Moray Education

NIF Progress Report | Self-evaluation

2022-2023

Improving Outcomes...for Moray's children and young people

Recognising Achievements – Forres Academy

Community Engagement – Linkwood Primary School

Joy of Reading – Cluny Primary School

Baxters Soup Challenge 2023 Winners: Elgin Academy

Contents

**FMRC Reading Journey Winners
Findochty Primary School**

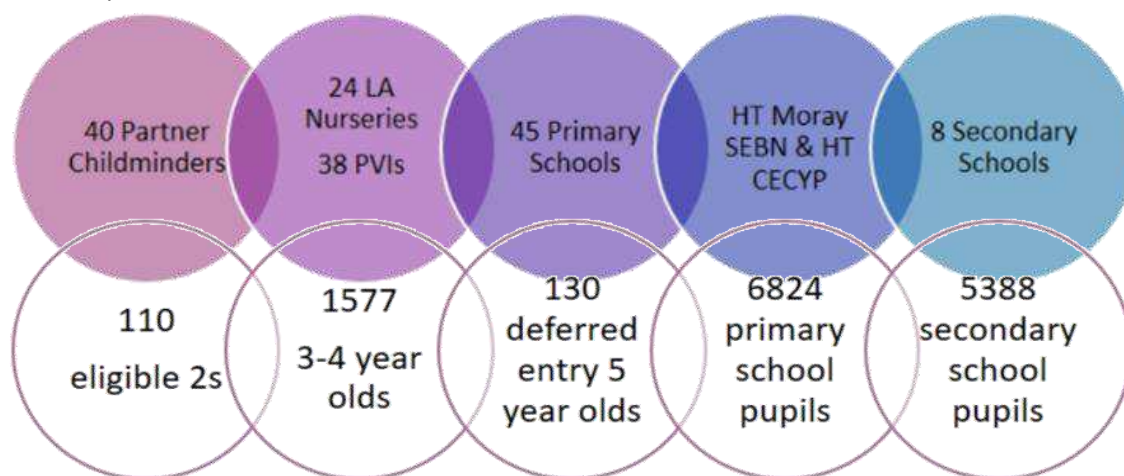## Reading Culture at Findochty Primary School

This year's **First Minister's Reading Challenge** was a double celebration for two sisters, both pupils of Findochty Primary School. Judges announced that Ivy and Daisy Mattsson had won the P4 and P7 Pupil Reading Journey Awards respectively.

The school's **Reading Ambassador Group** travelled to Glasgow in May for the celebrations marking the culmination of the 2023 Reading Challenge and **showcased their creative efforts** to promote literacy and reading in class. They **connected with new authors** and other schools, coming away with **lots of new ideas to support the next chapter of their reading journey**.

Judges were impressed by what they described as the **"brilliant reading culture…in place at Findochty"**. In June 2023, Findochty Primary School also achieved the **Gold Reading Schools Award** for building and sustaining a whole school reading culture.

Our Moray Context

Moray Council is the eighth largest council by land area in Scotland. In June 2021, the population of Moray was 96,410 (23rd out of 32 Scottish local authorities) and one of 24 Council areas with a population increase within Scotland. There are 45 primary schools, where one Primary School – Inveravon Primary School – was permanently closed in July 2023 following confirmation by Scottish Government Ministers in accordance with the Schools (Consultation) (Scotland) Act 2010. Crossroads Primary School is currently mothballed. Our secondary school estate comprises of 8 schools located across Moray. Children with additional support needs receive the support they require within mainstream schools although some may attend an Enhanced Provision Unit for some or all of the time. In Moray, approximately 35.4% of pupils in Primary and 47.1% in Secondary are recognised as having additional support needs, which is higher than the national average (noted as 28.3% of Primary School pupils and 40.1% of Secondary School pupils in Scotland in 2022 with an Additional Support Need – Scottish Government Summary Statistics for Schools in Scotland, 2022).

40 Partner Childminders	24 LA Nurseries 38 PVIs	45 Primary Schools	HT Moray SEBN & HT CECYP	8 Secondary Schools
110 eligible 2s	1577 3-4 year olds	130 deferred entry 5 year olds	6824 primary school pupils	5388 secondary school pupils

Moray continues to have areas identified as being in Scottish Index of Multiple Deprivation (SIMD) decile 1, with families now living in decile 1 following Scottish Government reclassification. Four areas in Moray are classified within the most deprived in Scotland. In Moray, 424 pupils fall within SIMD decile 1 which indicates that an increasing number of children and young people are living in poverty within Moray. This is also the case for some relatively remote communities in the area with wider poverty related factors including rurality, transport and cost of living impacting on family disposable incomes available. Moray population estimates suggest that two thirds of the Moray population are of working age, one fifth are aged under 16 years and the remaining one fifth are of pensionable age.

Outwith Universal Free School Meal stages (P1-P5), 13.3 % of P6 and 12.1% of P7 pupils access free school meals, both notably below national averages of 20.8% and 20.2% respectively. In secondary, 10.4% of pupils are registered for free school meals, below National average of 17.8%. Approximately 180 of our pupils are classified as looked after where at September 2022 Scottish Government census date, 33 of our pupils were also identified as holding refugee status. 108 of our pupils are new to English as an additional language with 124 at early acquisition stage and 126 developing competence in English language. 45.0 of our children and young people per 1,000 pupils are rate assessed and/or declared as having a disability in Moray, above the national average of 27.7.

Our Values	Fair	Ambitious	Improving	Responsive
	…we aim to *get it right for every child* and young person in Moray – as a service we exist to *serve Moray's learners*, ensuring equity for all	…we have continued focus on *improving outcomes*, raising attainment and *achievement* for all of Moray's learners	…*it takes a village to raise a child* – partnerships with learners, families and across our system are key to improvement	…we are all *accountable* to our Moray learners and work closely with *wider partners and services* in response to emerging need

Our Improvement Journey

Robert Burns in Song
St Thomas RC Primary School

Refocused Learning and Teaching
Keith Grammar School

Fire Safety
Craigellachie Primary School

Session 2022/2023 enabled us to look forwards with focus on recovery and increasing our pace of improvement in a landscape of awareness that a number of our children and families continued to be impacted by a cost of living crisis and post-pandemic wellbeing and transition effects.

In the final year of our 3-year Strategic Improvement Plan, the service continued to progress key actions for improvement whilst also encouraging empowerment across the system within the local policy and guidance frameworks. As we finalise the implementation of the Early Years' Expansion to 1140 hours, a few capital projects remain to be completed with work underway to support this.

Across the Education service, virtual approaches to key areas of delivery including recruitment processes, meetings, online learning platforms and apps continue to be embraced. This offers a number of efficiencies in terms time, cost, reduced carbon footprint and strengthened collaboration within and beyond Moray. Supporting all of our learners continues to be a core area of focus with launch of the Supporting All Learners (SAL) strategy in November 2022 In-service, founded on the basis of Nurturing, Relational and Solutions-focussed practice.

In order to support and encourage empowerment and a culture of supportive challenge across leaders and schools, a revised Secondary Attainment and Performance Framework along with scaffolded Secondary Improvement Model was introduced following consultation, in August 2022. This has provided opportunities for collaboration, reflection, and identification of school strengths and areas of future focus for school improvement. The Head Teacher Consultative Group was introduced, providing a network for consultation and sense check for key strategies, policies, guidance and approaches. This has supported successful launch of Moray Education initiatives including SAL strategy, school visit programme approaches, Additional Support Needs (ASN) developments and wider service changes. This was reviewed in June 2023 to include representation from Early Years.

As part of our Education Service Self-evaluation, we organised and participated in the Association of Directors of Education Scotland (ADES) and Education Scotland Collaborative Improvement visit to Moray in February 2023 as part of a Scotland-wide visit programme. The focus was initially on Senior Phase Curriculum and strengthening our partnership approaches to benefit learner attainment and achievement. However, the wealth and depth of self-evaluation gathered extended beyond the initial focus and has informed and guided our service direction, including streamlining of Service Improvement Priorities as we look to session 2023/2024.

**ADES-Education Scotland
Collaborative Improvement Event**

Over the course of the year, we were able to maintain our commitment to teacher numbers with additional Newly Qualified Teachers (NQTs) providing welcomed capacity and enthusiasm to school teams. A number of senior appointments were made, ensuring continuity in establishments. However, recruitment challenges remain for a number of Primary positions including our denominational schools which will continue into the start of the new session. Workforce planning and leadership development is underway in order to mitigate this. Due to absence across the Education Service, officers were required to support specific establishments which resulted in reduced capacity centrally. In spite of this a number of key policy reviews and improvement actions have been progressed and completed.

Moray's Newly Qualified Teachers 2022 welcomed by Vivienne Cross, Head of Education


**Mags Smith
Childminding Development Officer
and STAR Award Winner**

Following competitive interviews, we were delighted to receive notification that three Primary Head Teachers and one Secondary Head Teacher had been appointed as Education Scotland Associate Assessors giving us a total of six Associate Assessors who are supporting the National Inspection process. Our close collaboration with the Care Inspectorate continues to ensure that there is ongoing dialogue around Early Learning and Childcare standards and expectations locally. The Early Years' Childminder Development Officer ran successful sessions in order to recruit and support our increasing number of childminders with work ongoing to look at the provision of wrap-around childcare available in Moray.

The **STAR** – **S**pecial **T**hanks **A**nd **R**ecognition Awards – give us the chance to formally recognise the outstanding contribution that nominated colleagues make to Moray Council. Mags is pictured with Cllr Kathleen Robertson, Leader of the Moray Council and Chair of Education, Children's and Leisure Services Committee.

The Strategic Plan continued to provide a reference point for improvement and our strategic meetings which were extended this session to the wider Education service family and a return to in-person meetings. Our Education Virtual Team membership was extended to include Service Managers from Education Resources and Communities, with weekly virtual briefings continuing to provide policy support, critical updates and opportunities for professional learning on key aspects of school leadership and management. These included updates from wider Moray Council services and partners. Virtual briefings also provided a further opportunity for Head Teachers to raise any issues, compliments or concerns with the Head of Education and senior Service Managers. Weekly communication briefings continued with a review of layout and content based on feedback from the Consultative Group. These practices will continue for the session ahead as they are welcomed by the wider system.
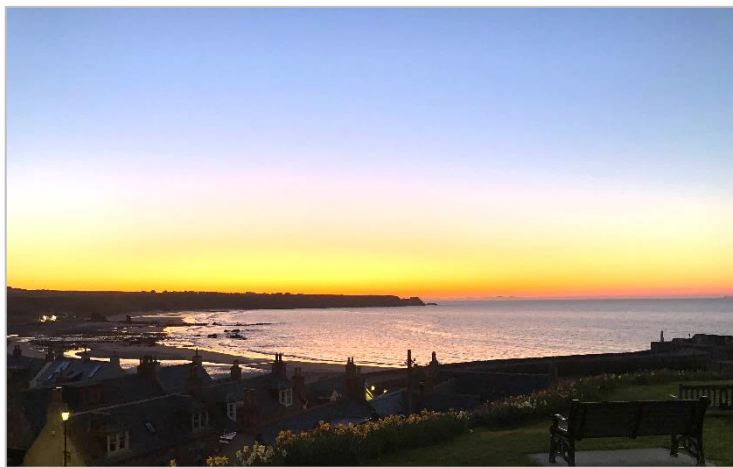

Sunset over Cullen Bay

The Education, Children's and Leisure Services Committee (ECLSC) received a wide range of reports including attainment, performance, strategy, revenue monitoring, additional resource requests and a number of information reports. Regular meetings are held with the Chairperson and Vice-Chairperson of ECLSC with timely officer briefings to committee members provided in advance of committee or on request related to key aspects of education delivery.
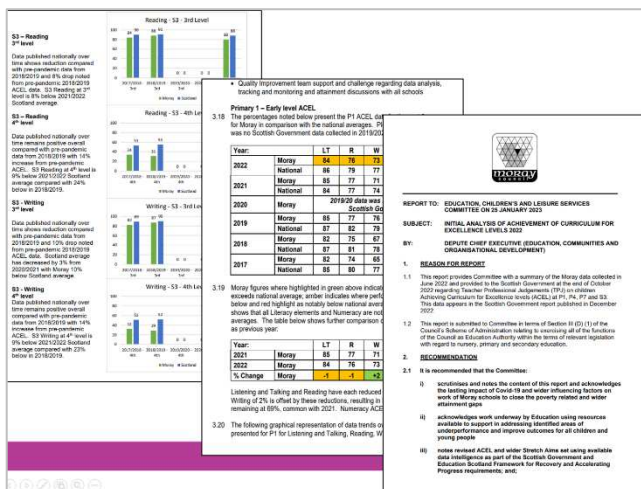
Officers have continued to progress work in each area of our Strategic Plan guided by input from our schools and practitioners. In particular the Raising Attainment Strategy is under review following reframing of our Education Strategic Plan with a complimentary Curriculum Strategy and improvement activities planned to improve data literacy across our system. Key messages will inform our next steps as we further work towards our Stretch Aims and strategic actions. National reviews have reported during the year and ongoing National Reform will play a key role in guiding the workflow of Moray Improvement Groups and schools through their School Improvement Plan priorities as we look to the future. The Education Strategic Plan reflects the five National Improvement Framework priorities and the accompanying document outlines our National Improvement Framework Self-evaluation and Key Priorities. In Moray, through the National Improvement Framework drivers our aims are:

Key priorities of the National Improvement Framework

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy.
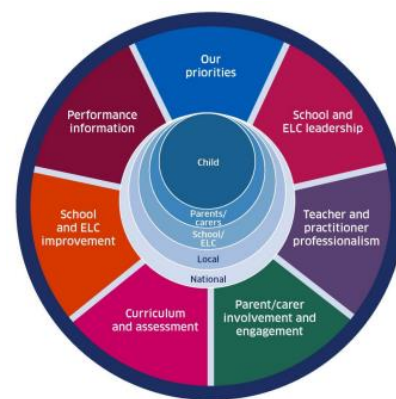
All School Improvement Plans and agreed Working Time Agreements continue to reflect the key priorities outlined above, with continued focus on accelerating progress post-pandemic and revitalisation. We continue to embrace all national policies and guidance and good practice gathered through a range of sources.

Stretch Aims have been set and will be further revised following initial setting last year as part of Scottish Government and Education Scotland's approaches outlined in the *Framework for Recovery and Accelerating Progress*, revised guidance on *Pupil Equity Funding* and allocation of additional resources through *Strategic Equity Funding*.

Moray: Core Stretch Aims

Improving Attendance → Reducing Exclusions → Raising BGE ACEL levels of achievement → Raising Senior Phase Attainment by point of exit → Supporting sustained positive post-school destinations

	Identifier	Descriptor	2023 Stretch Aim	Quintile 2 Improvement 2023 – Year One*	2026 Stretch Aim 4-year aspirational target setting	Improvement over time: Moray 2026
BGE ACEL	PBGEACEL1	Primary (P1, P4 ,P7 combined) Literacy	67%	52%-55%	74%	+7%
	PBGEACEL2	Primary (P1, P4, P7 combined) Numeracy	73%	56%-61%	78%	+5%
	SBGEACEL1	Secondary (S3) Literacy	75%	Internal data set – no national collection	90%	+15%
	SBGEACEL2	Secondary (S3) Numeracy	89%	Internal data set – no national collection	93%	+4%
Senior Phase	SSPLEAVER1	Secondary School Leavers: 1+ @ SCQF4	97%	96%-97%	98%	+1%
	SSPLEAVER2	Secondary School Leavers: 1+ @ SCQF5	90%	81%-83%	93%	+3%
	SSPLEAVER3	Secondary School Leavers: 1+ @ SCQF6	66%	55%-57%	71%	+5%
	SSPLEAVER4	Participation Measure: % of 16-19 year olds participating in education, employment or training	93%	87.7%-90%	95%	+2%
HWB Measures	PHWB1	Primary: Improving Attendance	95.6%	94%-95%	96.6%	+1%
	PHWB2	Primary: Reducing Exclusion (*per 1,000 pupils...*)	3→1	2→1	0	-3*
	SHWB1	Secondary: Improving Attendance	92%	88%-90%	95%	+3%
	SHWB2	Secondary: Reducing Exclusion (*per 1,000 pupils...*)	29→27	38→30	14	-15*
	SHWB3	Secondary: Improving Attendance (Free School Meals)	85%	83.6%-85%*	90%	+5%

The Early Years' team have worked closely with Nursery Managers, PVI Managers and Health Partners in order to ensure full information on each individual child is available and understood, supporting early intervention for meeting learner needs. Our central team including our Early Intervention Teachers work across establishments in order to support settings in a range of approaches to strengthen early literacy, speech and language and developmental pathways.

Following an interim restructure in June 2023, Additional Support Needs has transitioned to be a part of the Education Service, from Education Resources and Communities. As a result, the ongoing local review of ASN has been modified following a short-life working group including elected members. This work will progress at pace in session 2023/2024 with an initial focus on staged intervention, the role of the class teacher and recording of Additional Support Needs. Further work on the ASN funding allocation model and moderation process will be undertaken early in the session. Training at universal and targeted stages will be provided to practitioners across our system for professional development, making full use of additional staffing under transformation.
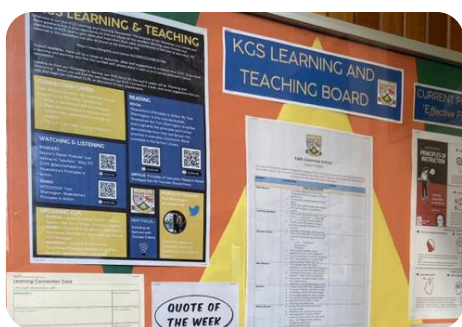
Learning and Teaching Professional Development Keith Grammar School

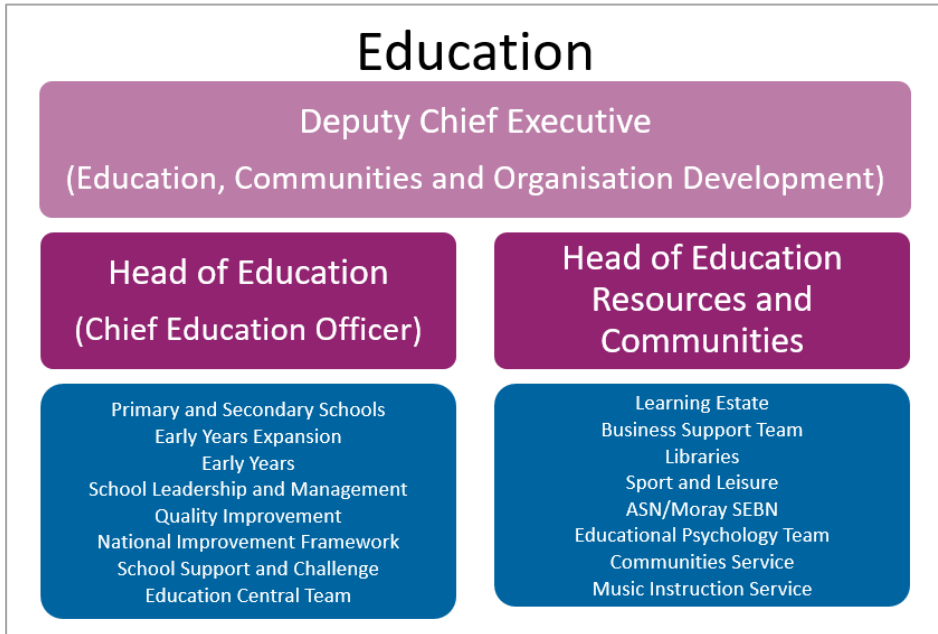**Edward Clark Moray Young Musician 2023 [Forres Academy]**

Active Schools Sports Leader Dance Sessions Mosstodloch Primary School
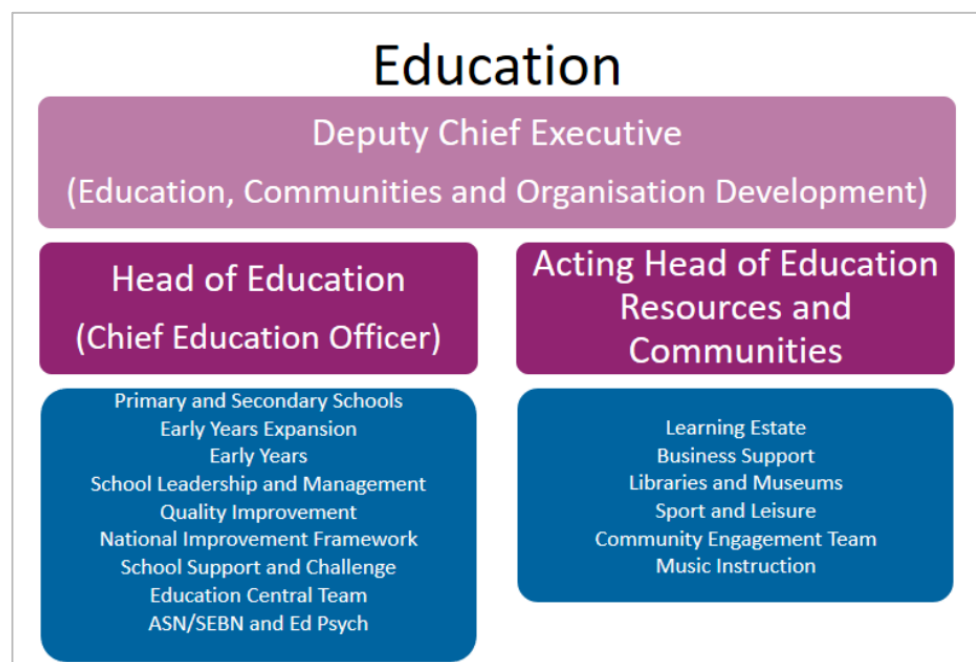
Our Service and Structure

Moray Education sits within the wider Education, Communities and Organisational Development (ECOD) section of the Moray Council. At the start of the session, two Heads of Service reporting directly to the Deputy Chief Executive (ECOD) led the service. Children's Social Work Services continued to transition to the Moray Integrated Joint Board (IJB) with a newly appointed Head of Service progressing this work.

Education

Deputy Chief Executive
(Education, Communities and Organisation Development)

Head of Education (Chief Education Officer)	Head of Education Resources and Communities
Primary and Secondary Schools Early Years Expansion Early Years School Leadership and Management Quality Improvement National Improvement Framework School Support and Challenge Education Central Team	Learning Estate Business Support Team Libraries Sport and Leisure ASN/Moray SEBN Educational Psychology Team Communities Service Music Instruction Service

Pre-May 2023

At the end of May 2023, the Head of Education Resources and Communities departed from post, resulting in an interim structure in order to support the ongoing ASN review and wider budgetary planning across the Moray Council. The Head of Education (Chief Education Officer) now assumes responsibility for all Additional Support Needs services including Moray SEBN, Education Psychology Service and ASN officers. This has led to internal change to governance arrangements and operational adjustments as well as an opportunity to combine our resources in order to meet learners' needs further.

Post-May 2023

Education

Deputy Chief Executive
(Education, Communities and Organisation Development)

Head of Education (Chief Education Officer)	Acting Head of Education Resources and Communities
Primary and Secondary Schools Early Years Expansion Early Years School Leadership and Management Quality Improvement National Improvement Framework School Support and Challenge Education Central Team ASN/SEBN and Ed Psych	Learning Estate Business Support Libraries and Museums Sport and Leisure Community Engagement Team Music Instruction

Within Moray Education, a number of Service Managers and team members continue to lead aspects of Service delivery overseen by the respective Head of Service: Head of Education (Chief Education Officer) and now, an interim Acting Head of Education Resources and Communities (ERC) within a reduced ERC service model. These include:

Education	Education Resources and Communities
• Early Years' Service Manager • Quality Improvement Managers • Head Teachers • HT SEBN and Team • Quality Improvement Officers • Principal Educational Psychologist • Primary Advisor • ELC Continuous Improvement Officers • Educational Psychology Team • Education Support Officer - ASN • Principal Teacher – Early Years • Nursery Managers • Early Years Teachers • Early Years Officers • Childminder Development Officer • Learning Technologists	• Business Support Team Manager • Business Support Team • Sport and Culture Service Manager • Principal Librarian • Principal Teacher - Music Instruction • Senior Project Manager – Learning Estate • Community Service Manager • Community Service Team • Learning Estate Project Manager/Team

As we look to the future, we will continue to embrace outcomes of key national reforms working together, as well as the necessity to ensure Best Value for all of Moray's learners locally as we consider notable financial constraints as a Council while minimising impact on service level offered to our schools.

The Impact of Scotland's Developing Young Workforce Strategy on Education
CHILDREN, EDUCATION AND SKILLS
social research

March 2023

All Learners in Scotland Matter: Our National Discussion
A Summary Report
Professor Carol Campbell and Professor Alma Harris (Independent Facilitators)

March 2023

Skills and experiences to grow and succeed in a rapidly changing world
Career Review: Final Report
March 2023

March 2023

Fit for the Future: developing a post-school learning system to fuel economic transformation
Skills Delivery Landscape Review - Final Report
Submitted to Scottish Ministers, May 2023

May 2023

June 2023
It's Our Future: Report of the Independent Review of Qualifications and Assessment
June 2023

Our key successes

KEY SUCCESSES OVER SESSION 2022-2023
• As part of Moray Growth Deal, progression with the Early Years' STEM Project with a focus on encouraging STEM uptake through family engagement, intergenerational learning and continued involvement of local businesses
• Early Years educator Greg Bottrill led professional development session with staff practitioners, teachers and managers
• 86% of Primary Schools and 100% of Secondary Schools in Moray are registered for UNICEF Rights Respecting Schools award with 5 Primary Schools having achieved Gold level, 13 having achieved Silver and 13 achieving Bronze. In Secondary, 7 schools have achieved Silver level and 1 school has achieved Bronze
• 86 schools and early years establishments are registered for Eco schools, where 10 schools have achieved Green Flag status
• All secondary schools are involved in the MVP (Mentors in Violence Prevention) programme, with six of eight schools involved in training to date and final two schools training completed by October 2023
• Following Supporting All Learners Strategy launch, a commitment to delivery of nurture training using agreed approaches from our Educational Psychology team have been developed for roll-out in 2023/2024
• Further strengthening of academic and wider partnerships including DYW Moray, Skills Development Scotland, Moray College UHI and wider organisations - Scottish Government Insight and Education Scotland Curriculum Innovation team - leading to positive engagement through Curriculum Innovation
• Increased involvement in, and learning from, single and multi-agency learning reviews which has resulted in an increased awareness and understanding of need for early intervention and prevention strategies for safeguarding
• Migration of all Moray Primary Schools to use of Seemis Progress + Achievement for tracking and monitoring learner progress in the Broad General Education with analysis tool under development for launch in session 2023/2024
• All Moray Secondary Schools are part of the Scottish Credit and Qualifications Framework (SCQF) School Ambassador programme with extension of curriculum offer for added breadth and depth of learning underway
• 65 Moray practitioners were trained through a bespoke Education Scotland Quality Assurance and Moderation Support Officer (QAMSO) training programme, further supplemented by Moray collaborative professional learning support
• Completion of revised Primary and Secondary School improvement visit programmes with self-evaluation findings informing service improvement
• Launch of the Supporting All Learners Strategy during November 2022 In-service day founded on Nurturing principles and approaches
• Launch of the revised Professional Learning and Leadership Strategy with associated toolkits in support of practitioner development at every stage in their career
• Launch of the Parental Involvement and Engagement Strategy and resources, building on good practice locally and nationally
• Work with the Cost of the School Day Child Poverty Action Group, with revised Cost of the School Day Guidance for Moray developed for our schools and wider establishments with continued focus on removing any additional costs

- Continued efforts to minimise digital inequity through reallocation of Scottish Government Digital Inclusion devices including stock devices held by the local authority, removing digital exclusion
- Successful implementation of updated Inter-agency Referral Discussion (IRD) process and guidance
- Pan-Moray multi-tiered May In-service Day with focus on collaboration and moderation (BGE to Senior Phase) within Primary Schools, Secondary Subject Groups and Literacy/Numeracy networks
- Undertaken initial in-person moderation and review of Additional Support Needs resource allocation involving colleagues across the service, to baseline level of need and funding required
- Supported a short-life working group of Elected Members to review approach and strategic direction of Additional Support Needs
- Continue developing our training programme for ELC staff including child-centred approaches, Early Talk Boost, Makaton, SCERTS and Earlybird which is being rolled out across the service to upskill staff and better meet needs of our youngest learners
- Continued access to counselling services through Exchange and Sonas which is realising positive benefits for children and their families
- Continued work with Children's Services colleagues to ensure the rights and wellbeing of all children and young people in Moray are supported as framed by our Children's Services Plan
- Increased registration and engagement for practitioner professional learning with the World Education Summit online sessions and resources, in partnership with the Northern Alliance
- Collaboration and support offered through National networks including ADES and Northern Alliance covering assessment and moderation, play based approaches, child-centred learning, curriculum and qualifications, performance and improvement and professional learning
- Senior officer involvement in ADES-Education Scotland Collaborative Improvement visits to Renfrewshire Council and Midlothian Council for looking outwards for supporting improvement, networking across Scotland and gathering good practice for service improvement
- Moray ADES-Education Scotland Collaborative Improvement visit providing significant engagement opportunity and self-evaluation evidence from across our system to inform future priorities
- Across Moray, 23 schools are registered with the Reading Schools Award scheme where one Primary School has also achieved the Gold award in Reading Schools
- Leadership development of practitioners across Moray which has included 7 senior leaders achieving the Standard for Headship through *Into Headship* last session and this session:
  - *Teacher Leadership – 2*
  - *In Headship – 1*
  - *Excellence in Headship – 7*
  - *Into Headship – 4*
  - *Aspiring to Middle Leadership – 13*
  - *Middle Leaders, Leading Change – 7*
  - *Building Racial Literacy – 3*
  - *55 colleagues were promoted within Moray Education from Sept 22 to June 23*
- Work in partnership with our Education Scotland Attainment Advisor through monitoring of Scottish Attainment Challenge monies and impact, tri-annual reporting and financial monitoring which has resulted in significant reduction of Pupil Equity Funding underspend as a result of pandemic impact on spending. Schools are realising positive impact through PEF and SEF
- Successful appointments to a range of Senior Leadership posts in our schools, driving school improvement
- Ensuring our Moray Elected Members are fully informed of key service developments and updates including service plan updates, strategy reviews, regular attainment briefings and committee reporting to Education, Children's and Leisure Services Committee

Responsible Citizens and Effective Contributors
Spotlight on Cullen Primary School

Pupils and staff at Cullen Primary School have taken part in a marathon challenge to raise a fantastic £1,800 for the Archie Foundation, the official charity of the Royal Aberdeen Children's Hospital.

The youngsters choose to raise money for the charity to show their support for Primary 5 classmate Freddie Irwin, who has been receiving treatment for leukaemia at the hospital, and to help other children and families across the North East.

Cullen Primary is working toward achieving the SportScotland School Sport Silver Award and has set up a Sports Leaders Group with the help of Will Ramsay, the school's newly qualified teacher (NQT), to encourage pupils to share their ideas on what sport and physical activity should look in the school, and to get involved in planning and decision making.

They came up with the idea for a fundraising fun run and, working with Mr Ramsay, their suggestion grew into the idea for a whole school sponsored marathon which saw every pupil and staff member running a set distance which added up to the distance of a full marathon - 26.2 miles or 42,200 metres.

Head teacher Carene Hay said: *"Everyone completed the challenge with the last 100m being completed by Freddie with the teaching team running behind. It was an overwhelming moment to see them running towards the finish line with the whole school cheering them on.*

"I am so proud of the children and staff for their contributions in completing our Cullen Primary School Marathon, and to families and friends for helping us to raise a phenomenal total of £1,800 for the Archie Foundation."

Communication and Collaboration

We continue to build on approaches to sharing information and extending opportunities for collaboration. In Moray Education, this has involved review of approaches this session building on good practice from last year:

- Education Microsoft Team (previously only for Head Teacher and ELC Managers, now extending to all Education Service Managers)
- Head Teacher Virtual Briefings (protected time for sharing information or providing opportunity for access to Education Senior Leadership Team)
- Weekly Friday written briefings and attachments (providing essential National, partnership and local updates and information)
- Moray Parent Forum (offering an opportunity for Parent Council Chairs/representatives to gain updates and to gather stakeholder views. This includes direct access for questions and answers to the Head of Education/Service Managers)
- Pupil Representative on ECLSC; Education, Children's and Leisure Services Committee (providing a 'young person's' voice to be heard on Education matters reported to ECLSC)
- Parent/carer representative on ECLSC (providing 'parent perspective' on Education matters reported to ECLSC)
- Church representatives on ECLSC (providing denominational and non-denominational viewpoint on Education matters)
- Teacher representatives (Primary and Secondary) on ECLSC (offering voice on Education matters)
- Other communications to targeted stakeholder groups e.g. letters to staff/parents
- Collaboration with other local authorities, Northern Alliance, key Education Scotland colleagues including Attainment Advisor, NIF Officer and Senior Regional Advisor and wider ADES colleagues

Five S2 pupils from Elgin Academy had a taste of success in late May 2023, taking the top prize in the annual **Baxters Soup Challenge**. Kyle Grant, Katie Ross, Robbie Campbell, Marley Tait and Olivia Stewart impressed the judges with their Curried Chicken and Vegetable soup. The winning recipe fulfilled the brief to create a delicious new soup which not only tasted good but delivered clear health benefits. Teams from Elgin Academy, Forres Academy, Lossiemouth High School, Milnes High School and Speyside High School also participated in the final.

The Baxters Soup Challenge, which is delivered in partnership with DYW Moray, has expanded this year to involve five local high schools, offering even more young people the opportunity to learn new enterprise skills and gain confidence. Just under 1,000 Moray S2 pupils took part in this year's challenge. As well as creating the recipe for their product, pupils also had to develop a costed business and marketing plan to produce and promote their soup, showcasing just some of the roles and career opportunities within the food manufacturing industry. At the final the pupils had to present their plans to the judging panel as well as participate in a tasting session.

Graeme Morrison, European Supply Chain Director said: *"We look forward to the final of the challenge every year; it's a brilliant celebration of the pupils' creativity and hard work and we are always impressed with the standard. This year was no different but Elgin Academy's recipe really stood out. We created the Soup Challenge to give local pupils the opportunity to learn more about how food products are developed and manufactured. As a major employer in Moray, we hope it inspires young people within our local community to 'be different, be better' in line with our ethos and values as a business."*

Our Moray Education priorities: 2022-2023

We continued to progress our 3-year Strategic Plan against the backdrop of absence across the service coupled with continued emergence and escalation of post-pandemic challenges.

Our Moray strategic priorities focus on the key areas of:

- Curriculum
- Learning, Teaching and Assessment
- Supporting All Learners
- Leadership

Work across these areas has continued to support us in meeting the National Improvement Framework Priorities. All staff continue to be aware of our priorities and regular updates are provided through Council Committee reporting processes, particularly with regard to performance reporting and service plan updates. The infographic illustrates the interconnected and interdependent relationship of our critical priority areas where work on one will rely on and impact upon any one of the others.
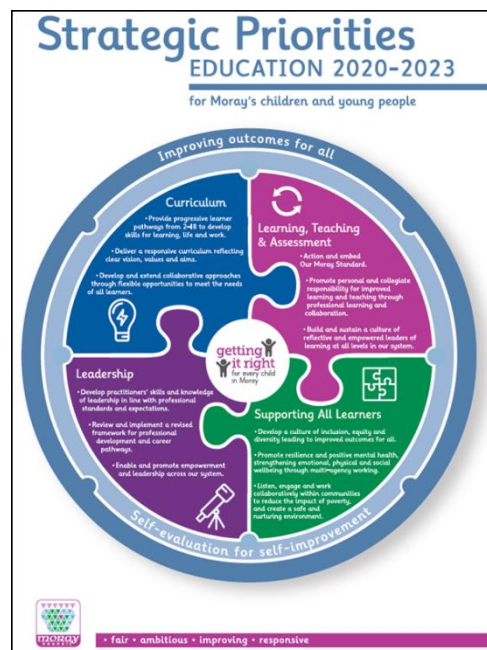
In Moray we are committed to improving outcomes for all our children and young people and reviewed this over the course of the session to set priorities for Moray Education moving forwards, guided by self-evaluation findings. Informed by our secondary school attainment core messages from data interrogation and analysis, all secondary schools were visited by the Head of Education and QIM (Performance) in August 2022 in order to gain insight and have initial conversation on improvements in performance based on examination performance. This subsequently led to a revised Secondary Attainment and Performance Framework and Secondary Improvement Model and School Visit programme being introduced, with report emphasis on data, observation and views in order to triangulate schools strengths and areas of further focus.

Improving Outcomes for All

We continue to progress with actions for improvement related to attainment as identified in the Best Value Assurance Report (BVAR) published in August 2020 prepared by Audit Scotland (Accounts Commission). We further note that this report highlighted a number of key messages across Moray Council and in specific regard to educational attainment.

Central to our Moray Education priorities are the National Improvement Framework priorities and key drivers for improvement:

Our plans are continuously developing in order to reflect changing National and Local priorities, Scottish and local authority guidance. Children's rights, wellbeing and participation in learning are at the heart of everything that we do, working towards improving outcomes for all Moray's children and young people.

We continue to look to the following key National and Local policies and frameworks in order to guide our work across Moray Education as well as key National research findings, engagement activities and published report findings as outlined above on page 9:

National Policy and Strategy	Local Policy and Strategy
UNCRC and Children's Rights/Participation	Local Outcomes Improvement Plan (LOIP)
Children and Young People (Scotland) Act	Moray Council Corporate Plan (CP)
National Improvement Framework (NIF)	Moray Children's Services Plan (CSP)
Curriculum for Excellence (CfE)	Corporate Parenting Strategy and Pillars
Developing the Young Workforce (DYW)	Education Strategic Plan
Getting it right for every child (GIRFEC)	Education Resources Plan
Scottish Attainment Challenge/Pupil Equity Funding (SAC/PEF)	ASN Strategy and Policies
Corporate Parenting and 'The Promise'	Raising Attainment Strategy and Toolkit
Scottish Schools (Parental Involvement) Act	Learning and Teaching Strategy and Resources
Standards in Scotland's Schools Act	Curriculum Strategy and toolkit
Better Relationships, Better Learning, Better Behaviour	Senior Phase Curriculum Guidance
Digital Learning and Teaching Strategy for Scotland	Early Years Play Strategy
Learning for Sustainability	Professional Learning Strategy
Child Poverty Strategy for Scotland	Supporting all Learners Strategy
Education Scotland/HMiE Guidance and Practice	Parental Involvement and Engagement Strategy
Scottish Government publications/Audit Scotland The Morgan Review/OECD Reports/Muir Review	Assessment and Moderation Strategy
Covid-19 Guidance and Policy	Tracking and Monitoring in the BGE Strategy/Guidance
CLD Regulations and Standards	iMpact Moray Strategy
Wellbeing and Child Protection Guidance	Progression Frameworks/pathways
Key National Reviews including: All Learners in Scotland Matter Independent Review of Qualifications & Assessment Independent review of skills delivery landscape *(see pictorial capture above on page 9)*	*...and ongoing work captured through revised Education Governance and Moray Curriculum Strategy and Moray Improvement Groups*

showcasing their journey of improvement
Spotlight on… Millbank Primary School

The successful improvement journey undertaken by Millbank Primary School to raise pupils' achievement and attainment, was recognised by Education Scotland during 2023. The Buckie school has successfully addressed points for action following an initial inspection in October 2018 which highlighted good performance along with areas where improvement was needed. Over the last four years, staff have worked hard together, and with strong support from the education authority, to drive forward an ambitious improvement plan focused on actions which make the greatest difference for learning and learners.

After reviewing evidence of the school's progress, Education Scotland has confirmed it is confident that Millbank Primary has the capacity to continue to improve and will make no further visits in connection with the 2018 inspection. The inspection team made return visits to the school in February 2019 and November 2021 and acknowledged that notable achievements had been made. As a result of the pandemic, however, when the main focus was on ensuring children were cared for and supported in both wellbeing and learning, the school needed more time to fully implement its improvement strategies.

The good progress achieved by Millbank Primary School has continued, leading to positive change in the quality of learner's experiences, leadership at all levels, learning and teaching. Senior leaders, working with staff and a range of partners, are now better able to plan, analyse and track interventions. The school has improved mechanisms to identify attainment gaps, with planned interventions in place and under development in order to address these gaps. Clear actions for improvement have been acted on with next steps identified for further improvements over time.

The school continues to build on the positive and nurturing relationships between staff and pupils. Millbank Primary's values of respect, perseverance and fairness are embedded within school culture and ethos. There are plans to improve outdoor learning areas and to further involve parents and the wider community in learning activities.

Chief Education Officer at Moray Council, Vivienne Cross, said: *"Over the past four years, the staff and pupils of Millbank Primary School, along with officers from the council, have worked incredibly hard to take the school forward and have brought about significant improvement.*

"I am delighted with the endorsement from Education Scotland that the school is moving in the right direction and making very good progress, and that the commitment, effort and capacity for ongoing improvement has been recognised."

Head teacher, Kirsty Moneagle, said: *"Our improvement journey to this point has only been possible by the collective effort of our whole school community. I would like to thank all of the Millbank staff for their hard work and dedication to the school, the Parent Council for their support and the parents and families of Millbank who continue to work with us to ensure the best outcomes for our children. Every day the children of Millbank bring a smile to my face and I am so proud and privileged to be their Head Teacher."*

The following pages will review our Education Strategic Plan (incorporating the National Improvement Framework Plan for Moray Education) from session 2022-2023. The following legend provides a key to the National Improvement Framework priority and driver column references in the final two columns of our progress report templates on subsequent pages.

Legend:

	National Improvement Priority*:		National Improvement Driver*:	
1	Placing the human rights and needs of every child and young person at the centre of education	A	School and ELC leadership	
2	Improvement in children and young people's health and wellbeing	B	Teacher and Practitioner Professionalism	
3	Closing the attainment gap between the most and least disadvantaged children and young people	C	Parent/carer involvement and engagement	
4	Improvement in skills and sustained, positive school-leaver destinations for all young people	D	Curriculum and Assessment	
5	Improvement in attainment, particularly in literacy and numeracy	E	School and ELC Improvement	
		F	Performance Information	

updated following review of the 2022 National Improvement Framework and Improvement Plan

The following key is provided to indicate level of progress in achievement of Next Steps identified during the session, outlined on subsequent pages:

✔	Next steps/actions complete	←→	Next steps/actions in progress for carry forward to future NIF Plan	!	Next steps incomplete or retired due to new actions overtaking these

Following review of progress to date and building on feedback from Education Service Self-evaluation and restructuring, the separate **Moray Education NIF Key Priorities and Plan 2023-2024 (incorporating revised Stretch Aims reflective of revised Scottish Government/Education Scotland *Framework for Recovery and Accelerating Progress*)** contains our Education Service and NIF Plan moving forwards as well as outlining Stretch Aims for Moray moving forwards based on current intelligence.

Priority 1	Improving Outcomes for All			
Action:	**Next Steps Identified:**	**Progress to date:**	**NIF Priority:**	**NIF Driver(s):**
1.1 Learning from ACM processes disseminated across LA SQA Coordinator Group (and session 2021/2022 exam planning and contingency scenarios) ✔️	From discussions with different groups (SQA Coordinators, Subject Groups) further work is required to build and enhance our approaches to data tracking, monitoring, interrogation and literacy across our system. Through data intelligence, we will work with our Middle Leaders as a system and task Secondary School Subject Groups with key improvement actions in order to add value to curriculum offer, uptake and attainment. We will extend and seek opportunities to continue and enhance partnership working to implement key legislative requirements. Further work is required following change and uncertainty throughout last session to restart and rejuvenate approaches to pan-authority curriculum consortia and intra-authority collaborative working on developments which will add value to learning experiences. We will continue to focus on supporting all learners due to emerging impact of the pandemic on learners and their wellbeing, delivering through our Supporting All Learners Strategy.	Meetings of various groups continued throughout the session, including SQA Coordinators, Secondary School Timetablers and two meetings of Secondary School Subject Groups also took place, including successful May multi-tier Inset Moderation events. Due to ongoing issues in release of staff from schools due to absence and wider changes underway following ADES-Education Scotland Collaborative Improvement event, a refreshed approach to Moray Improvement Groups has been identified for the new session. Key data sets continue to be produced, analysed and interrogated including course uptake reports and wider attainment and achievement reports. Core partnerships continue with Skills Development Scotland, DYW Moray and Moray College UHI in order to progress key pieces of work linked to schools educational delivery and curriculum planning through reform. Partners are a valued and integral partner and contributor to service self-evaluation during the session in order to guide our improvements for next session as outlined in our **Moray Education NIF Key Priorities and Plan 2023-2024 (incorporating Stretch Aims).** The ADES-Education Scotland Collaborative Improvement Event has provided a renewed vision around Curriculum cognisant of ongoing national reform, guided by collaboration across our Moray system and underpinned by the *supporting all learners* agenda.	1,2,3,4,5	A,B,C D,E,F

1.2	In line with emerging approaches to performance management in line with our Education focus on iMpact Moray, introduce a revised Secondary Improvement and Performance Framework with focus on:	Our revised Secondary Attainment and Performance Framework (SAPF)was introduced in August 2022 with focus on data analysis and interrogation at school and local authority level for identification of strengths, progress and next steps required in order to improve outcomes for learners across our secondary schools.	1,2,3,4,5	A,B,D,E,F
←→				
Review and update of attainment meeting programme in line with SQA and National guidance to increase scrutiny and challenge regarding SQA results for raising attainment	• 1:1 Head Teacher Meetings, discussion and dialogue (post-SQA) to highlight key messages and align strategic improvements to school messages • Post-Insight revised meeting structure, building in Stretch Aims setting to process • Secondary Improvement Model (SiM) introduction to support Secondary School baselining of key performance measures aligned to core HGIOS?4 Quality Indicators with school visit programme linked to SiM • Officer Support and Challenge linked to performance framework • Post-Insight (February) review and analysis of performance with Stretch Aim setting/review • Statutory processes and review of key improvement planning documentation/priorities with improvement outcomes linked to year-through support and challenge findings	Head Teacher meetings (1:1s) supported by the QIM (Performance) were held with all Head Teachers by the Head of Education in August 2022 to gather initial thoughts and gauge readiness for further change across our system. Post-Insight (September) attainment reviews based on SAPF content were held, with discussions focussed on improvement required, guiding School Improvement Planning. Secondary School Improvement Model (SiM) introduced with 7 of 8 secondary schools visited on full visit programme with extended reports produced. Visit findings informing school self-evaluation for school improvement and focus for future reviews. Triangulation of evidence, strengths and areas for future focus identified guided by visit findings, data, observation and views of stakeholders. Full programme of officer visits across the session with extended reviewing teams on SiM visit programme aligned to performance framework. Post-insight reviews undertaken during September to November and February to April, aligned with SiM visits. Key discussion and actions for improvement noted. Schools have built in to improvement planning and SiM visits supporting and challenging school improvement.		

| | In session 2021/2022, positive increases in attainment are noted at 6 and 7 @ SCQF level 5. The 1 @ SCQF level 5 measure is comparable to session 2021 with marginal decrease of note for 5 @ SCQF level 5 (1.38%). | |

Moray – S4	2018	2019	2020	2021	2022
1 @ SCQF level 5	82.8%	83.7%	85.3%	86.6%	85.22%
3 @ SCQF level 5	63.0%	64.4%	66.9%	69.2%	65.48%
5 @ SCQF level 5	41.0%	42.7%	46.7%	48.2%	46.82%
6 @ SCQF level 5	28.2%	30.3%	33.5%	32.8%	35.28%
7 @ SCQF level 5	1.1%	0.6%	11.7%	13.2%	18.66%

1.3

Initial analysis of SQA attainment data and trends 2021 – SCQF5 – performance against Targets identified for the session and increase in 7 @ level 5 in S4 measure

The largest reduction (3 @ level 5) of 3.72% of an S4 cohort size of 927 young people in 2022, represents a notional decrease of 34 pupils not achieving at this measure. The trend for attainment of 6 or more qualifications at level 5 shows a positive position across five of the schools (increased from 4 in session 2020, 6 in session 2021). There is also an emergence of positive performance for 7 qualifications at SCQF level 5, increasing to 18.66% or 173 learners based on 2022 cohort size of 927 young people, compared with 122 learners in 2021.
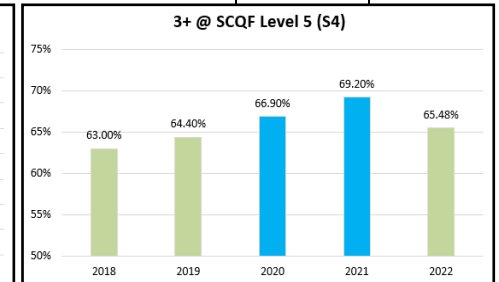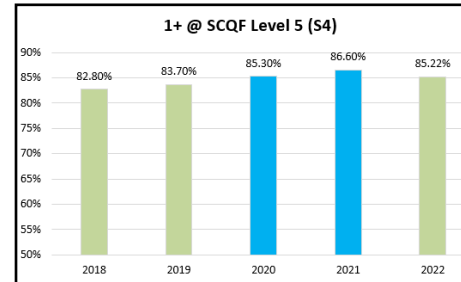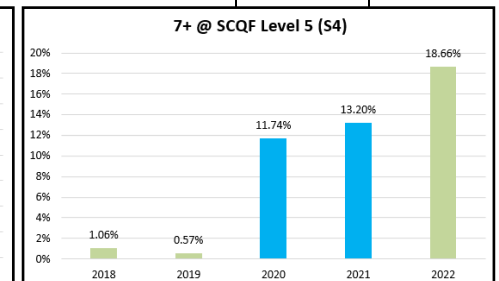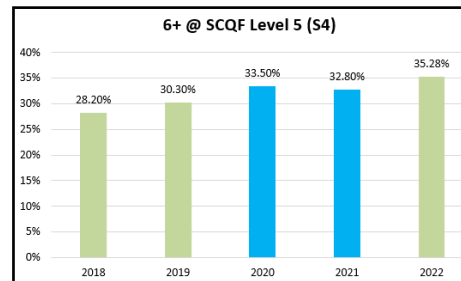
In review of wider datasets, with the exception of the 1 or more qualifications at SCQF level 5 noted above (performance above National average), performance across all measures is below both Virtual Comparator and National averages.

- Performance for *1 or more qualifications at SCQF level 5* is below the ACM years (2020 and 2021) but 1.52% greater than 2019 which was the last year where a formal SQA examination diet featured as a key part of formal summative assessment.
- Performance for *3 or more qualifications at SCQF level 5* is below the ACM years (2020 and 2021) but higher than 2019 (1.08%) which was the last year where a formal SQA examination diet featured as a key part of formal summative assessment.
- Performance for 5 or more qualifications at SCQF level 5 is below 2021 but marginally above the 2020 ACM year. In relation to 2019 which was the last year where a formal SQA examination diet featured as a key part of formal summative assessment, performance is 4.12% greater.

1+ @ SCQF Level 5 (S4) — 2018: 82.80%, 2019: 83.70%, 2020: 85.30%, 2021: 86.60%, 2022: 85.22%

3+ @ SCQF Level 5 (S4) — 2018: 63.00%, 2019: 64.40%, 2020: 66.90%, 2021: 69.20%, 2022: 65.48%

- Performance for 6 or more qualifications at SCQF level 5 is above the 2020 and 2021 ACM years. In relation to 2019 which was the last year where a formal SQA examination diet featured as a key part of formal summative assessment, performance is 4.98% greater.
- Performance for 7 or more qualifications at SCQF level 5 is highest across the 5-year data set. Within existing curriculum models, schools are offering further opportunity to study a seventh National 5 qualification, with National 5 Applications of Maths presentations supporting this positive trend.

| 1,3,4,5 | A,B,D,E,F |

6+ @ SCQF Level 5 (S4) — 2018: 28.20%, 2019: 30.30%, 2020: 33.50%, 2021: 32.80%, 2022: 35.28%

7+ @ SCQF Level 5 (S4) — 2018: 1.06%, 2019: 0.57%, 2020: 11.74%, 2021: 13.20%, 2022: 18.66%

Stretch Aims now form our key benchmark in respect of attainment review with progress towards Stretch Aims to date covered further below (p47).

1.4	Continue to consider with secondary school leaders and wider partners, curriculum and accreditation opportunities to extend opportunities for all and ensure best possible outcomes by point of school exit.			

← →

Continue to consider with secondary school leaders and wider partners, curriculum and accreditation opportunities to extend opportunities for all and ensure best possible outcomes by point of school exit.

Through iMpact Moray Strategy, work planned on Curriculum breadth, offer and support through planning/discussions to develop:

- Moray Insight Strategy (with Insight Advisor)
- Curriculum Innovation (with Education Scotland)
- SCQF Partnership/School Ambassador Programme (with SCQF)
- DYW Moray partnership offer
- College Partnership (with Moray College UHI)

_____

Following return to an SQA examination diet in 2022, it is noted that performance has marginally reduced for the S5 cohort in 2022 compared with the 2020 and 2021 ACM presentation years overall.

In review of wider datasets and the measures for 1 or more and 3 or more qualifications at SCQF level 6, performance is marginally below Virtual and National Comparators. At the 5 or more qualifications at SCQF level 6 measure, performance is particularly below Virtual and National Comparators and of particular note.

Compared to 2019 as the last academic session where SQA examinations were present as summative assessment format, there is positive improvement noted at for 1 and 3 passes at SCQF level 6. The largest increase (1 @ level 6) of 4.43% of a cohort size of 773 young people, represents an additional 34 pupils achieving at this measure.

1.4

Initial analysis of SQA attainment data and trends 2020 for S5 – SCQF6 – reviewing impact of coursing pupils for sufficient breadth and depth of learning experiences

Moray – S5	2018	2019	2020	2021	2022
1 @ SCQF level 6	69.83%	64.00%	70.10%	71.21%	68.43%
3 @ SCQF level 6	44.49%	42.40%	45.50%	47.60%	45.54%
5 @ SCQF level 6	20.39%	20.00%	19.20%	20.76%	18.11%

Working with the Scottish Government Insight Advisor, we continued with the Insight Strategy involving practitioners across Moray secondary schools and with different groups, supporting data interrogation and analysis for intervention and in order to close identified attainment gaps at individual pupil, group and cohort level within Moray secondary schools.

Virtual Curriculum sessions and a Curriculum Innovation Day was held with school leaders, central team, SDS, DYW and Moray College UHI partners and Education Scotland Curriculum Innovation Team to ensure the Curriculum moving forwards is current, comprehensive, offers extensive choice and supports young people in developing knowledge and skills to ensure they are on a level playing field with young people Nationally.

Working with the SCQF Partnership, we adopted the SCQF Ambassador programme across Moray's eight secondary schools to raise awareness and embrace wider qualifications and accreditation opportunities for extended opportunities for all young people.

Implementation of a revised Secondary Improvement Model (SIM) with school partnerships (pairings) identified to support continuous improvements and school visit programme finalised to be undertaken during term 2 and term 3.

Partnership work continued with key partners including Moray College UHI, DYW Moray and SDS to strengthen opportunities for all young people reflective of labour market, wider context intelligence and pathways.

1,3,4,5   A,B,D,E,F

| | 1.5 Initial analysis of SQA attainment data and trends for 2020 for S6 – SCQF 6 and SCQF7 reviewing impact of coursing pupils for sufficient breadth and depth of learning experiences |

⟷

1.5

Initial analysis of SQA attainment data and trends for 2020 for S6 – SCQF 6 and SCQF7 reviewing impact of coursing pupils for sufficient breadth and depth of learning experiences

This data is based upon the S6 cohort numbers who continue to S6 as a common measure for measuring performance with SQA qualifications.

In review of wider datasets and the measures for 3 or more and 5 or more qualifications at SCQF level 6, performance is marginally below Virtual and National Comparators. At the 1 or more qualifications at SCQF level 7 measure, performance is marginally below Virtual and National Comparators.

In comparison with the 2020 and 2021 ACM years, performance has marginally dropped for the 3 @ SCQF level 6 and 5 @ SCQF level 6 measure for S6. The largest marginal fall in performance for 5 @ SCQF level 6 of 5.5% represents 28 learners based on S6 cohort size. In total, 204 young people achieved at least one SCQF level 7 qualification based on dataset presented.

As noted in 1.4 above, work continues on Curriculum opportunities, breadth and depth through work on Curriculum Innovation, partnership working with key colleagues and through revised approaches to service delivery and improvement.

Secondary Improvement Model Visits, Curriculum Innovation Day and findings gathered on ADES-Education Scotland Collaborative Improvement event continue to guide our next steps for continuous improvement.
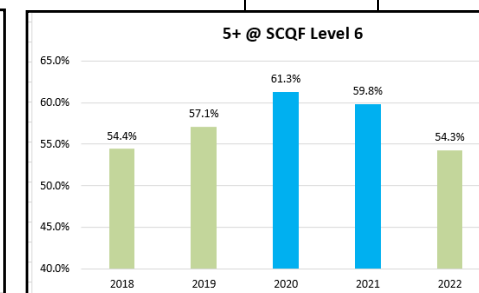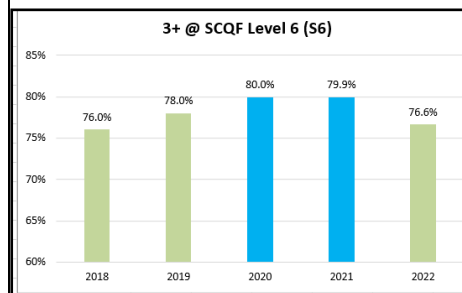
Along with S5, Stretch Aims now form our key benchmark in respect of attainment review with progress towards Stretch Aims to date covered further below (p47).

|	2018	2019	2020	2021	2022
3 @ SCQF level 6	76.0%	78.0%	80.0%	79.9%	76.6%
5 @ SCQF level 6	54.4%	57.1%	61.3%	59.8%	54.3%
1 @ SCQF level 7	39.7%	38.2%	42.4%	44.1%	40.4%

Performance for *3 or more qualifications at SCQF level 6* is below the ACM years (2020 and 2021) and marginally below 2019 (1.4%; 7 learners) which was the last year where a formal SQA examination diet featured as a key part of formal summative assessment.

Performance for *5 or more qualifications at SCQF level 6* is below the ACM years (2020 and 2021) and marginally below 2019 (2.8%; 14 learners) which was the last year where a formal SQA examination diet featured as a key part of formal summative assessment.

| 1,3,4,5 | A,B,D,E,F |

3+ @ SCQF Level 6 (S6)

2018	2019	2020	2021	2022
76.0%	78.0%	80.0%	79.9%	76.6%

5+ @ SCQF Level 6

2018	2019	2020	2021	2022
54.4%	57.1%	61.3%	59.8%	54.3%

Performance for 1 *or more qualifications at SCQF level 7* is below the ACM years (2020 and 2021) and above 2019 performance (2.2%; 11 pupils). It is noted that study to SCQF level 7 may not be the preference for most young people, who prefer to add breadth to qualifications portfolio they hold, at SCQF level 6.

1+ @ SCQF Level 7

2018	2019	2020	2021	2022
39.7%	38.2%	42.4%	44.1%	40.4%
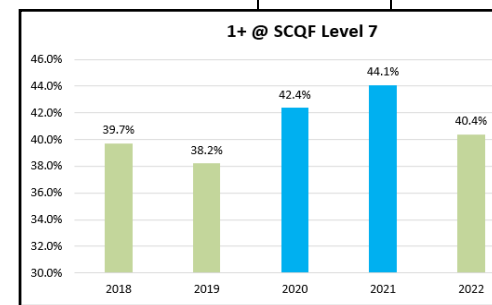
| 1.6

Review of subject performance, support and challenge linked to local authority frameworks for improvement and priority areas | Subject performance has been reviewed at school and local authority level and support and challenge arrangements continue to be under review for ongoing subject group meetings as we prepare for the expectations and requirements for SQA Exam Diet 2022.

Further consideration required to the role of Subject Groups and strategy around Middle Leaders in approaches to developing curriculum offer and wider accreditation opportunities.

Further review of the role of Subject Groups due to variability and consistency in delivery and outcomes, with focus on empowerment.

Review of data interrogation systems to support further analysis of Secondary Subject performance (subject uptake, attainment, quality of pass, Moray data set breadth and depth of SQA and SCQF qualifications offer).

In Moray, over 90% of young people achieved an award (A-D) at S4 National 5, S5 Higher and S6 Advanced Higher levels. In S4, performance is in line with session 2018/2019 as the last comparable SQA Examination year. Strong S4 performance is noted in National 5 Art and Design, English, Music and Physical Education. National 5 Maths also continues to show positive attainment of young people.

Performance at S5 for Higher highlights positive subject performance with 92% of young people achieving an award (A-D). In particular, young people performed well in Art and Design, Business Management, English, Geography, Modern Studies and Physical Education. Performance and pass rates are once again noted as comparable to pre-pandemic levels. | Virtual Curriculum sessions and a Curriculum Innovation Day was held with school leaders, central team, partners noted above and Education Scotland Curriculum Innovation Team to ensure the Curriculum moving forwards is current, comprehensive, offers extensive choice and supports young people in developing knowledge and skills to ensure they are on a level playing field with young people Nationally.

Key projects and workstreams are planned with identified partnership working moving forwards to strengthen curriculum offer, pathways and accreditation for raising attainment and achievement for all young people.

Following discussions through Impact Moray and with Secondary Head Teachers, work has been identified to progress with Subject Leaders and refocus the role and purpose of Secondary Subject Groups and review of subject breadth and depth with Middle Leader event in initial planning stages Review of curricular provision including range and number of qualifications on offer to support all learners using consortia approaches as well as virtual solutions in line with OECD reports and National advice.

Continued focus of SQA Coordinator and Curriculum Working Groups and project workstreams to be confirmed, ongoing to support refreshed partnership and consortia approaches.

Working with the Scottish Government Insight Advisor, we continued with the Insight Strategy involving practitioners across Moray secondary schools and with different groups, supporting data interrogation and analysis for intervention and in order to close identified | 1,2,3,4,5 | A,B,D,E,F |

| | | In S6, young people studied a broad range of Higher and Advanced Higher subjects, with 87% achieving awards (A-D). Positive Higher performance is noted in Business Management, Modern Studies and Physical Education. At S6 Advanced Higher, performance was strong in a number of subjects including Art and Design, Chemistry, English, French, Geography, German, Mathematics, Music and Physics. | attainment gaps at individual pupil, group and cohort level within Moray secondary schools. | | |

✔

⟵⟶

1.7

Review of partnership working approaches – Academic Partnerships – to strengthen and extend curriculum offer, qualifications and accreditation for increased opportunities for young people

Moray College continues to provide qualifications for Senior Phase pupils at National 5 and Higher level as well as Skills for Work (SfW) courses and National Progression Awards (NPA) at levels 4 and 5. The SfW and NPA course provide a high proportion of passes and this supports continued engagement with the College post-school as well as links to apprenticeship programmes. Current provision is predominantly via 'College Wednesday'.

At National 5 and Higher level the performance is noted below for A-C passes for 2018-2022:

	2022	2021	2020	2019	2018
	A-C	A-C	A-C	A-C	A-C
H ESOL	100%	100%	100%	80%	100%
H Psych	38%	93%	74%	40%	70%
H Sociology	40%	100%	100%	50%	31%
H Human Biology	50%	82%			
N5 ESOL	75%	86%	100%	75%	100%
N5 Practical Cookery			90%		
N5 Psychology	76%	77%	86%	70%	82%
N5 Sociology		67%			

Results continue to be discussed and reviewed regularly in partnership with Moray College link officers with next steps identified and subsequently outlined. This includes extension to existing graded and ungraded pass/fail course offers in order to extend Curriculum offer for young people across Moray.

Low presentation numbers are noted in graded courses, with 67 presentations certificated across courses listed left. Young people studied a further 224 ungraded and non-examination based courses (SCQF rated at level 4 as indicated below or level 5) at Moray College UHI where based on current year, 198 passes were achieved across a range of courses out of a possible 224 with pass rates across these courses noted below:

Course	Pass rate (current year)
Beauty Therapy - SCQF Level 4	96%
British Sign Language - SCQF Level 4	86%
Criminology - SCQF Level 5	100%
Developing Leadership	100%
English for Speakers of Other Languages (ESOL) - SCQF Level 4	100%
Foundation Apprenticeship in Creative and Digital Media (2YR)	71%
Foundation Apprenticeship in Engineering	100%
Foundation Apprenticeship in Social Services: Children and Young People (1 YR)	75%
Foundation Apprenticeship in Social Services: Children and Young People (2 YR)	60%
Foundation Apprenticeship in Social Services (Healthcare) 2 YR	83%
Foundation Apprenticeship in Social Services: Healthcare (2YR)	60%
NPA Administration and Office Skills	50%
NPA Bakery - SCQF Level 4	83%
NPA Construction Craft and Technician SCQF Level 4	79%
NPA Digital Media	100%
Pathways to Hospitality	40%
Practical Engineering SCQF Level 5	100%
Skills for Work Uniform Services - SCQF Level 4	100%
Skills for Work Automotive Skills - SCQF Level 4	100%
Skills for Work Childcare - SCQF Level 4	67%
Skills for Work Hairdressing - SCQF Level 4	100%

1,2,3,4,5

A,B,C D,E,F

✔️ 1.8 Preparation for SQA 2021/2022 SQA examination processes based on emerging National advice on contingency planning	For learners in S5 and S6, this followed one and two years respectively of disruption faced by them in relation to their schooling and to the SQA examination system, with move to Alternative Certification Models (ACMs) which did not involve formal end of year examinations. Learners in S4, S5 and S6 had not yet participated in an examination diet or related experience (e.g. in-school preliminary examinations or 'prelims') as was in place prior to session 2019/2020. Modifications to assessment requirements for National 5, Higher and Advanced Higher courses were announced by SQA at the start of the session to support reduction in the volume of assessment and ensure learners continue to achieve credible qualifications, certificated in August 2022. For most courses, these modifications remained the same as those that were put in place for session 2020/2021. In Moray, work continued to build on the good practice across schools with SQA coordinators working closely with the local authority SQA lead to ensure pupils and staff were supported in delivery and assessment preparation. Learning Experiences akin to Prelims (LEAPs) were planned and delivered in January 2022 within each secondary school, to provide pupils in S4-S6 with an examination experience and support collected of key evidence in the event this was required for appeal purposes, post-August certification. Focus on the Moray Council Accounts Commission Best Value Audit Report key messages and measures continued across schools, through critical identified actions highlighted through our Raising Attainment Strategy. This strategy sets out an approach to better understand and improve educational attainment, where focus on attainment has continued throughout the pandemic. Through the Improvement and Modernisation Programme, key support was provided for a review of Additional Support Needs (ASN) as a further component part of the Improvement and Modernisation	Programme - Transforming Education (Stream 7) additional monies and investment. In March 2022, SQA published further additional revision support materials to support young people in studying for their final SQA examinations, with most Covid-19 mitigations lifted in April 2022 which allowed for SQA exams to proceed. Schools continued to work with young people and staff in revising risk assessments to ensure safety for all and implemented a range of Additional Assessment Arrangements (AAA) where they required these for accessing SQA examinations. Where appropriate and required, examples of AAA included extra time, separate accommodation, rest periods, use of ICT and support from a reader/scribe. As noted nationally, many young people have reported their mental health and wellbeing has been adversely impacted as a result of the Covid-19 pandemic, where schools have continued focus on supporting and monitoring wellbeing while also aiming to raise attainment and achievement for all in a very different school experience. AAA arrangements ensured appropriate supports (for example, separate accommodation) were put in place to ensure full access to SQA examinations. Increased anti-social behaviour has also arisen in certain localities involving some young people, with increase in exclusion across some schools and lower levels of engagement. The number of young people requiring AAA arrangements increased which put pressure on schools to accommodate and staff these. Through Universal Pupil Support, PSE and other school based approaches, teachers supported young people in preparation for the examination diet. A number of subject specialists offered Easter Revision sessions and schools continued with study club arrangements during the week, with practitioners offering lunchtime and after school revision support sessions.	1,3,4,5	A,B,D,E,F

✔ 1.9 Analysis of leaver attainment data – February 2023 for Exam Diet 2022 – Improving Attainment in Literacy and Numeracy	**Improving attainment in Literacy and Numeracy**

This measure presents the percentage of leavers achieving an award in Literacy and Numeracy at Scottish Credit and Qualifications Framework (SCQF) Levels 4 and 5 by the end of their school experience in Moray, compared with pupils with identified similar characteristics across Scotland (VC - Virtual Comparator) for each of the last five years. This is shown in graph form below for Moray (all leavers, percentage attaining Literacy and Numeracy at SCQF level 4 and 5).

Overall, Moray has performed positively and above the Virtual Comparator for leaver attainment for Literacy and Numeracy at SCQF level 4 and level 5. This year is the first in a five year trend that performance has exceeded the Virtual Comparator across all four measures reported above.

Through reviewed approaches to Broad General Education (BGE) tracking and monitoring and further recruitment to Moray's Quality Assurance and Moderation Support Officer (QAMSO) group, strengthened teacher professional judgments and data review in the BGE will continue to reinforce foundations for Senior Phase attainment. Earlier identification and intervention in relation to identified attainment gaps should result supporting Senior Phase pathways and attainment. QAMSO training is now complete with the National Improvement Framework Officer with moderation plan and activities for Moray now planned for the session, supported by central officers and QAMSOs in support of strengthened Teacher Professional Judgements. Senior Leaders supported by wider colleagues including PTs Raising Attainment/Equity/ Alternative Curriculum track, monitor and enact targeted interventions in order to strength learner achievement |

Percentage of Leavers Attaining Literacy:

SCQF level 4: Literacy remains **above** the VC, common with 2021.

SCQF level 5: Literacy is **above** the VC, highest positive gap across 5 year trend.
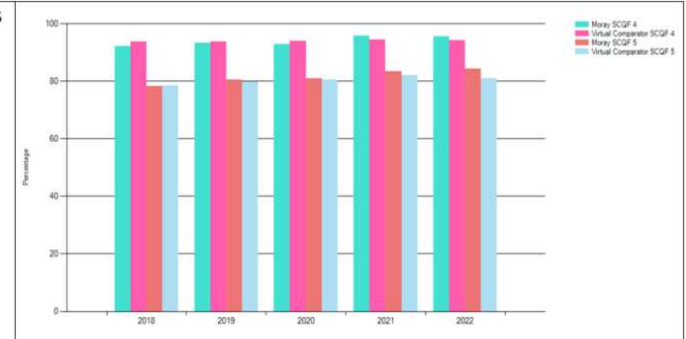
Percentage of Leavers Attaining Numeracy:

SCQF level 4: Numeracy remains **above** the VC, common with 2021.

SCQF level 5: Numeracy is marginally **above** the VC, now positive and above VC (first time in 5 year trend). |
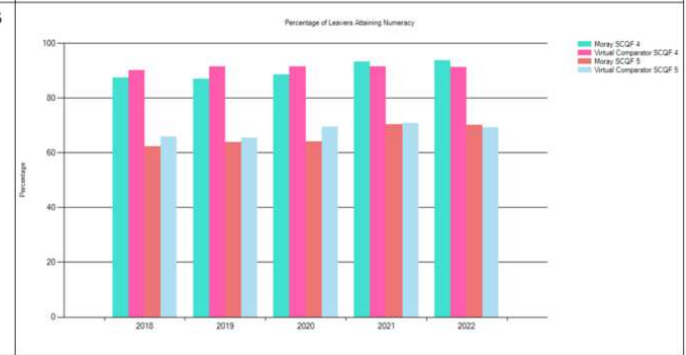
Five-year analysis: Moray performance at SCQF level 4 and 5 against Virtual Comparator

Literacy & Numeracy	Year	% Level 4 Literacy	% Level 4 Numeracy	% Level 5 Literacy	% Level 5 Numeracy
Moray	2022	95.53	93.87	84.32	70.09
VC	2022	94.26	91.21	81.09	69.35
Moray	2021	95.90	93.29	83.39	70.53
VC	2021	94.52	91.57	82.01	70.93
Moray	2020	92.95	88.53	80.88	64.16
VC	2020	93.95	91.62	80.44	69.63
Moray	2019	93.30	87.16	80.46	64.00
VC	2019	93.73	91.60	79.81	65.49
Moray	2018	92.22	87.46	78.38	62.38
VC	2018	93.89	90.24	78.44	65.83

of highest level of Literacy and Numeracy by school point of exit. As part of revised Moray Improvement Group structure, development of revised Moray Literacy and Numeracy Strategies in line with current thinking and practice will support improvements in Literacy and Numeracy attainment for all children and young people.

1,3,4,5 | A,B,D,E,F

1.10		
Analysis of leaver attainment data – February 2023 for Exam Diet 2022 – Improving Attainment for All		

Improving attainment for all

This measure allows us to examine how different ability cohorts are attaining in relation to the appropriate virtual and national cohorts. Attainment is measured using the tariff scale, which was developed for Insight. This allocated a specific number of points to each qualification (including non-examination, unit-based courses). More demanding qualifications gain more points than less demanding ones and in graded courses, a grade 'A' is equivalent to more points than a grade 'C' for example, within the same course

Three ability cohorts are identified for each school, the VC, the Northern Alliance (Regional Improvement Collaborative) and Scotland as a whole (The National Establishment): those in the lowest 20% of tariff points achieved, those in the highest 20% and those that fall within the middle 60% of tariff points achieved based on the courses they have undertaken and completed.

Complementary tariff is a score that looks at parity of achievement of young people in their top five qualifications studied. It is not affected by the number of qualifications and units a young person completed; this removes the inequality and anomalies with different curriculum structures across Scotland of which there are many. Reasons included quality of pass and level of study can impact on the overall tariff measure, requiring schools to continue to work with young people and families in raising aspirations in order to aim high for positive achievement.

Recent work on curriculum choice and innovation, working with Education Scotland in collaboration with our Moray Secondary Schools and through recent ADES-Education Scotland Collaborative Improvement event focused on Senior Phase Curriculum will progress further work on curriculum design strengthened consortia working and senior phase offers.

Average Complementary Tariff Points:

The lowest 20% are **in line** with comparators overall.

The middle 60% are **marginally below** VC, Northern Alliance and Scotland.

The highest 20% are **below** comparators with gap noted.
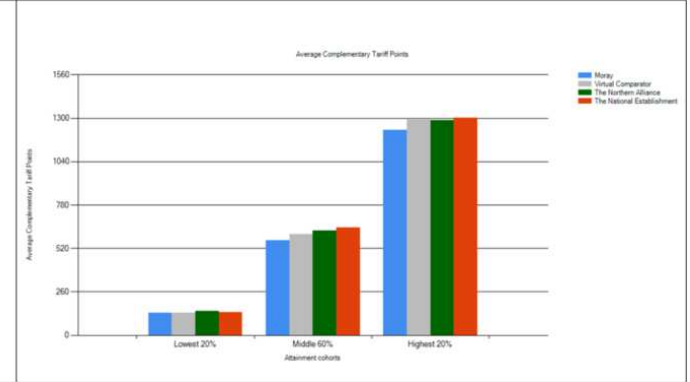
3-year analysis: Lowest 20%, Middle 60%, Highest 20% across SCQF levels

Complementary Tariff	Year	Lowest 20%	Middle 60%	Highest 20%
Moray	**2022**	135	568	1231
VC	2022	133	605	1290
Northern Alliance	2022	143	628	1289
National	2022	138	644	1303
Moray	**2021**	129	631	1,277
VC	2021	137	638	1,315
Northern Alliance	2021	143	669	1,328
National	2021	144	692	1,339
Moray	**2020**	117	595	1,284
VC	2020	130	610	1,286
Northern Alliance	2020	142	654	1,321
National	2020	133	657	1,313

It is noted that the lowest 20% of leavers are marginally above the VC, the middle 60% and highest 20% below the VC. Schools have continued this session to support young people as longer term impact of the pandemic continues to be realised through attendance, health and wellbeing concerns reported. Challenging behaviours exhibited by a minority of young people require schools to creatively support young people and their families, impacting on resources and staffing capacity. We continue to work with multi-agency partners in support of children and families, with increased societal pressures and demand on partner services impacting on school resources.

1,3,4,5	A,B,D,E,F

✓ 1.11 Analysis of leaver attainment data – February 2022 for Exam Diet 2021 – Leaver Initial Destinations	This measure shows the percentage of young people securing an initial positive post-school destination when the leave school at their point of exit in S4, S5 or S6. Destination figures reflect choices made by pupils along with opportunities available to them upon leaving school. The availability of particular opportunities (e.g. apprenticeships and employment opportunities) extend options available to school leavers. As a result, this may have impact on the number of young people progressing on to Further and Higher Education as destination pathways. In Moray, for 2021/2022 we perform above national average at 96.2% compared with 94.08% in 2020/2021 and 93.07% in 2019/2020 and for the first time in 5 years, Moray is above all key benchmark comparators as outlined above. Nationally, 95.74% of leavers were in an initial positive destination compared to 95.48% in 2020/2021.

This measure shows the percentage of young people securing an initial positive post-school destination when the leave school at their point of exit in S4, S5 or S6.

Destination figures reflect choices made by pupils along with opportunities available to them upon leaving school. The availability of particular opportunities (e.g. apprenticeships and employment opportunities) extend options available to school leavers. As a result, this may have impact on the number of young people progressing on to Further and Higher Education as destination pathways.

In Moray, for 2021/2022 we perform above national average at 96.2% compared with 94.08% in 2020/2021 and 93.07% in 2019/2020 and for the first time in 5 years, Moray is above all key benchmark comparators as outlined above. Nationally, 95.74% of leavers were in an initial positive destination compared to 95.48% in 2020/2021.

The number of young people entering employment, Further and Higher Education contribute most to initial positive school leaver destination figures, with percentage of young people entering employment in particular this session as an initial positive destination, notably above key comparators at 36.86%.   Where Covid-19 may have had impact on availability of opportunities for young people, this did not restrict prospects for our young people in Moray. We continue to work with Skills Development Scotland (SDS) in order to strengthen support and advice for young people as they progress on chosen pathways to initial post-school destinations.

In comparison with the 2020/21 leaver cohort, it is noted that numbers entering employment in 2021/22 was notably higher, with drop in numbers entering Further and Higher Education also witnessed as highlighted in yellow.

Leaver Initial destinations – percentage of school leavers in a positive destination:

Moray in 2021/2022 has performed **above all key comparators** (VC, Northern Alliance, National), **highest across a 5-year trend period** for initial positive destinations.
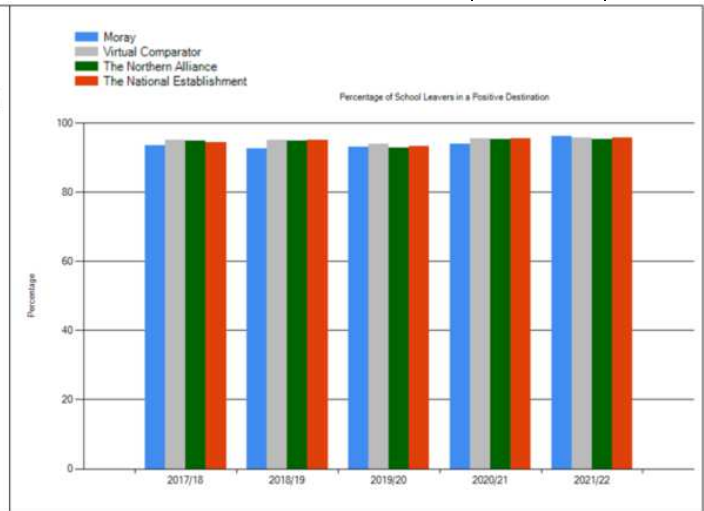
Year	Moray	VC	Northern Alliance	National Establishment
2022	96.16	95.87	95.41	95.74
2021	94.08	95.64	95.32	95.48
2020	93.07	93.78	92.99	93.36
2019	92.76	95.30	94.98	95.05
2018	93.62	95.05	94.99	94.40
2017	93.53	94.02	94.39	93.72

Leaver destinations for 2021/2022:

Data presented highlights **more young people entering employment** compared with key comparators. **Further Education is in line with comparators** overall, **Higher Education below comparators.**
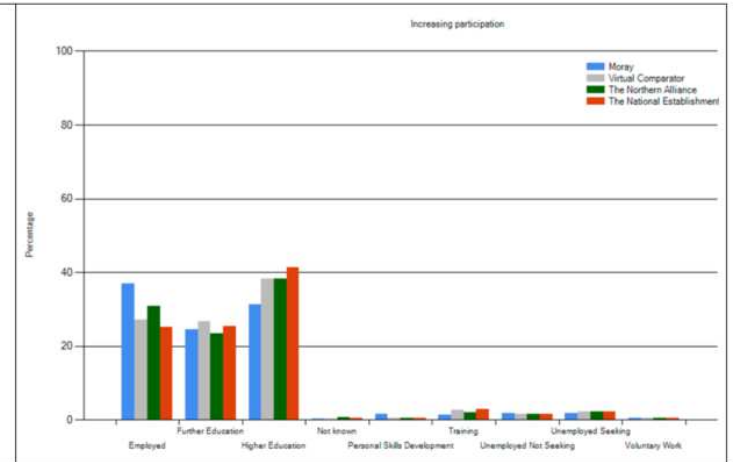
Those young people who are *unemployed not seeking* and *unemployed seeking* are below or in line with key comparators respectively, lower than session 2020/21. Our schools continue to work with key partners through pathway planning meetings to ensure pupils at more risk of negative destinations are supported, during and post-school. We continue to reduce percentages in these categories to as near to zero as possible, noting impact of wider factors (for example, mental health and wellbeing) on initial positive post-school destination of identified young people.

Work also continues with key partners including Skills Development Scotland and DYW Moray to ensure Moray learners are informed and afforded opportunities to progress on to chosen post-school pathways based in individual desires and talents. We continue to analyse our key data on leaver dates, destinations and routes to success to support for young people, in order that they may succeed in their chosen journeys.

Of the 963 Moray school leavers in 2021/22, 3.2% were ranked as living in the 20% most deprived areas (quintile 1) of Scotland, compared to 10.4% of leavers residing in areas ranked in the 20% least deprived (quintile 5) in Scotland. The majority of school leavers in Moray lived in either quintile 3 (33.0%) or quintile 4 (40.3%) areas.

87.1% of leavers from quintile 1 progressed onto a positive destination, this compares to 98.0% for the least deprived from quintile 5. Initial leaver destinations for quintile 2 was 97.6%, decreasing to 94.3% for quintile 3 and 97.4% quintile 4.

The rate of leavers entering Higher Education generally increases with deprivation, with the fewest entering HE from SIMD quintile 2 (21.4%) and the highest proportion entering from quintile 5 at 38.0%. The opposite is true for Further Education, with the lowest rate in SIMD
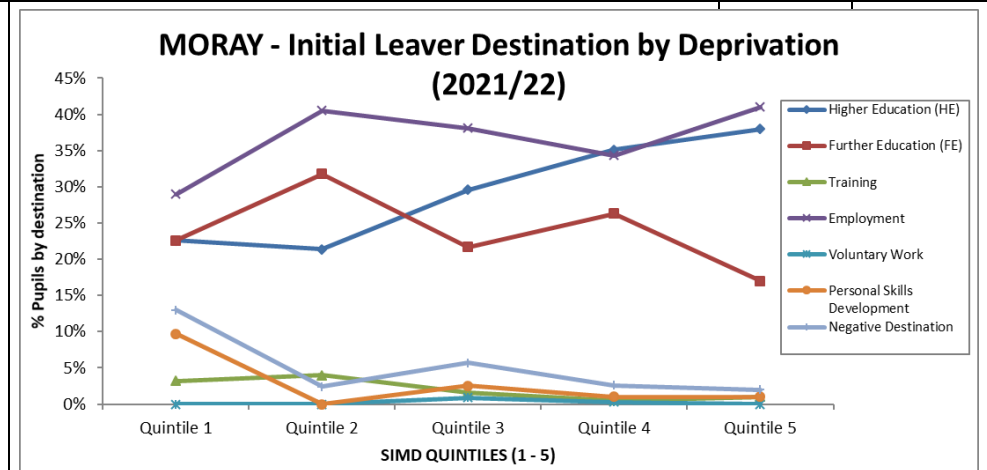
quintile 5 (17.0%) and the highest from quintile 2 (38.0%). The rate of leavers entering employment has increased across all SIMD quintiles compared to last year, with SIMD quintile 5 leavers having the highest proportion at 41.0% followed closely by quintile 2 (40.5%). The table below provides a summary of the percentage of S5 and S6 students who have stayed on into the 2022/23 academic year based on their S3 cohort; as well as the proportion of leavers in 2021/22 who moved onto an initial positive destination, highlighting variability across schools.

1,2,3,4,5   A,B,D,F

School Name	Staying-on Rate (based on S3 stage)		School Leavers – Initial Positive Destination
	S5	S6	
Buckie High	92.1%	66.4%	95.5%
Elgin Academy	82.0%	50.5%	97.4%
Elgin High	84.9%	46.4%	91.2%
Forres Academy	78.2%	48.8%	98.1%
Keith Grammar	68.1%	31.4%	96.7%
Lossiemouth High	76.7%	54.4%	97.8%
Milne's High	82.7%	63.1%	95.1%
Speyside High	68.3%	48.2%	96.8%
Moray	**80.7%**	**51.4%**	**96.2%**
National Average	**87.0%**	**59.9%**	**95.7%**

Staying-on rate (Sept 2022) / Leavers – Initial Positive Destination (2021/22)

1.12 Analysis of leaver attainment data – February 2022 for Exam Diet 2021 – Attainment versus Deprivation	**Tacking disadvantage by improving the attainment of lower attainers relative to higher attainers** The graph (right) shows 2021/22 leaver attainment data (using complementary tariff scores) for Moray against the Virtual Comparator, broken down into the ten deciles according to the Scottish Index of Multiple Deprivation (SIMD). Decile 1 refers to attainment of young people living in areas with postcodes considered the 10% most deprived in Scotland according to SIMD. Decile 10 refers to those young people living in postcodes identified as the 10% least deprived datazones according in SIMD. We continue to monitor the use of SIMD as a measure in authorities where rural poverty and other wider poverty related factors are of concern; however, these are not fully considered nationally within SIMD classification. The highest number of young people leaving school in Moray in 2021/2022 were within SIMD deciles 4-8. It is noted that while performance at SIMD decile 5 is in line with the VC, some young people in deciles 4, 6, 7 and 8 performed less well in comparison with VC. Vertical lines within each SIMD show the range of attainment for young people within each decile, noting both positive and less favourable attainment for a variety of reasons as noted previously. As shown by trend lines, as SIMD decile increases to SIMD 10, a small attainment gap emerges as the SIMD increase between Moray and the VC. In Moray, we continue to work with our children and young people, and their families in order to raise aspirations and encourage positive attendance and engagement. Legacy impact of the Covid-19 pandemic is noted through school attendance levels, increase in less favourable behaviours with some young people impacting on wider school community and secondary school temporary/short term exclusions.	 Following the Association of Directors for Education Scotland (ADES)-Education Scotland Curriculum Innovation event in March, we look forward to planning our curriculum for the future, working further in partnership across our schools and with Moray College UHI to enhance our curriculum for all. We continue to participate in key national reform on the curriculum underway through review based activities, with a view to maximising achievement of all learners, in graded and ungraded qualifications and curriculum experiences as we look to the future.	1,3,4,5	A,B,D,E,F

1.13 Ensure positive participation of 16-19 year olds – continued support of this group through targeted support and interventions	Participation rate for 16-19 years olds is 91.6%; a decrease of 0.2% from session 2020/2021, ranking Moray as 23/32 and marginally below the National average (92.4%). Work has continued across the partnership with issued identified in 18 and 19 year old participation in particular. This led to a Short Life Partnership Working Group with Moray College UHI, DYW and SDS colleagues following Stretch Aims setting and attempts to address the number of Unconfirmed status young people.	As a result of continued partnership working across our key partners, early indications would show that a reduction in unconfirmed status has been achieved in the new session. This has included work with the post-16 team and direct enquiries with young people in order to ascertain future status and destinations. Future work will continue across the partnership in order to continue positive progress in this measure, with specific focus on post-school recording and follow up with providers.	1,2,4	A,B,C,E,F
1.14 Analysis of Achievement of Curriculum for Excellence levels (ACEL)	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. 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. 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.	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 attainment continue to be our Education vision in Moray. These are: • Raising Attainment Strategy and Toolkit • Learning and Teaching Strategy and supporting materials • Remote Learning and Teaching Strategy and Toolkit • Supporting All Learners Strategy • Assessment and Moderation Guidelines • Tracking and Monitoring Guidelines and Tracking Tools/System • Quality Improvement team support and challenge regarding data analysis, tracking and monitoring and attainment discussions with all schools The percentages noted directly 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:	1,3,4,5	A,B,D,E,F

Within cell 1.14, the following table appears:

Level	Stage
Early	The end of P1
First	The end of P4
Second	The end of P7
Third	The end of S3
Fourth	Some pupils will also achieve this by the end of S3

Following request for ACEL data submission for P1, P4, P7 and S3 stages, data was collected in June 2022 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.

ACEL data was submitted to Scottish Government in October 2022 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.

The Scottish Government ACEL national data was published in December 2022, providing a range of data across all of Scotland's local authorities as well as specific cohort and characteristic data.

_____

P1

Year:		LT	R	W	LIT.	NUM.
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	2019/20 data was not collected by Scottish Government				
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
2017	Moray	82	74	65	63	70
	National	85	80	77	74	83

P1: 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 2022 data with 2021 as previous year:

P1

Year:		LT	R	W	LIT.	NUM.
2021	Moray	85	77	71	69	78
2022	Moray	84	76	73	69	78
% Change	Moray	-1	-1	+2	0	0

Listening and Talking and Reading have each reduced by 1%. Increase in Writing of 2% is offset by these reductions, resulting in Literacy (overall) remaining at 69%, common with 2021. Numeracy ACEL remains at 78%.

P4

Year:		LT	R	W	LIT.	NUM.
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
2017	Moray	73	72	63	59	59
	National	83	77	71	68	75

P4: Moray figures where highlighted in green above indicate where performance for P4 exceeds national average; amber indicates where performance is marginally below and red highlight as notably below national average. P4 data for 2022 shows that all Literacy elements and Numeracy are noted as below national averages. The table to the right shows further comparison of 2022 data with 2021 as previous year:

The percentages in table form to the left 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.

_____

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:

Year:		LT	R	W	LIT.	NUM.
2021	Moray	82	73	66	61	64
2022	Moray	81	73	67	61	69
% Change	Moray	-1	0	+1	0	+5

Listening and Talking is marginally below 2021 ACEL (1%) with Reading in line with 2022 (73%). Writing is 1% above 2021 ACEL with Literacy overall remaining the same at 61%. Numeracy has witnessed increase of 5% in ACEL to 69%, from 64% in 2021.

_____

P7: Moray figures where highlighted in green to the left indicate where performance exceeds national average; amber indicates where performance is marginally below and red highlight as notably below national average. P7 data for 2022   shows that all Literacy elements and Numeracy are noted as below national averages. The table below shows further comparison of 2022 data with 2021 as previous year:

Year:		LT	R	W	LIT.	NUM.
2021	Moray	80	71	64	62	62
2022	Moray	83	74	70	65	69
% Change	Moray	+3	+3	+6	+3	+7

Listening and Talking, Reading and Writing have witnessed increase on 2020/ 2021 Moray ACEL averages, resulting in 3% increase in Literacy overall, with largest increase noted in Writing (6%). Numeracy has also witnessed 7% increase in ACEL average from 62% in 2021 to 69% in 2022.

Year:		LT	R	W	LIT.	NUM.
2022	Moray	83	74	70	65	69
2022	National	86	79	73	71	76
2021	Moray	80	71	64	62	62
2021	National	82	76	69	66	72
2020	Moray	2019/20 data was not collected by Scottish Government				
2019	Moray	81	76	67	64	66
2019	National	86	80	74	71	76
2018	Moray	75	71	61	59	61
2018	National	84	79	73	70	75
2017	Moray	74	68	59	55	58
2017	National	81	76	69	66	70

The percentages noted below present the S3 ACEL data for the past 5 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:

ACEL 3rd level

Year:		LT	R	W	LIT.	NUM.
2022	Moray	82	80	77	72	86
	National	89	88	87	86	89
2021	Moray	2020/21 data was not collected by Scottish Government				
	National					
2020	Moray	2019/20 data was not collected by Scottish Government				
2019	Moray	90	88	87	83	92
	National	91	91	90	88	90
2018	Moray	88	94	82	79	82
	National	91	90	89	87	89
2017	Moray	89	89	88	84	87
	National	91	90	89	87	88

ACEL 4th level

Year:		LT	R	W	LIT.	NUM.
2022	Moray	44	45	43	37	55
	National	55	54	52	48	59
2021	Moray	2020/21 data was not collected by Scottish Government				
	National					
2020	Moray	2019/20 data was not collected by Scottish Government				
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
2017	Moray	49	53	49	42	61
	National	51	51	48	44	56

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 2022 at 3rd and 4th level ACEL achievable in S3 shows that all Literacy elements and Numeracy are noted as below national averages. The table below shows further comparison of 4th level 2022 data with 2019 as last nationally published ACEL data by Scottish Government as a comparator data set:

Year:		LT	R	W	LIT.	NUM.
2019	Moray	35	31	29	24	56
2022	Moray	44	45	43	37	55
% Change	Moray	+9	+14	+14	+13	-1

Listening and Talking, Reading and Writing have witnessed increase on 2018/2019 Moray ACEL averages at 4th level, resulting in 13% increase in Literacy overall, with largest increase noted in Reading and Writing (14%). Numeracy has also witnessed slight 1% decrease in ACEL average from 56% in 2019 to 55% in 2022.

While Primary data is below national averages overall, improvement (year to year) based on Moray data is noted (2020/2021 to 2021/2022) in data presented above. This includes P1 Writing, P4 Writing and Numeracy, and P7 Listening and Talking, Reading, Writing and Numeracy. Primary 1 Literacy (overall) and Numeracy have remained at previous year's levels, common with P4 Reading and Literacy (overall). Marginal 1% reductions are noted in P1 Listening and Talking and Reading and P4 Listening and Talking. While Secondary data is below national averages overall, improvement based on last year of data publication (2018/2019) is notably higher in S3 at 4th level Reading, Writing, Listening and Talking, Literacy (overall) with marginal 1% reduction in Numeracy at 4th level. Literacy (all components and overall) at 3rd level are of

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.

In Primary, this has been undertaken through central Quality Improvement   Visits during Term 1 and Term 2 focused on revised Quality Framework for Learning and Teaching focused on How Good Is Our Schools? version 4 Quality Indicator 2.3 (Learning, Teaching and Assessment).

In secondary, this has been undertaken through virtual and extended in-person Secondary Improvement Model visits supported by revised processes linked to our Secondary Attainment and Performance Framework during term 2, with further support and challenge visits planned to identified secondary schools in Term 3.

The initial Strategic Head Teacher Meeting in September 2022 further focused on ACEL data over time and review as an Associated Schools Group of Head Teachers for planning interventions for improvement. This has led to redevelopment of action plans within a number of Associated Schools Groups with focus on cross-stage and cross-sector moderation and professional learning activities.

In term 4, as part of our revised Moray Quality Improvement Framework, central Quality Improvement team undertook visits across our schools with specific focus on Achievement of Curriculum for Excellence level scrutiny, discussion and challenge on data rigour. This supported Stage 1 and Stage 2 Quality Assurance activities in June and August 2023.

note, below 2019/2019, with Numeracy marginally below 2018/2019 and national average.

_____

We continue with the following activities:
- Continued strengthening of Moray's approaches to Moderation for ACEL TPJ through the Moray Quality Assurance and Moderation Support Officer (QAMSO) group and Moderation training and guidance
- Stretch Aims will be used as a focus for future improvement activities with further work underway on reviewing Core plus Stretch Aims in line with revised national guidance
- Continued emphasis on provision of high quality learning experiences in line with Our Moray Standard for Learning and Teaching and local school context interpretation and focus areas
- Continued moderation activities in our schools, within and across stages to ensure shared understanding of national standards for learner achievement of a level
- Moderation activity between schools and within Associated Schools Groups (ASGs) for shared understanding across Moray of ACEL and application of national benchmarks
- Continued school engagement with key learning progressions developed by the QIO BGE Curriculum, with further promotion to Secondary Schools in support of learner curriculum transitions
- 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
- Continued development and roll-out of the revised Secondary Improvement Model (SIM), reviewing visit programme and evaluative visit reporting for improvement

←→ 1.15 Continue to support Head Teachers in use of Scottish Attainment Challenge (PEF, SEF, CECYP) funding to identify and target groups and individual pupils and in particular, those affected most by poverty – extend use of data and tracking approaches, leadership at all levels, curriculum and wellbeing developments to support closing identified attainment gaps informed by self-evaluation using internal Moray mechanisms	Supported by our Education Scotland Attainment Advisor, Scottish Attainment Challenge monies pertaining to Pupil Equity Funding (PEF), Strategic Equity Funding (SEF) and Care Experienced Children and Young People Fund (SEF) has resulted in a number of key work areas being progressed or completed in relation to SAC. Three tri-annual reports have been completed in partnership with us and submitted to Education Scotland/Scottish Government, highlighting progress and next steps with delivery of the Scottish Attainment Challenge in Moray. Summary is provided as follows: The "Moray Practitioner's Guidance" was updated in line with the recently published PEF national operating guidance and Scottish Attainment Challenge (SAC) Framework for Accelerated Progress and Recovery. This task was undertaken collaboratively between the attainment advisor (AA) and Local Authority (LA) lead central officer. This is now available to all staff within Moray. Moray is reviewing tools for tracking and data analysis. Moray has achieved a 100% roll-out of SEEMiS Progress and Achievement training with plans for data literacy sessions and tool to support analysis completed by end of next academic year. The education central team in collaboration with social work colleagues have recruited and appointed a virtual head teacher for Care Experienced Children and Young People who will lead on the actions in support of CECYP. As part of the "Supporting all Learners" (SAL) strategy, nurture training was delivered to staff via the SAL strategic group in the November Inset days.	Clarification of PEF carry over and remaining budget for the 21/22 academic session; strong progress has been made in understanding PEF carry over and forecast. A Quality Improvement Manager, alongside finance colleagues, have worked hard to collate this information and disseminate it accordingly. Working in partnership with our Attainment Advisor, this has resulted in underspend being significantly reduced within six months. However, there continues to be a risk attached to this. The central team is reflecting on lessons learned and are exploring creative ways to mitigate risks moving forward. The lead central officer and the attainment advisor (AA) will continue to support outcomes and measures for Strategic Equity Fund (SEF) proposals. Significant progress has been made and monthly meetings have taken place with the SEF project leads. Recruitment of key posts has taken place. Driver diagrams have been developed to capture high level aims into smaller manageable goals. Impact will start to be captured and measured against original proposals in term four. From the ADES-Education Scotland Collaborative Improvement Sessions that took place in March, priority areas have been identified, which will support attainment and stretch aims. Feedback from the Collaborative Improvement session has evidenced the need for a co-created, holistic plan to focus on: • Improved learning, teaching, and assessment to meet the needs of all learners • Improved curriculum to meet the needs of all learners • As part of this, the outstanding additional support needs review will be concluded • Empowered leadership at all levels	1,2,3,4,5	A,B,C D,E,F

1.16 ⟷ Review and consolidate implementation of 1140 hours including quality of experience	Following agreement of the Education, Children's and Leisure Services Committee, an external consultant was appointed to undertake a review of the Early Years' Service, supporting identification of key changes for service sustainability and improvement due to overspend in revenue budget identified during the course of the year. Further work has been undertaken by the Early Years' Service in progressing key actions identified relating to 1140 hours expansion. A range of professional learning and development opportunities, CPD sessions and further roll-out of the Moray Play Strategy has taken place. Based on feedback from the external consultant, service review continues for best practice and best value for the council.	Play pedagogy has featured as a focus in the 2022/2023 training session. A majority of primary schools are engaging and working with 'Moray Play' and responsive planning approaches are taking place, in which equity features for child-centred pedagogical approach. Networking sessions are facilitated on a termly basis to allow staff to connect with each other and share practice. Practitioners report that they have an increased awareness and understanding of the poverty-related attainment gap and how pedagogical approaches such as play can help to tackle this gap. Recent training by Greg Bottrill was well received with high attendance recently as highlighted in case study further below (*see p58*).	1,2,3	A,C,E,F
1.17 ⟷ Continue to develop approaches to raising attainment and achievement across Moray, building data literacy capacity across our system to support improvements in performance	A range of approaches have continued as noted above in order to raise attainment and achievement as well as build data literacy across our system. Stretch Aims were set following discussion with Education Scotland Senior Regional Advisor, National Improvement Framework Officer and Attainment Advisor. These have been set in line with National Guidance and link to Broad General Education Achievement of Curriculum for Excellence levels, SCQF *all candidates* and *leavers* for key attainment measures as well as wider Health and Wellbeing measures linked to attendance, exclusions and FSM. Further scrutiny by Scottish Government followed leading to finalised Stretch Aims for gauging local authority progress and identification of next steps. Targeted use of Scottish Attainment Challenge monies including Strategic Equity Funding to support localities of greatest need to raise attainment due to poverty related and wider factors, using data as a key driver has been adopted. Further data interrogation and review at local authority level as social and economic changes continue to emerge for closing identified gaps, has been undertaken.	Through reviewed approaches to Broad General Education (BGE) tracking and monitoring and further recruitment to Moray's Quality Assurance and Moderation Support Officer (QAMSO) group, strengthened teacher professional judgments and data review in the BGE will continue to reinforce foundations for Senior Phase attainment. Earlier identification and intervention in relation to identified attainment gaps should result, supporting Senior Phase pathways and attainment. We continue to review data systems to ensure they remain fit for purpose and explore wider potential for data dashboarding for increased timeliness of data extraction and analysis for identifying attainment gaps. Targeted support to schools is provided by officers as required. Increased focus on tracking and monitoring learner progress and achievement throughout the year in S1 to S3, with further early indication progress checks with schools in the lead up to June ACEL census further informs our progress and where improvements/ interventions are needed.	1,2,3,4,5	A,D,E,F

←→ 1.18 Review and develop wider performance indicators to support improvement – Attendance and Exclusions	Due to Covid-19, National gathering of the following measures was paused, with analysis resuming in 2021: **Attendance** Attendance rates are on average lower for young people from the more deprived areas (deciles 1-5) when compared to those from the least deprived areas (deciles 6-10). Primary school attendance rates range from 88.3% (decile 2) to 94.3% (decile 9), a variance of 6.0 percent. The secondary school attendance rates show a wider gap in attendance when using SIMD data, with attendance rates ranging from 84.1% (decile 3) up to 92.2% (decile 9), an 8.1 percent variance. With just over 33% of Moray pupils ranked in SIMD deciles 1-5 based on their postcode, the lower attendance rates for this group will impact on their learning and school leaver options and overall attainment measures. Maximising school attendance continues to be area of focus, with collaborative revision of our attendance policy planned. Our Educational Psychology team are working with colleagues across the Northern Alliance with a view to supporting work moving forwards in this area. **Exclusions** In 2021-22, a total of 173 school exclusion incidents were recorded in Moray, the same number of incidents recorded in the previous year and the equal lowest level recorded over the last ten years. The impact of COVID-19 pandemic has affected exclusion due to the necessity for home learning during the previous two academic year, and as such care has to be taken in comparing exclusion numbers over the with Covid years.

Primary Attendance rates by SIMD Decile (2021-22)

Secondary Attendance rates by SIMD Decile (2021-22)

Number of Exclusion Incidents (MORAY)

National exclusion data is reported every second year; the graphs to the right compare exclusion rates for Moray with our comparator LGBF authorities and the national average since 2014/15. Exclusion rates in Moray at Primary school level have continued to decline since 2012/13, as with our comparator authorities and nationally there has been a notable reduction in exclusion rates in 2020/21. The rate of exclusion in Moray for 2020/21 was 3.0 per 1,000 pupils, below the national rate (3.6) and ranking Moray 4th within out comparator group.

Moray Secondary exclusion rates reduced in 2020/21, with a rate of 29.1 cases per 1,000 pupils. The rate of exclusion is above the national average (22.1), while Moray ranks 7th out of our comparator group. COVID-19 has contributed to the fall in exclusion cases for 2020/21, however the development and implementation of the authority wide policy on exclusion and approaches to inclusion accompanied by clear guidance and intervention strategies has helped reduce case numbers, particularly at primary stage.

Schools continue to report concerns regarding behaviours, wellbeing, mental health and impact on learner outcomes and attainment. This has resulted in increased behaviours of concern in schools, with pressure on partnership capacity impacting on wider supports available to schools. As a result, existing in-school staffing and wider resources require to be directed to support young people individually/in small groups by schools, impacting on wider school agenda of improving outcomes for individual pupils, groups and cohorts. This may result on occasion in exclusion from school due to difficulty in maintaining the safety and wellbeing for all – particularly in secondary – with our schools keen to support all young people and their identified challenges and needs.

Cases of exclusion per 1,000 pupils (Primary) - Moray LGBF Family Group

Cases of exclusion per 1,000 pupils (Secondary) - Moray LGBF Family Group
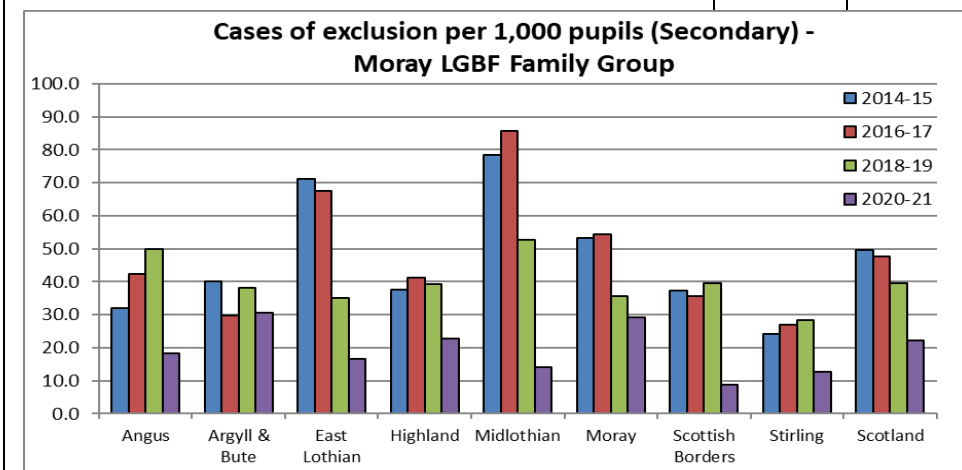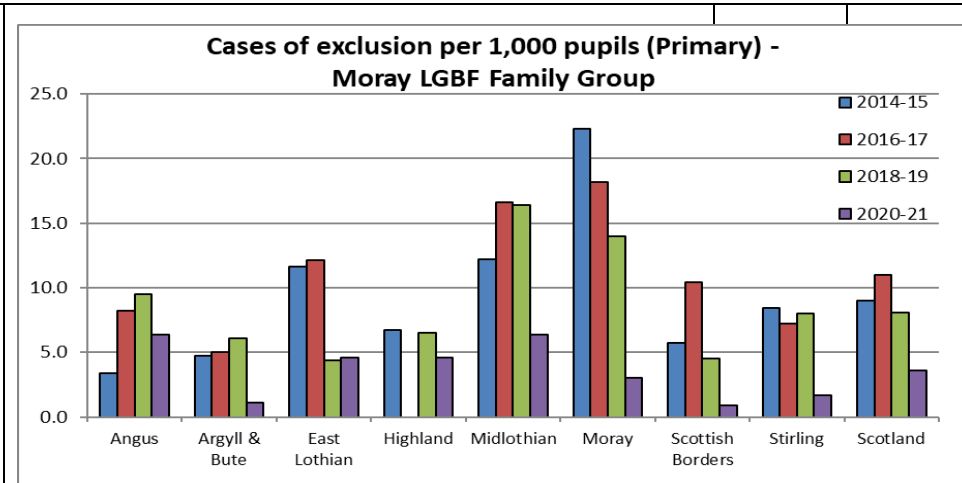
1,2,3,4   A,C,E,F

Scottish Index of Multiple Deprivation Profile (SIMD)

The Moray Scottish Index of Multiple Deprivation (SIMD) profile is shown in tabular form below. SIMD Quintile 1 refers to young people with postcodes within datazones identified as being in the 20% most deprived in Scotland according to SIMD, whilst Quintile 5 refers to those young people with postcodes in the top 10% of the least deprived datazones according to SIMD. In the 2016 SIMD Moray had no datazones ranked in the lowest decile 1 (within Quintile 1), however in the refreshed 2020 SIMD Moray has one datazone in decile 1. From the profile below, most children and young people in Moray are within Quintile 3 (decile 5 and 6) and Quintile 4 (decile 7 and 8) datazones.

STAGE	No. Pupils	SIMD (%)					
		Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5	Unknown
P1	945	3.9%	14.9%	29.6%	37.7%	11.9%	1.9%
P4	981	2.9%	12.6%	30.6%	38.4%	13.7%	1.8%
P7	1037	3.3%	13.2%	31.4%	39.2%	11.0%	1.9%
S3	1077	4.5%	13.1%	32.1%	37.2%	11.2%	1.9%
S4	923	3.7%	13.0%	32.1%	38.9%	10.2%	2.0%
S5	672	3.0%	15.5%	31.8%	37.1%	11.1%	1.6%
S6	443	3.9%	9.7%	31.8%	41.0%	12.2%	1.5%
MORAY	12, 212	3.4%	14.3%	30.6%	38.1%	11.6%	2.0%
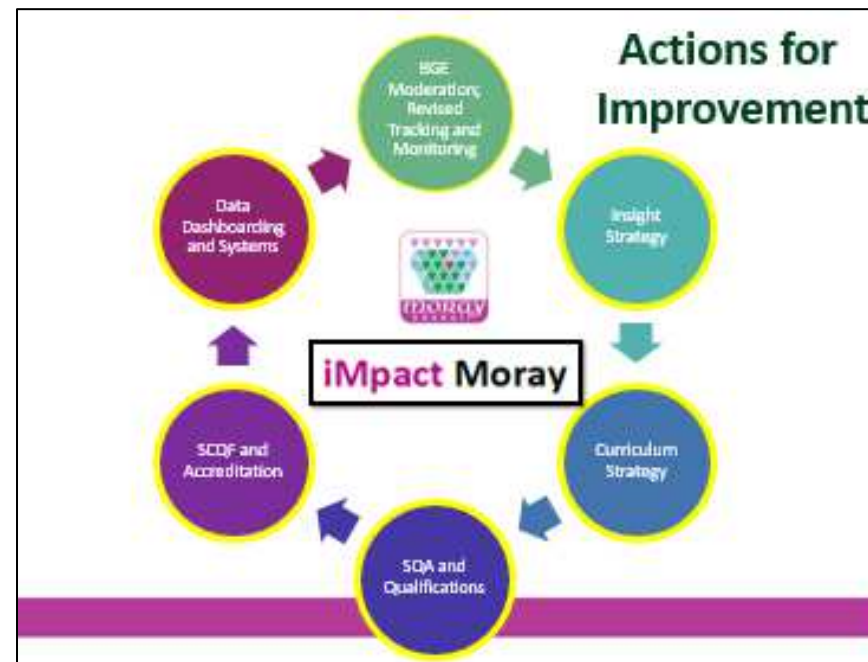
Developing the Young Workforce Moray

We continue to extend learning through work based learning world of work experiences and learning opportunities across our schools, supported by our DYW School Coordinators and led by the DYW Programme Manager in order to enrich educational experiences for our children and young people. This includes through activities highlighted throughout this report, as valued partners in our curriculum development and education delivery model as well as through enhancing our learner awareness of future careers and the world of work. Key projects this year have included the Baxters Soup Challenge, Careers Events, Enterprise based activities and employer led programmes across our schools. Please see case study example (*p13*) and twitter post pages (*p65-68*) further below, for engagement examples.

Where it is noted that a number of key improvements have resulted in trend performance, in Moray we continue to focus on key identified measures aligned to our improving outcomes agenda as reported to Moray's Education, Children's and Leisure Services Committee. We progress with key actions as year two of our core priorities, aligned to key national and local guidance, policies and emerging good practice from looking outwards to other local authorities across Scotland and beyond.

End of Year Report 2021-2022

Care Experienced Children and Young People Funding

Introduction

This report outlines the actual and planned interventions and approaches, a number supported by grant funding from Scottish Attainment Challenge *Care Experienced Children and Young People Funding* for 2021-2022 and strengthened by wider funding streams from further funding accessed as appropriate. Grant funding returns have been submitted in relation to key staffing, training, intervention and resource requirements focused on core elements of grant funding.

As indicated on grant schedule returns, funding supported key projects and interventions and are outlined below and align to our Children's Services Plan (Priority 4) – improved outcomes for looked after and care experienced young people:

Mentoring Young Talent

A mentoring programme aimed at S1-S6 Care Experienced young people across Moray and young people who have left school and require additional support, up until age 26 continued this session. Each young person gains support and co-ordination from their Keyworker and they meet their volunteer mentor 1 hour a week for a minimum of 12 months.

- 40 Care Experienced School aged pupils aged S1-S6 currently actively being supported by a 1:1 Keyworker to build up a relationship before matching them to a suitable 1:1 Volunteer Mentor.
- 22 of these young people are currently matched to a mentor and receiving 1 hour a week support from the Mentor.
- In the last year, 3 young people have now completed 1 year of the mentoring relationship
- 3 out of the 40 young people have now left school and been supported to gain a place at College; this was made possible by the support of their Keyworker and volunteer mentor.

Improvements of attainment and behaviour in school has been reported via evaluations and feedback, however we are currently working with education to evidence this in more specific detail. Also, some of the pupils are in S1-S3 and have not yet completed any exams.

Young People feedback from reviews over the past year

- "More open to trying new things"
- "More secure of my own surroundings, being able to socialise with other people. Having a mentor has helped me with cadets, the youth club and also homework."
- "I don't hide my struggles with work anymore, I am open if I don't understand. My mentor is really supportive. It has also made me think of ways of being safer."
- "Feels an improvement mentally. Having someone to talk to and a listening ear outside family life is great."
- "Go-karting during the holidays was loads of fun."
- "I like being with my mentor, he helps me plan and talks about my violent tendencies. He is kind and likes to try new things."
- "Never use to trust people. Feel a lot happier now."
- "It's changed my life, I can cope with school. I cope better with my anger and he helps me talk through things. Because of this I'm doing better at school and I'm getting on better at home with my family."
- "It's nice getting out, doing stuff. Someone to talk to and have someone to listen."
- "I would be happy to speak to others about the programme and I would really recommend it."

School Staff Feedback

- *Young person* used to struggle with school by Wednesday to Friday it would go downhill, displayed in his behaviour, things would start to fall apart mid-week. He would return after the weekend refreshed but this would only last until Wednesday. Mentoring now offers him a two hour window on a Wednesday – this has been seen as a decompression time, he goes away with his mentor gets to talk things through and comes back much more relaxed – this has resulted in him being able to continue the balance through until the end of the week.

Mentor Feedback – Short Film (permission given to share)

The link below contains a short video containing mentor feedback:
https://www.youtube.com/watch?v=GiVnfxbn7oA

Children's Rights and Participation and Champions Board

The Promise and the UNCRC are clear on the importance of children and young people having their views listened to in all areas of their lives.   A group of care experienced young people led the recruitment of two part time development workers with principal funding from the Corra Fund to help support us to *#Keep The Promise in Moray*.

A Project Lead and Engagement Officer came into post at the end of 2021. Along with young people and key partners, they have prioritised the refresh of the Champions Board.

There is a strong commitment from the Champions Board Working Group and the young people to create a sustainable Champions Board that will actively listen to the voices of all care experienced young people and act on what they are telling us.

The group planned a range of events including over the past summer to generate interest in the Champions Board amongst the care experienced community. Its function moving forwards will be to have voices heard and influence policy, practice and decisions which affect care experienced children and young people's lives.

Young Person's Voice - Better Meetings

The Better Meetings project is an ambitious and powerful project to ensure young people have choice and feel fully involved in shaping their meetings. Of the 21 young people involved, 17 have had experience of living with foster carers during their care journey. Supported by, Out of Darkness Theatre Company, WhoCares? Scotland, Moray Council Social Work Team and local Children's Hearing Panel members they have produced two very powerful films explaining how they feel about their meetings and what needs to change.

In April 2021, they presented Better Meetings to 63 volunteer panel members from Children Hearing Scotland and 20 professionals from Moray and Highland. Subsequently, the Better Meetings Implementation Group was created to work alongside care experienced young people to redesign how their meetings are run.

The implementation group is currently working on creating a checklist package for Children's Panel Members, Reviewing Officers and Social Workers, which includes the actions they can take to help make meetings easier for children and young people.

Feedback from professionals:

- "It was an excellent forum and I am hugely grateful to all the young people and those who worked with them to enable us to hear their views."
- "I thought the forum was excellent, thought provoking and for me quite emotional"
- "I will certainly be putting myself in the child's place with a lot more thought about how they have felt before and after the hearing".

Early indications are that there is better evidence of children and young people's views being sought, listened to and acted upon within reports and plans.

Young Person's Voice - Little Fix

Little Fix is a group of younger care experienced people in Moray who meet on a regular basis. They have told us what would make their experience of care better. They said they wanted:

- To have more choice
- To meet carers before hand
- The opportunity to speak to people on my own if I want to
- Not to have several placement moves
- To stay in their home town
- More groups for care experienced children and young people to meet
- No more than 5-6 people at their meetings

Little Fix will be supported to create a short video to influence how the care system engages with younger people and their families and how they can work differently to support what young people want.

Participatory Budgeting

The Participatory Budgeting process using Scottish Attainment Challenge funding started in late summer 2020.

The 'asks' of the young people were met. 12 young people received tutoring for school subjects, 22 young people received funding for activities such as horse riding and music lessons, sports equipment and coaching in, for example, martial arts. 26 young people received items such as laptops, phones and gaming equipment.

Young people have explained how the process itself and the funding received has positively impacted on their health and wellbeing and sense of achievement.

A young person who took part in Participatory Budgeting said that she benefitted hugely from receiving an IPad. She was able to video-call the family and friends she was missing. It has also helped her with schoolwork. She attained several Nat 5s and she is taking more Nat 5s as well as Higher Geography this year.

Virtual HT

Common with other local authorities, we looked outwards to practice in neighbouring local authorities and sought information regarding Virtual School Head Teachers and their roles in supporting looked after and care experienced children and young people. Impact of this role in strengthening our approaches to tracking, support and supportive interventions to meet the learning and wellbeing needs of care experienced and looked after children and young people in Moray will supportively strengthen our current Corporate Parenting Strategic Group approaches and working in partnership with colleagues from Moray Social Work, will ensure key work progresses at pace in regard to identified strategy areas.

While we are at a very early stage with this role and its development in comparison with other local authorities with delay in recruitment to this role, a strengthened approach to support across Moray and its 53 schools is visioned at this time, with funding identified for the next few years as a starting basis covering salary with hope to provide further budget for support and interventions from CECYP monies or wider Children's Services budget lines. Following initial baseline, targets in relation to exclusion, attendance, participation and engagement in addition to curriculum and learning are key to ensuring our multi-agency approaches to supporting and championing our young people are central to ensure we get it right for them all.

Family Wellbeing

Children 1st ran one of the initial family wellbeing pilots and have continued to build on their success to date with support from the William Grant Foundation. Since April 2021, they have supported 47 families , with a particular focus on perinatal and early years. In addtion to providing specialist 1:1 support for parents, the 2 project workers have developed and delivered a range of activities and peer support opportunities, including a neurodiversity parents drop in. 5 volunteer buddies have recentlly been recruited and have linked with the families.

Additional funding was secured from MFR Cash For Kids and grant funding to provide holiday activities and help with costs over the festive period. 73% of parents say they have improved mental health as a result of using the service. 74% said they had improved family relationships and had formed more supportive connections within their local communities.

Children 1st were successful in securing Corra funding to improve support for birth parents who no longer have care of their children on a permanent basis as a result of child protection processes. Moray Alcohol and Drug Partnership and Moray Council Children & Families Social Work funding is also committed towards this one-year action research project, listening to those parents who have had direct experience of children going into care, to better understand what they might have needed and when.

This learning will help inform design and delivery of family support in Moray. As a result, supports are identified for moving this identified area forwards.

Advocacy and Support

The Who Cares? Scotland Development Officer continued with key areas of work following appointment in December 2020, sterngthening advocacy approaches and supporting young people's participation in the direcction of the Champions Board process. This has included continuation of key independent advocacy for children in Moray, supporting Care Experienced young people with wider work related learning and work experience opportunities and in addition to the Better Meetings project outlined above, continued to engage with a range of Moray's Care Experienced Young People broadening networks and support.

Corporate Parenting Strategic Group and Education and Employability Pillar Group

This year has witnessed considerable changes in the leadership within key services across Moray in relation to Social Work, Education and Health with a range of new Service Managers appointed with vision for support and improvement of our young people identified as care experienced and looked after. With experience from outwith Moray, new ideas for support of our young people are emerging as we emerge from the pandemic with representation on our key Strategy groups changing from respective individual services.

In line with section 2.4 (bullet point 3), *Chief Social Work Officers and Chief Education Officers, informed by assessment with planning partners, will direct allocation of this funding.* In line with review of our Children's Services Plan 2021-2022 and development of our next Children's Services Plan (2023), we will continue to provide targeted and focused support for Care Experienced Children and Young People to improve their educational outcomes using all data and intelligence available, working together as multi-agency partners.

Our Corporate Parenting Strategic Group now moved to be more focused in the governance and accountability around Care Experienced Children and Young People's funding from different funding streams with this grant funding remaining a primary funding stream, guided by the Education and Employability pillar. As such, changes in funding direction are noted at an early discussion stage due to natural staff movement and changing focus based on information presented with key expenditure relating to this grant funding:

44
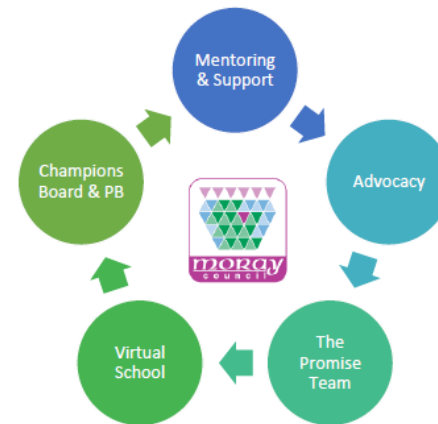
Looked After Children and Young People
Attainment Report

2021-2022

Attainment Summary Messages

BGE Messages

- BGE attainment messages are based on Curriculum for Excellence *Achievement of a Curriculum for Excellence Level (ACEL)* teacher professional judgements, against the National Milestones table at the top of page 3 of this document

- For example, it is anticipated that most children will achieve Early level by the end of P1, but this may be earlier or later for some depending on developmental factors or wider additional, social, emotional or behavioural needs, P4 anticipating achievement of 1st level but may be earlier or later for some...

- Data is collected at key stages – P1 (Early), P4 (1st), P7 (2nd) and S3 (3rd, 4th) where data is also provided for P1/P4/P7 combined as a further data measure

- Data is gathered for Literacy (Reading, Writing, Listening and Talking, Literacy overall and Numeracy)

- A wide range of evidence is used to holistically inform achievement of a level decisions, including classwork, homework, say/make/do/write activities and outcomes, ongoing formative assessment and summative assessment (e.g. tests/assessments). Schools also make use of the National Standardised Assessments to inform learner progress and achievement of a level decisions

- In regard to Looked After Children and Young People (LAC data category) it is noted that in Moray at key stages of P1, P4, P7 and S3, caution is expressed with low numbers within base cohorts as follows based on last year's census information and Seemis recording:

Stage	Cohort (LAC)	Cohort (Moray)
P1	6	948
P4	13	983
P7	25	1,042
S3	28	1,077

- Comparisons have been provided for each stage (P1, P4, P7, P1/4/7 and S3) for both LAC and Moray overall as base comparator

- Overall Broad General Education messages are as follows based on low base cohort numbers and comment is made regarding achieving of the relevant stage appropriate level:

  - **P1**: base cohort of 6 pupils – 1 pupil achieving Literacy, 4 pupils achieving Numeracy
  - **P4**: base cohort of 13 pupils – 5 pupils achieving Literacy, 6 pupils achieving Numeracy
  - **P7**: base cohort of 25 pupils – 7 pupils achieving Literacy, 4 pupils achieving Numeracy

  - **P1/4/7 overall**: base cohort of 44 pupils – 13 pupils achieving Literacy, 14 pupils achieving Numeracy

  - **S3**: base cohort of 28 pupils – 3rd level – 12 pupils achieving Literacy, 13 pupils achieving Numeracy
  - **S3**: base cohort of 28 pupils as above – 4th level – 5 pupils achieving Literacy, 5 pupils achieving Numeracy

- Attainment overall is below Moray averages (with caution expressed regarding low LAC base cohort numbers across the P1, P4, P7 and S3 stages as comparator to Moray averages shown in italicised red font)

Senior Phase Messages

In regard to Looked After Children and Young People (LAC data category) it is noted that in Moray at Senior Phase stages of S4, S5 and S6, caution is expressed with low numbers within base cohorts as follows based on last year's census information and Seemis recording:

Stage	Cohort (LAC)	Cohort Leavers	Moray
S4	17	6	927
S5	6	5	773
S6	2	2	505

Positive Destinations: all leavers (LAC data):
- Positive destinations while remaining slightly lower than comparators for LAC leavers (based on LAC leaver cohort size of 11 young people in 2022, compared with 16 in 2021), has shown increase in positive destinations from 75% in 2021 to 81.8% in 2022
- In 2022, leaver percentage is above the Northern Alliance average of 78.6%
- Most leavers in 2022 progressed to Further Education (54.5%) or employment (18.2%)
- Positive destinations based on LAC data filter are the second highest across the five year trend period, similar to 2019/20

Literacy and Numeracy: S4: All candidates (LAC data):
- Based on a small cohort size of 17, performance for a number of young people at SCQF level 4 and level 5 Literacy is below comparators
- S4 leavers achieved above and well above comparator at SCQF level 4 Literacy and Numeracy respectively
- S4 leavers performed best in 5 year trend for SCQF level 5 Literacy. None of the 6 S4 LAC leavers achieved Numeracy at SCQF level 5 this session, common with previous 3 years
- Schools continue to work using data available to maximise pupil Literacy and Numeracy levels by point of school exit, knowing learners and context well

Literacy and Numeracy: S5: All candidates (LAC data):
- Based on a small cohort size of 6, performance at SCQF level 4 Literacy and SCQF level 4 Numeracy are slightly below comparators based on a very small LAC base cohort size (possibly 1 pupil)
- Based on a small cohort size of 6, performance at SCQF level 5 Literacy and SCQF level 5 Numeracy are slightly below comparators based on a very small LAC base cohort size (possibly 1 or 2 pupils)
- As shown on the "Literacy and Numeracy: S5 (LAC): Leavers" page, there were no S5 leavers (LAC filter) in session 2022
- Schools continue to work using data available to maximise pupil Literacy and Numeracy levels by point of exit, knowing learners and context well

Literacy and Numeracy: S6: All candidates (LAC data):
- Based on a small cohort size of 2, performance at SCQF level 4 Literacy and SCQF level 4 Numeracy are at 100% (both achieving)
- Based on a small cohort size of 2, performance at SCQF level 5 Literacy and SCQF level 5 Numeracy are at 100% (both achieving)
- S6 is final point of exit from school. 100% achievement by pupils staying on with LAC filter applied

Improving attainment for all: S4: All candidates (LAC data):
- Based on a small cohort size of 17, performance for a number of young people across courses studied is below comparators
- There are a variety of reasons for this in respect of levels of school engagement, participation in learning, flexible timetables/flexible starts and tailored curriculum packages that our schools continue to offer
- Schools continue to offer wider ungraded courses and accreditation options to support all young people to achieve

- Schools continue to work using data available to maximise pupil attainment by point of exit, knowing learners and context well and working with them in order to achieve individual successes

Improving attainment for all: S5: All candidates (LAC data):
- Based on a small cohort size of 6, performance for a number of young people across courses studied is marginally below comparators (may be only 1 pupil impacting on this measure for a variety of reasons noted for S4 above)
- Schools continue to offer wider ungraded courses and accreditation options to support all young people to achieve
- Schools continue to work using data available to maximise pupil attainment by point of exit, knowing learners and context well and working with them in order to achieve individual successes

Improving attainment for all: S6: All candidates (LAC data):
- Based on a small cohort size of 2, performance is marginally below comparators for one pupil and noted as more for another
- Reasons for this may be in relation to levels of school engagement, participation in learning, flexible timetables/flexible starts and tailored curriculum packages that our schools continue to offer
- Schools continue to offer wider ungraded courses and accreditation options to support all young people to achieve
- Schools continue to work using data available to maximise pupil attainment by point of exit, knowing learners and context well and working with them in order to achieve individual successes

Improving attainment for all: Leavers: All leavers (LAC data):
- Based on a leaver cohort size of 11, performance is marginally below comparators, almost in alignment with the Northern Alliance comparator group
- Reasons are noted previously for any pupil(s) who may have performed less than expected, impacting on overall measures

Attainment versus deprivation (LAC data):
- S4 (17 young people): young people underperform across SIMD deciles with exception of SIMD 7
- S5 (6 young people): young people perform well at SIMD 5 (2) and SIMD 8 (2) and less well at SIMD 4 (1) and SIMD 6 (1) against comparator
- S6 (2 young people): young person at SIMD 6 performs in line with comparator, SIMD 7 young person slightly below
- All leavers (11 young people): young people performing well overall at SIMD 5-7 and less well at SIMD 4 and SIMD 8

Breadth and Depth
- S4 as above, below measures
- S5 – 5 @SCQF level 5 near to comparators along with other measures
- S6 – both young people achieved at least 1 award at SCQF level 6. One young person achieving 4 @ SCQF level 6
- All leavers – performance at level 6 above comparators (1+, 2+, 4+ @ SCQF level 6)
- Noting low cohort numbers

Attendance
- 2020/2021 as last available Scottish Government comparator dataset
- Female pupils attend above National average (LAC)
- Male pupils in line with National average (LAC)
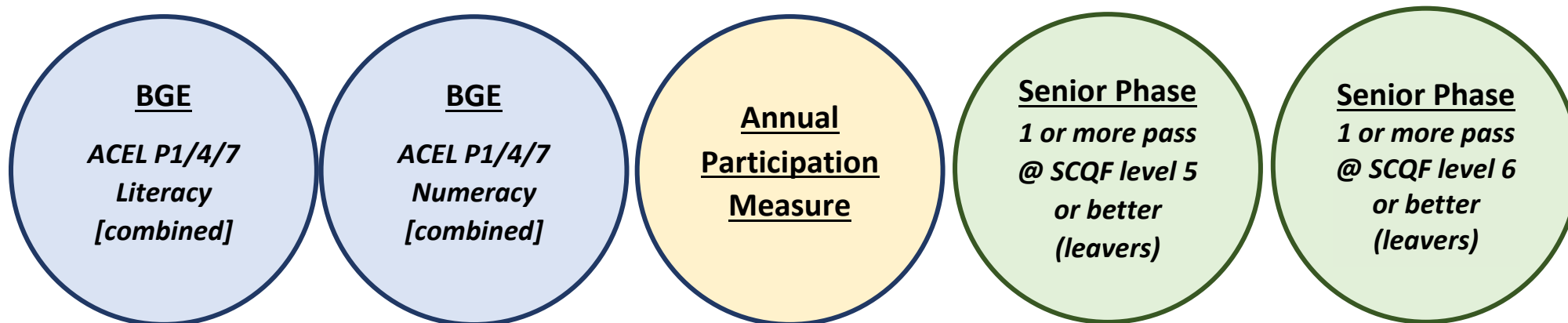- Positive attendance overall above Scotland average

Exclusions
- 2020/2021 as last available Scottish Government comparator dataset
- 18 exclusion cases, above Scotland average (calculation average per 1,000 looked after pupils)

Progress towards Stretch Aims

Stretch Aims were set in September 2022 for 2023, following request from Scottish Government and Education Scotland as part of the *Framework for Recovery and Accelerating Progress (v1.0).* This resulted in overall Stretch Aims being set for Core measures set by Scottish Government consisting of an overall Stretch Aim and subsequent Quintile 1 and Quintile 5 Stretch Aim measures. In Moray and as indicated on the table on page 41 above, we have a low proportion of young people in SIMD Quintile 1 overall and within stages (3.4% overall). Request from the Scottish Government to provide a Quintile 1 Stretch Aim was accepted in order to support national aggregation for further National measures. Our Stretch Aims set were as follows for 2022/2023 with the following contribution of 2021/2022 to their achievement:

BGE — *ACEL P1/4/7 Literacy [combined]*

BGE — *ACEL P1/4/7 Numeracy [combined]*

Annual Participation Measure

Senior Phase — *1 or more pass @ SCQF level 5 or better (leavers)*

Senior Phase — *1 or more pass @ SCQF level 6 or better (leavers)*

2022/2023: Stretch Aim			2022/2023: Stretch Aim			2022/2023: Stretch Aim			2022/2023: Stretch Aim			2022/2023: Stretch Aim		
Overall	Q1	Q5	Overall	Q1	Q5	Overall	Q1	Q5	Overall	Q1	Q5	Overall	Q1	Q5
67.0%	62.0%	80.0%	73.0%	66.0%	82.0%	93%	89.4%	94.1%	90.5%	70.0%	96.5%	66.0%	46.5%	78.5%
Gap – Q1-Q5			Gap – Q1-Q5			Gap – Q1-Q5			Gap – Q1-Q5			Gap – Q1-Q5		
18.0%			16.0%			4.7%			26.5%			26.5%		

As noted through our Scottish Attainment Challenge and Education Scotland joint reporting through tri-annual reporting, the following commentary is made against progress to date in 2021/2022 with core published Stretch Aims (national publication, December 2022):

ACEL – Primary School (P1/4/7) Literacy:
In 2021-2022, overall levels of attainment in literacy for P1,4,7 combined, improved by 1.1% when compared to 2020-2021. There has been no improvement in attainment compared to 2018-19 data. Current performance is below the national average by 6%. Achievement of stretch aims for literacy (combined) would see improvements in levels of attainment of 2%, which would lead to a decrease of the poverty-related attainment gap from 26% to 18%.
ACEL – Primary School (P1/4/7) Numeracy:
In 2021-2022, overall levels of attainment in numeracy for P1,4,7 combined, improved by 4% when compared to 2020-2021 levels. 2021-2022 data illustrates signs of recovery in relation to pre-pandemic performance with an 8pp increase when comparing 2021-2022 and 2018-19 data. Although there have been improvements, levels are below the national average by 6%.

Annual Participation Measure:
There is a marginal decrease in the overall annual participation levels from 91.8% in 2021 to 91.6% in 2022. This is 0.8% below the national average. Despite this, data indicates that there is a narrowing of the poverty related attainment gap for quintile 1 v quintile 5 of 1.7pp. A 1.4% increase of overall levels is required to achieve the stretch aim. There has been a positive increase in the initial leaver destinations in 2022, which is above all comparators for first time in five years.

Senior Phase: 1 or more pass at SCQF level 5 or better:
Overall levels of attainment in this measure have increased by 0.02 percentage points (pp) to 86.60% of all school leavers achieving one or more qualifications when compared to 2021. The percentage of leavers from quintile 1 achieving this measure has increased by 18.16pp. The poverty-related attainment gap has reduced considerably from 2020-2021. The gap has decreased from 36.93% to 10.58% in 2021-2022. This demonstrates a 26.35pp improvement. Therefore, the stretch aim for this measure has been achieved.

Senior Phase: 1 or more pass at SCQF level 6 or better:
Overall levels of attainment in this measure have decreased by 5.01pp to 55.97% of all school leavers achieving one or more qualifications when compared to 2021. The percentage of leavers from Quantile 1 achieving this measure has increased by 4.90pp. The poverty-related attainment gap has reduced considerably from 2020-21. The gap has decreased from 39.15% to 21.06% in 2021-2022. This demonstrates an 18.09pp improvement. Therefore, the stretch aim for this measure has been achieved.

Looking to the future – 2023 – Progress towards Stretch Aims:

In April 2023, the Scottish Government and Education Scotland revised the *Framework for Recovery and Accelerating Progress* following feedback from the wider Education System on the Stretch Aim process, setting stretch aims and measures used. In Moray, this was particularly significant where SIMD Quintile 1 and SIMD Decile 1 contain few pupils. The Scottish Government have since published revised guidance and as a local authority, we look to streamline the Core-plus measures first identified in order to strengthen focus on key things that will make the greatest difference in improving outcomes for our children and young people in Moray, in line with all guidance.

Broad General Education	Senior Phase	Annual Participation Measure	Health and Wellbeing	Core+ Stretch Aims
Based on early indication data, the local authority is confident that the 2023 stretch aim for **literacy** *P1/4/7 combined will be achieved.* *Based on early indication data, the local authority is confident that the 2023 stretch aim for* **numeracy** *P1/4/7 combined will be achieved.*	*Based on early indications, the local authority is optimistic regarding leaver achievement in regard to SCQF level 5. Due to impact of post-pandemic behaviours, wellbeing concerns and attendance, the local authority is uncertain based on early data runs regarding achievement of stretch aim for SCQF level 6. As such, in line with revised guidance, revision to stretch aims based on current contextual information and operating conditions may now be actioned.*	*Based on local intelligence and early indication data from Skills Development Scotland, the local authority is confident that the stretch aim for APM will be achieved. Significant work has been undertaken to identify and track 'unconfirmed status' pupils.* *Due to this focus, this percentage is now down 2.4 percentage points to 2.9%, which is below the national average of 3.6%.*	*An analysis of SEEMiS data and violence and aggression forms suggests that the stretch aims for attendance and exclusions will not be achieved (see p39-40 above for data overviews).* *Addressing this is an area of priority identified within the service, with further work during this year. In particular, attendance within a number of secondary schools remains of concern and lower than pre-pandemic levels as well as identified Primary Schools.*	*Based on early indication data, it is anticipated that the majority of core plus stretch aims will be met. Revision of core plus stretch aims is taking place, to ensure that a manageable number of core plus stretch aims are selected and monitored for the 2023-2026 reporting period, in line with the revised national guidance. Early analysis would show narrowing of attainment gap (Q1-Q5) across a number of measures identified.*

Overall, key Performance and Improvement highlights for Moray are as follows, with internal analysis of core stretch aims continuing as we revise Stretch Aims based on national guidance issued in April 2023:

	2018/2019	2019/2020	2020/2021	2021/2022
S4: % pupils attaining level 4 Literacy and Numeracy	78.9%	86.9%	87.1%	89.0%
S4: % pupils attaining level 5 Literacy and Numeracy	46.2%	53.6%	49.5%	53.9%
Leavers: % pupils attaining level 4 Literacy and Numeracy	84.9%	86.4%	92.2%	92.1%
Leavers: % pupils attaining level 4 Literacy	93.3%	93.0%	95.9%	95.5%
Leavers: % pupils attaining level 4 Numeracy	87.2%	88.5%	93.3%	93.9%
Leavers: 1+ @ SCQF4 or better	96.4%	95.2%	96.8%	98.23%
Looked After school leavers: 1+ @ SCQF4 or better	76.9%	68.4%	75.0%	81.8%
Proportion of pupils entering Positive Destinations	92.8%	93.1%	94.1%	96.2%

Areas for further improvement are identified as follows:

	2018/2019	2019/2020	2020/2021	2021/2022
Leavers: % achieving 5+ @ SCQF6	29.5%	34.2%	34.2%	29.8%
% Participation for 16-19 year olds	91.3%	93.5%	91.8%	91.6%
Secondary (S3) ACEL Literacy – 3rd level or above	83%	*	*	72%
Secondary (S3) ACEL Numeracy – 3rd level or above	92%	*	*	86%
Leavers: % achieving 5+ @ SCQF5	61.6%	61.9%	65.8%	63.14%
% of S4 pupils gaining 5+ @ SCQF level 5	42.7%	46.7%	48.2%	46.9%
% of S5 pupils gaining 5+ @ SCQF level 6	19.9%	19.2%	20.8%	18.1%
% of S6 pupils gaining 1+ @ SCQF level 7	38.2%	42.4%	44.1%	40.6%

*No data collection by Scottish Government in 2020 and 2021 due to Covid-19 pandemic
Longer term impact of the pandemic on children and young people continues to be mitigated against by our schools

Performance continues to be monitored by our central Quality Improvement team, informing schools improvement and determining where support and challenge is required in order to improve outcomes for all children and young people. Please see page 19-41 above for analysis of wider measures.

An analysis of SEEMiS data and violence and aggression forms suggests that the stretch aims for attendance and exclusions will not be achieved. Addressing this is an area of priority identified by our service. Based on early indication data, it is expected to meet most core plus stretch aims. Revision of core plus stretch aims is taking place, to ensure that a manageable number of core plus stretch aims are selected and monitored for the 2023-2026 reporting period, in line with the revised national guidance (*Framework for Recovery and Accelerating Progress, May 2023*).

Supporting our Care Experienced Children and Young People
Spotlight on…

ELGIN HIGH SCHOOL

Joe (*name changed for* anonymity) has had significant Social Work involvement throughout his teenage years due to ongoing negative interactions with Police Scotland due to behaviours exhibited in the wider community. Relationships at home were turbulent and eventually he was placed on a Compulsory Supervision Order.

Joe's attendance was poor and when in school he was unable to regulate and regularly caused significant disturbance. Joe had significant rates of exclusion prior to COVID. During COVID closures, the school were given the services of an SEBN worker who visited Joe regularly and took him on wellbeing walks. This relationship has been key in supporting Joe and continues to this day – it is highly likely that this positive role model and mentoring relationship will continue post-school.

Joe is now on a tailored timetable attending for SEBN time, Barista, Literacy and Numeracy. Joe has a very small team working with him ensuring that he has positive interactions around the school community. Joe is at the end of S4, where he will have gained Barista Level 5, Literacy Level 4, Numeracy Level 4, Level 4 Business Units. Joe is a Christmas Leaver and will continue part time in school enhancing and maximising his Literacy and Numeracy qualifications while maintaining a long-term work experience placement in a local coffee shop (this was as a direct result of his Barista qualification).

Joe's interactions with Police Scotland are significantly reduced to a point where the only interactions are positive. Joe has supported at Parents' Evenings on the Barista project and also supported staff at Sports Day selling and interacting with Barista customers. The Equity team funded through school and Scottish Attainment Challenge Pupil Equity and Strategic Equity Funding are looking at wider qualifications which will also support Joe post-school in the lead up to Christmas 2023.

Joe has become a positive role model for younger students and continues to grow in self-confidence and enjoys his time in school. The school and the Senior Leadership Team are extremely proud of Joe and the positive change over time, as a care experienced young person and valued member of their school community.

Improving Outcomes for Young People
Spotlight on… Moray School Leavers

Progress in school leaver attainment was highlighted in a report to Education, Children's and Leisure Services Committee in April 2023, with figures showing improvement in literacy and numeracy at SCQF level 4 and level 5, with Moray above its national benchmark comparator for the first time in five years.

Last year saw a return to the formal SQA examination diet after two years of alternative certification models (ACMs) and committee members were advised that caution remains with data trends over this time.

Over 96% of the 963 school leavers moved on to a positive destination, with most entering employment or going on to Further and Higher Education. This was again Moray's best performance in five years and above the national figure.

Schools work with key partners including Skills Development Scotland and DYW Moray to support learners to take up opportunities to progress on to chosen post-school pathways based on individual wishes, skills and talents.

Chair of the committee, Cllr Kathleen Robertson, said: "Young people, their families, staff and partners have worked hard to achieve these results. We look forward to building on the positive progress to ensure all young people achieve their full potential."

Alongside the attainment outlook, members heard that secondary schools continue to report behaviour trends related to the Covid-19 pandemic, including higher levels of absence. Ongoing support is provided to pupils through wellbeing, learning and supported study opportunities.

Curriculum

In regard to Curriculum, a number of key next steps were identified and have progressed during the session.

Priority 2	Curriculum			
Action:	**Next Steps identified:**	**Progress to date:**	**NIF Priority:**	**NIF Driver(s):**
✔️ 2.1 Further develop progressive Moray Learner Pathways	Further develop progressive Moray learner pathways in the remaining 6 curricular areas. Fully implement and embed the Moray Play Strategy and curricular progressions. Continue to work with the Education Scotland Curriculum Innovation Team to support us in our next steps in our journey. Support the roll-out of these ensuring cohesion with ELC and senior phase.	Literacy and HWB Early level progressions are now developed in order to support pre-school child transitioning into P1. All curricular progressions are completed to end of second level, the last two progressions (Technologies and Expressive Arts) completed in August 2023. Further roll-out and signposting in session 2023/2024 linked to assessment and moderation approaches. More work is now planned on level 3 and 4 progression development next session. A Working group will be established next session to take forward the progressions and curricular transitions. Schools continue to embrace the Northern Alliance Numeracy progression as appropriate to their settings. Please see further below regarding Curriculum Innovation and Education Scotland working with us through ADES-Education Scotland Collaborative Improvement event and next steps identified.	2,3,4,5	A,B,C,D,E,F
↔️ 2.2 Develop a responsive BGE Curriculum, particularly in literacy and numeracy	Showcase and support development of Interdisciplinary Learning (IDL) aligned with each school's unique context and Curriculum Rationale. Review the Moray approach to Skills progression Development of Literacy and Numeracy Progressions	Next step is for a working group to take forward and develop a Literacy and Numeracy Strategy. Draft Literacy Strategy source materials have been gathered in support of any future system improvement group. Following reviewed Education Strategic Plan post ADES-Education Scotland Collaborative Improvement Event, self-evaluation and actions identified, this work will now be taken forward by Moray Improvement Groups 3 and 4 in session 2023/2024. Schools who are developing IDL have been identified and encouraged to sign up to Day Dream Believers Pilot project. A Quality Improvement Officer (QIO) is part of a national Education Scotland co-design group in IDL. QIO has met with class and Head Teachers who are keen to deepen their	2,3,4,5	A,B,C,D,E,F

		practice in IDL and a training Sway is in development to allow for flexible access to training and to showcase quality IDL.		
2.3 Continue to extend collaborative approaches to curriculum delivery	Key work is planned for next session with schools and the Education Scotland Curriculum Innovation team, supporting us through next phase of our improvement journey in ensuring best outcomes for our young people in Moray. Continue to consider with secondary leaders and wider partners, curriculum and accreditation opportunities	ADES-Education Scotland Collaborative Improvement event successfully complete with considerable self-evaluation gathered from key internal and external (partnership) stakeholders. Based on data, evidence and views, we have formulated reviewed system empowerment groups identified from our wider system to support work moving forwards. Initial meetings looking outwards in support of wider qualifications and accreditation. All schools looking outwards, embracing SQA and SCQF qualifications. Further next steps identified in relation to extending curriculum offer in light of national reviews. SCQF Partnership keen to showcase local authority in relation to SCQF ambassador programme and a local authority embracing this. Year one of iMpact Moray strategy complete with range of priorities progressed to milestone completion including curriculum, SCQF ambassadors, SQA developments, Curriculum Innovation and collaboration (resulting in Moray Improvement Groups and Curriculum Strategy group moving forwards), enhanced partnership links. Subject group networks re-established and renewed focus on assessment and moderation in the BGE supported by May Inset refocus on moderation. ASG plans developed and reviewing impact and progress.	3,4,5	A,B,D E,F
2.4 Further develop curricular transition approaches	Support the roll out and implementation of Moray curricular progressions, ensuring cohesion with ELC and Senior Phase	May inset successfully supported system-wide collaboration, subject/curriculum area and ASG working together. Increased rigour in moderation and understanding standards, supporting more evidence informed ACEL census data focus. Considerable work undertaken in ASGs on moderation with plans in place for new session.	2,3,4,5	A,B,D,F
2.5 Fully implement and embed the Moray Play Strategy	Fully implement and embed the Moray Play Strategy Plan for training in new academic session to support strategy. This will include further Primary schools across Moray.	The Northern Alliance Play Pedagogy Collaborative opportunity was shared with all ELC practitioners. Greg Bottrill child pedagogy training was delivered in the May in-service and was well attended with very positive feedback received. During session 2022/2023, child centred approaches to learning were supported and training provided for staff across early level. Outdoor learning continued to be developed building on approaches through the pandemic.	2,3	A,B,D,E

Moray Collaborative Improvement
Overview and Next Steps

Collaborative Improvement

Collaborative Improvement is an approach to bringing about improvement through shared work involving staff from the local authority, Education Scotland and ADES. This approach was secured through the Education Reform Joint Agreement published in June 2018 and all local authorities are committed to the process. All 32 local authorities will be visited by colleagues from Education Scotland (including HMI, Heads of Scrutiny, Senior Regional Advisors, DYW National Lead) and ADES (Directors/Heads of Education from other local authorities) leading to a report on findings and next steps based on fieldwork undertaken during the visit. Moray was the seventeenth local authority to participate in February 2023.

In each Collaborative Improvement a range of evidence underpins a self-evaluative statement highlighting what works well, and areas requiring improvement, within an agreed area of focus. Thereafter, fieldwork is undertaken in the local authority. This enables colleagues from ADES, Education Scotland and those from within the host local authority, and those who work in partnership with the local authority, to come together to take a closer look at identified areas of priority and to look for ways to help address identified challenges.

Moray Collaborative Improvement

Following on from initial work with the Education Scotland Curriculum Innovation Team in the early part of session 2022-2023, we identified raising attainment and achievement through Curriculum development as a key focus following on from our October Curriculum Innovation day and self-evaluation gathered. This report focusses on the work undertaken by Moray Education to establish a shared understanding of current baseline and barriers to change across our Moray Education system with a view to strengthening our Curriculum in the Broad General Education and Senior Phase.

It was envisaged that our initial 2030 vision for Curriculum and short, medium and longer term actions would be identified as a key product of the Collaborative Improvement visit and planned activities. Our initial activities on day one included comprehensive overview of our context and context-related data. This included attainment, achievement and wider partnership data. A pre-information pack was provided to core participants from ADES and Education Scotland including our Education Committee reporting papers on attainment, Education National Improvement Framework self-evaluation and plan, Strategic Priority overview and Curriculum related information pertaining to Senior Phase including option breadth and depth reports from our schools. Background pre-information pack shared provided overview of areas of strength and development required, particularly with regard to curriculum breadth, attainment and achievement profile and potential next steps in relation to the curriculum now required.

Leading on from our previous work to date on Curriculum Innovation and based on all self-evaluation, including pre-information pack documentation shared with core participants, our chosen overarching question was identified as follows:

o **How do we raise attainment and achievement of all children and young people in Moray through delivery of a high quality curriculum: satisfying their desires, talents and the future needs of the world that will surround them?**

In order to structure work required over the Collaborative Improvement Event, the following four themes were identified, with the overarching question above further divided into four areas of key focus for desired impact. This allowed us to ensure our professional dialogue sessions were structured appropriately in order to gather extensive self-evaluation for service improvement in relation to our identified area of work:

Theme 1 Baseline and Barriers	Theme 2 Strengthening Foundations	Theme 3 New Opportunities	Theme 4 Future Planning
Development of shared understanding and collective ownership of core data messages as they stand based on current curriculum offers and delivery approaches, where are we now? What are the contextual and wider barriers to attainment and achievement that exist, impacting on improving outcomes for our children and young people through high quality curriculum delivery?	*How well does the BGE prepare our young people for the Senior Phase across our schools and develop learners in the four CfE capacities – how do we strengthen this?* What are current strengths of existing approaches to our BGE curriculum delivery and what are the opportunities for further development to strengthen readiness for the Senior Phase?	*Looking to the present to inform the future – how strong is our Senior Phase offer in Moray in supporting all young people to leave school with the right qualifications, skills and experiences. What changes are required?* What are current strengths of existing senior phase learning pathways and working with wider partners, how could this be strengthened further to prepare young people for learning, life and work, improving learner attainment and achievement?	*Shaping our approaches to curriculum delivery and joining our resources (central, schools, partnership) to strengthen equity of offer across Moray for our young people, ensure quality post-school positive and sustainable destinations, improving outcomes for all – where do we want to be?* Working in collaboration how can we overcome barriers and collectively offer our young people in Moray to improve outcomes moving forwards as we look to 2030 in the short, medium and longer term?

A range of professional dialogue sessions and discussion activities were planned and undertaken during the core Collaborative Improvement activity days (see page 3) using a range of improvement methodologies and tools including SWOT analysis, Diamond Nine, Clarify Canvas, Forcefield Analysis, Issues and Solutions Map, Mapping Grid and Short-Medium-Long Term Action Planning Grid.

Four colleagues representing ADES were welcomed to Moray in addition to seven colleagues from Education Scotland and two colleagues from Scottish Government. Over seventy colleagues from within Moray participated in the event through dialogue and discussion groups over the course of the two core days. This included Secondary Head Teachers (8), Secondary Depute Head Teachers (24), Principal Teacher Curriculum (8), Principal Teachers of Guidance (8), DYW Moray colleagues (6), Skills Development Scotland colleagues (6), Moray College UHI colleagues (6), Education Resources and Communities colleagues (6), Central Education colleagues (6). We were grateful to ongoing support from our partners and the Education Scotland Curriculum Innovation Team (1) and Scottish Government Insight (1) who also supported our discussions over the event with representation on the first day of the Collaborative Improvement Event.

Next Steps

Following the Moray Collaborative Improvement Event, considerable work has been undertaken in identifying how the extensive self-evaluation findings and feedback can be taken forward.

As a direct result of the Moray-ADES-Education Scotland Collaborative Improvement Event, the following have been actioned:
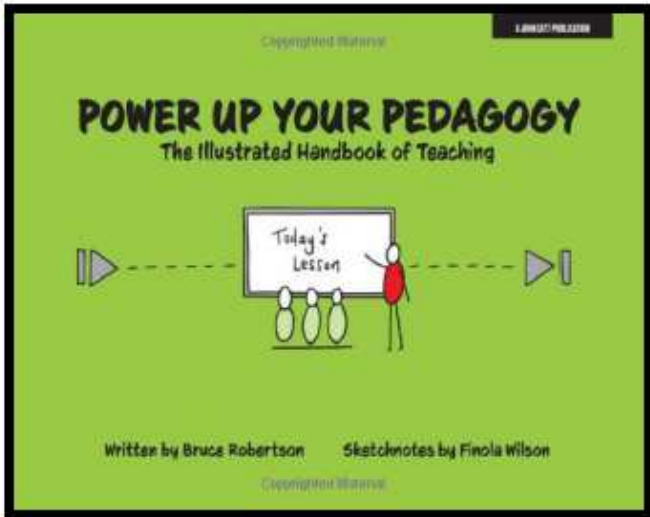
- All self-evaluation gathered has been reviewed with *Self-evaluation key messages by theme* document created from all learning wall/table notes from collaborative discussions and information capture/data with key actions resulting from findings presented
- Model for Curriculum Strategy Group and Moray Improvement Groups drafted and endorsed by Head of Education and Education SLT, for taking forward changes required
- Education Strategic Meeting – 19 April 2023: Moray Curriculum Strategy Group and Moray Improvement Group Outlines presented for taking forward areas of curriculum development and ensuring collaboration across our Moray Education system (see page 11 for outline) following CI event findings
- Following meeting above, Terms of Reference developed for Curriculum Strategy and Moray Improvement Groups including further consultation with partners (SDS, DYW, ES), to be taken back to next Education Strategic Meeting for endorsement and sign up to follow across our system
- Based on feedback, Education Strategic Plan streamlined for session 2023/2024 with focus on two core areas – Curriculum; Learning, Teaching and Assessment. Both driven by empowered leadership across our system. Head of Education agreed with Education Leaders at Education Strategic Meeting in April 2023 and presented shared vision based on self-evaluation evidence from CI event
- Led by our wider system and schools, Head Teachers welcome and endorse the Head of Education's investment in Power up your Pedagogy as a 'back to basics' pedagogical LTA focus for practitioners across Moray for Professional Learning, Practitioner Enquiry and focus for Teacher Learning Communities. One book purchased for every teacher in Moray with school's empowered to lead as they see appropriate for their context with standard self-reflection tool provided centrally to schools for use as required
- Education Strategic Meeting – 31 May 2023 – draft Terms of Reference presented to Education Leaders at Strategic Meeting for review and changes desired following CI event feedback. Head of Education provided offer of 'time to meet/time to lead' for Curriculum Strategy and Moray Improvement Groups.
- Governance structures and sign-up method launched. ASG planning sheets issued for return, including identification of 'best fit' colleagues to represent schools and ASGs on Moray Improvement Groups
- Ongoing engagement with all key partners around Moray Improvement Groups and representation with sign-up nearing completion - July 2023 (DYW, SDS, Moray College UHI, wider multi-agency and service partner engagement continues with representation and sign-up requested)
- Education Strategic Meeting – 31 May 2023 – five school leaders presented their approaches that have been planned for using Power up your Pedagogy for session 2023/2024 with approaches to professional learning shared including resources, agendas, practitioner enquiry models. System empowerment received well by Education Strategic Leaders – our Head Teachers, central leaders and partners
- Ongoing review of Service Structure and governance including Quality Improvement Team roles and responsibilities moving forwards in support of our Education Strategic plan and revised governance
- Progress will be reported through our ongoing self-evaluation activities and Education Service Plan reporting (quarterly updates) as well as through our NIF self-evaluation and planning
- Further updates provided to partners through updates as well as through participation in Moray Improvement Groups/Curriculum Strategy group as appropriate
- Further information to all participants who have signed up to Moray Improvement Groups and Curriculum Strategy group will now follow in the next few weeks, arranging meeting 1 and confirming arrangements moving forwards

Moray Collaborative System Improvement: Curriculum

Following initial preparatory work building on discussions and output from the Moray Curriculum Innovation day in October 2022, and continuation of collaborative discussions and planning through ADES/Education Scotland Collaborative Improvement work in February 2023, we now plan for the future following review of any self-evaluation gathered to date. Full system collaboration is now planned for working through Moray Improvement Groups (MIGs) from August 2023.

Moray 2030	We will maximise the achievements of all children and young people in Moray through development and delivery of a high quality curriculum; satisfying their desires, talents and the future needs of the world that will surround them

Curriculum Strategy Group

Purpose: Overarching Governance of Moray Improvement Groups linked to development of the Curriculum as we plan for the future, based on emerging findings from national discussions informed by local needs analysis and review of curriculum; Appropriate establishment, multi-agency, partnership and stakeholder representation

Moray Improvement Group 1 Early Years: Transition N-P1	Moray Improvement Group 2 Primary-Secondary Transition	Moray Improvement Group 3 Literacy Strategy	Moray Improvement Group 4 Numeracy Strategy	Moray Improvement Group 5 Leaving Pathways
Purpose: To review existing transition approaches from Nursery to P1, developing guidance and partnership working approaches in order to enable seamless learning and wellbeing transitions at early stages	Purpose: To consider existing Primary-Secondary curriculum transition arrangements, developing guidance and models for curriculum transition, full cohort extended transition Primary-Secondary working	Purpose: to develop our overarching Moray Literacy Strategy based on research and good practice identified from Moray, Scotland and beyond	Purpose: to develop our overarching Moray Numeracy Strategy based on research and good practice identified from Moray, Scotland and beyond	Purpose: to explore and extend learner pathways for pupils to progress through the BGE onto Senior Phase and beyond including alternative accreditation, awards, NPAs, Foundation Apprenticeships, SQA and SCQF awards; maximising achievement for all by point of school exit

Moray Improvement Group 6 Skills Strategy Group	Moray Improvement Group 7 Collaborative Timetabling	Moray Improvement Group 8 BGE Curriculum (Primary)	Moray Improvement Group 9 BGE Curriculum (Secondary)	Moray Improvement Group 10 Subject + Curriculum Groups
Purpose: to consider skills framework, skills progression and profiling, looking outwards in order to develop guidance, support materials and collate good practice exemplars for Moray schools in development of skills for learning, life and work	Purpose: to explore maximisation of the 33-period week, common column and consortia approaches and wider timetabling models to support a curriculum for the future, taking into account curriculum reform underway and further changes including class contact time reduction	Purpose: to review existing BGE Curriculum content and approaches, including timetabling, progression, project based learning, play based learning and IDL to prepare strong foundations for pupils in Primary as they progress and transition to Secondary	Purpose: to review secondary BGE Curriculum content and approaches, including S1-S3 progression, project based learning, IDL, wider achievement and creativity to prepare strong foundations for pupils as they progress and transition to Senior Phase	Purpose: to bring together colleagues from across curriculum areas in order to develop widened curriculum approaches and broader delivery models. Secondary Subject Group structure refresh initiated (May 2023) with further work required for Curriculum/partner focus

POWER UP YOUR PEDAGOGY
The Illustrated Handbook of Teaching

Today's Lesson

Written by Bruce Robertson   Sketchnotes by Finola Wilson

Moray Collaborative System Improvement: Terms of Reference

Curriculum Strategy Group	MIG 1: Early Years Transition N-P1	MIG 2: Primary-Secondary Transition
1. Responsibilities	**1. Responsibilities**	**1. Responsibilities**
2. Meeting frequency/duration	**2. Meeting frequency/duration**	**2. Meeting frequency/duration**
3. Membership	**3. Membership**	**3. Membership**
4. Key outputs	**4. Key outputs**	**4. Key outputs**
5. Supporting Central Officer	**5. Supporting Central Officer**	**5. Supporting Central Officer**

Moray Collaborative System Improvement: Reporting Structure

Our Moray Improvement Groups will report in to our Curriculum Strategy Group, with onward horizontal and vertical reporting through the Head of Service HT Consultative Group, Central Education Senior Leadership Team and onwards to Education SMT, chaired by the Deputy Chief Executive (Education, Communities and Organisational Development). Progress will be reported as required to Education, Children's and Leisure Services Committee for elected member scrutiny and noting.

Curriculum Strategy and Moray Improvement Group Governance

Education, Children's and Leisure Services Committee

Education SMT

Consultative Group — Curriculum Strategy Group — Central Education SLT

MIG 1 Early Years Transitions	MIG 2 Primary Secondary Transition	MIG 3 Literacy Strategy	MIG 4 Numeracy Strategy	MIG 5 Learning Pathways	MIG 6 Skills Strategy	MIG 7 Collaborative Timetabling	MIG 8 BGE Curriculum (Primary)	MIG 9 BGE Curriculum (Secondary)	MIG 10 Subject + Curriculum Groups

Each Moray Improvement Group Chairperson and group members will be supported by our Moray Education central team. Head Teachers, Nursery Managers, Central Officers and valued partners are asked to consider colleagues best placed in supporting key areas identified, passing on sign-up QR code/link for identified groups. This will enable partnership working across Moray in pursuit of the Moray 2030 vision highlighted on page 1 and foster system wide collaboration for improvement.

Learning, Teaching and Assessment

Spotlight on Child-centred Pedagogy

During the May 2023 In-service, Greg Bottrill, author of 'Can I go and play now' and 'School and the Magic of children' delivered an inspiring and uplifting week of staff development in Moray. Nearly 300 ELC practitioners, primary teachers, head teachers and nursery managers participated in the in-service training over 3 days.

The sessions were tailored around child-centred pedagogy and the strategic priority areas for Moray Education; Learning, Teaching and Assessment and Curriculum. All of Moray's early years and primary practitioners have had the opportunity to share this learning in order that a consistent approach is used in our ELC settings and schools.

Early Years' Educator - Greg Bottrill - leads a pan-Moray professional development session with staff practitioners, teachers and managers

The impact on our learning community has been powerful with some feedback stating "*Greg is so inspiring I could listen to him all day. It helped to remind me what ELC is all about! Amazing CPD course, thank you*".

A teacher added, "*The best CPD event I have attended. Many simple and yet so powerful aspects shared to create "JOY" in the classroom*".

Greg said, "*It's been so good working with nurseries and schools in Moray and discovering their passion for play and childhood. Early education in Scotland is on a journey and to see Moray at the forefront of this has been truly exciting. I talk a lot about adventure with children, doing education with children and not to them, and here the adventure is well and truly underway.*"

In regard to Learning, Teaching and Assessment, a number of key next steps were identified and have progressed during the session.

Priority 3	Learning, Teaching and Assessment			
Action:	**Next steps identified:**	**Progress to date:**	NIF Priority:	NIF Driver(s):
←→ 3.1 Embed our Moray Standard with focus on key areas including tracking and monitoring	Continue to review and update training materials and resources to support 'Our Moray Standard for Learning and Teaching'. Roll out and support the revised Parental Involvement and Engagement Strategy.	Work continues to signpost practitioners to the array of modules, resources and online materials in support of Our Moray Standard. Refreshed approaches for session 2023/2024 including refocus as a system on 'back to basics' through a key text (Power up your Pedagogy) with a range of school approaches planned including teacher learning communities, practitioner enquiries and wider meeting foci. Education, Children's and Leisure Services Committee approved the Parental Involvement and	ALL	ALL

		Engagement Strategy and work has taken place with the Steering Group in order to plan for roll out of the Strategy and ongoing support. The Steering Group have devised a case study template to capture work throughout Moray and have agreed to champion this within Associated School Groups.		
←→ 3.2 Continue to strengthen approaches to assessment and moderation	Support BGE Moderation and QAMSO network activities through the BGE Moderation Strategy	Working with the National Improvement Framework Officer, a rejuvenated strategy and plan for Moderation in the Broad General Education has been developed with sessions held. Quality Assurance and Moderation Support Officers (QAMSOs) were recruited across Moray, with 65 QAMSOs undertaking key National training in August 2022. Focus on target ACEL areas identified above – Literacy (Writing) and Numeracy – formed the basis for Associated Schools Group and individual school level moderation activities throughout the session facilitated by QAMSOs and central officers. This will lead to improved confidence and understanding of National standards, developing leadership across practitioners at all levels and improving rigour of ACEL data judgments. Following roll-out of revised tracking and monitoring approaches through Seemis Progress + Achievement across our secondary schools, roll-out of Seemis Progress + Achievement is now complete for Primary. Further development is now required for data literacy and analysis for identification and closing of attainment gaps emerging. A Moray QAMSO support network was formed led by two Quality Improvement Officers in order to further support moderation activities and share good practice. A moderation Sway has been developed to support moderation for this and next session. QAMSOs can work collaboratively to develop this with their ASGs.	ALL	A,B,D E,F
←→ 3.3 Support practitioner pedagogical developments in line with revised GTCS standards	To promote and support the use of observation toolkits and extend towards Professional Learning Communities and Practitioner Enquiry approaches. Initiate small-scale Professional Enquiry for wider system participation.	Work continues with further refresh and signposting of materials. School visit programme is informing next steps with revised format now in place for Secondary Improvement Model observations based on Our Moray Standard. Schools continue to embrace professional enquiry/practitioner enquiry. A recent Education Strategic Meeting showcased example of our largest secondary school (Elgin Academy) and how they have embraced this across the school with teaching staff, linked to teaching walkthrus, with learning symposium sharing good practice and practitioner development. Following Early Years Care Inspectorate visit, further work is underway in reviewing a system based approach to professional enquiry using recently published professional learning materials/text.	ALL	A,C,D

		An increase in practitioner registrations as supported by the Northern Alliance was noted to the World Education Summit and a range of Professional Learning materials and resources to support development of practice. Following ADES-Education Scotland Collaborative Improvement event and feedback, the Head of Education has invested in 'Power Up Your Pedagogy' as a core back to basics learning and teaching text for use across Moray schools to strengthen pedagogical delivery and practice (2023/2024).		
←→ 3.4 Continue to promote use of digital approaches to enhance learning and teaching.	Continue to support use of digital approaches and revisit the strategy in line with the CGI report findings and work to be undertaken in the improvement and modernisation programme. Support the improvement and modernisation team with Education knowledge and advice.	Our Learning Technologists continue to support the use of digital approaches successfully. Recent pedagogical inputs in relation to Micro-bits were well received and both universal and targeted digital supported learning opportunities continue to be offered. Work in relation to transformation paused. Working with colleagues in ICT we continue to look to creative ways to engage learners in digital approaches, with restrictions on network capacity and investment prohibiting further enhancement of learning and teaching approaches. A number of our schools including Dallas and New Elgin Primary School have embraced Digital Schools. New Elgin Primary School has designed a bespoke Digital Innovation space to support this further with very positive learner engagement.	ALL	A,C,D
←→ 3.5 Develop play pedagogy approach – ELC and Primary	Plan for training in new academic session to support strategy. This will include further Primary schools across Moray. This will result in over half of Primaries in Moray engaging with training and Play based approach. Further input planned for HT sessions in new academic session. Potential for outsourced staff training in Nov 2022 and May 2023. Continue to develop play pedagogy approaches across ELC and Primary…	On school visits, a Curriculum (BGE) QIO has been moderating the quality of play and meeting with the ELC team. QIO has been joining other QIOs for joint school visits to support and challenge the development play pedagogy in P1 and beyond. Key messages from visits are being used to consider next steps for a child centred pedagogy. Early Years' Service Manager will delivered input at HT meeting in April on Realising the Ambition. Further work is underway in supporting NQTs with learning and teaching and pedagogical approaches. Following Collaborative Improvement visit, revised approaches to learning and teaching in line with Our Moray Standard are being developed and trialled for whole system ownership and empowerment. Continuing to advocate for consistency in practice.	ALL	A,C,D

Scottish Attainment Challenge

SAC 2022/2023 Moray	PEF £1,484,285	SEF £170,500	CECYP £158,025

Working in partnership with our central team and schools, the attainment advisor (AA) has successfully engaged with over 60% of Moray schools. This has included delivering professional learning to consider data and the local barriers faced by pupils impacted by poverty to inform pupil equity fund (PEF) and strategic equity fund (SEF) planning. The majority of staff have a clear understanding of the barriers faced by pupils impacted by poverty. Some colleagues are aware of effective strategies, approaches and interventions to mitigate against poverty in their area.

Seafield Primary @Seaf… · 02/02/2023 ···
The Partipatory Budgeting process 💜 #pb has enabled us to consult all our pupils on #PEF and how they would like to spend it to make improvements 😊 Can't wait to see the short-list! 🙌

Moray Education and Moray Council

Fortnightly PEF drop-in sessions have been offered to explore barriers, strategies, and interventions to enhance practitioner awareness and understanding of poverty in their context. Local PEF and SEF guidance have been amended to reflect the need to develop case studies and practice exemplars that showcase how schools and partners are achieving equity.

It was identified that satisfactory progress has been made in implementing the Scottish Attainment Challenge in 2022-23. Governance arrangements for PEF and SEF have been under review. New guidance for PEF and SEF has been developed and shared with the system. High quality PEF plans have been developed by a minority of schools. Moving forward, clear and consistent messages will be given to the system, working towards a standardised approach to capturing and monitoring the impact of SAC funding. This will be supported by a framework that will quality assure PEF plans and capture impact. This will ensure a greater emphasis is placed on the impact that this fund is having on improving the experiences and outcomes of children and young people impacted by poverty.

There have been significant delays in recruiting the Care Experienced Children and Young People (CECYP) Virtual Head Teacher. This has limited impact of this funding stream. Robust plans are in place to address this. Revised governance of this fund is being considered. A proactive and solution focussed approach has been adopted to mitigate the risks associated with financial management of the SAC fund. Appropriate plans are now in place to ensure that an agile system is being developed to support Head Teachers and the central team to effectively plan, track and monitor SAC spend. Reporting on committed PEF spend, as per the new national guidance, will be reflected in financial plans.

Hugh McCulloch @Elgin… · 29/10/2022 ···
EHS Breakfast Club - Kellogg's UK Champions
Congratulations to our Breakfast Club who recently received their celebration pack from @KelloggsPressUK Fantastic achievement everyone & we look forward to your continued support & success!
@EducationMoray @MorayCouncil @KelloggsUKI

Moray Cost of the School Day

The number of children living in relative poverty in Moray is recorded at 23%. Poverty means, stress, pressure, difficult choices and exclusion from everyday activities for some pupils. This includes being able to access every opportunity on offer at school. In Moray, there was direct work in schools, with a further eight schools working with the Child Poverty Action Group Scotland (CPAG) on individualised projects, supporting their schools in mitigating impact of poverty. CPAG also worked with schools in producing a guidance document to support tackling poverty through reducing the Cost of the School Day for all learners. To strengthen this work, an Education Poverty Steering Group was put in place, which in turn linked with the Fairer Moray Forum and the wider Moray Poverty Strategic Group.

In Moray, insight was gathered through the voices and experiences of pupils and families across five primary schools and three secondary schools in Moray. During the consultation 1,562 pupils, over 200 parents and more than 100 schools staff were spoken with. The consultation explored a wide variety of costs including uniform, school trips, access to learning resources and fun events at school. The data, feedback and information gathered has not only formed the final Cost of the School Day guidance produced in February 2023 but also, the eight schools participated in local and national online events in October 2022 to share good practice in addressing Cost of the School Day and the positive impact it has had on shaping individual school curriculum rationales and approaches to mitigating impact of poverty.

Supporting all Learners
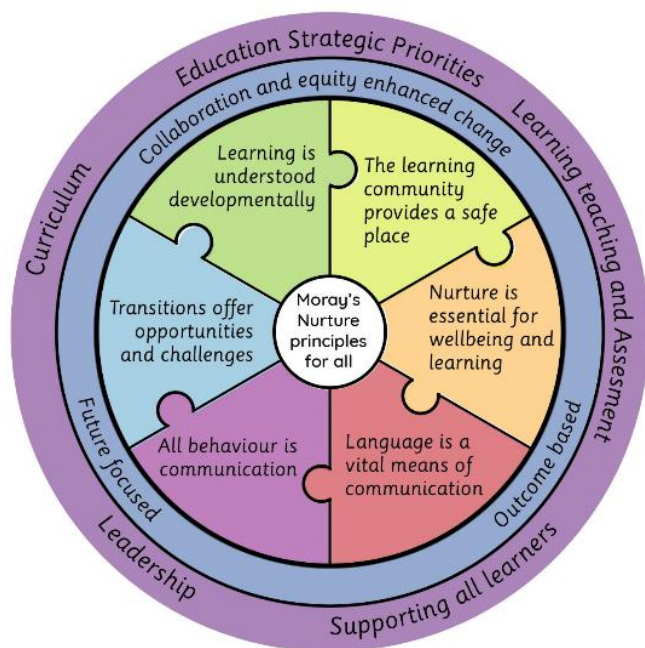
The Supporting All Learners Strategy was launched during In-service in November 2022. This was achieved following an extensive consultation and review process with a focus on three key areas:

- Nurturing Authority, School and Classroom
- Workforce Development
- Health and Wellbeing systems and processes

The reporting of the ongoing review of Additional Support Needs to Education, Children's and Leisure Services Committee resulted in a request for an Elected Member short-life working group to establish progress to date, review priorities and plan next steps. This coincided with the departure of the Head of Education Resources and Communities, with oversight of ASN being transferred to the Head of Education (Chief Education Officer).

This provided an opportunity for a renewed focus on Additional Support Needs moving forwards and re-establishing a baseline position on ASN need across Moray. Along with this, a learning visit to another local authority by the Head of Education has enabled gathering of good practice and reflection on current status. As a result, the following priority areas will be progressed next session:

- Re-establish a shared vision for future ASN provision across Moray
- Working with Education Scotland, there will be a renewed focus on Inclusive Practice and approaches to supporting all learners
- Undertake an in-establishment moderation exercise to review current resource allocation and funding needs
- To implement a strategic commissioning framework in order to gather intelligence on local providers and services to support educational delivery
- To relaunch the Moray Staged Intervention model and responsibilities at every stage including training offer for staff
- To undertake a review of key policies and guidance in meeting current legislative requirements
- To realise our vision for the future through mapping of service resources and staffing requirements

Underpinned by the United Nations Convention on the Rights of the Child (UNCRC), The Morgan Review (ASN Review), and The Promise it is acknowledged that work in this area will be transformational to the Moray Council and is dependent on additional resource to move this forwards at pace. We further continue to empower our system to consider children's rights across all aspects of educational delivery through the UNICEF Rights Respecting School Award (RRSA).

Wellbeing continues to be a focus of our schools, with return to pre-established systems and processes to ensure the needs of all children and young people are met. Using Pupil Equity Funding (PEF) a number of interventions to support pupils have continued over the course of the session including Breakfast Clubs, alternative/flexible timetables, Nurture Groups, targeted Intervention Groups (including focused Literacy/Numeracy recovery sessions), wellbeing interventions and family supports.

In Senior Phase, SQA Coordinators continue to report an increase in the level of Additional Assessment Arrangements (AAA) to support pupils with anxiety and other identified learning needs. Schools continued to offer children, young people and their families where required enhanced support in absence of wider services, adding pressure on schools wider than delivery of high quality learning, teaching and assessment.

Counselling services continue to be well used, further extended with Action for Children's 'Sonas' service for counselling and mental health support for children and young people living in Moray. This is in addition to the valued service provided by 'The Exchange'. As a result, more children and their families are continuing to be supported. In regard to Supporting all Learners, a number of key next steps were identified and have progressed during the session.

Priority 4	Supporting all Learners			
Action:	**Next steps identified:**	**Progress to date:**	**NIF Priority:**	**NIF Driver(s):**
←→ 4.1 Develop Supporting All Learners Strategy for Moray – contribute to and support ASN Review	Roll-out and implementation of the SAL Strategy with development of rubric to support the 6-year plan. Continue to support the ASN review within key workstream areas with one officer from Education linked to each workstream and operational groups.	Training information and support materials have been developed for all schools. These have been shared with the initial core group to ensure that all aspects are covered and meet the needs of the identification of training needs completed by schools. The nurture rubric did not progress as anticipated, with further work on this continuing to be undertaken along with universal and targeted support offers for schools aligned to ongoing work and developments related to the ASN review.	1,2,3	A,B,E
4.2 ←→ Strengthen Curricular HWB offer across Moray	Strengthen Curricular HWB offer across Moray.	Limited progress has been made due to the number of Support and Challenge school visits undertaken and required as part core Quality Improvement role. This action will be on-going and continue into the 2023/2024 service plan.	1,2	A,B,D
←→ 4.3 Empower our system to consider children's rights across all aspects of educational delivery	Further training will be offered next session through Education Scotland provider and in support of the delivery of The Promise. Develop a cohesive single/multi-agency plan for full implementation of the UNCRC and the Promise in Education.	An education officer is now part of the Promise Keepers working group, taking forward The Promise actions identified in the Children's Service Plan. The Children's Services Plan is now complete and incorporates a multi-agency approach to the UNCRC and 'The Promise'. Education representatives attend a variety of groups which take forward aspects of the plan including the Health and Wellbeing Partnership; Corporate Parenting Group; Education and Employability Group; Child Poverty Group; Rights and Participation Group; Young Carers Group; Child Poverty Group; Child's Planning Group; GIRFEC Leaders Group and Child Protection Committee; Data and Evidence Group and the Learning and Development Group.	1,2,3	ALL
←→ 4.4 Ensure Education fulfil requirements of the Promise	Develop a cohesive single/multi-agency plan for full implementation of the UNCRC and the Promise in Education.		ALL	ALL

		The Children's Services Plan and core themes relating to the UNCRC and 'The Promise' will permeate our Strategic Priorities 2023/24. This is the subject of ongoing review and discussion and will take account of other relevant data sources including the recent Collaborative Improvement event attended by ADES and Education Scotland; review of school visits; HMiE feedback and Attainment data, the focus for the next Strategic Plan 2023-24. "Promise Keepers" have been appointed within the service who will be a key link to The Promise Team/Corporate Parenting Group. The Education and Employability Group had been provided with data by QIM (Performance) around attainment for Care Experienced and Looked After Young People. The group will use this data set to inform future interventions to support children and young people.		
←→ 4.5 Review of policy and practice in support of all learners	Review alternative and part-time timetable provision across Moray to maximise school attendance, participation, attainment and partner involvement. Due to the commitment to support schools during Covid and support the new governance structure for the ASN review, a group, dedicated to reviewing policy has been created and they will take forward aspects of this work	Data analysis of flexi-timetables has led to a review of the attendance policy by the secondary DHTs of Pastoral. Further consultations will be taken into consideration along with embedding the UNCRC and The Promise. This also aligns with the work completed by the Child's Planning Thematic group regarding the Child's Planning process following the extensive audit undertaken during quarter 1 and 2 with professionals, parents and pupils. A new format has been drafted by the group and shared with the Head of Education and DHTs (Pastoral) for initial feedback. Further consultations are to be undertaken, supporting guidance to be written. Solution Oriented training will be delivered across Education, Health and Social Work to support the implementation of the new Child's Planning Process, and to coherently align with the new Child Protection Child's Planning Process.	1,2,3	ALL

Celebrating Our Moray Schools...

Successful Learners

ClunyPrimarySchool @ClunyPrim... · 2h
P7BW sharing the joy of reading with P1W. Some tricky word work too! Well done everyone! @anneglennie

Cullen Primary School · 14/05/2023
Great collaboration and networking at our Buckie ASG Modetation Inset event on Thursday. Looking forward to further opportunities to share and learn together @MorayCouncil @BuckieHighNews @ClunyPrimarySch @millbankps @PortessiePS @Portgordon_PS @PortknockiePri1 @FindochtyS

Findochty Primary School · 12/06/2023
Our Reading Ambassadors attending the Marketplace Showcase event in Glasgow. Sooo excited. @MorayCeO @EducationMoray @StewartMcLauch2

○   ♡ 10   1,888

Findochty Primary School · 12/06/2023
We are proud to announce that Findochty Primary has 2 national reading journey winners. Sisters, Ivy and Daisy have won!! Ivy has the P4 award and Daisy has w P7 reading journey. Wow, well done @MorayCeO @StewartMcLauch2

East End Primary @East... · 26/06/2023
Play based learning at its best in Primary 3 today - pattern creations, sewing, designing clothing, collaboration, problem solving and FUN! 😍

we are enjoying using fabrics to create clothing for ourselves, the dolls and cushions, and learning to repair ripped from home!

Linkwood Primary @Lin... · 21/04/2023
A wonderful afternoon at the woodlands for P1. The children demonstrated a range of learning powers and skills during their exploration of the woodlands.
We saw lots of: creativity, exploration, discovery and, enquiry, problem solving, responsible citizens, fun and laughter.

St Sylvester's PS @stsyl... · 07/06/2023
Today. P7 have been working on their entries for The Great P7 Write-Off competition, hosted by @Tree_Of and @eSgoil. We hope you enjoy looking at our work! #P7WriteOff #TOKBigSchool23

Dallas Primary @Dallas... · 09/06/2023
This term's #STEM learning about space all came together with a fabulous behind the scenes visit to our local orbital launch services company, @orbexspace. Thank you for inspiring some future rocket engineers today! @DYWMoray @EducationMoray

Portknockie Primary Sc... · 14/06/2023
Today we tried out our new number sacks. It's safe to say they were a big success! #mathsisfun

Kinloss Primary School
@kinlossprimary

Fantastic collaboration focusing on Literacy moderation at Forres ASG @EducationMoray @MorayCeO @roshnewell @ApplegrovePS @AlvesPrimary @DallasPrimary @logie @forresacademy1 @PilmuirPrimary @andersons_says @DykePrimary

Portgordon Primary Sc... · 26/06/2023
P3,4,5 and 6 working on designing and making aeroplanes made with just straws and card. We tried different types of straws and different designs to see which would fly best. We had great fun trying them out but Mrs McIntosh forgot to take photos of that part. Oops. 😅

StThomasMoray @StTh... · 23/05/2023
Fantastic science session for P1 -P4 today learning about forces .

Mosstodloch Primary @... · 17/05/2023
P6 enjoyed a fantastic Zoom meet with Zohra Nabi this morning. She shared her inspiration and how she records these, her earliest stories and her skills as a writer. Here are some of their initial ideas.....
#inspirational #thekingdomovertheseas @Waterstones @Zohra3Nabi

Aberlour Primary @Aber... · 29/06/2023
Last garden session of the school year. What a super year of gardening fun it's bee 🌱😊 We were inspired to make our own garden designs. We love 💚 our time in the garden

Craigellachie Primary · 23/06/2023
P1/2 have been spending time outside this term. Lots of creative play using our loose parts! Reading with our friends was a popular activity too. We had a number of responsible citizens choosing to litter pick to make our playground a nicer place to play.

Confident Individuals

Millbank Primary School
2 Feb 2023 ·

P1L and P6/7F2 have started Buddy Reading this term. Both classes look forward to sharing stories on a Thursday afternoon. 🐢

Buckie Community High... · 21/12/2022
S3 Drama Students put on a Panto today. Oh no they didn't! Oh yes, the did! Great fun for the audience, well done to cast and crew.

DYW Moray
@DYWMoray

Congratulations to @SpeysideHighSch on winning the FIRST® LEGO® Lego Leagues Moray Schools Finale 2023! 🏆 Thank you to @KeithGrammar for hosting, the judges from @RAFLossiemouth, @BoeingUK and @UHIMoray, and Ocean Winds for sponsoring! 😄

#DYWMoray #FLL

WINNERS
Speyside High School

Northern Scot
https://www.northern-scot.co.uk · u...

UHI Moray launches first Scottish branch of the Europa Mini Cooks

25 Jan 2023 — Kids from Bishopmill Primary at UHI Moray Mini Cooks launch on Monday. A launch event for the Europa Mini Cooks initiative was held at the....

Milne's High School @Mi... · 21/06/2023
We are thrilled that our new Vision, Values & Aims boards have arrived

Pupils, parents, staff & our wider school community were consulted on the creation of our new shared VVA's. This was led by SIG 1.3 so a huge well done to them for the ace work 💚

#MilnesMakesADifference

ElaineMilne @newelginpr... · 09/11/2022
Some photos from our special afternoon to celebrate achieving our Digital Schools Award. We shared our digital journey and our Digital Champions along with our pupil digital leaders showcased some of our resources. @sarah_digiteach @susannedep @MorayCeO @DigiLearnMoray

Forres Academy
@forresacademy1

They look to be having an amazing time @ForresDofE1 @rossjagger1989 #SilverDofE @DofEScotland

Alves Primary @AlvesPri... · 16/06/2023
Well done to all the children of Alves PS for receiving the Rotary Presidential citation fo completing all 8 projects

Milne's Primary School
Class Newsletter
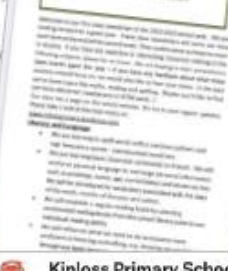
Applegrove Primary @A... · 30/03/2023
Congratulations to Applegrove's group of P7's who won the Forres School @Rotary quiz for the 2nd year running!!

Well done all, super quizzing!!

@Rotary @RotaryElgin #ForresRotary

Rotary

Pilmuir Primary @Pilmui... · 15/06/2023
Moving up day and meeting our new P1s and parents. A very warm day for a very warm welcome 😊
@EducationMoray @rachelwilsonR @roshnewell
Well done to our P7s too for an amazing two days at @forresacademy1
@ForresAcademyHT Thank you everyone for Being Our Best 🌟

Kinloss Primary School · 16/06/2023
Today we celebrated our @Psqm_HQ award with a science focus & sharing our learning in health week. Thank you everyone who helped us achieve this fantastic science award especially our PSQM mentor Hester 😄 @Kinloss_Bks @EducationMoray @SSERCprimary @pstt_whyhow @EdScotSciences

Mandy Watson is at **Burghead Primary School**.
16 June at 18:59 · Instagram · 👁

What a wonderful afternoon June Watson and I had at Burghead Primary School today viewing their artwork inspired by the painting and drawing of James Salter Watson. We were able to donate some money to the school from last year's exhibition of his artwork to buy art materials and what great use they've made of it. What a talented school and we loved our tour of the exhibition and hearing and living in Burghea...

Glenlivet Primary @glen... · 16/06/202
Our Glenlivet bees have been busy mak honey. We have been outside today loc after them. 🐝🐝🐝

Crossroads Primary Sc... · 22/12/2022
Sadly this will be our last tweet 💙 We would like to say a huge thank you to everyone who has supported our school over the years. I'm sure you'll join us in wishing our #FinalFive all the best in their new schools. Have a lovely Christmas everyone 🕯 from all at Crossroads x

Mrs Goodbrand @Speys... · 19/05/2023
Great work all round, well done and thank you.

Speyside HS Biology · 19/05/2023
Speyside High IDL week - day 5 - presentation day. Extremely proud of what our group put together and how eloquently they spoke about they had learned!

66

Effective Contributors

Portessie PS @Portessie... · 23/02/2023
So Proud of our Rotary Quiz Team who were winners today at the Buckie Rotary Area Quiz. Thank you parents and Mrs Lees for supporting them. @EducationMoray @Buckie_Rotary

Elgin Academy MFL @Elg... · 21/12/2022
Very interesting presentations on the importance of languages in business and in personal devt. Thanks to presenters Ewan McIntyre, lawyer, Alison Rose, Speybay Whales & Dolphins centre, and Hannah Levy, team leader at the Glen Moray visitor centre (former EA AH French student)

Cullen Primary School · 31/10/2022
Thank you @BuckieHighHE for teaching some of our P7 pupils to make Leek and Potato soup. We enjoyed using our own tatties grown at school, as part of the Dandelion Project.
#LearnandPlaytheCullenWay
@MorayCouncil

St Gerardine School @S... · 25/03/2023
Super proud of our runners @sportinmoray cross country today. Such a great team and supported each other really well! Some brilliant individual placings and a first for the P4/5 girls team and second for the P4/5 boys team. Well done to all #teamw #resilience @EducationMoray

Mortlach Primary School · 20/06/2023
Amazing mental maths from the pupil who used 4 containers to measure how much water a duck shaped watering can holds- 1650ml! Then we tried our hand at magic potions and super soap 🪄

Pilmuir Primary @Pilmui... · 03/03/2023
Fantastic day at Pilmuir Primary with our 'Book Swap' event thanks to our eco-committee. It was brilliant to see the children's enthusiasm and happiness with their new books. @rachelwilsonR @roshnewell @EducationMoray

Rothiemay Primary Sch... · 15/05/2023
A huge congratulations to our Primary 5 and 6 pupils. They have completed the play maker course and will be running play maker sessions this term. Today they received their certificates and t-shirts.

Knockando Primary @k... · 30/03/2023
There'll be some tired children tonight after a busy outdoor day of hapa-zome leaf printing, seed bomb making, shelter building and orienteering. The sun shone all day too ☀️

Curriculum Newsletter

OCTOBER - DECEMBER 2022

Lossie High School @LossieHigh
Blether with the Bairns intergenerational community café organised by our @Columba1400 Breakthrough.22 group as part of our Respect and Kindness IDL @LossieHigh

KGS Young Engineers @KGS_Engineers
What an incredible day we had today at the first ever FLLMoray event. Some fabulous work being showcased by all those involved. #STEM

Hopeman Primary School @HopemanSchool
Outdoor learning all day for P3&4 as they explored Roseisle Woods! Thanks to Earth Time for supporting our activities, and to our Parent Council who fundraise to ensure every class has an educational trip every year! 🌲
@loveearthtime
@EducationMoray
@connect_scot

Logie Primary School
11 May 2023
The Logie children had a fantastic time at the Dolphin Centre yesterday. They learnt about and explored the environment and wildlife at Spey Bay.

Responsible Citizens

What a fantastic evening celebrating the achievements of our @ElginHighHT Students. A credit to yourself and your families. EHS is indeed a very special place to work and I am honoured to support all EHS students. Doesn't the set up look fab!

@RusticandRoses

Buckie Community High... · 01/06/2023
Fantastic ASG concert tonight to mark Coronation year. A full house in Highfield to see over 100 performers across all our ASG schools. Many thanks to Buckie Rotary for their support. All proceeds will go to MFR Cash for Kids.

Lossie High School
@LossieHigh

Blether with the Bairns intergenerational community café organised by our @Columba1400 Breakthrough.22 group as part of our Respect and Kindness IDL @LossieHigh

Dallas Primary @Dallas... · 24/05/202
Thanks to the hard work of our childre garden and @polycrub are looking grea are filled with delicious vegetables! We wait to start tasting some of our garder produce! @EducationMoray @Auds991

DYW Moray @DYWMoray · 13/07/2023
Thanks to @NScot for this lovely article about the recent @BuckieHighNews Renewables Careers Fayre! 😊

Over 350 pupils spoke to the employers present about sustainability, renewables, and what green careers can look like in Moray 🌍🌱♻️

northern-scot.co.uk/news/bchs-goes...

#DYWMoray

Seafield Primary @Seafi... · 23/06/2023
Thank you to #PB Team @moraycouncil ✅ Seafield pupils are super - excited to use #PupilEquityFunding 💜 using the voting process
🚰 Water fountains, football goals ⚽ and a mud kitchen are top of the list! 🙌

Dyke Primary School · 29/04/2023
The entire school rolled up their sheeves t clean the village of Dyke to help towards o Eco flag. Great job everyone.
#keepscotlandbeautiful @MorayCouncil

Keith Primary School · 08/06/2023
Keith Primary School has celebrated its first ever Highland Games! Everyone enjoyed the games, which included the long jump, caber toss, mini golf, and tug of war.

Northern Scot

MOSSTOWIE Primary School marked Remembrance Day this morning (November 11) at the war memorial at Miltonduff Hall.

Mosstowie Primary pupils, from left, Logan Taylor, Elena Hommel, Casper Vanvessem and Sebastian Sanaum. Picture: Daniel Forsyth.

The school commemorated the sacrifice of service personnel with two minute silence at 11am and a moving joint speech co-written by

Lhanbryde Primary @Lh... · 26/05/2
P6 Using our listening & talking skills learning in PE during our Playmakers sessions. 🎧💬

Tomintoul School @Tom... · 29/06/2023
Celebrations galore as our talented pupils receive awards for art from Tomintoul Flower Show, Term 4 SMARTS, Reading, & Mini/10 Step athletics; not forgetting Hollie & Aaron's fabulous Grade 1 flute results, Artur's martial arts & the P5 ukuleles. Wow! 😍

Rothes Primary School
1 Jul 2023 · 🌐

Looking forward to meeting Lynn and hearing more about her 'Message in a Bottle' story after the holidays for our global goals learning!!! 🌍
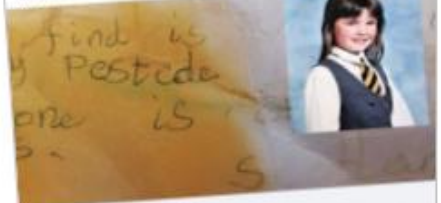
NORTHERN-SCOT.CO.UK
PICTURES: 25-year-old message in a bottle mystery solved – strange coincidence as note
A 25-year-old message in a bottle found on the

Greenwards Primary @Gr... · 11/11/2022
House Captains representing @Greenwards at our local War Memorial this morning.
#LestWeForget
@EducationMoray

ALT

Award-winning Hythehill P1 teacher says she is 'just doing her job'

EMMA Rose had kind words to share about the "amazing young people" of Moray and Banffshire after she won an award.

Emma Rose was awarded Primary Teacher of the Year presented by Katrina Adams, Business Leader for William R Main... Moray and Banffshire Heroes Awards 2023, Brodie

Leadership

There is a continued commitment and desire to improve leadership capacity across the Moray system through empowerment and professional development opportunities. The Professional Learning and Leadership Strategy underwent a timely review with a range of practitioner toolkits updated.

Elgin Academy embraced a Practitioner Enquiry approach to professional development which was showcased at an Education Strategic Meeting. Colleagues who have successfully completed a range of leadership programmes showcased their learning through a range of virtual meeting opportunities, sharing their approach with the wider Moray Education system. All colleagues continue to benefit from the opportunity to reflect on their professional development through Professional Review and Development Meetings (PR&D) and the Employee Review and Development Programme (ERDP).

Other successes noted from 2021/2022 include seven senior leaders successfully achieving the Standard for Headship through Into Headship (formal certification/graduation during session 2022/2023). Other successes include over 70 Newly Qualified Teachers completing their first year of teaching in Moray last year where a teacher at Speyside High School – Carrie McWilliam – was jointly awarded the Saroj Lal Award for a Pioneering Spirit in Equality and Diversity by GTCS. The award is in honour of Saroj Lal, a trailblazer working at the forefront of multicultural and anti-racist education in its early years and laying the foundations for others to bulid on early work (GTCS, www.gtcs.org.uk, 2022). Practitioners and school leaders embraced the opportunity to undertake additional programmes. For example, Into Headship, In Headship, Excellence in Headship and our Moray Leadership and Management Programme. In summary as noted in the key successes pages further above, colleagues participated in the following Education Scotland Programmes:

There has been a sustained focus on professional learning which has been delivered to practitioners across the system. A well-planned strategic and structured approach to career long professional learning is in place. This aims to build capacity and enhance practice and outcomes for all learners. This has been informed by strategic need as well as shaped by feedback from staff. The 'Professional Learning and Leadership Strategy' has gained approval and 12 toolkits support this strategy.

A range of mediums are being used to facilitate professional learning, which includes: networks, team meetings, sways and wakelet resources. This is allowing staff from across the system to self-direct learning, access learning, and via platforms, which are conducive to their learning style. A comprehensive Head Teacher guide has been developed by the Head of Education based on Consultative Group feedback in order to support school leadership and management as well as providing a ready reference reckoner for managing key aspects of a senior leader's role. The GTCS also provided reaccreditation of the Moray Education Leadership Programme following engagement with the link Quality Improvement Officer.

Following completion of recruitment and selection processes, Moray now has six Education Scotland Associate Assessors among our Head Teacher colleagues, strengthening our 'looking outwards' for inwards improvement. At a recent Education Strategic Meeting in June, three of our Associate Assessors presented on their approaches to using 'Power Up Your Pedagogy' as we look to the new session and revised approaches to pedagogical refresh and curriculum delivery.

In regard to Leadership, a number of key next steps were identified and have progressed during the session.

Priority 5	Leadership			
Action:	Next steps identified:	Progress to date:	NIF Priority:	NIF Driver(s):
5.1 ✔ Develop professional learning strategy with full consultation	Complete and roll-out the reviewed PLL Strategy.	The PLL Working Group were to refresh and work on a plan to roll out the PLL Strategy from February 2023 onwards. This has been sent out to schools via the Education Briefing in May 2023.	2,3,4,5	A,B,E
5.2 ←→ Promote and support implementation of new GTCS professional standards and CI standards	Develop and support the use of observation toolkits and extend towards professional learning communities and practitioner enquiry approaches.	The 12 toolkits have been added to the Moray Education PLL Sharepoint site and are being updated and added to on an ongoing basis. Updates will add to the Moray Education PLL Padlet which is now in use.	2,3,4,5	A,B,E
5.3 ←→ Continue to review the framework for professional development/career pathways	Review and further develop all Moray professional learning programmes (NQT, middle leadership, aspiring and senior leadership. Complete and initiate newly appointed senior leader induction programme and resources.	This is ongoing at present with the PLL Working Group. Progress has been delayed due to wider commitments with schools and emerging priorities. SLT Induction Programme allied to the Moray Education Management Programme developed.	ALL	A,B,E

		Support and extend external professional development programmes and partnerships. Initiate small scale professional enquiry for wider system participation and QIM to undertake Professional Enquiry and share findings. QIM to attend UHI first line managers' programme and share learning.	The link officer has been unable to progress some areas due to wider officer absence and school needs. Attendance at meetings has been supported.		
⟷ 5.4 Review OECD and other national reviews for emerging themes in support of practitioners		Support empowerment and system leadership through guidance, signposting and facilitation. Engage with the national conversations around Education reform and review and participate in the Hayward review. Continue to share key messages across the service.	This is ongoing and relevant information is sent to Moray Education colleagues when it is received through Bulletins, HT Briefings and the termly PLL Update. Responsible QIO works with various partner agencies to support Moray Education Professional Learning and Leadership activities such as UHI, GTCS, UoA, EDSPLL, The Coaching Collaborative etc.	ALL	ALL
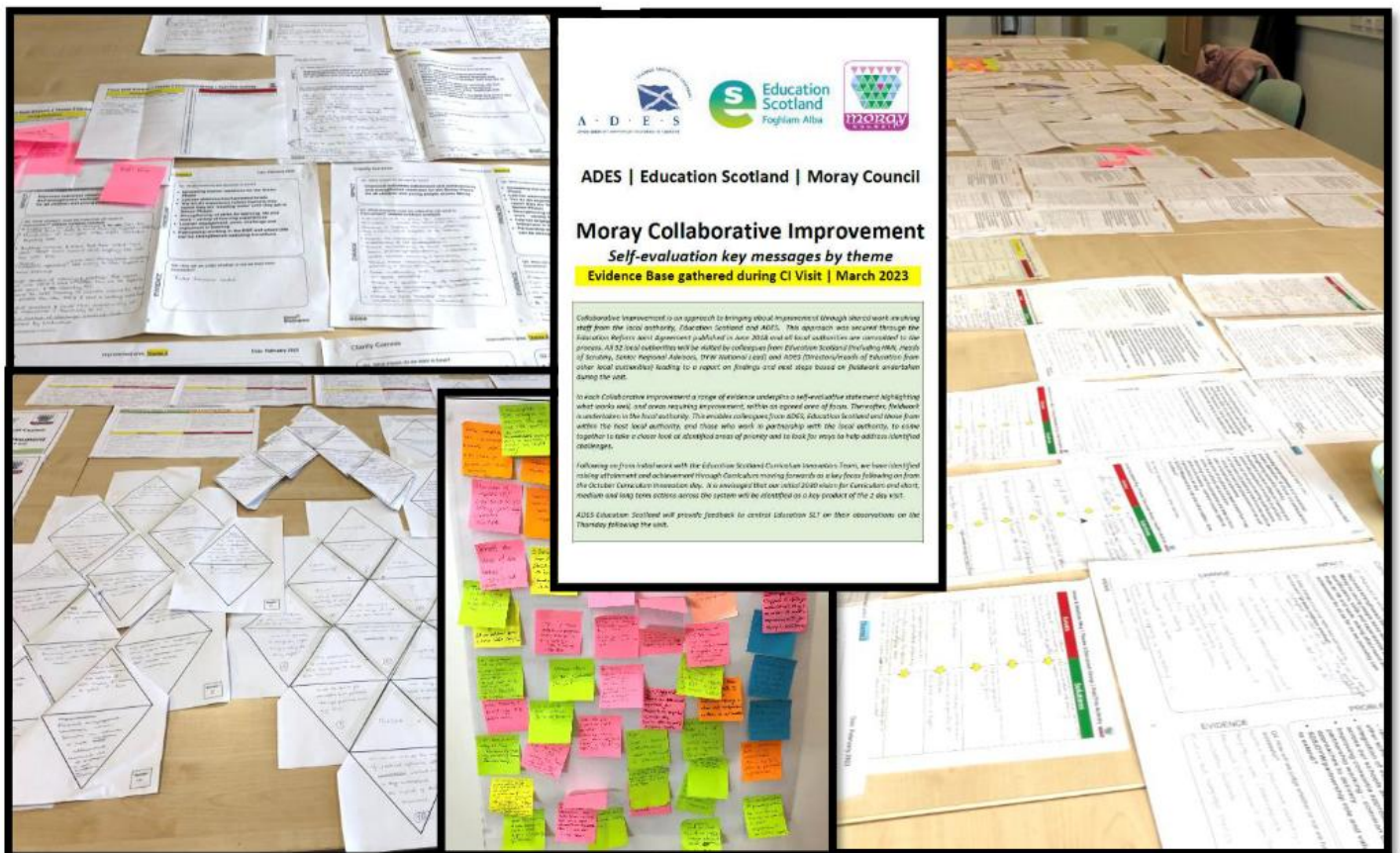
Education Service Self-evaluation | ADES-Education Scotland Collaborative Improvement

Self-evaluation for self-improvement

Session 2022-2023 provided the opportunity for the service to review priorities in order to support improvement. A range of engagement sessions over the early part of the session with senior leaders initially highlighted the need to undertake a full-scale review of existing priorities with a view to refining and refocusing on post-pandemic actions which will have the greatest impact on Moray's learners. A planned Curriculum Innovation session in October 2022 supported this approach and in particular, a need to establish a vision for curriculum in Moray 2030 in light of current national review and reform. Broad representation across key partners including Skills Development Scotland, Moray College UHI and DYW Moray, as well as support from Education Scotland's Curriculum Innovation Team using a range of improvement methodologies and approaches evidenced the need for wider Curriculum reform.

The planned ADES-Education Scotland Collaborative Improvement event in February 2023 was opportune timing for progressing discussions and action planning required as well as being a vehicle for gathering wider self-evaluation for our service improvement. Using findings from key themes explores at the Collaborative Improvement event and system leaders from across our Educations system offering views through collaborative discussion groups, key priorities and actions were established.

Terms of reference for the *Moray Curriculum Strategy Group* and *Moray Improvement Groups* have now been formulated with system wide support being requested. 10 improvement groups aligned to the curriculum have been identified and will be taken forward in the coming session to improve learning, teaching, and assessment to meet the needs of all learners. Improvement groups will be governed by the overarching *Curriculum Strategy Group*. We continue to participate in key national reform on the curriculum underway through review based activities, with a view to maximising achievement of all learners, in graded and ungraded qualifications and curriculum experiences as we look to the future. In summary, feedback from the Collaborative Improvement session has evidenced the need for a co-created, holistic plan supported by empowered leadership with relentless focus on:

- o Improved learning, teaching, and assessment to meet the needs of all learners
- o Improved curriculum to meet the needs of all learners
- o As part of this, the outstanding additional support needs review will be concluded

The education central team hold membership on a broad range of groups, including the Corporate Parenting strategic group and the Education and Employability pillar group. This ensures that there is collaboration across the community planning partnership to explore equity and excellence. Regular meetings take place with the early years' central team to plan events and networking opportunities, and develop resources. This collaboration ensures consistency across the system and contribution to system-wide self-evaluation.

There are risk implications as to how our attainment datasets continue to be used as comparator data for the next 3-5 years which may skew future performance reporting and stretch aims setting. The data presented herein for 2021/2022 reflects year 1 of reversion to an examination based system, differing to the previous two session's ACM and the examination process in place during session 2018/2019. Schools continue to report concerns regarding behaviours, wellbeing, mental health and impact on learner outcomes and attainment. This has resulted in increased behaviours of concern in schools, with pressure on partnership capacity impacting on wider supports available to schools. As a result, existing resources require to be directed to support young people individually and in small groups by schools, impacting on wider school agenda of improving outcomes for individual pupils, groups and cohorts.

Schools further note increases in Additional Support Needs among pupils, impacting on number of courses studied and levels of study. This has measurable impact on attainment measures outlined above on individual schools and is anticipated to increase based on Broad General Education cohort information. A number of young people, due to their additional support needs, access a personalised curriculum with individual targets and outcomes. Where a number of other local authorities have dedicated establishments for supporting young people with specific SEBN/ASN, this is not reflected fully in comparators presented due to different operating contexts and limited external resource offer. Our ASN review will continue to inform improvements and guide us in future direction as we look to Moray 2030 and how best to support all learners as a united Education service.

Priority 6	Self-evaluation for Self-improvement			
Action:	**Next steps identified:**	**Progress to date:**	**NIF Priority:**	**NIF Driver(s):**
6.1 ←→ Reflecting on the impact of the pandemic, review approaches to supporting the wellbeing of all	Continue to work with HR and across the service to ensure the wellbeing of all is catered for	Through strategy areas noted above including Supporting All Learners, nurture based approaches, staff professional learning, leadership and development opportunities this continues to be a key area of focus under progress.	2	A,B
6.2 ←→ Review and consolidate implementation of 1140 hours including quality of experience	Engage with the report from the EY review consultancy report and implement findings.	Findings have been reviewed and acted upon appropriately to ensure best value and most effective service delivery to meet the needs of children and families. A number of aspects remain in progress with confidentiality due to nature of findings.	1,2,3	A,B,E
←→ 6.3 Continue to review approaches to self-evaluation in line with statutory requirements and emerging good practice	Increase and improve system wide accountability and responsibility for improvement across the Education Service Review approaches to self-evaluation for self-improvement across our system including updating guidance in line with statutory scrutiny and requirements	School Improvement Model (SIM) visits have continued with all complete other than one school visit which has been postponed due to engagement with Education Scotland and a thematic inspection. Primary school visits have taken place with targeted schools in relation to readiness for inspection focusing on themes within Quality Indictor 2.3 (Learning, Teaching and Assessment), 3.2 (Raising attainment and achievement) and 1.3 (Leadership of Change). Verbal and written feedback from visits has been provided to school leadership teams in order to support self-evaluation and identifying next steps. Central QIO/QIM team continue to engage in a programme of moderation to ensure consistency across school visit processes and reporting. Statutory documentation reviewed against core Quality Indicators continues to be scrutinised by central team for moderation and feedback. Further data analysis process will inform School Improvement Planning and central support and challenge moving forward.	ALL	ALL

Engagement throughout the session on a range of issues and themes has continued with the Head Teacher Consultative group. This has included consultation on school review processes, Additional Support Needs, budget and financial pressures along with wider proposals including Inset day use and allocation of resources. A revised education governance structure based on feedback from the consultative group is in draft form in order to provide clarity in service strategy and school visit programme and approaches to leadership. Using Education Scotland's revised *framework for recovery and accelerating progress*, streamlined Stretch Aims on key measures set with wider system consultation undertaken are outlined in the separate **Moray Education NIF Key Priorities and Plan 2023-2024 (incorporating revised Stretch Aims reflective of revised Scottish Government/Education Scotland** *Framework for Recovery and Accelerating Progress***)**.

Covid-19 Recovery

Common with schools across Scotland, Moray schools closed due to National Covid-19 lockdown in March 2020 with significant disruption to learning. On first lockdown, our schools established new ways of working online through use of digital platforms and issue of paper-based learning resource packs and initiation of wellbeing supports and interventions including online support and in-person (socially distanced) wellbeing walks in a number of cases. Guided by central Education Head of Service and Education Managers, our schools have supported all requests from the Scottish Government and Moray Council in response to the Covid-19 pandemic to date, initiating wellbeing and learning interventions in support of all children and families. This ensured as far as possible within Covid-19 restrictions in place that no learner was disadvantaged through provision of digital devices, paper-based resources, wellbeing supports, universal and targeted intervention including during the second national lockdown from January to March 2021. Following return in August 2021 Moray schools have continued to work with children and families and ensured School Improvement Plan priorities continued to progress at pace. As such, we continue to comply fully with Scottish Government advice and guidance on Coronavirus ensuring use of all resources including Scottish Attainment Challenge and Devolved School Management resource are deployed where necessary in support of all learners.

Emerging impact of the Covid-19 pandemic is now being realised as a result of challenging behaviours exhibited by some young people and need for increased parental involvement and engagement in supporting schools to reinforce importance of positive relationships and raising ambition in young people. This includes wider aspects including developmental delay and wider learning needs as children transition to early years and school settings following periods of lockdown in earlier developmental stages. At secondary school, this is noted in breadth and depth measures and aspiration of young people to achieve as fully as they can, with increased levels of anxiety noted resulting in lower ambition in courses/course levels studied in Senior Phase.

All of the above are likely to have an effect on SQA results and overall performance data in future years. Changes in assessing qualifications in 2020 and 2021 as a result of cancellation of examinations as well as return to examinations this session creates risks relating to accountability and data comparability. Further potential changes are planned to our main awarding body, SQA, as it is redeveloped along with assessment approaches in the future, altering comparator datasets further. As a service, we will continue to embrace challenges and changes and seek new opportunities, working with others in order to support all learners and their achievements.

Priority 7	Covid-19 Recovery			
Action:	**Next steps identified:**	**Progress to date:**	**NIF Priority:**	**NIF Driver(s):**
✔️ 7.1 To reduce the impact of Covid-19 on school communities	The roll out of the SAL strategy will support the wellbeing of our learners and nurturing approaches will be rolled out across the service. Use of SEF funding for projects in Elgin and Buckie will strengthen approaches to supporting targeted interventions for children and young people who need identified support. Planned use of CEYPF will ensure capacity to support vulnerable groups with planned recruitment for virtual head teacher to oversee this.	Please see *Supporting All Learners* and *Scottish Attainment Challenge* sections above as well as case studies. Schools continue to use all funding available to target supports where required for learning and wellbeing. Addition of Strategic Equity Funding for projects in Elgin High School (Equity) and Buckie ASG (Transitions) has been welcomed due to school and ASG profiles and need. Schools have reduced PEF underspend notably. ASN review now moves forward with reviewed initial priorities with change in leadership of this area of the service moving forwards, now under direction of the	ALL	ALL

✓	Targeted PEF interventions will support those children and young people who were most affected by the pandemic to ensure gaps in learning are supported.

Continue to support the ASN review and workstreams. | Head of Education (Chief Education Officer) from late May 2023. | | |
| 7.2

To ensure that there is compliance with expectation and legislation | Continued compliance in line with Scottish Government requirements. | The service continue to comply with all statutory legislation and Scottish Government requests including statutory returns and representation. | ALL | ALL |
| ✓

7.3

To ensure continuity in learning with Covid outbreaks (positive cases) | Continue to support any outbreaks and monitor impact on absence levels of staff, workload of senior managers and delivery of service.

Continue to work with the Council HR team to review the offer to support staff's wellbeing. | We continue to review national guidance and remain aware of Coronavirus strands as they may emerge, as highlighted in national press. The service pre-planned as contingency with recovery plans remaining from previous experience of service disruption.

Staff wellbeing supports continue with ongoing engagement with HR and Organisational Development team as appropriate, with Head of Service overview. Council supports including Time for Talking and Occupational Health referral remain available as well as officer support for Head Teachers. Ongoing positive industrial relations with Trade Unions to remain fully aware of any staff concerns and emerging needs. Officers adhere to Health at Work policy for absence management and staff support. | ALL | ALL |
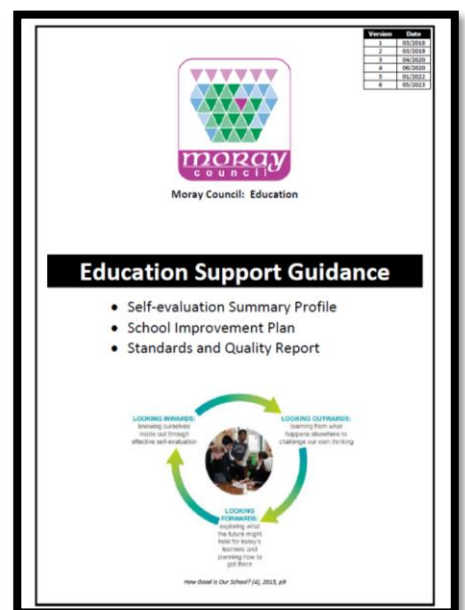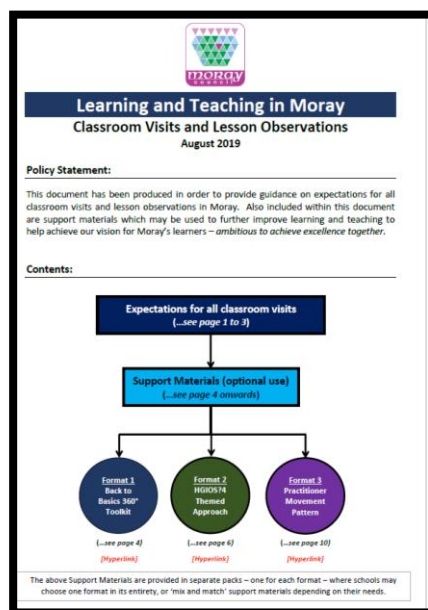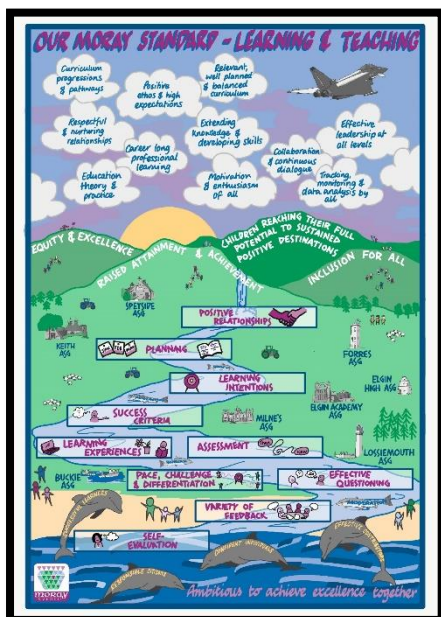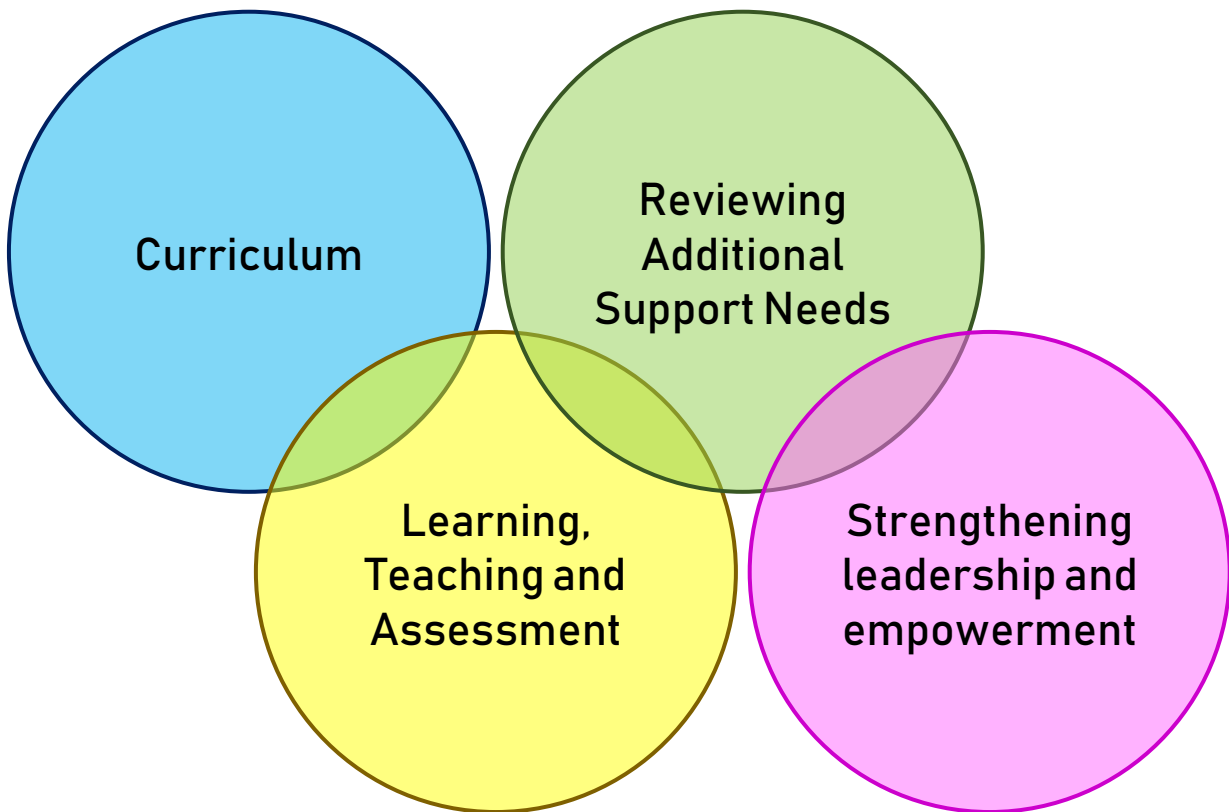
Aligned to the key priorities contained within the National Improvement Framework and Plan 2023, please now refer to the separate **Moray Education NIF Key Priorities and Plan 2023-2024 (incorporating revised Stretch Aims reflective of revised Scottish Government/Education Scotland** *Framework for Recovery and Accelerating Progress***)**.

Following review as a service, this document contains Stretch Aims set based on data intelligence and revised Service Priorities and Actions founded on considerable service self-evaluation over the course of last session. Following restructuring of the Education component of the Education, Communities and Organisational Development division of Moray Council following departure of the Head of Education Resources and Communities, a one year plan with focus outlined in the diagram below focusses our direction in 2023/2024:

Moray Education
Strategic Priorities | 2023-2024

Together we are Moray Education and we will focus on...

Curriculum

Reviewing Additional Support Needs

Learning, Teaching and Assessment

Strengthening leadership and empowerment

...in order to meet the needs of all learners in Moray

"It takes a village to raise a child"
African Proverb

Moray Council **| Fair | Ambitious | Improving | Responsive**