

## The Highland Council

Minutes of Meeting of the **Education Committee** held in the Council Chamber, Council Headquarters, Glenurquhart Road, Inverness on 29 September 2022 at 10.35 am.

### **Present:**

Ms S Atkin	Mr A Graham (substitute)
Mrs I Campbell	Ms M Hutchison
Mr A Christie (substitute)	Mr A Jarvie
Mrs M Cockburn	Ms L Johnston
Ms H Crawford	Ms L Kraft
Ms S Fanet	Ms M MacCallum
Mr J Finlayson (Chair)	Mr D Millar (Vice Chair)
Mr J Grafton	Mrs M Reid

### **Religious Representatives:**

Ms S Lamont  
Mr I MacDonald (remote)  
Mr W Skene

### **Non-Members also present:**

Dr C Birt (remote)	Ms J McEwan (remote)
Ms T Collier (remote)	Mr C Munro (remote)
Mrs I MacKenzie (remote)	Mr P Oldham (remote)
Mrs A MacLean	Mrs M Paterson
Mr D Macpherson (remote)	Mr A Rhind (remote)

### **In attendance:**

Ms N Grant, Executive Chief Officer, Education and Learning  
Ms C Macklin, Head of Service, Primary Education  
Ms F Grant, Head of Service, Secondary Education  
Mr B Porter, Head of Education Resources  
Ms T Mackie, Strategic Manager, Digital Learning and Service Transformation  
Ms M Beaton, Collaborative Lead Officer  
Ms F Jamieson, Collaborative Lead Officer  
Ms B Cairns, Principal Educational Psychologist  
Mr J Ross, Acting Head Teacher, Fortrose Academy  
Ms V Paterson, Depute Head Teacher, Fortrose Academy  
Mr I Jackson, Education Officer  
Ms S Fowler, Thriving Families (Third Sector)  
Mr J Hasson, Highland Parent Council Partnership (remote)  
Miss J MacLennan, Principal Administrator  
Ms F MacBain, Committee Administrator  
Miss M Murray, Committee Administrator  
Mrs O Bayon, Committee Officer

### **Also in attendance:**

Pupils from Fortrose Academy

**An asterisk in the margin denotes a recommendation to the Council. All decisions with no marking in the margin are delegated to the Committee.**

## **Mr J Finlayson in the Chair**

### **Preliminaries**

The Chair welcomed Members to the first Education Committee of the new session of the Council and hoped that the recent workshop had helped new Elected Members understand the role of Committee and the responsibility they had to both support and monitor the work of all the Council's educational establishments and those working in them.

He thanked Members who had fed back areas where it was considered more training or awareness-raising was needed and, as agreed, workshops on those and any additional areas that arose as things changed and developed would be hosted as time progressed.

Given that educational establishments were about children and young people, he intended, at every opportunity, to have young people and staff from schools presenting at the Committee as there was no better way to appreciate what was happening in education.

### **Business**

#### **1. Apologies for Absence Leisgeulan**

Apologies for absence were intimated on behalf of Mr D Gregg, Mr P Logue, Mrs P Munro, Ms S Rawlings and Ms C Munro.

#### **2. Declarations of Interest Foillseachaidhean Com-pàirt**

The Committee **NOTED** the following Declarations of Interest:-

Item 7: Mrs M Reid

Item 11: Mrs M Reid

Item 14: Mr W Skene

and the following Transparency Statements:-

Item 5: Mr A Christie

Item 7: Mr A Christie

Item 8: Mr A Christie

#### **3. Recess Powers Cumhachdan Fosaidh**

The Committee **NOTED** that the recess powers granted by the Council at its meeting on 30 June 2022 had not been exercised in relation to the business of the Committee.

#### **4. Good News/Outstanding Achievements Naidheachdan Matha/Coileanaidhean Air Leth**

The Chair explained that Members had already been emailed a digital presentation summarising recent successes from Highland schools, early learning and childcare (ELC) centres, colleges and third sector partners, and he was sure it would be agreed there was a lot to celebrate. It was important to highlight the innovative digital tools being provided to schools to support learning for all pupils including those for whom English was an additional language, and he encouraged Members to interact with the slides and click on the audio and links when they viewed the presentation.

He then handed over to Ms T Mackie, Strategic Manager, Digital Learning and Service Transformation, who showed an edited and sped up version of the presentation which highlighted outstanding achievements by the following:

Glenurquhart Primary School pupils  
Carlo at Airport House  
Niamh Ross, North Kessock Primary School  
Thriving Families  
Care and Learning Alliance  
Oliver Stewart, Charleston Academy  
Culloden Academy: a group of S2/3 pupils; Juliet Johnson; Jodie Gordon; S5 pupils  
Owen Martin, Liam Munro and Peter Wilson; Marvellous Igbinidu; and Emily Tan  
Dingwall Academy: Caitlyn Heggie and Zak Fearn  
Nathan MacDonald, Glenurquhart High School  
Lily Kelman, Inverness High School  
Highland Deaf Education Service  
Cobey MacQuarrie, Inverness Royal Academy  
Muirtown Nursery and Primary School  
Beth Fuller, PT at Muirtown Primary  
Kyle and Kyleakin Primary Schools  
Lochardil Primary School  
Sienna Kellacher, Millburn Academy  
Daisy Mackenzie, Mulbuie Primary School  
Nairn Academy: Kieron Willox; Iona MacArthur; Tyler McPherson; Darcey Woodman;  
Adam Mitchell; Archie Herbert; Finlay Smyth; Ella Connelly; and Team Love Cheer  
My Future, My Success Team  
"A Difference in MY Community" - Pat Munro Foundation, Social Enterprise Academy,  
Invergordon Academy and Alness Academy

The Committee **NOTED** the outstanding achievements.

#### **5. Highland Attainment Update Cunntas às Ùr mu Bhuileachadh is Choileanadh Chomhairle na Gàidhealtachd**

**Transparency Statement: Mr A Christie made a Transparency Statement to the effect that he had a connection to this item as a Non-Executive Director of NHS Highland and General Manager of Inverness, Badenoch and Strathspey Citizens Advice Bureau. However, having applied the objective test he did not consider that he had an interest to declare.**

There had been circulated Report No EDU/9/22 dated 18 August 2022 by the Executive Chief Officer, Education and Learning.

The Chair commented that the previous item had demonstrated the breadth of experience and skills development in Highland schools. Attainment, which was important at every level, had been topical in recent times and the Council had made a strong commitment to improving attainment at all levels and looking at improvement in a Covid-free environment which allowed a degree of normality to return to schools.

The report clearly showed the work taking place and the positive results that had come from this work which would continue as the Raising Attainment Action Plan that was included in the report was implemented.

During discussion, the following issues were raised:-

- thanks were expressed for the pre-meeting with Opposition Members at which the report had been discussed in detail;
- the improvement in literacy and numeracy attainment at P1, P4 and P7 levels was welcomed. However, it was understood this was due to a quality assurance programme being rolled out across Highland. Whilst this was important it was very much about how teachers assessed, and what Members would like to see was a Highland-wide strategy with details of the content of the literacy and numeracy lessons being delivered;
- it would be helpful to provide more detail on literacy and numeracy in future attainment reports so the Committee fully understood what was happening;
- even with the improvement in performance, only 54% of P4 pupils and 59% of P7 pupils had attained literacy. These were sobering statistics which it was essential to improve upon, and it would be helpful for Members to come together cross-party and drill down into the issues. In that regard, it was confirmed that Member workshops could be provided on the work taking place on literacy and numeracy attainment, and the Chair suggested it would be helpful to have a workshop on formative and summative assessment so there was an understanding of the difference;
- there was much to be proud of, and Members were confident that further improvement could be driven;
- clarification was sought, and provided, regarding the order of the figures in the table on page 4 of the papers;
- in general, when comparing the national and Highland statistics, Highland's position had not changed in that it was still in the bottom quartile. A target had previously been set to get up to the top quartile, and information was sought, and provided, as to what made the Raising Attainment Action Plan appended to the report different to the Action Plans that had come before it and how it was going to deliver results when others had not;
- an explanation was sought, and provided, regarding the process of validation, quality assurance and adjustment that would take place during the analysis of the national data, as referred to in section 4.1 of the report;
- further to the earlier comment regarding the need for a strategy, it was highlighted that the Emerging Literacy programme was explained in quite a lot of detail in the report;
- the previous year had been the most challenging in schools since the pandemic had begun, and tribute was paid to teachers and school staff for their efforts;

- it was queried whether the return to schools and nurseries had made a big difference in terms of the transition from nursery to P1 due to children having more social skills and being more ready for school;
- a model was emerging that was much more bottom up than top down, and there was more of a focus on the Associated School Group (ASG) model for improvement which was strategic and different to what had come before. The report was promising, and Head Teachers were confident they were able to work together as an ASG to achieve the improvements needed but it would take a long time;
- Fortrose Academy was commended for its spectacular senior phase results in the current year;
- it was necessary to increase the pace of the improvement journey and close the attainment gap between Highland and other local authorities;
- officers had indicated that Highland had previously been marking to a higher standard than the national level, and it would be helpful to understand why that decision had been taken and what the implications were moving forward;
- in terms of reporting, it would be helpful to exclude Highland from the national results, if possible, to show the true gap between Highland and the national situation;
- during the previous cost of living crisis there had been a surge in university admissions because people could not find employment. If that happened again, Highland needed to improve its position in terms of attainment or young people from Highland would not be selected;
- it would be useful to understand the top five Key Performance Indicators officers looked at on a regular basis to see whether attainment was improving, and it was queried whether they could be shared with the Committee or built in to one of the proposed workshops;
- attainment was so important that all Councillors needed to discuss it and it was suggested there should be an item at full Council. However, other Members commented that the Education Committee had strategic responsibility for education and all Members of the Council could attend the Committee and contribute to the debate on attainment. It was suggested that non-Members should be encouraged to attend via Teams which enabled participation without any travelling or expenses being incurred;
- the most critical thing was that officers had identified a pathway to recovery which would be monitored, scrutinised and supported, and it was necessary to work together to ensure young people were getting every advantage and support those tasked with delivering improvement;
- the proposed workshops were welcomed and would provide a base of knowledge that would assist Members when answering questions from constituents or the press;
- Highland had been fortunate in that pupils had had Chromebooks to work with during the pandemic. However, some had not been as dedicated to using them as others; and
- Highland differed from other Scottish local authorities due to its largely rural nature and the associated number of small schools.

The Committee:-

- i. **NOTED** the contents of the initial attainment report;
- ii. **NOTED** the key successes, areas of progress and action being taken by schools and the Education Service to improve pupil attainment during the current school session 2021-22 and planned for session 2022-23;

- iii. **APPROVED** the actions and key areas of focus as part of the development of a Raising Attainment Strategy focused on improving outcomes for all;
- iv. **AGREED** that a further attainment paper with more detailed analysis of SQA attainment data following publication of national attainment information be brought to the November Committee;
- v. **AGREED** that analysis of the Broad General attainment be brought to the February Committee following release of the national data in December 2022; and
- vi. **AGREED** that Member workshops be arranged on formative and summative assessment and the work taking place on literacy and numeracy attainment.

## **6. Presentation – Collaborative Leads – Supporting our Schools to Improve Outcomes**

### **Taisbeanadh – Stiùirichean Co-obrachaidh – A’ Toirt Taic dha na Sgoiltean Againn gus Builean a Leasachadh**

In introducing the item, the Chair commented that to deliver on both attainment and the Service Plan the Council needed staff supporting its schools and teachers. To that end, there were nine Collaborative Lead Officers who supported primary schools, secondary schools and ELC settings across Highland. They worked with Head Teachers to implement strategies designed to improve educational outcomes for all children and young people. They managed the Quality Improvement Framework and ensured that Head Teachers and school staff collaborated on their school improvement agendas. Each Collaborative Lead Officer had a cross-phase, pan-Highland, strategic remit. The remits were: Literacy; Numeracy; Health and Wellbeing; ELC; Additional Support for Learning; Self-Evaluation; Curriculum; Assessment and Moderation; and Closing the Poverty-Related Attainment Gap.

To give Members a better understanding of the work of the Collaborative Leads a presentation would follow focussing on their role in delivering the Raising Attainment Action Plan and how they would be implementing rigorous and integrated quality assurance systems that effectively supported and challenged schools to improve; improving the quality and consistency of learning, teaching and assessment; and ensuring there was effective use of data.

He then introduced Ms M Beaton and Ms F Jamieson, Collaborative Lead Officers for Literacy and Assessment and Moderation respectively, who gave a presentation as described.

During discussion, the following issues were raised:-

- based on feedback from Head Teachers, the Collaborative Lead Officer model seemed to be working and Head Teachers felt well supported;
- information was sought, and provided, on the proposed numeracy project which it was confirmed was across five ASGs, primary and secondary, and would provide some standardisation in terms of teaching/what was being taught;
- the Collaborative Lead Officer model and strategic action plan were welcomed. Members needed to be on board, and information was sought, and provided, in terms of what was needed to support the process, whether all staff were in place and whether there were enough of them, how often Collaborative Lead Officers would be going into schools and speaking to Head Teachers, and how much could be expected to come from the initiative;
- it was important to ensure there was no additional bureaucracy or red tape; and

- in terms of whether the model was a step change, the Chair explained that it was an evolving process, Collaborative Lead Officers having been preceded by Quality Improvement Teams. In terms of support, he explained that there would be peer support and support from Education Scotland as well as self-evaluation.

The Committee otherwise **NOTED** the presentation.

## 7. Education and Learning Draft Directorate Service Plan 2022/23 Dreachd Phlana Seirbheis an Fhoghlaim agus an Ionnsachaidh

**Declaration of Interest:** Mrs M Reid declared an interest in this item as a commissioned partner of The Highland Council who would be affected by ELC partner funded rates and, in accordance with paragraph 5.6 of the revised Code of Conduct, left the meeting for this item.

**Transparency Statement:** Mr A Christie made a Transparency Statement to the effect that he had a connection to this item as General Manager of Inverness, Badenoch and Strathspey Citizens Advice Bureau. However, having applied the objective test he did not consider that he had an interest to declare.

There had been circulated Report No EDU/10/22 dated 17 August 2022 by the Executive Chief Officer, Education and Learning.

During discussion, the following issues were raised:-

- with reference to the importance of play, and especially outdoor play, to health and wellbeing, information was sought, and provided, on why new schools were provided with play equipment through the capital plan, while existing schools did not have a budget for play equipment. Concern had been expressed about this by the parent councils of Dingwall and Ben Wyvis Primary Schools, who had been informed that they would be required to fund raise to obtain new play equipment. It was hoped strategic solutions could be found through partnership working and that play be included in the final plan;
- in response to a question, it was explained that a new SEEMiS (Management Information System for school data) for Early Years was due to go live in August 2023. There were plans to upgrade the existing school SEEMiS but no target dates for this had been decided and it was likely to be a few years away;
- the focus on cultural change and improving the use of positive language in schools in relation to mental health was welcomed; and
- it was important to seek and utilise meaningful stakeholder feedback and work in a collaborative partnership. In relation to Priority 1.3, 'Addressing poverty related attainment gap', third sector organisations would welcome the opportunity to work on this in partnership with schools.

The Committee:-

- i. **NOTED** the draft Directorate Service Plan for 2022/23;
- ii. **AGREED** that play be included in the final plan prior to it being presented to the Committee in November;
- iii. **NOTED** that the draft plan would be subject to review following the approval of a new Council Programme and Corporate Plan and completion of development work outlined in section 5 of the report.

## 8. Developing a Whole Systems Approach to Supporting Mental Health and Wellbeing for our Children and Young People

### A' Leasachadh Dòigh-obrach Shìostaman Iomlan airson Taic a thoirt do Shlàinte Intinn is Sunnd airson ar Cloinne agus ar Daoine Òga

**Transparency Statement: Mr A Christie made a Transparency Statement to the effect that he had a connection to this item as General Manager of Inverness, Badenoch and Strathspey Citizens Advice Bureau. However, having applied the objective test he did not consider that he had an interest to declare.**

There had been circulated Report No EDU/11/22 dated 17 August 2022 by the Executive Chief Officer, Education and Learning.

During discussion, the following issues were raised:-

- three key impacts on mental health and wellbeing highlighted were the cost of living crisis, COVID and issues around welcoming Ukrainian children into Highland schools, many of whom had experienced trauma;
- the whole system approach was welcomed and the links between attainment and mental health and wellbeing were highlighted. Attention was drawn to the value of paragraph 3.5 in the report which summarised the risks of not adopting a whole system approach;
- it was hoped the contribution of third sector organisations towards wellbeing and tackling poverty-related issues would be covered in future reports;
- in relation to counselling in schools, this could be requested by pupils, as well as by school staff and parents. It was preferable if staff or parents could be made aware of possible solutions that might come up during counselling sessions, but only if this would not breach confidentiality requirements;
- assurance was sought, and provided, that recent trauma training provided to PSAs would be extended to all school staff, and information was provided on plans for the roll out of this;
- it was important to engage with children and young people who were not attending school on a regular basis, and to work with partners other than schools. Information was provided on work being undertaken with third sector organisations, Community Planning Partnerships, community psychologists and NHS based professionals, especially at local level. It was essential that conversations that took place with children and young people were meaningful and appropriate;
- attention was drawn to the increasing numbers of young people affected by the impact of the cost of living crisis on their parents or carers. It was worrying that rising interest rates would lead to increases in home repossessions and exacerbate the housing crisis, which could be particularly difficult in remote and rural areas, where alternative housing was scarce. Interventions were required to assist young people in this situation and this might include providing training for a system of peer support. Further discussion on this topic was urged;
- it was important children and young people could approach teachers or other professionals without fear of being judged. It was suggested that young people in such circumstances should have options on who to approach to seek assistance with their mental health and wellbeing. It was hoped professionals would develop appropriate listening and advisory skills to facilitate open and trusting communication; and



- it was vital the Council prepared for the challenges ahead in relation to the cost of living crisis and developed a holistic approach to wellbeing.

The Committee:-

- i. **NOTED** the range and scope of the work undertaken by the Highland Council Psychological Services in supporting a whole systems approach to mental health and wellbeing for children and young people;
- ii. **NOTED** the development of a framework for self-evaluation in relation to wellbeing that could support schools in their work on creating a positive ethos;
- iii. **AGREED** to promote the use of the website created for parents/carers, pupils and practitioners in Highland to support mental health and wellbeing: <https://www.wellbeinghighland.co.uk/>
- iv. **NOTED** the progress made on embedding a school counselling service across Highland and the data gathered to date in relation to this service;
- v. **NOTED** the training available in relation to Promoting Positive Relationships, Mental Health Awareness and Becoming Trauma Informed and **AGREED** to signpost this as appropriate to schools and services within communities;
- vi. **NOTED** the direct work undertaken by psychological services in supporting children and young people and the feedback received from service users (including children and young people);
- vii. **NOTED** the next steps suggested to support this area of development in schools and early learning and childcare settings and the provision of specialist support for children and young people; and
- viii. **AGREED** to become aware and familiar with the Improvement Service document "Elected Member Briefing Note – Trauma is Everybody's Business".

**9. Presentation – How has our Wellbeing Curriculum contributed to our Improvement in Outcomes at Fortrose Academy**  
**Taisbeanadh – Ciamar a tha an Curraicealam Sunnd againn air cur ri Leasachadh nam Builean againn aig Acadamaidh na Cananaich**

Members of Fortrose Academy community gave a presentation outlining their wellbeing journey to support the raising of attainment and achievement.

During discussion, the following comments were raised:-

- congratulations were expressed to the Fortrose Academy representatives and pupils for their remarkable achievements and excellent presentations;
- it was welcomed the school programme to identify and assist pupils who required additional support on an individual basis to assist them to perform to their full potential;
- Members commended the Head of Fortrose Academy for balancing wellbeing and attainment during their tenure, and in supporting staff and pupils in a remarkable way; and
- it was acknowledged that young persons had thrived with support from within their local community. In addition, thanks were expressed to previous Black Isle Councillors who assisted the local community and played vital roles in setting up the Youth Club.

The Committee **NOTED** the presentation.

**10. Consultation on the proposed merger of UHI North Highland, UHI Outer Hebrides and UHI West Highland**  
**Co-chomhairle mun mholadh UHI na Gàidhealtachd a Tuath, UHI Innse Gall agus UHI na Gàidhealtachd an Iar a thoirt còmhla**

The three UHI colleges had formally launched a 10-week public consultation on this strategic development which would end on 14 October 2022. Due to the late Queen's funeral and subsequent change of committee date, the presentation could not go ahead as planned. A copy of the presentation and links to enable Members to take part in the online survey would be sent out after Committee, and another presentation would be planned for the next Committee.

The Committee **NOTED** the position.

**11. Revenue Budget Monitoring – Final Outturn for 2021-22 and Quarter 1 Forecast for 2022-23**  
**Sgrùdadh Buidseat Teachd-a-steach – Fìor Shuidheachadh Deireannach airson 2021-22 agus Ro-aithris Cairteil 1 airson 2022-23**

**Declaration of Interest: Mrs M Reid declared an interest in this item as a commissioned partner of The Highland Council who would be affected by ELC partner funded rates and, in accordance with paragraph 5.6 of the revised Code of Conduct, left the meeting for this item.**

There had been circulated Report No EDU/12/22 dated 17 August 2022 by the Executive Chief Officer, Education and Learning.

During discussion, the following issues were raised:-

- regarding the briefing session for ELC providers, it was questioned what information the session would contain and discuss. In response the Chair confirmed that the Chief Executive would discuss this subject with Partners that afternoon;
- as the 2022/23 financial budget expenditure appeared optimistic, Members queried if there was a corporate contingency being held for the 2022/23 financial year. It was suggested that financial monitoring statements for the end of July and August 2022 should be made available to Members. In this regard it was confirmed that a further briefing would be provided out with the Committee;
- in relation to the education and monitoring statement 2022, there was a predicted increase of underspend for ELC. In this regard it was questioned if the underspend could be used to increase partner rates;
- Members felt the ELC provision should be discussed in further detail at full Council; and
- it was confirmed that a school hostel was also referred to as a school residence and these provisions provided term time midweek accommodation for students from outlying communities. In this regard it was queried if school hostel provisions could be rented out during the tourist season to generate income.

The Committee **NOTED**:-

- i. the final out-turn for the 2021/22 financial year, as set out in Appendix 1 of the report;

- ii. the forecast revenue position for Quarter 1 of the 2022/23 financial year, as set out in Appendix 2 of the report;
- iii. there were significant risks and uncertainties relating to current financial year forecasts, relating to pay award, inflation and other pressures; and
- iv. the progress update provided in relation to budget savings delivery as set out in Appendix 3 of the report.

**12. Review of the statutory consultation exercise on the relocation of St Clement's School, Dingwall**  
**Ath-sgrùdadh air Obair Cho-chomhairleachaidh Reachdail airson Sgoil Naoimh Chliamhainn**

There had been circulated Report No EDU/13/22 dated 1 August 2022 by the Executive Chief Officer, Education and Learning.

Members welcomed the move forward with replacing St Clement's School and that, as agreed at Full Council the previous week, it was to be included as one of the projects put forward for the funding from the Scottish Government's Learning Estate Improvement Programme 3. The local community had been lobbying for a new school for years and the pupils were excited to see what the future held.

- \* The Committee **AGREED TO RECOMMEND** to the Council that St Clement's School be re-located to the site off Dochcarty Brae to allow the construction of a new school building.

**13. Review of the statutory consultation exercise on the establishment of a Gaelic Medium catchment area for Glenurquhart Primary School**  
**Ath-sgrùdadh air Obair Cho-chomhairleachaidh Reachdail airson Sgìre-sgoile Foghlam tron Ghàidhlig a stèidheachadh airson Bun-Sgoil Ghlinn Urchadain**

There had been circulated Report No EDU/14/22 dated 17 August 2022 by the Executive Chief Officer, Education and Learning.

- \* The Committee **AGREED TO RECOMMEND** to the Council that a Gaelic Medium catchment area be created for Glenurquhart Primary School on the basis set out at paragraph 1.2 of the report.

**14. Review of the statutory consultation exercise on the closure of Roy Bridge Primary School**  
**Ath-sgrùdadh air Obair Cho-chomhairleachaidh Reachdail mu dhùnadh foirmeil Bun-Sgoil Dhrochaid Ruaidh**

**Declaration of Interest: Mr W Skene declared an interest in this item as a local resident who had had a family connection to Roy Bridge Primary School and, in accordance with paragraph 5.6 of the revised Code of Conduct, left the meeting for this item.**

During discussion, the following issues were raised:-

- despite having been mothballed, there were reports that lights had been seen on in the demountable units and it was queried what process was in place, when schools were mothballed, to ensure they were properly closed. In response, the

Chair reminded Members that even when a school was mothballed there were still on-going checks and maintenance required;

- it was hoped that local communities could be encouraged to use mothballed schools;
- although there was no parental demand for the school, the local community had not wanted to see the school closed. The Council needed to be mindful of this in the process; and
- there was a multi-use games area adjacent to the school in quite good condition and it was hoped this could continue to be used by the community.

- \* The Committee **AGREED TO RECOMMEND** to the Council that it discontinue education at Roy Bridge Primary School, transferring its catchment to that of Spean Bridge Primary School.

## **15. Appointments to Other Bodies** **Cur an Dreuchd gu Buidhnean Eile**

### **i. Food and Health in Schools Group** **Biadh agus Slàinte ann am Buidhnean Sgoiltean**

The Food and Health in Schools Group had replaced the former School Meals Stakeholder Group which had been in place between 2011 and 2015. The Group now covered a broader remit about overall child health and healthy eating and made recommendations on food, nutrition and health policies for pupils and staff in Highland schools.

The Committee **AGREED** to appoint Ms S Atkin and Mrs P Munro to the Food and Health in Schools Group.

### **ii. Highland Disability Sport** **Spòrs Chiorramach na Gàidhealtachd**

Highland Disability Sport co-ordinated all activities in sport and leisure in the Highlands for individuals with physical, learning or sensory disabilities. They arranged sporting activities Highland-wide and encouraged people to participate and compete, regardless of their ability or age, in various sports such as athletics, badminton, boccia, bowling, football, golf, swimming and ten pin bowling.

The Committee **AGREED** to appoint Ms B Campbell, Mr A Jarvie and Mrs M Reid to Highland Disability Sport.

### **iii. Highland Football Academy Trust** **Urras Acadamaidh Ball-coise na Gàidhealtachd**

The Highland Football Academy Trust had three principal partners, namely, the Highland Council, Inverness Caledonian Thistle FC and Ross County FC. It provided leisure and sports recreation facilities to a wide range of groups and operated a Football Academy at Victoria Park, Dingwall, the Bught/Charleston areas of Inverness and such other alternative locations as the Trustees might determine.

- \* The Committee **AGREED** to appoint Ms M Hutchison and **AGREED TO RECOMMEND** to the Council that Mr G MacKenzie be appointed to the Highland Football Academy Trust.

**iv. SEEMiS Board of Management  
Bòrd Stiùiridh SEEMiS**

SEEMiS Group was an Education Management Information System provider. It was a Limited Liability Partnership (LLP) comprising all 32 Scottish local authorities. The Board of Management directed SEEMiS on behalf of the members of the LLP.

The Committee **AGREED** to appoint Mr D Millar to the SEEMiS Board of Management.

**16. Minutes of Local Negotiating Committee for Teachers  
Geàrr-chunntas na Comataidh Barganachaidh Ionadail airson Thidsearan**

The draft Minutes of the Local Negotiating Committee for Teachers held on 28 June 2022 were **NOTED**.

The meeting concluded at 2.45 pm.