



Education, Children's and Leisure Services Committee

Tuesday, 20 February 2024

NOTICE IS HEREBY GIVEN that a Meeting of the **Education, Children's and Leisure Services Committee** is to be held at **Council Chambers, Council Office, High Street, Elgin, IV30 1BX** on **Tuesday, 20 February 2024** at **09:30**.

BUSINESS

1. **Sederunt**
2. **Declaration of Group Decisions and Members Interests ***
3. **Resolution**
Consider, and if so decide, adopt the following resolution:
"That under Section 50A (4) and (5) of the Local Government (Scotland) Act 1973, as amended, the public and media representatives be excluded from the meeting for Items 16 and 17 of business on the grounds that it involves the likely disclosure of exempt information of the class described in the relevant Paragraphs of Part 1 of Schedule 7A of the Act."
4. **Minutes of meeting of 28 November 2023** 7 - 16
5. **Written Questions ****
6. **Children and Families Social Work Services Revenue** 17 - 22
Budget Monitoring to 31 December 2023
Report by Chief Officer, Health and Social Care Moray
7. **Education Revenue Budget Monitoring to 31 December** 23 - 28
2023
Report by Depute Chief Executive (Education, Communities and Organisational Development)

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| 8. | Devolved School Budgets Carry Forward | 29 - 32 |
| | Report by Depute Chief Executive (Education, Communities and Organisational Development) | |
| 9. | Education Scotland Inspection of Knockando Primary School | 33 - 38 |
| | Report by Depute Chief Executive (Education, Communities and Organisational Development) | |
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| 12. | Review of Additional Support Needs Services | 75 - 96 |
| | Report by Depute Chief Executive (Education, Communities and Organisational Development) | |
| 13. | Education Resources and Communities Revenue Budget Monitoring to 31 December 2023 | 97 - 102 |
| | Report by Depute Chief Executive (Education, Communities and Organisational Development) | |
| 14. | Information Reports - if called in | |
| 15. | Question Time *** | |
| | Consider any oral question on matters delegated to the Committee in terms of the Council's Scheme of Administration. | |

Item(s) which the Committee may wish to consider with the Press and Public excluded

- | | |
|-----|--|
| 16. | Learning Estate Strategy and Delivery Programme - Findrassie Primary School [Para 8 and 9] |
| | <ul style="list-style-type: none"> • 8 & 9. Information on proposed terms and/or expenditure to be incurred by the Authority; |
| 17. | Learning Estate Programme – Elgin High School Capacity Expansion Project Update [Para 8 and 9] |
| | <ul style="list-style-type: none"> • 8 & 9. Information on proposed terms and/or expenditure to be incurred by the Authority; |

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

Information Reports - Not for Discussion at this Meeting

Any member wishing to call in a noting or information report from one meeting shall give notice to Committee Services at least 48 hours before the meeting for which the report is published. The Notice shall be countersigned by one other elected member and shall explain the reason for call in including any action sought.

Information Report - Singleton Inspections of Early Learning and Childcare Centres – Published Reports 103 - 120

April 2023 to January 2024

Report by Depute Chief Executive (Education, Communities and Organisational Development)

Information Report - His Majestys Inspectorate Progress 121 - 130

Visit and Community Learning and Development Plan

Report by Depute Chief Executive (Education, Communities and Organisational Development)

Information Report - Primary and Secondary School Capacity Occupancy and General Purpose Spaces 2023-24 131 - 144

24

Report by Depute Chief Executive (Education, Communities and Organisational Development)

Summary of Education, Children's and Leisure Services

Committee

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

GUIDANCE NOTES

* **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.

MORAY COUNCIL

Education, Children's and Leisure Services Committee

SEDERUNT

Councillor Kathleen Robertson (Chair)
Councillor Bridget Mustard (Depute Chair)

Councillor James Allan (Member)
Councillor Tracy Colyer (Member)
Councillor John Cowe (Member)
Councillor John Divers (Member)
Councillor Juli Harris (Member)
Councillor Sandy Keith (Member)
Councillor Scott Lawrence (Member)
Councillor Graham Leadbitter (Member)
Councillor Marc Macrae (Member)
Councillor Paul McBain (Member)
Councillor Shona Morrison (Member)
Councillor Derek Ross (Member)
Councillor Sonya Warren (Member)

Mrs Sheila Brumby (Non-Voting Member)
Mrs Anne Currie (Non-Voting Member)
Mr Alfie Harper (Non-Voting Member)
Ms Jillian MacKellar (Non-Voting Member)
Reverend Tembu Rongong (Non-Voting Member)
Mrs Susan Slater (Non-Voting Member)
Mrs Emma Tunnard (Non-Voting Member)

Clerk Name:	Caroline O'Connor
Clerk Telephone:	07779 999296
Clerk Email:	committee.services@moray.gov.uk

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

Tuesday, 28 November 2023

Council Chambers, Council Office, High Street, Elgin, IV30 1BX

PRESENT

Councillor James Allan, Mrs Sheila Brumby, Councillor Tracy Colyer, Councillor John Cowe, Councillor John Divers, Mr Alfie Harper, Councillor Juli Harris, Councillor Sandy Keith, Councillor Scott Lawrence, Councillor Graham Leadbitter, Councillor Paul McBain, Councillor Shona Morrison, Councillor Bridget Mustard, Councillor Kathleen Robertson, Reverend Tembu Rongong, Councillor Derek Ross, Mrs Susan Slater, Councillor Sonya Warren

APOLOGIES

Mrs Anne Currie, Councillor Marc Macrae, Mrs Emma Tunnard

IN ATTENDANCE

Depute Chief Executive (Education, Communities and Organisational Development); Head of Education; Acting Head of Education Resources and Communities; Stewart McLauchlan, Quality Improvement Manager; Social Work Service Manager; Early Years Service Manager; Head Teacher, Forres Academy; Caroline O'Connor, Committee Services Officer and Tracey Sutherland, Democratic Services Manager.

1. Chair

The meeting was chaired by Councillor Kathleen Robertson.

2. Declaration of Group Decisions and Members Interests *

In terms of Standing Order 21 and 23 and the Councillors' Code of Conduct, there were no declarations from Group Leaders or Spokespersons in regard to any prior decisions on how Member will vote on any item on the agenda of any declarations of Member's interested in respect of any item on the agenda.

Councillor Lawrence did however state that in relation to Item 12 "Education Scotland Inspection of Andersons Primary School" and Item 14 "Forres Academy Reinforced Autoclaved Aeriated Concrete (RAAC) Contingency and Recovery Planning" he was a parent of children attending the schools. This was noted.

Councillor Robertson stated in relation to Item 14 "Forres Academy Reinforced Autoclaved Aeriated Concrete (RAAC) Continutency and Recovery Planning" she was a parent of a child attending the school. This was noted.

3. Resolution

The meeting resolved that in terms of Section 50A (4) and (5) of the Local Government (Scotland) Act 1973, as amended, the public and media representatives be excluded from the meeting for Items 17 and 18 of business on the grounds that it involves the likely disclosure of exempt information of the class described in the relevant Paragraphs of Part 1 of Schedule 7A of the Act.

Para Number of the Minute	Para Number of Schedule 7a
16	Para 4 Information relating to any applicant or recipient of any financial assistance provided by the Authority.

4. Minutes of meeting of 19 September 2023

The minute of the meeting of the Education, Children's and Leisure Services Committee dated 19 September 2023 was submitted and approved.

5. Written Questions **

The Committee noted the following written question submitted by Councillor Fernandes and the Council's response thereto:

Language Degrees

The University of Aberdeen is currently drawing up plans for consultations which are likely to see the withdrawal of Honours degree in languages (French, German, Spanish, Gaelic).

Should the withdrawal go ahead, students would have to move to the Central Belt or the South of Scotland to study languages.

How many languages teachers employed by the Moray Council are Aberdeen University alumni? How many languages teachers' vacancies are there in the Moray Council?

What would be the impact of the University of Aberdeen's withdrawal of languages degrees on languages teachers' recruitment in Moray?

RESPONSE

Of the 39 modern languages teachers across the secondary school within the authority, 8 qualified at Aberdeen University – figures taken from their GTCS registration.

We currently do not have any vacancies for modern languages teachers across the authority.

If Aberdeen University was to withdraw the options of studying modern languages to Honours degree level, it may have the impact of redirecting students wishing to study modern languages to a university elsewhere in the country. They would still be able to return to the local area as one of their choices for their NQT year. The more concerning issue would be if people initially wishing to study modern

languages at a local university chose a different subject area to study, in order to study locally.

6. Notice of Motion - Wave Trust

In terms of Standing Order 34a, there was submitted a Notice of Motion by Councillor Warren, seconded by Councillor Lawrence in the following terms:

WAVE Trust

Background

- Wave are a UK and Ireland wide network of individuals, organisations and elected representatives working together to reduce child abuse, neglect and other adverse childhood experiences (ACEs) by at least 70% by the year 2030. This is the 70/30 campaign.

Further details of Wave and the 70/30 campaign can be found at-

<https://www.wavetrust.org/7030>

- Adverse Childhood Experiences can raise the likelihood of over 80 negative life outcomes, including mental health, drug addiction, suicide attempts, alcoholism, criminality, as well as several physical health issues.
- It is important to recognise the preventative work already being carried out by the Moray Council and acknowledge that there is an understanding of ACEs across services, including Education.
- It is important to realise the intergenerational impact ACE's can have on individuals. Trauma and its effects can be passed down through generations. The effects and associated costs of ACE's can last for multiple decades.
- Adverse Childhood Experiences (ACE) can also result in the entrenchment of intergenerational health and income inequalities at the loss of over £20 billion per year to the UK economy.
- The effects of ACE's can be long term, intergenerational and complex. Each case is different and there can be substantial costs in educating a young person who has suffered an ACE. Due to the negative life outcomes associated with ACE's (See first bullet point) long term costs can apply to a number of services provided by Moray Council.
- over 700 MPs, MSPs, MLAs, AMs, mayors, and local Councillors have endorsed the campaign across all political parties.

Action

There are a number of things that can be done to help prevent young people in Moray from experiencing ACEs

To help facilitate this we are asking that this committee:-

- Notes the work of WAVE Trust and its 70/30 campaign to reduce levels of child abuse, neglect, and domestic abuse by 70 per cent by 2030;
- Recognises the role that Adverse Childhood Experiences (ACE) play in the entrenchment of intergenerational health and income inequalities and the

loss of over £20 billion per year to the UK economy. As well as significant costs in services provided by Local Authorities.

- Agrees that the Council should further develop a comprehensive early years' strategy to prevent harm to children before it happens, ensuring that all parents are supported to give children the best possible start in life.
- Agrees that the Council should explore with WAVE Trust (our/their) ideas on how to achieve 70/30, and to report back to Council within six months to indicate what would be required for the key recommendations of this strategy to be implemented and embedded within the culture and processes of the Moray Council.

Financial implications

- There will be no direct costs
- There will be an indirect cost of officer time.

The Chair advised, following officer advice having been circulated to Members, an amendment to the Notice of Motion had been received from the proposers. The Chair asked the Clerk to distribute printed copies to Members. The changes to the amendment were to delete the last two bullet points under "Action" and replace with:-

- Ask officers to report back to this committee within 6 months of the publication of the commission of inquiries report into delivery of the 70/30 target, with reference to recommendations within that report and how they relate to Moray councils current practices around adverse childhood experiences in the services covered by this committee.

The Depute Chief Executive (Education, Communities and Organisational Development) provided a summary of the Officer advice circulated to Members advising it is covered in a range of actions in the Children's Services Plan approved by the Community Planning Board in May 2023, and any amendments would be best considered at the annual review in May 2024.

Adjournment of the Meeting

The Chair proposed a short adjournment to allow Members the opportunity to consider the amendment.

Resumption of the Meeting

Following a short adjournment Councillor Warren advised she was withdrawing the amendment and the last two bullet points under "Action" meaning the Committee were now being asked to note the work of the Wave Trust and recognise the role that ACEs play. She also asked that it be referred to the Community Planning Partnership to include in the review of strategic priorities. This was seconded by Councillor Lawrence.

There being no one otherwise minded, the Committee therefore unanimously agreed the amended Notice of Motion Namely to:-

- note the work of WAVE Trust and its 70/30 campaign to reduce levels of child abuse, neglect, and domestic abuse by 70 per cent by 2030; and

- recognise the role that Adverse Childhood Experiences (ACE) play in the entrenchment of intergenerational health and income inequalities and the loss of over £20 billion per year to the UK economy. As well as significant costs in services provided by Local Authorities.

7. Children and Families Social Work Services Revenue Budget Monitoring to 30 September 2023

The meeting had before it a report by the Chief Officer, Health and Social Care Moray informing the Committee of the budget position for Children and Families Social Work Services as at 30 September 2023.

Following consideration the Committee unanimously agreed to note the budget position at 30 September 2023.

8. Childrens Services Social Work, Review of Spend for Self Directed Support

The meeting had before it a report by the Chief Officer, Health and Social Care Moray asking the Committee to note the review of spend for Self Directed Support (SDS) in Children's Services.

Following consideration the Committee unanimously agreed to note the review of spend for SDS in Children's Services.

9. Performance Report - Education - Period to September 2023

The meeting had before it a report by the Depute Chief Executive (Education, Communities and Organisational Development) informing the Committee of the performance of the service for the period to 30 September 2023.

Following consideration the Committee unanimously agreed to:-

- i. note performance in the areas of Service Planning, Service Performance and other related data to the end of September 2023; and
- ii. note the actions being taken to improve performance where required.

10. Education Revenue Budget Monitoring to 30 September 2023

The meeting had before it a report by the Depute Chief Executive (Education, Communities and Organisational Development) informing the Committee of the budget position for Education as at 30 September 2023.

Following consideration the Committee unanimously agreed to note the budget position at 30 September 2023.

12. Early Learning and Childcare - Top Up Hours Update

The meeting had before it a report by the Depute Chief Executive (Education, Communities and Organisational Development) updating the Committee about income generation through the top up hour and on the proposed changes for hourly, light teas and snack charges during top up hours.

Following consideration the Committee unanimously agreed to:

- i. note the uptake of top up hours across the year round services;
- ii. agree the proposed changes for hourly charges for top up hours. These charges would be £6.00 for 1 additional hour or £11.50 for 2 additional hours; and
- iii. agree the additional charges for light teas and snacks during top up hours. These charges would be up to 50p for snack and £1.95 for a light tea.

13. Education Scotland Inspection of Andersons Primary School

The meeting had before it a report by the Depute Chief Executive (Education, Communities and Organisational Development) informing the Committee of the outcomes of the recently published report on a Moray school following inspection by Audit Scotland.

Following consideration the Committee unanimously agreed to note the contents of this report and findings of Education Scotland following their inspection visit.

14. Initial Analysis of Secondary School Attainment - Session 2022-2023

The meeting had before it a report by the Depute Chief Executive (Education, Communities and Organisational Development) reporting to Committee on the attainment of secondary schools in Moray for session 2022/2023 further to National Insight benchmarking toolkit update in September 2023 and central attainment data analysis and review.

The Quality Improvement Manager apologised for an error in paragraph 3.22, in the S4 Numeracy table where the 2023 Gap figure (column 4) should read -1% and be coloured yellow.

Following consideration the Committee unanimously agreed to:-

- i. note the position in respect of attainment of the young people of Moray for session 2022/2023;
- ii. note that performance discussions with Head Teachers continue to take place during October to December 2023 involving progress visits to schools with regards to attainment position within each secondary school and actions for improvement required;
- iii. note that a future meeting of this Committee, a follow-up Insight report will be presented in consideration of school leaver data including post-school destinations following data publication in February 2024; and
- iv. review and agree key interventions now planned and/or underway in support of raising attainment and achievement for young people across all secondary schools through identified actions and secondary Stretch aims set and previously reported to Committee.

15. Vary Order of Business

In terms of Standing Order 29 the meeting agreed to vary the order of business set down on the agenda and take Item 19 "Moray and Nairn Educational Trust -

Disbursement 2023-2024 [Para 4]" followed by Item 18 "Question Time" and Item 16 "Education Resources and Communities Revenue Budget Monitoring to 30 September 2023" as the next items of business to provide time for the webcast technical issues to be resolved to allow Item 14 "Forres Academy Reinforced Autoclaved Aeriated Concrete (RAAC) Contingency and Recovery Planning and Item 15 "Performance Report - Education Resources and Communities - Period to September 2023" to be held in public.

The press were asked to leave the meeting.

16. Moray and Nairn Educational Trust - Disbursement 2023-2024 [Para 4]

The meeting had before it a report by the Depute Chief Executive (Education, Communities and Organisational Development) providing information and seeking approval for the payment plan to be used to assess applications to the Moray and Nairn Educational Trust and considering applications to the trust.

Following consideration the Committee unanimously agreed to approve grants at the rates provided in the payment plan.

The press were invited to join the meeting.

17. Question Time ***

Connecting Scotland Funding and Digital Lending Libraries

Under reference to paragraph 17 of the minute of the meeting of 19 September 2023, Councillor Warren thanked the Acting Head of Education Resources and Communities for his response following the meeting and asked whether funding applications had now been made, specifically in relation to older people who are unable to access libraries.

In response the Acting Head of Education Resources and Communities advised library and heritage staff were being trained on the digital lending devices prior to rollout. He further advised he was unable to confirm in relation to funding applications made but would ascertain and provide an update.

Additional Support Needs Review

Under reference to paragraph 17 of the minute of the meeting of 19 September 2023, Ms Slater sought an update on the remit of Additional Support Needs (ASN) and whether this was still sitting with the Head of Education.

In response the Depute Chief Executive (Education, Communities and Organisational Development) advised the current arrangements are in place until April 2024 and work is ongoing on the review.

Social Media Chats

Councillor Warren asked if there is a policy and guidance for social media chats that informs and provides guidance to teaching staff.

In response the Head of Education advised there is a social media guidance for teachers and schools which is sent out annually to schools in the August return pack. She further advised there is a campaign just now across Moray with at least 10 sessions for parents and carers this year. In respect of children, this is a grey area as it is not possible to check who sets up chat groups which is one of the

dangers of using social media groups noting they are only secure if the users keep them secure.

Councillor Warren expressed concern for the work required by staff and reiterated that she hoped staff had the appropriate guidance.

18. Education Resources and Communities Revenue Budget Monitoring to 30 September 2023

The meeting had before it a report by the Depute Chief Executive (Education, Communities and Organisational Development) informing the Committee of the budget position for Education Resources and Communities as at 30 September 2023.

Following consideration the meeting unanimously agreed to note the budget position as at 30 September 2023.

19. Forres Academy Reinforced Autoclaved Aeriated Concrete (RAAC) Contingency and Recovery Planning

The meeting had before it a report by the Depute Chief Executive (Education, Communities and Organisational Development) advising the Committee on work to date and future planning subsequent to the presence of Reinforced Autoclaved Aeriated Concrete (RAAC) in Forres Academy, part of the Learning Estate.

In terms of Standing Order 85, the Chair sought agreement from the Committee to suspend Standing Order 77 and continue beyond 12.45pm in order to conclude the business on the agenda.

This was unanimously agreed.

The Acting Head of Education, Resources and Communities explained that whilst the report had been updated with amended Phase numbers, these had not been amended in the Appendix attached. For clarity he advised the Phase numbers in the Appendix should read:-

- Phase 2A is now Phase 2
- Phase 2C is now Phase 3B
- Phase 2D is now Phase 3D
- Phase 2B is now Phase 3A
- Phase 2E is now Phase 3D

The Chair asked that her thanks be recorded to all pupils for their resilience during the period of disruption and to staff for the support given to continuing provision of education to pupils.

Following consideration the Committee unanimously agreed to:

- i. acknowledge work to date to ensure the safety of all at the school; and
- ii. acknowledge work planned to secure further teaching areas to allow the school to operate until the new building is completed.

**20. Performance Report - Education Resources and Communities -
Period to September 2023**

The meeting had before it a report by the Depute Chief Executive (Education, Communities and Organisational Development) informing the Committee of the performance of the service for the period to 30 September 2023.

Following lengthy consideration the Committee unanimously agreed to:

- i. note the performance in the areas of Service Planning, Service Performance and other related data to the end of September 2023; and
- ii. note the actions being taken to improve performance where required.



**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES
COMMITTEE ON 20 FEBRUARY 2024**

**SUBJECT: CHILDREN AND FAMILIES SOCIAL WORK SERVICES
REVENUE BUDGET MONITORING TO 31 DECEMBER 2023**

BY: CHIEF OFFICER HEALTH AND SOCIAL CARE MORAY

1. REASON FOR REPORT

- 1.1 To inform the Committee of the budget position for Children and Families Social Work Services as at 31 December 2023.
- 1.2 This report is submitted to Council in terms of Section III (A) (2) of the Council's Scheme of Administration relating to the consideration of capital and revenue budgets and long term financial plans.

2. RECOMMENDATION

- 2.1 **It is recommended that Committee scrutinises and notes the budget position at 31 December 2023.**

3. BACKGROUND

- 3.1 The report highlights those areas of the budget where there is a significant percentage variance identified at 31 December 2023.

4. BUDGET POSITION

- 4.1 The spend at 31 December 2023 is £13,824,000 against a budget to date of £13,940,000, giving an underspend of £116,000 as shown in **Appendix 1**.
- 4.2 The area teams budget has an overspend of £346,000 which is made up of £85,000 overspend on self directed support and home to school transport for foster children £26,000. There are external legal fees and compensation costs of £267,000. Self directed support is currently being reviewed. The overspend is reduced by other minor underspends in the teams.
- 4.3 The home to school transport budget is used to ensure that children who are placed in care outwith their catchment areas can still attend their own school. Often a child and their family are undergoing a return home assessment or this has been a recent change of address for them. When any further moves are ruled out, i.e. the child will return home, there are usually plans made for a

school move. The cost of transport is expensive and has risen with the current economic landscape. The budget is closely scrutinised to ensure that all costs aligned with the budget are appropriate and that there are exit plans, where appropriate, for all children using home to school transport.

- 4.4 A Review of spend for Self Directed Support was presented to the Education, Children's and Leisure Services Committee on 28 November 2023. The mitigations identified in that report are continuing to be actioned. There is a current review with Accountancy of the tracking of spend. This includes developing an improved monitoring approach which will support more effective tracking of both current and future spend. The review of the price point and eligibility criteria is ongoing to ensure that Self Directed Support is provided to the most appropriate children and young people and offers best value for money. Linked to this there is planning with the Commissioning Team to develop commissioned services to reduce the reliance upon Self Directed Support. There continues to be scrutiny and oversight of the Self Directed Support by the Resource Panel and strategic support from the Children's Services Plan 2023-26 and the associated Disability and Neurodiversity Group.
- 4.5 The underspend in commissioning is £235,000. The contract for children with disabilities residential care has an underspend of £128,000, this is due to the young people transitioning to adult services but continuing to occupy the residential unit and leaving no beds available. Alternative accommodation options for young people with disabilities are being looked into. Due to the delay in a new contract starting there is slippage of £20,000. There are currently two contracts which have come to an end and commissioning are looking at merging the funding to create a single contract which will meet the needs of neuro-divergent young people. This will help reduce the pressure on the self directed support budget.
- 4.6 Corporate parenting has an underspend of £226,000 which is mainly due to underspends on adoption allowances and legal fees £41,000, fostering fees and allowances £37,000 and throughcare/aftercare grants £33,000. There is also one-off income from adoption placements in Moray by other Local Authorities £71,000. The balance is made up of various minor underspends.

5. ESTIMATED OUTTURN

- 5.1 The estimated outturn for 2023/24 is £19,238,000 against a budget of £19,663,000 resulting in an estimated underspend for the year of £425,000.
- 5.2 There is an anticipated overspend on the area teams of £654,000. This is made up of self directed support £107,000, home to school transport for foster children £40,000 and legal fees and compensation costs of £484,000. There are other minor underspends which reduce the overspend.
- 5.3 The anticipated underspend on commissioning is made up of children with disabilities residential contract £264,000, slippage in Restorative Practice contract starting £21,000 and the review of two contracts which have ended £104,000.

- 5.4 The main underspends are adoption allowances and post adoption support £41,000, fostering fees and allowances £215,000, throughcare/aftercare grants £34,000 and one-off income for adoption placements in Moray of £71,000.
- 5.5 Throughcare/aftercare grants are provided to care leavers and can be claimed between the ages of 16 and 26. These grants can be claimed in full or partially. As a result of this, although the overall future financial implication can be calculated, the annual cost cannot be predicted. The cost within a year is dependent upon the individual circumstances of young people, when they wish to claim the grant and whether their claim is in full or partial. Care Leavers are supported by the Throughcare and Aftercare Team to claim these grants. These grants are monitored and tracked by the Service Manager for Placement Services.
- 5.6 Staff savings from vacancies and appointment below top of scale are anticipated to exceed the budget by £275,000.

6. SUMMARY OF IMPLICATIONS

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

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

(b) Policy and Legal

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

(c) Financial implications

The resource implications are set out in this report and at **Appendix 1**. The underspend as at 31 December 2023 is £116,000 against a budget to date of £13,940,000. The estimated year end position is expenditure of £19,238,000 against a budget of £19,663,000 resulting in an underspend of £425,000.

(d) Risk implications

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

(e) Staffing implications

There are no staffing implications associated with this report.

(f) Property

There are no property implications associated with this report.

(g) Equalities/Socio Economic Impact

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

(h) Climate Change and Biodiversity Impacts

No climate change and biodiversity impacts arise directly from this report.

(i) Consultations

Chief Financial Officer and Caroline O'Connor, Committee Services Officer have been consulted and are in agreement with the contents of this report where it relates to their areas of responsibility.

7. CONCLUSION

7.1 That Committee scrutinises and notes the budget position as at 31 December 2023.

Author of Report: Tracy Stephen, Head of Service (MIJB)

With authors Nicky Gosling, Accountant

Background Papers:

Ref: SPMAN-305227695-118 / SPMAN-305227695-119

Children and Families Social Work Services

Budget Monitoring Report to 31 December 2023

APPENDIX 1

Service	Revised Budget	Budget to Date	Actual to Date	Variance to Date	Variance
	£'000	£'000	£'000	£'000	%
Quality Assurance Team	237	175	160	15	9 %
Children's Services Area Teams	4,576	3,270	3,616	(346)	(11)%
Commissioning	7,688	5,835	5,600	235	4 %
Corporate Parenting	5,464	3,917	3,691	226	6 %
Justice Services	492	368	383	(15)	(4)%
Reviewing Team	361	268	266	2	1 %
Children Services Additional Funding	690	107	108	(1)	-
Efficiency Savings-Children's Services	155	-	-	-	-
				-	
Children's Services Total	19,663	13,940	13,824	116	-

Full Year Forecast	Full Year Variance
£'000	£'000
233	4
5,230	(654)
7,299	389
5,058	406
487	5
361	-
690	-
(120)	275
19,238	425



**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES
COMMITTEE ON 20 FEBRUARY 2024**

**SUBJECT: EDUCATION REVENUE BUDGET MONITORING TO
31 DECEMBER 2023**

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

1. REASON FOR REPORT

- 1.1 To inform the Committee of the budget position for Education as at 31 December 2023.
- 1.2 This report is submitted to Committee in terms of Section III (A) (2) of the Council's Scheme of Administration relating to the consideration of capital and revenue budgets and long term financial plans.

2. RECOMMENDATION

- 2.1 **It is recommended that Committee considers and notes the budget position at 31 December 2023.**

3. BACKGROUND

- 3.1 The report highlights those areas of the budget where there is a significant percentage variance identified at 31 December 2023.

4. BUDGET POSITION

- 4.1 The spend at 31 December 2023 is £72,602,000 against a budget to date of £73,244,000, giving an underspend of £642,000 as shown in **Appendix 1**.
- 4.2 Early Learning and Childcare is overspent on payments to partners by £155,000 due to forecasting issues with in year intakes. With the ongoing review of the service savings will be made in the speech and language therapy contract and staffing, these will cover the overspend this year. In future years, this will be accounted for within budget setting and more accurate forecasting. The overspend is reduced by an underspend on the snack and fundraising accounts, these accounts cover the academic year and any underspends are carried forward as part of ear marked reserves.
- 4.3 Devolved school budgets are underspent by £818,000 at the end of the third quarter, £281,000 in primary schools and £537,000 in secondary schools. This

can be explained by spend for staffing being across the academic year and so this variance is normal and accounted for. In addition this is a reduction from last year where the underspend exceeded £1m at this point in the session. There is an underspend on non devolved budgets of £135,000 which is mainly energy.

- 4.4 Education Central Services has an underspend of £21,000 on period poverty, £9,000 on relocation costs, £6,000 on clothing grants, £8,000 on disturbance mileage and £10,000 on staff advertising. The underspends are reduced by an overspend of £216,000 on central supply for long term sickness and maternity cover in schools and insurance costs of £58,000 due to an increase in claims. Work is planned for the start of the new academic session to review the range of products available for period poverty and to seek the voice of our young people in updating this to ensure the use of budget is informed by the views of young people. In the meantime a one-off saving can be considered and future spend will be informed by the planned work. Staff advertising in TES (education recruitment publication) has been ceased.
- 4.5 Additional Support for Learning has an underspend on home tuition £5,000, training £12,000 and other minor underspends making up the balance of £15,000. Plans are being developed for staff training and development linked to the future delivery of ASN services, which this budget will support.

5. ESTIMATED OUTTURN

- 5.1 The estimated outturn for 2023/24 is £101,779,000 against a budget of £102,138,000 resulting in an estimated underspend for the year of £359,000.
- 5.3 The energy budgets for schools are projected to be underspent by the end of the year, this is a non devolved budget.
- 5.4 There is an anticipated overspend on central supply for schools of £480,000 and £58,000 on insurance costs. This overspend is reduced by underspends on period poverty £27,000, school clothing grants £5,000, disturbance mileage £8,000 and staff advertising £9,000.
- 5.5 There is an anticipated underspend on the speech and language therapy contract and support of £85,000, this is due to a review of the service being provided. A committee paper went to Education, Children's and Leisure Services Committee on 19 September 2023 (para 14 of minute refers) which outlined the proposed changes to the service. There is an anticipated underspend on Additional Support for Learning training of £10,000.
- 5.6 Staff savings from vacancies and appointment below top of scale are anticipated to exceed budget by £500,000.

6. SUMMARY OF IMPLICATIONS

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

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

(b) Policy and Legal

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

(c) Financial implications

The resource implications are set out in this report and at **Appendix 1**. The underspend as at 31 December 2023 is £642,000 against a budget to date of £73,244,000. The estimated year end position is expenditure of £101,779,000 against a budget of £102,138,000 resulting in an underspend of £359,000.

(d) Risk implications

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

(e) Staffing implications

There are no staffing implications associated with this report.

(f) Property

There are no property implications associated with this report.

(g) Equalities/Socio Economic Impact

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

(h) Climate Change and Biodiversity Impacts

No climate change and biodiversity impacts arise directly from this report.

(i) Consultations

Chief Financial Officer and Caroline O'Connor, Committee Services Officer have been consulted and are in agreement with the contents of this report where it relates to their areas of responsibility.

7. CONCLUSION

7.1 That Committee considers and notes the budget position as at 31 December 2023.

Author of Report: Vivienne Cross, Head of Education
Nicky Gosling, Accountant
Background Papers: with authors
Ref: SPMAN-1315769894-487 / SPMAN-1315769894-488

Educational Services

Budget Monitoring Report to 31 December 2023

APPENDIX 1

Service	Revised Budget	Budget to Date	Actual to Date	Variance to Date	Variance
	£'000	£'000	£'000	£'000	%
Early Learning and Childcare	6,187	1,042	1,170	(128)	(12)%
Primary Education	33,900	25,249	24,880	369	1 %
Secondary Education	37,511	28,229	27,645	584	2 %
Additional Support Needs	19,350	14,000	13,968	32	-
Education Central Services	4,649	4,413	4,632	(219)	(5)%
Management	138	102	98	4	4 %
Efficiency Savings-Education	194	-	-	-	-
Education COVID 19	209	209	209	-	-
				-	
Educational Services Total	102,138	73,244	72,602	642	-

Full Year Forecast	Full Year Variance
£'000	£'000
6,187	-
33,723	177
37,456	55
19,259	91
5,119	(470)
132	6
(306)	500
209	-
101,779	359



**REPORT TO: EDUCATION CHILDREN'S AND LEISURE SERVICES
COMMITTEE ON 20 FEBRUARY 2024**

SUBJECT: DEVOLVED SCHOOL BUDGETS – CARRY FORWARD

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

1. REASON FOR REPORT

- 1.1 This report seeks Committee approval to allow a school to carry forward budget spend which was planned for this financial year and which has not progressed due to reasons outwith the school's control.
- 1.2 This report is submitted to Committee in terms of Section III (D) (16) of the Council's Scheme of Administration relating to financial matters.

2. RECOMMENDATION

- 2.1 It is recommended that Committee allow the following school to retain the following amounts for planned spend which has not progressed:**

(i) Milne's High School for flooring circa £20k and altering a room to create an additional PE changing room circa £50k

3. BACKGROUND

- 3.1 The Devolved School Management (DSM) scheme permits Head Teachers to carry forward up to 2.5% overspend or 2.5% underspend in any one year. This facility enables Head Teachers to manage budgets more flexibly across the academic year and to plan for particular areas of spend over periods of time where the budget line is small and they build finance for bigger projects under their tenant responsibilities. This includes for example, the purchase of ICT devices over and above the ICT roll out, refurbishment of classrooms including recarpeting and blinds and purchasing replacement desks/chair.
- 3.2 Budgets are monitored on a monthly basis by Head Teachers and are also scrutinised by the Finance Department. Budget Monitoring statements are provided to schools by Financial Services on a monthly basis and Head Teachers are expected to scrutinise these statements closely and monitor them in line with their actual school position. A situation has arisen, however

in one school where, for reasons beyond its control the budget underspend would exceed 2.5%. In normal circumstances the school would be operating outwith financial regulations and the additional budget would be taken away. However, in this case, the Head of Education is of the view that there are mitigating circumstances and that the excess budget should be maintained to allow for the spend to progress when possible.

- 3.3 Milne's High School has been working with the property department for some time to convert a Physical Education (PE) cupboard in to an additional changing room. Architects have advised that this cannot be done prior to the summer holidays and so the school will need to carry forward the budget to accommodate this spend. This work is out to tender however at the time of finalising this report, actual costs were unknown. Estimated costs as of August 2023 were £39k however Property Services have advised that due to market conditions and following a meeting in November, that by the time the job is completed the school should consider budgeting for around £50k. In addition to this there are also planned works to replace flooring in various parts of the school as per phased review and update. Again the company has said it will likely be summer before this work is completed and this amounts to £20k. Therefore permission is sought to carry forward £70k in the Milne's High Budget to fund these two projects.
- 3.4 It should be noted that ongoing works are tenant responsibilities and it is expected that the condition of schools is maintained and so these works are appropriate and will either maintain the condition of the school or will add value whereby the school has appropriate changing facilities. It is essential that our young people learn in a positive learning environment and flooring at the school is in need of replacement.

4. SUMMARY OF IMPLICATIONS

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

This report supports the LOIP outcomes:

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

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

Also the aims of the Corporate Plan to:

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

(b) Policy and Legal

A decision to allow retention of more than 2.5% underspend would require Committee approval as it would be a deviation from policy.

(c) Financial implications

The unspent budget has not arisen due to poor financial management but rather that the planned works have not been completed within

financial timescales and the financial year. The school listed would require the budget to be retained within DSM so that there is sufficient budget once orders can be progressed.

(d) Risk Implications

Risks associated with not allowing the budget to remain within the DSM of each school will mean that planned spend cannot go ahead and that there will be a negative impact on learning and teaching delivery within each school which will impact on attainment and achievement of learners.

(e) Staffing Implications

There are no staffing risks arising directly from this report.

(f) Property

There are no property issues arising from this report.

(g) Equalities/Socio Economic Impact

The National Improvement Framework is aimed at reducing inequalities.

(h) Consultations

The Depute Chief Executive (Education, Communities and Organisational Development); Acting Head of Education Resources and Communities, Quality Improvement Managers, Nicky Gosling, Accountant, Don Toonen, Equal Opportunities Officer, Headteacher of Milne's High School and Caroline O'Connor, Committee Services Officer have been consulted on this report and agree with the sections of the report relating to their areas of responsibility.

5. CONCLUSION

5.1 That Committee allow Milne's High School to continue, with no penalty, a larger than normally permitted overspend in their devolved budget.

Author of Report: Vivienne Cross, Head of Education
Background Papers:

Ref: SPMAN



**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES
COMMITTEE ON 20 FEBRUARY 2024**

**SUBJECT: EDUCATION SCOTLAND INSPECTION OF KNOCKANDO
PRIMARY SCHOOL**

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

1. REASON FOR REPORT

- 1.1 To inform the Committee of the outcomes of the recently published report on a Moray school following inspection by 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 Committee scrutinise and note the contents of this report and findings of Education Scotland following their inspection visit.**

3. BACKGROUND

- 3.1 When a school is inspected by Education Scotland and/or the Care Inspectorate a report is published which gives commentary on the school's performance. These reports are presented regularly to Committee, where possible at the first available opportunity after publication.
- 3.2 In October 2023, a team of inspectors from Education Scotland visited Knockando Primary School. During their visit, Education Scotland inspectors talked to parents/carers and children and worked closely with the Headteacher and staff.
- 3.3 Knockando Primary School was subject to a short model inspection model visit spanning over three days in total.

3.4 The Education Scotland Inspection team use selected Quality Indicators (QIs) from “[How good is our school? 4th edition](#)” (HGIOS4), rated using the [six-point scale](#).

3.5 Education Scotland focus QIs for the Primary school (short model inspection) are:

QI 2.3 Learning, Teaching and Assessment

QI 3.2 Raising Attainment and Achievement

Education Scotland Inspections also include focus on Safeguarding.

3.6 Following further dialogue between Education Scotland and the local authority, Education Scotland published Knockando Primary School’s Inspection Report on 28 November 2023 with the following gradings:

QI 2.3 Learning, teaching and assessment	Good
QI 3.2 Raising attainment and achievement	Satisfactory

3.7 The inspection team found the following strengths in the school’s work:

- The confident, friendly children who demonstrate the school values well. They are engaged and enthusiastic learners.
- The teamwork of the acting headteacher, teachers and all staff. They work well together to develop positive relationships and to remove barriers children face in their learning.
- The effective approaches developed by the acting headteacher to assess children’s progress and support high-quality learning and teaching.

3.8 The inspection team agreed the following areas for improvement with the Head Teacher and Moray Education:

- Develop approaches to planning in all areas of the curriculum to ensure children build on what they already know as they move through the school. This will help ensure that all children experience activities which are set at the right level of difficulty.
- Continue to raise attainment in literacy and numeracy, ensuring all children make the best progress possible.

3.9 The Education Scotland inspection report and summary of inspection findings for the school can be viewed at:

- [Inspection Report](#)
- [Summarised Inspection Findings](#)
- [Additional Inspection Evidence](#)

3.10 Following inspection, Education Scotland have advised that they are confident that the school has the capacity to continue to improve and will make no more visits in connection with the inspection. As a local authority we will continue to inform key stakeholders including parents/carers on the school’s progress through normal arrangements on reporting on quality of schools.

- 3.11 For reference, the Education Scotland HMIE visit report published in November 2023 following visit in October 2023 is contained within **Appendix 1**.

4. SUMMARY OF IMPLICATIONS

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

Reflective of priorities within the Corporate Plan with particular regard to (People) in providing a sustainable education service aiming for excellence, progress in achieving better performance and improved inspection outcomes, empowering and raising aspirations. With regards to the 10 Year Plan (Local Outcomes Improvement Plan LOIP), (2) building a better future for our children and young people in Moray through equity of learning experience offered across our schools; supporting ambitious and confident children, able to reach their full potential.

b) Policy and Legal

It is the duty of the local authority to secure improvement and the quality of school education which is provided in schools managed by Head Teachers and to raise standards of education (Section 3, 8 of Standards in Scotland Schools Act etc 2000).

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

None.

g) Equalities/Socio Economic Impact

An Equality/Socio Economic Impact Assessment is not required as this report is to inform Committee on school performance following external scrutiny/validation activity.

h) Climate Change and Biodiversity Impacts

No climate change or biodiversity implications have been determined due to the scrutiny based nature of activities reported and no findings related to such implications contained herein.

i) Consultations

Senior Officers in Education, Communities and Organisational Development, Equal Opportunities Officer, Human Resources Manager, Caroline O'Connor, Committee Services Officer and the Headteacher of Knockando Primary School have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

6. CONCLUSION

6.1 Committee is invited to scrutinise and note the contents of this report, following a positive short model inspection visit as outlined above, to Knockando Primary School.

Author of Report: Willem Smit, Quality Improvement Officer

Background Papers: [Inspection Report](#)
[Summarised Inspection Findings](#)
[Additional Inspection Evidence](#)
[How good is our school? 4th edition](#)
[Education Scotland six-point scale](#)

Ref:

28 November 2023

Dear Parent/Carer

In October 2023, a team of inspectors from Education Scotland visited Knockando Primary School. During our visit, we talked to parents/carers and children and worked closely with the acting headteacher and staff.

The inspection team found the following strengths in the school's work.

- The confident, friendly children who demonstrate the school values well. They are engaged and enthusiastic learners.
- The teamwork of the acting headteacher, teachers and all staff. They work well together to develop positive relationships and to remove barriers children face in their learning.
- The effective approaches developed by the acting headteacher to assess children's progress and support high-quality learning and teaching.

The following areas for improvement were identified and discussed with the acting headteacher and a representative from Moray Council.

- Develop approaches to planning in all areas of the curriculum to ensure children build on what they already know as they move through the school. This will help ensure that all children experience activities which are set at the right level of difficulty.
- Continue to raise attainment in literacy and numeracy, ensuring all children make the best progress possible.

We gathered evidence to enable us to evaluate the school's work using quality indicators from [How good is our school? \(4th edition\)](#). Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for Knockando Primary School

Quality indicators	Evaluation
Learning, teaching and assessment	good
Raising attainment and achievement	satisfactory
Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: The six-point scale	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at: [Details | Find an inspection report | Find an inspection report | Inspection and Review | Education Scotland](#)

What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. Moray Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Robyn McIlroy
HM Inspector



**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES
COMMITTEE ON 20 FEBRUARY 2024**

**SUBJECT: INITIAL ANALYSIS OF ACHIEVEMENT OF CURRICULUM FOR
EXCELLENCE LEVELS 2023**

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

1. REASON FOR REPORT

- 1.1 This report provides Committee with a summary of the Moray data collected in June 2023 and provided to the Scottish Government at the end of October 2023 regarding Teacher Professional Judgements (TPJ) on children achieving Curriculum for Excellence levels (ACEL) at P1, P4, P7 and S3. This data appears in the Scottish Government report published in December 2023.
- 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 content of this report;**
- (ii) acknowledges work underway by Education and across our schools using resources available in order to address identified areas of underperformance and improve outcomes for all children and young people;**
- (iii) notes ACEL results for P1, P4, P7 and S3, improvement over time and progress in relation to Stretch Aims set using available data intelligence, as part of the Scottish Government and Education Scotland Framework for Recovery and Accelerating Progress requirements; and**
- (iv) notes actions underway and planned in support of improving outcomes for all learners and their ACEL achievement.**

3. BACKGROUND

- 3.1 The Scottish Government first published the National Improvement Framework (NIF) for Scottish Education in January 2016. The First Minister at that time described the document as being key in driving work to continually improve Scottish Education and close the poverty related attainment gap, delivering both excellence and equity.
- 3.2 The updated [2024 NIF and Improvement Plan](#) was published in December 2023 and replaces the 2023 NIF and Improvement Plan. In determining key activity and priorities for 2024, the Cabinet Secretary for Education and Skills notes in her foreword that nationally, being out of school and early years settings during the pandemic has also had a profound impact on our children and young people where there are a number of societal and socio-economic factors which are outwith the control of schools and Early Learning and Childcare (ELC) settings, but which can have a significant impact on learning and achievement.
- 3.3 The Cabinet Secretary further recognises that schools and education settings have faced unprecedented upheaval over the last 3 years as a result of the pandemic and cost of living crisis. The Scottish Government remain committed to working together in realising the ambition of achieving equity and excellence for all Scotland's children and young people. This includes tackling inequity and ensuring there is collective responsibility to ensuring continuous improvement for children and young people. Schools continue to focus on the health and wellbeing of all while remaining committed to raising standards and achievement in literacy and numeracy. As highlighted in the recent [National discussion on Scottish Education](#), "the most powerful message emanating from the National Discussion in Scotland is the need to educate **all** learners in Scotland for an uncertain and unpredictable future".
- 3.4 The NIF and Improvement Plan 2024 continue to be underpinned by a set of key principles and priorities. The International Council of Education Advisers (ICEA) view the national discussion and Hayward review of assessment as providing the opportunity for fresh and innovative ideas to drive improvement. They emphasise importance of focus on building capacity of teachers and ensuring that they are supported during the forthcoming period of change, ensuring clear prioritisation to ensure the system does not become overwhelmed. As a result, in their most recent report, the International Council of Education Advisers said that there must be investment in education professionals' learning to address the changing needs of people. As such, this led to the Cabinet Secretary's announcement in October 2023 that a new Centre for Teaching Excellence will be created to deliver this key recommendation.
- 3.5 The NIF and Improvement Plan 2023 identify a number of key drivers for improvement which are considered instrumental in addressing the key priorities of the NIF. Following key national review of the NIF 2023 and in line with findings of wider national reviews including Professor Ken Muir's Report – [Putting learners at the centre: towards a future vision for Scottish Education](#) and the National Discussion on Education outlined above, focus is now on

achievement rather than attainment, where this was seen to be more in line with the four capacities of Curriculum for Excellence where we look to develop successful learners, confident individuals, responsible citizens and effective contributors. In this regard, the vision for education in Scotland and our aspiration for all learners to achieve highest possible levels in ACEL are:

- Excellence through raising achievement and improving outcomes: ensuring that every child and young person achieves the highest standards in literacy and numeracy, as well as the values, attitudes, knowledge and skills necessary to shape a sustainable future as successful learners, confident individuals, responsible citizens, and effective contributors
- Achieving equity: ensuring every child and young person has the same opportunity to succeed, no matter their background or shared protected characteristics, with a particular focus on closing the poverty-related attainment gap

3.6 Key drivers for improvement are considered within the NIF as:

- School and ELC Leadership
- Teacher and practitioner professionalism
- Parent/carer engagement and family learning
- Curriculum and assessment
- School and ELC improvement
- Performance Information

3.7 The drivers provide a focus and structure for gathering evidence which can then be analysed to identify where we can make further improvements. In Moray, our Strategic Education Meetings focus in on these drivers, with central officer link remits aligned to support key developments. Our current Education Strategic Plan focusses on the following core improvement areas:



3.8 The fourth and sixth drivers listed in 3.6 above – Curriculum and Assessment and Performance Information - relate to the range of evidence on which children and young people learn and achieve throughout their education and how well this prepares them for life beyond school, for example ACEL. It also includes curricular improvement to reflect the key links between curriculum and assessment and this driver within the NIF and Improvement Plan 2024 now includes a number of the actions in response to the reports identified further above. In Moray, as with across Scotland we continue to work towards achieving the vision set out in 3.5 above.

3.9 With specific regard to ACEL, Teacher Professional Judgement data is collected from local authorities by Scottish Government with codes as shown in brackets is as follows:

- Literacy – Reading (R)
- Literacy – Writing (W)
- Literacy – Listening and Talking (LT)
- Numeracy - Numeracy (N)

3.10 Schools are required to submit data on CfE levels for each child in primary schools stages P1, P4 and P7 and each young person in secondary school stage S3. The levels reported are Early, First, Second, Third and Fourth. CfE levels are determined by teachers following a review of key evidence of learner achievement, including classwork, homework, assessment, ongoing formative assessments and holistic task achievement. Teachers also work together and engage in a process of moderation to ensure common understanding of what achievement of a level looks like overall, guided by teacher planning, national guidance and benchmarks. Schools ensure levels achieved, learner progress and future predictions are recorded using tracking and monitoring approaches in line with our agreed and universal Moray Tracking Language.

3.11 The data collected refers to the anticipated levels of attainment at the following stages noting this may be earlier or later for some children and young people depending on individual needs, as detailed from Education Scotland.

Level	Stage <i>(this may be earlier or later for some learners)</i>
Early (E)	The end of P1
First (1 st)	The end of P4
Second (2 nd)	The end of P7
Third (3 rd)	The end of S3
Fourth (4 th)	Some pupils will also achieve this by the end of S3

3.12 Data for secondary school pupils (S3) was not collected by Scottish Government in 2020/2021 and was not collected for any pupils (P1, P4, P7, S3) in 2019/2020 in recognition of Covid-19 impact on data consistency, fit for purpose nature and wider external pressures on school and education authority staff.

- 3.13 Following annual request for ACEL data submission for P1, P4, P7 and S3 stages, data was collected in June 2023 using our Seemis Progress and Achievement module. This followed ongoing work in schools on assessment, moderation and professional commitment to all areas of teacher professional judgement.
- 3.14 ACEL data was submitted to Scottish Government in October 2023 following a range of Quality Assurance processes from school staff and central officers. The initial data provided by schools was, in some cases, further quality assured by central officers directly with schools and where necessary provided with additional support and guidance to ensure the submission of robust and reliable data.
- 3.15 The Scottish Government ACEL national data was published in December 2023, providing a range of data across all of Scotland's local authorities as well as specific cohort and characteristic data.
- 3.16 As requested by Scottish Government and Education Scotland guided by the [Framework for Recovery and Accelerating Progress](#), Stretch Aims have been set in discussion with both organisations, and provide a basis for measurement and review, to guide improvement activities moving forwards across the service. In respect of ACEL, the following provisional Stretch Aims were set for session 2022/2023:

	2023 Stretch Aim	2026 Stretch Aim
Primary (P1, P4 ,P7 combined) Literacy	67%	74%
Primary (P1, P4, P7 combined) Numeracy	73%	78%
Secondary (S3) Literacy (3 rd level or above)	75%	88%
Secondary (S3) Numeracy (3 rd level or above)	89%	89%

Authority Approaches

- 3.17 In order to support schools with ongoing improvements in attainment at Broad General Education level, a strategic approach within all Moray schools continues to be adopted. The development and implementation of the following strategy areas is supporting more cohesive and planned methodology to ensure practices to improve achievement for all learners continue to be our Education vision in Moray. These are:
- National Improvement Framework Self-evaluation
 - National Improvement Framework Plan 2023-2024 outlining our actions for Raising Achievement for all Learners
 - Learning and Teaching Strategy and support materials
 - Supporting All Learners Strategy
 - Assessment and Moderation Guidelines
 - Tracking and Monitoring Guidelines and Tracking Tools/System
 - Additional Support Needs (ASN) Strategic Review
 - Quality Improvement team support and challenge regarding data analysis, tracking and monitoring and attainment discussions with all schools

Primary 1 – Early level ACEL

- 3.18 The percentages noted below present the P1 ACEL data for the past 6 years for Moray in comparison with the national averages. Please note that there was no Scottish Government data collected in 2019/2020 per section 3.12.

Year		P1				
		LT	R	W	LIT.	NUM.
2023	Moray	86	78	75	71	81
	National	87	81	78	76	85
2022	Moray	84	76	73	69	78
	National	86	79	77	74	84
2021	Moray	85	77	71	69	78
	National	84	77	74	71	81
2020	Moray	<i>2019/20 data was not collected by Scottish Government</i>				
2019	Moray	85	77	76	71	79
	National	87	82	79	76	85
2018	Moray	82	75	67	63	72
	National	87	81	78	75	85

- 3.19 Moray figures where highlighted in green above indicate where performance exceeds national average; amber indicates where performance is marginally below and red highlight as notably below national average. P1 data for 2022 shows that all Literacy elements and Numeracy are noted as below national averages. The table below shows further comparison of 2023 data with 2022 as previous year with similar colour coding to highlight changes:

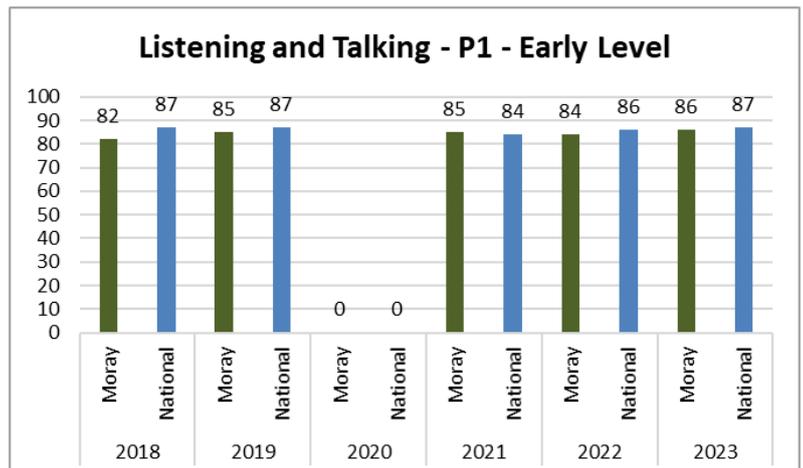
Year:		LT	R	W	LIT.	NUM.
2022	Moray	84	76	73	69	78
2023	Moray	86	78	75	71	81
% Change	Moray	+2	+2	+2	+2	+3

Listening and Talking, Reading, Writing and Literacy overall have all increased by 2% from 2022 in Moray. Numeracy ACEL has increased by 3% from 2022. While ACEL remains below National comparator as outlined in 3.18 above, positive improvement in performance is noted year on year, 2022 to 2023 as highlighted in the table above.

- 3.20 The following graphical representation of data trends over time are further presented for P1 for Listening and Talking, Reading, Writing, Literacy (Overall) and Numeracy. Further commentary is provided alongside each graph.

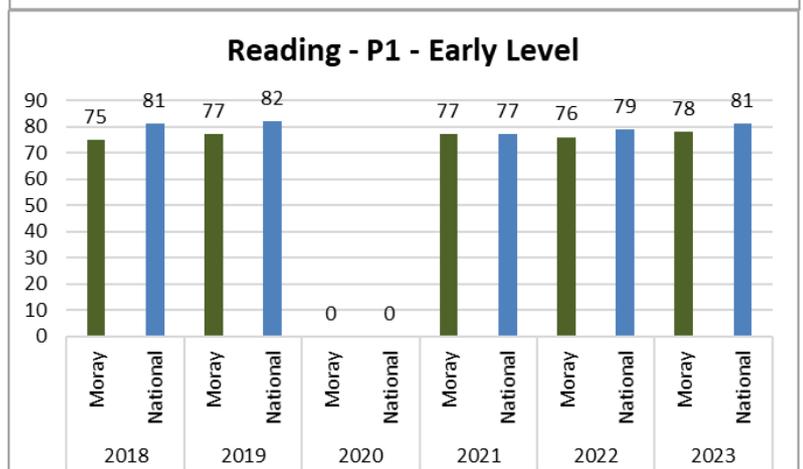
P1 - Listening and Talking

Data trend over time remains in line overall with pre-pandemic data from 2019 and 2% above 2022 ACEL. P1 Listening and Talking is in line with 2022 national average (86%), 1% below 2023 national average. 2023 ACEL is highest recorded for Moray across the 2018-2023 trend period.



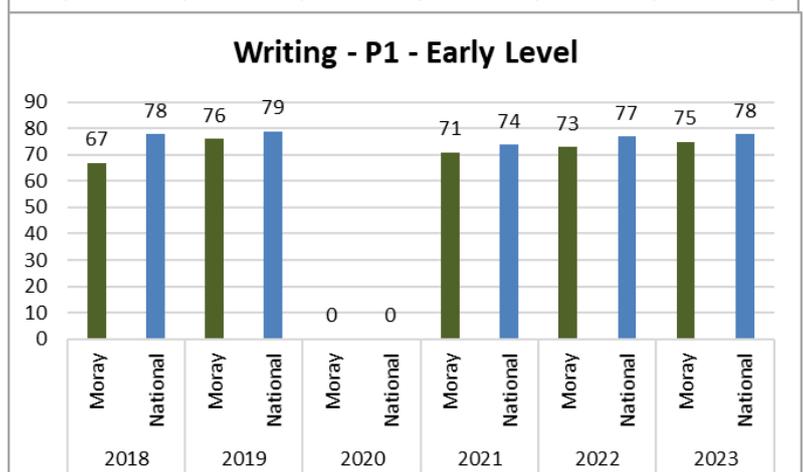
P1 – Reading

Data trend over time remains in line overall with pre-pandemic data from 2019 and 2% above 2022 ACEL. P1 Reading is 1% below 2022 national average, 3% below the 2023 National average. 2023 ACEL is highest recorded for Moray across the 2018-2023 trend period.



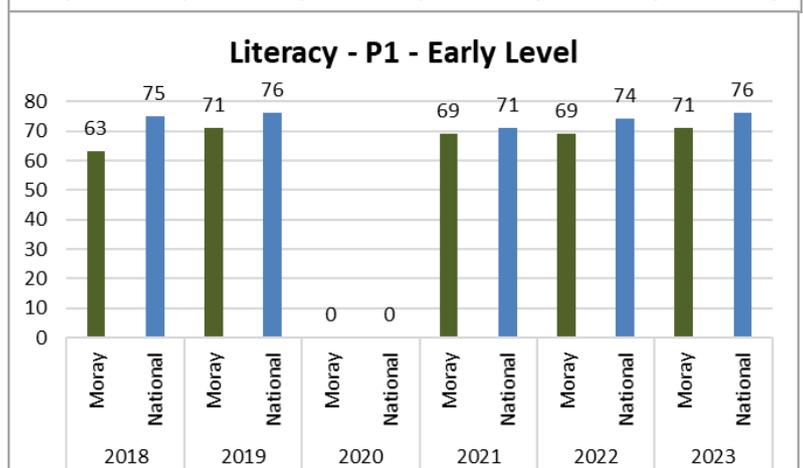
P1 – Writing

Increase in Writing of 2% is noted from 2022, slightly below pre-pandemic data from 2019 by 1%. National average has increased by 1% from 2022 with Moray increasing by 2%, now 3% below National average. Positive 2% increase noted year on year, 2021, 2022 and 2023.



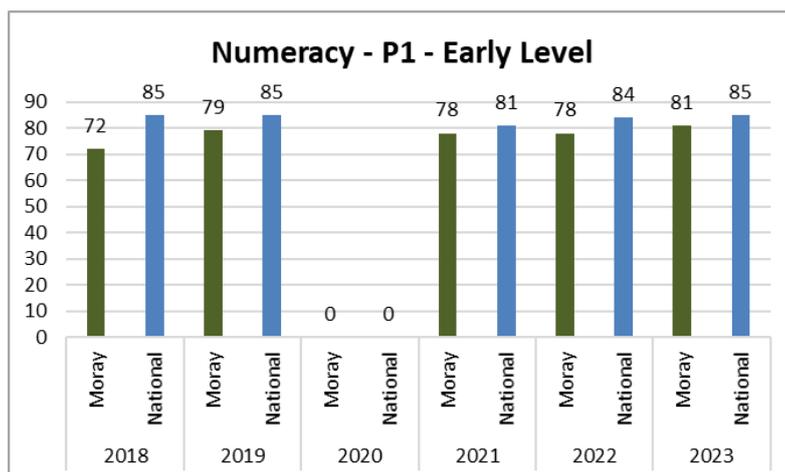
P1 – Literacy

Literacy overall has increased by 2% to 71% comparable with pre-pandemic 2019. National average has also increased by 2% from 2022 leading to a 5% gap remaining between Moray and national average (3% gap between 2022 national average and 2023 Moray).



P1 – Numeracy

Numeracy has increased by 3% from 2022 to 81%, highest performance recorded across the trend period presented. National average has increased by 1% from 2022 resulting in a 4% gap between Moray and national averages in 2023. This gap has reduced by 2% compared with 2022.



Primary 4 – First level ACEL

- 3.21 The percentages noted below present the P4 ACEL data for the past 6 years for Moray in comparison with the national averages. Please note that there was no Scottish Government data collected in 2019/2020 per section 3.12.

Year		P4				
		LT	R	W	LIT.	NUM.
2023	Moray	84	76	69	66	73
	National	87	78	72	70	77
2022	Moray	81	73	67	61	69
	National	85	76	70	67	75
2021	Moray	82	73	66	61	64
	National	82	73	67	64	72
2020	Moray	2019/20 data was not collected by Scottish Government				
2019	Moray	78	72	63	60	65
	National	85	78	73	70	77
2018	Moray	72	66	57	53	60
	National	85	77	72	69	76

- 3.22 Moray figures where highlighted in green above indicate where performance exceeds national average; amber indicates where performance is marginally below and red highlight as notably below national average. P4 data for 2023 shows that all Literacy elements and Numeracy are noted as below national averages. The table below shows further comparison of 2023 data with 2022 as previous year with similar colour coding applied:

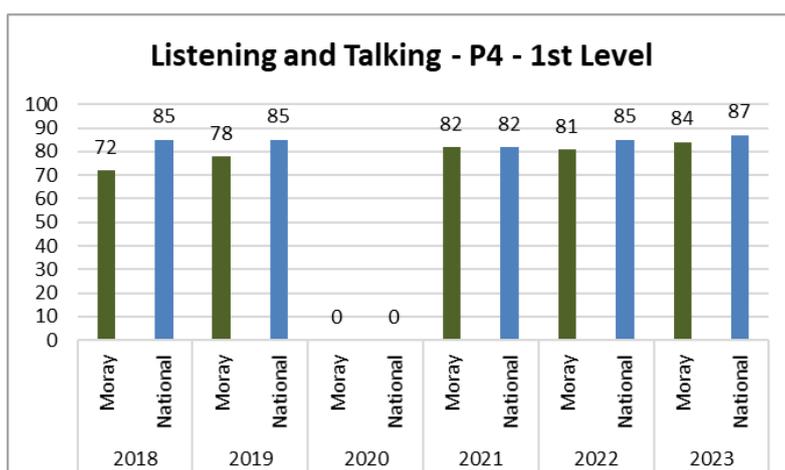
Year:		LT	R	W	LIT.	NUM.
2022	Moray	81	73	67	61	69
2023	Moray	84	76	69	66	73
% Change	Moray	+3	+3	+2	+5	+4

Listening and Talking and Reading have increased by 3% from 2022. Writing has also increased by 2% from 2022. In 2023, a 5% improvement in Literacy overall is noted as a positive improvement in performance compared with 2022. Numeracy ACEL has also increased by 4% from 2023. While ACEL remains below National comparator as outlined in 3.21 above, positive improvement in Moray performance is noted year on year, 2021-2023.

3.23 The following graphical representation of data trends over time are further presented for P4 for Listening and Talking, Reading, Writing, Literacy (Overall) and Numeracy. Further commentary is provided alongside each graph.

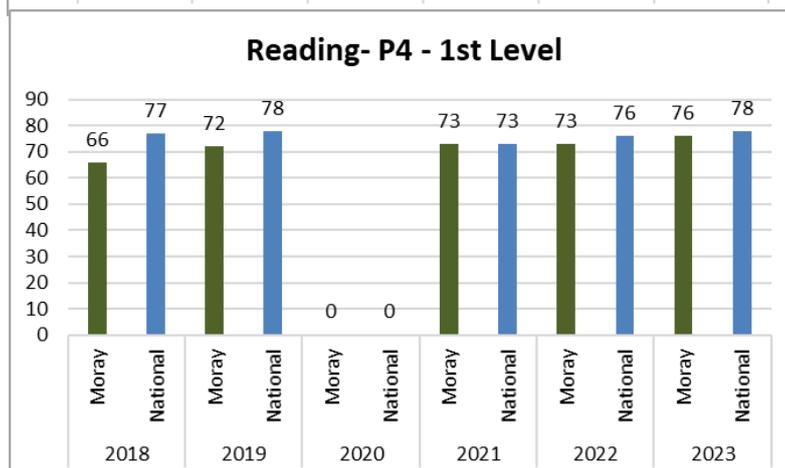
P4 - Listening and Talking

Data trend over time remains positive overall compared with pre-pandemic data from 2019 and 3% above 2022 ACEL, highest across trend period at 84%. P4 Listening and Talking is 3% below 2023 national average, noted as 1% below 2022 national average when Moray gap with 2022 national was 4%.



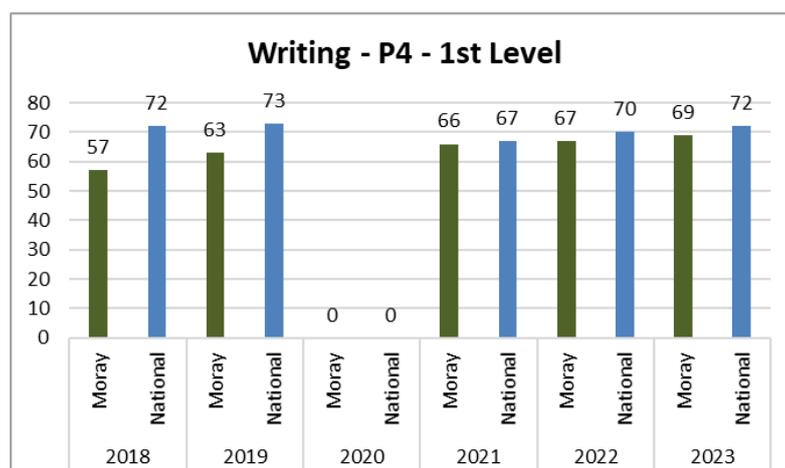
P4 – Reading

Data trend over time remains positive overall compared with pre-pandemic data from 2019 and 3% above 2022 ACEL (76% compared to 73%). P4 Reading is 2% below 2023 national average, where 2023 is noted as highest performance across the trend period presented at 76%.



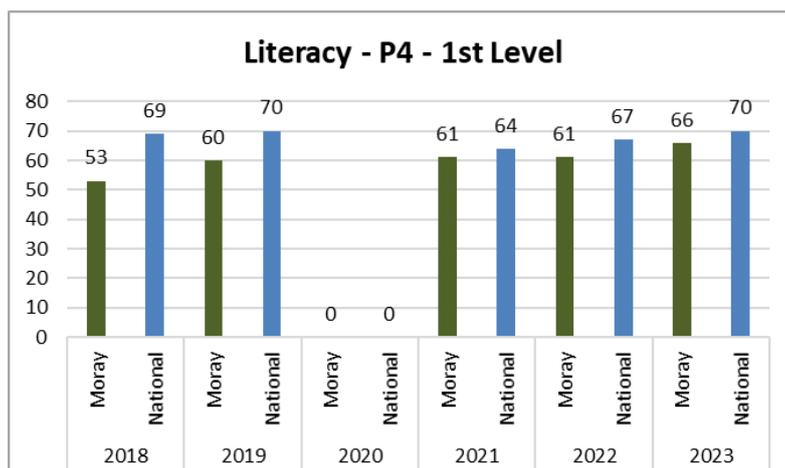
P4 – Writing

Increase in Writing of 2% is noted from 2022, positive overall compared with pre-pandemic data from 2019 by 6%. National average has increased by 2% from 2022 with Moray increasing by 2%. Moray remaining 3% below national. Highest performance across the trend period presented at 69%.



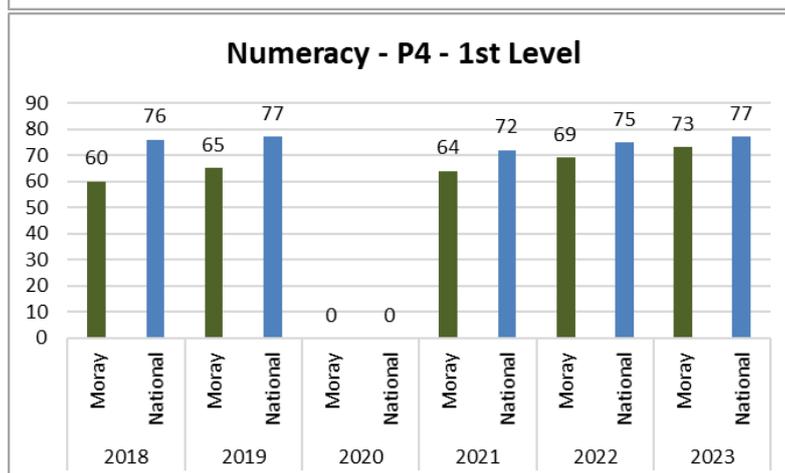
P4 – Literacy

Literacy overall has increased by 5% compared with 2022. National average has increased by 3% from 2022 leading to a 4% gap between Moray and national average in 2023 (6% gap in 2022). Highest performance across the trend period presented at 66%.



P4 – Numeracy

Numeracy has increased by 4% and is favourable compared with 2022 and pre-pandemic 2019 average (65%). National average has increased by 2% from 2022 to 77% leading to a 4% gap between Moray and national averages in 2023 (6% gap in 2022). Highest performance across the trend period presented at 73%.



Primary 7 – Second level ACEL

- 3.24 The percentages noted below present the P7 ACEL data for the past 6 years for Moray in comparison with the national averages. Please note that there was no Scottish Government data collected in 2019/2020 per section 3.12.

Year		P7				
		LT	R	W	LIT.	NUM.
2023	Moray	82	78	70	66	74
	National	87	81	75	73	78
2022	Moray	83	74	70	65	69
	National	86	79	73	71	76
2021	Moray	80	71	64	62	62
	National	82	76	69	66	72
2020	Moray	<i>2019/20 data was not collected by Scottish Government</i>				
2019	Moray	81	76	67	64	66
	National	86	80	74	71	76
2018	Moray	75	71	61	59	61
	National	84	79	73	70	75

3.25 Moray figures where highlighted in green above indicate where performance exceeds national average; amber indicates where performance is marginally below and red highlight as notably below national average. P7 data for 2023 shows that all Literacy elements and Numeracy are noted as below national averages. The table below shows further comparison of 2023 data with 2021 as previous year with similar colour coding applied:

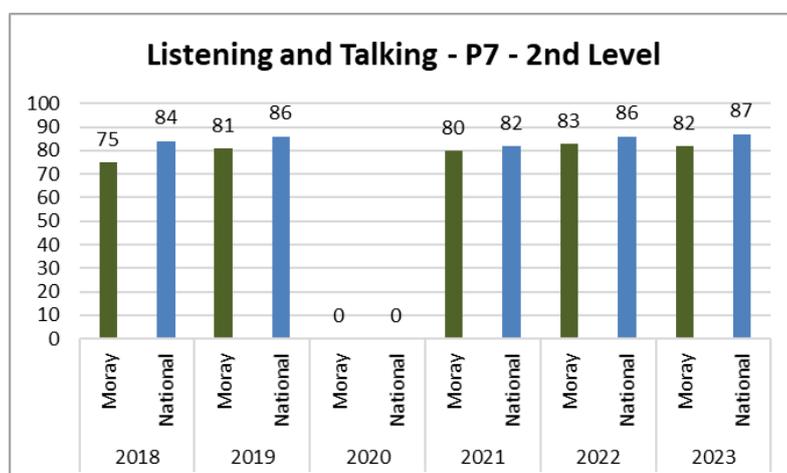
Year:		LT	R	W	LIT.	NUM.
2022	Moray	83	74	70	65	69
2023	Moray	82	78	70	66	74
% Change	Moray	-1	+4	0	+1	+5

Listening and Talking has marginally reduced by 1% from 2022. Reading has witnessed increase by 4% with Writing remaining at 70%. Literacy overall has increased by 1%, with largest increase noted in Numeracy of 5%.

3.26 The following graphical representation of data trends over time are further presented for P7 for Listening and Talking, Reading, Writing, Literacy (Overall) and Numeracy. Further commentary on trends over time is provided to the right of each graph.

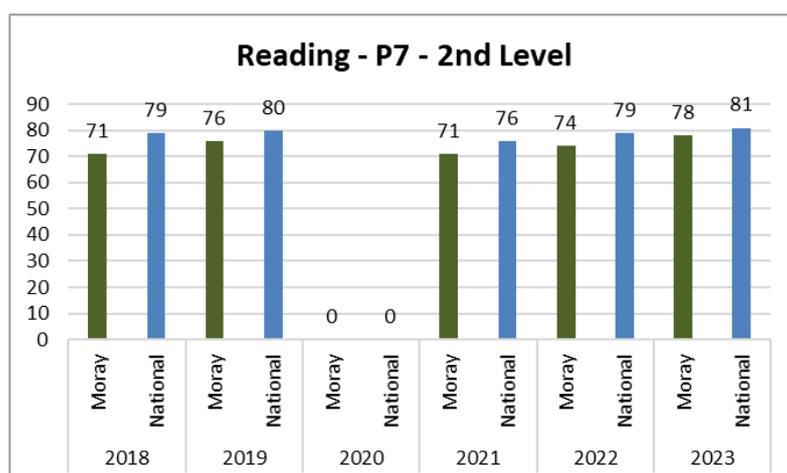
P7 - Listening and Talking

P7 Listening and Talking has reduced marginally by 1% to 82%, with increase in national average by 1% to 87%. A 5% gap is now present in 2023, compared with 3% in 2022. Performance remains 1% higher than 2019 pre-pandemic average for Moray.



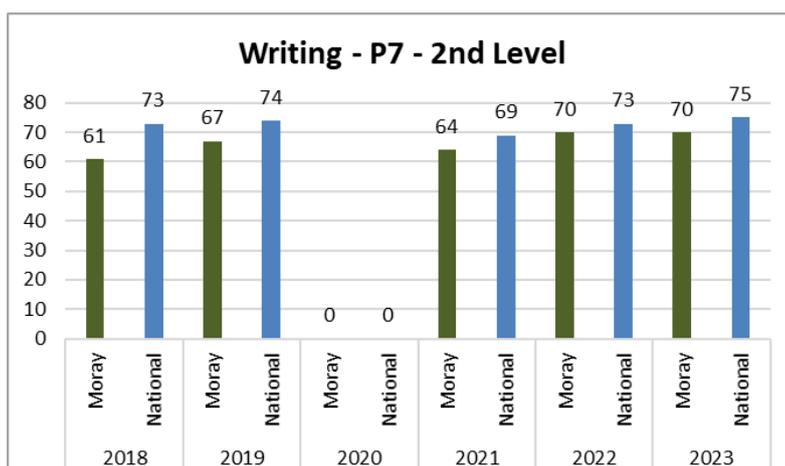
P7 – Reading

Data trend over time remains positive with 4% increase from 2022 to 78%. Increase in national average to 81% highlights a 3% gap in 2023 compared with 5% in 2022. Compared with pre-pandemic data from 2019 (76%) and trend over time, 2023 performance at 78% is highest across the trend period presented, with 3% and 4% increases noted from 2021 to 2022 and 2022 to 2023.



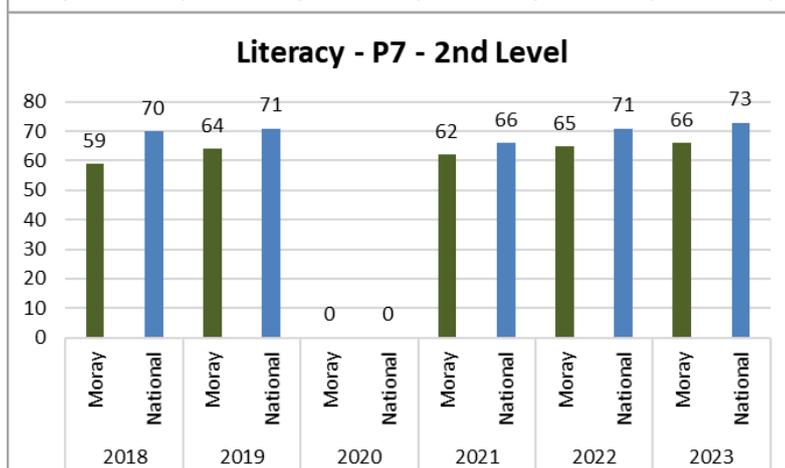
P7 – Writing

Writing remains comparable in performance to 2022 at 70%, positive overall compared with pre-pandemic data from 2019 by 3%. National average has increased by 2% from 2022 with Moray below national average by 5% compared with 3% in 2022.



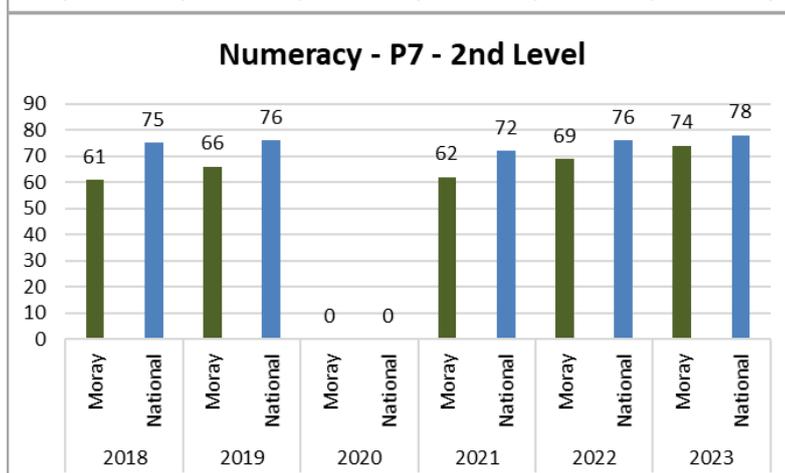
P7 – Literacy

Literacy overall has increased to 66%, 1% increase on 2022 and highest year's performance across trend period presented. National average has increased by 2% from 2022 to 73% leading to a 7% gap between Moray and national averages in 2023 (6% gap noted in 2022).



P7 – Numeracy

Numeracy overall has increased by 5% to 74% and is favourable compared with 2022 (69%) and pre-pandemic 2019 average (66%). National average has increased by 2% from 2022 leading to a 4% gap between Moray and national averages in 2023 (7% gap noted in 2022, 10% gap in 2021). Positive improvement in performance and highest across trend period.



Secondary 3 (S3) – Third level ACEL and Fourth level ACEL

- 3.27 The percentages noted below present the S3 ACEL data for the past 6 years for Moray in comparison with the national averages for ACEL 3rd level and ACEL 4th level. Please note that there was no Scottish Government data collected in 2019/2020 or 2020/2021 for S3 pupils per section 3.12.

ACEL 3rd level

Year		Third level				
		LT	R	W	LIT.	NUM.
2023	Moray	89	89	87	86	87
	National	91	90	89	88	90
2022	Moray	82	80	77	72	86
	National	89	88	87	86	89
2021	Moray/National	<i>2020/21 data was not collected by Scottish Government</i>				
2020	Moray/National	<i>2019/20 data was not collected by Scottish Government</i>				
2019	Moray	90	88	87	83	92
	National	91	91	90	88	90
2018	Moray	88	84	82	79	82
	National	91	90	89	87	89

ACEL 4th level

Year		Fourth level				
		LT	R	W	LIT.	NUM.
2023	Moray	62	63	57	54	58
	National	63	62	60	56	63
2022	Moray	44	45	43	37	55
	National	55	54	52	48	59
2021	Moray/National	<i>2020/21 data was not collected by Scottish Government</i>				
2020	Moray/National	<i>2019/20 data was not collected by Scottish Government</i>				
2019	Moray	35	31	29	24	56
	National	57	55	52	48	59
2018	Moray	40	34	32	27	37
	National	55	53	51	46	56

3.28 Moray figures where highlighted in green above indicate where performance exceeds national average; amber indicates where performance is marginally below and red highlight as notably below national average. S3 data for 2023 at 3rd and 4th level ACEL achieved in S3 shows that all Literacy elements with the exception of Reading are noted as below national averages, marginal for some measures. The table below shows further comparison of 3rd and 4th level 2023 data with 2022 as nationally published ACEL data by Scottish Government, with colour coding applied to highlight changes in performance year on year, 2022 to 2023.

ACEL 3rd level

Year:		LT	R	W	LIT.	NUM.
2022	Moray	82	80	77	72	86
2023	Moray	89	89	87	86	87
% Change	Moray	+7	+9	+10	+14	+1

ACEL 4th level

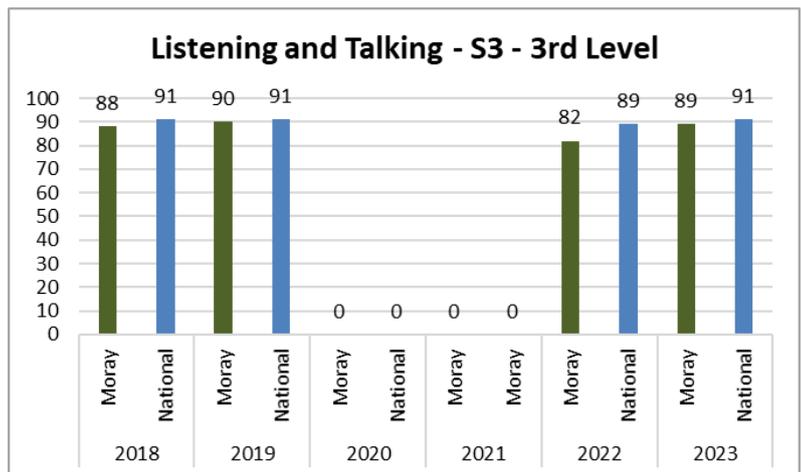
Year:		LT	R	W	LIT.	NUM.
2022	Moray	44	45	43	37	55
2023	Moray	62	63	57	54	58
% Change	Moray	+18	+18	+14	+17	+3

Listening and Talking, Reading, Writing and Literacy overall in particular have witnessed notable increase on 2022 Moray ACEL averages at 3rd and 4th levels, resulting in 14% increase in Literacy overall at 3rd level and 17% increase at 4th level. Numeracy has also witnessed slight increase at 3rd and 4th level compared with 2022 ACEL of 1% and 3% respectively.

3.29 The following graphical representation of data trends over time are further presented for S3 for Listening and Talking, Reading, Writing, Literacy (Overall) and Numeracy at third and fourth levels. Further commentary on trends over time is provided to the right of each graph.

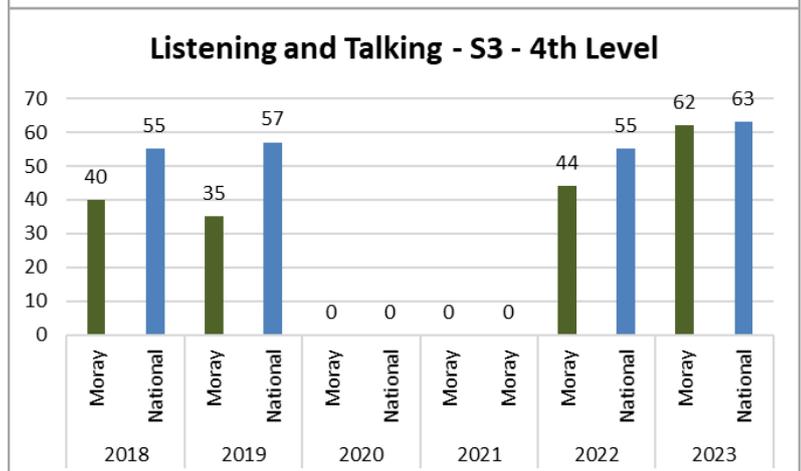
**S3 - Listening and Talking
3rd level**

2023 ACEL (89%) in line with 2022 national average, marginally below 2023 national average of 91% - 2% gap. Comparable to 2019 pre-pandemic performance of 90% with positive increase in performance noted at 3rd level.



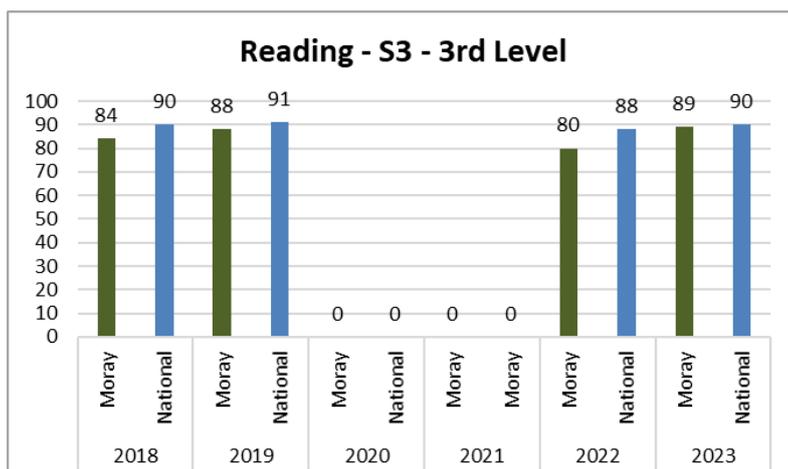
**S3 - Listening and Talking
4th level**

2023 ACEL of 62% highest across the trend period, in line overall with 2023 national average and 7% above 2022 national average. Positive improvement in performance compared with 2022, in 2023.



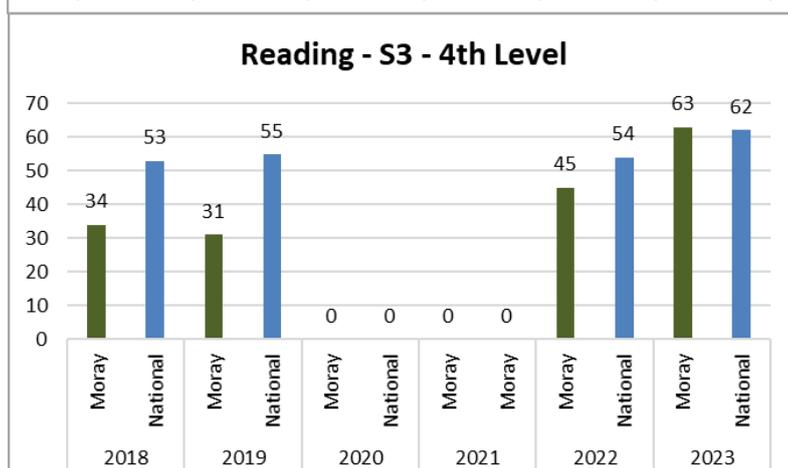
S3 – Reading 3rd level

2023 data highlights 9% improvement in performance compared to 2022 and highest performance overall across the trend period, comparable to pre-pandemic 2019. Overall, in line with 2023 national average (1% below), 1% above 2022 national average.



S3 – Reading 4th level

2023 data highlighting positive improvement in performance, 1% above 2023 national average (62%) at 63%. Highest performance across the trend period presented and positive compared with pre-pandemic Moray averages.



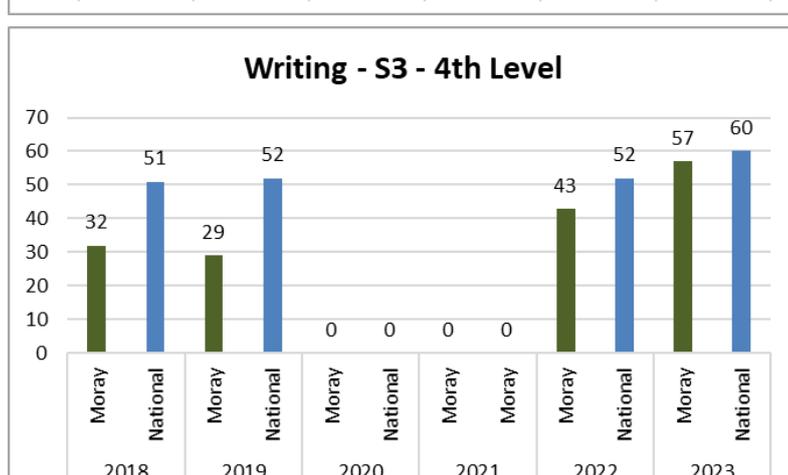
S3 - Writing 3rd level

2023 data highlighting positive improvement in performance, in line with 2022 national average, and marginally below 2023 national average (87% compared with 89%), with 2% increase in national average. Performance comparable to 2019 pre-pandemic average.



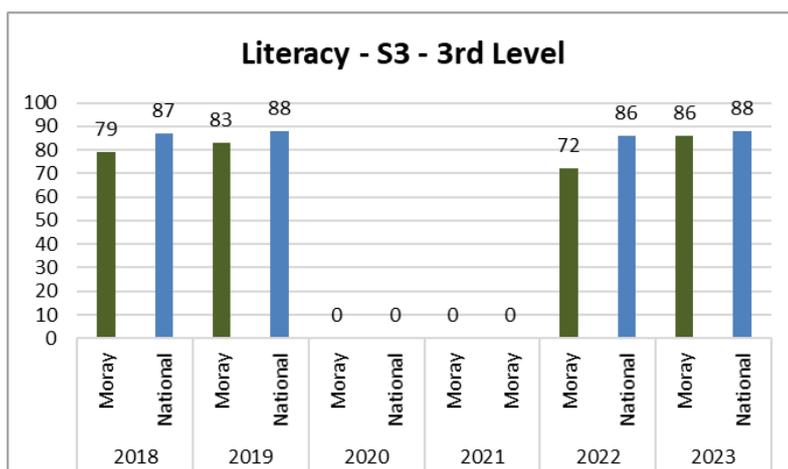
S3 - Writing 4th level

2023 data highlighting positive improvement in performance to 57%, 5% above 2022 national average and marginally below (3%) 2023 national average, which had witnessed increase from 2022 to 2023 of 8%. Significant reduction in attainment gap is presented.



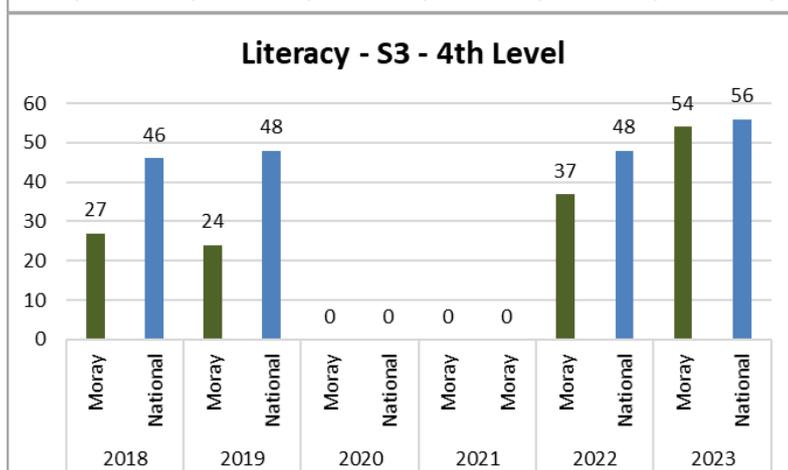
S3 - Literacy 3rd level

2023 data highlights improvement in performance, with 2023 (86%) in line with 2022 national average, 2% below 2023 national average which has witnessed increased. Highest performance across trend period presented. Positive increase in performance overall.



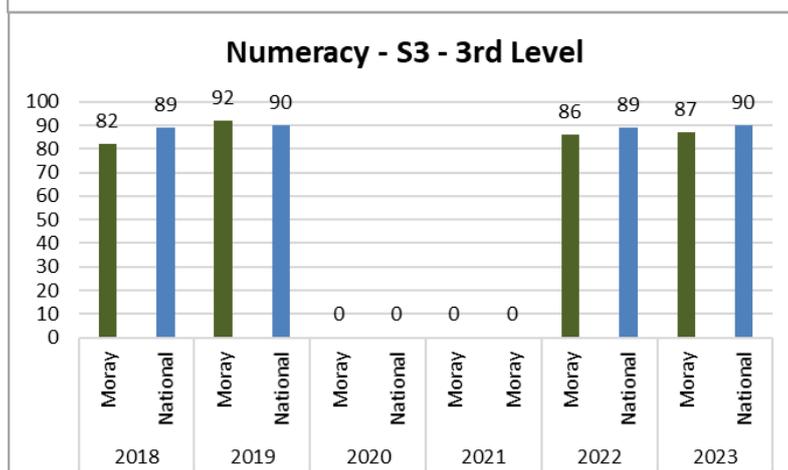
S3 - Literacy 4th level

Literacy at 4th level has increased to 54%, higher than previous years recorded and above 2022 national average. 2% below 2023 national average which has also witnessed increase from 2022 to 2023 (48% to 56%). Positive increase in performance overall.



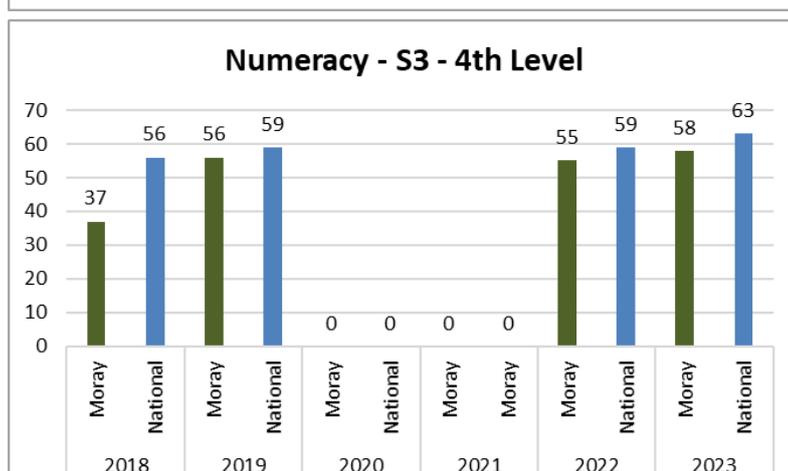
S3 – Numeracy 3rd level

Numeracy at 3rd level has increase by 1% to 87%. National average has increased by 1% from 2022 leading to a 3% gap between Moray and national average in 2023 (also 3% in 2022). Marginally below national average in 2023.



S3 – Numeracy 4th level

Numeracy at 4th level has increased by 3% to 58% and is favourable compared with pre-pandemic 2019 average (56%). National average has increased to 63% leading to a 5% gap between Moray and national averages in 2023 (4% gap in 2022).

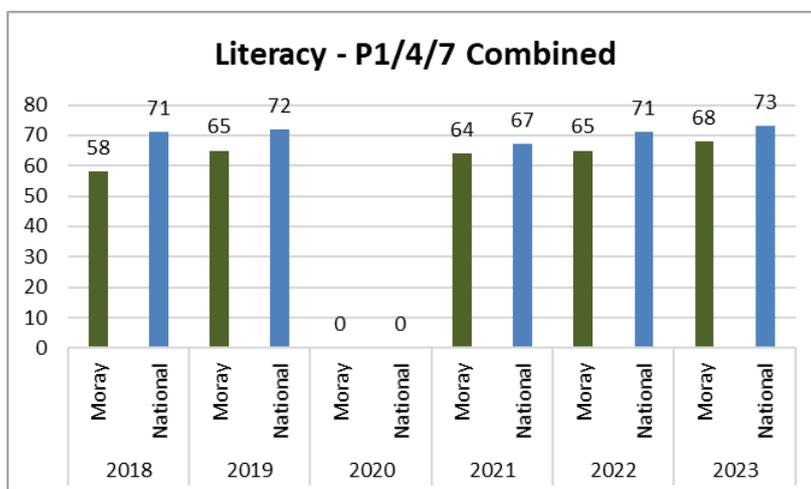


P1/P4/P7 Literacy and P1/P4/P7 Numeracy Combined Measure and Stretch and Stretch Aims

3.30 Data analysis relating to S3 Literacy (Combined) and S3 Numeracy have been provided in 3.29 above. Further analysis for P1/P4/P7 combined measure for Literacy and Numeracy is provided below.

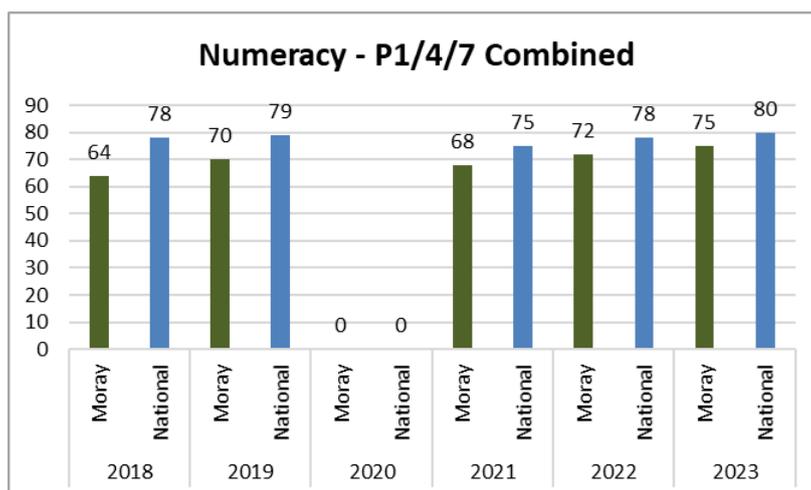
P1/P4/P7 - Literacy (Combined)

P1/P4/P7 Literacy (combined) has increased to 68% and is 3% higher than 2022. National average has increased by 2% from 2022 leading to a 5% gap between Moray and national averages in 2023. This compares with a 6% gap between Moray and Scotland based on 2022 averages. Highest performance noted in 2023 across the trend period outlined.



P1/P4/P7 Numeracy (Combined)

P1/P4/P7 Numeracy (combined) has increased by 3% to 75% and is favourable compared with 2022 (72%) and 2021 (68%) averages. National average has increased by 2% from 2022 (78% to 80%) leading to a 5% gap between Moray and national averages in 2023 compared to a 6% gap noted in 2022.



P1/P4/P7 and S3 Literacy and Numeracy (Combined) Stretch Aims

3.31 Following review of all data and analysis, the following Core Stretch Aims which had been set as requested by Scottish Government and monitored by Education Scotland following publication of the Framework for Recovery and Accelerating Progress nationally in relation to ACEL. Stretch Aims set were reported previously to this Committee on 25 January 2023 (para 11 of minute refers) in [Appendix 1](#). The NIF Plan was then refreshed in line with Education Scotland's update to the [Framework for Recovery and Accelerating Progress](#) reported to this Committee on 19 September 2023 (para 10 of minute refers) in [Appendix 2](#).

	2023 ACEL Stretch Aim	2023 ACEL Actual	2026 Aspirational Stretch Aim
Primary Literacy (P1, P4 ,P7 combined)	67%	68%	74%
Primary Numeracy (P1, P4 ,P7 combined)	73%	75%	78%
Secondary (S3) Literacy (3 rd level or above)	75%	86%	88%
Secondary (S3) Numeracy (3 rd level or above)	89%	87%	89%

- 3.32 On review of data sets presented and on further detailed analysis at individual school level, support and challenge discussions have followed between the central Quality Improvement team and Head Teachers regarding data submitted and security of ACEL teacher professional judgements on learner level achievement.
- 3.33 In Primary, this has been undertaken through central Quality Improvement Visits during Term 4 in April to June 2023 as part of our revised Moray Quality Improvement Framework and analysis, focussed on Quality Indicator 3.2 (Raising attainment and achievement) from How Good is Our School 4.
- 3.34 In secondary, this has been undertaken through initial discussion with Senior Leadership Teams in Term 4 (April to June 2023), with ACEL forming a key part of discussions at Secondary Attainment and School Performance Meetings led by the Head of Education and Quality Improvement Manager (Schools) During September to December 2023. Secondary School Achievement and Performance Frameworks formed the basis for discussions.
- 3.35 Following completion of roll-out of Seemis Progress and Achievement for Tracking and Monitoring in June 2023, a data analysis tool (AnalyseM) was developed in support of senior leader and wider school staff data analysis. Development and training of this data analysis toolkit was completed in December 2023, with development underway of the secondary version, due for roll-out in February 2024. Our Strategy and Guidance for Tracking and Monitoring in the Broad General Education will be further reviewed for roll-out in May/June 2024 for session 2024/2025.
- 3.36 While Primary data is below national averages overall, improvement (year to year - 2021 to 2022; 2022 to 2023) based on Moray data is noted in data presented above. While very marginal regression is noted in P7 Listening and Talking, with performance in P7 Writing also remaining constant, overall positive improvements in performance are noted for Moray comparing favourably overall with agreed Stretch Aims as noted in 3.31 above, with 2023 performance exceeding stretch aims in 3 of 4 key measures, marginally below fourth Stretch Aim for S3 Numeracy (3rd level or above) at 87% (Stretch Aim – 89%).

3.37 While Secondary data is marginally below national averages overall, notable improvement based on last year of data publication (2022) is highlighted across measures in 3.29 and 3.30 above.

3.38 In order to build and maintain improvement the following work is planned for, or ongoing with our Moray Schools:

- Following the ADES-Education Scotland Collaborative Improvement Event in February 2023 and NIF Improvement Plan 2023-2024 development, Moray Improvement Groups have been formed to take forward development of revised Moray Literacy and Numeracy Strategies in line with current thinking and practice to support improvements in attainment for children and young people
- Literacy Progression and Toolkits have been developed in order to support practitioners in delivery and assessment of children's learning across levels in Literacy
- Development of core progressions and learning pathways across curriculum areas led by central officers are nearing completion with phased roll-out and sharing underway
- Following full roll-out of Seemis Progress and Achievement for Broad General Education Tracking and Monitoring, a new data analysis tool has been created for Primary (AnalyseM) with work underway in development of the Secondary tool to support attainment, achievement, wider characteristic and attendance/exclusion monitoring. This will further support identification and narrowing of attainment gaps emerging at school and local authority level
- Continued roll-out and training on the new National Standardised Assessment (NSA) platform with support from our regional trainer, with successful completion of the Introduction to NSA, and NSA in the Additional Support Needs/English as an Additional Language virtual training sessions to date and further data analysis sessions using NSA planned
- Continued strengthening of Moray's approaches to Moderation for ACEL TPJ through the Moray Quality Assurance and Moderation Support Officer (QAMSO) team
- Stretch Aims continue to be used as a focus for future improvement activities, with ongoing monitoring at local authority level to gauge progress and areas for further focussed improvement
- Continued emphasis on provision of high quality learning experiences in line with Our Moray Standard for Learning and Teaching and local school context interpretation. Investment in Power Up Your Pedagogy across our schools has led to development of teacher learning communities, strengthening pedagogical practice through reflection and working together
- Continued emphasis on tracking and monitoring learner progress and achievement throughout the year with pupil progress meetings built in to Quality Assurance calendars in our schools to support Teacher Professional Judgements on learner level achievement
- Continued moderation activities in our schools, within and across stages and within Associated Schools groups to ensure shared understanding of national standards for learner achievement of a level

- Continued quality assurance of curriculum content and coverage including quality of play based approaches in line with Moray's Play Strategy to ensure learner attainment is maximised by point of P1 ACEL
- Engagement with Education Scotland offers of support, in line with the NIF Improvement Plan 2024 priorities
- Roll out of key strategies including the approved Support All Learners strategy and the Parental Involvement and Engagement strategy
- Continued work on the review of Additional Support Needs and emerging changes which will ensure targeted resources for children and young people who require enhanced supports. This includes training for teaching and non-teaching staff in order to support a diverse range of learners where they may have specific needs
- Working with our Education Scotland Attainment Advisor, continue to support schools with their Pupil Equity Funding planning, allocations and spending to support enactment of interventions to close identified poverty and wider related attainment gaps based on intelligence and data
- Further allocations through Strategic Equity Funding and Care Experienced Children and Young People Fund continue to be monitored with funds identified for allocation based on intelligence and need in line with national guidance

3.39 In order to build and maintain improvement in our secondary schools, along with a number of areas noted in 3.31 above, we will also:

- Continue development and roll-out of the revised Secondary Improvement Model (SIM), with targeted visit programme this session supported by Secondary Achievement and School Performance Meetings across our eight secondary schools, guided by our Secondary Attainment and Performance Framework
- Core and Core plus Stretch aims have been set for all Secondary Schools as key performance measures which will strengthen support and challenge of school achievement and review of performance year on year
- Through Moray Improvement Group 10, Subject Group Networks have been reviewed with meeting structure in place, allocated time to meet and increased collaboration opportunities across the session. This has increased focus on the Broad General Education and provided a reporting forum for Head Teachers to view key messages for in-school developments, support and next steps
- Continued moderation within and across secondary schools supported by QAMSOs where appropriate to support clarity in standards and expectations for ACEL following sessions across subject groups during the May 2023 local authority Inset Day
- Increased focus on tracking and monitoring learner progress and achievement throughout the year in S1 to S3, with further early indication progress checks with secondary schools in the lead up to June ACEL census in February 2024. Attendance and exclusion monitoring with key policy review planned for later this session
- Continued partnership working with our Education Scotland Attainment Advisor, support identified schools with targeted use of Scottish Attainment Challenge Strategic Equity Funding to support localities of greatest need to raise attainment due to poverty related and wider factors

4. **SUMMARY OF IMPLICATIONS**

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

Reflective of priorities within the Corporate Plan with particular regard to (People) in providing a sustainable education service aiming for excellence, progress in achieving better performance and improved inspection outcomes, empowering and raising aspirations. With regards to the 10 Year Plan (Local Outcomes Improvement Plan LOIP), (2) building a better future for our children and young people in Moray through equity of learning experience offered across our schools; supporting ambitious and confident children, able to reach their full potential.

(b) Policy and Legal

It is the duty of the Council to secure improvement and the quality of school education which is provided in schools managed by Headteachers and to raise standards of education (Section 7, 8 of Standards in Scotland's Schools etc Act 2000).

(c) Financial implications

There are no financial implications arising directly from this report. Continued support from finance is required in order to ensure timely financial updates in order to guide spending plans in line with statutory reporting and external scrutiny requirements.

(d) Risk Implications

There are risk implications if we cannot support national expectations and requirements in relation to this key national policy directive. The risks associated with inability to support expectations and requirements are the potential negative impact on school inspection reports and in the failure to improve learner achievement and attainment. This would have a direct impact on any reporting to the Scottish Government and Education Scotland on National Improvement Framework areas and progress or achievement of Stretch Aims as part of the Framework for Recovery and Accelerating Progress.

The ongoing legacy impact of Coronavirus on learner attendance at school, engagement in learning and behaviours exhibited may continue to directly impact on ACEL as reported by schools and noted in para 3.3 above. Effects of reduced funding and resource in order to support emerging needs will continue to have potential to impact on attainment.

A number of schools continue to observe and increase in children and young people with specific Additional Support Needs (ASN) and Social, Emotional and Behavioural Needs (SEBN) where due to these needs, access a personalised curriculum with individual targets and outcomes. This requires schools to allocate resources available in a targeted way and has an impact on overall attainment levels and universal supports available. Increased reports of anti-social and disruptive behaviours

among a very small minority of young people in secondary, has impacted on learning and diverted staff from supporting wider pupils/groups.

Industrial Action impacted on in-school attendance of children and young people and direct teaching time last session. Coupled with unplanned school building closures and move to remote learning due to heating failures in specific schools and snow closures within specific Associated Schools Groups, further disruption to in-school learning resulted in some schools. This may have impacted on attainment and is outwith school control.

It is acknowledged that budget pressures and resulting savings may arise in the future, leading to potential reduction in resources and supports available to schools. This will have a direct impact on attainment levels for children and young people, were reduced universal or targeted supports to schools accessible. Schools will require timely and accurate financial information in order to plan for interventions, using all funding available to them including Pupil Equity Funding.

(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) Climate Change and Biodiversity Impacts

No climate change or biodiversity implications have been determined due to the scrutiny and performance based nature of activities reported and no findings related to such implications contained herein. Move to virtual meetings and platforms where possible for certain activities (e.g. Moderation using Microsoft Teams, Subject Groups) has reduced potential impact of carbon emissions and pollution caused by staff travel by car to central locations.

(i) Consultations

Senior Officers in Education, Communities and Organisational Development, the Equal Opportunities Officer, the Human Resources Manager and Caroline O'Connor, 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** Key attainment messages in relation to ACEL based on TPJ are presented within this paper for P1, P4, P7 and S3 for Literacy (Reading, Writing, Listening and Talking) and Numeracy for 2023 and over time. Noted improvements in performance across almost all measures from 2022 have been identified and analysed. While noted within the paper that performance remains marginally below or below national averages overall, improvements are noted within key literacy elements and numeracy at different stages and levels compared with data available from previously published national datasets available (2021/2022 datasets). Where improvements are noted in Moray data, variance is further noted against national average comparators, also witnessing improvement over time with the gap between Moray and national performance narrowing.
- 5.2** Moray schools continue to use all resources available to them in including Pupil Equity Fund and Strategic Equity Fund as appropriate, in order to initiate targeted and universal supports and approaches. As a result, attainment gaps have witnessed reduction across most measures from 2022 to 2023, with further commitment from schools to ensure progression pathways in place support teacher planning and moderation activities continue at school, inter-school and ASG level to strengthen practitioner confidence in learner level achievement (TPJ).
- 5.3** Positive progress towards Stretch Aims has been realised overall as outlined in para 3.31, required by Scottish Government and Education Scotland as part of the revised framework for recovery and accelerating progress as both prudent and aspirational targets for improvement. As an Education service and across our schools, we continue to strengthen practice and employ resources in order to raise achievement for all learners. Key service actions as outlined in our [NIF Plan 2023-24](#).
- 5.4** Committee is invited to scrutinise data and key messages reported and acknowledge work planned or ongoing to improve ACEL, centrally and across Moray schools with most recent 2023 ACEL and performance over time outlined within this paper.

Author of Report: Stewart McLauchlan, Quality Improvement Manager

Background Papers: [NIF Plan 2023-2024](#)
[National Discussion on Scottish Education](#)
[Putting learners at the centre: towards a future vision for Scottish Education](#)
[Framework for Recovery and Accelerating Progress](#)
[Stretch Aims Appendix 1](#) (initial stretch aims)
[Education NIF Appendix 2](#) (updated stretch aims)

Ref:



**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES
COMMITTEE ON 20 FEBRUARY 2024**

SUBJECT: BEHAVIOUR IN MORAY SCHOOLS

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

1. REASON FOR REPORT

- 1.1 In response to the request of the Committee on November 2023, to advise Committee of escalating behaviours in schools and actions to support staff, pupils and the wider school community as well as ongoing work with partners.
- 1.2 This report is submitted to Committee in terms of Section III (D) (1) of the Council's Scheme of Administration relating to all the functions of the Council as an Education Authority.

2. RECOMMENDATION

2.1 It is recommended that Committee:

- (i) acknowledges National work ongoing around increased disruptive behaviour across schools and society;**
- (ii) acknowledges and endorses the local approach as set out in Appendix 1; and**
- (iii) agrees that this work will be led in a multi-agency approach with a short, medium to long term action plan and refers the matter to the Community Planning Partnership Board for consideration.**

3. BACKGROUND

- 3.1 At the ECLS committee on November 2023, during consideration and discussion of the Performance report (Education Resources and Communities), the Committee asked for a report to be prepared for next committee with information on how behavioural issues and incidents of violence and aggression are being addressed to deliver outcomes for pupils. This report responds to that request.
- 3.2 The Scottish Government commissioned the National Centre for Social Research to conduct the Behaviour in Scottish Schools Research (BISSR). The latest report (November 2023) indicates that the majority of pupils are still well behaved, however low level and more serious disruptive behaviours have

increased in Scottish schools, including physical violence and aggression, since the report in 2016. This would be mirrored in Moray.

- 3.2 The Cabinet Secretary for Education and Skills committed to convening a summit on relationships and behaviour in schools, in order to establish a robust evidence base, informed by practitioners, on this issue of relationships and behaviour policy in schools. A number of Councils, schools and organisations were involved in this however Moray was not represented. The summit comprised of a series of themed events between June and November 2023 to enable relationships and behaviour policy to be carefully explored with partners. The summit focussed on the theme of relationships and behaviours in schools. The aims of the summit were: to identify the challenges and barriers to creating a safe and consistent environment in schools; and to identify practical solutions necessary to tackle these, at a school, local and national level.
- 3.3 Emerging work around this has been a request from the Cabinet Secretary of Education Scotland that during inspection, His Majesty's inspectorate will gather evidence about relationships and behaviour. As a result the authority received a guidance note in January 2024 regarding behaviour in schools and settings. This approach will allow Education Scotland to learn from and deepen their understanding of the challenges faced by schools and settings in dealing with this issue. In addition, it will recognise across Scotland the successes in implementing policies and guidance to support positive relationships and behaviour.
- 3.4 Post Covid there has been an increase in incidents of challenging behaviour in Moray particularly in secondary schools. During a planned Head Teacher (HT) meeting with Education senior officers in Autumn 2023, incidents of challenging behaviour from secondary school aged young people both in school and in communities were reported by HTs as increasing in number and seriousness. This culminated in serious incidents at Elgin High School and Buckie High School which triggered emergency meetings of the Getting it Right for Every Child (GIRFEC) Leadership Group to consider a partnership response. Meetings were held in December 2023 and January 2024.
- 3.5 Alongside this locally we are seeing an increase in Violence and Aggression reporting across schools. However, this requires careful analysis and interpretation. The increase could be as a result of a move to an electronic format for the Violence and Aggression form and also encouragement from the Local Negotiating Committee for Teachers (LNCT) to complete for every incident. In addition to this, there has been a lot of interest from media outlets of late due to the national interest and publications.
- 3.6 In addition to this, local reporting would require to be further analysed to determine whether the incidents relate to learners with additional support needs or not. Currently there is a lack of capacity within the service to undertake this additional work due to ongoing reviews and operational demands.
- 3.7 There has been a significant increase in relation to concerning behaviour incidents within schools and in communities. The young people involved are predominantly of secondary school age and although there are less than 10%

involved from each school, the disruption is having a wide impact on other young people and school staff. From initial trigger points, behaviour in school escalated as a few young people absent themselves from classes, are disruptive in and around school and encourage their peers to participate and become disruptive. There have been a number of common features in schools, such as the use of substances or attending school under the influence of substances. Young people present at school and then refuse to attend classes or to leave school when behaviours are inappropriate and affect the safety of others. Exclusions in schools have increased, including care experienced children and young people, where the target for local authorities is to reduce them to zero. Moray is on track to exceed the number of exclusions in secondary next year which will impact on our Stretch Aim as part of the Scottish Attainment Challenge (SAC) priority. A decision to exclude is not taken lightly and hinges on whether or not the school can ensure the safety of a young person or the wider school. Typical behaviours exhibited in secondary schools from a minority of pupils are:

- Disengagement with learning in the classroom – often resulting in removal or leaving the room.
- Leaving the classroom without permission – often to wander the corridors, go missing, leave the school premises, encourage others to join them.
- Failure to follow instructions of classroom teacher, PT subject / guidance and member of the Senior Leadership Team
- Poor social interaction with peers
- Difficulty in regulating emotions (becomes heightened, agitated, aggressive, violent)
- Staff or students subject to verbal abuse and or threatening, aggressive, violent behaviour.
- Poor attendance
- Vandalism
- Substance misuse
- Offending in the community
- Absconding from home
- Refuses to engage with supports / interventions in place.
- Repeated alternative to exclusion (in school) or Fixed-Term Exclusions
- Failure to adhere to the conditions of the alternative to exclusion or Fixed Term Exclusions (returning to school, re-entering the building, refusing to leave)

3.8 Parent/carer support and engagement with schools is variable where some fully engage and are working with the school to lack of support for what the school is trying to put in place. This is particularly the case where young people are excluded and parents/carers choose not to attend readmission meetings. Schools are also finding that they are having to deal with negative behaviours displayed by parents towards school staff including when young people are present. This lack of engagement and support for the school impacts negatively on the attitudes of some young people and their respect for school or other staff.

3.9 Attendance and exclusions in schools are also a concern. These are key targets for Scottish Government and as part of the Council's National

Improvement Framework (NIF) priorities set stretch aims must be set for attendance and exclusion which is scrutinised closely by the SAC team. Statistics to date (mid January 2024) around attendance and exclusion are:

Attendance				
Sector	National 22/23 %	Moray 22/23 %	Moray Stretch Aim 23/24 %	Moray Jan 2024 %
Primary	92.2	92.7	92.5-93.5	93.03
Secondary	87.7	88.9	88-90%	88.5

Exclusion (per 1,000 pupils)				
Sector	National 22/23 %	Moray 22/23 %	Moray Stretch Aim 23/24 %	Moray Jan 2024 %
Primary	16.6	2.9	n/a	3
Secondary	16.6	42.1	37-42	22

3.10 There have also been issues reported in local communities involving violence between young people, social medial issues, bullying and aggressive behaviour, damage to property and disturbance to local residents. Schools are often approached to resolve these issues by parents and community members even though the occurrence is outside of school time. In addition issues out in the community at the weekend often spill into school on a Monday morning. Points of concern around the impact of behaviours are:

- Risk of physical harm from violent behaviour (young people and staff)
- Impact on the mental health and wellbeing of staff and young people
- Negative impact on learning and teaching which impacts on the attainment of all
- Increased pupil absence, missed learning which impacts on attainment
- Increased school staff absence and increased demand for Occupational Health referrals
- Reduced leadership capacity from call upon resources and absenteeism, and consequent negative impact on recruitment
- Detrimental impact on education outcomes for all learners
- Developing and ongoing pattern of behaviour becomes the norm
- Capacity within partnership to support schools
- Duplication of the work of partner agencies and groups - need to have focus of responsibility and oversight of actions vested in single partnership group
- Long term impact on life outcomes for those who become marginalised
- Wider issues in families and communities escalate
- Concern around the possibility of the issue becoming larger with more young people engaging in such behaviour

3.11 Although the behaviours and concerns raised are predominantly across secondary schools, there is an emerging trend in primary also and not only in the upper stages. Similarly, nursery settings report an increase in poor behaviours of a small number of young children. Senior leaders and staff

across schools and settings are proactive in implementing a number of interventions using Devolved School Management (DSM) budgets as well as Pupil Equity Funding (PEF – although this is targeted to support the poverty related attainment gap). They are supported by partner agencies although as previously stated, capacity or thresholds for intervention can be an issue. In addition, Strategic Equity Funding (SEF) is being used across Moray to target specific areas in order to support projects which will provide additional support for children and young people eg Primary to secondary transition, alternative curriculum packages, youth work, inclusion and wellbeing support and so on.

3.12 Interventions across schools include:

- Nurturing ethos and culture
- Promotion of inclusive classrooms
- Relational policies with approaches in place to promote
- Differentiated work and involvement of Principal Teacher (PT) Support for Learning (SFL) or Additional Support Needs (ASN)
- Alternative curriculum offers and packages including use of Outfit Moray, Revolution for Good, The Paddock etc
- Small group teaching with appropriate support
- Adapted timetables (soft start, reduced number of lessons, early finish etc)
- Use of focus sheets (smart targets reviewed and monitored eg attendance, behaviour, effort etc)
- Out of class cards, alternative in school provision
- Support with health diagnosis
- Targeted parental engagement
- Use of Inclusion workers, Moray Social, Emotional and Behavioural Needs (SEBN), Pinefield Parc, Youth Work, Equity Teacher etc
- Alternative to exclusion and ongoing review and monitoring
- Fixed term exclusion – a last resort
- Engagement with external agencies including Social Work, Moray Youth Justice, Aberlour Youth Point/Zone, Police Scotland, NHS etc

3.13 The service is fully aware that for some children and young people, behaviours can be as a result of their additional support need and in **Appendix 1** there is a clear plan to further support staff by offering training and development to supplement existing knowledge and to share strategies for supporting learners further.

3.14 This is currently being discussed at the GIRFEC Leadership Group where a HT and a Deputy Head Teacher from secondary schools provided case studies and profiles of the pupils causing concern. Committee are aware of anti-social behaviour across a number of schools post Covid, including at weekends and for a time on bus transport and that this has been a focus for locality groups working with local communities. It has become evident that there is much happening in Moray in various partnership groups to tackle this issue however there are benefits to be gained from ensuring that the governance around this is correct and work is currently being undertaken by the Chief Social Work Officer, Chief Education Officer and a partnership Police Scotland Inspector to progress this.

- 3.15 Any solution has to be a shared partnership approach akin to the African proverb 'It takes a village to raise a child'. This requires to be multi-agency, multi-disciplinary, and preferably a community based team to work on a preventative basis to support families, children and young people to secure more positive outcomes. This is a medium to long term objective that the GIRFEC Leadership Group (GLG) which is a children's services partnership strategic group will set out a work plan for in 2024 including accessing available funding such as the Whole Family Well-being Fund as Moray progresses with the vision of implementing family/community hubs in localities. This is work across the wider children's services partnership.
- 3.16 In the meantime education and other agencies will work together in the short term to support children and young people and families by:
- Sharing information on thresholds
 - Police deployment of harm reduction officer to priorities
 - Enhanced response and support from Police in recognition of issues
 - Multi-agency actions from child's planning meetings
 - Engagement with Head Teachers from Social Work colleagues
 - Need for all agencies to have a joined up approach which is solution focussed
 - Check-in with Locality Networks for any other issues/gaps
 - Deployment of Education team to support hot spots or to provide support when major incidents

4. SUMMARY OF IMPLICATIONS

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

This report supports the LOIP outcomes:

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

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

Also the aims of the Corporate Plan to:

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

(b) Policy and Legal

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

(c) Financial implications

There are no financial implications arising directly from this report although if behaviours escalate this may put a strain on the Out of Area (OOA) Budget. In addition, schools are using their DSM budgets to implement interventions and this may result in overspend.

(d) Risk Implications

The risks have been listed in para 3.10 above.

(e) Staffing Implications

There are no staffing risks arising directly from this report although the impact on staff has been included in the report as above.

(f) Property

There are no property issues arising from this report.

(g) Equalities/Socio Economic Impact

The National Improvement Framework is aimed at reducing inequalities.

(h) Climate Change and Biodiversity Impacts

None.

(i) Consultations

The Head of Education Resources and Communities, Chief Social Work Officer, Quality Improvement Managers, Early Years Service Manager, Secondary Head Teachers, Head of Financial Services, Head of HR, ICT and OD, Quality Improvement Manager, Business Support Team Manager, and Caroline O'Connor, Committee Services Officer, have been consulted on this report and agree with the sections of the report relating to their areas of responsibility.

5. CONCLUSION

5.1 Committee is asked to review the updated information provided regarding current behaviours demonstrated by a small number of young people in schools and to acknowledge the work to date and plans moving forwards. The Committee is also asked to endorse the importance of a partnership response to these matters and to refer the report to the Community Planning Partnership Board for consideration.

Author of Report: Vivienne Cross, Head of Education
Background Papers: [Behaviour in Scottish Schools 2023](#)

Ref: SPMAN

Suggested changes from Behaviour in Scottish Schools 2023 report and Moray response

The qualitative research participants made a number of suggestions as to how relationships and behaviour in schools might be improved in the future, including:

Report suggestion	Moray response
<p>Approaches</p> <ul style="list-style-type: none"> • A greater consistency in relation to approaches to relationships and behaviour: more clarity at a national level, in the form of national guidance or policy, as to which behaviours are and are not acceptable and how they might be managed consistently across schools in different areas • The perceived lack of consequences for pupils engaging in more disruptive behaviours: the management of the behaviour of a small core group of young people with whom all other approaches and strategies had been exhausted was thought to necessitate more robust measures. However, apart from suggestions such as removing pupils from the class temporarily, providing additional options for alternative provision or in more extreme cases the school, teachers were not always able to articulate what might be helpful 	<ul style="list-style-type: none"> • Focus on positive relationships and positive behaviour policies and approaches. • Focus on nurture and inclusive practice • See ASN paper for future provision • Ongoing work with partner agencies • Key policy review with the system including attendance policy etc
<p>Additional resources</p> <ul style="list-style-type: none"> • The respondents emphasised the importance of providing adequate resources to fund nurture and support for pupils with additional support needs in mainstream schools under the presumption of mainstream policy. The reported increase in pupils with additional support needs (e.g., ADHD, Autism Spectrum Disorder) and young people with undiagnosed conditions suggest that much higher levels of funding and support are required if these pupils' needs are to continue to be met in mainstream schools. 	<ul style="list-style-type: none"> • Allocation of resource for ASN within current budgets • ASN future provision

<p>Enhanced Support Provision</p> <ul style="list-style-type: none"> • A lack of provision for social, emotional and behavioural needs (SEBN) within enhanced support provision: more places to be made available in enhanced provision to help support highly dysregulated pupils, more opportunities to be provided for support through third sector organisations and breadth of curriculum and learning options to be explored. Again, funding would be required to pay for these additional resources. • More support from national and local government bodies • More support to be provided at national and local governmental level: this often related to resources, both in terms of staffing and funding, to allow schools to have the capacity to deal with disciplinary and behavioural issues, and to support pupils with additional support needs. It was proposed that the Scottish Government might issue a statement of support making clear that violence is unacceptable for school staff experiencing violence in their workplace • More communication from local authority staff about how specific school incidents had been addressed. • A more visible presence from LA staff, such as visiting schools and experiencing the school environment. 	<ul style="list-style-type: none"> • See ASN paper for future provision • Use of available budget and resource • Partner agency support and input <p>National Response</p> <p>Subject to budget setting</p> <ul style="list-style-type: none"> • Feedback to HTs via briefings and strategic meetings • HT representation at GIRFEC Leadership Group (GLG) • School visit programme • Immediate support to schools where incidents are occurring • Redeployment of central team (small resource) to schools experiencing difficulties
<p>Greater Resources needed at LA level</p> <ul style="list-style-type: none"> • The benefits of additional funding for schools in deprived areas through the Pupil Equity Fund (PEF) and the Scottish Attainment Challenge (SAC), for example, in establishing Inclusion Hubs, were outlined. 	<ul style="list-style-type: none"> • PEF plans and outcomes • SEF plan targeted to specific areas and to support this work • Use of partnership FWBF funds

<p>However, school staff also highlighted instances where their funding from PEF and SAC had been reduced or come to an end, with implications for the funding of inclusion hubs and support staff levels</p> <ul style="list-style-type: none"> • School staff perceived that cuts to statutory services (e.g. social work, Child and Adolescent Mental Health Services), alternative learning provision from third sector organisations, enhanced support provision, and numbers of support staff impacted on the resources available to schools to help some of their most dysregulated children and young people. 	<ul style="list-style-type: none"> • Allocation of ASN resource to schools • Training offer to practitioners
<p>Need for Additional Staffing at school level</p> <ul style="list-style-type: none"> • At a school level, school staff called for funding to increase staff capacity to support pupils with distressed behaviour. Staff pointed to reductions in numbers of support staff, and the ways this has impacted on schools' ability to provide one-to-one support and facilitate nurture and well-being groups. Staff also called for smaller class sizes, particularly in the primary sector, to help staff build relationships with their pupils. 	<ul style="list-style-type: none"> • Moray Council, like many local authorities have to reduce budgets in order to have a balanced budget • School use of DSM and PEF funding • Class sizes are set nationally and head teachers create classes based on linear formula agreed
<p>Need for more training/collaboration</p> <ul style="list-style-type: none"> • Class teachers called for more classroom observation from their peers to help them reflect and discuss strategies used, and access additional peer support from their colleagues, to help them promote positive relationships and behaviour. They also wanted more time after attending professional learning to be able to reflect on the sessions and consider how they could apply the strategies to improve behaviour. • Support staff should be paid to undertake learning and 	<ul style="list-style-type: none"> • This can be negotiated in Working Time Agreements (WTA) and agreed locally in each school • Moray training offer in place and WTA • Teachers have negotiated collegiate time and also an additional 35 hours to reflect

<p>development, including formal training, outside of school or their contracted hours. Support staff themselves requested appropriate induction training to support them in their roles with pupils</p>	<ul style="list-style-type: none"> • Can be included in professional development as part of professional review and development and professional update • Moray induction for support staff is being developed and implemented • Support staff attend on in-service days and have access to professional learning and development
<p>Parental and pupil engagement</p> <ul style="list-style-type: none"> • Greater engagement with parents: as not all parents were perceived as being supportive of schools' efforts to address behaviour, and it was stressed that schools and teachers were being held accountable for wider social issues. Earlier intervention to help support struggling families was proposed, though the issue of providing this in the context of local authority budget cuts was recognised. • It was suggested that campaigns to engage with pupils themselves to discuss their rights and responsibilities within school, and how to address low and more serious disruptive behaviours, might be beneficial. 	<ul style="list-style-type: none"> • Ongoing work in schools • Partnership approaches • To be considered as a partnership approach



**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES
COMMITTEE ON 20 FEBRUARY 2024**

SUBJECT: REVIEW OF ADDITIONAL SUPPORT NEEDS SERVICES

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

1. REASON FOR REPORT

- 1.1 To advise Committee of the progress to date with the Additional Support Needs (ASN) review and action plan moving forwards.
- 1.2 This report is submitted to Committee in terms of Section III (D) (1) of the Council's Scheme of Administration relating to all the functions of the Council as an Education Authority.

2. RECOMMENDATION

2.1 It is recommended that Committee:

- (i) acknowledges work to date in progressing the review;**
- (ii) acknowledges and endorses new priority areas and identified actions;**
- (iii) agrees that the Supporting all Learners strategy is reviewed to include ASN and will be brought back to a future meeting of this Committee; and**
- (iv) agrees that a comprehensive Change Management Plan (CMP) will be reported back to a future Committee with a clear timeline for move from current Enhanced Provision Units to Enhanced and Flexible Provision.**

3. BACKGROUND

- 3.1 The review of ASN in Moray Council has been ongoing for some time with various reports to Committee prior to Covid-19 lockdown in March 2020 up to the present time.
- 3.2 Initially the review was to be completed in a phased approach as per a paper taken to Education, Communities and Organisational Development

Committee on 18 November 2020 (para 25 of minute refers) which was to be completed in full by mid 2021:

- Phase 1 – Stabilise and Learn
- Phase 2 – Discovery
- Phase 3 - Implementation

3.3 A further report was presented to Education, Communities and Organisational Development Committee on 11 August 2021 (para 9 of minute refers) with a Business Case for the ASN Review setting out tests of change proposals and other actions as follows:

- Vision for Inclusion
- Pilot locality management model
- Review of ASN policies and processes
- Review model for allocating resource
- Review enhanced provisions approach
- Re-design of ASN structure
- Develop accurate ASN dataset
- Develop training package for Pupil Support Assistants (PSAs)
- Develop training package for workforce
- Tests of change developed:
 - Intensive intervention model
 - Wellbeing hub model
 - Support schools to share good practice
 - Broker collaboration across schools
 - Support schools to develop flexible packages to support different approaches to learning
 - Support schools to map resources available to them in the community
 - Support for parental engagement and family learning

3.4 Alongside the ASN review and as part of the Improvement and Modernisation Programme (IMP) there was a workstream for Raising Attainment – Wellbeing which was detailed to Moray Council on 15 September 2021 (para 14 of minute refers). The initial programme of IMP work was approved by the Council on 12 December 2018 (para 5 of minute refers). At a meeting of Moray Council on 12 May 2021 (para 13 of minute refers) the Council agreed to further develop the IMP to include a range of investment projects. The wellbeing workstream linked to the ASN review with Council investment of £1.96m in the form of staff and other resource to support the review agreed.

3.5 A paper to a Special Education, Children's and Leisure Services Committee on 14 December 2022 (para 17 of minute refers) provided a further update on the review as well as noting challenges in progressing a major change post Covid.

3.6 During this period in early September officers continued to engage with professional groups and peers at other local authorities to better understand and learn from their approach in similar circumstances. The Scottish Government continue to be updated and similarly Education Scotland and the Scottish Qualifications Authority due to the disruption to learners and any resultant impact. The updated initial contingency plan was considered to be in place up to October to allow school leaders and officers to move to a

second phase contingency plan post October with the likelihood of further remedial works being necessary. This paper reduced the priorities in 3.3 above to the following:

- Review of ASN policies and processes
- Additional support allocations
- Models of service delivery (Enhanced Provision/Alternative Provision)
- Organisation design and structure
- Workforce development
- Tests of change (Forres ASG)
- Associated School Group (ASG) ASN Plans

3.7 On 2 February 2023 a further paper was presented to Moray Council to consider extending a temporary Education Support Officer (ASN) post and this was agreed for 2 years (para 25 of minute refers). In addition to this a Quality Improvement Officer (QIO) ASN was appointed in June 2022 and took up appointment in September 2022.

3.8 On 19 April 2023 (para 16 of minute refers) a further paper was presented to this Committee with an ASN Action Plan 2023-24 which had 6 priorities:

- Alternative Provision
- Resource allocation model (2023-25)
- Forres pilot (2023-24)
- Policy/Guidance – Review and Development
- Comprehensive staff training and development programme
- Central ASN teams – future structure

During discussion, members of the Committee were not clear on the direction of the service and it was agreed that a short life working group would be established to consider the ongoing concerns and issues within the ASN service and consider the strategic direction for ASN in Moray.

CHANGE OF STRATEGIC LEAD AND PROGRESS TO DATE

3.9 Due to a vacancy in the Head of Education Resources and Communities post, the strategic lead for the ASN service passed to the Head of Education from 1 June 2023. As a result priorities were reviewed as follows:

- Alternative provision to be renamed Alternative Curriculum
- Resource allocation
- Forres pilot was halted
- Policy Guidance/Review
- Training/Development
- Central ASN structure and Moray Provision

3.10 Due to time constraints around changes in staffing, it was agreed to freeze current staffing allocations to schools and nurseries for session 2023/24. In addition Council approval was provided at a Moray Council meeting on 28 June 2023 (para 18 of minute refers) for additional funding to support schools where needs had increased, as well as 2 funding allocations for in year support or newly identified need and budget to support children who were in danger of going out of area. In addition allowance was made for the January

and April intakes in Early Years' settings although this will be considered for future allocation.

3.11 Having reviewed the priorities, understanding the level of need was an initial piece of work identified to start in June 2023. All assessment of need to date was via referral forms which were moderated by a panel of officers. Initially a pilot exercise took place across Elgin in a secondary school, a primary school with an enhanced provision and two nursery settings. A small team of 9 moderators worked in 3 groups to test out a matrix of need in order to understand the level of needs, hear how resource allocated was being managed and to have discussions with the Head Teacher, Nursery Manager and/or any Depute Head Teacher with responsibility for supporting learners. The moderation team met to agree process and also met again after visits to update the matrix and plan a rollout of this across all schools and nurseries. This exercise took place from August to December 2023 and as a result there is now a greater understanding of needs across Moray which is robust. Feedback was provided to Head Teachers and Nursery Managers at a Strategic Meeting in November 2023 on the key learning from the moderation which includes:

- There is variability in the level of need across Moray with a need for Head Teachers and managers to visit other settings to benchmark their ASN needs against other establishments
- There is good practice across the system and Education Strategic Meetings, virtual briefings and other communication channels will be used to share this practice. The format for the next Strategic meeting in March will include inputs from Head Teachers of existing Enhanced Provision Unit Schools and also from colleagues across the service in workshop activities.
- Next steps for this piece of work is to use the learning from moderation to inform the resource allocation model for 2024/25 – see para 3. On Resource Allocation. The moderators will develop options early in 2024 with a short life working group meeting to agree the model moving forwards. This work will be complete by early March so that Head Teachers and Nursery Managers can undertake change management processes where necessary.

Findings from Moderation has provided the evidence that the current allocations of funding and funding model require review both in terms of core funding and also to enhanced provisions. This will be dealt with under resource allocation.

3.12 The Head of Education participated in an Education Scotland/Association of Directors of Education Scotland (ADES) Collaborative improvement visit in Renfrewshire Council in June 2023 which was based on reviewing ASN strategy. As a result of this the lead for Inclusion at Education Scotland, who was also on the visit, agreed to work with Moray Council for one year to support the ASN review further. So far this has included two strategic inputs to meetings and also ongoing support to the service to sense check the direction of travel. Feedback to date is very positive with Education Scotland acknowledging the progress made to date and endorsing future plans. The HT Moray Social Emotional and Behavioural Needs (SEBN) and the QIO ASN

undertook a follow-up visit to Renfrew as well as the QIO attending the Association of Directors of Education Scotland (ADES) ASN network group ensuring Moray is fully up-to-date and making connections across Scotland.

VISION

- 3.13 There is now a clear vision for ASN as it sits in the main Education Service with aspirations that we meet the needs of all learners within their community and we will work towards all of our establishments being nurturing and inclusive. Indeed, this could be extended further whereby the Council could adopt a similar approach in its work. There is much good practice in Moray in meeting learners needs and staff have many skills in being able to meet a wide range of needs. However there is also a need to further support staff, supplementing their skills and supporting them to improve their practice. In order to do this the service will offer a comprehensive programme of training and development for all staff so that they can meet needs in line with the Moray Staged Intervention Model. In addition, there will be a timely review of the Supporting All Learners Strategy to include ASN and report this back to a future Committee.

UPDATES ON REVIEWED PRIORITIES AND NEXT STEPS

ALTERNATIVE CURRICULUM

- 3.14 **Progress to date:** With regard to enhancing our education offer by commissioning providers to deliver Alternative Curricular offers aligned to the needs of learners who have a high level of additional support need, Moray's first Education for All: Alternative Curriculum Market Positioning Statement has been developed - this is designed to encourage the identification, support and development of micro and social enterprises, voluntary and third sector organisations and businesses who have an interest in delivering alternative curriculum activities for our learners with additional support needs. The document provides information on the ASN profile in Moray, what alternative curriculum provision is needed now and for the future, and how it will be commissioned. Interested parties will be invited to tender through the Council's Flexible Procurement Framework. This simplified approach sets out the necessary standards required to enter into the contract with Moray Council. Suppliers who meet the minimum requirements they will be on-boarded onto the Framework and will be available to work with any local authority educational establishment, subject to a more detailed individual service agreement. This alternative curriculum framework will be accessible to all Early Learning and Childcare (ELC) and schools and offers them a single point of reference when they are seeking to identify alternative curricular offers as part of the education package for children and young people. As part of the agreement potential suppliers will be required to support the learning outcomes agreed for an individual child or young person.
- 3.15 **Next steps:** The details of the administrative support needed to facilitate the Alternative Curriculum Flexible Framework is being jobsized and will advertised in due course. The successful post holder will then pull together an offer to share with the wider Education System so that this can be used by schools or enhanced provisions and other provision as outlined later in this report.

RESOURCE ALLOCATION

- 3.16 **Progress to date:** Moderation has been completed with all nurseries (including partners) and Primary and Secondary schools visited. Key messages from the moderation have been shared with senior leaders and are shown in **Appendix 1**. The moderation exercise has provided officers with a clear understanding of the level of need within Moray. Improved working across Early Years with Allied Health colleagues has also resulted in better communication and understanding of future need.
- 3.17 **Next Steps:** A draft resource allocation formula will be taken to a short life working group in February 2024 with a view to the final allocations shared with senior leaders early March 2024. This will allow term 4 of the academic year to be used to undertake a change management process for any changes in teacher or support staff allocation. Over the course of 2024/25 officers will develop a forecasting tool, akin to the school roll forecasts so that there is a clear understanding of needs in future. This will include in year reviews so that emerging need can be captured. In addition the service will develop an annual re-moderation process as well as introduce planning format so that there is evidence of impact with the funding provided to establishments. A final piece of work will be to review the current processes for requesting additional support during a year with a clear process and governance agreed.

POLICY GUIDANCE AND REVIEW

- 3.18 **Progress to date:** There has been an increase in the number of requests for Home Education and Flexible Education during and post Covid. There has also been an increase in the use of adapted timetables in schools to support ASN learners. In Moray we recognise that rich and varied educational experiences may be accessed beyond the context of a school building, and that there are relevant and varied reasons why a parent may choose to supplement their child's school based curriculum with the learning opportunities that flexible education arrangements offer.

To respond strategically to this fact a temporary Principal Teacher post was created to research, develop and write a policy that captured the Vision of Flexible Education for Moray's Schools for Children and Young People. This policy provides both an outline and the detail required to provide flexible education arrangements in Moray and to ensure consistency of approach and accountability whilst recognising the parental right to choose.

To bring greater rigour to the allocation of in-year ASN spend, as well as accountability and quality assurance of that spend, a system of ASN Resource Allocation has been developed, rolled out and delivered. This process requires evidence of need and of the staged intervention ASN strategies that have been consistently applied before an allocation of any additional spend is considered. Once spend is allocated, the measurable intended outcomes that have been identified are tracked and monitored to ensure progress for learners.

The Transport policy has been reviewed, amended and launched. This was a partnership piece of work between Education and PTU and has streamlined and brought clarity and consistency of response to requests for ASN transport.

- 3.19 **Next Steps:** A matching exercise requires to be undertaken to identify which policies we have and which ones require to be reviewed. This work will be prioritised for session 2024/25 due to capacity.

Flexible Learning: The Flexible Learning policy has been written, consulted on and adapted to ensure that it meets the needs of users- be they parents or educational professionals – yet also protect the right of children and young people to receive an education that meets their needs and is progressive. Agreement regarding the processing and recording of Flexible Education data codings is needed after which the policy will progress to ratification.

ASN Transport: Review the new policy with users and amend as necessary.

ASN Resource Allocation: To review membership and terms of reference of the group to ensure that the work is delivered in a timely and progressive manner. With regard to ASN equipment spend - research and develop a model to centrally monitor and manage equipment spend to maximise the benefits of procurement.

In addition the following policies have been identified for update:

- Admissions
- Placing Request
- Medicines and Health Care Needs in Schools
- Physical Intervention including Seclusion and Restraint
- Attendance

TRAINING AND DEVELOPMENT

- 3.20 **Progress to date:** There has been an increase in the number of children and young people whose learning and additional support needs are not currently able to be fully met within a mainstream school environment. The ASN moderation exercise shows that the factors contributing to this are varied, including but not exclusive to curricular, societal, environmental, physical and mental health – and this reflects the national picture in ASN. As a result children and young people may struggle to make transitions or engage with learning and are at risk of receiving less than their legal educational entitlement. To address this we are delivering a comprehensive training programme for education staff, linked to Moray’s Staged Intervention model (**Appendix 2**), and enhancing our education offer by commissioning providers to deliver alternative curricular offers that align with the needs of learners who have a high level of additional support need. With regard to the delivery of ASN training to refresh and enhance the knowledge and skills of Education and staff the 2 ASN trainers (funded by temporary IMP monies) have researched, developed and delivered the following trainings:

- Behaviour Support Early Years
- Understanding and responding to Behaviours Early Years
- Behaviour Support in the Classroom
- Understanding Behaviour (PSAs)
- De-escalation Strategies (PSAs)
- Calming Techniques (PSAs)

- NQTs - Understanding Behaviour
- Active Schools – Responding to Behaviour
- Day Behaviour Support Strategies (BSS) course - Theory and Physical Interventions
- Physical Intervention Training and required refresher sessions
- BSS Training Needs Analysis (targeted work with schools)
- Positive Behaviour Support Plans
- Positive Approaches to Behaviour - Targeted Support
- Risk Assessments- Class Observations & Feedback
- Introduction to CIRCLE
- CIRCLE – the Physical Environment
- NQTs – Introduction to CIRCLE & Rating the Physical Environment
- Physical Environment Assessments
- Feedback to HT and staff
- Solution Oriented
- Review, research, and revise ASN Handbook
- Supporting Young People’s Mental Health through Active Listening
- The Incredible 5 Point Scale
- Equity and Fairness Lessons for Pupils
- Mentoring in Violence Prevention
- Seasons for Growth groups
- Circle of Friends groups
- Circle Time groups

3.21 **Next Steps:** The Moray Staged Intervention training proposal and plan (**Appendix 3**) will be consulted on across the Education system, including Local Negotiating Committees for Teachers (LNCT) and will be adopted for session 2024/25. This offer aligns with the Learning and Development Strategy developed by Moray Children’s Services with Trauma Informed Practice featuring in both. In addition to this, an updated Staged Intervention Training programme will also be offered and during the course of session 2024/25 an ongoing training needs analysis will be conducted to ensure that any gaps are identified as practitioners embrace the strategies and toolkits. Furthermore, and to support the service to evidence impact, pre and post training questionnaires will gather impact of confidence and the quality improvement team will undertake visits to schools and settings to evaluate this further. In addition to this our ASN Trainers will support the rollout of this offer to schools/settings. They will also work on the following areas:

- Co-ordinated Support Plan – practitioner user guide with exemplars
- Early Years Module – Nurture and Attachment
- Circle Training – Rating the Social Environment
- Circle Training – Rating Structures and Routines
- Supporting Neurodiversity in the Early Years
- Brain Breaks to Support Behaviour
- Relaunch ASN Handbook

3.22 This commitment to training and professional development is both a priority and will require time and so moving forwards schools and nurseries will be asked to ensure that this features on improvement plans and where applicable is included in working time agreements in order that there is a clear

focus to embed ways of working in practice and ensure consistency across the service.

CENTRAL ASN STRUCTURE AND MORAY PROVISION

- 3.23 As previously stated the Head of Education and officers have continued to look outwards to see how ASN is progressing in other local authorities. This, along with evaluating the current offer and staffing structure has led the service to a point where the role and function of the central ASN team is being reviewed.
- 3.24 National best practice evidences that having a resource closest to learners and their communities is the most positive way in which to meet the needs of learners. Therefore withdrawing learners from their locality to central provision will not provide the best outcomes unless all local supports have been explored and such provision will delay any move to out of area placements.
- 3.25 The current specialist provision in Moray is as follows:

Associated School Group (ASG)	Enhanced Provision Unit	Provision Name
Buckie	Developmental Playgroup	Teddy Bear Group
	Millbank Primary	The Bothy
	Buckie High	
Keith	Keith Primary	
	Keith Grammar	The Beaches
Milne's	Milne's High	
Speyside	Aberlour Primary	
	Speyside High	
Elgin High	Greenwards Primary	The Woodlands
	Linkwood Primary	
	New Elgin Primary	
	Elgin High	
Elgin Academy	Seafeld Primary	
Forres Academy	Developmental Playgroup	Noah's Ark
	Applegrove	
	Forres Academy	
Lossiemouth High	Developmental Playgroup	Ladybird
	Hythehill Primary	
	Lossiemouth High	

- 3.26 It is noted that Elgin Academy does not currently have an enhanced provision as this is currently central provision ie:

- B6 in Elgin Academy is currently an autism unit

- Beechbrae Learning Centre is currently a primary provision for children with social, emotional and behavioural needs
- Pinefield Parc is currently a secondary provision for young people with social, emotional and behavioural needs.

3.27 The vision for the service is that educational provision will be nurturing and inclusive and this is underpinned by the desire to cater for children's needs as close to their community as possible unless this does not meet their needs. With a focus on further training and development of staff we aspire to meet the needs of the majority of learners in mainstream schools and nurseries where they will access additional provision when necessary.

3.28 To achieve this aim and using the evidence provided during the moderation exercise we will progress, over time to the following:

Enhanced Provision Units, will become Enhanced Provisions and after consultation will be named to fit in with the school context. For example and from para 3.23 above, Millbank Primary School Enhanced Provision is named The Bothy to reflect the warm and welcoming nature of the building where children feel safe. This will reduce any negative stigma of children attending the provision and the aspiration is that children will be included and involved in the mainstream as often as possible and that the curriculum offer will be similar.

The service will introduce Flexible Provision attached to certain schools within an ASG and again based on intelligence and evidence gathered during moderation. These flexible provisions will focus on those children who have social, emotional and behavioural needs and will include the growing number of children who are finding it difficult in attending school for extended periods of time. The provision will cater for children across the ASG. They will remain on their school roll and attend as appropriate with a clear plan for full-time attendance at their registered school. Staff from the provision will work closely with the school staff across the ASG and will provide support. The Flexible Provision staff will be managed centrally initially

3.29 For some children and young people their behaviours demonstrate that they are at risk of going out of area for a number of reasons. Given our understanding of learners we will review Pinefield Parc provision and rename it after consultation. This provision will provide learning for those young people who are at risk of going out of area due to criminal activity. Staff in the provision will work closely with multi-agency partners and in particular youth justice and children's social work. The aim is to provide them with a curriculum offer and pathways to ensure that they engage with school and also progress in to a positive pathway post school. Initially, and due to evidence, there will be both a Broad General Education (BGE) and a Senior Phase (SP) offer.

3.30 B6 which is currently in Elgin Academy will be returned to the school as an enhanced provision. This should alleviate current pressures on Elgin High School and will provide accommodation to cater for young people with severe and complex needs including medical requirements.

- 3.31 Beechbrae Learning Centre will no longer be utilised as the accommodation is not conducive to a high quality learning.
- 3.32 In order to set up and operate the new Flexible Provisions, an extensive CMP will be progressed to phase in the new provision by utilising the current staff within SEBN team. This will be completed in stages with a further report coming back to Committee with timescales.
- 3.33 Once this work has taken place, the service will then look at what remains of the central resource for ASN Services which currently has the following:

Team	Staff
Educational Psychology	Principal Educational Psychologist Senior Educational Psychologist (2 fte) Psychologists (3.8 fte) Trainee Psychologist
SEBN Service Moray Autism	Head Teacher Principal Teacher Teachers (2)
English as an Additional Language (EAL)	Principal Teacher Teachers (3.6)
Moray Sensory Service	Principal Teacher Teachers (3.8)
Beechbrae/Pinefield Parc	Principal Teachers (3) Teachers (8.5)
B6 Provision (specialist autism)	Principal Teacher Teacher
Improvement Resource	Principal Teacher Teachers (9) Trainers (2)
Central ASN	QIO ASN Education Support Officer (ESO) ASN (extended to support review)

- 3.34 The CMP will be a large piece of work however the main priority is to staff the new Flexible provision in the first instance and then to undertake a needs analysis to ascertain what any central team will look like. This will be undertaken along with work to determine where ASN will be located in the future structure of the Council.
- 3.35 **Next Steps:** progressively work through, with the support of Human Resources colleagues, a CMP to reallocate central SEBN team members to new Flexible Provisions therefore utilising the skills and experience closer to the learners. Use the pilot provisions to develop guidance and processes for schools to request a place at the provision.
- 3.36 Communication is key to ensuring success and the service will continue to engage with all senior leaders as well as share information with the wider system, Council departments and partners. A key partner are parents and carers and we intend to:

- Work with parent carer group
- Undertake parent/carers consultation

3.37 This work will take the service up to 2026 at earliest and there is then a need to determine and identify any gaps and move to operational normality. Once the strategic alignment of ASN within a service is clear the Head of Service will then be able to implement a central staffing structure to meet the wider needs of the service.

3.38 Head Teachers, Nursery Managers and Central Officers have been briefed on the direction of the service and the training offer has also been shared and agreed. This work will remain a priority for the service where the current session has had a focus on learning and teaching and curriculum and next year the focus will continue to be on this however with a clear lens of supporting all learners in classrooms, settings and additional provision.

4. SUMMARY OF IMPLICATIONS

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

This report supports the LOIP outcomes:

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

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

Also the aims of the Corporate Plan to:

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

(b) Policy and Legal

There are no policy or legal implications arising directly from this report. The Council has a statutory duty to make adequate and efficient provision for the additional support required by each child or young person for whose school education it has responsibility for, in term of the Education (Additional Support for Learning) (Scotland) Act 2004. The ASN Review implementation is proceeding within the context of this legislation and also the recommendations of the Morgan Review.

(c) Financial implications

The proposals above should be met within current budget. The training offers are either being developed within Moray using existing staff or are freely available from other organisations for example Education Scotland.

Any changes to provision should also be within budget with existing Moray SEBN staff being used to staff the new Flexible provisions. Removal of an Enhanced Provision within a school environment will be subject to staffing being allocated within Linear Formula for a non enhanced provision school. Any decrease in a HT salary will be subject to cash conservation for 3 years.

(d) Risk Implications

The main risks around meeting the needs of learners is around ASN Tribunal applications should there be dissatisfaction on whether the Council is meeting the needs of any individual young person.

Due to Moray having military establishments in its communities, there is also risk attached to any movement and our ability to meet emerging needs for children moving to Moray and expectations to replicate specialist provision elsewhere.

Previously risks have been identified in terms of wider risks for the learners and workforce in schools and nurseries of the impact of reduced resources however the comprehensive training plan within this report and strategies promoted within will support staff, supplement their existing skills and improve the system's ability to identify and meet needs of learners. By redirecting workforce closer to our young people in their communities we reduce risk and our identified provisions will ensure along with robust child's planning that our children and young people have the right support at the right time and in the right place.

(e) Staffing Implications

There will need to be a full CMP process completed for the new resource allocation model. This will require to be supported by our Human Resources staff.

In addition a CMP will be required to map the timeline of move from current Enhanced Provision Units to Enhanced Provisions and Flexible Provisions. Movement of staff will be necessary to new base locations with associated conversations with colleagues and professional associations as per change management process. The Business Support manager will undertake job-sizing if and when required and will also facilitate any changes to linear formula being adopted for staffing allocation.

(f) Property

In order to move to new provision the service will work with the property department and learning estate team to cease using Beechbrae Education Centre and to migrate to East End Annexe. B6 at Elgin Academy will be returned for school use. As we progress with the setting up of Flexible Provision, the service will work with Learning Estate and Property regarding any modifications.

(g) Equalities/Socio Economic Impact

The National Improvement Framework is aimed at reducing inequalities.

(h) Climate Change and Biodiversity Impacts

None.

(i) Consultations

The Head of Education Resources and Communities, Head of Financial Services, Head of HR, ICT and OD, Quality Improvement Managers,

Early Years' Service Manager, QIO ASN, Principal Educational Psychologist, QIOs, QIO ASN, HT Moray SEBN, Business Support Team Manager, and Caroline O'Connor, Committee Services Officer, have been consulted on this report and agree with the sections of the report relating to their areas of responsibility.

5. CONCLUSION

5.1 Committee is asked to acknowledge progress to date with the ASN review and also to approve work planned moving forwards which will be continually reviewed by the Service.

Author of Report: Vivienne Cross, Head of Education

Background Papers: [The Morgan Review](#)

Ref: SPMAN

Key Messages | ELC/Primary/Secondary Moderation Team



Overall	<p>Vision for ASN and categorisation/level of need for common understanding and definition of what ASN is along with agreed terminology (e.g. <u>ASN...SfL...ASfL...SEN</u>). Variance in level of need across schools, more equitable model based on need overall with potential for schools to allocate funding as appropriate to need. Linking to SNCT ratios/advice on staffing too/legislation. Specific pupil behaviours escalating and of notable concern - some schools - and increasingly complex. Significant rise in diversity of need in ELC. Limited parental/carer understanding around differentiation between discreet ASN and diversity of need. Limited collective practitioner understanding around higher end level of need. Very good practice seen across all sectors where level of need is high however strong leadership, management of resources, including staff and modelling of good practice is supportive. Best practice includes good use of space, quality experiences linked to developmental milestones curriculum and in these environments, evidence of significantly lower level of behavioural need/escalation. Lack of consistency of understanding of Additional Support Needs across Moray, this includes SLT (Including PT ASNs) showing a lack of understanding of where their young people fit in the wide spectrum of need across the authority. Where we saw good quality learning and teaching with a positive, nurturing, inclusive ethos, additional support needs were less apparent as they were addressed at a universal level by the class teacher. The positive, nurturing, inclusive ethos was more apparent where there was strong, authentic leadership. Over reliance on people (PSAs) rather than interventions/strategies</p>
"Walking in each other's shoes"	<p>Variance in thresholds and interpretation of levels of need across Moray. Where high level of need pupils were identified in some establishments, it is noted that these were much lower level of needs compared with other establishments. In order to assist greater understanding of need across Moray, suggesting potential for 'walking in each other's shoes' for a day/shadowing, in order to support understanding of need across Moray (e.g. HTs, DHTs Pupil Support, PTs ASN/SfL)</p>
Curriculum offer	<p>Consideration of curriculum offered for identified pupils, based on ability (not age/stage) for both BGE and Senior Phase, with classes running where possible to ensure learners' needs are supported with opportunities to achieve (qualifications, N1-N3 offers, accreditation, wider achievements). A need to fund curriculum offer (£s) and staffing, on timetable, rationale/audit/plan for hours/allocation as opposed to a 'fitting in'/'added on' model</p>
Curriculum Groupings	<p>Potential to identify pupils across the school to place in natural curriculum groupings, enabling greater efficiencies in resource allocation which would reduce categorisation of identified pupils</p>
Supported Classes	<p>BGE potential for supported classes with shared resource, will enable efficiencies in funding and allow for targeted supports for identified pupils</p>
Wider provision funding including behaviour support - identified.	<p>Wider provisions in identified schools are currently being funded by schools centrally (e.g. central supply budget) which is not sustainable given levels of wider need. Consideration to wider SEBN and funding model in settings identified.</p>
ASN Teaching Time	<p>This has come up in a number of settings - teacher time allocation/fte is not sufficient to support level of need. In some settings with higher need, this includes request for additional PT Management Time to support action planning and child planning/RA writing and actioning (e.g. PT ASN non-class committed in settings where need is higher, additional teaching time allocation based on levels of need). Need to consider how much teaching time is allocated to EP pupils</p>
Senior Phase Additional Assessment Arrangements	<p>A need to consider funding allocation to support rise in AAA requirements - management of AAA and also staffing (e.g. PSA, technology etc). Need for management time based on evidence requirements and management</p>
Extraction Groups and need for more universal differentiation by class teachers	<p>In some settings, a more traditional SfL role was being fulfilled (e.g. extraction groups for literacy/numeracy etc) which in other settings, would be met through universal supports and department/PSA intervention. Parity and equitable model across all schools with U classification. Question around differentiation to meet learning needs in class in some establishments/supporting earlier BGE levels - differentiation as opposed to extraction models, role of class teacher, GTCS standards</p>
Managing Allocations	<p>Still seeing examples of "Velcro" PSA support being used where a PSA sits beside a young person to manage behaviour rather than provide intervention support. Some good examples of effective timetabling of interventions and creativity around grouping of young people to ensure maximum impact of resource allocation – this needs to be shared. Need to move away from language such as 1:1, entitlement to 25 hours, "this child doesn't have hours" and encourage all staff to understand that ALL children can access the resource allocation within the school when it is required. Good examples of merging funding streams (e.g. PEF) to support broader range of need. However, this was in only a few settings.</p>

Medical Allocations	Importance of supporting medical support allocations (will change based on pupil stage in schooling, e.g. younger pupils requiring support with diabetes control etc)
Transitions	Rise in numbers children in P1 struggling to access the mainstream curriculum due to dysregulated behaviours. Placing requests for ASN children need to be identified as soon as possible for transition to begin. Severe and complex needs children transitions are managed, in the main, well. SEBN children transition processes need to be developed and supported. Requirement for more communication between N5-P1 and P7- S1 to ensure supports working in the earlier setting can be replicated in the next setting (e.g. may have to be adjustments in P7 to support transition into S1 where different strategies may be required). Need for scaffolded (early planning of) ASN transitions with cross-sector planning and transition meetings, pupils with ASD, severe and complex needs and requirements for extra support and engagement of partners
Seemis Recording	Anomalies identified and some content reviewed not appropriate based on entries. Need for review of notes/data entered/classifications. Caution around how some schools are recording transgender pupils based on legislation etc.
Attendance	Noting very low attendance for identified pupils and some with risk attached regarding absence from education. Clarity around interventions/toolkit for increasing attendance (variability across schools)
Pupils with ASD	Noting at key transition points (e.g. S4) need for some funding to support
Training	Training needs identified during moderation included inclusive and nurturing practice for all, trauma informed practice, support with managing dysregulated behaviours and understanding (and accepting/ nurturing/teaching) neurodiversity



MORAY STAGED INTERVENTION

Training to support practitioners

Includes non-negotiable for universal support and approach moving forwards



Background

Additional Support Needs (ASN) service is under the direction of the Head of Education since May 2023 and responsibility for the ASN review is within the Education Service. The Supporting all Learners strategy was developed over session 2022/23 however ASN was omitted. Nurture training was delivered to all staff in November 2022 however due to the ASN review aspects of the SAL strategy did not progress. A review of the strategy is currently underway and a draft will be shared with senior leaders this session.

A key feature of the ASN review is to provide training and support for practitioners so that they are upskilled and better able to support the wide range of needs that Moray's learners have. When staff have the skills, strategies and tools, pupils' needs are met and they can better engage in learning and progress based on their abilities. Interventions are in place and schools and nurseries have the correct ethos and culture as nurturing learning environments. This paper recognises that many schools/settings have undertaken significant professional development and so this offer is to support, supplement and further improve skills and understanding.

Moray has in place a staged intervention model and training was developed and delivered to all staff in August 2023 so that they were reminded of each stage and expectations therein. Working with Head Teachers, Nursery Managers and Central Officers, a consultation was undertaken to identify the non-negotiable training which would be expected to be undertaken by all Education staff so that they are prepared to meet the needs of learners within each learning environment. It was agreed that this had to be small number of key approaches/strategies or supports that all establishments and schools would engage with. Feedback from senior leaders was collated and this document outlines the non-negotiable strategies/tools/training which all establishments require to engage with and embed the practice across their community.



Aim and Vision

It is Moray Education's aim that we will all work to meet the needs of Moray's learners and in doing so will create Nurturing and Inclusive environments. This is an aim which can extend to Moray Council so that the Council is nurturing and inclusive.

Key Expectations

We have worked with our senior leaders to establish our non-negotiable expectations in order to achieve our aim of being Nurturing and Inclusive. By promoting the following approaches we will create the ethos and culture necessary and upskill our staff. We will also be providing clarity, making connections between and across strategies and supports and working towards a common language across not only Education but also our Children's Services Partnership. As a result we expect all schools and establishments to promote and embed the following:

The Circle Resource – Inclusive Classrooms
 Solution Oriented Conversations
 Trauma Informed Practice
 Understand Neurodiversity

In addition, we will ensure our staff are trained annually in:

GIRFEC approaches including Child Protection, the Promise and UNCRC
Staged Intervention

This training will be reviewed regularly and updated in line with national guidance and expectations.

Development of Training to Support our Staff

We expect all of our staff to be trained in all of the above so that they have the appropriate skills to support our learners. In order to support senior leaders and their staff we will undertake the following:

The Circle Resource

This will be led by the HT SEBN and the 2 ASN Training Teachers. Training has been developed for staff to become Trainers in the use of this resource. Some schools have already started to roll out this approach and are currently being supported. We expect all learning environments to be inclusive environments by the end of session 2026 and to support this we will offer.

Offer

Train the trainer sessions in Term 4 Session 2023/24 for those wishing to roll this out during session 2024/25

Train the trainer sessions in Term 4 Session 2024/25 for those wishing to roll this out during session 2025/26

We will offer support for schools/settings by offering drop-in session or bespoke support on request over both sessions.

Solution Oriented Conversations

Moray training is available with 15 trainers and 80 staff trained so far. It is our expectation that all Moray Education Staff will be confident in engaging in solution oriented practice whilst working with our children and young people. As agreed through LNCT we will have from session 2024/25 2 in-service days in August which allows us an opportunity to train all staff in August 2024 so that we have a level playing field and all staff will have benefited from introductory training. There is the opportunity for staff who are involved in Child's Planning processes to develop their practice further however this is not the expectation for all staff. As a result we will offer:

Offer

Provide training for senior leaders so that this can be replicated on one of the August in-service days.

Our trainers will then offer catch-up training (dates provided) for any new staff during the session

This training will also feature on our NQT programme regardless if they have had this input at school level so that there is an opportunity for further support

Trauma Informed Practice

We expect all of our staff to have an understanding of how trauma impacts on our children and young people and also on our staff. We therefore expect our staff as part of our universal support offer to undertake an introduction to Trauma Informed Practice. There will be opportunities for staff to develop this further however this is not an expectation of all staff.

Offer

We will develop an introductory training package and provide training for senior leaders so that this can be replicated on one of the August in-service days

Our trainers will then offer catch-up training (dates provided) for any new staff during the session

Understand Neurodiversity

There is a growth in the number of children and young people who are neurodivergent. Although some have a diagnosis from Health Professionals this is not the case for all and assessment and diagnosis can take time. As a

result we expect all our Education staff to have an understanding of neurodiversity and also to be able to meet the needs of those children who are neurodivergent.

Offer

We will develop a short module of training which we expect to be delivered in a collegiate meeting during session 2024/25 with time allocated within the Working Time Agreement.

Our trainers will then offer catch-up training (dates provided) for any new staff during the session

PSA Induction

We understand that not all of our PSAs have undertaken induction training and so for session 2024/25 we aim to:

Offer

Train all existing and new PSAs by offering induction training centrally as follows:

All PSAs in Moray East on the morning of the first in-service day in August

All PSAs in Moray West on the morning of the second in-service day in August

We will then offer a programme of PSA induction, one per term for any new staff

GIRFEC approaches including Child Protection, the Promise and UNCRC

We develop training to be delivered annually to all staff on an August in-service day.

Offer

We will review this training and include a wider GIRFEC lens and will adapt the Child Protection training with key messages and a scenario based approach to engage staff and encourage discussion and participation. This will continue to be offered at an in-service day.

Staged Intervention

We develop training to be delivered annually to all staff on an August in-service day

Offer

We will review and adapt training offered in August 2023 so that there are 5 different sessions offered over 5 years so that this keeps the subject fresh and staff engaged.

Other Training and Development

We will also share with the system a range of training for each stage of our Staged Intervention Model which can be undertaken based on Professional Review and Development discussions or ERDP discussions. These will not be mandatory however will be essential if you have learners with different needs within your school. We expect schools and establishments to assess training requirements and to signpost staff to those which would support them to better meet the needs of learners in that context. Any training sessions will include references to the GTCS standards as well as a pre and post training confidence levels feedback form. We will also develop a spreadsheet to monitor the training undertaken by staff across the service.

Training Needs Analysis

We will share with senior leaders the Moray training offer to support professional development in Term 4 each year. As establishments and schools engage with the core expectations above, gaps in the Universal offer may appear and so we will provide senior leaders with a Training Needs Analysis form to support us in identifying gaps. We would ask that you complete this and submit this to the ASN Trainers by the end of each term so that we can review and develop further supports as appropriate.

Next Steps

We will consult with our Education consultative group on the above at a meeting on 26 January 2024

We will consult with our LNCT joint secretaries and Unison secretary at monthly meeting

We will consult with LNCT to agree our approach

We will then share our approach with senior leaders at our next strategic meeting on 7 March 2024 Annual training will be GIRFEC and Staged Intervention Model only with other training requirements as a result of annual review processes

We will share the Inclusion, Wellbeing and Equalities Professional Learning Framework from Education Scotland



**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES
COMMITTEE ON 20 FEBRUARY 2024**

**SUBJECT: EDUCATION RESOURCES AND COMMUNITIES REVENUE
BUDGET MONITORING TO 31 DECEMBER 2023**

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

1. REASON FOR REPORT

- 1.1 To inform the Committee of the budget position for Education Resources and Communities as at 31 December 2023.
- 1.2 This report is submitted to Committee in terms of Section III (A) (2) of the Council's Scheme of Administration relating to the consideration of capital and revenue budgets and long term financial plans.

2. RECOMMENDATION

- 2.1 **It is recommended that Committee scrutinises and notes the budget position at 31 December 2023.**

3. BACKGROUND

- 3.1 The report highlights those areas of the budget where there is a significant percentage variance identified 31 December 2023.

4. BUDGET POSITION

- 4.1 The spend at 31 December 2023 is £11,229,000 against a budget to date of £11,279,000, giving an underspend of £50,000 as shown in **Appendix 1**.
- 4.2 There is an over achievement on sport and leisure income of £112,000 and an underspend of £14,000 on the learning estate operational budget. The underspend on leisure income is reduced by an under achievement on libraries income £14,000 and an overspend on libraries licences £66,000. The service has reviewed all licences generating a saving in 2024/25.
- 4.3 The Public Private Partnership (PPP) overspend relates to a £14,000 under achievement on non performance deductions and unbudgeted spend on pension contributions of £8,000. As part of the contract there was agreement that if the pension rate for the staff transferred across went above the

percentage in the contract the council would be liable for the additional costs, the £8,000 relates to the 3 years from 2021/22 to 2023/24. The rate is reviewed every 3 years and will be recalculated in 2024/25 for the next 3 years.

5. ESTIMATED OUTTURN

- 5.1 The estimated outturn for 2023/24 is £14,415,000 against a budget of £14,783,000 resulting in an estimated underspend for the year of £368,000.
- 5.2 The anticipated underspend on Culture, Sport and Leisure is an over achievement on sport and leisure income £137,000 and an underspend on energy £28,000. The underspend is reduced by an under achievement of libraries income £17,000, library licences overspend £66,000.
- 5.3 The PPP overspend is £14,000 on under achievement on non performance contract deductions and pension contribution £8,000.
- 5.4 Staff savings from vacancies and appointment below top of scale are anticipated to exceed budget by £285,000.

6. SUMMARY OF IMPLICATIONS

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

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

(b) Policy and Legal

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

(c) Financial implications

The resource implications are set out in this report and at **Appendix 1**. The underspend as at 31 December 2023 is £50,000 against a budget to date of £11,279,000. The estimated year end position is expenditure of £14,415,000 against a budget of £14,783,000 resulting in an underspend of £368,000.

(d) Risk implications

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

(e) Staffing implications

There are no staffing implications associated with this report.

(f) Property

There are no property implications associated with this report.

(g) Equalities/Socio Economic Impact

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

(h) Climate Change and Biodiversity Impacts

No climate change and biodiversity impacts arise directly from this report.

(i) Consultations

Chief Financial Officer and Caroline O'Connor, Committee Services Officer have been consulted and are in agreement with the contents of this report where it relates to their areas of responsibility.

7. CONCLUSION

7.1 That Committee scrutinises and notes the budget position as at 31 December 2023.

Author of Report: Andy Hall, Acting Head of Education Resources and Communities
Nicky Gosling, Accountant

Background Papers: with authors

Ref: SPMAN-1315769894-490 / SPMAN-9425411-320

Education Resources & Communities

Budget Monitoring Report to 31 December 2023

APPENDIX 1

Service	Revised Budget	Budget to Date	Actual to Date	Variance to Date	Variance
	£'000	£'000	£'000	£'000	%
Communities	1,465	1,015	1,007	8	1 %
Culture, Sport & Leisure	4,772	3,469	3,422	47	1 %
Learning Estate	369	261	247	14	5 %
Business Support Unit	1,799	1,324	1,322	2	-
Education Resources & Communities Management	49	23	23	-	-
Public Private Partnership	6,152	5,187	5,208	(21)	-
Education Resources & Communities Efficiency Savings	177	-	-	-	-
				-	
Education Resources & Communities Total	14,783	11,279	11,229	50	-

Full Year Forecast	Full Year Variance
£'000	£'000
1,462	3
4,690	82
351	18
1,796	3
49	-
6,175	(23)
(108)	285
14,415	368



**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES
COMMITTEE ON 20 FEBRUARY 2024**

**SUBJECT: INFORMATION REPORT: SINGLETON INSPECTIONS OF EARLY
LEARNING AND CHILDCARE CENTRES – PUBLISHED
REPORTS APRIL 2023 TO JANUARY 2024**

**BY: DEPUTE CHIEF EXECUTIVE (EDUCATION, COMMUNITIES AND
ORGANISATIONAL 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 Care Inspectorate which were published between April 2023 and January 2024. These were;

Curious Minds, Elgin
Bishopmill Pre-school, Elgin
Teddy Bear Developmental Nursery, Cullen
Portknockie Nursery, Portknockie
Ark Childcare, Miltonduff
Mortlach Nursery, Dufftown
Drumduan Kindergarten, Forres
Strathisla – FCSS, Keith
Lady Cathcart Nursery, Buckie
Earthtime, Duffus
Rainbow Days, Buckie
Aberlour Nursery, Aberlour
Aberlour & Craigellachie Pre-school, Aberlour

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. BACKGROUND

2.1 The Care Inspectorate carries out inspections of care services, including day care of children's services. Providers are inspected against a Framework of Quality Themes and statements and the National Standard.

2.2 The Care Inspectorate resumed face to face ELC scrutiny in Autumn 2021 after COVID-19 restrictions impacted on their work.

2.3 The services noted have been scrutinised under the current Care Inspectorate [Quality Framework](#).

2.4 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

2.5 Following publication, inspection reports are available through ELC centres and online at www.careinspectorate.com.

2.6 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.

2.7 During this reporting period there were 13 Singleton Inspection reports received.

Name of Early Learning and Childcare Provider	Date of Inspection
Curious Minds, Elgin	6 Feb & 20 July 2023
Bishopmill Pre-school, Elgin	31 March 2023
Teddy Bear Developmental Nursery, Cullen	24 May 2023
Portknockie Nursery, Portknockie	7 June 2023
Ark Childcare, Miltonduff	25 August 2023
*Mortlach Nursery, Dufftown	30 August 2023
*Drumduan Kindergarten, Forres	30 August 2023
*Strathisla – FCSS, Keith	1 September 2023
Lady Cathcart Nursery, Buckie	21 September 2023
Earthtime, Duffus	5 October 2023
*Rainbow Days, Buckie	26 October 2023
Aberlour Nursery, Aberlour	29 November 2023
Aberlour & Craigellachie Pre-school, Aberlour	29 November 2023

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

2.9 Services marked with a * received grades 4 or above which means they are meeting the [National Standard](#). These services continue to work in partnership with Moray Council and have access to the Early Years Teaching Team alongside their respective Continuous Improvement Officer (CIO).

- 2.10 Services not yet reaching grades 4 or above are receiving support from the respective CIO and the Early Years Teaching and Learning Teacher to address the required actions resulting from the recommendations or requirements. Recommendations are summarised in **Appendix 1**.
- 2.11 The table below highlights the area where the grade(s) have dropped and the planned improvement work to support ELC settings;

ELC Setting	Quality Framework Area	Plans for improvement/support
Curious Minds, Elgin	How good is our care, play and learning? How good is our leadership? How good is our staff team?	Ongoing support being provided by both CIO West and Teaching and Learning Team. Action plan in place. Last inspected 10 July 2023 and improvement in grading from 3 to 4 in How good is our setting. Continuing to develop: planning using a balance of child led/adult led, Child initiated and adult initiated experiences. Promoting numeracy/literacy experiences throughout the setting. Supporting management with quality assurance tasks.
Bishopmill Pre-school, Elgin	How good is our setting?	To ensure that effective infection prevention and control practices and routines are in place and consistently practice. Staff working closely with Care Inspectorate re new nappy guidance and supported through CIO West. Setting was not asked to submit action plan to Care Inspectorate but will be revisited within the year.
Teddy Bear Developmental Nursery, Cullen	How good is our leadership?	New manager started 18.01.24. Once she has settled into post, the East CIO and Learning and Teaching teacher will support initially in the key

		<p>areas of self-evaluation and quality improvement. An action plan will be created to monitor progress. National practice guidance documents will be used to support this. Any training needs will be identified via the action plan and building of a working relationship with this new manager. Potential to invite service to join Cullen nursery staff for joint in-service training to share good practice and training opportunities.</p>
<p>Portknockie Nursery, Portknockie</p>	<p>How good is our setting? How good is our leadership?</p>	<p>Service is engaging in the Care Inspectorate's improvement programme. Further, the CIO and Learning and Teaching teacher will create an action plan to support the improvement of both leadership and the setting. Priority areas are self-evaluation, monitoring of quality improvement and safer recruitment for leadership. Infection control is a priority for the setting, specifically the changing spaces for the youngest children.</p>
<p>Ark Childcare, Miltonduff</p>	<p>How good is our care, play and learning? How good is our leadership? How good is our staff team?</p>	<p>Ongoing support being provided by both CIO West and Teaching and Learning Team. 2 Action plans in process of being finalised in conjunction with Ark Management Team. One for 0-3 and one for 3-5 Areas of improvement will focus on: Self-evaluation for self-improvement, planning – developmentally</p>

		appropriate and offers challenge Monitoring of processes. Environment – spaces, interaction and experiences.
Lady Cathcart Nursery, Buckie	How good is our leadership?	Service has experienced a number of changes to the manager which has resulted in a lack of consistency. The CIO and Learning and Teaching teacher are creating an action plan to review the whole service. The interim manager has sent a draft self-evaluation template to their Care Inspectorate’s advisor for feedback before implementing this format. National practice guidance documents will be used to support this process. There is a whole staff meeting planned for 31.01.24 to ensure the views of all staff are included in the action plan. This will support team buy-in.
Earthtime, Duffus	How good is our leadership? How good is our staff team?	Ongoing support being provided by both CIO West and Teaching and Learning Team. Action plan in place. Areas of improvement will focus on: Self-evaluation for self-improvement Quality Assurance systems Planning – developmentally appropriate/challenge Supporting with Vision, Values and Aims
Aberlour Nursery, Aberlour	How good is our leadership?	The CIO and Learning and Teaching teacher will create an action plan with the manager to review self-evaluation formats

		used to ensure the positive impact of this on outcomes for children & families. The manager will commit to more frequent staff 1:1, support & supervision for staff including observation of practice.
Aberlour & Craigellachie Pre-school, Aberlour	How good is our care, play and learning?	The service will be supported to review the use of spaces to maximise the opportunities for child-led play and self-selection of resources. The team will consider the balance of adult-directed and child-led learning. The CIO and Learning and Teaching teacher will support the team to consider how to ensure next steps are identified and catered for individual children.

- 2.12 The current gradings of these services will not impact on their partnership agreement with Moray Council to deliver funded Early Learning and Childcare hours as we believe they have the capacity to improve with enhanced support.

3. **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 directly from the report.
- (e) Staffing Implications**
None arising directly from the report.
- (f) Property**
None arising directly from the report.
- (g) Equalities/Socio Economic Impact**
An Equality Impact Assessment is not required as this report is to inform Committee on performance.
- (h) Climate Change and Biodiversity Impacts**
None arising directly from the report.
- (i) Consultations**
Head of Education (Chief Education Officer), Continuous Improvement Officer (West), Continuous Improvement Officer (East) and Principal Teacher Early Years Education Service and Caroline O'Connor, 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: Hazel Sly, Early Years Service Manager
Background Papers:

Name of Early Learning and Childcare Provider
Curious Minds, Elgin
Bishopmill Pre-school, Elgin
Teddy Bear Developmental Nursery, Cullen
Portknockie Nursery, Portknockie
Ark Childcare, Miltonduff
Mortlach Nursery, Dufftown
Drumduan Kindergarten, Forres
Strathisla – FCSS, Keith
Lady Cathcart Nursery, Buckie
Earthtime, Duffus
Rainbow Days, Buckie
Aberlour Nursery, Aberlour
Aberlour & Craigellachie Pre-school, Aberlour

Ref:

Summary of numbers of recommendations and requirements made to providers.

Name of Early Learning and Childcare Provider	Areas for Improvement	Requirements
Curious Minds, Elgin	8	1
Bishopmill Pre-school, Elgin	1	0
Teddy Bear Developmental Nursery, Cullen	1	0
Portknockie Nursery, Portknockie	4	0
Ark Childcare, Miltonduff	4	0
Lady Cathcart Nursery, Buckie	2	0
Earthtime, Duffus	2	0
Aberlour Nursery, Aberlour	3	0
Aberlour & Craigellachie Pre-school, Aberlour	1	0

Details of gradings, recommendations and requirements made to providers.

Curious Minds, Elgin

Unannounced

Gradings

How Good Is Our Care, Play and Learning	3
How Good Is Our Setting	4
How Good Is Our Leadership	3
How Good Is Our Staff Team	3

(N/A – Not Assessed)

Areas for Improvement

- To support children's current care needs and preferences, the provider should ensure that meeting needs, choices and wishes are planned for effectively in personal plans.

This is to ensure that meeting the needs of children is consistent with the Care Inspectorate guidance document Guide for providers on Personal Planning Early Learning and Childcare.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15).

This area for improvement was made on 6 February 2023 – not met within timescale of 20th July 2023 and remains in place.

- To support children to experience sociable, enjoyable and relaxed snack and lunch times, the provider should improve mealtime experiences. This should include, but is not limited to increasing staff knowledge and competency to support practice consistent with guidance contained in the Care Inspectorate document: 'Food

Matters'. And also the practice note: 'Keeping children safe: supporting positive mealtime experiences in Early Learning and Childcare'.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I take part in daily routines, such as setting up activities and mealtimes, if this is what I want' (HSCS 2.21); and

'I can enjoy unhurried snack and meal times in as a relaxed an atmosphere as possible' (HSCS 1.35).

This area for improvement was made on 6 February 2023 – not met within timescale of 20th July 2023 and remains in place.

- To support children's learning and development, including literacy and numeracy development, the provider should ensure that all children can choose from a range of good quality, developmentally appropriate resources which provoke curiosity, imagination and problem solving.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'As a child, I have fun as I develop my skills in understanding, thinking, investigation and problem solving, including through imaginative play and storytelling' (HSCS 1.30).

This area for improvement was made on 6 February 2023 – not met within timescale of 20th July 2023 and remains in place.

- To promote child-led play and learning, the provider should ensure that a balance of responsive and intentional planning supports children's choice of activities and experiences.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27).

This area for improvement was made on 6 February 2023 – not met within timescale of 20th July 2023 and remains in place.

- To promote play which supports children across their developmental stages, the service should provide a stimulating range of resources which foster imaginative play, creative thinking, problem solving and learning.

This should include but is not limited to:

- a) evaluating the variety and type of resources used with all ages of children; and
- b) where appropriate, replacing or removing old and worn resources.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27).

This area for improvement was made on 6 February 2023 – not met within timescale of 20th July 2023 and remains in place.

- To keep children safe and healthy and to promote their wellbeing, the provider should improve infection prevention and control measures and routines, such as carrying out regular cleaning and also washing or replacing soft furnishings. This is to ensure that infection prevention and control practices are consistent with the

NHS Scotland document Infection Prevention and Control in Childcare Settings (Day Care and Childminding Settings).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment' (HSCS 5.22).

This area for improvement was made on 6 February 2023 and has been met.

- To support improved outcomes for all service users, the provider should ensure that quality assurance processes are robust and transparent. This should include, but is not limited to:

a) regular opportunities for staff to participate in meaningful reflective and self-evaluative practice; and

b) fostering an ethos of continuous improvement which promotes children's, staff's and parents' ownership of change.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that:

'I benefit from a culture of continuous improvement, with the organisation having robust and transparent, quality assurance processes' (HSCS 4.19).

This area for improvement was made on 6 February 2023 – not met within timescale of 20th July 2023 and remains in place.

- To foster continuity of care which supports children's care, safety and wellbeing at all times, the provider should ensure that staff are deployed effectively and appropriately across the day. This should include but is not limited to taking staff skills, knowledge and experience into account.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that:

'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11).

This area for improvement was made on 6 February 2023 – not met within timescale of 20th July 2023 and remains in place.

Requirements

1. By 2 February 2023 the provider must ensure that the safety, health and wellbeing of the children is improved.

To do this the provider must, at a minimum:

a) ensure that staff are knowledgeable in relation to safe record keeping and administration of medication;

b) ensure all medicines are correctly stored and labelled, including any dispensing labels; and

c) ensure that corresponding records for medication is completed consistently.

This is to comply with Regulations 4 and 10 and of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210) 4.—(1) A provider must: (a) make proper provision for the health, welfare and safety of service users;

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I experience high quality care and support because people have the necessary information and resources.' (4.27).

This requirement was made on 6 February 2023 and has been met.

Bishopmill Pre-school, Elgin

Unannounced

Gradings

How Good Is Our Care, Play and Learning	4
How Good Is Our Setting	3
How Good Is Our Leadership	4
How Good Is Our Staff Team	5

(N/A – Not Assessed)

Areas for Improvement

- To keep children healthy and safe, the provider and manager should ensure that effective infection prevention and control practices and routines are in place and consistently practiced. This is to ensure that infection prevention and control measures are consistent with the NHS Scotland document: 'Infection Prevention and Control in Childcare Settings (Day Care and Childminding Settings).'

This includes but is not limited to, ensuring that:

- a) Staff are knowledgeable and competent in effective handwashing routines and practice
- b) Children are supported so their handwashing hygiene and routines are effective and following infection prevention and control guidance
- c) Staff are knowledgeable and competent about all aspects of infection prevention and control
- d) The manager has the right knowledge and is competent in making relevant notifications to the Care Inspectorate as per the guidance document: 'Records that all registered children and young peoples' care services must keep and guidance on notification reporting.'

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I experience high quality care and support because people have the necessary information and resources (HSCS 4.27).'

'I have confidence in people because they are trained, competent and skilled, and are able to reflect on their practice and follow their professional and organisational codes (HSCS 3.14).'

Requirements

- None

Teddy Bear Developmental Nursery, Cullen

Unannounced

Gradings

How Good Is Our Care, Play and Learning	4
How Good Is Our Setting	4
How Good Is Our Leadership	3
How Good Is Our Staff Team	4

(N/A – Not Assessed)

Areas for Improvement

- To enhance the delivery of high-quality practice that leads to improved outcomes for all, leaders should ensure that a strong ethos of continuous improvement is established, that includes quality assurance and self-evaluation.
This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:
'I am actively encouraged to be involved in improving the service I use, in a spirit of genuine partnership.' (HSCS 4.7); and
'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes'. (HSCS 4.19).

Requirements

- None

Portknockie Nursery, Portknockie

Unannounced

Gradings

How Good Is Our Care, Play and Learning	4
How Good Is Our Setting	3
How Good Is Our Leadership	3
How Good Is Our Staff Team	4

(N/A – Not Assessed)

Area for Improvement

- To support children's overall wellbeing through information sharing with children and families, the manager should establish a consistent system of review of the personal plan, a minimum of six monthly.
This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:
'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15).
- To support the health and wellbeing of children and staff, the manager/provider should ensure that nappy changing facilities are appropriate and infection control approaches are consistent across the setting.
This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:
'If I require intimate personal care, there is a suitable area for this, including a sink if needed' (HSCS 5.4); and
'My environment is secure and safe' (HSCS 5.17).
This is to ensure infection control practices are consistent with the NHS Scotland & HPS Scotland document, Infection Prevention and Control in Childcare Settings (Day Care and Childminding Settings); and Care Inspectorate document, Nappy changing facilities for early learning and childcare services: information to support improvement.
- To support robust recruitment procedures the provider should ensure that a detailed record of references is maintained, the use of reference proformas can help with the process.
This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I am confident that people who support and care for me have been appropriately and safely recruited' (HSCS 4.24).

This is to ensure that recruitment of staff is consistent with the Care Inspectorate document Safer recruitment through better recruitment.

- To enhance the delivery of high-quality practice that leads to improved outcomes for all, leaders should ensure that a strong ethos of continuous improvement is established, that includes quality assurance and self-evaluation.
- This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:
'I am actively encouraged to be involved in improving the service I use, in a spirit of genuine partnership' (HSCS 4.7); and
'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

Requirements

- None

Ark Childcare, Miltonduff

Unannounced

Gradings

How Good Is Our Care, Play and Learning	3
How Good Is Our Setting	4
How Good Is Our Leadership	3
How Good Is Our Staff Team	3

(N/A – Not Assessed)

Area for Improvement

- To promote child-led play and learning, the provider should ensure that a balance of responsive and intentional planning supports children's choice of activities and experiences.
This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:
'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27).
- To promote play which supports children across their developmental stages, the service should provide a stimulating range of resources which foster imaginative play, creative thinking, problem solving and learning.
This should include but is not limited to:
 - a) Evaluating the variety and type of resources used with all ages of children.
 - b) Ensuring that children have access to the resources and activities they choose.This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:
'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27).
This area for improvement was made on 12 August 2020 - not met within timescale of 25th August 2023 and remains in place.

- 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) The development of a central training plan that identifies individual and group learning needs that is effectively monitored.

b) Evaluation of the impact of training, how it has been implemented in practice and how it has had a positive impact on outcomes for children.

c) Shared learning within the staff team and an opportunity to reflect on practice including but not limited to positive interactions, child-led play and learning and effective planning for experiences and next steps in learning.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I have confidence in the people because they are trained, competent and skilled, can reflect on their practice and follow their professional and organisational codes' (HSCS 3.14); and

'I am confident that people are encouraged to be innovative in the way they support and care for me' (HSCS 4.25).

This area for improvement was made on 12 August 2020 - not met within timescale of 25th August 2023 and remains in place.

- To support improved outcomes for children, the provider should ensure that quality assurance processes are robust and transparent. This should include, but is not limited to:

a) Regular opportunities for staff to participate in meaningful and sustainable self-evaluative practice.

b) Fostering an ethos of continuous improvement which promotes children's, staff's and parents' ownership of change.

c) Monitoring methods of practice such as positive interactions and approaches to enabling child-led play and learning.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19); and

'I am confident that people are encouraged to be innovative in the way they support and care for me' (HSCS 4.25).

This area for improvement was made on 12 August 2020 - not met within timescale of 25th August 2023 and remains in place.

Requirements

- None

Lady Cathcart Nursery, Buckie

Unannounced

Gradings

How Good Is Our Care, Play and Learning	4
How Good Is Our Setting	4
How Good Is Our Leadership	3
How Good Is Our Staff Team	4

(N/A – Not Assessed)

Area for Improvement

- To support the safety and wellbeing of children requiring medication the manager should ensure that an accurate and up to date record is in place. Review all consent at least every three months or at the start of new term to check that nothing has changed.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'My care and support meets my needs and is right for me' (HSCS 1.19) and

'I experience high quality care and support because people have the necessary information and resources' (HSCS 4.27).

- To support continuous improvement that enhances the delivery of high-quality practice, leaders should establish sound methods of quality assurance.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I am supported to give regular feedback on how I experience my care and support and the organisation uses learning from this to improve.' (HSCS 4.8) and

'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

Requirements

- None

Earthtime, Duffus

Unannounced

Gradings

How Good Is Our Care, Play and Learning	4
How Good Is Our Setting	5
How Good Is Our Leadership	3
How Good Is Our Staff Team	3

(N/A – Not Assessed)

Area for Improvement

- To support positive outcomes and continuous improvement for children and families, the provider should ensure that approaches to quality assurance are developed. This should include, but is not limited to, monitoring all aspects of practice, and seeking the views of parents and carers to support improvement.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

- To ensure positive outcomes for children, management should ensure that staff are deployed in a way that meets children and families' needs across the day. This should include, but is not limited to, during mealtimes and collection time.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'My needs are met by the right number of people' (HSCS 3.15); and

'My care and support is consistent and stable because people work well together' (HSCS 3.19).

Requirements

- None

Aberlour Nursery, Aberlour

Unannounced

Gradings

How Good Is Our Care, Play and Learning	4
How Good Is Our Setting	4
How Good Is Our Leadership	3
How Good Is Our Staff Team	4

(N/A – Not Assessed)

Area for Improvement

- To support children's to achieve their potential, the manager should ensure staff have the knowledge and skills to plan effectively for learning and development. This should include but is not limited to, ensuring that planning includes both responsive and intentional elements.
This is in order to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:
'I am supported to achieve my potential in education and employment, if this is right for me.'
- To keep children safe and healthy and to promote their wellbeing, the service should improve infection prevention and control measures. This includes but is not limited to:
 - a) Ensuring through effective and consistent supervision that correct and effective handwashing routines are maintained.
 - b) Ensuring through effective and consistent supervision that items such as pedal bins are used correctly.
This is to ensure that infection prevention and control practices are consistent with the NHS Scotland document: 'Infection Prevention and Control in Childcare Settings (Day Care and Childminding Settings)'.
This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:
'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11).
- To ensure that children benefit from improvements which have the greatest positive impacts on their experiences and outcomes, the service should ensure that they have robust quality assurance processes in place.
This should include but is not limited to:
 - a) regular opportunities for reflection and self-evaluation of practice
 - b) regular monitoring of staff practice to identify good quality skills and practice as well as training needs
 - c) regular monitoring of the quality of children's experiences and care.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

Requirements

- None

Aberlour & Craigellachie Pre-school, Aberlour

Unannounced

Gradings

How Good Is Our Care, Play and Learning	3
How Good Is Our Setting	4
How Good Is Our Leadership	4
How Good Is Our Staff Team	4

(N/A – Not Assessed)

Area for Improvement

- To further support children's engagement and interests in activities, the manager and staff should continue to organise spaces that enabled children to be meaningfully and actively involved in their play and next steps of learning.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'As a child I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity.' (HSCS 2.27)

Requirements

- None



**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES
COMMITTEE ON 20 FEBRUARY 2024**

**SUBJECT: INFORMATION REPORT: HIS MAJESTY'S INSPECTORATE
PROGRESS VISIT AND COMMUNITY LEARNING AND
DEVELOPMENT PLAN**

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

1. REASON FOR REPORT

- 1.1 To inform the Committee of the publication of the positive His Majesty's Inspectorate (HMI) Progress Visit Report into Community Learning and Development (CLD) provision which was published in December 2023.
- 1.2 To inform the committee of how it is proposed to integrate the HMI improvement actions from that process as stakeholder engagement takes place to prepare the new Partnership CLD Plan, considering any recommendations made as a result of the recently announced Independent Review of CLD.
- 1.3 This report is submitted to Committee in terms of Section III (D) (1) of the Council's Scheme of Administration relating to exercising all the functions of the Council as Education Authority within the terms of relevant legislation with regard to nursery, primary, secondary, and further education; community learning and development and to determine the Council's policies in regard thereto.

2. BACKGROUND

- 2.1 It is a statutory requirement for each local authority to produce a CLD Plan and the current Moray Partnership CLD Plan (2021-24) was endorsed by Education, Communities and Organisational Development committee and the Community Planning Partnership prior to publication in September 2021. This progress report will also be provided to the Community Planning Board.
- 2.2 HMI have responsibility for inspecting CLD provision across Scotland and they visited Moray in October 2023 as part of their programme of Progress Visits which are designed to '*support improvement and provide external assurance of the quality of CLD provision in Scotland*'.

- 2.3 The Progress Visit was built around two high level questions culminating in a final report to identify what is working well and any areas for improvement.
- 2.4 The questions were *'How effective is the leadership of the local authority and their CLD partners in improving outcomes?'* and *'How well does the performance of the local authority and their CLD partners demonstrate positive impact?'*
- 2.5 The Progress Report (**Appendix 1**) was published on the Education Scotland website on 5 December 2023 and reported positively on progress and identified some areas for improvement.
- 2.6 In terms of the leadership question the report confirmed that *'leadership of CLD is effective'* and is *'supported by regular self-evaluation and routine monitoring of progress'*. The CLD Plan *'...aligns well with local and national priorities and partners ...share a common purpose with a focus on social justice, tackling inequality and improving synergy across strategic lead partnerships.'*
- 2.7 During their visit the inspection team of three met a range of groups and learners and commented favourably on the fact that *'local community organisations and community members are actively planning and delivering aspects of local service'*.
- 2.8 In terms of the second question regarding evidence of impact they noted that *'data gathered over the last three years shows that engagement in CLD activity is on an upward trend, with provision recovering from the pandemic'*. Taking into account the wider CLD provision they recognised that *'CLD partners, including volunteer-run community organisations, deliver a wide range of targeted services'*.
- 2.9 The inspectors evidenced that *'Adult learners are developing a wider range of skills through CLD service adult and family learning programmes'* and that *'local employability partners are providing targeted and person-centred support to learners...to help them access appropriate learning pathways'*.
- 2.10 The CLD Strategic Partnership had identified some areas for improvement in their pre -inspection self-evaluation process which was developed further through the inspection with the key improvement priority being that *'The CLD Strategic Partnership needs to identify how they can best expand the partners involved in CLD plans. This should explore how the independent youth organisations, community activists and organisations, and learners can best contribute to planning and decision-making processes.'*
- 2.11 One of the actions that will contribute to this is *'... a need for greater clarity about how strategic groups link together to better demonstrate their collective impact'*.
- 2.12 The CLD Strategic Partnership met in January 2024 to discuss the report and are developing an Improvement Action Plan as part of the process of preparing the next CLD Plan which will come into place in September 2024. A key element of this process will be identifying the wider range of CLD delivery

organisations across Moray and to be able to quantify that in the next version of the CLD Plan and in performance reporting in relation to that.

- 2.13 On the same day that the Progress Report was published a letter was sent to local authority Chief Executives and CLD leads across Scotland announcing an independent review of community learning and development (CLD) across Scotland. The review will *'consider the extent to which CLD is contributing to delivering positive outcomes in line with Scottish Government priorities, including examination of the respective roles and responsibilities of those involved...This will help us(Scottish Government) to understand the breadth and impact of CLD on learners in Scotland's communities, and where services support outcomes for marginalised learners'*.
- 2.14 Kate Still has been appointed as the independent lead for the review and [Terms of Reference](#) (TOR) have been produced which confirm that the scope of the review will be around the 'learning' component of CLD.
- 2.15 The TOR states that *'This review is being undertaken in a period when the Scottish Government is considering wider education reform, and as such is intended to provide useful input on the role CLD plays, and will continue to play, as an integral part of Scotland's learning landscape. Given that backdrop, the review Terms of Reference focus on the education elements of CLD. The cross-cutting nature of CLD provision means that there is a likelihood of the community development/empowerment element of CLD being raised by stakeholders in the course of the review. Nevertheless, the focus will remain on the educational elements'*.
- 2.16 The review will report back in June 2024 – which is when the new CLD Plan will be being finalised to meet committee cycles for approval before the September publication date. The timescale presents challenges in relation to how the recommendations of the independent review can be incorporated into the new Plan. The current CLD Plan has a priority around 'Learning for Life' which is likely to remain in the new plan which means it should be possible to incorporate the recommendations from the Independent Review into the plan as its focus is also in relation to learning.

3. SUMMARY OF IMPLICATIONS

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

As evidenced in the HMI Progress Visit report there will need to continue to have a clear alignment between the CLD Plan and both the LOIP and Corporate Plan priorities.

(b) Policy and Legal

There is a statutory requirement to produce a CLD Plan which sits with the local authority. In terms of the HMI Progress Visit Improvement Actions the service will require to report on what has been done to meet

the improvements identified, after which HMI will decide if they need any further visits.

(c) Financial implications

None.

(d) Risk Implications

The timing of the independent Review of CLD is not ideal as it is intended to report in June and the new CLD Plan is supposed to be operational by 1 September. The new plan will have to take account of the Independent Review and depending on the nature of the recommendations this may have an impact on the process to update the plan and get it formally approved.

(e) Staffing Implications

None.

(f) Property

None.

(g) Equalities/Socio Economic Impact

The current CLD Plan included an Equalities Impact Assessment, this will be updated in the new format for an Integrated Impact Assessment as part of the work to update the plan and any necessary amendments or actions will be incorporated in the new version of the CLD plan.

(h) Climate Change and Biodiversity Impacts

It is likely that activity and groups engaged with the CLD Plan will continue to include work to address climate change locally

(i) Consultations

The Head of Education Resources and Communities, Equal Opportunities Officer and Caroline O'Connor, Committee Services Officer have been consulted on this report.

4. CONCLUSION

4.1 The recent HMI Progress Visit Report confirmed that there is effective leadership of CLD through the partnership approach and that there is good evidence of impact.

4.2 The main improvement action is in relation to how we can further enhance links with independent youth organisations, community activists / organisations and adult learners to help shape the next CLD Plan and to fully capture the impact of wider CLD provision in Moray.

4.3 The Council will achieve this through the Improvement Action Plan being developed by the CLD Strategic Partnership which will be implemented as we engage with stakeholders in developing the new Partnership CLD Plan priorities.

4.4 The refreshed CLD Plan will also have to take account of the recommendations of the national independent review of CLD which is due to report in June 2024.

Author of Report: Kevin McDermott.
Background Papers: CLD Progress Visit Report
Ref:

Community Learning and Development Progress Visit Report

Moray Council

5 December 2023

1. Context

HM Inspectors visited Moray Council to undertake a community learning and development (CLD) progress visit during October 2023. During the visit, we talked to learners and community representatives, CLD leaders, managers, staff, and volunteers, and other key stakeholders. HM Inspectors evaluated the effectiveness of local authority CLD partnerships' approach to self-evaluation and planning for improvement, and considered progress made against identified priorities in their CLD plans.

2. Findings from the progress visit

How effective is the leadership of the local authority and their CLD partners in improving outcomes?

Areas of positive progress

Leadership of CLD is effective. It is supported by regular self-evaluation and routine monitoring of progress. The CLD Strategic Partnership has expanded its membership and this is supporting a more cohesive approach to CLD planning. The CLD Partnership Plan aligns well with local and national priorities. CLD arrangements link well with community planning structures and this helps to ensure that the CLD Partners contribute to strategic priorities. Leaders value CLD and demonstrate a clear understanding of its role, particularly with regard to community development and in improving outcomes for learners and communities. As a result, there are an increasing number of partners now using CLD methodologies to improve outcomes for learners and communities. Strategic CLD partners across Moray share a common purpose with a focus on social justice, tackling inequality and improving synergy across strategic lead partnerships. They work well together to target resources and support communities to reduce inequity and the impact of poverty.

CLD leaders and staff make effective use of reporting and planning structures and engage in regular self-evaluation to support improvement. This is increasing partners' understanding of CLD and improving links across strategic groups. Relationships across the partnership are also based upon mutual respect and trust. Staff and volunteers are benefiting from engagement in professional learning. This is increasing their skills and capacity to respond and adapt to change, including to mental health and wellbeing challenges and mitigating the impact of poverty. Local community organisations and community members are actively planning and delivering aspects of local services. As a result, community hubs and key community organisations are recognised as catalysts for change. The strong partnerships facilitated by the third sector interface, tsiMoray, is leading to increased significant investment in local communities. Partners, including the CLD Service have extended Participatory Budgeting arrangements such as Just Transition funding scheme. This investment is helping to improve local infrastructure and reduce the carbon footprint of local community organisations. Effective partnership working facilitated by safeguarding leads have significantly increased awareness of online safety in a joint campaign with the National Society for the Prevention of Cruelty to Children (NSPCC) Scotland.

Areas for development

There is a need for greater clarity about how strategic groups link together to better demonstrate their collective impact. The CLD Strategic Partnership and CLD Partnership Plan needs to better reflect the work of all partners providing CLD across Moray. Some key partners, including

youth work organisations, are not yet fully represented or involved. The CLD Strategic Partnership should continue to strengthen groups such as the Adult Learners Forum and Youth Work Network to inform the work of the CLD Partnership Plan. The CLD Strategic Partnership would benefit from developing structures to enable learners of all ages to be involved and influence CLD planning as equal partners. There is also a need for partners to continue to strengthen their shared approach to self-evaluation.

How well does the performance of the local authority and their CLD partners demonstrate positive impact?

Areas of positive progress

CLD staff and increasingly strategic partners, contribute performance data and qualitative information to support the reporting of progress to the council and Community Planning Partnership Board. The national key performance indicators developed by Community Learning and Development Managers Scotland are used well by the CLD Strategic Partnership to identify key changes. Data gathered over the last three years shows that engagement in CLD activity is on an upward trend, with provision recovering from the pandemic. CLD service staff make effective use of reporting tools to show the impact that their work is having on learning and communities. Most council CLD staff have a clear understanding of the need for performance monitoring and routinely record their progress in meeting key aims. Many CLD third sector organisations have robust and clear performance monitoring approaches in place. This supports them to both provide feedback to existing funders and successfully gain new funding.

CLD partners, including volunteer-run community organisations, deliver a wide range of targeted services. Partners are clear about their contribution and know who is best placed to meet local need. This helps target resources to areas of greatest need, reduce barriers to participation, and support those with additional challenges. The Buckie Hub is supporting members of the community well to feel included and safe. This is supporting users to address issues in their lives, including those facing homelessness and experiencing addiction issues. Older people from well-established Be Active Live Long groups across Moray are well supported through weekly activities. This helps to improve their health and wellbeing, increase friendship circles and social connectedness. Men's Sheds are also active in contributing to projects for community benefit. Targeted transition support, provided by CLD and school staff in Buckie High School, is helping pupils in S1 settle into their new environment and reducing barriers. This is improving attendance and having a positive impact on attainment and achievement.

CLD Partners are working effectively to support volunteers, learners and community activists to gain new skills to meet their needs. Adult learners are developing a wide range of skills through participation in CLD service adult and family learning programmes. They value the support they receive from the CLD service which is helping them to overcome earlier negative learning experiences. Local employability partners are providing targeted and person-centred support to learners. This helps them access appropriate learning pathways and develop skills to meet their aspirations and progress towards their next step. Young people enjoy participating in a wide range of activities where they gain skills in leadership, communication and decision making. They are now more confident in other areas of their life, including managing their time for study, school and volunteering. Attendees at the local Gaelic group are progressing in their use of conversational Gaelic. They are also developing an understanding of the origins of Gaelic words. Dallas Primary School are using Gaelic within the curriculum and have developed two films which have integrated history, Gaelic and art. This is increasing children's understanding of local history and use of Gaelic language skills.

Areas for development

The overall picture of CLD performance is not yet fully captured by CLD partners. There are key partners who are not yet part of the CLD Strategic Partnership. CLD partners need now to consider how they can best work together to demonstrate their collective impact and progress over time. This would inform CLD planning to avoid significant gaps in provision or duplication and ensure every learner or potential learner, and each community, is best served. Community organisations will require ongoing capacity building support to continue to support those facing challenges in their lives and meet community needs. Senior leaders now need to consider how best support can be resourced and sustained to enable them to meet their ambitions regarding increasing partnership work with communities.

3. Main points for action

The CLD strategic partnership needs to identify how they can best expand the partners involved in CLD plans. This should explore how the independent youth organisations, community activists and organisations, and learners can best contribute to planning and decision-making processes.

4. Practice worth sharing more widely

During the inspection, we identified an aspect of highly effective practice which we would like to explore further.

Partners involved in a joint campaign with NSPCC Scotland 'Moray - lets chat online safety' have used creative approaches to increase awareness of online safety. They have successfully engaged a significant number of local parents, carers and children and young people to develop skills and resources to stay safe online. This involves practical tips and advice and workshops. Parent and carers have the opportunity to attend monthly workshops and monthly lunchtime learning sessions are provided for professionals. Based on feedback from the campaign activity a series of frequently asked questions resources have been created and made available online with advice and guidance regarding internet safety.

Over the summer period the campaign team attended community events such as agricultural shows and RAF events with information stand and lingo bingo competition to engage with children, young people and parents.

5. What happens next?

We recognise that the local authority and their CLD partners are making progress in the majority of areas of their CLD plan, however some improvement is required. We will ask for a report on progress on the areas for improvement within agreed timescales. Taking account of the progress report, we will then decide what further engagement with the local authority and their CLD partners is required.

Robert Hynd
HM Inspector
5 December 2023



**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES
COMMITTEE ON 20 FEBRUARY 2024**

**SUBJECT: INFORMATION REPORT: PRIMARY AND SECONDARY SCHOOL
CAPACITY, OCCUPANCY AND GENERAL PURPOSE SPACES
2023/24**

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

1. REASON FOR REPORT

- 1.1 To inform the Committee of the Primary and Secondary School Planning Capacities, Occupancy and General Purpose Spaces for session 2023/24.
- 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. BACKGROUND

- 2.1 Primary School Functional Capacities have been reported annually to this Committee. Secondary School Functional Capacities have been included since 2018/2019.
- 2.2 The Functional Capacity of the school is the maximum number of pupils that a school can accommodate in any one year taking into account the organisational needs of the school and in particular the age distributions of the pupils.
- 2.3 Guidance to Local Authorities on the determination of "School Capacity" set out by the Scottish Government is followed when calculating the primary school capacity in order to increase consistency across the country ([Determining Primary School Capacity Guidance 2014](#)). Two measures of primary school capacity are used and are described as **Planning Capacity** and **Working Capacity**. Planning Capacity is the physical, theoretical measure of the total number of pupils which can be accommodated in a school, based on the total number of teaching spaces, the size of these spaces and the class size maxima. Working Capacity is the more realistic measure of the total number of pupils which can be accommodated in a school in a particular school session. The Planning Capacity is adjusted based on the organisational needs of the school that session, eg taking into account pupil roll, composite classes, etc to calculate Working Capacity.

- 2.4 In previous reports Planning Capacity was referred to as “Physical Capacity” and Working Capacity as “Functional Capacity”. In line with the above guidance we will now use the terms **Planning Capacity** and **Working Capacity** when reporting school capacities.
- 2.5 The Working Capacity for each school is calculated on census day in September each year, which in this case was 13 September 2023.
- 2.6 The Working Capacity and percentage occupancy for session 2023/24 for primary schools are attached in **Appendix 1** (schools in alphabetical order) and **Appendix 2** (schools according to Associated School Group). Secondary school capacities and percentage occupancy are attached in **Appendix 3**.
- 2.7 In Moray the maximum class size in Primary 1 has been set at 25 and in Primary 2 and 3 it has been set at 30 for session 2022/23. The maximum class size in Primaries 4-7 has been set at 33.
- 2.8 The number of General Purpose (GP) spaces within each primary school was also reviewed, see **Appendix 4**. A GP space is where a class or group of children can go to work outwith their classroom. It does not require to be the same size as a classroom as there is no requirement to have desks or chairs in these spaces. The area must exceed 18 square metres in order for it to be deemed suitable.
- 2.9 GP spaces include, halls, dining areas, computer suites and libraries. The greater the number of classes the greater need there is for GP spaces. Thus the ratio of class spaces to GP spaces is increased at 4, 7, 10, 14 and 19 classes, see **Appendix 5**.
- 2.10 In some schools where the school is under capacity, empty classrooms are used as GP spaces. These are not included in the total of GP spaces as they are designated class bases and would be used as such if needed.
- 2.11 The number of children with Additional Support Needs (ASN) in schools who require access to a separate space out with their class base has increased over recent years. In many schools this has led to designated class bases being used as additional ASN spaces, e.g. nurture rooms, sensory rooms or quiet rooms. These class bases used for the purposes of supporting ASN are currently included in the planning or working capacity figures. Their re-categorisation would reduce the overall capacity by 12 rooms over 10 schools.

3. SUMMARY OF IMPLICATIONS

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

There is no direct connection to either of these plans from this report.

(b) Policy and Legal

The adoption of the Scottish Government 2014 guidance will see a differential between the proposed Planning Capacity and the current Physical Capacity; in the majority of cases it will be lower. This may have an impact on current or future Developer Obligations guidance and

agreements. These will be assessed on a case-by-case basis and reported to Committee within the next Learning Estate Strategy Programme Delivery update planned for the next Education, Children's and Leisure Services Committee.

(c) Financial implications

The continuing over provision of pupil spaces has ongoing resource implications for the council.

(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

There is no requirement for an equality impact or socio economic impact assessment to be carried out.

(h) Consultations

Primary and Secondary School Head Teachers and Senior Officers in Education, Head of Education, Acting Head of Education, Resources and Communities, Chief Financial Officer, Legal Services Manager, Equal Opportunities Officer, and Caroline O'Connor, Committee Services Officer have been consulted and are in agreement with the contents of this report as regards their respective areas of responsibilities.

4. CONCLUSION

4.1 Committee is asked to note the Primary and Secondary School Capacities, Occupancy and General Purpose spaces for Session 2023/24.

Author of Report: Lindsey Stanley, Business Support Team Manager
Background Papers:
Ref:

APPENDIX 1

PRIMARY SCHOOL	Functional Capacity 20/21	Functional Capacity 21/22	Functional Capacity 22/23	Working Capacity 23/24	School Roll 20/21	School Roll 21/22	School Roll 22/23	School Roll 23/24	% Occ. Capacity 20/21	% Occ. Capacity 21/22	% Occ. Capacity 22/23	% Occ. Capacity 23/24
Aberlour	167	183	167	165	116	116	109	105	69	63	65	64
Alves	100	125	125	125	77	83	74	77	77	66	59	62
Anderson's	309	315	307	317	240	252	251	259	78	80	82	82
Applegrove	464	465	463	462	304	317	299	278	66	68	65	60
Bishopmill	416	424	424	425	386	391	386	381	93	92	91	90
Botriphnie	50	50	50	50	18	18	18	18	36	36	36	36
Burghead	150	164	165	150	119	128	133	107	79	78	81	71
Cluny	407	410	392	407	353	338	329	318	87	82	84	78
Craigellachie	75	75	75	75	37	43	49	46	49	57	65	61
Cullen	180	205	195	190	103	100	100	102	57	49	51	54
Dallas	50	50	50	50	34	29	31	30	68	58	62	60
Dyke	100	100	106	100	75	91	81	72	75	91	76	72
East End	242	292	287	290	165	157	163	175	68	54	57	60
Findochty	150	150	150	150	71	65	57	58	47	43	38	37
Glenlivet	48	47	47	47	18	20	14	16	38	43	30	34
Greenwards	397	434	434	416	338	346	328	326	85	80	76	78
Hopeman	274	274	279	230	160	159	153	141	58	58	55	61
Hythehill	390	386	386	359	326	284	288	287	84	74	75	78
Keith	404	425	414	428	295	307	320	325	73	72	77	76
Kinloss	315	309	310	310	243	227	206	221	77	73	66	71
Knockando	75	75	75	75	43	46	40	44	57	61	53	59
Lhanbryde	290	274	266	262	192	174	169	156	66	64	64	60
Linkwood	206	365	401	414	174	257	314	295	84	70	78	72
Logie	75	75	75	75	33	37	42	42	44	49	56	56
Millbank	450	433	382	415	221	230	233	212	49	53	61	51
Milne's	252	256	238	259	184	179	191	196	73	70	80	76
Mortlach	175	188	213	176	132	130	129	125	75	69	61	73
Mosstodloch	292	292	287	292	163	173	177	179	56	59	62	61
Mosstowie	75	75	75	75	73	63	56	56	97	84	75	75
New Elgin	583	542	534	498	454	414	374	364	78	76	70	72
Newmill	75	75	75	75	69	68	63	67	92	91	84	89
Pilmuir	242	249	249	238	148	133	128	124	61	53	51	52
Portessie	156	172	166	150	115	119	117	121	74	69	70	78

Portgordon	125	125	125	125	38	37	46	43	30	30	37	34
Portknockie	150	150	150	150	58	56	66	67	39	37	44	45
Roths	174	194	194	174	92	85	82	80	53	44	42	46
Rothiemay	75	75	75	75	64	53	51	55	85	71	68	73
Seafield	475	476	470	461	355	355	362	358	75	75	77	78
St Gerardine	347	352	352	350	316	308	295	300	91	88	84	88
St Peter's	125	125	125	133	123	116	112	102	98	93	90	79
St Sylvester's	224	210	208	180	131	104	113	95	58	50	54	53
St Thomas	75	75	75	75	65	57	46	38	87	76	61	51
Tomintoul	75	75	75	75	27	27	33	29	36	36	44	39
West End	244	264	257	272	203	186	191	185	83	70	74	68
TOTALS	9723	10075	9968	9561	6951	6878	6819	6675	71.49	68.27	68	70

Functional Capacity 21/22	Functional Capacity 22/23	Working Capacity 23/24	School Roll 21/22	School Roll 22/23	School Roll 23/24	% Occupant Capacity 21/22	% Occupant Capacity 22/23	% Occupant Capacity 23/24
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Buckie High School ASG

Cluny	410	392	407	338	329	318	82	84	78
Cullen	205	195	190	100	100	102	49	51	54
Findochty	150	150	150	65	57	58	43	38	37
Millbank	433	382	415	230	233	212	53	61	51
Portessie	172	166	156	119	117	121	69	70	78
Portgordon	125	125	125	37	46	43	30	37	34
Portknockie	150	150	150	56	66	67	37	44	45
St Peter's	125	125	133	116	112	102	93	90	53
ASG Total	1770	1685	1726	1061	1060	1023	60	62.91	59.27

Elgin Academy ASG

Bishopmill	424	424	425	391	385	381	92	91	90
East End	292	287	290	157	163	175	54	57	60
Seafield	476	470	461	355	362	358	75	77	78
St Sylvester's	210	208	180	104	113	95	50	54	53
West End	264	257	272	186	191	185	70	74	68
ASG Total	1666	1646	1628	1193	1214	1194	72	73.75	73.34

Elgin High Scho

Greenwards	434	434	416	346	328	326	80	76	78
Linkwood	365	401	414	257	314	295	70	78	72
Mosstownie	75	75	75	63	56	56	84	75	75
New Elgin	542	534	498	414	374	364	76	70	73
ASG Total	1416	1444	1403	1080	1072	1041	76	74.24	74.20

Forres Academy ASG

Alves	125	125	125	83	74	77	66	59	62
Anderson's	315	307	317	252	250	259	80	81	82
Applegrove	465	463	462	317	299	278	68	65	60
Dallas	50	50	50	29	31	30	58	62	60
Dyke	100	106	100	91	81	72	91	76	72
Kinloss	309	310	310	227	206	221	73	66	71
Logie	75	75	75	37	38	42	49	51	56
Pilmuir	249	249	238	133	130	124	53	52	52
ASG Total	1688	1685	1677	1169	1109	1103	69	65.82	65.77

Keith Grammar School ASG

Botriphnie	50	50	50	18	18	18	36	36	36
Crossroads	50	50	~	11	5	~	22	10	~
Keith	425	414	428	307	320	325	72	77	76
Newmill	75	75	75	68	65	67	91	87	89
Rothiema	75	75	75	53	53	55	71	71	73
St Thomas	75	75	75	57	46	38	76	61	51
ASG Total	750	739	703	514	507	502	69	68.61	71.55

Lossiemouth High School ASG

Burghead	164	165	150	128	133	107	78	81	71
Hopeman	274	279	230	159	153	141	58	55	61
Hythehill	386	386	359	284	288	287	74	75	80
St Gerardine	352	352	350	308	295	300	88	84	86
ASG Total	1176	1182	1089	879	869	835	75	73.52	76.68

Milne's High School ASG

Lhanbryde	274	266	262	174	169	156	64	64	58
Milne's	256	238	259	179	191	196	70	80	76
Mosstodloch	292	287	292	173	177	179	59	62	61
ASG Total	822	791	813	526	537	531	64	67.89	65.31

Speyside High School ASG

Aberlour	183	167	165	116	109	105	63	65	64
Craigellachie	75	75	75	43	49	46	57	65	61
Glenlivet	47	47	47	20	14	16	43	30	34
Inveravon			~			~		-	~
Knockando	75	75	75	46	40	44	61	53	59
Mortlach	188	213	176	130	129	125	69	61	71
Roths	194	194	174	85	82	80	44	42	46
Tomintoul	75	75	75	27	33	29	36	44	39
ASG Total	837	846	787	467	456	445	56	53.90	55.60

Appendix 3

Secondary School	Functional Capacity 21/22	Functional Capacity 22/23	Working Capacity 23/24	School Roll 21/22	School Roll 22/23	School Roll 23/24	% Occupant Capacity 21/22	% Occupant Capacity 22/23	% Occupant Capacity 23/24
Buckie HS	944	944	944	846	837	826	90	89	88
Elgin Academy	1224	1224	1224	1031	1028	1069	84	84	87
Elgin HS	899	829	895	796	831	842	89	100	94
Forres Academy	1121	1121	1121	835	851	821	74	76	73
Keith GS	553	553	553	397	377	370	72	68	67
Lossiemouth HS	800	800	800	569	617	658	71	77	82
Milne's HS	625	625	625	429	445	479	69	71	77
Speyside HS	562	562	562	425	402	395	76	72	70
TOTALS	6728	6658	6724	5328	5388	5460	79	81	81

Actual General Purpose Spaces – Appendix 4

	Required GP 23-24	Actual GP 23-24	Difference 23-24
Aberlour	3	3	0
Alves	2	3	+1
Andersons	4	4	0
Applegrove	5	5	0
Bishopmill	4	4	0
Botriphnie	1	1	0
Burghead	2	2	0
Cluny	4	4	0
Craigellachie	1	1	0
Cullen	3	3	0
Dallas	1	1	0
Dyke	2	2	0
East End	3	6	+3
Findochty	3	3	0
Glenlivet	1	2	+1
Greenwards	4	4	0
Hopeman	3	4	+1
Hythehill	4	4	0
Keith	4	7	+3
Kinloss	4	7	+3
Knockando	1	2	+1
Lhanbryde	3	4	+1
Linkwood	4	5	+1
Logie	1	2	+1
Millbank	4	5	+1
Milne's	3	4	+1
Mortlach	3	3	0
Mosstodloch	3	3	0
Mosstowie	1	1	0
New Elgin	5	5	0
Newmill	1	1	0
Pilmuir	3	3	0
Portessie	2	2	0
Portgordon	2	3	+1
Portknockie	2	2	0
Roths	2	2	0
Rothiemay	1	2	+1
Seafeld	5	5	0
St Gerardine's	4	4	0
St Peter's	2	2	0
St Sylvester's	3	3	0
St Thomas	1	2	+1
Tomintoul	2	2	0
West End	3	3	0

Required General Purpose Spaces – Appendix 5

Number of designated classroom areas	Number of required GP Spaces
1	1
2	1
3	1
4	2
5	2
6	2
7	3
8	3
9	3
10	3
11	4
12	4
13	4
14	4
15	5
16	5
17	5
18	5
19	6
20	6

