Education, Children's and Leisure Services Committee

Tuesday, 28 November 2023

NOTICE IS HEREBY GIVEN that a Meeting of the **Education, Children's and Leisure Services Committee** is to be held at **Council Chambers**, **Council Office, High Street, Elgin, IV30 1BX** on **Tuesday, 28 November 2023** at **09:30.**

BUSINESS

1. **Sederunt**

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

3. **Resolution**

   Consider, and if so decide, adopt the following resolution:
   "That under Section 50A (4) and (5) of the Local Government (Scotland) Act 1973, as amended, the public and media representatives be excluded from the meeting for Item XX of business on the grounds that it involves the likely disclosure of exempt information of the class described in the relevant Paragraphs of Part 1 of Schedule 7A of the Act."

18. **Question Time ***

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

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

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

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

Summary of Education, Children's and Leisure Services Committee

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

Information Report - Active Schools Annual Report

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

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

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

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

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

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

MORAY COUNCIL

Education, Children's and Leisure Services Committee

<u>SEDERUNT</u>

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

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

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

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

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

Tuesday, 19 September 2023

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

PRESENT

Mrs Sheila Brumby, Councillor Tracy Colyer, Councillor John Cowe, Councillor Juli Harris, Councillor Sandy Keith, Councillor Scott Lawrence, Councillor Graham Leadbitter, Councillor Marc Macrae, Councillor Bridget Mustard, Councillor Kathleen Robertson, Councillor Derek Ross, Mrs Susan Slater, Mrs Emma Tunnard, Councillor Sonya Warren

APOLOGIES

Councillor James Allan, Mrs Anne Currie, Mr Alfie Harper, Councillor Paul McBain, Councillor Shona Morrison, Reverend Tembu Rongong, Councillor Ben Williams

IN ATTENDANCE

Chief Executive, Head of Governance, Strategy and Performance, Head of Education, Acting Head of Education Resources and Communities, Head of Housing and Property, Head of HR, ICT and Organisational Development, Head of Service/Chief Social Work Officer, Business Support Team Manager, Stewart McLauchlan, Quality Improvement Manager, Robin Paterson, Senior Project Manager (ELC), David Mackay, ICT Project Leader, the Democratic Services Manager and Caroline O'Connor, Committee Services Officer.

1.   Chair

The meeting was chaired by Councillor Kathleen Robertson.

2.   Resolution

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

Para Number of the Minute	Para Number of Schedule 7a
19	Para 8 and 9 Information on proposed terms and/or expenditure to be incurred by the Authority
20	Para 1 Information relating to staffing matters

3.   Declaration of Group Decisions and Members Interests *

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

4.   Congratulations

As this was the first meeting of Education, Children's and Leisure Services Committee following the summer break, the Committee joined the Chair in congratulating all the young people in Moray on their exam results and pathways they are moving onto and wished those continuing with the studies well.

The Committee further joined the Chair in welcoming back Alfie Harper as the pupil representative on the Committee.

5.   Thanks

The Committee joined the Chair in thanking the Head of Education, Head of Housing and Property Services, the Acting Head of Education Resources and Communities and Fairhurst Surveyors on the work undertaken following the discovery of Reinforced Autoclaved Aerated Concrete (RAAC) at Forres Academy. It was noted that the school will reopen on a phased approach from 22 September 2023 with assurances being provided regarding pupil and staff safety.

6.   Minutes of meeting of 7 June 2023

The minute of the meeting of Education, Children's and Leisure Services Committee on 7 June 2023 was submitted and approved.

7.   Written Questions **

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

British Sign Language

The British Sign Language Act 2015 is an Act of the Scottish Parliament to promote the use of British Sign Language to include the provision for preparation and provision for authorities to prepare and publish their own British Sign Language plans.

By learning BSL, students can gain many cognitive benefits and also be exposed to a different perspective and could gain a greater appreciation for the diversity of the UK.

Recently in Moray, we have seen how BSL transcends normal language barriers when a deaf Ukranian refugee with no English could communicate fluently with a member of our deaf community as there's a huge amount of commonality in sign language.

The Scottish Government is committed to supporting and developing the use of BSL as a language for teaching and learning.

Can we get an update on where we are with the Moray Plan for BSL, the development of learning and teaching of BSL in our schools in Moray, what CPD is offered to our educational staff, how many schools in Moray are offering BSL as a second language, and how many schools (both primary and secondary) are preparing to offer BSL as a second language, along with numbers of pupils that have been presented for SQA awards in BSL?

RESPONSE

We currently have an Acting PT Sensory Education Services who was not involved in this piece of work which was being led by the previous PT and the Equalities officer. The existing team are currently delivering BSL training in 2 primary schools as well as upskilling the team in BSL also. This will increase the sensory team's ability to support Education staff across schools and ELC settings to more effectively support children who are deaf or hard of hearing. The sensory education team offer Stage 2 Deaf awareness training as part of our Supporting all Learners training offer.

The team are unaware of any schools offering BSL as a seond language however the training will raise awareness of it as a second language option and the team are happy to support any schools who would be interested in this. Moray College deliver courses in BSL at SCQF levels 3-6 which offers the opportunity to work in partnership.

The Equalities officer is currently engaging with a number of BSL users to develop the Council's BSL plan for next year. There is currently a focus on improving access rather than strategic outcomes. There is a plan to invite BSL users to various Council services, to begin with the contact centre. There is also an intention to involve users in consultations, especially regarding the budget and the cultural quarter. There is work ongoing to discuss BSL interpretation for the Out of Darkness Theatre Group's next Xmas panto.

As a supplementary question, Councillor Warren sought clarification on whether anything was in place to positively encourage to increase training opportunities for both staff and pupils in secondary schools to use BSL as a second language.

In response the Head of Education confirmed that the training offer currently being circulated is to encourage uptake and the Sensory Services will monitor the uptake and support the training if BSL is wished to be a second language.

8. Children and Families Social Work Services Revenue Budget Monitoring to 30 June 2023

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

During considering Councillor Leadbitter was concerned about the style of the report. He felt that the figures needed to be clearer with more narrative around them, however he added that he did not have concerns about the content just how it had been presented.

In response, the Head of Service/Chief Social Work Officer confirmed that she would arrange for changes to be made to the report style for the next Committee.

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

9. Education Revenue Budget Monitoring to 30 June 2023

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

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

10. Education National Improvement Framework Report and Plan

The meeting had before it a report by the Depute Chief Executive (Education, Communities and Organisational Development) which advised Committee of the annual National Improvement Framework plan return which is submitted to the Scottish Government by the end of September.

Following lengthy consideration the Committee unanimously agreed:

i)   to note the contents of the Moray Self-evaluation document progress report; and

ii) the annual National Improvement Plan (NIF) and Stretch Aims return be submitted to the Scottish Government by 30 September 2023.

11. Raising Attainment Curriculum Breadth and Digital Infrastructure Progress

The meeting had before it a report by the Depute Chief Executive (Education, Communities and Organisational Development) updating Committee on progress in the development of the Raising Attainment: Curriculum Breadth and Digital workstream within the Council's Improvement and Modernisation Programme and sought agreement for the development of the Education networks digital infrastructure.

Councillor Mustard expressed concern that the update gave no indication for growth over the next 10 - 15 years and highlighted that 1500 licences were being sought which is not enough licences for the current number of devices.

The Head of HR, ICT and Organisational Development confirmed that all costs are estimated and that although there has been no decision on the strategic direction there will be enough control to keep a watching brief on future purchases. She further added that while the ICT strategy is not directly aligned to the future strategic direction of devices for schools as this has not yet been fully determined, the ICT service continues to support the schools infrastructure as much as possible.

The Chair sought agreement to add to recommendation (vi) of the report as follows:

vi) notes that further reports will be presented to Committee updating on progress and impact of the proposed solution to support the Curriculum Breadth and Digital Workstream making note of specific issues around expenditure and licences and seek to have information on Apple product use and growth going forward.

Councillor Keith sought clarification on recommendation 2.1 (ii) and which Business Case Option was the Committee being asked to approve.

In response Mr Paterson confirmed it was Option 1.

The Chair suggested adding Option 1 into recommendation 2.1 (ii) for clarity.

Following further consideration and there being no one otherwise minded the Committee unanimously agreed:

i) to note the contents of the Digital Inclusion (Infrastructure) Business Case (Appendix 1);

ii) the preferred Business Case Option 1 in addressing connectivity issues and supporting iPads which was informed though conducting a staff engagement workshop

iii) the 12 month extension of the Senior ICT Officer post at a cost of £56,000 to be sources from Transformation Reserves;

iv) that the external professional services to support implementation and training at an estimated cost of £10,000 to £15,000 would be sourced from the remaining £35,849 of the £50,000 agreed by the Education, Children's and Leisure Services Committee on 26 January 2022, previously allocated from the Transformation Reserves;

v) that the ongoing annual Mobile Device Management System (MDM) licence fee per device (current cost estimated at £8,000 to £9,000) would be funded from the Devolved School Management (DSM) budget; and

vi) to note that further reports will be presented to Committee updating on progress and impact of the proposed solution to support the Curriculum Breadth and Digital Workstream making note of specific issues around expenditure and licences and seek to have information on Apple product use and growth going forward.

12.   Raising Attainment Improved Wellbeing Outcomes

The meeting had before it a report by the Depute Chief Executive (Education, Communities and Organisational Development) updating Committee on progress in the development of the Raising Attainment: Pastoral Care project within the Council's Improvement and Modernisation Programme (IMP) and sought direction on the development of the project.

Following consideration the Committee unanimously agreed:

i)   to note the inclusion of data in relation to the impact child planning workload for Primary Schools (See Appendix 1a and 1b);

ii)   to note the arrangements made to date and the work that is underway to ensure that existing resources are allocated to maximise their impact on the objectives of this project;

iii)   to note that work will continue to explore and develop approaches that would contribute to the Business Case outcomes via other projects and funding with similar aims such as the Whole Family Well-being and SEF funding;

iv)   that a monitoring report be provided to Committee in 12 months on the extent to which the project outcomes have been addressed through these alternative routes;

v)   that the matter of administrative support for the child planning process in schools is referred to the school business administration project for consideration of an appropriate solution; and

vi)   to cease the project (other than recommendation (v) above) as part of the Improvement and Modernisation Programme in light of the above and on the basis that none of the options identified as part of the Pastoral Care Outline Business Case offer a sustainable solution that would continue beyond the time limited funding.

13.   Moray Education Early Learning and Childcare - Financial Sustainability

The meeting had before it a report by the Depute Chief Executive (Education, Communities and Organisational Development) informing the Committee of the financial support including grants provided to partner provider settings during the Early Learning and Childcare (ELC) expansion period and throughout the Covid - 19 pandemic and the ongoing evaluation of the sustainable rate for ELC funded hours.

Councillor Keith expressed unease that no further uplift is to be considered for the 2023/24 and raised concern about the equalities impact if the uplift is not considered. He therefore moved to agree recommendations (i) and (ii) and remove recommendations (iii) and (iv) as printed and agree a new recommendation (iii) which states:

iii)   agree to refer to Moray Council for consideration of whether to uplift the sustainable rate for 2023/24.

This was seconded by Councillor Cowe.

Councillor Mustard, seconded by Councillor Warren proposed the recommendations as printed as she felt that it would be beneficial to wait until after the Cosla review had taken place as she felt the Councillors would be better informed with the information from the review.

The Head of Governance, Strategy and Performance sought clarification from Councillor Keith on what the referral reason to Moray Council would be, was it to fix an amount or to start the process as he questioned whether there was enough time to provide enough information for members to be able to make an informed decision.

Councillor Keith confirmed that it was for Moray Council to consider whether to apply an uplift.

The Head of Governance, Strategy and Performance further added, that if the recommendation had been to apply an uplift then additional information would have needed to be provided to the Committee on the knock on effect to partner providers, the annual budget on changing the rate and did not think members had that information to be able to make the decision at today's meeting and it would be required to make an informed decision unless Councillor Keith wished for the decision to be reviewed in this financial year, in which case Officers would then provide the information to a later meeting.

Adjournment of the Meeting

The Chair proposed a short adjournment to allow Councillor Keith time to consider his motion.

Resumption of the Meeting

The Head of Governance Strategy and Performance, confirmed that following discussions with Councillor Keith and Officers during the adjournment, if the Committee were minded to defer the decision on recommendations (iii) and (iv) to Moray Council, it would be for the Council to determine whether the rate is reviewed, further information would need to come back on the process and a further report would be prepared should the Council be minded, if referred for a decision.

Councillor Keith confirmed that he was happy with what had been proposed by the Head of Governance, Strategy and Performance.

On the division there voted:

For the Motion (2)	Councillors Keith and Cowe.
For the Amendment (9)	Councillors Mustard, Warren, Colyer, Harris, Lawrence, Leadbitter, Macrae, Robertson and Ross
Abstention (0)	

Accordingly the amendment became the finding of the meeting and the Committee agreed:

i) note the overall financial support provided to partner provider settings during the ELC expansion period and throughout the Covid-19 pandemic;

ii) note the ongoing process to evaluate the sustainable rate for ELC funded hours;

iii) that no further uplift to the sustainable rate will be considered during the 2023/24 financial year; and

iv) that the sustainable rate will be reviewed for 2024/25 financial year as part of the partner provider financial sustainability review.

14. Moray Education Speech and Language Contract and Support

The meeting had before it a report by the Depute Chief Executive (Education, Communities and Organisational Development) informing the Committee of the status of the delivery of the Speech and Language Contract (SALT) for children and young people with complex needs who require specialist input and the proposed changes to address the impact thereof.

Following consideration the Committee unanimously agreed:

i) to note the historic support from SALT for Children and Young People with complex needs across Moray;

ii) to note the previous spend allocation for SALT for Children and Young People;

iii) the proposed re-allocation of current budget for Children and Young People with complex communication needs across Moray;

iv) the proposed approach for the communication needs of Children and Young People with complex needs across Moray; and

v) as part of the proposed approach for the communication needs of Children and Young People with complex needs across Moray the underspent budget is allocated to recruit Pupil Support Worker (PSW).

15. Education Resources and Communities Revenue Budget Monitoring to 30 June 2023

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

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

16. Learning Estate Update - Future Forres Academy and Buckie High School

The Committee had before it a report by the Depute Chief Executive (Education, Communities and Organisational Development) informing the Committee on the status of the Learning Estate Investment Programme (LEIP) Phase 3 project funding bids for Future Forres Academy and Future Buckie High School and to seek budget approval for proposals (Appendix 1 and Appendix 2) to engage external consultancy from Hub North Scotland Limited (HNSL) to undertake feasibility studies and outline business case development.

Following consideration the Committee unanimously agreed to:

i)   Note that while Council awaits an investment decision in terms of the Scottish Government's Learning Estate Investment Programme (LEIP) Phase 3, Officers seek to progress work on Future Forres Academy and Future Buckie High School projects;

ii)   approve project capital funding to be released for appointment of external consultancy support to support feasibility studies and development of Outline Business Cases for both projects;

iii)   the appointment of Hub North Scotland Limited to provide this consultancy support within the Strategic Support Partnering Services under the contractual terms of the Territory Partnering Agreement;

iv)   Note that following the announcement from the Scottish Government on LEIP Phase 3 bids revised project timelines will be communicated to this Committee; and

v)   Note that the Outline Business Cases will be presented to the Education, Communities and Leisure Services Committee on completion of the feasibility studies.

17.   Question Time ***

Under reference to paragraph 22 of the minute of the meeting of Education, Children's and Leisure Services Committee on 7 June 2023, Councillor Warren sought an update on the Service Level Agreement (SLA) with Moray Leisure Services Committee.

In response the Acting Head of Education Resources and Communities confirmed that there is an ongoing review of the conditions with regards to the loan, lease and early payment of funds to Moray Leisure Centre to support their extension. He further added that the anticipated date for the SLA to be available would be the end of the year.

The Head of Governance, Strategy and Performance added that he would circulate the current funding agreement to all Members for information.

Under reference to paragraph 22 of the minute of the meeting of 7 June 2023, Councillor Warren sought an update on the expansion project for Moray Leisure Centre and the progress made as the decision was made in June 2023 to support the project and it is now a few months on.

The Acting Head of Education Resources and Communities sought agreement to discuss the question within the confidential section of the meeting as some of the available updates were commercially sensitive.

Additional Support Needs Review
Mrs Slater, the Secondary School representative sought an update on the ASN Review and where the Council is in terms of the review. The remit of ASN moved to the Head of Education until the end of October, however the Committee does not meet again before then so there is concern that the pace of the review may slow down if a plan is not in place.

In response the Chief Executive gave assurance that work is ongoing to produce a plan to address the wider concerns around the remit and this should be able to be confirmed once the Depute Chief Executive (Education, Communities and Organisational Development) returns from annual leave.

Connecting Scotland Funding and Digital Lending Libraries
Councillor Warren sought clarification on whether the Council had applied to the 2 funding streams via Connecting Scotland and does Moray offer any digital lending libraries particularly in the more rural locations.

In response the Acting Head of Education Resources and Communities was unable to confirm but would seek to provide a response to the Committee following the meeting. He further added that all funding options are looked at and applications submitted where applicable.

18. Information Reports - if called in

The Committee noted that no Information Reports had been called in.

19. Learning Estate Programme - Elgin High School Capacity Expansion Project Update [Para 8 and 9]

The meeting had before it a report by the Depute Chief Executive (Education, Communities and Organisational Development) informing the Committee on the current status of the Elgin High School capacity expansion and sought an investment decision to progress to a full business case.

Following consideration the Committee unanimously agreed to:

i)   approve the outline business case, acknowledge the estimated capital cost growth, to provide additional capacity at Elgin High School which accounts for developer growth across both Elgin Academy and Elgin High School Associated School Groups;

ii)   to recommend to Moray Council the increase to the capital funding allocation for the project;

iii) to note the estimated funding for the next phase of the project; and

iv)   to note that a further report will be submitted to this Committee on the next stage of the project, including the procurement strategy and associated costs.

Councillor Cowe left the meeting during the consideration of this item.

20. Business Administration Support for Early Learning and Childcare and Primary Schools Update [Para 1]

The meeting had before it a report by the Depute Chief Executive (Education, Communities and Organisational Development) informing the Committee of the progress and status of the Business Administration Review for Early Learning and Childcare (ELC) settings and Primary Schools.

Mrs Slater expressed concern about the use of the word misconception in relation to section 3 of Improvement Plan (Appendix 2) and asked for it to be changed, as section 3 deals with genuine concerns raised by respondents to the consultation.

In response, Mr Paterson, the Senior Project Manager (ELC) apologised for the use of the word, accepted the points raised by Mrs Slater and agreed to change misconceptions to concerns in Appendix 2.

Councillor Keith expressed unease about the recommendations in the report and moved to remove recommendations (i) and (ii) and for Committee to agree a new recommendation (i) and make recommendation (iii), (ii) as follows:

i) Agree to inform stakeholders that no change to current arrangements within the ELC and Primary Schools will take place; and

ii) note that further reports will be submitted to this Committee in relation to the implementation of the ELC and Primary School Improvement Action Plan and the progress of the Secondary School Business Admin Review.

This was seconded by Councillor Ross.

Councillor Mustard expressed concern that the Inequalities Impact Assessment (IIA) only focused on staff and did not include other parent characteristics and sought assurance that the IIA would be expanded. She further sought agreement that admin staff and Head Teachers be included in the working group and that no work on the Secondary Admin review starts until a report has come back to this Committee with an update on the ELC and Primary School review.

The Acting Head of Education Resources added that the Council can not sustain the status quo as there is no equity of service across all the Council's schools, however confirmed that he was happy to accept the points raised by Councillor Mustard.

The Chief Executive further added that he was happy to accept the points raised by Councillor Mustard and rename the project as a Service Review.

Several Councillors expressed concern about the staff who may be losing money as part of the service review.

Following lengthy consideration Councillor Leadbitter proposed referring the report to the meeting of Moray Council on 27 September 2023 to allow all 26 members to debate the issue. Following this proposal, Councillor Keith withdrew his motion and there being no one otherwise minded the Committee unanimously agreed to defer the decision to allow consideration by the meeting of Moray Council on 27 September with no recommendations from the Education, Children's and Leisure Services Committee.

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NOTICE OF MOTION
TO ECLS COMMITTEE
MEETING 28TH NOVEMBER 2023

Background

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

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

  https://www.wavetrust.org/7030

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

Action

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

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

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

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

- Agrees that the Council should further develop a comprehensive early years' strategy to prevent harm to children before it happens, ensuring that all parents are supported to give children the best possible start in life.

- Agrees that the Council should explore with WAVE Trust (our/their) ideas on how to achieve 70/30, and to report back to Council within six months to indicate what would be required for the key recommendations of this strategy to be implemented and embedded within the culture and processes of the Moray Council.

Financial implications

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

Proposed By: Councillor Sonya Warren

Seconded By: Councillor Scott Lawrence

Date Motion Submitted: 08/11/2023

REPORT TO: **EDUCATION, CHILDREN'S AND LEISURE SERVICES COMMITTEE ON 28 NOVEMBER 2023**

SUBJECT: **CHILDREN AND FAMILIES SOCIAL WORK SERVICES REVENUE BUDGET MONITORING TO 30 SEPTEMBER 2023**

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

1. **REASON FOR REPORT**

1.1 To inform the Committee of the budget position for Children and Families Social Work Services as at 30 September 2023.

1.2 This report is submitted to Council in terms of Section III (A) (2) of the Council's Scheme of Administration relating to the consideration of capital and revenue budgets and long term financial plans.

2. **RECOMMENDATION**

2.1 **It is recommended that Committee scrutinises and notes the budget position at 30 September 2023.**

3. **BACKGROUND**

3.1 The report highlights those areas of the budget where there is a significant percentage variance identified at 30 September 2023.

4. **BUDGET POSITION**

4.1 The spend at 30 September 2023 is £9,448,000 against a budget to date of £9,907,000, giving an underspend of £459,000 as shown in **Appendix 1**.

4.2 The area teams budget has an overspend of £81,000 which is mainly made up of a £52,000 overspend on self directed support, home to school transport for foster children £14,000 and one-off external legal fees £10,000. Self directed support is currently being reviewed with a paper being presented to this Committee.

4.3 The underspend in commissioning is £415,000. The contract for children with disabilities residential care has an underspend of £272,000, this is due to the young people transitioning to adult services but continuing to occupy the residential unit and leaving no beds available. Alternative accommodation

options for young people with disabilities are being looked into. Out of area placements are £46,000 under budget, although this can fluctuate due to the weekly cost of a placement. Savings of £245,000 were approved at Moray Council on 1 March 2023 (para 5 of minute refers) and will be posted in quarter 3. Due to the delay in a new contract starting there is slippage of £20,000. There are currently two contracts which have come to an end and commissioning are looking at merging the funding to create a single contract which will meet the needs of neuro-divergent young people. This will help reduce the pressure on the self directed support budget.

4.4   Corporate parenting has an underspend of £126,000 which is mainly due to underspends on adoption allowances and legal fees £23,000, fostering fees and allowances £67,000 and throughcare/aftercare grants £15,000. The balance is made up of various minor underspends.

5.   ESTIMATED OUTTURN

5.1   The estimated outturn for 2023/24 is £19,363,000 against a budget of £20,086,000 resulting in an estimated underspend for the year of £723,000. The £723,000 underspend is after the £245,000 saving in paragraph 4.3 is taken.

5.2   There is an anticipated overspend on the area teams of £105,000. This is made up of self directed support £82,000, home to school transport for foster children £23,000, one-off legal fees £10,000 and section 22 payments £16,000. Since the pandemic there has been an increase in section 22 payments. There are other minor underspends which reduce the overspend.

5.3   The anticipated underspend on commissioning is made up of children with disabilities residential contract £300,000, slippage in Restorative Practice contract starting £20,000 and the review of two contracts which have ended £104,000.

5.4   The main underspends are adoption allowances and post adoption support £42,000, fostering fees and allowances £143,000, throughcare/aftercare grants £29,000 and one-off income for an adoption placement in Moray of £36,000. The underspends are reduced by an overspend on adoption placements with other local authorities of £23,000. Other minor underspends make up the balance of the underspend.

5.5   Staff savings from vacancies and appointment below top of scale are anticipated to exceed the budget by £146,000

6.   SUMMARY OF IMPLICATIONS

(a)   Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP)
The Children's Services Revenue Budget has particular reference to National Outcome 8 – we have improved the life chances for children, young people and families at risk.

(b) **Policy and Legal**
The Council has statutory responsibilities to meet educational needs, the needs of children and young people in need and those it looks after.

(c) **Financial implications**
The resource implications are set out in this report and at **Appendix 1.** The underspend as at 30 September 2023 is £459,000 against a budget to date of £9,907,000. The estimated year end position is expenditure of £19,363,000 against a budget of £20,086,000 resulting in an underspend of £723,000.

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

(e) **Staffing implications**
There are no staffing implications associated with this report.

(f) **Property**
There are no property implications associated with this report.

(g) **Equalities/Socio Economic Impact**
An Equality Impact Assessment is not required because the report is to inform the Committee on budget monitoring.

(h) **Climate Change and Biodiversity Impacts**
No climate change and biodiversity impacts arise directly from this report.

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

7.   CONCLUSION

7.1   That Committee scrutinises and notes the budget position as at 30 September 2023.

Author of Report: Tracy Stephen, Head of Service (MIJB)
With authors   Nicky Gosling, Accountant
Background Papers:
Ref: SPMAN-305227695-106 / SPMAN-305227695-107

Children and Families Social Work Services

Budget Monitoring Report to 30 September 2023

Service	Revised Budget	Budget to Date	Actual to Date	Variance to Date	Variance		Full Year Forecast		Full Year Variance
	£'000	£'000	£'000	£'000	%		£'000		£'000
Quality Assurance Team	228	112	101	11	10 %		224		4
Children's Services Area Teams	4,461	2,067	2,148	(81)	(4)%		4,566		(105)
Commissioning	7,939	5,185	4,770	415	8 %		7,514		425
Corporate Parenting	5,121	2,517	2,391	126	5 %		4,870		251
Justice Services	457	176	189	(13)	(7)%		455		2
Reviewing Team	342	168	167	1	1 %		342		-
Children Services Additional Funding	1,578	(318)	(318)	-	-		1,578		-
Efficiency Savings-Children's Services	(40)	-	-	-	-		(186)		146
				-					
Children's Services Total	20,086	9,907	9,448	459	-		19,363		723

REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES
                  COMMITTEE ON 28 NOVEMBER 2023

SUBJECT: CHILDREN'S SERVICES SOCIAL WORK, REVIEW OF
                  SPEND FOR SELF DIRECTED SUPPORT

BY: CHIEF OFFICER HEALTH AND SOCIAL CARE MORAY

1.   REASON FOR REPORT

1.1   This report is submitted to the Education, Children's and Leisure Services
       Committee to review spend for Self Directed Support (SDS) in Children's
       Services.

1.2   The report is submitted to Council in terms of Section III (D)(4) of the Council's
       Scheme of Administration relating to reports from the Council's Chief Social
       Work Officer in terms of relevant legislation.

2.   RECOMMENDATION

**2.1   It is recommended that Committee consider and note the review of
       spend for SDS in Children's Services.**

3.   BACKGROUND

3.1   This report was first presented to the Moray Integration Joint Board
       Committee on 28 September 2023 as a result of delegation (para 15 of minute
       refers). It is now being presented to the Education, Children's and Leisure
       Services Committee as this was the source of the original request.

3.2   SDS was introduced to Children's Services in 2013/14. This is an approach
       which allows people who are eligible for social care support to have greater
       choice and control over how they receive these services. This means care
       services can be 'personalised' to individual needs and wishes. The result of
       this is that individuals can receive the right services for them as they are the
       experts in their own lives.

3.3 The legislative framework for SDS is the Social Care (SDS) (Scotland) Act 2013. It is also supported by the SDS Framework of Standards introduced in March 2021. The statutory guidance was updated in October 2022 to encompass the Framework of Standards. Other legislation includes the SDS (Direct Payments) (Scotland) Regulations 2014 and Carers (Scotland) Act 2016.

3.4 The assessment process for SDS is clear and follows the local authority's duty to assess under section 23 of the Children (Scotland) Act 1995. That is, for those where there is a disability or additional support need assessments are designed to identify unmet need and outcomes for children, young people and their families. This assessment process will also include the needs of young carers or parent carers. There is a consistent assessment format used which ensures that there is equity for children, young people and families during the assessment process.

3.5 The majority of care packages via SDS are assessed by the Disability Pod. This is a new team that was established in early 2023. Previously, care packages via SDS were assessed across the Area Teams. However, as part of the transformation programme it was decided to establish a Disability Pod. The purpose of this was to provide greater consistency and equity for children and young people with disabilities in Moray and to better support them and their families.

3.6 The Disability Pod has resulted in the effective sharing of information in relation to services and other supports. It has also allowed for the social workers in the Disability Pod to develop their knowledge and expertise in working with this specific group of children, young people and their families.

3.7 From 2014/15 to 2022/23 the need for SDS and associated care packages was relatively stable. However, from 2021/22 to 2022/23 there was an increase in care packages from 165 to 310. This resulted in an additional spend of £106,020.20.

3.8 The tool supporting the appropriate level of SDS is the Resource Allocation System. This is a tool which helps to guide the assessment in relation to determining the amount of finance to be provided. The Resource Allocation System identifies an indicative budget which is a starting point from which to develop a care package. Within the Resource Allocation System tool there is a price point which helps to calculate the indicative budget. The price point has recently been marginally reduced in order to support a more cost effective approach. This will continue to be reviewed to promote the best use of spend for SDS.

3.9 Care packages within SDS can be subject to alterations to reflect changing need. There are a number of stable care packages which can be reasonably predicted alongside its associated financial projection. However, there are a number of care packages where assessed need can change significantly. This can result in variability in the costs of care packages which can have an impact upon the overall spend for SDS. Although this creates challenges, we remain committed to offering families the support and flexibility that they need.

3.10   There is ongoing work with Accountancy to ensure accurate projecting and effective forecasting in relation to SDS. Accountancy and social work meet on a monthly basis to ensure that there is purposeful monitoring and reviewing of SDS. As part of this, Accountancy are closely aligned with the Resource Panel which is the forum where care packages are agreed. Taken together, this approach allows for effective communication and information sharing between the Social Work Management Team and Accountancy. This approach is embedded and is subject to constant improvement.

3.11   The Social Work Management Team is also working with Accountancy to ensure that there is clear understanding of the different options of SDS. This provides effective monitoring of the different options and ensures that there is a forum to identify and escalate any increasing spend in relation to SDS.

3.12   Linked with this, the Social Work Management Team work closely with commissioned services; that is, those services where there is an existing contract. This ensures that services are used effectively and avoids any unnecessary duplication between commissioned services and those which are spot purchased. This will ensure that children, young people and their families access the service that best meets their needs. It also ensures the best use of SDS spend.

3.13   Through the course of 2022/23 there have been a number of factors which are considered to have contributed to the recent increase in care packages.

3.14   There was an increase of 206% in 2022/23 for neuro-divergent children and young people accessing services to ensure positive outcomes. Linked to this, there was an increase in the number of care packages. The increase in the number of identified neuro-divergent children and young people has been seen nationally.

3.15   There is a limited range of targeted services available in Moray for our neuro-divergent children and young people. As such, children, young people and their families have been accessing SDS as a route to meet these assessed needs. The services for neuro-divergent young people is a key element within the Children's Services Plan 2023-26. This strategy will inform the provision of services for this group and will include the use of SDS.

3.16   The Scottish Government Summer Funding (SF) offer in 2021 provided support to children and young people to access play schemes and 1:1 support over the summer of 2021. This funding was a response to the impact of the Covid-19 pandemic. Following this, further support was requested by some of the families who had accessed the SF offer. This resulted in a number of new care packages to replicate the support from SF which had been of benefit to them. The SF offer has not continued where there has, therefore, been an ongoing impact upon SDS.

3.17   For these reasons, there was an increase in demand for care packages in 2022/23 and associated spend.

3.18 The Social Work Management Team has identified the following mitigations:

- Close working relationship between the Social Work Management Team and Accountancy; the aim of this is to improve oversight and ensure that there are clear escalation processes
- Increased monitoring and support in response to the establishment of the Disability Pod; the Disability Pod is continuing to develop and provides an opportunity to closely track SDS and associated costs
- Review of policies and procedures alongside the Policy and Procedure Team; this provides an opportunity to review the approach towards SDS in Children's Services.
- Ongoing review of price points and eligibility criteria for SDS; this review will include an emphasis on ensuring that care packages are targeted at the appropriate young people and families, are proportionate and outcome focused, and provide value for money
- Ongoing work to explore the development of commissioned and cost effective services in Moray; this will be to ensure that there is a broad range of services in Moray and for these to be commissioned where this offers best value for money
- Ongoing work to explore opportunities with commissioned services to meet the needs of neuro-divergent young people
- The Children Services Plan 2023-26 has a priority of supporting children and families who experience challenges due to disability and neurodiversity. This supports the planning in relation to SDS.

4. SUMMARY OF IMPLICATIONS

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

The Corporate Plan 2024 makes a commitment to improving outcomes for Moray's most vulnerable young people and families and that more children will live with their families, being cared for in strong safe, communities across Moray.

The work of Children's Services is sighted on and committed to upholding the principles of keeping The Promise and the United Nations Convention on the Rights of the Child (UNCRC) Incorporation Bill. It is seeking to develop its role in line with The Promise and the importance of children's rights particularly in regards to having a good childhood and to hear the voice of children, young people and their families. There are no contraventions of child's rights to consider as part of this report.

(b) Policy and Legal

The legislative framework for SDS is the Social Care (SDS) (Scotland) Act 2013. It is also supported by the SDS Framework of Standards introduced in March 2021. The statutory guidance was updated in October 2022 to encompass the Framework of Standards. Other legislation includes the SDS (Direct Payments) (Scotland) Regulations 2014 and Carers (Scotland) Act 2016.

(c) Financial Implications

In 2022/23 there was additional spend of £106,020.20 in relation to SDS.

(d) Risk Implications

There is a risk that, given the increase in needs, the spend required continues to increase year on year with no allowance for this. The identified mitigations are outlined in paragraph 3.17.

(e) Staffing Implications

There are no staffing implications associated with this report.

(f) Property

There are no property implications associated with this report.

(g) Equalities/Socio-Economic Impact

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

(h) Climate Change and Biodiversity Impact

None.

(i) Directions

None.

(j) Consultations

Chief Social Work Officer/Head of Service, Panel Advisor, Chief Officer Health and Social Care, Equal Opportunities Officer, Senior Human Resources Advisor, Chief Financial Officer, Legal Services Manager and Caroline O'Connor, Committee Services Officer.

5. CONCLUSION

5.1 The purpose of this report is to request that Committee consider and note the review of spend for SDS in Children's Services.

Author of Report: Carl Campbell, Service Manager, Children & Families and
                     Justice Social Work
Ref: SPMAN-305227695-105

REPORT TO: **EDUCATION, CHILDREN'S AND LEISURE SERVICES COMMITTEE ON 28 NOVEMBER 2023**

SUBJECT: **PERFORMANCE REPORT (EDUCATION) – PERIOD TO SEPTEMBER 2023**

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

1. REASON FOR REPORT

1.1 To inform the Committee of the performance of the service for the period to 30 September 2023.

1.2 This report is submitted to the Committee in terms of section III (A) (4) of the Council's Scheme of Administration in relation to monitoring performance in accordance with the Council's Performance Management Framework.

2. RECOMMENDATION

2.1 It is recommended that Committee:

(i) scrutinises performance in the areas of Service Planning, Service Performance and other related data to the end of September 2023; and

(ii) notes the actions being taken to improve performance where required.

3. BACKGROUND

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

4. SERVICE PLANNING

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

4.2   The narrative included is by exception, links to Service Plan Actions and Performance Indicators can be accessed within the Background Papers section of this report.

4.3   Unlike other services Service Plans the Education plan is reported by School Term as an alternative to quarters. Strategic and Service Level progress within this report reflects progress made during Term 1 (August – September) of the current school year.

4.4   As a result of a Collaborative Improvement visit a review of Education priorities was undertaken, the result of which identified key priorities as detailed within the Education National Improvement Framework Report and Plan submitted to this committee on 19 September 2023 (Para 10 of minute refers).

4.5   It is noted that the management of Additional Support Needs (ASN) services has temporarily transferred to the Education service and this will be reflected fully in future reporting, however for this period, for technical reasons, tracking tables and plans in hyperlinks remain within the Education Resources and Communities backing documents and tables. However progress narrative on the ASN review work is reported in the Education performance report below.

SERVICE PLAN PRIORITIES		RAG
STRATEGIC	Improving Outcomes for All	26%
SERVICE	Curriciulum	39%
	Learning, Teaching and Assessment	33%
	Reviewing Additional Support Needs	54%
	Leadership and Empowerment	23%
OVERALL PLAN PROGRESS		35%

Comment

Term 1 - 2023/24 - At this early stage the overall plan is progressing well. Two Service Level areas are subject to minor slippage.

Data not available - Data not yet published or unavailable due to reporting timescales.

SERVICE PLAN PI'S

17

0
3
2
0
12

■ Achieving Target   ■ Within Target
■ Below Target   ■ Data Only
■ Data not available

Strategic Outcomes - successes

4.6   Work to develop widened curriculum approaches and broader delivery models has progressed well during term 1. A termly overview of subject groups is in place supported by Deputy Headteachers and subject group chairpersons. Term 1 meetings focussed on Senior Phase. Term 2 will focus on work around Broad General Education (BGE) and content adjustments to Senior Phase assessment/Course. (Action EDU 2023-24 CUR 1.14)

4.7   The development of moderation practice based on intelligence data, Achievement of Curriculum for Excellence Levels (ACEL) findings, national and wider assessments has made good progress during term 1. From the May 2023 'Pan-authority' moderation sessions with Associated School Groups (ASGs) further meetings have been arranged to drive this action forward. In terms 2 and 4 time has been allocated within inset days to focus on moderation and targeted ASG action plans. (Action EDU 2023-24 LTA 1.7)

4.8   Using a draft identification framework, the assessment of Additional Support Needs (ASN) across Moray is ongoing. During June 2023 a pilot moderation process was undertaken to establish a needs baseline. Work continued during term 1 across Early Years and school settings and is due to complete within term 2. ASN practices used in other Local Authorities were explored to gain an understanding of models of good practice. The dedicated ASN Quality Improvement officer attends regular Association of Directors of Education Scotland (ADES) ASN network meetings working in partnership at a national and local government level to inform and influence policy decision making. On a practice-based level the Education Support Officer (ESO) attended a Pupil Support Assistant (PSA) training workshop, the knowledge gained will be cascaded to PSA's throughout Moray. (Actions EDU 2023-24 ASN 1.1 & EDU 2023-24 ASN 1.2)

        Strategic Outcomes – challenges and actions to support

4.9   Progress to explore and extend learner pathways for pupils to advance through the BGE and onto Senior Phase has been limited during term 1. It is anticipated that once improvement group meetings dates are agreed, and meetings take place, progress will accelerate. (Action EDU 2023-24 CUR 1.9)

4.10   Work to review the existing BGE curriculum content and approaches is at an early stage. An outline plan has been developed and is tabled for discussion at the beginning of term 2. (Action EDU 2023-24 CUR 1.12)

4.11   Undertaking ASN 'Visioning' exercises to road map a new provision and delivery model is subject to slippage against an anticipated due date of December. An initial 'Visioning' exercise took place with officers, following on from which a further exercise was organised for Headteachers with enhanced provision, nursery managers and the learning estate team, supported by Education Scotland. (Action EDU 2023-24 ASN 1.10)

4.12   In terms of planned actions for ASN review work (please see tables in the Performance Report Education Resources and Communities report also reported to ECLS Committee on 28 November 2023): Resource allocation, location and staffing structure have not been agreed by the planned date of end of August. This work will be informed by the moderation process above which will provide a more complete understanding of levels and type of need in Moray schools to inform consideration of a new approach for resource allocation and the structure of ASN support systems. It is planned to have a model identified to take forward the planned Resource Allocation action by early 2024.

Service Level Outcomes - successes

4.13   The convening of the Moray Curriculum Strategy and the Moray Improvement groups took place during term 1. Reporting structures are in place and future meetings of both groups have been scheduled for terms 2 to 4. (Action EDU 2023-24 CUR 1.2 & Action EDU 2023-24 CUR 1.3)

4.14   The action to invest in a key 'Back to Basics' core reference text completed during term 1 as anticipated. Teachers were provided with books prior to the summer term and new staff and newly qualified teachers in August. All schools have created either collegiate sessions as part of working time agreement or created professional learning communities. A few Headteachers shared their approaches with the system and progress will be monitored during term 2. (Action EDU 2023-24 LTA 1.4)

4.15   With support from His Majesty's Inspectorate Education (HMIe) and Education Scotland, planning and co-delivery of professional learning activities and development sessions were secured, allowing this action to complete as scheduled. The 'Vision' session attended facilitated input at a strategic meeting and will provide ongoing advice and guidance with a focus on ASN. (Action EDU 2023-24 ASN 1.3)

4.16   Agreement was reached on refocussing Strategic Education meetings around Inclusion and supporting all learners in meeting their needs, completing this action as scheduled. The first strategic meeting included a session on inclusion in Scotland/Moray, Getting it Right For Every Child (GIRFEC) principles and values, the four pillars of inclusion and two sessions to identify core universal training offer as well as the vision for ASN service moving forward. (Action EDU 2023-24 ASN 1.4)

Service Level Outcomes – challenges and actions to support

4.17   Initial public engagement session in relation to the development of an alternative curriculum and strategic commissioning framework for children and young people in mainstream schooling who may need alternative support was held in Elgin Town Hall during term 1. The procurement process is moving forward at speed to achieve the due date December of 2023. (Actions EDU 2023-24 ASN 1.5).

4.18   Review of ASN to establish scale and level of need within Moray is subject to slippage ahead of November 2023 completion date. The moderation process is underway with identified Early Learning and school settings. Once complete the process will provide a baseline and inform future resource allocation. (EDU 2023-24 ASN 1.6)

5.   SERVICE PERFORMANCE

5.1   In line with the PMF, operational performance is reviewed quarterly by departmental management. Areas performing well and/or areas subject to a decreasing trend or where benchmarking results show performance significantly below comparators will be reported to this committee for member scrutiny. Regular attainment reports are presented at Committee as and when local and national data is available.

5.2   The narrative included is by exception, links to Service Performance
        Indicators can be accessed within the Background Papers section of this
        report.
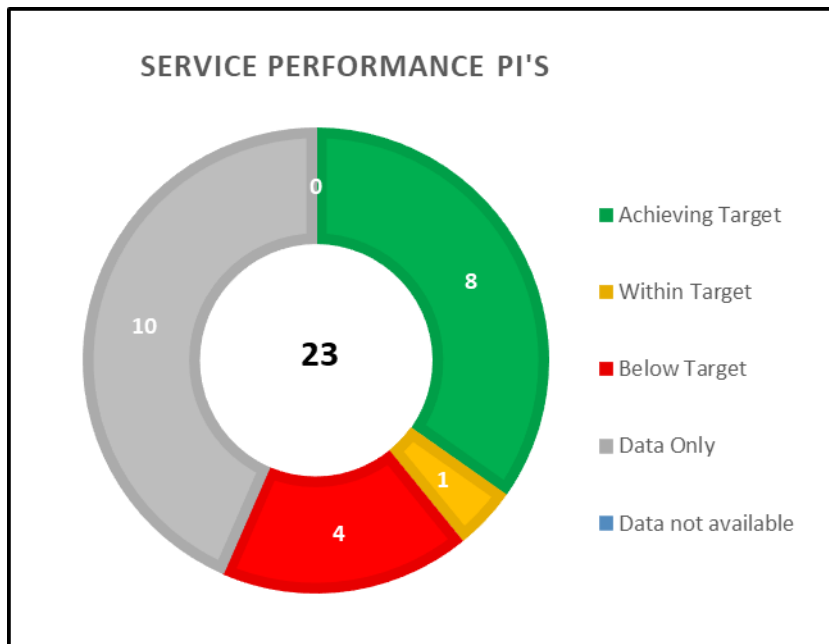
Operational Indicators - successes

5.3   Nothing to report. Benchmarking indicators were incorporated in
        2022-23 quarter 4 report with updates not due until December 2023.

Operational Indicators - challenges

5.4   Nothing to report. Benchmarking indicators were incorporated in
        2022-23 quarter 4 report with updates not due until December 2023.

6.   OTHER PERFORMANCE RELATED DATA

Complaints & MP/MSP Enquiries

6.1   In line with the PMF, complaints are reviewed quarterly by departmental
        management in terms of time taken to respond, outcome and learning points.
        Detailed tables can be accessed within the Background Papers section of this
        report.

6.2   A total of 43 complaints were received during the first half of 2023/24, with 31
        complaints closed during the period. Of those, 17 were dealt with at frontline
        stage (55%), with 3 being upheld or part upheld and 14 not upheld. The
        average time to resolve frontline complaints was 7 working days, an
        improvement on the same period last year (11 days), however remaining
        above the 5 working day target. Ten of the 17 (59%) frontline complaints
        were responded to within that 5 working day target.

6.3 Due to their complexity, a number of complaints require further investigation in order to achieve a resolution. A total of 14 investigative complaints were closed in the first half of 2023/24, with 5 complaints either upheld or partially upheld and 9 not upheld. The average time taken to resolve investigative complaints was 24 days, an improvement on the same period last year (35 days), although still above the 20 working day target. 4 complaints were resolved within the 20-day timescale, and of the 10 not resolved within timescale, 9 were granted an extension.

6.4 Complaints range across nursery, primary and secondary settings and of the 8 complaints upheld or part upheld related mainly to process/procedure and poor communication - appropriate reinforcement actions were taken.

6.5 A total of 25 MP/MSP enquiries were received during the first half of 2023/24, well up on the 10 received in the first half of 2022/23. All enquiries were resolved.

Other Performance (not included within Service Plan)

6.6 The annual National Improvement Framework Plan return was submitted to the Scottish Government as required in September 2023 and reported to the last meeting of this committee on 19 September 2023 (item 8 of the agenda refers). The return reported on the successes and challenges through 2022-23.

Consultation and Engagement

6.7 Nothing to report.

7. <u>**SUMMARY OF IMPLICATIONS**</u>

(a) **Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))**
Performance measurement is used to ensure the efficient and sustainable delivery of services to meet the Council's priorities in both the Corporate Plan and the LOIP.

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

(c) **Financial implications**
None.

(d) **Risk Implications**
None.

(e) **Staffing Implications**
None.

(f) **Property**
None.

(g) Equalities/Socio Economic Impact
An Equality Impact Assessment is not required as this report is to inform the Committee on performance.

(h) Consultations
The Head of Education (Chief Education Officer), Depute Chief Executive (Education, Communities & Organisational Development), Service Managers, Legal Services, the Equal Opportunities Officer, and Caroline O'Connor, Committee Services Officer have been consulted with any comments received incorporated into this report.

8.   CONCLUSION

8.1   As at September 2023, overall progress against the service plan for 2023/24 was 35% complete. Three Strategic Actions are subject to some slippage but have time to make up ground ahead of completion dates. Five Service Level Actions completed during term 1 as anticipated. With exception of Leadership and Empowerment all other Service Level areas are ahead of target at this early stage of the plan.

Author of Report: Neil Stables, Research & Information Officers
Background Papers: Service Plan Actions
                                       Service Plan Performance Indicators
                                       Service Performance Indicators
                                       Service Complaints
Ref: SPMAN-1315769894-436

REPORT TO: **EDUCATION, CHILDREN'S AND LEISURE SERVICES COMMITTEE ON 28 NOVEMBER 2023**

SUBJECT: **EDUCATION REVENUE BUDGET MONITORING TO 30 SEPTEMBER 2023**

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

1. REASON FOR REPORT

1.1 To inform the Committee of the budget position for Education as at 30 September 2023.

1.2 This report is submitted to Committee in terms of Section III (A) (2) of the Council's Scheme of Administration relating to the consideration of capital and revenue budgets and long term financial plans.

2. RECOMMENDATION

2.1 It is recommended that Committee considers and notes the budget position at 30 September 2023.

3. BACKGROUND

3.1 The report highlights those areas of the budget where there is a significant percentage variance identified at 30 September 2023.

4. BUDGET POSITION

4.1 The spend at 30 September 2023 is £45,214,000 against a budget to date of £45,917,000, giving an underspend of £703,000 as shown in **Appendix 1**.

4.2 The main underspend in Early Learning and Childcare is on the snack and fundraising accounts, these accounts cover the academic year and any underspends are carried forward as part of ear marked reserves.

4.3 Devolved school budgets are underspent by £613,000 at the end of the second quarter, £130,000 in primary schools and £483,000 in secondary schools. The underspend is reduced by overspends on employers oncosts. The budgets will be amended in October to reflect the census figures for the 2023/24 academic year.

4.4   Education Central Services has an underspend of £14,000 on period poverty, £8,000 on relocation costs, £11,000 on clothing grants and £10,000 on staff advertising. The underspends are reduced by an overspend of £71,000 on central supply for long term sickness and maternity cover in schools and insurance costs of £58,000 due to an increase in claims. Work is planned for the start of the new academic session to review the range of products available for period poverty and to seek the voice of our young people in updating this to ensure the use budget is informed by the views of young people . Staff advertising in TES (education recruitment publication) has been ceased.

4.5   Additional Support for Learning has an underspend on speech and language therapy £25,000, staff travel £13,000, £8,000 training and other minor underspends making up the balance of £13,000. Plans are being developed for staff training and development linked to the future delivery of ASN services, which this budget will support. There was a review of the speech and language therapy contract and support which was reported to Education, Children's and Leisure Services 19 September 2023. Staff travel savings will be posted in quarter 3.

5.   ESTIMATED OUTTURN

5.1   The estimated outturn for 2023/24 is £98,681,000 against a budget of £98,880,000 resulting in an estimated underspend for the year of £199,000.

5.2   The Early Learning and Childcare budget was overspent by £289,000 in 2022/23, savings have been made which has brought this down to £100,000 in 2023/24. It is anticipated further savings will be made in 2024/25 to bring the service in budget. However, the forecast overspend could increase following the January 2024 intake, projected numbers for January are currently being prepared and will be used to more accurately assess this risk. There is an anticipated underspend in the speech and language therapy contract and support.

5.3   Primary school employer oncosts will be reviewed as part of the change of budget for census figures. Budgets for schools are based on an average percentage and are reviewed each year per the DSM scheme, the overspend to date relates to an increase in staff joining the pension scheme.

5.4   There is an anticipated overspend on central supply for schools of £225,000 and £58,000 on insurance costs. This overspend is reduced by underspends on period poverty £25,000, school clothing grants £10,000, disturbance mileage £11,000 and staff advertising £9,000.

5.5   There is an anticipated underspend on the speech and language therapy contract and support of £65,000, this is due to a review of the service being provided. A committee paper went to Education, Children's and Leisure Services Committee on 19 September 2023 (para 14 of minute refers) which outlined the proposed changes to the service.

5.6   Staff savings from vacancies and appointment below top of scale are anticipated to exceed budget by £429,000.

6.   SUMMARY OF IMPLICATIONS

(a)   Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP)
The Education Revenue Budget has particular reference to National Outcome 8 – we have improved the life chances for children, young people and families at risk.

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

(c)   Financial implications
The resource implications are set out in this report and at **Appendix 1.** The underspend as at 30 September 2023 is £703,000 against a budget to date of £45,917,000. The estimated year end position is expenditure of £98,681,000 against a budget of £98,880,000 resulting in an underspend of £199,000.

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

(e)   Staffing implications
There are no staffing implications associated with this report.

(f)   Property
There are no property implications associated with this report.

(g)   Equalities/Socio Economic Impact
An Equality Impact Assessment is not needed because the report is to inform the Committee on budget monitoring.

(h)   Climate Change and Biodiversity Impacts
No climate change and biodiversity impacts arise directly from this report.

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

7.   CONCLUSION

7.1   That Committee considers and notes the budget position as at 30 September 2023.

Educational Services

 Budget Monitoring Report to 30 September 2023

Service	Revised Budget £'000	Budget to Date £'000	Actual to Date £'000	Variance to Date £'000	Variance %		Full Year Forecast £'000		Full Year Variance £'000
Early Learning and Childcare	5,855	(2,586)	(2,616)	30	(1)%		5,936		(81)
Primary Education	32,757	16,979	16,782	197	1 %		32,757		-
Secondary Education	36,714	19,251	18,753	498	3 %		36,714		-
Additional Support Needs	18,835	9,055	8,996	59	1 %		18,776		59
Education Central Services	4,651	3,022	3,099	(77)	(3)%		4,859		(208)
Management	132	65	61	4	6 %		124		8
Efficiency Savings-Education	(195)	-	-	-	-		(624)		429
Education COVID 19	131	131	139	(8)	(6)%		139		(8)
					-				
Educational Services Total	**98,880**	**45,917**	**45,214**	**703**	**-**		**98,681**		**199**

REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES
             COMMITTEE ON 28 NOVEMBER 2023

SUBJECT: EARLY LEARNING AND CHILDCARE (ELC) – TOP UP HOURS
             UPDATE

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

1.   REASON FOR REPORT

1.1   To update Committee about income generation through the top up hours and
      on the proposed changes for hourly, light teas and snack charges during top
      up hours.

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

2.   RECOMMENDATION

2.1   It is recommended that Committee:

   **(i)   scrutinise and note the uptake of top up hours across the year
            round services;**

   **(ii)   agree the proposed changes for hourly charges for top up hours.
            These charges would be £6.00 for 1 additional hour or £11.50 for 2
            additional hours; and**

   **(iii) agree the additional charges for light teas and snacks during top
            up hours. These charges would be up to 50p for snack and £1.95
            for a light tea.**

3.   BACKGROUND

3.1   In Moray there are currently twenty four local authority settings that are
      essential in delivering 1140 hours of funded childcare to 3-5 year olds. Six of
      these local authority services offer a year round model operating 46 weeks a
      year. This is to meet the statutory requirement as mandated by the Scottish
      Government.

3.2   The six services are Seafield Nursery and Linkwood Nursery in Elgin, Pilmuir Nursery in Forres, Lhanbryde Nursery in Lhanbryde, Lady Cathcart Nursery in Buckie and Cullen Nursery in Cullen.

3.3   The 8am – 6pm model in these six year round services allows families the flexibility to have their children in for longer periods than the term time model, which offers 1140 hours within school hours of 9am-3pm.

3.4   It was recognised that although families are using some of the hours between 8am – 6pm for their 1140 hours funding, quieter periods are being experienced.

3.5   At the meeting of Education, Children's and Leisure Services Committee on 9 March 2022 (para 14 of the minute refers) a pilot programme was proposed to generate income following requests from families, initially at Linkwood Nursery, by offering top up hours for 3-5 year olds already in attendance.

3.6   It was further agreed at the meeting of Education, Children's and Leisure Services Committee on 9 March 2022 (para 14 of the minute refers) that Linkwood Nursery could proceed with this trial.

3.7   Given the positive uptake of the trial at Linkwood Nursery, it was agreed on 8 June 2022 at Education, Children's and Leisure Services (para 9 of minute refers) that the remaining five year round services could also offer the option to existing children and families to top up ELC hours.

3.8   From the start of the new academic term, in August 2022, Cullen Nursery, Seafield Nursery and Lhanbryde Nursery began supporting existing families with additional hours for 3-5 year olds with Pilmuir Nursery offering this service from November 2022.

3.9   Lady Cathcart in Buckie is the only year round service which is not currently offering top up hours; however, families are aware this option will be available in the near future.

3.10   Key messages from the current offer;

        -   The majority of families request a consistent pattern of hours, this is the core group of income generation.
        -   Some use the service on an ad hoc basis.
        -   The variability of need across the five services actively providing top up means that income generated on a monthly basis can fluctuate.
        -   Where there are no holiday periods, income generated is higher.

3.11   At present children accessing 1140 hours are entitled to either a fully funded lunch or light tea at no additional cost to the families. As part of the Scottish Milk and Healthy Snack Scheme, children also receive a funded healthy snack (a serving of fresh fruit or vegetables) and a portion of milk (1/3 of a pint) on a daily basis.

3.12 Local authority year round services allow parents to choose the option of paying 30-50p per funded 1140 hours session for a more substantial snack as the healthy snack funding is not sufficient to sustain a child accessing the extended hours.

3.13 To apply and maintain this charge across the top up hours would mean the year round services could continue to offer the same quality of snack particularly since the healthy snack and milk fund does not apply to top up hours.

3.14 For children and families accessing top up hours after 4pm a light tea would be a further chargeable option. Catering currently charge £1.95 to the ELC service to provide light teas for funded children. This cost along with any associated additional snack fees would be invoiced to families when paying for top up hours.

3.15 Following recent consultation with partner provider ELC services, it was noted that the local authority year round services were charging an hourly rate for top up hours that was less than the average rate charged by those partner services which offer non-funded hour options for families. Currently local authority year round services charge £5.00 for 1 additional hour and £9.50 for 2 hours.

3.16 To help ensure the top up hourly rate charged to parents by the local authority is a fair rate comparable with partner provider settings that offer non-funded childcare services, a survey of partner provider nurseries and childminders was undertaken.

3.17 This survey was open from 23 August – 8 September 2023 and a total of 36 responses were received. There were 3 responses from local authority settings, 16 partner childminders and 17 partner nurseries. Of those responses from partner providers, 14 partner childminders and 10 partner nurseries provided details on current hourly charges for non-funded childcare offered to 3-5 year olds.

ELC Service	Current Average Hourly Charges
Local Authority Nurseries 3-5 year olds	£5.00 for 1 additional hour / £9.50 for 2 hours
Partner Provider Nurseries 3-5 year olds	£6.02 excluding outlier low & high figures / £6.11 including outlier figures
Partner Provider Childminders 3-5 year olds	£5.23

3.18 Important factors to note from the survey include:

- 4 partner nurseries reported hourly charges were currently under review for potential increases
- the 2 outlier nursery figures were reported with the lowest charge per hour at £3.45 and the highest at £9.50
- the lowest figure was reported by a nursery setting where families receive supplemental funding for non-funded childcare hours

3.19 It is proposed that in order to bring the local authority hourly charges in line with partner providers offering non-funded childcare services, the local authority charges should be increased to £6.00 for 1 hour and £11.50 for 2 hours with effect from the new financial year beginning April 2024.

3.20 This rate should then be reviewed regularly against partner providers in Moray to ensure it continues to be fair in comparison to those partners offering non-funded childcare services.

4.   SUMMARY OF IMPLICATIONS

(a) Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))
The report links to the priority of working towards a financially stable Council that provides valued services to our Communities and providing a sustainable education service aiming for excellence as referred to in the Moray Council Corporate Plan.

The report links to 'Building a better future for our children and young people in Moray' from the LOIP.

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

The authority has a duty to provide a quality early learning and childcare place for every 3, 4 and 5 year old whose parents wish it and for eligible 2 year olds.

(c) Financial implications
The financial implications for top up hours would be for income generation rather than expenditure. As noted below, the total income generated at the six year round services from April 2023 to September 2023 amounted to £18,438.

Year Round Service	April 2023- September 2023 Income
Cullen Nursery	£2,707.50
Lady Cathcart Nursery	£0
Lhanbryde Nursery	£4,401.50
Linkwood Nursery	£5,916.00
Pilmuir Nursery	£465.50
Seafield Nursery	£4,947.50

If the recommended changes to increase to £6.00 for 1 hour and £11.50 for 2 hours is approved, it is anticipated that this would generate an increase of up to 20% additional income depending on the level of uptake for the top up hours service.

(d) Risk Implications
The risk implications could be that offering top up hours would impact on the ELC services ability to meet the legislative requirement for funded places. To mitigate this risk, Nursery Managers will ensure spaces for funded children are protected.

(e) Staffing Implications
There will be no staffing implications as a result of the recommended changes. Nursery Managers will continue to only offer top up hours within current staffing structures and session times.

(f) Property
There are no property implications arising directly from this report.

(g) Equalities/Socio Economic Impact
An Integrated Impact Assessment (IIA) has been completed and is attached as **Appendix 1**. Section 3 of the IIA is still to be finalised.

The IIA identifies that there may be a socio economic impact on some families as a result of increasing charges; however, as the increase is relatively small it is not expected that the proposal will prevent families from accessing the top up hours service. In order to ensure the local authority services offering top up hours are charging a fair market rate and to reduce operating costs and bring the ELC budget in line, it is important that these changes should go ahead.

As indicated in the IIA, there will be consultation with service users more generally to help explain the changes proposed, discuss mitigating actions and give an opportunity to tease out any further issues which have not been identified.

(h) Climate Change and Biodiversity Impacts
There are no climate change or biodiversity implications arising directly from this report.

(i) Consultations

Depute Chief Executive (Education, Communities and Organisational Development), Head of Education (Chief Education Officer), Chief Financial Officer, Catering Manager, Early Years Project Officer, Equal Opportunities Officer, Nicky Gosling, Accountant and Caroline O'Connor, Committee Services Officer have been consulted.

5. CONCLUSION

5.1 Committee is asked to note and scrutinise the uptake of top up hours across the year round services.

5.2 Committee is asked to agree an increased hourly charge for top up hours. These charges would be £6.00 for 1 additional hour or £11.50 for 2 additional hours and notes that mitigations for socio-economic impact will be considered further during general consultation with users.

5.3 Committee is asked to agree the additional charges if families wish to access snacks and light teas during top up hours. These charges would be up to 50p for snack and £1.95 for a light tea.

Author of Report: Hazel Sly, Early Years Service Manager
Background Papers: SPMAN-1315769894-217 / SPMAN-1315769894-286 / SPMAN-1315769894-308
Ref: SPMAN-1315769894-445 / SPMAN-1315769894-446

INTEGRATED IMPACT ASSESSMENT COVERING

- **EQUALITIES & SOCIO ECONOMIC DUTIES**
- **HUMAN RIGHTS AND RIGHTS OF THE CHILD**

STAGE 1 - DO I NEED AN INTEGRATED IMPACT ASSESSMENT?

Name of policy or proposal: Top Up Hours Service	
Is this a	Mark X below
New activity, programme or policy?	
Change to an existing activity, programme or policy?	X
Budget proposal?	

Duties: tick the boxes you think apply	No	Maybe	Yes
Equalities: Will your proposal have an impact on groups with protected characteristics? *Consider the impact of your proposal on people and how they access your services and information without barriers.*		X	
Socio-economic *Not every person/family has access to regular income or savings. Will your proposal have an adverse impact on them*		X	
Does your proposal impact on the **human rights** of people?	X		
Does your proposal impact on the **rights of children** and young people		X	

Reasoning
Briefly describe your reasoning for the responses given above:

Currently top up hours are being offered to existing families attending 5 of the 6 local authority operated year round services. This is an optional service which parents/carers can choose to use on top of their funded 1140 hours entitlement.

It is proposed that the hourly charges for each additional top up hour of Early Learning and Childcare (ELC) be increased from £5.00 to £6.00 for one hour and £9.50 to £11.50 for two hours.

Children are entitled to one funded meal per day of attendance and one portion of healthy snack and milk during funded hours uptake; however, top up hours are not included in the funded entitlement for meals. It is therefore proposed that meals during top up hours will be charged at £1.95 for light teas and between 30-50p for a more substantial snack. This will be an optional charge if families wish for their child to receive a meal and/or enhanced snack during top up hours.

It is possible that the increasing costs will impact on those families which do not have access to regular income or savings.

If you have answered "maybe" or "yes" to any of the Stage 1 questions above then proceed to complete the Stage 2 Integrated Impact Assessment questions below.

If you have answered "no" to the Stage 1 questions above then provide the details below and submit to [email]	
Lead Officer for developing the contract	
Other people involved in the screening (this may be council staff, partners or others i.e. contractor or community)	
Date	

STAGE 2: INTEGRATED IMPACT ASSESSMENT

Brief description of the affected service

1. Describe what the service does:

Early learning settings provide nursery care and education for children age 2 – 5.

Recent expansion in service with hours on offer = 1140 funded hours per child.

Service operates out of 64 centres (24 local authority and the remainder being privately run and in contract with Moray Council to offer funded hours) with setting capacities varying from as little as 16 to over 80 children at any one time. There are an additional 39 childminders in partnership with Moray Council to deliver funded childcare.

The total number of service users (children accessing hours) is approximately 1031 within our private nurseries and childminders and 617 in local authority nurseries (as of September 2023 however there is a January and April intake not factored in.)

There are six year round local authority operated services five of which offer top up hours in addition to funded Early Learning and Childcare hours. These settings are Seafield Nursery and Linkwood Nursery in Elgin, Pilmuir Nursery in Forres, Lhanbryde Nursery in Lhanbryde, and Cullen Nursery in Cullen. Lady Cathcart Nursery in Buckie is the sixth year round service which will begin offering this service in the near future.

2. Who are your main stakeholders?

The children themselves and their parents/carers.

Total number of service users overall is noted above. The number of children in each of the 6 year round services is as follows as of September 2023:

Year Round Service	Number of children attending as of September 2023	Number of children accessing top up hours currently
Cullen Nursery	28	10
Lady Cathcart Nursery	37	0
Lhanbryde Nursery	17	8
Linkwood Nursery	55	8
Pilmuir Nursery	44	15
Seafield Nursery	35	10

3. What changes as a result of the proposals? Is the service reduced or removed?

As a result of this proposal, the service would increase hourly charges for each additional top up hour of Early Learning and Childcare from £5.00 to £6.00 for one hour and £9.50 to £11.50 for two hours.

Children are entitled to one funded meal per day of attendance and one portion of healthy snack and milk during funded hours uptake; however, top up hours are not included in the funded entitlement for meals. It is therefore proposed that meals during top up hours will be charged at

£1.95 for light teas and between 30-50p for a more substantial snack. This will be an optional charge if families wish for their child to receive a meal and/or enhanced snack during top up hours.

Following recent consultation with partner provider ELC services, it was noted that the local authority year round services were charging an hourly rate for top up hours that was less than the average rate charged by those partner services which offer non-funded hour options for families.

The reason for this increase in hourly charges is to help ensure the top up hourly rate charged to parents by the local authority is a fair rate comparable with partner provider settings that offer non-funded childcare services.

The reason for the addition of charges for light teas/enhanced snacks during top up hours it to cover the operating costs associated with meals as part of this additional service.

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4. How will this affect your customers?

It is possible that the increasing costs will impact on those families which do not have access to regular income or savings. It is proposed that as part of this Integrated Impact Assessment, consultation takes place with families at the six year round services to advise of the changes and determine mitigating actions to support parents/carers choosing to use the top up hours service before changes take effect from April 2024.

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5. Impact on staff providing the service

There is no anticipated further impact on staff providing the service as this is an ongoing service.

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6. **Please indicate if these apply to any of the protected characteristics**	
Protected groups	**Potential impacts and considerations**
Race	A higher proportion of children with ASN come from ethnic minority groups with language barriers.
Disability	A proportion of children with ASN are viewed as having a disability with the terms of the Equalities Act.
Carers (for elderly, disabled or minors)	
Sex	Possibility exists for single mothers and/or fathers to be impacted.
Pregnancy and maternity (including breastfeeding)	
Sexual orientation	
Age (include children, young people, midlife and older people)	The service is specifically for children.
Religion, and or belief	

Gender reassignment	
Inequalities arising from socio-economic differences	Some families with children attending the year round services are from poorer socio-economic backgrounds.

Human rights

List of convention rights	Describe, where applicable, if and how specific rights are engaged
Article 5: Right to liberty and security	
Article 6: Right to a fair trial	
Article 8: Right to respect for private and family life, correspondence and the home	Potential to put additional pressure onto parents/families of children accessing top up hours or considering accessing top up hours.
Article 10: Freedom of expression	
Article 11: Freedom of assembly and association	
Article 12: Right to marry	
Article 14: Prohibition of discrimination (in relation to the convention rights)	
Article 1 of Protocol 1: Protection of property	
Article 2 of Protocol 1: Right to education	
Article 3 of Protocol 1: Right to free elections by secret ballot	

Children's Rights and Wellbeing

Relevant articles – UNCRC	
Article 2 – Non discrimination	
Article 12 – Respect of the views of the child	
Article 3.1 – Best interest of the child	Potential to affect outcomes for children.
Article 6.2 – Right to survival and development	

7. Evidence. What information have you used to make your assessment?

Performance data	
Internal consultation	

Consultation with affected groups	No consultation has taken place yet with families that have children attending the year round services but would be carried out in the start of the new year to advise of changes to be implemented from April 2024 and help identify mitigating actions to support families. Consultation has taken place with partner nurseries and childminders in partnership meetings and a survey conducted to determine the current fair market hourly rate for non-funded services.
Local statistics	This survey with partner nurseries and childminders resulted in the following information being obtained:

ELC Service	Current Average Hourly Charges
Local Authority Nurseries 3-5 year olds	£5.00 for 1 additional hour / £9.50 for 2 hours
Partner Provider Nurseries 3-5 year olds	£6.02 excluding outlier low & high figures / £6.11 including outlier figures
Partner Provider Childminders 3-5 year olds	£5.23

National statistics	
Other	

8. Evidence gaps

Do you need additional information in order to complete the information in the previous questions?

Consultation with service users will help explain the changes proposed and give an opportunity for their views to be considered. Additionally this is an opportunity to assess the potential impact on single mothers and/or fathers by confirming numbers of single family households accessing or considering accessing top up hour services within each of the year round nurseries and tease out any further issues which have not been identified.

9. Mitigating action

Can the impact of the proposed policy/activity be mitigated? Please explain

It is anticipated that by consulting with families attending the six year round services mitigating actions can be identified. The possibility of exploring tax free childcare credits could be considered to help cover costs associated with top up hours.

10. Justification

If nothing can be done to reduce the negative impact(s) but the proposed policy/activity must go ahead, what justification is there to continue with the change?

In order to ensure the local authority services offering top up hours are charging a fair market rate, it is important that these changes should go ahead. This will demonstrate partnership working with the partner providers contracted to provide funded Early Learning and Childcare hours that also offer non-funded childcare services to the Moray communities and will help to support a sustainable ELC infrastructure overall.

As resources are a critical issue for the Council with a pressing need to reduce operating costs and bring the ELC budget in line, this change will help to cover the costs of providing additional hours of non-funded childcare as well as the costs of providing light teas and snacks during top up hours.

As the increase is relatively small, this makes the proposed revision to charges a proportionate means to achieving the legitimate aim of preventing unfair competition with other partner providers in Moray.

SECTION 3 CONCLUDING THE IIA

Concluding the IIA

1. No potential negative impacts on any of the protected groups were found.	
2. Some potential negative impacts have been identified. The impacts relate to: It is possible that increasing costs/adding meals and snack costs will impact on those families that do not have access to regular income or savings.	x
Reducing discrimination, harassment, victimisation or other conduct prohibited under the Equality Act 2010	
Promoting equality of opportunity	
Fostering good relations The proposed changes will help to support partnership working between Moray Council and partner provider nurseries/childminders operating in Moray.	x
3. The proposals interfere with human rights and/or the rights of the child	
4. Negative impacts can be mitigated the proposals as outlined in question 9.	
5. The negative impacts cannot be fully mitigated but are justified as outlined in question 10.	x
6. Further consultation with affected groups is needed.	
7. It is advised not to go ahead with the proposals.	

Decision Set out the rationale for deciding whether or not to proceed with the proposed actions:

At this stage a decision on whether or not to proceed with the proposed actions is pending following review of the Top Up Hours report by Education, Children's and Leisure Services Committee on 28 November 2023. This is required before any changes can be formalised and shared with parents/carers through general consultation exercises.

Date of Decision: TBC

Sign off and authorisation:

Service	Early Learning and Childcare
Department	Education, Communities and Organisational Development
Policy/activity subject to IIA	Top up Hours Service
We have completed the integrated impact assessment for this policy/activity.	Name: Hazel Sly Position: Early Years' Service Manager Date: **TBC**
Authorisation by head of service	Name: Vivienne Cross Position: Head of Education Date: **TBC**
Permission to publish on website - **TBC**	
Please return this form to the Equal Opportunities Officer, Chief Executive's Office.	

REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES
COMMITTEE ON 28 NOVEMBER 2023

SUBJECT: EDUCATION SCOTLAND INSPECTION OF ANDERSON'S
PRIMARY SCHOOL

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

1. REASON FOR REPORT

1.1 To inform the Committee of the outcomes of the recently published report on a Moray school following inspection by Education Scotland.

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

2. RECOMMENDATION

2.1 It is recommended that Committee scrutinise and note the contents of this report and findings of Education Scotland following their inspection visit.

3. BACKGROUND

3.1 When a school is inspected by Education Scotland and/or the Care Inspectorate a report is published which gives commentary on the school's performance. These reports are presented regularly to Committee, where possible at the first available opportunity after publication.

3.2 In September 2023, a team of inspectors from Education Scotland visited Anderson's Primary School. During their visit, Education Scotland inspectors talked to parents/carers and children and worked closely with the Head Teacher and staff.

3.3 Anderson's Primary School was subject to a short model inspection model visit spanning over three days in total.

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

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

- QI 2.3 Learning, Teaching and Assessment
- QI 3.2 Raising Attainment and Achievement

Education Scotland Inspections also include focus on Safeguarding.

3.6 Following further dialogue between Education Scotland and the local authority, Education Scotland published Anderson's Primary School's Inspection Report on 7 November 2023 with the following gradings:

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

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

- The Head Teacher and senior leadership team provide strong leadership. Together with staff, they have created a supportive and inclusive learning environment in which children are happy and confident.
- Teachers and support staff work well together to ensure lessons are well-planned and interesting. They make good use of resources, including outdoor areas and amenities in the local community.
- Teachers gather information about the progress children are making and use this well to plan learning. Teachers and senior leaders identify, support and monitor well those children who require additional help or challenge in their learning.

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

- Staff across the school should continue to improve attainment in literacy and numeracy.
- Staff should improve how they help children understand their skills and strengths and what they need to do to improve them.

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

- Inspection Report
- Summarised Inspection Findings
- Additional Inspection Evidence

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

3.11 For reference, the Education Scotland Her Majesty's Inspectorate of Education (HMIe) visit report published in November 2023 following visit in September 2023 is contained within **Appendix 1**.

4. **SUMMARY OF IMPLICATIONS**

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

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

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

c) **Financial implications**
There are no financial implications arising directly from this report.

d) **Risk Implications**
There are no risk implications arising directly from this report.

e) **Staffing Implications**
There are no staffing implications arising directly from this report.

f) **Property**
None.

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

h) **Climate Change and Biodiversity Impacts**

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

i) **Consultations**

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

5. **CONCLUSION**

5.1 **Committee is invited to scrutinise and note the contents of this report, following positive short model inspection visit as outlined above, to Anderson's Primary School.**

7 November 2023

Dear Parent/Carer

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

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

- The headteacher and senior leadership team provide strong leadership. Together with staff, they have created a supportive and inclusive learning environment in which children are happy and confident.

- Teachers and support staff work well together to ensure lessons are well-planned and interesting. They make good use of resources, including outdoor areas and amenities in the local community.

- Teachers gather information about the progress children are making and use this well to plan learning. Teachers and senior leaders identify, support and monitor well those children who require additional help or challenge in their learning.

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

- Staff across the school should continue to improve attainment in literacy and numeracy.

- Staff should improve how they help children understand their skills and strengths and what they need to do to improve them.

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

Here are Education Scotland's evaluations for Anderson's Primary School

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

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

What happens next?

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

Monica Reilly
HM Inspector

REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES COMMITTEE ON 28 NOVEMBER 2023

SUBJECT: INITIAL ANALYSIS OF SECONDARY SCHOOL ATTAINMENT: SESSION 2022-2023

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

1.   REASON FOR REPORT

1.1   To report to Committee on the attainment of secondary schools in Moray for session 2022/2023 further to National Insight benchmarking toolkit update in September 2023 and central attainment data analysis and review.

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

2.   RECOMMENDATION

2.1   **It is recommended that Committee:**

(i)   scrutinise and note the position in respect of attainment of the young people in Moray for session 2022/2023;

(ii)   note that performance discussions with Head Teachers continue to take place during October to December 2023 involving progress visits to schools with regards to attainment position within each secondary school and actions for improvement required;

(iii)   note that at a future meeting of this Committee, a follow-up Insight report will be presented in consideration of school leaver data including post-school destinations following data publication in February 2024; and

(iv)   review and agree key interventions now planned and/or underway in support of raising attainment and achievement for young people across all secondary schools through identified actions and secondary Stretch Aims set and previously reported to Committee.

3. BACKGROUND

3.1   Session 2022/2023 witnessed the second year of return to a formal Scottish Qualifications Authority (SQA) examination diet and first year of return to more settled school life, following Covid-19 mitigations being fully lifted in April 2022.

3.2   While SQA retained modifications to a number of courses and subject areas in terms of assessable content and assessment methods in use, schools continue to report an increase in Additional Assessment Arrangements (AAA) requested and required by young people and their parents. This included extra time, separate accommodation, reader/scribe arrangements, use of ICT to support assessment and rest periods during exams.

3.3   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.

3.4   Increased anti-social behaviour has also been reported by a number of our secondary schools and within certain localities involving some young people, with increase in exclusion across some schools and lower levels of engagement. This also creates notable pressures on our senior leaders and staff in our schools in maintaining continuity in learning and focus on improvement, while also ensuring the good order and safety for all due to issues they may encounter on a daily basis using resources and any wider partnership supports that they have available as a school.

3.5   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. Preliminary Examinations (Prelims) were planned and delivered in January and February 2023 within each secondary school, to provide pupils in S4-S6 with an examination experience and support collection of key evidence in the event this was required for post-certification appeals and AAA evidence. A number of schools also provided a second opportunity through 'exit prelims' in April 2023, to further support examination experience for young people in identified subject areas.

3.6   Focus on the Moray Council Accounts Commission Best Value Audit Report key messages and measures continued across schools, through key identified actions highlighted through our National Improvement Framework Plan and Stretch Aims, with actions identified through our Raising Attainment Strategy. These set out an approach to better understand and improve educational attainment, with aspirational Stretch Aims set based on our data intelligence and contextual understanding of local factors impacting on educational attainment.

3.7   Ongoing work with the Additional Support Needs (ASN) review will ultimately ensure refreshed approaches to meeting learning needs maximise learner access to qualifications and supports all learners may require in order to be successful, progressing to positive onward post-school destinations.

3.8 In April 2023, SQA announced its decision to remove modifications for most SQA courses in 2023/2024. Most courses that had modifications to assessment in place during 2021/2022 and 2022/2023 have now returned to full assessment for 2023/2024. SQA are retaining modifications in 28 courses where they have seen evidence that they have had a positive impact while still allowing learners to show their skills, knowledge and understanding.

3.9 For a number of SQA courses, this includes a return to written examinations as well as additional coursework submission requirements. SQA continue to support our schools through our regional SQA Liaison Manager who links with the local authority SQA Coordinator as well as modification support materials, resources and Understanding Standards events for practitioners to ensure national standards are followed and upheld. This further change in assessment adds further to complexities of analysing attainment and achievement data over time based on different assessment conditions in place since 2020.

3.10 Our schools continue to support all learners through study support opportunities, homework clubs, Pupil Equity Funded interventions and wider curriculum based approaches (e.g. Universal Pupil Support, Personal and Social Education) in order to prepare young people for future success. This also includes signposting to wider online learning and study support offers through e-Sgoil, Education Scotland and Scholar.

3.11 Performance in the Senior Phase is profiled by four key national measures on Insight, the Senior Phase Benchmarking Toolkit. This provides a holistic approach to:

- Improving attainment in Literacy and Numeracy
- Improving attainment for all
- Increasing post-school destinations
- Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers

3.12 The exam results are available to schools in August each year and analysis of these results for cohort groups appeared within the Insight toolkit in September; the data relating to leaver destinations is not available until December and therefore, this information does not appear in Insight until February of the following year (February 2024). The complete picture of leaver attainment and the achievement of young people in Moray is available from March onwards each year and will be reported to a future Education, Children's and Leisure Services Committee in May 2024.

3.13 **Insight Benchmarking Measures – National Measures**
As noted in paragraph 3.11 and 3.12 above, the data for the four National benchmarks will be available each year in late February, once the school leavers' data has been compiled. It is especially important to reiterate that this represents data for all school leavers from S4-6 for the school year 2022/23, as opposed to individual cohorts of learners (all pupils). The National Measures exclusively profile school performance for learners at the point of exit from secondary school education.

3.14 **Insight Benchmarking Measures – Local Measures**
In September each year it is possible to profile school performance within the local measures and in the breadth and depth of awards gained by learners on a cohort by cohort basis (S4, S5 and S6 pupils).   Local measures that are pertinent to report on a cohort by cohort basis at this time are:

- Improving attainment in Literacy and Numeracy
- Tacking disadvantage by improving the attainment of lower attainers relative to higher attainers (attainment versus deprivation)
- Improving attainment for all

3.15 **Virtual Comparator**
Insight creates a virtual comparator based on selecting young people from across Scotland that match key characteristics of the young people in the school or local authority in question on a 1:10 basis. The performance of the school can then be assessed in relation to that of the virtual comparator group. A similar methodology is used in Insight to generate a virtual local authority pupil grouping for benchmarking local authority performance. It is important to note that features such as similar curriculum models or structures are not included in the comparison where these vary across Scottish local authorities.

3.16 **Breadth and Depth**
Insight allows us to profile the breadth (number) and depth (level of study) of qualifications completed by learners in each year in the senior phase. This year we are again able to profile the attainment of the S6 cohort throughout the senior phase (from S4-S6). In addition to local measures, in this report we will consider:

- S4 breadth and depth attainment at Scottish Credit and Qualifications Framework (SCQF) level 5
- S5 breadth and depth attainment at SCQF level 6
- S6 breadth and depth attainment at SCQF levels 6 and 7

3.17 **Tariff Score Methodology**
In the local measures of "*Improving Attainment for All"* and "*Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers"*, learner performance is measured by the number of tariff points they have accrued during the Senior Phase. The number of tariff points a young person accrues in their school career is currently based on their 'latest and best performance'. For example, if a learner achieves an A pass at National 5 in S4 this would accrue 84 points, but would be superseded by their performance at Higher in the same subject in S5 and again by performance at Advanced Higher in S6. The points are not aggregated for an improved performance in a given subject area. Learners should never be aware of their tariff point score where these are used for performance measurement at school/subject level only across key aspects (for example, when comparing Scottish Index of Multiple Deprivation (SIMD) performance, or how pupils with ASN are supported to achieve).

3.18   The total tariff points for the candidate across all of their subjects is calculated as a cumulative measure of their latest and best attainment in each subject to the given point in time plus points for any standalone units which are unrelated to any other subject qualification. Measures presented in the tool are then an average of the total tariff points for the relevant candidates in the cohort.

3.19   The complementary tariff measure is the sum of tariff points accumulated across the latest and best achievement in subjects which a learner has achieved, up to a maximum of 120 SCQF credit points. The subjects which contribute to the 120 SCQF credit points in the complementary tariff measure are those in which the learner has achieved the highest tariff points relative to the amount of learning in that subject (subject tariff points/SCQF credit points for that subject). For purposes of this paper, we will consider complementary tariff points as that gives a truer reflection of a young person's attainment regardless of local authority or school curricular model and approach.

3.20   **Local Measure – Improving Attainment in Literacy and Numeracy**

S4 based on S4 cohort – S4 Literacy and Numeracy
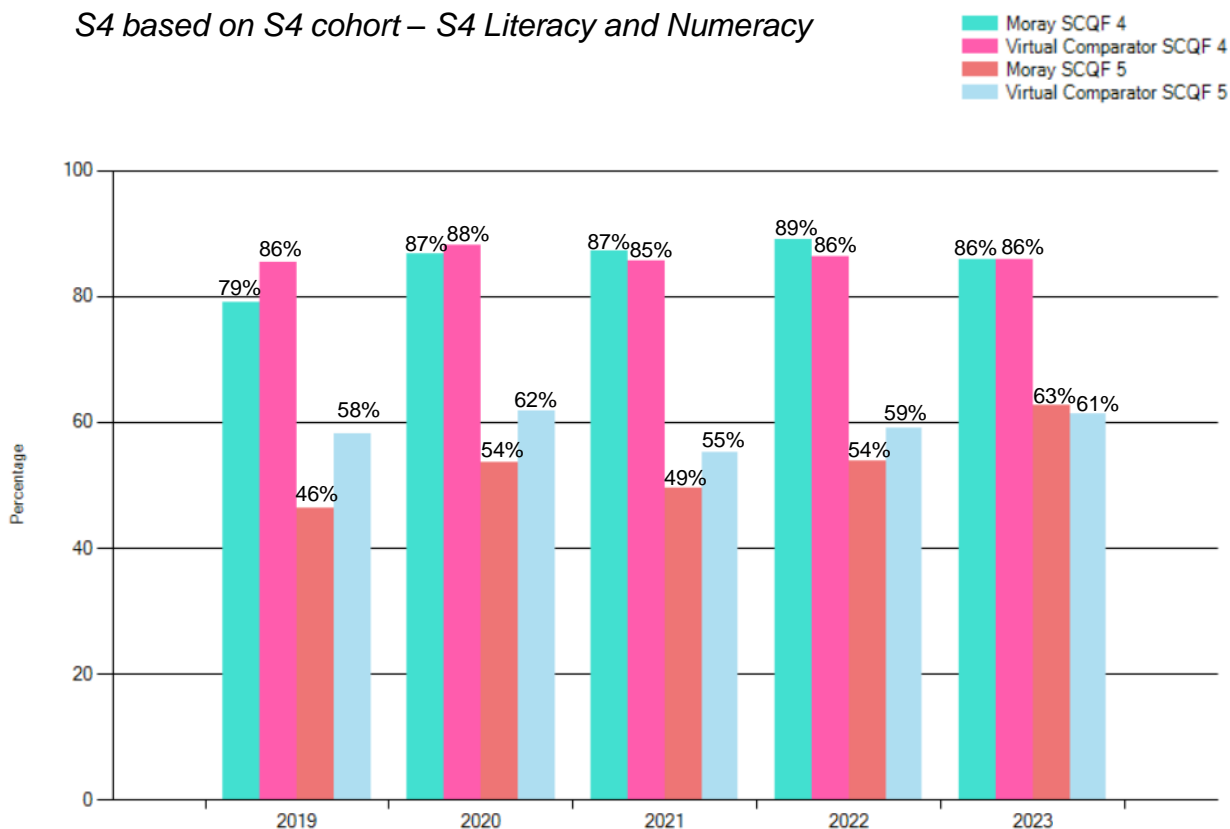
S4	SCQF4 – Literacy & Numeracy			SCQF5 – Literacy & Numeracy		
	Moray	VC	Gap	Moray	VC	Gap
2019	79%	86%	-7%	46%	58%	-12%
2020	87%	88%	-1%	54%	62%	-8%
2021	87%	85%	+2%	49%	55%	-6%
2022	89%	86%	+3%	54%	59%	-5%
2023	86%	86%	0%	63%	61%	+2%

3.21 In S4, SCQF level 4 Literacy and Numeracy (combined) has remained positive at 86% where achievement is in line with the VC in session 2023. This positive achievement in line with the VC in session 2023 is highlighted in green above. Where attainment gap between Moray and the VC for SCQF level 5 Literacy and Numeracy (combined) has reduced over time, it is noted that while this session the gap has narrowed and resulted in positive performance of 2% against the VC, with Moray performance notes as above the VC for the first year in the 5-year trend shown for SCQF level 5 Literacy and Numeracy (combined). Increase in SCQF level 5 Literacy and Numeracy of 9% in Moray is noted against an increase of 2% in the VC from session 2021/2022 to session 2022/2023. In summary, Moray performance is in line with the VC at SCQF level 4 and outperforms the VC at SCQF level 5 for this measure.

Further analysis is now required into S4 Literacy and S4 Numeracy individually.

S4 based on S4 cohort – S4 Literacy

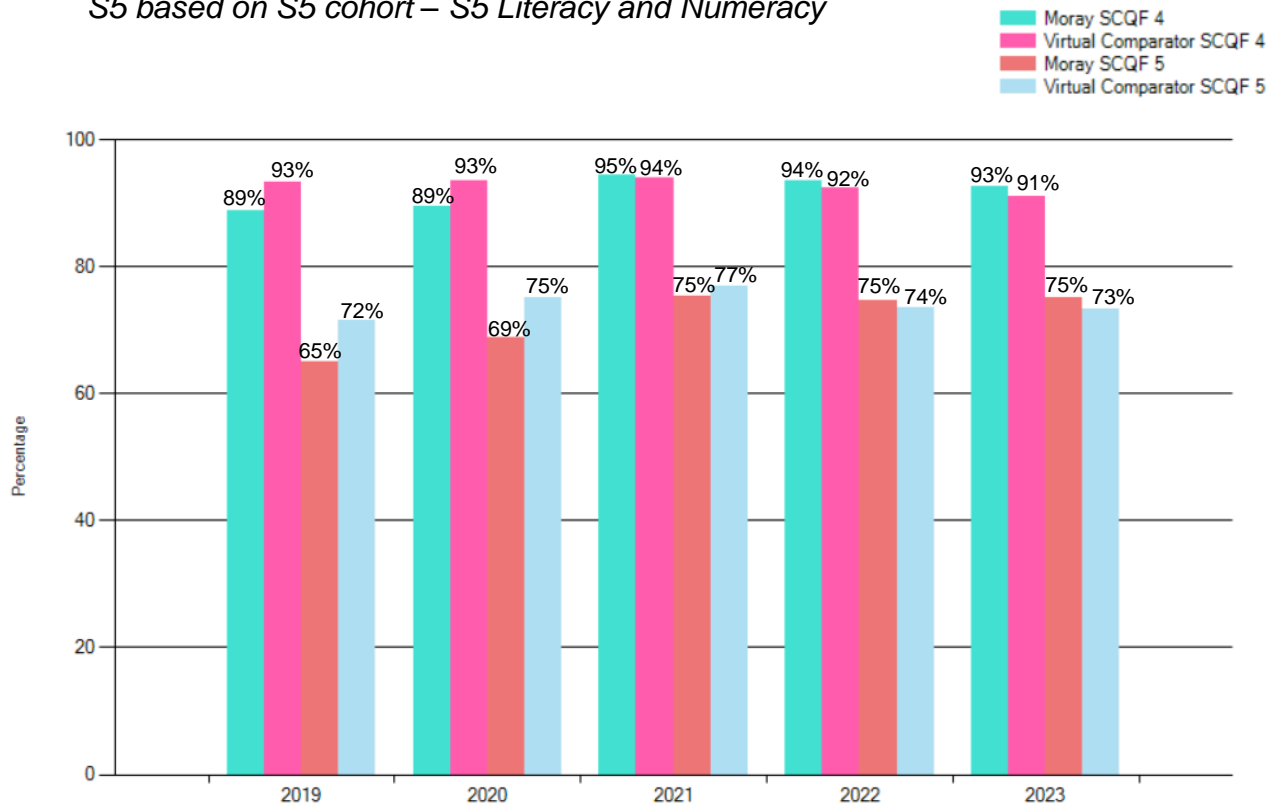|	SCQF4 – Literacy			SCQF5 – Literacy		
	Moray	VC	Gap	Moray	VC	Gap
2019	91%	92%	-1%	72%	75%	-3%
2020	93%	93%	0%	74%	77%	-3%
2021	94%	93%	+1%	78%	76%	+2%
2022	92%	92%	0%	77%	76%	+1%
2023	94%	92%	+2%	77%	76%	+1%

3.22 At SCQF level 4 and SCQF level 5 level Literacy, performance in S4 is favourable overall with performance in line with the VC over past three years. At SCQF level 4, performance is 2% above the VC. At SCQF level 5, performance remains slightly above the VC over the past three years, with positive trend now noted over time (3-year trend). In summary, Moray performance is above the VC at SCQF level 4 and SCQF level 5 for this measure.

S4 based on S4 cohort – S4 Numeracy

	SCQF4 – Numeracy			SCQF5 – Numeracy		
	Moray	VC	Gap	Moray	VC	Gap
2019	82%	89%	-7%	51%	62%	-11%
2020	90%	91%	-1%	59%	66%	-7%
2021	89%	88%	+1%	52%	59%	-7%
2022	92%	89%	+3%	59%	63%	-4%
2023	87%	88%	+1%	67%	65%	+2%

3.23 At SCQF level 4 Numeracy, performance in S4 has improved over the past four years in line with the VC with attainment 1% above the VC in 2023. At SCQF level 5 Numeracy, the attainment gap between Moray and VC has reduced over time. With increase on session 2021/2022 of 8%, it is noted that at SCQF level 5 Numeracy, Moray now exceeds the VC by 2% of this measure where trend reversal based on improvement over time in the trend period outlined above is noted. In summary, Moray performance remains above the VC at SCQF level 4 and outperforms the VC at SCQF level 5 for this measure, for the first time across a 5-year trend period.

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S5 based on S5 cohort – S5 Literacy and Numeracy

S5	SCQF4 – Literacy & Numeracy			SCQF5 – Literacy & Numeracy		
	Moray	VC	Gap	Moray	VC	Gap
2019	89%	93%	-4%	65%	72%	-7%
2020	89%	93%	-4%	69%	75%	-6%
2021	95%	94%	+1%	75%	77%	-2%
2022	94%	92%	+2%	75%	74%	+1%
2023	93%	91%	+2%	75%	73%	+2%

3.24 In S5, SCQF level 4 level Literacy and Numeracy (combined) has fallen by 1% in line with a VC drop of 1%. However, Moray has exceeded the VC by 2% at SCQF level 4 Literacy and Numeracy (combined) in 2022 as highlighted in green above, similar to 2022. The attainment gap between Moray and the VC for SCQF level 5 Literacy and Numeracy (combined) has reduced over time, where it is noted that in 2023 a positive gap of 2% now exists for SCQF level 5 Literacy and Numeracy (combined), with achievement for the past 3 years noted as 75% in Moray, with reductions of 2% and 1% over the past 3 years noted for the VC. In summary, Moray performance is above the VC at SCQF level 4 and SCQF level 5 for this measure.

S5 based on S5 cohort – S5 Literacy

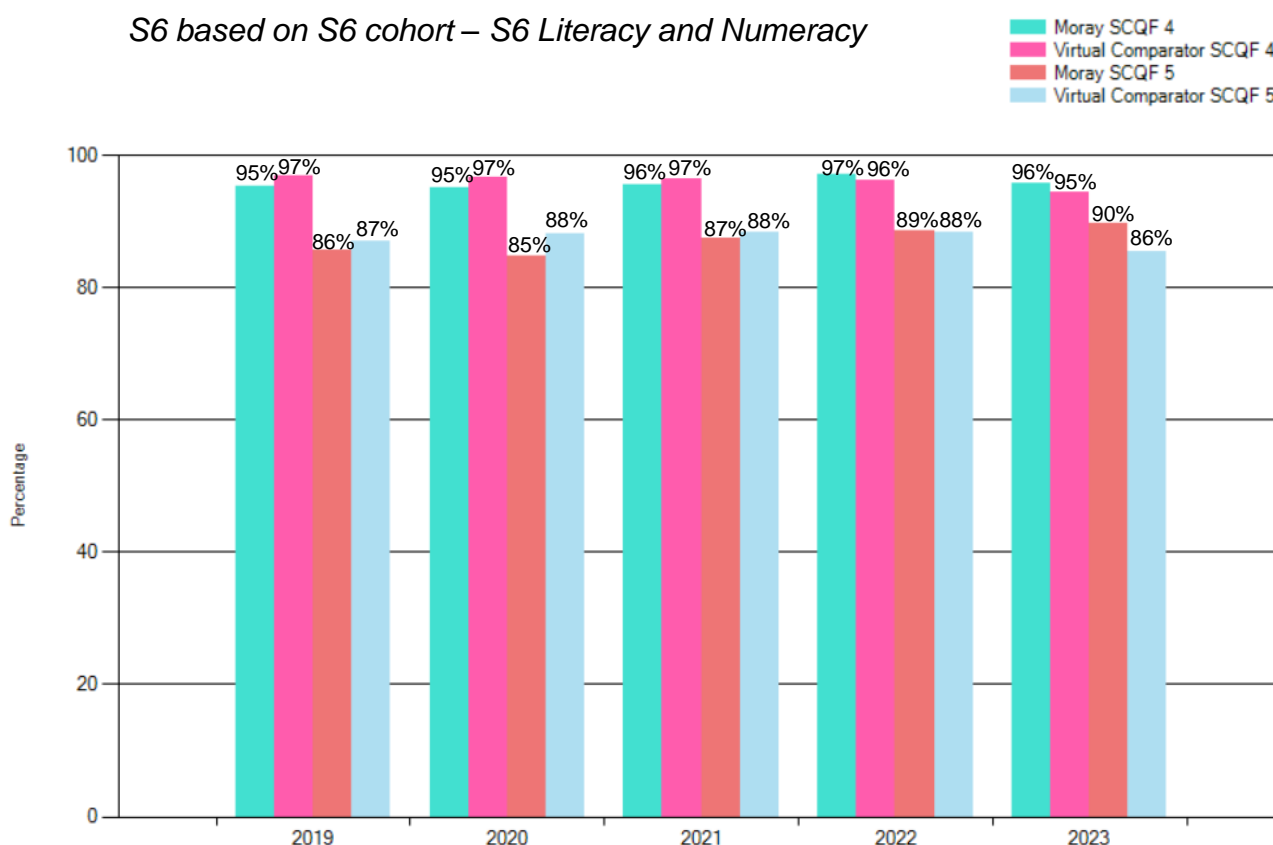|	SCQF4 – Literacy			SCQF5 – Literacy		
	Moray	VC	Gap	Moray	VC	Gap
2019	96%	96%	0%	87%	87%	0%
2020	95%	96%	-1%	87%	88%	-1%
2021	97%	97%	0%	90%	90%	0%
2022	96%	96%	0%	91%	88%	+3%
2023	96%	95%	+1%	88%	86%	+2%

3.25   At SCQF level 4 Literacy in 2023, performance in S5 is 1% above the VC with positive performance witnessed over the 5-year trend period, above the VC for the first year within this trend period. At SCQF level 5 Literacy, reduction compared with session 2021/2022 is noted for both Moray and the VC. Moray has performed 2% above the VC, with positive performance noted as per last session once again. In summary, Moray performance is above the VC at SCQF level 4 and SCQF level *5 for this measure.*

S5 based on S5 cohort – S5 Numeracy

	SCQF4 – Numeracy			SCQF5 – Numeracy		
	Moray	VC	Gap	Moray	VC	Gap
2019	90%	95%	-5%	66%	74%	-8%
2020	91%	95%	-4%	70%	77%	-7%
2021	95%	95%	0%	78%	79%	-1%
2022	94%	94%	0%	76%	76%	0%
2023	94%	93%	+1%	79%	76%	+3%

3.26   At SCQF level 4 Numeracy, performance in S5 has improved in 2023 compared with previous years and is now 1% above the VC, with VC noted as 1% lower than 2022. At SCQF level 5 Numeracy, the attainment gap between Moray and VC has been notable over time, witnessing closing of identified gap in recent years as indicated by colour coding above. In 2023 for SCQF level 5 Numeracy, closure in attainment gap is noted between Moray and the VC with positive 3% above VC noted, where the VC has remained same as 2022 (76%) with Moray increasing from 2022 by 3%. In summary, Moray performance is above the VC at SCQF level 4 and SCQF level 5 for this measure.

S6 based on S6 cohort – S6 Literacy and Numeracy

S6	SCQF4 – Literacy & Numeracy			SCQF5 – Literacy & Numeracy		
	Moray	VC	Gap	Moray	VC	Gap
2019	95%	97%	-2%	86%	87%	-1%
2020	95%	97%	-2%	85%	88%	-3%
2021	96%	97%	-1%	87%	88%	-1%
2022	97%	96%	+1%	89%	88%	+1%
2023	96%	95%	+1%	90%	86%	+4%

3.27 In S6, SCQF level 4 Literacy and Numeracy (combined) was comparable to 2022 at 96%, similar to data trend across the 5-year trend period shown. 1% drop from 2022 has also been experienced by the VC (96% to 95%). At SCQF level 5 Literacy and Numeracy (combined), positive improvement in performance is noted with 90% of learners achieving at this level, 4% above the VC. While a 1% increase in Moray is noted, a drop of 2% is noted in the VC.   In summary, Moray performance is above the VC at SCQF level 4 and SCQF level 5 for this measure, highest performance at SCQF level 5 across the 5-year trend period.

S6 based on S6 cohort – S6 Literacy

	SCQF4 – Literacy			SCQF5 – Literacy		
	Moray	VC	Gap	Moray	VC	Gap
2019	97%	98%	-1%	95%	97%	-2%
2020	97%	98%	-1%	97%	96%	-1%
2021	98%	98%	0%	96%	96%	0%
2022	99%	98%	+1%	96%	96%	0%
2023	97%	97%	0%	96%	94%	+2%

3.28 At SCQF level 4 Literacy, performance in S6 is in line with the VC overall with positive trend witnessed across the five year trend period and close to 100% achievement. In 2023, SCQF level 4 Literacy is in line with the VC at 97%, noting proximity to 100% achievement, with marginal drop in performance from 2022 for both Moray (2%) and VC (1%). At SCQF5 level Literacy, performance continues to be favourable in comparison to the VC over time, Performance in 2023 is above the VC at 96%, also 96% in 2022 and 2021, noting proximity to 100% achievement at SCQF level 5, the VC noting drop of 2% in 2023. In summary, Moray performance is in line with the VC at SCQF level 4 and above the VC at SCQF level 5 for this measure, highest performance at SCQF level 5 across the 5-year trend period.

*S6 based on S6 cohort – S6 Numeracy*

	SCQF4 – Numeracy			SCQF5 – Numeracy		
	Moray	VC	Gap	Moray	VC	Gap
2019	96%	97%	-1%	87%	88%	-1%
2020	95%	97%	-2%	85%	89%	-4%
2021	96%	97%	-1%	89%	89%	0%
2022	98%	97%	+1%	90%	89%	+1%
2023	97%	95%	+2%	91%	87%	+4%

3.29 At SCQF level 4 Numeracy, performance of S6 in 2023 is comparable with previous years and is above the VC (97% compared with 95%, drop of 2% from 2022 in VC), noting proximity of 97% in 2023 to 100% level achievement by point of exit of this S6 cohort. At SCQF level 5 Numeracy, the attainment gap between Moray and VC has been marginal overall, over the past 5 years. In 2023 for SCQF level 5 Numeracy, performance is 4% above the VC at 91% (VC: 87%), with positive achievement of this cohort. In summary, Moray performance is above the VC at SCQF level 4 and SCQF level 5 for this measure, highest performance at SCQF level 5 across the 5-year trend period and of particular note at SCQF level 5.

3.30 **Local Measure – Initial Leaver Destination: Post-school destinations**
This will be reported on as both a Local and National Measure following Insight Benchmarking update in February/March each year, when leaver data becomes available. This will be reported to a future meeting of Committee, anticipated to be June 2024 based on the current Committee cycle.

3.31 **Local Measure - Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers – Attainment vs Deprivation**
The graphs show 2022/2023 attainment data for S4, S5 and S6 (using complementary tariff scores) for Moray profiled against VC and National data. This is broken down into ten deciles according to SIMD data. Thus, decile 1 refers to the attainment of young people with postcodes within data zones identified as being the 10% most deprived in Scotland according to SIMD, whilst decile 10 refers to those young people with postcodes in the top 10% of the least deprived data zones according to SIMD. In Moray there are few data zones ranked in decile 1. While in Moray it is acknowledged that SIMD does not always indicate inequity that may arise as a result of postcode and locality (including rurality), as a National measure it provides a measure of attainment based on this indicator. It is also useful in considering wider potential external factors which may impact on attainment of Moray's young people as indicated by data zone.

*Average Tariff Score of S4 learners by SIMD decile – Moray v VC*
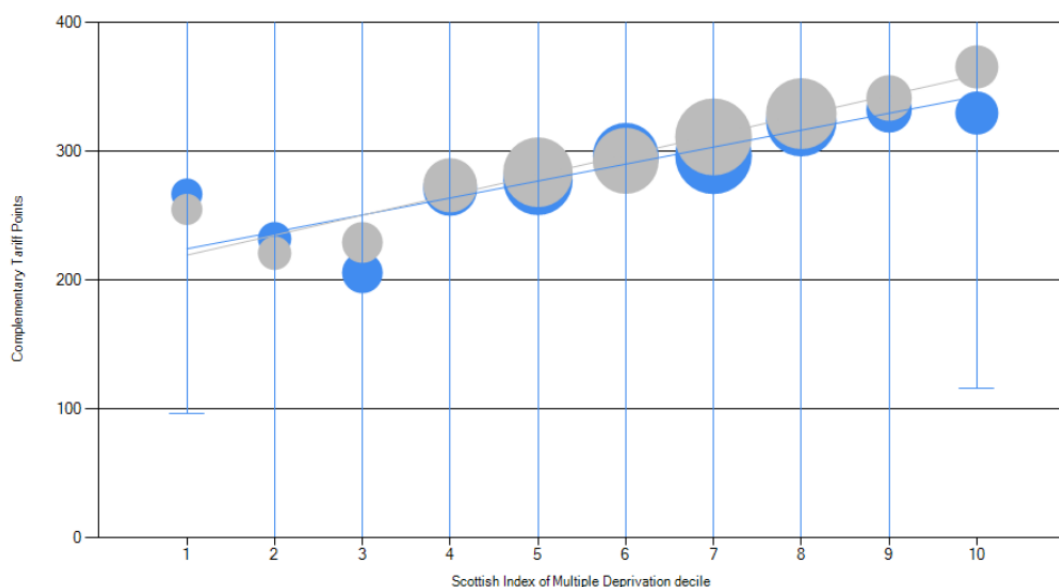
3.32 Overall, the S4 cohort of 1,083 pupils performed in line with or marginally above the VC across most SIMD deciles in 2023. This compares favourably with last session's S4 in 2022 (current S5), where performance had been marginally below the VC across all SIMD deciles. Performance is indicated by the blue (Moray) and grey (VC) trend lines and circular cohort identifiers. In 2023, Performance at SIMD 1 (17 pupils), SIMD 2 (23 pupils), SIMD 4 (98 pupils), SIMD 5 (188 pupils), SIMD 6 (167 pupils) and SIMD 8 (197 pupils) above or in line with the VC overall. A number of learners within SIMD 3 (41 pupils), SIMD 7 (240 pupils), SIMD 9 (62 pupils) and SIMD 10 (50 pupils) perform slightly below the VC. Performance of a number of pupils within upper deciles 7, 9 and 10 in particular have led to marginal achievement gap highlighted by gap between trend lines as SIMD increases.

3.33 Performance is similar to the National picture highlighted below. In line with Moray's local profile, nationally there are more learners in lower SIMD deciles (SIMD 1-3) than in Moray as indicated by bubble size. Variance in tariff points achieved across by all learners is noted by blue vertical lines within each SIMD decile as illustrated in both graphs. A number of learners exceed anticipated achievement for their SIMD and cohort, others achieving less for a range of reasons including attendance and wellbeing factors. A slight attainment gap is noted across deciles compared with VC graph further above, where levels of aspiration through levels achieved and quality of passes achieved may have impacted on overall achievement compared against pupils nationally, within identified deciles where performance is lower.

Average Tariff Score of S4 learners by SIMD decile – Moray v National

*Average Tariff Score of S5 learners by SIMD decile – Moray v VC*
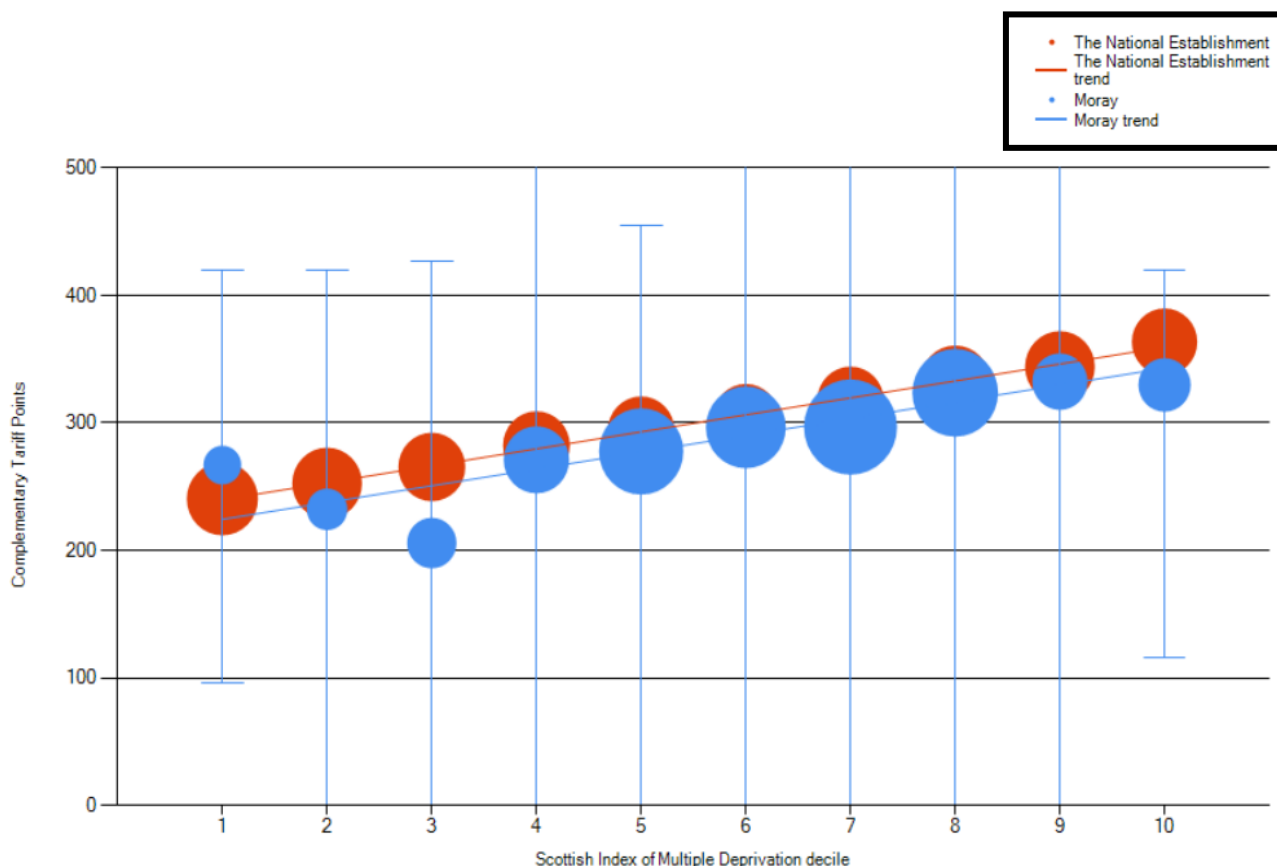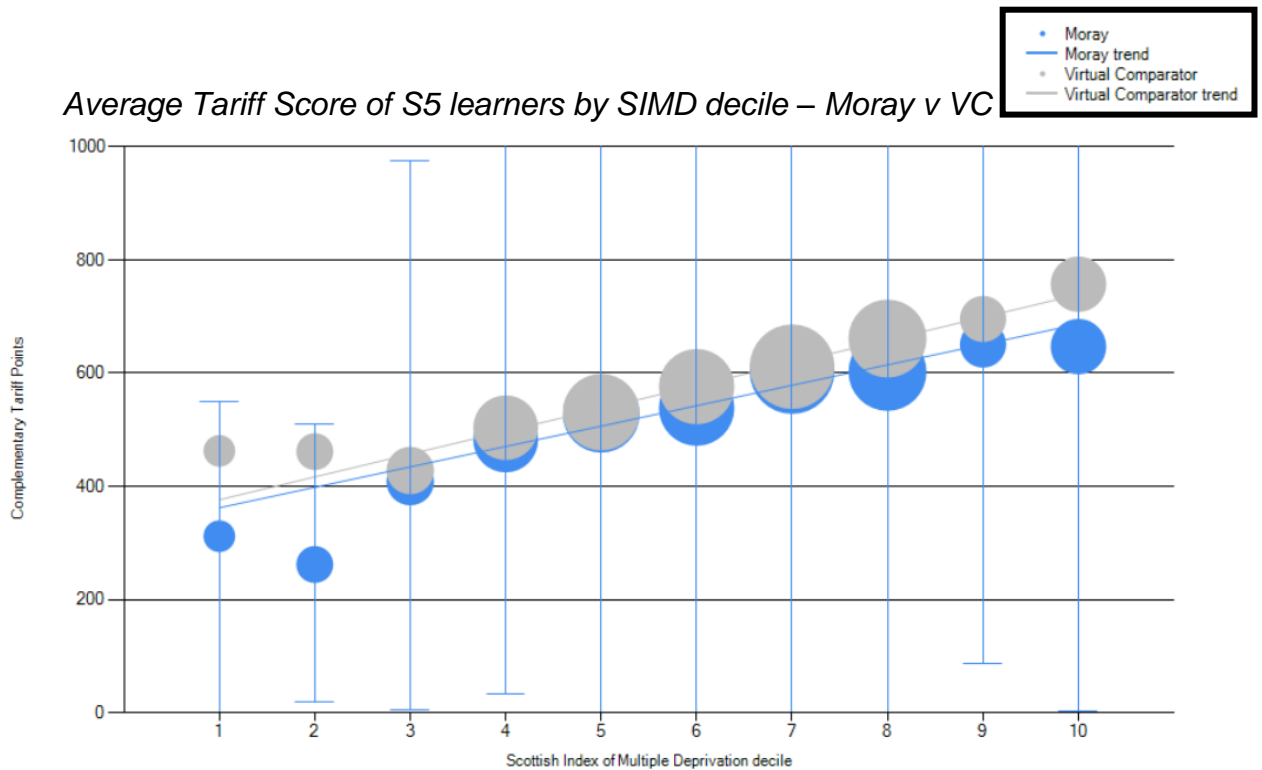
3.34 Overall, the S5 cohort in 2023 (756 pupils) performed marginally below the VC. As noted in 3.32 above, this cohort when in S4 preformed marginally below the VC across SIMD deciles. An increased gap in attainment is noted between Moray and VC as the SIMD increases, more notably at upper deciles SIMD 8 (130 pupils), SIMD 9 (31 pupils) and SIMD 10 (53 pupils). Performance at SIMD 1 (8 pupils) and SIMD 2 (14 pupils) are below the VC. At SIMD 3 (34 pupils), SIMD 4 (82 pupils) and SIMD 6 (121 pupils), performance is marginally below the VC. At SIMD 5 (124 pupils) and SIMD 7 (159 pupils), performance is in line with the VC overall where vertical lines once again illustrate variance in pupil achievements. Performance is similar to the National picture highlighted below. In line with the local profile, there are more learners nationally in lower SIMD deciles (SIMD 1-3) than in Moray as indicated by bubble size, with performance of S5 against VC above similar to performance against National Comparator (NC) below. Variance in tariff points achieved across by all learners is further noted in S5 (blue vertical lines) with attainment of pupils in SIMD 8-10 of further note.

Average Tariff Score of S5 learners by SIMD decile – Moray v National

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Average Tariff Score of S6 learners by SIMD decile – Moray v VC
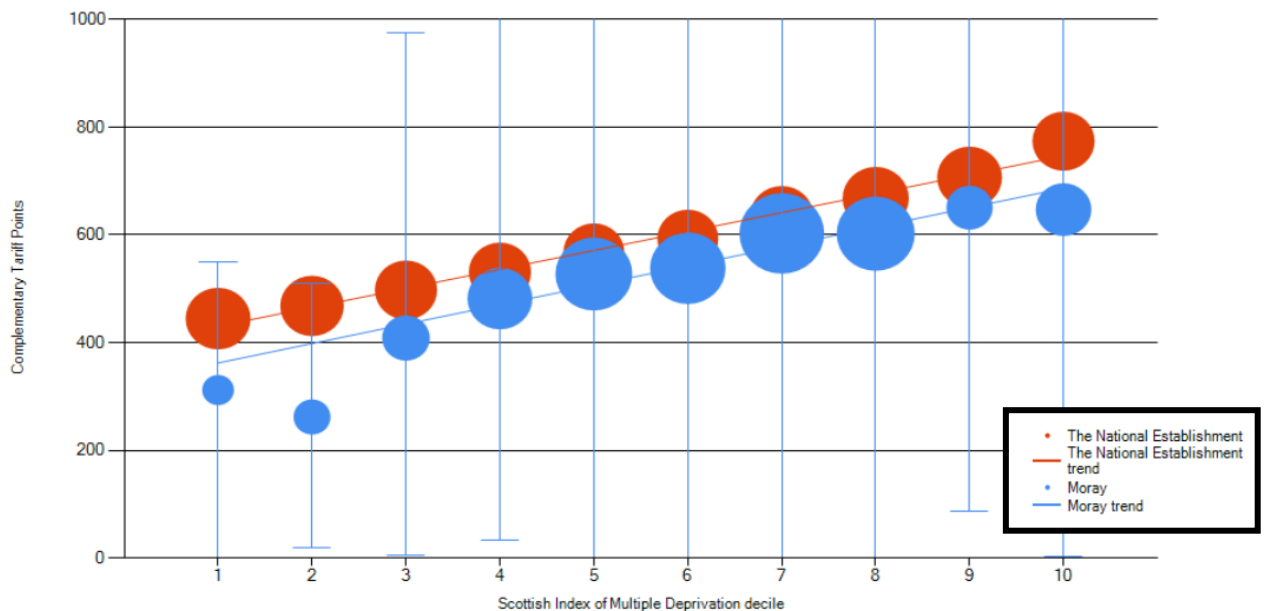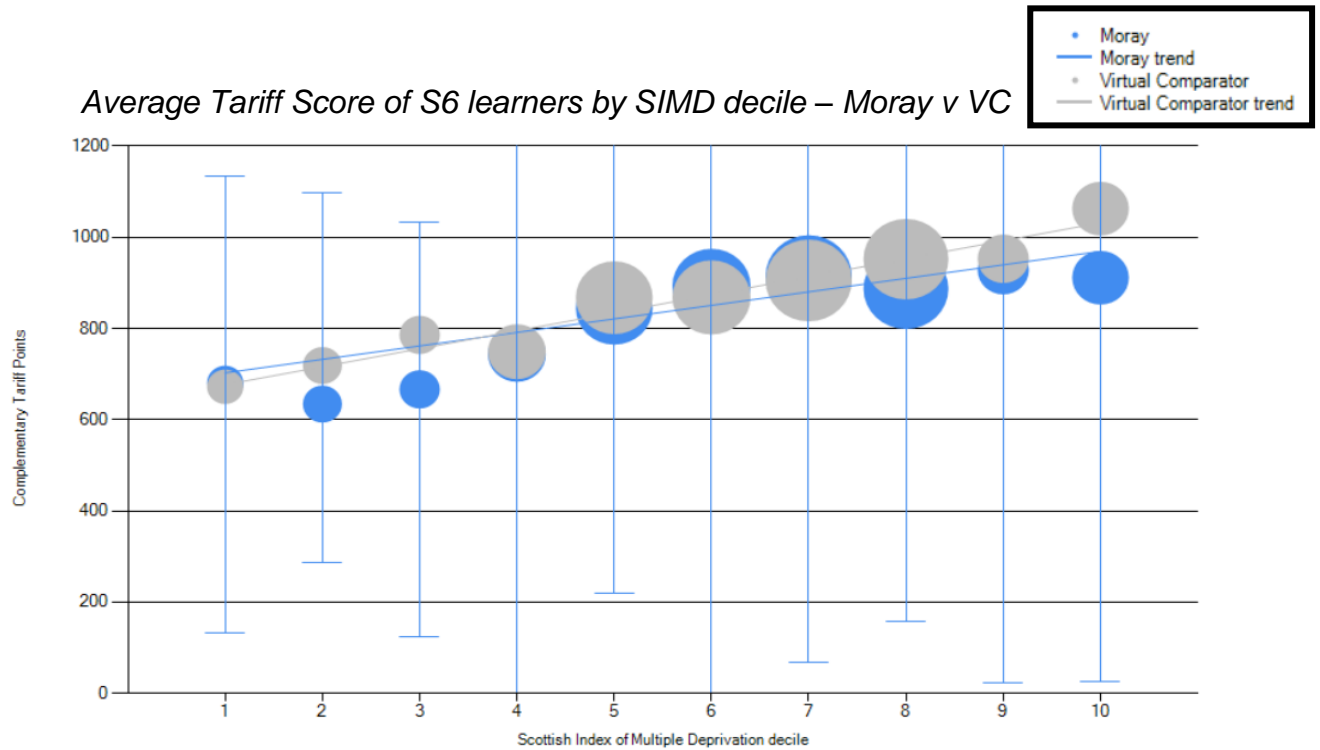
3.35   Overall, the S6 cohort in 2023 (474 pupils) by point of exit performed in line with, or above the VC in the majority of SIMD deciles. This includes SIMD 1 (8 pupils), SIMD 4 (35 pupils), SIMD 5 (76 pupils), SIMD 6 (77 pupils), SIMD 7 (99 pupils), SIMD 9 (25 pupils). At SIMD 2 (10 pupils), SIMD 3 (12 pupils), SIMD 8 (98 pupils) and SIMD 10 (34 pupils), performance is below the VC for a number of pupils within these SIMD deciles. A gap is once again noted between Moray and VC as SIMD increases. Performance against the VC is similar to the National picture highlighted below. It is noted that attainment is impacted as SIMD increased, with SIMD 1 and 5-7 in line with NC, SIMD 8 and 9 marginally below. SIMD 2-4 and 10 are of note with spread in achievement noted. Variance in tariff points achieved by all learners is noted by blue vertical lines within each SIMD decile as illustrated in both graphs, with a number of learners in SIMD 4-10 exceeding national averages.

Average Tariff Score of S6 learners by SIMD decile – Moray v National


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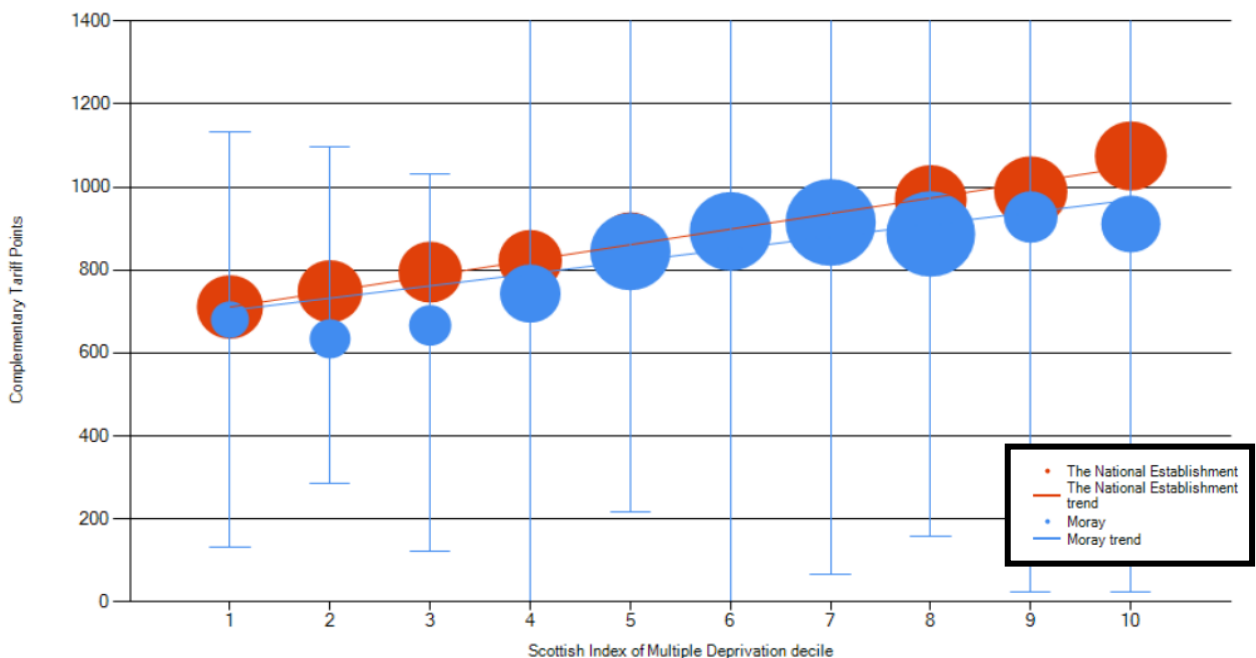
3.36 Within Moray, secondary schools continue to further analyse data sets in order to identify individual learners at risk of underachievement and plan supportive interventions. Schools note a range of reasons for underperformance in cohorts and interventions include creative use of devolved school budgets and wider Attainment Scotland Funding [Pupil Equity Funding (PEF) and Strategic Equity Funding (SEF)] in order to address barriers to attendance, engagement and participation in learning. This also includes putting in place supports and strategies in order to reduce the impact of social, emotional, ASN or wider health reasons on individual pupil achievement. SIMD data available to schools allows further focus within School Improvement Plans supported by PEF where available, to close identified attainment gaps. It is noted that particular localities are impacted depending on SIMD profile and as such work continues in supporting targeted interventions for raising attainment. This includes targeted local authority support through Scottish Attainment Challenge SEF monies, previously reported to Committee.

3.37 **Local measure – Improving attainment for all (average complementary tariff points)**
This benchmarking measure considers the average complementary tariff score for the lowest 20%, middle 60% and highest 20% of attainers within the relevant cohort. The local measure (all candidates) will compare Moray with the VC and NCs.
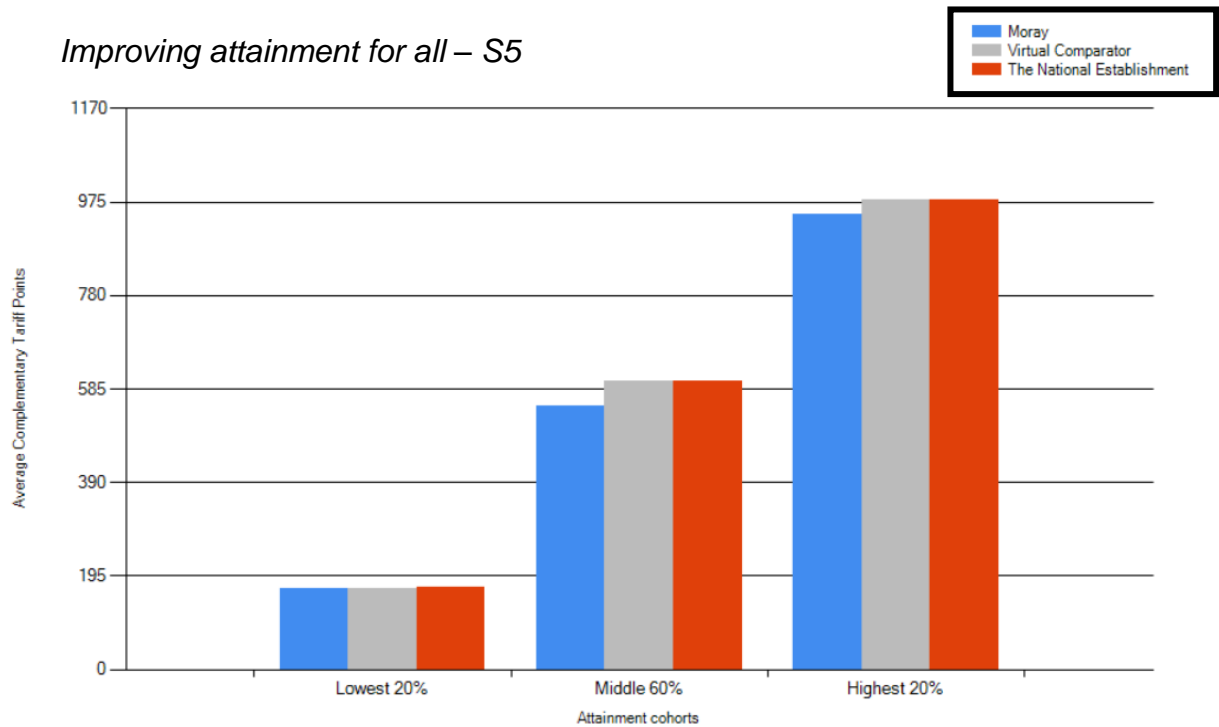
Improving attainment for all – S4
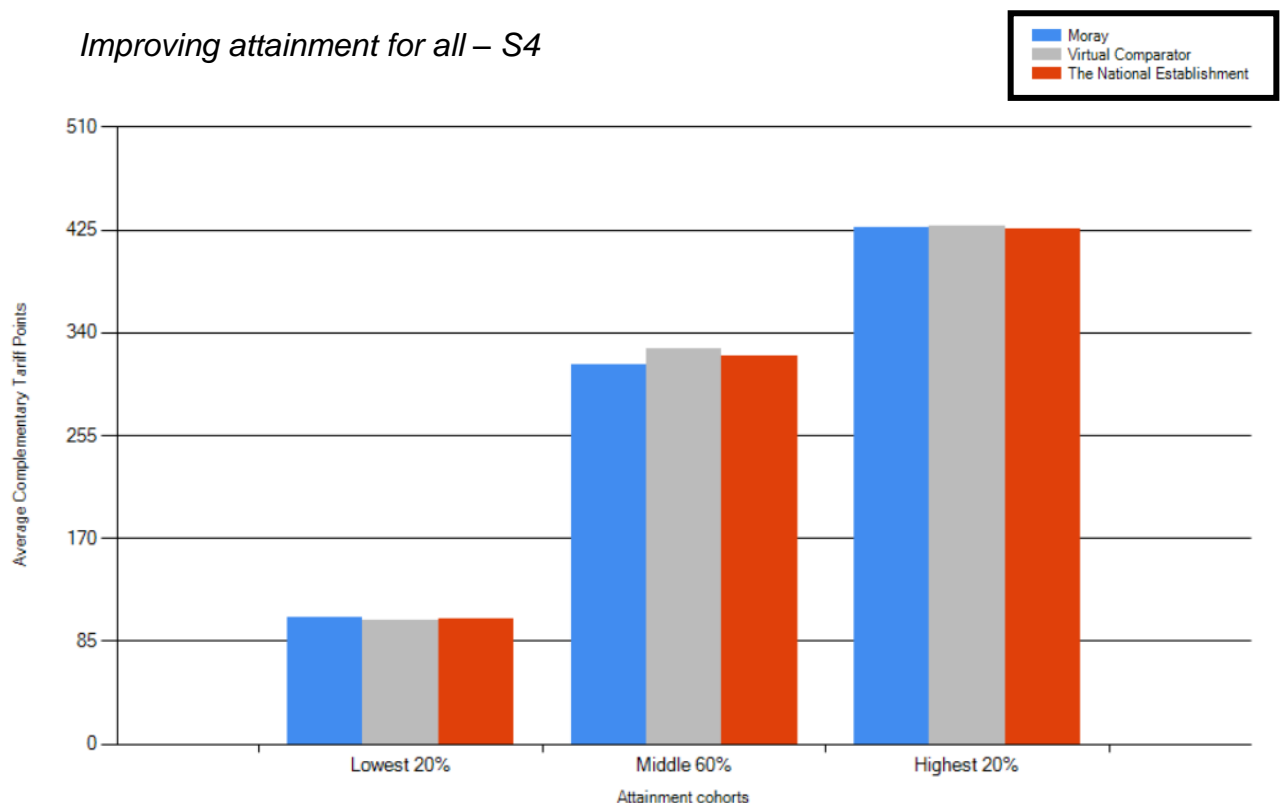
3.38 In S4, performance for the lowest 20% is marginally above the VC and NCs. The highest 20% is in line with the VC and marginally above the NC. The Middle 60% are slightly below both the VC and NCs. This would indicate

some learners within the cohort underachieving in terms of course level, aspiration or level of pass/award achieve. Overall, performance is positive and noted improvement in performance compared with last session.

Improving attainment for all – S5

3.39   In S5, performance for the top 20% is below the VC and NCs. The lowest 20% of attainers in the cohort perform in line with the VC and NC. The Middle 60% are below the VC and NC. Comment on this cohort's performance when in S4 is noted in 3.29 and 3.31 above.

Improving attainment for all – S6
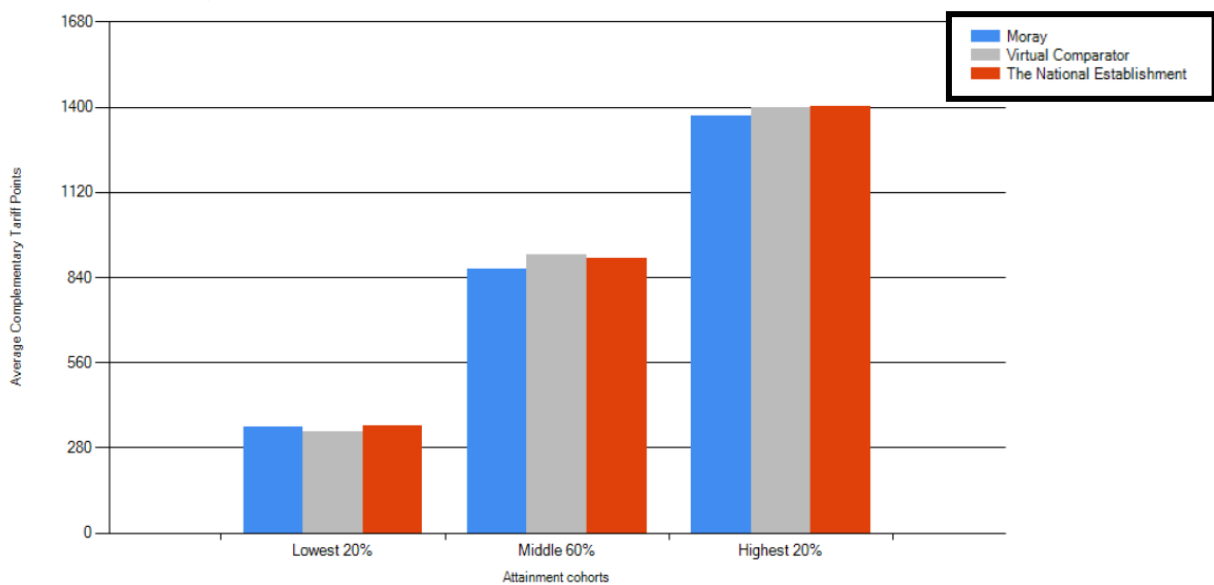
3.40   In S6, performance for the top 20% is marginally below the VC and NCs. The lowest 20% of attainers in the cohort perform in line with the NC, slightly above the VC. The Middle 60% are marginally below the VC and the NC.

3.41 **Breadth and Depth**

S4 Breadth and Depth attainment at SCQF Level 5

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

| Moray – S4	2019	2020	2021	2022	2023
1 @ SCQF level 5	83.7%	85.3%	86.6%	85.2%	85.5%
3 @ SCQF level 5	64.4%	66.9%	69.2%	65.6%	69.1%
5 @ SCQF level 5	42.7%	46.7%	48.2%	46.9%	50.4%
6 @ SCQF level 5	30.3%	33.5%	32.8%	35.6%	38.9%
7 @ SCQF level 5	0.6%	11.7%	13.2%	18.8%	24.1%

3.42 In session 2023, positive increases in attainment are noted across measures, compared with 2022. Performance also exceeds 2019 as last non-Alternative Certification Model year where an SQA examination diet was present as main form of assessment. The 5 @ SCQF level 5 (50.4%), 6 @ SCQF level 5 (38.9%) and 7 @ SCQF level 5 measures show highest performance over the 5-year trend period. The 1 @ SCQF level 5 and 3 @ SCQF level 5 measures show highest performance in an SQA examination diet best year (2019, 2022 and 2023) and second highest performance across a 5-year trend. Overall, on review of wider datasets and year on year improvement in performance, with the exception of the 1 or more qualifications at SCQF level 5 noted above (performance is above VC and National averages), performance across all measures noted is below both VC and National averages.

3.43 With regard to trend over time, return to SQA examinations (2019 as previous year of SQA examination diet albeit in alternative assessment conditions in 2022), the following graphs are provided for further review for S4 where 10 pupils represents 0.9%, with 1,083 pupils in the S4 cohort:

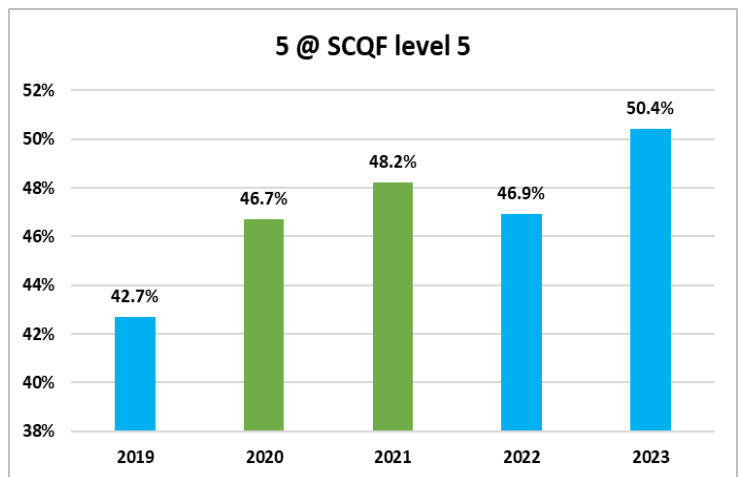Performance for *1 or more qualifications at SCQF level 5* is below the 2021 Alternative Certification Model (ACM) year but 0.3% greater than 2022 which witnessed return to a formal SQA examination diet featuring as a key part of formal summative assessment. Last year previous to 2022 where similar assessment conditions were present was 2019, with 2023 showing 1.8% increase on 2019.
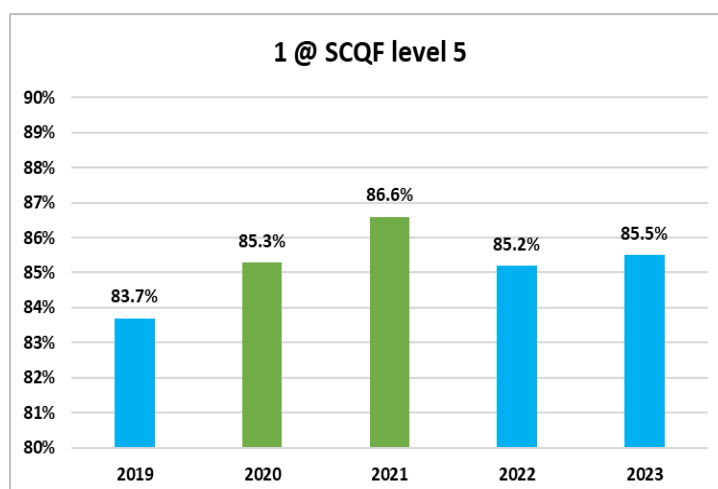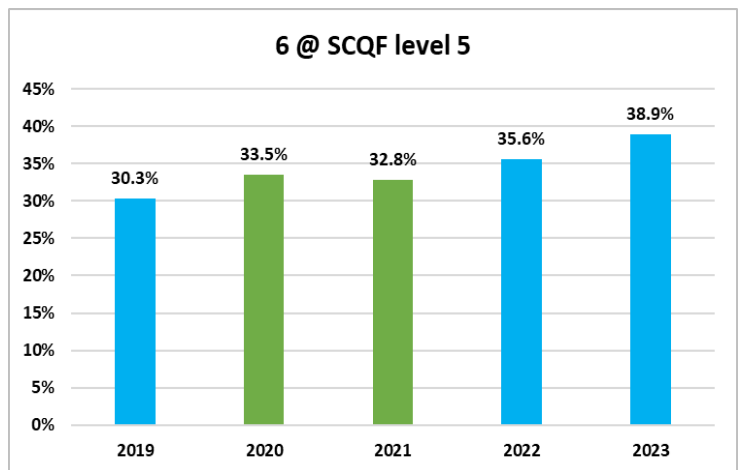

1 @ SCQF level 5

Performance for *3 or more qualifications at SCQF level 5* is comparable to the ACM year (2021: 69.2%), 3.5% higher than 2022 and 4.7% higher than last previous SQA examination year other than 2022 (2019: 64.4%) when a formal SQA examination diet featured as a key part of formal summative assessment.

3 @ SCQF level 5

Year	Value
2019	64.4%
2020	66.9%
2021	69.2%
2022	65.6%
2023	69.1%
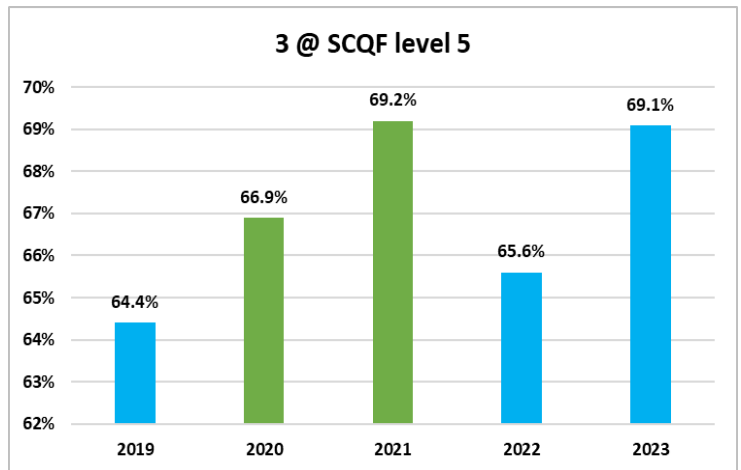
Performance for *5 or more qualifications at SCQF level 5* is highest year's performance noted to date across the 5-year trend period, also above both ACM years (2020 and 2021). 3.5% above 2022 and in relation to 2019 which was the last year where a formal SQA examination diet featured as a key part of formal summative assessment other than 2022, performance is 7.7% greater.

5 @ SCQF level 5

Year	Value
2019	42.7%
2020	46.7%
2021	48.2%
2022	46.9%
2023	50.4%

Performance for *6 or more qualifications at SCQF level 5* is above the 2020 and 2021 ACM years. Compared with last session, a 3.3% improvement is noted and In relation to 2019 which was the last previous year where a formal SQA examination diet featured as a key part of formal summative assessment, performance is 8.6% greater

6 @ SCQF level 5

Year	Value
2019	30.3%
2020	33.5%
2021	32.8%
2022	35.6%
2023	38.9%

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 also supporting this positive trend.

7 @ SCQF level 5

Year	Value
2019	0.6%
2020	11.7%
2021	13.2%
2022	18.8%
2023	24.1%
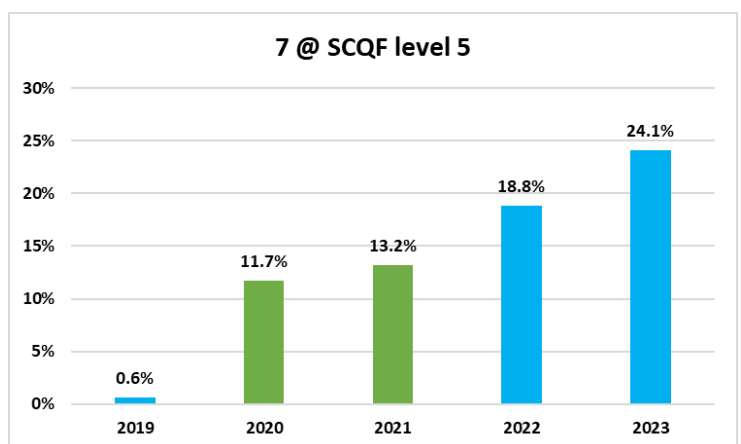
3.44   *S5 Breadth and Depth attainment at SCQF Level 6*

This measure demonstrates how many qualifications S5 learners achieved at SCQF level 6; this includes Highers as well as other qualifications, including Skills for Work and National Progression Awards at level 6.

This data is based upon the S5 cohort numbers who continue to S5 as a common measure for measuring performance with SQA qualifications.

Moray – S5	2019	2020	2021	2022	2023
1 @ SCQF level 6	64.0%	70.1%	71.2%	68.4%	66.9%
3 @ SCQF level 6	42.4%	45.5%	47.6%	45.9%	43.8%
5 @ SCQF level 6	20.0%	19.2%	20.8%	18.1%	20.2%

3.45   Following return to an SQA examination diet in 2022, it is noted that performance has marginally reduced for the S5 cohort in 2023 compared with the 2020 and 2021 ACM presentation years and 2022 performance overall.

3.46   In review of wider datasets and the measures for 1 or more, 3 or more and 5 or more qualifications at SCQF level 6, performance is below Virtual and National Comparators. As with S4, this is highlighted in graphs and charts further above (see 3.28 through to 3.37 above).

3.47   Compared to 2022, performance in the 5 or more qualifications at SCQF level 6 has witnessed improvement of 2.1%. Across all three measures noted in 3.41 above, compared with 2019 as the last academic session where SQA examinations were present as summative assessment format other than 2022, there is positive improvement noted at for 1, 3 and 5 or more passes at SCQF level 6.

3.48   With regard to trend over time, return to SQA examinations (2019 as previous year of SQA examination diet albeit in alternative assessment conditions in 2022), the following graphs are provided for further review for S5 where 10 pupils represent 1.3%, with 756 pupils in the S5 cohort):

Performance for *1 or more qualifications at SCQF level 5* is below 2022 performance as most recent examination diet year (1.5%) but 2.9% higher than 2019 as last year prior to 2022 where similar examination diet and assessment conditions were present. Second lowest performance year across a 5-year trend period.

1 @ SCQF level 6

Performance for *3 or more qualifications at SCQF level 6* is below 2022 (2.1%) as most recent year where an external examination diet features as a key part of formal assessment. 2022 performance is 1.4% greater than 2019 which was the last year where a formal SQA examination diet featured as a key part of formal assessment.

3 @ SCQF level 6

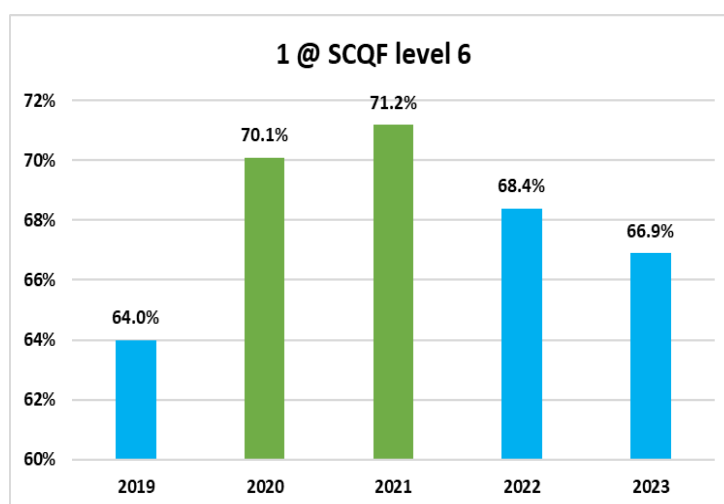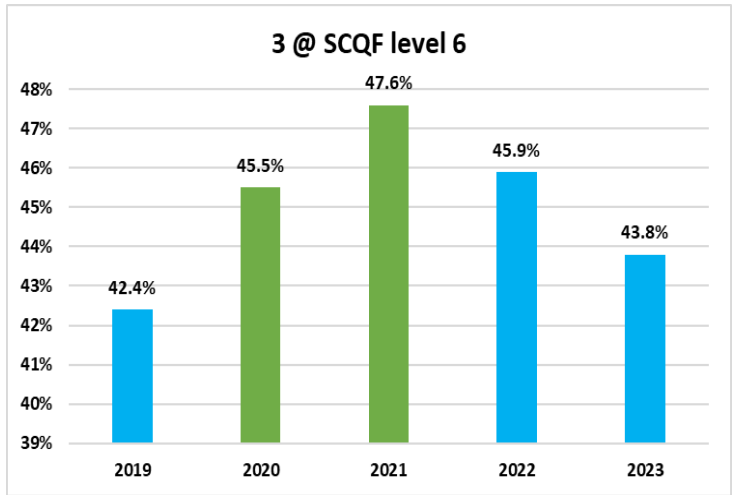| Year	Value
2019	42.4%
2020	45.5%
2021	47.6%
2022	45.9%
2023	43.8%

Performance for *5 or more qualifications at SCQF level 6* is second highest across all years across the 5-year trend period. 2023 performance is 2.1% more than 2022 as noted above regarding SQA examination basis, comparable to 2019 performance as last year other than 2022 where an SQA examination diet formed a key part of formal assessment.

5 @ SCQF level 6

Year	Value
2019	20.0%
2020	19.2%
2021	20.8%
2022	18.1%
2023	20.2%
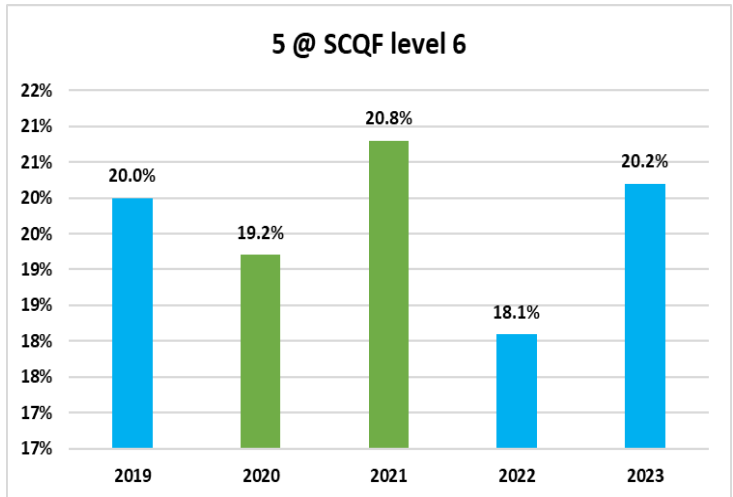
3.49   *S6 Breadth and Depth attainment at SCQF Levels 6 and 7*

This measure indicates how many qualifications S6 learners achieved at SCQF level 6 and 7; this includes Highers and Advanced Highers as well as others, including Skills for Work and National Progression Awards at level 6 and 7. This is an overview of level 6 and 7 attainment which may have been achieved prior to S6 within the Senior Phase.

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

	2019	**2020**	**2021**	**2022**	**2023**
3 @ SCQF level 6	78.0%	80.0%	79.9%	76.6%	76.2%
5 @ SCQF level 6	57.1%	61.3%	59.8%	55.1%	54.9%
1 @ SCQF level 7	38.2%	42.4%	44.1%	40.6%	40.3%

3.50   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 and below VC and NCs respectively. At the 1 or more qualifications at SCQF level 7 measure, performance is very marginally below VC and NCs.

3.51   In comparison with 2022 as most recent examination diet year, and 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.

3.52 With regard to trend over time, return to SQA examinations (2019 as previous year of SQA examination diet albeit in alternative assessment conditions in 2022), the following graphs are provided for further review for S6 where 10 pupils represent 2.1%, with 474 pupils in the S6 cohort:

Performance for *3 or more qualifications at SCQF level 6* is 0.4% (2 pupils) below 2022 as most recent year where an examination diet featured as a key part of assessment. Compared with 2019 which was the last year where a formal SQA examination diet featured as a key part of formal summative assessment, performance is 1.8% below (9 pupils).

3 @ SCQF level 6

Year	Value
2019	78.0%
2020	80.0%
2021	79.9%
2022	76.6%
2023	76.2%
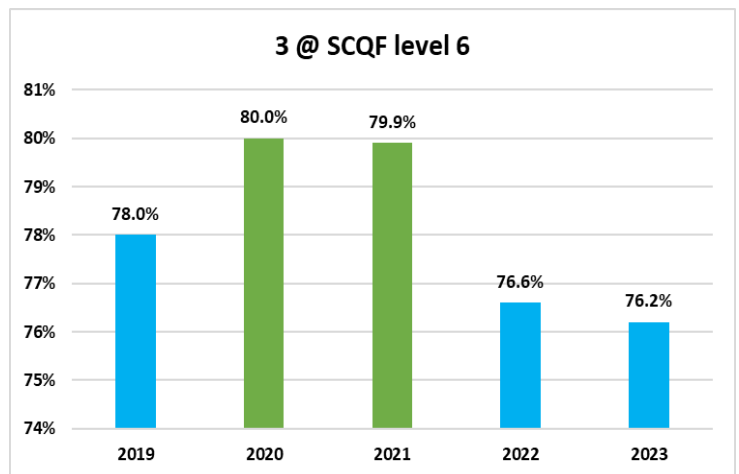
Performance for *5 or more qualifications at SCQF level 6* is 0.2% (1 pupil) below 2022 as most recent year where an examination diet featured as a key part of assessment. Compared with 2019 which was the last year where a formal SQA examination diet featured as a key part of formal summative assessment, performance is 2.2% below (10 pupils, average).

5 @ SCQF level 6

Year	Value
2019	57.1%
2020	61.3%
2021	59.8%
2022	55.1%
2023	54.9%
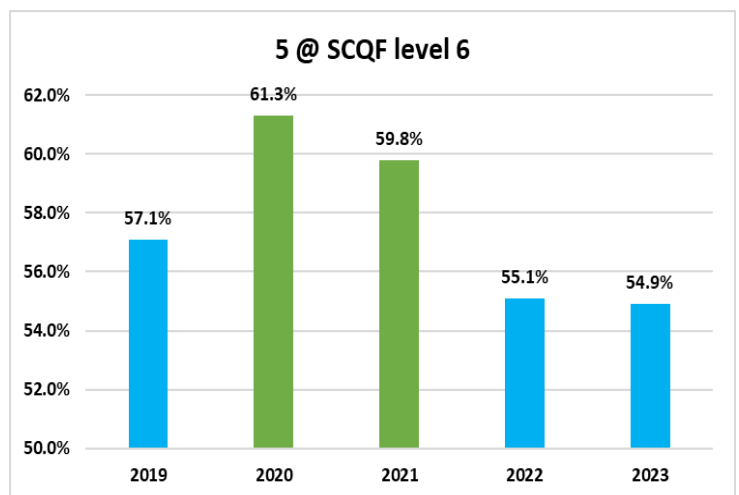
Performance for 1 *or more qualifications at SCQF level 7* remains below the ACM years (2020 and 2021) and above 2019 performance (2.1%; 10 pupils). It is noted that study to SCQF level 7 may not be the preference for most young people, who prefer to add breadth to qualifications portfolio they hold at SCQF level 6.

1 @ SCQF level 7

Year	Value
2019	38.2%
2020	42.4%
2021	44.1%
2022	40.6%
2023	40.3%
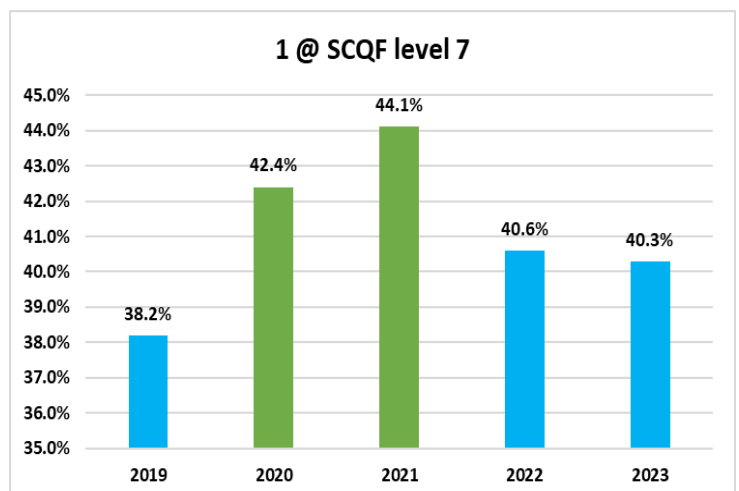
3.53   *Subject SQA performance at National 5, Higher and Advanced Higher*

In Moray, over 90% of our young people achieved an award (A-D) at S4 National 5 with increase in our 3, 5 and 7 or more passes (A-C) at level 5 based on last year's data. In S4, performance is stronger compared with 2019 as the last comparable SQA examination year too, prior to last year, with the 5, 6, and 7 or more qualifications at S4 National 5 in particular witnessing positive increase. We also see an increase in presentations across a range of subjects, with schools increasing the breadth of qualifications offered to young people. 43 young people also achieving 7 or more 'A' passes in S4 at National 5 as well as added depth, with 25 young people achieving 1 or more Higher (SCQF level 6) passes in S4 as a further level of study where appropriate to their individual learner journey. Positive performance of S4 is noted in Administration and IT, Applications of Maths, Art and Design, Chemistry, Drama, English, French, German, History, Music, Physical Education, Practical Cookery, Practical Woodworking and Spanish based on early results data.

Performance at S5 Higher remains comparable to last session at 91% of young people achieving an award at (A-D). In particular, our 5 or more qualifications at level 6 measure witnesses increase with 15% of our young people achieving 5 or more Highers (SCQF level 6) qualifications. Compared with 20 pupils in 2019 as last examination year prior to last year where 23 young people achieved 5 or more 'A' passes at Higher, this year 29 young people have achieved this, with a number of outstanding individual successes. In particular, young people performed well in Art and Design, Business Management, French, German, Graphic Communication, History, Music, Physical Education and Politics.

In S6, young people studied a variety of courses at Higher and Advanced Higher level. At S6 Advanced Higher, 89% of young people achieved an award (A-D) and at Higher, 85% of young people achieved an award at this level. As schools extend their curriculum offer based on the wide range of SCQF qualifications and accreditation on offer, it is noted that study at SQA level 6 (Higher) and SQA level 7 (Advanced Higher) remains appropriate for many young people in our schools and their chosen onward destination post school. In S6 Advanced Higher, positive performance is noted in Art and Design, English, Geography, Modern Studies and Music. We await final analysis and outcomes following SQA Appeals 2023.

3.54   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, performance is noted in the table below for A-C passes for 2018-2023. Performance is based on a total of 81 entries across Moray Secondary schools for graded courses, with an A-C pass rate of 62% (A-D award rate of 77%). Entries to graded courses remain low as per last year.

	2023	2022	2021	2020	2019	2018
	A-C	A-C	A-C	A-C	A-C	A-C
H ESOL	100%	100%	100%	100%	80%	100%
H Psychology	46%	38%	93%	74%	40%	70%
H Sociology	80%	40%	100%	100%	50%	31%
H Human Biology	0%	50%	82%			
N5 ESOL	92%	75%	86%	100%	75%	100%
N5 Practical Cookery				90%		
N5 Psychology	57%	76%	77%	86%	70%	82%
N5 Sociology			67%			

3.55 Moray's young people studied a further range of ungraded and non-examination based courses (SCQF rated at level 3, 4, 5 and 6 as noted below) at Moray College UHI. Based on current year performance, 179 passes were achieved across a range of courses with pass rates across these courses noted below:

Level	Course	Pass rate (current year)
SCQF Level 3	British Sign Language	100%
National 4	Early Learning and Childcare	100%
National 4	Hairdressing	92%
National 4	Hospitality	91%
National 4	Uniformed and Emergency Services	100%
SCQF Level 4	Bakery	92%
SCQF Level 4	British Sign Language	100%
SCQF Level 4	Construction Craft and Technician	98%
SCQF Level 5	Computer Networks	100%
SCQF Level 5	Digital Media	100%
SCQF Level 5	Social Sciences	100%
SCQF Level 5	Web Design	100%
SCQF Level 6	Creative and Digital Media: Technologies, Processes and Practices	88%
SCQF Level 6	Food Manufacture	50%
SCQF Level 6	Foundation Apprenticeship in Creative and Digital Media	100%
SCQF Level 6	Foundation Apprenticeship in Food and Drink Technologies	50%
SCQF Level 6	Foundation Apprenticeship in Social Services and Healthcare	100%
SCQF Level 6	Foundation Apprenticeship in Social Services: Children and Young People	100%
SCQF Level 6	Sports Development	100%

3.56 Results continue to be discussed and reviewed in partnership with Moray College link officers with next steps identified and subsequently outlined. This includes extension to existing graded (see 3.54 above) and ungraded pass/fail (see 3.55 above) course offers in order to extend Curriculum offer for young people across Moray.

4.   <u>**Strengths identified from attainment data and analysis**</u>

4.1   **Literacy and Numeracy**
- S4 Literacy and Numeracy – Moray performance is in line with the VC at SCQF level 4 and outperforms the VC at SCQF level 5 for this measure, for both Literacy and Numeracy
- S4 Numeracy at SCQF level 5 now exceeds the VC for this measure, for the first time across a 5-year trend period
- S5 – Literacy and Numeracy – Moray performance is above the VC at SCQF level 4 and SCQF level 5 for this measure, for both Literacy and Numeracy
- S5 Numeracy at SCQF level 5 now exceeds the VC by 3%, for the first time exceeding the VC across a 5-year trend
- S6 Literacy and Numeracy – Moray performance is above the VC at SCQF level 4 and SCQF level 5 for both Literacy and Numeracy, highest performance at SCQF level 5 Numeracy across the 5-year trend period

4.2   **Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers – Attainment vs Deprivation**
- S4 cohort of 1,083 pupils performed in line with or marginally above the VC across most SIMD deciles – this included SIMD 1, 2, 4, 5, 6 and 8
- S5 cohort of 756 pupils performed marginally below the VC and in line with the VC at SIMD 5 and 7, marginally below at SIMD 3, 4, 6 and 8
- S6 cohort of 474 pupils by point of school exit preformed in line with, or above the VC across the majority of SIMD deciles including SIMD 1, 4, 5 6, 7 and 9

4.3   **Improving attainment for all**
- In S4, performance for the lowest 20% of learners is in line with the VC and NCs. The highest 20% of learners also perform in line with the VC and NCs. A number of young people perform marginally below the VC and NCs, with positive achievement in S4 noted overall against comparators
- In S5, the lowest 20% of attainers in the cohort preform in line with the VC and the NC. The highest 20% of learners perform marginally below the VC and NCs
- In S6, the lowest 20% of attainers in the cohort perform marginally above the VC and the NC. The Middle 60% and highest 20% are marginally below VC and NCs

4.4   **Breadth and Depth**
- Positive trends in breadth and depth are noted for S4 across all measures compared with 2022 performance, in particular for 5, 6 and 7 or more qualifications at SCQF level 5
- Breadth and depth in S5 is noted as showing performance greater than 2019 as first year prior to 2022 where a final examination formed part of final course assessment, with improvement noted in the 5@SCQF level 6 measure
- The proportion of learners in S6 gaining 1 or more qualification at SCQF level 7 remains comparable to 2022, higher than 2019

4.5 **Academic and wider partnerships**
- Pupils who study additional courses at Moray College UHI working in partnership with schools, achieved some additional graded and ungraded qualifications with particular success based on higher presentation numbers in non-examination 'ungraded' courses

5.   Areas of future focus from attainment data and analysis

5.1 **Literacy and Numeracy**
- Continued focus on identifying young people who require support to maximise Literacy and Numeracy level by school point of exit

5.2 **Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers – Attainment vs Deprivation**
- S4 attainment focus within SIMD deciles 3, 7 and 9-10 is required where attainment gap is noted between Moray, VC and National
- S5 attainment at SIMD 1, 2, 5, 7, 9 and 10 is required where attainment gap is noted between Moray, VC and National
- S6 attainment at SIMD 2, 3, 8 and 10 is required where attainment gap is noted between Moray, VC and National

5.3 **Improving attainment for all**
- S4 – improvement in course presentation levels and quality of passes to support strengthened achievement (marginal, middle 60% of attainers)
- S5 – improvement in course presentation levels and quality of passes to support strengthened achievement (middle 60% and highest 20% of attainers)
- S6 – improvement in course presentation levels and quality of passes to support strengthened achievement (middle 60% and highest 20% of attainers)

5.4 **Breadth and Depth**
- S4 breadth and depth – improvement in performance against VC and NCs
- S5 breadth and depth – focused improvement in performance against VC and NCs
- S6 breadth and depth – improvement in performance against VC and NCs
- Continued review of curriculum offer, learner centred curriculum approaches and accreditation opportunities across Moray to ensure all young people benefit from appropriate courses and pathways in order to raise attainment and achievement for all

5.5 **Academic and wider partnerships**
- Continued partnership working with Moray College UHI to extend curricular pathways and course opportunities as part of the Senior Phase offer to young people
- Continued work with the SCQF, widening progression routes and access to education and training opportunities

6. **Actions for Improvement**

6.1 In order to further build on areas of strength identified and address areas of underperformance for future focus, we continue to work with our Education system in order to strengthen learner achievements and improve outcome for all. Following early work from October 2022 on Curriculum Innovation, in February 2023, Moray Education welcomed visitors from Education Scotland and the Associated of Directors of Education Scotland (ADES) in order to work with colleagues across our Education System.

6.2 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 are to 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.

6.3 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. In Moray, our key question was:

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?

6.4 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 in order to raise achievement and aspirations for all learners:

- All self-evaluation gathered was reviewed with Self-evaluation key messages by theme document created from all learning wall/table notes from collaborative discussions, information capture and data with key actions resulting from findings presented
- A model for Curriculum Strategy Group and Moray Improvement Groups was drafted and has now been initiated with focus on ten key areas identified from self-evaluation for prioritised work, led by our system for our system:
  - Moray Improvement Group 1: Early Years' Transition
  - Moray Improvement Group 2: Primary-Secondary Transition
  - Moray Improvement Group 3: Literacy Strategy
  - Moray Improvement Group 4: Numeracy Strategy
  - Moray Improvement Group 5: Learning Pathways

- Moray Improvement Group 6: Skills Strategy
- Moray Improvement Group 7: Collaborative Timetabling (Secondary)
- Moray Improvement Group 8: BGE Curriculum (Primary)
- Moray Improvement Group 9: BGE Curriculum (Secondary)
- Moray Improvement Group 10: Subject and Curriculum Groups

- Education Strategic Meetings have been held with Head Teachers and Heads of Establishment in order to guide developments and strengthen collaboration. This has included development and agreement of Terms of Reference for each Moray Improvement Group and key actions/products from each group identified with groups now in operation.
- Based on feedback from ADES and Education Scotland, the Education Strategic Plan has been streamlined for session 2023/2024 with focus on three core priority areas – Curriculum; Learning, Teaching and Additional Support Needs, driven by empowered leadership across our system.

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

- In order to strengthen delivery of learning and teaching across our system and led by our schools, investment in Power up your Pedagogy as a 'back to basics' pedagogical Learning, Teaching and Assessment (LTA) focus text for practitioners across Moray for Professional Learning, Practitioner Enquiry and focus for Teacher Learning Communities has been supported. School leaders have presented at Education Strategic Meetings on planned approaches including sharing resources, practitioner enquiry models and approaches with engagement across Associated Schools Groups underway, including during November Inset.

- Ongoing engagement with all key partners around Moray Improvement Groups including representation on key groups is ongoing involving DYW Moray, Skills Development Scotland (SDS), Moray College UHI, wider multi-agency and service 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, with increased focus on supporting ASN and requirements based on moderation activities now nearing completion.
- Aspirational Stretch Aims across core and core plus measures have been set through Scottish Government's revised Framework for Recovery and Accelerating Progress, previously reported to this Committee on 19 September 2023 through the Council's Educational National Improvement Framework (NIF) Report and Plan (para 10 of minute refers)as a benchmark and focus for improvements in performance.
- Revised Quality Improvement Team approaches to school visit programme with refocussed approaches to data analysis and development of tools to support data interrogation and interpretation of key messages.
- Continued focussed targeting of Attainment Scotland Funding (Scottish Attainment Challenge) including SEF in order to support further localities in greatest need to raise participation and achievement in learning using data as a key driver for improvement.
- Continued development of the revised Secondary Improvement Model with Secondary Achievement and School Performance Meetings and visit programme underway in order to guide improvement and raise standards, and stretch aims setting at individual secondary school level initiated.
- Through Subject Groups led by Subject Leaders and supporting Depute Head Teachers from across our system, continue to strengthen middle leadership and drive improvement across all curriculum areas through network structures now established.
- Continued review of ongoing national reforms and key messages as guided by Scottish Government, in order to direct further improvement and change being undertaken by our Moray Improvement Groups governed by Moray's Curriculum Strategy Group.
- Continue to strengthen partnership working with Moray College UHI, SDS, DYW Moray and Education Scotland curriculum teams in order to wider pathways, course options and accreditation opportunities for Moray's young people.
- Continue to extend system leadership as a Moray Education service as we look to the future and navigate financial pressures, mitigating their impact through partnership working, collaboration and consortia approaches.
- Continue to support our secondary schools as they initiate positive presentation policies, assertive coursing approaches and wider wellbeing supports in order for learners to achieve best possible outcomes.

6.5 Progress on service improvements as noted above will be reported through our ongoing self-evaluation activities and Education Service Plan reporting as well as through our NIF self-evaluation and plan. Further updates will be provided to this Committee through performance reports on learner achievements.

7. **SUMMARY OF IMPLICATIONS**

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

b) **Policy and Legal**
There are no legal implications arising from this report.

c) **Financial implications**
There are no financial implications arising directly from this report.

d) **Risk Implications**
There are risk implications as to how this attainment dataset will continue to be used as comparator data for the next 3-5 years and may skew future performance reporting. The data presented herein reflects year 2 of a return to SQA examinations following two years of an ACM, much different to the previous two years of ACM in 2020 and 2021. The conditions for assessment in this year's SQA Examination diet (pandemic related) are also notably different to 2019 with similarity to 2021. For session 2023/2024, further change will also be witnessed with removal of course assessment modifications which had been implemented by SQA in support of post-pandemic course delivery and assessment.

There is further consideration that more young people continue to stay on at school beyond S4 and S5 due to increased anxiety and wider wellbeing factors. This has been noted in some of Moray's secondary schools, requiring creativity regarding potential course options and levels of study.

Likewise, concerns regarding wellbeing and Mental Health and impact on learner outcomes and attainment. Schools continue to support young people through a range of wellbeing and wider learning supports. Schools also report increase in anti-social behaviours and attendance issues, impacting overall on learner achievement and continuity in learning.

Schools observe increase in ASN among pupils, impacting on number of courses studied and levels of study. This has noted impact on attainment measures outlined above. A number of young people, due to their ASN, access a personalised curriculum with individual targets and outcomes. This requires schools to allocate resource in a targeted way with limited additional funds available based on current cost per pupil status as a local authority.

e) **Staffing Implications**
No staffing implications arising directly from this report other than risks noted above and potential to impact on staff wellbeing and attendance.

f) Property
None.

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

h) Climate Change and Biodiversity Impacts
No climate change or biodiversity implications have been determined due to the scrutiny and performance based nature of activities reported and no findings related to such implications contained herein.

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

8. CONCLUSION

8.1 Key attainment messages are outlined within this paper with areas of strength noted and areas for further improvement identified for moving forwards across measures based on data presented. Through the ADES-Education Scotland Collaborative Improvement event and self-evaluation for service improvement activities, a system-wide review has followed enabling refocus on key areas for raising achievement and aspirations of our children and young people.

8.2 A refocussed Education Strategic Plan provides direction in relation to Curriculum, LTA, and review of ASN, directed through empowered leadership at all levels. Across our schools, focus on improvement has followed through ongoing quality improvement, self-evaluation and directed improvement activities.

8.3 In discussion with Education Scotland and Scottish Government, Stretch Aims provide a basis for measurement and review in line with Scottish Government's revised (2023) Framework for Recovery and Accelerating Progress, guiding improvement activities moving forwards across the service. Coupled with year two of the revised Secondary Improvement Model, support and challenge of school improvement activities continues through secondary achievement and school performance reviews.

8.4 Committee is invited to scrutinise data and key messages reported and acknowledge work undertaken to date through revised actions identified. This work is being supported by colleagues and valued partners across our Moray and wider Education system in order to realise improvements required as identified by data presented, building on our strengths, for Moray's children and young people.

Author of Report: Stewart McLauchlan, Quality Improvement Manager

Background Papers: Education National Improvement Framework Report and Plan: Education, Children's and Leisure Services Committee, 19 September 2023, item 8

Education National Improvement Framework Report and Plan: Education, Children's and Leisure Services Committee, 19 September 2023, item 8, Appendix 1

Scottish Government: Framework for Recovery and Accelerating Progress (2023)

Ref: SPMAN-1315769894-453

REPORT TO: **EDUCATION CHILDREN'S AND LEISURE SERVICES COMMITTEE ON 28 NOVEMBER 2023**

SUBJECT: **FORRES ACADEMY REINFORCED AUTOCLAVED AERIATED CONCRETE (RAAC) CONTINGENCY AND RECOVERY PLANNING**

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

1.   REASON FOR REPORT

1.1   To advise Committee on work to date and future planning subsequent to the presence of Reinforced Autoclaved Aeriated Concrete (RAAC) in Forres Academy, part of the Learning Estate.

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

2.   RECOMMENDATIONS

2.1   It is recommended that Committee considers and agrees the following:

   (i)   acknowledges work to date to ensure the safety of all at the school; and

   (ii)   acknowledges work planned to secure further teaching areas to allow school to operate until new building is completed.

3.   BACKGROUND

3.1   Further to guidance issued by the United Kingdom (UK) Government in April this year, the Council has been following the recommended five stage process of assessing, investigating and developing a RAAC management and remediation strategy. The initial update highlighted the need for a further sixteen school site survey assessments together with the commitment to appointing a specialist engineer to assist the process of structural assessment which has now completed.

3.2 In July 2023 RAAC was identified in Forres Academy which resulted in a detailed inspection of the property by Structural Engineers and in August 2023, it was reported that investigations at Forres Academy had identified the presence of RAAC panels, with immediate temporary propping work undertaken to maintain access to science and art classrooms via a corridor. Following an assessment of critical or high risk, seven classrooms in the upper corridor were closed pending remedial work. This entailed the design and installation of steel support beams to underpin the potentially impaired concrete thereby providing a relatively simple but permanent solution to alleviate risk. In addition, an ongoing inspection of affected areas, in line with guidance, was prepared. Parents/Carers were written to prior to the return to school in August to inform them of the disruption on return and staff were given supported access to classrooms to retrieve teaching materials and resources. An updated timetable was implemented with reduction in practical lessons for pupils within the Broad General Education in order to give priority to those in the senior phase. Scottish Government and Education Scotland were updated with plans with ongoing communication in place.

3.3 The UK Government Department of Education published new guidance on managing RAAC in schools in England on 31 August 2023 which advises responsible bodies to vacate and restrict access to the spaces with confirmed RAAC. Spaces should remain out of use until appropriate mitigations are in place, even where they would have been deemed 'non-critical' previously, along with some information relating to RAAC panel failures. This guidance does not apply in Scotland and was not adopted by the Scottish Government with the Scottish Government confirming that Local Authorities should follow advice from the Institute of Structural Engineers when considering action and mitigation measures. These developments prompted consideration to be given by our structural engineers for a review of the investigation work they had undertaken. Following this review our structural engineers confirmed that detailed inspection of the location where some RAAC panels meet their supporting steel was not in line with the current Institution of Structural Engineers advice. It should be noted that the panels at Forres have not deteriorated in relation to this matter more that advice has changed since the time of construction to advise that more support should be provided at this location.

3.4 This resulted in further areas within the school being identified as affected which included the kitchen area on the ground floor, approximately twenty-one further classrooms on the first floor (extending to additional practical classrooms) as well as adjacent corridors and ancillary spaces, boiler room and water tank room.

3.5 Business continuity arrangements were then considered with Officers and the school leadership team and janitorial staff implementing an updated contingency plan. As there was no access to the upper floor of the main building, plans were immediately implemented to make use of all available rooms including gym halls, main hall, offices and other areas in order to avoid decanting pupils until the extent of the latest inspection and impact of the most up-to-date guidance was apparent. To allow plans to be put in place and spaces re-modified as teaching areas, additional closure days were requested from the Scottish Government and remote learning initiated.

During this time the Council ICT department and other schools responded quickly to the call for equipment including laptops, interactive whiteboards, stands and divider panels. To support parents and carers, a Frequently Asked Questions (FAQs) document was developed in order to allow them to understand the situation as well as be aware of the decisions taken in the best interests of all at the school. The FAQs were to be kept live and updated regularly as and when information or the situation changes and can be found on the Council Website:
http://www.moray.gov.uk/moray_standard/page_151787.html.

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

3.7 As a result of this a seconded Depute Head Teacher was recalled from the Northern Alliance in order to provide additional capacity to consider an options appraisal for decant of pupils to Elgin Academy, Elgin High School, Lossiemouth High School and Moray College UHI in order to support the delivery of practical lesson for those pupils in the senior phase.

3.8 The decant started week beginning 31 October 2023 and the school will undertake a review of the arrangements in order to assess any impact and consider potential mitigations.

4. EDUCATIONAL IMPACT OF DISRUPTION

4.1 During the period August to September, pupils across the school have lost some learning time due to closure days, a move to remote learning and restricted access to all curricular areas as well as practical classes. For science, technical and home economics, theory elements of all courses have been the priority. From October to December 2023 priority has been given to S4-6 to access certain practical elements of senior phase courses remotely. It is recognised that this has impacted on S1-3 however once areas of the school come back into use and repurposed rooms are available, senior leaders will ensure that S1-3 also have access to practical elements of course work and they will look at periods during study leave for preliminary and final examinations to see where there are opportunities for extended periods of learning in particular subjects for those pupils in the Broad General Education.

4.2 Senior leaders in the school will monitor and review the learning for those pupils who are travelling and will be proactive in looking at solutions and supports to mitigate any lost time or learning. Young people will be signposted to eSgoil, Scholar and wider Education Scotland resources as well as the national e-learning resource.

4.3   This is a period of disruption for all at Forres Academy and in particular for pupils who have shown great resilience at a difficult time. Staff are working in alternative classroom areas often in multiple classes and this too is having an impact on them, however all are to be congratulated on their agility and flexibility to support pupils and to ensure that learning continues. Disruption in unprecedented times calls for strong leadership and direction and the Head Teacher and staff have worked diligently to draw up contingency plans and to develop plans to ensure the school operates safely during the time that areas are inaccessible and building works continue. In order to support staff during a period of unprecedented disruption and with many moving classrooms regularly, it is proposed that 70 additional laptops are provided during the extended period until the new build is in place.

5.   PHASE 2 BUILDING WORKS AND REPURPOSING

5.1   In parallel with the business continuity planning and implementation activity undertaken an assessment of building options has been completed taking into account the factors of time to deliver, disruption to users, value for money (given the plan for a new school by 2027).

5.2   A plan for remediation and repurposing works has been developed and agreed by joint team representing Property, Education, Learning Estates and the Forres Academy Head Teacher and Senior Leadership Team. It involves a number of phases of work which aims to recover teaching space to original levels prior to discovery of the RAAC issue. These phases are described below and detailed at **Appendix 1**.

5.3   Phase 2 was completed during the October holidays. This addressed the RAAC issue in the roof area above the connecting space between the main entrance corridor, the assembly hall and dining hall together with the corridor running adjacent to the main assembly hall providing access to the gym and music/drama auditorium.

6.   PHASE 3 BUILDING WORKS AND REPURPOSING

6.1   Phase 3A is focused on the First floor T-block and Green Corridor area. It is targeted for completion for 8 Jan 24 and will recover larger areas of technical spaces including two science labs G16 and G17, two social subjects G18 and G20, Base G19 and B10, Gents Toilets, G12 Nurse, G13 Store, G14 ICT Suite, G15 Sys, together with two access stairs wells that are required to meet fire regulations and emergency escape.

6.2   Phase 3B targets the repurposing of current teaching and management spaces within the school not impacted by RAAC. It will recover teaching space that has been lost in the other areas of the first floor level where it is not seen as cost effective to undertake extensive and expensive mitigation works. This phase is currently in the detailed design phase and will be tendered as soon as possible. The latest target for completion of all works in this phase for the start of the summer term (15 April 24). Work includes the following ground floor works:

- One Technical room to be repurposed as a Home Economics practical area (with adjacent storage space)
- Five small rooms to be repurposed as school management spaces to allow the current Head Teacher and School Leadership Team offices and Guidance room.
- Gym repurposed to three adaptable art classrooms.

6.3 Phase 3C will address RAAC panel issues on the Ground Floor that will support reinstatement of a staff room and two classrooms (drama). These works are targeted for completion by 16 February 2024.

6.4 Phase 3D seeks to recover the remaining First Floor three science labs (Y12, Y18 and Y19). The recovery of these areas will support the full curriculum timetable for practical science periods for all year groups. It is targeted to complete this works for the commencement of the 2024/25 academic year, although planning is progress to recover much earlier.

6.5 Following a Management Strategy in compliance with the guidelines recommended by the Institute of Structural Engineers, RAAC Roof Panel Monitoring is in process of being implemented on a regular monthly rolling programme ensuring that all affected areas of the school are inspected every three months by way of an inspection and reporting methodology determined by the Structural Engineer being a safety measure as part of and Planned Preventative Maintenance.

7. PHASE 3 – FUTURE MEDIUM TERM CONSIDERATIONS

7.1 An assessment of any further teaching space requirements will be completed following completion of all Phase 3 works. It is anticipated that these will be relatively minor and can be undertaken during the 2024 summer holiday and managed within the planned Learning Estate budget assigned for planned Forres Academy 'sustainment' works.

7.2 It is expected that the planned utilisation of community spaces at Forres House Community House to facilitate examination prelim assessments and annual SQA examinations will continue beyond this academic year. The prelim assessments in January 2024 may identify building or services improvement issues that will be considered in February for implementation before the SQA examinations planned between April and June 2024.

8. LONG TERM - FUTURE FORRES ACADEMY

8.1 The Education, Children's and Leisure Services Committee meeting on 19 September 2023 (para 16 of minute refers) approved the release of project capital funding to appoint external consultants to support feasibility studies and development of outline business cases for both Future Forres Academy and Buckie High School projects. These activities are in progress and expected to complete for April 2024.

8.2 On 30 October 2023 the Scottish Government confirmed that the Future Forres Academy project was successful in its bid for Learning Estate Investment Programme Phase 3 funding. A criteria of the outcome based revenue funding model is that the school is to be operational by December 2027. The delivery project is currently targeting actual completion by August 2027.

9. **SUMMARY OF IMPLICATIONS**

(a) Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))
This report was informed by the priorities within the Corporate Plan and 10 Year Plan and in particular to Our People, Our Place and Our Future and A Growing and Diverse Economy and Building a better future for our children and young people in Moray.

(b) Policy and Legal
The school is currently in a follow-through following inspection by His Majesty's Inspectors in Education (HMiE) earlier this year. A further visit is anticipated in Early 2024 and officers continue to work with the school to progress with the extensive post inspection action plan under our statutory duties to secure improvement under the Standards in Scotland's Schools etc. Act 2000 and the Education Act 1980.

(c) Financial implications

Phase 1 Initial Investigations, Reporting, Design & Remedial Works (Complete) Previously Reported

The estimated cost was circa £90k excluding VAT which comprised of:

Structural Engineer & Principal Designer	£28k
Temporary structural propping works	£5k
Construction works at classrooms	£45k
Corridor works/contingencies	£17k

Although exceeding the £50k threshold, the Head of Financial Services authorised the spend with a direct award to Structural Engineer Company and a construction Principal Contractor, both of whom are on the Council's Procurement framework ready to mobilise in order to minimise disruption to education and avoid transportation costs.

Phase 3 Remediation and Repurposing Works (In process)

Structural Engineer & Principal Designer   £15k

Construction Costs	
Phase 3A	Tendered at £200k
Phase 3B	Estimated at £100k
Phase 3C	Tendered at £73k
Phase 3D	Estimated at £100k (Tender pending)

RAAC Monitoring

Inspections and monitoring Reports £1585 per month (£19020 annual cost)

COSTS SUMMARY

Total Structural Engineering and Principal Designer Costs £49k

Total Construction Costs £556k

RAAC Monitoring Annual Cost £19k

The estimated total capital costs to cover remediation and repurposing works planned over the identified 3 phases will be managed within planned FY23/24 underspend within the Learning Estate programme. The underspend relates to Forres Academy planned works that have had to be delayed together with contingency funds that have not been required to complete FY23/24 Condition B/ Suitability B upgrade works. The total underspend available to support RAAC remediation and repurposing work is estimated as £721k. The cost of providing 70 laptops is £25,000 and this will be capitalised and can be accommodated within the available capital budget.

Revenue Costs

The majority of additional revenue costs related to RAAC relate to the additional transport required to decant pupils and staff to other schools to support delivery of senior year's practical subjects (woodwork, science and home economics) at other Moray secondary schools. This additional cost is estimated to be £14,100 will be incurred for the winter term (October to December). With the planned recovery of the science labs for 8 January 2024 the requirement for additional transport will reduce to cover senior years' Home Economic practical lessons until 29 March 2024. The requirement and cost for this reduced support is still to be determined.

(d) Risk Implications

There are risks associated with the movement of pupils to external locations which result in lost teaching time and the school leadership team will be reviewing this arrangement and considering mitigations in order to support young people in preparing for examinations.

An additional risk is associated with those young people in S1-S3 who are not participating in practical elements of course work and once again, the school leadership team will look creatively at opportunities to mitigate against this including using preliminary examination time as well as study leave. However the repurposing of rooms will provide the school with access to specialist classrooms. Parental choice means that there is the risk of an increase in placing requests to other schools during the ongoing period of disruption.

(e) Staffing Implications
Staff absence, including those in leadership roles, has an impact on the ability to improve service offer.

(f) Property
The property issues have been outlined within the report.

(g) Equalities/Socio Economic Impact
The National Improvement Framework is aimed at reducing inequalities.

The quality of the learning environment can impact on learning and attainment by as much as 16%. The condition and suitability of our learning estate, and capacity challenges associated with both growth and population decline in some areas, give rise to unequal opportunity across Moray.

(h) Climate Change and Biodiversity Impacts
None.

(i) Consultations
The Head of Education Resources and Communities, Head of Financial Services, Head of Housing and Property Services, Head of HR, ICT and OD, Stewart McLauchlan, Quality Improvement Manager, Head Teacher Forres Academy, Business Support Team Manager, and Caroline O'Connor, Committee Services Officer have been consulted on this report and agree with the sections of the report relating to their areas of responsibility.

10. CONCLUSION

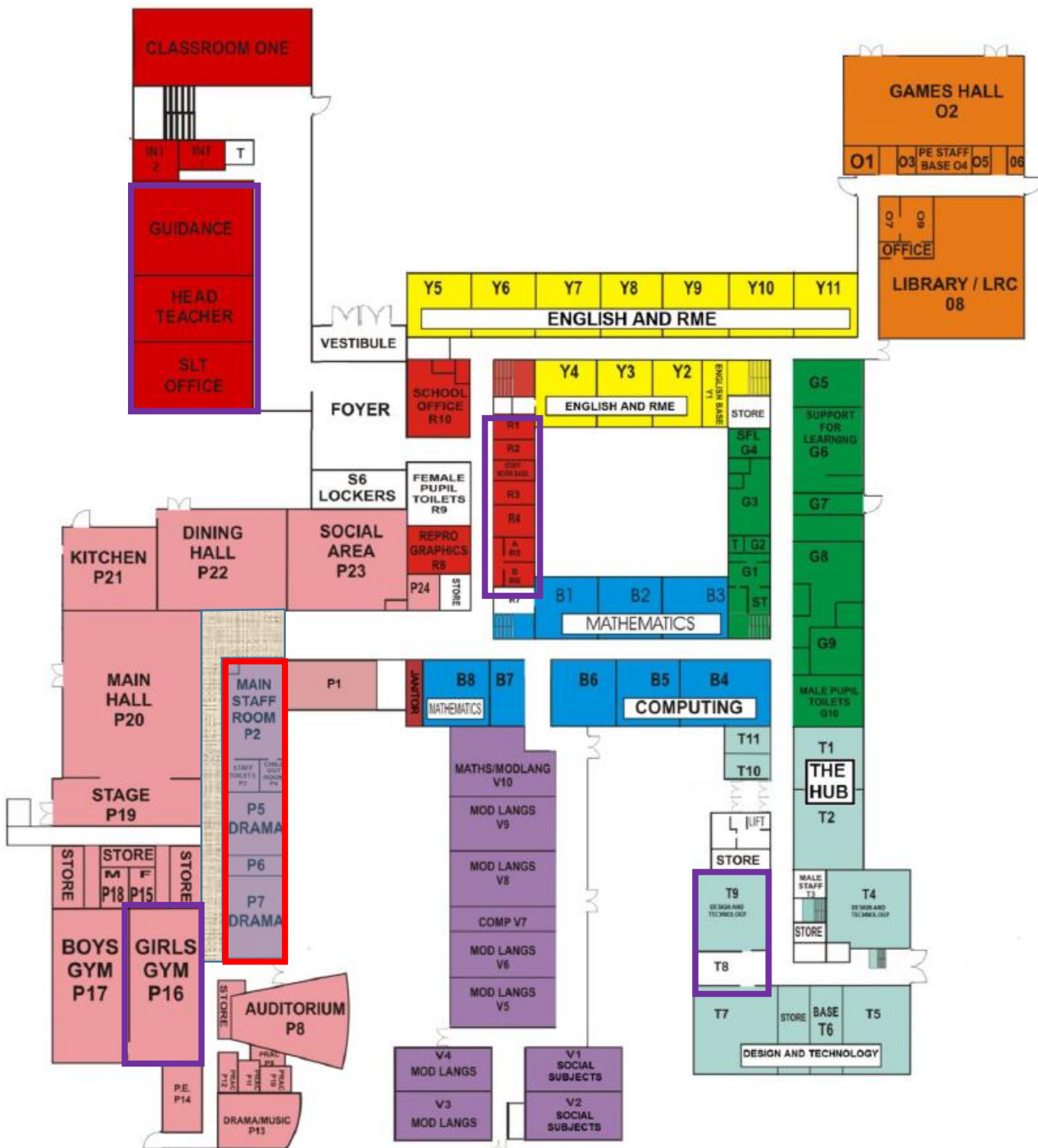**10.1 Committee is asked to acknowledge the work to date since RAAC was identified at Forres Academy, to be appraised of the disruption across the school and to learning, as well as plans to regain and repurpose areas to transition the school to the new build by August 2027.**

Author of Report: Vivienne Cross, Head of Education
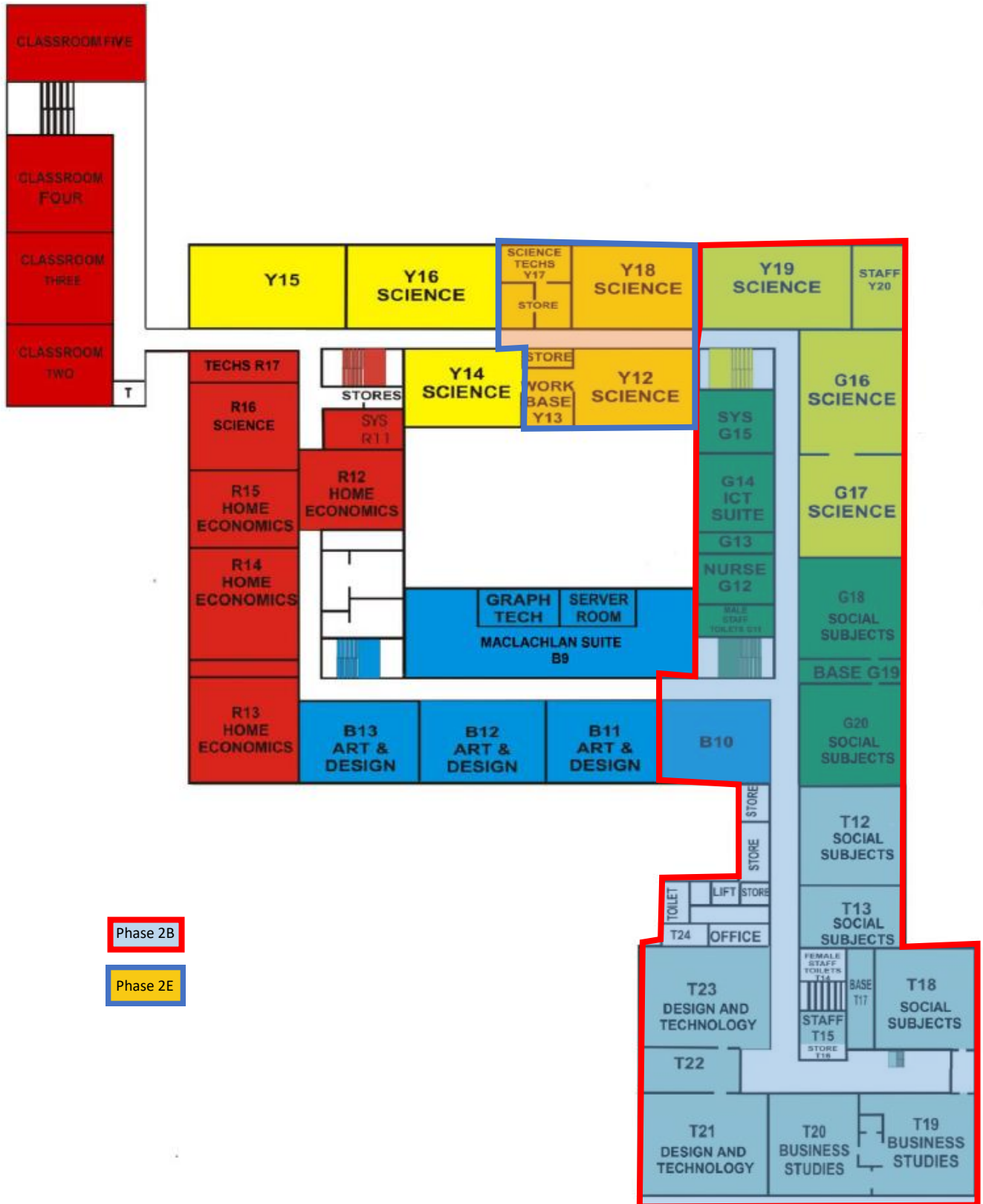Background Papers:
Ref: SPMAN-1315769894-452 / SPMAN-1315769894-448

Forres Academy (Ground Floor) – RAAC Remediation and Repurposing

Phase 2A
Phase 2C
Phase 2D

Forres Academy (First Floor) – RAAC Remediation and Repurposing

CLASSROOM FIVE

CLASSROOM FOUR

CLASSROOM THREE

CLASSROOM TWO

T

Y15

Y16 SCIENCE

SCIENCE TECHS Y17
STORE

Y18 SCIENCE

Y19 SCIENCE

STAFF Y20

TECHS R17

STORES

STORE

Y14 SCIENCE

WORK BASE Y13

Y12 SCIENCE

SYS G15

G16 SCIENCE

R16 SCIENCE

SYS R11

R15 HOME ECONOMICS

R12 HOME ECONOMICS

G14 ICT SUITE

G13

G17 SCIENCE

R14 HOME ECONOMICS

NURSE G12

MALE STAFF TOILETS G11

G18 SOCIAL SUBJECTS

GRAPH TECH

SERVER ROOM

MACLACHLAN SUITE B9

BASE G19

R13 HOME ECONOMICS

B13 ART & DESIGN

B12 ART & DESIGN

B11 ART & DESIGN

B10

G20 SOCIAL SUBJECTS

STORE

STORE

T12 SOCIAL SUBJECTS

TOILET

LIFT STORE

T13 SOCIAL SUBJECTS

T24

OFFICE

FEMALE STAFF TOILETS T14

BASE T17

T18 SOCIAL SUBJECTS

T23 DESIGN AND TECHNOLOGY

STAFF T15

STORE T16

T22

T21 DESIGN AND TECHNOLOGY

T20 BUSINESS STUDIES

T19 BUSINESS STUDIES

Phase 2B

Phase 2E

REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES
             COMMITTEE ON 28 NOVEMBER 2023

SUBJECT: PERFORMANCE REPORT (EDUCATION RESOURCES AND
             COMMUNITIES) – PERIOD TO SEPTEMBER 2023

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

1.   REASON FOR REPORT

1.1   To inform the Committee of the performance of the service for the period to 30
      September 2023.

1.2   This report is submitted to the Committee in terms of section III (A) (4) of the
      Council's Scheme of Administration in relation to monitoring performance in
      accordance with the Council's performance management framework.

2.   RECOMMENDATION

2.1   **It is recommended that Committee:**

      **i)   scrutinises performance in the areas of Service Planning, Service
              Performance and other related data to the end of March 2023; and**

      **ii)   notes the actions being taken to improve performance where
              required.**
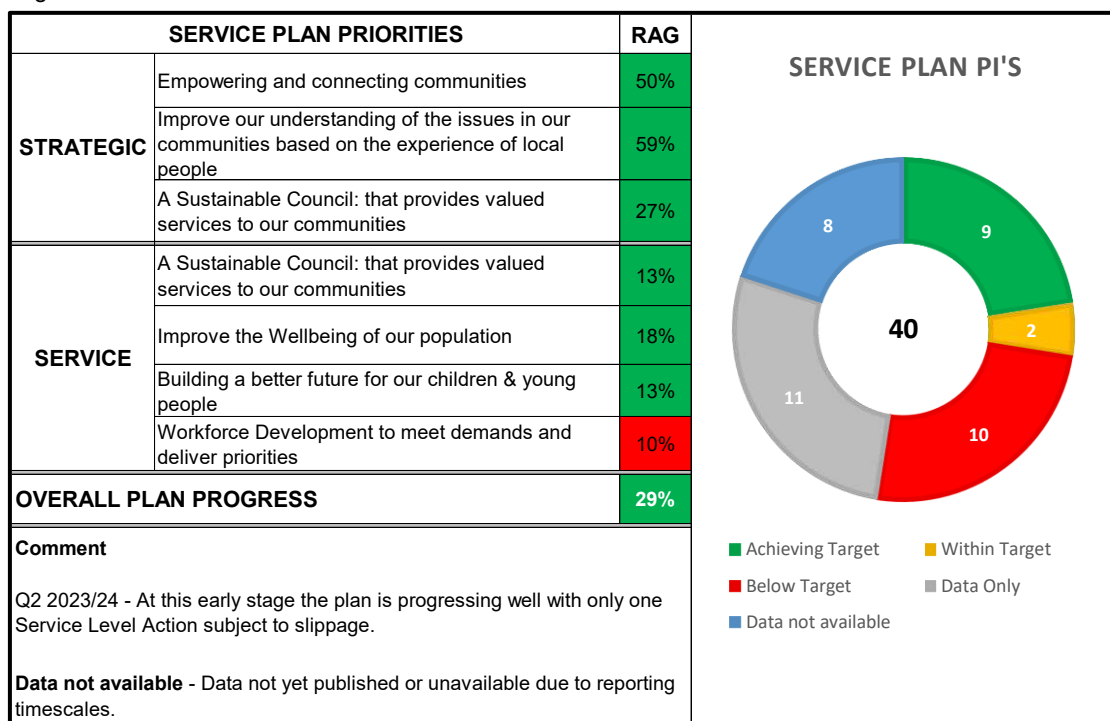
3.   BACKGROUND

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

4.   SERVICE PLANNING

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

4.2 The narrative included is by exception, however links to backing tables for all Service Plan Actions and Performance Indicators can be accessed within the Background Papers section of this report.

4.3 It is noted that the management of Additional Support Needs (ASN) services has temporarily transferred to the Education service and this will be reflected fully in future reporting, however for this period, for technical reasons, tracking tables and plans in hyperlinks remain within the Education Resources and Communities backing documents and tables. However, progress narrative is reported in the Education performance report.

Figure 1

SERVICE PLAN PRIORITIES		RAG
STRATEGIC	Empowering and connecting communities	50%
	Improve our understanding of the issues in our communities based on the experience of local people	59%
	A Sustainable Council: that provides valued services to our communities	27%
SERVICE	A Sustainable Council: that provides valued services to our communities	13%
	Improve the Wellbeing of our population	18%
	Building a better future for our children & young people	13%
	Workforce Development to meet demands and deliver priorities	10%
OVERALL PLAN PROGRESS		29%

Comment

Q2 2023/24 - At this early stage the plan is progressing well with only one Service Level Action subject to slippage.

Data not available - Data not yet published or unavailable due to reporting timescales.

SERVICE PLAN PI'S

40

- Achieving Target: 9
- Within Target: 2
- Below Target: 10
- Data Only: 11
- Data not available: 8

Strategic Outcomes - successes

4.4 Monitoring of the Partnership Community Learning and Development (CLD) Plan completed during the first half of 2023/24. Following on from a self-evaluation session, using the How Good Is Our Community Learning and Development 4 framework, a mid-term review was carried out by the strategic partnership and reported back to both this committee on 19 April 2023 (para 19 of minute refers) and the Community Planning Partnership Board on 17 May 2023 (para 4 of minute refers). (Action STRAT ERC 1.3 23-27)

4.5 Work to support community planning in Buckie and New Elgin continues, annual progress was reported to the Community Planning Partnership Board in September 2023 (para 4 of minute refers). Community lunches in Buckie continue to be well attended with almost 250 people at the three events organised. £21K was awarded by the National Lottery Fund for the continued support of the Buckie community hub which, due to its continued success, is actively seeking larger premises. In New Elgin a summer family fun programme supported by the Moray School Bank engaged with 49 families and Active Schools hosted 'Cage Football', with on average 18 young people attending the sessions during the summer holidays. A small amount of funding was awarded through the 'Community Soup Model' to provide support for community initiatives. (Action STRAT ERC 2.1 23-27)

Strategic Outcomes – challenges and actions to support

4.6 Publication of Forres Community Action Plan is expected in the next quarter, just out with the original due date (July 2023). Plans in the other two areas (Keith and Lossiemouth) made good progress during the first half of 2023/24. In Keith a regeneration worker is now employed to drive the plan forwards. The Lossiemouth Community Development Trust has moved into new premises and continue to progress the Community Asset Transfer of Station Park. (Action STRAT ERC 2.2 23-27, PIs ERC009, ERC009a)

4.7 The action to address the affordability and standard of Moray schools is subject to slight slippage with two key milestones not being completed within original target timescales. With regards to the Learning Estate Programme definition document, further discussion is to take place on programme affordability with an anticipated end date of January 2024, however this may be impacted by service savings required. Two elements of the Action did complete within the first half of 2023/24, the future of Inveravon Primary School was agreed by this committee on 19 April 2023 (para 17 of minute refers) and the mothballing options appraisal for Crossroads Primary is in its final stages with a report due to be presented to this committee in February 2024. (Action STRAT ERC 3.1, PI's EdS100, ERC011)

4.8 Incidents of violence and aggression continue to rise in Moray schools. During the first half of 2023/24 (Term 4 2022/23 and Term 1 2023/24) 1,647 incidences were recorded in comparison with 537 over the same period of 2022/23, an increase of 206%. Since 2018/19 more incidences are recorded in quarters 3 & 4 (Terms 2 & 3), if this trend continues 2023/24 will record the highest number recorded to date in Moray. (Action STRAT ERC 3.2 23-27, PIs ERC012, ERC013, CS024bi & ERC041)

Service Level Outcomes - successes

4.9 Embedding the Changing Lives approach within Sport & Culture work streams has made steady progress in the first half of 2023/24. With a baseline set in 2022/23, cumulatively quarters 1 & 2 have shown an increase to above target performance in the proportion of participants engaged in the Changing Lives approach. A Changing Lives approach presentation and workshop was held and was well attended by the public and voluntary sector organisations. The approach has been acknowledged as a key contributor at the Mental Wellbeing Partnership Group which oversees the development and implementation of the mental wellbeing priority actions within the Children's Services Plan. This approach continues to gain traction across a wider array of services and work streams. (Action SERV ERC 2.1 23-27, PI ERC021)

Service Level Outcomes – challenges and actions to support

4.10 Progress has been slow in the first half of 2023/24 in improving the Employee Review and Development Process (ERDP) experience. Actions are in place for the second half of the year to improve annual objective settings. All Service Managers are aware of requirement for formal 6 monthly reviews – which will be managed within current one-to-one arrangements. Work is at an early stage to complete a review of team roles and responsibilities and how this can be used to create a mandatory training requirement. (Action SERV ERC 4.1 23-27, PIs ERDP.ERC1 & ERDP.ERC3)

5.   SERVICE PERFORMANCE

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

5.2   The narrative included is by exception, links to Service Performance Indicators can be accessed within the Background Papers section of this report.

Figure 2
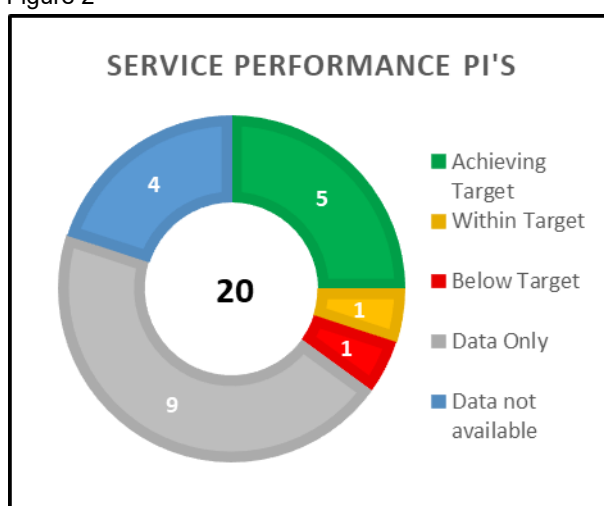
Operational Indicators - successes

5.3   Attendances at Indoor leisure services, swimming pools and Health & Fitness suites have all increased in comparison to similar periods of 2022/23. Indoor facilities have shown an increase of 13%, swimming pools by 23% and Health & Fitness suites by 24%. Both attendances at swimming pools and Health & Fitness suites are now above pre-COVID attendance levels. Income from Leisure services continues to meet target values set at a 5% increase based upon comparative 2022/23 figures. In the first half of 2023/24 more than £900K was generated in leisure services income. (PIs ERC018c, EdS407.1, EdS407.2 & ERC018a)

5.4   Use of library facilities (Static & mobile) continues to increase. In comparison to the same period of 2022/23 library facilities have seen a 25% increase in usage. (PI ERC046)

Operational Indicators – challenges and actions to support

5.5   Whilst there has been a small increase in attendances at staffed community centres in comparison to the same period of 2022/23, performance continues to fall below target. With the forthcoming closure Elgin Community Centre it is likely that numbers attending these facilities will continue to decrease. (PI EdS407.5)

6. **OTHER PERFORMANCE RELATED DATA**

Complaints & MP/MSP Enquiries

6.1 In line with the PMF, complaints are reviewed quarterly by departmental management in terms of time taken to respond, outcome and learning points. Detailed tables can be accessed within the Background Papers section of this report.

6.2 A total of 21 complaints were received during the first half of 2023/24 and 19 complaints closed. Of those, 18 were at frontline stage (95%), 3 were upheld and 15 were not upheld. 15 (83%) frontline complaints were closed within the 5-day target timescale.

6.3 One investigative complaint was closed in the same period, this complaint was not upheld. Time to resolve the complaint was within the 20-day target timescale.

6.4 Of the 19 complaints resolved, 14 were regarding "Drag Queen story hour" hosted by Elgin Library, all of these complaints were not upheld. The 3 upheld complaints were all of a differing nature with one regarding communication issues from members of staff.

6.5 Three MP/MSP enquiries were received during the first half of 2023/24, all resolved within the period. All enquiries related to leisure services.

Other Performance (not included within Service Plan)

6.6 Nothing to report.

Case Studies

6.7 Nothing to report.

Consultation and Engagement

6.8 No activity to report.

7. **SUMMARY OF IMPLICATIONS**

(a) **Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))**
Performance measurement is used to ensure the efficient and sustainable delivery of services to meet the Council's priorities in both the Corporate Plan and the LOIP.

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

(c) **Financial implications**
None.

(d) **Risk Implications**
None.

(e) Staffing Implications
None.

(f) Property
None.

(g) Equalities/Socio Economic Impact
An Equality Impact Assessment is not required as this report is to inform the Committee on performance.

(h) Consultations
The Head of Education Resources & Communities, Depute Chief Executive (Education, Communities & Organisational Development), Service Managers, Legal Services, the Equal Opportunities Officer, and Caroline O'Connor, Committee Services Officer have been consulted with any comments received incorporated into this report.

8. CONCLUSION

8.1 By 30 September 2023, Service Plan actions are 29% complete with most actions progressing well. One Strategic action completed during the period. Three Strategic actions and one Service action are subject to slippage, it is anticipated that these actions will make progress within the second half of 2023/24 to bring them back on schedule.

Author of Report: Iain Sneddon, Research & Information Officer
Background Papers: Service Plan Actions
                       Performance Indicators
                       Service Performance Indicators
                       Service Complaints
Ref: SPMAN-9425411-306

REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES COMMITTEE ON 28 NOVEMBER 2023

SUBJECT: EDUCATION RESOURCES AND COMMUNITIES REVENUE BUDGET MONITORING TO 30 SEPTEMBER 2023

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

1. REASON FOR REPORT

1.1 To inform the Committee of the budget position for Education Resources and Communities as at 30 September 2023.

1.2 This report is submitted to Committee in terms of Section III (A) (2) of the Council's Scheme of Administration relating to the consideration of capital and revenue budgets and long term financial plans.

2. RECOMMENDATION

2.1 It is recommended that Committee scrutinises and notes the budget position at 30 September 2023.

3. BACKGROUND

3.1 The report highlights those areas of the budget where there is a significant percentage variance identified 30 September 2023.

4. BUDGET POSITION

4.1 The spend at 30 September 2023 is £7,128,000 against a budget to date of £7,233,000, giving an underspend of £105,000 as shown in **Appendix 1**.

4.2 The Covid-19 pandemic had a significant impact on income and a £500,000 reduction in the income budget for leisure facilities was approved as part of the budget report to Moray Council on 3 March 2021 (para 5 of the minute refers). The income budget was increased by £200,000 in 2023/24 and was expected to be back to pre-pandemic levels in 2024/25. Due to income being ahead of target by £186,000 at the end of quarter two the 2024/25 saving will be brought forward to 2023/24. The underspend on leisure income is reduced by an under achievement of libraries income £14,000 and an overspend on libraries licences £57,000. The service has reviewed all licences generating a saving in 2024/25.

4.3 The Public Private Partnership (PPP) overspend relates to a £7,000 underspend on non-performance deductions and unbudgeted spend on pension contributions of £8,000. As part of the contract there was agreement that if the pension rate for the staff transferred across went above the percentage in the contract the council would be liable for the additional costs, the £8,000 relates to the 3 years from 2021/22 to 2023/24. The rate is reviewed every 3 years and will be recalculated in 2024/25 for the next 3 years.

5   ESTIMATED OUTTURN

5.1 The estimated outturn for 2023/24 is £14,417,000 against a budget of £14,349,000 resulting in an estimated overspend for the year of £68,000.

5.3 The anticipated overspend on Culture, Sport and Leisure is an under achievement of libraries income £28,000, library licences overspend £57,000, The overspend is reduced by an over achievement of leisure income of £25,000 and other minor overspends.

5.4 The PPP overspend is £10,000 on non-performance contract deductions and pension contribution £8,000.

6.   SUMMARY OF IMPLICATIONS

(a)   Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP)
The Education Resources and Communities Revenue Budget has particular reference to National Outcome 8 – we have improved the life chances for children, young people and families at risk.

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

(c)   Financial implications
The resource implications are set out in this report and at **Appendix 1.** The underspend as at 30 September 2023 is £105,000 against a budget to date of £7,233,000. The estimated year end position is expenditure of £14,417,000 against a budget of £14,349,000 resulting in an overspend of £68,000.

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

(e)   Staffing implications
There are no staffing implications associated with this report.

(f)   Property
There are no property implications associated with this report.

(g)   Equalities/Socio Economic Impact
An Equality Impact Assessment is not needed because the report is to inform the Committee on budget monitoring.

(h)   Climate Change and Biodiversity Impacts
No climate change and biodiversity impacts arise directly from this report.

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

7.   CONCLUSION

7.1   That Committee scrutinises and notes the budget position as at 30 September 2023.

Author of Report: Andy Hall, Acting Head of Education Resources and
                      Communities
                      Nicky Gosling, Accountant
Background Papers: with authors
Ref: SPMAN-9425411-300 / SPMAN-9425411-301

Education Resources & Communities

Budget Monitoring Report to 30 September 2023

Service	Revised Budget £'000	Budget to Date £'000	Actual to Date £'000	Variance to Date £'000	Variance %	Full Year Forecast £'000		Full Year Variance £'000
Communities	1,395	654	653	1	-	1,395		-
Culture, Sport & Leisure	4,822	2,490	2,378	112	4 %	4,885		(63)
Learning Estate	351	155	150	5	3 %	341		10
Business Support Unit	1,706	833	831	2	-	1,703		3
Education Resources & Communities Manageme	69	23	23	-	-	69		-
Public Private Partnership	6,152	3,078	3,093	(15)	-	6,170		(18)
Education Resources & Communities Efficiency Savings	(146)	-	-	-	-	(146)		-
				-				
Education Resources & Communities Total	**14,349**	**7,233**	**7,128**	**105**	**-**	**14,417**		**(68)**

REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES COMMITTEE ON 28 NOVEMBER 2023

SUBJECT: INFORMATION REPORT: ACTIVE SCHOOLS ANNUAL REPORT 2022-23

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

1. REASON FOR REPORT

1.1 To inform the Committee of the progress made by the Active Schools team across the 2022-23 academic year.

1.2 This report is submitted to Committee in terms of Section III (D) (13) of the Council's Scheme of Administration relating to exercise the Council's statutory functions to provide facilities and support activities related to the development of recreation, sport, culture and social activities.

2. BACKGROUND

2.1 At the meeting of Education, Children's and Leisure Services Committee on 2 November 2022, the Committee approved the extension of Active Schools and Community Sports Hub programmes from existing budget for a further four year period from 1 April 2023 in partnership with sportscotland at a total cost of £979,077 for the four year period to secure an investment of £1,185,928 from sportscotland over the same period (para 10 of the minute refers).

2.2 The Active Schools team continued to make significant progress across the 2022-23 academic year, working towards strategic outcomes in the sportscotland Sport for Life strategy, the Moray Council Corporate Plan, Children Services Plan as well as the Local Outcome Improvement Plan. Full details of the developments can be found in the illustrated annual report included as **Appendix I.**

2.3   A summary of the key developments within the report are as follows;

- 33% of Moray school roll participated in the 22/23 programme, up from 26% in 21/22.
- 4,040 distinct participants were involved which was up from 3,218 in 21/22.
- 1,476 of the 4,040 distinct participants were noted as having an additional support need through the SEEMIS system.
- 7,106 free sessions were delivered, up from 3,227 in 21/22.
- 95% of all the activities were delivered by volunteers, up from 91% in 21/22.
- £17,850 of external funding was sourced by the team to increase resource for projects such as Young Leaders and ASN activities.

2.4   The Active Schools team have identified the following priority areas for the 2023/24 academic year;

- Bridge the gap between male and female participation figures
- Increase the distinct participant figures at secondary schools
- Continued focus on working with pupils with additional support needs
- Increase number of school to community club links, utilising the recently launched club accreditation scheme as a tool for engagement.

3.   SUMMARY OF IMPLICATIONS

(a) Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP)
This report supports the following LOIP outcomes;
- Building a better future for children and young people in Moray
- A place where children and young people thrive;
- A place where they have a voice, have opportunities to learn and can get around;
- A place where they are able to reach their full potential.

This report also supports the aims of the Corporate Plan to;
- Provide opportunities where young people can achieve the potential to be the best they can be.

(b) Policy and Legal
There are no policy or legal implications arising from this report.

(c) Financial implications
There are no financial implications arising directly from this report, however the Active Schools team continue to be pro-active in sourcing external funding to support projects delivered locally.

(d) Risk Implications
There are no specific risk implications arising from this report.

(e) Staffing Implications
There no staffing implications arising directly from this report.

(f)   Property
There are no property implications arising from this report.

(g)   Equalities/Socio Economic Impact
Reducing inequalities through sport continues to be a priority of the Active Schools team as highlighted in the report, with a specific focus on supporting provision for young people with an additional support need. It is also stipulated by Sportscotland that all activities delivered directly by the Active Schools team are offered at no cost to the participant and this was upheld across 2022/23, improving accessibility to sessions.

(h)   Climate Change and Biodiversity Impacts
No climate change or biodiversity implications have arisen however the Sports Kit for All project detailed in the report contributes towards the Council's Climate Change strategy.

(i)   Consultations
In preparing this report, consultations have been undertaken with the Sport and Culture Service Manager, Head of Education Resources and Communities and Caroline O'Connor, Committee Services Officer whose comments have been incorporated in the report.

4.   CONCLUSION

4.1   Committee is asked to note the continuing progress made by the Active Schools team during the 2022/23 academic year and the priorities for this academic year.

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actıveschools
MORAY

*Annual Report
2022/23*

234190

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mail:
Equalities Officer, Moray Council, High Street, Elgin, IV30 1BX

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Contents

Introduction and Background

This report will focus on the achievements of the Moray Active Schools team across the 2022-23 academic year. The Active Schools Coordinators are part of the wider 'Active Schools and Community Sport Team' which also includes a Community Sport Hub Officer role and a team of sport coaches. The current Active Schools team are as follows:

Roy McPherson
Principal Active Schools and
Community Sport Officer
[Team Manager]

Fraser Lyall
Lossiemouth ASG

Craig Rowley
Elgin Academy ASG

Paul Rogan and Rosalyn Carruthers
Forres ASG

Fiona Preston
Elgin High ASG Primaries

Paul Rogan
Elgin High School

Danny Simpson
Buckie ASG

Lorna Young
Milnes ASG

Craig Carswell
Speyside ASG

Amanda Walker
Keith ASG
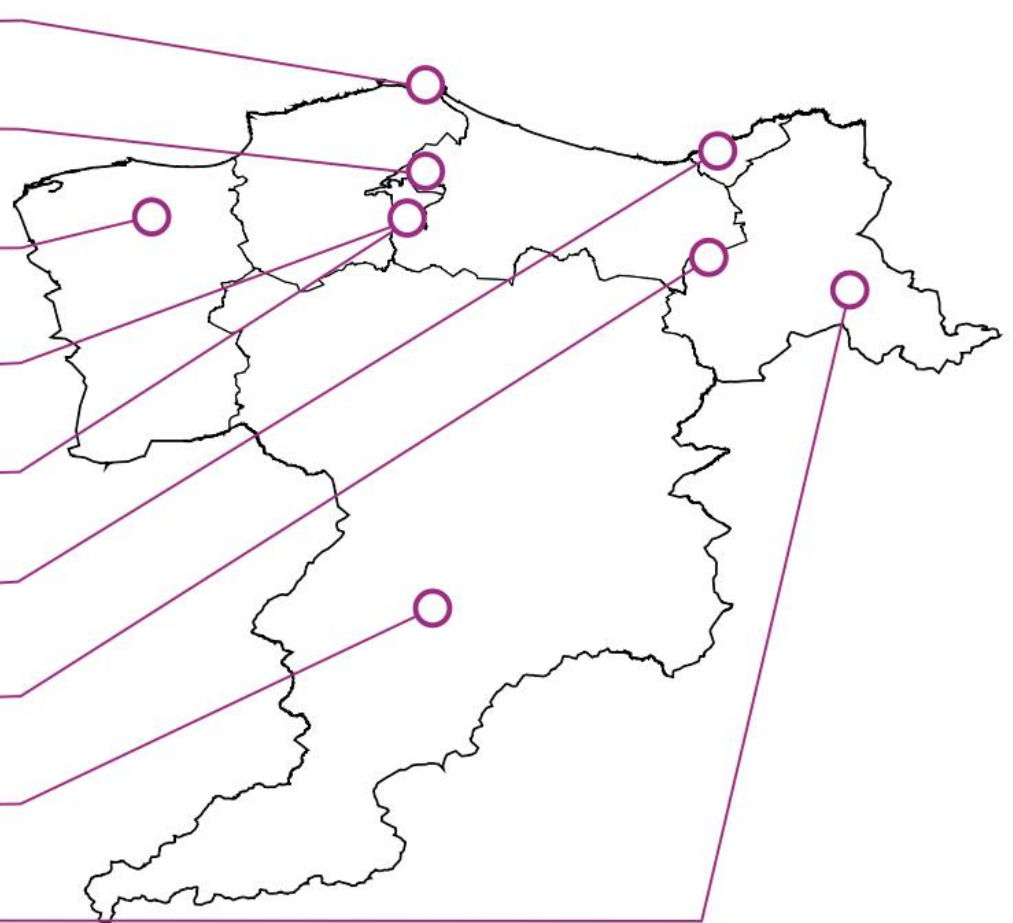
Active Schools is a successful partnership between **sport**scotland and Local Authorities that has been in operation since 2003. In November 2022, the Moray Council and **sport**scotland agreed to a four year funding partnership extension, securing the long term future of the project from 2023-2027. The aim of Active Schools is to provide free, high quality opportunities to take part in sport and physical activity before school, during lunchtime and after school while developing effective pathways between schools and sports clubs in the local community.

Developing a network of volunteers is a fundamental role of the team to ensure that activities can be offered at no cost to the participant. The work is guided nationally by the **sport**scotland 'Sport for Life' strategy and the infographic displayed below highlights the key areas of participation, people and profile.

The commitment from **sport**scotland to ensure that 'inclusion underpins everything we do' has resulted in a more focused approach to targeted programmes delivered via the Moray team. This report will celebrate the success of key initiatives led by the Moray Active Schools Team across 2022-23, highlighting the blend of universal and targeted projects delivered, striving to ensure that sport and physical activity is accessible to all young people in Moray.

The Moray team plan was re-formatted across 2022 via discussions with the coordinators and **sport**scotland representatives which set a clear direction for the 2022-23 academic year. The plan is split into the five priority areas identified for Active Schools nationally by **sport**scotland:

- Priority 1: Provides high quality opportunities for young people to take part in sport and physical activity before school, at lunchtime and after school
- Priority 2: Develops, leads and supports effective pathways to connect schools, clubs and communities.
- Priority 3: Provides inclusive opportunities by using targeted approaches to remove barriers to participation.
- Priority 4: Develops a network of volunteers to deliver activity sessions.
- Priority 5: Develops and supports leadership opportunities for young people.

The national priorities are intertwined with local priorities from the strategic plans in Moray which the team contribute towards:

- Local Outcome Improvement Plan: 'Improving Wellbeing of Our Population' and 'Building a better future for our children and young people in Moray'.
- Corporate Plan: 'Our People: Provide opportunities for people to be the best they can be with a strong and sustained focus on those individuals and groups in our society who experience the most disadvantage and discrimination.'
- Children Services Plan :'The wellbeing of children, young people and families is improved' and 'The impact of poverty on children, young people and families is mitigated'.

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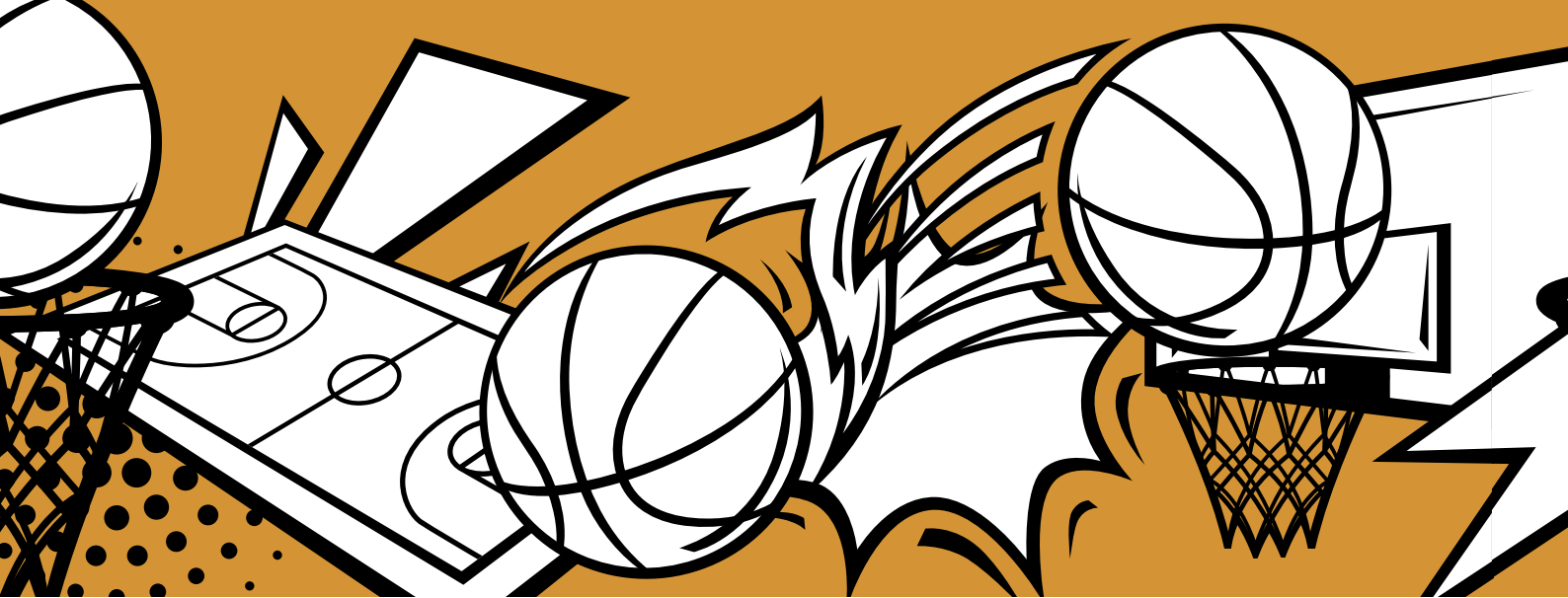
Key Areas of Work

Participation – Universal initiatives

Our Active Schools monitoring stats from 2021-22 demonstrated steady progress after the Covid-19 pandemic and our main aim was to progress further in the key areas of work. The key statistics for the 2022-23 included:

- Total number of distinct participants **4,040**, up from **3,218** in **21-22**.
- Percentage of school roll participating **33**%, up from **26**% in **21-22**.
- **44**% of the primary school roll participated, with **19**% of the secondary school roll.
- Of total participants, **56**% were male with **44**% female
- Number of visits **76,920**, up from **62,831** in **21-22**.
- Number of sessions **7,106**, up from **3,227** in **21-22**.
- Number of deliverers **322**, compared with **335** in **21-22**.
- Percentage of voluntary deliverers **95**%, up from **91**% in **21-22**.
- **148** young leaders, up from **131** in **21-22**.
- **30** coach education courses delivered, with over **350** participants attending.
- £**17,850** of external funding successfully sourced by the Active Schools and Community Sport team to support projects.

The team continued re-developing extracurricular activity levels, club links, volunteer's numbers, while re-establishing festivals and events. Some of the key universal events and games programmes that were delivered included:

- Primary Schools Cross Country Event in partnership with Gordon Castle, 600 participants, 1500 spectators.
- Primary Schools Football Games Programmes delivered in partnership with SFA, 570 participants, 78 teams from 14 different schools, 118 volunteer coaches, playing every second week
- 5 Primary School Cricket Festivals delivered in partnership with Moray Cricket Association
- 3 Netball Festivals delivered in partnership with Gordonstoun school
- Secondary Schools Badminton Festival in partnership with Moray Badminton Association and Moray Sports Centre

Gordon Castle Primary Schools Cross Country video link:
https://www.facebook.com/100063798480333/videos/pcb.735213948615215/165660413180380

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Across the year 30 different types of activity were offered in the extra-curriculum, with the top ten in terms of number of visits being:

1. Football
2. Multisports
3. Netball
4. Basketball
5. Fitness
6. Running
7. Badminton
8. Cricket
9. Hockey
10. Swimming

The **sport**scotland School Sport Award is a national initiative designed to encourage schools to put young people at the heart of decision making, planning and implementation of extra-curricular school sport. It also encourages schools to self-reflect, continuously improve, recognise and celebrate successful school sport models. The award also encourages sporting links between schools and the communities around them, providing opportunities for young people to progress. Applications were submitted across Moray in 2022-23 via the efforts of school staff, Active Schools Coordinators, and young ambassadors. Three schools were awarded gold, a great achievement, and all schools that were recognised are listed below page:
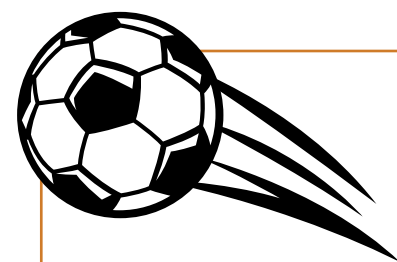
Moray Primary Football Festivals 2022-23

- School Entered: 14
- Cluster School Entered: 4
- Weeks: 14
- Coaches: 118
- Players: 573
- P4s Teams: 29
- P5s Teams: 29
- P7s Teams: 20

Gold Award:

- Buckie Community High
- Elgin Academy
- Knockando Primary

Silver Award:

- Craigellachie Primary
- Keith Grammar
- Cullen Primary
- Mortlach Primary
- Seafield Primary
- Speyside Primary

In progress

- Forres Academy
- Hythehill Primary
- Keith Primary
- Pilmuir Primary
- West End Primary

sportscotland
SCHOOL SPORT AWARD

Equality, Inclusion and Diversity – Targeted initiatives

The team also reported on the involvement of young people with protected characteristics across Moray schools. Of the total 4,222 participants involved with the programme, 2,437 had access to free school meals, with 78 being from a SIMD 1 or 2 area. There were also 1,476 pupils involved categorised as having an additional support need, with 127 assessed as disabled. One hundred & sixty eight young people that participated were recognised as being from an ethnic minority family. The team made a new connection with 'The Promise' project leading on work with young people in care and 50 participants were from this background. A new target for the team was set via the Children and Services Plan for Moray Council to increase the number of primary 1 participants and term 3 statistics showed an increase from 1,269 session visits to 1,721 last year.

One key action allocated to the team via the Moray Council 'Education, Resources and Communities' service was to 'embed the Changing Lives approach across relevant sport and culture work streams'. The Changing Lives initiative encourages sport & physical activity to be used as an intentional tool to create positive social change for targeted groups, achieving both increased participation and wider social outcomes as a result. Two of the team completed the Changing Lives champions training in 2022 and in 2023 one of the Active Schools Coordinators also progressed through the programme. It has provided the team with a more focussed approach on tackling inequalities locally, using sport and physical activity as a catalyst. An internal council reporting measure highlighted that the team led on 24 Changing Lives themed targeted initiatives across the academic year, with 489 participants taking part, this included Active Schools and Community Sport Hub projects. Local data has shown that 39% of school pupils in Moray have an additional support need (ASN) and there's an awareness that Moray is under resourced to support this group. As a result this has become a focus for our team. The report will now provide some examples of targeted projects that had a positive impact across 22/23:

The team secured £7.5k of funding annually for 2023-2025 from the national Community Cycle Fund to deliver an ASN Cycling project in partnership with Outfit Moray. Seventy-two pupils from 7 primary schools benefited from sessions in the first year of the project. 'All Ability Cycling' and 'Learn to Cycle' sessions took place using adapted and regular bikes to improve the skills and confidence of pupils with different abilities, from wheelchair and adapted bike users, to those requiring longer term support to learn to cycle. Playground activities were delivered focussing on balance, coordination, braking and control.

> "The sessions have helped contribute towards general wellbeing and enjoyment of the outdoors as well as developing cycling skills in an inclusive way. One particular pupil has progressed from showing very little control and awareness to steering proficiently and cycling confidently around the playground. Parents have also been delighted to see their children's skills grow and develop with short videos being shared on class Dojo."
>
> – Member of the school staff involved with ASN Cycling Project

Three ASN festivals were delivered to 120 secondary pupils in East Moray, taking part in Boccia, Archery and Orienteering. Them worked with school ASN departments to identify pupils that would benefit from the opportunity to try out new sports. The **sport**scotland impact survey tool was sent out to participants after the first event and from the participants that completed the survey, 90% reported that they felt healthier and more confident, with 60% reporting it helped them to make more friends as a result of the event.

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Swimming sessions were delivered for young people with disabilities in the Forres and Lossiemouth areas via a partnership with local provider 'Swimable', with over 50 pupil benefiting across 2022-23 an increase from the previous year:

SWIM & SURF-ABLE

We partner with Friendly access to provide swim and surf sessions to children with additional support needs.

Swimming is a life skill we are determined to make accessible for all by using a holistic approach.

There are 2 centres providing swim and surf for 35 children (21/22).

The team worked with the local community to launch the Keith Sports Kit for All which aims to widen participation in sport and physical activity for families experiencing poverty. It also encourages recycling to reduce the amount of waste going to landfill. Positive engagement from the local community has ensured a high number of quality clothing donations which is now being distributed to families that benefit from additional support. Kit for All Projects are now also developing in the Elgin, Speyside, and Forres areas. The Active Schools Coordinators also ensured that 100% of their school programme was free to the participant, again reducing financial barriers to taking part.

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People

The team were able to deliver the initiatives described above thanks to building up a strong and dedicated workforce. The Active Schools Coordinators regularly worked with school staff, young leaders, parent volunteers, college students, community sport club coaches and community volunteers to offer a range of different activities across the area. In total, 322 deliverers worked with the team across 2022-23, with of 95% of these being volunteers. The team organised 30 coach education courses that were delivered locally to over 350 participants. Partnerships between the team and sport national governing bodies ensured that the level of training available for the sporting workforce in Moray increased.

The Young Leaders programme was one element of work that progressed significantly over the pandemic period with 148 young people helping to make up the workforce across the year. The team continued to tap into funding sources to support the initiative. This funding was obtained to increase the number of coach education courses available to young leaders, and also support the purchase of hoodies which are provided to the deliverers.

Linked to this, the Young Ambassadors programme is funded by the National Lottery and is a key element of **sport**scotland's contribution to developing young people as leaders in sport. In 2022-23 14 young ambassadors were recruited across Moray from 7 out of the 8 secondary schools. An informal 'Moray Young Ambassadors Forum' was created to share best practise and common themes emerged such as kit for all projects and club links sessions. One of the most successful projects was led by a YA in the Keith area, with 70 primary pupils experiencing new activities led by 5 local sports clubs.

The ASCs have also had success developing a 'Playmakers' training programme for primary school pupils, which feeds into the long term development of young leaders. As a snapshot of impact, 180 pupils completed the training in the Buckie area, 82 pupils in the Milnes area, and 45 pupils in the Keith, increasing the number of lunchtime activities and building the workforce for the future.

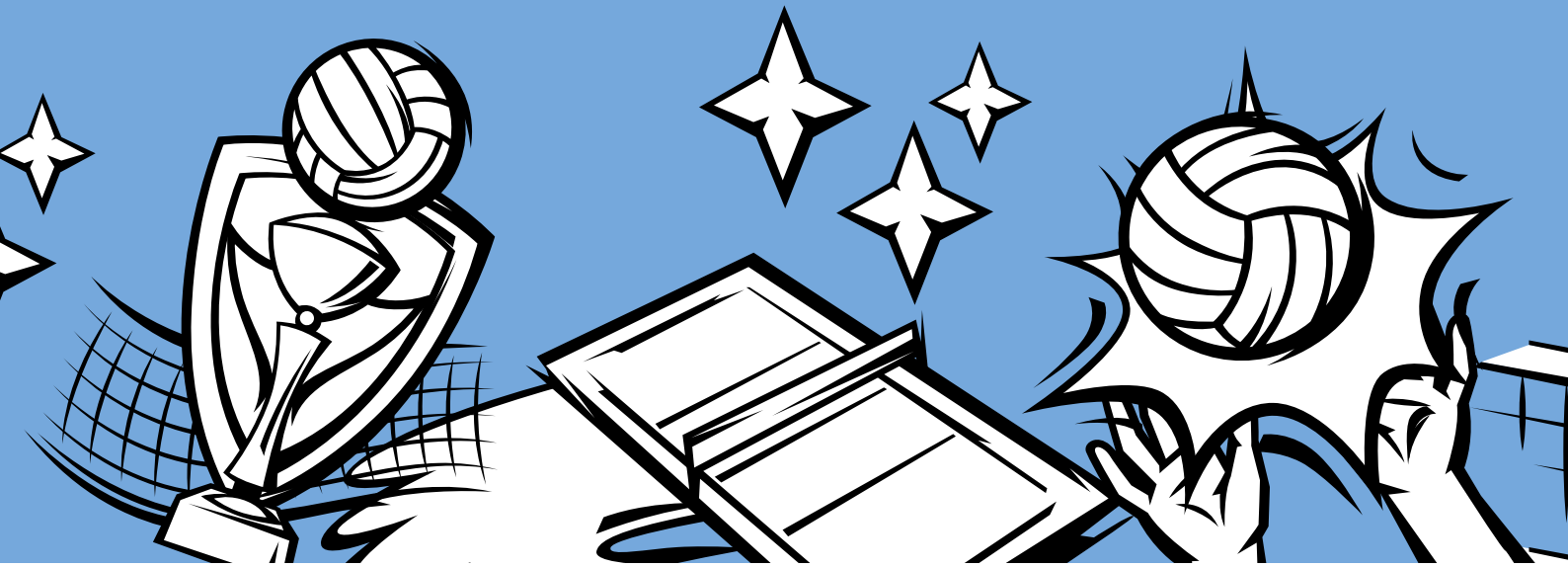Keith Young Ambassadors – Clubs Links Project video link: https://fb.watch/l8bPBgLwOA/
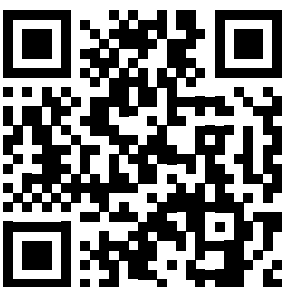
> "I have enjoyed being a young leader and learning new skills, gaining confidence in myself. I'm now able to lead a class which I will benefit from in the future."
>
> – Young Leader

The annual Active Schools and Community Sport 'Thank You Event' took place in June at Elgin Bowling Club:

Profile

The team continued to build up their online presence across various social media platforms. The Active Schools and Sport in Moray Facebook page has amassed 6,700 followers providing an effective means of communication for families, individuals and external partners. The Facebook page has recently been used as an example of best practice by Moray Council communications staff when delivering workshops for internal teams. Nothing illustrates the range of programmes delivered via the team better than the Facebook page, for anyone accessing this report electronically you access the Active Schools and Sport In Moray Facebook page via the link at the side of the page.

Active Schools and Sport In Moray Facebook

https://www.facebook.com/sportinmoray/groups/?ref=page_internal&mt_nav=0

Clubs and Collaboration

Twenty community sport clubs linked with local schools via the Active Schools team across 2022-23, with some schools recording up to 5 links. Links were created via taster sessions, regular extra-curricular activity and club representatives supporting festivals. The clubs that recorded the most links are listed here:

- Elgin City Football Club
- Forres St Lawrence Cricket Club
- Badminton Moray
- Karate Academy Scotland
- Quasar Hockey Club

- Forres Harriers
- Elgin School of Taekwondo
- Grant Park Bowling Club
- Joy Fusion Dance
- Fochabers Cricket Club

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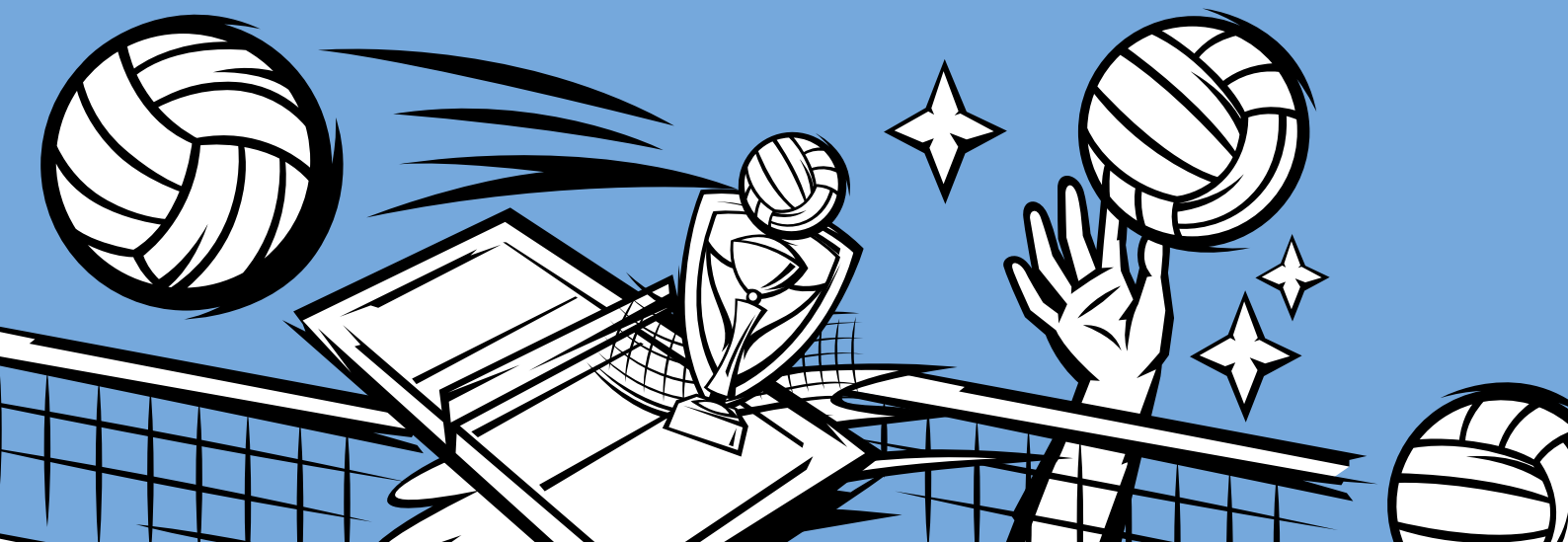
Next Steps:

The 2022-23 stats show that the Moray programme involved 33% of the local school roll, compared to the national average of 38%. The Moray team worked hard to increase this from 26% in the previous year and will continue to progress getting closer to the National average across 2023-24. Along with this, the focus for the team will include:

- Bridge gap between male and female participants through development of competitive opportunities such as the Netball and Girls Football festivals.
- Increase the distinct participant statistics at secondary schools from 19%.
- Development of ASN festivals in the West and East, working closely with Scottish Disability Sport, local clubs and Moray College. ASN Cycling project to continue progress in partnership with Outfit Moray.
- Continue to strengthen links with the education department through partnership working in the alternative curriculum project and input at 'Moray Improvement Group' forums.
- Launching a new 'Sport In Moray' website to increase profile and user engagement.
- Increase number of club links through increased interaction, utilising new Club accreditation scheme as tool to engage.
- Continue to strengthen links with National Governing Bodies through regular communication and networking event in 2023.

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