy and Community Planning			Tenant Participation events and meetings are always held in accessible venues and locations to ensure that no barriers exist for tenants and other customers.
	<b>Action:- Collection of Equalities Data</b> the collection of equalities data will be further developed as part of the introduction of 'Housing Online' within our NEC Housing software system. This online functionality will allow housing applicants, homeless people, tenants and other customers to update equalities data. Discussions are taking place on the scope of data collection, the most effective ways to gather this information and the controls needed. In taking forward the approach, advice and support will be provided from Information Governance and Housing Policy & Strategy.	Service Lead – Housing Services  Service Lead – Performance, Policy and Community Planning  Co-ordinator (Housing)  Co-ordinator (Registration, Records and Information)  Equalities Officer	June 2023	Ongoing	A range of existing processes are in place to gather elements of equalities data and there are established processes and demonstrable good practice in place to support the Council's approach to equalities.  Consideration will be given to any changes to existing policies, procedures or practice. Consultation will take place with tenant representatives on proposed changes.
	<b>Action:- Human Rights</b> The Council will develop its approach in relation to human rights, taking account of guidance and the briefing note that will be published in the future by SHR and the Scottish Human Rights Commission.	Service Lead – Housing Services  Service Lead – Performance, Policy and Community Planning  Co-ordinator (Housing)			In terms of the Council's approach to Human Rights, work already takes place across a range of activities including:- ensuring that accommodation is provided to homeless households when needed, joint work takes place with Health and Social Care to ensure that care experienced young people are appropriately accommodated and supported, standards of council owned

		Equalities Officer		<p>accommodation are maintained and the Council is working to the standards contained within the Scottish Housing Quality Standard, housing support services are provided to homeless households and council tenants to help sustain tenancies, there is a dedicated travelling persons site to meet the needs of Gypsy/Travellers in the council area and the Council delivers adaptations to properties to make them more accessible for households with disabilities. In addition, the Council has adopted a Trauma Informed Approach and work is underway to raise awareness and develop this approach across services.</p> <p>SHR are not yet actively assessing full compliance with this requirement, to allow for the development of a briefing note with the Scottish Human Rights Commission on the right to housing. However, landlords are being asked to confirm that they are considering how to adopt a human rights approach into their work. Taking account of current and proposed guidance and briefing notes, the Council will continue to develop its' approach in relation to human rights.</p> <p>Consideration will be given to any changes to existing policies, procedures or practice. Consultation will take place with tenant representatives on proposed changes</p>
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## Summary of Assurances and Evidence that the Council is Complying with the Charter Outcomes

Within the Council's governance arrangements and within the Housing Service, there are several measures and processes in place to manage, scrutinise and report performance, providing assurances and evidence that the Council is complying with the Charter outcomes. These include:-

These include:

- Annual Charter Return to SHR – supported by performance management reports and back up evidence for each of the indicators and outcomes;
- Housing Management and Homelessness Policies and Procedures;
- Scottish Government National Homelessness Statistics;
- Internal Housing Performance Reports;
- Benchmarking Data and Reports provided through the Council's membership of the Scottish Housing Network;
- Comprehensive Tenants Survey which is undertaken every 3 years – last completed January 2020 – next survey is being planned and will be undertaken late 2022/early 2023;
- Customer Satisfaction Tracker Surveys which are analysed and reported to tenant representatives at Scrutiny and Performance Groups;
- Evidence of consultation with tenants on previous rent setting;
- Rent Setting Consultation to inform Council decision on Rent Setting and Considerations around setting the Housing Revenue Account – Revenue and Capital Budgets
- Management sample checking and case audits, undertaken within the operational teams;
- Staff Supervision and Performance Development Reviews (PDR's);
- Internal Audit Reports on elements of housing activity and Audit Report on selected indicators which formed part of the 2019/20 ARC submission;
- Internal Audit Report on the Scottish Housing Regulator – Annual Assurance Statement Regulatory Framework – July 2021
- External Audit Reports on elements of activity relating to the Housing Revenue Account;
- Care Inspectorate Reports for the Council's registered housing support services - Sheltered Housing and Hostels/Supported Accommodation units for homeless households;
- Minutes of Quarterly Performance Accountability Meetings conducted by the Service Lead – Housing Services, with each of the operational housing teams, these meetings focus on performance against the charter indicators/outcomes Corporate Health and Safety Policies and Procedures;
- Compliance Records for Gas Safety;
- LD2 Fire Safety Compliance and FET Certification
- Cyclical Health and Safety Audits and Fire Risk Assessments for sheltered housing units, multi-storey blocks and hostels/supported accommodation units;
- Completion of self-evaluation activity as part of the corporate work undertaken on 'How Good is our Council' (HGIOC); and
- Publicising information and details of performance in Tenants Newsletters, Annual Performance Report, Council website and the Housing Services Facebook.

In addition to the arrangements and processes outlined above, there are arrangements in place for formal reporting of performance to the Council and scrutiny activity is undertaken by Panels. This includes:-

- Reports to the Cabinet on 'Budget Management – Revenue Budgetary Control – outturn statements for the Housing Revenue Account';
- Reports to the Cabinet on the Housing Capital Programme providing updates on progress, performance and levels of expenditure in relation to capital investment from the Housing Revenue Account;
- Reports to Audit and Governance Panel on progress against audit action plans;
- Reports to the Service and Performance Panel – Complaints Scrutiny Update; and
- Reports to the Service and Performance Panel on Local Government Benchmarking Indicators and other key performance indicators relating to Housing.

Tenant Participation is well established within the Council and is embedded in how we conduct business. Tenant representatives are actively involved in shaping how services are delivered and have a developing and increasing role in undertaking scrutiny activity. This includes:

- Reviewing the Annual return on the Charter prior to it being submitted to SHR;
- Scrutiny and Performance meetings with tenants focussing on key housing management activities and homelessness, scrutinising customer feedback and reported levels of satisfaction from trackers surveys;
- Reviewing the Charter data and agreeing the design, content and format of the annual performance report published annually for tenants and other customers;
- Reviewing the 'You Said/We Did' information confirming the areas where customer feedback has influenced changes to practice, procedure or led to enhancements in service delivery;
- Tenant representatives completing 'Stepping Up to Scrutiny' training. The first Tenant Led Inspection on the Council's Letting Standard is complete, and the report was published in March 2020; and
- Wider tenant participation activity where tenants are consulted on proposed changes to policies and procedures and the review of the Housing Revenue Account Business Plan. As part of the review of the Housing Revenue Account Business Plan, tenants were consulted on the proposals/options for future rent setting and were given the opportunity to identify their priorities for investment of uncommitted resources.



## Annual Assurance Statement

Using available guidance and taking account of the guidance entitled 'Collecting Equality Information: National Guidance for Scottish Social Landlords' (revised June 2022), each of the regulatory requirements have been considered. It has been determined that the Council is complying with all requirements and outcomes for tenants, people who are homeless and others who use our services, as set out in the Regulatory Framework, the Scottish Social Housing Charter and relevant legislative duties, apart from full compliance in the areas of Certification of Electrical Safety and collection of equalities information and the adoption of a human rights approach in our work.

- **Electrical Installation Condition Reports (EICR's)** – The Council has made excellent progress in this area; all tenants have been contacted by the Council and arrangements were made to undertake the required safety check. Access has been gained to most properties to carry out the electrical safety check. As at 31 August 2022, 97% of the council's lettable housing stock is complying with the standard, the remaining 3% (220 properties) are where tenants have not provided access or where it was not possible to complete the safety test at the time of the visit. Officers are continuing to contact households. This work is ongoing and where required consideration will be given to using the provisions of the tenancy agreement to gain entry to properties to complete this essential work.
- **Fire and Carbon Monoxide Detector Standard** – The Council has achieved excellent progress in this area, 99% of the Council's housing stock is meeting the fire and carbon monoxide detector standard. The Housing Asset Management Team are continuing to engage with the remaining 1% (87 properties) to achieve access to properties to complete surveys and any necessary compliance work.
- **Equalities and Human Rights** - processes are in place to implement an effective approach to the collection of equalities information and to consider how a human rights approach can be adopted. Elements of equalities data are gathered and there are established processes and demonstrable good practice in place to support the Council's approach to equalities and human rights. However, the collection of equalities data will be further developed as part of the introduction of 'Housing Online' within our NEC Housing software system. This online functionality will allow housing applicants, homeless people, tenants and other customers to update equalities data. Discussions are taking place on the scope of data collection, the most effective ways to gather this information and the controls needed. In taking forward the approach, advice and support will be provided from Information Governance and Housing Policy & Strategy.

In terms of the Council's approach to Human Rights, work already takes place across a range of activities including:- ensuring that accommodation is provided to homeless

households when needed, joint work takes place with Health and Social Care to ensure that care experienced young people are appropriately accommodated and supported, standards of council owned accommodation are maintained and the Council is working to the standards outlined in the Scottish Housing Quality Standard, housing support services are provided to homeless households and council tenants to help sustain tenancies, there is a dedicated travelling persons site to meet the needs of Gypsy/Travellers in the council area and the Council delivers adaptations to properties to make them more accessible for households with disabilities. In addition, the Council has adopted a Trauma Informed Approach and work is underway to raise awareness and develop this approach across services. Taking account of current and proposed guidance and briefing notes, the Council will continue to develop its' approach in relation to human rights.

The Cabinet of 27 September 2022 has seen and considered the appropriate evidence to support the level of assurance against each of the requirements.

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**Councillor Martin Dowey**  
**Leader of the Council and Portfolio Holder for Corporate and Strategic**

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**Councillor Martin Kilbride**  
**Portfolio Holder for Buildings, Housing and Environment**



### Summary of Key Information Relating to the SHR Regulatory Framework

The Regulatory Framework entitled 'Regulation of Social Housing in Scotland', is SHR's statement on Performance of Functions setting out how they will regulate both Registered Social Landlords (RSL) and the housing and homelessness services provided by local authorities.

For both local authorities and RSLs, SHR monitor, assess, report and intervene (as appropriate) in matters relating to performance of housing activities, and how services are delivered to tenants, people who are homeless, Gypsy/Travellers who use official sites provided by landlords and factored owners.

Within the Framework, SHR state that their regulation is proportionate, consistent, accountable, transparent and targeted only where needed. Taking account of the Annual Assurance Statement statutory guidance and as outlined in the letter dated 29 July 2022 from the Chief Executive of SHR, it is recognised Covid restrictions have ended, however SHR that the pandemic may continue to impact on social landlords and the services they provide to tenants and service users. Therefore, it is important that the AAS reflects the context that landlords have to operate in. Given this, SHR have advised that landlords should identify in their AAS any non-compliance with regulatory requirements that is directly due to the pandemic and distinguish this from non-compliance that is for other reasons.

SHR's approach to regulation includes the following:

- 1. Landlord Self-Assurance** – The landlord is responsible for delivering good outcomes for tenants and other customers. Landlords need to be self-aware, open and honest regarding performance and be committed to making improvements. SHR expect landlords to assure themselves that they are meeting the regulatory requirements and all landlords must prepare and publish an Annual Assurance Statement confirming to tenants and SHR that regulatory requirements are being met. SHR requires that the assurance statement for local authorities is approved by the appropriate committee (in this case, Leadership Panel), and signed by the Chair before submission.
- 2. Empowering Tenants, People who are Homeless and Other Service Users** – As a landlord it is important that tenants and other service users are involved in the scrutiny of performance and discussions around how rents are set and how rental income is used.
- 3. Risk-Based Regulation** – SHR assess risk in landlords to determine what assurances they need and what landlords may need to do to improve. The main risks considered by SHR are: - poor outcomes for tenants, people who are homeless and other service users and poor quality of tenant's homes and investment failures. As part of the new Regulatory Framework, SHR publishes an Engagement Plan for each landlord, this outlines the information they require from the landlord, what the landlord needs to do and how and why SHR will engage with the landlord. For local authorities, SHR work through the risk assessment process

with their partner scrutiny bodies to consider the full range of scrutiny activity for each local authority.

**4. SHR's Work** –there are 4 broad ways in which SHR carries out their work with local authorities, these are:

- (i) gathering and publishing data in ways that tenants and others can use;
- (ii) getting assurance from landlords;
- (iii) taking action where they need to; and
- (iv) carrying out thematic work to look in depth at specific areas of landlords' work.

**5. Equality and Human Rights** – SHR promote equality and human rights. All landlords must ensure that they fully comply with their responsibilities under equalities and human rights legislation. SHR monitor, assess and report on landlords work in this area. New Guidance for Social Landlords was published in August 2021 and revised in June 2022.

**6. Covid-19 Considerations** – Within this AAS, Landlords are being asked to clearly identify any remaining non-compliance with regulatory requirements that is directly due to the pandemic and distinguish this from non-compliance for other reasons.

When considering each of the Charter outcomes, a landlord may decide that improvement action is required to meet an outcome and must consider the materiality of the issue. The factors to consider when determining materiality are:

- whether the issue seriously affects the interests and safety of service users;
- whether the issue threatens the stability, efficient running or viability of service delivery arrangements; and
- whether the issue could bring the landlord into disrepute, or raise public or stakeholder concern about the organisation or the social housing sector.

Where the failure is determined to be minor and does not affect a significant number of service users, it can be considered not to be material, and does not need to be acknowledged and referenced in the Assurance Statement. However, where a failure is considered to be material, the landlord is required to acknowledge this specifically, listing the outcomes it is failing to achieve, and providing details of action being taken to address the problem. Website links to the Scottish Social Housing Charter and statutory guidance published by SHR on the Regulatory Framework and Annual Assurance Statements are included in the background papers section of the report for reference by Members.

The Regulator will use the approved Assurance Statement, along with the Annual Return on the Charter to consider and determine its engagement with landlords. This will be confirmed through in the Engagement Plan published by SHR.

Chapter 3 of the Regulatory Framework outlines the Regulatory Requirements that must be met by all Landlords. These include:

- Assurance and Notification;
- Scottish Social Housing Charter Performance;

- Tenant and Service Users Redress;
- Whistleblowing; and
- Equality and Human Rights.

The Scottish Federation of Housing Associations (SFHA) developed a Self-Assurance Toolkit in conjunction with the SHR, the Glasgow and West of Scotland Forum of Housing Associations (GWSF) and the Association of Local Authority Chief Housing Officers (ALACHO). This toolkit was updated in June 2022 and is intended to support landlords' approach to self-assurance. It focusses on the question's organisations should be asking themselves to gain a level of assurance that compliance is being achieved.

**August 2022**

**South Ayrshire Council  
Equality Impact Assessment  
Scoping Template**

Equality Impact Assessment is a legal requirement under the Public Sector Duty to promote equality of the Equality Act 2010. Separate guidance has been developed on Equality Impact Assessment's which will guide you through the process and is available to view here: <https://www.south-ayrshire.gov.uk/equalities/impact-assessment.aspx>

Further guidance is available here: <https://www.equalityhumanrights.com/en/publication-download/assessing-impact-and-public-sector-equality-duty-guide-public-authorities/>

The Fairer Scotland Duty ('the Duty'), Part 1 of the Equality Act 2010, came into force in Scotland from 1 April 2018. It places a legal responsibility on Councils to actively consider ('pay due regard to') how we can reduce inequalities of outcome caused by socio-economic disadvantage, when making strategic decisions. FSD Guidance for Public Bodies in respect of the Duty, was published by the Scottish Government in March 2018 and revised in October 2021. See information here: <https://www.gov.scot/publications/fairer-scotland-duty-guidance-public-bodies/>

### 1. Policy details

Policy Title	<b>Annual Assurance Statement</b>
Lead Officer (Name/Position/Email)	<b>Michael Alexander - Service Lead – Housing Services michael.alexander@south-ayrshire.gov.uk</b>

**2. Which communities, groups of people, employees or thematic groups do you think will be, or potentially could be, impacted upon by the implementation of this policy? Please indicate whether these would be positive or negative impacts**

Community or Groups of People	Negative Impacts	Positive impacts
Age – men and women, girls & boys	-	-
Disability	-	-
Gender Reassignment (Trans/Transgender Identity)	-	-
Marriage or Civil Partnership	-	-
Pregnancy and Maternity	-	-
Race – people from different racial groups, (BME) ethnic minorities and Gypsy/Travellers	-	-
Religion or Belief (including lack of belief)	-	-

Sex – (issues specific to women & men or girls & boys)	-	-
Sexual Orientation – person’s sexual orientation i.e. LGBT+, lesbian, gay, bi-sexual, heterosexual/straight	-	-
Thematic Groups: Health, Human Rights & Children’s Rights	-	-

**3. What likely impact will this policy have on people experiencing different kinds of social disadvantage i.e. The Fairer Scotland Duty (This section to be completed for any Strategic Decisions). Consideration must be given particularly to children and families.**

<b>Socio-Economic Disadvantage</b>	<b>Negative Impacts</b>	<b>Positive impacts</b>
Low Income/Income Poverty – cannot afford to maintain regular payments such as bills, food, clothing	-	-
Low and/or no wealth – enough money to meet Basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future	-	-
Material Deprivation – being unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure/hobbies	-	-
Area Deprivation – where you live (rural areas), where you work (accessibility of transport)	-	-
Socio-economic Background – social class i.e. parent’s education, employment and income	-	-

**4. Do you have evidence or reason to believe that the policy will support the Council to:**

<b>General Duty and other Equality Themes Consider the ‘Three Key Needs’ of the Equality Duty</b>	<b>Level of Negative and/or Positive Impact  (High, Medium or Low)</b>
<b>Eliminate unlawful discrimination, harassment and victimisation</b>	Low
<b>Advance equality of opportunity</b> between people who share a protected characteristic and those who do not	Low

<b>Foster good relations</b> between people who share a protected characteristic and those who do not. (Does it tackle prejudice and promote a better understanding of equality issues?)	Low
Increase participation of particular communities or groups in public life	Low
Improve the health and wellbeing of particular communities or groups	Low
Promote the human rights of particular communities or groups	Low
Tackle deprivation faced by particular communities or groups	Low

### 5. Summary Assessment

<p><b>Is a full Equality Impact Assessment required?</b>  (A full Equality Impact Assessment must be carried out if impacts identified as <b>Medium and/or High</b>)</p>	<p>— <b>YES</b> <input type="checkbox"/></p> <p><b>NO</b> <input type="checkbox"/></p>
<p><b>Rationale for decision:</b></p> <p><b>An Equality Impact Assessment is not required on this occasion. This report is seeking Cabinet approval to authorise the submission of the Annual Assurance Statement to Scottish Housing Regulator, taking account of the assurances outlined against each of the requirements outlined in the Assurance Action Plan.</b></p>	
<p><b>Signed :</b> .....Michael Alexander.....<b>Service Lead</b></p> <p><b>Date:</b> .....24.8.22.....</p>	

**South Ayrshire Council**

**Report by Head of Legal and Regulatory Services  
to Cabinet  
of 27 September 2022**

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**Subject: Strategic Risk Management**

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**1. Purpose**

1.1 The purpose of this report is to update Members on the reviewed Strategic Risk Register (Appendix 1) in line with the agreed reporting framework.

**2. Recommendation**

**2.1 It is recommended that the Cabinet:**

**2.1.1 considers the reviewed Strategic Risk Register (Appendix 1) updated by Chief Officers; and**

**2.1.2 notes the 12 key risks and endorses the work currently being undertaken or proposed by risk owners to mitigate these risks.**

**3. Background**

3.1 The Strategic Risk Register is reported in accordance with the framework within the Corporate Risk Management Strategy.

3.2 The Strategic Risk Register was reported to the Audit and Governance Panel of 7 September 2022 for scrutiny and referred to Cabinet for endorsement.

3.3 Risk Management is also undertaken at Directorate level and within the Health and Social Care Partnership.

**4. Proposals**

4.1 The Strategic Risk Register has been reviewed by Chief Officers / Risk Owners and updates provided on progress against implementation of proposed risk mitigations. Risks are referenced against the themes of Governance, Protection and Resources. 12 Strategic Risks are managed and these are listed as follows:

	<b><i>Risk</i></b>	<b><i>Theme</i></b>
1.	Decision Making and Governance	Governance
2.	External Factors including Contingency Planning	Governance

	<b>Risk</b>	<b>Theme</b>
3.	Strategic Planning – Recovery and Renew	Governance
4.	Integrity	Governance
5.	Child and Adult Protection	Protection
6.	Public/ Employee Protection	Protection
7.	Sustainable Development and Climate Change	Protection
8.	Ash Tree Die Back	Protection
9.	Financial Constraints	Resources
10.	Workforce Planning	Resources
11.	ICT – Digital Resilience, Protection and Capability	Resources
12.	Management of Assets	Resources

- 4.2 Full detail of strategic risk management arrangements is provided within the register (Appendix 1). Ownership is assigned to ensure there is clear accountability and responsibility in terms of risk management. The cause, potential effect, risk score and current mitigations are also recorded.
- 4.3 Although the financial risk relating to Covid has receded, the recent Scottish Government Spending Review and the effects of inflation are additional causes which are impacting on this risk and the risk rating has been adjusted accordingly.
- 4.4 Proposed risk mitigations have a target completion date and their progress is outlined by use of a percentage completion bar in the report. A status icon is also included which indicates whether or not the specific initiative is on target.
- 4.5 Members are requested to note that the Health and Social Care Partnership (HSCP) provide information on the risk management of Child and Adult Protection within the Council's Strategic Risk Register. HSCP also develop and report on wider Partnership risk issues within their own bespoke Strategic Risk Register which is provided on a 6 monthly basis for scrutiny to the HSCP Performance and Audit Panel. A link to the HSCP's risk register is provided on pages 6 and 7 of Appendix 1.
- 4.6 Following a request from Members, a review has been undertaken in respect of the Workforce Planning risk. A Corporate Working Group has been established to develop a workforce plan for 2022-25 that links to the Council's strategic priorities and improvement areas in relation to Best Value. Further information on this can be found on page 12 of the Strategic Risk Register at Appendix 1.
- 4.7 Members are also requested to note that Chief Officers regularly consider new or emerging risks and there is a process whereby significant operational risks, managed at directorate level, can be elevated to strategic level as required.
- 4.8 It is anticipated that Members will consider the strategic risk management arrangements outlined within this report and be assured that there is a robust system in place for identifying and managing those threats which could have a significant impact on the successful delivery of the Council's objectives.



## **5. Legal and Procurement Implications**

5.1 The recommendations in this report are consistent with legal requirements.

5.2 There are no procurement implications arising from this report.

## **6. Financial Implications**

6.1 There are no cost implications associated with the recommendations in this report.

## **7. Human Resources Implications**

7.1 There are no human resource implications associated with the recommendations in this report.

## **8. Risk**

### **8.1 *Risk Implications of Adopting the Recommendations***

8.1.1 Risks have been identified and assessed in line with the Council's Risk Management process. This report seeks to confirm that risk mitigation at Strategic level is ongoing and risks are being managed at a tolerable level.

### **8.2 *Risk Implications of Rejecting the Recommendations***

8.2.1 Rejecting the recommendations may give rise to external criticism, breach of statute or legal challenge.

## **9. Equalities**

9.1 The proposals in this report allow scrutiny of performance. The report does not involve proposals for policies, strategies, procedures, processes, financial decisions and activities (including service delivery), both new and at review, that affect the Council's communities and employees, therefore an equality impact assessment is not required.

## **10. Sustainable Development Implications**

10.1 ***Considering Strategic Environmental Assessment (SEA)*** - This report does not propose or seek approval for a plan, policy, programme or strategy or document otherwise described which could be considered to constitute a plan, programme, policy or strategy.

## **11. Options Appraisal**

11.1 An options appraisal has not been carried out in relation to the subject matter of this report.

## **12. Link to Council Plan**

12.1 The matters referred to in this report contribute to the delivery of all Council strategic objectives.

### 13. Results of Consultation

13.1 Consultation has taken place with Councillor Martin Dowey, Portfolio Holder for Corporate and Strategic, and the contents of this report reflect any feedback provided.

### 14. Next Steps for Decision Tracking

14.1 If the recommendations above are approved by Members, the Head of Legal and Regulatory Services will ensure that all necessary steps are taken to ensure full implementation of the decision within the following timescales, with the completion status reported to the Leadership Panel in the 'Council and Leadership Panel Decision Log' at each of its meetings until such time as the decision is fully implemented:

<i>Implementation</i>	<i>Due date</i>	<i>Managed by</i>
Adopt recommended approach to Strategic Risk Management	30 September 2022	Service Lead – Risk and Safety




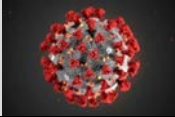








**Background Papers**    **Report to Audit and Governance Panel of 7 September 2022 – [Strategic Risk Management](#)**

**Person to Contact**    **Carol Boyd – Service Lead – Risk and Safety**  
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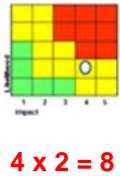






**Date:** 21 September 2022

## SOUTH AYRSHIRE COUNCIL - STRATEGIC RISK REGISTER (draft July 2022) Appendix 1

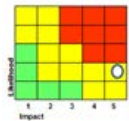
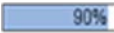

South Ayrshire Council has identified the following risks of strategic significance in line with the themes of Governance, Protection and Resources. The ongoing impact of external risk factors out with the Council's control are fully considered and risk mitigations have been modified and agreed to form the basis of revisions to the Strategic Risk Register.

Risk Themes and Title		
Governance	Protection	Resources
<b>1. Decision Making and Governance</b> 	<b>5. Adult and Child Protection</b> 	<b>9. Financial Constraints</b> 
<b>2. External Factors including Contingency Planning</b> 	<b>6. Public and Employee Protection</b> 	<b>10. Workforce Planning</b> 
<b>3. Strategic Planning – Recovery and Renew</b> 	<b>7. Sustainable Development and Climate Change</b> 	<b>11. ICT – Digital Resilience, Protection and Capability</b> 
<b>4. Integrity</b> 	<b>8. Grounds Maintenance - Ash Tree Die Back</b> 	<b>12. Management of Assets</b> 
<p>The successful mitigation of these risks will support the delivery of the Council Plan. Input is provided by Risk Owners identified at Strategic level to ensure clear responsibility in terms of their management. Detail is provided on risk mitigations – both current and proposed. Target dates are recorded in respect of the achievement of the proposed mitigations.</p>		

## SOUTH AYRSHIRE COUNCIL - STRATEGIC RISK REGISTER (draft July 2022) Appendix 1

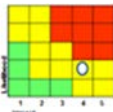
Risk 1	Risk Title – Decision Making and Governance				Risk Theme - Governance	
						
Ownership	Potential Risk	Cause	Potential Effect	Risk Score	Current Mitigations	
Accountable – ELT  Responsible - CLT  Risk Owner – Head of Legal, HR and Regulatory Services	1. There is a risk that key decisions are taken on behalf of the Council which may contradict agreed Council Plan objectives or increase risk exposure to the organisation.	Updates to Government legislation and advice.  Changes to political structure.  Levels of scrutiny.	Lack of compliance;  Failure to meet statutory requirements;  Poor best value audit.  Reputational damage.		1. Members are supported by a range of training programmes to ensure effective Panel participation and good decision making. 2. Service Leads ensure there is full consultation with PFH's on Panel reports.	
Proposed Mitigations (with dates)					Status	Progress Bar
1. Members are supported to deliver good decision making through training and briefings. The Service Lead – Democratic Governance reviewed arrangements for briefings for Member and Committee Services in discussion with the Leader. Induction training and bespoke Panel training sessions have taken place in May/June 2022. Specific recommendations were made for one to one meetings with new Members to assess training needs and produce an individualised plan. Following recess these will take place utilising the Improvement Service's Political Skills Self- Assessment tool and this will allow Members to consider particular areas that they would benefit from training on. (December 2022).						
2. Webcasting/live broadcasting solution that allows both hybrid meetings and public access now live and fully operational. External public website now has an area dedicated to this where meetings can be live streamed, the future meeting schedule is visible and recordings of the meeting archive can be viewed.						
3. Installation of camera, recording and broadcasting equipment in County Hall to support hybrid meetings now complete and system is live and operational – actively being used post May election.						

## SOUTH AYRSHIRE COUNCIL - STRATEGIC RISK REGISTER (draft July 2022) Appendix 1

Risk 2		Risk Title – External Factors including Contingency Planning			Risk Theme - Governance	
Ownership	Potential Risk	Cause	Potential Effect	Risk Score	Current Mitigations	
Accountable – ELT Responsible - CLT Risk Owner – Head of Legal, HR and Regulatory Services	There is a risk that a range of external factors out with the Council's control such as COVID-19, Brexit, Ukraine or other, may adversely impact on ability to fulfil Council objectives and deliver critical services.	Adverse incidents or Civil Emergencies, eg Kincaidston, Covid19.  Factors imposed upon the Council such as legislative change, Government policy change, implications of Brexit, Ukraine, political change nationally or locally.  Unanticipated updates to Government legislation and advice.	Requirement to re-allocate resources, failure to deliver services to an acceptable level or drive desired improvements. Restrictions on budget, reputational damage.	 <p style="text-align: center; color: red; font-weight: bold;">5 x 2 = 10</p>	<ol style="list-style-type: none"> <li>1. Continued Horizon scanning to anticipate and respond to risks – four main civil contingencies risks identified for Ayrshire this year.</li> <li>2. Watching brief and continual discussion on funding requirements for any unanticipated emergencies.</li> <li>3. Dissemination of information to officers and members around COSLA and Chartered Institute of Public Finance and Accounting (CIPFA).</li> <li>4. Risk and Safety team and the Ayrshire Civil Contingencies Team (ACCT) support the Ayrshire Local Resilience Partnership (ALRP). The structure of the Practitioner and Strategic ALRP was refined to respond more efficiently to Ayrshire Risks. Chief Executive attends Strategic ALRP.</li> <li>5. The Level of Interaction between Health / Councils and partners has increased and allows for more efficient collaboration in emergency planning. The HSCP Risk and Resilience Forum is well established and attended by the Service Lead – Risk and Safety and the ACCT Coordinator.</li> <li>6. 24/7 on call service in place via Civil Contingencies to respond to, and coordinate, Council emergency response to major incidents.</li> <li>7. Staffing and resourcing arrangements are in place to support those individuals and families arriving in South Ayrshire from Ukraine.</li> </ol>	
<b>Proposed Mitigations (with dates)</b>					<b>Status</b>	<b>Progress Bar</b>
1. Practitioner Ayrshire Local Resilience Partnership (ALRP) and Strategic Ayrshire Local Resilience Partnership meet with required frequency to coordinate individual responses from all agencies to major incidents. An Ayrshire wide Tactical Group has been established to specifically focus on contingency arrangements and additional actions deemed necessary to manage increasing numbers of refugees from Ukraine. Additionally the Ayrshire ALRP identifies and manages 4 concurrent civil contingencies risks to support an Ayrshire response. These are 1. Pandemic or Emerging Infectious Diseases, 2. Marauding Terrorist Attack, 3. Disruptive Weather and 4. National Electricity Transmission System (NETS) Failure (Power Resilience/Black Start) (ongoing)					▶	 <span style="color: red; font-weight: bold;">Increased from 85%</span>
2. Risk and Safety Team and the Ayrshire Civil Contingencies Team continue to support SAC civil contingency and business continuity arrangements. SAC civil contingencies response plan is under review and Council Incident Officer training is being rolled out to key Chief Officers, operational Service Leads and Coordinators. Council Managers undertake a rolling review of Service Business Continuity Plans on 6 monthly basis. Civil Contingencies exercises to test plans continue to be developed and rolled out (ongoing) .					▶	 <span style="color: red; font-weight: bold;">Increased from 85%</span>

## SOUTH AYRSHIRE COUNCIL - STRATEGIC RISK REGISTER (draft July 2022) Appendix 1



Risk 3		Risk Title – Strategic Planning – Recovery and Renew			Risk Theme - Governance	
Ownership	Potential Risk	Cause	Potential Effect	Risk Score	Current Mitigations	
Accountable – ELT Responsible - CLT Risk Owner – Assistant Director – People	1. There is a risk that the Council fails to fulfil strategic objectives in light of the recent pandemic and related pressures, and that current service, financial and resource planning is therefore not aligned. 2. A significantly negative economic impact was anticipated in light of Covid-19 which could impact on a range of Council services, particularly those who generate income including Housing, Council Tax, Tourism and Events, Sport and Leisure, Health and Wellbeing. 3. There is a risk relating to the future operating model for the Council establishment.	COVID-19.  Corporate and Directorate Planning processes.	Failure to deliver on Corporate and Directorate Plans or achieve priority outcomes  Failure to meet expectations of the public, partners, service users, local businesses  Reputational damage  Decrease in income to the Council which will detrimentally impact service areas and may impact on future delivery models	  4 x 2 = 8	1.Recovery and Renew Framework approved. 2.Implementation of Operational Recovery and Renew supported by Assistant Directors and Heads of Service. 3.Plans developed from each Council Service Lead to take account of future operational delivery models 4.Existing Council Plan with clearly defined priorities is in place. 5.Delivering Good Governance framework and reporting in place. 6.Robust financial governance in place.	
Proposed Mitigations (with dates)					Status	Progress Bar
1. Budget monitoring ongoing to measure full year financial impact (ongoing monthly)						 <i>Increased from 75%</i>
2. Business Continuity Plans continue to be updated by Service Leads on a 6 monthly basis. (ongoing)						 <i>Increased from 75%</i>
3. A Group has been established to implement the Council's future operating model, with a purpose of establishing a longer term, sustainable model of working, including working from home, which will help us reduce the amount of buildings we occupy, present opportunities for savings and reduce our carbon footprint. Key to this will be establishing fair, flexible and supportive working arrangements to ensure staff have a good work life balance and remain healthy, engaged and productive. (Sept 2022)						 <i>Increased from 10%</i>
4. Teams have begun to settle into new ways of working. Letters have been issued by HR to staff to confirm their new working style. Officers have begun the process to move hybrid and office workers into their 'villages' within County Buildings. Other staff have increased their face to face presence in a range of other Council buildings across South Ayrshire. (Sept 2022)						 <i>New</i>

## SOUTH AYRSHIRE COUNCIL - STRATEGIC RISK REGISTER (draft July 2022) Appendix 1



**Risk 4** **Risk Title – Integrity** **Risk Theme - Governance**

Ownership	Potential Risk	Cause	Potential Effect	Risk Score	Current Mitigations	
Accountable – ELT  Responsible - CLT  Risk Owner – Head of Legal, HR and Regulatory Services	1. There is a risk that the integrity of the Council is breached through a range of failures such as Information Security, Cyber Crime, non- compliance with the General Data Protection Regulations (GDPR), Procurement Fraud, Contractual Failures, Vetting or Financial Irregularities. (COVID-19 may exacerbate the impact of the integrity risk).  2. There is a risk of failure to maintain sources of assurance and levels of scrutiny during COVID-19 response and recovery.  3. There is a risk associated with Brexit of any data being dealt with out with UK.	Existing Council Policy or systems may be ineffective or inconsistently implemented.  Lack of training or communication.  Difficulty to respond timeously to FOI and GDPR requests.  Additional levels of Cybercrime and Fraud because of external global events.	Reputational damage, financial loss, fines, prosecution, civil liability.	<p style="color: red; font-weight: bold; margin-top: 5px;">4 x 2 = 8</p>	1. Current policies / encryption / firewalls, specifically mandatory online Data Protection training, robust processes for reporting and dealing with data breaches. 2. Adherence to the Records Management Plan that has been agreed with the Keeper and is being implemented. 3. Standing Orders relating to Contracts and to Meetings, Scheme of Delegation, Financial Regulations, Council Procurement Policy. 4. SAC Code of Conduct, range of HR / H&S, Fleet policies, employee vetting processes. 5. Fraud Officers, Fidelity Guarantee Insurance Policy and National Fraud Initiative. 6. Internal Audit activity. 7. Establishment of Integrity Group / management of Integrity Group Risks. 8. Additional Communications with Staff and Public with advice re Cyber Crime and Fraud.	
<b>Proposed Mitigations (with dates)</b>					<b>Status</b>	<b>Progress Bar</b>
1. The actions referred to above are progressed by an Integrity Group, which monitors existing risks and identifies any new and emerging risks for SAC .The Group monitors and develops appropriate mitigations. The Chief Executive chairs the group and officers responsible for each key heading report on the risks. Various Service Leads attend and report on their operational areas as they relate to integrity. (ongoing).						
2. The reporting process of the risks from Integrity Group to Members is being reviewed. Reporting mechanisms to Members by other authorities is being considered and then a paper will be taken to next integrity group - any good practice that is identified will be implemented (December 2022)						


## SOUTH AYRSHIRE COUNCIL - STRATEGIC RISK REGISTER (draft July 2022) Appendix 1



**Risk 5**

**Risk Title - Adult and Child Protection**

**Risk Theme – Protection**

Ownership	Potential Risk	Cause	Potential Effect	Risk Score	Current Mitigations
<p>Accountable – ELT</p> <p>Responsible - CLT</p> <p>Risk Owner – Director of Health and Social Care and Chief Social Work Officer (CSWO).</p>	<p>1. There are increased levels of hidden harm in our community as a result of Covid and reduced community presence of services.</p> <p>2. There is a risk of failure to provide adequate protection and the necessary level of support to vulnerable adults and children.</p> <p>3. There are additional risks facing the HSCP and these are being managed, monitored and reviewed via the <a href="#">HSCP Strategic Risk Register</a> which is reported and scrutinised at the HSCP Performance and Audit Panel.</p>	<p>COVID-19</p> <p>More complex family and adult needs</p> <p>Quality Assurance Framework has been Absent</p>	<p>Potential harm to clients and vulnerable service users.</p> <p>Potential for litigation, financial loss or reputational damage.</p>	 <p><b>5 x 2 = 10</b></p>	<p>1. There are monthly Chief Officer Group (COG) meetings to monitor the impact of Covid on public protection matters.</p> <p>2. There are monthly Public Protection sub groups (Child Protection; Adult Protection; Violence Against Women/Criminal Justice and Alcohol and Drugs Partnership) reporting into COG that are monitoring the operational context and responding in a coordinated way to issues.</p> <p>3. APC and CPC receive a Covid update at each meeting that charts the response to Covid and actions taken.</p> <p>4. HSCP Directorate Management Team meets regularly to provide leadership and oversight of response</p> <p>1. Established governance in place via Clinical and Care Governance</p> <p>2. APC and CPC meet regularly and review business plans</p> <p>3. Multi Agency Public Protection Arrangements (MAPPA) including Management Oversight Group and Strategic Oversight Group) are in place and report monthly to COG.</p> <p>4. The Community Services Oversight Group seeks to support the sector and provide assurance on a range of issues to key local and national stakeholders.</p> <p>5. Regular updates to procedures and guidance have been shared as national Covid guidance has been published.</p> <p>6. Initial Referral Data (IRD) activity is now audited monthly to provide scrutiny and assurance in relation to this key activity</p> <p>7. Adult Support Protection Lead Officer engaging first line managers in developing our response to vulnerable adults</p> <p>8. CSWO engaging with operational staff in relation to complex cases in both adult and children's services where there are complex risk factors</p> <p>9. Care First implemented across all children and adult social work teams.</p> <p>1. New CPC/APC sub group structure now established and the Policy and Performance Sub Group is leading this review work and will report progress at each meeting</p> <p>2. Governance on new policy and procedure will be via CPC/APC through to COG.</p> <p>3. Development of Practice Standards in Social Work is in progress to support the policy framework.</p>



## SOUTH AYRSHIRE COUNCIL - STRATEGIC RISK REGISTER (draft July 2022) Appendix 1



Risk 5	Risk Title - Adult and Child Protection (Continued)	Risk Theme – Protection	
Proposed Mitigations (with dates)		Status	Progress Bar
1. Develop and implement the quality assurance framework within commissioning, building on COVID-19 additional measures and the work of the Care Home Oversight Group (31.03.22)		✓	<div style="border: 1px solid black; width: 100%; height: 15px; background-color: #4f81bd; color: white; text-align: right; padding: 2px;">100%</div> <i>Increased from 60%</i>
2. Full refresh of HSCP strategic and operational risk registers is complete and is now approved by HSCP Performance and Audit Committee. (31.06.21)		✓	<div style="border: 1px solid black; width: 100%; height: 15px; background-color: #4f81bd; color: white; text-align: right; padding: 2px;">100%</div> <i>Increased from 80%</i>
3. Recruitment to strengthen commissioning and Chief Officer Social Work teams (31 .03.22)		✓	<div style="border: 1px solid black; width: 100%; height: 15px; background-color: #4f81bd; color: white; text-align: right; padding: 2px;">100%</div> <i>Increased from 95%</i>
4. Learning reviews have been commissioned in relation to the ADP, Public Protection and Adult Social Work services that will identify areas for improvement (31.12.22)		▶	<div style="border: 1px solid black; width: 100%; height: 15px; background-color: #4f81bd; color: white; text-align: right; padding: 2px;">80%</div> <i>Increased from 20%</i>
5. The ADP Is developing a framework in relation to risk around drug related deaths (31.12.22)		▶	<div style="border: 1px solid black; width: 100%; height: 15px; background-color: #4f81bd; color: white; text-align: right; padding: 2px;">90%</div> <i>Increased from 25%</i>
6. The implementation of the transformational work within Children and Families which has been supported by the Council. Belmont family support has been commenced and the implementation of Signs of Safety is progressing in partnership with the National Signs of Safety organisation. (31.12.22)		▶	<div style="border: 1px solid black; width: 100%; height: 15px; background-color: #4f81bd; color: white; text-align: right; padding: 2px;">85%</div> <i>Increased from 65%</i>
<p>Further explanation on progress to date in terms of implementation of the above mitigations can be found by cross-referencing to the <a href="#">HSCP Strategic Risk Register</a> .</p> <p>Additional information is also provided within this document on a range of other risks being managed by the Partnership including; Climate Change &amp; Sustainability, Communication and Reputation, External Factors including Contingency Planning, Financial Position, Good Governance, Strategic Planning and Business Resilience, ICT, Population, Premises, Provider Organisations, Service Quality, Workforce Protection and Workforce Capacity and Capability</p>			

## SOUTH AYRSHIRE COUNCIL - STRATEGIC RISK REGISTER (draft July 2022) Appendix 1



**Risk 6**

**Risk Title - Public and Employee Protection**

**Risk Theme – Protection**

Ownership	Potential Risk	Cause	Potential Effect	Risk Score	Current Mitigations
Accountable – ELT Responsible - CLT Risk Owners – Service Lead – Risk and Safety and Service Lead – Asset Management	1. There is a risk of failure to provide the agreed standards of protection to the Public and Council Employees in line with Scottish and UK Government and Health and Safety Executive legislation and guidance. 2. There is a risk that health & safety risk assessments in some areas may not currently identify adequate mitigations to safeguard employees / service users from hazards such as Violence and Aggression. 3. There is a risk that proposals by Scottish Fire and Rescue Service to reduce response to fire alarms will impact people safety and property protection.	Legislative / SG Guidance change and ambiguity.  Budget constraints across Services.  Ambiguity around responsibilities or inconsistent application of policy. Lack of training.	Accident, incident, injury or ill health to employees /service users.  Prosecution and Civil litigation. Damage to Council's reputation.  Financial impact of claims, increased insurance premiums or fines.	 <b>5 x 2 = 10</b>	1. Existing H&S Policies and procedures. Sample H&S Risk Assessments developed for Service use. H&S Guidance prepared and issued. Range of resources, information, links and training on H&S CORE page. 2. Central H&S team undertake H&S Audits and Fire Risk Assessments over a 3 year rolling programme. Risk Assessment self-evaluation process rolled out. 3. The PDR process identifies key H&S training requirements for all Council employees. 4. Healthy Working Lives (HWL) Gold Award re-accredited since 2012). 5. Risk Assessment Training & Support, plus Council Standard and a range of courses on Management of Actual or Potential Aggression, Dealing with Difficult Behaviour, De-escalation etc. 6. V&A measures across services including a Customer Security Officer, Campus Police Officers, '2 to attend' protocols, panic buttons in offices, modifications to office design. 7 Action Plan prepared to address Scottish Fire & Rescue Service protocol change from April 2023.
Proposed Mitigations (with dates)					
1. Review and refresh a range of health and safety policies, guidance, sample risk assessments and work procedures. Development of new online health and safety training modules for managers / employees. (March 2023)					 <div style="display: flex; align-items: center;"> <div style="width: 20px; height: 10px; background-color: #0070c0; margin-right: 5px;"></div> <div style="width: 80px; height: 10px; border: 1px solid #ccc; margin-right: 5px;"></div> <div style="font-size: 10px; margin-right: 5px;">20%</div> </div> <p style="color: red; font-size: 10px;">New</p>
2. Asset Management team continue to review and action, based on risk priority, compliance and/or property related issues raised through Fire Risk Assessments, Health and Safety Audits and Vacant Property Inspections. (March 2023).					 <div style="display: flex; align-items: center;"> <div style="width: 20px; height: 10px; background-color: #0070c0; margin-right: 5px;"></div> <div style="width: 80px; height: 10px; border: 1px solid #ccc; margin-right: 5px;"></div> <div style="font-size: 10px; margin-right: 5px;">75%</div> </div> <p style="color: red; font-size: 10px;">No change</p>
3. All duty holders / building managers monitoring and updating outstanding H&S actions via Pentana (March 2023)					 <div style="display: flex; align-items: center;"> <div style="width: 20px; height: 10px; background-color: #0070c0; margin-right: 5px;"></div> <div style="width: 80px; height: 10px; border: 1px solid #ccc; margin-right: 5px;"></div> <div style="font-size: 10px; margin-right: 5px;">85%</div> </div> <p style="color: red; font-size: 10px;">Increased from 80%</p>
4. Utilise self-evaluation method to ensure all Services have identified significant hazards and fully developed their H&S risk assessments – (Internal Audit Action). (ongoing).					 <div style="display: flex; align-items: center;"> <div style="width: 20px; height: 10px; background-color: #0070c0; margin-right: 5px;"></div> <div style="width: 80px; height: 10px; border: 1px solid #ccc; margin-right: 5px;"></div> <div style="font-size: 10px; margin-right: 5px;">75%</div> </div> <p style="color: red; font-size: 10px;">Increased from 60%</p>
5. Working with SFRS to agree alternative solutions to non-attendance of Fire Appliances following automated alarm signals. Action Plan prepared and progressing (March 2023)					 <div style="display: flex; align-items: center;"> <div style="width: 20px; height: 10px; background-color: #0070c0; margin-right: 5px;"></div> <div style="width: 80px; height: 10px; border: 1px solid #ccc; margin-right: 5px;"></div> <div style="font-size: 10px; margin-right: 5px;">50%</div> </div> <p style="color: red; font-size: 10px;">Increased from 30%</p>

## SOUTH AYRSHIRE COUNCIL - STRATEGIC RISK REGISTER (draft July 2022) Appendix 1



**Risk 7** **Risk Title - Sustainable Development and Climate Change** **Risk Theme - Protection**

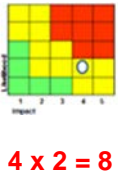

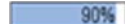


Ownership	Potential Risk	Cause	Potential Effect	Risk Score	Current Mitigations	
Accountable – ELT Responsible - CLT Risk Owner – Service Lead Neighbourhood Services	There is a risk of failure to meet climate change duties, reduce emissions and also support the community to adapt and mitigate risks in relation to climate change. Risk of failure to ensure a just transition and a green recovery.	Services do not necessarily recognise the role they need to play, lack of input and accountability by services leaving key areas inadequately addressed. Decisions and infrastructure while meeting short term goals are currently not fit for the future. Actions in place are currently not fully coordinated across services.	Reduction in emissions not achieved to 1.5 degrees scenario therefore accelerating the pace of climate change. United Nations Sustainable Development Goals not adequately addressed. South Ayrshire may not be climate resilient. Effect may be further detriment to those already disadvantaged, increasing inequalities and exacerbating deprivation. Communities may be unprepared for a low carbon future.	 <b>4 x 2 = 8</b>	1. Council approved Climate Change Strategy 2. Baseline data on Sustainable Development and Climate Change now assembled to allow future progress to be measured. . 3. Proposals endorsed by the MOWG now agreed at Leadership Panel and assigned for implementation. 4. Carbon budgeting system in place.	
<b>Proposed Mitigations (with dates)</b>					<b>Status</b>	<b>Progress Bar</b>
1. Fully implement Climate Change Strategy (target date 2024, at which point strategy will be reviewed). Mid term review to be undertaken in summer 2022 to ensure delivery of strategy outcomes in a changed landscape, increased national targets and new national duties.						 50% <i>No change</i>
2. Introduce a mechanism for cross cutting implementation of Strategy by embedding within Council policy making, as well as service planning. (revised to December 2021)						 30% <i>Increased from 15%</i>
3. Investigation of scope 3 accounting methodologies for council procurement emissions to complement existing carbon budgeting process. (December 2022)						 10% <i>New</i>
4. Adopt a net zero buildings policy to delivery on the Council's targets and duties in relation to the existing estate as well as proposed refurbishments and new builds. (December 2021 )						 10% <i>No change</i>
5. Adopt fleet decarbonisation strategy in line with council policy, targets and duties alongside ULEV infrastructure strategy for both fleet and public charging. (December 2021)						 20% <i>No change</i>
6. Assess the Council against Scotland's Adaptation Capability Framework and set out priority actions. (March 2023)						 10% <i>No change</i>
7. Adopt a green recovery communications plan and climate literacy training plan. (December 2022)						 50% <i>Increased from 20%</i>

## SOUTH AYRSHIRE COUNCIL - STRATEGIC RISK REGISTER (draft July 2022) Appendix 1


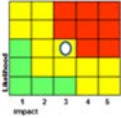






Risk 8						Risk Title - Ash Tree Dieback		Risk Theme - Protection		
Ownership	Potential Risk	Cause	Potential Effect			Risk Score	Current Mitigations			
Accountable – ELT Responsible- Asst Director Place  Risk Owner – Service Lead Neighbourhood Services	There is a risk of injury / damage to SAC residents and infrastructure as a result of Ash Dieback – a disease proliferating through SAC woodland. Disease has been identified and is spreading.	Principle cause is the spread of Ash Dieback throughout South Ayrshire /Scotland.  Neighbourhood Services is currently not resourced to manage the extent of Ash Die Back.	<p>Potential for fatality / injury to residents / employees.</p> <p>Potential for damage to property, listed structures, headstones, power / phone lines</p> <p>Potential of falling Ash trees/limbs on roads/pavements/ footpaths within public open space and schools and associated obstruction to roads</p> <p>Increased liability to Council in respect of above potential incidents</p> <p>Financial pressure in terms of significant increased expenditure to mitigate risk including costs for replanting, cost of recruiting skilled operatives. Availability of skilled operatives likely to be restricted by market demand - this is a national problem.</p> <p>Potential for increased flooding risks for changes in waterways e.g. banking failures due to tree failure</p> <p>Loss of Ecosystems- air quality, biodiversity loss, increases in noise levels adjacent to roads, loss of visual screens</p> <p>Increased liability and insurance premiums for residents due to property risks.</p> <p>Risk to European protected species (roosts/ food source). Loss of biodiversity of species dependant on Ash</p>			<p><b>5 x 2 = 10</b></p>	<p>1.Survey of trees within lands managed by Neighbourhood Services has commenced.</p> <p>2.Communication with ARA has taken place and regular meetings have been set up.</p> <p>3.An Ash Dieback Plan is currently being developed</p>			
Proposed Mitigations (with dates)							Status	Progress Bar		
1. Ash Dieback plan is currently being developed which includes an inspection programme which will roll forward to highlight any ongoing deterioration. It will also contain proposed cost information for full implementation. Plan to be reported to Cabinet for approval by December 2022.										
2. On conclusion and approval of above mitigation, a Communication plan will be developed for South Ayrshire area. (December 2022)										

## SOUTH AYRSHIRE COUNCIL - STRATEGIC RISK REGISTER (draft July 2022) Appendix 1

Risk 9						Risk Title - Financial Constraints	Risk Theme - Resources
Ownership	Potential Risk	Cause	Potential Effect	Risk Score	Current Mitigations		
Accountable – ELT  Responsible - CLT  Risk Owner – Head of Finance and ICLT	1. There is a risk to financial resilience during COVID-19 response and recovery.  2. There is a risk that current, planned or expected levels of service cannot be delivered.	COVID-19  Strain on budget as a result of implementation of a range of measures to protect SAC residents and service users.  UK and Scottish Government reductions in funding over a number of years. This is now more significant given the recent Scottish Govt Spending Review.  Impact of inflation on Council cost base.	Incurring additional unbudgeted COVID-19 spend – strain on reserves.  Failure to deliver key services or meet change in service demands.	 <p style="color: red; font-weight: bold; font-size: 1.2em;">4 x 2 = 8</p>	 <ol style="list-style-type: none"> <li>1. Annual 2022/23 budget prepared and approved in March 2022.</li> <li>2. Maintain pressure on Scottish Government to agree settlements which reflect Local Authority needs through participation in CoSLA groups.</li> <li>3. A ten year LongTerm Financial Outlook and three year Medium Term Financial Plan approved by Leadership Panel in October 2021.</li> <li>4. Annual Treasury Management Strategy prepared, reviewed by A&amp;G panel and approved by Council March 2022. Details credit and counterparty risk.</li> <li>5. Treasury Management Practices (TMP's) updated annually to reflect Treasury risk such as credit and counterparty risk management, liquidity risk management , interest rate risk management and exchange rate risk management.</li> <li>6. Covid-19 - Appropriate financial control and authorisation mechanisms remain operational and robust budgetary control maintained to ensure appropriate monitoring of spend</li> <li>7. Covid-19 - cash reserves remain sufficient to meet immediate cost impact in tandem with SG previous funding announcements.</li> <li>8. Covid-19 - Initial COVID-19 cost impact assessment through Cost submission to CoSLA – resulted in additional SG funding allocations.</li> <li>9. Covid-19 – Considerable Scottish Government funding utilised to offset direct Council cost impact/loss of income in 2020/21 and 2021/22.</li> <li>10. Covid-19 - significant business support package previously put in place by Scottish Government to mitigate impact on business community and community in general.</li> <li>11. Covid-19 Programme of Recovery Activity 2021/22 to 2022/23 report approved by LP in June 2021 – providing resources (funded by Covid-19 reserves brought forward and 2021/22 SG funding) to meet ongoing impact of pandemic on Council Service provision.</li> <li>12. 2022-23 Budget approved in March 22 included Covid-19 budgets for continuing loss of income and service expenditure funded from Covid-19 reserves rolled over from 2021-22.</li> </ol>		
Proposed Mitigations (with dates)						Status	Progress Bar
1. Lobby Scottish Government through discussions via CoSLA, Directors of Finance and Solace to ensure required funding continues to be made available to Local Government (ongoing).							 <p style="color: red; font-weight: bold; font-size: 0.8em;">Increased from 75%</p>
2. Rolling annual update of three year Medium Term Financial Plan to be implemented (next update due October 2022)							 <p style="color: red; font-weight: bold; font-size: 0.8em;">New</p>
3. Bi annual update of ten year Long Term Financial Outlook to be implemented (next update due October 2023)							

## SOUTH AYRSHIRE COUNCIL - STRATEGIC RISK REGISTER (draft July 2022) Appendix 1

						
Risk 10		Risk Title – Workforce Planning			Risk Theme - Resources	
Ownership	Potential Risk	Cause	Potential Effect	Risk Score	Current Mitigations	
Accountable – ELT  Responsible - CLT  Risk Owner – Assistant Director – People	1. There is a risk that workforce planning arrangements may not be consistent across Council Services and the recent Best Value Assurance report identified the requirement for the Council to make improvements in relation to workforce planning.  2. A corporate workforce plan is in place which runs to 2022 along with a workforce planning toolkit, released in 2019, to assist services and teams to develop their own workforce plans. However, the guidance and toolkits are not embedded or consistently deployed throughout the Council, and plans do not extend beyond 2022.  3. There is also no identified link between workforce planning and the Council's priorities.  4. There is a risk that workforce recruitment and retention issues are creating pressure on Service delivery in key areas.	No recognised corporate WFP methodology  No identified executive owner/sponsor  Limited data maturity (lack of consistent workforce data provision and collation)  Workforce planning is not specified/referenced within the service planning process	Services may not be delivered effectively or in line with statutory requirements or agreed standards.  Additional unbudgeted spend may be incurred.  Reliance on specialist or external organisations and contractors.  Limited succession planning	  <span style="color: red; font-weight: bold;">3 x 3 = 9</span>	1. A corporate workforce plan is in place which runs to 2022 along with a workforce planning toolkit, released in 2019, to assist services and teams to develop their own workforce plans.  2. A Corporate Working Group has been established (June 2022) to develop a workforce plan for 2022-25 that links to the Council's strategic priorities and improvement areas in relation to Best Value.	
Proposed Mitigations (with dates)					Status	Progress Bar
1. Develop a workforce plan for 2022-25 that links to the Council's strategic priorities and improvement areas in relation to Best Value. (December 2022)						 <span style="color: red;">New</span>
2. The Corporate Leadership team will ensure consistent use of an agreed workforce planning template across services. (December 2022)						 <span style="color: red;">New</span>

## SOUTH AYRSHIRE COUNCIL - STRATEGIC RISK REGISTER (draft July 2022) Appendix 1



Risk 11					Risk Title – ICT Digital Resilience, Protection and Capability	Risk Theme - Resources
Ownership	Potential Risk	Cause	Potential Effect	Risk Score	Current Mitigations	
Accountable – ELT Responsible - CLT Risk Owner – Service Lead - ICT	There is a risk that major or widespread ICT failure will adversely affect delivery of Council services. ICT failure risks include non-compliance, failure of business systems, cyber-attack, and failure of ICT equipment.	Lack of corporate ICT planning in a robust and consistent manner. Cyber intrusion. Outdated / obsolete equipment and systems. The Business Continuity Plans of some Services lack effective arrangements for ICT loss.	Inability to provide key services and recover quickly.  Reputational damage, financial loss, litigation.	 4 x 2 = 8	1. Resilient infrastructure in place with dual data centres, duplicated network communication paths, internet links, and server hardware 2. External contracts established with service providers for technical support and expertise across critical technologies. 3. Existing Disaster Recovery Plan (DRP) in place for critical systems. Discussions remain ongoing with the NHS, EA and SA with regards to potential cross organisation data centre disaster recovery opportunities. 4. A bespoke ICT Risk Register in place, which is subject to review as part of standard operating practice. 5. The Integrity Group meets regularly to consider cyber security issues and develop further mitigations as required. 6. Compliance standards established as part of technology and process governance framework.	
Proposed Mitigations (with dates)					Status	Progress Bar
1. Live services will be moved to McCall’s Avenue Data, which has enterprise facilities management services, with County Buildings being used for resilience purposes (Dec 2022)						 85% <i>Increased from 10%</i>
2. Further engagement with partner authorities is required in relation to Data Centre DR plans. Further reviews of the ICT Business Continuity Plan (BCP) post COVID-19 are also required, to ensure responses for loss of all key ICT Business Systems and Infrastructure are considered and mitigated. (Dec 2022). Works delayed due to pandemic.						 60% <i>No change</i>
3. ICT continue to work with a Cyber Security partner to assess and improve the overall security of the Council’s ICT infrastructure. ICT have introduced a Security Operations Centre (SOC) to monitor and respond to any evidence of compromise. Egress Defend has also been introduced to alert/protect against phishing emails. Looking to apply for Cyber Essentials and PSN accreditation late summer 2022. (Sept 2022)						 75% <i>Increased from 50%</i>
4. All Service BC plans to include arrangements for resilience in respect of ICT failure –engagement with service areas will occur as it is likely that BC plans will require to change as result of the pandemic. (December 2022). Works delayed due to pandemic.						 85% <i>No change</i>
5. ICT Asset Management function being established to ensure currency of technology assets is maintained. Rolling replacement plans are in place for a number of technology towers. Works to formally document an asset management plan now scheduled for completion by Dec 2022 and will be documented in the 2021/22 ICT Service Improvement Plan. Works delayed due to pandemic.						 95% <i>Increased from 90%</i>

## SOUTH AYRSHIRE COUNCIL - STRATEGIC RISK REGISTER (draft July 2022) Appendix 1

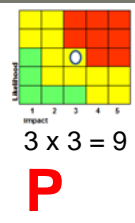

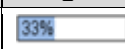


Risk 12	Risk Title – Management of Assets				Risk Theme - Resources	
Ownership	Potential Risk	Cause	Potential Effect	Risk Score	Current Mitigations	
Accountable – ELT  Responsible - CLT  Risk Owner – Service Leads – Asset Management and Professional Design Services	1. There is a risk that required physical modifications to Council Buildings will take time and additional resource to implement in light of Government Guidance on physical distancing and prevention of COVID-19 virus spread. All Council Buildings are affected by this if Council is to ensure recovery from pandemic and return to 'new normal'; including Office Spaces, Education establishments, Depots, Customer Contact Centres, Leisure facilities etc. 2. There is a risk that all Council premises will not reopen fully following COVID-19 and a review of the Asset Management Plan will need to consider further Asset Rationalisation. 3. There is a risk of delay to projects to projects within the General Services capital programme due to hyperinflation of construction costs which could impact on deliverability of the programme. 4. There is a risk that Energy projects, for example LED lighting, that help to reduce the Council's carbon footprint are delayed leading to an inability to achieve some of the outcomes detailed in the Council's Sustainable Development and Climate Change Strategy.	COVID-19	Impact on efficient recovery of Council services. Failure to deliver Asset Management Plan. Project delay or additional costs. Adverse incidents and compliance failure. Damage to Council's reputation.	<p>3 x 2 = 6</p>	1. SAC Recovery Plan developed which provides a prioritised list of returning Services / Premises and is subject to Chief Officer Recovery Group approvals. 2. Property Project Team appointed to progress building assessments, agree occupancy levels and implement required physical reconfigurations within Council operational premises. 3. Professional Design Services to continue to monitor construction costs and contractor's ability to progress and deliver works. 4. Design work on energy projects has continued to ensure that some projects were able to commence once Scottish Government restrictions were eased.	
Proposed Mitigations (with dates)					Status	Progress Bar
1. Property Project Team continue to work with the Future Operating Model Implementation Group to ensure recovery to offices in line with new working arrangements is achieved. (Sept 2022)						
2. Review Asset Management Plan (AMP), consult with stakeholders and Chief Officers prior to submitting to Council for approval. (March 2022). The AMP was not reviewed in March 2022. It requires to take into account the Transforming our Estate Report and Future Operating Model. A new proposed date for the review of the Asset Management Plan (Land and Buildings) is March 2023.						
3. There is a commitment to fully review the General Services Capital programmes (March 2022). The General Services Capital Programme was reviewed as part of the Council's budget setting process, resulting in a new 12 year capital plan being approved by South Ayrshire Council on the 3 <sup>rd</sup> March 2022. Ongoing review will take place through quarterly monitoring reports to Cabinet.						
4. A number of Energy projects have commenced, whilst design work for future projects is also continuing (April 2022)						



# SOUTH AYRSHIRE COUNCIL - STRATEGIC RISK REGISTER (draft July 2022) Appendix 1

## Guidance - Recording Risks

Risk No. x		Risk Title - xxxxx		Risk Theme – Resources / Protection / Governance	
Ownership	Potential Risk	Cause	Potential Effect	Risk Score	Current Mitigations
Who is accountable and responsible for managing the risk	What could go wrong?  <b style="font-size: 2em; color: red;">S</b>	What may have caused this risk?  <b style="font-size: 2em; color: red;">A</b>	Possible outcomes or adverse effects?  <b style="font-size: 2em; color: red;">M</b>		What is already in place to manage the risk?  <b style="font-size: 2em; color: red;">L</b> <b style="font-size: 2em; color: red;">E</b>
<b>Proposed Mitigations (with dates)</b>				<b>Status</b>	<b>Progress Bar</b>
1. What is planned to mitigate the risk further? (and when it is due to be completed) <enter date>					 Increased from...?

A status icon (Figure 3) is displayed along with a calculation from Risk Owners on percentage completion of the mitigating actions. This information is closely scrutinised by Chief Officers via CLT and Elected Members through the Audit and Governance Panel and Cabinet and this assists in determining decisions on reducing or increasing risk ratings utilising the matrix at Figure 1.

New risk identification is considered against a broad range of risk types and these are represented at Figure 2.

Risk types are cross-cutting and not considered in isolation.






Further explanation of SAC Council Risk Management Methodology is available within the [Corporate Risk Management Strategy](#)

Fig 1

Risk Themes			
Governance	Protection	Resources	
Risk Rating			
Impact	x	Likelihood	
1	Minor	1	Unlikely
2	Moderate	2	Possible
3	Major	3	Likely
4	Critical	4	Very Likely
5	Catastrophic	5	Almost Certain

Fig 2



Fig 3	Status
	Completed
	On Target
	Not on target – some concerns
	Not on target – major concerns
	Not yet started

**South Ayrshire Council**

**Report by Assistant Director - People  
to Cabinet  
of 27 September 2022**

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**Subject: Future Operating Model**

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**1. Purpose**

1.1 The purpose of this report is to provide an update on the Council's Future Operating Model.

**2. Recommendation**

**2.1 It is recommended that the Cabinet:**

**2.1.1 notes the updates provided for each of the workstreams in the Future Operating Model;**

**2.1.2 requests that a report is brought back to Cabinet by June 2023 outlining the benefits and savings realised through the implementation of the new way of working; and**

**2.1.3 notes that a report on the proposed future operating model of delivery of Customer Services will be submitted at a later date.**

**3. Background**

3.1 At a special meeting of Council on 10 March 2022, Members approved the proposals to introduce a Future Operating Model and asked officers to provide an update on progress by September 2022.

3.2 There were six workstreams which make up the Future Operating Model proposals and a Lead Officer is responsible for each of these:

1	Workforce Analysis	Service Lead – Organisational Development and Customer Services
2	Workforce Health, Safety and Wellbeing	Service Lead – HR and Payroll
3	Support for Home Working – Digital/ Equipment	Service Lead – ICT Enterprise Architecture
4	Support for Home Working – Employee/Manager Guidance	Service Lead – Organisational Development and Customer Services

5	Workplace – Office Accommodation	Assistant Director - Place
6	Frontline Delivery	Assistant Director - People

3.3 The proposals set out below have been written by each of the Workstream Leads.

#### 4. Proposals

##### 4.1 ***Workstream 1 – Workforce Analysis***

4.1.1 At its meeting of 10 March 2022, Council agreed all workstyle proposals, with the exception of those proposed for Customer Services. HR have now contacted all employees to confirm their workstyle. Customer Services staff will be advised of their workstyle when Cabinet approve proposals for the delivery of customer services. Proposals for the future operation of Customer Services will be presented to Cabinet of 27 September 2022 in a separate report.

##### 4.2 ***Workstream 2 – Workforce Health, Safety and Wellbeing***

4.2.1 Employees have now received written confirmation of their designated workstyles.

4.2.2 A report was considered and approved at Cabinet on 30 August 2022 maintaining the provisions of the current Travel and Subsistence Policy based on HMRC guidance. HMRC confirmed that since all Agile, Hybrid and Home working employees are assigned a Council office location as an admin base, the costs of travel to and from that base will not be eligible for mileage claims. HMRC confirmed that if employees are required to travel to a permanent location (such as a Council office), this travel is considered a commute and therefore not claimable.

4.2.3 Cabinet approved the amendment to the Remote Working Policy to incorporate HMRC advice and updates to the Travel and Subsistence Policy to include reference to the Future Operating Model and the workstyles.

4.2.4 Health and Safety Guidance has been issued for those working remotely (agile, hybrid and home workers) as well as a Coast training module which considers typical hazards associated with working at home including ergonomically safe workstations; electrical safety; fire safety; working environment; mental wellbeing; lone working and dealing with aggression. It notes the continued statutory requirement for line managers to risk assess remote working arrangements and provides links to the online self-assessment procedures for staff.

##### 4.3 ***Workstream 3 – Support for Home Working – Digital/ Equipment***

4.3.1 Existing guidance and resources have been updated and a range of new information produced to support employees working from home. This content, along with outputs from Workstream 4, is being brought together on the Core for employees to access.

#### 4.4 **Workstream 4 – Support for Home Working – Employee/Manager Guidance**

4.4.1 Workstream 4 used feedback from employee and manager surveys to develop online resources which will support new ways of working. These include new [welcome pages for corporate induction](#) which have been launched and information pages, in conjunction with Workstream 3 to help managers support employees to work effectively in agile, hybrid or homeworking roles.

#### 4.5 **Workstream 5 – Workplace – Office Accommodation**

4.5.1 Following agreement at Council meeting on 10 March 2022, a project was established to manage the return of staff to Council buildings. Whilst some slippage has occurred due to Covid and staff absence, implementation is underway and services are returning to offices. As at 26 July, Planning and Building Standards and Revenues and Benefits services are now back into County Buildings while Housing Services are now set-up and ready to return to Kyle Street and Riverside House. All Services will be returning subject to the availability of ICT kit (such as monitors) which has experienced ordering issues globally.

4.5.2 Council approved the purchase of an Internet of Things (IoT) based desk booking system to be piloted in County Buildings. The implementation of the pilot was also subject to delays (due to Covid and staff absence) and has now commenced. Lessons learned from the pilot will inform the Council's approach for managing its office estate.

4.5.3 One outcome of the Council's new way of working will be a reduction in office space requirements as staff working under the new workstyles may be home based, or work in an agile or hybrid way. Opportunities have therefore emerged to consider savings in a number of areas including: reduction in travel expenses, courier and stationery costs, rationalising print/photocopy use and reduced energy consumption. Reduction in transport and administration costs of up to 25% are being proposed while options are currently being prepared for additional areas.

#### 4.6 **Workstream 6 – Frontline Delivery**

4.6.1 There was an amendment to the recommendations at Leadership Panel in March in relation to one proposal to read 'that Customer Services should operate as per pre-pandemic, subject to Covid regulations, and officers to further consider the model of delivery for Customer Services and present these recommendations'. Significant changes in customer trends have made it impossible to revert to the previous model and interim arrangements remain in place. In addition, concurrent service reviews are taking place which will potentially impact on any proposed model of Customer Services. A paper outlining these proposals will be brought forward to a future meeting of Cabinet.

#### 4.7 **Implementation of the new ways of working**

4.7.1 Essentially, the implementation of the new way of working is almost complete and rather than being defined as a future operating model, we are now beginning to embed and stabilise the delivery model. This will be

subject to the usual asset management plans and flexible ways of working that remain relevant with the new model.

4.7.2 Additional benefits identified in implementing the Future Operating Model, such as opportunities to review the Councils corporate estate and a decrease in expenditure on office supplies, will be taken forward as part of the *South Ayrshire Way Strategic Change Programme*.

4.7.3 A further update on savings and benefits associated with the implementation of the new model will be brought to Cabinet by June 2023.

## **5. Legal and Procurement Implications**

5.1 There are no legal implications arising from this report.

5.2 There are no procurement implications arising from this report.

## **6. Financial Implications**

6.1 The financial implications arising from the future operating model will be monitored during the implementation and further details will be brought to Cabinet by June 2023 outlining any impact

## **7. Human Resources Implications**

7.1 Employees have been issued with written confirmation of their designated workstyles.

7.2 The Travel and Subsistence and Remote Working Policies have been updated to reflect HMRC guidance.

## **8. Risk**

### **8.1 *Risk Implications of Adopting the Recommendations***

8.1.1 Any risks associated with adopting the recommendations for the Future Operating Model will be managed in line with current risk management and health and safety protocols.

### **8.2 *Risk Implications of Rejecting the Recommendations***

8.2.1 Rejecting the recommendations may impact negatively on our ability to reduce the corporate estate and to modernise service delivery.

## **9. Equalities**

9.1 Equalities scoping and impact assessments were included with the original report to Council on 10 March.

## **10. Sustainable Development Implications**

10.1 ***Considering Strategic Environmental Assessment (SEA)*** – It is anticipated that proposals will reduce our carbon footprint and data is being gathered to analyse this.

## 11. Options Appraisal

- 11.1 An options appraisal has been carried out in relation to the delivery of customer services and details are included in that report (which is a separate item on this agenda).

## 12. Link to Council Plan

- 12.1 The matters referred to in this report contribute to Commitment 1 of the Council Plan – Fair and Effective Leadership/ Leadership that promotes fairness.

## 13. Results of Consultation

- 13.1 There has been public consultation on reintroducing face to face customer service.
- 13.2 Consultation has taken place with Councillor Martin Dowey, Portfolio Holder for Corporate and Strategic, and Councillor Ian Davis, Portfolio Holder for Finance, Human Resources and ICT, and the contents of this report reflect any feedback provided.
- 13.3 Trade Unions have been consulted on the changes to the policies highlighted in 4.2.3 and 7.2.

## 14. Next Steps for Decision Tracking Purposes

- 14.1 If the recommendations above are approved by Members, the Assistant Director – People will ensure that all necessary steps are taken to ensure full implementation of the decision within the following timescales, with the completion status reported to the Cabinet in the 'Council and Cabinet Decision Log' at each of its meetings until such time as the decision is fully implemented:

Implementation	Due date	Managed by
Present a report to Cabinet outlining the additional benefits and savings realised through the new model of working	June 2023	Assistant Director - Place
Present a report to Cabinet outlining the potential options for the future delivery of Customer Services	April 2023	Assistant Director - People

**Background Papers**      **Report to South Ayrshire Council (Special) of 10 March 2022 - [Future Operating Model](#)**

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E-mail [louise.reid@south-ayrshire.gov.uk](mailto:louise.reid@south-ayrshire.gov.uk)**

**Date: 21 September 2022**

**South Ayrshire Council**

**Report by Chief Executive  
to Cabinet  
of 27 September 2022**

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**Subject: Additional Public Holiday**

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**1. Purpose**

- 1.1 The purpose of this report is to advise Cabinet of the decision of the UK Government to announce an additional one-off holiday on 19 September 2022 to allow businesses and other organisations to pay their respects to Her Majesty and commemorate her reign, while marking the final day of the period of national mourning and the date of the Queen's State Funeral.

**2. Recommendation**

**2.1 It is recommended that the Cabinet:**

- 2.1.1 approves an additional public holiday on Friday 23 December 2022; and**
- 2.1.2 agrees that the required funds are drawn from uncommitted reserves if costs cannot be absorbed by services.**

**3. Background**

- 3.1 The UK Government has announced an additional one-off holiday on 19 September 2022 to allow businesses and other organisations to pay their respects to Her Majesty and commemorate Her reign, while marking the final day of the period of national mourning and the date of the Queen's State Funeral.
- 3.2 The Scottish Government advises that schools and other settings across Scotland that would normally be closed on a bank holiday should close on that day as a mark of respect.
- 3.3 COSLA sought clear and consistent advice to be provided to local government but SG have been clear that it should remain a matter for local discretion. Human Resource Advice (HRA) has been provided by the Society of Personnel & Development Scotland
- 3.4 The HRA confirms that Councils that choose to recognise the event may do so by granting either an additional bank holiday or an additional day of annual leave. If a bank holiday is awarded anyone required to work on 19 September 2022 should be recompensed in accordance with the relevant local arrangements in place for bank holiday working. If an additional day of annual leave is awarded employees required



to work on 19 September 2022 will be entitled recompense in accordance with the relevant local practice.

3.5 If a Council already has 19 September 2022 as a local public holiday, and it intends to close on that day it will need to decide whether an additional public holiday, an additional day of flexible leave, or no adjustment to holiday entitlement is required.

3.6 South Ayrshire, like most other Councils, has published school holidays for 2022, which include 19 September 2022. Regulation 5 of the Schools General (Scotland) Regulations 1975 which requires authorities to secure that schools are open for 190 school days, an application for exemption from this requirement would require to be submitted should an additional days leave be granted

3.7 For the provision of Early Learning and Childcare, the statutory obligation to provide 1140 hours over the course of the year remains in place and authorities should consider this in their decisions around closures of LA estate. The 1140 hours statutory duty is applied over the course of a year and there are no requirements in the legislation for services to be open or otherwise on a particular day. Local authorities should consider how all their services are provided over public holidays and the decision over how to approach the public holiday for ELC services is at local authority discretion.

#### **4. Proposals**

4.1 It is proposed that Cabinet grants an additional public holiday on Friday 23 December 2022 for all Council employees.

4.2 If the proposals above are approved, the Service Lead – Education Support Services will progress the exceptional closure request.

4.3 It is proposed that any costs which cannot be absorbed by services will be met from uncommitted reserves.

#### **5. Legal and Procurement Implications**

5.1 There are no legal implications arising from this report.

5.2 There are no procurement implications arising from this report.

#### **6. Financial Implications**

6.1 The main impact associated with the additional public holiday will centre on lost productivity for the majority of services.

6.2 The requirement to maintain certain services and therefore employees continuing to work on 23 December 2022 will cost approximately £83,000 for cover costs of time off in lieu.

#### **7. Human Resources Implication**

7.1 Not applicable.

**8/**

## **8. Risk**

### **8.1 *Risk Implications of Adopting the Recommendations***

8.1.1 There are no risks associated with adopting the recommendations.

### **8.2 *Risk Implications of Rejecting the Recommendations***

8.2.1 There are no risks associated with rejecting the recommendations.

## **9. Equalities**

9.1 The proposals in this report have been assessed through the Equality Impact Assessment Scoping process. There are no significant potential positive or negative equality impacts of agreeing the recommendations and therefore an Equalities Impact Assessment is not required. A copy of the Equalities Scoping Assessment is attached as [Appendix 1](#).

## **10. Sustainable Development Implications**

10.1 ***Considering Strategic Environmental Assessment (SEA)*** - This report does not propose or seek approval for a plan, policy, programme or strategy or document otherwise described which could be considered to constitute a plan, programme, policy or strategy.

## **11. Options Appraisal**

11.1 An options appraisal has not been carried out in relation to the subject matter of this report.

## **12. Link to Council Plan**

12.1 The matters referred to in this report contribute to Commitment 1 of the Council Plan: Fair and Effective Leadership/ Leadership that promotes fairness.

## **13. Results of Consultation**

13.1 There has been no public consultation on the contents of this report.

13.2 Consultation has taken place with Councillor Martin Dowey, Portfolio Holder for Corporate and Strategic, and Councillor Ian Davis, Portfolio Holder for Finance, Human Resources and ICT, and the contents of this report reflect any feedback provided.

13.3 Trade Unions have been consulted on this proposal and are supportive of a proposal to grant an additional days leave but have differing views on when the additional day should be taken.

## **14. Next Steps for Decision Tracking Purposes**

14.1 If the recommendations above are approved by Members, the Chief Executive will ensure that all necessary steps are taken to ensure full implementation of the decision within the following timescales, with the completion status reported to the Cabinet in the 'Council and Cabinet Decision Log' at each of its meetings until such time as the decision is fully implemented:

<b><i>Implementation</i></b>	<b><i>Due date</i></b>	<b><i>Managed by</i></b>
Make the necessary arrangements to communicate and implement the additional public holiday on 23 December 2022	30 September 2022	Chief HR Adviser

**Background Papers**    **None**

**Person to Contact**    **Wendy Wesson, Chief HR Adviser**  
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**Date:**    **21 September 2022**

**South Ayrshire Council  
 Equality Impact Assessment  
 Scoping Template**

Equality Impact Assessment is a legal requirement under the Public Sector Duty to promote equality of the Equality Act 2010. Separate guidance has been developed on Equality Impact Assessment's which will guide you through the process and is available to view here: <https://www.south-ayrshire.gov.uk/equalities/impact-assessment.aspx>

Further guidance is available here: <https://www.equalityhumanrights.com/en/publication-download/assessing-impact-and-public-sector-equality-duty-guide-public-authorities/>

The Fairer Scotland Duty ('the Duty'), Part 1 of the Equality Act 2010, came into force in Scotland from 1 April 2018. It places a legal responsibility on Councils to actively consider ('pay due regard to') how we can reduce inequalities of outcome caused by socio-economic disadvantage, when making strategic decisions. [FSD Guidance for Public Bodies](#) in respect of the Duty, was published by the Scottish Government in March 2018 and revised in October 2021. See information here: <https://www.gov.scot/publications/fairer-scotland-duty-guidance-public-bodies/>

**1. Policy details**

Policy Title	Additional Public Holiday
Lead Officer (Name/Position/Email)	Eileen Howat, Chief Executive Eileen.howat@south-ayrshire.gov.uk

**2. Which communities, groups of people, employees or thematic groups do you think will be, or potentially could be, impacted upon by the implementation of this policy? Please indicate whether these would be positive or negative impacts**

Community or Groups of People	Negative Impacts	Positive impacts
Age – men and women, girls & boys	-	-
Disability	-	-
Gender Reassignment (Trans/Transgender Identity)	-	-
Marriage or Civil Partnership	-	-
Pregnancy and Maternity	-	-
Race – people from different racial groups, (BME) ethnic minorities and Gypsy/Travellers	-	-
Religion or Belief (including lack of belief)	-	-
Sex – (issues specific to women & men or girls & boys)	-	-
Sexual Orientation – person's sexual orientation i.e. LGBT+, lesbian, gay, bi-sexual, heterosexual/straight	-	-

Community or Groups of People	Negative Impacts	Positive impacts
Thematic Groups: Health, Human Rights & Children's Rights	-	-

**3. What likely impact will this policy have on people experiencing different kinds of social disadvantage i.e. The Fairer Scotland Duty (This section to be completed for any Strategic Decisions). Consideration must be given particularly to children and families.**

Socio-Economic Disadvantage	Negative Impacts	Positive impacts
Low Income/Income Poverty – cannot afford to maintain regular payments such as bills, food, clothing	-	-
Low and/or no wealth – enough money to meet Basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future	-	-
Material Deprivation – being unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure/hobbies	-	-
Area Deprivation – where you live (rural areas), where you work (accessibility of transport)	-	-
Socio-economic Background – social class i.e. parent's education, employment and income	-	-

**4. Do you have evidence or reason to believe that the policy will support the Council to:**

General Duty and other Equality Themes Consider the 'Three Key Needs' of the Equality Duty	Level of Negative and/or Positive Impact (High, Medium or Low)
<b>Eliminate unlawful discrimination, harassment and victimisation</b>	Low impact
<b>Advance equality of opportunity</b> between people who share a protected characteristic and those who do not	Low impact
<b>Foster good relations</b> between people who share a protected characteristic and those who do not. (Does it tackle prejudice and promote a better understanding of equality issues?)	Low impact
Increase participation of particular communities or groups in public life	Low impact
Improve the health and wellbeing of particular communities or groups	Low impact
Promote the human rights of particular communities or groups	Low impact
Tackle deprivation faced by particular communities or groups	Low impact

**5. Summary Assessment**

Is a full Equality Impact Assessment required?	<input checked="" type="checkbox"/> <b>YES</b>
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(A full Equality Impact Assessment must be carried out if impacts identified as <b>Medium and/or High</b> )	<b>NO</b>
<b>Rationale for decision:</b>  <b>This report impacts on staff in a positive way. The requested decision on this has no specific equality implications</b>	
<b>Signed:</b> Eileen Howat - Chief Executive <b>Date:</b> 13 September 2022	