



Children and Young People's Committee

Tuesday, 05 November 2019

NOTICE IS HEREBY GIVEN that a Meeting of the **Children and Young People's Committee** is to be held at **Council Chambers, Council Office, High Street, Elgin, IV30 1BX** on **Tuesday, 05 November 2019** at **14:00**.

BUSINESS

- 1. Sederunt**
- 13. National Education Priorities - Excellence and Equity 5 - 32**
- 14. Singleton Inspections of ELC - Published Reports July 33 - 42
and August**
- 15. Implementation of Pupil Equity Fund in Moray Schools - 43 - 52
Progress Update**
- 15a. Improvement and Partnership Plan - Education Self 53 - 66
Evaluation Pilot Project**
- 16. Progress Report on Developing the Young Workforce 67 - 90
Partnership**
- 17. Question Time *****

Consider any oral question on matters delegated to the Committee in terms of the Council's Scheme of Administration.

Any person attending the meeting who requires access assistance should contact customer services on 01343 563217 in advance of the meeting.

* **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.

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THE MORAY COUNCIL

Children and Young People's Committee

SEDERUNT

Councillor Sonya Warren (Chair)
Councillor Shona Morrison (Depute Chair)
Ms Nicola Belcher (Member)
Mrs Anne Currie (Member)
Mr John Morrison (Member)
Reverend Tembu Rongong (Member)
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Councillor David Bremner (Member)
Councillor Frank Brown (Member)
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Councillor Tim Eagle (Member)
Councillor Ryan Edwards (Member)
Councillor Claire Feaver (Member)
Councillor Aaron McLean (Member)
Councillor Derek Ross (Member)

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**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON
30 OCTOBER 2019**

**SUBJECT: NATIONAL EDUCATION PRIORITIES – EXCELLENCE AND
EQUITY**

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

1. REASON FOR REPORT

- 1.1 The purpose of this report is to advise Committee on the annual National Improvement Plan return which is submitted to the Scottish Government.
- 1.2 This report is submitted to Committee in terms of Section III (C) 1 of the Council's Scheme of Administration relating to exercising all of the functions of the Council as Education Authority within the terms of relevant legislation with regard to nursery, primary and secondary education.

2. RECOMMENDATION

2.1 It is recommended that Committee:

- (i) **scrutinises and notes the contents of the report; and**
- (ii) **notes the annual NIF return submitted to Scottish Government.**

3. BACKGROUND

- 3.1 The First Minister launched the Scottish Attainment Challenge (SAC) in February 2015 to achieve equity in educational outcomes for all children and young people irrespective of their economic background. It is underpinned by the National Improvement Framework (NIF), Curriculum for Excellence (CfE) and Getting it Right for Every Child (GIRFEC).
- 3.2 A report outlining the SAC and the then draft NIF was presented to Committee on 9 December 2015 (para 8 of the minute refers).
- 3.3 An Attainment Scotland Fund of £100m was made available initially targeting schools in the local authorities with the highest concentration of deprived

areas as measured by the Scottish Index of Multiple Deprivation (SIMD). In addition 53 schools across Scotland benefitted from dedicated support due to the numbers of children in SIMD deciles 1 and 2. Universal support was offered to all other authorities which included Moray. We have had input from a part-time Attainment Advisor who has worked with a number of schools including those with acting or newly appointed headteachers as well as providing ad hoc support to others regarding school improvement.

- 3.4 Schools were invited to bid for funding in 2016/17 from the Attainment fund and Moray successfully received some awards.
- 3.5 From April 2017 a further £120m has been provided directly to Head Teachers to use for additional staffing or resources they consider will help to reduce the poverty related attainment gap. This Pupil Equity Fund (PEF) is allocated directly to schools and targeted at those children most affected by the poverty related attainment gap. The funding is allocated to schools in every local authority in Scotland and has been distributed on the basis of the numbers of pupils in P1-S3 known to be eligible and registered for free school meals. A report on the PEF was presented to Committee on 8 March 2017 (para 12 of the minute refers).
- 3.6 Almost all schools have received funding although a few have either never received or have not received in one particular year. As separate report is provided to this Committee on PEF funding for the last academic year.

4. STANDARDS IN SCOTLAND'S SCHOOLS ACT

- 4.1 The NIF for Scottish Education was launched by the First Minister in January 2016. The Framework supports Scottish Government ambition to achieve excellence and equity for every child in Scotland and builds on the Raising Attainment for All agenda. Importantly it places a legal duty on local authorities to actively address the poverty related attainment gap.

The National Improvement Framework identifies 4 key priorities for action:

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

The Framework is underpinned by a series of new planning and reporting duties designed to support transparency and accountability. These legal duties have been integrated into the Standards in Scotland's Schools etc. Act 2000 through amendments contained in Part 1 of the Education (Scotland) Act 2016.

The Scottish Government has published statutory guidance to support education authorities to carry out their new legal responsibilities.

4.2 The statutory guidance clarifies how the 2000 Act has been amended through the 2016 Act in order to:

- Impose duties on education authorities to enhance equity and promote a reduction in inequalities of educational outcome experienced by pupils as a result of socio-economic disadvantage;
- impose a duty to secure improvement in the quality of school education with a view to achieving the strategic priorities of the National Improvement Framework; and
- impose duties in relation to annual planning and reporting; and annual school improvement planning

4.3 A revised approach to planning and reporting based on NIF priorities was introduced in order to improve the quality of information to:

- children, young people, parents and carers;
- support education authorities and Community Planning Partnerships in planning and delivering services, and
- support the development of national education policy

4.4 School improvement plans (SIP) should be informed by the priorities of:

- the NIF
- the appropriate Local Authority strategic plans (Corporate Plan, Moray Children's Services Plan and the Schools and Curriculum Development Strategic plan)
- the priorities of the school community plan

The process should be underpinned by consultation and engagement with stakeholders.

SAC and PEF plans are incorporated within the school improvement planning documentation thereby reducing the need for additional bureaucracy and considering workload. The advice and guidance to schools on their plans was approved by LNCT and is updated on a yearly basis. PEF planning must be aligned to pupils, levels of attainment and the impact of this has to be in measurable outcomes for children and young people. This is a key focus during an inspection of a school for Quality Indicator 3.2 Raising attainment and achievement. Headteachers are allocated PEF to use knowing the context of their school, community and learners, making local decisions which make a difference.

5. PROGRESS, PLANS AND REPORTING

5.1 Local plans are aligned with the priorities in the NIF. In the first year that a NIF plan was required, officers produced a separate plan, however when the Schools and Curriculum Development strategic plan was reviewed in 2018, the NIF plan was incorporated into the Service plan making it much easier for schools to align their SIPs to one plan which dovetails with National Priorities.

5.2 Quality Improvement Officers review school SIPs and provide feedback to

Headteachers over the summer period. It is good practice for schools to use the SIP as a working document and a few review this over the course of the academic year to ensure that areas for improvement are closely aligned to school context, areas for improvement identified and, where applicable any Education Scotland Inspection activity. In addition to this Secondary Headteachers would review their improvement plans after the August release of senior phase attainment data.

- 5.3 A copy of the current Schools and Curriculum Development Plan priorities are attached in **Appendix 1** - this incorporates the NIF plan and is due to be reviewed in 2020 after the management restructure of the Council so that the current Integrated Children's Services Plan and the Schools and Curriculum Plan are merged into an Education plan moving forwards.
- 5.4 Each year in August a return is made to the Scottish Government to report on progress towards meeting the NIF priorities. The 2018-19 report is attached in **Appendix 2**. In addition Education Scotland gather evidence for the NIF as part of their inspection processes which feeds into the annual NIF progress report produced by the Scottish Government in December each year.

6. SUMMARY OF IMPLICATIONS

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

This report relates the priority 'Provide a sustainable education service aiming for excellence' from the Corporate Plan and to 'Building a better future for our children and young people in Moray' from the LOIP.

(b) Policy and Legal

The Education Act and Standards in Scotland's Schools Act have been adhered to.

(c) Financial implications

The cost of all improvement actions will be undertaken within schools existing budgets and any additional funding through PEF or SAC funding streams.

(d) Risk implications

Risks are related to any inability to raise standards or improvements in relation to the NIF priorities and aims of the PEF.

(e) Staffing implications

Many schools hope to recruit additional staff in order to maximise use of PEF funding. Due to delays in recruitment imposed by HR for the start of the new session, this will have an impact on work starting to target individuals and groups of children and young people. Teacher shortages continue to cause problems and will have an impact on some of the NIF priorities particularly raising attainment.

(f) Property

There are no property issues arising directly from this report.

(g) Equalities

Non arising directly from this report

(h) Consultations

Senior Officers in Education and Social Care, Quality Improvement Officers, HR Manager, Paul Connor, Principal Accountant, Tracey Sutherland, Committee Services Officer and the Equal Opportunities Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

7. CONCLUSION

7.1 Committee should be assured that plans are in place to meet the requirements of the National Improvement Framework and Pupil Equity Fund by all schools in Moray and that there is a clear plan for the National Improvement Framework priorities with progress reported annually.

Author of Report: Vivienne Cross (Head of Schools and Curriculum Development)

Background Papers: Standards in Scotland's School etc Act 2000 through amendments contained in Part 1 of the Education (Scotland) Act 2016
Ref:

For Moray's Children

Education Vision and Strategy

2018-2021



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Introduction

In Moray, we have a clear vision to be Ambitious to Achieve Excellence Together for Moray's children and young people. We are ambitious to ensure that their needs are met and that they benefit from planned pathways in order that they progress to their chosen destination, whilst building the necessary skills, resilience and flexibility to be prepared for life. Nationally, strategies and policies are in place for an excellent education system in order to reach the ambition of making Scotland the best place in the world for a child to grow. Working with our partners, our priorities of having 'Ambitious and Confident, Healthier and Safer children', will be achieved by planning and working in partnership through focused effort.

Through our Moray Children's Services Plan and Education Plan we have clear priorities and actions, linked to national policy and we work hard to produce strategy and guidance to our Schools and Early Learning and Childcare Centres. Everyone has the responsibility to contribute to the delivery of our priority actions. Our guidance clearly supports our school and Early Learning and Childcare Centres where plans at all levels dovetail with our high level objectives while allowing continued flexibility for establishments to respond to their local context and community.

We want Moray to be the best place in Scotland for children and young people to grow and learn. We want our children and young people and families to remain in this area and to enjoy all the advantages that Moray has to offer. If our young people leave for any reason, we would like them to return, bringing others with them.



The Vision: For Moray's Children

Our strategy includes objectives and priorities and will be supported by a plan that sets out the specific actions we will take to deliver Moray's vision for children and young people including who will lead this forwards. We will report annually on our progress through our Standards and Quality Report.

Our aspiration is that Moray will be the best place in Scotland for our children to grow up; we are **ambitious to achieve excellence together**. This vision clarifies our desire to provide the best possible education and care for Moray's children. Moray Council's core values are: **ambitious, fair, responsive and improving** – during the course of this plan, work will be undertaken to develop our service values in order to improve outcomes for our children and young people.

We will:

- raise **Attainment and Achievement** for all,
- provide the highest quality **Learning and Teaching** delivered by our practitioners;
- review and improve our **Curriculum** in the Broad General Education and Senior Phase;
- strengthen our processes for Self-evaluation for **Self-improvement**;
- meet the needs of all by **Supporting Learners**;
- build practitioner and learner capacity through **Leadership at all Levels**.

Our themes are underpinned by working collaboratively with a range of partners. It is the responsibility of all of our stakeholders to meet our objectives and to deliver our key priorities and actions. We will achieve this through improvement planning in schools, establishments and services, ensuring our values are reflected in all we do. Our priorities have been agreed and are displayed in every classroom in Moray, where in Moray we are **ambitious to achieve excellence together**.

Policy Context

Change is a constant for Education and Social Care. The pace of change, drive to improve our service, financial and staffing context combine to place increasing demands on the delivery of education. Challenges aside, it is vital that we remain ambitious to ensure the very best outcomes for our children and young people.

The National Outcomes for Scotland include:

- our children have the **best start in life** and are ready to succeed
- young people are equipped through their education to become **successful learners, confident individuals, effective contributors** and **responsible citizens**
- we have tackled the **significant inequalities** in Scottish Society
- we have **improved the life chances for children**, young people and families at risk

These outcomes provide the direction for the work we do and are reflected in the **National Improvement Framework (NIF)** for Scottish Education and in our local strategies for delivering services in Moray.

The NIF, along with the Education (Scotland) Act 2016 seek to draw a number of these areas together at a national level and clarify the vision as delivering **Excellence through attainment** and **achieving equity**.

The NIF is supported by 4 national priorities:

- improvement in attainment, particularly in literacy and numeracy
- closing the attainment gap between the most and least disadvantaged children
- improvement in children and young people's health and wellbeing
- improvement in employability skills and sustained, positive school leaver destinations for all young people

The national vision and key priorities will support us in improving outcomes for children and young people in Moray and help us to deliver on the Local Outcomes and Improvement Plan (LOIP) with the Scottish Government.

With our local Community Planning Partnership we will deliver our vision:

- growing, diverse and sustainable economy;
- building a better future for our children and young people in Moray;
- empowering and connecting communities;
- changing our relationship with alcohol.

The LOIP can be found here: www.yourmoray.org.uk/downloads/file118306.pdf

Locally we work in partnership with others to identify and deliver on clear shared objectives through our Moray Children's Service Plan (MCSP) 2017-2020 which is reviewed regularly. The MCSP outlines our vision that Moray will be:

- a place where children and young people thrive
- a place where they have a voice, have opportunities, learn and get around

- a place where they have a home, feel secure, healthy and nurtured
- a place where they are able to reach their full potential

Our three priorities are:

- **Ambitious and confident children** – to improve the life chances of children, especially the most vulnerable, by supporting them and their families at the earliest stages
- **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
- **Safer children** – to protect children from the risk of harm, abuse and neglect and promote and support safer environments and communities



Themes and Legislative Compliance

There are 4 themes which cut across and influence our priorities:

- legislative compliance
- getting it right for every child (GIRFEC)
- prevention and early intervention
- evidence based practice, including the use of appropriate data



Legislative Compliance

It is vital that all policy, guidance and practice comply with the legislations that determines how education should be delivered to meet the needs of all children and young people. The key legislation that guides our service delivery includes:

- The Education (Scotland) Act 1980
- United Nations Convention on the Rights of the Child
- Standards in Scotland's Schools etc Act 2000
- Scottish Schools (Parental Involvement) Act 2006
- Education (Additional Support for Learning) (Scotland) Acts 2004 and 2009
- Equality Act 2010
- Children and Young People (Scotland) Act 2014
- Education (Scotland) Act 2016
- The Community Empowerment (Scotland) Act 2015

Getting it right for every child (GIRFEC)

Getting it right for every child is the approach used across Scotland which is about keeping the child and family at the centre and working alongside the child and family to promote well-being and positive outcomes ensuring that all agencies work in partnership. At the heart of the GIRFEC approach are the Wellbeing Indicators. These provide a framework in which to assess a child's progress and ensure that the support offered is appropriate, proportionate and timely. The indicators are: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included. Children learn about the indicators in Early Learning and Childcare and reflect on them until they leave school with the ambition that these will become embedded through life.

Every child in Moray has a named person, a health visitor for pre-school children and a member of staff from within Schools and Curriculum Development from school age onwards. Central staff provide a named person service over holiday periods ensuring continuity of care about our children's wellbeing. If a child's progress would benefit from multi-agency working, a child's plan may be developed. We involve the child and their family in any discussions to agree any support or actions around the planning process.

Prevention and Early Intervention

Staged intervention is used as a means of identification, assessment, planning, recording and review to meet the learning needs of children and young people. It provides a solution-focused approach to meeting needs at the earliest opportunity and with the least intrusive level of intervention. The process involves the child, parents/carers, school staff and, at some levels, other professionals working in partnership to get it right for every child.

Where possible we will seek to address issues before they become difficulties through preventative approaches.

Evidence Based Practice

In order to improve we will refer to research and look outwards to learn from others. Across all of our priorities it is important that we consider what we are doing, how we are doing it and identify the difference that this is making. We will work collaboratively within our service, the Council and also with our local and Northern Alliance partners. As well as referring to evidence we will also use the wide-ranging data we have to aid, drive and measure improvement. Our actions and developments must improve outcomes for our children and young people whilst providing best value for money.

Self-evaluation, reporting to committee, reporting etc



Local Context

Moray is diverse, rural area of natural beauty where many people choose to live, learn, work and enjoy life. We have a large geographical area with a relatively small population in comparison to other Scottish local authorities. It has high levels of employment, low levels of benefits claimants but low average wage. The largest employers are in the public sector including the armed forces, food processing and construction. There are a significant number of small and medium sized businesses.

Within the Council, the department of Education and Social Care has 3 sections:

- Schools and Curriculum Development
- Integrated Children's Services
- Lifelong Learning, Culture and Sport

Although this is an Education Plan, the priorities permeate and link through the other sections as well as the corporate priorities.

Learning takes place in a range of settings through a variety of approaches, including:

- Early Learning and Childcare
- Primary and Secondary Schools
- Locality Management Groups
- Partnerships

The size of schools vary significantly across the authority with primary school rolls ranging from around 15 to 531 and secondary school rolls ranging from less than 400 to more than 1000. The needs of almost all pupils are met within mainstream classes or in enhanced provisions situated within mainstream school. A very small number of children are educated in establishments outwith Moray.

We are part of the Northern Alliance working closely with 7 other local authorities:

- Aberdeen City
- Aberdeenshire
- Argyll and Bute
- Eilean Siar (Western Isles)
- Highland
- Moray
- Orkney Islands
- Shetland Islands

The Northern Alliance builds on the strengths of shared service development, creates professional networks and aims to deliver continuous professional development.

Education Strategy Service Overview

A range of plans influence the content and direction of our strategic plan as well as the National Priorities set by the Scottish Government.

Our Community Partnership Plan

Local Outcome Improvement Plan (LOIP)

- Priority 1: Growing a diverse and sustainable economy
- Priority 2: Building a better future for our children and young people

Our Partnership Children's Services Plan

Moray Children's Services Plan

- Priority 1: Ambitious and confident children
- Priority 2: Healthier children
- Priority 3: Safer Children

Our Regional Collaborative Plan

Northern Alliance Plan

- Priority 1: Improvement in attainment, particularly literacy and numeracy
- Priority 2: Closing the outcome gap between the most and least disadvantaged children
- Priority 3: Improvement in children and young people's health and wellbeing
- Priority 4: Improvement in employability skills and sustained, positive school leaver destinations for all young people

Our Local Authority Plan

Moray Council Corporate Plan 2026

- Priority 3: Provide a sustainable education service aiming for Excellence



Moray Education Priorities

These priorities have been identified on reviewing the outgoing plan and taking into consideration national guidance and expectations as well as local evidence.

Raise Attainment and Achievement for all

- To develop collaborative approaches to improve attainment and achievement at all stages, 3-18
- To identify gaps in attainment and achievement within establishments, creating and implementing strategies to ensure equity for all learners
- To engage families in developing opportunities to ensure positive relationships, improved behaviour and better learning
- To create opportunities which empower children and young people to actively engage and participate

Provide the highest quality Learning and Teaching delivered by our practitioners

- To review and embed the learning and teaching strategy in order to ensure high quality learning experiences for all
- To further strengthen planning of learning, teaching and assessment, including moderation, to support robust and reliable teacher professional judgement
- To secure improved outcomes for all learners, through effective tracking and monitoring approaches, supported by rigorous data analysis by all

Review and improve our Curriculum in the Broad General Education and Senior Phase

- To support the development of curriculum rationale based on clear vision, values and aims
- To ensure a responsive curriculum is in place to meet the needs of all learners, reflecting CfE design principles
- To provide progressive learner pathways from 3-18, to develop skills for learning, life and work

Strengthen our processes for Self-evaluation for Self-improvement

- To develop our support for self-evaluation for self-improvement, at all levels
- To create a culture of self-reflection in all establishments, leading to improvement
- To promote collaborative approaches to validate self-evaluation, reviewing and further developing quality improvement engagement with establishments

Meet the needs of all by Supporting Learners

- To promote approaches to wellbeing which underpins children and young people's ability to maximise their successes, progressions and achievements
- To develop a culture of inclusion, equality, and diversity leading to improved outcomes for all children
- To establish robust quality assurance procedures and processes to support the wellbeing of children and young people
- To embed the collective 'Responsibility of All' across establishments
- To improve employability skills and sustained positive destinations for all young people

Build practitioner and learner capacity through Leadership at all Levels

- To build and sustain a culture of leadership at all levels
- To promote personal and collegiate responsibility through collaboration and sharing learning to foster a coherent approach to professional development and leadership
- To support and nurture Moray's Education workforce and provide sustained support for professional development
- To encourage and enable leadership of learning by developing understanding of how research and theory inform and underpin practice

Action Plans

An annual action plan will give work plans for officers and working groups and will be reviewed and reported on annually.

Strategies and Guidance

Everything we do and produce to guide our schools and establishments is linked to National and Local Policy. All strategies and guidance documents interlink providing a streamlined framework for schools. A small central team work with colleagues in schools through working groups and collaborative working to produce and review Strategy and Guidance documents which we will build on:

- 1+2 Strategy and Guidance
- Admissions Policy
- ASN Handbook – range of policies and procedures
- Assessing Progress and Moderation in the BGE – Guidelines and Procedures
- Broad General Education – Curriculum Rationale Guidance
- Broad General Education – Curriculum Strategy Overview
- Broad General Education – Data Analysis – Assessment, Tracking and Monitoring
- Broad General Education – Guidance for Tracking and Monitoring
- Broad General Education – Guidance on Planning in the BGE
- Broad General Education – Practitioner Self-Reflection – Assessment, Tracking and Monitoring
- Broad General Education – Summary Guidance for Practitioners for Tracking and Monitoring
- Child's Planning Guidance – under review
- Leadership and Management Strategy
- Moray Leadership Framework
- Strategic Plan for Professional Learning in Moray
- Moray ASN Strategy 2017/27
- Moray BGE Tracking and Monitoring Strategy
- Moray Included, Engaged, Involved
- Moray Learning and Teaching Strategy/Cycle
- Moray Moderation Strategy
- Moray Skills Pathway – our Strategy for Developing the Young Workforce
- Moray STEM Strategy
- Parental Engagement Strategy/Family Learning – under review
- School Improvement Planning and Pupil Equity Fund Guidance
- Schools for the Future policy – to be reviewed
- Transitions Policy

The support materials listed above are available on Moray GLOW. New support materials will be added over time.

We will continue to review and publish new guidance in line with our priorities and actions during the period 2018-2021.

Our Offer to Establishments

We will provide support and challenge to our schools and establishments regularly with a framework of visits and reviews shared with leaders and managers annually. We will continue to provide opportunities for colleagues to work with us by developing and growing our Peer Reviewers. Establishments will benefit from support pre and post inspection. Acting and newly appointed senior leaders will be offered a mentor. An annual calendar of meetings and professional development workshops will be shared including the Moray Parent Forum dates.

Risks

We recognise that as with all strategic plans, there are risks associated in delivery which includes:

- operational issues which impact on actions failing to progress
- ongoing budgetary constraints
- failure to meet national priorities
- loss of key staff or reduction in capacity
- external scrutiny increases expectations

Establishments should focus on a manageable number of improvement priorities expressed as outcomes for learners.

For Moray's Children Strategy and Governance Group

Aims to:

- review national and local priorities, plans and guidance
- set and review priorities and actions, monitoring progress against agreed benchmarks
- ensure best value for Education and Social Care resource whilst ensuring improved outcomes for children and young people
- scrutinise progress against milestones
- agree and direct interventions where required
- develop a communication strategy to ensure participation of all stakeholders

Representation will be agreed annually and the group will meet up to four times per year. A Children and Young People's Participation Group, a Practitioner Group and Moray Parent Forum will provide a learner and parent perspective.

Reporting on Outcomes

Progress reports will go to Education and Social Care Senior Management Team and the Children and Young People's Services Committee. An annual Standards and Quality Report will also evidence improvement and impact on our children and young people as per the requirements of the National Improvement Framework.



Moray Council
High Street, Elgin, IV30 1BX

www.moray.gov.uk

#TeamMoray
#TeachMoray

National Improvement Framework Evidence

QI 1.3 Leadership of change
QI 2.3 Learning, teaching and assessment
QI 3.2 Raising attainment and achievement

Effectiveness of moderation of teacher judgement
of CfE levels in literacy and numeracy

Family learning

Impact of parents on improvement

School improvement planning is done in collaboration with teachers and parents

School Improvement plans reflect the national priorities as set out in the NIF

Progress with the priorities set out in the NIF

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvements in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Practitioners have a common understanding of expectations in literacy and numeracy across all curriculum areas

3e - Qualitative Feedback

Leadership in a few primary schools is very good as evidenced in school inspections, although overall leadership of change continues to be variable across all schools. The majority of schools would be deemed satisfactory with the capacity to support and improve increasing. Where schools have embraced the empowerment agenda, headteachers and other senior leaders are building capacity in leadership at all levels across the school which is impacting positively in improvements over time. Almost all schools have a clear vision and values, setting the direction for improvement. An increasing number are developed in partnership and is growing through a sound understanding of local intelligence and data. The majority of schools have created an ethos and culture of change and improvement with school improvement priorities forming a clear improvement pathway. An increasing no of staff are contributing to the improvement agenda with a few examples of effective practice where parents, pupils and partners are also involved. In the most effective schools, improvements are clearly evidenced through improved outcomes for learners. Learning, teaching and assessment is satisfactory and improving across schools. Positive relationships exist in almost all schools in Moray with an increasing amount of schools embracing a rights based approach. Almost all children are well-behaved and engaged in their learning. In a few schools there are examples of effective practice where learners are highly challenged and experience learning well matched to their needs. The quality of learning intentions and success criteria is improving although this could be improved further. Benefits would be gained in the majority of schools of an increased focus on pedagogy and improving the consistency of teaching. The sustained focus on moderation has ensured that assessment is increasingly integral to planning. Assessment approaches are variable and assessment evidence is wide ranging and the resulting teacher professional judgement is increasingly reliable. Moderation across ASGs and curriculum groups is increasing and as a result there is an improving trend in attainment in the BGE. Attainment across some key measures in the senior phase is improving although a continued focus is required across the authority to improve further including the

Overall good progress continues to be made in developing teacher confidence across the authority in their teacher professional judgment. There is a clear moderation strategy (revised for session 2019/2020) and shared expectations for all schools in terms of making judgements of CfE levels. Over the last four sessions, a QIO has led on this, working in collaboration with central and school practitioners in order to provide schools with a range of guidance, support and events. There is a continued commitment to QAMSOs with almost all Associated Schools' Groups having access to at least one QAMSO to support learning and building capacity. Secondary subject groups have been replaced with Curricular groupings and four meetings per year have been used to develop staff's understanding of CfE levels, particularly in the responsibility of all in literacy and numeracy and understanding of assessment approaches. In addition to this, in-service days across this session were planned to include moderation activities to further enhance our shared understanding of expectations and standards across the authority. This has resulted in almost all staff being aware of national expectations, having completed exercises in line with national training materials and ongoing engagement with benchmarks. There continues to be a clear expectation that moderation activity should continue to happen within and across schools, Associated Schools Groups as well as across Moray, evident through SIPs and Working Time Agreements. Practice in moderation is developing and there are examples where confidence in CfE teacher professional judgement has developed. Overall, we have increasing confidence in the reliability of

SIPs and PEF Action Plans continue to evidence school focus on Family Learning initiatives linked with other key National and local priorities. There are some examples of very good practice where schools and partners universally consult with and support families and routinely share learning using a range of events, home learning supports and initiatives to engage families and share strategies for learning together. Schools evidence their approaches, the majority using Social Media, Newsletters, Websites and events to showcase the impact of family learning. School self-evaluation reports positive impact of these family learning opportunities, including rights based focus and strengthened home-school links which are improving outcomes for learners. Schools continue to look for creative approaches to further engage families, including those hard to reach families and those affected by poverty related factors. This includes specific family learning targets as evidenced through the Child Planning process which is reviewed for progress and measures impact for children

Our schools work in partnership with parents to shape priorities, contributing to self-evaluation activities for

school improvement. Parental views are sought through a variety of forums including Parent Council, Parent Partnerships and through emerging examples of parent participation on school Working Groups. In wider Moray, parents are also an integral part of recruitment panels for promoted posts in Primary and Secondary Schools (Depute Head Teacher and Head Teacher appointments). The Moray Parent Forum is used to keep parent council office bearers up to date with national priorities and local plans to improve educational experience and meet children's needs. A biannual parental survey was completed last year, providing information on parental views. Many of our parents are employers and our Moray workforce, contributing to wider Careers Education and DYW related initiatives in our schools including work-related learning and interactions. Cognisance is being taken of work in our Early Years' strategic group so that any Education strategy ties in with the wider Community partnership plans. Relationships with parents and families are strong across our Moray schools where relational based approaches are commonplace. A strategy is currently in place where it has been identified that this now requires review in partnership with wider stakeholders.

In formulating School Improvement Plans, support of key stakeholders is sought across our schools including teachers and parents, using self-evaluation evidence gathered as a basis. There are a growing number of schools who are developing collaboration in improvement planning with pupils, staff and parents in development of pupil and parent versions of School Improvement Plans, with shared responsibility for achievement of key outcomes. Schools are focused in on wellbeing, equality and inclusion for all in Moray. In all schools, time is set aside at meetings to discuss, agree and action school priorities and take forward improvements. In line with local priorities and in taking forward learning from Head Teacher meetings and Professional Learning events, Head Teachers are empowered to develop and embrace the culture of leadership at all levels using resources and strategies provided. Schools continue to refresh their vision and values on an ongoing basis, ensuring they reflect their communities and local contexts. In collaboration with pupils, teachers, parents and wider partners, most of our schools have developed their curriculum and curriculum rationale, embracing the four contexts for learning. All staff are clear on school strengths and areas for improvement, support by authority processes including 'Schools for the Future' visits, QIO support and

All schools have been given clear guidance on national and local priorities. School Improvement Plans in turn reflect these priorities. All schools have plans reflective of this guidance and are clearly linked to the NIF drivers, raising attainment and closing the equity gap. Quality Improvement Officers provide ongoing support and challenge to schools to improve the quality of plans and to ensure that they have appropriate purpose, providing feedback on key documentation. A few schools review their plans after authority visits or post-inspection activity. Revised guidance for School Improvement Planning and self-evaluation have been produced centrally and issued to schools in order to further support improvement. School Improvement Plans reflect the local authority Schools and Curriculum Development Strategic Plan, which was developed in line with National Priorities. Head Teacher meetings focus on our Strategic Plan, ensuring all schools embrace relevant National Priorities and key learning relating to key National Priorities is offered locally. Schools work collegially and in collaboration with a range of central and support services to ensuring National Priorities

- There is an improvement in attainment over time for some measures and teacher professional judgements are improving. In some schools, staff shortages remain and continue to impact on attainment levels. In secondary, this is clearly evident in some subjects and one teacher departments. There are a growing number of schools involved in Northern Alliance Emerging Literacy in order to support early stage literacy and targeted intervention for identified pupils across stages. Northern Alliance evidence of impact highlights positive trends at this stage. In addition, practitioners from 25 identified schools were trained in SEAL (Strategies for Early Arithmetical Learning) focusing in on identifying gaps in learning in core numeracy skills for intervention and raising attainment. Senior Phase attainment is variable across our schools with collaborative working on curriculum offers, learner pathways, learning and teaching and supporting learners beginning to have positive impact. Some schools are using flexibility of the 33-period week to provide universal and targeted literacy and numeracy interventions supported by PEF initiatives.
- Most schools are using data more robustly to inform priorities. Supported by the local authority, all schools receive a range of data and the 'Moray Tracker' spreadsheet for data analysis identified as good practice by Education Scotland is being rolled out across our schools. This provides opportunities to analyse groups and cohorts, leading to universal and targeted intervention. Class teachers are more involved in conversations with senior leaders about pupil progress, developing approaches to data analysis at all levels, understanding and removing barriers to learning. Schools continues to embrace plans for PEF funding and have trialled a number of interventions in support of targeted groups/individuals and cohorts. Updated local guidance and support to ensure greater quality, data driven interventions should lead to greater positive impact on our children and young people.
- As a result of our revised Child Planning process, practitioners at all levels have a greater understanding of the staged intervention process which is leading to more robust universal and targeted interventions to meet the needs of all learners. Collaboration with wider multi-agency partners in a variety of forums is leading to improved outcomes for children and young people and shared learning. The revised Child Planning process ensures the 'voice of the child' is central and empowers families in becoming active partners in their child's development and wellbeing. Most Moray schools engage with UNICEF's Rights Respecting Schools award with almost all schools registered, the majority of schools having achieved Bronze level and a number having achieved Silver and Gold levels. Overall, Gold level schools are reporting a reduction in behaviour, attendance and exclusion rates as a result of their engagement with this programme. In partnership with Educational Psychology, schools are engaging with the "Building Relationships" programme which focuses on relational based approaches. Almost all children feel safe and happy and know who to go to when necessary for help or advice, as noted through Education Scotland inspection activity and school self-evaluation. An Inclusive

An area of emerging practice, practitioners across Moray are growing in confidence in their understanding of expectations in literacy and numeracy across the curriculum. Work in this area has been linked to the moderation strategy, with time set aside across a number of our Associated School Groups during recent Inset Days for cross-sector and school based collaboration. Working Groups supported by authority QAMSOs are leading this area of work forward in the coming session. There is an increasing awareness of staff responsibility for this which is becoming evident through school visits and authority in-service activity, notable in secondary with a few moving towards 'driver subjects' contributing to overall literacy and numeracy judgments. Focus on Literacy and Numeracy continues at pace with developments in Emerging Literacy, SEAL, Numicon (and concrete based approaches to Numeracy Learning) and past Numeracy event. This is an identified area for development and will be the focus for the sessions ahead with bid for Education Scotland grant funding submitted to progress work in this area.



**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON
30 OCTOBER 2019**

**SUBJECT: SINGLETON INSPECTIONS OF EARLY LEARNING AND
CHILDCARE CENTRES – PUBLISHED REPORTS JULY AND
AUGUST 2019**

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

1. REASON FOR REPORT

- 1.1 To inform the Committee of the content of singleton inspection reports of Early Learning and Childcare (ELC) centres by the Care Inspectorate which were published during July and August 2019. These were:

Earthtime's Forest School Nursery, Duffus
Keith Play Centre Nursery (and Nippers 2-3 Group), Keith
Fochabers Nursery and Out of School, Fochabers
Ark Childcare, Mosstowie
Rainbow Castle Childcare, Elgin
RAF Lossiemouth Childcare Centre, Lossiemouth

- 1.2 This report is submitted to Committee in terms of Section III (D) (1) of the Council's Scheme of Administration relating to exercising the functions of the Council as an Education Authority.

2. RECOMMENDATION

- 2.1 It is recommended that Committee scrutinise and note the contents of this report.**

3. BACKGROUND

- 3.1 The Care Inspectorate carries out inspections of care services, including day care of children's services. Providers are inspected against the National Care Standards and a Framework of Quality Themes and Statements.
- 3.2 Care Inspectorate Officers will grade services and publish these grades as part of their duty to provide information to the public about the quality of care services.

The six point grading scale:

- 6 excellent
- 5 very good
- 4 good
- 3 adequate
- 2 weak
- 1 unsatisfactory

- 3.3 Following publication, inspection reports are available through ELC centres and online at www.careinspectorate.com.
- 3.4 The education authority will give guidance and support, as appropriate, to both school nursery classes and partner providers of ELC education. Following a Singleton Inspection the ELC centre is asked to prepare an action plan indicating how they will address the main findings of the report, and to share the plan with parents and carers.
- 3.5 During this reporting period there were **6 Singleton Inspection** reports received.

Name of Early Learning and Childcare Provider	Date of Inspection
Earthtime's Forest School Nursery, Duffus	17.05.19
Keith Play Centre Nursery (and Nippers 2-3 Group)	31.05.19
Fochabers Nursery and Out of School, Fochabers	14.06.19
Ark Childcare, Mosstowie	18.06.19
Rainbow Castle Childcare, Elgin	21.06.19
RAF Lossiemouth Childcare Centre, Lossiemouth	26.07.19

The Gradings, Recommendations and Requirements arising from the reports are summarised in **Appendix 1**.

4. SUMMARY OF IMPLICATIONS

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

This report relates the priority 'Provide a sustainable education service aiming for excellence' from the Corporate Plan and to 'Building a better future for our children and young people in Moray' from the LOIP.

(b) Policy and Legal

The Care Inspectorate inspects all registered services regulated under the Public Services Reform (Scotland) Act 2010, which includes nursery classes and playgroups.

The authority has a duty to provide a quality early learning and childcare place for every 3 and 4 year old whose parents wish it and for eligible 2 year olds.

- (c) **Financial implications**
None arising directly from the report.
- (d) **Risk Implications**
None arising from this report.
- (e) **Staffing Implications**
None.
- (f) **Property**
None.
- (g) **Equalities**
An Equality Impact Assessment is not required as this report is to inform Committee on performance.
- (h) **Consultations**
Senior Management Officers in Education and Social Care, Quality Improvement Officers, Paul Connor, Principal Accountant, the Equal Opportunities Officer, HR 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 That the Committee scrutinise and note the contents of this report.

Author of Report: Vivienne Cross, Head of Schools and Curriculum Development

Background Papers:
Ref:

APPENDIX 1**Summary of numbers of recommendations and requirements made to providers.**

Provider	Number of Recommendations	Number of Requirements
Earthtime's Forest School Nursery, Duffus	0	0
Keith Play Centre Nursery, Keith	5	0
Fochabers Nursery and out of School, Fochabers	0	0
Ark Childcare, Mosstowie	9	1
Rainbow Castle Childcare, Elgin	4	0
RAF Lossiemouth Childcare Centre, Lossiemouth	0	0

Details of gradings, recommendations and requirements made to providers.**Earthtime's Forest School Nursery, Duffus***Gradings*

Quality of Care and Support	4	Good
Quality of Environment	4	Good
Quality of Staffing	4	Good
Quality of Management and Leadership	4	Good

Recommendations

- None

Requirements

- None

Keith Play Centre, Keith*Gradings*

Quality of Care and Support	3	Adequate
Quality of Environment	3	Adequate
Quality of Staffing	3	Adequate
Quality of Management and Leadership	3	Adequate

Recommendations

- The personal (care) plan for the child should provide an accurate reflection of a child's needs and any necessary support. Information should be well organised and include identified strategies/actions that are monitored, updated and implemented, making a difference to children's wellbeing.
- The managers and staff should expand and extend children's play experiences, so that creativity and exploration can naturally evolve, with a view to, capturing children's individual needs and interests. Children should be involved in snack learning self-help skills, independence with staff providing positive role models.

- Children should be able to enjoy a rich environment that has a wealth of interesting opportunities and encourages them to be imaginative, inventive and creative. This could be achieved through:
 - a) play areas that are well thought out and arranged to provide greater choice
 - b) a wider variety of resources/play equipment that includes real life, scrap and natural materials both indoors and outdoors
- The manager should ensure that training and development supports staff to provide quality experiences for children. This should be achieved through:
 - a) tiered line management induction/supervision with individual staff
 - b) how training will be implemented in practice with a view to making a difference
 - c) shared learning within the staff team and an opportunity to reflect on practice and methods of recording/evaluation such as personal care plans/medication for example
- A continuous and well-judged pace of change linked to strong self evaluation for improvement should be established, so that there is a positive impact on outcomes for children. This could be achieved through:
 - a) an evaluation of the outcomes related to area for improvement
 - b) the involvement of staff, children and parents/carers
 - c) observation and reflection by both the manager and staff.

Requirements

- None

Fochabers Nursery and Out of School, Fochabers

Gradings

Quality of Care and Support	5	Very Good
Quality of Environment	5	Very Good
Quality of Staffing	N/A	
Quality of Management and Leadership	N/A	

(N/A = not assessed)

Recommendations

- None

Requirements

- None

Ark Childcare, Mosstowie

Gradings

Quality of Care and Support	3	Adequate
Quality of Environment	2	Weak
Quality of Staffing	2	Weak
Quality of Management and Leadership	2	Weak

(N/A – Not Assessed)

Recommendations

- The personal (care) plan for the child should provide an accurate reflection of a child's needs. Information should be well organised and updated so that it is meaningful and incorporates identified strategies/actions that help to maintain a co-ordinated approach to wellbeing.
- Children should have positive eating experiences that provides the following:
 - a) a quiet, peaceful area with appropriate tables, chairs and cutlery
 - b) encourages independence and self-help skills
 - c) staff sitting with children to enhance social interaction and to support a positive learning experience.
- To support children's wellbeing, medication should always be provided in its original container with the dispensing/product label, has not expired and is stored safely.
- The provider/manager should put methods in place so that good infection control practices are consistently followed to promote the safety and wellbeing of the children. The environment should be clean and well maintained and take into consideration, design guidance for early learning and childcare and out of school care settings.
- Children should be able to enjoy a rich and challenging environment that is equipped and furnished to meet needs and provides a wealth of rich and interesting opportunities. This would encourage creativity and exploration to evolve naturally, to support wellbeing and learning. This could be achieved through:
 - a) play areas that are well thought out and arranged to provide greater choice; storage should give consideration to accessibility and appeal, for children of all ages
 - b) a wider variety of inspirational play resources/play equipment that include real life, open ended and natural materials both indoors and outdoors
 - c) cosy and inviting quiet spaces for children to recuperate and relax and sleep equipment that promotes wellbeing and comfort.
- The manager/provider should ensure that staff are supported to develop the necessary skills to provide quality experiences for children. This should be achieved through:
 - a) tiered line management induction/supervision with individual staff
 - b) the development of a central training plan that identifies individual and group learning needs that is effectively monitored
 - c) an evaluation of the impact of training, how it will be implemented in practice with a view to making a difference
 - d) shared learning within the staff team and an opportunity to reflect on practice and methods of recording/evaluation such as personal care plans/medication for example.

- The provider/manager should consider what action to take for staff that have not gained their registration within six months. Such as carrying out a risk assessment or creating an action plan for the worker to achieve registration, suspending the worker's contract or redeploying the worker to a role that does not need registration.
- The manager should establish a continuous and well-judged pace of change linked to strong self evaluation for improvement, so that there is a positive impact on outcomes for children. This could be achieved through:
 - a) a robust evaluation of the outcomes related to area for improvement, staff meetings could be a conduit for monitoring through a concise minute and action plan
 - b) the involvement of staff, children and parents/carers
 - c) observation and reflection by both the manager and staff
 - d) monitoring methods of practice such as administration of medication, personal care plans, accidents/incidents, for example.
- The provider and manager should undertake a thorough evaluation of the premises that incorporates and embraces change, that leads to creating a high quality caring and learning environment. Giving recognition to the importance of interactions and experiences for children. Taking account of the following:
 - a) sufficient and appropriate dispersal of staff
 - b) space ratios
 - c) the location of and design of facilities related to tasks such as nappy changing, toileting and hand washing.

Requirements

- In order to ensure that staff required to register with the Scottish Social Services Council complete registration within six months of commencing in post. The provider must ensure that staff make an application to do so as soon as possible following appointment, so that they are registered by the required date of registration by 30 August 2019.

Rainbow Castle Childcare, Elgin

Gradings

Quality of Care and Support	4	Good
Quality of Environment	3	Adequate
Quality of Staffing	3	Adequate
Quality of Management and Leadership	3	Adequate

Recommendations

- Children should have an environment that has measures in place to reduce noise levels to minimise the potential for a detrimental effect on children. Consideration should be given to introducing more soft furnishing, drapes and quiet/relaxing areas, including a well resourced, stimulating and inviting home corner.

- Children should be able to enjoy a rich environment that is well thought out and includes a wealth of open ended, real life and natural materials both inside and outside, that encourage children to be imaginative, inventive and creative.
- The manager should ensure that training and development supports staff at an individual level and as a team to establish an inspiring physical environment and quality learning experiences for children.
- A continuous and well-judged pace of change linked to strong self evaluation for improvement should be established, that has a positive impact on outcomes for children. This could be achieved through:
 - a) clearly identified and measurable targets
 - b) monitoring methods of practice such as personal care plans, learning journals, accidents/incidents, for example
 - c) observation and reflection of practice by the manager and staff.

Requirements

- None

RAF Lossiemouth Childcare Centre, Lossiemouth

Gradings

Quality of Care and Support	5	Very Good
Quality of Environment	5	Very Good
Quality of Staffing	N/A	
Quality of Management and Leadership	N/A	

(N/A = *not assessed*)

Recommendations

- None

Requirements

- None



**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE
ON 30 OCTOBER 2019**

**SUBJECT: THE IMPLEMENTATION OF PUPIL EQUITY FUNDING IN MORAY
SCHOOLS – PROGRESS UPDATE**

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

1. REASON FOR REPORT

- 1.1 The purpose of this report is to inform the Committee about progress made with the implementation of Pupil Equity Funding (PEF) in schools and the evidence of impact to date.
- 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 scrutinises and notes the content of this report.**

3. BACKGROUND

- 3.1 The Scottish Government established PEF in 2017/18 as part of the Scottish Attainment Challenge (SAC) and to support the achievement of the four priorities of the National Improvement Framework (NIF):
- Improvement in attainment, particularly in literacy and numeracy
 - Closing the attainment gap between the most and least disadvantaged children and young people
 - Improvement in children and young people's health and wellbeing
 - Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Education Scotland information on the SAC may be viewed at;
<https://education.gov.scot/improvement/learning-resources/Scottish%20Attainment%20Challenge>

- 3.2 As part the Attainment Scotland Fund the SAC is a targeted initiative focused on closing the attainment gap between the most and least deprived children.

There are nine Challenge Authorities at present, namely; Glasgow, Dundee, Inverclyde, West Dunbartonshire, North Ayrshire, Clackmannanshire, North Lanarkshire, East Ayrshire and Renfrewshire. The fund was initially focused on primary schools and targeted improvements in Literacy, Numeracy and Health and wellbeing.

- 3.3 The Schools Programme initially supported primary schools out-with the Challenge Authorities. These schools were been identified on the basis of supporting a significant proportion of pupils and families from communities which are facing some of the greatest challenges across Scotland. The scope of these programmes was extended in 2016 to support a number of secondary schools across Scotland.
- 3.4 The Innovation Fund was introduced in 2016/17 only to identify and fund projects to improve Literacy, Numeracy and Health and wellbeing for children adversely impacted by deprivation. It was open to primary, special and secondary schools that were not already benefitting from Attainment Scotland Funding, opening up opportunities for all authorities to receive support. This has now been subsumed into the Schools Programme as PEF was introduced.
- 3.5 Scottish Government announced in February 2017 that it was establishing the Pupil Equity Fund as a part of the £750m Attainment Scotland Fund. PEF is additional funding to be allocated directly to schools. Publicly funded primary, secondary and special schools receive PEF. National Operational Guidance has been published on the Scottish Government website and can be viewed at:
<https://www.gov.scot/publications/pupil-equity-funding-national-operational-guidance-2019/>
- 3.6 The funding is intended to be available on an annual basis for the duration of the current parliament (2016-2021) and the first release of funds was made in the 2017-18 school session to the value of £120m nationally. PEF is expected to be available for the duration of the current parliament and a recent announcement has extended the funding to March 2022. School session 2018/19 represented the second year of delivery. It should be noted that the funding is allocated by financial year rather than academic year although Scottish Government has allowed schools to carry over monies as posts are appointed across the academic year.
- 3.7 The aim of PEF is to provide equity in Scottish education through the funding of targeted interventions to close the poverty-related attainment gap: the difference in attainment outcomes between the most and least disadvantaged children and young people, a defining priority of the NIF.
- 3.8 The amount of PEF a school receives is determined by a government formula based on known free school meal (FSM) eligibility in P1-S3 and allocates £1,200 per notionally eligible child in the school. The funding is provided directly to head teachers to spend at their discretion with the requirement that they work in partnership with each other and their local authority. Concerns have been raised with Scottish Government about the equity of allocations

across Scotland and the adverse impact of rurality in terms of social deprivation due to isolation and the distances required to be travelled to attend school and other activities which can enhance a child's life chances. The Northern Alliance is looking into the issue of rural poverty and its impact on children and young people in rural communities across the north of Scotland.

- 3.9 It is a requirement of the funding that it provides additionality in schools and does not replace any existing services or provision. Headteachers must have access to the full amount of the allocated PEF and should work in partnership with each other, and their local authority, to agree the use of the funding. They must take account of the statutory responsibilities of the authority to deliver educational improvement, secure Best Value, and the authority's role as employer. Schools are to plan for its use in School Improvement Plans and report on their spend via their annual Standards & Quality Reports. These documents are sampled nationally by the Scottish Government by accessing them through school websites and the current programme of school inspections will include an evaluation of PEF delivery and impact. Of the 250 annual Education Scotland inspections there is an agreed sample to look at how schools are addressing the NIF priorities. During a school inspection, whether short or full model, when rating the Quality Indicator (QI) 3.2 Raising Attainment and Achievement, the school must demonstrate knowledge of their attainment gap and provide details of how they are 'closing the gap' by means of which PEF interventions.
- 3.10 The allocation of Pupil Equity Funding to Moray schools in 2017-18 was £1,270,800, in 2018-19 it was £1,341,960 and in 2019-20 it is £1,416,960. Headteachers have worked collaboratively at ASG level or within their schools to deliver the desired outcomes, dependent on the local context. In terms of funding this means that in Moray last year one primary school received no funding and the other primary schools received funding ranging from the lowest at £1,200 to the highest at £109,200. In our secondary schools the range of funding was from the lowest at £15,120 to the highest at £66,000.
- 3.11 Headteachers, working collaboratively with their school communities, have been identifying poverty-related gaps in attainment by focusing on children who have free school meal entitlement. The flexibility in the Scottish Government guidelines allows Headteachers to use their professional judgment to bring additional children into the targeted interventions and approaches to ensure excellence and equity for all. An analysis of the attainment of children eligible for PEF against those who are not from the Scottish National Standardised Assessment (SNSA) data for 2018/19 should enable schools to better plan interventions for eligible children to positive effect. Headteachers will monitor the progress of identified children and young people alongside normal tracking and monitoring of pupil progress. In addition they will all look at the value added in using certain interventions and see where particular interventions have improved outcomes in terms of attainment in literacy and numeracy and also the wellbeing of pupils.
- 3.12 Moray schools have used PEF to deliver a range of interventions to support disadvantaged learners and work to close the poverty-related attainment gap.

As well as reporting on progress through their annual Standards & Quality Reports, schools are using some or all of the five key measures to track children's progress, namely: attainment, attendance, inclusion, participation and engagement. Obviously attainment, attendance and inclusion are easier to measure and so assessing intervention impact is easier. These interventions have been implemented in the light of the six strategic areas from the Moray Schools and Curriculum Development Department Strategic Action Plan 2018-21 which informs all school improvement planning. Work is ongoing to ensure that School PEF Plans take account of the current Moray (Child) Poverty Action Plan and good practice from other local authorities. These six strategic areas inform the Moray Schools and Curriculum Development Strategic Plan 2018-21.

3.13 Schools and ASGs have undertaken a range of activities, including:

- Targeted Literacy and Numeracy intervention group work led by teachers, classroom assistants or pupil support assistants to raise levels of Literacy and Numeracy with eligible pupils and also to enhance the chances of secondary pupils as they progress through to the senior phase.
- Subscription to Accelerated Reader including teacher training sessions to raise levels of Literacy among targeted groups of eligible pupils
- Breakfast clubs that provide breakfast and a morning snack, and in some cases food for children's lunches so that children are better prepared for learning; and to work with families to understand the importance of their children having a healthy breakfast and a healthy diet whilst engaging positively with the school. In addition to this, schools are working with families who are entitled to claim for Free School Meals to take advantage of this.
- Soft-start and transition time and activities ease pupils into the beginning of the school day to aid transition from home to school and classroom and learning as some eligible pupils are coming from unsettled home-lives
- Whole school restorative training to augment the school Positive Relationships Policy so that staff are better trained to engage relationally with pupils in general and eligible pupils in particular
- SkillForce activities to engage with eligible pupils to build their levels of self-confidence and self-efficacy
- Family Support Workers (FSW) to support a more stable family home life so that eligible pupils have support at home which enhances their educational experience
- Home School Link Workers (HSLW) to be a conduit for liaison between school and home when challenges arise with low engaging families
- Northern Alliance Emerging Literacy and TalkBoost activities specifically to improve levels of literacy in eligible children
- Secondary mathematics teacher working in a primary school to improve transition from primary to secondary within the ASG to improve numeracy levels and confidence in mathematics
- Healthy activity and cookery club during the summer holidays to encourage parental engagement with the parents of eligible children
- Woodwork and outdoor learning to boost enjoyment and confidence in learning so leading to greater confidence overall

- Musical instrument class teaching and choir activities to develop a 'growth mindset' attitude in an environment where it is acceptable to 'have a go' with other learners
- Break-time and lunch drop-in sessions and homework support sessions to help raise aspiration and attainment for eligible pupils
- Working with Third Sector partners to provide support to vulnerable families to help foster a positive attitude and culture towards learning, and school where often parents have had a negative school experience
- Bounceback resources to teach pupils about resilience so that they will develop a 'growth mindset' and persist in the midst of learning and social challenges
- Interventions in secondary schools to ensure that pupils are better placed through work across S1-3 to prepare them to leave school with at least National 3 in Literacy and Numeracy to enhance the life chances of eligible pupils and their families

3.14 PEF is part of a strategy to improve the outcomes for our most disadvantaged children. In Moray, Headteachers work with partners and the local authority to plan their PEF spends and are endeavouring to make a long term difference to our poverty related attainment gap. There have been some quick fixes whilst other solutions will take longer with schools adapting interventions to 'close the gap' in the medium to longer term as a lack of positive engagement with education is deeply entrenched in the families of some eligible children. Schools are expected to show the impact of their interventions and this requires central team officers working with schools to do this effectively. Schools are using an 'Adopt/Adapt/Abandon' approach to those interventions recommended by our Education Attainment Advisor. The Council has a new attainment Advisor appointed on a 0.8 full time equivalent capacity which will bring more capacity to close the attainment gap as part of the Education Scotland Northern Team offer.

3.15 Key messages for the 2018/19 session are attached at **Appendix 1**. Next steps are to gather evidence of impact although early indications are that the following interventions are adding value ie nurture and relational approaches adopted by schools ensuring that children and young people are better prepared for learning. Numeracy interventions and the emerging literacy approach is also showing some impact.

4. **SUMMARY OF IMPLICATIONS**

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

The report 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

This report relates to Section 66 of the Education (Scotland) Act 1980, which concerns the inspection of educational establishments.

(c) Financial implications

There are no financial implications arising directly from this report.

(d) Risk Implications

There are no risk implications arising directly from this report.

(e) Staffing Implications

There are no staffing implications arising directly from this report.

(f) Property

There are no property implications arising directly from this report.

(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

Chief Executive, Education and Social Care SMT, Senior Officers in Education and Social Care, Paul Connor, Principal Accountant, the Equal Opportunities Officer, the Human Resources 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 That Committee scrutinises and notes the contents of this report.

Author of Report: Willem Smit, Quality Improvement Officer

Background papers:

<https://education.gov.scot/improvement/learning-resources/Scottish%20Attainment%20Challenge>

<https://www.gov.scot/publications/pupil-equity-funding-national-operational-guidance-2019/>

Ref:

Appendix 1**Key Messages from the 2018/19 year Pupil Equity Funding (PEF) Review**

- 53 out of the 54 Moray schools received PEF ranging from £1,200 to £109,200 per school.
- In total there were 117 separate interventions in schools; 102 in primary schools and 15 in secondary schools.
- Measures
All schools report positively on the impact of PEF across a variety of interventions in Literacy, Numeracy or Health and Wellbeing.
- Quantitative / Qualitative data
38 (70%) schools report improvements based on quantitative and qualitative evidence. Some report impact still to be realised.

Examples include:

Primary School – Spelling: assessments demonstrate almost all children are making good progress - assessments report 5 minute box intervention is making a difference. 5 minute box numeracy intervention: is also being used. TalkBoost: assessments demonstrate progress for each pupil and development of solid foundational literacy skills.

Primary School - Writing workshops: All pupils attainment in writing (teacher judgement) raised after workshops, 5/10 targeted pupils moved up two thirds of a level (i.e. 2 years progress in one year - more than expected progress) the rest made 1/3 progress but all made more than predicted progress. Reading groups: Yarc reading ages against chronological reading ages - for 6/11 pupils narrowed, for 4/11 remained the same and 1 showed a widening (no impact) Emerging Literacy: All pupils made progress over 6 months 5/10 significant progress Nurture groups - pupils reported positive wellbeing impact but teachers felt that attainment / behaviour improved for only 2 out of 6 pupils

Primary School – Attendance: improved in 100% of targeted pupils. Lateness: improved in 70% of targeted pupils. Emerging Literacy: improved achievement of a level at P1. Family Support Worker (FSW): 100% of families working with FSW reported that they found the experience positive and helpful.

Primary School – Talk Boost: substantial increases of % of pupils working at expected levels after 10 week blocks of intervention. Number Talks: improved oracy in mathematics and number. Sharing of strategies and methodologies modelled by staff has impacted on attainment across the school. Participation in after-school activities: Chanter lessons, Drama Club, Homework Club etc.: impact on learning in class due to support from Homework Club; greater involvement in activities in and out of school. Family support: HSLW, Seasons

for Growth, parent support group, 1:1 support: reduction of exclusions; increase in attendance; increase of parental engagement.

Secondary School - Key interventions in support of learning needs. Due to the impact of work in S1-3 the PT PEF has seen an impact in S4 pupils achieving the relevant Literacy and Numeracy qualification (Nat3/4/5), and will continue through identifying eligible S3 students. As a result staff have an awareness of the equity and excellence agenda and can understand the PEF funding approaches in the school. There is also very close working between the PT PEF and Guidance staff to ensure additional support is in place for those for whom there are specific barriers due to home financial situations. These include: S1 Nurture Group and BGE Breakfast Club: (HWB) target pupils are attending. Targeted numeracy /literacy interventions: pupils in S1/2. Personal Development and Employability Awards: offered to S2/3 pupils and we are currently embarking on family cooking sessions for targeted families.

Secondary School - Attendance of long term absent students: improvement for two students. Attendance at Brunch Club: in conjunction with foodbank averaging 8 pupils per day. Exclusion data: highlights 80% reduction in exclusion for eligible pupils.

- Evaluations
Evaluations varied from little evaluation due to small numbers of pupils to more in-depth evaluations detailing impact from PEF interventions.
- Finance
PEF Plans change over the academic year due to the 'Adopt, Adapt or Abandon' philosophy which is an approach suggested by the Attainment Advisor on evidence of impact. There was a 93% spend of the 2018/19 allocation of £1.342 million, as at 16 September 2019. In percentage terms interventions were classified as follows:
Additional staff – 50%
Resources – 31%
Staff training – 9%
Improving children's health and well-being – 12%
- Reporting
Schools report on PEF spending through their Standards and Quality Reports or directly to a request made during Term 3 to inform the Moray Council return to Scottish Government.

Measurements outlined from end of session evaluations

Attendance	Inclusion/Exclusion	Attainment	Participation	Engagement	Qualitative
Attendance and lateness figures	Exclusion rates	Assessments, eg, Scottish National Standardised Assessments (SNSA), PIPS, INCAS, NA	SHANARRI Wheels	Attendance at HW Club, Lunch Club and Library sessions	Questionnaires

		Emergent Literacy testing			
Positive destination data	Boxall Profile (Nurture)	Teacher Professional Judgment (TPJ)	Behaviour monitoring	Observation of pupil engagement in class	Feedback from staff and pupils
		INSIGHT – SQA data for targeted pupils – Literacy, Numeracy and other measures	Violence and Aggression Forms	Parental/carer engagement	
			Third Sector observations – SkillForce – S3 pupils leading primary project	P7-S1 transition	

Willem Smit, Quality Improvement Officer



**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE
ON 30 OCTOBER 2019**

**SUBJECT: EDUCATION SCOTLAND AND MORAY COUNCIL
IMPROVEMENT PARTNERSHIP PLAN : EDUCATION SELF-
EVALUATION PILOT PROJECT**

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

1. REASON FOR REPORT

- 1.1 The purpose of this report is to inform the Committee about a pilot project to collaboratively self-evaluate educational provision in Moray in partnership with Education Scotland.
- 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) scrutinises and notes the content of this report; and**
- ii) notes that there will be a standards and quality report to this Committee on 18 December 2019.**

3. BACKGROUND

- 3.1 As part of the Scottish Government's desire to empower schools and to offer support from Education Scotland, and Education Scotland Northern Team has been constituted and recruited to work collaboratively with Northern Alliance, local authorities and their schools. This is done primarily by engaging with headteachers and staff. The Northern Team and local authority central teams also work in partnership with the Northern Alliance and its local authorities to offer support through partnership projects and joint working.
- 3.2 To this end a pilot project has been undertaken by Education Scotland and the Council with the following aims:

- to carry out a self-evaluation exercise across a sample of thirteen Moray schools – nine primary and four secondary in order to produce a Moray Education Standards and Quality Report. This will evidence progress made in implementing the Council's Schools and Curriculum Development strategic plan
 - to take cognisance of the consultation on restructure across Moray Council and any changes resulting in Education governance moving forwards
 - to use the information gathered to inform the education system and partner agencies in Moray of strengths and areas of good practice, and identify areas for improvement to inform future strategic planning for Education in Moray and for schools to incorporate these priorities into their improvement plan
 - to report to this Committee on 18 December 2019 with high level findings for the improvement of educational provision for Moray's children and young people.
- 3.3 The project team involves the Senior Regional Adviser from the Education Scotland Northern Team, as well as five education officers, two secondary headteachers, three primary headteachers, one primary deputy headteacher and one primary principal teacher from Moray. The team was selected to bring a level of expertise and experience from across Moray and beyond. This experience will help inform the process and coupled with the team visiting four secondary and nine primary schools will lead to an evaluative overview of education in Moray in terms of schools and their educational provision. The project has been shaped by the team in a collaborative manner so that the school staff are empowered to be involved in the decision-making process and help to influence the future strategic direction of education and its partnership services in Moray.
- 3.4 The Head of Education (Chief Education Officer) and the Education Scotland Northern Team Head of Scrutiny will provide quality assurance input to the draft Report leading to the final copy.
- 3.5 The outline project plan is attached at **Appendix 1** for information.

4 SUMMARY OF IMPLICATIONS

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

The report 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 Standards in Scotland's Schools Act 2000 established a statutory duty on local education authorities to ensure the quality of provision in its schools and establishments. This set the agenda for continuous improvement in Scottish education. The Scottish Government publication "Empowering Schools: education reform progress" gives the position in

February 2019 on the development of The Headteacher's Charter and can be viewed at:

<https://www.gov.scot/publications/empowering-schools-education-reform-progress-update/pages/1/>

The Empowerment Agenda has been previously alluded to in a report to this committee on 28 August 2019 under item 5, para 5.1, and can be viewed at:

<https://moray.cmis.uk.com/moray/CouncilandGovernance/Meetings/tabid/70/ctl/ViewMeetingPublic/mid/397/Meeting/8/Committee/4/Default.aspx>

(c) Financial implications

There are no financial implications arising directly from this report.

(d) Risk Implications

There are no risk implications arising directly from this report.

(e) Staffing Implications

There are no staffing implications arising directly from this report.

(f) Property

There are no property implications arising directly from this report. 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

Chief Executive, Education and Social Care SMT, Senior Officers in Education and Social Care, Paul Connor, Principal Accountant, the Equal Opportunities Officer, the Human Resources 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 That Committee scrutinises and notes the contents of this report.

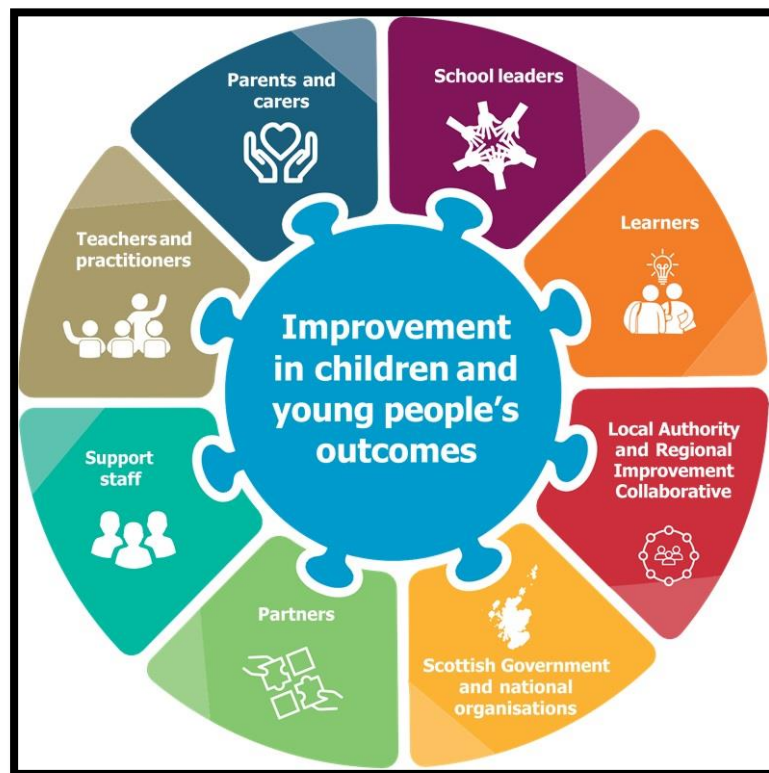
Author of Report: Willem Smit, Quality Improvement Officer

Background papers:

<https://www.gov.scot/publications/empowering-schools-education-reform-progress-update/pages/1/>

Appendix 1

Moray Council Standards and Quality Report 2019 Outline Project Plan



Self-Evaluation Project September – October 2019



Moray Standards and Quality Report 2019

Possible structure/content for reporting – Each section – 1. Strengths 2. Areas for Improvement

Background – WS/KL

- Setting the Scene – Our Moray Context
- Intro
- Context
- Celebrating successes - All
- National and local priorities
- SCD plan

How good are we at ensuring the best possible outcomes for our learners?

- External inspection evidence – ES, CI, gradings and notable key strengths – WS/JS (3yrs)
- Thematic inspection evidence – Empowerment, Numeracy (LHS) – HMC/ DG
- Partner inspection evidence - CLD, Children services, SDS, DYW – snapshots – KL/WS
- Internal evidence gathering – schools SE profiles, SFF - KL/WS
- Attainment – ACEL, Senior Phase, Attainment meetings – Data/Narrative? – KL/HM
- Health and wellbeing – QI 3.1 – HM/KS
- Tracking, monitoring and moderation approaches – HT/JM
- Attendance, exclusions, LAC and ASN – SM/AS
- Achievements/Key events – AS/KS
- Case Studies - All to find

How good is the quality of care and education we offer?

- LT&A – HMC/DG
- Closing the Poverty related attainment gap/ PEF – WS/JS
- Parental engagement approaches – DT/SM
- Partnership approaches, DYW, SDS, Moray College etc. - KL/WS
- GIRFEC, ASN, Inclusion, Equality, Statutory duties – SM/AS (&LR)
- Curriculum including DYW, 1+2, outdoor learning etc. – SM/DT/WS
- Case Studies - All to find

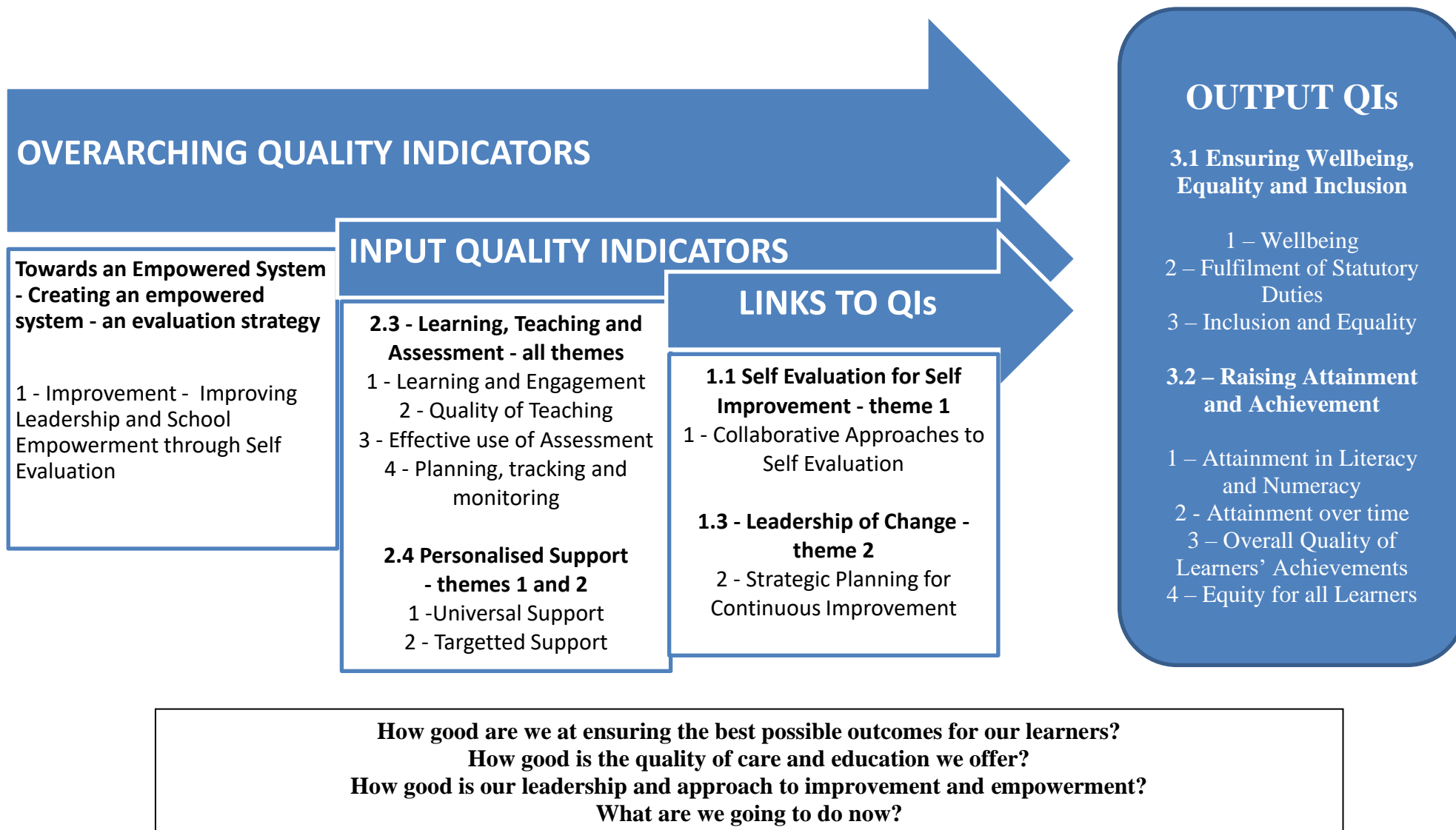
How good is our leadership and approach to improvement and empowerment?

- Professional development – SCEL. MC leadership and management courses etc. – WS (BMP) – BASELINE – IMPACT?
- NQTs – WS (BMP) – BASELINE – IMPACT?
- Coaching and mentoring – WS (BMP) – BASELINE – IMPACT?
- Range of data for above 1 – 3 (% across Moray)
- Ask about QI 1.3 leadership of change – Theme 2
- HT meetings and prof dev workshops, strategic working groups, RIC involvement, ES involvement/CLPL – QI 1.1 SE for SI – Theme 1 / QI 1.3 leadership of change – Theme 2 – HMC/DG
- (Empowerment)
- Aspects of interesting practice - HMC/DG

What are we going to do now? – Generic/Strategic

Next steps for improvement

Self-Evaluation Event Overview



Project Overview and Timeline

Event	Date	Time	Venue		Notes/Documents
Planning Day	Monday 26 August 2019	0930 – 1600 hours	Conference Room, Elgin High School		<ul style="list-style-type: none"> • Overview of event • Roles and responsibilities – expectations and prep to analyse data (Attendance, Attainment, Exclusions, ASN, V&A etc.) • Purpose and outcomes of event • Peer groupings formed • Document preparation – lesson observations, focus group approaches • Discussion of documentation, data and evidence packs • Document s- excerpt from HGIOS4, QMIE2 etc.
Information to Elected Members	To be e-mailed w/c 2 September				<ul style="list-style-type: none"> • WS

Inform School Board Chairs	To be informed by Headteachers and invited to School Parent Focus Groups				<ul style="list-style-type: none"> • WS
Scoping	Thursday 5 & Friday 6 September	1000 – 1600 hours	Annexe Meeting Room 5		<u>Data Packs</u> <ul style="list-style-type: none"> • Attendance, exclusion, SIMD, PEF, Attainment – ACEL, SQA, ASN – IEPs, CSPs, Child Planning, CP, LAC, School SE Gradings, Inspection Data <u>School Improvement</u> <ul style="list-style-type: none"> • Self-evaluation
Scoping (continued)	Thursday 5 and Friday 6 September	1000 – 1600 hours	Annexe Meeting Room 5		<ul style="list-style-type: none"> • profiles, SIPs, SQR, WTAs <u>School Evidence</u> CLPL overview, QA records – observations, surveys, audits <u>Curriculum</u> <ul style="list-style-type: none"> • Rationale, Progressions <u>Local and National Documents</u> <ul style="list-style-type: none"> • HGIOS4 • Towards an Empowered System

					<ul style="list-style-type: none"> •SCD Strategic Plan •NIF Plan •LA relevant policies
School Visits – Please see below for Focus	Thursday 12 September	All day in schools 4-6pm at EHS - tbc	Various schools – group members to schools; 2 per school	<i>Buckie High School- KS/AS</i> <i>Forres Academy- JS/WS</i> <i>Tomintoul Primary- DT</i> <i>Bishopmill Primary- HT/JM</i> <i>Seafield Primary- HMcC/DG</i> <i>St Gerardine's Primary-KL</i> <i>St Thomas' Primary- SM</i>	<ul style="list-style-type: none"> •Data packs •Focus group prompts – staff, pupils, parents, partners •Agree lesson observation format •Data and evidence packs for schools
Planning, Assessment, Tracking and Monitoring	Friday 13 September	AM in schools	Various schools – group members to schools; 2 per school	<i>Lossiemouth High School-HMcC/DG</i> <i>Speyside High School-KS/AS</i> <i>Newmill Primary- KL/HM</i> <i>New Elgin Primary- JS/WS</i> <i>Hopeman Primary- HT/JM</i> <i>Applegrove Primary- DT/SM</i>	<ul style="list-style-type: none"> •Planning formats and exemplars •Staff discussion forum •Assessment evidence and strategy •Tracking and monitoring strategy, process and resulting interventions and impact

Team Meeting	Friday 13 September	2-4pm at HQ Committee Room			• Discussion and agree final format
Writing e-mail notes on school visits	Wednesday 18- Friday 20 September (16 and 17 September – In-service)	* Time and venue to be agreed with peer	* Time and venue to be agreed with peer		• Notes to be completed by 11 October 2019 and sent to Willem • Willem to e-mail to team by 28 October 2019
E-mail notes to WS	Friday 11 October				
WS collate & e-mail to Team	Monday 28 October				
Report section write-up & e-mail to Willem	Monday 4 November				• Team members to write up their sections by 4 November and e-mail to Willem
Team meeting	Friday 8 November	11.00am – 1.00pm	HQ		• To review report compiled from sections written by Team
Draft S&Q and accompanying Executive Summary	Monday 11 November				•

Team Meeting?	TBC				•
Share with project schools	Monday 11 November				• Deadline for comment and feedback – Friday 15 November 2019
Issue report for consultation	Monday 18 November				• Draft out to senior officers for comments
Admin Group Briefing	TBC				• KL/WS
Education CMT Briefing	TBC				• KL/WS
Report to C&YP Committee	Wednesday 18 December 2019				• Preparation of final committee report and associated appendices; consider attendance at committee
Agreed priorities feed into updated Moray Education Strategic Plan	From Term 3 2019/20				•

Focus prompts for Thursday 12 September - Arrange to go to lunch with pupils where possible

1. P4 – Literacy & Numeracy
2. S3 – ACEL 3rd Level and 4th Level (Nat4/4th Level in Literacy & Numeracy?) Moderation issue?
3. Closing the Poverty Related Attainment Gap – PEF - Gap? Interventions? Impact? Evidence?
4. LT&A – best practice? How is best practice shared? Is there action research going on – formally/informally?
5. ASN/Inclusion - % of pupils meeting targets
Innovative practice which promotes inclusion?
Evidence that this has impacted positively on exclusion and incidents of V&A
Next steps to build upon good practice
6. Attendance – attendance stats
What factors influence absence?
What interventions are in place to encourage attendance?
7. CLPL – empowerment at all levels – learners leading learning, staff empowerment – SCEL, MC Leadership & Management Course etc.
8. Classroom observations – 1st visit together, then singly thereafter. Use observation to speak to staff/pupils about planning, learning etc.
9. Bring back examples of interesting practice

Focus prompts for Friday 13 September - Arrange to go to lunch with pupils where possible

1. Moderation focus
2. Ask teachers about the impact of planning, moderation on learners if observing lessons
3. Bring back examples of interesting practice

16.09.2019 V8

Willem Smit, Quality Improvement Officer



**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE
30 OCTOBER 2019**

**SUBJECT: PROGRESS REPORT ON DEVELOPING THE YOUNG
WORKFORCE PARTNERSHIP**

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

1. REASON FOR REPORT

- 1.1 The purpose of this report is to invite the Committee to scrutinise and note the progress made across Moray in relation to Developing the Young Workforce (DYW) in response to Scotlands Youth Employment 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 Education Authority.

2. RECOMMENDATION

- 2.1 **It is recommended that the Committee scrutininises and notes the content of this report.**

3. BACKGROUND

- 3.1 When The Commission for developing Scotland's young workforce was set up in January 2013 under the chairmanship of Sir Ian Wood its purpose was to consider:
 - How a high quality intermediate vocational education and training system, which complements our world-class higher education system, can be developed to enhance sustainable economic growth with a skilled workforce.
 - How to achieve better connectivity and cooperation between education and the world of work to ensure young people at all levels of education understand the expectations of employers, and that employers are properly engaged.
 - How to achieve a culture of real partnership between employers and education, where employers view themselves as co-investors and co-designers rather than simply customers.
- 3.2 In response to the report, the Scottish Government laid out how this would be achieved over a 7 year period in the Scotland Youth Employment Strategy.

This report will give a update on progress to the end of year 5 of the 7 year programme.

- 3.3 A report to this Committee on 24 September 2014 (para 6 of the minute refers) introduced the Wood Commission, now referred to as Developing the Young Workforce (DYW) The Report outlined the Moray position broadly in relation to the recommendations but awaited guidance on moving the agenda forward.
- 3.4 A report to this Committee on 7 October 2015 (para 15 of the minute refers) outlined the service level agreement with Moray Chamber of Commerce around the formation of a Regional Investors in Youth Group.
- 3.5 A report outlining the funding that the Council had received in connection with DYW and how the funding would be spent was presented to this Committee on 2 March 2016 (para 16 of the minute refers).
- 3.6 A progress report on Moray's progress with Career Ready one of the Council's key programmes in Developing the Young workforce was presented to this Committee on 13 December 2017 (para 13 of the minute refers) The report outlined the role out to all 8 secondaries the career ready programme.
- 3.7 A report to this Committee on 3 April 2019 (para 17 of the minute refers) outlined the Introduction of Sector Days as part of Moray Skills Pathway. The report also outlined the significant progress that had been made in the introduction of 7 sector days alignment with Growth and Volume Sectors.
- 3.8 The publication of the 15-24 learner review on the 10 May 2018 has intensified the approach to DYW and the importance of the approach we have taken through the Moray Skills Pathway to embed practice in the curriculum through learning and teaching so all children and young people benefit.
- 3.9 The Developing the Young Workforce Progress Report 2018/19 (**APPENDIX 1**) has been produced by the DYW partnership group.
 - (i) The DYW Partnership group oversee the governance of the Moray Skills Pathway and report to the Employability and Skills group.
 - (ii) Since the launch of the Moray Economic Strategy 2019 – 2029 plan, the proposal is to align the 8 key growth and volume sectors to support this. They would become Learning and Childcare, Health and Life Sciences, Engineering and Manufacturing, Construction, Food and Drink/Tourism, Creative and Digital, Business and Defence and Land Based.
 - (iii) The DYW Partnership action plan has 5 themes, Pathways, Quality Assurance, Early Intervention and Prevention, Promoting Equity and Culture & Practice.
 - (iv) Moray is currently working towards the 2020-2021 next steps in the Youth Employment Strategy, which puts us ahead of expectations from

Scottish Government , however we are not complacent and continues to work to exceed expectations to support our children, young people and economy.

- (v) The Review of DYW Partnership Action, during the RAG rating mainly sit at Amber. As with all the work in this area it is ongoing and we are always working toward excellence and equity for all children and young people in Moray.

- 3.10 The Moray picture has moved at a pace and we are currently working towards the 2020 – 2021 next steps in the Youth Employment Strategy. We intend to develop structures to allow full access for all equalities groups. We continue to promote a full range of positive destinations amongst all stakeholders.
- 3.11 Within each sector group we continue to make clear pathways supporting linking the curriculum to the world of work, ensuring progression of experiences from early level to senior phase and a broad understanding of each sector leading to a better understanding of future career paths.
- 3.12 The follow up attainment paper in February will look further at school leaver destinations.
- 3.13 The chairperson of DYW Moray future commits to supporting the work of the Moray Skills Pathway and DYW Partnership (**APPENDIX 2**). The Council will continue to work in partnership with the DYW Moray Board and Employers to ensure that this approach results in value added to both Education and Employers and that young people are better prepared and are aware of the employment opportunities available to them.

4. 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 the LOIP and in particular to Ambitious and Confident Children and Young People and A Growing and Diverse Economy.

(b) Policy and Legal

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

(c) Financial implications

There are no financial implications arising directly from this report.

(d) Risk Implications

There are no risk implications arising directly from this report.

(e) Staffing Implications

There are no staffing implications arising directly from this report.

(f) Property

None.

(g) Equalities/Socio Economic Impact

DYW has the potential to encourage young people to think beyond traditional gender roles in career choices and to try this out in practice. This can contribute to Moray Council's Public Sector Equality Duties of having due regard to the need to

- Promote equality of opportunity on the grounds of gender
- Foster good relations by challenging traditional gender roles in the career development of young people.

(h) Consultations

Senior Officers in Education and Social Care, MSP Leads, Jim Royan, DYW Chair, DYW Partnership Group, Jim Grant, Head of Development Services, Paul Connor, Principal Accountant, Equal Opportunities Officer, Human Resources 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

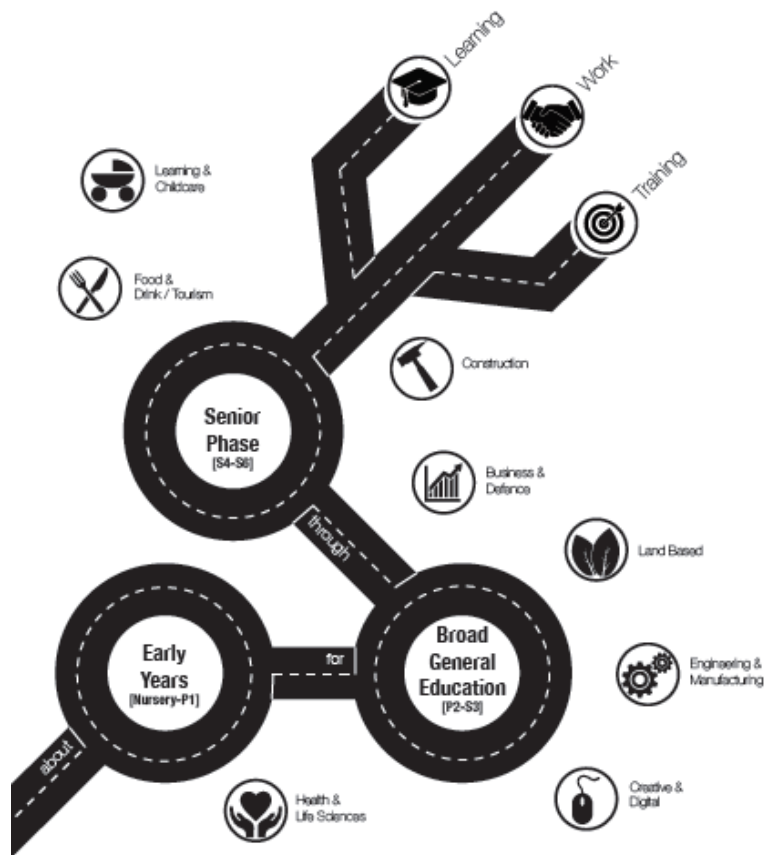
5.1 That Committee scrutinises and notes the contents of this report.

Author of Report: Maxine Garson, Education Support Officer - Skills

Background papers:

[Developing the Young Workforce: Scotlands youth employment strategy.](#)

DEVELOPING THE YOUNG WORKFORCE



PROGRESS REPORT 2018/19



Moray **Skills**
Pathway

Skills
Development
Scotland



University of the
Highlands and Islands
Moray College

DYW

MORAY

Developing the
Young Workforce

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BACKGROUND

Nationally, Developing the Young Workforce (DYW) was published in 2014 as a direct result of a commission under Sir Ian Wood and set out an ambitious set of recommendations.

DYW is a seven-year programme (2014-2021) that aims to better prepare children and young people aged 3–18 for the world of work.

This programme builds on the foundations already in place through Curriculum for Excellence.

The headline aim of DYW is to reduce youth unemployment by 40% by 2021, this was achieved nationally in 2017.

This has been supported by the establishment of 21 regional groups of which DYW Moray is one, with the key objective to engage employers with education.

Education Scotland and Scottish Government released a suite of key documents in collaboration with SDS and parent and employer representations:

- [Career Education Standards \(3-18\)](#)
- [Work Placements Standards](#)
- [School/Employer Partnerships](#)

An ambition of DYW is that education and employers work closely together to equip all young people with the skills and knowledge they will need to flourish in work, and to support diversity in the workforce.

The key measures from the youth engagement strategy were:

- increased uptake of work-related learning from 3-18, including vocational qualifications
- and opportunities for example in Foundation Apprenticeships in the senior phase
- earlier careers guidance available from 2015/16
- new standard for work experience by 2015/16
- new 'pre-apprenticeship' (now known as Foundation Apprenticeships) pilot to help those furthest from the labour market by 2015/16
- all secondary schools to have active partnerships with employers by 2018/19
- all secondary schools to have active partnerships with regional colleges by 2018/19

The collective approach from existing good partnerships allows for the Moray Skills Pathway structure to be supported. An agreed bid to form the DYW Moray employers group was agreed collectively with Moray Chamber of Commerce; from this the DYW Moray regional group was formed in April 2016.

CONTEXT

Moray is in the North-East of Scotland and is strategically located between the two cities of Inverness and Aberdeen. In 2018, the Moray population stood at 95520, and in 2017 22902 (24%) of these were between the age of 3-24 years old. Moray has 60 Early Years, 45 Primary schools and 8 secondary schools, learning also takes place through Moray College UHI and through Addition Support Provision. Moray has 3,832 16-19 year olds in the area with 91.2% of them now participating in Education, Training or Work, a 1.4% increase since 2016.

Moray is a mixture of rural and urban communities with Scottish Index of Multiple Deprivation (SIMD) indicators between 2-10, connectivity both in transport and digital area both area which cause barriers to progression.

Moray has an area of 2,238 km² and is the 11th most sparsely populated area in Scotland; 42.2% of the population live in a rural area and 4.1% live in settlements with fewer than 500 people.

In 2019, Moray's [participation measure](#) was 91.3% a 1.4% rise from 2017, the national average is 91.8%

Moray College Students (2017/18) presented 69% successful completions in Further Education, with the Scottish average 74.6% and had 1,962 full time/part time students (up from 1,556 in 2012/13).

The qualifications of the working age population in 2018 had 38.5% with NVQ 4+ (Scotland: 44.2%) and 8.2% have no qualifications (Scotland: 9.7%).

The 2019–2029 Moray Economic Strategy was published and supports the Skills Investment Plan (SIP) for the area. Within the SIP, Moray Skills Pathway provides a structured pathway for young people from age 3–24 years into education, training or work. This coordinated approach links labour market information, learning pathways and local employers with the provision of careers advice and guidance. The Moray SIP is focused on working with Education and Training providers to ensure that there are enhanced curriculum and training opportunities available locally that are aligned to local, regional and national priorities.

Vision

The vision of the DYW Partnership Group is to develop the capacity of all young people in Moray to be successful in their learning, have confidence in their ability, effectively contribute to the school, community and society and able to make responsible decisions now and in the future.

Values

Person-centred values, culture and practice ensures positive outcomes for all Children and Young People in Moray.

Aims

- All young people in Moray throughout the Broad General Education (3-14 years) will have 4 activities with each key sector prior to Senior Phase choices
- There are clear pathways developed for each key sector with young people progressing through these within the Senior Phase and beyond
- An increase in the number of opportunities for young people who may have barriers to employment by addressing inequalities
- A partnership approach to the joint design and delivery of the learning offer within the curriculum
- Science, Technology, Engineering and Maths (STEM) will sit at the heart of the development of the Moray Skills Pathway

Purpose

A proactive partnership approach to provide a framework to ensure young people develop the skills, knowledge and attitudes throughout the curriculum which are required for the workplace thus supporting employers and Moray's growing economy.

THE MORAY SKILLS PATHWAY

The Moray Skills Pathway is a single framework to progress gainful employment for all young people through offering opportunities to develop the skills, knowledge and attitudes required for the workplace thus supporting employers and Moray's economy. This is achieved through ensuring that all young people, 3-15, have exposure to at least 4 meaningful engagements with each of the key volume and growth sectors prior to making subject choices and clear pathways within the senior phase and beyond to support each sector and pupils aspirations.



The Moray Skills Pathway is primarily supported by 4 key partners:

- Moray Council
- Moray College UHI
- Skills Development Scotland, Moray
- DYW Moray Regional Group

This supports the delivery of Key Performance Indicators and ensures that entitlements for young people from the Career Education Standards are met.

The 2016-19 growth sectors within the Moray Skills Pathway were:

- Early Learning and Childcare
- Health and Social Care
- Engineering
- Construction
- Food and Drink/Tourism
- IT and Creative Industries
- Business and Professional Services
- Land Based

In line with the Moray Economic Strategy the proposal for 2019 onwards for growth & volume sectors are:

- Learning and Childcare
- Health and Life Sciences
- Engineering and Manufacturing
- Construction
- Food and Drink/Tourism
- Creative and Digital
- Business and Defence
- Land Based

The key outcomes of the sectoral and ASG programmes are:

- Delivery the aims of the Moray Skills Pathway
- Establish the sector network and learn from good practice
- Develop and review activity overview guides
- Plan and delivery sector taster days for S3 students
- Influence senior phase and post school pathways in line with local labour market needs
- Maximise the accreditation of wider achievement
- Actively engage with the Career Education Standards

REVIEW OF DYW PARTNERSHIP ACTION PLAN

THEME	OUTCOME	RAG
Pathways	All children & young people have a pathway profile – 3-24 years	
	All children and young people requiring additional support have a transition plan in place – 3-24 years	
	All post-school young people are entitled to have support to ensure they sustain positive destinations	
	Clear pathways established for the 8 key sector for children & young people to progress from ages 3-24 years (Moray Skills Pathway Governance) <ul style="list-style-type: none"> • Key Outcomes Sectoral Programme • Key Outcomes ASG Programme 	
	Increase the number of Work Related Qualifications offered in the Senior Phase	
	Pathways are linked to the Skills Investment Plan and Moray's Economy	

Moray Skills Pathway is embedded in almost all schools with in Moray, the interactions created for the children and young people has given a better understanding of the world of work and are in line with Labour Market information for Moray. Sector Days have been introduced in all Volume and Growth Sector areas for S3 pupils to allow them to make more informed choices in the Senior Phase.

All secondary schools now have embedded pathway planning meetings to support the needs of the learners allowing for individual pathways to be supported.

Through the introduction of Foundation Apprenticeships, widening the schools senior phase offer and creating more bespoke work related learning placements like Career Ready the offer of work related qualifications has broadened.

The My World of Work profile through SDS is available from session 2019/20 and roll out for this has started which should support a significant increase in children & young having a profile. All schools and key partners have access to Moray Skills Pathway, Skills Cards which have been developed over session 2018/19 to support profiling development.

THEME	OUTCOME	RAG
Quality Assurance	Our data is accurate – valid and reliable	
	Annual data analysis to identify areas for improvement in line with QI's	
	Review data of young people not participating in learning, training or work	
	Gathering and learning from Partners Voice (parents/young people/employers)	
	Robust data sharing agreement between DYW Partnership group	

All schools have had training on SEEMIS to support data accuracy particularly in relation to ASN and other equity groups; this data is being used to inform future planning through pathway planning meetings. Through the datahub Moray College UHI is using the data to inform curriculum planning, Moray College report their data to be very accurate.

School leaver data is more accurate and plans are underway to further improve the accuracy of post school data. Employability is embedded in the Local Outcome Improvement Plans (LOIP) with Moray Skills Pathway and Moray Pathways Consortium leading under Education and Employment.

Data sharing is now place between some partners and work is being undertaken to expand this particularly to support equality groups so early interventions can be put in place.

THEME	OUTCOME	RAG
Early Intervention & Prevention	All partners understand the interventions and can access these in a timely manner	
	All young people in Moray throughout the BGE (3-14 years) will have 4 activities with each key sector prior to Senior Phase	
	Pilot Authority for Raising Attainment in Science Education (RAiSE)	
	Parental Engagement	

Moray Pathways website was launched in May 2019 as a one stop shop for all age Employability in Moray. All schools have links through the Moray Skills Pathway to enable networks allowing the 4 interactions in each sector to take place. The Activity Overview Guide template is in place to ensure co-design and co-deliver of activities can take place supporting the Career Education Standard and the Work Placements Standard. The Sector Days and Moray College taster days are available to all S3 students in Moray to support them in making decisions about their senior phase pathways. Through the introduction of the 33pw almost all schools have a more relevant offer within the senior phase supporting young people to achieve and realise individual aspirations and providing pathways supporting young people to achieve these. A fuller data set around the Moray Skills Pathway will be available in Dec 2019, this will allow targeted support to be put in where required, significant work has been done by almost all schools in embedding interventions through the Moray Skills Pathway.

As a RAiSE authority all primary and early year setting had access to training to upskill teachers in the delivery of STEM curriculum, the STEM Strategy for Moray further supports this with STEM in the WORKPLACE and STEM week being embedded in the annual calendar

Children and Young People are developing an awareness and language of skills and have an understanding of how this supports them in their future, in best practice schools are sharing skills development through profiles and annual reports.

While parental engagement was the focus, much more work has been done through community engagement with intergenerational projects, credit union projects, Rotakids, John Muir awards and young people's participatory budget to name a few.

THEME	OUTCOME	RAG
Promoting Equity	Early identification of pupils experiencing barriers to full participation through Pathway Planning	
	Gender balance, unconscious bias training	
	An increase in the number of opportunities for young people with barrier to employment.	
	All schools achieved Rights Respecting Schools Awards (RRSA) Bronze level, now known as ROC	

All secondary schools now have embedded pathway planning meetings to support the needs of the learners allowing for individual pathways to be supported.

Gender balance and unconscious bias training is on offer to all schools and partners the training has been adapted to be offered to Primary pupils and initial evaluations are very positive.

Funding through Care Experience Attainment Fund has been secured to test a new employability mentoring programme in 2 schools.

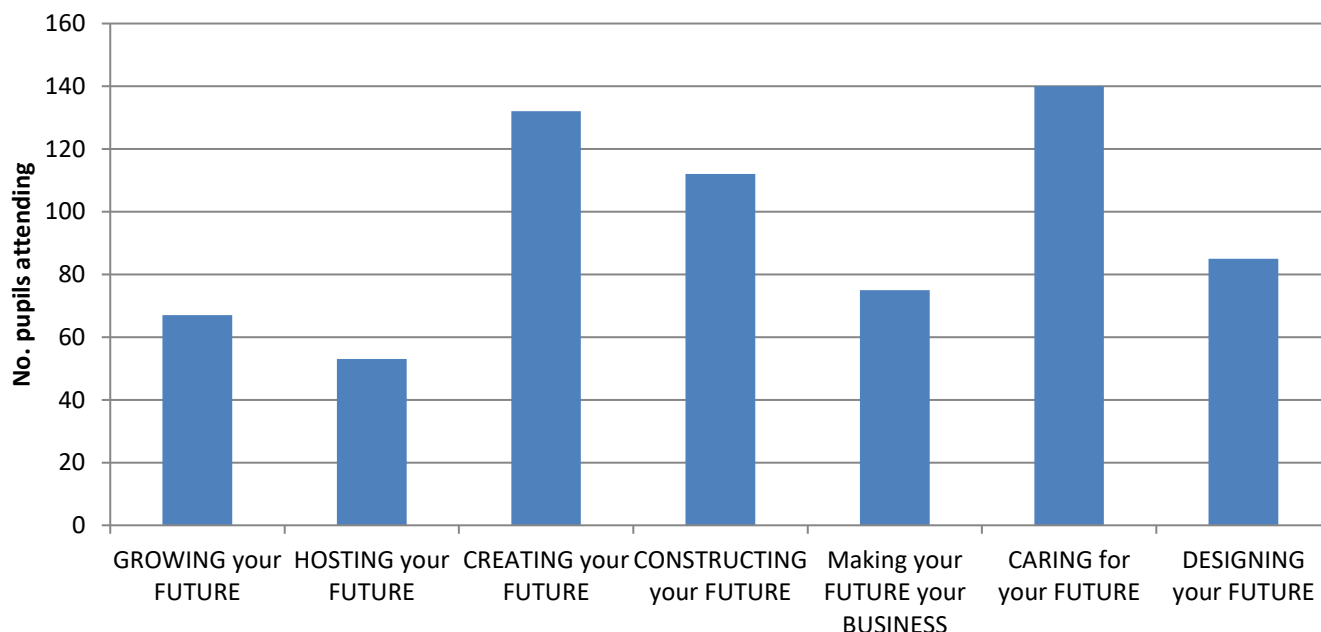
Pupil equity funding has been used in almost all schools to develop skills for life, work and learning as well as Health & Wellbeing.

41 schools are now involved in Rights Respecting Schools in Moray, with 8 schools achieved silver and 3 gold level.

THEME	OUTCOME	RAG
Culture & Practice	Shared language between partners to ensure common understanding of vision, values, aims and purpose	
	Secure a greater understanding of the pathway planning process	
	A partnership approach to the co-design and co-delivery of the learning offer	
	STEMD rich economy and curriculum in Moray	
<p>The Moray Skills Pathway is a shared strategy across the partnership to ensure all partners have a common approach.</p> <p>Significant work has been done to support schools to implement Pathway Planning which involves key partners, through close partnership working with Skills Development Scotland both schools and college has improved their data.</p> <p>Following the introduction of the 33period week a short life working group of all key partners worked to develop a better learning offer, this is still in development and aligned to the Labour Market Information available.</p> <p>In seeking a diverse and partnership approach, DYW Partnership group has established some good workforce connections within the third sector, and continues to work with tsiMoray, to see where new opportunities for employers and for young people may be developed. Third Sector representation is evident in at least five of the growth sectors and scoping exercises are ongoing, so that new opportunities can emerge.</p> <p>Moray has a partnership STEM strategy which fully supports the Moray Skills Pathway, this has seen significant additional offers being made.</p>		

KEY ACHIEVEMENTS

- **All schools** involved in Career Education Standards in service training delivered through partnership, upskilling all in Local Labour Market information.
- STEM in the workplace delivered in partnership with RAF Lossiemouth and Moray Council in year 3 had **every P6 pupil** (1200) attend over the 3 days, sponsorship from Veolia UK we offered equity for transport.
- **634** S3 pupils attended Sector days over the course of 2018/19 all employer led through the Moray Skills Pathway



- Through Creativity funding 80 early years setting have received a **Talking Tub** which supports the 8 keys sectors and allows child led discussion around skills for work, this fund has also supported the development of **Moray Skills Pathway Skills Cards** supporting profiling and learning conversations in primary, secondary and post school.
- Career Ready is now embedded in **all 8 secondary schools** with annual growth in both students and companies supporting.

Programme Year	Young People Graduated/Participating.
2014 - 2016	22
2015 - 2017	28
2016 – 2018	36
2017 - 2019	39
2018 - 2020	44
2019 - 2021	55



- Pathway planning for all S3-S6 pupils in place in all secondary schools involving school/college links to **support our most vulnerable and disengaged young people**.
- Employer engagement supporting education has increased, in **2018/19 158 employer engaged, 84 collaborated and 17 employer influenced**.

- The number of Work Related Learning placements are available, currently on the Work-it database **845 placements** are available nearly all placements are now individual to the learner and vary from week placements, day a week placement to more significant blocks of time in the workplace.
- **All** S3 pupils from all 8 secondary schools attended taster days at Moray College UHI, to ensure they understand the options available throughout the Senior Phase.
- All secondary schools are involved in partnerships with Moray College UHI, the courses range from N5, H and Advanced Higher to vocational courses.

2017 – 2018	2018 - 2019	2019 - 2020
349	386	452

Further breakdowns are below:

Foundation Apprenticeships are offered in 6 of the 11 frameworks in line with the key sectors, the offer is increasing annual.

Foundation Apprenticeship	2017 - 18	2018 – 19	2019 - 20
Business Skills	7	6	10
Children & Young People	6	14	23
Healthcare	10	15	29
Creative & Digital Media	-	9	18
Hardware & System Support	-	-	5
Engineering	-	-	5
Total	23	44	90

Senior phase pathways in secondary schools have broadened the range of work related qualifications offered to pupils, these include NPAs and Skills for Work courses. Over the course of 3 years the uptake has increased.

2017 – 2018	2018 - 2019	2019 - 2020
190	187	225

All secondary schools are involved in partnerships with Moray College UHI, the courses range from N5, H and Advanced Higher to vocational courses

2017 – 2018	2018 - 2019	2019 - 2020
349	386	452

- Primary and Secondary pupils **are increasingly being provided** with opportunities to engage with local employers; evidence abounds in this area through school newsletters, Twitter feed and school webpage activity, further data capture is done by the schools to ensure all young people have a broad range of experiences.
- All secondary schools and more primaries are promoting My World of Work in Moray through PSE, UPS and parental engagement sessions. During session 2017/18, 3606 young people in Moray secondary schools were active users of My World of Work (**77% of Moray young people which compares to 74% nationally**)
- Moray schools and partners are promoting a **range of pathways** post-school including the apprenticeship family through pupil and parent engagement

- The **#nowrongpaths** campaign which has been led by DYW Moray takes place annually in August and was supported by a wide variety of employers.
- A large number of work place visits have taken place for educators and other partners as **CLPL** to support their understanding of Morays Economy and Skills for Work required by young people.
- The DYW Moray Board represents a wide range of local employers, local authority officers, partners and college representatives. During session 2018/19 there was **16 active** board members.
- All secondary schools have agreed an additional block of time in addition to the traditional Wednesday (Moray College UHI Senior Phase day) to enable **consortia approaches** to delivery.
- All National 4 pupils are offered an Employability programme, **Meaningful May** for the duration of exam leave – this includes a 2 week work related learning placements. Through this pupils gain the Nat 4 employability award and the Nat 4 Work placement unit. Over the **4 years 393 young people** have been part of the programme.
- There has been an increase in engagement with schools at job centres and for post-school young people through **employability programmes**.
- In seeking a diverse and partnership approach, the Moray Skills Pathway has established some **good workforce connections within the third sector**, and continues to work with tsiMoray, to see where new opportunities for employers and for young people may be developed. Third Sector representation is evident in at least five of the growth sectors and scoping exercises are ongoing, so that new opportunities can emerge – there has been significant increase in engagement with schools.

WHAT ARE OUR NEXT STEPS?

- Equity of access to the breadth of the senior phase offer across Moray continues in terms of:
 - Transport and access to partner institutions and employers for all schools
 - Availability of teacher/lecturer staff capacity to deliver STEM subjects
 - Variable size of senior phase cohorts within the 8 Moray Schools
 - Technology issues which have prevented timely progress of digital and VLE opportunities
- Development of a Moray Skills Progression to support Profiling and Reporting
- Development of pupil owned profiles that allows all young people to understand skills, next steps and where it might lead them
- Continue to develop the range of work related qualifications on offer to learners.
- There are a limited number of large businesses in Moray; only 10 are classified as large, making interactions with and coordination of a large number of Small and Medium Enterprises a challenge. This makes the coordination of Sector and ASG meetings a challenge in many of the sectors; consideration to be given how this can be addressed.
- School buildings not fit for purpose to deliver a number of industry-focussed courses in schools; progress re consortia approaches and partnership working to support this initiative.
- Teaching staff require further training and development for industry focussed courses.
- Gender stereotypes remain very strong within Moray communities; further roll out Gender bias training to schools, partners and employers.
- Clear data on the impact of DYW activities in equality groups is lacking; there is some additional tracking and analysis being undertaken in this area.
- Enterprise building and self-employment skills could be more fully developed within all stages of the curriculum; consider school and partner approaches for this within BGE and also senior phase, aligning to Moray Skills Framework.
- Support mechanisms for young people with limited support, challenge and networks at home are limited, particularly for young people who are care experienced and other equality groups. Evaluate the actions within the Corporate Parenting education and employability action plan sub group.
- Deliver and evaluate the new Mentoring Young Talent (MYT) employability programme. This programme is being tested out in session 2019/20 with S3 pupils in Elgin High School and Buckie High School. This will be provide group work, work related learning and 1:1 mentoring support to care experienced and other disadvantaged young people.
- Range of courses that meet the young persons need/work based learning reacts to the need of young people; schools to be more responsive, using a range of data to be able to develop this at an early stage.
- Ensure all courses and curricular pathways lead to a positive sustained destination.

EXTERNAL VALIDATION

Moray Council – CLD Inspection

In April 2018, HM Inspectors published a report on community learning and development (CLD) in Moray Council and in the Buckie area and to a lesser extent Portknockie, Cullen, Findochty and Portgordon. A further monitoring visit was carried out in October 2018.

This report extract is based on a continuing engagement which was carried out in March 2019.

... “During this visit we met with a range of staff, volunteers and partners. We focused on the areas for improvement identified in the original inspection. As a result, we were able to find out how well partners across the authority are now working together to support learners and communities to improve life chances CLD work across the Buckie area remains good overall.

... Young people in Buckie High School continue to gain important life skills through a range of youth work programmes. Increasing numbers are gaining awards although there is scope to better track and monitor this.

... High numbers of young people attend the primary transition programme and the Steps to Work group are improving skills and confidence. Young people facing challenges enjoy good support from the Activity Agreement programme. Several are gaining awards as a result.

... Community groups across Buckie continue to thrive. Several are tackling social isolation and improving health and wellbeing. Those seeking to secure community asset transfer are well supported by Community Support Unit (CSU) staff. Volunteers are now improving local community facilities such as the Cullen Men’s Shed. The Lampie Hoose, Buckie Community Theatre and the Well Park Road group all engage well with their local community and enhance the volunteering offer.”

Moray SDS – CIAG Inspection

The external review by Education Scotland took place between 10 and 14 September 2018. The review focused on Career Information, Advice and Guidance (CIAG) services delivered by Skills Development Scotland (SDS) in Moray.

The main findings which relate to the DYW Partnership Group Action Plan are noted below.

Customer progression and achievement

- In all schools in Moray, careers staff are highly accessible and deliver a flexible service. All young people value the support they receive to make decisions about pathways and future career choices
- The percentage of targeted S4-S6 pupils receiving coaching guidance with two or more Career Management Skills (CMS) assessments showing improved CMS, has increased significantly over the last three years and is now above the minimum expectation
- The proportion of P7-S1 pupils receiving a group engagement has improved significantly over the last two years from 35% to 97%, and is now above the national performance figure
- The percentage of S2-S3 pupils making subject choice with a one-to-one engagement has increased significantly from 25% in 2016-17, to 90% in 2017-18
- Overall, the percentage of secondary school pupils in Moray with a My World of Work (MyWoW) registration is above the national performance figure
- The percentage of Next Steps customers supported by SDS, progressing to learning, training or work is 62%. This is above the minimum expectation of 50%
- The percentage of Next Steps customers supported by SDS, progressing to learning, training or work, sustaining for six months is 61%, above national performance level of 58%

Delivery of key services

- Pathway Planning meetings are supported well by SDS staff to support transition planning, particularly for those customers at risk of not entering a positive destination on leaving school
- Strong links between school and SDS staff in the development and the promotion of the Moray Skills Pathway, are effective in supporting further employment and training opportunities for pupils in Moray
- The use of skills profiling for all third year pupils in secondary schools, has increased their awareness of the importance of developing and using their CMS as they progress through school to plan for their future opportunities
- There are strong relationships between careers staff and school guidance teams which ensure timely and effective referrals for pupils, in accordance with their individual needs
- The delivery of services by careers staff helps pupils to explain confidently, the importance of developing their CMS, to understand the vocabulary of the CMS framework, and relate it to examples where they have developed relevant skills
- The area team contribute to both the planning and delivery of opportunities for targeted S4 pupils. For example, the Meaningful May programme includes a range of appropriate activities to assist young people in further developing their CMS and their knowledge of the world of work.

Management of service delivery

SDS staff have worked well with local schools to raise awareness of the importance of accurate data capture within management information systems (MIS). Schools are now more aware of the importance of the Data Hub in planning for positive destinations

Area of Excellent Practice:

- There is one example of excellent practice identified during the review.
- The use of targeted, seasonal Activity Agreement programmes to support vulnerable young people to progress to a positive destination.

- Activity agreements are individualised programmes, designed to allow young people, who are at risk of not entering a positive destination on leaving school, to develop their skills and confidence. Through engagement in a variety of activities, young people are supported to prepare for employment, training, education or volunteering. The majority of young people who are referred to an activity agreement experience barriers to progression, such as lacking in confidence, having low self-esteem, or experiencing social anxiety. Due to the nature and complexity of these support needs, many are initially difficult to access or have problems sustaining engagement.
- In Moray, the activity agreement programme is delivered on an individual basis. Staff from SDS and partners identified that this approach proved difficult to sustain during peak times, particularly for referral of school leavers in May or December. In response to the unmet need of this targeted group of post-school customers, SDS careers staff and Activity Agreement co-ordinators, led the development of an innovative new approach. The revised programmes, based on seasonal provision, is planned to coincide with peak demand, such as with summer and winter school leavers.
- A more coordinated and systematic approach, builds on and utilises, the resources and skills of a range of partners. These include SDS careers staff, The Moray Council community learning and development team, and a range of employability providers, to broaden the number of activities available to customers. The introduction of a group-based approach supports young people well to develop both as individuals, and as part of a team, to gain new skills and build confidence. This approach also allows careers staff and other support agencies, to keep in touch more easily with traditionally hard-to-reach customers. Regular access to a range of key staff is supporting young people well to discuss and review their progress and plan for their next steps. In turn, careers staff and other agencies can intervene quickly if required, to provide additional, individualised support.
- Engagement with the new programme supported 24 young people to access tailored CIAG services, develop their CMS, and build and improve their self-confidence. The programme is successfully supporting these vulnerable young people to enter a positive destination, with 80% of those who started the programme progressing to either further education, training or employment.
- Feedback from young people who have engaged with the new programme is very positive. Some of the young people involved describe their experience in the following short film clip: <https://vimeo.com/261092692>.

LINKS TO USEFUL DOCUMENTS

National Improvement Framework

<https://www.gov.scot/publications/2019-national-improvement-framework-improvement-plan-summary-document/>

Moray 10-Year Plan - Local Outcomes Improvement Plan (Loip) – Moray 2027

<http://www.moray.gov.uk/downloads/file119323.pdf>

Corporate Plan

<http://www.moray.gov.uk/downloads/file119976.pdf>

Regional Improvement Collaborative – Northern Alliance Workstreams

<https://northernalliance.scot/>

Moray Children's Services Plan 2017-2020

<http://www.moray.gov.uk/downloads/file112627.pdf>

Moray Economic Strategy 2019-2029

<http://www.moray.gov.uk/downloads/file123287.pdf>

Moray Community Planning Partnership – Community Engagement Strategy

[Moray CPP Community Engagement Strategy](#)

DYW – Youth Employment Strategy

<https://www.gov.scot/publications/developing-young-workforce-scotlands-youth-employment-strategy/>

No One Left Behind – Scottish Government

<https://www.gov.scot/publications/one-left-behind-next-steps-integration-alignment-employability-support-scotland/>

DWY – Education Scotland

[https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/Developing%20the%20Young%20Workforce%20\(DYW\)](https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/Developing%20the%20Young%20Workforce%20(DYW))

Education Scotland - Moray CLD Inspection Report – Continuing Engagement

<https://education.gov.scot/assets/contactorganisationinspectionreports/cldmoraycouncil100619.pdf>

Education Scotland - Moray SDS CIAG Report

<https://education.gov.scot/assets/contactorganisationinspectionreports/morayciag091118.pdf>

15-24 Learner Journey Review

<https://www.gov.scot/publications/15-24-learner-journey-review-9781788518741/>

DYW PARTNERSHIP GROUP MEMBERSHIP.



Moray **Skills** Pathway



Tuesday, 1ST October 2019

DYW Moray response to the Report to the Committee Report and Appendix to the Children and Young People Committee of the Moray Council.

Prepared by:

Jim Royan, Chair of DYW Moray and endorsed by the DYW Moray Board 1st Oct.

Background:

In June 2019 following the resignation of the DYW Moray Chair, Mrs Jill Armit, I was invited to join the Board as Interim Chair which I accepted given the important nature of the employability agenda.

Overview:

My appointment coincided with the DYW Moray contract being transferred from the Moray Chamber of Commerce to the Moray College UHI. At the end of July following 1x1 meetings with all Board members a number of board workshops and a unique review, sponsored and facilitated by Pernod Ricard-Chivas of DYW Moray from an employer's perspective took place. This also embraced the Moray Skills Pathway.

The board is currently reviewing the detail of the Chivas report and further engagement with employers is planned during the autumn.

It is the intention of the board of DYW Moray, that with the benefit of a more strategic focus we will commence the planning for our 2020-21 delivery programme in October this year.

In addition to our current programme I am proactively engaging with the national DYW chairs group and exploring other effective models of good practice.

The Board of DYW Moray, as an employer led organisation, are unanimous in the commitment to the concept of DYW however, like many other DYW boards the growing pains are passing and the true meaning and practice of 'partnership' is starting to emerge. As partners the Moray Council has a critical role to play in addition to their statutory obligations. It is a complex but not insurmountable agenda I and the board of DYW Moray look forward to working with all partners in supporting the young people of Moray to believe in their own ability. The real challenge is turning the rhetoric into reality.

Jim Royan

Chair, DYW Moray

1st October 2019.

