

# South West



Educational Improvement  
Collaborative

**Newsletter – April 2020**



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## Colleagues

I hope this newsletter finds you and your families well and coping during this period of shut down. For weeks now our focus has rightly been on preparing for and dealing with the public health crisis associated with Covid-19. We are all adapting to new ways of working and tackling how we minimise the spread and impact of the virus. There is a lot we can share and learn from each other during this period of remote working and distance learning. We also have an opportunity to work collectively during the renewal or recovery phase as we emerge from the current crisis. The collaborative may have been the last thing on your mind, but I do think there will be opportunities for all of us to benefit from the scale of the collaborative, sharing information and good practice across schools and local authorities that will benefit all of us, especially our children and young people. How we can work effectively in a joint way during the recovery period will be discussed at the strategic leads meeting at the start of May and we will also be looking to share good practice in distance learning as well as supporting vulnerable learners while schools are closed.

As we begin our third year as the South West Educational Improvement Collaborative we continue to focus on the issues that will make a difference to the quality of children's and young people's learning experiences in school. This newsletter gives a flavour of the work that has been going on in the South West up to the 20th of March when schools closed. You will understand that all SWEIC planned events remain cancelled. As our personal and collective resilience is tested during this crisis I am sure we will emerge with fresh thinking and new ways of working. I hope we will also discover new ways of working together across the south west educational improvement collaborative. Many thanks for your continuing support of the collaborative and please take a moment to complete the SWEIC survey, your views can shape the collaborative.

Best Wishes  
Douglas

SWEIC survey (extended until 8<sup>th</sup> May):

<https://www.smartsurvey.co.uk/s/SWEICStakeholdersurvey/>



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# South West Educational Improvement Collaborative Regional Improvement Plan 2019-20

(Click plan to open link.)



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## The South West Educational Improvement Collaborative Survey March 2020

The South West Educational Improvement Collaborative would like to gather the views of all stakeholders across the South West to identify progress made in delivering priorities in the regional plan and identify our next steps.

Your views are important to the collaborative and will help to influence and inform our future direction.

Many thanks to the many staff from across the region who have completed this survey. Your views are constructive and will help us plan for the future.

**This survey has been extended and will now remain open until the 8<sup>th</sup> May.**

Please click on the link below or use the QR code to open the survey.

<https://www.smartsurvey.co.uk/s/SWEICStakeholdersurvey/>

Your participation in this survey is appreciated.



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# Professional Learning Academy – SWEIC offer Primary 1 Pedagogy and Practice



## Programme Introduction: for HT/DHT and P.1 practitioner

*Professional Learning Academy 2.00pm – 5.00pm*

- Introduction to the programme
- Pairs, trios & families of schools
- Phonological Awareness screener
- The Primary One year
- Curriculum calendar
- Pace & challenge
- Classroom organisation

Language & Communication		Phonological Awareness & Phonics		The Balanced Reader & Writer	
August – December		January – March		April – June	
<u>Twilight 1</u> 4.00pm – 5.30pm	Dates TBC	<u>Twilight 1</u> 4.00pm – 5.30pm	Dates TBC	<u>Twilight 1</u> 4.00pm – 5.30pm	Dates TBC
<u>Twilight 2</u> 4.00pm – 5.30pm		<u>Twilight 2</u> 4.00pm – 5.30pm		<u>Twilight 2</u> 4.00pm – 5.30pm	
<u>Twilight 3</u> 4.00pm – 5.30pm		<u>Twilight 3</u> 4.00pm – 5.30pm		<u>Twilight 3</u> 4.00pm – 5.30pm	
<u>Full Day</u> 9.00am – 4.00pm		<u>Full Day</u> 9.00am – 4.00pm		<u>Full Day</u> 9.00am – 4.00pm	
<b>Showcase Event</b>					
TBC					

**Contact [PLA@north-ayrshire.gov.uk](mailto:PLA@north-ayrshire.gov.uk) or [Lindsaymorris@north-ayrshire.gov.uk](mailto:Lindsaymorris@north-ayrshire.gov.uk) for further information or to register interest.**

## Reading Recovery



Reading Recovery is a research based, accredited school programme targeted at the lowest attaining **six year olds**. The programme enables individual children to make accelerated progress in reading and writing and has the potential to close the attainment gap within 20 weeks. Reading Recovery Teachers provide one-to-one support for struggling readers and writers and make a huge difference to the life chances of our most vulnerable learners.

The model delivered by the PLA also supports the Reading Recovery Teacher to lead professional development for staff teams in reading and writing in order to enhance and develop whole school approaches to raising attainment in literacy.

**The PLA has 10 spaces available for colleagues across the Collaborative**

**Contact [PLA@north-ayrshire.gov.uk](mailto:PLA@north-ayrshire.gov.uk) or [Lindsaymorris@north-ayrshire.gov.uk](mailto:Lindsaymorris@north-ayrshire.gov.uk) for further information or to register interest.**

### The Professional Learning Academy will:

Provide all training, resources and support for a year-long programme to train teachers to be accredited Reading Recovery teachers

### LA/School Commitment:

0.6fte staffing additionality for schools wishing to participate – can be PEF funded

Fund travelling expenses for teachers who will be required to travel to the PLA – 19 IPD sessions over the year

2 full days assessment training

### Other information:

Model must be adhered to – 0.6fte commitment per week, teaching reading 5 mornings, P.2

Quiet space required

### The right person:

Class teacher – not a promoted member of staff

Minimum of 3 years teaching experience in P.1-3

Excellent relationships with children

Keen interest in the pedagogy of reading

Warm, patient and kind

Excellent communication skills



One-way teaching screen



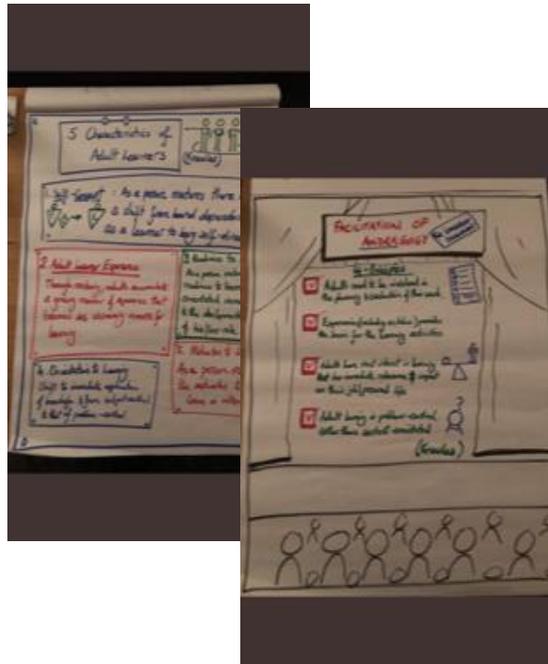
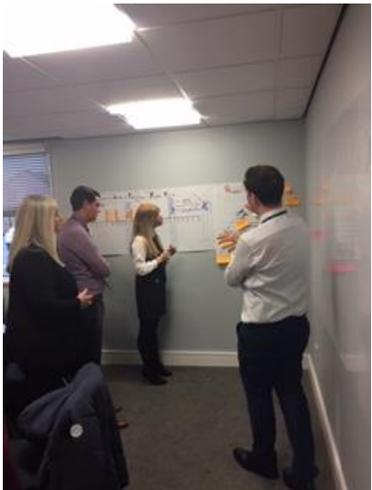
All resources will be provided

# Leadership Workstream

Leaders of Pedagogues Programme

Two Consensus Workshops led by Joyce Matthews have taken place involving middle leaders from each authority, to design a brief for the 'Leaders of Pedagogues' programme. This work is progressing positively. Potential facilitators met recently to discuss the principles of Andragogy and how this will underpin their work.

Recruitment for this programme will begin very soon. Information will be shared through Twitter and other communication means.



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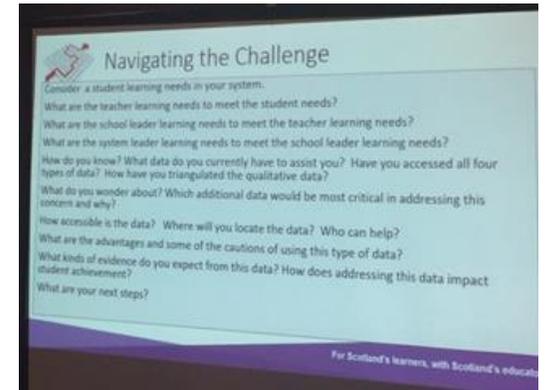
## Evolving Systems Thinking

"Think 'system' and not 'individual school' if the goal is to fundamentally change the culture of schools." Dr Michael Fullan, O.C

The Evolving Systems Thinking programme is an Education Scotland leadership programme supporting system level educators to enhance their leadership skills and experience through national collaborative working, with a strong focus on delivering excellence and equity for all children and young people in Scotland. Around 25 participants from across the SWEIC are taking part in the current programme.

It aims to provide:

- opportunities to develop systemic perspectives and strategies with a focus on improving outcomes for children and young people
- development of system-level Professional Learning Communities across the six Regional Improvement Collaboratives
- opportunities for enhanced collaborative working between heads of establishments and other system leaders
- enhanced knowledge and understanding of a range of approaches to develop new capacities and cultures for professional learning and the attainment of children and young people.



Feedback from the current cohort is very positive and further emphasises clear long term impact of this SWEIC work:

*'EST has had a positive impact on my everyday interactions with others, both at team level and with external partners. I feel I now have a better understanding of the benefits of working collaboratively and using data for improvement.'*

*'My involvement in the SW Evolving Systems Thinking programme has had a number of positive impacts on me: Learning about new education improvement concepts, and techniques on how to use these in my own practice; Having the opportunity to learn alongside other system leaders in education and explore the opportunities for, and barriers to improvement; and, Making new contacts and developing productive working relationships – so vital to the success of the collaborative. And, it's also a lot of fun!'*

*'I'm already looking at data in a whole new way.'*



## Assessment & Moderation Workstream

The BGE Assessment/Moderation workstream continues to gather pace. A number of training events have taken place with more planned before the summer break.

On the 16<sup>th</sup> of January there was an offer to First Level practitioners to come together and engage in professional dialogues and moderation activities. The session was delivered by Frances Rodman (Education Scotland) and mirrored the format of the national moderation events. QAMSOs from across the region also attended to support the dialogue between practitioners.

The aims of the training were:

- Practitioners have the opportunity to share practice and engage in professional dialogue with colleagues from across the region.
- Through agreement of standards, practitioners will increase their levels of confidence in their professional judgements.
- Practitioners will have the opportunity to build networks across the region.

We are pleased to say that the day was very successful with 40 practitioners attending from across the region. Evaluations showed that practitioners really valued the day with almost all saying that they had developed their knowledge and confidence around professional judgement. Other positive aspects were the value added by the QAMSOs and the feedback that the majority of practitioners planned to go back to school and share their experience with colleagues.

*Future events/training: **These events will be rescheduled.***

- *May – Achievement of a Level (Early/First/Second)*
- *May – Secondary Subject Leaders Event*
- *May - Sharing Practice - Secondary BGE Tracking*



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# SWEIC Maths Group

## SWEIC Numeracy Leaders

Numeracy Leaders from across Dumfries and Galloway, East Ayrshire, North Ayrshire and South Ayrshire have developed and delivered a series of twilight training sessions on 'Developing Mathematical Reasoning using Bar Models'. The 36 Numeracy Leaders delivered twilight sessions to over 500 teachers from primary, secondary and special education sectors during this session.

Numeracy Leaders have also provided training sessions with over 100 student teachers from the University of the West of Scotland and University of Glasgow. These sessions have been well received by teachers and students attending the training. Participants have reported that the training sessions have been beneficial and provide an approach to problem solving which supports learners understanding of number relationships within worded problems.

The SWEIC Numeracy Leaders will meet again in the new session to share practice in relation to the development and delivery of this training and to participate in a series of workshops focussed on developing mathematical reasoning.

Andrew Jeffrey – Expert Day **(This event will be rescheduled.)**

The SWEIC Maths Group were delighted to arrange a Maths Expert day with Andrew Jeffrey in May. This event will be rescheduled next session.

Andrew will be delivering a session on 'The CPA approach: How to get the Very Best from your Maths Resources'. Andrew is a highly respected mathematics educator and has been a teacher, school leader, inspector, author and consultant. His passion is studying why some children find mathematics so hard to grasp. Andrew has worked with schools and speaks at conferences both nationally and internationally about helping children understand and enjoy mathematics.



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## SWEIC DIGI DISCOVERY DAY

On the 24<sup>th</sup> February almost 60 educators from the South West Collaborative took part in an exciting digital professional learning afternoon, supported by Education Scotland's Enhancing Professional Learning in STEM Grants Programme through the Scottish Government STEM Education and Training Strategy. Ayrshire College, Kilmarnock Campus provided the venue for the day.

The event consisted of a keynote speaker, three workshops and an employer marketplace.



The keynote speaker, Jody Greig, opened the event by comparing science, technology, engineering and maths with the performance art of magic, an exciting way to inspire creativity, confidence and computational thinking.

Jody followed on from this keynote by offering a workshop to show how the use of self-working magic tricks can be used to teach key principles of computer science and develop skills in computational thinking.

George Milliken from the Education Scotland Digital Skills Team gave participants the opportunity to get hands-on with a range of robots and codable devices and Janice Prandstatter, Promethean Education Consultant, showed the potential of the Promethean Interactive panels, ActivInspire and ClassFlow.

The employer marketplace consisted of a wide range of local businesses and organisations whose employees are engaged in digital work or provide training opportunities in digital careers. By raising awareness it is hoped that educators will motivate and inspire our learners to consider a digital career and provide opportunities to gain the digital skills employers are looking for.

Feedback from the event was hugely positive, and organisers hope to build on this success next year.



## Early Years Workstream

The Early Years workstream continues to work alongside the other workstreams to identify EY priorities which could be addressed through their work and what these might look like. Ongoing work with Education Scotland, The Care Inspectorate and The National Parent Forum of Scotland is also supporting and having impact on our work. As we develop engagement at all levels across the region, several aspects of positive cross-collaborative work are emerging. Does your ELC have successful or emerging practice that you can share with the workstream? If so please e-mail Liz Candlish ([liz.candlish@south-ayrshire.gov.uk](mailto:liz.candlish@south-ayrshire.gov.uk)). In addition the themes which were identified as opportunities for SWEIC development at our November event are being targeted and planned for in forthcoming opportunities.

Practitioners will have the opportunity to build networks across the region. An event is being planned for Early Level practitioners early next session. This event will follow the same format as national moderation events and will be supported by QAMSOs from across the region.

As we move towards the implementation of 1140 hours within our sector, there are undoubtedly challenges ahead. However, as a region we look forward to the opportunities this will bring to enhance leadership, focus on assessment and moderation and closing the gap for all early years stakeholders.



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# Rural Head Teachers Event – 6<sup>th</sup> March 2020

Rural Primary Head Teachers attended a SWEIC event at Dumfries House in March to share good practice on issues affecting rural schools.

Alison Drever, Programme Director, Children's Neighbourhoods Scotland, gave a keynote talk on 'Community, Collaboration, Curriculum'. Head Teachers who found it very relevant commented, "Given focus of refreshed narrative and RIC approach – very timely" and "It stresses the importance of community in school engagement and raising attainment."

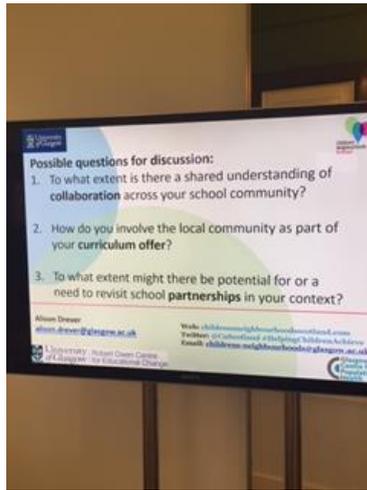
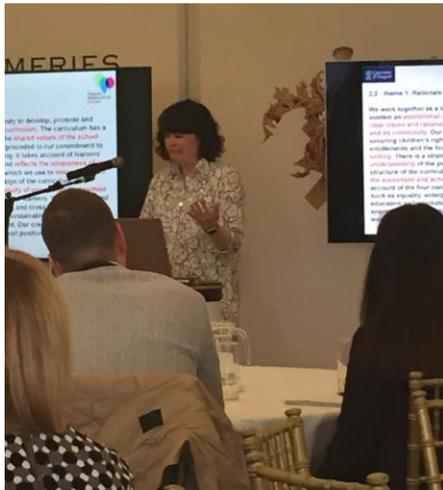
Jane Bradley, Executive Manager – People, South Ayrshire Council outlined how the Place Standard Toolkit has supported communities in their improvement journey, providing insight into community partnerships and working.

Staff from across the South West delivered workshops on outdoor learning, Developing Children's Resilience and Perseverance Skills, Using Microsoft Teams to stay connected and manage remote working, Poverty Proofing our school, Digital Skills and STEM, Using Pupil Equity Funding to support a Summer School within rural Ayrshire, Play Based Learning and Taking Digital Outdoors. Presentations can be seen by following the link below.

<https://glowscotland.sharepoint.com/sites/SouthAyrshire/swimprovementcollaborative/SitePages/Home.aspx>



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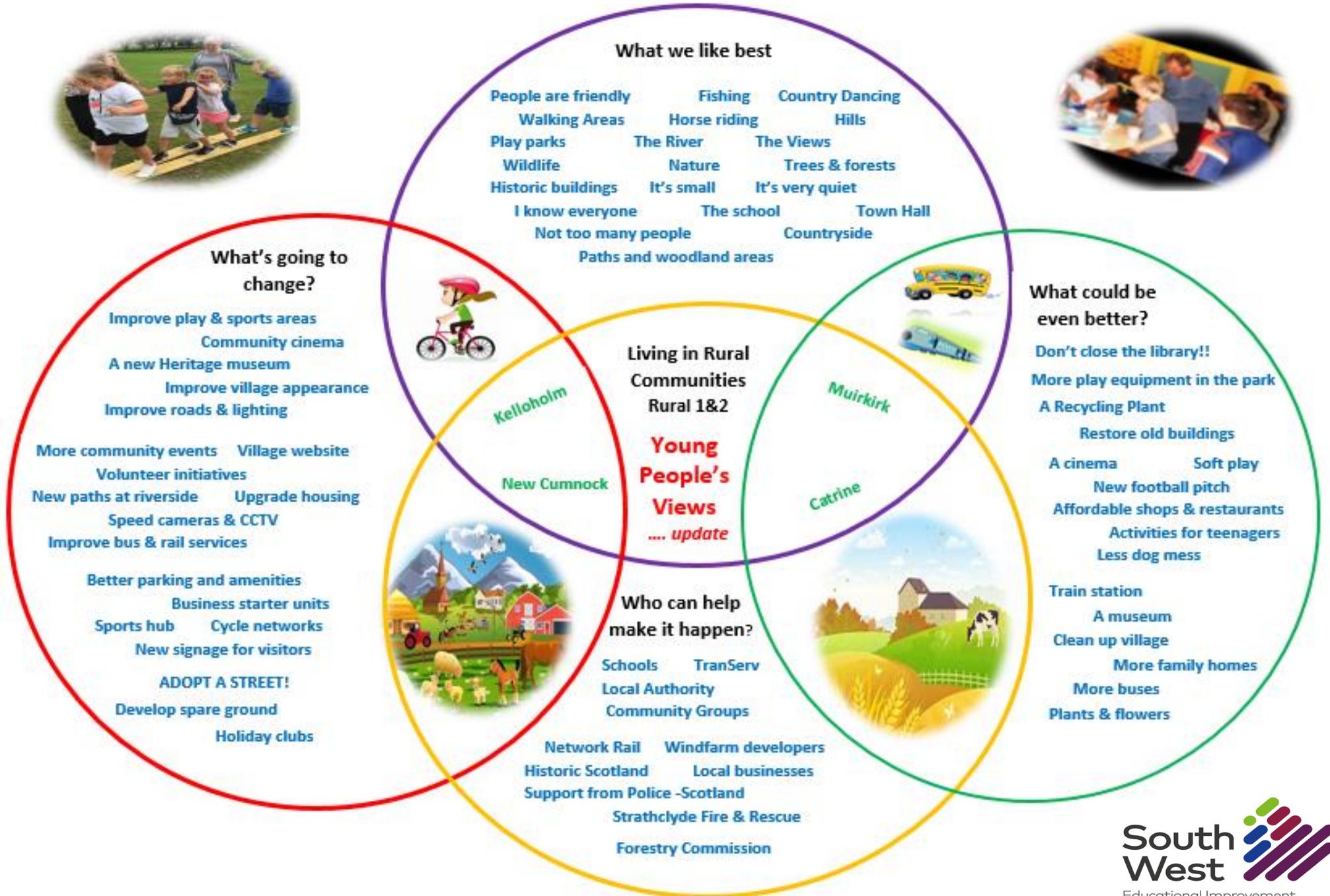


# Closing the attainment gap workstream

## Living in Rural Communities

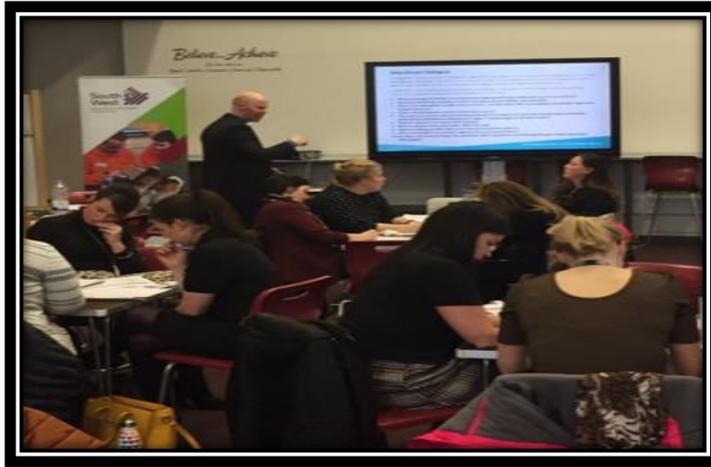
Marjorie Ross, Engagement Officer has continued visiting schools from Rural 1 and Rural 2 of the newly formed Families of schools, to identify challenges faced by young people living in rural communities.

The diagram summarises feedback from young people living in Kelloholm, New Cumnock, Muirkirk and Catrine and the actions currently being taken to address some of the issues raised.



## SWEIC Deep Data Dive Workshops

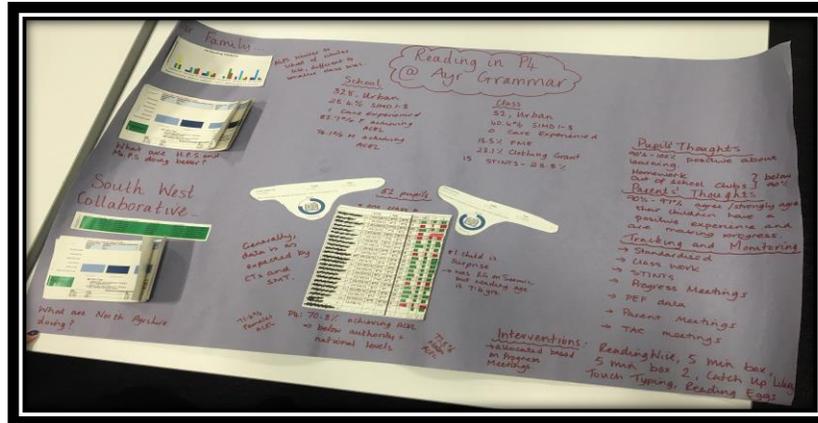
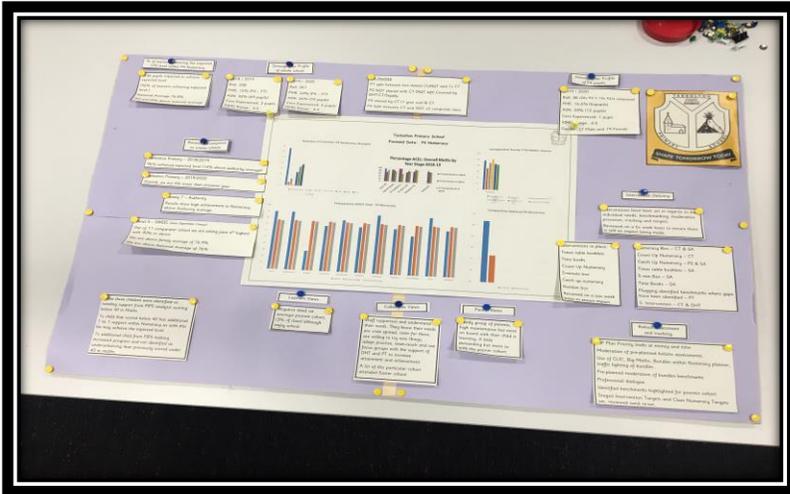
There was a fantastic turnout by South Ayrshire colleagues at workshops 1 & 2, hosted by Callum MacFarlane (Attainment Advisor). These were aimed at engaging Middle Leaders in learning around data and using it effectively to inform planning for improvement.



Feedback from the event was extremely positive:

‘very positive in identifying trends and gaps in pupil learning’

‘workshops increased my knowledge of data, helped inform me about the areas of strength and for improvement of my school, next steps and enabled me an opportunity to collaborate with colleagues using the data dialogue across varying schools in the Local Authority’



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# Closing the attainment gap workstream

## Supporting Parental Engagement

- Dr Joyce Epstein’s **School – Family - Community Partnership Model** is a framework for increasing parental involvement in education which involves not only educators and parents, but also the wider community . As a framework for increasing parental participation, the model recognises ***‘six types of educational involvement’***.

1. Supporting Families	Help all families understand child and adolescent development and help them to support their child’s learning at home. Help nurseries/schools understand families’ backgrounds, cultures and goals for children	2. Communicating	Make sure there are effective, family-friendly forms of nurse/school-to-home and home-to-school/nursery communications about learning and child’s progress
3. Volunteering	Offer families and others the opportunity to support the school community by providing training and flexibility so that families know their time and talents are welcomed and valued	4. Learning at Home	Provide information to families on how they can help support learning at home and recognises what they already do. Provide opportunities for young people to demonstrate their learning
5. Decision-making	Include parents in school decisions and develop parent leaders and representatives	6. Collaborating with the community	Use resources from the community for families, children & young people, and the school and provide services for the community



- Colleagues came from across the region to attend **Connect’s** training on **Engaging Families in Children’s Education**: The training explores the rationale for better engagement with families and also the clear linkage between meaningful engagement and professional values and practice.
- Links to programme materials and further reading , which include self-evaluation tools, action planning and engagement ideas can be found in the **SWEIC Parental Engagement & Parental Involvement** PowerPoint presentation. Click [here](#) to for link.

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# Closing the attainment gap workstream

## Parental Engagement and Family Learning

North Ayrshire Family Learning Team



### Parents in Partnership

CELCIS Parents in Partnership has been delivered in 8 out of the 9 secondary schools across North Ayrshire. S1 parents are targeted and invited into a 6 week programme to develop an understanding of how their child learns, how they can support their child at home and develop trusting relationships with the school staff. This ethos has continued each year and parents are now accessing Nat5 Modern studies, PC Passport and an Introduction to CBT for children's wellbeing. Parents also have a key role in the uniform Swap Shop and will develop Family Cooking sessions and life-skill workshops for this session.

Parents in Partnership



### Subject Tasters

As a more universal approach, secondary school subjects have offered many subject tasters to parents. This has included both one-off events as well as 4 week blocks. An arts and craft programme was delivered by one of our art departments. 12 families were introduced to pottery, painting and card making.

Arts and Crafts



### Supporting Learning at home

Come Dine and Learn



A recent Secondary School survey to parents, identified that parents were not seeking homework support but appreciated 'How to' videos. These clips offer advice to pupils and parents, such as 'How to solve a calculation' or 'How to answer an exam question'.

32 families expressed interest in the 'Intro to CBT techniques for children's wellbeing' programme, with 14 attending. 'Come Dine and Learn' events have been well received. These events are often supported by cooking from the Home Economics department and have provided a more relaxed atmosphere.

### Accredited Learning

The Family Learning Team has established relationships with Ayrshire College to deliver Accredited Learning opportunities in the community setting. Courses delivered over the last two academic school sessions includes Understanding Mental Health and Wellbeing, Photography, Customer Care, Volunteering, IT skills, Counselling Skills and Food & Hygiene. In 2018/19, 11 courses were delivered to 76 participants.



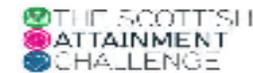
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For further information on the Family Learning Team please contact [clairesmith@north-ayrshire.gov.uk](mailto:clairesmith@north-ayrshire.gov.uk) 01294 552591

# Closing the attainment gap workstream Parental Engagement and Family Learning

## EAST AYRSHIRE COUNCIL HOME LINK TEAM



### Demonstrates

Collaborative  
Working  
Inclusion

### Venue

Hillhead  
Primary School

### Top Tips

Work in partnership with  
Educational staff and external  
professionals, Vibrant  
Communities Volunteering  
Services, Parents

Support Children to access  
fun/ learning activities  
through Teamwork and  
commitment.

### CASE STUDY

**What a Fantastic Success!!** Hillhead Primary School Home Link Worker working in Partnership with Hillhead Primary School PT, and parent AK supported and established a Children's Community Group who named themselves Altonhill Community Avengers. The group was formed as the children are passionate to change their Community, making it a better place to live. The Children want to raise money to enable them to have youth clubs, fun days where everyone can be involved as well as a swing park for all. With the support of the Community Worker and HLW put the Committee forward for the PB Funding in December. Everyone worked hard with the Committee, all the Children were eager to achieve getting a share of the funding. Through hard work and commitment the children got parents and family backing, HLW supported with marketing and all went out into the community promoting the committee. It was a Roaring Success on the night Altonhill Community Avengers secured £1000 from the Participatory Budget Fund. Children can now have Youth Clubs etc.

**Best Bits:** Building positive relationships, confidence, and self-worth within family units.

#### Biggest Achievements:

The pupils achieving their goal through hard work and dedication.

### DATA

- Organisation of Fundraising.
- Establishment of Altonhill Community Avengers Committee
- Consent forms for parents.
- Supporting children to Market Committee within the local Community from School
- Creating and distributing Flyers to all local businesses and residents
- Weekly Committee Groups
- Organisation of Marketing- Social Media
- Organising and setting up at PB venue /promoting Committee with Education staff and children from the committee.
- 30 pupils attended for 6 weeks 1 morning per week. Still ongoing

### Positive Feedback

*Child Feedback - "I love our Committee and it's brilliant we got the money we can have fun things now to do...can't wait to keep raising money for other community ideas ...we want a community hub!!"*

# Closing the attainment gap workstream

## FUNDING: Response to COVID-19

### [The National Lottery Community Fund – National Lottery Awards for ALL \(Scotland\)](#)

**Who can apply** - Suitable for voluntary or community organisations and public sector organisations.

A quick way to apply for smaller amounts of funding between £300 and £10,000. Priority will be given to organisations that will support people at high risk, or have high potential to support communities with the impact of COVID-19.

### [31/03/2020 – The Charities Aid Foundation \(CAF\) Launches Coronavirus Emergency Fund for Small Charities in UK](#)

The Charities Aid Foundation (CAF) has launched a £5 million rapid response Fund to help smaller charitable organisations affected by the impact of Covid-19. Charities with an income of £1 million or less can apply for grants of up to £10,000. The unrestricted funding can be used for core costs, staffing, volunteer costs, supplies and equipment, communications or other critical charitable areas

### [31/03/2020 - Funding for Scottish Organisations Supporting Vulnerable People During Coronavirus Pandemic](#)

Funding is provided for organisations who are currently supporting some of Scotland's most affected and vulnerable people. Examples of eligible projects include:

- Support for foodbanks and organisations working to combat hardship caused by the coronavirus (COVID-19) pandemic, including child hunger.
- Providing mobile phone for vulnerable young people so they can stay in touch.
- Supermarket vouchers for foodbanks to hand out in place of goods as their stock becomes limited.



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# Closing the attainment gap workstream: **Funding response to COVID 19**

## [Tesco Bags of help COVID -19 Communities Fund](#)

**Who can apply** - Constituted non-profit organisations.

Cover includes local communities, women and children, homeless and older people.

Tesco Bags of Help has set up a new short-term fund to support organisational need in this time of crisis. It will prioritise organisations whose need for services has been disrupted, who require to put in place new services, and those facing increased demand. **Fund award sizes Maximum: £500**

## [CO-OP Foundation - #iwill Fund Bereavement](#)

**Who can apply** - Third sector organisations

In this round of the #iwill Fund, funders are interested in organisations who can draw on existing learning and deliver peer support and/or youth-led advocacy projects to help young people experiencing bereavement.

**Fund award sizes - Maximum: £10,000.** Successful organisations will be able to apply for additional grants in year 2 & 3.

**Regular updates on all grants including additional funding streams available during the coronavirus outbreak can be found on the funding databases listed below.**

**Scottish Rural Network:**

<https://srn.fundingscotland.com/Account/MemberLoginRegister?returnUrl=%2F>

**South Ayrshire 4 Communities:** Includes national and local funding opportunities and therefore not restricted to South Ayrshire

<https://www.idoxopen4community.co.uk/southayrshire/Search?bcr=MTIzNA>

**Funding Scotland:**

<https://fundingscotland.com/Account/MemberLoginRegister?ReturnUrl=%2F>

**Foundation Scotland:** <https://www.foundationscotland.org.uk/about-us/>



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# Meet the South West Education Scotland Regional Improvement Team



**Gillian Anderson**  
Education Officer



**Nanette Brotherhood**  
Education Officer



**Cara Cooper**  
Attainment Advisor



**Carol Copstick**  
Senior Regional Advisor



**Jamie Farquhar**  
Attainment Advisor



**Dehra MacDonald**  
Development Officer



**Callum MacFarlane**  
Attainment Advisor



**Klaus Mayer**  
Senior Education Officer



**George Milliken**  
Development Officer



**Siân Neil**  
Senior Education Officer



**Heather Robertson**  
Attainment Advisor



**Frances Rodman**  
National Improvement  
Framework Officer



**Lorraine Ross**  
Education Officer



**Nicola Sykes**  
Senior Education Officer

To view the SW RIT  
bulletin please click  
[here.](#)



<https://glowscotland.sharepoint.com/sites/SouthAyrshire/swimprovementcollaborative/SitePages/Home.aspx>



@SWEIC2019

For further information regarding the South West Educational Improvement Collaborative please contact:

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Gavin Pitt, Assessment and Moderation Officer  
Fiona McAvoy, Closing the Gap Officer  
Liz Candlish, Early Years Officer  
Marjorie Ross, Engagement Officer  
Gwyneth Fairbairn, Data Analyst

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