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## **Education, Children's and Leisure Services Committee**

**Wednesday, 24 November 2021**

**NOTICE IS HEREBY GIVEN** that a Meeting of the **Education, Children's and Leisure Services Committee** is to be held at **Various Locations via Video-Conference**, on **Wednesday, 24 November 2021 at 09:30**.

### **BUSINESS**

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- 2. Declaration of Group Decisions and Members Interests \***
- 3. Minute of Meeting of 6 October 2021** 7 - 12
- 4. Written Questions \*\***
- 5.\* Education Revenue Budget Monitoring to 30 September 2021** 13 - 18  
Depute Chief Executive (Education, Communities and Organisational Development)
- 6.\* Performance Report - Education - Period to September 2021** 19 - 26  
Depute Chief Executive (Education, Communities and Organisational Development)
- 7.\* Initial Attainment Report for Secondary Schools 2021** 27 - 38  
Depute Chief Executive (Education, Communities and Organisational Development)

<b>8.*</b>	<b>Legislative Changes and Impact on Education</b>	<b>39 - 52</b>
	Depute Chief Executive (Education, Communities and Organisational Development)	
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- 16. Children and Families Social Work Services Revenue Budget Monitoring to 30 September 2021** 129 - 134  
Depute Chief Executive (Education, Communities and Organisational Development)
- 17. Performance Report - Children and Families and Criminal Justice Social Work - Period to September 2021** 135 - 142  
Depute Chief Executive (Education, Communities and Organisational Development)
- 18. Childrens Services Plan Annual Report 2020 21** 143 - 182  
Depute Chief Executive (Education, Communities and Organisational Development)
- 19. Question Time \*\*\***  
Consider any oral question on matters delegated to the Committee in terms of the Council's Scheme of Administration.

**Only items marked \* can be considered and determined by all members of the Committee**

### **Summary of Education, Children's and Leisure Services Committee**

To exercise all the functions of the Council as Education Authority within the terms of relevant legislation with regard to school education, nurseries and child care, Gaelic, children's services, leisure, libraries and museums, sport and the arts, CLD, life long learning, youth justice and child protection.

**Moray Council Committee meetings are currently being held virtually due to Covid-19. If you wish to watch the webcast of the meeting please go to:**  
[http://www.moray.gov.uk/moray\\_standard/page\\_43661.html](http://www.moray.gov.uk/moray_standard/page_43661.html)  
to watch the meeting live.



\* **Declaration of Group Decisions and Members Interests** - The Chair of the meeting shall seek declarations from any individual or political group at the beginning of a meeting whether any prior decision has been reached on how the individual or members of the group will vote on any item(s) of business on the Agenda, and if so on which item(s). A prior decision shall be one that the individual or the group deems to be mandatory on the individual or the group members such that the individual or the group members will be subject to sanctions should they not vote in accordance with the prior decision. Any such prior decisions will be recorded in the Minute of the meeting.

\*\* **Written Questions** - Any Member can put one written question about any relevant and competent business within the specified remits not already on the agenda, to the Chair provided it is received by the Proper Officer or Committee Services by 12 noon two working days prior to the day of the meeting. A copy of any written answer provided by the Chair will be tabled at the start of the relevant section of the meeting. The Member who has put the question may, after the answer has been given, ask one supplementary question directly related to the subject matter, but no discussion will be allowed.

No supplementary question can be put or answered more than 10 minutes after the Council has started on the relevant item of business, except with the consent of the Chair. If a Member does not have the opportunity to put a supplementary question because no time remains, then he or she can submit it in writing to the Proper Officer who will arrange for a written answer to be provided within 7 working days.

\*\*\* **Question Time** - At each ordinary meeting of the Committee ten minutes will be allowed for Members questions when any Member of the Committee can put a question to the Chair on any business within the remit of that Section of the Committee. The Member who has put the question may, after the answer has been given, ask one supplementary question directly related to the subject matter, but no discussion will be allowed.

No supplementary question can be put or answered more than ten minutes after the Committee has started on the relevant item of business, except with the consent of the Chair. If a Member does not have the opportunity to put a supplementary question because no time remains, then he/she can submit it in writing to the proper officer who will arrange for a written answer to be provided within seven working days.

# **THE MORAY COUNCIL**

## **Education, Children's and Leisure Services Committee**

### **SEDERUNT**

Councillor Sonya Warren (Chair)  
Councillor Aaron McLean (Depute Chair)

Councillor George Alexander (Member)  
Councillor James Allan (Member)  
Councillor Frank Brown (Member)  
Councillor Paula Coy (Member)  
Councillor Lorna Creswell (Member)  
Councillor Tim Eagle (Member)  
Councillor Ryan Edwards (Member)  
Councillor Claire Feaver (Member)  
Councillor Shona Morrison (Member)  
Councillor Laura Powell (Member)  
Councillor Derek Ross (Member)  
Councillor Amy Taylor (Member)

Mrs Anne Currie (Non-Voting Member)  
Reverend Tembu Rongong (Non-Voting Member)  
Mrs Susan Slater (Non-Voting Member)  
Ms Angela Stuart (Non-Voting Member)

Clerk Name:	Tracey Sutherland
Clerk Telephone:	07971 879268
Clerk Email:	tracey.sutherland@moray.gov.uk

**Minute of Meeting of the Education, Children's and Leisure Services  
Committee**

**Wednesday, 6 October 2021**

**Various Locations via Video-Conference,**

**PRESENT**

Councillor George Alexander, Councillor James Allan, Councillor Frank Brown, Councillor Paula Coy, Councillor Lorna Creswell, Mrs Anne Currie, Councillor Tim Eagle, Councillor Claire Feaver, Councillor Aaron McLean, Councillor Shona Morrison, Councillor Laura Powell, Reverend Tembu Rongong, Mrs Susan Slater, Ms Angela Stuart, Councillor Amy Taylor, Councillor Sonya Warren

**APOLOGIES**

Councillor Ryan Edwards, Mr John Morrison, Councillor Derek Ross

**IN ATTENDANCE**

In attendance at the above meeting were the Depute Chief Executive (Education, Communities and Organisational Development), Head of Education, Head of Education Resources and Communities, Head of Governance, Strategy and Performance, Head of HR, ICT and Organisational Development, Acting Head of Children and Families, Communities (CLD) Service Manager, Hazel Sly, Continuous Improvement Officer and Tracey Sutherland, Committee Services Officer as Clerk to the Committee.

Also in attendance was Councillor Graham Leadbitter in an ex-officio role.

**1. Chair**

The meeting was chaired by Councillor Sonya Warren.

**2. Declaration of Group Decisions and Members Interests \***

In terms of Standing Order 20 and the Councillors' Code of Conduct, there were no declarations from Group Leaders or Spokespersons in regard to any prior decisions taken on how Members will vote on any item on the agenda or any declarations of Member's interests in respect of any item on the agenda.

**3. Minute of Meeting of 11 August 2021**

The minute of the meeting of the Education, Communities and Organisational Development Committee dated 11 August 2021 was submitted by Councillor Aaron McLean as Chair of the Education, Communities and Organisational Development Committee and approved.

**4. Written Questions \*\***

The Committee noted that no written questions had been submitted.

## **5. Moray Education ELC Continuous Improvement**

A report by the Depute Chief Executive (Education, Communities and Organisational Development) updated the Committee on the Improvement of Early Learning and Childcare (ELC) services across Moray as assessed by Care Inspectorate under Key Question 5 - Operating an early learning and childcare setting (including out of school care and childminders) during Covid-19.

Following consideration, the Committee agreed to:

- i) note the progress to meet the National Standard in ELC;
- ii) note the interim inspection process from Care Inspectorate; and
- iii) note that plans are in place to further support those settings who are still not meeting the standards.

## **6. Wellbeing Support for Children Young People and Families**

A report by the Depute Chief Executive (Education, Communities and Organisational Development) and the Chief Officer Health and Social Care, Moray sought agreement from the Committee on the proposed amendment for spend in relation to streamlined locality planning model across children's services in Moray.

Following consideration, the Committee noted and agreed the amendments to spend previously approved for the locality planning model at Education, Communities and Organisational Development Committee on 3 February 2021 (para 15 of the minute refers).

## **7. The Queens Platinum Jubilee - 3 June 2022**

A report by the Depute Chief Executive (Education, Communities and Organisational Development) asked the Committee to consider the proposals in relation to teaching staff, recognising the Queen's Platinum Jubilee as an additional day of annual leave on Friday 3 June 2022.

Following consideration the Committee agreed to:

- i) recognise Friday 3 June 2022 as an additional day of annual leave for teaching staff across educational establishments in line with the provision being made for Scottish Joint Council staff; and
- ii) seek an exemption from the Scottish Government for the requirement to provide 190 days schooling and seek consent for the exceptional closure of all Moray schools on Friday 3 June 2022, under the terms of section 133 (4) of the Education (Scotland) Act 1980.

## **8. Dick Bequest Statutory Fund**

A report by the Depute Chief Executive (Education, Communities and Organisational Development) asked the Committee to consider the Council's



position in relation to the Dick Bequest following the receipt of evidence that the original truster had links to the slave trade.

Councillor Morrison moved to agree para 4.3 for the Council to lobby the Scottish Government to wind up the Dick Bequest and follow the suggestion of Messrs Alston and Morrison that the Funds be re-directed to benefit people in Jamaica, this was seconded by Councillor Warren.

Mrs Slater, Secondary Teacher Representative, sought clarification on whether paragraph 4.2 would continue if paragraph 4.3 was agreed asked whether it would be possible to add a further bullet point at 4.2 to ensure full transparency of the origin of the fund is made available.

She further sought clarification on whether the plaque commemorating Mr Dick would be removed from Andersons Primary School, Forres.

In response, the Head of Governance, Strategy and Performance advised that the removal of the plaque would be a decision for the school estate and that rather than removal the addition of advisory signs might be preferable.

Councillor Morrison added that she would be happy to amend her motion to include the continuation of paragraph 4.2 until such time as the fund can be wound up and was also happy to include the additional bullet point suggested by Mrs Slater.

In response, Councillor Brown expressed concern that the Committee may be trying to re-write history and proposed that the model taken by Aberdeenshire Council as indicated in paragraph 4.2 was the sensible option . This was seconded by Councillor Feaver.

Councillor Alexander thanked the Head of Governance, Strategy and Performance for bringing the report to Committee and added that any change in the trust is beyond the Council's remit. Councillor Alexander added that he would like the money used to educate young people on how the money came about and the affect it has had on our area. He further added that it could be used to build bridges between the 2 areas and open up the opportunity for exchange visits.

Councillor Alexander, seconded by Councillor Creswell proposed to agree paragraph 4.3 but for the Council to lobby the Board of Governors, not the Scottish Government and to continue with paragraph 4.2, with the inclusion of the additional bullet point until such time as the fund can be wound up.

Following confirmation from the Clerk it was agreed to take Councillor Brown's amendment (1) against Councillor Alexander's amendment (2) and the winner would then be taken against Councillor Morrison's motion.

On the division there voted:

For Amendment 1 (7)	Councillors Brown, Feaver, Allan, Creswell, Eagle, Powell and Taylor
For Amendment 2 (2)	Councillor Alexander and A McLean
Abstentions (3)	Councillors Coy, Morrison and Warren

Amendment 1 was then taken against the Motion and on the division there voted:

For the Motion (7)                      Councillors Morrison, Warren, Alexander, Coy,  
Creswell, A McLean and Taylor

For the Amendment (5)      Councillors Brown, Feaver, Allan, Eagle and Powell

Abstentions (0)

Accordingly the motion became the finding of the meeting and the Committee agreed to lobby the Dick Bequest Board of Governors and the Scottish Government to wind up the Dick Bequest and follow the suggestion of Messrs Alston and Morrison that the Funds be re-directed to benefit people in Jamaica.

The Committee further agreed that until such time as the fund is wound up the Council adopt a minimum approach in relation to the Dick Bequest, meaning:

- \* not active steps to be taken to refer to or promote the Scheme (although the Council would not be able to stop teachers applying directly to the Scheme for grants);
- \* no requests would be made by the Council for equipment grants from the Scheme;
- \* the Council would still be required to nominate a Councillor to the Board of Governors;
- \* the Scheme would likely incur higher administration costs; and
- \* full transparency of the origin of the fund to be made available.

#### **9.            Publication of Refreshed Partnership Community Learning and Development Plan 2021-24**

A report by the Depute Chief Executive (Education, Communities and Organisational Development) asked the Committee to review and endorse the draft Partnership Community Learning and Development (CLD) Plan 2021-24 on 31 August 2021 in line with statutory requirements.

Following consideration, the Committee:

- i) reviewed the final draft Partnership Community Learning and Development (CLD) Plan 2021-24, taking account of amendments made following comment at Education, Communities and Organisational Development Committee on 11 August 2021; and
- ii) endorsed the final draft Partnership Community Learning and Development Plan 2021-24 and associated implementation plan.

## **10. Question Time \*\*\***

Councillor Brown sought clarification on a motion raised at the Children and Young people's Committee in 2020 where a report was requested on the Council's position with regards to the use of mobile phones in school.

In response the Depute Chief Executive (Education, Communities and Organisational Development) confirmed that when the request was originally requested it was confirmed that the use of mobile phones in school would be picked up as part of the Digital Strategy. She further clarified that due to Covid, changes in staffing in both ICT and Education the work has been delayed however it is hoped that an update will be brought to the November meeting of this Committee.

Councillor Brown indicated that there were advantages to the use of mobile phones in school but he feared that their use was being abused by pupils.

In response, the Depute Chief Executive (Education, Communities and Organisational Development) confirmed that schools do have behavioural management tools that can be used to ensure the use of mobile phones is not abused and suggested that confirmation of these could be circulated to Members following the meeting.

Councillor Eagle sought confirmation on whether an update on the Council's position with regards to School Crossing Patrollers was being considered to allow a further discussion on the issue. It is a number of years since the Council made the decision to remove the Crossing Patrollers and he felt it would be a good opportunity to review the decision that was made.

In response, Councillor Warren said that she would arrange for Officers to provide members with an update on the various initiatives which are currently taking place within the authority.

Councillor Feaver expressed concern that period products are not readily available or easily accessed in schools and sought an update on their availability within the schools.

In response, the Depute Chief Executive (Education, Communities and Organisational Development) said she did not have the information available to allow her to reply to Councillor Feaver at the meeting but agreed to provide information to members following the meeting.





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**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES  
COMMITTEE ON 24 NOVEMBER 2021**

**SUBJECT: EDUCATION REVENUE BUDGET MONITORING TO 30  
SEPTEMBER 2021**

**BY: DEPUTE CHIEF EXECUTIVE (EDUCATION, COMMUNITIES AND  
ORGANISATIONAL DEVELOPMENT)**

**1. REASON FOR REPORT**

- 1.1 To inform the Education, Children's and Leisure Services Committee of the budget position for Education as at 30 September 2021.
- 1.2 This report is submitted to Council in terms of Section III (A) 2 of the Council's Scheme of Administration relating to the consideration of capital and revenue budgets and long term financial plans.

**2. RECOMMENDATION**

- 2.1 **It is recommended that Committee scrutinises and notes the budget position at 30 September 2021.**

**3. BACKGROUND**

- 3.1 The report highlights those areas of the budget where there is a significant percentage variance identified at 30 September 2021.

**4. BUDGET POSITION**

- 4.1 The spend at 30 September 2021 is £27,151,000 against a budget to date of £28,035,000, giving an underspend of £884,000 as shown in **Appendix 1**.
- 4.2 The main variance in primary and secondary schools relates to devolved school budgets comprising of £410,000 in primary schools which is 2.9% of the budget to date and £454,000 in secondary schools which is 2.8% of the budget to date.
- 4.3 Education Central Services has an underspend of £48,000 on the facilitating school improvement budget and £110,000 on school clothing grants.

- 4.4 Overspend on Early Learning and Childcare partnership payments of £213,000.

## **5 ESTIMATED OUTTURN**

- 5.1 The estimated outturn for 2021/22 is £68,159,000 against a budget of £66,943,000 resulting in an estimated overspend for the year of £1,216,000. Primary and secondary carry forwards are excluded as they are part of the devolved school management scheme.
- 5.2 There is an expected underspend on facilitating school improvement of £40,000, period poverty £25,000, clothing grants £100,000 and an anticipated overspend on central supply £100,000.
- 5.3 Early Learning and Childcare partnership payments are anticipated to be £1,200,000 overspent due to the funding from the Scottish Government for the expansion of Early Years not being sufficient to cover the additional costs.
- 5.4 Staff savings from vacancies and appointment below top of scale are not expected to be achieved by £51,000.

## **6. SUMMARY OF IMPLICATIONS**

**(a) Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))**

The Revenue budget was informed by the priorities within the Corporate Plan and 10 Year Plan and in particular to Ambitious and Confident Children and Young People and A Growing and Diverse Economy.

**(b) Policy and Legal**

The Council has statutory responsibilities to meet educational needs, the needs of children and young people in need and those it looks after.

**(c) Financial implications**

The resource implications are set out in this report and at **Appendix 1**. The underspend as at 30 September 2021 is £884,000 against a budget to date of £28,035,000. The estimated year end position is expenditure of £68,159,000 against a budget of £66,943,000 resulting in an overspend of £1,216,000.

**(d) Risk implications**

Budget Managers are aware of their responsibilities for managing budget allocations and approval for any variances will be sought from Committee in line with the Financial Regulations.

**(e) Staffing implications**

There are no staffing implications associated with this report.

**(f) Property**

There are no property implications associated with this report.

**(g) Equalities/Socio Economic Impact**

An Equality Impact Assessment is not needed because the report is to inform the Committee on budget monitoring.

**(h) Consultations**

Paul Connor, Principal Accountant and Tracey Sutherland, Committee Services Officer, have been consulted and are in agreement with the contents of this report where it relates to their areas of responsibility.

**7. CONCLUSION**

**7.1 That Committee scrutinises and notes the budget position as at 30 September 2021.**

Author of Report: Vivienne Cross, Head of Education  
Nicky Gosling, Accountant

Background Papers: with authors

Ref:





## Educational Services

## Appendix 1

### Budget Monitoring Report to 30th September 2021

Service	Revised Budget	Budget to Date	Actual to Date	Variance to Date	Variance	Full Year Forecast	Full Year Variance
	£'000	£'000	£'000	£'000	%	£'000	£'000
Early Learning and Childcare	3,135	(5,284)	(5,087)	(197)	4 %	4,335	(1,200)
Primary Education	27,074	14,265	13,849	416	3 %	27,104	(30)
Secondary Education	30,752	16,033	15,556	477	3 %	30,767	(15)
Education Central Services	4,391	2,256	2,071	185	8 %	4,319	72
Management	117	58	54	4	7 %	109	8
Efficiency Savings-Education	(241)	-	-	-	-	(190)	(51)
Education COVID 19	1,715	707	708	(1)	-	1,715	-
				-			
<b>Educational Services Total</b>	<b>66,943</b>	<b>28,035</b>	<b>27,151</b>	<b>884</b>	<b>-</b>	<b>68,159</b>	<b>(1,216)</b>





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**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES  
COMMITTEE ON 24 NOVEMBER 2021**

**SUBJECT: PERFORMANCE REPORT (EDUCATION) – PERIOD TO  
SEPTEMBER 2021**

**BY: DEPUTE CHIEF EXECUTIVE (EDUCATION, COMMUNITIES AND  
ORGANISATIONAL DEVELOPMENT)**

**1. REASON FOR REPORT**

- 1.1 To inform the Committee of the performance of the service for the period to 30 September 2021.
- 1.2 This report is submitted to the Committee in terms of section III (D) (1) of the Council's Scheme of Administration in relation to the functions of the Council as an Education Authority.

**2. RECOMMENDATION**

**2.1 It is recommended that Committee:**

- (i) **scrutinises performance in the areas of Service Planning, Service Performance and other related data to the end of September 2021; and**
- (ii) **notes the actions being taken to improve performance where required.**

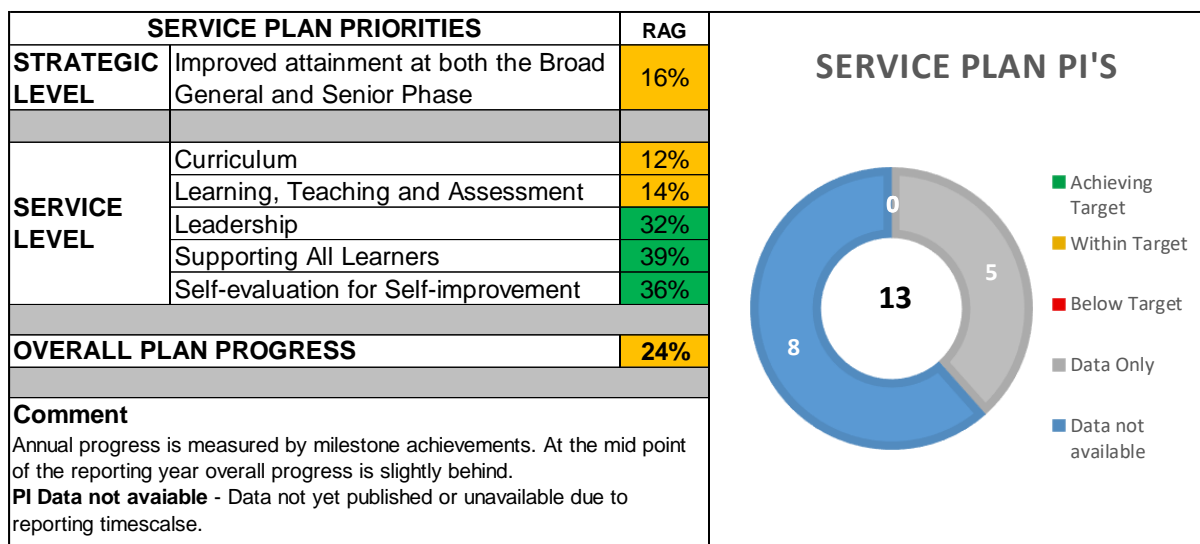
**3. BACKGROUND**

- 3.1 On 7 August 2019, the Moray Council, approved a revised Performance Management Framework for services (para 5 of the minute refers).

**4. SERVICE PLANNING**

- 4.1 Each service plan sets out the planned strategic and service level priorities and outcomes it intends to deliver in the coming year aligning closely with financial planning, corporate and community planning partnership strategic priorities. This report provides an interim update on progress on the service plan, key outcomes and performance indicators. Committee is invited to review progress to secure assurance that is satisfactory and to provide scrutiny and further direction where performance requires attention.

- 4.2 The narrative included is by exception, however links to backing tables for all [Service Plan Actions](#) and [Performance Indicators](#) are provided.



### Strategic Outcomes - successes

- 4.3 Initial attainment visits have been completed at all secondary schools looking at Alternative Certification Model results. Schools have identified areas of strength and areas for improvement for the session ahead. Initial steps are being taken, in line with advice from Scottish Qualification Authority, to plan ahead for any disruption to SQA examination diet in 2022. Achievement of Curriculum for Excellence Level (ACEL) data for 2020/21 has been submitted to the Scottish Government with national results due in December, analysis of this and SQA data is used in discussion with schools to support improvement in performance (Actions EDU STRAT 2.1 and 2.3)
- 4.4 The majority of national indicators evidencing strategic outcomes are due to be published next year, however some improvement is evident in the percentage of Moray S4 students achieving Level 4 literacy and numeracy, from 86.9% in 2019/20 to 87.1% in 2020/21, above both virtual comparator (84.8%) and national (83.1%) averages. (PI's EdS412.25)

### Strategic Outcomes – challenges and actions to support

- 4.5 Following recent staffing appointments, development of a post-Covid-19 Parental Engagement Strategy and work to build collaborative approaches across the Community Planning Partnerships will gather pace with initial progress on the latter, a session between Wellbeing Coordinators and Head teachers. (Action EDU STRAT 2.2 and 2.4)

### Service Level Outcomes - successes

- 4.6 In improving the senior phase curriculum offer, schools are utilising collaborative approaches, making further use of the National E-Learning Offer (NELO) and E-sgoil to extend the curriculum offer for students. At the Early Years and Primary stage the Moray Play Strategy has now been endorsed by Moray Local Negotiating Committee for Teachers, a training plan to support the strategy has been devised and protected time put in place to implement

training videos to seven pilot primary schools in November. (Actions EDU SERV C1.3, C1.5 and LTA2.5)

- 4.7 Moray continues to progress Learning and Teaching through pedagogical developments and digital approaches. New GTCS standards have been shared with staff and briefing sessions held with Head Teachers to highlight changes. Digital approaches are being further promoted through Digital Schools Award Scotland (DSAS), the programme helps schools assess progress and recognise excellence in the use of digital technology. Internal quality assurance processes confirmed that schools continue to progress engagement and development in line with Our Moray Standard for learning and teaching. Focus areas of the Moray Standard being taking forward include a progress and performance tracking pilot through SEEMIS. (Actions EDU SERV LTA 2.1, 2.3 and 2.4)
- 4.8 Good progress continues in the actions around leadership and professional development. The Professional Learning Strategy is being consulted on with Central Officers. All PR&D documentation have been revised to include new GTCS standards. Work also continues on revising the framework for development and career pathways. Leadership at all levels has increased during and post-pandemic with the number of practitioners undertaking leadership programmes increasing significantly (32 in 2020/21), the number of staff holding Standard for Headship doubling to eight (as at September 2021) and five Early Learning Centre staff completed BA Early Learning and Childcare awards in 2020/21. Central Officers are continuing to review Organisation for Economic Co-operation Development (OECD) and other national reports and will ensure that work locally is progressed to meet recommendations with reports coming to this committee as required. (Actions EDU SERV L3.1-3.3 and PI's LEAD1.1-1.5)
- 4.9 Supporting All Learners strategy for Moray is developing with core working and consultation groups in place and a vision agreed, along with specific areas of focus to include relational approaches. During the first term of 2021/22 all schools were encouraged to support the UN Convention on the Rights of the Child (UNCRC), this links closely with the well-established Rights Respecting School Awards (RRSA) programme which 86% of Moray schools are currently engaged. The number of schools achieving RRSA status has now increased to 35. Training has been delivered to Head teachers by Education Scotland on the authorities responsibilities around the "The Promise", this will be followed up with further training from Quality Improvement Officers. A number of Education policies and guidelines have been reviewed and updated in line with UNCRC and "The Promise", these include our School Child Protection Guidelines, Exclusion policy and Morays' Anti-Bullying Approach. (Actions EDU SERV SAL 4.1-4.5 and PI SAL1.5)
- 4.10 In reviewing approaches to self-evaluation in line with statutory requirements, Moray schools have been provided with guidance relating to School Improvement Planning and Standards and Quality reporting processes. Term one visits to schools as part of Quality Improvement have been undertaken either in person or virtually. All Early Learning Centres are meeting legislative requirements in offering 1140 hours to families and children of 3 and 4 year olds. Of the 63 ELC providers 55 (87%) are meeting national standards across Care Inspectorate quality themes. The remaining eight ELC providers'

not meeting standards have subsequently achieved Key question 5 requirements at grade 4 or above. Care Inspectorate have now resumed scrutiny across all quality themes, the eight outstanding services would expect to be scrutinised over the course of the next year to 18 months. (Actions EDU SERV SELF5.2 & 5.3 and PI LTA1.3)

### **Service Level Outcomes – challenges and actions to support**

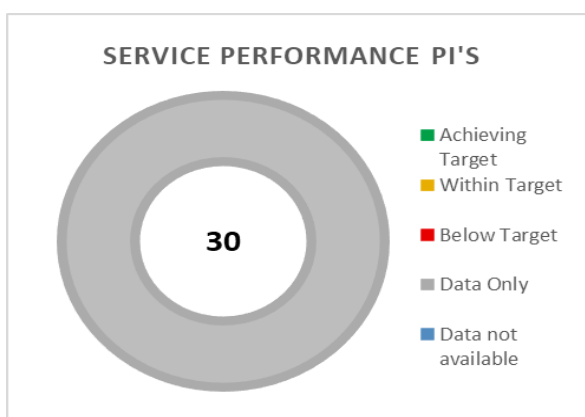
4.11 Actions around the Moray Learner Pathways, BGE Curriculum development (literacy and numeracy focus) and curricular transition approaches have not progressed due to current vacancies within the Quality Improvement Team. Officer posts have been re-advertised with interviews due to take place in November. Work on these actions will not progress until appointees are in place, likely in early 2022. (Actions EDU SERV C1.1, 1.2 & 1.4)

4.12 Similarly, within Learning and Teaching and Self-Evaluation for Self-Improvement, some actions are subject to slight delay due to recent staff appointments. Current policies and advice are being reviewed with resultant actions further strengthening approaches to assessment and moderation. Approaches to support the wellbeing of all, reflecting on the impact of Covid-19 will progress in the next quarter. (Action EDU SERV LTA2.2 4& EDU SERV SELF5.1)

## **5. SERVICE PERFORMANCE**

5.1 In line with the Performance Management Framework, operational performance is reviewed quarterly by departmental management. Areas performing well and/or areas subject to a decreasing trend or where benchmarking results show performance significantly below comparators will be reported to this committee for member scrutiny.

5.3 Report is by exception, however links to backing tables for all [Service Performance Indicators](#) are provided.



### **Operational Indicators - successes**

- 5.6 The earlier agenda item Initial Attainment Analysis Report for Secondary Schools 2021 highlights the achievements of our senior phase in breadth and depth awards, measured against more challenging local targets based on A-C awards, aligned to the Raising Attainment Strategy.
- 5.7 In addition, attainment is also measured using national INSIGHT data where achievement rates are based on A-D awards. The following table summarises performance across S4 / S5 /S6 cohorts based on INSIGHT data. The table highlights the number of indicators, measuring percentage of pupils attaining more than 1, 3, 5, 6 and 7 awards at levels 5, 6 and 7, that show improvement on the previous year and whether achievement is in line or above the national average.

COHORT	No. indicators	No. Improving	In line / above National average
S4	5	4 (80%)	2 (40%)
S5	3	3 (100%)	0 (0%)
S6	4	4 (100%)	0 (0%)
OVERALL	12	11 (92%)	2 (17%)

- 5.8 Performance has improved in all but one of the indicators albeit results continue to fall below national averages across the majority but the gap between results and national averages has closed.

## **6. OTHER PERFORMANCE RELATED DATA**

### **Complaints & MP/MSP Enquiries**

- 6.1 In line with the Performance Management Framework, complaints are reviewed quarterly by departmental management in terms of time taken to respond, outcome and learning points. Links to backing tables for [Service Complaints](#) are provided.
- 6.2 A total of 30 complaints were received during the first half of 2021/22 with 27 complaints closed. Of those, 10 were at frontline stage (37%), two being upheld, one partially upheld, two not upheld and five closed as a result of a resolution being agreed. The average time to resolve frontline complaints was 8 working days, above the 5 working days target.
- 6.3 Due to their complexity, a number of complaints require further investigation in order to achieve a resolution. A total of 17 investigative complaints were closed in the first half of 2021/22, with four complaints upheld, 14 were not upheld and one closed as a result of a resolution being agreed. The average time taken to resolve investigative complaints was 15 days, below the 20 working day target. Only one complaint was resolved out with the target 20-day timescale.

- 6.4 Complaints range across nursery, primary and secondary and the seven upheld or part upheld relate mainly to process/procedure and staff reinforcement so there appears to be no obvious service wide learning, instead corrective actions were put in place for each.
- 6.5 A total of 21 MP/MSP enquiries were received during the first half of 2021/22. All enquiries were resolved.

**Other Performance (not included within Service Plan)**

- 6.6 No information to report.

**Case Studies**

- 6.7 No case studies available for this report.

**Consultation and Engagement**

- 6.8 No information to report.

**7. SUMMARY OF IMPLICATIONS**

**(a) Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))**

Performance measurement is used to ensure the efficient and sustainable delivery of services to meet the Council's priorities in both the Corporate Plan and the LOIP.

**(b) Policy and Legal**

The Council has a statutory requirement to publish a range of information that will demonstrate that it is securing best value and assist in comparing performance both over time and between authorities where appropriate.

**(c) Financial implications**

None.

**(d) Risk Implications**

None.

**(e) Staffing Implications**

None.

**(f) Property**

None.

**(g) Equalities/Socio Economic Impact**

An Equality Impact Assessment is not required as this report is to inform the Committee on performance.

**(h) Consultations**

The Head of Education (Chief Education Officer), Depute Chief Executive (Education, Communities & Organisational Development), Service Managers, Legal Services, the Equal Opportunities Officer, and



Lissa Rowan, Committee Services Officer have been consulted with any comments received incorporated into this report.

**8. CONCLUSION**

- 8.1 As at 30 September 2021, progress against the service plan for 2021/22 was 24% complete, slightly behind schedule. Actions subject to slippage have been impacted by vacancies within the Central Team. Officers have either been appointed or recruitment processes are ongoing therefore it is anticipated that progress will made over the second half of 2021/22.**

Author of Report:	Neil Stables, Research & Information Officer
Background Papers:	Held by Author
Ref:	SPMAN-1315769894-190





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**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES  
COMMITTEE ON 24 NOVEMBER 2021**

**SUBJECT: INITIAL ATTAINMENT REPORT FOR SECONDARY SCHOOLS  
2021**

**BY: DEPUTE CHIEF EXECUTIVE: (EDUCATION, COMMUNITIES AND  
ORGANISATIONAL DEVELOPMENT)**

**1. REASON FOR REPORT**

- 1.1 To inform Committee of the SQA attainment across our secondary schools and for this data to be fully scrutinised as part of our raising attainment improvements and strategy.
- 1.2 This report is submitted to Committee in terms of Section III (D) (1) of the Council's Scheme of Administration relating to all the functions of the Council as an Education Authority.

**2. RECOMMENDATION**

**2.1 It is recommended that Committee:**

- (i) **scrutinise and note the Senior Phase Attainment across our Secondary Schools for session 2020/21 and notes the initial processes in preparation for exams in session 2021/22;**
- (ii) **note that initial school based attainment meetings took place in August and September 2021 and actions for improvement were noted during Alternative Certification Model Quality Assurance and Data Meetings during March to June 2021;**
- (iii) **acknowledge and commend practitioner commitment, extensive preparation and support of young people throughout the session as well as young people's resilience and dedication throughout last session's Alternative Certification Model period; and**
- (iv) **note that a follow up report on Insight measures will be reported to Committee in January 2022 which will be informed by further**

## **Insight attainment meetings with schools taking place during November and December 2021.**

### **3. BACKGROUND**

#### **SQA Attainment – Session 2020/21**

- 3.1 Following continued disruption due to the Covid-19 public health emergency, the Deputy First Minister announced cancellation of National 5 examinations for 2021 and requested that SQA develop an Alternative Certification Model (ACM) to replace 2021 exams for National 5. This was to be based on teacher judgement and supported by assessment resources and quality assurance instead of a final examination based assessment process.
- 3.2 On 8 December 2020, the Deputy First Minister further announced the cancellation of 2021 exams for Higher and Advanced Higher, and instructed SQA to extend the 2021 ACM to Higher and Advanced Higher.
- 3.3 From the start of Term 3 in January 2021, a second period of National lockdown commenced following the announcement by Scotland's First Minister on 19 December 2020 due to impact of Covid-19. In January 2021, online learning and Remote Learning approaches were re-established across all schools alongside childcare provision for critical key workers and identified vulnerable children and Additional Support Needs (ASN) pupils across all of the schools in Moray.
- 3.4 Return of some Senior Phase (S4-S6) learners to our school buildings in support of practical based subjects was provided in line with Scottish Government guidance and mitigations from early March 2021. This enabled completion of practical work which could not be undertaken at home. SQA following advice from the National Qualifications 2021 group revised guidance on course content and assessment, further removing requirement for submission of coursework as part of evidence requirement for SQA courses.
- 3.5 For session 2020/2021, provisional results were shared with learners by schools in advance of the 25 June deadline for initial result submission to SQA. Subsequently, SQA progressed with formal certification of these results as scheduled on 10 August 2021 with further opportunity as required for appeals of which few were submitted for Moray learners due to rigour of the ACM quality assurance process in place across Moray schools.
- 3.6 For learners in S5 and S6, session 2020/2021 is the second year of disruption faced by them in relation to their schooling and to the SQA examination system with move to an ACM. Learners in S4, S5 and S6 have not yet participated in an examination diet or related experience (e.g. in-school preliminary examinations or 'prelims') as was in place prior to session 2019/2020. As noted nationally, many young people have reported their mental health and wellbeing has been adversely impacted as a result of the Covid-19 pandemic, where schools have continued focus on supporting and monitoring wellbeing while also aiming to raise attainment and achievement for all in a very different school experience. Increased anti-social behaviour

has also arisen in certain localities involving some young people, with increase in exclusion across some schools.

- 3.7 The Insight data we receive each year for cohort attainment across S4, S5 and S6 performance will be reported up to next Committee following Secondary School Insight Attainment reviews in November/December 2021. This will provide a further holistic approach to attainment and performance and allows comparison with virtual comparators and on a national basis allowing analysis of the following:
- Improving attainment in Literacy and Numeracy
  - Improving attainment for all
  - Increasing post-school destinations
  - Tacking disadvantage by improving the attainment of lower attainers relative to high attainers
- 3.8 Initial Senior Phase Attainment meetings have taken place with secondary schools to analyse the SQA performance data and to set actions for improvement appropriate to all schools on an individual basis. Final meetings occurred in August and September 2021 with previous ACM Quality Assurance and Data Meetings taking place during March to June 2021 analysing data sets forming the basis for this report, now in final format.
- 3.9 The attainment data presented to Committee within this report is collated from SQA results across the Senior Phase and will cover the following:
- S4 breadth and depth attainment at SCQF level 5
  - S5 breadth and depth attainment at SCQF level 6
  - S6 breadth and depth attainment at SCQF levels 6 and 7
  - Overview of subject performance
  - Attainment in senior phase from courses provided through UHI, Moray College
- 3.10 Our Best Value Audit Report for Moray highlighted scope for improvement in levels of attainment for a number of measures; this was extracted from our attainment data for session 2017/18. Within this Committee report, data from 2017/18 is noted along with data from 2018/19, 2019/20 and 2020/21 in order to demonstrate progress made to date as well as actions that are planned for improvement. It is further noted that attainment data for session 2019/20 and 2020/21 have very different assessment processes and educational environment to previous sessions when arriving at final grades, making 'like for like' comparisons difficult.
- 3.11 Committee should also be aware that over the course of session 2020/21 there was significant disruption to learning. The 'new' timetable did start early during the first lockdown however learning was being undertaken remotely and approaches to remote learning, including roll out of devices were in the early stages. S4 learners in particular were not used to timed in-class assessments during August to December – this time was identified as a key opportunity to cover as much content as possible. In normal sessions prelims

would take place in January, however they did not take place due to the second lockdown and examinations had already been cancelled. As a result young people had limited opportunities to undertake controlled assessments under examination conditions until they returned to school in April 2021. Although the period for gathering evidence was extended, some young people will have found this a particularly anxious time.

#### 4 **SENIOR PHASE ATTAINMENT ANALYSIS OVERVIEW**

##### **S4 Breadth and Depth attainment at SCQF Level 5**

- 4.1 This measures how many qualifications S4 learners achieved at all SCQF level 5 qualifications; this included National 5 as well as others, including Skills for Work and National Progression Awards at level 5.

<b>Moray</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
1 @ Level 5	75.7%	78.6%	82.3%	81.7%
3 @ Level 5	52.2%	55.0%	61.4%	61.4%
5 @ Level 5	30.9%	32.5%	39.2%	37.0%
6 @ Level 5	20.8%	20.5%	27.8%	25.9%
7 @ Level 5	0.0%	0.1%	9.4%	19.5%

Source: SEEMIS BI B&D data

- 4.2 In session 2021 - following improvement across all measures in 2020 - marginal decreases are noted at 1, 5 and 6 at level 5 measures with the 3 at level 5 measure comparable to session 2020. The largest reduction of 2.2% (5 @ level 5 from 39.2% in 2020 to 37.0% in 2021) of an S4 cohort size of 922 young people in 2021, represents a slight notional decrease of 20 pupils not achieving at this measure. The trend for attainment of 6 and 7 qualifications at level 5 first reported in session 2020 shows a positive position with 6 of our 8 schools (increased from 4 in session 2020) now presenting a number of pupils for 7 qualifications at level 5. As a result we have the emergence of a strong performance for this measure, increasing to 19.5% or an additional 180 learners based on 2021 cohort size of 922 young people achieving 7 qualifications this session at level 5.
- 4.3 Work continues with all schools to ensure more pupils across have the opportunity to undertake 7 and more level 5 qualifications in S4 with this initially being for Application of Maths but will extend to other subject areas as appropriate. We continue to review approaches in line with recent OECD reports relating to the review of Curriculum for Excellence into the future and work underway on review of Senior Phase qualifications following the Stobart report on upper-Secondary education student assessments and National reviews underway.
- 4.4 Our targets against actual outcomes at level 5 for session 2020/21 are as follows:

<b>Moray</b>	<b>Target - 2021</b>	<b>Actual - 2021</b>	<b>Variance</b>
1 @ Level 5	85.0%	81.7%	-3.3%
3 @ Level 5	65.0%	61.4%	-3.6%

5 @ Level 5	42.0%	37.0%	-5.0%
6 @ Level 5	31.0%	25.9%	-5.1%
7 @ Level 5	15.0%	19.5%	+4.5%

- 4.5 The targets above were set in line with our Raising Attainment Strategy, virtual comparator data as well as national trends and were developed with progress and potential constraints and uncertainty associated with Covid-19 known at the time of setting in August/September 2020. Where the pandemic has continued to impact on learners and our schools throughout the months following in session 2020/2021, review of all targets is now required in order to take account of further impact on young people due to Covid-19.
- 4.6 The highest positive variance (7 @ level 5) of 4.5% notionally equates to 41 learners, with largest adverse variance (6 @ level 5) of 5.1% equivalent to 47 learners, based on 2021 S4 cohort size of 922 young people. Further moderate variances are noted in the end column above with work underway to review targets in line with exceptional circumstances continuing to be faced by our schools as we continue to navigate through the pandemic along with necessary restrictive mitigations in place to ensure safety of all.

#### **S5 Breadth and Depth attainment at SCQF Level 6**

- 4.7 This measure demonstrates how many qualifications S5 learners achieved at SCQF level 6; this includes Highers as well as other qualifications, including Skills for Work and National Progression Awards at level 6.
- 4.8 This data is based upon the S4 cohort numbers who continue to S5 and is not for all pupils who were still in school for S5. This is a normal measure for measuring performance with SQA qualifications.

<b>Moray</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
1 @ Level 6	53.7%	46.0%	56.8%	57.3%
3 @ Level 6	33.8%	27.5%	33.4%	36.4%
5 @ Level 6	13.9%	11.7%	13.3%	15.0%

Source: SEEMIS BI B&D data

- 4.9 There is an improving trend at all levels for 1, 3 and 5 passes at level 6. The largest increase (3 @ level 6) of 3.0% of a cohort size of 913 young people when this S5 cohort were in S4, represents an increase of 27 pupils achieving at this measure.
- 4.10 S5 attainment has continued to be an area of focus across Moray and is supported through our ongoing review of the curriculum provision at SCQF level 6 across our schools to ensure that we provide a responsive and appropriate offer for all learners. Common with S4, further cognisance of OECD reviews and National advice to follow will be taken in consideration of further work in this respect.
- 4.11 Our S5 targets against actual outcomes at level 6 for session 2020/21 are as follows:

<b>Moray</b>	<b>Target - 2021</b>	<b>Actual – 2021</b>	<b>Variance</b>
1 @ Level 6	61.0%	57.3%	-3.7%
3 @ Level 6	36.0%	36.4%	+0.4%
5 @ Level 6	16.0%	15.0%	-1.0%

- 4.12 The targets above were set in line with our Raising Attainment Strategy, virtual comparator data as well as national trends. However, they were reviewed in August/September 2020 at a time when the potential constraints, impact and uncertainty associated with Covid-19 were not fully known. The pandemic has continued to impact on learners and our schools throughout the months following in session 2020/2021 and review of all targets will be required in order to take account of further impact on young people due to Covid-19.
- 4.13 With cohort size of 913 young people when this S5 cohort were in S4, the variance of -3.7% for 1 at level 6 represents a notional 34 pupils not achieving in line with target at this measure.
- 4.14 Positive trend data year on year is however noted in the table further above, highlighting demonstrable improvement in performance with target review required as we continue to navigate through the pandemic along with necessary restrictive mitigations in place to ensure safety of all. This is commendable given pressure young people have been under and considerable work undertaken by staff to support positive outcomes.

#### **S6 Breadth and Depth attainment at SCQF Levels 6 and 7**

- 4.15 This measures how many qualifications S6 learners achieved SCQF level 6 and 7 qualifications; this includes Highers and Advanced Highers as well as others, including Skills for Work and National Progression Awards at level 6 and 7. This is an accumulation of level 6 and 7 attainment which may have been achieved prior to S6 within the Senior Phase. Similarly, to S5 performance, we are continuing to develop the curricular offer for S6 pupils.
- 4.16 This data is based upon the S4 cohort numbers who continue to S6 and is not for all pupils who were still in school for S6.

<b>Moray</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
3 @ Level 6	38.1%	42.2%	37.9%	44.8%
5 @ Level 6	25.2%	26.9%	26.1%	28.9%
1 @ Level 7	17.6%	16.5%	18.6%	20.8%

- 4.17 Our S6 attainment is favourable and positive across achievement of both 3 and 5 qualifications at SCQF level 6. Young people achieving at least 1 Advanced Higher is further displaying an improving trend. Performance in 2021 is strongest of all four years across all three key measures reported for S6. The largest increase (3 @ level 6) of 6.9% of a cohort size of 876 young people when this S6 cohort were in S4, represents a notional increase of 60 pupils achieving at this measure. Common with S5, there remains further



work to be undertaken with the S6 curriculum offer and demonstrated attainment.

- 4.18 Our S6 targets against actual outcomes at level 6 and 7 for session 2020/21 are as follows:

<b>Moray</b>	<b>Target - 2021</b>	<b>Actual – 2021</b>	<b>Variance</b>
3 @ Level 6	44.0%	44.8%	+0.8%
5 @ Level 6	30.0%	28.9%	-1.1%
1 @ Level 7	20.0%	20.8%	+0.8%

- 4.19 The targets above were set in line with our Raising Attainment Strategy, virtual comparator data as well as national trends. However, they were reviewed in August/September 2020 at a time when the potential constraints, impact and uncertainty associated with Covid-19 were not fully known. The pandemic has continued to impact on learners and our schools throughout the months following in session 2020/2021 and review of all targets will be required in order to take account of further impact on young people due to Covid-19. With cohort size of 876 young people when this S6 cohort were in S4, the variance of -1.1% for 5 at level 6 represents a notional 10 pupils not achieving in line with target at this measure. Positive variances for 3 at level 6 and 1 at level 7 of 0.8% represents a notional 7 pupils achieving above target in respect of each measure.

#### **Actions for Improvement for Breadth and Depth Attainment**

- 4.20 A range of actions for improvement have been put in place to further improve our breadth and depth attainment following data and trend analysis and secondary school attainment meetings. These will be monitored and followed up by central officers on a school by school basis throughout the session.
- Cohort and group based tracking and monitoring to support interventions for improved attainment including increased rigour in tracking of subject levels and completion
  - Increased focus on target setting through Universal Pupil Support interventions, department meetings and school based attainment meetings
  - In-service focus in November on Covid-19 recovery, maximising attainment and readiness and responsiveness for SQA exam diet 2022. This includes delegation to schools to make full use of the local authority identified November Inset day to focus on related activities and emerging priorities identified
  - Authority-wide focus on high quality learning and teaching, continuing to embed Our Moray Standard and supporting resources across all schools
  - Ongoing review of our Moray Raising Attainment Strategy, Toolkit and Practitioner Guide including target setting in line with continued impact of Covid-19 pandemic
  - Review of curricular provision including range and number of qualifications on offer to support all learners using consortia approaches as well as virtual solutions in line with OECD reports and National advice

- Provision of study support at school level as well as continued signposting to national support through eSgoil supported study sessions available virtually
- Use of Covid-19 recovery funding to enable universal and targeted interventions with a wider range of staff focused on raising attainment, supporting wellbeing and ensuring equity for all across our secondary schools. This includes key literacy and numeracy interventions as well as wider accreditation options supported through additional staff in roles including Teacher of Intervention, Principal Teacher (Alternative Curriculum), Principal Teachers (Raising Attainment) to help reduce the impact of Covid-19

### **Subject Performance at National 5, Higher and Advanced Higher Level**

- 4.21 At National 5 level, from the 35 subjects presented across Moray schools, the average pass rate for S4 pupils was 90%; this is a decrease of 1% from 2020. Within our schools this ranged from 81% to 93%.
- 4.22 At National 5, strong S4 performance is noted in Art and Design, Geography, History, Modern Studies, Music and Physical Education. National 5 English also continues to be an area of positive attainment with an increasing trend common with National 5 Maths.
- 4.23 At Higher Level, from the 32 subjects presented, the average pass rate for S5 pupils was 90%; ranging from 85% to 95% across our schools. This is an increase of 1% from 2020.
- 4.24 Positive subject performance at S5 for Higher includes Art and Design, Business Management, English, History, Modern Studies, Music and Physical Education with notable increase in attainment overall for Higher Maths.
- 4.25 In S6 for Higher, the pass rate remained high at 88% with notable subject performance in Geography, History, Modern Studies and Physical Education. At S6 Advanced Higher, performance was strong in a number of subject areas which include English, French, Geography, Graphic Communication, History, Music and Physical Education and a highly notable number of pupils achieving at least one Advanced Higher at 40% of the S6 cohort.
- 4.26 Subject performance has been reviewed at school and local authority level and support and challenge arrangements continue to be under review for ongoing subject group meetings as we prepare for the expectations and requirements for SQA Exam Diet 2022.

### **Actions for Improvement for Subject Based Attainment**

- 4.27 A range of actions for improvement continue to further improve our attainment and estimate rigour. These will be monitored and reviewed by central officers throughout the session as well as by school senior leaders.
- Continued support of subject group meetings to support assessment and moderation, dissemination of good practice and shared learning
  - School based department attainment meetings, some of which supported by central officers

- Familiarisation with National 5 assessment and moderation requirements and school and authority processes to support this
- SQA Understanding Standards and associated webinars
- Higher and Advanced Higher assessment changes and associated changes to learning and teaching approaches
- To continue to review and update where necessary, school and authority quality assurances process during session 2021/22
- Continued contingency planning and preparation in the event of disruption to the 2022 examination diet, based on emerging intelligence and advice

4.28 Moray College continues to provide a range of qualifications for senior phase pupils at National 5 and Higher level as well as Skills for Work (SfW) courses and National Progression Awards (NPA) at levels 4 and 5. The SfW and NPA course provide a high proportion of passes and this supports continued engagement with the college post school as well as links to apprenticeship programmes. At National 5 and Higher level the performance is noted below for A-C passes for 2018 - 2021:

	2018	2019	2020	2021
	A-C	A-C	A-C	A-C
H ESOL	100%	80%	100%	100%
H Psych	70%	40%	74%	93%
H Sociology	31%	50%	100%	100%
H Human Biology				82%
N5 ESOL	100%	75%	100%	86%
N5 Practical Cookery			90%	
N5 Psychology	82%	70%	86%	77%
N5 Sociology				67%

4.29 National 5 attainment is broadly in line with previous years noting small presentation numbers and fluctuation in trend over time; 2021 saw an improvement in H Psychology with a decline in numbers presented noted. Pass rate in National 5 Sociology lower than anticipated based on other pass rates. Results continue to be discussed and reviewed in partnership with Moray College link officers for ensuring best outcomes for our Moray learners.

#### **Actions for Improvement for Moray College Attainment**

4.30 As stated, the attainment for Skills for Work and National Progression Awards continues to be positive for Moray senior phase learners, however a range of actions for improvement have been put in place to further improve National Qualification attainment at National 5, Higher and Advanced Higher level. These will continue to be monitored and followed up by the local authority Moray College link working with Moray College link officers throughout the session.

- Moray College link officers meetings with local authority link officer and school DHTs with College oversight to ensure timely interventions/support for emerging issues
- Enhanced College tracking and monitoring processes shared regularly with each school, developed in partnership with the local authority

- Regular discussions regarding early warning and interventions for pupils as required
- Mid-session progress meeting with local authority and Moray College link officers regarding attainment and outcomes
- Further extension of partner offer to include eSgoil and the Northern Alliance

## **5 SENIOR PHASE SQA EXAM PROCESSES FOR 2021/2022**

- 5.1 On 18 August 2021, it was announced by the Cabinet Secretary for Education and Skills that examinations will be held for National 5, Higher and Advanced Higher Courses for session 2021/2022. This decision was informed by the views of stakeholders including the National Qualifications Group, and by public health advice at that time. SQA examinations will take place from 26 April 2022 to 1 June 2022 with plans dependent on level of any further disruption due to Covid-19 and any additional measures that may be required by that time to respond to any further disruption to learning or changes to public health conditions that may occur. In Moray, we continue to build on the good practice across schools with SQA coordinators working closely with the local authority SQA lead to ensure pupils and staff are supported in delivery and assessment preparation.
- 5.2 Modifications to assessment requirements for National 5, Higher and Advanced Higher courses have already been announced by SQA to support reduction in the volume of assessment and ensure learners continue to achieve credible qualifications. For most courses, these modifications remain the same as those that were put in place for session 2020/2021.
- 5.3 While SQA continue to plan towards the running of a full SQA examination diet this session, if there is further significant disruption to learning and teaching beyond that experienced in 2020/2021, appropriate additional support measures will be put in place by SQA to ensure that exams can still go ahead. For some courses, this may include for example, advance notice of some topics which may feature in exams.
- 5.4 In the event of significant changes to public health conditions at exam time – for example, where public health advice means that large gatherings of people are no longer permitted in April to June leading to severe exam disruption or cancellation – SQA will ask teachers to use their professional judgement of assessment evidence gathered to determine learners' grades based on work already completed throughout the year. Our teachers will continue to gather examples of learners' work and keep records of assessments (e.g. class tests, practical performances, prelims) as evidence of challenge, integration and application of key knowledge and skills required by National courses at National 5, Higher and Advanced Higher. This will provide a reliable collection of evidence which may be used in the event that exams were cancelled at short notice and teachers were required to determine grades achieved.
- 5.5 Through Universal Pupil Support, PSE and other schools based approaches, teachers continue to support young people in preparation for the examination diet planned by SQA for this session. Schools are supporting all pupils in S4-

S6, many having not yet sat a formal examination due to the Alternative Certification Model approaches in place during session 2019/2020 and 2020/2021. Sincere gratitude is expressed to all Moray secondary schools and practitioners in supporting our young people to maximise their achievement and attainment.

## **6 SUMMARY OF IMPLICATIONS**

### **a) Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))**

The Policy was informed by the priorities within the Corporate Plan and 10 Year Plan and in particular to Ambitious and Confident Children and Young People and A Growing and Diverse Economy.

### **b) Policy and Legal**

There are no legal implications arising from this report.

### **c) Financial implications**

There are no financial implications arising directly from this report.

### **d) Risk Implications**

There are risk implications as to how this attainment dataset will continue to be used as comparator data for the next 3-5 years and may skew future performance reporting. The data presented herein reflects year 2 of an Alternative Certification Model (ACM) differing to the previous session's ACM, with planned reversion to a final examination diet this session.

There is also the consideration that more young people will continue to stay on at school beyond S4 and S5 due to coronavirus pandemic and the associated uncertainty. Likewise, concerns regarding wellbeing and Mental Health and impact on learner outcomes and attainment.

Schools further note increases in Additional Support Needs among pupils, impacting on number of courses studied and levels of study. This has noted impact on attainment measures outlined above and is anticipated to increase based on Broad General Education cohort information. A number of young people, due to their additional support needs, access a personalised curriculum with individual targets and outcomes.

Uncertainty surrounds potential change as a result of the unknown direction of the Covid-19 pandemic as outlined in section 5 above with two further contingency scenarios outlined beyond the identified examination based diet return this session.

All of the above are likely to have an effect on SQA results and overall performance data in future years. Changes in assessing qualifications in 2020 and 2021 as a result of cancellation of examinations as well as uncertainty continuing this session creates risks relating to accountability and data comparability.

**e) Staffing Implications**

There are no staffing implications arising directly from this report.

**f) Property**

None.

**g) Equalities/Socio Economic Impact**

An Equality/Socio Economic Impact Assessment is not required as this report is to inform Committee on performance.

**h) Consultations**

Senior Officers in Education, Communities and Organisational Development, Paul Connor, Principal Accountant, Equal Opportunities Officer, Human Resources Manager, Tracey Sutherland, Committee Services Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

**6. CONCLUSION**

- 6.1 The Committee is asked to acknowledge work underway in order to prepare young people for examinations across Moray Schools during the continued Covid-19 pandemic and associated uncertainty**
- 6.2 The Committee is invited to consider and note the SQA assessment process in preparation for the full 2021 attainment report to be presented at the next Committee meeting**
- 6.3 The Committee is asked to consider the potential impact on examinations and performance for session 2021/2022**

Author of Report: Stewart McLauchlan, Quality Improvement Manager

Background Papers:

Ref: SPMAN-1315769894-180




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**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES  
COMMITTEE 24 NOVEMBER 2021**

**SUBJECT: LEGISLATIVE CHANGES AND IMPACT ON EDUCATION**

**BY: DEPUTE CHIEF EXECUTIVE (EDUCATION, COMMUNITIES AND  
ORGANISATIONAL DEVELOPMENT)**

## **1. REASON FOR REPORT**

- 1.1 To provide Committee with an update on Legislative changes, the potential impact on Education so that the Council are prepared for implementation, namely:
- the incorporation of the United Nation Convention on the Rights of the Child (UNCRC);
  - Angela Morgan's Additional Support Needs Review – which will likely lead to amended legislation;
  - the Independent Care Review and implementation of "The Promise" – will lead to amended legislation.
- 1.2 This report is submitted to Committee in terms of Section III (D) (1) of the Council's Scheme of Administration relating to all the functions of the Council as an Education Authority.

## **2. RECOMMENDATION**

- 2.1 **It is recommended that the Committee agree to consider and note both reports and the potential implications for education in Moray which may arise from the recommendations within the reports.**

## **3. BACKGROUND**

- 3.1 The UNCRC was adopted by the United Nations in 1989 and came into full force in the UK in 1992. The convention has 54 Articles which cover all aspects of a child's life and upbringing. In 2019, the Scottish Government intimated their intention to incorporate the UNCRC into Scots Law. The Bill aims to ensure that:
- children's rights are respected and protected in the law and;
  - public authorities are legally required to respect and protect children's rights in all the work that they do.

- 3.2 In September 2019, the Deputy First Minister of Scotland commissioned a review of Additional Support Needs and appointed Angela Morgan as the Independent Chair. The remit for the review made clear that “the principle of presumption of mainstreaming for children and young people was not under review; and the relevant issues would be considered within existing resources”. The review concluded in February 2020 with the report “Support for Learning: All our Children and All their Potential” published in June 2020. The Scottish Government has accepted all recommendations.
- 3.3 In October 2016, the First Minister made a commitment to figure out how Scotland could love its most vulnerable children and give them the childhood they deserve. She commissioned the Independent Care Review.
- 3.4 The Care Review listened very carefully to over 5,500 experiences of those living and working in and around the ‘care system’ to understand what needs to change. In February 2020, the review published, ‘The Promise’. The Promise sets out the changes that require to be made and has cross party support. The expectation is that the recommendations are fully implemented over the next 9 years and legislation change is likely to support delivery. By 2030, the Promise must be kept.

#### **4. THE UNCRC**

- 4.1 The UNCRC can be broadly broken down into 3 areas:
- Protection (from harm and exploitation)
  - Participation (an active participant in own lives and society)
  - Provision (survival needs, education, health care, shelter, food and nutrition)
- 4.2 The main purpose of the Bill is to “incorporate” the UNCRC. This means we will have to comply rather than give regard to and report on progress. The Bill does things to make sure that the incorporation works, including:
- public authorities must not act in a way that’s incompatible with the UNCRC;
  - courts will have powers to decide if legislation is compatible with the UNCRC;
  - the Scottish Government can change laws to make sure they are compatible;
  - the Children and Young People’s Commissioner in Scotland will have power to take legal action if children’s rights are breached;
  - the Scottish Government must publish a Children’s Rights Scheme (participation, awareness, budgeting and Child Rights and Well-being Impact Assessment) to guide expectations;
  - the Scottish Government must review and report on how the Scheme is working every year;
  - other public authorities must report progress and compliance every three years.



- 4.3 Stage one of the bill was completed on 19 January 2021 with stage two on 11 February 2021. The United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Bill was passed on 16 March 2021. It was to have received Royal Assent on in mid-April and was due to come into force 6 months after Royal Assent (October 2021).
- 4.4 The UK government announced on 13 April 2021 that it was referring the legislation to the Supreme Court, on the basis that some aspects of the legislation exceed the Scottish Parliament's devolved powers in some limited respects. The Supreme Court subsequently ruled on 4 October 2021 that certain parts of the Bill fall outwith the competence of the Scottish Parliament. Following the ruling the Deputy First Minister pledged that protections in the bill will go ahead. The Bill will not now become law however the Scottish Government remain committed to the incorporation of the UNCRC to the maximum extent possible as soon as practicable.
- 4.5 Key articles for education are:
- 28 – Right to an education. This must respect children's dignity;
  - 29 – Education must develop every child's personality, talents and abilities to the full;
  - 31 – Relax, play and take part in a wide range of cultural and artistic activities.
- 4.6 Article 4 – "Parties shall undertake all appropriate legislative, administrative and other measures for the implementation of the rights recognised in the present Convention....State Parties shall undertake such measures to the maximum extent of their available resources' – what does this mean for us? We have lots of good practice to build on in Moray including:
- raising awareness of children's rights (Rights Respecting Schools Award, Global Goals etc). UNCRC Train the Trainer events were held in term for all schools with 70% of schools, primary and secondary, represented. Schools have continued to progress with the RRSA. In Primary – Registered – 18%, Bronze – 36%, Silver – 21% and Gold – 10%. School not participating 15%. In secondary all schools are participating with 63% at Bronze and 37% at Silver. Work is progressing across ELC also with engagement started with Education Scotland and officers attending events to support work moving forwards. A few nurseries have charters developed and there is emerging evidence of nursery children being aware of their rights and what this means for them including the right to play;
  - schools who through their vision, values, ethos and culture promote children's rights at every opportunity for example this was reported during HMIE inspections of Newmill, Tomintoul and Glenlivet Primaries. This is further evidenced through displays within the school, class/school/playground charters, newsletters and various social media posts;
  - involving children and young people in school improvement (Young Leaders of Learning, Pupil Committees, Councils, Ambassadors, Captains, Prefects, etc);

- seeing children and young people as a key stakeholder when driving improvement, providing them with opportunities for meaningful engagement in decisions affecting them and acting on their views;
- professional Learning delivered to all newly qualified teachers in 2020/21 included: GIRFEC, UNCRC and Supporting all learners - developing an awareness of Inclusion, Additional Support and Equality, from Education Scotland and Moray Colleagues;
- engagement with Education Scotland – rolling out training for school leaders and staff. Training event on Rights, Reviews and the Promise was offered across Moray with 81% of schools represented. Further training is being offered this term;
- children being active participants in their learning, making choices and suggestions regarding what and how they learn evident through school standards and quality reports;
- further development of Teams groups to support UNCRC/RRSA leads in delivering the UNCRC and RRSA have been established, allowing staff to share good practice and support one another through various awards and training. Various training materials and resources are also shared in this space;
- schools continuing to implement the 54 UNCRC Articles into school policies and guidance when under review to reflect application and engagement.

4.7 However, even with good practice, the Service recognise there is scope for improvement in a number of areas in some of the Council's schools or ELC settings:

- reducing exclusions (especially where no alternative provision has been made);
- developing a shared understanding of rights and language of rights including recording (Staff and pupils);
- addressing inconsistency in the logging of and acting on allegations of bullying including improving how schools deal with bullying;
- mitigating poverty impacts – cost of the school day e.g. reviewing charges for certain subjects in secondary schools (Home Economics, Technical, Art and Design etc). There is currently some Scottish Government funding for this although the allocation to Moray does not meet costs last year. The Association of Directors of Education Scotland (ADES) are working with the Scottish Government on this. If this extends to all areas of the curriculum including extra-curricular then this is a financial pressure for the Council;
- extending positive behaviour policies across all schools to address any use of sanctions or punitive actions which could be deemed not to respect children's rights (e.g. names on a board, golden time/reward systems/behaviour clouds etc);
- improving children and young people's involvement in meaningful learning conversations, setting next steps and targets;
- removing unhelpful 'controls' over toilet access;
- ensuring proper discretion with dispensing of controlled medicines (member of staff tells x to go and get bloods tested, or visual reminder in classroom which identifies the child as having a medical need);

- enhancing choices available for senior phase young people over the course of the three years either in school or as a collaborative opportunity;
- ASN – Improvements in: (note a number of these have actions in the ASN plan):
  - use of differentiation;
  - planning and recording, ensuring in place and appropriate non-judgemental, constructive staff contributions and language used – LPS, IEP, SCP, Child’s Plan etc;
  - solution focussed needs based local provision;
  - involving the child/young person in decisions that affect them; setting objectives, plans, reviews, transitions, placings. Giving these consideration and recording.

### **Implications for the Education Service/Moray**

- 4.8 The Bill will required the Scottish Government to develop a Children’s Rights Scheme to guide the work. Inevitably case law will in time provide a fuller appreciation of the extent to which UNCRC will impact on public bodies and services that are delivered. A court could require an organisation to change what they are doing, if the court agrees that they are not protecting children’s rights properly.
- 4.9 The General Teaching Council for Scotland (GTCS) standards, last reviewed in August 2021 now reflect the standard and teachers will include this in their professional learning as part of their professional review and development annually and professional update every five years.
- 4.10 The importance of children and young people’s “voice” adds to the growing emphasis on meaningful participation and engagement with children and young people in the development of policy and service delivery. This includes influencing decision making, planning improvement, being included (ASN) – schools and ELC settings need to consider how to take this forward.
- 4.11 One of the Quality Improvement Officers (QIO) Supporting all Learners will take a lead on this work for the Education service, however there will also be work progressed within Education Resources and Communities and a service lead will also be identified to ensure that this is in place. The QIO will lead on any training requirements, ensure information is passed on and that where necessary Children’s Rights and Wellbeing Impact Assessments (CRWIA) are completed. All Officers will require to align central policy documents with UNCRC and this will create additional workload. The current Education Service plan workplans take account of this and where necessary schools and ELC settings will ensure that this is incorporated into the Improvement Plans.
- 4.12 The Bill proposes to place a duty on LAs to prepare and publish reports every three years on what they have done to comply with the legislation. This would replace the existing duty set in the Children and Young People (Scotland) Act 2014.
- 4.13 It is important to recognise that this will have a direct bearing on the whole Council and the Moray Children’s Services partnership. To ensure that the views of children and young people are genuinely considered when taking decisions which affect them, the Council should routinely adopt a child rights-

based approached (CRBA) to the design, development and commissioning of services and approaches as the Service move forward. These approaches will support the service to continue to take an asset-based view of the children and young people.

- 4.14 Many Community Planning Partnerships are looking at becoming UNICEF accredited and as such have joint action plans to take this forward. A paper will be taken to the Moray Community Planning Board to invite them to consider this.

## **5. THE MORGAN REVIEW**

- 5.1 The remit of the review was to consider the implementation of the legislation ie Education (Additional Support for Learning) (Scotland) Act 2004: across ELC centres, primary, secondary and any special schools; the quality of learning and support; the different approaches to planning and assessment; the roles and responsibilities of support staff; and the areas of practice that could be further enhanced through better use of current resources to support practice, staffing or other aspect of provision.
- 5.2 Reference was made to the recommendations of the Morgan review while undertaking the ASN review, which meant that it was possible to incorporate appropriate actions within the improvement plan to take account of the issues raised by Morgan in how local issues were addressed. Some examples of these actions are incorporated below.
- 5.3 As part of the review the voices of children and young people were taken and from this were a number of key messages, including:
- meaningful relationships are essential;
  - technology can be helpful – we need staff to adapt teaching methods to our learning styles;
  - we want to feel safe and have a choice of calm, quiet or sensory areas and choose when we use them;
  - we want all staff to better understand ASN and not underestimate us, we don't want to be defined by our additional support need;
  - we want our peers to understand us and want bullying to be addressed quickly;
  - Primary and secondary schools need to talk to each other and there needs to be more communication between schools;
  - we want to be involved in decision making;
  - Additional Support for Learning (ASfL) needs to be funded adequately;
- 5.4 The overarching recommendation from the Morgan review is that – children and young people must be listened to and involved in all decision making relating to additional support for learning. Co-creation and collaboration with children, young people and their families will support more coherent, inclusive and all-encompassing policy making, which improves implementation, impact and experience. We will need to demonstrate in Moray that we act on what children say. The recommendations of the Morgan report, set out below, were taken into account in the ASN Review and will have an ongoing bearing on the actions in the plan agreed as a result of the review.

- 5.5 The recommendations are in nine broad themes:
- Theme 1 - Vision and visibility (vision and measurement)
  - Theme 2 – Mainstreaming and inclusion
  - Theme 3 – Leadership and strategic planning
  - Theme 4 – Resources
  - Theme 5 – Workforce development and support
  - Theme 6 – Relationships between school and parents
  - Theme 7 – Relationships and behaviour
  - Theme 8 – Understanding rights
  - Theme 9 – Assurance mechanism
- 5.6 Vision – a national vision statement for children and young people who have additional support needs must be developed in partnership with children and young people in order to raise their profile to ensure equity. This includes the need to:
- **Celebrate** the achievements and successes of children and young people with ASN in equivalence to attainment and exam results;
  - **Change the language** used to describe children and young people with additional support needs, and the services that support them. It should move away from describing children and young people as their condition and should not be solely focused on deficits.
- 5.7 A national measurement framework must be developed to ensure that there is **no reduction in aspiration** and ambition for all to achieve to the maximum of their learning potential.
- The National Improvement Framework must be revised to:
- **ensure parity** for additional support for learning;
  - Be rooted in improvement methodology to encourage a **culture of improvement**;
  - To recognise that **qualifications are not relevant learning objectives** for some.
- 5.8 The investment in Pupil Support Assistants must be measured for impact and improvement on children and young people's experiences and achievements. Local authority and school managers must plan a strategy to review the deployment of Pupil Support Assistants, which takes account of recommendations from the current national research. This will be incorporated into considerations as deployment of the resources agreed by the Council on 15 September 2021 is taken forward.
- 5.9 Leadership and strategic planning - There must be clear values-driven leadership, shared communication, support and challenge at all levels of the system to ensure that the experiences and achievements of children and young people with additional support needs are visible and continue to be improved.
- 5.10 In order to drive a holistic approach and support the visibility of children and young people with additional support needs, local authority planning must

incorporate the implications of additional support for learning for all local authority and partner services.

- 5.11 ASN need is growing nationally and locally as is evidenced by the increasing number of referrals for ASN funding. In her review, Angela Morgan stated that 30.9% of a population is not marginal. The evidence is that fulfilling the vision of the Additional Support for Learning legislation through “tweaking” systems and provision around a baseline assumption of educating children who may have support needs, but not “additional” support needs is not workable. We need a different starting point: all our children and all their support needs’. The International Council of Education Advisers (ICEA) back this suggesting a focus on universal design. In Moray this is acknowledged in the developing work on supporting all learners and our presumption towards inclusion.
- 5.12 Teacher Education and Development - Teacher recruitment, selection, education and professional development and learning processes must align with the changed and changing profile of children and young people in Scotland to ensure that:
- all teachers hold and enact professional values of inclusion and inclusive practice;
  - all teachers understand what additional support needs are and their role in adapting learning to take account of additional support needs;
  - all teacher education and development includes nationally specified practice and skills development as a core element;
  - professional learning must include where and how to access specialists’ expertise and support;
  - communication, relationship building and positive mediation skills development are incorporated and embedded into teacher education and development, supported by coaching and mentoring opportunities;
  - parity of career progression, pathway structures and opportunities for specialist teachers of Additional Support for Learning.
- 5.13 Specific additional provision has been made for professional learning and development and resources have been agreed to support this. The outcomes of the Morgan report will be incorporated into this work.
- 5.14 Pupil Support Assistants (PSAs) - a review of the roles and remit of Pupil Support Assistants must be undertaken. This must include the development of clear specifications for how classroom teacher and pupil support assistant roles interact and complement each other. It must also consider standards of practice, learning pathways, career progression routes and remuneration. Evidence from Education Endowment Foundation is a key consideration/driver. A review of the role and deployment of PSAs is planned as part of the ASN action plan. The role of Pupil Support Worker has also recently been introduced to recognise the skills and training required for this specialist area of work.
- 5.15 Relationships between schools and parents – schools and local authorities must work in partnership with parents and carers to develop, and deliver, ways of working together that support and promote positive relationships,

communication and cooperation. This must include clear pathways on transitions for children and young people with additional support needs, in the context of learning for life, allowing parents, carers, children, young people and professionals to be informed and supported at key transition points. Parents and carers must be involved as equal partners in the development of key guidance, to contribute their knowledge and lived experience. Further investment is needed to strengthen support services for families; allowing these services, and the support that they provide, to be embedded. The benefits of the use of mediation must be widely promoted at a national, regional and local level and consideration should be given to how mediation can be developed through professional learning, to support the workforce.

5.16 Relationships and CSPs - The planned review of Coordinated Support Plans (CSPs) must consider:

- planning mechanisms within a whole life perspective for children and young people with lifelong conditions, including transitions between and beyond education settings;
- clarifying the interaction between CSPs, child's plan and GIRFEC;
- the relationship between education and partners in health, social work and other agencies to identify where re-alignment is needed in the preparation and delivery of support; and
- where improvements are needed in the availability and accessibility of information and guidance about planning, and its processes, for all parents, carers, children and young people.

5.17 Assurance mechanisms - Following this Review, there must be a mechanism put in place to allow progress against these recommendations to be reported and scrutinised. A progress report should be produced for Scottish Ministers and COSLA one year after the publication of this report and its recommendations. Local authorities must take account of the findings of this report to review and align their quality assurance processes. This must drive improvements in processes, practice and outcomes at all levels in the system.

5.18 Scrutiny - Education Scotland must take account of the findings of this report and take action to ensure that their scrutiny frameworks, and inspection activities, are in line with it. Education Scotland must use the findings of this Review, and the conditions identified for good practice, to support and develop improvement in local authorities, regional improvement collaboratives and schools.

**Implications for the Education Service/Moray**

5.19 Officers, schools and ELC settings will need to ensure that the achievements of children and young people with ASN are celebrated and that these are wider than qualifications. There needs to be an understanding when scrutinising examination results, as an inclusive authority, that for an increasing number of young people they will not feature on tariff score tables as this is not an appropriate measure of success for them.

5.20 The current implementation of the actions arising from the ASN Review will continue to take account of all recommendations of the review including a strategy to measure the impact of PSA resource as well as ensuring that

officers consistently draw on research to provide support, advice and training for school and ELC staff. ASN should be at the heart of improvement planning at ELC/School and authority level in all aspects of our strategic planning processes and we need to ensure we are confident that this is the case.

- 5.21 Within the Morgan review it stated that “Children and young people with additional support needs must be proactively and fully considered in policy making and appropriate cross-Government links made at the earliest stage.
- 5.22 Children and young people, parents and carers must be partners in the development of key policies and guidance across the system.” As we consider the ASN review and the wider Getting it Right for Every Child (GIRFEC) agenda there are plans to ensure that there is wide involvement of stakeholders as work progresses on the ASN action plan to ensure their views and experiences are captured and have influence.
- 5.23 As we progress the local review of ASN in line with the Morgan Review we will consider our local recruitment processes, induction and training on offer and review and develop this in line with expectation with a clear plan in place as part of the wider professional development strategy and framework for all staff across schools, ELC centres and centrally. Central officers will need to ensure that all aspects of career development and progression are taken into consideration. There are already plans to include the role of PSA in this work.
- 5.24 The review of our Parental Engagement Strategy including the statutory parental engagement needs to consider any implications of the review on this work. One of the vacant QIO posts will lead this work in future.
- 5.25 As part of the review of ASN services CSP guidance will be reviewed to ensure that expectations within the Morag Review are taken into account and planned for.
- 5.26 The ASN review takes account of the need for Quality Assurance processes and will include a programme of visits and other ways to ensure a clear ASN focus for quality improvement activity. In addition, Moray needs to be prepared for any scrutiny activity around ASN and Education Resources & Communities and Education officers will work together to support self-evaluation and quality improvement approaches across schools and ELC settings to be ready for this change in approach.

## **6. THE INDEPENDENT CARE REVIEW**

- 6.1 Work to #KeepThePromise between 2021 and 2030 will be shaped by a series of three plans, each lasting three years and outlining the priorities and action across that period. The first is Plan 21-24.
- 6.2 The Promise is built on five foundations: Voice, Family, Care, People and Scaffolding. Our Children’s Services team have briefed members on this and Plan 21-24.
- 6.3 Care experienced children and young people (CECYP), like all children, have a right to education. They will receive all they need to thrive at school. There

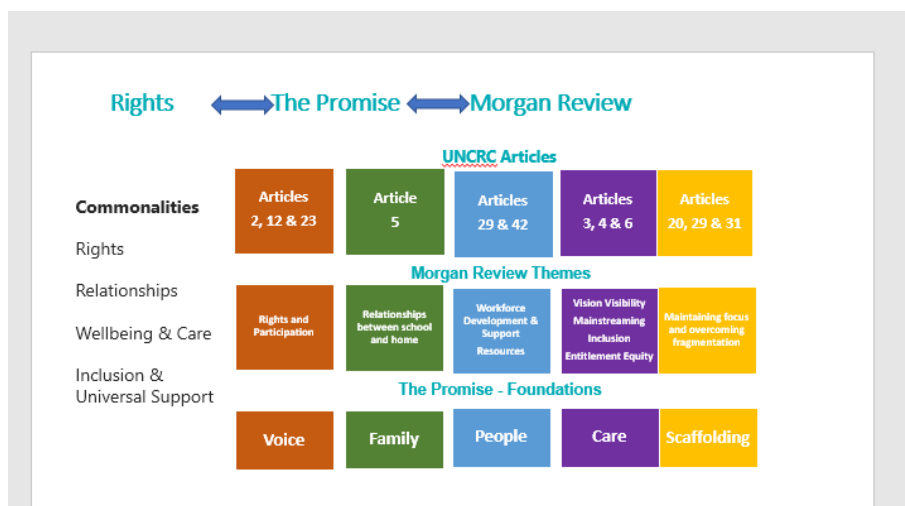


will be no barriers to their engagement with education and schools will know and cherish their care experienced pupils.

- 6.4 A key area of note is around the language of care which is used by those working with families so that they are not stigmatised. For example we use the term 'vulnerable' family however these are families who have been under supported, thus the system has made them vulnerable. Also the term 'families' includes all ie families of origin, kinship families, foster families and adoptive families.

### **Implications for the Education Service/Moray**

- 6.5 Education staff need to consider how best to support CECYP including working with Children's Services officers to plan the use of the CEYP grant provided to the Council.
- 6.6 Officers will need to review policies including attendance and attainment so that there is robust tracking in place for CECYP so that support can be identified early and given where necessary. Schools need to consider use of PEF monies to include plans for CECYP. Schools and wider employability teams need to ensure that CEYP go on to genuine positive destinations, including further education and employment.
- 6.7 Schools need to ensure that CEYP are able to actively participate in all subject and extra curricular activities. School improvement plans will value and recognise the need for care experienced pupils to receive sufficient supports along with other identified children and young people.
- 6.8 The Exclusion policy has been reviewed to take account of the Promise however schools, central support teams and other agencies need to work together to ensue that formal and informal exclusion of CEYP ends.
- 6.9 Professional development needs to include staff being trained in trauma informed practice so that they are able to respond to behaviour appropriately.
- 6.10 Physical restraint policies need to be updated, reviewed and with appropriate training (provided by the Social Work Training Team) so that all children and young people, including those care experienced, are only restrained to keep them safe.
- 6.11 Research indicates that there will be a significant increase in the number of children identified as vulnerable as we recover from the pandemic and therefore the local system will experience increased demand. We need to try to get ahead of this challenge now so that we are well placed to respond. This includes an increase in the number of families in poverty and the Moray Children's Services Plan identifies key priorities to move this work forwards.
- 6.12 To summarise the diagram below demonstrates the commonalities which underpin rights, promises and reviews. The columns show how interconnected the three themes are and how they naturally flow from the UNCRC articles.



**(a) Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))**

## (b) Policy and Legal

### (c) Financial implications

#### (d) Risk Implications

**Morgan Review** – if we do not implement the recommendations across Moray, we will face legislative challenge in the form of ASN tribunals.

### (e) Staffing Implications

**(f) Property**

**(g) Equalities/Socio Economic Impact**

None arising directly from this report.

**(h) Consultations**

The Depute Chief Executive (Education, Communities and Organisational Development), the Head of Education Resources and Communities, Quality Improvement Managers, Quality Improvement Officers, Head Teachers, Early Years Service Managers, Senior HR Advisor, Paul Connor, Principal Accountant, LNCT Joint Secretaries, the Equal Opportunities Officer and Tracey Sutherland, Committee Services Officer, have been consulted on this report and agree with the sections of the report relating to their areas of responsibility.

**8. CONCLUSION**

**8.1 Committee is asked to consider the three documents/policies and the legislative impact on the Council and work across Education at this time.**

Author of Report:	Vivienne Cross, Head of Education (Chief Education Officer)
Background Papers:	<a href="#">Scottish Government - UNCRC policy</a> <a href="#">UNICEF UNCRC</a> <a href="https://webarchive.nrscotland.gov.uk/20210425012928/www.gov.scot/groups/additional-support-for-learning-review">https://webarchive.nrscotland.gov.uk/20210425012928/www.gov.scot/groups/additional-support-for-learning-review</a> <a href="https://thepromise.scot/">https://thepromise.scot/</a>
Ref:	SPMAN-1315769894-178





**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES  
COMMITTEE ON 24 NOVEMBER 2021**

**SUBJECT: EDUCATION RESOURCES AND COMMUNITIES AND  
EDUCATION CAPITAL BUDGET MONITORING REPORT 30  
SEPTEMBER 2021**

**BY: DEPUTE CHIEF EXECUTIVE (EDUCATION, COMMUNITIES AND  
ORGANISATIONAL DEVELOPMENT)**

## **1. REASON FOR REPORT**

- 1.1 This report is to inform Committee of projects and proposed expenditure for Capital Budgets within Education, Children's and Leisure Services for 2021/2022.
- 1.2 This report is submitted to Committee in terms of Section III (A) (2) of the Council's Scheme of Administration relating to the consideration of Capital and Revenue Budgets and long term financial plans.

## **2. RECOMMENDATION**

- 2.1 **It is recommended that the Committee scrutinises and notes the contents of the report.**

## **3. BACKGROUND**

- 3.1 It is the practice of this Committee to receive regular reports both providing an update on the current financial position of the capital programme and seeking approval to implement projects when they arrive at a suitable point of development.
- 3.2 At the meeting of the Moray Council on 3 March 2021 (paragraph 2 of the minute refers) Council approved the Capital Plan for 2021/22.
- 3.3 The capital budgets covered in this report and a list of the major projects from this financial year are contained within the Education Resources and Communities and Education Capital Plan under **APPENDIX I**.

## **4. BUDGET FOR 2021/22**

- 4.1 The total approved Capital Budget for Education Resources and Communities and Education for financial year 2021/22, including carry forwards from 2020/21, is as follows:-

	<b>20/21 £000</b>
Land & Buildings	11,035
Vehicles, Plant & Equipment	114
<b>Totals</b>	<b>11,149</b>

4.2 Actual expenditure up to 30 September 2021 is £4.802m.

## **5. MAJOR PROJECTS**

### **Schools Essential Maintenance Programme 2021/22**

5.1 The total budget for this programme of work is £4.655m which is made up of a carry forward of £1.655m from last year and £3m from 2021/22 Capital Plan. This programme of work is a single line within the Capital Plan. However, the programme has been split into separate budgets for each individual project as detailed in **Appendix I** for budget monitoring purposes. The majority of this work programme is the phased work begun under the Make Do and Mend criteria, which was to address elements of schools in Condition D that have the possibility of failing. The scope of each of the projects is developed in consultation with the school and the contractor. The reactive nature of this programme does mean that individual project budgets do vary during the year of the programme.

5.2 Work to upgrade the mechanical and electrical systems at Speyside High School, Cluny Primary School, Forres Academy, New Elgin Primary School, and Anderson Primary school was completed during the school summer holidays.

5.3 Work to replace the heating system at Burghead Primary School was unable to progress while discussions were ongoing with a local distillery to establish if waste heat from the facility could be used at the school. Those discussions were concluded in October 2021 and the heating option appraisal has now been updated. The delay while negotiations were concluded is the main reason for the overall underspend on the B-B programme of work.

5.4 Work to upgrade the drainage systems at Andersons Primary School, Forres Academy and Applegrove Primary School was completed during the school summer holidays.

5.5 Work to replace defective render with a new insulated render system at Hythehill Primary School has begun on site and is programmed to complete on 10 December 2021.

## **6. NEW BUILD (SCHOOLS)**

### **Lossiemouth High Replacement Project**

6.1 Demolition of the old school and leisure building has begun following the disconnection of existing utilities. Intrusive asbestos surveys have been conducted ahead of each area of the building being demolished. The demolition works are currently three weeks behind programme and the

contractor has employed additional resource and is confident of bringing the project back within programme.

- 6.2 COVID-19 costs have been agreed with the contractor and submitted to the Scottish Government as indicated in previous Reports to this Committee. The Scottish Government have acknowledged receipt of our documentation and have confirmed they are currently reviewing the claim.

**Linkwood Primary School**

- 6.3 COVID-19 costs have been agreed with the contractor and submitted to the Scottish Government as indicated in previous reports to this Committee. The Scottish Government have acknowledged receipt of our documentation and have confirmed they are currently reviewing the claim.
- 6.4 The Scottish Government are not funding the project, but have been provided with the agreed COVID-19 costs to determine if they will contribute to the costs.

**Findrassie Primary School**

- 6.5 Stakeholder consultation on the project within the Elgin Academy ASG started in August 2021. Initial consultations will engage with both educational and community users and is programmed to complete on 10 November 2021. Procurement options are currently being evaluated with the Scottish Procurement Alliance and Hubco North. The time required to recruit the Project Manager (Learning Estate) and arrange the consultation process has delayed expenditure on professional fees during 2021/22.

**7. EARLY LEARNING CHILDCARE EXPANSION**

- 7.1 The Early Learning Childcare (ELC) Capital Programme includes 4 new build nurseries and 7 refurbishments. In addition to the 8 projects reported as completed to the ECOD committee on 11 August 2021, 2 further projects are now complete at Strathisla Nursery, Keith and Mosstodloch Primary, making the full list of completed projects:

- Lady Cathcart, Buckie;
- Lhanbryde Primary;
- Burghead Primary;
- New Elgin Primary;
- Cullen Nursery;
- Mortlach Primary, Dufftown;
- Linkwood Primary School;
- Pilmuir Nursery;
- Strathisla Nursery Keith; and
- Mosstodloch Primary.

**Aberlour Primary School Nursery**

- 7.2 Planning and Listed Building Consent has been approved to carry out a full refurbishment and extension to the existing nursery. Temporary decant accommodation has been manufactured for both the school and private nursery. The school nursery will be decanted to accommodation on the primary school site and the private nursery to a site adjacent to Speyside High School. The tender for the ground works for decant accommodation has been

accepted and planning is underway to carry this work out with the minimum disruption to the schools. A revised estimated cost for the refurbishment works is currently being undertaken to establish the impact of the current material inflation within the construction market.

- 7.3 The budget pressure identified in this financial years ELC budget for construction projects has been addressed with the reallocation of central funding from the Scottish Government to maintain the requirement that funding for this programme is met externally. A review of the processes and procedures for the management of Revenue budgets being used for Capital programmes is being undertaken by Finance, Internal Audit and Housing & Property Services.

## **8. LEISURE AND LIBRARIES**

### **Gladstone (Leisure Management System) Integration Project**

- 8.1 This project is now at final sign off stage as the finance reports have now been checked and approved.

### **8.2 Underwater Swimming Pool Camera Replacements**

The contractor has scheduled the pool camera replacements to be completed in December 2021.

## **9. SUMMARY OF IMPLICATIONS**

### **(a) Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP)).**

This report supports the Council's corporate working principles of efficiency, effectiveness and economy.

### **(b) Policy and Legal**

Future programmes of work funded from the Capital Programme will require policy decisions to help inform how schools' projects will be prioritised and in the case of refurbishments, to what standard.

### **(c) Financial Implications**

There are no financial implications other than those detailed in the report.

### **(d) Risk Implications**

The school estate (excluding new build) continues to deteriorate. The level of investment that the Council is able to afford is insufficient to maintain all schools to B/B standard. The risk of building failures, temporary closures and/or health and safety risks continue to be a concern. The programming of work within schools is subject to change as government guidance is issued in relation to COVID-19 restrictions. The latest construction sector guidance is indicating that manufacturing lead in times and costs for building products are increasing rapidly due to the effects of COVID restrictions and Brexit. This will in turn impact tender prices received for construction projects, therefore additional budget may be required for projects after they return from tender or projects postponed.



**(e) Staffing Implications**

There are no staffing implications associated with this report.

**(f) Property**

There are no property implications other than those detailed in the report.

**(g) Equalities/Socio Economic Impact**

There are no equalities or socio economic implications associated with this report.

**(h) Consultations**

Consultations have been undertaken with Paul Connor, Principal Accountant; the Property Asset Manager; the Design Manager; the Legal Services Manager; the PPR and Communications Officer; Equal Opportunities Officer; Head of Education Resources and Communities, Head of Education and Tracey Sutherland, Committee Services Officer. Where comments have been received, these have been included within the report.

**10. CONCLUSION**

**10.1 This report presents the Education Capital Works budget to 30 September 2021. It clarifies the status of a number of capital projects and the financial implications associated with each of them where appropriate.**

Author of Report:	Moray MacLeod, Design and Construction Manager
Background Papers:	Education Capital Budgets 2021/2022
Ref:	SPMAN-1285234812-936



**Projected Expenditure**

	<b>Current Capital Plan 2021/22 £000</b>	<b>Actual Expenditure £000</b>	<b>Total Projected Expenditure £000</b>
<b>Land &amp; Buildings</b>			
<b><i>Schools - BB - Investment to bring all schools to B for condition and B for suitability</i></b>			
619086D Cluny Primary School MDM	477	307	383
619395 Hyhehill Primary School External Insulated Render	999	101	1,261
619435 Milnes HS Roof Covering Replacement	200	1	1
619274C New Elgin PS MDM	342	309	366
619381 Speyside High School MDM	279	248	256
619353 St Gerardines Drainage	121	114	133
619285 Pilmuir Primary School Roof Covering Replacement	250	95	108
619135 Forres Academy Drainage	225	214	272
619429D Forres Academy MDM	524	489	533
619070 Burghead PS MDM	442		31
619035 Applegrove Primary School Drainage	220	170	272
619025C Andersons Primary School MDM	315	299	346
619495 Andersons Primary School Drainage	209	127	411
Balance	52		0
<b><i>Schools - New Build</i></b>			
Lossiemouth High School	3,827	354	2,906
Findrassie Primary School Elgin	498		150
Glassgreen Primary School	40		40
School Learning Estate - LEIP	25		25
<b><i>Other Schools</i></b>			
Legionella works - Schools	15	4	15
Schools - Fire, Safety and Security - Minor Works	225	67	225
Schools - Accessibility	40	12	40
Resurface & rejuvenate 3G pitches in Moray	430		300
New 3G Pitches	50		50
Early Learning Childcare	885	1,623	2,453
<b><i>Libraries &amp; Leisure</i></b>			
All public facilities	10		10
Condition Surveys - Other Leisure Facilities	60		60
Refurbishment & upgrade of pools	300		300

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**Total Education, Communities and  
Organisational Development Committee**

11,060

4,534

10,947

**Vehicles Plant & Equipment****Libraries & Leisure**

Swimming pool equipment	109	57	109
Moray Leisure Dehumidifiers		3	3
Les Mills Equipment	5	5	5

**Total Education, Communities and  
Organisational Development Committee**

<b>114</b>	<b>65</b>	<b>117</b>
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**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES  
COMMITTEE ON 24 NOVEMBER 2021**

**SUBJECT: EDUCATION RESOURCES AND COMMUNITIES REVENUE  
BUDGET MONITORING TO 30 SEPTEMBER 2021**

**BY: DEPUTE CHIEF EXECUTIVE (EDUCATION, COMMUNITIES AND  
ORGANISATIONAL DEVELOPMENT)**

**1. REASON FOR REPORT**

- 1.1 To inform the Education, Children's and Leisure Services Committee of the budget position for Education Resources and Communities as at 30 September 2021.
- 1.2 This report is submitted to Council in terms of Section III (A) 2 of the Council's Scheme of Administration relating to the consideration of capital and revenue budgets and long term financial plans.

**2. RECOMMENDATION**

- 2.1 **It is recommended that Committee scrutinises and notes the budget position at 30 September 2021**

**3. BACKGROUND**

- 3.1 The report highlights those areas of the budget where there is a significant percentage variance identified at 30 September 2021.

**4. BUDGET POSITION**

- 4.1 The spend at 30 September 2021 is £12,928,000 against a budget to date of £12,972,000, giving an underspend of £44,000 as shown in **Appendix 1**.
- 4.2 The Covid-19 pandemic has had a significant impact on income and a £500,000 reduction in the income budget for leisure facilities was approved as part of the budget report to Moray Council 3<sup>rd</sup> March 2021. With this saving implemented there is still a loss of income for leisure and libraries of £127,000 to date this is reduced by an underspend on operational costs of £37,000.

- 4.3 Schools repairs and maintenance are underspent by £59,000 at the end of September, the pattern of expenditure in this area is difficult to predict.
- 4.4 Other underspends within the service are Additional Support for Learning training £14,000, library books £11,000 and staff travel across the service £30,000.

## **5 ESTIMATED OUTTURN**

- 5.1 The estimated outturn for 2021/22 is £26,232,000 against a budget of £26,724,000 resulting in an estimated underspend for the year of £492,000.
- 5.2 The Covid pandemic is continuing to have an impact on income with a projected loss for leisure, sports development, libraries and music instruction of £188,000 (additional funding for Music Instruction is expected from the Scottish Government).
- 5.3 Staff savings from vacancies and appointment below top of scale are anticipated to exceed the budget by £548,000.
- 5.4 Underspends on staff travel across the service are anticipated to be £51,000

## **6. SUMMARY OF IMPLICATIONS**

### **(a) Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))**

The Education Resources and Communities Revenue Budget has particular reference to National Outcome 8 – we have improved the life chances for children, young people and families at risk.

### **(b) Policy and Legal**

The Council has statutory responsibilities to meet educational needs, the needs of children and young people in need and those it looks after.

### **(c) Financial implications**

The resource implications are set out in this report and at **Appendix 1**. The underspend as at 30 September 2021 is £44,000 against a budget to date of £12,972,000. The estimated year end position is expenditure of £26,232,000 against a budget of £26,724,000 resulting in an underspend of £492,000.

### **(d) Risk implications**

Budget Managers are aware of their responsibilities for managing budget allocations and approval for any variances will be sought from Committee in line with the Financial Regulations.

### **(e) Staffing implications**

There are no staffing implications associated with this report.

**(f) Property**

There are no property implications associated with this report.

**(g) Equalities/Socio Economic Impact**

An Equality Impact Assessment is not needed because the report is to inform the Committee on budget monitoring.

**(h) Consultations**

Paul Connor, Principal Accountant and Tracey Sutherland, Committee Services Officer, have been consulted and are in agreement with the contents of this report where it relates to their areas of responsibility.

**7. CONCLUSION**

**7.1 That Committee scrutinises and notes the budget position as at 30 September 2021.**

Author of Report: Joanna Shirriffs, Head of Education Resources and Communities  
Nicky Gosling, Accountant

Background Papers: with authors  
Ref: SPMAN-1315769894-182 / SPMAN-1315769894-183





## Education Resources & Communities

## Appendix 1

### Budget Monitoring Report to 30th September 2021

Service	Revised Budget £'000	Budget to Date £'000	Actual to Date £'000	Variance to Date £'000	Variance %	Full Year Forecast £'000	Full Year Variance £'000
<b>Communities</b>	<b>1,090</b>	<b>436</b>	<b>419</b>	<b>17</b>	<b>4 %</b>	<b>1,075</b>	<b>15</b>
<b>Culture, Sport &amp; Leisure</b>	<b>3,726</b>	<b>1,882</b>	<b>1,923</b>	<b>(41)</b>	<b>(2)%</b>	<b>3,884</b>	<b>(158)</b>
<b>Learning Estate</b>	<b>141</b>	<b>54</b>	<b>49</b>	<b>5</b>	<b>9 %</b>	<b>133</b>	<b>8</b>
<b>Additional Support Needs</b>	<b>13,324</b>	<b>6,507</b>	<b>6,469</b>	<b>38</b>	<b>1 %</b>	<b>13,222</b>	<b>102</b>
<b>Business Support Unit</b>	<b>1,429</b>	<b>662</b>	<b>664</b>	<b>(2)</b>	<b>-</b>	<b>1,428</b>	<b>1</b>
<b>Education Resources &amp; Communities Management</b>	<b>106</b>	<b>52</b>	<b>52</b>	<b>-</b>	<b>-</b>	<b>106</b>	<b>-</b>
<b>Schools Repairs &amp; Maintenance</b>	<b>1,066</b>	<b>411</b>	<b>352</b>	<b>59</b>	<b>14 %</b>	<b>1,066</b>	<b>-</b>
<b>Public Private Partnership</b>	<b>5,488</b>	<b>2,746</b>	<b>2,776</b>	<b>(30)</b>	<b>(1)%</b>	<b>5,510</b>	<b>(22)</b>
<b>Education Resources</b>	<b>140</b>	<b>56</b>	<b>57</b>	<b>(1)</b>	<b>(2)%</b>	<b>142</b>	<b>(2)</b>
<b>Education Resources &amp; Communities COVID-19</b>	<b>166</b>	<b>166</b>	<b>167</b>	<b>(1)</b>	<b>(1)%</b>	<b>166</b>	<b>-</b>
<b>Education Resources &amp; Communities Efficiency Savings</b>	<b>48</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(500)</b>	<b>548</b>
				<b>-</b>			
<b>Education Resources &amp; Communities Total</b>	<b>26,724</b>	<b>12,972</b>	<b>12,928</b>	<b>44</b>	<b>-</b>	<b>26,232</b>	<b>492</b>






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**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES  
COMMITTEE ON 24 NOVEMBER 2021**

**SUBJECT: PERFORMANCE REPORT (EDUCATION RESOURCES AND  
COMMUNITIES) – PERIOD TO SEPTEMBER 2021**

**BY: DEPUTE CHIEF EXECUTIVE (EDUCATION, COMMUNITIES AND  
ORGANISATIONAL DEVELOPMENT)**

**1. REASON FOR REPORT**

- 1.1 To inform the Committee of the performance of the service for the period to 30 September 2021.
- 1.2 This report is submitted to the Committee in terms of section III (D) (1) of the Council's Scheme of Administration in relation to the functions of the Council as an Education Authority.

**2. RECOMMENDATION**

**2.1 It is recommended that Committee:**

- i) **scrutinises performance in the areas of Service Planning, Service Performance and other related data to the end of September 2021; and**
- ii) **notes the actions being taken to improve performance where required.**

**3. BACKGROUND**

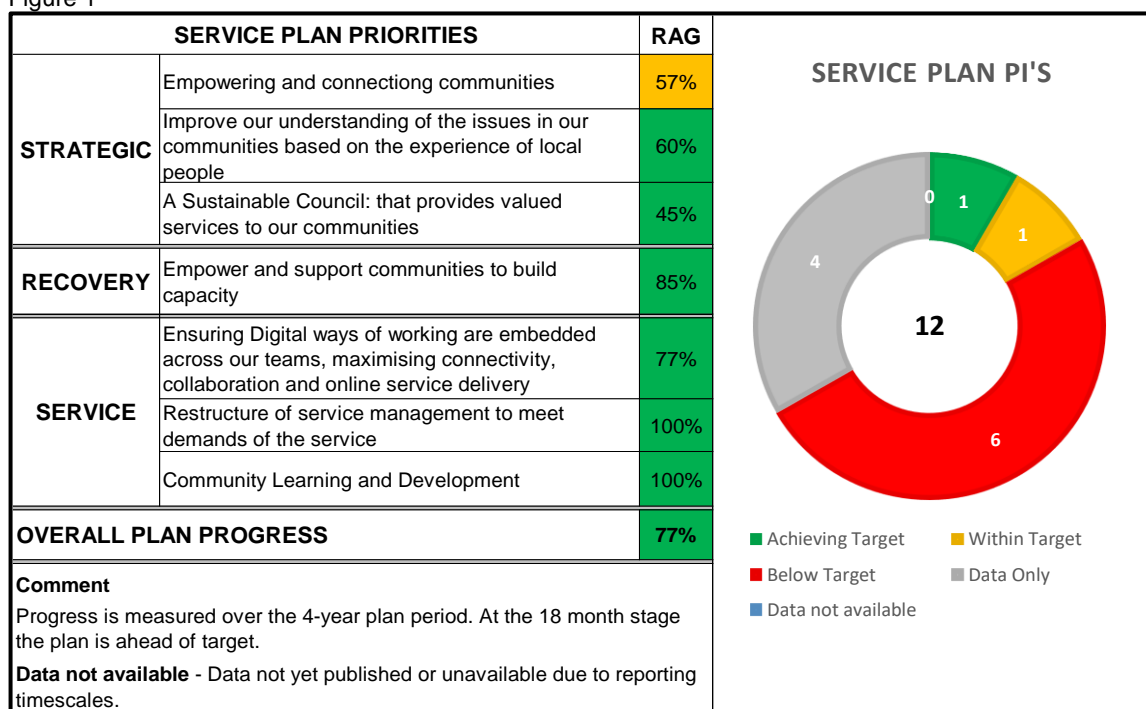
- 3.1 On 7 August 2019, the Council, approved a revised Performance Management Framework for services (para 5 of the minute refers).

**4. SERVICE PLANNING**

- 4.1 Each service plan sets out the planned strategic and service level priorities and outcomes it intends to deliver in the coming year aligning closely with financial planning, corporate and community planning partnership strategic priorities. This report provides an interim update on progress on the service plan, key outcomes and performance indicators. Committee is invited to review progress to secure assurance that is satisfactory and to provide scrutiny and further direction where performance requires attention.

- 4.2 The narrative included is by exception, however links to backing tables for all [Service Plan Actions](#) and [Performance Indicators](#) are provided.

Figure 1



### Strategic Outcomes - successes

- 4.3 The leisure services review has made good progress and is ahead of target. As COVID restrictions have lifted facilities began to open allowing an acceleration of progress for the implementation plan. Outdoor education officers have provided training to youth workers previously not possible. Similar opportunities were offered to schools but as yet there has been no uptake. A Sports and Leisure strategic group has been established in collaboration with partners to progress leisure services business plans across Moray. The group's main focus will be to promote and develop health & wellbeing and community/customer engagement. Once legal matters are finalised the service level agreement between Moray Council and Moray Leisure Centre will be complete. Levels of attendance at swimming pools and indoor sports and Leisure facilities have shown notable increases and are already significantly higher than those for the entire 2020/21 year. (Action STRAT ERC 3.2, PI's SCC1, SCC2)
- 4.4 Reviewing the approach of Additional Support Needs (ASN) provision has progressed well with the business case being approved at committee on 11 August 2021. The IMP Project Manager (Education) has been appointed and as part of their remit, will support the programme as it develops. Next stages will involve establishing a governance structure and stakeholder groups for the duration of the plan and recruitment of staff into additional posts. Milestone achievements will be considered as the implementation plan moves into years three and four. These will allow progress to be measured more effectively. (Action STRAT ERC 3.3)

### **Strategic Outcomes – challenges and actions to support**

- 4.5 Enhancing community participation in service delivery did not complete by 31 March 2021 as planned. The completion date was in hindsight ambitious with the period of restrictions due to the COVID pandemic having a serious detrimental effect on the progress of Community Asset Transfers (CAT's). There are a number of CAT's and CAT leases ongoing currently at different stages of the process. In the first half of 2021/22 eight prospective transfers/leases have been approved but are yet to complete. After a period of deferment, the transfer of Buckie Fisherman's Hall has progressed and the consultation process has now completed. Once the response to feedback has been undertaken this CAT will move to the final stage of formal transfer. (Action STRAT ERC 1.1, PI ERC002).
- 4.6 Works on participatory budgeting projects has been positive with good community engagement but the financial value of these projects means there is limited progress towards meeting the 1% of council budget target. Progress was significantly hampered by the COVID pandemic whereby most of the planned work was cancelled. Services have been encouraged to identify potential spends that lend themselves to a PB approach, however, lead in times can limit some options where funding is time limited. The CONSUL site is now fully operational and was used during the participatory budgeting process with the Rothies Play-park development. This process has now completed with a finalised design being approved. Work continues on further play-park developments with the intention of using the CONSUL site to both promote the projects and manage voting on the final proposals. (Action STRAT ERC 1.2, PI FS214)
- 4.7 The completion timeline for two strategic actions have been extended to September 2022 to allow sufficient time for meaningful engagement as Covid restrictions ease. Engaging with the public on the future of council services will progress through a refresh of Community Engagement Strategy as well as development of community action plans in two areas. (Actions STRAT ERC 2.1 & 2.2, PI ERC003).
- 4.8 The percentage of schools rated B or better remains unchanged at 45.3%, below the target set at 50.9%. Improvement in condition is a long-term aim and the target has been set to allow progressive annual improvement. Tackling affordability and standard of schools progresses through Findrassie Primary School Project which has outline business case approval and the Learning Estate Programme where updated school roll forecasting will be used to support recommendations. Latest national data shows that 90% of Scottish schools are rated B or better for condition. (STRAT3.1, PI EdS100).
- 4.9 Active-Schools participant sessions were suspended from March 2020 but are anticipated to commence as restrictions ease. (SDA001)

### **Service Level Outcomes - successes**

- 4.10 Improvement of planned libraries digital offerings completed with the transfer of eResource services to the new supplier in April. Digital Bookbug sessions were provided during lock down and recovery periods, support offered to those receiving Connecting Scotland devices and digital help hubs in Buckie and Elgin were restarted.

- 4.11 The review of third tier management arrangements completed ahead of the October target date. A new service manager for Sport and Culture services was appointed taking up post in quarter 2. (Action SERV ERC 2.1).
- 4.12 The Community Learning & Development (CLD) Plan (2021-24) was approved by the Community Planning Board and published on 31 August. (Action SERV ERC 3.1).

**Service Level Outcomes – challenges and actions to support**

- 4.13 The review of school business admin has made slow progress during the first half of 2021/22. The commencement of phase 2 of the project was delayed until August 2021 due to ongoing staff capacity challenges during the COVID period. The service is now working towards a completion target date of March 2022 as approved by the Transforming Learning Board. (Action SERVICE ERC 1.1)

**Recovery and Renewal Actions**

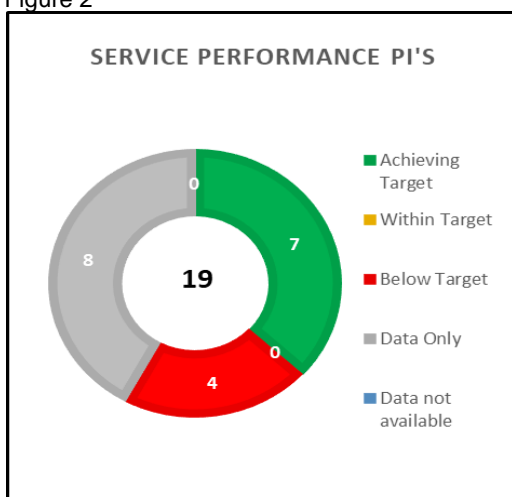
- 4.14 Development of community resilience plans remains on target to complete by 31 December 2021. Initial plans have been completed by Findhorn and work is ongoing in Keith, Garmouth and Speyside. Community Council elections were the priority during the second quarter of the period, as a consequence little time was afforded to the further development of community resilience plans. An inauguration process is in place for the new community councils and that will include an input on their role in producing resilience plans over the lifetime of the new Partnership Community Learning and Development (CLD) Strategy. (Action COVID ERC 1.1)

**5. SERVICE PERFORMANCE**

- 5.1 In line with the Performance Management Framework, operational performance is reviewed quarterly by departmental management. Areas performing well and/or areas subject to a decreasing trend or where benchmarking results show performance significantly below comparators will be reported to this committee for member scrutiny.
- 5.2 Initial publication of Local Government Benchmarking Framework Indicators in February 2021 will be refreshed in early May. The full suite can be viewed using the [My Local Council](#) tool.

- 5.3 Report is by exception, however links to backing tables for all [Service Performance Indicators](#) is provided.

Figure 2



### Operational Indicators - successes

- 5.4 The percentage of schools that are rated B or better for suitability remains at the same level as 2019/20 (98.1%) exceeding the target of 95% and above the national average of 87%. (PI EdS101)
- 5.5 Leisure services attendance targets have been adjusted to compensate for COVID restrictions with two of three indicators exceeding anticipated attendance levels and further improvement expected in quarters 3 and 4, providing no further restrictions to opening are imposed. (PI's EdS407.1, EdS407.2)
- 5.6 The number attending holiday and term-time sports coaching sessions at 2,083 is significantly above target due to funding secured for the summer programme enabling enhanced provision. (PI EdS006.2).

### Operational Indicators – challenges and actions to support

- 5.7 There has been a significant drop-off in the numbers attending coach education and training courses as COVID restrictions forced virtual delivery. In the later part of 2021/22, it is hoped to return to traditional methods of delivery. (PI EdS006.4).
- 5.8 Attendances at Community Centre leisure facilities is beginning to increase, albeit not achieving target with some centres still offering a limited provision. It is predicted that attendances will increase further in the remaining quarters. (PI EdS407.5).
- 5.9 As at September 2021, 7.4% of the population borrowed from the libraries, below target (18%). As recovery continues, awareness increases and confidence grows, results are expected to improve. (PI EdS511.2).
- 5.10 One Data Protection request was answered out with target timescales due to school closures over the summer holiday period. (PI CE037).

## **6. OTHER PERFORMANCE RELATED DATA**

### **Complaints & MP/MSP Enquiries**

- 6.1 In line with the Performance Management Framework, complaints are reviewed quarterly by departmental management in terms of time taken to respond, outcome and learning points. Links to backing tables for all [Service Complaints](#) is provided.
- 6.2 A total of 10 complaints were received during the first half of 2021/22 with nine complaints closed. Of those, five were at frontline stage (56%), one being upheld, two not upheld and two closed as a result of a resolution being agreed. The average time to resolve frontline complaints achieved target of 5 working days.
- 6.3 Four investigative complaints were closed in the same period, one complaint was partially upheld and the remaining three were not upheld. One of the four closed complaints was resolved within the target 20-day timescale.
- 6.4 Of the nine complaints resolved seven were regarding processes/procedures at leisure facilities but were differing in nature, corrective actions and learning points were applied to each complaint. Three of these complaints were upheld and one was partially upheld. Changes in practice as a result of upheld complaints have been communicated to managers across all relevant facilities.
- 6.5 Eight MP/MSP enquiries were received during the first half of 2021/22. All enquiries were resolved.

### **Other Performance (not included within Service Plan)**

- 6.6 No information to report.

### **Case Studies**

- 6.7 No information to report.

### **Consultation and Engagement**

- 6.8 No information to report.

## **7. SUMMARY OF IMPLICATIONS**

### **(a) Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))**

Performance measurement is used to ensure the efficient and sustainable delivery of services to meet the Council's priorities in both the Corporate Plan and the LOIP.

### **(b) Policy and Legal**

The Council has a statutory requirement to publish a range of information that will demonstrate that it is securing best value and assist in comparing performance both over time and between authorities where appropriate.



**(c) Financial implications**

None.

**(d) Risk Implications**

None.

**(e) Staffing Implications**

None.

**(f) Property**

None.

**(g) Equalities/Socio Economic Impact**

An Equality Impact Assessment is not required as this report is to inform the Committee on performance.

**(h) Consultations**

The Head of Education Resources & Communities, Deputy Chief Executive (Education, Communities & Organisational Development), Service Managers, Legal Services, the Equal Opportunities Officer, and Tracey Sutherland, Committee Services Officer have been consulted with any comments received incorporated into this report.

**8. CONCLUSION**

- 8.1 By 30 September 2021, the Service Plan is 77% complete with most actions progressing well. Two actions subject to slippage are as a consequence of the COVID pandemic, as restrictions ease, it is hoped that progress against these can progress at pace.**

Author of Report:	Iain Sneddon, Research & Information Officer
Background Papers:	Held by Author
Ref:	SPMAN-1315769894-184






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**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES  
COMMITTEE ON 24 NOVEMBER 2021**

**SUBJECT: LEARNING ESTATE - OPTIONS APPRAISAL FOR INVERAVON  
PRIMARY SCHOOL**

**BY: DEPUTE CHIEF EXECUTIVE (EDUCATION, COMMUNITIES AND  
ORGANISATIONAL DEVELOPMENT)**

**1. REASON FOR REPORT**

- 1.1 The purpose of this report is to consider the next steps for Inveravon Primary school.
- 1.2 This report is submitted to the Council in terms of Section III (D) (1) of the Council's Scheme of Administration relating to all the functions of the Council as Education Authority.

**2. RECOMMENDATION**

**2.1 It is recommended that Committee:**

- i) **supports community engagement as part of the Options Appraisal process to identify future options that should be considered; and**
- ii) **agrees to receive a further report in due course.**

**3. BACKGROUND**

- 3.1 Inveravon Primary School is a remote rural school which is part of the Speyside Associated Schools Group (ASG). Children and Young People's Committee agreed on 23 August 2017 (para 9 of the minute refers) to mothball the school from August 2017 as a consequence of the roll falling to zero at the end of the academic year 2017/18.
- 3.2 The term 'mothballing' is used, according to Scottish Government guidance, to refer to a temporary decision to close a school where the roll has fallen to zero. Mothballing is the temporary closure of a school which does not in itself lead to statutory consultation and this provides the opportunity for a school to reopen should circumstances change. There is no legal process for mothballing.

- 3.3 Consultation on mothballing the school took place with parents and interested parties in September 2017. There was no appetite for the school to remain open other than to be available for the local community as a hall for activities. Although all access was prohibited due to health and safety and security concerns soon after the mothballing.
- 3.4 Since the school has been mothballed, there have been no requests from parents to enrol their children at the school during the Primary 1 enrolment periods in January 2018, January 2019, January 2020 and January 2021. Consequently, during this period the school has remained mothballed.
- 3.5 The School Act 2010 states that under normal circumstances the maximum period for mothballing should not exceed 3 years, however, with the COVID-19 pandemic being a barrier to full and effective engagement and consultation the mothballing period has been extended beyond the recommended period. It is now deemed appropriate to consider the long term future of the school. Officers propose that an Options Appraisal is conducted, which will consider all available information.
- 3.6 Following the Options Appraisal, a report will be brought back to this Committee in due course, detailing the outcome of the appraisal and the next steps that will be required.
- 3.7 One of the options identified as part of the appraisal could be to close the school. If this is considered to be the only viable option for the school, then the Council must undertake a statutory consultation under the Schools (Consultation) (Scotland) Act 2010. As a rural school, there is a presumption against closure and the Council must ensure all other alternatives have been identified and robustly considered prior to undertaking any statutory consultation on this matter.
- 3.8 The Inveravon community must have the opportunity to present alternatives to closure for the authority to consider. Therefore, as part of the Options Appraisal process, engagement with the community will be required to explore all possible options for the future of the school.
- 3.9 A minimum of two public engagement sessions will be held for the Inveravon community, which will take place in the Inveravon area at different times of day. A suitable location for this will be determined and agreed with identified Inveravon community stakeholder groups. Further sessions can be scheduled if it is appropriate to do so, and further dialogue is required. Arrangements are planned to complete initial engagements by end of January 2022.
- 3.10 It is important that the process is not extended for a prolonged period, as this causes further uncertainty for the community. However, it is also imperative that a full conversation can be had with all relevant stakeholders, particularly future prospective parents who may wish to see the school re-open. With this consideration, whilst having no specific end date, the Options Appraisal stage will incorporate the Primary 1 admission period for the 2022/23 school session, which will take place in January 2022. Therefore, the options appraisal cannot be concluded before then.

#### 4. **SUMMARY OF IMPLICATIONS**

**(a) Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))**

This report supports the LOIP outcomes:

Building a better future for children and young people in Moray:

- Healthier Children: children get the healthiest start in life and are supported to achieve the best possible mental health and wellbeing and there is equity for vulnerable groups.

And the aims of the Corporate Plan to:

- Improve health and wellbeing for the people of Moray.

**(b) Policy and Legal**

The Schools (Consultation) (Scotland) Act 2010 and Children and Young People (Scotland) Act 2014 have been referred to and adhered to and will continue to be during Consultation and Options Appraisal.

Title deeds indicate that the school building is not owned by the Local Authority rather the Owner, Ballindalloch Estate, gave permission to use the building over a century ago. If there is a future decision to close the school it will revert back to the Owner.

**(c) Financial implications**

There are no financial implications from this proposal.

The Options Appraisal process, recommended in this report, will identify any costs against each option and these will be detailed in a future report.

**(d) Risk implications**

There is a risk, albeit assumed a low one, that the school may be required to re-open should more than 10 pupils (the current Moray Council policy is to mothball schools with less than 10 pupils) come forward as a result of the community engagement.

Should the school be required to be operational in the future, Property will need to complete a full condition survey to determine any repair and maintenance costs to return to operational status

**(e) Staffing implications**

The post of Acting HT of the pairing Inveravon/Knockando has been in place since 2017 and will continue until the Options Appraisal is completed and future options for Inveravon confirmed. The postholder currently leads and manages Knockando only whilst Inveravon remains mothballed.

Should the decision be taken to close the school in the future the responsibilities and future pay of the Acting HT would reduce and a cash conservation of 3 years would apply.

**(f) Property**

Whilst the school has been mothballed, the building has been maintained as wind and water tight. The building has been drained down and regular janitor inspections conducted and any issues, e.g. water ingress, have been addressed.

**(g) Equalities**

An equality impact assessment is not required at this stage because the Options Appraisal will incorporate an equality impact assessment. The recommendations in this report do not have a differential impact on any of the protected characteristics.

**(h) Consultations**

Corporate Management Team, Head of Housing and Property, Principle Planning Officer, Head of Education, Head of Education Resources, Human Resources Manager, Head of Financial Services , Legal Services Manager and Tracey Sutherland, Committee Services Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

**5. CONCLUSION**

**5.1 Committee considers this report in light of the future of Inveravon Primary School and the wider Learning Estate in Moray and agrees the recommendations.**

Author of Report: Andy Hall (Programme Manager (Learning Estate))

Background Papers:

Ref: SPMAN-1315769894-191




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**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES  
COMMITTEE 24 NOVEMBER 2021**

**SUBJECT: EXPANSION OF MUSIC INSTRUCTION SERVICE**

**BY: DEPUTE CHIEF EXECUTIVE (EDUCATION, COMMUNITIES AND  
ORGANISATIONAL DEVELOPMENT)**

## **1. REASON FOR REPORT**

- 1.1 To provide Committee with proposals regarding the expansion of the Moray Music Service (including the option for Moray to include in its curriculum an inclusive and fully funded option for pupils to receive tuition in piping and drumming) in response to the Notice of Motion passed at Council on 15 September 2021.
- 1.2 This report is submitted to Committee in terms of Section III (D) (1) of the Council's Scheme of Administration relating to all the functions of the Council as an Education Authority.

## **2. RECOMMENDATION**

### **2.1 It is recommended that the Committee:**

- (i) **consider if the expansion of the music service should focus on early intervention and family involvement projects that could support the raising of attainment as detailed in sections 3.4 to 3.7.**
- (ii) **consider consulting with children and young people and their families and carers to determine demand across a number of different instruments to inform their decision making.**
- (iii) **consider investment in a Moray Music Fund open to all eligible groups through a bidding in process as detailed in section 3.10.**
- (iv) **consider and provide direction with regards to Pipes and Drums Tuition in Moray as detailed in Appendix 2, noting that dialogue would be required to investigate the viability of options that include working with external organisations**

### **3. BACKGROUND**

- 3.1 On 14 July 2021 the Council received confirmation from the Scottish Government of a one year removal of fees for instrumental music tuition in schools, supported by funding from the Scottish Government to allow existing levels of provision to be maintained in academic year 2021-22. The funding for 2021-22 is intended to see the pre-pandemic level of provision in local authorities sustained at no cost to families. The funding does not allow for any expansion of the service either by increasing pupil numbers or by expanding the service offer.
- 3.2 The Scottish Government also confirmed a commitment to work with local authorities to develop a model for a long-term sustainable instrumental music tuition service, which includes sustainable funding arrangements. Scottish Government officials are currently working with COSLA officers to consider the intent, impact and broader implications of the free music tuition policy.
- 3.3 On 15 September 2021 the Council agreed to request a report to this Committee detailing how the Council could include in its curriculum an inclusive and fully funded option for pupils to receive tuition in piping and drumming (para 8 of the minute refers). This paper sets out potential options for piping and drumming instruction, however given that there is no additional funding from the Scottish Government to support this expansion of the Music Service, and it would require a commitment of funding from the Council, the paper also sets out other potential expansion options for Members to consider, linked to Corporate and Local Outcomes Improvement Plan (LOIP) priorities.

#### **Raising Attainment/ Ambitious and Confident Children**

- 3.4 The Music Service delivers individual and small group music instruction in Brass, Strings, Woodwind and Percussion instruments. There are currently 662 children and young people receiving music instruction across 48 primary and secondary schools. Music instruction is normally offered from P3 onwards, with children and young people choosing whether they wish to participate. The Service also supports the Moray Music Centre, which provides an opportunity at weekends for children and young people who are learning an instrument to take part in ensembles. Again, children and young people will choose if they wish to participate (and there is a cost implication for families).
- 3.5 The Music Service also delivers Creative Scotland funded Youth Music Initiative projects, with a focus on delivering class based tuition (normally recorders or ukulele) to all pupils in P5, and targeted projects to engage young people who otherwise would not participate in meaningful, quality music making opportunities. This year the Service is working with pupils attending sessions with the Social, Emotional and Behavioural Needs (SEBN) Team. Finally, the Service supports a small number of class based music projects, with a focus on a particular instrument.



- 3.6 The Council Corporate Plan and the LOIP prioritise improving attainment for all learners, with a focus on numeracy and literacy, and ensuring children and young people thrive. There is a significant body of evidence that demonstrates that music education can support the achievement of these aims, with research highlighting that music education has a positive impact on all who undertake it and can support:
- Improved cognitive function
  - The development of higher levels of executive function
  - The acquisition of language
  - Improved problem solving skills
  - The moderation of learning and behavioural disorders
- 3.7 Research also highlights that music education is most beneficial in terms of raising cognitive capacity if undertaken before the age of seven.  
(Note: [Anita Collins: The benefits of music education | TED Talk](#) articulates in an accessible way the link between music and improved attainment)
- 3.8 Members may wish to consider how any expansion of the Music Instruction Service can support the achievement of our raising attainment priority by focussing investment on projects that:
- target younger children (nursery up to P2);
  - focus on universal music education, so that all children can participate;
  - challenge the notion that music is an add on or for the talented; and
  - can support parental involvement and family learning.

**Appendix 1** includes a number of examples of approaches to music education that could be offered in Moray if resources were allocated to develop the Service in this way.

#### **Expansion of Instrument Choice (including Pipes and Drums)**

- 3.9 The Music Service is currently at capacity and has waiting lists for a number of instruments. Additional funding could support an expansion by enabling the Service to employ additional instructors, and cover staff training, mileage and the purchase and maintenance of additional loan instruments. Members have requested options for the provision of fully funded, inclusive pipes and drumming instruction in our schools, and options are set out in **Appendix 2**, however there is currently a waiting list of 149 for our existing instrument offer, and potential demand for popular instruments such as guitar, piano and voice. The Committee may wish to consider consulting with children and young people and their families and carers to determine demand across a number of different instruments to inform their decision-making.

### **Moray Music Fund**

- 3.10 There has been a request from the community for funding support for the development of a sustainable and equitable pipes and drums offer across Moray. There may be other music interest groups that would welcome the opportunity to develop or expand their offer if funding were to be made available. A further option for the Committee to consider would be investment in a Moray Music Fund open to all eligible groups through a bidding in process. If Members were interested in this approach they could remit to the Head of Education Resources and Communities to develop eligibility criteria for a Moray Music Fund based on the fulfilment of agreed Educational and Cultural priorities.

## **4. SUMMARY OF IMPLICATIONS**

### **(a) Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))**

This report links to the LOIP outcomes:

- A. Building a better future for children and young people in Moray
- A place where children and young people thrive;
  - A place where they have a voice, have opportunities to learn and can get around;
  - A place where they are able to reach their full potential

And the Corporate Plan Aim to:

- Provide opportunities where young people can achieve their potential to be the best they can be.

### **(b) Policy and Legal**

There are no policy or legal implications arising directly from this report.

### **(c) Financial implications**

The financial implications of the different options for Pipes and Drumming instruction are set out in detail in Appendix 2 and are summarised as follows:

Option 1 (Inhouse Pipes and Drums instructors)	£232,473
Option 2 (Partnership with Scottish Schools Pipes and Drumming Trust)	£132,981
Option 3 (PEF Funded)	£0
Option 4 (Partnership with Moray Pipe Bands)	£25,949

Note these figures are estimates currently for next financial year and would need to be further developed as demand is better understood.

The financial implications of developing the service to deliver music education projects to support raising attainment are still to be determined. The Principal Music Instructor currently has 1 day of management time to manage the service (the remainder is spent delivering lessons). If Members are supportive of expanding the service

in this way the Principal Music Instructor would require an additional 1.5 days of management time to develop project proposals and business cases. This could be provided by employing an additional 0.3FTE music instructor at a cost of £12,519.

The actual costs of delivering music education projects would be the subject of a future report to this committee.

The level of funding support for a Moray Music Fund would be for Members to determine alongside other funding priorities.

#### *Corporate Management Team Additional Expenditure Warning*

*When the Council approved the budget for 2021/22 on 3 March 2021 (paragraph 3 of the Minute refers) it balanced only by using one-off financial flexibilities. The indicative 3 year budget showed a likely requirement to continue to make significant savings in future years. All financial decisions must be made in this context and only essential additional expenditure should be agreed in the course of the year. In making this determination the committee should consider whether the financial risk to the Council of incurring additional expenditure outweighs the risk to the Council of not incurring that expenditure, as set out in the risk section below and whether a decision on funding could reasonably be deferred until the budget for future years is approved.*

#### **(d) Risk Implications**

There is a risk that the service is expanded to offer instruction for which there is little demand in our communities. Members may wish to instruct officers to undertake consultation with children and young people, parents and carers to establish demand for instruction across a number of different instruments prior to deciding on an expansion option.

Any expanded provision of pipes and drumming could have a negative impact on uptake of the current offer in our schools.

#### **(e) Staffing Implications**

There are no staffing implications arising directly from this report, however a reduction in demand for our current offer could have an impact on our instructors.

Additional staffing will be required should members decide to invest in the expansion of the Music Service.

#### **(f) Property**

There are no property implications arising directly from this report.

#### **(g) Equalities/Socio Economic Impact**

An expansion of the Music service in line with our Corporate and LOIP priorities would enable the service to contribute to reducing inequalities of outcome caused by socioeconomic disadvantage.

**(h) Consultations**

Vivienne Cross, Head of Education, Kim Slater, Service Manager Sport and Culture, Alexander Davidson, Acting Principal Teacher of Music Instruction, the legal Services Manager Tracey Sutherland, Committee Services Officer, Paul Connor, Principal Accountant, the Human Resources Manager and the Equal Opportunities Officer have been consulted and the comments received have been incorporated into the report.

**5. CONCLUSION**

**5.1 That the Committee considers the contents of this report (and associated appendices) and provides direction to officers on the potential expansion of the Music Service.**

Author of Report:	Jo Shirriffs, Head of Education Resources and Communities
Background Papers:	
Ref:	SPMAN-1315769894-194 / SPMAN-1315769894-195 / SPMAN-1315769894-196

## Approaches to Music Education

### Raising Attainment/Ambitious and Confident Children

There are a number of projects developing across Scotland where music education is seen as a contributor to the achievement of key outcomes for children and their families, including raising attainment and improving social, emotional and mental health and wellbeing. Examples include:

#### 1. [Big Noise Programme](#)

Big Noise is a music education and social change programme run by Sistema Scotland in Aberdeen, Dundee, Glasgow and Stirling.

Big Noise uses the symphony orchestra as a community through which children gain an invaluable range of life skills and experiences.

The Big Noise programme is particularly focussed on early year's intervention and long term delivery, starting by working with children at nursery and Primary 1 & 2, gradually building on core skills such as listening, concentration, rhythm and teamwork whilst learning to play an instrument in a group. From Primary 3 onwards children and young people are supported through after school and holiday club music teaching, performance and social interaction.

An independent evaluation report by the Glasgow Centre for Population Health revealed that Big Noise in Torry (Aberdeen) has enhanced participants ability to learn in school as well as improve emotional wellbeing. A review carried out by Education Scotland also recognised that Big Noise is helping to improve the life chances of children.

#### 2. Dundee Family Learning Project

The team in Dundee have considered the financial impact of the current music grade system for families and plan to create their own accreditation system so that qualifications up to the equivalent of Grade 3 don't have a cost for children and families. They are keen to build upon the close working relationships that they have developed with parents/carers over lockdown by providing a Family Learning approach to music instruction. They have identified a primary school to start a pilot project where a family member will be provided with an instrument and will work towards a free grade assessment with their child.

#### 3. Larbert High School, Falkirk

Larbert High School, Falkirk, have created an introductory programme for families, addressing the perception that learning around music was not accessible or tailored for all. Families were asked what they would like to cover and gain from the sessions. They looked at what music is and what some of the stereotypes can be. They have five families who participated in the four sessions, including a focus on the link between music and emotions/memories, how music can be of benefit to young people/parents and an introduction to music concepts. They are planning to build on this project for young people and families by expanding to include more families and developing a performance together.

#### **4. Baby Strings, Glasgow**

Baby Strings is a whole class string project for P1 to P4 pupils, delivered across four primary schools in Glasgow. The project was designed collaboratively with schools, pupils and families. The project was first developed in 2017 and funded through the Pupil Equity Fund. As well as aligning with the Pupil Equity Fund aims to raise attainment and close the poverty related attainment gap, the project aims to bring the learning community together and provide an exciting and transformative experience for pupils and families. Class teachers are involved in Continuing Professional Development sessions and have been trained to deliver elements of the music sessions. The project has developed over the past four years, with increased opportunities to learn and perform. Pupils who wish to can further develop their skills through instruction with the Music Service.

The project has had a high level of engagement from pupils with pupils indicating that it improved their sense of wellbeing. Project partners have identified a range of benefits for the children involved, including improved listening and communication skills, goal setting, resilience and development of a growth mindset.

“For me, I think it is a transformative thing, the whole project” – Head Teacher

## Pipes and Drums Tuition in Moray

### Current Pipes and Drums Provision in Moray

- Bagpipe and pipe drum instruction is currently offered to children and young people between P5-S6 in the Elgin High School, Lossiemouth High School and Forres Academy Associated School Groups (ASGs).
- Lessons are offered on an individual or small group basis.
- Instruction is offered in schools, during the school day on arrangement and agreement with schools.
- There are a limited number of chanter, bagpipes and drum pads available on loan to pupils – funded by Scottish School Pipes & Drumming Trust (SSPDT).
- There is currently no link to the Moray Council Music Service – instructors are not obliged to follow Music Service policy or procedure.
- This model is considered to be successful in the three ASGs noted above.

### Possible models for delivering bagpipe and pipe drumming instruction and additional considerations

The following models would all provide children and young people in Moray with an opportunity to learn bagpipes and/or pipe drumming free of charge in line with the Scottish Government decision to remove fees for instrumental music instruction. All would require additional funding from Moray Council.

#### 1. Expansion of the Music Service to include bagpipes and pipe drumming instructors

- Bagpipe and pipe drumming instructors would be employed by Moray Council to deliver instruction in line with Music Service policy and procedure.
- Lessons would be delivered in line with music instruction model, i.e. 30 minute weekly lessons, in school, during school time. Lessons offered to groups of interested children and young people from P4/5 onwards.
- Children and young people would receive instruction throughout their school journey ensuring a progression pathway, wider access to the curriculum and support at SQA level.

#### Additional Considerations

- Number of instructors required unknown – would be dependent upon level of interest from children and young people in learning bagpipes and pipe drumming, also unknown.
- Each instructor could be expected to offer up to 11x 30 minute lessons in a secondary school day and 10x 30 minute lessons in a primary school day; this would reduce to approximately 8 lessons if there were travel required during the school day. Group lessons would be for maximum 4 pupils. Maximum capacity with 4 instructors would therefore be approximately 200 lessons per week, with some of these being group lessons.
- Instructors would need to be qualified/experienced and PVG checked as per normal recruitment procedure.
- Additional management time would need to be set aside for Principal Music Instructor – with backfill provided to cover current teaching hours
- Consideration would need to be given to possible pressures on accommodation of additional instructors in schools during the normal school day/week.

## Costs

Instructors 4 x FTE (estimate)	£198,984
Additional Instructor time to cover Principal Music Instructor additional management time (0.2 FTE)	£9,949
Service development & training	£1,000
Instrument purchase (one-off)	£20,000
Instrument maintenance (ongoing)	£2,000
Mileage	£540
<b>Total</b>	<b>£232,473</b>

## **2. Moray Council partners with SSPDT in funding bagpipe and pipe drumming instructor posts**

- SSPDT would co-fund new Music Service posts for bagpipe and pipe drumming instructors for three to six years.
- Moray Council would provide loan and maintenance of instruments.
- Lessons would be delivered in line with current music instruction model, i.e. 30 minute weekly lessons, in school, during school time. Lessons offered to groups of interested children and young people from P4/5 onwards.
- Children and young people would receive instruction throughout their school journey ensuring a progression pathway provided funding for posts was maintained after SSPDT funding withdrawn.
- SSPDT have not been approached as yet in regards to this proposal therefore would need their agreement if option were to be progressed.

### Additional Considerations

- Number of instructors required unknown – would be dependent upon level of interest from children and young people in learning bagpipes and pipe drumming, also unknown.
- Additional management time would need to be set aside for Principal Music Instructor – with backfill provided to cover current teaching hours.
- Consideration would need to be given to possible pressures on accommodation of additional instructors in schools during the normal school day/week.
- Long term budget implications – Moray Council would need to fully fund instructor posts after SSPDT funding withdrawn.

## Costs

Moray Council share of Instructor costs 4 x FTE (estimate)	£99,492 (50% each)
Additional Instructor time to cover Principal Music Instructor additional management time (0.2 FTE)	£9,949
Service development & training	£1,000
Instrument purchase (one-off)	£20,000
Instrument maintenance (ongoing)	£2,000
Mileage	£540
<b>Total</b>	<b>£132,981</b>



### **3. Individual schools could use PEF funding, matched by SSPDT, to engage bagpipe and/or pipe drumming instructor.**

- Individual schools could engage a bagpipe and pipe drumming instructor funded from their PEF budget – SSPDT would match fund posts up to three years.
- Each school would be responsible for the promotion and delivery of instruction, provision and maintenance of instruments as well as management and development of instruction.
- Lessons would be delivered in school during the school day and on a model which best suited the school, i.e. individual, small group, whole class etc.
- Head Teacher would be responsible for overall management of instruction.

#### **Additional Considerations**

- PEF budget management devolved to Head Teachers – the offer would be dependent upon available budget and require Head Teacher support.
- PEF funding only been committed until 2022/23 therefore ongoing budget thereafter may be an issue if funding ceases.
- Long term budget implications – Head Teachers would need to consider long term funding to ensure progression pathways for children and young people. Progression pathways could be interrupted between primary and secondary if no buy in across the Associated School Group (ASG).
- No additional cost to the Council.

### **4. Moray Council partners with a pipe band local to each ASG and provides funding pot for delivery of lessons via the pipe band.**

- Moray Council could provide a pot of funding to local pipe bands in order for interested children and young people to receive instruction directly from their local pipe band.
- Each pipe band would be responsible for promotion and delivery of instruction, provision and maintenance of instruments as well as management and development of instruction.
- Lessons would be delivered out with school and out with school time to any pupils interested. Perhaps children and young people in secondary schools most appropriate for this scenario. Initial taster sessions could be provided in school time if schools can accommodate.

#### **Additional Considerations**

- Responsibility and greater expectation would sit with parent/carer, i.e. taking children and young people to pipe band etc.
- Would need to establish whether or not this was something existing pipe bands would be willing to provide.
- Additional management time would initially be required to scope out possibilities and establish provision.
- Continued involvement on Moray Council's part would be required but management could be scaled back once up and running.

## Costs

Additional Instructor time to cover Principal Music Instructor additional management time (0.2 FTE)	£9,949
Pipe Band Funding (8 x £2,000)	£16,000
<b>Total</b>	<b>£25,949</b>



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**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES  
COMMITTEE ON 24 NOVEMBER 2021**

**SUBJECT: MORAY ARTIFICIAL TURF PITCH DEVELOPMENTS**

**BY: DEPUTE CHIEF EXECUTIVE (EDUCATION, COMMUNITIES AND  
ORGANISATIONAL DEVELOPMENT)**

**1. REASON FOR REPORT**

- 1.1 To provide Committee with an update in relation to the proposed replacement plan for Moray's artificial turf pitches and to consider the feasibility study report in connection with a pitch for the Forres area.
- 1.2 This report is submitted to Committee in terms of Section III (D) (13) of the Council's Scheme of Administration relating to exercise the Council's statutory functions to provide facilities and support activities related to the development of recreation, sport, culture and social activities.

**2. RECOMMENDATION**

**2.1 It is recommended that the Committee:-**

- i) scrutinise and consider the options in regards to replacement of Moray's artificial turf pitches;
- ii) agree to proceed to competitive tender stage for a full replacement of the Buckie artificial turf pitch using a similar 3G surface replacement with additional mitigation measures to reduce the migration of polymeric infill into the environment;
- iii) agree that Council Officers continue to work in collaboration with Forres Community Football Trust in regards to the development of an artificial turf pitch and associated facilities in Forres and a future decision on preferred location for this development is brought back to a subsequent Committee;
- iv) note that work is ongoing to create a sustainable maintenance and replacement plan for all artificial turf pitches from 2022 onwards; and
- v) approve that Moray Council sign up to the Sports for Climate Action Initiative to ensure that future developments within the

**Service pursue climate action in a consistent and mutually supported fashion.**

### **3. BACKGROUND**

- 3.1 At the meeting of Moray Council on 18 February 2021, the Council considered the indicative capital plan 2021/22 to 2031/32. Within this plan £430,000 was identified for resurface and rejuvenation of 3G pitches in 2021/22 and a further £25,000 in 2023/24 (para 6 of the minute refers).
- 3.2 At the meeting of Moray Council on 3 March 2021, the Council approved capital expenditure for 2021/2022 as set out in the indicative ten year Capital Plan confirming the above figures (para 5 of the minute refers).
- 3.3 At the meeting of Education, Communities and Organisational Development Committee on 11 August 2021, the Council requested a further report be presented to Committee detailing all the options including environmental impacts, multi sports use, real grass option and costs for the full replacement of the Buckie artificial pitch (para 15 of the minute refers).
- 3.4 Significant research has been undertaken nationally and worldwide in regards to the debate over natural grass versus artificial turf surfaces. One of the most significant factors to note is that a well-maintained natural grass pitch will accommodate about 8hrs of usage per week whereas an artificial surface can accommodate over 30hrs of usage per week. This level of capacity has major benefits on the health and wellbeing of the community and to lose such an asset would have an impact on sport and physical activity levels, which would then have consequences for obesity, type 2 diabetes and other healthcare issues linked to inactivity. A background paper on this research is available via the Members' CMIS portal.
- 3.5 There are a number of options available in regards to the artificial turf replacement of our pitches and these are contained in **Appendix 1**. Unfortunately technology has not advanced in regards to alternative infill materials for artificial surfaces at this current time that meets the necessary governing bodies of sport and safety standards. Due to this the majority of local authorities and sports organisations across Scotland are currently opting for a shorter 3G pile carpet replacement which requires less infill material and additional kickboards and gate detox areas to ensure retention of infill within facility area. The mitigation measures to reduce the migration of polymeric infill into the environment are deemed the best way to mitigate the environmental impact over the socio economic impact at this current time.
- 3.6 From the options in Appendix 1 it is recommended that Council progresses with the 3G replacement with similar surface replacement with additional mitigation measures to reduce the migration of polymeric infill into the environment. This will ensure that the usage and income levels of this pitch will be at least maintained at current levels, all other options at this current time would be detrimental to usage and income.
- 3.7 Artificial surface infill materials are advancing swiftly and over the next few years it is anticipated that approved alternatives will meet the necessary governing body standards. If Moray Council were to sign up to the Sports for

Climate Action initiative then regular updates on the progress and developments of the alternative infill materials would be communicated in a timely fashion.

- 3.8 As part of any procurement process in regards to replacement of surfaces it would be essential that environmental factors and reduced carbon footprint measures were an important criteria within the evaluation process for approving the most suitable contractor.
- 3.9 An improved artificial maintenance plan has now been developed for all Moray Council artificial pitches ensuring increased maintenance of these pitches by external skilled contractors. Over and above this the capital plan allocations connected to these assets have been updated for the next 10yr period to reflect accurate replacements and associated timelines. Capital plan funding to resurface the Buckie pitch is currently available for the 2021/22 financial year.
- 3.10 A recent letter was shared from the Scottish Football Association in regards to reports of potential health risks through exposure to artificial turf pitches. There is no evidence of a link between contracting cancer and playing on an artificial surface. A copy of this letter is available as a background paper via the Members' CMIS portal.
- 3.11 Forres Community Football Trust is a newly established community led organisation that became a registered Scottish charity in March 2021. Their charitable purposes are the advancement of public participation in sport and the provision of recreational facilities with the objective of improving health and wellbeing and conditions of life for the persons for whom the facilities or activities are primarily intended.
- 3.12 During 2021 Forres Community Football Trust procured a consultancy company to undertake a feasibility study and options appraisal for the proposed development of new 3G pitch facilities in Forres. The consultancy firm interviewed a vast array of local individuals and organisations as part of their investigations including Council Officers within Sport and Culture, Education, Planning and Estates. A background paper on this study is available via the Members' CMIS portal. The main findings of the study were;
- Roysvale/Applegrove present the most favourable options in terms of where a new 3G pitch facility should be developed.
  - There is a lack of floodlit outdoor leisure facilities in the Forres area which makes training and matchplay difficult in the winter.
  - There is widespread support and demand from schools, clubs and local community organisations in regards to this proposed development.
  - Forres Community Football Trust have a desire to collaborate in partnership with Moray Council to progress this capital development in a timely fashion and are keen to enhance the facilities beyond the Council's Capital Plan intentions.
- 3.13 Hubco North are currently supporting Moray Council with options development in regards to the Learning Estate Strategy. A Business Case is anticipated to be presented to Council in March in regards to this which will include Forres proposals and therefore the intention is to await the outcome of this Business Case before identifying a suitable location for a 3G pitch facility in Forres.

- 3.14 The UN Climate Change organisation are currently encouraging sports organisations to sign up to a Sports for Climate Action Initiative which will provide sports organisations with a forum where participants can pursue climate action in a consistent and mutually supportive fashion by learning from each other, disseminating good practices, lessons learned, developing new tools, and collaborating on areas of mutual interest. A background paper on this framework is available via the Members' CMIS portal.

#### **4. SUMMARY OF IMPLICATIONS**

**(a) Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))**

In relation to the LOIP, this report supports the healthier children focus within the Moray priority to build a better future for our children and young people in Moray. It also supports the improving life chances and development of stronger, more resilient, supportive, influential and inclusive communities focus within the Moray priority for empowering and connecting communities.

In relation to the Corporate Plan, this report contributes to ensuring our communities are caring and healthy and working towards a financially stable Council that provides valued services to our communities.

**(b) Policy and Legal**

Local Authorities have a legal duty to ensure adequate provision of facilities for recreational, sporting, cultural and social activities. Improving the health and wellbeing of the Moray community through sport, leisure and recreation is not only an integral part of the local vision, but it is also a national priority. In particular, the report aims to fulfil the aspirations of everyone having access to a network of quality places where you can get involved in sport, as identified as a key objective in sportscotland's Corporate Strategy "Sport for Life". The report also links to the Scottish Government's Active Scotland Outcomes Framework, which aims to improve our active infrastructure – people and places.

Within the Moray Local Development Plan 2020 there is reference to the provision of an enclosed floodlit synthetic turf pitch as an infrastructure requirement for Forres – failure to progress this requirement would result in the Local Development Plan being unable to be fully implemented.

**(c) Financial implications**

The financial implications arising from this report if approved will include approx. £300,000 of capital plan investment for the replacement of the Buckie artificial pitch surface.

**(d) Risk Implications**

The risk of not resurfacing the Buckie artificial turf pitch will result in the facility being deemed a health and safety hazard at some point in 2022 and no longer fit for purpose. This may lead to vandalism and unlawful entry due to the facility being locked and left unused.

**(e) Staffing Implications**

There are no staffing implications arising from this report.

**(f) Property**

The property implications are set out in this report.

**(g) Equalities/Socio Economic Impact**

There are no equality implications arising from this report.

**(h) Consultations**

In preparing this report, consultations have been undertaken with the Head of Financial Services, Head of Education Resources and Communities, the Learning Estate Programme Manager, Head of Development Services, Tracey Sutherland, Committee Services Officer and the Legal Services Manager whose comments have been incorporated in the report.

**5. CONCLUSION**

**5.1 That the Committee considers the options in regards to replacement of Moray's artificial turf pitches and agrees to proceed to competitive tender stage for a full replacement of the Buckie artificial turf pitch.**

**5.2 That the Committee agrees to continue the collaboration with the Forres Community Football Trust in regards to 3G facilities in the town and approves that Moray Council sign up to the Sports for Climate Action Initiative.**

Author of Report:	Kim Slater, Sport and Culture Service Manager
Background Papers:	SPMAN-1315769894-171 / SPMAN-1315769894-173 / SPMAN-1315769894-193 / SPMAN-1315769894-174
Ref:	SPMAN-1315769894-148 / SPMAN-1315769894-172





Artificial Turf Pitch Replacement Options

<b>Surface Option</b>	<b>Sport suitability</b>	<b>Environmental impact considerations/mitigations</b>	<b>Cost</b>	<b>Other Points to Note</b>
Revert back to grass football pitch	Football only – no training or other sports permitted on bookable football pitch unless booking and paying for pitch hire	<ul style="list-style-type: none"> <li>• Deconstruction of pitch surface and basework - low carbon footprint request within procurement conditions</li> <li>• Disposal of existing artificial turf pitch surface – essential within procurement process to ensure safe disposal</li> <li>• Ongoing maintenance issues with grass pitch – fertiliser, grass cutting etc</li> </ul>	£280k	<ul style="list-style-type: none"> <li>• Duration to revert surface back to grass – pressure on remaining grass pitches in Buckie due to transfer of existing synthetic pitch activity onto these pitches (unsustainable)</li> <li>• Reduced income generation for Council</li> <li>• Reduced usage levels for community clubs</li> </ul>
3G to 2G surface (sand based)	Hockey Tennis Recreational football (no affiliated football training or matches permitted)	<ul style="list-style-type: none"> <li>• Disposal of existing artificial turf pitch surface – essential within procurement process to ensure safe disposal</li> </ul>	£290 - £320k	<ul style="list-style-type: none"> <li>• Significant negative impact on income generation and volume of bookings of pitch as not compliant for football usage (this is evident with the Milnes facility which is 2G surface)</li> <li>• Due to the above – the ability to relocate all the existing synthetic pitch bookings onto a grass pitch in the area may be unachievable</li> </ul>
3G replacement with similar surface replacement	Football Rugby Union & League Lacrosse American Football	<ul style="list-style-type: none"> <li>• Disposal of existing artificial turf pitch surface – essential within procurement process to ensure safe disposal</li> <li>• Shorter pile carpet and reduced infill material required</li> </ul>	£230k	<ul style="list-style-type: none"> <li>• Adheres to FIFA standards and World Rugby standards</li> <li>• No change to usage and income generation levels</li> </ul>

Surface Option	Sport suitability	Environmental impact considerations/mitigations	Cost	Other Points to Note
	Recreational hockey Shinty	<ul style="list-style-type: none"> <li>Additional mitigation measures – perimeter kickboards and gate detox areas</li> </ul>		
3G with sandfill material	Football Rugby Union & League Lacrosse American Football Recreational hockey Shinty	<ul style="list-style-type: none"> <li>Disposal of existing artificial turf pitch surface – essential within procurement process to ensure safe disposal</li> <li>No polymeric infill material required</li> </ul>	£235k	<ul style="list-style-type: none"> <li>Does not meet FIFA and World Rugby standards at this time</li> <li>Due to the above – the ability to relocate all the existing synthetic pitch bookings onto a grass pitch in the area may be unachievable</li> <li>Reduced income generation for Council</li> </ul>
3G with olive pip infill, grills and boards	Football Rugby Union & League Lacrosse American Football Recreational hockey Shinty	<ul style="list-style-type: none"> <li>Disposal of existing artificial turf pitch surface – essential within procurement process to ensure safe disposal</li> <li>Environmentally friendly infill material</li> <li>100% plant-based turf infill solution that produces zero waste</li> </ul>	£260k	<ul style="list-style-type: none"> <li>Does not meet FIFA and World Rugby standards at this time</li> <li>Due to the above – the ability to relocate all the existing synthetic pitch bookings onto a grass pitch in the area may be unachievable</li> <li>Reduced income generation for Council</li> <li>There are also trials using cork and walnut infill however these are unlikely to be suitable for the wet Scottish climate as these materials would likely float on the surface</li> </ul>
4G	As a minimum all the sports mentioned in above	<ul style="list-style-type: none"> <li>Do not require infill material</li> </ul>	N/A	<ul style="list-style-type: none"> <li>Technology beyond 3G have not yet been recognised by sports governing bodies</li> <li>Relatively new innovation to the market which struggles to meet</li> </ul>

Surface Option	Sport suitability	Environmental impact considerations/mitigations	Cost	Other Points to Note
				performance testing and safety standards at this current time <ul style="list-style-type: none"> <li>• Not currently available to Local Authorities or on the general market</li> </ul>





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**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES  
COMMITTEE ON 24 NOVEMBER 2021**

**SUBJECT: MORAY'S SPORT AND LEISURE SERVICE UPDATE**

**BY: DEPUTE CHIEF EXECUTIVE (EDUCATION, COMMUNITIES AND  
ORGANISATIONAL DEVELOPMENT)**

**1. REASON FOR REPORT**

- 1.1 To inform the Committee of the progress made in relation to the implementation of the Sport and Leisure Service Business Plan and agree to continue the Council support towards the Active Schools and Community Sports Hub programmes.
- 1.2 This report is submitted to Committee in terms of Section III (D) (13) of the Council's Scheme of Administration relating to exercise the Council's statutory functions to provide facilities and support activities related to the development of recreation, sport, culture and social activities.

**2. RECOMMENDATION**

**2.1 It is recommended that the Committee:-**

- (i) **scrutinises and notes the progress made in regards to the implementation of the Sport and Leisure Service Business Plan;**
- (ii) **approves the extension of the Active Schools and Community Sports Hub programmes from existing budget for a further one year period from 1 April 2022 in partnership with sportscotland at a cost of £177,000; and**
- (iii) **note that closer working across the sector in Moray is being successfully developed through the Sport and Leisure Strategic Group, and that any proposals for more integrated working, including sharing of resources and staff, developed by this group will be reported back to Committee in due course.**

**3. BACKGROUND**

- 3.1 At the meeting of Education, Communities and Organisational Development Committee on 18 November 2020, the Committee approved the new

Business/Delivery Plan for the Sport and Leisure Service (para 22 of the minute refers).

### **Sport and Leisure Business Plan**

- 3.2 Despite 2020/21 being a challenging period for the Sport and Leisure sector due to the Covid pandemic, several key developments in Moray have been progressed in regards to transforming the Service. During the past year a Change Management Plan has been approved and implemented resulting in a Sport and Culture section being established since September comprising Sport and Leisure, Active Schools and Community Sports Hubs, Libraries, Heritage and Music Instruction.
- 3.3 Since June 2021, a Sport and Leisure Strategic Group has been established which has resulted in closer working across the sector. The Group is driving forward the implementation of the Business Plan, which has resulted in developing shared service delivery opportunities and an improvement to the commercial approach of the service and being responsive to customer needs. The Strategic Group comprises of representatives from private, public and voluntary sector organisations including NHS, Moray Leisure Centre, Moray Sports Centre and Elgin Sports and Community Trust. A summary of the progress made over the first year of the Delivery Plan is contained in **Appendix 1**.
- 3.4 Our recovery from the Covid pandemic is also being realised in connection to our Fit Life Membership levels. From discussions with colleagues across Scotland in late September the majority of organisations were at 50-60% of their pre-Covid membership levels, however at Moray Council as at late Sept we were at 96% of pre-Covid levels. A summary of these memberships is contained in **Appendix 2**. We are now operating a more flexible approach to booking sessions at our facilities where the public have the opportunity to drop in, book in person, by telephone or online. Our highly popular sessions require pre-booking but this has always been the case (even pre-Covid).

### **Active Schools and Community Sports Hub programmes**

- 3.5 Despite 2020/21 being a challenging academic year due to the Covid-19 pandemic the Active Schools and Community Sports Hub programmes have continued to deliver an excellent service to our local community – both in terms of supporting young people to be active and also supporting our volunteers and local clubs/organisations to develop. A summary of their achievements in 2020/21 is contained in **Appendix 3**.
- 3.6 The sportscotland Board have agreed to in principle investment to support the employment of the Principal Active School Managers, Co-ordinators and Community Sports Hub Officers across Scotland for the period 2019-2023, which equates to a four year partnership with Local Authorities. Although a partnership agreement for a 4 year period has been agreed the financial agreement between sportscotland and Moray Council has only been established on an annual basis due to the Council's financial position.
- 3.7 This agreement in principle is subject to the Council sustaining their financial contribution towards these programmes, which equates to approximately 32% of the overall investment. Any reduction in the Council's contribution would result in a reduction of sportscotland contribution, which would result in a

reduction in staffing within the Active Schools and Community Sports Hub team.

### **Covid Update**

- 3.8 Covid restrictions continue to impact on the operations of our sport and leisure facilities and programmes. This is expected to be the case for some time yet however we continue to review these on a regular basis. A background paper is available via the Members' CMIS Portal on the latest covid update.

## **4. SUMMARY OF IMPLICATIONS**

### **(a) Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))**

In relation to the LOIP, this report supports three of the four main priority areas which are building a better future for our children and young people in Moray, empowering and connecting communities and improving the wellbeing of our population.

In relation to the Corporate Plan, this report contributes to three of the four main priority areas which are providing opportunities for people to be the best they can be throughout their lives with a strong and sustained focus on those individuals and groups in our society who experience the most disadvantage and discrimination, empower and support communities to build capacity and creating a sustainable council that provides valued services to our communities.

### **(b) Policy and Legal**

Local Authorities have a legal duty to ensure adequate provision of facilities for recreational, sporting, cultural and social activities. Improving the health and wellbeing of the Moray community through sport, leisure and recreation is not only an integral part of the local vision, but it is also a national priority. In particular, the report aims to fulfil the aspirations of everyone having access to a network of quality places where you can get involved in sport, as identified as a key objective in sportscotland's Corporate Strategy "Sport for Life". The report also links to the Scottish Government's Active Scotland Outcomes Framework, which aims to improve our active infrastructure – people and places.

### **(c) Financial implications**

To retain the existing Active Schools and Community Sports Hub staff/service the Council would be required to continue the current contribution of £177,000 annually, which would secure the current level of sportscotland funding. Sportscotland have contributed £250,672 towards Active Schools this financial year and have agreed in principle to support this programme for another financial year. If the Council were to reduce or remove its contribution sportscotland would also review their share of the funding and may withdraw from the arrangement.

Over and above this in 2020/21 sportscotland contributed £44,985 towards the Community Sports Hub programme and have agreed in principle to support this programme for another financial year. The Council have contributed in-kind costs towards the Community Sports

Hub programme annually through line management, computer and phone provision, office space etc.

**(d) Risk Implications**

If the Council does not contribute financially to the Active Schools and Community Sports Hub programmes then the risks would include sportscotland withdrawing all their financial contribution to the service which would result in no Active Schools or Community Sports Hub service operating in Moray. The only Sport and Leisure provision then delivered by the Council would be through the provision of Sports Facilities (swimming pools, fitness rooms etc).

Sportscotland also provide additional financial support locally through investments in facilities (such as Moray Sports Centre) and direct to sports clubs. Without an Active Schools and Community Sports Hub Service in place it would make the continuation of these investments more difficult.

Removal of the Active Schools and Community Sports Hub programmes would have a negative impact on the Fit Life Scheme memberships (and income to the Council) as many families subscribe to Fit Life due to the holiday and children's coaching/activity programmes organised and delivered through this Service.

Local volunteer community sports clubs and physical activity groups in Moray would also be negatively impacted as there would no longer be a support mechanism for these clubs to develop and be sustained longer term, therefore the health of our community would suffer.

**(e) Staffing Implications**

If the Council do not contribute financially to the Active Schools and Community Sports Hub programmes then the staffing implications would result in the loss of the 1 FTE Principal Active Schools and Community Sports Hub Officer post, all 7.8 FTE Active Schools Co-ordinators posts, the 1 FTE Community Sports Hub Officer post and all Sports Coaches and Assistants.

Cessation of these programmes would result in redundancy costs due to 9.3FTE within the service being permanent members of staff. A number of sports coaching staff would also receive redundancy payments due to their continual service.

Any workforce implications would be managed through the Council's agreed Transform process which includes looking for suitable alternative employment through redeployment.

**(f) Property**

There are no property implications arising directly from this report.

**(g) Equalities/Socio Economic Impact**

A number of Active Schools and Community Sports Hub projects target protected groups such as the disabled and also individuals residing in socially deprived areas to ensure they receive opportunities to be



physically active. The ceasing of these programmes would result in reduced opportunities for these protected groups which would have a negative effect on reducing health inequalities.

**(h) Consultations**

In preparing this report, consultations have been undertaken with the Chief Financial Officer, Head of Governance, Strategy and Performance, Head of HR, ICT and Organisational Development, Tracey Sutherland, Committee Services Officer and Ian McGregor (Partnership Manager for sportscotland) whose comments have been incorporated in the report.

**5. CONCLUSION**

**5.1 Committee is asked to note the progress made in regards to the implementation of the Sport and Leisure Business Plan and the closer working that is evident across the sector and to agree to extend the Active Schools and Community Sports Hub programmes for the 2022/23 financial year from existing budget.**

Author of Report:	Kim Slater, Sport and Culture Service Manager
Background Papers:	SPMAN-1315769894-170
Ref:	SPMAN-1315769894-163 / SPMAN-1315769894-167 / SPMAN-1315769894-168 / SPMAN-1315769894-169



**Sport and Leisure Delivery Plan 2020-2023****Summary of Main Achievements in Year 1 (Nov 20 – Oct 21)**

- Sport and Leisure Strategic Group set up with private, public and voluntary representation to ensure accountability of delivery plan
- Les Mills franchise launch across Council Leisure facilities both virtual and face to face classes
- Physical Activity for Health programme (exercise referral) now being delivered through consistent approach across Moray Council, Moray Leisure Centre and Moray Sports Centre
- Achieved recovery of pre-Covid Fit Life Membership levels by end of Sept in Council facilities
- Admission figures improving towards pre-covid levels and successful Summer Holiday programme delivery
- Collaboration in regards to Sport and Leisure Capital Plan developments for the future through Strategic Group
- 59% of Delivery Plan achieved in 2021 despite Covid restrictions

Timeline	Objectives / Aims	Milestones for Year 1 (Nov 20-Oct 21)	% Progress	RAG	Summary Status
	<b>Objective 1 - Expansion and development of sustainable services</b>				
Y1-2	1.1 Improve the diversity and availability of programmes across Moray	Minimum of 4 different exercise programmes available at every facility by end of August 2021 (covering young people, families and older people)	66%		<p>Reviewed current programmes and identified capacity for new classes/activities. Relevant training delivered to staff.</p> <p>From our 9 leisure facilities – 6 are delivering at least 4 programmes, 2 facilities are delivering 3 programmes and 1 is delivering 1 programme.</p>

Timeline	Objectives / Aims	Milestones for Year 1 (Nov 20-Oct 21)	% Progress	RAG	Summary Status
					<p>Two of our leisure facilities are single staffed sites therefore a challenge to deliver exercise programmes whilst covering reception.</p> <p>Highly diverse array of programmes being delivered – Body Pump, Body Combat, Indoor Cycling, Aqua Aerobics, Pilates, Qigong, Tai Chi, Parent &amp; Child, Circuits, Zumba, Kettlebells, Gentle Aerobics, MIIT.</p>
Y1-2	1.2 Offer sport and exercise programmes that reflect latest market trends	2 new programmes established in at least 5 of 9 facilities by end of November 2021. Identified programmes will be Yoga/Pilates and Les Mills (both mentioned in public surveys in 2020)	70%		<p>Les Mills Body Pump and Body Combat now being delivered in 5 of 9 facilities.</p> <p>Yoga/Pilates now being delivered in 2 of 9 facilities. Yoga/Pilates training to staff across other facilities will be delivered in early 2022.</p>
Y1-2	1.3 Improve online booking/payment options	Gladstone integration project and online booking system completed by end of May 2021. All facility areas and activities to be available for booking online by end of 2021. Explore online direct debit payment options through Council or Gladstone	55%		<p>Integration project now complete. Online bookings now available for all activities – however we are now accepting customer walk ins for sessions such as public swimming.</p> <p>Next phase is block bookings for room/area hires. Currently undertaking options appraisal in regards to direct debit online payment options for Fit Life with finance team.</p>

Timeline	Objectives / Aims	Milestones for Year 1 (Nov 20-Oct 21)	% Progress	RAG	Summary Status
		platform and complete by end of Nov 2022.			
Y1-2	1.4 Explore and expand the capabilities of online engagement/connection	4 online programmes/offerings delivered in Moray by end of Nov 2021 (provision for all ages)	100%		<p>Les Mills On Demand became available in January to all Moray residents which includes workouts for young and older people. 390 people in total have accessed the online opportunity over the past 9mths with a number paying a membership fee which has resulted in approx. £400 income to the Council.</p> <p>Active Schools have delivered live streaming exercise sessions through facebook to certain cohorts of young people and families. Active Schools have set up a You Tube Channel which stores all the exercise programmes recorded and delivered online to enable access to everyone.</p> <p>Since January in conjunction with external personal trainers, NHS and the Health and Social Care partnership we have been delivering virtual exercise classes to people affected by a respiratory condition.</p>

Timeline	Objectives / Aims	Milestones for Year 1 (Nov 20-Oct 21)	% Progress	RAG	Summary Status
Y1	1.5 Seamless and efficient Fit Life Membership scheme	Fully integrated system with MLC and MC sites aligning system operations by end of Nov 21. Develop at least one additional Fit Life development due to this integration by end of Nov 21.	50%		Scheme integrated. A Fit Life Membership Working Group has been set up to align system operations and resolve any issues to ensure consistency across both organisations. Priority at this stage is aligning processes (this has been delayed due to facility closures).
Y1	1.6 Rebuild, renew, repair our sport and leisure infrastructure following the effects of Covid	Engagement with all our previous facility community user groups to re-connect and support resumption of their activities by end of Aug 2021. Collate research and create report on impact of Covid across our leisure sites and user groups.	90%		<p>Communications with Fit Life Members and Community Groups has been ongoing throughout the pandemic.</p> <p>The majority of community groups are now in a position to resume activities within facilities. Evening school lets have been permitted to restart in Sept dependant on caretaking availability and sanitisation/risk assessment agreement in place.</p> <p>Community lets/leisure activities not permitted as yet in schools during daytime.</p>
Y1-3	1.7 Empower and support communities to develop and expand opportunities in the area	1 new opportunity in each ASG area to be delivered by end of Nov 21 led by community/another provider but supported by a staff member, team or facility from Sport and Leisure Service	100%		<p><b>Elgin</b> - street football for young people on high street in conjunction with Police, <b>Forres</b> - creation of charitable trust to progress astro facility, <b>Milnes</b> - Milnes High Young Leaders walking programme, <b>Buckie</b> – Friday night football on astro in conjunction with Police and Youth Work due to anti social behaviour concerns, <b>Keith</b> – supported Keith &amp; District Sports Development to participate in Moray Primary Football Festivals, <b>Speyside</b> – funding for a</p>

Timeline	Objectives / Aims	Milestones for Year 1 (Nov 20-Oct 21)	% Progress	RAG	Summary Status
					new 1km mountain bike trail at Glenlivet, <b>Lossie</b> – Coastal rowing club junior section now strong due to Active Schools connection
	<b>Objective 2 – Create an environment where health and wellbeing is at the core of our service</b>				
Y1-3	2.1 Develop prehabilitation/rehabilitation programmes for individuals requiring surgery/treatment for chronic conditions	Establish and launch the 'Physical Activity for Health' programme which will provide a prevention and intervention exercise service for individuals with long term health conditions. By end of Nov 21, 30 individuals to have been referred into programme	100%		<p>Virtual exercise referral classes delivered since mid January which involve 6 week blocks alongside kindness calls. To date, 25 individuals have participated in the virtual programme.</p> <p>15 members of staff from Moray Council, Moray Leisure Centre and Moray Sports Centre have participated in Level 3 Exercise Referral Qualification.</p> <p>41 people already been referred into programme since January.</p> <p>Physical Activity for Health programme has undertaken a soft launch of face to face sessions across all 3 leisure providers. More formal launch will be progressed in November once Health and Wellbeing Officer in post.</p>

Timeline	Objectives / Aims	Milestones for Year 1 (Nov 20-Oct 21)	% Progress	RAG	Summary Status
Y1-3	2.2 Develop Healthy Lives programmes and campaigns to improve physical and mental wellbeing	1 x Moray wide mental wellbeing project delivered as part of Service offering before end of Summer Holidays 2021	50%		Active Schools team currently working with Health Improvement team, sportscotland and SAMH on a potential project for young people.
Y2-3	2.3 Leisure Facilities being used as a mainstream service within the health service	Y2/3 project	25%		Physio team investigating usage of several leisure facilities to provide face to face therapy sessions.
Y1-3	2.4 Embed the 'Changing Lives through Sport and Physical Activity ethos' throughout our Service Provision and help develop the Self-Management approach in regards to sport/physical activity	All Sport and Leisure staff received training/information on Changing Lives approach by end of Summer Holidays. Community Sports Hub Officer to be embedding the approach within 2 projects/clubs by end of Summer Holidays.	75%		Community Sports Hub Officer (CSHO) undertaking Changing Lives learning programme and cascading learning to colleagues and community clubs/connectors.  Moray Mavericks Club working with CSHO on this approach as well the Cluny Hill Mountain Bike Development in Forres.  Also undertaking community profile mapping to help with this approach.
Y1-3	2.5 Help to reduce health inequalities and ensure inclusion for all across all our programmes	Active Schools and Sports Development team to support/deliver 2 projects connected to Locality Networks or MASH (Multi Agency Support Hub) by end of Summer Holidays 2021 targetting inclusion and inequalities	100%		Response to Locality Network concern;  - Street Sport sessions for secondary aged children in Buckie ASN swim/surf sessions as part of Summer Holiday programme.



Timeline	Objectives / Aims	Milestones for Year 1 (Nov 20-Oct 21)	% Progress	RAG	Summary Status
					30% of distinct participants involved in summer holiday programme had an ASN.
Y2-3	2.6 Learn from local and national partners on best practice and innovation connected to this objective	Connect to one new partner/organisation from a regional/national perspective to create best practice in Moray connected to Health and Wellbeing	100%		Connected to the Physical Activity Referral Development Group which has created a set of national physical activity referral standards that organisations should follow for safe operations which will be embedded in the Physical Activity for Health programme in Moray.
Y1-3	2.7 Identify the social value of sport and physical activity in Moray and identify relevant social outcomes connected to this Plan	Engage with an external partner that will create a social value measurement tool for sport, leisure and health in Moray by the end of Dec 2022 which will provide key data and research for future planning.	10%		Currently at initial investigation stage - researching software systems, potential partnership with UHI. Also liaising with regional partners on this topic area.
Y1-3	2.8 Ensure the health and wellbeing of volunteers is a prominent feature and focus in the implementation of this Plan	All Sport and Leisure Service volunteers to be offered mental health training by end of 2021. Active Schools to follow Volunteer Management procedure for all existing and new volunteers and review this procedure on a termly basis.	80%		Active Schools staff have all attended volunteer mentoring workshop in early 2021, links to mental health workshop cascaded to all volunteers.  Aim to ensure that all frontline sport and leisure staff receive access to mental health training.

Timeline	Objectives / Aims	Milestones for Year 1 (Nov 20-Oct 21)	% Progress	RAG	Summary Status
	<b>Objective 3 – Optimising Income and Growth</b>				
Y1-3	3.1 An expanding sports and leisure business	Y2/3 project	25%		Les Mills and Physical Activity for Health programme – 2 new expansions for 2021.
Y1-3	3.2 Maximise income generation opportunities	Business and Tourism membership opportunity to be launched by end of Oct 2021 once social distancing restrictions have eased. Target is to return to pre-Covid Fit Life membership levels by end of Mar 2022.	40%		<p>Business and Tourism membership promotion has been deferred due to Covid - until social distancing restrictions ease we will delay the launch of this promotion to ensure that individuals see the true benefit of a membership.</p> <p>Aim to launch Business Membership promotion at start of 2022 to capture new year resolutions.</p> <p>Tourism membership promotion delayed until test and trace requirements are eased. Leisure Link scheme has now restarted in October enabling some tourism benefits.</p>
Y2	3.3 Maximise external funding opportunities	Y2 project	0%		
Y2	3.4 Ability to influence with strong evidence and research base	Y2 project	0%		
Y2	3.5 Exemplify the social value of sport and physical activity in Moray	Y2 project	0%		

Timeline	Objectives / Aims	Milestones for Year 1 (Nov 20-Oct 21)	% Progress	RAG	Summary Status
	<b>Objective 4 – Develop facilities to align with customer service needs</b>				
Y1-3	4.1 The best facilities and equipment	5yr capital plan for sport and leisure in Moray produced and submitted to relevant committee by end of 2021.	50%		<p>Collation of evidence and research for capital plan ongoing - skeleton plan with key projects has been created.</p> <p>Working with finance colleagues in regards to capital plan submissions.</p> <p>Feasibility investigations and condition surveys currently being procured to help provide current status of facilities.</p>
Y1-3	4.2 Maximising the space and offerings within our existing facilities to their full potential	Facilities operating at 80-90% capacity across available spaces during opening times by end of Mar 2022	10%		In the process of completing suitability assessments of leisure facilities which will provide operating capacity levels.
Y1-3	4.3 New sports and leisure facilities are developed in the right places as communities grow	Support to 3 sport and leisure facility projects on an annual basis - whether that be new, upgrade or transfer of ownership or lease	100%		Working with Forres Football Community Trust on astro pitch for Forres, supporting Tomintoul and Glenlivet Bowling Club for facility upgrade and supporting Lossie FC with CAT investigations.
Y1-3	4.4 Contribute towards environmental protection and help mitigate climate change	Active Schools and Sustainable Travel project to be identified and developed with a focus on environmental protection by end	25%		Cycling forum being established to link active travel, cycling projects and clubs together to improve pathway and opportunities. Private, public and voluntary sector involvement.

Timeline	Objectives / Aims	Milestones for Year 1 (Nov 20-Oct 21)	% Progress	RAG	Summary Status
		of Nov and thereafter a project identified annually			
	<b>Objective 5 – Successful Partnerships</b>				
Y1-3	5.1 Work with partners to develop projects that benefit our local communities (e.g. holiday activity programmes)	Delivery of free 2021 Summer Holiday programme with local communities and MLC (which is repeated in 2022 and 2023). Service to establish at least 1 new partnership with communities in ASG areas on an annual basis. Liaising with clubs in Tomintoul and Glenlivet area to potentially create a sports hub in this area.	100%		49 sports clubs or partner organisations were engaged through the Active Schools programme in the Summer. Many of the partner organisations had direct contact with children and families that may experience poverty, isolation or health inequalities which helped to ensure equality and inclusion for all. This has resulted in ongoing connections with these partners for future working.
Y2-3	5.2 Work with partners to develop sport and leisure related events using our own and partner resources and facilities	Y2/3 project	0%		

Timeline	Objectives / Aims	Milestones for Year 1 (Nov 20-Oct 21)	% Progress	RAG	Summary Status
Y1-3	5.3 Adopt a system change approach to our service to become more adaptive and innovative.	Termly meetings between facility supervisors and Active Schools and Community Sports Hubs	100%		New programmes delivered during Summer Holidays including a swimming club for teenage children that have as yet not learned to swim, also free gym inductions for secondary school pupils to ensure safe and proper usage of gym equipment. Timetabling of programmes and activities synergising to a greater extent due to closer collaboration between Active Schools and Sport & Leisure staff. Intension to expand this to include libraries service moving forward.
Y2-3	5.4 Deliver a sporting pathway system covering the spectrum from recreation to performance level	Y2/3 project	0%		
Y1-3	5.5 Share all our positive news and developments to the local and national population	Termly ASG Sport and Leisure newsletter covering facilities, active schools, community sports hubs and clubs to be launched electronically during the 2021/22 academic year. Daily social media posts on new activities, recognition, sharing of opportunities/good news.	80%		Social media working group and scheduled posts created and working well. Identified co-ordinators improving skillset in this field due to expanding knowledge. Newsletter development to be progressed sharing locality information.

Timeline	Objectives / Aims	Milestones for Year 1 (Nov 20-Oct 21)	% Progress	RAG	Summary Status
Y1-3	5.6 Achieve wider collaboration and connections with partners (health, environment, education, transport, business)	Establish at least 4 new connections across the service with new partners from a strategic level annually.	100%		Year 1 - Prevention and Self Management Working Group (Home First), Grampian Respiratory Cell Pathway Network, Wellbeing Strategic Partnership, Cycling Forum - attendance at these meetings which is contributing to connections and developments relating to health, focussed young peoples work, inequalities/inclusion and active travel.
	<b>Objective 6 – A professional, informed and empowered workforce</b>				
Y1	6.1 Integrated working across the Sport and Leisure Service	Termly Supervisor and Active School Co-ordinator meetings established, weekly Supervisor and Managers meetings established, weekly communications and updates for all staff are circulated by Service Manager	100%		Restructure of Service nearing completion, all actions completed and feedback received on this integrated working positive. Importance to continue this working and encourage culture across all operational staff levels.
Y1-3	6.2 A professional, dedicated and trained workforce	Level 2 Gym Instruction (10 candidates) and Level 3 Exercise Referral (8 candidates) courses delivered and completed by end of June 2021. Les Mills training delivered by end of July. Mentoring, first aid, child protection and mental health	90%		Level 2 and 3 courses delivered during Feb-May 2021 and course assessment work completed. Les Mills training completed – new training course available in New Year.  Mentoring, first aid and mental health workshops been delivered to all Active Schools team.

Timeline	Objectives / Aims	Milestones for Year 1 (Nov 20-Oct 21)	% Progress	RAG	Summary Status
		courses attended by relevant staff annually. New training requests submitted annually to central training team.			Aim to cascade mental health training to all frontline staff by end of March 2022.
Y1-3	6.3 To be an employer of choice	Weekly communications and engagement with all service staff, undertake an annual staff survey to be informed by workforce on improvement areas	75%		Weekly communications now established with encouragement for feedback and engagement on content.  Staff survey currently circulated in regards to the suitability of facilities in regards to service delivery outcomes.
Y1-3	6.4 Ensure the health and wellbeing of staff is a prominent feature and focus in the implementation of this Plan	Weekly communications and sharing of corporate opportunities to all service staff. Supervisors and Managers to engage in weekly informal connections with staff teams and record and flag up any concerns in the appropriate manner.	75%		Weekly communications now established with encouragement for feedback and engagement on content. Monday lunchtime team catch up scheduled for Active School and Community Sports Hub team to engage with each other on non work related matters. Staff encouraged to organise walk meetings with colleagues that includes work and wellbeing topics.
Y1-3	6.5 Provide effective leadership	Weekly communications and meetings with Supervisors and Managers. Cascade information	75%		Weekly meetings with Supervisors/Managers which includes sharing of Senior Management/Council updates. Encourage Supervisors/Managers to share

Timeline	Objectives / Aims	Milestones for Year 1 (Nov 20-Oct 21)	% Progress	RAG	Summary Status
		to Managers from Service Managers weekly meetings ensuring flow of communication and awareness. Complete ERDP's annually and review regularly.			ideas, innovation and be part of decision making processes for the Service.  ERDP's scheduled from October onwards with plan to have rolled out to all staff by end of March 2022.
Y2-3	6.6 Effective workforce connections across all partners	Y2/3 project	0%		
Y1-3	6.7 Recruit, retain and recognise the volunteer workforce connected to sport and physical activity	Termly volunteer recognition posts on social media and annual Recognition Awards event. Nominations for National Awards submitted where applicable.	75%		Monthly role model social media posts created for Active Schools volunteers.  Due to Covid the sportMoray Recognition Awards did not take place in 2020 or 2021.  Active Schools Co-ordinator nominated for Walking Champion Award in 2021 due to Milnes High project – received commendation.

KPI Status	2019/20	2020/21 (covid impact)	2021/22 after Quarter 2 (6mth period) (cumulative)	Target for 2021/22
Number of admissions to pools	234,284	36,661	72,894	175,713
Number of admissions to fitness rooms	118,091	14,752	34,953	88,568



Numbers attending holiday and term time programmes	2,657	991	2083	2,000
Numbers attending coach education and training courses	316	90	42	200



## Appendix 2

### Fit Life Memberships

<b>Facility</b>	<b>March 2020</b>	<b>Sept 2021</b>	<b>Difference (%)</b>
<b>Buckie Pool</b>	703	699	99%
<b>Forres Pool</b>	844	794	94%
<b>Keith Pool</b>	812	754	92%
<b>Lossie Pool</b>	446	476	100%+
<b>Speyside Pool</b>	306	279	91%
<b>Milnes Fitness Room</b>	109	104	95%
<b>Forres House CC</b>	25	29	100%+
<b>Elgin Community Centre</b>	36	34	94%
<b>Elgin High Sports Block</b>	33	35	100%+
<b>Total</b>	3314	3204	96%



### Active Schools and Community Sports Programme Update 2020/21

#### Active Schools

2020/21 was another challenging but successful year for the Active Schools team despite the continued COVID-19 pandemic. During this time sportscotland agreed nationally that annual targets would not be set and no data collected to allow the Active Schools team to support schools and the local community where it was most needed.

The relaxation in the type of work the ASC could do allowed them to support schools during curriculum time within ASN departments, assisting PE staff and the delivery of leadership and cycling courses. This was greatly welcomed by all those schools who took up the offer. This was particularly important during the restricted period Jan-Mar for children attending school hubs, providing opportunities for the children to be active.

Throughout 2020/21 guidelines dictated that no extra-curricular activities were permissible within school estates during or after school. Active Schools concentrated on centralised activities, firstly using public outdoor spaces and then indoors as community facilities opened up. This method of delivery allowed the team to offer a wide range of extra-curricular activities across all ASG's. Activity blocks could only take place initially with the presence of the ASC as the dedicated COVID officer. The high level of demand for spaces at all activity blocks throughout this time highlighted the importance of delivering these activities under very challenging circumstances. During the period January to April 2021 the team reverted back to on-line activities incorporating physical activity sessions along with school and individual pupil competitions.

- 991 term time distinct participants.
- 1105 primary and secondary pupils and 138 pre-school holiday programme distinct participants
- 90 volunteers attended coach education and training courses.
- Club Links- 43
- Young Leader volunteers – 108

## People development

All volunteers were offered coach and official education or generic training courses over the past year to upskill their knowledge and skill base. A continual professional development calendar was produced at the start of the year covering core sports activities as well as generic workshops such as Safeguarding and Protecting Children in Sport and First Aid. These were a mixture of on-line and face to face courses.

The Active Schools Young Leader Programme was developed in 2020 and was officially launched in April 2021. It builds upon the work that we have done with young people over a number of years, and includes the offer of voluntary experience and CPD opportunities for children and young people aged 11-25 in the Moray area. Through volunteering, delivering sessions, and contributing to the community we intend that the programme offers:

- Opportunities to change and grow - personal development.
- Increased confidence, self-awareness and value – a route to positive mental health.
- Improved physical health via CPD knowledge and delivering sports sessions.
- Increased opportunities for the present and the future through the development of the necessary skill set for transitioning into adult life.

## Collaboration and Impact

Active Schools linked with 43 sports clubs during 2020/21. Due to restrictions placed on sports clubs accessing schools, these links were in delivery of centralised activity sessions throughout term time and supporting the summer holiday programme.

## Profile

Active Schools continue to have regular online presence to help raise their profile in Moray. The Active Schools and Sport in Moray Facebook page currently has 5,952 followers with 1,151 followers on Twitter. Facebook and Twitter continue to be the most effective means of communication with public/families. The Sport in Moray website ([www.sportinmoray.co.uk](http://www.sportinmoray.co.uk)) continually evolves with links to booking activity sessions, ASN activities, Young Leader programme, volunteering, coach education, sports clubs and sports resources. Online activities can also be found on the Moray Active Schools YouTube channel.

## Funding

Health Improvement Fund received to the sum of £1,999.50 for 93 Young Leader hoodies.

Pedal for Scotland grant received to the value of £940 to fund a family cycling event at Gordon Castle, Fochabers during June 2021.

## Case Study Highlights

### Street Soccer – Buckie & Elgin

The Street Soccer initiative through a partnership between Active Schools and Police Scotland expanded to other areas in Moray. After the success demonstrated in the Buckie ASG to help alleviate anti-social behaviour on Friday evenings, the same format was used in Elgin to tackle similar issues with a large number of police call-outs for youth-related incidents in the area. The programme provided around 100 children from P7 to S6 free access to football sessions and included half-time team talks from the community police officers regarding local issues that may affect the young people now or in future. The officers were also open to questions from the group about any issues they may have experienced individually. Elgin City FC provided coaches, players and managerial staff each week to help manage fixtures, referee and chat about opportunities available to the children in the area. The Police Scotland Youth Volunteers also assisted at each session. Starbucks provided hot drinks for all volunteers and participants. Similar sessions also took place in Lossiemouth and Forres.

### Forres ASG: Work in Partnership to Deliver Active Schools Outcomes

Over the course of the Covid-19 restrictions that were put in place during 2020, the delivery of non-contact sport increased. Floor curling was seen as an activity that could be carried out safely within the restriction guidelines. Active Schools linked with Moravian Province Curling Club to first introduce indoor floor curling to the local Wednesday Night Group. This group meets fortnightly and provides activities for children with ASN needs and their siblings. Curling was identified as its inclusive and allowed for Covid-19 protocols to be easily followed. Curling was delivered over 2 sessions so both of the identified bubbles of children could experience the sport, children were engaged and really enjoyed the session. Following on from this success, the Active School team arranged for Scottish Curling and the Curling Club to deliver a virtual training session on indoor floor curling to the Moray Active Schools team and any interested members of school staff with a view to loaning indoor floor curling kit to schools in the hope of introducing more children to the sport and setting up an inter-school floor curling league in the future.

## Community Sports Hubs

The Community Sports Hub Officer has continued to support both Hubs and Clubs throughout 2021. In response to last year's Community Sport in Moray survey, 38% of the responders/clubs specified ongoing financial commitments as one of their biggest challenges due to Covid-19. The Resilience and Recovery Fund for Moray Sports Clubs was therefore established using existing hub funds. The fund was intended for clubs and community organisations who had experienced disruption to their normal activities as a result of Covid-19. It aimed to support clubs that had already started delivering activities or were willing to restart but found themselves in financial difficulties due to the coronavirus. A total of £6,000 was distributed among 15 community sport clubs for a variety of projects that will benefit children, young people and adults in Moray.

In addition, Community Sport Hubs have restarted their activities and 41 volunteers representing 34 sport clubs and other community organisations have been attending the monthly meetings which now take place online. In addition, 81 volunteers in sport in Moray interact on a regular basis with the Community Sports Hub Officer and receive communication emails with funding opportunities, upcoming CPD courses and other local and national updates. Furthermore, the Community Sports Hub Officer is successfully continuing the Changing Lives through Sport and Physical Activity training programme which is a yearlong training course through sportscotland. The programme focuses on how being active brings about positive changes beyond participation and how it can impact positively on the health and wellbeing of individuals, on their skills and learning, and on communities, ensuring a more inclusive and healthier nation.






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**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES  
COMMITTEE ON 24 NOVEMBER 2021**

**SUBJECT: CHILDREN AND FAMILIES SOCIAL WORK SERVICES  
REVENUE BUDGET MONITORING TO 30 SEPTEMBER 2021**

**BY: CHIEF OFFICER, HEALTH AND SOCIAL CARE MORAY**

**1. REASON FOR REPORT**

- 1.1 To inform the Education, Children's and Leisure Services Committee of the budget position for Children and Families Social Work Services as at 30 September 2021.
- 1.2 This report is submitted to Council in terms of Section III (A) 2 of the Council's Scheme of Administration relating to the consideration of capital and revenue budgets and long term financial plans.

**2. RECOMMENDATION**

- 2.1 **It is recommended that Committee scrutinises and notes the budget position at 30 September 2021.**

**3. BACKGROUND**

- 3.1 The report highlights those areas of the budget where there is a significant percentage variance identified at 30 September 2021.

**4. BUDGET POSITION**

- 4.1 The spend at 30 September 2021 is £8,540,000 against a budget to date of £9,798,000, giving an underspend of £1,258,000 as shown in **Appendix 1**.
- 4.2 Corporate Parenting and Commissioning has an underspend of £1,266,000. This is mainly due to an underspend in out of area and additional resource packages of £878,000 which is partly due to children transitioning into adult services. The contract for a residential unit in Forres came to an end in March 2021, this has generated an underspend to date of £290,000. There are also underspends on adoption placements through external providers, adoption allowances and legal fees of £28,000 and £32,000 of one-off additional income for an adoption placement in Moray

## **5 ESTIMATED OUTTURN**

- 5.1 The estimated outturn for 2021/22 is £17,041,000 against a budget of £19,473,000 resulting in an estimated underspend for the year of £2,432,000.
- 5.2 The underspend predominately relates to an underspend of £1,700,000 in Out of Area Placements which is partly due to children transitioning to adulthood. Forres residential unit contract is projected to be underspent by £568,000, adoption allowances and legal fees by £31,000 and throughcare/aftercare grants £50,000. There is also one-off income for an adoption placement in Moray of £32,000.

## **6. SUMMARY OF IMPLICATIONS**

**(a) Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))**

The Children's Services Revenue Budget has particular reference to National Outcome 8 – we have improved the life chances for children, young people and families at risk.

**(b) Policy and Legal**

The Council has statutory responsibilities to meet educational needs, the needs of children and young people in need and those it looks after.

**(c) Financial implications**

The resource implications are set out in this report and at **Appendix 1**. The underspend as at 30 September 2021 is £1,258,000 against a budget to date of £9,798,000. The estimated year end position is expenditure of £17,041,000 against a budget of £19,473,000 resulting in an underspend of £2,432,000

**(d) Risk implications**

Budget Managers are aware of their responsibilities for managing budget allocations and approval for any variances will be sought from Committee in line with the Financial Regulations.

**(e) Staffing implications**

There are no staffing implications associated with this report.

**(f) Property**

There are no property implications associated with this report.

**(g) Equalities/Socio Economic Impact**

An Equality Impact Assessment is not needed because the report is to inform the Committee on budget monitoring.

**(h) Consultations**

Paul Connor, Principal Accountant and Tracey Sutherland, Committee Services Officer, have been consulted and are in agreement with the contents of this report where it relates to their areas of responsibility.

**7. CONCLUSION**

**7.1 That Committee scrutinises and notes the budget position as at 30 September 2021.**

Author of Report: Tracy Stephen, Acting Head of Children's Services  
Nicky Gosling, Accountant

Background Papers: with authors

Ref:



# Children and Families Social Work Services

## Appendix 1

### Budget Monitoring Report to 30th September 2021 Appendix 1

Service	Revised Budget	Budget to Date	Actual to Date	Variance to Date	Variance	Full Year Forecast	Full Year Variance
	£'000	£'000	£'000	£'000	%	£'000	£'000
Children Services and Criminal Justice Management	54	54	54	-	-	54	-
Quality Assurance Team	254	99	96	3	3 %	248	6
Locality Management Groups	17	8	1	7	88 %	17	-
Children's Services Area Teams	4,083	1,926	1,922	4	-	4,044	39
Corporate Parenting & Commissioning	13,867	7,585	6,319	1,266	17 %	11,465	2,402
Justice Services	465	137	118	19	14 %	460	5
Reviewing Team	313	153	153	-	-	313	-
Children Services Additional Funding	531	(164)	(164)	-	-	531	-
Efficiency Savings-Children's Services	(111)	-	-	-	-	(137)	26
Children's Services COVID 19 costs	-	-	41	(41)	-	46	(46)
				-			
<b>Children's Services Total</b>	<b>19,473</b>	<b>9,798</b>	<b>8,540</b>	<b>1,258</b>	<b>-</b>	<b>17,041</b>	<b>2,432</b>





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**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES  
COMMITTEE ON 24 NOVEMBER 2021**

**SUBJECT: PERFORMANCE REPORT (CHILDREN AND FAMILIES AND  
CRIMINAL JUSTICE SOCIAL WORK) – PERIOD TO SEPTEMBER  
2021**

**BY: CHIEF OFFICER, HEALTH AND SOCIAL CARE**

**1. REASON FOR REPORT**

- 1.1 To inform the Committee of the performance of the service for the period to 30 September 2021.
- 1.2 This report is submitted to the Committee in terms of section III (D) (2) of the Council's Scheme of Administration in relation to the functions of the Council as a Social Work Authority.

**2. RECOMMENDATION**

**2.1 It is recommended that Committee:**

- i) **scrutinises performance in the areas of Service Planning, Service Performance and other related data to the end of September 2021; and**
- ii) **notes the actions being taken to improve performance where required.**

**3. BACKGROUND**

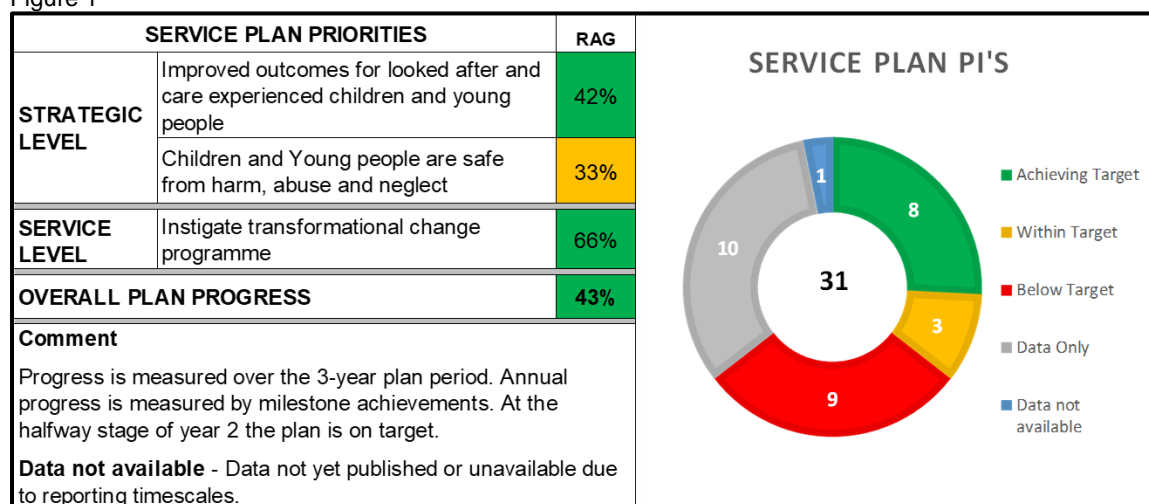
- 3.1 On 7 August 2019, the Council, approved a revised Performance Management Framework for services (para 5 of the minute refers).

**4. SERVICE PLANNING**

- 4.1 Each service plan sets out the planned strategic and service level priorities and outcomes it intends to deliver in the coming year aligning closely with financial planning, corporate and community planning partnership strategic priorities. This report provides an interim update on progress on the service plan, key outcomes and performance indicators. Committee is invited to review progress to secure assurance that is satisfactory and to provide scrutiny and further direction where performance requires attention.

- 4.2 The narrative included is by exception, however links to backing tables for all [Service Plan Actions](#) and [Performance Indicators](#) are provided.

Figure 1



- 4.3 Many of the actions within the Strategic section of the Service Plan are measured by annual milestones which are linked to performance indicators. As a result the percentage advancement of actions at the half-yearly stage will be limited. Progress towards milestones is reported throughout the report narrative.

### Strategic Outcomes – successes

- 4.4 As at 30 September 2021 there were 176 Looked after Children (LAC) in Moray at a rate of 9.7 per 1,000, continuing to remain below that of the comparator authority median of 11. Both the proportion of LAC accommodated in Kinship and Moray Council Foster Care placements are achieving target. In addition, the proportion of LAC in residential placements has consistently improved over the past year and is within tolerance level. (Action STRAT1.1, PI's EdS606.02, EdS606.03, LAC003, CSCF102).
- 4.5 In May 2021 the Local Government Benchmarking Framework (LGBF) published the remaining indicators for Children's Services for 2019/20. The data shows that the balance of residential/community care, whilst remaining below target, has shown improvement in comparison with the previous year and is now within the tolerance level. Whilst not benchmarked against other local authorities more current local data adds weight to the improving trend with 83% of LAC in community-based placements as of 30 September 2021. Annual improving milestones have been set for the duration of the plan to bring the level in Moray to that of our comparator median by March 2023. The proportion of LAC with more than one placement in the last year (25%) reduced significantly in comparison with the previous year (31%) and is now achieving target of 28%. (Action STRAT1.1, PI's CHN9, CHN23, CSCF101).



## Strategic Outcomes – challenges and actions to support

- 4.6 Two LGBF indicators measuring the cost of provision for both community and residential placements per week have risen in recent years. These rises, in part, are attributed to the types of placement. Moray has 77% of LAC in paid placements with a low proportion under home supervision, therefore incurring higher weekly costs. In addition, for most LAC requiring specialist residential care, placements are sourced out with Moray, again attracting higher costs. Figures 2 & 3 show how costs have changed through time. Gross annual costs have reduced in recent years due to improvements in the proportion of children accommodated in community-based placements and an overall reduction in the number of children looked after. (Action STRAT1.1, PI's CHN8a, CHN8b).

Figure 2

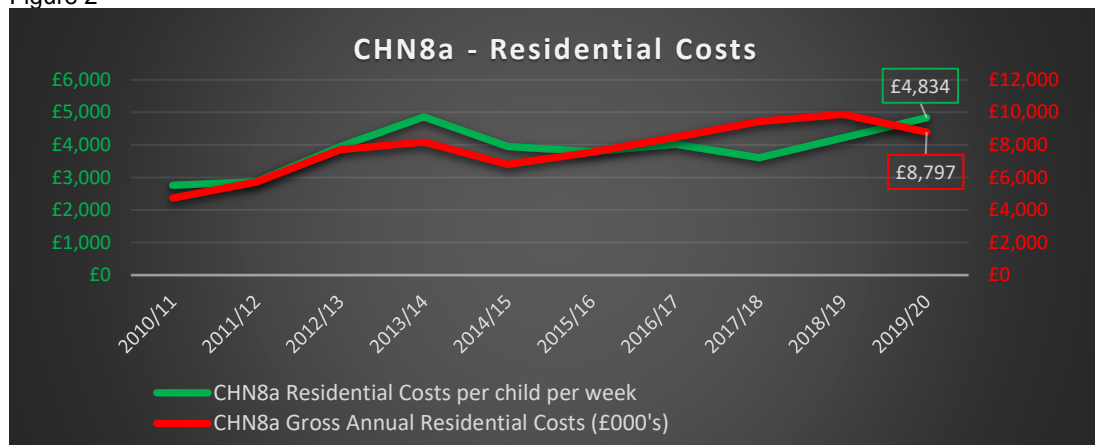
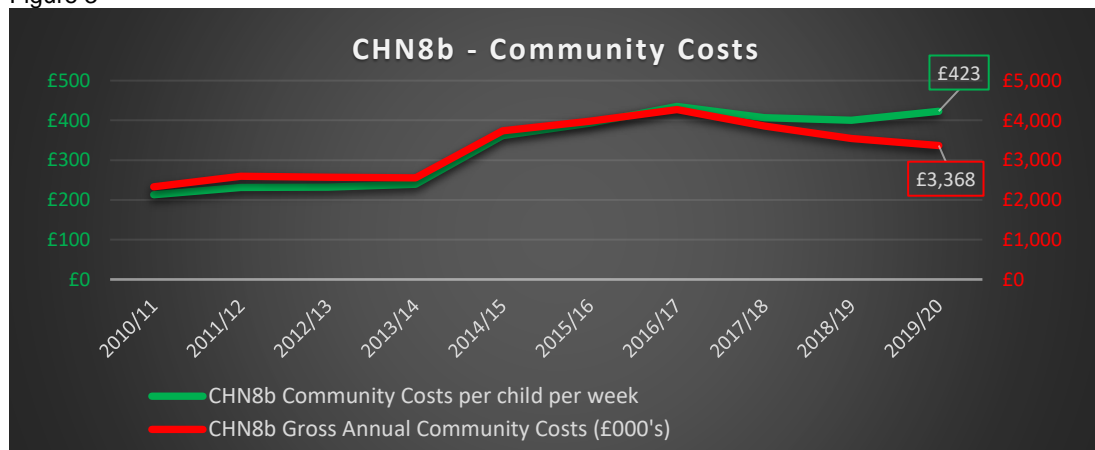


Figure 3



- 4.7 Foster care recruitment has witnessed delays and the planned Skills to Foster Care course was cancelled; the next course is due to take place during quarter 3. Over the past year the number of fostering households haven't changed, however there are indications of an improving situation, with an increase of two in the six months to 30 September. As a priority, siblings, where possible, should be placed together, during the first two quarters of 2021/22 this hasn't been achieved. Work to improve the profile of foster care services is ongoing with inroads being made in redesigning the website in collaboration with ICT and the campaign to increase the range of foster carers is using innovative methods to attract carers by hosting 'Live' events and including information within council staff payslips. (Action STRAT1.1, PI's LAC009, LAC010, LAC013).

- 4.8 Neglect concerns feature highly for children currently on the Child Protection Register (CPR). Over the past two quarters concerns of this nature have increased from 31% to 47% (15 of 32 children). In quarter 2 alone seven children were added to the CPR as a result of neglect, four of which were a sibling group. A neglect 'Toolkit' has been purchased and will be implemented with guidance from the National Society for the Prevention of Cruelty to Children (NSPCC) during quarter 4. It is anticipated that the implementation of the 'Toolkit' will better equip social work practitioners to work with families to address and reduce these concerns improving outcomes for children more timeously. (Action STRAT2.1, PI CMS021c1).
- 4.9 Actions to minimise the impact of parental substance use and domestic abuse have not progressed as anticipated. Both areas have witnessed increases in the number of children on the CPR with these concerns since March 2021. Although planned, attendance at the Moray Alcohol and Drug Partnership (MADP) has not yet taken place due to a delay in replacing a retiring Service Manager, progress is expected in the next quarter. A bid to the 'Delivering Equally Safe' fund was successful which will enable the recruitment of a Violence Against Women development worker. (Action STRAT2.2 & 2.3, PI's CMS021f1, CMS021g1 & CMS021h1).

#### **Service Level Outcomes – successes**

- 4.10 The business case for the 'Transformational change programme' was approved during quarter 1 and work on implementation has commenced. (Action SERV1.1)
- 4.11 Incorporating the views of staff, the new 'Robust model' of social work has been designed and the service continues to collaborate with staff and families of children to ensure their involvement in the process. 'Outcomes Star', an evidence-based suite of tools, is being procured and will improve both the support and measurement of change in a child's journey through the service. (Action SERV1.2)

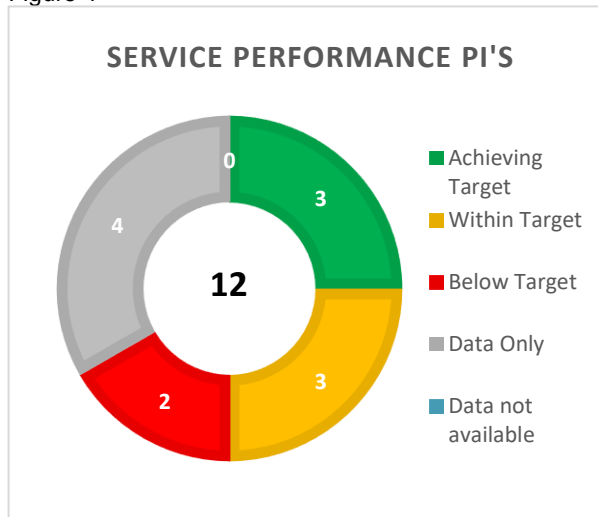
#### **Service Level Outcomes – challenges and actions to support**

- 4.12 Nothing to report.

### **5. SERVICE PERFORMANCE**

- 5.1 In line with the Performance Management Framework, operational performance is reviewed quarterly by departmental management. Areas performing well and/or areas subject to a decreasing trend or where benchmarking results show performance significantly below comparators will be reported to this committee for member scrutiny.
- 5.2 In February 2021 the initial publication of Local Government Benchmarking Framework Indicators were made available, Children's social work indicators were not available at this time. The refresh of the publication took place in May 2021. The full suite can now be viewed using the [My Local Council](#) tool.
- 5.3 Report is by exception, however links to backing tables for all Service [Performance Indicators](#) is provided.

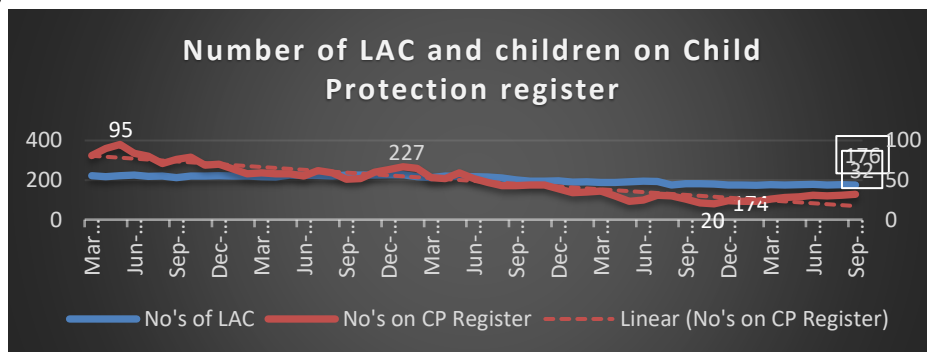
Figure 4



### Operational Indicators – successes

- 5.4 As Figure 5 below shows both the number of Looked After Children (LAC) and the number of children on the Child Protection register (CPR) have declined significantly over the past four years. Since April 2021 the numbers of LAC have remained fairly static, Child Protection numbers however have shown a slight rise from 26 at the end of March to 32 at the end of September. Rates per 1,000 for LAC and children on the CPR are both significantly below the median of comparator authorities. (PI's CSCF100, CMS013)

Figure 5



- 5.5 No children have been accommodated in a secure placement for the past five quarters. (PI EdS606.08).
- 5.6 Although slightly below target, 94% of child protection review case conferences were held within the agreed timescales in the quarter to September, the highest result in the last four years. One conference was late missing target timescale by one day. (PI's CMS002b, CMS002e).
- 5.7 For the twentieth consecutive quarter, all Criminal Justice Social Work reports were submitted to courts by the due date. (PI CJ01).

### Operational Indicators - challenges and actions to support

- 5.8 5.7% of LAC were in foster care placements purchased by the Council as at 30 September 2021, above target (4%). The Council continues its drive to recruit and increase the range of foster carers employed by Moray Council. (PI LAC007).

- 5.9 During the first half of 2021/22 there has been a 1% increase in the proportion of LAC accommodated within paid placements to 76.7%. Although the long-term trend is on a reducing path there remains a significant distance to meet the median of comparator authorities' target (65%). Whilst this shows this indicator as underperforming, the increase in proportion of children within community-based placements (para 4.5 refers), at a lower cost, will lead to a reduction of the overall placement costs. (PI LAC006).

## **6. OTHER PERFORMANCE RELATED DATA**

### **Complaints & MP/MSP Enquiries**

- 6.1 In line with the Performance Management Framework, complaints are reviewed quarterly by departmental management in terms of time taken to respond, outcome and learning points. Links to backing tables for all [Service Complaints](#) is provided.
- 6.2 A total of 13 complaints were received during the first half of 2021/22, five less than for the same period of 2020/21. Nine complaints were resolved and closed during the period, one at frontline stage (11%) and eight at investigative stage. The closed frontline complaint was partially upheld and one investigative complaint was upheld (12.5%) during the period. The remaining seven complaints were not upheld. All complaints were of a differing nature with the most common category being Process or Policy/Procedure (3 complaints), one was upheld and another partially upheld. Two complaints were made against staff, both of which were not upheld.
- 6.3 Time taken to close Investigative complaints in the six months to 30 September 2021 varied. In the first quarter it took an average of 18 days to close complaints with 2 (40%) complaints closing within the 20-day time period. In the second quarter investigative complaints took an average of 27 days to be resolved with one (33%) closing within 20 days. The one frontline complaint was closed within the 5-day time period.
- 6.4 A total of 3 MSP enquiries were received in the period between 1 April and 30 September. Of these three, one was outwith jurisdiction, one case was resolved and the remaining enquiry was ongoing at the end of September.

### **Other Performance (not included within Service Plan)**

- 6.5 Nothing to report.

### **Case Studies**

- 6.6 Nothing to report.

### **Consultation and Engagement**

- 6.7 Nothing to report.

## **7. SUMMARY OF IMPLICATIONS**

**(a) Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))**

Performance measurement is used to ensure the efficient and sustainable delivery of services to meet the Council's priorities in both the Corporate Plan and the LOIP.

**(b) Policy and Legal**

The Council has a statutory requirement to publish a range of information that will demonstrate that it is securing best value and assist in comparing performance both over time and between authorities where appropriate.

**(c) Financial implications**

None.

**(d) Risk Implications**

None.

**(e) Staffing Implications**

None.

**(f) Property**

None.

**(g) Equalities/Socio Economic Impact**

An Equality Impact Assessment is not required as this report is to inform the Committee on performance.

**(h) Consultations**

The Head of Children and Families & Criminal Justice Social Work, Chief Officer (Health and Social Care), Deputy Chief Executive (Education, Communities & Organisational Development), Service Managers, Legal Services, the Equal Opportunities Officer and Tracey Sutherland, Committee Services Officer have been consulted with any comments received incorporated into this report.

## **8 CONCLUSION**

**8.1 As at 30 September 2021, of the 12 service plan actions, one strategic level and one service level action have completed. Anticipated progress for three strategic actions is behind schedule for this stage of the plan but there is sufficient time to catch up before the end date of March 2023. The remaining actions are either performing to or above target levels at this stage of the plan, which is 43% complete.**

**8.2 Working within the limits imposed by COVID-19 restrictions has proven challenging in the past 18 months for what is predominantly a service underpinned by working in a face-to-face manner. Staff have adapted to the changing working environment and have continued to deliver unbroken service provision, albeit using different methods, to the**

**children and young people of Moray. As restrictions continue to ease it is anticipated that there will be some return to pre-COVID ways of working but with practitioners having an additional set of skills. Further challenges lie ahead to progress the integration of the service into the Integrated Joint Board (IJB).**

Author of Report:	Iain Sneddon, Research & Information Officer
Background Papers:	Held by Author
Ref:	SPMAN-1315769894-181



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**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES  
COMMITTEE ON 24 NOVEMBER 2021**

**SUBJECT: CHILDRENS SERVICES PLAN ANNUAL REPORT 2020-21**

**BY: CHIEF OFFICER, HEALTH AND SOCIAL CARE MORAY**

**1. REASON FOR REPORT**

- 1.1 To ask Committee to review and endorse the Children's Services Plan Annual Report 2020-21
- 1.2 This report is submitted to the Committee in terms of sections III (D) (1 and 2) of the Council's Scheme of Administration in relation to the functions of the Council as an Education and Social Work Authority.

**2. RECOMMENDATION**

- 2.1 **It is recommended that Committee endorses the Children's Services Plan Annual Report (2020-21) (APPENDIX 1) prior to submission to the Scottish Government by the deadline of 31 December 2021.**

**3. BACKGROUND**

**Statutory responsibilities**

- 3.1 Section 15 of the Children and Young People Act 2014 (The Act) provides that local authorities and health boards, working in partnership with other public bodies and organisations must produce a Children's Services Plan (CSP) which is reported to Scottish Government.
- 3.2 Section 13 of The Act provides that CSP's must be reported upon annually. Annual Reports must provide a clear summary of progress made in the previous year, measured against the CSP priorities.
- 3.3 The 2020 – 2023 CSP was completed in April 2020, however due to restrictions caused by the COVID-19 pandemic and the introduction of The Promise, the Scottish Government requested that a revised version be submitted by 31 October 2020.
- 3.4 The GIRFEC Leadership Group have responsibility for the production and implementation of the Children's Services in Moray.

### **Production of the annual report**

- 3.5 The annual report was produced by a multi- agency group chaired by the QA and Localities Manager and comprising of members of the strategic groups which have oversight responsibility for each of the priorities within the Children's Services Plan, Public Protection Lead Officer and representatives from Police Scotland and TSiMORAY.
- 3.6 In line with the Promise, the language of the report has been carefully considered. Moray Youth Matters, a diverse group of young people from across Moray co-produced the Children's Services Plan and have reviewed and amended the annual report.
- 3.7 The final draft of the report was approved by the GIRFEC Leadership Group at their meeting of 10 August 2021.
- 3.8 The plan will be submitted to the Community Planning Partnership for approval at their meeting of 17 November 2021.

## **4. SUMMARY OF IMPLICATIONS**

### **(a) Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))**

This report relates to the following priorities; 'Provide opportunities where young people can achieve their potential to be the best they can be' from the Corporate Plan, 'Improving the wellbeing of children, young people and families' from the Children's Services Plan (2020-23) and 'Building a better future for our children and young people in Moray' from the LOIP.

### **(b) Policy and Legal**

The Children and Young People's (Scotland) Act 2014 section 3(1) requires every local authority and its relevant health board to jointly produce an annual progress report in relation to the 3 year Children's Services Plan.

### **(c) Financial Implications**

There are no financial implications.

### **(d) Risk Implications**

There are no known risk implications.

### **(e) Staffing Implications**

There are no staffing implications arising from the production of the annual report.

### **(f) Property Issues**

There are no property issues.

### **(g) Equalities/Socio Economic Impact**

An Equalities/Socio Economic Impact Assessment is not required as the purpose of this report is to provide committee with a copy of the approved Children's Services Annual Report (2020-21)



**(h) Consultations**

GIRFEC Leadership Group membership; Moray Youth Matters; Senior Solicitor (Litigation and Social Care) Tracey Sutherland, Committee Services Officer and the Equal Opportunities Officer; have been consulted in the preparation of this report and are in agreement with the content relating to their areas of responsibility

**5. CONCLUSION**

**5.1 The content of the report which has been produced and approved in accordance with statutory requirements is noted.**

Author of Report: Susan Leonard, Quality Assurance and Localities Manager.



# MORAY CHILDREN'S SERVICES PLAN

ANNUAL REPORT  
2020/21

Children have the right to live in communities where their voice is heard and they are built up to be all they can be.



**Moray  
Community Planning  
Partnership**



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# EXECUTIVE FORWARD

We are pleased to present the first Annual Report for Moray's Children's Services Plan 2020-2023. This report highlights our key achievements this year and our journey to further improve the lives of children, young people and their families in Moray.

This year has challenged us all like no other and in response we have witnessed some outstanding joint work between our communities, 3rd sector organisations and our statutory services.

The past year has been about reacting to the pandemic. In the year ahead, our focus will be on recovery. It is inescapable that the Covid-19 pandemic will have a lasting impact on our children, young people and their families, in terms of their financial position, health and wellbeing and many other aspects of everyday life.

Our partnership and service delivery will continue to flex and adapt as we learn about the impact of the pandemic in the short, medium and long term. Our ability to make progress against the priorities in our plan is more crucial now than ever before. We will remain agile and responsive in our work to #KeepThePromise, and continue in our commitment to hear the voices of children, young people and their families in Moray.

2021 is the year in which children's rights, as set out in UNCRC, become directly incorporated into law in Scotland and children or their representatives will be able to go to court to enforce their rights. This is exciting and important for our children and young people, and for everyone who cares about them. It means that children and young people will enjoy the same rights as adults, their views will be listened to and they will be recognised for the contribution they make to their communities. We will make sure that children and young people in Moray understand their rights, that they are supported to claim them and that they are upheld.

We remain committed as a partnership to working together to realise our vision for Moray's children. Throughout these uncertain and challenging times the determination of our third sector, voluntary and paid workforce across Children's services has remained resilient and steadfast. In particular we would like to recognise the phenomenal response from our community, it has been truly inspirational and we thank you all.

It is with this inherent passion, that we will continue to endeavour to cut across organisational and service boundaries, working together to achieve meaningful change for the children, young people and families of Moray.


Signatures:



Sandy Bond  
Moray Youth Matters Representative




Simon Bokor-Ingram  
GIRFEC Leadership Group



Roddy Burns  
Moray Council



Caroline Hiscox  
NHS Grampian



George MacDonald  
Police Scotland

**16,145**

Children in  
Moray

**12,114**

School Pupils

**4,702**

with  
additional  
support  
needs

**3,778**

living in  
poverty

**1,930**

registered in  
early learning  
childcare

**1,639**

eligible for free  
school meals

**107**

supported as  
young carers

## CHILDREN AND YOUNG PEOPLE IN MORAY 2020/21

**177**

living within  
the care  
system

**26**

at risk of  
significant  
harm



# CHILDREN'S SERVICES PLAN PRIORITIES AND GOVERNANCE ARRANGEMENTS

The GIRFEC Leadership Group is made up the senior managers from the key organisations which make up the Children's Services Partnership including;

Social Work, Education, Police Scotland, Health and the 3rd sector. On behalf of the Community Planning Partnership, they are responsible for developing, implementing, and reporting on the progress of the Children's Services Plan.

The work of the strategic groups is further supported and delivered through a substructure of operational groups. In addition, key thematic groups actively contribute to the delivery and performance of the Children's Services Plan priorities, these include the Young Carers Statement Working Group and the Children's Rights and Participation Working Group.

Our vision and priorities were developed with children, young people, and families.

Children have the right to live in communities where their voice is heard and they are built up to be all they can be.

- Improving the wellbeing of children, young people and their families.
- Children and young people feel safe and free from harm.
- The impact of poverty on children, young people and their families is mitigated.
- Improved outcomes for looked after and care experienced young people

Four key groups within the Children's Services governance structure have overarching responsibility for each of these priorities.



# IMPACT OF COVID-19

“We cannot underestimate the long-term effects that this pandemic will have, especially on the mental health and wellbeing of children and young people”

– Paul Farmer, Chief Executive of Mind

## Covid-19 Timeline



Throughout this year, the Children's Services Partnership have worked together to deliver tailored supports to mitigate the worst effects of the pandemic.

From the very beginning of the initial lockdown phase, there were concerns about the negative effects of increased isolation on the wellbeing of children and young people and it was recognised that there was a much deeper impact on children and young people in care or on the edge of care.



## Hidden Harm

Following the initial lockdown, Moray's children's services experienced a decrease in child protection referrals and investigation activity. Whilst this drop in activity reflected a national trend, it did little to alleviate fears that children and young people were in fact at an increased risk of harm during the pandemic. Great efforts were made by professionals to work together and support those children assessed to be more vulnerable, however the ability to recognise increasing support needs for children in the wider community was more limited due to the restrictions to services and overall reduction in contact between children and their network of support. At the same time alcohol sales rose, major domestic abuse charities reported increased calls, and The Royal College of Psychiatrists raised concerns about declining parental mental health.

In addition to increasing pressures facing families, the increased time spent by children and young people online during lockdown created an environment of increased vulnerability to a number of online offences, including sexual abuse and exploitation. National data indicates that during the lockdown there was an increase in activity on known child sex abuse forums online, and since the pandemic there has been an increase in contacts to NSPCC with concerns for children experiencing online sexual abuse, alongside an increase in online child sexual abuse crimes recorded by Police Scotland.



## Evidence

A review of the available national evidence on the impact of lockdown and Covid-19 showed increased pressure and significant negative impact across family finances, children's education, family health and wellbeing, safety and security and children's rights.

Following the initial lockdown, two large scale surveys were undertaken with children, young people and families in Moray to assess the impact of Covid-19 on poverty and wellbeing matters.

- Poverty in Moray – 'Impact of Covid-19 since lockdown Sept 2020'.
- The Cost of the School Day 'Lockdown Learning in Moray survey of both parents and pupils'.

In total, 150 young people, 496 parents and 28 families responded to these surveys. 24% of all respondents identified as being in receipt of benefits, or in the application process for benefits.

In addition, a survey was undertaken community organisations and the front line services who provide support to families experiencing financial hardship. They were asked to give provide feedback on the impact of Covid-19 on the families they are currently supporting. 28 community organisations who collectively support over 12,000 families responded.



## Summary of the key findings:

### Financial Hardships

- Job losses and difficulty accessing Universal Credit.
- Self-employed workers reported struggling businesses during lockdown.
- Families unable to work when their school age children are home.
- Significant delays or barriers to accessing grants and universal credit.
- Gaps in income as a result of the furlough scheme – Relying on the missing 20% income.
- Rise in costs and additional costs – food, fuel and other bills.
- Worry about the ability to pay bills, impact of unexpected bills.
- Embarrassment at needing to ask for help.
- Extra costs of children being at home, increased food costs and equipment required for home schooling.

### Family/Individual Challenges

- Families just about coping (on the edge of poverty) but not meeting criteria for accessing services.
- Impact of schools being closed – ability to motivate children, keep them entertained and focused on learning.
- Childcare difficulties – unable to access support from family members.
- Impact of being together in cramped conditions.
- Parents of children with additional needs concerned about lack of support.
- Parents of very young children feel isolated.

### Food Challenges

- Early supply issues in shops meant people were having to buy higher cost brands.
- Those shielding experienced challenges with getting deliveries of essentials.
- School meal vouchers offered support but the cost of travelling to specific shops was prohibitive.
- Parents reluctant to admit they are struggling and need to access the Food Bank.
- Lack of transport to bulk buy, meant local shopping which was more expensive.

### Technology Challenges

- Internet or broadband infrastructure problems across Moray – poor connectivity.
- Home schooling without proper equipment and knowing how to use it.
- Ability to pay for internet connection.

### Children, Young People and Family Wellbeing

- Difficulties in accessing health care services as measures to prevent the spread of Covid-19 meant that only essential face-to-face care services could be delivered.
- General increase in anxiety and stress, particularly in relation to fear of Covid-19 and the associated impacts.
- Increased anxiety about returning to school – concerns about the lack of transition support.
- Increase in harmful behaviours such as alcohol and drug misuse and self-harm.
- Increase in eating disorder presentations.
- Children, young people and families feeling more vulnerable having been isolated from their usual support network.
- Strain on family relationships due to Covid-19 restrictions.
- Deterioration in children's sleep patterns and behaviour concerns for the future.

# OUR RESPONSE TO COVID-19

The Children's Services Partnership has worked incredibly hard with the people of Moray to protect and support our children, young people, families and communities whilst also limiting the impact of Covid-19 on health, economic and social wellbeing.

## Community Volunteer Response

It is important to recognise and acknowledge the vital role that both the formal and informal voluntary community response to Covid-19 played, particularly, but not solely, at the outset of the pandemic. Communities mobilised swiftly, adapting to address needs stemming from gaps in services and restrictions on people's ability to access everyday essentials.

A partnership Community Resilience Team was formed to coordinate and support the community response. Within localities community champions were identified, providing a single point of contact for each group.

A wide range of support was provided:

- Direct support for volunteer groups e.g., provision of PPE for volunteers, production of leaflets with information on where to get additional support, information on sources of funding etc.
- Funding for children, young people, and families.
- The Community Food Fund provided funding for meals for vulnerable individuals and families.
- The Connecting Scotland IT funding provided devices to support home schooling and those isolated from their families and friends.
- In addition, community groups were successful in raising funds independently through donations and grants to provide meals, food vouchers, IT, activity packs and local initiatives such as food larders.
- Third Sector Interface (TSI) Moray rapidly produced a central repository of supports available to communities. This was made accessible to all, including providing support to children and families in Moray.

tsiMORAY have further developed this work and produced a Community Map. The map will enable families and practitioners to identify supports and services by locality and/or thematically and will be a central point of knowledge across Moray.





## Practical Support for Families

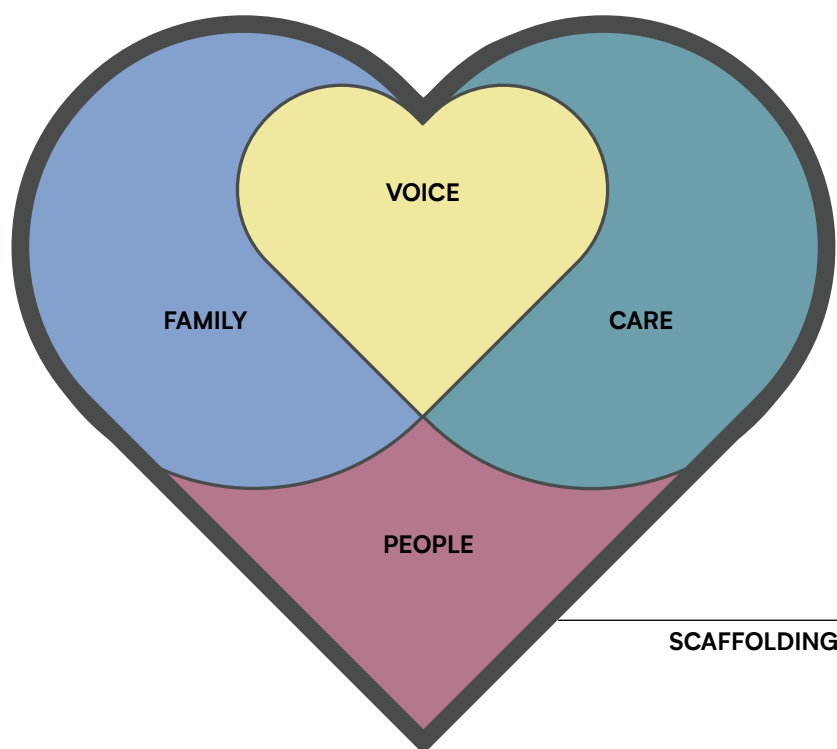
The table below outlines the nature and sheer volume of supports delivered to families and individuals throughout Moray. These needs were met by a range of services, with significant voluntary effort from both formal and informal community groups and organisations.

Support need	What was required	Number provided
Food	Food parcels, food vouchers, meals on wheels, hot meals, cooking zoom calls, baking kits	8,091
Money (fuel/ electricity costs, debt, clothing)	Fuel top ups, application to Moray Emergency Relief Fund, support applying for Universal Credit and other funding streams, signposting to financial supports, support and advice	1,456
Wellbeing (mental health, loneliness, befriending etc.)	Virtual meetings, telephone conversations, support networks, wellbeing walks	748
Technology (digital access, IT, smartphones, tablets etc.)	Access and support to enable home schooling for those that had no devices/Wi-Fi	898
Other	Community care packages containing basic staple items to give support to isolated and vulnerable families including baking kits and stationery packs	3,244

# TRANSFORMATIONAL CHANGE

Moray is committed to #KeepthePromise

In February 2020, the Independent Care Review called for radical overhaul of Scotland's Care System. They published 7 reports called 'The Promise' narrating a vision based on 5 foundations for change, to transform how Scotland cares for children and families as well as the paid and unpaid workforce.



Working together with children and families, the Children's Services Partnership in Moray will:

- Actively listen to and hear from children – **Voice**
- Hear what support families say they need to stay together – **Family**
- Ensure that when children need to be cared for out of their family, brothers and sisters are supported to be together – **Care**
- Focus on developing and sustaining positive relationships – **People**
- Support the workforce to be accountable and to provide responsive support – **Scaffolding**

We recognise that 'The Promise' is fundamental to how we work with all children, young people and their families. The Promise requires us to deliver responsive flexible services shaped by what families tell us will make a difference to them.

## A snapshot of how we have started to #keepthepromise in Moray

### Voice

A range of engagement activities with children, young people and families to hear their voice and use it to shape policy and practise.

Staff workshops outlining the importance of partnering with families to produce solutions and young people presenting their views on how systems need to change.

Independent advocates for care experienced young people.

### Family

Increase in provision of multi-agency wellbeing support.

Specific support for parents to feel confident and able to have discussions with young people about harmful behaviours.

Different approaches to enabling parents to identify their own support needs.

A wide range family-based activities which were sustained virtually and outdoors during lockdown.

Signposting to financial support and assistance to apply.

### Care

Increased focus on supporting children to remain in their own family, including increased use of Kinship care.

Development of family group decision making to find the best solutions and keep families together.

A specific focus on brothers and sisters remaining together or being supported to have time together if they are not living together.

### People

Activities and walks with young people to encourage relationships with peers.

Online engagement activities to maintain staff and peer relationships.

Specialist mental health support.

Increase in safe and welcoming places for young people, families and the people who support them to meet.

### Scaffolding

Feedback from practitioners, children, young people and families has been analysed to help us to identify gaps in support provision.

Development of a community map, so that families can more easily see where local support is available.

Development sessions with staff about the Promise and the UNCRC.

Supporting staff to remain connected through the pandemic to explore and address the need for change in practice.

# PROGRESS THIS YEAR

## PRIORITY 1 — IMPROVE THE WELLBEING OF CHILDREN AND FAMILIES

Through listening to children and families and by looking carefully at local multi-agency data, we know that many families in Moray have experienced significant challenges in maintaining their wellbeing over the past year.

In response, our priority for 2020-21 has been to increase the provision of universal and early intervention mental wellbeing services and supports for children and families in Moray.

£741k has been allocated by the Scottish Government to enhance the range of early intervention mental wellbeing supports available.

We have used this funding to commission two key services:

- **Counselling in Schools**

The Exchange has been established to deliver psychological support to primary and secondary school aged children throughout Moray, both virtually and face to face.

- **Family Wellbeing Service**

Action for Children have been commissioned to deliver an early intervention family wellbeing support services for families throughout Moray.

Whilst the commissioning process has been underway, we funded our third sector partners to deliver a range of creative wellbeing supports for children and families.

- **Moray Wellbeing Hub**

Peer support for young people and families, with a clear focus on prevention. This included the establishment of a parent's group which has 23 members and is now parent run. 5 young people's Champions have been recruited and trained to deliver peer support. New partnerships have been established with Developing the Young Workforce Team, Children 1st and the Employability Team through which young people have been developed to deliver peer support.

- **Aberlour Youth Point**

A range of supports for young people in distress as well as parenting support and access to funding to overcome difficulties which impact on mental wellbeing.

Intensive support was provided to 9 young people and their families who reported improved wellbeing.

- **Re-evolution for Good**

Life Coaching for young people on a one to one basis to address the issues they want to change and adopt strategies to manage emotional distress.

15 young people undertook a programme of coaching sessions both online and face to face. Improved wellbeing was evidenced.





- **Children 1st**

A range of interventions which focus on building and sustaining family bonds. This included one-to-one family therapy sessions, group support sessions and access to a range of further supports and funding. 32 families were supported and reported improved outcomes.

Locality Networks have undertaken a mapping exercise of existing community mental health and wellbeing services and collated feedback from frontline practitioners on services and supports they regularly access. Work is underway to ensure this information is kept updated and is accessible to children, young people, families and those who support them.

- **Mental Wellbeing Improvement Programme**

In early 2021, Moray made a successful application to Scottish Government's Children and Young people's Improvement Collaborative and Health Care Improvement Scotland to participate in the national Mental Wellbeing Improvement Programme. It aims to support Community Planning Partnerships to:

- Develop the knowledge and skills to apply both service design and Quality Improvement methods to identify, design and test system changes that transform the way we support the mental wellbeing of children and young people.
- Collaboratively develop and implement approaches to ensure the voices of children, young people and their families are meaningfully informing the design and implementation of new models of support.

## Locality Planning

At the onset of the pandemic a partnership approach, based on the GIRFEC staged intervention process, was rapidly developed to respond to the escalating individual wellbeing needs of children and families in Moray.

Four multi-agency CONNECT Teams were set up. They comprised of frontline managers from key agencies, as well as a Community Learning and Development Worker who acted as the link with 3rd sector and community based voluntary organisations. The role of the CONNECT Teams was to:

- Consider the needs of the children, young people and families referred to them by the Team Around the Child.
- Help connect children and families with the services and community-based supports best placed to meet their needs.

In situations where their needs were more complex, similar support was provided by the Moray-wide Multi Agency Support Hub (MASH), which is made up of managers from across all agencies who have the authority to direct their resources within communities. 113 children, young people and families received support from MASH between April and June 2020.

During the school summer holiday period, locality planning partners came together to provide a range of wellbeing supports for individual children, young people and families. 32 children and young people were provided with individual, tailored packages of support.

A robust evaluation of the local locality planning model and learning from national best practice, has helped to shape a streamlined model which will be piloted and evaluated over the next year.

In addition a number of partnership initiatives undertaken to improve the physical and social wellbeing of children, young people and families.

## Active Girls Day Initiative

As identified through extensive survey work with children and young people in Moray, teenage girls are most likely to be physically inactive. Delivered by Active Schools in partnership with Sport Scotland, this initiative focused on offering activities specifically for teenage girls to participate in. Following a range of taster sessions, they have been signposted to different community clubs/sessions.



## Milne's High School (walk & talk)

This is a partnership between Active Schools and Moray Walk Co-ordinator. The aims of the project are for S1 pupils to:

- Make new friends (transition to High School)
- see the village and its facilities (especially sports venues)
- get outdoors and active
- have a safe place to talk to friends
- get to know senior pupils or staff and to create buddies for next year's S1 group

This initiative is being evaluated and the opportunity to scale and spread throughout Moray will be explored.

Foundation Apprentices are currently supporting Active Schools and Walk Moray develop a promotional film to promote Walking for Health at School, as a means of increasing physical activity amongst young people.



## PRIORITY 2 — CHILDREN AND YOUNG PEOPLE ARE SAFE AND FREE FROM HARM

The partners responsible for delivering child protection services met more frequently in Moray to identify the risks of the restrictions and put measures in place that made sure the delivery of services that protect children would not be impacted. For children that were known to be at risk of harm, partners kept checking on their needs and did more home visits so that they could see them face to face and check on their safety and wellbeing. Partners made services that protect children a priority and managers supported their teams to do this.

We are pleased to say that all children in Moray supported through a child protection plan have been visited fortnightly by a social worker. Children at risk of harm had lots more contact and support which was provided by telephone call or by 'virtual' meetings online. Some children were also supported by attending the Childcare Hubs.

Beyond this, social work, and the partners around them worked hard to identify and support families early who were chiefly unknown or at increased risk as a result of the restrictions.



## Public awareness and understanding of child protection with a focus on the pandemic

During the initial lockdown, and the different levels of restriction that followed, the Moray Child Protection Committee increased the promotion of key child protection messages to the public through press releases and social media messaging. The aim was to encourage individuals in communities to get help if they were worried about a child.

The social media content came from a suite of materials developed by Child Protection Committee Scotland and designed to be used locally and nationally to raise public awareness of the impact of the pandemic on children and families and potential for children to suffer harm when at home. Moray participated locally with the following campaigns:

- Eyes and Ears Open – April 2020
- Back at School – August 2020
- Keeping Kids Safe at Christmas, return to lockdown – December 2020 – February 2021
- Online Safety – March 2021

As part of our efforts to increase public knowledge of child protection, we published a survey in October 2020 to better understand the level of awareness and confidence in sharing concerns. Community members across Moray reported that:





*"Get the message out that Moray has its issues too, and have a clear single point of contact for child safety posted in places where children are likely to be"*

– survey response

We wanted to understand any reservations members of the public might have about contacting child protection services. 57% respondents identified reasons that would prevent them from making that call, these include not wanting to make assumptions without having all the facts, worries about the consequences of services becoming involved, and concerns about maintaining anonymity. This insight will help us shape future campaigns to better address these specific areas.



*"More attention brought to the signs of harm or suffering a child may have, and how services should respond. I think most people assume that reporting worries is a waste of time because rarely any action is taken"*

– survey response

The increased promotion of child protection messages and social media campaigns supported by Moray Child Protection Committee during the initial lockdown period may have contributed to an increase in anonymous referrals to social work services, from 14 referrals between March-June 2019 to 58 referrals in 2020 during same period.



## Learning and Development

The pandemic, Covid-19 restrictions, and the need to adapt to a new way of working was, in itself, a process of learning and development. We were very aware of prioritising staff health and wellbeing and ensuring that our staff were ready to learn. Some services were better placed than others in having both the technology and culture of learning by virtual means. For others, it has been a slower process but one which has and continues to improve. We kept workers up to date with new information by sharing guidance, updates and promoting online child protection learning opportunities in regular publications 'Quick Links for Practitioners' with hotlinks to all the relevant information.

Summary of the inter-agency learning and development activities in Moray:

- 590 learners from Moray signed up to access child protection e-learning online modules covering range of practice topics such as chronologies, child sexual exploitation and parental substance use.
- 99 attended Safe and Together Model (domestic abuse) overview training over 2 days.
- 42 attended virtual facilitated workshops on neglect.

Delivery of the neglect workshops evidenced an average improvement overall across all learning objectives. In particular, Participants reported an increased confidence in their own ability to address neglect in practice.

- 25% increase in awareness of how different types of neglect can present.
- 41% increase in understanding of impact of neglect on children.
- 88% increase confidence to respond to neglect in their own practice.

*"I came away much more confident in my understanding of neglect and the impact this has on children"*

– neglect workshop participant



*"Excellent training. It covered impact of neglect on the brain and into later life. Very clear message around communication with colleagues and chronologies being so important at establishing a picture"*

– neglect workshop participant



The Child Protection Partnership on behalf of Moray, Aberdeenshire and Aberdeen City Child Protection Committees, hosted 6 live webinar and one pre-recorded event for practitioners across the North East of Scotland.

- **Childhood Trauma and Adversity:** 2-part series supporting practitioners to recognise presenting issues in children and young people as related to past traumatic experiences, explore the wider impact of trauma and adversity, and the timing for different interventions that can help. 182 attendees took part from across the North East.
- **Hidden Harm – Effective Home Visits:** support for a wide range of practitioners to make the most of home visits, to be curious by asking questions and observing the child's surroundings, and to understand the impact of social distancing, use of Personal Protective Equipment (PPE) and pressures families face because of the coronavirus pandemic, on effective home visits. This was a pre-recorded event, so no attendance figures are available.
- **National Risk Framework:** 2 part series for professionals working with children and families to enhance understanding of the 2012 National Risk Framework and how it can support the assessment of need and risk in child protection. 165 attendees took part from across the North East.
- **Contextual Safeguarding:** aimed at a broad range of professionals, managers and strategic leads to learn about the Contextual Safeguarding programme and how it can advance the protection of adolescents through changes in social care responses to extra-familial abuse. 174 attendees took part from across the North East.



*"I found the events excellent and look forward to using the tools within the framework to help identify any risks for children, young people and their families as I develop in my role"*

– practitioner feedback

## Childcare Hubs

In line with Scottish Government guidance, childcare hubs were established for children of key workers, more vulnerable children and those with additional support needs.

During the initial lockdown phase, 280 attended the 8 childcare hubs which were established throughout Moray. From 8am until 6pm daily, paid staff and volunteers provided support to children to both engage in learning and experience a range of wellbeing activities.

7 summer holiday hubs operated out with term time. A wide and varied programme of activities was delivered by local organisations such as Active Schools and Bike Revolution.

From January 2021, childcare was provided in nurseries and schools for the same groups of children, whilst online learning commenced for all others. During this period the uptake of places rose steeply with 1140 children attending per day.



## Further developments

A number of developments are now under way to improve our practice and joint approach to keeping children safe and free from harm.

### Missing Children

Moray submitted a successful application for free consultancy, training and best practice sharing from the charity, Missing People.

The work has helped to increase understanding in Moray of good and innovative practice in missing persons cases. Missing People developed a [best practice toolkit](#) which will support us to continue our work and support services to work together when children go missing, understand why they went missing and develop support with and for young people to prevent them going missing in future.

### Strengths Based Assessment

Moray Child Protection Committee has committed to embedding the NSPCC (National Society for the Prevention of Cruelty to Children) assessment tool, called Graded Care Profile 2 into practice. The tool to help practitioners and parents to measure the quality of care that a child is receiving, by enabling parents to identify their own support needs and chart the progress of positive changes and supports put in place.

### Home Conditions Checklist

A short neglect briefing and a home conditions checklist to provide support to the workforce in early identification of support needs has been developed. During the Covid-19 restrictions, the checklist was adapted for use by Moray Council tradesmen teams who were attending call-outs to houses and therefore in a position to spot potential signs of neglect.

### Relational Practice

All of Moray's social work staff who work with children and families and Youth Justice have taken part in relational practice workshops. These workshops explain the importance of working together with families when creating an assessment of the needs of a family and when providing early help and support.

Social Workers have undertaken training in family group decision making, which is an evidenced based approach to empower families in the support planning and decision-making process.

In 2021, Moray adopted the Safe and Together Model which provides tools to support practitioners to better support domestic violence survivors and their children and to engage with perpetrators to encourage a meaningful change in behaviour and adoption of positive parenting choices. So far, 20 practitioners have completed the Safe and Together CORE training. To enable the continued roll out of training across the workforce, 5 will become Safe and Together Model Certified Trainers.

## PRIORITY 3 — THE IMPACT OF POVERTY ON CHILDREN, YOUNG PEOPLE AND FAMILIES IS MITIGATED

*"I live at home with my brother and sisters and my parents. My Dad is ill, and my mum does most things for us.*

*We don't have a lot of money. Mum tries her best to make sure we have everything we need and does her best to not show that she is struggling. It can sometimes be embarrassing when friends are making plans to go shopping at the weekend.*

*While making plans they say 'let's all meet up and go on the bus to have a day in Elgin, we can go shopping and go to McDonalds'. I know that I probably won't be able to do that, so I just think of an excuse not to be able to go because I don't want to ask Mum for money. I know she will try to give it to me, but I know it has to be cut from somewhere else.*

*When I was younger and we went shopping I used to ask for the beans in the blue tin or the digestives in the red packets like my friends have at their house, but mum would say no, we like the ones in the white packet, they taste better' or the white ones are Daddy's favourite'. Mum always had her list and sometimes we didn't get to the freezer bit and mum would say 'it's ok we have everything' but now I know that we bought the white packs because they are the cheap ones, and we didn't get to the freezer part because Mum had no money left in her purse.*

*We may be a family with not a lot of money, but I know we are rich because we love each other"*

– How it feels in a family with not a lot of money (by a 14-year-old girl living in Moray)

(With thanks to R-evolution for Good for sharing the story above)

Tackling child poverty is one of the Scottish Governments key priorities. The Child Poverty (Scotland) Act (2017) is part of the Fairer Scotland Action Plan and provides the strategic framework for us to plan and deliver improvements in our local communities. Children and families living and growing up in poverty experience significantly poorer health, and developmental and educational outcomes. Such child health inequalities are believed to arise through a combination of low household income and the stress felt by parents and carers as they experience the impacts of living in poverty.

The multi-agency Child Poverty strategic group is responsible for making sure that our collective actions to tackle child poverty are co-ordinated and that they are driven by what children and families tell us will make a difference to them.

### Moray Headlines — Child Poverty

One in three children in Moray are living in poverty compared to one in four in Scotland overall.

- The number of children living in poverty in Moray is rising.
- Only 15% of our most deprived people live in our recognised deprived areas.
- Moray has the second lowest weekly and hourly wage in Scotland.
- Moray has relatively low levels of free school meal registration.
- There is a relatively low uptake of social security and maternity related benefits in Moray.
- Around 31% of families are living in fuel poverty with the national average being 16%.
- More babies are born prematurely in the most deprived areas of Moray.

Over the past year efforts have been focused on increasing household income by ensuring that pathways for financial support are in place and easily accessible and providing our workforce with training and tools to help them feel more confident when discussing financial matters with families.

### Embedding a financial inclusion pathway

As part of universal services, health visitors, midwives and family nurses in Moray routinely enquire about family finances with all pregnant women and families with children under five, this is called the Financial Inclusion Pathway.

Money Advice Moray (MAM) have delivered benefits, grants, income maximisation and debt advice to families across Moray throughout the last year. 960 households (1581 children) were awarded free school meals, 956 households (1596 children) received clothing grants and 86% of families claiming the Scottish Welfare Fund had children in the household.

## **Progressing Making Every Opportunity Count (MEOC)**

MEOC encourages staff to engage in conversations with families on lifestyle and life circumstances. This could include money, housing, smoking, mental wellbeing, healthy weight, being physically active, or caring responsibilities to give some examples. The brief conversation takes 30 seconds – 3 minutes. It makes maximum use of resources and provides families with information and sign posting to relevant services for further advice or support where appropriate.

A refreshed virtual training package has been created which is flexible and can be tailored to accommodate specific team needs.

## **Promoting health and well-being during pregnancy**

We are working with pregnant women to reinforce the importance of attending for antenatal care. The aims are to increase the number of eligible mothers in receipt of the Best Start Maternity Grant, to raise awareness of other early year's entitlements and to ensure that new and expectant mothers have appropriate nutritional support during pregnancy and while breastfeeding. Between December 2019 and February 2021 £760,150 was awarded to families in Moray through a combination of Pregnancy Payment, Early Learning Payment, School Age Payment and Best Start Foods.

## **Digital Inclusion**

The use of the 'Near Me' digital platform has enabled health professionals to continue to engage and support children, young people and families where face to face contact may not be possible due to restrictions, for some young people this has been a preferable method of engaging. In all of the referrals made to Connecting Scotland by Money Advice Moray the clients did not have a laptop, personal computer or tablet device but they did have a smart phone and Wi-Fi. Half of applicants gave their reason for requiring a device to be for education/home schooling and the other the other half for job seeking, adult education and independent living.

## **Entitlements through a Single Application**

In Moray the Benefits Team now administers several benefits in a single application, making the process quicker and easier for families. This includes Housing Benefit, Council Tax Reduction, Free School Meals, School Clothing Grants and Educational Maintenance Allowance. The application, once completed, permits the team to quickly assess entitlement to any of these benefits that the family may be entitled to.

## **Money Advice Moray (MAM)**

MAM provides advice and support to maximise income through the uptake of benefits. They also provide support with budgeting, debt management and can help with appeals against disability benefit decisions. Since the Covid-19 crisis, this team have also been administering payments for support with food costs (Flexible Food Fund). The percentage claims for crisis support (Scottish Welfare Fund and Flexible Food Fund) are high for households with children which is indicative of ongoing struggles to meet monthly household costs, this is likely to be because of unstable incomes such as fluctuating earnings offset by Universal Credit, which changes on a monthly basis.

# PRIORITY 4 — IMPROVED OUTCOMES FOR LOOKED AFTER AND CARE EXPERIENCED YOUNG PEOPLE

The priorities of the Corporate Parenting strategic group are based in statute. They are consistent with “asks” made by several of Moray’s care experienced people, at various Champions Board and associated engagement events.

The following corporate parents have continued to be active in the strategic group within the last year – Police Scotland; Health; Moray Council; Skills Development Scotland; Moray UHI; Scottish Fire and Rescue Service and Children’s Hearing Scotland as well as several of our third sector partners (Who Cares? Scotland; Action for Children; Aberlour Child Care Trust) who have a leading role in service delivery and development for care experienced young people.

Across Moray those working with and supporting our care experienced young people did so in ways that the young people said worked for them. Our younger care experienced young people enjoyed online engagement activities whilst our older young people preferred simple text messaging and telephone calls. These methods helped maintain existing relationships and for our younger young people the peer support and relationships have developed in ways that they say matter to them.

We marked the usual events, albeit in scaled down ways because of restrictions:

- Care day – we celebrating by flying the flag, our piper piped in celebration.
- Care packages were delivered to mark care day, summer, Easter and gifts were delivered at Christmas.
- The usual Christmas party, run by Who Cares? Scotland for our younger young people, was a great success.

In addition to the work of statutory services, Who Cares? Scotland provided a wide range of support in response to individual needs:

- 74 care experienced children, young people and care leavers received support through telephone calls, online opportunities and social contact as permitted within restrictions, and text messages to support their well-being during Covid-19 restrictions.
- 11 care experienced young people received financial support to assist with electricity, basic appliances, and amenities.
- 26 care packages consisting of food and toiletries were delivered.

Care experienced young people, working with the Social Work Team created a ‘sitooterie’ – an outdoor space where they could safely have direct contact with their supporters. This moved into small lunch time sessions, and these remain key for small numbers to come together directly.

Mentoring Young Talent workers also maintained contact with their young people through virtual contact and when restrictions eased, they undertook wellbeing walks.

## **Children and care leavers have safe, secure and nurturing homes**

Throughout this first year of the pandemic, the Council's social work service adapted working practices to ensure that recruitment, development and support of foster carers has continued. The foster service has offered online 'skills' regularly to respond to expressions of interest in fostering. 'Skills' sessions have been with smaller numbers of potential carers, but the sessions have been held more often. One of the benefits is that the people who attend the sessions more naturally form a peer support group.

Our quality improvement project to prevent drift and delay in care planning has continued over the past year, albeit at a slower pace due to Covid-19 restrictions. Its aim is to ensure children and young people are placed at home with parents or in foster care or adoption with minimal delay.

In February 2021 Moray Council Committee approved revision to the Continuing Care Policy and approved the Transitions to Adulthood Policy, both of which were developed based on consultation with parents and young people and in response to a recent complaint. Friendly Access lead on this consultation and policy revision process.

## **Raising Attainment**

The extent to which looked after children and care leavers were able to attend school was limited by Covid-19 restrictions. For some, this was a positive experience in that they enjoyed more time with their foster carers. This was evidenced in feedback within looked after child reviews. However, for others, the extent of impact of not being in school remains unknown. Socially children were supported through community walks, and attendance at Childcare Hubs. Through funding from Connecting Scotland, access to laptops and IT support provided to looked-after children and care experienced young people to allow them to engage in learning and support their wellbeing. Those that missed out on this funding were identified and Participatory Budgeting (PB) filled that gap.

## **Participatory Budgeting**

Participatory Budgeting (PB) is a democratic way for people to have a direct say on how public money is spent. The Scottish Government and the Convention of Scottish Local Authorities have made a commitment that at least 1% of local government budgets in Scotland will be subject to participatory budgeting by the end of 2021.

In summer 2020, care experienced and looked after children, supported by a range of organisations started a PB project which aimed to raise attainment in the broadest sense. This included improving health and wellbeing. 74 care experienced young people have benefited from this process. Funding has been provided for a range of supports including extra tuition, technology to engage in learning and community based activities which allow young people to engage with their peers and feel less socially isolated.

## Community of School

Funding was secured in April 2020 for Moray to adopt the Community of School approach. Its aim is to support and raise the attainment of Moray's care experienced young people. There are four foundations; Individual Support through advocacy and Mentoring Young Talent; Awareness and Understanding by delivering sessions for teachers and practitioners around Corporate Parenting and the Promise; Collective Opportunity and Transitions by small group work delivered by the Youth Engagement Team. The elements of individual support and of collective opportunity have made limited progress this year, given the impact of Covid-19. However, individual support such as Mentoring Young Talent and advocacy continued.

## Individual Support — Mentoring Young Talent

Funded through Scottish Attainment Challenge, the focus of this project is to support the attainment and employment outcomes for care experienced young people through mentoring.

Restrictions related to Covid-19 has impacted on the recruitment of mentors and limited the number of young people being matched with mentors. To address these issues mentor training is now online, so recruitment and mentoring activity can resume.

- 48 care experienced young people referred through 8 secondary schools.
- 14 young people have been successfully matched with volunteer mentors.
- There are currently 29 active mentors and 14 to be trained.

## Individual Support — Advocacy

Consistent with The Promise, there has been increased funding for independent advocacy. The resource is now at capacity, however as the team around the child members become more consciously aware of voice and children's rights, they are ensuring that the voices of children are more obviously 'at the table'.

Within the social work service staff are being trained in family group decision making and so the voices of children and their families will be heard and active in planning their supports in ways that they haven't to date.

One key issue that our children and young people raise in their advocacy sessions, which is consistent with the findings within The Promise, is their wish to have more and/or better time with family, friends, and other trusted adults. Sustaining and maintaining relationships and enjoying time together has been prioritised over the last year. This has been achieved in a number of ways including online, through socially distanced walks, face to face meetings outside and through text messages and check-ins.

Our children and young people have told us that language matters to them and have worked on their preferred words. Family time is now more regularly spoken about rather than contact; brothers and sisters rather than siblings; under supported families rather than families in need.

## Better Meetings

The Better Meetings project is funded mainly through Life Changes Trust (LCT) with some Scottish Attainment Challenge funding. This is a partnership of young people working together with Who Cares? Scotland: representatives from Children Hearings Scotland. The focus of the project is to improve the experience that young people have of meetings in general, but especially of their more formal meetings. This includes experience of the meeting before, during and after. It also relates to the physical environment in which the meeting is held.

The work of the Better Meetings group is powerful. It has been completely developed and shaped by the young people, who have made three films highlighting how formal meetings can feel and what could be done to make them better. They will be used to raise awareness and support the development of practitioners responsible for supporting children and young people in meetings.

In terms of environment, the meeting rooms used for children's hearings and those used for looked after child reviews and case conferences, are being revamped by a number of our young people, acting together with Who Cares? Scotland, Children's Hearing Scotland and reviewing officers.

20 care experienced young people, aged between 10 and 23 years were involved in the Better Meetings Project.

## Awareness raising and development opportunities

There have been several awareness raising and development sessions for staff, attended by some of our care experienced young people, and one specific session for councillors, relating to the Promise and how we might embed the recommendations within it.

Immediately prior to lockdown, we hosted a multi-agency 'Voice of the Child' event which was attended by the designated leads for corporate parenting in schools; social workers; hearing members and Who Cares? Scotland. This session was designed to support designated leads to be confident in their role for care experienced children and young people and for those attending to really hear what our young people are telling us about their experiences of being cared for and the systems round them.

In late 2020, 45 staff from several organisations came together to consider the foundations of the Promise. There have been further development sessions for Corporate Parents to look at what The Promise is asking of us in terms of systems change. Feedback was returned from 20 who attended indicating an improved knowledge and understanding.

A development session to consider key issues in housing and the expectations of The Promise was attended by approx. 40 people. Various policies are now being reviewed in light of young people's feedback including the option of a single point of contact instead of differing housing officials and change to the notice period for council tax payments once young people reach 26.

Feedback and experiences of care experienced young people through the justice system are being captured through a series of interviews. Feedback from young people has resulted in a change in practice for people who complete community payback orders. Those completing an order will receive what is in effect a reference evidencing what skill and experience they gained.



# LOOKING FORWARD

As we transition into the Covid-19 recovery phase, we will build on our learning over the past year, both in terms of how we work together and where we prioritise our collective resources and effort.

To do this, we pledge to listen more to the views of children, families, communities and the workforce who support them. We believe listening is fundamental to delivering the improvements we need and want to make over the forthcoming year and beyond.

We will retain a clear focus on our children, young people who are most in need of our care and attention, whilst also delivering effective early intervention and preventative support to all. The UNCRC will continue underpin everything we do.

## #Keepthepromise

Over the past year our focus has been on accessing funding to support the implementation of The Promise in Moray, as well as raising awareness of both its importance and the responsibilities we collectively have to ensure that Moray's children grow up loved, safe and respected.

Our key priority over the next year will be to agree and begin implementing the changes we need to make to our systems, culture, and practice in order to deliver the outcomes outlined in the Promise Plan 2021- 2024.

## Strengthening our data for strategic planning and Improvement

We recognise that we need to strengthen our partnership approach to performance and improvement. Our goal over the next year is to improve our collective use of data and strengthen the way data is used to review outcomes and experiences across all aspects of wellbeing. We will focus on connecting the data available at both strategic and operational levels with meaningful evidence about the lived experience and life opportunities of children, young people and families who live in the communities which make up Moray. Our streamlined locality planning model will be a key vehicle through which we can collect and act on emerging evidence and themes. This will be supplemented by the findings of the national Health and Wellbeing Survey which schools will undertake with pupils throughout Moray.

The 1-2 days a week support we have secured of the national Children and Young People's Improvement Collaborative (CYPIC) will help us to deliver on our commitment to adopt a QI methodology approach to test, measure, implement and spread new and better ways of working, so our services are more effective and responsive to the needs of children, young people and families.



## **Streamlining, improving and coordinating our partnership working**

We recognise that we need to strengthen our partnership working, building on the successful partnerships developed to rapidly respond to the challenges posed by the pandemic. Over the coming year, we will review the way that groups supporting the work of the Child Protection Committee and GIRFEC Leadership Group function, both independently and together in order to improve planning and reduce duplication. This will include review of support functions required to enable them to progress a manageable number of improvements at pace.

In particular, we will strive to further strengthen partnership working with our communities and 3rd sector.

## **Workforce development**

A strong, skilled, resilient, trauma informed workforce is essential to deliver the improvements alongside children, families and communities. A Short Life Working group has been established to assess the partnership practice development requirements and agree the specific actions required on a single agency and a multi-agency basis. The review, implementation and resourcing of these requirements is a key priority of the GIRFEC Leadership Group over the coming year.

## **Outlined below are the specific actions we plan to take to progress our 4 key priorities**

### **Priority 1 — the wellbeing of children and young people is improved**

- Further develop our early intervention mental wellbeing supports and services, ensuring they provide coordinated, accessible, and effective support for children and families.
- Implement our mental wellbeing improvement project, with the support of the national Children and Young People's Improvement Collaborative (CYPIC) team.
- Enable and support the development and provision of an out-of-hours CAMHS service in Moray for young people up to the age of 25yrs who may be experiencing acute distress or have a mental health condition.
- Progress with the implementation and embedding of the Young Carers Statement, to help early identify young carers and to ensure that there is a plan to help them, to work out how caring affects their life and to provide help, support and intervention(s) which will improve their health and wellbeing.
- Develop a central repository of family supports, so everyone knows what supports are available and how to access them.
- Provide school holiday and out of school activity options for children, young people and families which allow them to reconnect with one another and their communities. Ensure barriers to engagement are understood and addressed.
- Continue to monitor and address the wellbeing needs and concerns of all children, young people and their parents, as Covid-19 restrictions ease.

## **Priority 2 — keeping children and young people safe and free from harm**

- Increase Domestic Abuse informed support for children & families through the partnership wide roll-out of the Safe and Together practice model.
- Introduce a focused approach to supporting parents through the use of the Graded Care Profile 2 strengths-based assessment tool.
- Implement an improvement project which will inform our design and delivery of holistic family support in Moray.
- Pilot strengths based and collaborative decision making through the exploration of Family Group Decision Making and/or Signs of Safety approaches.
- Develop safer spaces and places for children, through exploration of the contextual safeguarding framework.
- Continue efforts to raise awareness using campaigns through different media, working with children, families and communities to spread key messages about protecting children.

## **Priority 3 — mitigate the impact of poverty on children, young people and their families**

- Build participation and engagement with children and families to better understand the impact of poverty and enable them to participate in shaping supports, services and investment decisions.
- Ensure that families are not limited in their ability to participate or to receive the services they need because of not having the digital access or the necessary equipment. We aim to make sure that more families have better access to devices and connectivity, and we will create opportunities to learn digital skills.
- Continue to work together to make sure that families are aware of and are supported to access the financial support they are entitled to. We will implement an improvement project to identify and address the barriers families currently face.
- Build the confidence of our paid and voluntary workforce to talk to families about financial worries. We will provide a range of training and resource materials to help them to feel more confident and better able to identify and support families experiencing poverty.

## **Priority 4 — improve outcomes for Looked After and Care Experienced Young People**

- Continue to develop ways to ensure the voices of looked after and care experienced young people are heard. This includes coordinating the work of recently funded Promise posts.
- Address the funding requirements of the Champions Board.
- Develop a dataset that reflects the experience of Looked after and Care Experienced Young People within its systems and processes.
- Through the development of our local Promise implementation plan we will identify further actions we need to take to improve outcomes for looked after and care experienced young people in Moray over the next 3 years.





