Children and Young People's Services Committee

Wednesday, 18 December 2019

NOTICE IS HEREBY GIVEN that a Meeting of the **Children and Young People's Services Committee** is to be held at **Council Chambers**, **Council Office, High Street, Elgin, IV30 1BX** on **Wednesday, 18 December 2019** at **09:30.**

BUSINESS

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

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

Summary of Children and Young People's Services Committee functions:

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.

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

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

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

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

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

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

Clerk Name: Tracey Sutherland
Clerk Telephone: 01343 563014
Clerk Email: tracey.sutherland@moray.gov.uk

THE MORAY COUNCIL

Children and Young People's Services Committee

<u>SEDERUNT</u>

Councillor Sonya Warren (Chair)
Councillor Shona Morrison (Depute Chair)
Ms Nicola Belcher (Member)
Mrs Anne Currie (Member)
Mr John Morrison (Member)
Reverend Tembu Rongong (Member)
Mrs Susan Slater (Member)
Ms Angela Stuart (Member)
Caitlin Thomson-Gardner (Member)
Councillor George Alexander (Member)
Councillor James Allan (Member)
Councillor David Bremner (Member)
Councillor Frank Brown (Member)
Councillor Paula Coy (Member)
Councillor Lorna Creswell (Member)
Councillor Tim Eagle (Member)
Councillor Ryan Edwards (Member)
Councillor Claire Feaver (Member)
Councillor Aaron McLean (Member)
Councillor Derek Ross (Member)

Clerk Name: Tracey Sutherland
Clerk Telephone: 01343 563014
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MORAY COUNCIL

Minute of Meeting of the Children and Young People's Committee

Wednesday, 30 October and Tuesday 05 November 2019

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

PRESENT

Councillor James Allan, Ms Nicola Belcher, Councillor David Bremner, Councillor Frank Brown, Councillor Paula Coy, Councillor Lorna Creswell, Councillor Tim Eagle, Councillor Claire Feaver, Councillor Aaron McLean, Mr John Morrison, Councillor Shona Morrison, Reverend Tembu Rongong, Councillor Derek Ross, Mrs Susan Slater, Ms Angela Stuart, Caitlin Thomson-Gardner, Councillor Sonya Warren

APOLOGIES

Councillor George Alexander, Mrs Anne Currie, Councillor Ryan Edwards

IN ATTENDANCE

Also in attendance at the above meeting were the Depute Chief Executive (Education, Communities and Organisational Development), Head of Education, Joint Acting Heads of Integrated Children's Services, Transformation Officer, Senior Project Manager, Education Support Officer (Pastoral Care), Head Teacher Elgin Academy, Head Teacher Speyside High School, Karen Lees and Stewart McLaughlin, Quality Improvement Officers, Active Schools and Sports Development Manager, Design Manager, Criminal Justice Service Manager and Tracey Sutherland, Committee Services Officer.

1. Chair

The meeting was chaired by Councillor Sonya Warren.

2. Declaration of Group Decisions and Members Interests *

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

3. Minute of the Meeting on 28 August 2019

Councillor Creswell requested that paragraph 3 of the minute be amended to reflect that the video highlighted the benefits of the school saving scheme.

The minute of the meeting of the Children and Young People's Committee dated 28 August 2019 was submitted and approved subject to the change noted above.

4. Written Questions **

The Committee noted that no written questions had been submitted.

5. Devolving Budgets in an Empowered School System

A report by the Depute Chief Executive (Education, Communities and Organisational Development) updated the Committee eon progress to date with the devolved school management review which is part of Education Reform and School Empowerment and the plans to implement recommendations.

Following consideration the Committee agreed to:

i) acknowledge the current position;

ii) acknowledge the importance of ensuring appropriate consultation arrangements with stakeholders with regard to devolving budgets to schools and associated schools groups and localities within the evolving budget context; and

iii) note the establishment of a DSM project group to undertake work to specify the requirements of this project and prepare a work plan which will be reported to this Committee as soon as possible.

6. Early Learning Childcare Expansion Partner Grant Grants

A report by the Depute Chief Executive (Education, Communities and Organisational Development) provided an update to Committee on grant funding offered to Early Learning and Childcare partner providers to enable them to prepare for the expansion of Early Learning and Childcare (ELC).

Following consideration the Committee agreed to:

i) grant delegated authority to the Head of Education to authorise payments from indicative grant funding for 2019/20 of £200,000 to funded providers, for infrastructure, training and development, with payments:

   a) being made on a priority basis determined by Head of Education
   b) subject to an agreed list of conditions, in consultation with Legal Services; and
   c) being reported periodically to the Children and Young People's Services Committee.

ii) approve the addition of a 'small grant' criterion within the overall infrastructure grant scheme to enable partners to make small adjustments to their settings, or purchase the necessary equipment, to be ready for August 2020.

7. Cost of the School Day

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee of the success in securing funding to provide capacity within Education to support work to tackle poverty and the cost of the school day.

Following consideration the Committee agreed to:

i) welcomes the success of this bid to add capacity with the appointment of two project workers; and

ii) approves the formation of an Education Poverty Steering Group, led by the Education Officer (Pastoral Care) to take the child poverty agenda forward in Education over the next two years.

8.   Counselling Through Schools Committee Report

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee of the introduction of funding by the Scottish Government for access to counselling services through schools.

Following consideration the Committee agreed to:

i) note the content of this report; and

ii) agrees to a further report with detailed plans of how this will operate across Moray.

9.   Northern Alliance Phase 3 Regional Improvement Plan

A report by the Depute Chief Executive (Education, Communities and Organisational Development) updated the Committee on progress to date with the Northern Alliance Phase 2 Regional Improvement Plan and outlined the priorities which are to be taken forward in the Phase 3 Regional Improvement Plan.

Following consideration the Committee agreed to:

i) note the progress made in the Phase 2 plan; and

ii) endorse the Northern Alliance Phase 3 Regional Improvement Plan.

10.   Analysis of Interim Secondary School Attainment 2018-19

A report by the Depute Chief Executive (Education, Communities and Organisation Development) updated Committee on the attainment of secondary schools in Moray for session 2018/19.

Following consideration the Committee agreed to:

i) note the position in respect of attainment of the young people in Moray;

ii) note that as a result of attainment meetings, Head Teachers and central officers will agree actions for improvement; and

iii) note that a follow up meeting of this Committee will take place in April 2020,

when the performance of individual schools will be scrutinised along with the school actions for improvement.

Councillor Brown left the meeting during the discussion of this item.

11.   Education and Social Care Capital Budgets 2019-20 to 31 August 2019

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee of projects and proposed expenditure for Capital Budgets within Education and Social Care for 2019/20.

Following consideration the Committee agreed to:

i)   note the Education and Social Care Capital Budgets to 31 August 2019;

ii) note the financial challenges that lie ahead in terms of developing a Capital Programme of Works for schools for 2021/22;

iii) an update of costs relating to Linkwood Primary and a re-profiling of Early Learning Childcare Capital Projects will be provided to this Committee on 18 December 2019; and

iv) note that the estimated savings from the closure of Auchernack is projected to reduce from £27k to £13.5k due to delays in completing office works at Forres House.

Prior to continuing with the agenda, the Chair sought the agreement of the Committee to suspend Standing order 75 to allow the meeting to continue beyond 12.45pm. This was unanimously agreed.

12.   Education and Children and Families Revenue Budget Report August 2019

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed Committee of the budget position for Education and Children and Families Services as at 31 August 2019.

Following consideration the Committee agreed to note the budget position of 31 August 2019.

13.   Active Schools and Sports Development Service Update

A report by the Depute Chief Executive (Education, Communities and Organisational Development) asked the Committee to note the progress of Active Schools and Sports Development in Moray during the last academic year and to approve the extension of this Service for a further year in partnership with sportscotland.

The Committee joined the Chair in welcoming this report and the work carried out by the Active Schools and Sports Development team.

Following consideration the Committee agreed to:

i) note the progress of Active Schools and Sports Development in Moray during 2018-19 academic year; and

ii) approve the extension of the Active Schools and Community Sports Hub programmes from existing budget for a further one year period from 1 April 2020 in partnership with sportscotland at a cost of £170,500, with the potential of continuing this partnership on an annual basis up to 31 March 2023.

14.   Update on the Work of the Criminal Justice Social Work Team

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee of the Criminal Justice Social Work (CJSW) team and the preparations for the potential impact arising from the Presumption Against Short Sentences (PASS).

Following consideration the Committee agreed to note the contents of the report.

15.   National Education Priorities - Excellence and Equity

A report by the Depute Chief Executive (Education, Communities and Organisational Development) advised Committee on the annual National Improvement Plan which is submitted to the Scottish Government.

16.   Adjournment of Meeting

During discussion of item 15 above Councillor McLean moved adjourning the meeting for lunch and to reconvene at 2pm to allow a proper discussion of the item to take place, this was seconded by Councillor Morrison.

Several Councillors, Officers and Lay Members indicated that they had other meetings at 2pm and would rather continue with the meeting.

Councillor Ross proposed adjourning the meeting to another day when officers and Councillors would be available, this was seconded by Mrs Slater.

On the division there voted:

For the Motion (4)   Councillors McLean, Morrison, Bremner and Coy

For the Amendment (9)   Councillor Ross, Mrs Slater, Councillors Allan, Creswell, Eagle, Feaver, Warren, Reverend Rongong, Ms Stuart

Abstentions (1)   Mr Morrison

Thereafter the amendment became the finding of the meeting and the meeting was adjourned to a date to be determined to allow Councillors and Officers to attend.

RESUMPTION OF MEETING

Tuesday 05 November 2019

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

<u>**PRESENT**</u>

Councillor George Alexander, Councillor James Allan, Councillor David Bremner, Councillor Paula Coy, Councillor Lorna Creswell, Councillor Claire Feaver, Councillor Aaron McLean, Councillor Shona Morrison, Councillor Derek Ross, Mrs Susan Slater, Councillor Sonya Warren

<u>**APOLOGIES**</u>

Ms Nicola Belcher, Councillor Frank Brown, Mrs Anne Currie, Councillor Tim Eagle, Councillor Tyan Edwards, Mr John Morrison, Reverend Tembu Rongong, Ms Angela Stuart, Caitlin Thomson-Gardner.

<u>**IN ATTENDANCE**</u>

Also in attendance were the Head of Education, Jackie Stevenson, Acting Joint Head of Children's Services, Willem Smit, Quality Improvement Officer and Tracey Sutherland, Committee Services Officer.

17.   Chair

The meeting was chaired by Councillor Sonya Warren.

18.   National Education Priorities – Excellence and Equity (cont.)

During discussion of this item, it became apparent that the report was not the correct version, therefore the Committee agreed that the paper be deferred until the December meeting of the Committee to allow the correct version to be submitted.

Councillor A McLean entered the meeting during discussion of this item.

19.   Singleton Inspections of Early Learning and Child Care – Published Report July and August

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee of singleton inspection reports of Early Learning and Childcare centre by the Care Inspectorate which were published during July and August 2019.

Following consideration the Committee agreed to note the contents of the report.

20.   Implementation of Pupil Equity Fund in Moray Schools – Progress Update

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee about progress made with the implementation of the Pupil Equity Fund (PEF) in schools and the evidence of impact to date.

Following consideration the Committee agreed to note the content of this report.

21.   Improvement and Partnership Plan – Education Self Evaluation Pilot Project

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee about a pilot project to collaboratively self-evaluate educational provision in Moray in partnership with Education Scotland.

Following consideration the Committee agreed to note:

i)   the content of the report; and

ii)   that there will be a standards and quality report to the meeting of this Committee on 18 December 2019.

22.   Progress Report on Developing the Young Workforce Partnership

A report by the Depute Chief Executive (Education, Communities and Organisational Development) invited the Committee to scrutinise and note the progress made across Moray in relation to Developing the Young Workforce (DYW) in response to Scotland's Youth Employment Strategy.

Following consideration the Committee agreed to note the content of the report.

23.   Question Time

Under reference to paragraph 17 of the minute of the meeting of 28 August 2019, Councillor Ross requested a diagram of the new structure within Education and Children and Families Social Work.

In response, the Head of Education confirmed that she would circulate a structure chart to all members.

Under reference to paragraph 11 of the minute of the meeting of 28 August 2019, Councillor Feaver sought an update on the Additional Support Needs and SEBN review.

In response, the Joint Acting Head of Children's Services, Jackie Stevenson confirmed that all the research and consultation has been completed is being compiled into a report to be brought back to a future Committee. She further confirmed that the formal consultation will take place in January 2020.

Councillor Ross requested the all Councillors and Officers have a full day booked out in their diary for Children and Young People's Committee in the future so that the Committee do not find themselves in the same position of having to re-convene the Committee on a different day.

In response, the Chair confirmed that she had requested member's diaries to be updated and that consideration will be given to meeting lengths when compiling the agendas for future meetings.

Councillor Bremner, on behalf of Councillor Laing sought confirmation on the number of Climate Change Working Groups in operation in the schools.

In response the Chair confirmed that the information would be obtained and passed to members of the Committee.

Councillor Creswell asked whether inviting Head Teachers to meetings of the Committee was going to continue in the future, as she had found it a useful to get their perspective.

In response, the Head of Education confirmed that Head Teachers should be coming along to meetings to be scrutinised, however thought needs to be given on how this is managed as Head Teachers in both primary and secondary schools are under pressure particularly if they have a teaching commitment.

Mrs Slater sought clarification on whether the staffing update given in confidence at the end of Children and Young People's Committee still needs to take place.

In response the Head of Education, said that she felt there was still a need for the Committee to be kept up to date on the current staffing position.

REPORT TO: **CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON 18 DECEMBER 2019**

SUBJECT: **LEARNING AND TEACHING STRATEGY**

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

1. REASON FOR REPORT

1.1 The purpose of this report is to invite the Committee to scrutinise and note the the progress made by the Moray Learning and Teaching Strategy Group in developing "Our Moray Standard" Infographic and Strategy for Learning and Teaching across Moray.

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

2. RECOMMENDATION

2.1 It is recommended that the Committee scrutinises and notes the content of this report.

3. BACKGROUND

3.1 The Scottish Government working with Education Scotland have been reframing their narrative around Curriculum for Excellence (please see **Appendix 1**). Through this narrative, all learning and teaching activities must have key components and our curriculum must enable all children and young people to access their entitlements. As stated in Building the Curriculum 1: *"Teachers are the key to successful implementation of a Curriculum for Excellence. The quality of learning and teaching in every classroom – and the inspiration, challenge and enjoyment which can come from teacher's enthusiasm and commitment – will be critical to achieving our aspirations for all young people".*

3.2 In January 2018 it was recognised that revision to the existing Moray Learning and Teaching Strategy was required. In particular, this was due to a number of variables including:

- Attainment data identifying need for improvements in attainment and achievement of children and young people

- National and local priorities highlighting need to focus on raising attainment for all through high quality learning experiences
- Education Scotland and internal "Schools for the Future" visits identifying inconsistency in learners' experiences across schools and need for continuing improvement
- Practitioner request for further support with learning and teaching beyond existing policy
- Importance of ensuring equity for all through high quality learning experiences across Moray
- Need for existing strategy change due to changing national guidance and practice terminology.

3.3   As a result "Our Moray Standard" for Learning and Teaching has been developed and launched in support of raising attainment and achievement of all, in order to support practitioners across Moray schools and education establishments in their pursuit of excellence in learning and teaching for Moray's learners. "Our Moray Standard" provides schools and practitioners with a framework and links to further research, support materials and resources in order to strengthen delivery of learning and teaching experiences to our children and young people of Moray.

3.4   A Moray cross-authority working group of over 20 practitioners has led development of "Our Moray Standard" Infographic and Strategy for Learning and Teaching, supported by engagement in a variety of linked activities by practitioners and learners across Moray including:

3.4.1 Head Teachers working together at Head Teacher meetings to formulate, review and propose amendments to draft strategy and content as it has progressed to this current version. This includes working together in January 2019 as a Head Teacher collective, with professional learning and engagement with research and practice through our Learning and Teaching Head Teacher meeting. This was further repeated through Professional Development sessions and more recently in the September 2019 Head Teacher meeting.

3.4.2 Practitioners across Moray worked together in May 2019 with Associated Schools Group colleagues in order to review current research and practice with learning and teaching, reviewing recent Education Scotland Summaries of Inspection Findings linked to Quality Indicator two point three (2.3), Learning, Teaching and Assessment. This led to identification across Moray for the key features that make for excellence in learning and teaching.

3.4.3 In June 2019, schools were invited to seek views from learners in their establishments regarding – in pupil speak - "what makes for a good teacher" and "what makes for a good learning experience". Returns were received from over half of Moray schools, representing our children and young people's voice. Results were overwhelmingly comparable with research as has been captured by wordles within the strategy.

3.5   Further engagement with wider partners and a practitioner review group has supported strategy finalisation along with final endorsement of "Our Moray Standard" Infographic and Strategy by Moray's Local Negotiating Committee for Teachers (LNCT).

3.6   While framed by our Moray practitioners and learners, our standard has been developed in line with National Guidance reflective of key current education writers and researchers including John Hattie, Shirley Clarke, Paul Dix, Dylan Wiliam, Tom Sherrington and Barak Rosenshine. The international visit work undertaken by Lucy Crehan has further been reviewed.

3.7   Expectation is that schools now adopt "Our Moray Standard" as their over-arching strategy for Learning and Teaching, with any school policies reflective of and updated in reference to "Our Moray Standard". Strategy launch has taken place at the recent Raising Attainment Head Teachers' Meeting on Wednesday 30 October 2019 and at the Secondary Middle Leaders Empowerment event on Monday 11 November 2019. Primary Head Teachers have further supported roll-out in their schools during recent November In-service days.

3.8   Intended to be provided in due course as an electronically linked document, hyperlinks to national and locally developed policies, resources, videos, sketchnotes and infographics have been provided to Head Teachers already via GLOW in order to support learning, teaching, assessment and moderation activities. This further includes a trio of learning observation toolkits and Moray learning observation guidance endorsed by LNCT in June 2019, with practice support booklets created in support of pre and post learning observation coaching activities.

3.9   Schools have been further invited to offer further resources to our Moray System that they may have available for wider professional learning across Moray.

3.10   In order to support roll-out across our schools, a short 15-minute video has been produced and can be accessed online (please see Our Moray Standard for Learning and Teaching Video Guide). This video highlights the work involved in developing the strategy to point of launch along with a 'learner's voice' talking practitioners through the strategy and the key components for high quality learning and teaching.

3.11   The Infographic for "Our Moray Standard" for Learning and Teaching can be found as the front page of the strategy located at **Appendix 2**.

3.12   In support of "Our Moray Standard", future Quality Improvement visits by central officers with focus on learning and teaching will utilise refreshed evaluative toolkits aligned to "Our Moray Standard" for coherence and raised standards.

4.   **SUMMARY OF IMPLICATIONS**

       (a)   Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))
       "Our Moray Standard" infographic and strategy was informed by the priorities within the Corporate Plan with particular regard to providing a sustainable education service aiming for excellence in line with council values of ambitious, improving and responsive. With regards to the LOIP, through raising aspirations, focus relates to building a better future

for our children and young people in Moray through equity of learning experience offered across our schools within an overarching learning and teaching strategy framework; supporting ambitious and confident children, able to reach their full potential.

(b) Policy and Legal

It is the duty of the Council to secure improvement and the quality of school education which is provided in schools managed by Head Teachers and to raise standards of education (Section 8 of Standard in Scotland Schools Act 2000).

For the purpose of securing improvement and quality of education annual school improvement plans require setting out objectives for the school in consultation with Parent Councils and teachers employed in the school (Section 6 of the Standards in Scotland Schools Act 2000). Schools plans focus on a range of priorities with learning and teaching a central component and focus on raising attainment. Expectation is that school learning and teaching policies and approaches are now modified and reflect "Our Moray Standard" for learning and teaching as outlined in section 3.6 above.

(c) Financial implications

There are no financial implications arising directly from this report.

(d) Risk Implications

There are no risk implications arising directly from this report.

(e) Staffing Implications

There are no staffing implications arising directly from this report.

(f) Property

There are no property implications arising directly from this report.

(g) Equalities/Socio Economic Impact

An Equality/Socio Economic Impact Assessment is not required as this report is to inform Committee on learning and teaching and equitable learning experiences across Moray within a common framework.

(h) Consultations

Senior Officers in Education and Social Care, Learning and Teaching Strategy Group, Paul Connor, Principal Accountant, Morag Smith, Senior Solicitor, Equal Opportunities Officer, Human Resources Manager and Tracey Sutherland, Committee Services Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

5. **CONCLUSION**

5.1 **"Our Moray Standard" infographic and strategy for learning and teaching have been developed through collegiate working across Moray, taking into account key education research and national practice. Schools are required to embrace "Our Moray Standard" and in doing so, support equity of learner experience across our Moray education**

establishments, promoting consistent and high quality learning and teaching. This will further support our raising attainment and achievement for all focus. Committee is asked to scrutinise and note the contents of this report.

Author of Report: Stewart McLauchlan, Quality Improvement Manager

Background Papers:

Ref:

SCOTLAND'S CURRICULUM
FOR EXCELLENCE
Putting learners at the heart of education

Scotland's Approach
What Matters?
How We Do It

Scotland's curriculum –
Curriculum for Excellence –
helps our children and young
people gain the knowledge, skills
and attributes needed for life in
the 21st century.

This resource has been prepared with and for teachers and other
professional practitioners and applies to both English and Gaelic
medium education. It re-visits the initial Curriculum for Excellence
(CfE) narrative and sets it within the **current context**. It supports
the process of engaging with the core principles of CfE and the
development of practices that are fit for purpose.

SCOTLAND'S CURRICULUM
FOR EXCELLENCE
Putting learners at the heart of education

Scotland's Approach
What Matters?
How We Do It

Scotland's curriculum places learners at the heart of education. At its centre are four fundamental capacities. These capacities reflect and recognise the lifelong nature of education and learning. They:

- recognise the need for all children and young people to know themselves as individuals and to develop their relationships with others, in families and in communities

- recognise the knowledge, skills and attributes that children and young people need to acquire to thrive in our interconnected, digital and rapidly changing world

- enable children and young people to be democratic citizens and active shapers of that world

The Four Capacities

Responsible Citizens

with:
> respect for others
> commitment to participate responsibly in political, economic, social and cultural life

and able to:
> develop knowledge and understanding of the world and Scotland's place in it
> understand different beliefs and cultures
> make informed choices and decisions
> evaluate environmental, scientific and technological issues
> develop informed, ethical views of complex issues

Successful Learners

with:
> enthusiasm and motivation for learning
> determination to reach high standards of achievement
> openness to new thinking and ideas

and able to:
> use literacy, communication and numeracy skills
> use technology for learning
> think creatively and independently
> learn independently and as part of a group
> make reasoned evaluations
> link and apply different kinds of learning in new situations

Confident Individuals

with:
> self respect
> a sense of physical, mental and emotional wellbeing
> secure values and beliefs

and able to:
> relate to others and manage themselves
> pursue a healthy and active lifestyle
> be self aware
> develop and communicate their own beliefs and view of the world
> live as independently as they can
> assess risk and take informed decisions
> achieve success in different areas of activity

Effective Contributors

with:
> an enterprising attitude
> resilience
> self-reliance

and able to:
> communicate in different ways and in different settings
> make informed choices and decisions
> work in partnership and in teams
> take the initiative and lead
> apply critical thinking in new contexts
> create and develop
> solve problems

To enable ALL young people to become

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

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SCOTLAND'S CURRICULUM
FOR EXCELLENCE
Putting learners at the heart of education

Scotland's Approach
What Matters?
How We Do It

As part of their learner journey, all children and young people in Scotland are entitled to experience a coherent curriculum from 3 to 18, in order that they have opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today's world.

Curriculum is defined as the totality of all that is planned for children and young people from early learning and childcare, through school and beyond. That totality can be planned for and experienced by learners across four contexts:

Opportunities for personal achievement

Personal achievement provides children and young people with a sense of satisfaction and helps to build motivation, resilience and confidence. The experiences and outcomes include opportunities for a range of achievements in the learning setting and beyond. All establishments need to plan to offer opportunities for achievement and to provide the support and encouragement which will enable children and young people to step forward to undertake activities which they find challenging. This is one of the key areas where schools need to work closely with a wide range of partners to help young people access information and opportunities and make their voices heard.

Ethos and life of school as a community

The starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community. All practitioners should contribute through open, positive, supportive relationships where children and young people will feel that they are listened to; promoting a climate in which children and young people feel safe and secure; modelling behaviour which promotes effective learning and wellbeing within the school community; and by being sensitive and responsive to each young person's wellbeing.

Children and young people should be encouraged to contribute to the life and work of the school and to exercise their responsibilities as members of a community. This includes opportunities to participate responsibly in decision-making, to contribute as leaders and role models, offer support and service to others and play an active part in putting the values of the school community into practice.
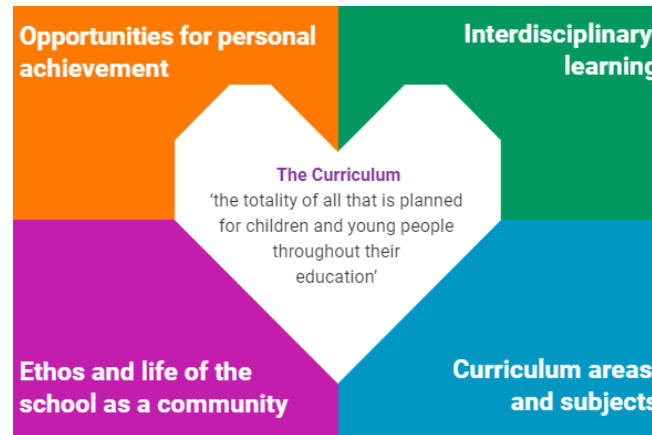
Interdisciplinary learning

The curriculum should include space/opportunities that enable children and young people to make connections between different areas of learning. Interdisciplinary learning should be stimulating, relevant and challenging. Revisiting a concept or skill from different perspectives deepens understanding and can make the curriculum more coherent and meaningful for learners. It can take advantage of opportunities to work with partners who are able to offer and support enriched learning experiences and opportunities for young people's wider involvement in society.

Effective interdisciplinary learning:
• can take the form of individual one-off projects or longer courses of study
• is planned around clear purposes
• is based upon experiences and outcomes drawn from different curriculum areas or subjects within them
• ensures progression in skills and in knowledge and understanding
• can provide opportunities for mixed stage learning which is interest based.

Curriculum areas and subjects

The curriculum areas are the organisers for setting out the experiences and outcomes and contribute to developing the four capacities. There are eight curriculum areas. Curriculum areas are not structures for timetabling: establishments and partnerships have the freedom to think creatively about how they can organise and plan for deep, sustained learning which meet the needs of their children and young people.

Subjects are drawn from the curriculum areas and provide a familiar structure for organising knowledge and skills. As young people move through the broad general education and into the senior phase they will experience increasing specialisation and greater depth, with a wide variety of subjects increasingly being the principal means of structuring learning and delivering outcomes.

Opportunities for personal achievement

Interdisciplinary learning

The Curriculum
'the totality of all that is planned for children and young people throughout their education'

Ethos and life of the school as a community

Curriculum areas and subjects

Individual settings and practitioners are empowered to make the decisions needed to provide a coherent, flexible and enriched curriculum that is adaptable and responsive to the diverse needs of individual learners and which reflects the uniqueness of their communities.

Taking curricular aims and translating them into practice is a continuous process. Getting this right is critical and this section sets out key considerations, activities and ways of working to support the process of curriculum making.

Understanding the learners

Curriculum making

Being clear on practical approaches

Knowing the big ideas

Using meaningful learning networks

Knowing your own learning and support needs
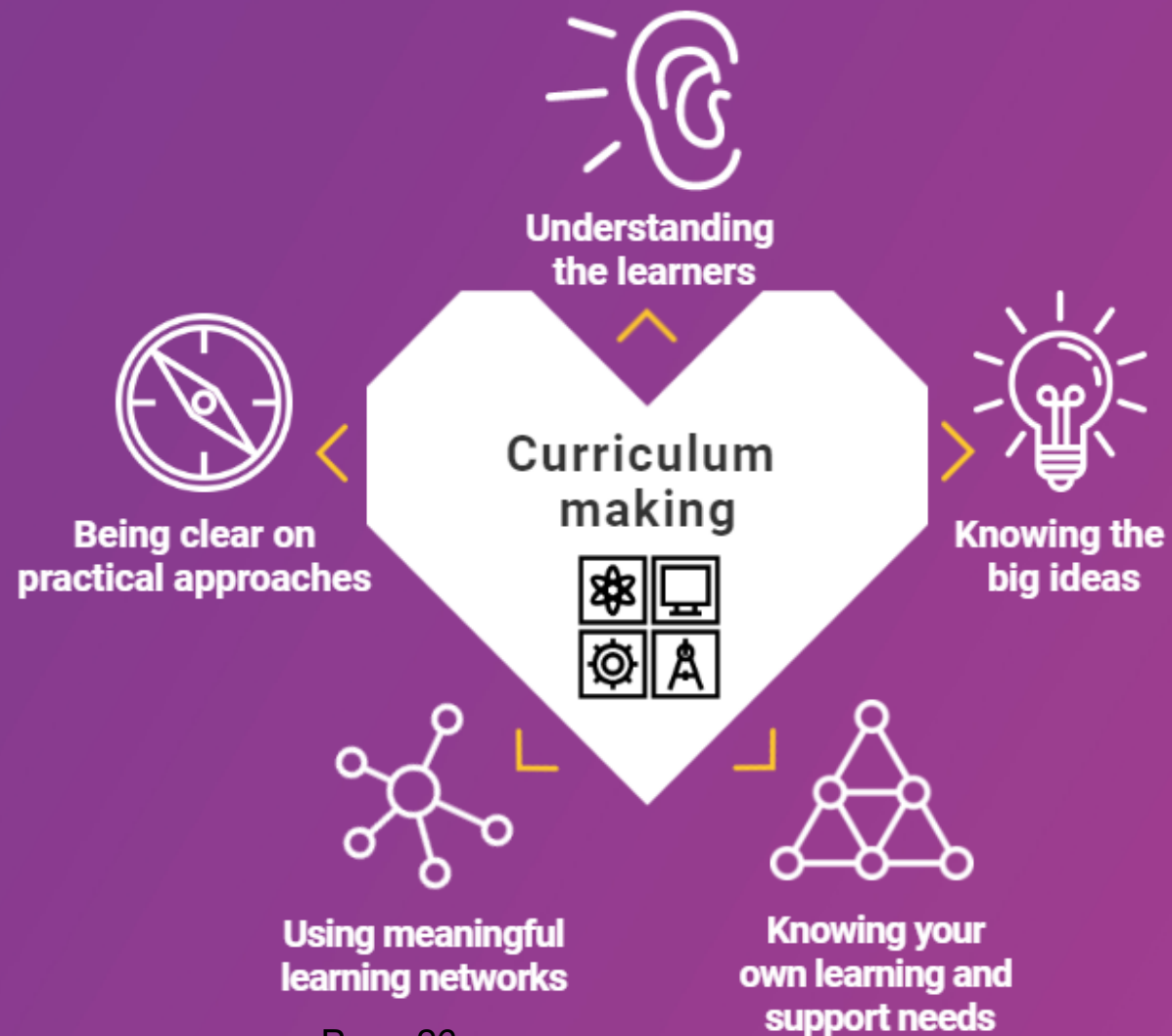
Understanding the learners

- Knowing children and young people and where they are on their individual learner journeys

- Listening to learners and being informed by their motivations and aspirations

- Empowering learners to have agency in their learning with opportunities for personalisation

- Using observations, assessments and feedback to design and develop the learning

Knowing the big ideas

- Maximising opportunities that develop the four capacities for learners, making clear links to future skills, for example **meta-skills**

- Understanding and sharing the pleasure and benefits that come from learning

- Being clear on the knowledge and skills that underpin individual **curriculum areas**

- Being informed by shared vision, values and aims, locally and nationally

- Understanding drivers for improvement and how they align at national and local levels

- Being responsible for the development of literacy, numeracy and health and wellbeing across the whole curriculum for all learners. This includes digital literacy skills

Being clear on practical approaches

- Having clear strategies for delivering excellence and equity for learners

- Agreeing the pedagogies that are best for purpose and the development needs of learners

- Reviewing and refining the curriculum against the seven design principles.

- Ensuring learners have clear progression pathways

- Making clear links between learning and the world of work

- Embedding **Creativity** and **Learning for Sustainability** in curriculum design

- Using knowledge of the local community and robust data to inform the curriculum offer

- Articulating and sharing curriculum rationale and narrative

Using meaningful learning networks

- Planning, enquiring and reflecting with other practitioners to optimise impact

- Collaborating with parents, carers, families and the community

- Developing and maximising the opportunities derived from partnerships across clusters, local authorities and Regional Improvement Collaboratives

- Building partnerships with colleges, employers, universities, the third sector and others to co-design the curriculum

- Using the outdoors and our built and cultural heritage to support learning

- Sharing, celebrating and reflecting on successes
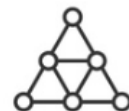
Knowing your own learning and support needs

- Committing to career-long professional learning based around high quality, rigorous professional standards

- Committing to meaningful professional review and development

- Belonging to communities of practice and enquiry

- Developing collaborative practice locally, nationally and globally
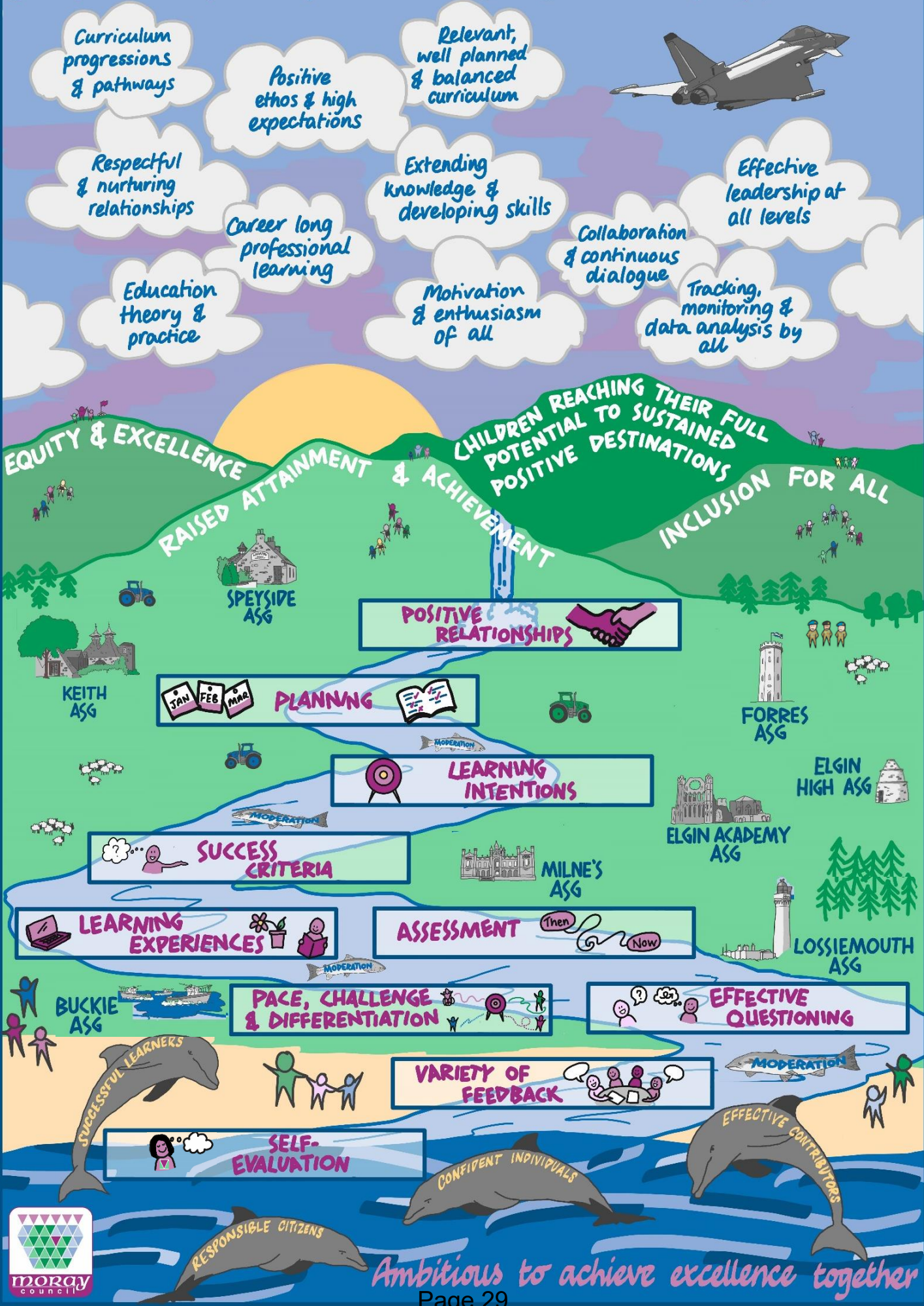
Background

As practitioners in Moray, in order to achieve our Education and Social Care vision -*"ambitious to achieve excellence together"* – it is essential that "*… we continue to ensure a relentless focus on improving outcomes for all children and young people in Moray, providing opportunities to build on prior levels of attainment and set high levels of expectation for ourselves, our learners and parents and partners.*" (Moray Raising Attainment Strategy, 2019)

In Moray, we are committed to **getting it right for every child** – **regardless of background or need** – to **reach their full potential**. Through **high quality learning, teaching and assessment** we must aim for **equity** and **excellence** for all in an **inclusive** environment. In order to **raise attainment and achievement** of all children and young people in Moray, we need to have a **relentless focus on learning and teaching**. This ensures our pupils are equipped with the necessary **knowledge**, **skills** and **experiences** to support them as they move to **positive and sustained post-school destinations**.

High quality learning and teaching, supported by **positive relationships** between teachers and children or young people, is essential to ensure effectiveness of learning. Underpinned by a **well-planned**, **coherent** and **balanced curriculum** in line with Curriculum for Excellence principles for curriculum design, we should strive for our learning and teaching to:

- ✓ Be **engaging** and **active**
- ✓ Set **challenging goals**
- ✓ Have **shared expectations** and **standards**
- ✓ Provide for **timely**, **accurate feedback**
- ✓ Have **learning intentions**, **success criteria**, **personal learning planning**
- ✓ Be **collaborative**
- ✓ Reflect the **ways different learners progress**

Scottish Government, CfE Building the Curriculum 3, 2008, p16

Through high quality learning and teaching experiences, children and young people are entitled to be delivered a curriculum with key features, at different stages in their education:

- A curriculum which is **coherent from 3 to 18**
- A **broad general education**, including the experiences and outcomes which are well planned across all the curriculum areas, from early years through to S3

- A **senior phase** of education after S3 which provides opportunity to obtain qualifications as well as to continue to develop in the four capacities
- Opportunities for developing **skills for learning, skills for life and skills for work** with a continuous focus on **literacy, numeracy and health and wellbeing**
- **Personal support** to enable them to gain as much as possible from the opportunities which CfE can provide
- Support in moving into **positive and sustained destinations** beyond school

Scottish Government, CfE Building the Curriculum 3, 2008, p14

A **coherent** approach to delivery of the curriculum through **well planned learning, teaching and assessment** is essential if learners are to access their **full entitlements**.
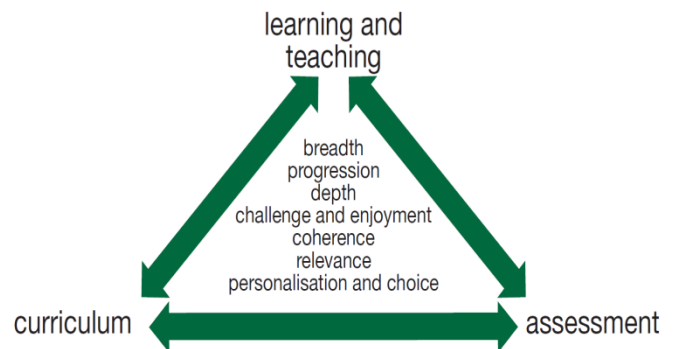
Scottish Government, CfE Building the Curriculum 5, 2008, p6

As stated in Building the Curriculum 1:

"Teachers are the key to successful implementation of A Curriculum for Excellence. The quality of learning and teaching in every classroom – and the inspiration, challenge, and enjoyment which can come from teachers' enthusiasm and commitment – will be critical to achieving our aspirations for all young people."

Scottish Government, CfE Building the Curriculum 1, 2006, p2

In order to enable all of our children and young people to develop and become **successful learners**, **confident individuals**, **responsible citizens** and **effective contributors** as framed by the **Curriculum for Excellence** four capacities, all that we do must focus on raising attainment and achievement for all.

Our Moray Standard

In Moray, we must be *ambitious to achieve excellence together* through our learning and teaching in order to raise attainment and achievement for all, reflective of the core values of Curriculum for Excellence: **wisdom**, **justice**, **compassion** and **integrity**. *"The curriculum must be* **inclusive**, *be a stimulus for* **personal achievement** *and, through the* **broadening of experience of the world**, *be an* **encouragement** *towards* **informed and responsible citizenship."** Scottish Government, CfE Building the Curriculum 3, 2008, p13

"Our Moray Standard" Learning and Teaching Strategy and **Infographic** have been produced following pan-authority discussions and consultations. This includes through Head Teacher Meetings, Inset Day Events involving practitioners across Moray and capturing pupil and student voice through focused activities. This document contains a number of **hyperlinks to other support materials and resources**; both **national and locally produced** in order to support our pedagogy and practice. Our expectation is that Our Moray Standard is reflected in the **daily work of our Moray Schools** and **across our learning spaces, reflected in the Learning and Teaching policies of our education establishments**.

As overarching fundamental components of excellence in Moray, the following must be in place for high quality learning and teaching to take place in our learning spaces:

- Positive ethos and high expectations
- Respectful and nurturing relationships
- Motivation and enthusiasm of all
- Effective leadership at all levels
- Relevant, well planned and balanced curriculum
- Curriculum progressions and pathways
- Extending knowledge and developing skills
- Career Long Professional Learning
- Collaboration and continuous dialogue
- Education theory and practice
- Tracking, monitoring and data analysis by all

Alongside gathering the views of practitioners and learners across Moray, Our Moray Standard is based on key research findings from a range of authors, with cognisance of **the cycle of learning**, remembering that learning is not a linear process but *"a winding journey, filled with remembering then forgetting"*.
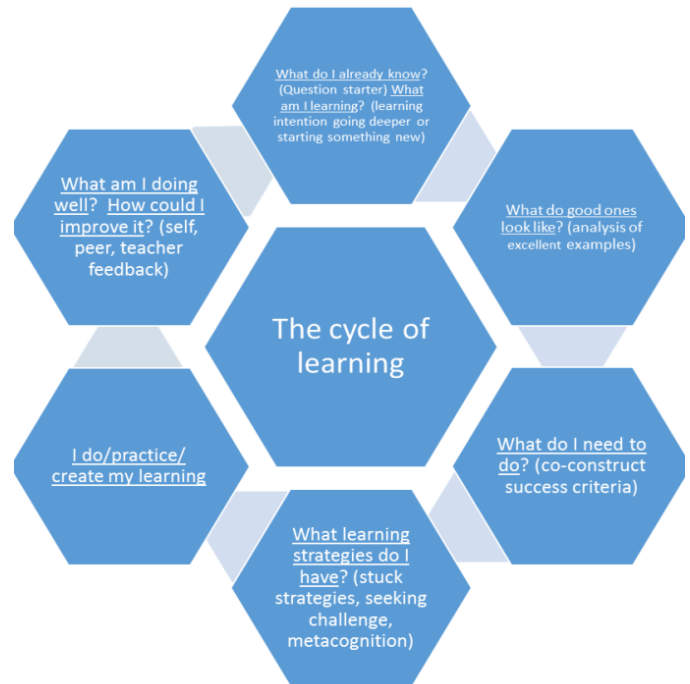
Hattie, J and Clarke, S, Visible Learning Feedback, 2019, p48-49

Our Moray Standard is based around the notion of the water cycle – a never ending process that can be unpredictable, reliant on a number of different factors to positively impact on development of learners, supporting them to realise their full potential and meet expectations of government and society.

Tom Sherrington (2017, p139) uses the extended metaphor – **"The Learning Rainforest"** – in order to illustrate ideas about what great learning experiences should look like. Rather than viewing students as species in a plantation with little or no room for diversity or creativity we should look to schools as a managed rainforest, with variety in learning approaches, challenge and professional learning. This involves:

Establishing the conditions
Fostering the attitudes and habits needed as a basis for students to achieve excellence
Establishing effective behaviour routines
Designing a curriculum
Building the knowledge structure
Using effective instruction methods
Using effective formative assessment and feedback methods
Teaching for memory
Exploring the possibilities
Providing opportunities for hands-on, authentic learning experiences
Using online tools and other resources to support students as independent learners
Giving speech activities a high profile and celebrating excellence

> *"The smallest throwaway comment from a teacher can stay with someone for a lifetime"*
>
> Paul Dix, "When the Adults change, Everything Changes", 2017, p91

Through review of the **Professional Standards** (implementation August/September 2020) and the **Code of Professionalism and Conduct (COPAC)** for teachers, the General Teacher Council for Scotland (GTCS) commissioned Children in Scotland to carry out research with 591 learners aged 5-18 on what qualities and values they believe make a good teacher. Children and young people – regardless of additional support need, age, gender or any other characteristic – identified qualities and values under four key themes: **nurturing**, **rights-respecting relationships**, **professional skills and knowledge**, and **positivity/energy** (GTCS, Teaching Scotland, Issue 75, August 2018)**.**

In developing **Our Moray Standard**, Moray Head Teachers were invited to contribute to our learning and teaching narrative by undertaking discussions with groups of children in their schools, asking them – in "pupil speak" - **what makes for a "good teacher" – the most important features that they can think of**. Following returns from a representative sample of 20 Primary and 4 Secondary schools across Moray, a number of key characteristics are identifiable across our Moray Schools as shown in the Wordle below, broadly aligned to the GTCS study outlined above:

Moray Schools and Learners, June 2019

All teaching staff should be familiar with the **GTCS Standards for Full Registration** and engage with them on a regular basis. The **Career Long Professional Learning** standards will support teaching staff in planning their own professional learning needs and ensure continuing development of professional practice.

The **Education Scotland (previously SCEL) Framework for Educational Leadership** will further support practitioners in guiding professional learning activities at all stages of career where the **Standards for Leadership and Management** may help support professional learning of those in or aspiring to be in, formal leadership roles in schools with particular regard to leadership of learning in our education establishments. Professional standards are under national review, with updated PR&D guidance already launched (October 2019).

"Planning, including with learners, for longer term learning outcomes as well as short-term goals needs to be embedded within effective design and development of the curriculum, taking account of the values and ethos of the school. Ensuring the availability of a range of learning experiences well matched to learners' needs and interests is essential, as is effective use of a variety of assessment approaches to track progress and plan learning."

Scottish Government, National Improvement Framework, 2019, p8

Moray Schools and Learners, June 2019

In developing **Our Moray Standard**, Moray Head Teachers were further invited to contribute to our learning and teaching narrative by undertaking discussions with groups of children in their schools, asking them – in "pupil speak" - **what makes for a "good lesson" – the key features that they can think of**. Following returns from the same representative sample for what makes a "good teacher" in Moray, a number of key characteristics are identifiable across our Moray Schools as shown in the Wordle above.

The key features above match in overall with key research reviewed including:

- **Paul Dix** and Positive Relationships and Behaviour
- **John Hattie** and work undertaken on Visible Learning
- **John Hattie** and **Shirley Clarke** on Visible Learning Feedback
- **Dylan Wiliam** on Creating the Schools our Children Need
- **Tom Sherrington** on The Learning Rainforest: Great Teaching in Real Classrooms
- **Lucy Creehan** on Cleverlands (*based on lessons from five top-performing education systems*)
- **Barak Rosenshine** and his research based Principles of Instruction
- **Education Endowment Foundation** and key research evidence summaries and toolkits

Following Inset Day Activities in May 2019, all practitioners across Moray were asked to collaborate and identify their key components of excellence in learning and teaching from research and practice on review of Education Scotland Inspection findings (Summaries of Inspection Findings – Primary and Secondary Schools – QI 2.3 Learning, Teaching and Assessment), we can identify what excellent learning and teaching looks like. This follows from Head Teacher Meeting activities, pupil and student voice gathering and review of findings from research:

```
                          Learner Voice
                    What makes a good teacher?
                    What makes a good lesson?


                       Excellent
                  Learning and Teaching


   Education Research                          Practitioner Voice
   What is research telling us about            What makes for excellence in
   excellent learning and teaching?             learning and teaching?
```
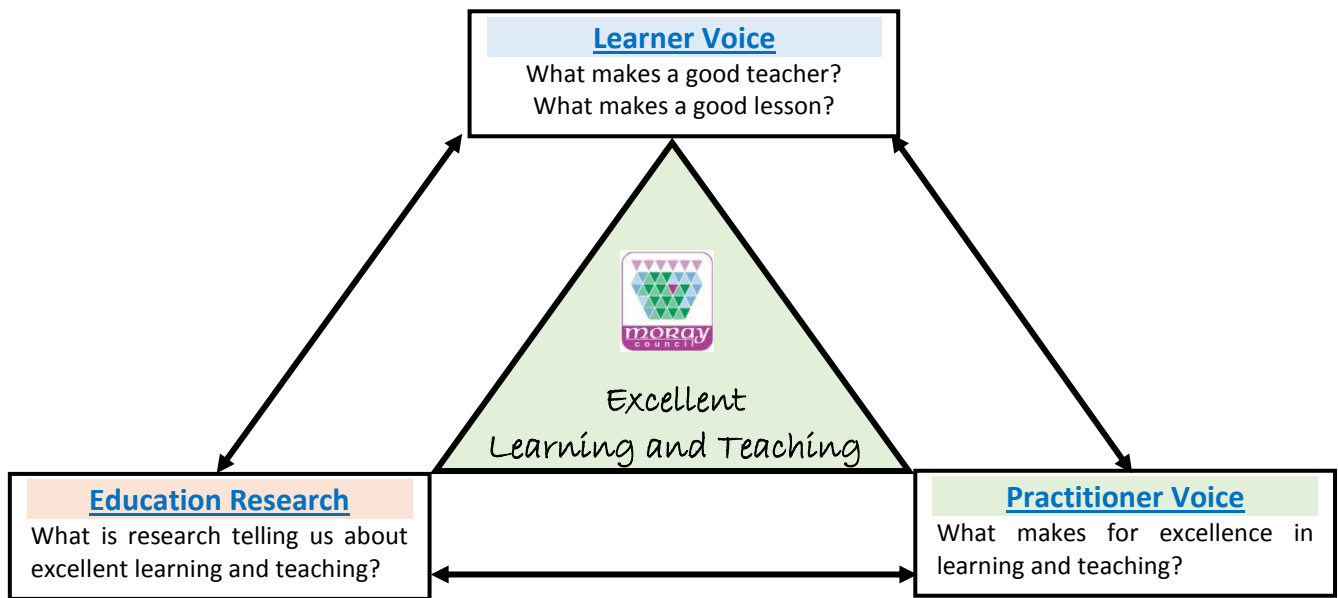
Where everyone under 18 has access to rights outlined through the Articles of the **United Nations Convention on the Rights of the Child** (UNCRC - *Article 1*), all children have a right to education (*UNCRC Article 28*) that develops their personality, talents and abilities to the full, respect for others' rights and the environment (*UNCRC Article 29*). They should be supported fully to live and grow (*UNCRC Article 6*). If a child has a disability, they have the right to special care and education (*UNCRC Article 23*) and have the right not to be punished in a cruel or hurtful way (*UNCRC Article 37*). Through developed and sustained, positive and mutually respectful relationships and consistent, high quality learning experiences, children and young people will be supported to maximise their full potential. The following features have been identified as core components for excellent learning and teaching in the classroom (by clicking on key elements on the graphic below, links to further support resources are provided):
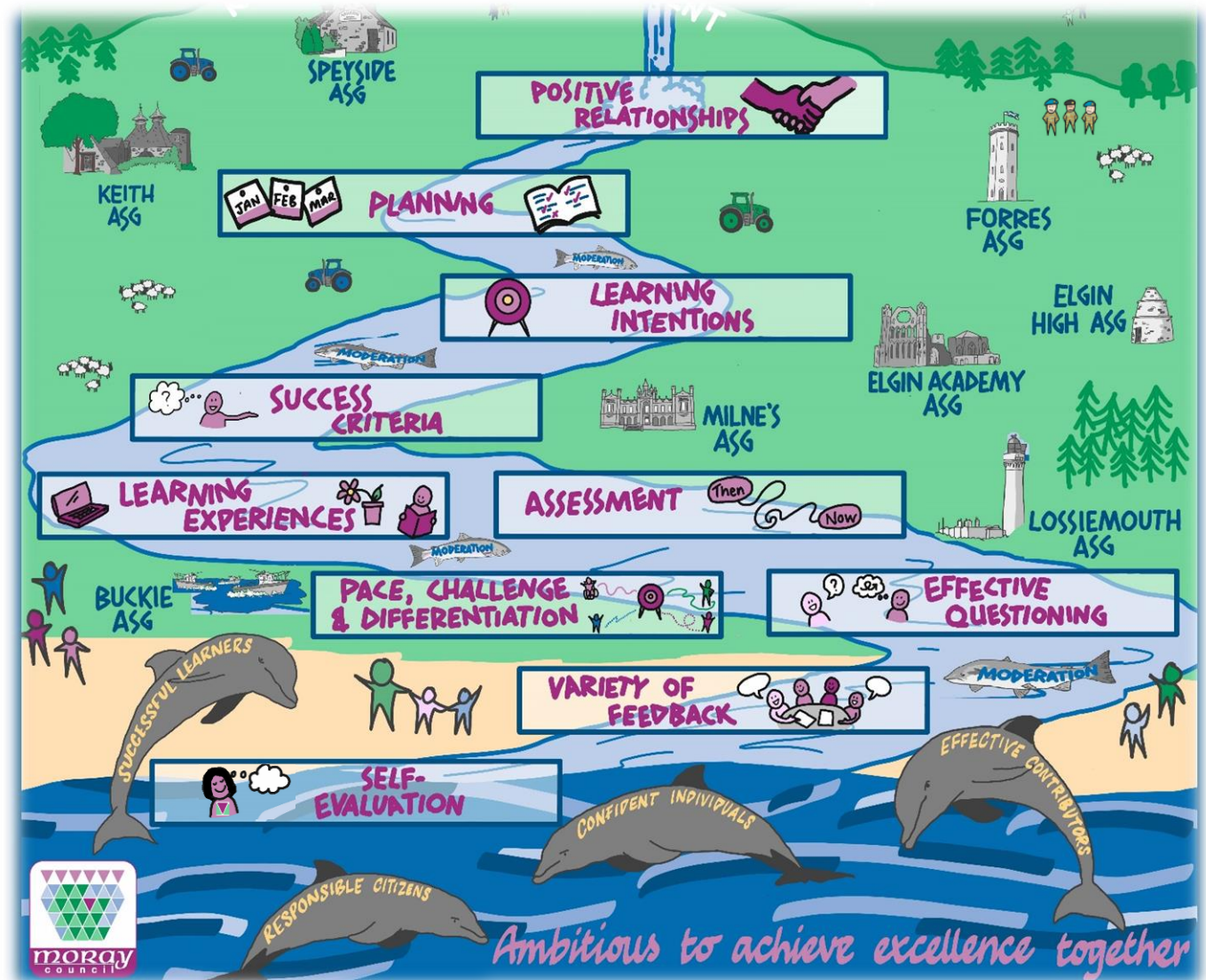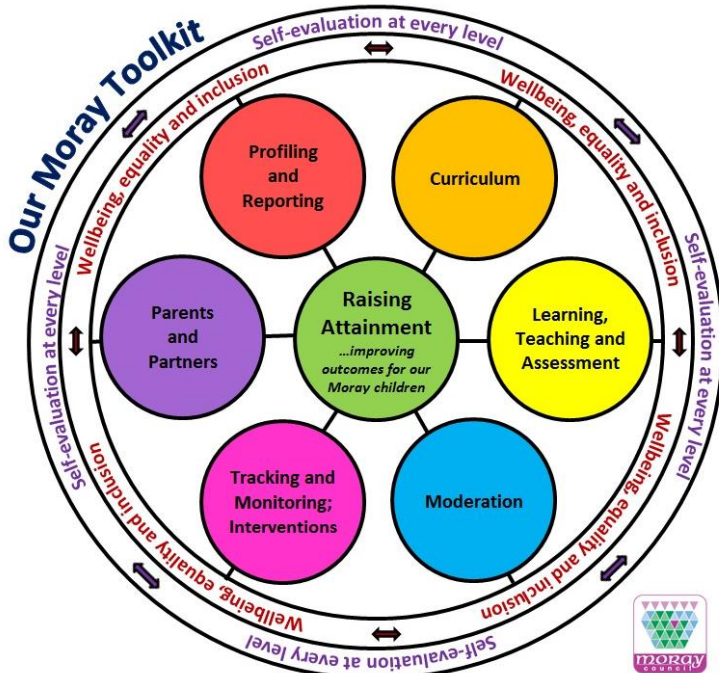
Our Moray Toolkit

In Moray, we recognise the inter-connected nature of a range of aspects we refer to as "The Moray Toolkit". Within this toolkit are supports and resources for schools on areas including **Raising Attainment**, **Curriculum**, **Moderation**, **Tracking and Monitoring**, **Profiling** and **Getting It Right For Every Child** to name a few. Through effective learning, teaching and assessment we strive for all learners to benefit from consistently high quality learning experiences through a positive ethos and culture supportive of children's rights. Learning experiences must be challenging and enjoyable, with pupils taking responsibility for their learning and clear about their progress and next steps.

Meeting Learning Needs in Moray

In Moray, we are committed to supporting all children with any additional support need that they may have. Schools have been provided with an Additional Support Needs toolkit (**ASN Handbook**) with supports and strategies contained within for addressing barriers to learning that children and young people may have.

The **Moray Education Staged Intervention Framework** also offers practitioners a process model through which to identify and meet the learning needs of children and young people who need additional support of any kind. Split into four key stages, this helps identify which children may require additional support and what that support may look like, including who may undertake the necessary support. This framework is also contained within the wider **Moray Additional Support Needs Strategy for Schools**, written *"to ensure high quality outcomes for children and young people with additional support needs by developing excellent practice through clear principles and structures"*

Moray Additional Support Needs Strategy for Schools, 2017, p5

Getting It Right For Every Child

Getting It Right For Every Child is a **Scottish Government** programme promoting partnership working between professionals and families to provide the right help at the right time for children and young people. Local authorities including all statutory and voluntary services are required to work in this way. Together, professionals will ensure children and young people are safe, healthy, active, nurtured, achieving, respected, responsible and included (the **Wellbeing Indicators**) and may achieve their full potential. Further information on Moray's approaches can be found on the **Moray GIRFEC webpages** including links to resources for understanding wellbeing.

Working with our parents and carers

Parents and carers have a fundamental role to play in their children and young people's learning and development. Schools are extending beyond parental involvement and engagement through to wider family learning opportunities as captured through our Moray **Parental Engagement and Family Learning policy**. Positive parental partnerships ensure that children transition smoothly through their learning journeys, with increased parental knowledge of what is being learned supporting parental value of education, supporting strengthened engagement, attendance and attainment of children and young people. The Scottish Schools (Parental Involvement) Act 2006 recognises the important part that parents play in their children's education, where involvement of parents extends beyond Parent Council and Parent Forum activities.

Self-evaluation for self-improvement

Strong Leadership of Learning (HGIOS?4, QI 1.2) is fundamental for high quality learning, teaching and assessment (HGIOS?4, QI 2.3) to exist, with cross-cutting themes from **How Good is Our School? Version 4** also contributing to quality of learners' experiences. In line with **Moray's Self-evaluation for Self-improvement Strategy**, a **range of resources** have been created to support schools and practitioners in strengthening learners' experiences, where self-evaluation is everyone's responsibilty. This includes our **Moray Classroom Visits and Lesson Observations Policy** along with three **toolkits in support of lesson observations**. Schools and practitioners are asked to reflect on this policy guidance and make use of toolkits in support of strengthening pedagogy and practice.

Career Long Professional Learning

A range of professional learning opportunities will be offered on **CPD Gateway** for sign up. **Further links to essential reading** are also provided. Practitioners are encouraged to form their own **networks of practice** and share their experiences as part of professional learning.

Our Moray Standard

Extending knowledge and developing skills for learning, life and work through high quality learning and teaching experiences

Our Moray Context
Hills, land, river to sea, 8 ASGs, Moray Firth, beaches, dolphins, Armed Forces, coast, country

Overarching Essentials
School and practitioners

Core Priorities
National and local priorities

Lesson Essentials
Lessons should flow with moderation as a central activity:
- Positive Relationships
- Planning
- Learning Intentions
- Success Criteria
- Learning Experiences
- Assessment
- Pace, Challenge, Differentiation
- Effective Questioning
- Variety of Feedback
- Self-evaluation

For Moray's Learners
Building the four CfE capacities in all

[This booklet opened out as A3 displays the front and back page as a useful quick reference poster and guide]

REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON
             18 DECEMBER 2019

SUBJECT: SCHOOLS FOR THE FUTURE REVIEWS – KEITH GRAMMAR
             SCHOOL ASSOCIATED SCHOOLS GROUP

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

1.   **REASON FOR REPORT**

1.1   To inform the Committee of the findings of the Schools for the Future Review
      visits to the Keith Grammar School Associated Schools Group (ASG) which
      took place between February and March 2019.

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

2.   **RECOMMENDATION**

2.1   **It is recommended that the Committee scrutinise and note the report at
      Appendix 1.**

3.   **BACKGROUND**

3.1   At its meeting on 2 March 2016 (paragraph 7 of the minute refers) the
      Committee agreed to note the outcome of the consultation and pilot work
      done on the draft 'Schools for the Future Policy' and to refer the draft policy to
      Moray Council for approval.

3.2   As a pilot, all schools in the Forres ASG were audited against the schools for
      the future criteria. Indicators for Criterion 2 - School Rolls and Criterion 3 -
      Financial Position are statistical and the data is held centrally. Criterion 1 -
      Quality of Educational Experiences was audited by teams of central officers
      and peer head teachers who spent up to one day in each school observing
      learning and teaching, interviewing head teachers, teaching staff, non-
      teaching staff and pupils and examining documentation and samples of pupils'

work. The size of the team was proportionate to the size of the school, and ranged from two to four people. This audit process was very similar to the Quality Audit process previously operated by Educational Services and School Reviews carried out by the then Continuous Improvement Team.

3.3   Full details of the pilot reviews were discussed at a Members' workshop on 16 February 2016.

3.4   The final policy was approved at a meeting of the Moray Council on 25 May 2016 (para 9 of the minute refers). At this time it was also agreed that two ASGs would be visited per year to undertake reviews. Over session 2016/17 the chosen ASGs were Lossiemouth and Buckie. The ASGs for session 2017/18 were Elgin Academy which was completed by the end of 2017 and Elgin High took place between January and March 2018.

3.5   The Head of Education and the Quality Improvement Team continue to review the process of conducting the reviews. During this round of visits a pre-visit with the Head Teacher was introduced which has made the compilation of the timetable much better. In order to speed up the production of the draft report, a 'writing' day has been introduced with the lead QIO and other officers on the visit team clearing a day in the diary in order to complete the 'draft report'. Prior to the Elgin Academy schools' visits, all paperwork was reviewed with questions updated in line with current expectation.

3.6   Peer reviewers continue to be used. Further invites were issued to Headteachers, Deputes and Principal Teachers of Additional Support Needs as well as to colleagues who are undertaking these roles in an acting capacity. This resulted in many new reviewers and further training was provided for them with the opportunity for existing reviewers to come along for refresher training. There is very positive feedback from reviewers regarding the professional learning gained from involvement in visits. During the Keith Grammar School visit, a Depute Head Teacher from the school joined the review team undertaking classroom visits and joining the team for discussion which was based on recommendations from previous visits and worked well.

3.7   One remaining ASG (Milne's High) was to be reviewed under the policy during the academic session 2018/19. The Milne's High ASG visits were deferred until September 2019 due to capacity within Education and other more pressing priorities.

3.8   Due to the rurality of the Keith ASG and the rolls of the schools, all six criterion were reported on for all of the primary schools.

3.9   Individual reports highlight that not all schools in the Keith ASG are sustainable and viable. The effects of a 'Make do and mend' policy decision is having a negative impact on many of the Educational buildings within the ASG with considerable variance in the quality of Educational environment across Moray.

3.10   This information will be used to inform any future work around the school estate. In parallel with the scheduled visits under the existing schools for the future policy, a Schools for the Future Strategy is being developed to have a clear plan for the learning estate aligned to the Asset Management Strategy to ensure a sustainable education provision for the future.

3.11   The condition ratings of schools are based on the following criteria:

A. **Good** – performing well and operating effectively (physical element carries out function totally as new including consideration of the transverse elements)
B. **Satisfactory** - Performing adequately but showing minor deterioration (physical element carries out function satisfactorily, may show signs of age and including consideration of some transverse elements)
C. **Poor** - Showing major defects and/or not operating adequately (physical element does not carry out function effectively without continuous repair, shows signs of age and does not consider most of the transverse elements)
D. **Bad** - Economic life expired and/or risk of failure

Condition of the schools in the Keith ASG are as follows, assessed in 2017:

- Keith Grammar – C
- Botriphnie - C
- Crossroads – C
- Keith Primary – A
- Newmill – C
- Rothiemay - C
- St Thomas' - C

3.12   Significant capital investment is required to improve the condition of Keith Grammar, Botriphnie, Crossroads, Newmill, Rothiemay and St Thomas' Primaries to bring them up to A condition accommodation.

3.13   There are 6 quantitative and qualitative criteria which are linked to the consideration of the longer term viability of a school:

1. Quality educational experience
2. School roll
3. Financial position
4. Staff wellbeing and development
5. Accessibility
6. Strong links with the community

Schools are reviewed against criteria 1-3 initially; where concerns are evident, further exploration of criteria 4-6 are considered. In this context, the following schools are deemed sustainable:

- Keith Grammar
- Keith Primary

- Newmill
- Rothiemay
- St Thomas'

3.14 The following schools are deemed not sustainable with a number of options identified for appraisal:

- Botriphnie
- Crossroads

3.15 With the close proximity of Keith Grammar and Keith Primary Schools, there are merits in considering alternative arrangements, that is, campus or alternative campus leadership model in order to ensure the sustainability of education within the years to come.

3.16 In order to sustain Education across the Keith ASG, a project lead should be identified to consider all options and to fully appraise them in order to make final recommendations to the Council to maximise Educational benefits and ensure a sustained, quality learning experience for the children across the ASG.

4 SUMMARY OF IMPLICATIONS

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

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

(b) Policy and Legal

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

(c) Financial implications

There are no financial implications arising directly from this report.

(d) Risk Implications

There are no risk implications arising directly from this report.

(e) Staffing Implications

There are no staffing implications arising directly from this report.

(f) Property

There are no property implications arising directly from this report.

(g) Equalities/Socio Economic Impact

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

(h) Consultations

Senior Officers in Education, Communities and Organisational Development, Head of Housing and Property, Head of Development Services, Quality Improvement Officers, the Senior HR Adviser, Principal Accountant, Tracey Sutherland, Committee Services Officer, Local Negotiating Committee for Teachers (LNCT) Union side joint chair, Keith ASG Head Teachers, and the Equal Opportunities Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

5.   CONCLUSION

5.1   The policy and subsequent review reports are designed to provide a transparent basis from which the Council can review its school estate to ensure it provides equality of opportunity for children and young people in terms of access to high quality educational provision and facilities as well as making the School Estate future proof for years to come.

Author of Report: Willem Smit, Quality Improvement Officer

Background papers:
Ref

KEITH GRAMMAR SCHOOL

1.   **Quality Educational Experience**

1.1   Attainment

The Achievement of Curriculum for Excellence Levels (ACEL) which have now been collected for three years, presents a variable trend in both Literacy and Numeracy at Third Level and Fourth Level. Attainment levels are below the Moray and National average for all aspects of Literacy and Numeracy at Third Level with Fourth Level Literacy in all aspects and Third Level Literacy in Writing displaying an improving trend.

The school continues to focus on some aspects of assessment and moderation and this should be a main emphasis within the Associated Schools Group (ASG) to ensure teacher professional judgement of standards is in place across stages. BGE tracking is in place within the school and senior leaders should ensure that this is fully embedded and shared with staff; this will provide opportunity for professional discussion and an agreed understanding of tracking used for improving attainment and aspiration within the school. This would be further enhanced by more developed use and analysis of Scottish National Standardised Assessment (SNSA) information; this would link the range of evidence in place to ensure that the use of data for analysis and improvement planning is developed as a more strategic focus in the school. The data submitted to the local authority for national input does tend to be more cautious and further moderation would ensure that this become more reliable and correlates appropriately with progression of attainment in the Senior Phase for that cohort.

Attainment within the Senior Phase is variable and driven very much by the ability of the cohort which is more evident within a small school. S4 attainment for session 2017/18 was disappointing and while Level 4 and 5 Literacy has fluctuated over the previous four years, Level 4 Literacy attainment compares favourably with Moray and National averages for the session; there is work to do to ensure that more pupils have the opportunity to achieve Level 5. Numeracy in S4 is declining at Level 4 and 5 and is below National averages according to Insight data. Changes to the curriculum and the use of enhanced tracking data will provide the ability to close these Literacy and Numeracy attainment gaps.

S5 and S6 Literacy at Levels 4 and 5 fluctuate and most recently are below the Moray average; Numeracy in S5 and S6 is above Moray and Virtual Comparator (VC) averages at Level 4 although Level 5 is less consistent. Pupil progress and initiatives in place should be rigorously monitored to ensure positive improvement in this area which will lead to a more consistent level of attainment.

SQA examination results present an overall positive picture for the highest attaining S5 learners and some S6 pupils; this compares well with comparator measures. The number of pupils achieving at least one Advanced Higher has improved vastly in session 2017/18. Other areas of attainment in S5 and S6 should be carefully monitored with regard to curricular provision and course choice opportunity.

Attainment does not show positive trends over the last 3 years and is particularly variable in a number of areas. There is a need to ensure existing tracking processes are improved and the data is used by all staff to implement a range of support interventions and the impact of this to be a standing item on department and Senior Leadership Team (SLT) agendas. There should be a focus on the consistency of learning and teaching approaches including learning conversations within classes along with potential target setting approaches to help raise attainment.

The most recent data for the percentage of leavers in an initial positive destination (session 2016/17) presents a fairly consistent trend over the last 4 years; the school should continue to use the Pathway Planning Meetings and Developing the Young Workforce (DYW) initiatives effectively to ensure that the school leavers are represented favourably in line with comparator measures.

1.2   Wider school activities

A wide range of clubs are organised for lunchtimes and after school. The investment was made to run a "late bus" for students wishing to participate in after-school activities to ensure that all pupils have the opportunity to participate. Activities are organised by departments or by individuals (many of them supportive of subjects other than their own discipline) and importance is placed on maintaining the interest and engagement of all. A wide range of interests is covered, such as Scrabble, rowing, dodgeball, the ROV Challenge, Duke of Edinburgh, Debating and the Charity Challenge.

Twice weekly "Chill and Spill" lunchtime is available, sometimes to all, sometimes by invitation, and gives students opportunity to spend time in a relaxed and safe place. Organised by the School's Inclusion Co-ordinator, pupils can talk through issues at the same time as engaging in a game of air hockey, pool, table football, chess, table-top games or just sitting in comfy armchairs. This has enabled pupils to have a place where they can be relaxed which helps them cope better with lessons.

Creative Club operates in an adjacent location to Chill and Spill. In the art room, pupils engage in painting, drawing, crafts or photography – the choice is theirs and the teacher provides guidance and challenge in an engaging and less formal way. This has a positive impact on the pupils' health and well-being by enabling them to focus on something out-with their usual school day.

Supporting charities is central to the community based values of the school and students choose both the charity to support, often with personal reasons,

and the fundraising approaches which creates a positive sense of how they can help less fortunate people in their community and beyond. This sense of generosity gives a positive sense of well-being. This year the pupil choice is Teenage Cancer, and students have a range of ideas up and running bringing in useful funds. There is a proactive engagement with various forms of voluntary work, promoting opportunity both locally and across the world. This year the World Challenge expedition is to India, and information is readily available with engaging noticeboards further advertising the expedition and it is envisaged that this will be enthusiastically received by the school community.

Various groups operate with the aim of engaging students for social and developmental purposes so that they can have opportunity to have experiences which enable them to be challenged to aid their personal and social skills development. The debate club is a healthy framework for encouraging diverse opinions and negotiations, and learners are articulate about the skills they are developing linked to the Career Education Standard and the Moray Skills Pathway. They are clear about the transferable learning that links to the world of work and their future adult life.

Students and staff place significance on Student Voice, and articulate how the school has taken seriously issues such as the need to support student wellbeing. A breakfast club opens daily, supplying free food, and widely advertised across the school for pupils and staff to enjoy a healthy start to the day, which is also a good opportunity for a check-in which promotes emotional and mental health and well-being.

1.3   ASN provision

The ASN department's vision is to create "a safe, inclusive environment" (throughout the school) "in which the pupils we support can become confident, independent, and resilient and reach their full potential" Keith Grammar has an inclusive ethos where all learners are valued. This is demonstrated by appropriate curricular provision and a clear awareness of the needs of every pupil. There is active collaboration and joint working between the ASN department, SLT, subject departments, and Guidance staff teams in order to support all pupils in class, both socially and emotionally.

Pupils are supported well both in school and by the community using a multi-agency approach. The Sensory Education Service and Moray SEBN Service were identified as services that are currently engaged in providing direct support and also allied professionals such as Physiotherapy and Occupational Therapy and Social Work teams are evidenced through the child planning process. Pupils also make use of well-established community links such as the Loft Youth Project, PEF Family Support Worker and Home-school Link workers, Riding for the Disabled and local sports facilities and providers. Also in evidence were the strong links with partner primary schools particularly in sharing inclusive strategies and enable positive transitions. Transition experiences from P7 is a strength with meetings at primary schools for young people starting as early as P5 or P6 in some cases. Pupil's experience small

chunks of learning in the secondary school and gradually build relationships with staff across the wider curricular areas. Transitions between year groups and flexibility within curricular choice is enabled by an inclusive ethos across the school and facilitated by the ASN department. Pupil and parent trust in these processes is clearly evident.

Pupil needs are identified at transition and then monitored throughout, using pupil tracking and monitoring, staged intervention and child planning and review. There are strong links made with parents at transition and maintained using the above processes. Pupils were less aware of their own profiles, child planning and target setting systems but agreed that they were supported and felt included. SEEMIs is used to share pupil information. The Moray-wide Learner Profile and Strategies documentation is also being used to support pupil achievement. There is a school Staged Intervention Pathway for accessing support which encourages all staff to consider approaches to learning and teaching as part of meeting a child's needs.

Inclusive approaches to learning and teaching were observed in mainstream classes and teachers demonstrated that they understood the needs of the pupils. This was apparent in the Senior Phase and in a variety of settings for the S1 supported class. This has been achieved by a developing a Flexible Curriculum. This adds great value to the school in meeting learner's needs. Curriculum adaptation is based on understanding each individual's curricular profile through pupil tracking and monitoring and their barriers to learning. The ASN department works alongside subject departments to understand literacy and numeracy and curricular levels for each pupil enabling appropriate targeted support to be provided. This is delivered using a variety of resources and settings in Enhanced Provision and mainstream classes. Milestones and early curriculum planning tools are being used, with the aim to develop these further. In addition, there are opportunities for alternative curricular activities such as SQA Personal Development Awards, Skills for Work and Youth achievement awards, the Duke of Edinburgh Award Scheme, ASDAN, Swimming, Outdoor Learning, Themed Learning and Riding for the Disabled. These enhance the CfE provision and allow for a broad range of interests and abilities whilst also providing appropriate challenge and support. Social times are also scaffolded to include all pupils including the lunchtime "Chill and Spill" club, lunchtime provision in the ASN department and other regular clubs frequently advertised through the pupil daily and weekly notices.

There is good practice in the use of assistive technology throughout the school. This is evident in the use of i-Pads for literacy difficulties and in the training and development opportunities for pupils and staff in the use of assistive technology in SQA examinations. To this end pupil feedback was positive about how technology is used to assist learning.
Other feedback from pupils evidenced that they feel well supported and listened to and that they have a voice in school. However they felt that class teachers did not know enough about their individual barriers to learning, such as Dyslexia.

ASN resources are allocated according to need and to enable the flexible curriculum. This is reviewed frequently to enable continuity and flexibility to meet needs. The ASN department has recently upgraded accessible toilet facilities. There is a small kitchen area but has limited soft play and physio space which is in high demand and not always ready for use. There is a working lift in the main building providing access to the upstairs classrooms. However, fire regulations and staffing restrictions has deemed the risk too great for wheelchair users to access the top floor. There is no access to the top floor in the annexe buildings for wheelchair users.

The ASN department is small and often relies on one main teaching space for a variety of activities. This is not always conducive to good teaching and learning due to competing pressures from individuals needs and learning experiences. The ASN department makes good use of the HE room situated next door and whilst it serves a purpose, it is not designed for small group ASN teaching.

1.4   Curriculum

The curriculum at Keith Grammar School is based on the foundation of the school's Curriculum Rationale which was developed collaboratively in 2015 and will be reviewed in the near future to take account of changes which have happened since then, especially in terms of Skills for Life, Work and Learning. At Keith Grammar School Priority 1 is the 'Curriculum including Literacy and Numeracy with a key focus on revisions to curriculum structure in light of this being the first year of the transition to the 33-period week. This includes a continued focus on Literacy and Numeracy to ensure pupils leave school with a basic level of qualification, the aspiration being at least Level 4 for all leavers.

The school has worked hard to develop a more bespoke range of Learner Pathways through school and beyond endeavouring to boost attainment and secure more positive destinations for pupils by expanding the offer of, for example, the DYW programme. This has been done by having a greater range of courses and activities and more time for Literacy, Numeracy and Science as well as Universal Pupil Support (UPS) which is called Aspiring, Achieving, Attaining (AAA) for Senior Phase pupils. There is now more time for National courses in the Senior Phase which will allow more time to consolidate learning and help prepare for the next level for each learner. This is supported by earlier initial subject choice procedures which assist in better planning for pupils and includes an S2-S3 Subject Fair the aim of which is to link career pathways to subject choice procedures. Another area of progress has been the continued development of IDL Challenge lessons which has increased personalisation and choice. All of the above ensures an appropriately broad and balanced BGE curriculum reflective of CfE design principles and developing stronger progression pathways into Senior Phase. A range of courses and qualifications to SCQF Level 7 are offered in Senior Phase with widened learner choice including College courses and a range courses such as Rural Skills, Hospitality, Photography, Practical Woodwork,

Engineering Science, Travel and Tourism, Community Sports Leader Award, and Open University YASS courses in German, Spanish and French.

Keith Grammar School is continuing to develop the curriculum in terms of assessment, progression and reporting of learner progress. This includes further work being required in Responsibility of All (RoA - Literacy, Numeracy, and HWB) where staff should be encouraged to look outwards to experience good practice and use this to improve the provision within their own school. Additional work on assessment and moderation within the school and ASG in these key areas will further strengthen RoA practice across the school. There has been the introduction of discrete Literacy and Numeracy periods in S1 and S2 along with two periods of Challenge Inter Disciplinary Learning. Through the AAA periods the ongoing focus and continued review of individual student progress will ensure that the Literacy/Numeracy attainment levels of pupils will be monitored and addressed.

In S1 to S3, all students follow a Broad General Education which follows on from their primary educational experience. Breadth and depth in learning is experienced across the eight curricular areas with the opportunity to study in modern languages, for example, French, German, Spanish or Scots. Towards the end of S2 pupils are encouraged to choose subjects from all curricular areas which must include a Modern Foreign Language. This wide range of subjects available in S3 based on meeting pupils' needs could be better used to ensure that the aspiration in S3 is to be working at or have completed Level 4 by the end of the year. This would ensure that Level 5 is a reasonable aspiration of pupils by the end of S4. The UPS course and its further development with the PSE course will provide opportunities for learners to liaise with supportive adults who know them well and can model success.

In S4-S6, there is personalisation and choice where all students are encouraged to follow six courses or combinations of activities so that they can experience challenge and enjoyment in their educational experience. Learners take on the options which are available although vacancies in a couple of departments have limited choice somewhat. Positive destination figures reflect the unique context of Keith Grammar School where many pupils leave to take up employment or College courses at the end of S4. This is done in partnership with other schools, Colleges, Skills Development Scotland (SDS) (Careers) and the private and public sectors. During their last year of school learners meet with Guidance and SDS (Careers) staff to identify the optimum pathway for the next stage of their career paths. This is enhanced by mentoring with staff volunteers where Guidance staff identify young people who may benefit from this type of support.

The school has been increasingly engaging with the DYW agenda and the SLT will need to ensure that this is kept on the front-foot with greater involvement of staff in terms of distributed leadership. There are good relationships with local employers where pupils go out on placement with local employers on a regular basis ranging from half-a-day to two days per week. This offer is enhanced by NHS Grampian's high quality work experience

placements which last from two to five days. The school is part of the Career Ready scheme, with mentoring, internships and masterclasses offered to 6 students in the current S5 and 10 in the current S6. The school has given pupils access to more in the way of vocational opportunities through courses and work experience. This is supported by partners in the Senior Phase which, with an increased awareness of Career Management Skills, will help pupils better utilise their experiences and increase their level of work readiness.

1.5   Learning & Teaching

Most pupils were well behaved, attentive and enjoyed good relationships with staff.   In a few classes, low level disruption and inconsistency in the application of the behaviour system impacted on the fluency of lessons. There were well established routines in most classes, although some lessons were slow to start which impacted on the pace of learning. In a few lessons, the use of starter questions was used effectively to recap on prior learning with effective questioning probing pupil understanding. In the majority of lessons, pupils were actively engaged in independent tasks with opportunities to take responsibility for their learning. In less than half of lessons observed, learning intentions and success criteria were shared with learners. Where success criteria were shared, they were not co-created with learners. Learners were confident in offering answers, were well supported and knew that they could seek help if required. Pupils spoke highly of study club and how teachers were always keen to provide support. There are many opportunities for young people to contribute to the life of the school and wider community in a range of opportunities and activities.

Although it was clear that this is a school where learners and staff work together, teaching across the school was not underpinned by the school values.   There is a need for greater aspiration and expectations alongside more pace and differentiation within lessons to improve pupil progress and attainment. Pupils with additional support needs benefited from well planned and differentiated learning. Less than half of lessons were teacher led, with pupils frustrated that explanations were too lengthy, leaving little time for completing tasks. Learners feel supported by their teachers and are happy to approach a member of staff when they require help. Almost all learning environments are welcoming although a few are cluttered and do not provide visual stimulus to aid learners. Wall displays around the school would benefit from updating. In most lessons explanations and instructions were clear. There were a few lessons where digital technology was enhancing learning. Learning conversations were evident across the school with learners more aware of how to improve in subject areas. The introduction of Universal Pupil Support (AAA) lessons provided further opportunities for pupils to discuss their learning and any concerns they may have.

Formative assessment approaches were not embedded in practice in the school. Teachers should consider a range of assessment approaches when planning learning in order that learners are better able to demonstrate their knowledge, understanding and skills acquired. Learners could not confidently

explain the why of their learning and were unclear of the relevance of learning across the school in relation to the world of work. Pupils reported that work was too easy or repetitive in some lessons. There was little evidence, during the visit, of learner involvement in the planning of learning.

Tracking and monitoring of pupil progress has been established across the school departments and now needs to be used more effectively to monitor pupil progress at class teacher level and use data to plan interventions to raise attainment and close the poverty related attainment gap.

1.6   School buildings
        Condition: standard C (2018)
        Suitability: standard B (2018)

The school was largely built in 1965 and is in a reasonable condition given its age due to refurbishment under the current Headteacher. The standard of facilities within the school is quite good with large classrooms, a conference room, a large staffroom, library resource centre, communal areas, halls and outdoor spaces. The entrance has been recently refurbished with a disabled access ramp and door. This area is welcoming and has a visitor waiting area. There are issues around accessibility particularly with respect to access to the Modern Languages department and the Sixth Year Common Area. There are concerns around the remote location of the canteen and Music and Modern Languages departments as they are situated away from the main school building. The PE department uses the Community Centre games hall and swimming pool to ensure there is enough space to accommodate pupil physical education. The school outside areas are used for outdoor learning opportunities and comprise of a 3G all-weather enclosed football pitch with flood-lights and three grass football pitch sized areas. The school is generally well resourced and offers good learning areas and facilities.

1.7   Pastoral Care

Keith Grammar is a caring, nurturing and welcoming school that has a very strong sense of community. The children, parents and staff all commented on its inclusive approach that made it feel 'like a family.' Positive relationships were evident in most classroom observations and learning walks. Parents felt communication links were very good and that the "open door" policy and continuous information via Twitter, newsletters and the Keith Grammar School website helped maintain this.

Pupil Support is a major strength. The Pupil Support team, with the support of the Senior Leadership Team, are highly committed to ensuring children's wellbeing is placed at the centre of everything they do. Up to this point, Keith Grammar has managed to ensure the caseloads of Principal Teachers of Guidance are kept low despite a falling school roll. This has been further supplemented by the appointment of an Inclusion Project Co-ordinator, Home School Link Worker and an ASG PEF Family Support Worker. Bespoke support packages and plans are put in place at a very early stage to ensure the individual needs of pupils are being addressed. Robust processes to

identify issues around attendance, lateness, and behaviour were evident and effective multi-agency meetings are held on a regular basis to discuss in more detail young people who are at risk or who would benefit from additional supports. An extensive transition programme, involving all partners, provided pupils and parents with the necessary support required for a seamless transition from P7 to S1. Senior Buddies were an integral part of this process and praised for their input by both pupils and parents. In response to a pupil and parent survey, the Personal and Social Education programme had been revised to ensure it was progressive and responsive to the "asks" of the children. The UPS periods are beginning in some areas to provide learners with individualised support and the opportunity for learning conversations.

Staged intervention is understood by class teachers but continues to be an area for development to ensure learners' needs are fully supported and health and wellbeing is seen as the Responsibility of All. Low level behaviour issues and inconsistent application of the behaviour system was evident during most classroom observations. Development of the relational school, and in particular the Relationship Policy, will provide a framework for building capacity and ensuring progress in these areas. Mentoring and Peer Mediators were examples given by pupils of good practice, but these programmes require to be refreshed and relaunched. Bullying was not identified as a major issue; however, pupils were familiar with the Keith Anti-Bullying (KAB) phone line, which was designed as a creative way for tackling bullying so pupils could report any concerns or incidents without delay.

1.8   Attendance, exclusions & pupil behaviour
2017/18 Attendance rate: 91.88% (Moray 94.9%).
Violence/Aggression against staff: One incident recorded involving one individual during 2017/18.
There were 10 exclusion incidents involving 8 different individuals in session 2017/18.

Keith Grammar operates a relational approach when dealing with pupils behaviour which is a positive approach. This approach aims to: avoid apportioning blame and shame; encourage positive relationships with all in school which promotes success for all; lead up towards our goal, which is to make our school where our young people can be 'Responsible', 'Respectful', 'Aspirational' and 'Healthy'; and protect the rights of each pupil to learn and achieve.

2.   School roll

2.1   Roll and roll forecast
The School Roll in 2018/19 is 379 pupils. Since 2013, the roll has decreased by 83 (from 462 to 379).
Forecasted roll: 2026 – 443 pupils.

2.2   Inward placing requests
Net placings over last 3 years: 2016/17: 3,
2017/18: 2, 2018/19: 0;

2.3   Outward placing requests
        2018/19: 7 outward placing requests.

2.4   Roll as percentage of capacity
        2018/19 School Roll: 379 which is 69% of physical capacity of 553.

2.5   Class composition
        N/A

2.6   Number of teachers
        FTE – 34 (38 staff)
        Includes 18 teachers, 17 Principal teachers (includes 2 X 0.5 FTE job-share),
        2 Depute Headteachers and 1 Headteacher.

2.7   School roll
        2017/18 School Roll: 379.

2.8   Maximum Capacity
        2017/18 – School Roll 379, 69% – Physical Capacity of 553.

3.   Financial position

3.1   Budgeted running cost
        The cost per pupil in 2018/19 is £6,315.

3.2   Financial trends
        School devolved budget (including carry forward) for 2017-18 had a 3.79%
        underspend which was restricted to 2.5% = £62,006.

3.3   Financial plans
        The school has a healthy budget and the headteacher has used this in a
        variety of innovative and successful ways to promote and support the school
        improvement which includes the upgrading of areas of the school.

Conclusions

On the basis of the evaluations of criteria 1-3 Keith Grammar School is a sustainable
school due to its location and the travel times permitted for pupils.   The roll and
enrolment forecasts are currently below the minimum roll threshold for a secondary
school. Due to location and travel times there is no need to evaluate criteria 4-6 at
this time.

Recommendations

Due to the projected increase in school roll at Keith Grammar School, officers should
monitor predictions annually to ensure that resources match demand.

A non-denominational school, Keith Grammar School covers a large catchment area.

Projections would suggest sufficient capacity in future years to meet the needs of the large school catchment area as there is a projected rise in roll over the next 7 years of approximately 64 pupils. The following options should be considered and appraised:

- Consider campus leadership 3-18 model
- Retain Keith Grammar School as per existing arrangement

Areas of Strengths

- A very inclusive school environment where learners' wellbeing needs are met.

- Positive relationships within the school community supported by multi-agency and community partnerships.

- A collegiate school team who have achieved their vision of working together.

- The school has begun to develop a responsive and flexible approach to learner pathways.

Areas for Improvement

- To further strengthen the strategic leadership at all levels to ensure the development of a vision for excellence.

- Develop and embed whole school approaches to self-evaluation.

- Continue to improve the consistency and quality of learning and teaching.

- To continue to improve tracking and monitoring of pupil progress to raise attainment.

BOTRIPHNIE PRIMARY SCHOOL

1. Quality Educational Experience

1.1 Attainment

In P1, Curriculum for Excellence (CfE) Achievement of a Level (ACEL) data for 2017/2018 indicates that pupils perform above Moray averages for Listening and Talking, Reading, Writing and Numeracy. In P4, ACEL data for 2017/2018 highlights that pupils perform below Moray averages for Listening and Talking, Reading, Writing and Numeracy. In P7, ACEL data indicates that children performed below Moray averages for Listening and Talking, Reading and Writing. Children achieved above the Moray average for Numeracy. SNSA data is being used to assist teachers with their professional judgements.

Through discussion with the Headteacher and staff, confidence in Teacher Professional Judgment (TPJ) of learner level achievement as per the Scottish Government's data return requirement for key stages (P1, P4, P7) is increasing. Staff have used collegiate time well, engaging with National Benchmarks and participating in cross moderation activities within Associated Schools Group (ASG) and a sub group of the ASG i.e. Quad Schools (two paired schools and in addition one other school). This includes cross-sector moderation with Keith Grammar School for moderation of Writing and aspects of Mathematics and Numeracy.

The school has adopted Tracking and Monitoring of learner attainment and achievement, supported by the local authority Tracking and Monitoring spreadsheet tools. The Headteacher is confident that the predictions for 2019 of achievement of a level are based on a more robust evidence base and are supported by teachers' clearer professional judgement which has been focussed through aligning the National Benchmarks to curricular progressions and plans. The Headteacher is confident that curricular progressions and plans for literacy and numeracy will soon be in place.

The school has identified a range of targeted and universal interventions as detailed in the School Improvement Plan with a clear focus on raising attainment in Literacy (Emerging Literacy, Reading Challenge, Talk Boost and 5 Minute Boxes). Additional support staff hours have been funded using PEF monies in order to improve the learning and achievement of targeted individuals identified. PEF monies have also supported the purchase of resources to support these interventions.

1.2 Wider school activities

The school values and vision display is used in the central learning area as a focus for pupils. This is also the focus of school assemblies where achievements are recognised and pupils learn that their contributions fit with national education priorities as well as within their local and school community. Most children are learning to build resilience and confidence

through the shared values and meaningful reflections, alongside developing responsible social skills through the bucket filling principles. Most senior pupils are able to articulate their understanding of the vision and values of the school.

Clubs are organised for lunchtimes and all pupils have the opportunity to participate. Activities are organised by the teachers in response to the interest and engagement of the children. Currently the clubs taking place are *Running* and *Coding,* and pupils speak enthusiastically about participating. Fewer activities run after school as most of the children rely on the transport provided by local authority funding, and therefore, lunchtimes are preferred as being fully inclusive.

Each year all children are transported to Cairngorm for skiing lessons. Fundraising ensures that all pupils can access this free of charge, and it is therefore integral to the PE curriculum and evidenced by year on year progression.

Almost all senior pupils engage in various activities organised by the ASG, rural schools or Active Schools Coordinator e.g. Science and Engineering Day, author visits, inter-school sports and tournaments. In addition, transition activities across the Keith Associated School Group include attendance at the Loft which is a P7 programme to support social relationships prior to moving to the high school.

1.3   ASN provision

At this time, of the school roll (24 pupils), 10 are registered with additional support needs on SEEMiS equating to 43% of the school roll, well above the Moray Primary School average (33% - 2017/2018). Within this number there is dedicated support for a child with Exceptional Needs Funding. The Support for Learning teacher (0.2FTE) is allocated to the school one day each week. She focuses on tracking and monitoring the pupils with additional support needs, and also supports the Pupil Support Assistants (PSAs) and teaching staff. The school uses the ASN Staged Intervention model to identify, across both classes, the range of pupils' needs and next steps for learning. Support staff work flexibly within classes and also extract pupils to undertake various interventions. Learner profiles are completed using the Moray standard profile for all pupils with Additional Support Needs (ASN) and staff meet with parents for consultation in the identification of extra support, sharing a range of assessments and strategies. There has been a particular focus on closing the attainment gap through small groups of children being withdrawn from class to focus on literacy and numeracy skills. A number of children have Individualised Education Plans (IEPs) that are well written with SMART targets. These are reviewed regularly with parents and pupils who are involved in agreeing the targets. Staff spoke positively about the introduction of intervention programmes like 'Talk Boost' and 'The Five Minute Boxes' to accelerate learning. Updates about pupils' wellbeing and learning are undertaken via verbal communication between the Headteacher, teachers and PSAs. The Headteacher centrally records health and wellbeing concerns, using the

Moray agreed protocol. Enhanced transition to secondary school is personalised where necessary and begins in P6 for some children, with three days in P7 for all pupils transitioning with identified additional support needs.

The buildings and grounds are all fully accessible for wheelchair users, but some structures are also in place to support the need, for instance, the ramped access at the entrance and the toilet facilities. There are no pupils with this need at present. Recent changes to the classroom environments are being monitored to check whether they are conducive to learning for pupils with sensory and physical needs. The sharing of the larger space can be distracting for some and this could have implications for children with additional needs.

The school is inclusive, caring and supportive of pupils and their families. Complex needs and strategies are well known across the staff team and all pupils are sensitive and caring in their relationships with one another.

1.4 Curriculum

At the time of the visit, 24 pupils were organised into two multi-composite classes (P1-4 and P5-7) providing for a rich social experience. They were supported in lessons through planned and rotating working groups and the provision of independent, or PSA led, activities.

Health and Wellbeing is a central focus of the curriculum and the school's vision of "From Acorns to Mighty Oaks" provides for a focus on behaviour, socialisation and motivation. Most children are prepared for learning, responsible and articulate about their own wellbeing, including mental health. Almost all children are supported in a range of ways to explore the aspects of the Wellbeing indicators, and a few of them were able to report with confidence that they are working on those aspects they find personally more challenging.

Numeracy and Literacy are a primary focus of daily lessons, supported by the passport system to develop independent choice of learning. The rotating groups allow for separate planning for different age/ability groups, and the new passport system is designed to allow personal progression through the wider curriculum. Teachers change the details of the passports termly and these are tracked against the Experiences and Outcomes to ensure coverage. Additionally, the passports are colour coded so that pupils can see they are working within a Curriculum for Excellence Level – Early, First or Second levels, and can identify their progress as they move through the school.

Science Technology Engineering and Mathematics (STEM), Creativity and the Careers Education Standard, are specific within the curriculum and pupils have the support of practical science sessions through the engagement with the Moray Council STEM strategy.

The curriculum in Botriphnie is rich in context. The school is within the Drummuir Woods and the outdoor environment is a key feature of learning. Outside woodland areas are used in a range of ways and pupils spoke

enthusiastically of their curriculum developing with the local area. Earthtime lessons focus pupil learning on outdoor conservation and personal responsibility issues as well as being enormously enjoyable. Currently, there is a great deal of traffic congestion in the nearby town of Keith, caused by work on the old feature bridge over the River Isla. In response to this the Interdisciplinary Learning Project focus is "Bridges" and children are working both indoors and outdoors to develop their understanding of the engineering and socio-economic impact of bridges.

Community engagement with the curriculum is a feature of the developing rationale and the school has invited community partners into school to share their work e.g. Bear Scotland made a presentation about winter traffic. They ran a competition during their visit to "name a gritter" and the winning child will have their choice name on a gritter and will be invited to have a photo session with the gritter.

The school is in a paired relationship, sharing the Headteacher with Newmill Primary School. Staff are able to take advantage of the close relationship to develop many areas of the curriculum. Joint planning opportunities with the other Keith small schools, also ensures that the children of Botriphnie have similar experiences in preparation for secondary school, such as that which is developed by the Active Schools Coordinator.

1.5   Learning & Teaching

During our time at Botriphnie Primary School, a full programme of classroom visits was undertaken and each class was visited at least twice. During visits, learning and teaching activities were observed; jotter samples and floor books were viewed; and learners engaged in conversation about their learning.

Botriphnie Primary School is a very welcoming and positive environment for learning. Classroom walls, corridors and learning spaces are used well to display the children's growing awareness and understanding of the school's recently reviewed and agreed vision and values as well as developing their understanding and language of learning. Further use of extensive wall space would showcase children's own achievements better egg writing, art pieces, reports on independent learning etc.

The open-plan environment for two classes is still in the early stages of use for two teaching members of staff and a review of progress should consider competing noise levels, access to interactive whiteboard and appropriately timed extraction of pupils to engage in targeted interventions. The smaller learning space accommodates quieter areas for one-to-one support and Independent Learning Time. The canteen/general purpose area also accommodates one-to-one targeted support times.

Across the school, a positive ethos for learning was evident, with most children motivated and on task in most lessons observed. Some low level disruption and noise was evident, but most children were on task and

teachers remained calm when seeking appropriate standards. Teachers across classes work well to plan a range of learning activities, involving support staff as appropriate in lessons. Whilst most teaching staff are in the early stages of their time at Botriphnie Primary School, the ethos and culture of learning alongside a new school vision and values is being promoted.

Across the classes, the majority of children understood the purpose of their learning, and were accessing learning at a level appropriate to them. Learning Intentions were evident in most lessons observed and within one learning area this was differentiated across two levels. For continuity across the different stages agreed use of acronyms/abbreviations to share learning will be helpful.

Children have regular opportunities to use digital technology to enhance their learning in accessing a wide range of software and accessing websites for research. In one teaching area an interactive whiteboard is used to enhance learning and teaching e.g. share video clips, appropriate texts and learning plans.

An Outdoor programme of learning in the local woods is led by Earthtime but the school is seeking to build up staff skills to ensure this is sustainable in the longer term. This is a time which is valued by the whole school community and is identified as a rich learning opportunity.

1.6 <u>School buildings</u>
Condition: minimum standard C (2017)
Suitability: minimum standard B (2017)

Botriphnie Primary School is a non-denominational school, situated within the Village of Drummuir. The school, which has been in existence since 1875, was upgraded in 2000. All accommodation is contained within the original Victorian building. Current school accommodation includes a large teaching area, a smaller teaching area, a small canteen/multi-purpose area with servery. The school does not have a hall but access is gained, by arrangement, to the Village Hall which is situated next door. The school is proud of the resources they have secured and in particular for ICT including interactive Promethean boards.

Externally, the school has a tarmacadam play area and various playground resources stored in sturdy sheds.

There are currently 2 composite classes formed for the 24 pupils of Botriphnie Primary School. The school currently shares a Headteacher with Newmill Primary School and is a two teacher school with children from P1-7.

1.7 <u>Pastoral Care</u>

Botriphnie Primary School has a very positive and welcoming ethos both within the playground and in the classroom. This is reflected in the way adults and pupils interact with each other both inside and outwith the classroom.

Most pupils show their understanding of the school values through their interactions with each other and with staff.

All staff deal sensitively with the needs and concerns of pupils. A major strength of the school is the nurturing environment. Almost all children feel supported by all school staff and know who to go to if they have a problem.   It is evident that all staff know pupils well, including their specific needs. Most children report that they feel very safe in school and can talk to any member of staff as they are all so approachable. Pupils reported a strong sense of belonging and are very proud of their school. All support staff are highly regarded and included within the school community. The valuable contribution they make to the school and in supporting pupils is widely recognised. They are particularly proactive in sharing information regarding any concerns so it is passed on in a timely manner to all other members of staff, including teachers and Headteacher.

The wellbeing indicators are used effectively as a tool for reflection by staff and children. There are spaces allocated within the learning environments where pupils can take time for their own calm reflections. Whilst we did not see these in use during the visit, there was a calm and inclusive atmosphere across the whole of the school. Restorative and solution-oriented approaches are adopted by staff when dealing with any issues that arise with pupils, and a personal approach is always adopted.

The staff team place significance on pupil wellbeing. A check in with a Pupil Support Assistant each morning gives pupils the opportunity to share both concerns and achievements and engage in a meaningful conversation about life outside school.

Parents spoke highly of the care demonstrated by all staff and felt that Botriphnie offered their children a very positive experience.

1.8   Attendance, exclusions & pupil behaviour

Attendance rate: 92.96% (Moray Primary School average: 94.9%)

In 2017-18, there were no reported incidents of Violence and Aggression against staff.

There were no incidents of exclusion (2017/18).

The school is working towards finalising a "Positive Behaviour Policy" which will outline key strategies, adopt a positive behaviour reinforcement approach including using the philosophy of a Rights Respecting School, use of SHANARRI cards and using restorative approaches. Pupils feel that most children behave well and they look after one another. They identify a few children who display behaviours that make them feel less safe but they feel confident that they know the procedures to follow and where to seek help.

2.   School roll

2.1   Roll and roll forecast
The school roll has increased since 2013 from 16 pupils to 24 pupils in 2018.

The school roll currently stands at 24.
The school roll forecast for 2025 is to remain static at 24 pupils (2019 roll at time of visit.

2.2   Inward placing requests
       There are no inward requests for 2018-19

2.3   Outward placing requests
       There is 1 outward request for 2018-19

2.4   Roll as percentage of capacity
       The school roll against Functional Capacity is 46% (23/50).
       The school roll against Maximum Capacity is 35% (23/66).

2.5   Class composition
       The two classes are composed of stages P1-4 and P5-7 although there are variations with regard to the groupings for learning which cross over the class stages.

2.6   Number of teachers
       2 X 0.5 FTE job share teachers
       1 full time Principal Teacher
       1 X 0.2FTE Support for Learning Teacher

2.7   School roll
       2017 School Roll: 23; Current 2018 School roll: 24

3.   **Financial position**

3.1   Budgeted running cost
       The cost per pupil in 2018/2019 (based on current roll: 24) is £7,200

3.2   Financial trends
       School devolved budget (including carry forward) for 2017-18 had a 2.65% underspend restricted to scheme rules of 2.5%. This left an underspend of £3776 to take forward into 2018-19.

3.3   Financial plans
       The Head Teacher uses devolved school budget effectively for whole school developments, linked in with school self-evaluation and School Improvement Plan Priorities. This has included, in financial year 2017-18, the purchase of North Lanarkshire Literacy, Spelling made Easy, Education City Licence, Nexus equipment and iPads. In the financial year 2018-19, the purchases included Five Minute Boxes, Education City licence, Wild Passport Resources and a play tray with covers. PEF funding has supported the purchase of targeted resources (including 'Talk Boost' training and materials and '5 minute boxes' purchases). Where appropriate, staff, pupils and parents are consulted in the resource purchases. The Parent Council raised £1128 In

2018/19 funding iPad covers, a Panto trip and outdoor learning items. The school has been well resourced historically through secured funding from Wind Farm Grants and local businesses.

4. **Staff Wellbeing and Development**

4.1 Availability of Teachers

After a period of uncertainty, the school is now fully staffed at this time following the appointment of a Principal Teacher in December and a job share class teacher this term. PE and Music is taught across all stages by two visiting specialists and class teachers. Art is taught by class teachers.

4.2 Headteacher Relief Time

Due to the paired schools arrangement, the Headteacher does not have a teaching commitment although due to staffing issues in both schools she has had to undertake cover for class teachers on a fairly long term basis.

4.3 Leadership Capacity

The Headteacher provides clear direction to the school around the key School Improvement priorities. All staff and pupils are consulted and empowered to lead on a range of priorities and initiatives for school improvement. 'Making a Difference' (MAD) groups meet on Wednesdays to develop a focus on Rights Respecting Schools, Creativity and Eco Schools. Parents value home-school communication and the support offered by all staff. They praise the school's focus on building a community feeling and sense of belonging across both the school itself and within the community. Until now, the Headteacher's availability to support improvements has been limited due to staffing difficulties in both schools but this has given an opportunity for the Principal Teacher to develop her role within the school.

4.4 Staff Development and the Leadership of Change

Staff lead informally on a range of priorities and initiatives and work effectively as a team. Staff are respected by pupils and parents. A focus has been placed on HWB, positive relationships, restorative and rights-respecting approaches to promote a positive culture for learning and wellbeing. Increased self-evaluation around consistency in quality of learning and teaching approaches across the school will support practitioners further in improving outcomes for all children.

Teaching staff feel that they are in the early stages of working together and as yet it has not been necessary to agree on individual leaders due to the joint working approach in evidence. Support staff recognise the positive changes implemented in collaboration with the Headteacher and Principal Teacher since their appointments and they welcome all opportunities to work together to improve outcomes for learners.

5. **Schools Accessibility**

5.1 Home to school transport time
Most pupils live within the village and surrounding area. It is anticipated that all pupils travel no more than 20 minutes to school in normal traffic.

5.2 Distance to another suitable school
Nearest schools are Keith Primary School and St. Thomas RC Primary School in the town of Keith (6.3 and 7.3 miles approximate travel time respectively by road and is approximately 10-12 minutes); Newmill Primary School, the paired school, to the north east of Keith (7.1 miles approximately 13 minutes by road).

5.3 Existing co-operative arrangements with other schools and further education colleges/training organisations
Botriphnie has a paired headship with Newmill and a range of collegiate activities take place between the 2 schools. There are also co-operative working arrangements with the other Quad Schools within the ASG and the ASG schools collectively. Transition arrangements for P7-S1 and enhanced transitions for ASN pupils are in place with Keith Grammar School (6.2 miles and 10 minutes approximate travel).

6 **Strong Links with the Community**

The school has strong links with the local community engaging positively in village life. They have a particular relationship with the local landowner and have worked together in relation to conservation and land use issues.

6.1 Parents' Views

Through focus group discussion with 5 parents, parents report that they are very happy with the school and believe that all staff work tirelessly for the benefit of their children, leading a range of opportunities and activities. They particularly appreciate and applaud the way their children are treated as individuals and how their needs are met accordingly. They describe the school as having an 'open door policy', being very welcoming and recognise that there are opportunities to be consulted and become involved in the life of the school.
Partnership working with parents was identified by parents as "very good", with the Headteacher willing to listen to the voice of pupils and parents and they also felt their views were acted upon. Parents identify that support of their children is very good and they have opportunities to attend open afternoons and Pupil Led Conferences which inform them of their children's progress and next steps for learning. They identified the Reflection jotters as helpful and informative and the children's increased knowledge of their learning journey and identification of skills from Bloom's Taxonomy as laudable. Parents value the approachability of all staff in addition to the

Headteacher and they would recommend the school to others who might be considering attendance at the school.

6.2　Degree and Quality of Parental Involvement

The school has an active Parent Council, having organised events such as a Soup and Sweet and Hallowe'en Disco. A few parents are trained in the work of Forest Schools and others volunteer to support Outdoor Learning on Fridays. They also describe their involvement as 'as and when required' for assisting with school excursions and activities. The school recognises that it will continue to develop strategies for building meaningful parental involvement and family learning in support of raising attainment and achievement of all.

6.3　Contribution of the school to the community

The school curriculum is built around the context of the village and its association with the nearby town of Keith. The school is represented in the Drummuir 21 actions which supports a sustainability plan for the railway and woodlands. Local businesses have close links with the school and include the Drummuir Estates (landowner) who currently are promoting hedges in woodland areas and also a local building firm, who sponsor the annual skiing lessons. Both business links support the development of the curriculum. The village hall is used weekly for PE, sports and lunchtimes as well as special events. There is an active group of parents who support the school in different ways i.e. as volunteers and through fund raising and who are also invited into school to share in children's learning.

6.4　Other Provision (eg Nursery)

The school does not have a nursery provision.

6.5　Multi-function use of the building

Moray primary schools are not formally let for community groups and activities. No informal arrangements are currently in place.

6.6　Capacity in nearest schools

Keith Primary School - Roll as percentage of capacity
2018 School Roll: 232/ Functional Capacity: 462 = 70%

St. Thomas RC Primary School - Roll as percentage of capacity
2018 School Roll: 63/ Functional Capacity: 75= 84%

Newmill Primary School - Roll as percentage of capacity
2018 School Roll: 72/ Functional Capacity: 98 = 73%

Conclusions

On the basis of the evaluations of criteria 1-6, Botriphnie Primary School is currently not a sustainable school. Whilst the roll and enrolment forecasts indicate that the school will remain static over the next 7 years, allowing the school to remain as two classes, the roll is very close to dropping to a one class provision.

Recommendations

As the roll is very close to dropping to a one class provision, and should movement take place to result in this, the provision will incur further high costs to the Council in future years to retain this school. The potential inability to fill staffing vacancies when they arise is a concern.

The following options could be considered:

- Consider campus leadership model
- Consider merger with Keith or Newmill Primary Schools and rezoning to ensure the shortest travel times for children.

Strengths

- The commitment of the Headteacher to identify and progress with areas for school improvement and to inspire and lead staff, pupils and parents to progress together.

- Children who enjoy being a part of Botriphnie Primary School, feeling safe, supported and with a very strong sense of belonging to their school and its wider community.

- Whole staff team who build a positive ethos and environment for learning and work conscientiously to build and maintain a positive and rights respecting culture across the school community as they aim to meet the needs of all individual learners.

- Wider partnership working and community links extending children's experiences beyond the classroom in Outdoor Learning and through a range of groups and activities.

Areas for Improvement

- Review the layout and organisation of learning spaces as the school develops its plan to provide 'Continuous Provision' and Independent Learning alongside structured adult led learning and so ensuring high standards and consistency across all approaches as well as creating the best environment for learning.

- Collaboratively review approaches for planning learning, teaching and assessment whilst implementing appropriate curriculum progressions at an appropriate pace.

- Continue to develop consistency in the quality of learning and teaching across the school within the new staff team, revising "assessment is for learning" approaches and supported by Education Scotland's 'Moderation Cycle' and linked resources. Place a focus on pace, challenge and differentiation for progression in learning

CROSSROADS PRIMARY SCHOOL

1.   Quality Educational Experience

1.1   Attainment

Overall attainment in the school is good with the majority of pupils achieving what is expected of them in terms of Curriculum for Excellence (CfE) Levels. Attainment data for the school is collected through the Achievement of Curriculum for Excellence Levels (ACEL) in June each year. The numbers in each cohort are small so large percentage changes can represent only one or two children. The use of data from the Scottish National Standardised Assessments (SNSA) is available to support teacher professional judgement and further training in this area will benefit future identification of gaps and interventions for children.

The children in P1 and P4 in Crossroads in session 2017/18 achieved above the Moray average for Achievement of a Level in Literacy and Numeracy. For the P7 pupils, it was in line with Moray averages given the small numbers of pupils in the class.

The school uses the Moray Tracker to monitor pupil progress and attainment with termly attainment meetings between the Headteacher and staff. There is a need to upskill staff to develop their ability to identify gaps in learning and then plan interventions to focus on meeting learners' needs more accurately. This would help to improve learning and teaching and consequently raise attainment. This would also supplement the variety of summative and formative assessment approaches. Attainment over time is variable and generally improving and the size of the school means that more personalised approaches to planning should enable children to achieve more.

1.2   Wider school activities

Taking account of Pupil Voice there is the appetite for more school activities outside class time to compliment Active Schools who run sports sessions on a termly basis after school which are well received by pupils and benefit the majority of children in activities such as basketball. Wider school activities are being reviewed at present with Pupil Voice groups and should lead to more opportunities for learners to develop skills for life and learning.

Pupil achievements are celebrated through a variety of means such as assemblies, wall displays and Learning Logs which are greatly valued by parents as a means of communicating their children's achievements. Parents spoke highly of these in terms of home-school communication. More outdoor learning would enable pupils to better understand the local context of their school and enable them to experience a variety of contexts for learning.

Pupils have the opportunity to be involved in charity fund-raising events such as Children in Need and school fund-raising which help them to learn the importance of working to support those who are less fortunate than

themselves as well as providing them with responsibility by undertaking leadership roles.

1.3   ASN provision

There is 33% of the school roll with ASN and there is a need for upskilling of the staff by the SfL teacher in terms of a differentiated curriculum which is well planned and assessed.

Learner Profiles and Strategies (LPS) profiles are completed using the Moray standard profile for all pupils with ASN and these are shared with parents and staff. The LPS profiles require ongoing update and should be incorporated into a planned ASN Calendar. IEPs are written by the class teacher and are used to facilitate meetings with parents. There is the potential for the class teacher to be more involved in the writing of these IEPs.

The Support for Learning teacher has hours on Monday mornings and works with pupils within the classroom and on specific skills. Support Assistants work on interventions although there is a need for these to be better planned to meet pupils' needs.

Enhanced transition to high school is personalised where necessary and begins in P6 for some children, with three days in P7 for all pupils transitioning with identified additional support. The buildings and grounds are fully accessible for wheelchairs users although there are no pupils with this need at present. There is no designated disabled toilet and wheelchair users would not be able to use emergency exits from the classroom and could only use the main school entrance. The outdoor learning area at the back of the school building cannot be accessed by wheelchair users due to access issues.

The classroom environments are conducive to learning for pupils with sensory and physical needs. The school is inclusive, caring and supportive of pupils and their families which is appreciated by the school community.

1.4   Curriculum

The children are all taught in a single P1-7 multi-composite class which is good for social interaction across the stages. The children are taught in a variety of ways which included groups from across the stages as in Social Studies or in more ability related groups as in Numeracy. Due to the nature of the class pupils are generally grouped by their level of ability and not their age which helps to facilitate the inclusion of pupils with a range of needs and abilities.

The current Vision, Values and Aims are under review with all stakeholders in the process so that there is clarity. There is a need for the school to develop a clear Curriculum Rationale in line with the updated Vision and Values. Integrated into this will be skills progression within the context of the Moray Skills Framework which should be set within appropriate curriculum progressions and learner pathways.

There is scope to consider using the local area in developing rich learning contexts to provide children with real-life experiences as well as understanding the local heritage and landscape. Outside areas could be developed in a range of ways and the school is planning to look at this within the next year so that outdoor learning and play become an integrated aspect of the curriculum. The school is in a rural farming community and there is scope to ensure that experiences take account of the context of the school so that pupils who will have a future involvement in farming can begin to be prepared for this lifestyle as well as preparing pupils for other careers.

Joint strategic planning and appropriately resourced CPD opportunities with the other schools within the Keith ASG have been undertaken which should lead to improved learning and teaching so raising attainment. The Quad Schools concept has now been extended across the whole ASG with increased collaboration and sharing of good practice. Crossroads' 1+2 focus on French is engaging for pupils and this leads to the children being well prepared for the next stage of their linguistic learning journey at secondary school.

Health and Wellbeing is an important aspect of the life of the school and ways of working include the Whole School Quality Circle Time Model with a restorative approach to dealing with any issues which arise. As a result almost all children are ready for learning and are supported in a range of ways to access the curriculum. An Achievement Wall is used along with Reflection Logs to encourage children to take ownership of their learning and have a focus on improvement. Differentiation in terms of appropriately differentiated Numeracy and Literacy activities could be better planned and supported by more learning focused homework.

1.5   Learning & Teaching

The children engaged positively with the review team and were able to talk about their learning experiences clearly when asked. There was evidence of clearly structured lessons and clear expectations of what is expected of pupils in terms of behaviour within classes. All areas of the school were well maintained, well-resourced and provided a range of opportunities to support and aid learning.

There was a positive ethos across the school and very good relationships were evident between children and staff which created a positive learning environment. Children were quite clear about the purpose of their learning and they understood if they had been successful and what steps they would have to take to make progress.

In lessons observed the pace of learning could be faster and there was the opportunity to include more challenge such as having more able pupils working with pupils in the stage above. Differentiation was evident although it could be better planned for. This planning could involve assessment strategies to ensure that pupil progress is recognised and that skills

development is incorporated into pupil learning experiences in terms of success criteria. Learning intentions and success criteria were evident in classes although there was too much dead-time and a reliance on soft-ware to lead and not aid learning.

In the P1 to P3 stage there is the opportunity for more learning through play which could be facilitated through work/play stations within the classroom and using the outdoors. Also, active starts at this stage could better prepare children for the main learning of the day. There was no evidence of pupil led planning and this should be a focus for improvement.

The children do benefit from a range of learning approaches and the support staff lead learning in the classroom. Pupil feedback was given effectively and is supported through reflection logs which the children complete, some with adult support, and form a vehicle for good communication with home.

1.6   School buildings
Condition: standard C (2017)
Suitability: standard B (2017)

Crossroads Primary School is a well-kept and well maintained school within a confined space at The Grange Crossroads which is in a prefabricated building with a separate kitchen, dining hall and school hall which is used for performances and indoor PE in inclement weather. The school has a playground and sheds for storing play-time equipment.

There is currently 1 class formed for the 19 pupils at Crossroads.

1.7   Pastoral Care

There was a positive and welcoming ethos in the school. Children are well nurtured and felt supported by all school staff and knew who to go to if they required some kind of support. This was exemplified by Bob the Worry Monster and the support given by the Home School Link Worker. A positive culture of support and pastoral care was evident across the school and the children felt that they were part of a supportive learning community. Any issues such as friends falling out were dealt with sensitively and appropriately by staff and the pupils found staff to be approachable and friendly. Pupils were positive regarding most aspects of the school and hold their school and its staff in high regard. The school community has a strong sense of equity and equality for all pupils and this should be more evident in the forthcoming newly reviewed school vision and values. Staff demonstrated a caring and positive attitude towards pupils where their efforts both pastorally and academically were welcomed and valued by pupils and their families. The school has started on the Rights Respecting School Award programme and is working on achieving the Bronze Award.

The school has "Golden Rules" which complement the successful school ethos, and this enhances the positive relationships which exist within the schools and support the VVA which will be soon renewed.

Pupils feel that nearly all children behave well and are very accepting of one another, there are very few instances of bullying and the children support one another in their learning and during break and lunchtime.

1.8   Attendance, exclusions & pupil behaviour

Attendance rate: 95.36% (Moray Primary School average: 94.9%)

Violence/Aggression against staff: no incidents were recorded (2017/2018).

There were no incidents of exclusion (2017/18).

There are no real issues with pupil behaviour at Crossroads. The values outlined in or 'Getting it Right for Every Child', ensures the children and young people are safe, healthy, achieving their potential, nurtured, active, respected, responsible and included. A values based positive behaviour and relationships approach encourages good behaviour which is far more important than sanction. When sanctions are appropriate, these are agreed between both parties during restorative conversations.

2.   School roll

2.1   Roll and roll forecast
The School Roll in 2018 (Pupil Census) is 19 pupils. Since 2013 the roll has decreased by 10 pupils (from 29 pupils).

Forecasted roll: 2025 – 24
Estimated increasing roll over next 7 years

2.2   Inward placing requests
Net placings over last 5 years: 2014/15: 0, 2015/16: 0, 2016/17: 0,
2017/18: 1, 2018/2019 (Year to date): 0 inward placing requests

2.3   Outward placing requests
Net placings over last 5 years: 2014/15: 0, 2015/16: 1, 2016/17: 0,
2017/18: 3, 2018/2019 (Year to date): 1 outward placing request

2.4   Roll as percentage of capacity
2018 School Roll: 19; Functional Capacity: 50 = 38%
2018 School Roll: 19; Maximum Capacity: 66 = 29%

2.5   Class composition
2019-20: 1 class

2.6   Number of teachers
2018 – 1 full time equivalent teacher.

The full staffing complement includes 1.0 FTE Headteacher, who is a Paired Headteacher with Rothiemay Primary School, usually the 1.0 FTE Principal

Teacher is the main class teacher. A 0.08 FTE SfL teacher covers the Principal teacher's McCrone time for half a day.

There are also two Classroom assistants and Children's Supervisors who support in the school in a variety of roles within and out-with the classroom.

2.7   School roll
2018 School Roll: 22; Current 2019 School roll: 19

3.   Financial position

3.1   Budgeted running cost
The cost per pupil in 2018/2019 (based on current roll: 19) is £7,748.

3.2   Financial trends
School devolved budget (including carry forward) for 2017-18 had a 3.75% underspend restricted to scheme rules of 2.5% = £4,275.

3.3   Financial plans
The Headteacher uses devolved budget effectively for whole school developments, linked in with school self-evaluation and School Improvement Plan Priorities.

4.   Staff Wellbeing and Development

4.1   Availability of Teachers

There is no issue with staffing the school at the present time.

4.2   Headteacher Relief Time

The Headteacher is the sole member of Senior Leadership at Crossroads Primary School. As such, the Headteacher recognises the substantive Principal Teacher as her Extended Leadership Team for support and challenge, as well as leadership when she is in the paired school.

4.3   Leadership Capacity

The Headteacher came into post in February of last year and is providing clear direction to the school, managing the pace of change focused around the key school improvement priorities which are based on an Education Scotland report published in February 2018. Staff and pupils are increasingly encouraged to lead on a range of priorities and initiatives for school improvement which should increase the pace of change. This is complemented by involvement in self-evaluation activities and professional activities at the school and ASG level. School improvements are monitored carefully and this supports the Standards and Quality reporting with the involvement with other members of staff.

4.4   Staff Development and Leadership of Improvement of Change

Staff are given a greater level of leadership and autonomy which they are beginning to become more comfortable with and increasingly able to carry out successfully. Staff work effectively as a team to positively support pupils and this is recognised by pupils and parents.

5. Schools Accessibility

5.1 Home to school transport time

The majority of pupils (13; 68%) are from within catchment around Crossroads. 6 children (32%) originate from outwith catchment. For most children in this latter category it is anticipated travel is less than 30 minutes.

5.2 Distance to another suitable school

Nearest schools to Crossroads Primary School are identified as Keith Primary School (4.2 miles; 7 minutes approximate travel via B9018 and A95), Newmill Primary School (4.2 miles; 8 minutes approximate travel via B9018) and Rothiemay Primary School (7.8 miles, 12 minutes approximate travel time via A95 and B9117).

5.3 Existing co-operative arrangements with other schools and further education colleges/training organisations

Crossroads has a paired headship with Rothiemay and a range of collegiate activities take place between the 2 schools and there is also co-operative working arrangements with the other Quad Schools within the ASG. Transition arrangements for P7-S1 and enhanced transitions for ASN pupils are in place with Keith Grammar School (4.2 miles; 7 minutes approximate travel).

6. Strong Links with the Community

6.1 Parents' Views

Parents in the focus group had long histories with the school including two former pupils and they thought that their experiences of working with the school were very good. They were very supportive of the head teacher and parents collectively feel that all the needs of their children are being met at Crossroads. They had chosen to send their children to Crossroads despite larger schools being nearby.

Parents are appreciative of the staff efforts to give their children as many opportunities as possible given the school's size and they were grateful for the way in which the school staff had positively managed the loss of a teacher through transfer due to a decrease in numbers in November last.

Parents regarded the school as a "family" and liked the way in which their children were well known by the members of staff. The care given to their

children was believed to be very good and the parents thought that the staff went beyond what was expected of them which gave them re-assurance on the quality of their children's education. Parents were anxious that any further drop in pupil numbers could have an adverse effect upon the future of the school.

6.2   Degree and Quality of Parental Involvement

The Parent Council has a core of parents who regularly work to support school improvement and the identified priorities within the plan to ensure that the provision of the school is appropriate and sufficient. Parents are knowledgeable about the school and spoke enthusiastically about the engagement of the staff with them. They were appreciated the quality of the education which their children receive, although homework was a challenge for some parents.

Parents of pupils with ASN appreciate the additional support their children receive although they did express concern about the time their children spend with the Support Assistants and not in direct contact with the class teacher. Communication is considered appropriate and keeps them informed about their children's performance and progress. The Head teacher and other staff communicate regularly by email, and they are accessible to respond to any queries which may arise.

6.3   Contribution of the school to the Community

The links with the local area of Grange are largely fostered during the school day because of the dispersed nature of the school catchment. The school works closely with members of the local community and beyond where possible. The school has visitors such as the local Community Warden, the Police Liaison Officer and representative from charities like the SSPCA. The minister of St. Rufus, Botriphnie and Grange Church of Scotland is the School Chaplain and visits the school on a regular basis although the charge is vacant at present.

Links with Rothiemay Primary School for pupils exist but could be more fully developed given that the Headteacher is paired across the two schools. This allows for staff joint working on in-service and training sessions, and for peer collaboration formally and informally.

Crossroads pupils usually transition to Keith Grammar School. There is a robust programme of pastoral support in place, and an enhanced transition tailored to pupils' personal needs to ensure that making that move to secondary education is smooth. This also means that in the later primary years, the children are cementing relationships with other pupils transitioning from other areas of the Keith ASG. These relationships are enhanced by an annual residential trip for P7 pupils to Abernethy for the small schools from the ASG.

6.4   Other Provision (e.g. Nursery)

The school does not have a nursery onsite; children will come from a range of other early years settings.

6.5 Multi-function use of building

In Moray, Primary Schools are not currently let for community groups and activities. No informal arrangements for school building use are currently in place.

6.6 Capacity in nearest schools

Keith Primary School - Roll as percentage of capacity
2018 School Roll - 232 / Functional Capacity 462 = 70%

Newmill Primary School - Roll as percentage of capacity
2018 School Roll - 72 / Functional Capacity 98 = 73%

Rothiemay Primary School - Roll as percentage of capacity

2018 School Roll - 61 / Functional Capacity 75 = 81%

Conclusion

On the basis of the evaluations of criteria 1-6, Crossroads Primary School is currently not a sustainable school. The roll and enrolment forecasts indicate that the school roll will be variable over the next 7 years, remaining as one P1-7 class for most of this time.

Recommendations

School roll projections and the contents of this report suggest insufficient capacity and high costs to the Council in future years to retain this school. The potential inability to fill staffing vacancies when they rise is a concern.

The following options could be considered:

- Consider campus leadership model
- Consider merger with Keith, Newmill or Rothiemay Primary Schools and rezoning to ensure the shortest travel times for children.

Strengths

- The positive and supportive leadership of the Headteacher which has brought stability to the life of the school.

- A school ethos which makes it a welcoming community and helps learners to feel safe and secure in their educational journey.

- Positive relationships between all members of the school community which has created a firm foundation for more effective learning and teaching.

- Pupils who are well-mannered, polite and keen to learn meaning that they are mostly ready to be taken further in their learning.

Areas for Improvement

- Review approaches to learning and teaching in order that children take more responsibility in their learning and develop skills in understanding the language of learning.

- Further develop leadership at all levels within the school.

- Improve the planning, assessment and moderation of learning to provide a greater degree of pace and challenge for all learners.

- Make more effective use of the range of pupil data available to ensure that learning is appropriately challenging and interventions are planned to close gaps in learning.

- Continue to develop pathways in all curricular areas.

KEITH PRIMARY SCHOOL

1. Quality Educational Experience

1.1 Attainment

In P1, achievement of a level (ACEL) data for 2017/2018 indicates that pupils perform above Moray averages for Reading, Listening and Talking, and Numeracy, and below Moray average for Writing. In P4, achievement of a level data for 2017/2018 highlights that pupils perform above Moray average for Reading, Writing and Listening and Talking, and below Moray average for Numeracy. In P7, achievement of a level data for 2017/2018 indicates that children performed above Moray averages for Writing and Numeracy. Children achieved marginally below Moray averages for Reading and Listening and Talking. School data and Teacher Professional Judgments (TPJ) are further informed by Scottish National Standardised Assessment (SNSA) at P1, P4 and P7 stages.

In discussion with the Headteacher and Depute Headteachers, a number of interventions are in place in order to strengthen learning experiences and raise attainment. Keith Primary School participates in Northern Alliance Emerging Literacy, addressing gaps in pre-writing and early literacy skills. Keith Primary School also support Emerging Literacy across the local authority further with early stage practitioners leading one of three local authority Lead Practitioner networks of practice. PEF funding is further used to provide targeted literacy, numeracy and health and wellbeing support to individuals and groups of pupils through additional classroom assistant support. Resource packs and activities have been developed in order to support literacy and home learning with further workshops to following on from successful family learning session led by the Family Support Worker, supporting raised aspirations of all.

In their focus on raising attainment, the school focuses on three core areas: Learning and Teaching, Pupil Support and Assessment and Moderation. The school has worked on consistency in learning and teaching and lesson structure, with refreshed numeracy progression and use of PEF identified resources including Rapid Reading, Rapid Maths and Rapid Phonics in support of groups and individuals. The school will collegiately review approaches to Writing in the coming session, as reflected in P1 and P7 ACEL data. The school has worked closely with its Associated Schools Group (ASG) schools and Keith Grammar School in Modern Languages 1+2 and German progression where the school is well placed with L3 (3rd Language) development with strong commitment and focus on Scottish Heritage and Burns literature.

Through discussion with the Headteacher and staff, practitioners continue to grow in confidence in their TPJ of learner level achievement as per the Scottish Government's data return requirement for key stages (P1, P4, P7). This includes work within the school and with practitioners across the Keith ASG, focusing in on Education Scotland's Moderation Cycle. A variety of

assessment approaches are used across all curriculum areas with engagement with National Benchmarks at initial stages. Learners make progress from prior levels of attainment in Literacy and Numeracy and teaching staff - working together with SfL staff and the Principal Teacher (Additional Support Needs) – identify individuals and groups in need of support and intervention. Staff meeting time is further used for collegiate review of planning and moderation activities.

The school has embraced Tracking and Monitoring of learner attainment and achievement, supported by a comprehensive school developed database linking in teacher's planning ("Dashboard"), pupil records, Health and Wellbeing related information and attainment tracking. Staff do not yet have full understanding of data and analysis at all levels, but are very aware of children and their individual support needs. Further tracking of cohorts and individual pupils over time, using all available data (for example, Scottish National Standardised Assessment [SNSA], PiPs, InCAS, Achievement of a level, TPJ, diagnostic assessments) and upskilling practitioners at all levels in respect of data analysis will support them further in assessing pupil needs. It is acknowledged that performance data is used when checking on pupil prior levels of attainment and gaps are identified in learning through SNSA diagnostic reports. Further data analysis would support awareness of the impact of interventions for closing attainment gaps.

1.2   Wider school activities

A range of clubs are organised for lunchtimes by the Active Schools Coordinator. Badminton is arranged for pupils, with Running planned later in the year. The Gardening Club, supported by the janitor, support assistants, parents and community volunteers, has recently acquired a greenhouse and are looking forward to growing their plants from seeds. This links to the sustainability agenda and other CfE learning, as well as crucial life skills around growing and harvesting healthy foods.

Fundraising is central to the work of the "Frog Squad" (Parent Council having taken this name from the school logo) and they involve pupils in events throughout the year. Recently the playgrounds have been improved, with the children themselves running the fundraising events. In addition to fundraising there is a good base of support in the community, such as Walker's providing mince pies and shortbread for the Festive Fayre. Children make regular visits to Taylor Court and the Glen Isla Retirement Home, and a Coffee Morning there combined fund raising with their inter-generational learning. Staff from Glen Isla have spoken to the children about dementia and helped the pupils to develop an awareness of the needs and strategies for managing old age.

Celebrations of wider achievement successes are made regularly in assemblies and in the monthly newsletter which is distributed in paper and electronically via the website. Social media is used to further promote the successes of learners. The Heather Stanning termly award of a trophy and medal recognises special achievements such as resilience and initiative. Assemblies showcase learning and parents and the wider community are

invited to the class assemblies. Parents speak of them as inclusive and building confidence, with all children taking an active part in these.

Many visitors to the school add expertise and enhance the curriculum. Police Scotland delivered the internet safety work, Scottish Opera run an annual workshop day and performance and the ministers from various Keith churches come into school to support RME, collective worship and the ethos of the school. In "The Beeches" (ASN base) a regular favourite is Mr Watson, music therapist, with his range of percussion instruments for pupils to join in singing and playing together. There are visits from theatre companies and specialists like the Bug Man, with his snakes and spiders. Annual events for P7 help their transition to Keith Grammar School and team cooperation. Events supported by the Associated School Group - and funding from the Frog Squad such as the team building with Outfit Moray - are eagerly anticipated and enjoyed by pupils.

Activities for children to engage in local, regional and national initiatives are built into the curriculum. For instance, the curricular language L3 is Scots and the children take part in the Burns Federation poetry competition. Language learning is supplemented by the "Keep Doric Alive" section of the monthly newsletter that offers key phrases in Doric and encourages spoken native tongues in school. The main foreign language of the school is German and this year a native German speaker has supported the language which is learned in all classes, including the nursery. Practitioners are further supported by the Modern Languages Department at Keith Grammar School.

Various groups operate with the aim of engaging Student Voice, some including nursery and the youngest pupils where appropriate. The Eco-group, known as "Power Rangers" are working towards the Silver award and promote competitions such as the poster campaign to save electricity. The P7 Prefects, technicians and House Captains meet regularly to feed into school improvement work and promote their priorities. There is scope for developing this further and for encouraging greater pupil leadership throughout the school. Pupils in the focus groups spoke predominantly about tasks they undertook, such as sorting out house points and certificates, and being an extra pair of hands in the playground.

1.3   ASN provision

146 pupils or 45% of the school roll are recorded as having an Additional Support Need. This is higher than the Moray average (33% - 2017/2018).

Pupil needs are met both in the classroom and in the enhanced provision, the latter operating an "open door" policy. Time spent in each location is based on individual pupil needs and agreed in collaboration with class teachers and PT ASN as part of the child planning process. The enhanced provision is situated at the centre of the school, is integral to school life and is described as the "heart of the school." There is expertise in meeting a wide range of pupil needs including severe and profound, physical, communication and learning needs. An inclusive ethos is embraced by staff and pupils who are also encouraged to include and involve everyone in school life.

Partnerships with a wide range of professionals are evident in review of the robust documentation used to plan and evidence support for pupils. Professional working relationships are established between the school and a range of wider support services including Physiotherapy, Speech and Language Therapy, Moray SEBN service, Moray Sensory Support team and Moray Autism Service. There are also strong relationships within the local community. Extended transition links with Keith Grammar and community facilities and links with the Home-School link worker are strong. Collaborative working within the Keith ASG Additional Support for Learning team is valued, with quarterly meetings attended by ASN staff and Headteachers from ASG Primary Schools.

Established procedures for identification, planning to meet needs and record progress are strong. There is thorough documentation such as Personal Learning Planning, Individual tracking and recording, Learner Profiles and Strategies, use of IEPs and Child's Planning documents using solutions-orientated meetings. The school also has their own pupil database which tracks and records pupil progress and stores pupil documentation. Information is also recorded on SEEMIS, with potential noted for human error leading to duplication or omission and important information not being transferred when the child moves to another school. Baseline and standardised assessments, tracking data and other literacy assessments are used to inform and identify target groups. The school are developing new materials for the range of classroom based strategies used for literacy intervention and reduce the frequency of small group teaching.

Application of the data to inform meeting of pupil needs in the classroom is inconsistent at this time and relies greatly on ASN staff to support. This is also true of the application of differentiation and individualised planning: either not evident or reliant on resources from the ASN department. Teachers have access to the Learner Profiles and Strategies which have recently been introduced and is recognised by the school as a useful tool in supporting practice.

A number of pupils with severe and complex needs are educated mainly within the enhanced provision. Wherever possible, opportunities are created for pupils to be included in learning experiences alongside their peers. For example, school assemblies, playground space, whole school activities and themes. IEP targets are in place and displayed as a visual for the pupils and are reviewed regularly. They are visible and monitored by all staff working with the child using learning tracks. Programmes are highly individualised, tracked and monitored. There is considerable expertise and experience amongst staff working with these pupils in regard to physical care, medical needs and aspects of the curriculum such of the use of TACPAC (Touch And Communication Pack – sensory communication resource). Teaching and learning for these pupils is planned and led almost exclusively by the PT ASN supported by a team of dedicated, well managed and experienced support staff. The Pupil Support Assistants (PSAs) have a strong understanding of pupil needs and work collaboratively to respond to these needs in an efficient

and sensitive manner. Daily two-way communication with parents and staff on pupil wellbeing and learning is undertaken either on arrival/departure from school or via communication books which are also updated by PSAs.

The school environment is fit for purpose with extensive facilities to meet a range of Additional Support Needs. More space has been created within the school to accommodate the wide range of personal care and medical needs that are currently being met. Review of the responsibilities of the PT ASfL is now advocated with 45% or the school roll recorded with an Additional Support Need. Class teachers require support in order to take greater ownership of the assessment and delivery of appropriate learning for all pupils, including those pupils with ASN.

1.4 Curriculum

The school's Vision and Values have been developed collaboratively involving all members of the school community. The school's statement of values emanates from "KEITH" with core values of Kindness, Everyone showing respect, Improvement, Teamwork and Happiness. Pupils have awareness of these values and they are communicated through assemblies and in the classroom by means of positive relationship messages. The school has a Curriculum Structure in place which is based on the eight Curricular Areas. The curriculum is delivered in part through topics and IDL themes which seek to capture pupil interest. Recent topics have included The Romans, Pirates, Egyptians, the Katie Morag books, The Jacobites and Fairy Tales. The curriculum could be enhanced further by linking more to the unique context of the school and the opportunities for Outdoor Learning. Pupil Voice could be extended more in terms of designing a Curriculum Rationale which is based on a unified school vision, values and aims with whole school community consultation and review.

The school has an awareness of the importance of delivering knowledge and skills through the curriculum. This is enhanced by a positive behaviour management policy based on traditional values such as honesty and hard work which the school community follows. There is opportunity for the skills for learning, life and work integral to Curriculum for Excellence (CfE) to be more fully related to the Developing the Young Workforce (DYW) programme so that there is more direct relevance between skills learned in the classroom and the World of Work. Recent STEM activities have proved popular with pupils in the upper stages and this should help staff to focus on enquiry skills in Science to enhance its delivery through Inter-disciplinary Learning (IDL). In the Early Years there is a focus on Literacy through the Emerging Literacy programme in which the school has been involved for three years. The school is also focusing on Numeracy, and all the developments in Literacy and Numeracy are included in the school's PEF planning to 'close the gap' which is related to poverty and aspirational deficit.

There are a wide range of curricular opportunities on offer which are regularly reviewed and progressions are being created for German in collaboration with the Modern Languages Department at Keith Grammar School and within the

school on Scots language to ensure consistency of language delivery across the stages. Progressions are being developed for ICT from Nursery to P7 so that pupils develop skills as part of a planned programme of learning. Linked to this is the need for curricular progressions across all curricular areas. Health and well-being is a current SIP priority.

The curriculum is enhanced by a variety of other activities such as Eco Group who are working with the school community to lessen its carbon footprint. Scottish Opera run workshops for pupils and visiting theatre companies such as The Takeaway Theatre Company, exposing the school community to high quality performing arts experiences. Scots Poetry plays an important part in the life of the school both in classes and as part of poetry competitions which include the Scottish Poetry and Burns Federation Competitions. At year group level opportunities exist for pupils to take part in STEM activities which include the Primary Engineers Workshop for P7, encouraging pupils to consider engineering careers. These activities are enhanced by members of the local community coming into school to participate in assemblies especially local church ministers.

Current work on progressions will help teachers to liaise between stages to ensure progression and to ensure appropriate curriculum coverage. The PEF budget is used for targeted interventions in order to improve attainment and achievement in Literacy and Numeracy where gaps are identified to be related to poverty. This is being actioned by the appointment of extra staff which include a Family Support Worker and Classroom Assistant to support children within and out-with school. In the Nursery all pupils engage with a curriculum which is based on play and outdoor learning. There is a well-resourced outdoor play area adjacent to the Nursery which is utilised to give children a variety of experiences to develop social and sensory skills. Consequently pupils are encouraged to be active in the outdoors. The Nursery also accesses the local wooded area as well as the outside provision. There is a well-planned curricular transition which ensures that the pupils' learning is smoothly managed from Nursery to P1.

1.5   Learning & Teaching

Keith Primary School is a very bright, modern and welcoming environment for learning. Across classes and corridors, display spaces are used well to showcase pupil work, learning and leadership opportunities and celebrate pupil achievements. During the reviewing team's time at Keith Primary School, all classes were visited on at least two occasions in order to observe learning and teaching activities, speak with learners and review classwork.

In most lessons visited, children understood the purpose of their learning with clarity on *what* they were learning. Clear instructions were provided in most lessons with evidence of planning for groups and individual pupils apparent across most classes. When questioned regarding *why* they were learning different topics, concepts or aspects of learning, the majority of learners spoken with were less clear regarding the purpose of learning. Learners engaged in planned "Active Start" class-based activities at the start of the

school day. As a teacher wellbeing check-in as well as a vehicle for development of core literacy and numeracy skills through activity based approaches, notable time is committed to this universal support. In the majority of classes visited, it is noted that this approach now requires review for relevance to all cohort groups against the time commitment involved.

Learning Intentions were shared in most classes visited, with mix between knowledge and skills-based learning intentions. Success Criteria (whole class) were identifiable in most classes, with variability in Success Criteria focus from those linked closely with learning intentions to those involving more structural features. Co-creation of Success Criteria was further observed in less than half of lessons. Further differentiation of Success Criteria would have supported individuals and groups more in the majority of classes, supporting learners to take greater ownership of their learning and support 'chunking' of learning into achievable yet challenging proportions. Extending opportunities for self and peer assessment linked to Success Criteria would also support increased pupil ownership of learning, reflection on progress and next steps in learning in most lessons visited.

In almost all lessons, children engaged in learning activities well with positive relationships and behaviour exhibited by almost all children. Staff know learners well overall and support them in a rights-respecting and positive manner. As a result, most children engage positively with staff across the school. Practitioners across the school are supported well by the Principal Teacher (ASN) with regards to differentiation of teaching materials and activities for those children with ASN. Planned and developed by classroom practitioners, further differentiation of activities and Success Criteria as stated previously would support and where appropriate, challenge learners further in their learning. This includes approaches to questioning, with open-ended questioning observed in few lessons visited. Such questioning may have supported deeper learning and further promotion of higher order thinking as observed in some of the lessons visited.

In the majority of lessons observed, pace of learning was slow for less than half of learners spoken with, where additional challenge would have deepened their learning. Increased focus on skills, career education standards and transfer of skills in wider IDL contexts would further increase depth and transferability of learning, supporting future progression. Digital learning and development of learner digital literacy was observed, including within discrete ICT learning activity, with variability observed in learner skills development.

In the majority of classes, learners received written or verbal feedback on learning activities, tasks and following answering whole-class questions. Extending opportunities for formative assessment within learning experiences across stages would lead to further timely interventions, ensuring sufficient pace and challenge for learners across stages. Most teachers used whole class and individual praise well in order to motivate learners who in turn responded positively. In a few classes, learners reflected on learning activities through ongoing dialogue and learning conversations with class teachers. This practice was inconsistent across the school. Increased rigour

in learner self-reflection against Success Criteria and mapping through consistent use of learning logs across the school would further strengthen identification of strengths, progress and next steps in learning. Supported by development of a shared and universal language of learning, learner progress and attainment may strengthen along with providing a consistent approach for supporting reporting to parents.

1.6   School buildings
Condition: standard A (2017)
Suitability: standard A (2017)

Keith Primary School is a modern primary school, the present building opening in February 2012 and sharing a campus with Keith Grammar School and Keith Sports and Community Centre. Keith Primary School is the largest primary school in the Keith Area with 14 classrooms, Art and Science Room, Music and Drama Room, Additional Support Needs Base and Nursery.

School facilities are wheelchair friendly and encompass a paved plaza at the main entrance to the school with sufficient parking. An extensive playground area inclusive of an all-weather multi-use games area and an Astroturf pitch shared with local schools. An outdoor amphitheatre is further provided in support of delivery of the curriculum. The Nursery has a well-resourced outdoor play area, supporting free-flow play and outdoor learning. The school has a purpose built and fully equipped ASN facility which includes a multi-sensory room, soft-play room and life-skills room as well as classrooms, a laundry and disabled shower facility.

1.7   Pastoral Care

Keith Primary School as a community are committed to *Getting It Right For Every Child* and have a common and shared understanding across the school of the importance of children's wellbeing and inclusion. Class teachers take an active pastoral role for children in their classes and make time for individual pupils in their classes, taking note of any changes in behaviours and demeanour to ensure they receive the support they may need. Groups of children are targeted for support with self-esteem and wider social skills, with access to The Beeches at break and lunch times for those children who may need it over and above ASN support. Keith Primary School has a dedicated Support for Learning team with very supportive teachers, pupil support and classroom assistants led by an experienced Principal Teacher of Support for Learning, targeting support as appropriate and working in partnership with wider agencies.

Children are treated consistently and fairly using the Golden Rules developed in partnership with children and used as the basis for the school rewards system. Staff are further proactive in ensuring children are listened to and cared for, safe in school and their wider lives. This includes support in wider issues including Internet Safety awareness, CPR training, Police Scotland talks on 'drugs' and BSL (British Sign Language) group for interested learners. Staff are keen to recognise children's strengths and needs and offer personal

support to those children who may require it. Children have a range of adults they may wish to speak with including teachers, playground staff, pupil support assistants and home-school link worker. Children also have a range of pupil groups for wider participation including Prefects, Eco Group, Gardening Group, Playground Action Group and Circle Time discussions as appropriate. "PALS" or "Pupil Activity Leaders" also support play activities with children in P1-P2 with traditional games, encouraging participation of all. Children with exceptional needs are well supported and included.

Pupils are further supported well through pastoral transition activities including "Growing up" day in June where classes prepare for the next year group and their new teacher. Transition and extended transition activities for identified pupils are organised in preparation for move to secondary school. Likewise, Nursery-P1 transition is supported through joint events and topics with parental information evenings also organised for parents of new Nursery and new P1 children.

Children participating in focus group discussions believe most children in the school behave well and enjoy coming to school. Children know who to go to in order to access support and feel safe in school, highlighting the various systems in place in order to keep them safe including prefects and playground group. The school advocates promoting positive behaviour and aims to ensure everyone feels safe, are treated with dignity and respect. Children are aware of the wellbeing indicators (SHANARRI) for interventions as appropriate in support of their wider Health and Wellbeing. A next step as identified by the school would be engagement with the UNICEF Rights Respecting School Award, supporting development of useful School, Classroom and Playground Charters for promotion and adoption by all of rights respecting behaviours and approaches.

1.8   Attendance, exclusions & pupil behaviour

Attendance rate: 94.33% (Moray Primary School average: 94.9%)

Violence/Aggression against staff: 22 incidents were recorded (2017/2018) involving 4 different pupils.

There were no incidents of exclusion (2017/18).

Keith Primary School's eight "Golden Rules" form the basis for their Positive Behaviour Management system. Developed by children in the school as the basis for their Rewards System – Frog Points and Certificates – the school mascot ("Keith the Frog") features regularly at assemblies and classroom visits. Children remind Keith of the Golden Rules, including the importance of not hurting others, honesty, working hard, listening to others, kindness and safety. Parents further speak of the very positive school ethos based on mutual respect, where behaviour is handled well by all staff. Children understand actions and consequences, with reduction in "Golden Time" resulting from poor behaviours exhibited over the week. Further review of

approaches to Positive Behaviour and development of a Positive Relationships policy or equivalent would further support this area.

2.   School roll

2.1   Roll and roll forecast
The School Roll in 2017 (Pupil Census) is 323 pupils. Since 2013 the roll has decreased by 5 pupils (from 328 pupils).

Forecasted roll: 2025 – 324
Estimated increase by 1 pupil over next 6 years

2.2   Inward placing requests
Net placings over last 5 years: 2014/15: 2, 2015/16: 2, 2016/17: 3, 2017/18: 4, 2018/2019 (Year to date): 3 inward placing requests

2.3   Outward placing requests
Net placings over last 5 years: 2014/15: 10, 2015/16: 14, 2016/17: 14, 2017/18: 12, 2018/2019 (Year to date): 12 outward placing requests

All outwards placing requests across years relate to P1 entry stage

2.4   Roll as percentage of capacity
2018 School Roll: 323; Functional Capacity: 462 = 70%
2018 School Roll: 323; Maximum Capacity: 482 = 67%

2.5   Class composition
2018-19: 14 classes (including Nursery): 13 single stage and 1 composite (Classes: Composite: P5/6)

2.6   Number of teachers
2018 – 17.6 FTE Teachers
Includes 1.0 FTE Headteacher, 1.0 FTE Depute Headteachers (2 Depute Headteachers; 0.6 FTE and 0.4 FTE respectively), and 1.0 FTE Principal Teacher (PT [ASN])

2.7   School roll
2017 School Roll: 323; Current 2018 School roll: 327 (Nursery not included: 41 pupils)

3.   Financial position

3.1   Budgeted running cost
The cost per pupil in 2018/2019 (based on roll: 323) is £2,765

3.2   Financial trends
School devolved budget (including carry forward) for 2017-18 had a 1.55% underspend, below scheme rules of 2.5%.

3.3   Financial plans

The Headteacher uses devolved budget effectively for whole school developments, reflective of School Improvement Plan Priorities. This has included purchase of Literacy, Numeracy and HWB resources and use of PEF funding for targeted resources and additional staffing as noted above.

4. Staff Wellbeing and Development

4.1 Availability of Teachers

Keith Primary School is fully staffed at this time, in respect of teaching staff. The school also have two Newly Qualified Teachers (NQTs) this session. Unplanned staff absences are covered where possible with absence at time of visit of the visiting Music teacher.

4.2 Headteacher Relief Time

Due to school size and staffing complement as detailed in section 2.6 above, the Headteacher is non-class committed. The Headteacher is further supported by 2 part-time Depute Headteachers, one taking distributed leadership responsibility as Nursery Manager.

4.3 Leadership Capacity

The Headteacher provides clear direction to the school, managing pace of change focused around the three key School Improvement priority areas detailed previously. Staff and pupils are empowered to lead on various areas for school improvement, involved in self-evaluation activities and setting priorities through pupil voice and staff meetings. Parents value home-school communication and support offered by all staff, including the offer of P1 shared learning, ASN parent support group and the approachability of staff. School improvements are monitored carefully and updated where necessary, as detailed in this session's addendum to the School Improvement Plan.

4.4 Staff Development and Leadership of Improvement of Change

A number of staff lead various pupil groups and leadership opportunities with further scope to lead on curriculum and learning and teaching related activities. Staff are involved in SIP priorities through staff meetings, reviewing progress and supporting identification of next steps. Staff are also encouraged to look outwards to Moray and National good practice and are involved in key agendas for change including raising attainment in Numeracy, 1+2 Languages (German, Scots Language) and Moderation as an ASG. Staff are encouraged to lead on CPD with early years practitioners also taking on "Lead Practitioner" role for Northern Alliance Emerging Literacy and one of Moray's three Lead Practitioner Networks.

Notable work has been undertaken to date on planning and progressions, with staff meeting time looking at consistency in planning and review of planning. Staff are keen to share resources and do so using the school planning "dashboard" linked to the school development management information system (database). Increased self-evaluation surrounding consistency in

quality of learning and teaching approaches across the school will support practitioners in improving outcomes further for all children. This includes staff development activities in relation to Staged Intervention and planning for differentiation for all learners. Consistency in approach to learner reflection on learning and next steps through learning logs or equivalent across the school, will further support learner ownership of learning and foster growth mindset.

The majority of pupils (294; 91%) are from within catchment in Keith. Few pupils (29; 9%) originate from outwith catchment.

5.   Schools Accessibility

5.1   Home to school transport time

The majority of pupils (294; 91%) are from within catchment in Keith. Few pupils (29; 9%) originate from outwith catchment. Most children in this latter category it is anticipated, travel for less than 30 minutes. It is noted that Keith Primary School has the Enhanced Provision Base for the ASG, highlighting potential for longer travel times for identified pupils.

5.2   Distance to another suitable school

Nearest schools to Keith Primary School are identified as St Thomas Primary School (0.9 miles; 5 minutes approximate travel via A96), Newmill Primary School (1.8 miles; 6 minutes approximate travel via B9116), Crossroads Primary School (4.2 miles; 8 minutes approximate travel via A95 and B9018) and Botriphnie Primary School (6.1 miles; 12 minutes approximate travel via B9014).

5.3   Existing co-operative arrangements with other schools and further education colleges/training organisations

Co-operative working arrangements as common with other Primary Schools exist among the ASG. Transition arrangements for P7-S1 and enhanced transitions for ASN pupils are in place with Keith Grammar School (shared campus).

6.   Strong Links with the Community

6.1   Parents' Views

Parents through focus group discussions report that they are happy with Keith Primary School and the support that they and their children receive. Parents value the supportive wider school community along with the school's knowledge of children and encouragement given to children. Parents value teaching and support staff, and the "open door" nature of the school in the event of any questions or concerns.

Some parents recognise that learning logs are useful in mapping their child's learning and next steps and would welcome more regular sharing in order to support their child further. Nursery parents in particular enjoyed the "pancake and rhyme time" parental engagement event and positive interactions between adults and their children. This included use of floor-books to support children and their ability to discuss learning underway. Parents see the school as proactive in addressing concerns with an ethos built on mutual trust and respect. Recent homework focus group where all including children were welcome to give their views was well received. Term summaries are further well received, raising parental awareness regarding curriculum content and learning alongside invitation to attend regular assemblies and Open Evening events.

6.2   Degree and Quality of Parental Involvement

The school has an active Parent Council – the "Frog Squad" – named with reference to the school mascot as detailed previously. The group meet regularly throughout the year with attendance open to all parents, carers and members of the community. Recent events organised by the Frog Squad include a Family Quiz Night and the annual Tombola. Fundraising is used to pay for a range of wider pupil experiences including theatre group performances, a visit to Culloden battlefield and wider learning experiences.

The school and nursery also invite parents in to school to participate in wider focus groups in order to help evaluate the work of the school. This has included a review of homework.

6.3   Contribution of the school to the Community

The school play an active part in the local community, with inter-generational involvement with Glenisla Nursing Home and Taylor Court, involvement of pupils in the Keith Traditional Scots Music Festival, contribution to fundraising events and wider partnership working with ASG primary schools and Keith Grammar School. Fundraising this session raised over £400 for BBC Children in Need, with a very successful whole-school Christmas Fayre raising over £4,000 for school funds as well as developing wider skills in learners.

The school are active with regards to Scottish Poetry and Burns Federation Competitions with all children involved across the school in learning Scottish poems for an annual Scottish Poetry Competition, ultimately leading to 8 competitors taking part in the Burns Federation Competition. A number of pupils are also part of local Scouts, Guides, Brownies and Rainbows groups, taking part in local community events and representing their families and school.

6.4   Other Provision (e.g. Nursery)

The school has the ASG Enhanced Provision Base and a morning and afternoon nursery with 41 children currently attending the latter.

6.5   Multi-function use of building

The school has the ASG Enhanced Provision Base and also houses its own Nursery in an area adjoining the school nursery.

In Moray, Primary Schools are not currently let for community groups and activities. No informal arrangements for school building use are currently in place.

6.6   Capacity in nearest schools

Please refer to St Thomas Primary School, Newmill Primary School, Crossroads Primary School and Botriphnie Primary School SFF Reports, section 2.4.

Conclusions

On the basis of the evaluations of criteria 1-6, Keith Primary School and Nursery (with ASG Enhanced Provision Base) is a sustainable school. The roll and enrolment forecasts indicate that the school will remain above the minimum roll threshold for a primary school (above 145 pupils per section 6.7, "Schools for the Future: A Policy for Sustainable Schools"), classed as a non-denominational school and supporting a Headteacher free from teaching commitment. Roll prediction indicates relative stability in school roll over the next six years. With current functional capacity (70%) and maximum capacity (67%) alongside relative future stability in school roll anticipated, Keith Primary School has future capacity to receive additional pupils from within or outwith existing catchment area.

Recommendations

A non-denominational school, Keith Primary School covers the town of Keith. Projections suggest sufficient capacity in future years to meet the needs of the school catchment and further needs of the ASG with regards to Enhanced Provision Base placements from non-catchment area families or other schools. Below both Functional (70%) and Maximum capacities (67%), school size would allow for addition to current school roll (323 pupils).

The following options could be considered and appraised:

- Consider 3 – 18 campus leadership model
- Retain Keith Primary School as per existing arrangement

Strengths

- Children who are very friendly and polite, exhibiting a rights respecting and positive attitude towards the school and their wider school community.

- Led by the Headteacher, a staff team committed to supporting and strengthening the wellbeing and support needs of all children with principles of GIRFEC (Getting It Right For Every Child) embedded in practice.

- A very positive and inclusive school ethos, underpinned by mutually positive relationships across the school community ensuring equity for all.

- A very calm and purposeful environment for learning, with staff planning a range of learning experiences across the curriculum.

- The breadth of knowledge and experience of a wide range of factors giving rise to Additional Support Needs, with appropriate strategies in place to meet learning needs in a coordinated and well-managed way.

Areas for Improvement

- Revisit school vision and values, ensuring continued relevance to school context and community.

- Reviewing the school's Curriculum Rationale and reflecting on the Curriculum for Excellence design principles, extend development of curriculum progressions to all curriculum areas in support of planning and progression for all.

- Revisit school learning and teaching strategy for development of a consistent and shared language of learning across the school, ensuring appropriate pace, challenge and differentiation for all learners led by classroom practitioners.

- Extend opportunities for pupil leadership across the school and in their learning.

- Review opportunities for staff leadership, empowering staff across the school to lead changes to curriculum, learning and teaching for raised attainment and achievement of all learners.

NEWMILL PRIMARY SCHOOL

1.   Quality Educational Experience

1.1   Attainment

In P1, Curriculum for Excellence (CfE) Achievement of a Level (ACEL) data for 2017/2018 indicates that pupils perform below Moray averages for Listening and Talking, Reading, Writing, and Numeracy. In P4, achievement of a level data for 2017/2018 highlights that pupils perform above Moray average for Listening and Talking; on a par with Moray averages for Writing; very slightly above the Moray Average in Reading; and considerably below Moray average for Numeracy. In P7, achievement of a level data for 2017/2018 indicates that children performed above Moray averages for Listening and Talking, Reading, Writing, and Numeracy. SNSA data is being used to assist teachers with their judgments at the relevant stages.

Through discussion with the Headteacher and staff, confidence in Teacher Professional Judgment (TPJ) of learner level achievement as per the Scottish Government's data return requirement for P1, P4 and P7 is increasing. Staff have benefitted from moderation activities across the Associated Schools Group (ASG) and within the school. On review of data, partnership working within the school and across the ASG and a continued focus on moderation, will secure teacher confidence in TPJ further.

The school has adopted Tracking and Monitoring of learner attainment and achievement, supported by the local authority tracking and monitoring spreadsheet tools. The Headteacher is confident that the predictions for 2019 of achievement of a level are based on a more robust evidence base and are supported by teachers' clearer professional judgement which has been focussed through aligning the National Benchmarks to curricular progressions and plans. The Headteacher is confident that progressions will soon be in place for numeracy as well as literacy which is currently being finalised.

Teachers are increasingly more aware of data, with a focus on the review of groups and individual pupils and their attainment supporting identification of attainment gaps and planning interventions in support of closing such gaps. Working with the Principal Teacher and Headteacher, practitioners have identified intervention strategies for raising attainment and meeting learning needs. Dialogue with practitioners identifies children who may benefit from wider support in Literacy, in particular, which is the area of focus for this year. Further tracking of cohorts and individual pupils over time, using all available data will support practitioners further in assessing pupil needs and identifying the impact of interventions for closing attainment gaps.

1.2   Wider school activities

Newmill Primary School offers a range of pupil leadership opportunities supported and led by staff. All pupils in Primary 3 to 7 have opportunities to

be part of 'Tower' Committees/Councils which focus on a key responsibility where they are working for the school in order to effect change. Groups include Creativity, Rights and Responsibilities, Sustainability, Identity, Community, Change and Social Justice. Their ideas and activities are captured in Floor Books which are displayed in order to readily share with others. Their activities to date have effected change and included expanding the range of after school/lunchtime activities; developed leadership of playground games; and enhanced the local village environment with the planting of bulbs. Pupils have promoted the shared language of learning with the local playgroup and so have enhanced the transition to school for new pupils. Wider achievements are celebrated in Assembly and in 'Tower time' when the pupils in Primaries 3 to 7 discuss achievements and suggest where these relate to the school's vision and values. Pupil achievements are then recorded on 'post-it notes' and added to the school's vision wall display. Pupils share their understanding of the four capacities and how these relate to the school values as part of lifelong learning. Pupils record and track wider achievements in an individual Wider Achievement folder. This record includes progress in curricular areas; progress in well-being through the use of the SHANARRI wheel; and personal achievements. Wider Achievement folders are shared with Parents during Open Afternoons and comments are recorded. Pupils have been involved in the writing of their own reports although this is currently under review.

1.3   ASN provision

51% of pupils have identified Additional Support Needs and are catered for by differentiation within the mainstream classroom appropriate to their individual needs.
In Newmill Primary School, a position of 0.2FTE Support for Learning (SfL) teacher remains vacant, however, the Principal Teacher has adopted a strategic role in undertaking administration and supporting all staff to make effective use of additional Pupil Support Assistant time to provide in-class and discreet withdrawal for targeted support. Support staff speak of the partnerships with teachers in planning and of a sensitive and positive relationship with supported pupils. Due to recruitment difficulties for the SfL post, 0.1FTE teacher time has been converted to Pupil Support Assistant time.

Currently, the school is involved with partner agencies including Speech and Language Therapists (SALT) and Occupational Therapy. The school is aware of the process to gain access to Educational Psychology and other agencies as necessary to support pupils, their families and school staff. Support staff are involved in IEP planning either at the initial stage or in contributing to evaluations and undertaking a checklist of achievements and identifying next steps. Teachers and support staff access additional training and this has included three members of staff undertaking training on 'Talk Boost'. Currently the early data from this programme is being analysed. Teachers engage in learning communities within the ASG and also within a subgroup of the ASG (i.e. two sets of paired schools called Quad Schools along with one other school) to support new learning. Support staff are willing to undertake

training and are supported to put new skills into practice to support learners. Relationships amongst staff are very strong and informal passing of pupil information on an ongoing basis works well. PSAs find teachers approachable and they feel valued.

There are procedures in place to ensure successful P1 entry and P7 exit transitions for pupils. This includes regular informal visits to and from the Playgroup where children are already adopting the Newmill Philosophy and Language of Learning. They attend 'Tower Time' school assemblies and a more formal transition programme is in place for Term 4 with a planned timetable of events for pupils and parents. The P7 pupils from rural schools in the ASG have the opportunity to meet at the 'Loft' fortnightly to meet others socially from small schools and this will be extended to include the children from a large primary school in Term 4. Most P7 children from the rural schools come together on a residential trip and they also meet up at the rural sports which are held annually. Overall, support at transitions is working well for mainstream pupils and pupils who require additional support are known to staff and individual needs are supported when required to ensure a positive transition experience.

The school prides itself in meeting the needs of individual learners and ensuring the wellbeing of all is valued and achieved. The Headteacher recognises the need to ensure that evidence of children making progress from prior levels of achievement is gathered and outcomes tracked.

1.4   Curriculum

The school community has a sound understanding of the school's vision and values, providing a good foundation for developing a relevant curriculum for learners. The Headteacher has clearly set out the requirements within a strong foundation which has included and involved all stakeholders. The Curriculum Rationale is currently under review but it is being built up around the context of the school and the shared Vision and Values. This is illustrated pictorially as part of the Vision, Values and Aims Display and is clearly visible throughout the school.
The school focus this session has been on developing progressions for Literacy, Numeracy and Health and Wellbeing and in supporting understanding of achievement of a level and teacher expectations. The Health and Wellbeing of learners is a current focus and developments have included the agreement of a restorative behaviour approach 'Building Positive Relationships'.
The school plans to extend the development of curriculum progressions to wider curriculum areas, aligning these to National Benchmarks. The Headteacher is supporting this work through devising new planning formats linked directly to curriculum progressions. This will ensure all learners continue to progress through the Broad General Education.
Planning for inter-disciplinary learning has started and currently focuses on relevant situations which arise locally e.g. 'Traffic Chaos in Keith' resulting in the development of a whole school focus on 'Bridges and Landscapes'. Staff engage with national benchmarks, supported at school and ASG level with

moderation. The school is at an early stage of planning by bundling experiences and outcomes into manageable and relevant groups.

The children feel secure within the classroom to express their ideas and there is evidence of personalisation and choice. This is evidenced especially in the upper stages, where there are many opportunities for leadership and application of skills. Pupil progressions have been developed with colleagues across the ASG and all staff are given the opportunity to contribute to these.

1.5   Learning & Teaching

Newmill Primary School has a very positive, pupil engaging environment for learning. Reception, classroom wall space and corridor display spaces are used well to showcase not only children's learning and achievements but the process of successful learning within the vision and values of the school. The open-plan environment for two classes is well organised and accommodates quieter areas for one-to-one support. The separate early stages class is closely linked to an outdoor courtyard learning space affording the opportunity for free-flow learning in the outdoors. During the reviewing team's time at Newmill Primary School, all classes were visited at least twice in order to observe learning and teaching activities, speak with learners and review classwork.

Children engaged positively with the review team and were proud to talk about their learning experiences both by volunteering and when asked directly. By P7, children can clearly articulate their understanding of a Learning Challenge and how they undertake to be successful in achieving learning. Most lessons are well organised and structured. Most learners know what and why they are learning and how to be successful. Across classes, children are eager to learn and most children are excited about the prospect of taking their learning further. A range of learning and teaching approaches and creative ideas are employed to engage learners to ensure motivation and ownership of learning. In lessons observed, there was a mixture of questioning focused on whole-class and individuals. Whist the culture of pupil led learning is being developed well, on the day of the review, observations were mainly of teacher led or directed learning. Learning Intentions were shared in most classes visited. Success Criteria were identifiable in most of the visits and children described opportunities they have to contribute to the Success Criteria. Plans by the school to include Learning Intentions and Success Criteria as part of the planning process for different areas of the curriculum developed will further support consistency by teachers and ownership of learning by pupils. Differentiation of success criteria for groups and individual pupils as appropriate may then be broken down further to meet individual needs.

Transitions between learning activities were generally smooth and moved at an acceptable pace. Differentiation, whilst recognised as challenging within a multi-composite lesson, is planned to meet the varied needs and ability levels of all learners in all classes. Teachers and support staff were engaged and supportive to individuals and groups throughout class time.

Pupils spoke very positively about the value of verbal feedback from their teachers. A few pupils identified the need for more consistent written feedback in their jotters from their teachers so that they were reminded of next steps especially for starting a new piece of writing. In the middle and upper stages, pupils spoke of peer assessment opportunities and the way they engaged in dialogue with one another to discuss, assess and feedforward in their learning. Very articulate pupils were able to confidently outline ways they had achieved their learning and recognised that this was worth sharing. They were articulate also in the philosophy of 'Growth Mindset' and how this can impact on their learning.

All teachers used praise to motivate and engage pupils in their learning and to encourage others to participate in their learning. Teachers made good use of ICT to reinforce and support learning and teaching activities.

1.6   School buildings
Condition: minimum standard C (2017)
Suitability: minimum standard B (2017)

Newmill Primary School is situated south of the main street in the village of Newmill and was re-built in 1988. The school building is a welcoming building with a secure entrance foyer which serves as a small reception area. This is adjacent to the office and used by the Primary Administrator. The hall, staffroom, HT Office and teaching areas are accessed from a corridor beyond the reception foyer. The teaching areas include one smaller classroom which houses the P1/2/3 class and an open-plan area which is shared between P3/4/5/6, the Library area and P5/6/7. An outdoor area can be accessed from an exit near the P1/2/3 classroom. The school kitchen is situated beside the hall with a servery.

1.7   Pastoral Care

Newmill Primary School has a very positive and welcoming ethos both within the playground and in the classroom. This is reflected in the way adults and pupils interact with each other both inside and outwith the classroom. Most pupils show their understanding of the school values through their interactions with each other and with staff. A clear focus on the importance of well-being is evident in each classroom and pupils talk about the well-being indicators and use them for reflection and for setting targets. Following the new 'Building Positive Relationships' approach, staff use the well-being indicators to help communicate to pupils how their behaviour/actions are impacting on the pupil's own and other children's well-being. Most pupils feel safe in both the classroom and in the playground. They are fully aware of the structures in place to keep them safe and are able to identify the staff they can go to for support. All staff receive regular training in Child Protection. The Headteacher and Administration staff use SEEMIS to record significant and pastoral events. Being that the Headteacher is not always on site, staff know who to contact should there be any concerns. Most pastoral concerns are dealt with by the Headteacher, but in her absence, this is shared by all staff. Parents

report that the Headteacher is readily available despite the paired school arrangements.

1.8   Attendance, exclusions & pupil behaviour

Attendance rate: 94.29% (Moray Primary School average: 94.9%)

Violence/Aggression against staff: no reported incidents were recorded (2017/2018).

There were no incidents of exclusion (2017/18).

The school has a 'Building Positive Relationships' agreement recently revised, outlining key steps to ensure resolution. Pupils feel that most children behave well and are very accepting of one another. They describe different ways in which they have become knowledgeable about 'Bullying' through Clubs and Councils as well as the opportunities given to reflect on different points of view through Circle Time. Simple but effective initiatives such as 'The Thinking Bench' and 'The Shaky Hand Gang' have been introduced to support progress. In a recent survey, 97% of pupils felt they were treated fairly.

2.   School roll

2.1   Roll and roll forecast
The School Roll in 2018 (Pupil Census) is 72 pupils. Since 2013 the roll has increased by 20 pupils (from 52 pupils).

The majority of pupils (50; 69%) (based on the 2017 census) are from within the catchment area for Newmill. Less than half of pupils (22; 31%) originate from outwith catchment.

Forecasted roll: 2025 – 48 pupils
Estimated decrease by 24 pupils over next 7 years

2.2   Inward placing requests
Net placings over last 5 years: 2014/15: 2, 2015/16: 4, 2016/17: 4,
2017/18: 0 (3 inward placing requests refused), 2018/2019: 3 inward placing requests.

2.3   Outward placing requests
Net placings over last 5 years: 2014/15: 1, 2015/16: 1, 2016/17: 0,
2017/18: 2, 2018/2019: 1 outward placing requests.

2.4   Roll as percentage of capacity
2018 School Roll: 72; Functional Capacity: 98 = 73%
2018 School Roll: 72; Maximum Capacity: 75 = 96%

2.5   Class composition
2018-19: 3 classes: 3 composite classes

(Classes: Composite: P1/2/3, P3/4/5, P6/7)

2.6   Number of teachers
2018 – 4.00 FTE Teachers – 11 Staff in total.
Includes 1.0 FTE Headteacher, 2FTE teachers and 1.0 FTE Principal Teacher
Currently there is not a SfL teacher in post but the school is allocated 0.2FTE
FTE.

2.7   School roll
2018 School Roll: 72

3.   Financial position

3.1   Budgeted running cost
The cost per pupil in 2018/2019 (based on current roll: 72) is £3712.

3.2   Financial trends
School devolved budget (including carry forward) for 2017-18 had a 3.98%
underspend restricted to scheme rules of 2.5%. This left an underspend of
£8613 to take forward into 2018-19.

3.3   Financial plans
The Head Teacher uses devolved budget effectively for whole school
developments, linked in with school self-evaluation and School Improvement
Plan Priorities. This has included the purchase of a portable Promethean
board for use in the GP Room (Hall), out-door play equipment, STEM
equipment and the up-grading of the Library. PEF funding has also been
used to employ a PSA who has been utilised in the classroom to undertake
Literacy interventions (e.g. 5 minute Boxes). Talk Boost training and
resources have also been bought through this funding.

The Parent Council has been very supportive and contributed positively to the
finances with a healthy balance of £7063.83 raised from Coffee Mornings and
a Christmas Concert. The Parent Council has purchased new signage for the
school, a trolley for the Football/Cross Country teams when they travel to
events, strips for teams, and High Visibility vests. During session 2017-18
and in previous years, the Parent Council heightened the fencing on the
Playground and re-seeded the grassed area. The Parent Council also
arranged for the erection of a Mud Kitchen in the Courtyard, and a new shed
in the playground to store outdoor equipment.

4.   Staff Wellbeing and Development

4.1   Availability of Teachers

There is a full complement of class teachers currently but that is about to
change due to the departure of the PT. There is a vacancy for a 0.2FTE
Support for Learning Teacher.

4.2   Headteacher Relief Time

 Due to the paired schools arrangement, the Headteacher does not have a teaching commitment although due to staffing issues in both schools she has had to undertake cover for class teachers on a fairly long term basis.

4.3   Leadership Capacity

The Headteacher provides clear direction to the school, managing the pace of change focused around the School Improvement priorities. The Principal Teacher currently takes a lead in relation to the administration and organisation of support for children with additional support needs. This post is about to become vacant as a result of the current post holder moving to another post. Staff and pupils are encouraged to lead on a range of priorities and initiatives.

4.4   Staff Development and the Leadership of Change

Professional Review and Development of teachers and the Employee Review and Development of support staff ensure that staff focus on a set of clear priorities and initiatives and work effectively together. Teachers and support staff recognise the positive changes implemented by the current Headteacher following a period of instability. The emphasis on promoting consistency with regard to behaviour and relationships, including working on Children's Rights, has been appreciated by staff. The current focus on raising attainment through developing different interventions and strategies for literacy has been supported by CPD opportunities, both in-house and outwith the school, and specific training for key staff has been provided. All staff are responsible for promoting a Positive Growth Mindset.

5.   Schools Accessibility

5.1   Home to school transport time

Most pupils live within the village and surrounding area. It is anticipated that all pupils travel no more than 30 minutes to school in normal traffic.

5.2   Distance to another suitable school

Nearest schools are Keith Primary School and St. Thomas RC Primary School in the town of Keith (1.5 and 1.75 miles approximate travel time respectively by road and is approximately 5-8 minutes); Crossroads to the north east (4.3 miles approximately 8 minutes by road) and Botriphnie, the paired school, to the south west (6.9 miles approximately 13 minutes by road).

5.3   Existing co-operative arrangements with other schools and further education colleges/training organisations

Co-operative working arrangements as common with other primary schools exist among the ASG. Transition arrangements for P7 – S1 are in place with

Keith Grammar School (1.5 miles away approximately and 5 minutes travel by road). Enhanced provision arrangements when required are in place with Keith Primary School and Keith Grammar School. (Both 1.5 miles away approximately and 5 minutes travel by road)

6   <u>Strong Links with the Community</u>

6.1   <u>Parents' Views</u>

Parents praised the Headteacher and the staff, including support staff, for their commitment to the school; their approachability; and the strong emphasis which is placed on pupil voice effecting change. They maintain that pupils in Newmill Primary School look forward to coming to school and they are well supported to aim for high standards of behaviour and engagement with learning. They are impressed with the Communication between school and home which is open, informative and is provided digitally as well as in paper format.

Parents applaud the opportunities which they are given to learn about the work of the school; to understand new initiatives e.g. 'The PIT into practice'; and to enjoy the events which are arranged to share the talents of the children.

Parents are eager to support the school by fund raising, volunteering and attending opportunities given for children to share their learning. They spoke positively of how well they feel ASN/ESN children are supported within the school.

6.2   <u>Degree and Quality of Parental Involvement</u>

Parents are active and this includes a parent council which supports the school financially and provide volunteers as required. Parents spoke knowledgeably about the children's learning, their involvement in the review of the vision and values of the school as well as the 'Building Positive Relationships' review.

6.3   <u>Contribution of the school to the community</u>

The school has strong links with the local Playgroup which meets in the Village Hall situated across the road from the school playground and car park. Local business partnerships such as with a local distillery and supermarket have supported school developments such as the outdoor classroom area to promote 'Playful Learning Experiences'.

The school engages positively in village life including planting flowers at the Clock Tower and inviting members of the community e.g. members of the 'Flying Friendship' Group to attend the school concert.

6.4   <u>Other Provision (egg Nursery)</u>

The school does not have a nursery provision.

6.5   <u>Multi-function use of the building</u>

Moray primary schools are not formally let for community groups and activities. No informal arrangements are currently in place.

6.6   Capacity in nearest schools

Keith Primary School - Roll as percentage of capacity
2018 School Roll: 232/ Functional Capacity: 462 = 70%

St. Thomas RC Primary School - Roll as percentage of capacity
2018 School Roll: 63/ Functional Capacity: 75= 84%

Crossroads Primary School - Roll as percentage of capacity
2018 School Roll: 19/ Functional Capacity 50 = 38%

Botriphnie Primary School - Roll as percentage of capacity
2018 School Roll: 23/ Functional Capacity 50 = 46%

Rothiemay Primary School-Roll as percentage of capacity
2018 School Roll: 61 / Functional Capacity 75 = 81%

Conclusions

On the basis of the evaluations of criteria 1-6, Newmill Primary School is currently a sustainable school but with the projected drop in school roll it could become unsustainable. The roll and enrolment forecasts indicate that the school will be variable over the next 7 years, indicated to fall to approximately 48 pupils in 2025. It has the potential to be sustainable if smaller schools were to merge within it. The inability to fill the part-time Support for Learning Teacher vacancy potentially identifies staffing problems in a small school.

Recommendations

The following options could be considered:

• Consider campus leadership model
• Consider merging with Crossroads PS or Botriphnie PS on current campus.
• Consider merger with Keith Primary School and rezoning to ensure the shortest travel times for children.

Strengths

• The leadership of the Headteacher in building the foundations of a positive learning environment for all, as well as progressing with areas for school improvement, and inspiring and leading staff, pupils and parents to progress together

• Well-mannered children who are eager to learn and are knowledgeable and articulate about the vision and values of their school.

- A positive learning environment where the wellbeing of all is important to staff and children's achievements are celebrated.

- A strong community spirit which is enjoyed by the school community and the Newmill Community at large.

Areas for Improvement

- Continue with plans to build a clear Curriculum Rationale which identifies how the curriculum will be organised and developed.

- Continue with plans to ensure there are clear learning pathways for all curricular areas.

- As the curriculum is refreshed and reviewed, ensure shared and consistent expectations for the quality and presentation of learning records across all stages.

- Maintain a clear focus on raising attainment and tracking and monitoring cohorts to ensure the appropriate interventions are in place.

ROTHIEMAY PRIMARY SCHOOL

1.   Quality Educational Experience

1.1   Attainment

In P1, Curriculum for Excellence (CfE) achievement of a level (ACEL) data for 2017/2018 indicates that pupils perform significantly below Moray averages for Reading and Numeracy, Writing Listening and Talking. In P4, ACEL Data for 2017/2018 highlights that pupils perform above Moray average for Listening and Talking, and notably below Moray averages for Reading, Writing and Numeracy.   In P7, ACEL data for 2017/2018 indicates that children performed above the Moray averages for Reading, Listening and Talking, and Numeracy. Children achieved below Moray averages for Writing. Scottish National Standardised Assessments (SNSA) data is now being used to assist teachers with their judgements.

Through discussion with the Headteacher and staff, confidence in Teacher Professional Judgement (TPJ) of learner level achievement as per the Scottish Government's data return requirement for key stages (P1, P4, P7) has increased in the last year. Staff expectations are rising, and the majority of staff have used collegiate time well, engaging with National benchmarks and participating in cross-associated Schools Group (ASG) moderation activities focusing on Numeracy and Literacy. The formal opportunity for rich professional dialogue has given teachers the confidence to progress in this area. This has been further supported by working with Crossroads, Botriphnie and Newmill Primaries with a focus on Assessment is for Learning (AifL) by linking to quality learning intentions and success criteria.

The Moray Tracking and Monitoring tool has recently been implemented to monitor attainment and achievement. Tracking and Monitoring meetings are planned to be held three times a year (November, February and May) with all teaching staff involved so that information can be shared and effective planning across the stages can take place, with a particular focus on Numeracy and Literacy. Teachers are increasingly more aware of data and these meetings are supporting practitioners to work in partnership in further assessing pupil needs, identifying attainments gaps and agreeing appropriate interventions.

The ASN teacher works closely with the Headteacher and staff by meeting with them termly to ensure targets are being met. After reviewing the deployment of Pupil Support Assistants, they are now being utilised more effectively to support with identified and agreed learning interventions for specific children or groups of children. A range of targeted and universal interventions have been identified and are in the process of being implemented. "Emerging Literacy" was highlighted as having an impact on P1-3 and will be cascaded to all staff to support implementation of strategies across the whole school to ensure progression and impact. Resources to support Numeracy like Numicon and the '5 Minute Boxes' have been purchased using Pupil Equity Fund (PEF) monies and will be implemented once training has taken place in May. Health and Wellbeing remains a focus

on the School Improvement plan with the Whole School Quality Circle Time Model, Growth Mind-set, Restorative Approaches and Nurture remaining high priorities. The creation of a Nurture area is also supporting progress in this area.

The use of Learning Logs ensures children are reflecting on their learning and are empowered to consider their progress and next steps. Parents also reported that these logs provided them with invaluable information about their child's attainment, achievement and their next steps; thereby supporting them to raise attainment in the school.

1.2   Wider School Activities

Despite Rothiemay's rurality, parents and pupils commented on the varied opportunities available to their children. The school widely promotes activities run by the Active Schools Team, volunteer parents and other partners via newsletters and e-mail. Activities have included jogging, rugby, Co-ordination and Balance, street dance and basketball. The programme changes and is adapted to meet the needs of the children as required. Many of the activities are based in Keith, but the Active Schools Co-ordinator has a very strong relationship with the school attending all assemblies so she can promote activities taking place. Developing leadership opportunities by training P7 pupils how to play Botcha, has supported them to teach younger pupils these skills during intervals and lunchtimes whilst also enhancing their leadership skills. In collaboration with the ASG, P6/7 pupils are given the opportunity to attend workshops run by the Scottish Opera. This provides a rich opportunity for Rothiemay Primary pupils to work with other children within the ASG. Most pupils reported that the activities on offer helped them to develop a range of skills to support their physical and emotional development, whilst also preparing them for learning, life and work.

The Parent Council also support wider school activities, fundraising and social events like Bingo evenings. They fund the Princes Trust to work with children on their skills in a range of areas including hockey, basketball and football. The class teachers also benefit from this input as it enhances their professional development. Having close links with the community drives the direction of some of the fundraising, as community and school are closely interlinked. One such project aims to raise money for a defibrillator in the community. As part of this project, the Parent Council have funded First Aid training for all P5-7 pupils. Taking part in a variety of fundraising events like Children in Need, Red Nose Day and World Book Day has further contributed to the children's understanding of the impact they can have on their communities, both locally and nationally.

Initial steps have been taken to broaden children's understanding of children's rights, and local, national and global issues by signing up for UNICEF's Rights Respecting School Award (RRSA). Pupils stated that they are listened to and their views about the school are given consideration, but this is done in an informal manner by speaking to class teachers or the Headteacher. Assemblies every two weeks are used to celebrate the success of pupils who have been identified as 'Pupil of the Week' by demonstrating they have

achieved an agreed target. Pupils reported that these are motivating in terms of overall personal performance. A Pupil Council has been in operation, but there is scope for it to be refreshed with a renewed focus on realising and embedding the school's updated vision and values. Full implementation of wider accreditation schemes and initiatives like RRSA will provide a framework for planning and extend leadership opportunities for class pupils. It will also enhance pupil voice, ensure children have a deeper understanding of global issues and children's rights, and develop sustainable groups which reflect the needs and interests of the whole school community. Profiling of pupil's wider achievements both in and out of school also needs to be captured.

1.3   ASN Provision

Within the 2018 census, there are 25 pupils registered with Additional Support Needs, this equates to 41 % of the school roll (61) – this is above the Moray primary school average of 32% during session 18/19.

The ASN Teacher, who has returned to the post in January working 0.2 FTE, has had a positive impact on learners and is able to support the Headteacher and class teachers to implement structures and appropriate supporting paperwork to evidence interventions and share the impact of these interventions with parents.

Staff have a clear understanding of the staged intervention process and use this to identify learners' needs within their classrooms. Increased use of Learning Profiles and Strategies (LPS) is supporting staff in this area. Staff make some use of digital technology to support learners and there is scope for further development to support and challenge learners using a wide range of programs which are now available.

The Support Staff team are clear about their role in supporting learners and are deployed according to a needs based assessment. They feel valued by the school community as a whole and contribute to the strong, positive relationships within the school. They have accessed First Aid, Food Hygiene and Behaviour Management training and would benefit from the opportunity to continue to access further appropriate training suitable to the school context of needs. Much of the communication between support staff and class teachers is informal and there are opportunities for this to be developed as part of a formal structure of information sharing linked to planning outcomes for learners to support differentiation and inclusion.

The school offers a nurturing ethos and the resources are in place to support individual learners who have a variety of complex needs. There is access to a nurture area which provides opportunities to create music or other individual/small group activities. This use should be maximised for learners to offer individual programmes of work. The Headteacher has been proactive in contacting outside agencies and is flexible in her approach to try to secure the best outcomes for learners with complex needs. There are plans to further adapt the sensory room to continue supporting learners as their needs develop or change over time.

The Pupil Equity Fund has provided some resources to offer individual support in numeracy and this will dovetail with the adoption of the Emerging Literacy working, which will support attainment progress in the early level of the curriculum and beyond.

Parents spoke highly of the individualised programmes for children which ensured bespoke support was in place that met their children's needs. Feedback about supports identified and the impact this was having was a major strength as it encouraged growth in all their children.

1.4   Curriculum

The school's vision is "Moving Forward Together" which aligns with the school values of respect, honesty, fairness and trust. The school vision and values are not currently embedded within the life of the school. The school have identified a need to re-visit the school's vision to ensure it is shaped by clear values and the unique context of the school and its community. Consultation with all stakeholders has started in this area. The refreshed vision and values must be embedded within the life of the school and communicated regularly through assemblies and classrooms.

The Headteacher is also in the early stages of reviewing and developing the school's curriculum rationale with all stakeholders as part of the school improvement programme. It is vital the unique features of the school community inform the design of the curriculum. The school is using a variety of frameworks for Numeracy, Writing and Spelling. Progressing with this work at pace, the school now needs to develop progressive frameworks for Reading and all other curricular areas. This will support teachers in strengthening learner progression whilst ensuring that children are developing skills in different areas of the curriculum. Working with ASG Primary and Secondary colleagues, there is potential to undertake joint sourcing and implementation of wider curricular area progressions. Due to the number of composite classes, the school is aware of the need for teachers to liaise between stages to ensure progression, breadth and depth. Adopting a common planning format and building formal meetings into the Working Time Agreement for this purpose would further support progress being made in this area.

There were a few examples of children being given the opportunity to take their learning outdoors. The unique setting of the school is ideal to use the outdoor areas more frequently when planning children's learning in a progressive way.

Examples of the school providing opportunities to develop partnerships with the community and local business are at an early stage. The school should now further develop meaningful opportunities for children to learn about the world of work by engaging with the Career Education Standards, Developing the Young Workforce (DYW) and the Moray Skills Pathway when reviewing the curriculum rationale.

1.5   Learning & Teaching

Across the school, children experience positive relationships with staff and peers and there is a happy, calm atmosphere in the school which is conducive to a positive learning environment. Pupils report they enjoy school and are willing and positive participants in their learning. They are polite, mannerly and talk about their school with pride. During our time at Rothiemay Primary School, a full programme of classroom visits was undertaken to observe learning and teaching activities, review class work and jotter work, and engage learners in conversation about their learning.

The majority of pupils engaged well in their lessons and enjoyed their learning. There was not consistency in learning and teaching across the school. In the majority of lessons, children are not sufficiently challenged, and the pace of learning is too slow - too slow to start and time is not effectively used to maximise learning opportunities. The school now needs to review how staff utilise time to always ensure purposeful and challenging lessons where optimal learning is taking place. There was some evidence of independent learning; however in the majority of lessons there was an emphasis on teacher led learning with limited opportunities for children to lead learning or become actively involved. In almost all lessons there was a lack of differentiation. Approaches to differentiation to support learning should now be explored and implemented across the school to beast meet the needs of all learners.

Across the school learning intentions are generally shared in Writing lessons but less consistently in other curricular areas. There is a need for the school to develop consistency in the use of clear and well-matched learning intentions and success criteria and ensure these reflect the intended learning and assessment. Involving children in the co-construction of success criteria would aid differentiation, target setting and enhance their understanding of how, what and why they learn.

Most children spoke positively about being actively encouraged to use self and peer assessment to effectively support their learning and demonstrate their knowledge and understanding and skills developed. They relished the opportunity to reflect on their learning and evaluate their learning against others. Most children were able to give effective feedback to their peers and suggest ways in which they could improve. A growth mindset culture was clearly embedded in the school which allowed all pupils to see mistakes as learning opportunities.

Assessment is not yet integral to planning for effective learning and staff need to develop a whole school approach to assessment which consistently evidences breadth, challenge and application of learning. Teachers have recently engaged with the Moray Tracking and Monitoring system and should continue to deepen their understanding of national standards to support planning for progression in learning to make more robust assessments of children's progress and inform their planning.

1.6   School buildings

Condition: standard C (2017)
Suitability: standard B (2017)

Rothiemay Primary School is a traditional Victorian building located in the centre of the parish of Milltown of Rothiemay and serves the village and the surrounding countryside area. It lies on the banks of the River Deveron and borders neighbouring Aberdeenshire. Rothiemay Primary School provides an educational service to children from P1-P7. It is a nondenominational primary school.

Rothiemay is a well organised space. The school office is located at the main entrance and is used by the Headteacher and Administration Assistant. The school consists of three classrooms, a nurture room, a quiet room (general purpose room), a hall, and a playgroup room. Outside there is a playground, a playing field, a memorial garden and a Trim Trail assault course. The school continues to consider ways to develop the outdoor learning space and wild life area.

1.7   Pastoral Care

Rothiemay Primary is a welcoming school community that provides a happy, supportive, caring and inclusive learning environment where the children are constantly encouraged to support each other with both their learning and wellbeing needs. A strong sense of family and interconnectedness is a strength in the school where equity for all is promoted and where pupils enjoy the opportunities for supporting others in their learning. Positive relationships were evident between pupils, staff, parents and the wider community, and all stated feeling valued. All children reported feeling safe and could articulate clearly that they could approach any member of staff to report concerns or ask for help. Issues are resolved with minimal fuss and as quickly as possible. Bullying was not identified as a problem at Rothiemay Primary by pupils, staff or parents. There are appropriate Child Protection procedures in place in line with Moray Council policies.

All staff are sensitive and responsive to the wellbeing needs of each individual child and formal structures are being put in place by the Headteacher to ensure it is considered the responsibility of all. In some classes the wellbeing wheel is being used to assess children's wellbeing needs. In order to effectively track and monitor the wellbeing of children this should be adopted by all classes and aligned with the Moray Tracking and Monitoring tool. A focus on "Growth Mindset" has supported the children to become more resilient. Parents found sessions delivered about this initiative very informative and helpful. The Headteacher was complimented by parents on her ability to identify different and often creative ways of supporting individual children and the positive impact it has had on building their self-esteem and confidence. As identified in the School's improvement plan, whole school engagement with the Rights Respecting School Award and the introduction of the Quality Circle Time Model would support and further develop the work already being undertaken in this area.

1.8 Attendance, exclusions & pupil behaviour

Attendance rate: 95.39 (Moray Primary School average: 94.9%)
Violence/Aggression against staff: no reported incidents (2017/2018)
There was one exclusion (2017/18).

There is currently no identified need for a formal behaviour system in the school. "Golden Time" is used as an incentive to manage behaviour. Pupils who reported having their golden time cut back or removed stated it did not motivate them to change their behaviour. A rewards system has been introduced in some classes but was not being used consistently in all classes. Parents commented on how behaviour had improved since the appointment of the new Headteacher and although not a major concern, any issues are now dealt with swiftly and efficiently. Pupils also helped to shape classroom/playground rules which parents and pupils felt had a positive impact on the behaviour overall. The use of restorative approaches is also impacting positively.

2. School roll

2.1 Roll and roll forecast
The School Roll in 2017 (Pupil Census) is 61 pupils. Since 2013 the roll has increased from 44 to 61 (current roll, 2018; 61 pupils)

Forecasted roll: 2025 – 49
Estimated decrease by 12 pupils over next 6 years

2.2 Inward placing requests
Net placings over last 5 years: 2014/15: 0, 2015/16: 1, 2016/17: 2, 2017/18: 1, 2018/2019 (Year to date): 2 inward placing requests

2.3 Outward placing requests
Net placings over last 5 years: 2014/15: 2, 2015/16: 0, 2016/17: 0, 2017/18: 0, 2018/2019 (Year to date): 2 outward placing requests

2.4 Roll as percentage of capacity
2018 School Roll: 61; Functional Capacity: 75 = 81%
2018 School Roll: 61; Maximum Capacity: 94 = 65%

2.5 Class composition

2018-19: 3 classes: 3 composites
(Classes: Composite: P1/2/3, P3/4/5, P6/7)

2.6 Number of teachers
2018 – 3.4 FTE Teachers – 3 Teachers, ASN Teacher (2days)/McCrone (2 days)

1.0 FTE Headteacher, who is a paired Headteacher with Crossroads Primary, and 3.4 FTE Teachers

There are a number of PSAs (4 Part-time) who support in the school in a variety of roles within and out with the classroom.

2.7 School roll
Current (2018) School roll: 61

3. **Financial position**

3.1 Budgeted running cost
The cost per pupil in 2018/2019 (based on current roll: 93) is £3606

3.2 Financial trends
School devolved budget (including carry forward) for 2017-18 had a 4.58% underspend which equates to £8283.

3.3 Financial plans
There are no major financial plans other than purchase of resources to support and enhance learning and teaching and the general upkeep of the building.

4. **Staff Wellbeing and Development**

4.1 Availability of Teachers

Rothiemay Primary School is fully staffed at this time. Long term absence at the end of 2018 impacted greatly on the ability to deliver on key priorities within the School Improvement Plan.

PE and Art are offered across all stages by class teachers. The Princes Trust is funded by the Parent Council to provide additional PE and there is a visiting Music Specialist.

4.2 Headteacher Relief Time

Rothiemay Primary has a paired headship with Crossroads Primary. The Headteacher is the sole member of Senior Leadership at Rothiemay Primary School. The Headteacher recognises the substantive Principal Teacher as her Extended Leadership Team for support and challenge, as well as leadership when she is attends the other school.

4.3 Leadership Capacity

The Headteacher provides clear direction to the school, sensitively managing the pace of change around four key School Improvement priorities. Staff are becoming increasingly empowered to be involved in a range of priorities and initiatives for school improvement including self-evaluation. Parents value the strong leadership of the Headteacher and the home-school communication links.   Pupils would welcome more leadership opportunities, including

participation in committees, to support school improvement and skills development.

4.4   Staff Development and Leadership of Improvement of Change

Staff have begun to work closely with the Headteacher on formal and informal self-evaluation activities, actively discussing and identifying school priorities and next steps. Building relationships with the children, families and staff has been a major focus for the Headteacher, and teachers, support staff and parents recognise the positive changes implemented so far by the Headteacher. Pace of change was identified as manageable by staff, but now requires to be accelerated to ensure satisfactory progress.

Further development of pupil and staff leadership opportunities will allow for greater ownership of change. Staff should identify their areas of strength and how they could more effectively contribute to school improvement. Parents welcome the positive changes in recent times led by the Headteacher, proactive and positive in communication, taking action based on feedback on a range of issues from behaviour to supporting their child's learning.

5.   Schools Accessibility

5.1   Home to school transport time

The majority of pupils (51; 84%) are from within catchment in Rothiemay. Less than half of pupils (10; 16%) originate from out with catchment. Most children in this latter category it is anticipated, travel for less than 30 minutes.

5.2   Distance to another suitable school

Nearest schools to Rothiemay Primary School are identified as Crossroads Primary School (8.5 miles; 13 minutes approximate travel via B9117 and A95) and Newmill Primary School (8.3 miles; 13 minutes approximate travel via A95 and B9117). Keith Primary School also within the ASG is within travelling distance (8.5 miles; 13 minutes approximate travel via B9117 and A95).

5.3   Existing co-operative arrangements with other schools and further education colleges/training organisations

Rothiemay has a paired headship with Crossroads Primary and a range of collegiate activities take place between the two schools. They also work very closely with Botriphne Primary and Newmill Primary as they are schools with a similar rural profile. Co-operative working arrangements as common with other Primary Schools exist among the ASG. This includes Moderation activities underway including Curriculum transition work (Writing). Transition arrangements for P7-S1 and enhanced transitions for ASN pupils are in place with Keith Grammar School (8.5 miles; 13 minutes approximate travel via B9117 and A95).

6.   Strong Links with the Community

6.1   Parents' Views

Parents are pleased with the school, and in particular, the regular communication via newsletters, e-mails and telephone calls. Through focus group discussions with 6 parents, comments were made about the constant formal and informal feedback received from the school about their child's progress – homework, Learning Logs, settling in interviews, and parents' evenings to name a few. They acknowledged that since the new Headteacher had taken over, they are being given increasing opportunities to contribute their views. For example, when visiting the school for an assembly recently, their views about the vision and values of the school were collated.

Parents welcome transition opportunities including extended transition (Additional Support Needs) and wider pastoral support of their children to achieve and succeed. They feel staff are genuinely interested in their children and appreciate the approachability of staff and the 'open door' nature of the school when they have any queries. Some parents spoke about the bespoke and often very creative support their children received which ensured individual needs are met.

6.2   Degree and Quality of Parental Involvement

The school has a Parent Council which meets once per term. It provides parents with an effective link with the school and the opportunity to engage in fundraising and school improvement activities. Parents are invited into school in order to share learning and speak highly of the work the school are doing to integrate home, school and work life. Growth Mindset Information sessions were well received and parents are keen for more family learning sessions to take place. Two parents run Jog Scotland every Monday lunchtime. Historically, parents helped in the classrooms at various points of the week. Parents are keen for this to be re-established; indeed, parents want to be offered more opportunities for engagement. The school recognises the need to continue to develop strategies for building meaningful parental involvement and opportunities for family learning.

6.3   Contribution of the school to the Community

The links between the community and the school are steadily growing. A strong link has been established with Balhousie Care Home where the residents visit the children in school and vice versa. This link has continued into the P1/2/3 class and the residents have been invited to share learning during curricular afternoons and to attend Christmas and end of term performances. Working closely with the community the pupils at Rothiemay Primary have supported the 'Big Cycle' and the provision of a de-fibulator in the village. As a result of this work, the parent council have provided First Aid Training for all children in p5-7.   The wider community is used on a regular basis as a context for learning across the school and for a range of curricular

areas; however, this is not yet in a planned, progressive way and have been identified as the school's next steps.

6.4 Other Provision (e.g. Nursery)

The school also incorporates a partner provider playgroup class which is located within the school grounds. Currently 17 children are registered in the nursery with a maximum of 12 per session. The playgroup is run in half-day sessions.

6.5 Multi-function use of building

The school building is in average decorative order and state of repair, with a variety of rooms and general purpose areas suitable for a range of activities and uses. The Headteacher has identified areas for improvement and is addressing these as and when the budget allows.

The school houses the Partnership playgroup in an area adjoining the school building. The playgroup has access to the school toilets and playground area.

In Moray, Primary Schools are not currently let for community groups and activities. No informal arrangements for school building use are currently in place.

6.6 Capacity in nearest schools

Crossroads Primary
2018 School Roll: 19; Functional Capacity: 50 = 38%
2018 School Roll: 19; Maximum Capacity: 66 = 29%

Newmill Primary
2018 School Roll: 72; Functional Capacity: 98 = 73%
2018 School Roll: 72; Maximum Capacity: 75 = 96%

Keith Primary
2018 School Roll: 323; Functional Capacity: 462 = 70%
2018 School Roll: 323; Maximum Capacity: 482 = 67%

Conclusions

Rothiemay Primary School offers pupils a range of curricular experiences supported by a team of dedicated practitioners (teaching and non-teaching) in a supportive, inclusive and community school environment. Capably led by the Headteacher using devolved budget effectively, staff present as a team of practitioners, increasingly working together to provide a variety of learning experiences to meet a range of learning needs.

It is noted that overall, based on the evaluations of criteria 1-6, Rothiemay Primary School is a sustainable school. It is further noted that the roll and enrolment forecasts indicate that the school will fall below the minimum roll threshold for a

primary school in a rural area (below 90 pupils per section 6.7, "Schools for the Future: A Policy for Sustainable Schools", 2016; Annex B – Rural Schools list), classed as a non-denominational school serving an accessible rural area.

Roll prediction indicates a decrease of 12 pupils over the next 7 years. With current functional capacity (65%) and maximum capacity (52%) alongside future reduction in school roll anticipated, Rothiemay Primary School has future capacity to receive additional pupils from within or out with existing catchment area.

Recommendations

- Consider campus leadership model
- Consider merger with Keith, Newmill or Crossroads Primary Schools and rezoning to ensure the shortest travel times for children.

Areas of Strength

- After a considerable period of changing leadership the school is now in a position to move forward with their improvement agenda.

- The leadership and commitment of the Headteacher, by working collaboratively with the school community to identify and progress with areas for school improvement, is recognised by all.

- Positive, caring and inclusive school ethos and culture, which is supported by mutually respectful relationships, ensuring all children feel safe and happy.

- Articulate and reflective learners who are motivated to attain and achieve by supporting and evaluating each other's learning.

Areas for Improvement

- Continue with the planned review of the school's vision, values and curriculum rationale.

- Further develop leadership roles and responsibilities for staff and pupils in order to build capacity and drive forward school improvement.

- Collegiately develop consistent approaches to Learning and Teaching at all stages with a particular focus on pace, challenge and differentiation for progression in learning.

- Continue to develop approaches to tracking and monitoring of pupil progress to ensure it aids improvement of attainment, especially at Early and First level.

ST THOMAS R.C. PRIMARY SCHOOL

1. Quality Educational Experience

1.1 Attainment

In P1, Curriculum for Excellence (CfE) achievement of a level (ACEL) data for 2017/2018 indicates that pupils perform above Moray average for Numeracy, in line with Moray average for Writing and below Moray averages for Reading, Listening and Talking. In P4, ACEL data for 2017/2018 highlights that pupils perform below Moray averages for Reading, Writing, Listening and Talking, and Numeracy. In P7, ACEL data indicates that children performed above Moray averages for Reading, Listening and Talking, and Numeracy and below Moray average for Writing. Scottish National Standardised Assessment (SNSA) data is being used to assist teachers with their judgments.

Through discussion with staff, confidence in Teacher Professional Judgment (TPJ) of learner level achievement as per the Scottish Government's data return requirement for key stages (P1, P4, P7) is growing. Staff have engaged in moderation activities within the Keith Associated Schools Group (ASG). Writing and Numeracy have been identified as key areas of focus, with staff engaging with National Benchmarks and participating in cross-ASG moderation activities. This has included unpicking how best to approach moderation and reviewing evidence of children working at particular Curriculum for Excellence levels. Cross-stage planning has allowed for partnership working at the planning stage, ensuring consistency in planning approach and curriculum coverage.

Staff are wholly committed to school improvement and engage in a range of collegiate activities for learner support and raising attainment. This has included recent ongoing work on Curriculum Rationale, work on Curriculum Progressions, developing wider support partnerships, and interventions in support and challenge of learning. The latter has included work on Emerging Literacy and Talkboost for literacy and language development, introduction of "5-minute boxes" for Numeracy and Literacy support, differentiated Writing groups and involvement in local authority SEAL (Stages of Early Arithmetical Learning) training.

Working closely with the Support for Learning (SfL) Teacher, practitioners have identified children in need of targeted interventions, with monitoring of staged interventions and wellbeing undertaken through a RAG (Red/Amber/Green) rating process. This includes children with identified Additional Support Needs (ASN) with interventions inclusive of soft starts, regular check-ins, nurture focused groups (including "Library Lunch", "Munch Club"), Literacy and Numeracy based interventions. Staff work well together through regular dialogue and discussion on children's progress and ways to further support them. Pupil Equity Fund (PEF) monies have also been used for Pupil Support Assistant (PSA) hours for recovery work in closing gaps in identified children's learning, focused on Literacy and Numeracy intervention.

The school has not yet fully embraced Tracking and Monitoring of learner attainment and achievement, and will be supported by the local authority Tracking and Monitoring spreadsheet tools next session. While not fully data-led, staff do know children well, using information available to them (class based assessments and SNSA) and local knowledge to enact interventions in support of learning. Further tracking of cohorts and individual pupils over time, using all available data will support practitioners further in assessing pupil needs and impact of interventions for closing attainment gaps. Supported by regular tracking meetings involving all practitioners across stages, this will also ensure timely intervention for raising attainment.

1.2   Wider school activities

All staff take a keen interest in the wellbeing, social and emotional needs of pupils. There are a number of wider opportunities open to pupils including the lunchtime "Munch Club", "Quines Club" and the "Corn and Colouring Club". Munch Club runs on a weekly basis led by the Support for Learning Teacher with children identified for further support. Pupils eat lunch together and chat through issues that may be worrying them and discuss possible approaches to a variety of situations. In the P6-7 class there are only 6 girls, so Quines Club, run by the class teacher, is targeted to meet their social needs and interests specifically. Corn (popcorn) and Colouring Club, focuses on mindfulness principles resulting in calmness and more positive socialisation and learning.

After-school activities benefit the majority of children and change dependent on the availability of coaches and have included basketball, rugby, tennis and football. Children have also been involved in past pupil leadership groups including Eco Group and Pupil Council. Active Schools run a range of activities for P7 pupils across the small schools in Keith to support their transition to High School. "The Loft" further support P7-S1 transition through their rural schools project, providing reassurance, building relationships and developing confidence in children participating. Friday assemblies are varied and regularly celebrate pupils' achievements outside school. Many opportunities are further celebrated in school and promoted for children to engage with around Keith, Buckie and Elgin. Pupils and staff all take an active role in fundraising events in and out of school hours for nursery, school and St Thomas' Church. This session, activities have included a very successful MacMillan Coffee Afternoon organised by P6/7 who carried out the preparations and hosted the event, raising a considerable amount of money for charity.

Learners in Primary 3 to Primary 7 further benefit from learning Mandarin as part of local authority Confucious funding on a weekly basis, and the choirmaster from the diocese of Aberdeen also visits weekly. Opportunities to engage in offsite learning within Keith and wider afield are taken, including the annual residential activity holiday. Many of the children attend the Catholic groups and the school is committed to partaking in The Services of Mass at St Thomas' RC church next to the school. Pupils attend The Parish Mass on Fridays and follow this up with work in school in assemblies and in their

classes. Some of the children are altar servers and there is a link between school and church in preparation for the sacraments.

Through discussions, children are keen to embrace further pupil leadership opportunities. This includes previously formed groups including Eco Group and wider school leadership formerly offered by Pupil Council. This will support wider experiences and skills development of children, taking ownership and supporting school improvement further.

1.3   ASN provision

Of the 63 pupils on roll, 39 are registered as having Additional Support Needs (ASN - 62%). This is significantly higher than the Moray average (33% - 2017/2018).

Among the 39 children registered with ASN, there are 5 children with Additional Needs Funding with dedicated support staff allocated. Emerging needs identified in the Nursery indicate that there will be further support required in school in the future, and the Nursery provision reflects the requirement to plan for pupils with a range of Additional Needs. There are four children for whom English is an Additional Language (EAL), each acquiring English spoken language at varied pace. These children are fully integrated into the classes and are supported by staff and peers.

Learner profiles are completed using the Moray standard profile for all pupils with ASN and these are shared with parents and all staff three times per year. Targets are SMART and negotiated through evidence based discussions. The SfL teacher is employed for four days and works with pupils within the classroom and through identified targeted intervention groups. The SfL teacher also leads on the wider GIRFEC agenda, attending Child's Planning meetings and leading on restorative approach strategies. In addition, the SfL teacher had recently taken over the mentoring of the probationer teacher in P6/7, and was supporting cross school collaboration, in the absence of a Headteacher at time of visit.

Pupil Support Assistants (PSAs) work with pupils on various interventions in support of learning, both in and out of class. There has been recent, measured success with the "Five Minute Boxes" and with interventions such as "Talk Boost", as well as digital tools like "Nessy" for children in need of accelerated learning in shorter bursts. Together with the SfL teacher, PSAs access training and resources to support improvements in their practice such as the Educational Psychology training on Precision Teaching and Boxall Profiling.

Work with wider agencies for training and support extends also to fostering positive relationships with those providing services directly to schools and families. The school invests in Home School Link working for vulnerable families. A Solution Orientated approach means that most families willingly and actively engage and support is effective in improving Health and Wellbeing outcomes for learners.

Enhanced transition to high school is personalised where necessary and begins in P6 for some children, with full days in P7 for all pupils transitioning with identified additional support. The classroom environments are generally conducive to learning for pupils with sensory and physical needs, although there are some restrictions on storage making a few areas cluttered. Toilet facilities within school are sufficient to meet the current need.

The SfL teacher monitors every child on staged intervention (beyond Universal Intervention Stage 0) through a rag rating system and can quickly see at review points and throughout the year, where vulnerability is most critical and intervention is working well. This also supports dialogue with practitioners across the school and for further interventions to be put in place. Overall the school exhibits a nurturing and positive ethos, inclusive of a diverse range of learners with individual learning and social needs, who are respected and relate positively to all staff across the school. This includes canteen staff, janitorial staff, the office staff and all who work in class. Children relate well to one another and also to the wider community. They are listened to and cared for by a committed and conscientious staff team.

1.4   Curriculum

Joint strategic planning and appropriately resourced CPD opportunities with the other Keith Primary Schools, has resulted in strengthened skills of teachers to moderate and formulate more robust professional judgments. The small schools of the ASG meet together for both teacher dialogue and for pupil social interactions. Staff in St Thomas' have committed to continuing this liaison despite the absence of a Headteacher this term. They also work together wherever possible for planning a cohesive and engaging curriculum. There is a willingness to improve and to do what is necessary to meet the needs of all pupils. At time of visit, Curriculum Rationale was under development. Continued development should be undertaken in line with any review of school vision and values which may be undertaken by the incoming Headteacher. This would include further work on curriculum progressions across all curriculum areas.

Health and Wellbeing is a central focus and the school use the shared values and vision for behaviour, socialisation and motivation. As a result, the majority of children are ready for learning and are responsible and articulate about their own wellbeing. Those needing support are given timely and appropriate nurturing. Children use the Wellbeing indicators (SHANARRI), and report that they are working on those things they find more challenging.

Numeracy and Literacy are a primary focus of daily lessons. Teachers group pupils for most of the core lessons with a number of lessons reliant on worksheets and generic resources. The majority of pupils are independent in their approaches to these with a few children requiring the support of staff, including the teacher, to access the content. Numeracy and Literacy progressions are used in the planning of lessons and are beginning to be utilised in feedback and learner dialogue.

Outside areas are developing in a range of ways including introduction of loose parts for play and in the Nursery Courtyard, more natural materials and imaginative play stimuli. The majority of Nursery pupils spoke with confidence, articulating the purpose of their play and learning activities.

The curriculum in St Thomas' is contextually relevant. More could be done to make local links explicit, such as with the Interdisciplinary Learning (IDL) focus areas. The school is within the town centre of Keith and the local community of shops, including a Tesco superstore provide good learning opportunities. Further focus on Developing the Young Workforce through wider skills development and natural links made to Career Education Standards would strengthen this further. Science Technology Engineering and Mathematics (STEM), Creativity and the Careers Education Standards are evident in some areas of the curriculum and some pupils were able to articulate their learning in terms of future applications to the world of work.

Two-and-a-half hours of Religious Instruction are required under the direction of the Catholic Church for the denominational designation of the school. This is met in a number of ways in class and through whole school activities. Weekly Mass and follow-up work is in place and the liturgical calendar of holy days features strongly with class work reflecting ecclesiastic priorities. Parishioners are involved in the life of the school, in particular the priests, sisters from the Elgin convent and those attending Mass with the children. One of the teachers has completed the Catholic training certificate and shares resources with the others. A supply teacher covering McCrone times supports the RE entitlement across the older classes. The parish representative for the school is currently training to teach and has been contributing to Religious Education curriculum development this year.

The curriculum is further supported by a number of additional visitors to the school such as the Mandarin teacher and the choirmaster from the diocese of Aberdeen. Any review of Curriculum Rationale now needs to define a clarity in purpose and choice of external supports, offsite visits and community partnerships against targeted outcomes, including links to the Career Education Standard and other relevant educational priorities.

1.5   Learning & Teaching

During our time at St Thomas RC Primary School, a full programme of classroom visits was undertaken, each class visited at least twice during our visit. Learning and teaching activities were observed, classwork and jotter work were reviewed and learners engaged in conversations about their learning. This included dialogue in class and through focus group discussions.

St Thomas RC Primary School has a positive environment and ethos for learning, with almost all children exhibiting rights respecting behaviours. Across classes, there are mutually positive relationships amongst pupils and with pupils and staff, with few instances of low level misbehaviour handled

swiftly and sensitively by staff in a solutions orientated and restorative manner during our visit.

Teachers across classes work well to plan together a range of learning activities, involving support staff and volunteers as appropriate in lessons. This includes focused work on targeted interventions in support of learning using "Talk Boost" in support of precision teaching of core language skills for identified pupils, "5-minute boxes" for Literacy and Numeracy boosting, writing groups, Emerging Literacy and support with differentiation for all learners. As part of professional development activities, one practitioner is undertaking SEAL (Stages of Early Arithmetical) training in support of diagnostic testing of learners for Numeracy intervention.

Across classes, most children understand the purpose of their learning, the majority of children accessing learning at a level appropriate to them. Some lessons were further linked to the community and the world of work. Learning Intentions and Success Criteria were evident in most lessons observed, shared in a variety of ways including verbally, supported by interactive board and whiteboards. Co-creation of Success Criteria was evident in the majority of lessons visited. Further differentiation of Success Criteria may have supported individuals and groups further, ensuring learning was at an appropriate pace for all. Teachers spoke of the developing reporting system and this will generate greater dialogue with learners and reflection across all stages on their achievements, next steps and awareness of themselves as learners.

On questioning learners across lessons visited, most learners understood the purpose of their learning (the "what") with the majority also understanding "why" they were learning certain topics and content. Teacher creativity was evident in the delivery of a range of lessons. As a result, most children were seen to be confident, engaged and curious during their interactions with teachers. Teachers should now build on this by reflecting on the level of accessibility, engagement and challenge of worksheets, workbooks and textbooks used to supplement this learning. Teachers across classes circulated well in support of individuals and groups, checking for understanding and progress in learning. Further extending questioning to more open questioning and integration of more assessment for learning approaches will increase challenge for all.

The children benefited from a range of learning approaches; on the day of the visit the teacher in P6-7 was using props to run a mental maths game based on the popular TV show *Who Wants to Be a Millionaire*? The children were motivated and engaged with this learning. In the main numeracy lesson the teacher rotated her attention by groups to give direct input based on ability, and included an outdoor plenary to add interest and consolidate learning. There is scope to build on this with varied resources for the written/recording elements of learning. In P1-3 the "Farm to Fork" project involving offsite visits to a farm and a supermarket was used as an Interdisciplinary Learning opportunity and made good use of the developing vocabulary for writing and reading lessons. Further links to the Career Education Standard would be

appropriate, with learners keen to speak about the world of work and the many pathways open to them in the future.

The multi-composite nature of classes has been organised into carousel type activities which are divided by a combination of age-expected and ability outcomes. Teachers now need to ensure that the independent work sufficiently challenges all abilities including the most able, and is fully accessible to those who are unsupported, differentiating accordingly. Revisiting learning and teaching approaches as a staff will strengthen learner leadership and ownership of learning. Developing a shared language of learning will support learner reflection and feedback, ensuring consistency in approach for raising attainment.

1.6   School buildings
Condition: standard C (2017)
Suitability: standard B (2017)

St Thomas RC Primary School and Nursery is a denominational school located in the Cuthil area of Keith adjacent to St Thomas' RC Church. School catchment area is in line with parish boundary due to denominational status with almost 14% of school roll living in surrounding areas.

Current school accommodation is organised into the following year groups: Primary 1/2/3 class, Primary 3/4/5 class and Primary 6/7 class, where three multi-stage composite classes are formed for the 63 pupils of St Thomas RC Primary School. A Nursery class is also located within the school building, accommodating 20 pupils in morning nursery. The school has a Courtyard area ("Quad Garden") used for outdoor learning predominantly by the Nursery class with a range of learning resources supporting free flow play from the Nursery. Alongside administration offices (2), Staff Room (1), School Kitchen, small school Library, Storage areas (8) and WC facilities (6), the school has a multi-purpose Hall used for Physical Education and Physical Activity, Assemblies, Canteen and Expressive Arts activities including Music. Externally, the school has two playground areas and grassed playing fields to the rear in addition to a small play area for Nursery and P1-P3 pupils.

1.7   Pastoral Care

There is a very positive, welcoming ethos in the school. Through in class and focus group discussions, most pupils feel supported by all school staff and know who to go to if they have a problem or worry. A positive culture of support and pastoral care was evident across the school. Pupils are positive regarding most aspects of the school with a sense of pride and belonging. The school community as a whole has a strong sense of equity and equality for all pupils, evidenced through shared school vision and values. All staff demonstrate a caring and positive attitude towards pupils where their support and encouragement is welcomed and valued by pupils and their families.

The Support for Learning teacher is driving forward with the GIRFEC agenda and ensuring equity and inclusion during the term without a Headteacher. This has ensured that pupils maintain their high standards of behaviour for learning. Parents speak highly of staff in the school and believe the school is a safe, warm and nurturing environment for all children.

Child protection arrangements within in the school are sufficiently robust and secure, and multi-agency work is effective in supporting vulnerable families. Training is routine and thorough and safeguarding is a priority of all staff. Health and Wellbeing needs of all are met, including those more vulnerable pupils through a range of groups as stated previously ("Munch Club", "Library Lunch" and "Quines Club").

1.8   Attendance, exclusions & pupil behaviour

Attendance rate: 92.99% (Moray Primary School average: 94.9%)

Violence/Aggression against staff: 1 incident was recorded (2017/2018)

There were no incidents of exclusion (2017/18)

St Thomas RC Primary School vision and values are underpinned by the Charter for Catholic Schools in Scotland. Key characteristics of this charter included focus on inclusive ethos, promotion of respect for different beliefs and cultures (including inter-faith dialogue) and provision of religious education programmes enabling young people to develop their understanding of Gospel values and of how to apply them to life. School vision focuses on providing all pupils with keys to belonging, learning and success throughout their learning journey with "kind", "forgiving", "honest and sincere", "successful", "creative", "happy" and "be the best…anyway" identified as core school values. This is in support of all learners developing in the Curriculum four capacities: Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. Parents and carers are very much identified as partners in their child's education and the health, happiness and progress of all children.

The school Positive Behaviour Management Policy focuses on three non-negotiable rights: the right to learn, the right to respect and the right to safety for all in the school. Positive incentives and consequences form the basis for this policy. The school also advocates Restorative Practices where children are asked to make good choices for themselves and towards others. When wrong choices are made by children with regards to behaviour, they are supported using restorative approaches, aiming to encourage effective conflict resolution and maintain positive relationships. This is through a very fair and empathetic process, asking children to reflect on other people's view and feelings, take responsibility for own actions and impact on others and move forwards in a positive way. Any issues surrounding behaviour are currently notified to home via a Home/School Diary or verbally from teachers.

Persistent misbehaviour may be communicated by the Headteacher or Class Teacher at this time, with parents invited in as appropriate for a Solution Orientated Meeting to discuss the way forward.

Parents through Focus Group discussions speak very positively of school and staff, including "open door" nature of school, nurturing school environment and friendly atmosphere with few instances of behaviour issues. Consideration of working towards the UNICEF Rights Respecting Schools Award would help the school to focus in on School Charters for Children's Rights and respecting the rights of others, including developing pupil leadership through this initiative. This would further support enhanced pupil participation in school, with pupils keen to extend meaningful pupil leadership opportunities.

2. School roll

2.1 Roll and roll forecast
The School Roll in 2018 (Pupil Census) is 63 pupils. Since 2013 the roll has risen from 44 pupils.

Forecasted roll: 2025 – 63
School roll is anticipated to remain static over the next 6 years

2.2 Inward placing requests
Net placings over last 5 years: 2014/15: 11, 2015/16: 10, 2016/17: 10, 2017/18: 8, 2018/2019 (Year to date): 9 inward placing requests

2.3 Outward placing requests
Net placings over last 5 years: 2014/15: 0, 2015/16: 0, 2016/17: 0, 2017/18: 0, 2018/2019 (Year to date): 0 outward placing requests

2.4 Roll as percentage of capacity
2018 School Roll: 63; Functional Capacity: 75 = 84%
2018 School Roll: 63; Maximum Capacity: 99 = 64%

2.5 Class composition
2018-19: 3 classes: 3 multi-stage composites
(Classes: Composite: P1/2/3, P3/4/5, P6/7)

2.6 Number of teachers
2018 – 5.12 fte Teachers – 7 Staff
1.0 fte Headteacher and 4.12 fte Teachers including 1 Newly Qualified Teacher (NQT)

2.7 School roll
2018 School Roll: 61; Current 2019 School roll: 63

3. Financial position

3.1 Budgeted running cost
The cost per pupil in 2018/2019 (based on current roll: 63) is £3,761.

3.2 Financial trends

School devolved budget (including carry forward) for 2017-18 had a 0.82% underspend. This is within scheme rules of 2.5%.

3.3 Financial plans

At time of visit, there was no substantive Headteacher in post. Prior to visit, the substantive Headteacher used devolved budget effectively for whole school developments, linked in with school self-evaluation evidence and School Improvement Plan priorities identified. This included focused purchase of learning resources for raising attainment and use of PEF funding for targeted staffing and other resources, part of which used to fund a Family Support Worker and Pupil Support Assistant along with other schools in the Keith ASG.

4. Staff Wellbeing and Development

4.1 Availability of Teachers

St Thomas RC Primary School is fully staffed at this time, a substantive Headteacher having been appointed to post. St Thomas' is a 3 teacher Primary School with a Headteacher who oversees both Strategic and Operational leadership of the school whilst also having a teaching commitment. This session, the school also has an NQT with additional cover provided by a part-time member of teaching staff for NQT 0.2 fte out of class. McCrone cover (Physical Education) is further provided by a Primary specialist 0.1 fte). The Nursery (morning only) is staffed by a Senior Nursery Nurse and a Nursery Nurse, supported by a Pupil Support Assistant (Nursery). A part-time Support for Learning Teacher (0.8 fte) provides additional targeted and universal support for identified children. A team of 5 Classroom Assistants/Pupil Support Assistants provide in-class and group support for identified children (1 Pupil Support Assistant funded through PEF).

4.2 Headteacher Relief Time

The Headteacher is the sole member of Senior Leadership at St Thomas RC Primary School. The Headteacher in such instance works in collaboration with all staff, working collegiately in support of all learners. This session as with last, the school has a Newly Qualified Teacher joining the St Thomas RC Primary School staff team, providing additional Headteacher non-contact time.

4.3 Leadership Capacity

At time of visit, there was no Headteacher (substantive) in post due to appointment of previous Headteacher to another post in another school. A new Headteacher (substantive) has since been appointed. Staff and parents spoke positively of the leadership offered by the previous Headteacher in driving school improvement and look forward to the new Headteacher starting, post-Easter. Pupils look forward to wider leadership opportunities restarting including Pupil Council and Clubs/Committees,

offering potential for wider achievements. Staff have worked together well as a team, empowered and active in ensuring that the school continued to move forwards in absence of a substantive Headteacher.

4.4   Staff Development and Leadership of Improvement of Change

Staff work as a strong team – as evidenced through recent collegiate working in absence of a substantive Headteacher – with strong desire to learn and develop together, improving outcomes for learners. Through cross-stage planning meetings, staff meetings and collegiate times, staff have continued to move forwards with key SIP priorities including Curriculum Design/Rationale, Nurture and HWB, Raising Attainment through learning and teaching, and approaches to Religious Education in Catholic Schools (RERC) and faith development. Moderation activities further continue as an ASG along with informal discussions among staff for intervention in support of all children.   Staff are also part of a rural primary schools TLC (Teacher Learning Community) supporting all teachers to continue to develop all skills in learning and teaching to ensure pupil learning experiences are as strong as possible.

Staff are keen to lead on different areas and look forwards to working with the new Headteacher on leading further forwards, viewing themselves as a strong team, willing to learn and further improve. Morale has remained high with staff supporting one another as "one big family" as stated on a number of occasions throughout the visit. Further development of pupil leadership opportunities will allow for greater ownership of change, particularly in respect of school improvement pupil groups and wider achievement options.

Parents speak highly of staff and trust staff within the school, viewing the school as a community and staff committed to putting in place positive changes to benefit their children.

5.   **Schools Accessibility**

5.1   Home to school transport time

The majority of pupils (54; 86%) are from within parish catchment. Less than half of pupils (9; 14%) originate from outwith catchment. Most children in this latter category it is anticipated, travel for less than 30 minutes.

5.2   Distance to another suitable school

Nearest school to St Thomas RC Primary School is identified as Keith Primary School (0.8 miles; 4 minutes approximate travel via local town roads, crossing A96 onto A95).

5.3   Existing co-operative arrangements with other schools and further education colleges/training organisations

Co-operative working arrangements as common with other smaller Primary Schools exist among the ASG. This includes Moderation activities underway, pupil social events and sporting activities. Arrangements for P7-S1 transition and enhanced transitions for identified ASN pupils are in place with Keith Grammar School (0.4 miles; 4 minutes approximate travel via local roads, crossing A96 onto A95). The school also supports students as appropriate through teacher training placements from Moray College UHI and Aberdeen University.

6.   Strong Links with the Community

6.1   Parents' Views

Through focus group discussion, parents are very pleased with the school and welcome the availability and approachability of class and SfL teachers. Parents view the school as a very open and friendly environment for learning, with real focus on wellbeing and nurture of all children. Parents do not feel there are pupil behaviour issues and favour the composite class nature of the school, seeing this as key to breaking down barriers across stages and mixing of their children, socially and educationally (not restricted by stage). Parents look forward to welcoming their new Headteacher to St Thomas RC Primary School.

6.2   Degree and Quality of Parental Involvement

The school has an active Parent Council, working together with the school on fundraising activities including Christmas Hamper fundraiser and Coffee Morning, social evening planning for families and presentations on key school improvement items including Growth Mindset and learning.

Parents are invited to join with the school through a range of events including "Meet and Greet", Parents' Evening, sacraments, 'stay and play', Prizegiving and parent helpers. As part of wider parental engagement in partnership with council catering department, families were invited to join their children following a Summer Cookery class – "Bake my world a better place" – taking place during the first week of Summer 2018 holidays. Pupils learned new skills, gained insight into where food comes from (industry visits) with support during this week to families of 25 children.

Through focus group discussions, parents value opportunities to visit the school. Parents would welcome more shared learning events and open afternoons. Additional family learning resources or packs in support of their child's homework and learning would also be welcomed (for example, support strategies for Numeracy and Maths for consistency with school based methods). Parents also valued Learning Logs for capturing key learning for later discussion at home, supporting home learning.

6.3   Contribution of the school to the Community

St Thomas RC Primary School is a key part of the local community, with children forming friendships across stages due to the composite class nature of the school. Close links are formed with St Thomas RC Church, school chaplains and parish with families welcomed from other faith communities and cultures. The school works closely with other smaller ASG Primary Schools and in support of pupil transition to Keith Grammar School. The school is committed to providing an inclusive ethos with high expectations set for all learners.

6.4   Other Provision (e.g. Nursery)

The school also incorporates its own Nursery class (currently 20 Nursery children in half-day morning session).

6.5   Multi-function use of building

The school building is in good decorative order and state of repair. Due to the restricted general purpose spaces available, use is made of the Nursery in the afternoons for intervention groups and one-to-one support of identified children. This is more difficult in the mornings where space is at a premium, particularly when the hall and library are in use.

In Moray, Primary Schools are not currently let for community groups and activities. No informal arrangements for school building use are currently in place.

6.6   Capacity in nearest schools

Keith Primary School
2018 School Roll: 323; Functional Capacity: 462 = 70%
2018 School Roll: 323; Maximum Capacity: 482 = 67%

Conclusions

St Thomas RC Primary School continues to offer pupils a range of curricular experiences supported by a hard working team of dedicated teachers and support staff in a supportive and inclusive school environment. Staff are reflective practitioners, working together to meet a school population with a range of learning needs.

It is noted that overall, on the basis of the evaluations of criteria 1-6, St Thomas RC Primary School and Nursery is a sustainable school. School roll since 2013 has increased from 44 pupils to 63 pupils in 2018. It is noted that the roll and enrolment forecasts indicate that the school will remain below the minimum roll threshold for a primary school in a rural area (below 145 pupils, 90 pupils in a rural area per section 6.7, "Schools for the Future: A Policy for Sustainable Schools", 2016; Annex B – Rural Schools list). While classed as a denominational school, St Thomas RC Primary School remains below a minimum recommendation of four classes formed with more than two stages within two of the three composite classes formed (per section 6.7, "Schools for the Future: A Policy for Sustainable Schools", 2016).

Roll prediction indicates stability in roll over the next 7 years. With current functional capacity (84%) and maximum capacity (64%) alongside sustained school roll (63 pupils) anticipated, St Thomas RC Primary School has future capacity to receive additional pupils, including non-denominational pupils as it currently does.

Recommendations

A denominational school, St Thomas RC Primary School covers the semi-rural town of Keith and surrounding district. School catchment area is in line with the parish boundary, with almost 14% of school roll living in the area surrounding Keith.

School roll projections would suggest sufficient capacity in future years to meet the needs of the school catchment where the following options could be considered and appraised:

- Consider 3- 18 campus leadership model with a denominational wing.
- Consider merger with Keith Primary School, ensuring the provision of denominational education.
- Retain St Thomas' Primary School as per existing arrangement.

Strengths

- The very nurturing and positive school ethos, welcoming of a diverse range of learners and individual learning needs
- Children who are positive in their outlook and rights respecting, relating positively to one another, staff, the wider parish and partners
- A very conscientious and dedicated staff team, committed to working together in order to ensure learners are listened to and cared for
- The range of developing interventions in support of identified pupils across the school and their learning

Areas for Improvement

- As part of any future review of school vision and values, continue collaborative review of the Curriculum Rationale in order to reflect the unique school context and Curriculum for Excellence design principles.
- Review approach to curriculum planning and progressions, ensuring sufficient pace, challenge and differentiation for all learners in planned learning experiences and inter-disciplinary learning.
- Working collegiately, revisit learning and teaching approaches as a staff for learner leadership and ownership of learning, developing a shared language of learning for consistency in approach and raised attainment.
- Review and extend current opportunities for pupil participation and wider achievement.

REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON 18 DECEMBER 2019

SUBJECT: PRIMARY AND SECONDARY SCHOOL FUNCTIONAL CAPACITY AND OCCUPANCY

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

1. REASON FOR REPORT

1.1 To inform the Committee of the Primary and Secondary School Functional Capacities and Occupancy for session 2019/2020.

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 Committee is asked to consider and note:

(i) the Primary and Secondary School Functional Capacities and Occupancy for session 2019/2020; and

(ii) a further report will be brought to Committee if physical or functional capacities change throughout the course of the session.

3. BACKGROUND

3.1 Primary School Functional Capacities have been reported annually to this Committee. Secondary School Functional Capacities have been included since 2018/2019.

3.2 The Functional Capacity of the school is the maximum number of pupils that a school can accommodate in any one year taking into account the organisational needs of the school and in particular the age distributions of the pupils.

3.3 The Functional Capacity for each school is calculated on census day in September each year, which in this case was 18 September 2019.

3.4 The functional capacities and percentage occupancy for session 2019/20 for primary schools are attached in **Appendix1** (schools in alphabetical order) and **Appendix 2** (schools according to Associated School Group). Secondary school capacities and percentage occupancy is attached in **Appendix 3**.

3.5 In Moray the maximum class size in Primary 1 has been set at 25 and in Primary 2 and 3 it has been set at 30 for session 2019/20. The maximum class size in Primaries 4-7 has been set at 33. The exception is Bishopmill Primary where there is a Primary 1 class where the maximum capacity is 33 and there are 2 teachers in the class. This has arisen in order to accommodate the number of in zone pupils requiring P1 places.

4. <u>SUMMARY OF IMPLICATIONS</u>

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

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

(b) Policy and Legal

There is no policy or legal implication arising directly from this report.

(c) Financial implications

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

(d) Risk Implications

There are no risk implications arising directly from this report.

(e) Staffing Implications

There are no staffing implications arising directly from this report.

(f) Property

There are no property implications arising directly from this report.

(g) Equalities/Socio Economic Impact

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

(h) Consultations

Primary and Secondary School Head Teachers and Senior Officers in Education, Communities and Organisational Development, Paul Connor, Principal Accountant, the Equal Opportunities Officer, and Tracey Sutherland, Committee Services Officer have been consulted and are in

agreement with the contents of this report as regards their respective areas of responsibilities.

5. CONCLUSION

5.1 Committee is asked to consider and note the Primary and Secondary School Functional Capacities and Occupancy for Session 2019/20.

Author of Report: Kate Elder ESO Staffing
Background Papers:
Ref:

	Functional Capacity 17/18	Functional Capacity 18/19	**Functional Capacity 19/20**	School Roll 17/18	School Roll 18/19	**School Roll 19/20**	% Occ. Capacity 17/18	% Occ. Capacity 18/19	**% Occ. Capacity 19/20**
PRIMARY SCHOOL								Item 8 *	
Aberlour	172	190	**182**	137	133	**129**	80	70	**71**
Alves	100	100	**100**	62	67	**74**	62	67	**74**
Anderson's	299	299	**325**	226	250	**246**	76	84	**76**
Applegrove	422	450	**436**	280	299	**280**	66	66	**64**
Bishopmill	398	398	**404**	375	376	**388**	94	94	**96**
Botriphnie	50	50	**50**	28	23	**22**	56	46	**44**
Burghead	150	158	**157**	124	128	**119**	83	81	**76**
Cluny	385	382	**399**	333	351	**360**	86	92	**90**
Craigellachie	75	75	**75**	50	49	**38**	67	65	**51**
Crossroads	50	50	**50**	24	19	**16**	48	38	**32**
Cullen	177	172	**177**	123	115	**115**	69	67	**65**
Dallas	50	50	**50**	18	27	**26**	36	54	**52**
Dyke	100	100	**100**	82	77	**69**	82	77	**69**
East End	276	270	**256**	192	201	**173**	70	74	**67**
Findochty	150	150	**150**	54	63	**72**	36	42	**48**
Glenlivet	42	42	**42**	15	16	**18**	36	38	**43**
Greenwards	382	382	**434**	352	363	**352**	92	95	**81**
Hopeman	282	276	**286**	168	161	**156**	60	58	**54**
Hythehill	365	357	**365**	310	307	**319**	85	86	**87**
Keith	382	398	**400**	310	322	**307**	81	81	**77**
Kinloss	299	307	**276**	262	235	**243**	88	76	**88**
Knockando	75	75	**75**	55	49	**47**	73	65	**63**
Lhanbryde	290	290	**284**	199	192	**179**	69	66	**63**
Linkwood	100	100	**130**	35	74	**104**	35	74	**80**
Logie	75	75	**75**	27	24	**28**	36	32	**37**
Millbank	375	391	**409**	236	230	**228**	63	59	**56**
Milne's	224	225	**272**	184	195	**184**	82	87	**68**
Mortlach	175	175	**183**	120	128	**135**	69	70	**74**
Mosstodloch	258	258	**276**	164	160	**159**	64	62	**58**
Mosstowie	75	75	**75**	68	70	**65**	91	93	**87**
New Elgin	549	571	**578**	530	500	**480**	96	87	**83**
Newmill	75	75	**75**	73	72	**72**	97	96	**96**
Pilmuir	241	241	**242**	194	188	**161**	80	78	**66**
Portessie	150	150	**160**	89	103	**111**	59	68	**69**
Portgordon	125	125	**125**	59	51	**44**	47	41	**35**
Portknockie	150	150	**150**	66	64	**71**	44	43	**47**
Rothes	175	186	**175**	95	93	**91**	54	50	**52**
Rothiemay	75	75	**75**	57	61	**62**	76	81	**83**
Seafield	449	457	**477**	354	370	**354**	79	81	**74**
St Gerardine	332	332	**347**	275	288	**312**	83	87	**90**
St Peter's	133	125	**125**	115	117	**122**	86	94	**98**
St Sylvester's	232	224	**242**	196	180	**144**	84	80	**59**
St Thomas	75	75	**75**	61	63	**60**	81	84	**80**
Tomintoul	75	75	**75**	38	31	**29**	51	41	**39**
West End	256	257	**267**	231	233	**222**	90	91	**83**
TOTALS	**9345**	9438	**9681**	7046	7118	**6986**	75.40	75.40	**72.16**

	Functional Capacity 16/17	Functional Capacity 17/18	Functional Capacity 18/19	**Functional Capacity 19/20**	School Roll 16/17	School Roll 17/18	School Roll 18/19	**School Roll 19/20**	% Occupant Capacity 16/17	% Occupant Capacity 17/18	% Occupant Capacity 18/19	**% Occupant Capacity 19/20**
Buckie High School ASG												
Cluny	378	385	382	399	332	333	351	360	88	86	92	90
Cullen	180	177	172	177	114	123	115	115	63	69	67	65
Findochty	173	150	150	150	52	54	63	72	30	36	42	48
Millbank	445	375	391	409	224	236	230	228	50	63	59	56
Portessie	160	150	150	160	79	89	103	111	49	59	69	69
Portgordon	135	125	125	125	70	59	51	44	52	47	41	35
Portknockie	169	150	150	150	59	66	64	71	35	44	43	47
St Peter's	125	133	125	125	115	115	117	122	92	86	94	98
ASG Total	1765	1645	1645	1695	1045	1075	1094	1123	59.21	65.35	66.50	66.25
Elgin Academy ASG												
Bishopmill	427	398	398	405	377	375	376	388	88	94	94	96
East End	266	276	270	256	215	192	201	173	81	70	74	67
Seafield	473	449	457	477	319	354	370	354	67	79	81	74
St Sylvester's	231	232	224	242	209	196	180	144	90	84	80	59
West End	257	256	257	267	238	231	233	222	93	90	91	83
ASG Total	1654	1611	1606	1647	1358	1348	1360	1281	82.10	83.67	84.68	77.7
Elgin High School ASG												
Greenwards	408	382	382	434	363	352	363	352	89	92	95	81
Linkwood	132	100	100	130	8	35	74	104	6	35	74	80
Mosstowie	75	75	75	75	66	68	70	65	88	91	93	87
New Elgin	587	549	571	578	542	530	500	480	92	96	88	83
ASG Total	1202	1106	1128	1217	979	985	1007	1001	81.45	82.10	89.27	82.25
Forres Academy ASG												
Alves	100	100	100	100	60	62	67	74	60	62	67	74
Anderson's	306	299	299	325	249	226	250	246	81	76	84	76
Applegrove	512	422	450	436	274	280	299	280	54	66	66	64
Dallas	50	50	50	50	24	18	27	26	48	36	54	52
Dyke	100	100	100	100	94	82	77	69	94	82	77	69
Kinloss	307	299	307	276	257	262	235	243	84	88	77	88
Logie	80	75	75	75	30	27	24	28	38	36	32	37
Pilmuir	264	241	241	242	164	194	188	161	62	80	78	66
ASG Total	1719	1586	1622	1604	1152	1151	1167	1127	67.02	72.57	71.95	70.26
Keith Grammar School ASG												
Botriphnie	50	50	50	50	25	28	23	22	50	56	46	44
Crossroads	50	50	50	50	30	24	19	16	60	48	38	32
Keith	406	382	398	400	313	310	322	307	77	81	81	77
Newmill	75	75	75	75	69	73	72	72	92	97	96	96
Rothiemay	75	75	75	75	58	57	61	62	77	76	81	83
St Thomas	75	75	75	75	68	61	63	60	91	81	84	80
ASG Total	731	707	723	725	563	553	560	539	77.02	78.22	77.46	73.34
Lossiemouth High School ASG												
Burghead	158	150	158	157	124	124	128	119	78	83	81	76

Hopeman	273	282	276	**286**	168	168	161	**156**	62	60	58	**54**
Hythehill	365	365	357	**365**	319	310	307	**319**	87	85	86	**87**
St Gerardine	340	332	332	**347**	262	275	288	**312**	77	83	87	**90**
ASG Total	1136	1129	1123	**1155**	873	877	884	**906**	76.85	77.68	78.72	**78.44**

Milne's High School ASG

Lhanbryde	298	290	290	**284**	199	199	192	**179**	67	69	66	**63**
Milne's	240	224	225	**272**	188	184	195	**184**	78	82	87	**68**
Mosstodloch	297	258	258	**276**	154	164	160	**159**	52	64	62	**58**
ASG Total	835	772	773	**832**	541	547	547	**522**	64.79	70.85	70.76	**62.74**

Speyside High School ASG

Aberlour	172	172	190	**182**	125	137	133	**129**	73	80	70	**71**
Craigellachie	75	75	75	**75**	57	50	49	**38**	76	67	65	**51**
Glenlivet	42	42	42	**42**	15	15	16	**18**	36	36	38	**43**
Inveravon	50	-	-	**-**	14	-	-		28	-	-	-
Knockando	75	75	75	**75**	54	55	49	**47**	72	73	65	**63**
Mortlach	191	175	175	**183**	132	120	128	**135**	69	69	73	**74**
Rothes	158	175	186	**175**	99	95	93	**91**	63	54	50	**52**
Tomintoul	75	75	75	**75**	40	38	31	**29**	53	51	41	**39**
ASG Total	838	789	818	**807**	536	510	499	**487**	63.96	64.64	61.00	**60.34**

Appendix 3

	Functional Capacity 18/19	Functional Capacity 19/20	School Roll 18/19	School Roll 19/20	% Occupant Capacity 18/19	% Occupant Capacity 19/20
Secondary School						
Buckie HS	944	944	750	755	79.45	80%
Elgin Academy	1224	1224	1025	1036	83.74	85%
Elgin HS	899	899	613	682	68.19	76%
Forres Academy	1121	1121	802	797	71.54	71%
Keith GS	553	553	379	387	68.54	70%
Lossiemouth HS	694	694	506	485	72.91	70%
Milne's HS	625	625	397	408	63.52	65%
Speyside HS	562	562	424	390	75.44	69%
TOTALS	**6622**	**6622**	**4896**	**4940**	**73.93**	**74.59**

REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON 18 DECEMBER 2019

SUBJECT: REALIGNING CHILDREN'S SERVICES PROGRAMME

BY: CHIEF EXECUTIVE

1. REASON FOR REPORT

1.1 To inform the Committee of the work being done to Realigning Children's Services (RCS) Programme.

1.2 This report is submitted to Committee in terms of Section III (D) (2) of the Council's Scheme of Administration relating to the functions of the Council as a Social Work Authority.

2. RECOMMENDATION

2.1 It is recommended that the Committee notes and scrutinises the content of the report.

3. BACKGROUND

3.1 Following the Care Inspectorate inspection of Children and Young People`s Services in the Moray Community Planning Partnership in 2016, it was recommended that Moray consider applying to be part of the National Realigning Children's Service's Programme (RCS). The RCS Programme is run by the Scottish Government and Community Planning Partnerships (CPPs). It gathers and analyses information which can help communities identify how to make services better at meeting children's needs, and to meet those needs as quickly as possible. This way of working empowers services and families to work better together to offer the right help at the right time, from the right people.

3.2 RCS has already supported five local authorities since it began in 2015, Moray being in the current third phase of its work.

3.3 Involvement in the RCS programme aims to support CPPs to make better joint strategic decisions about how to improve outcomes for children and families by:

- Bringing together organisational stakeholders to share information, build collective understanding, agree priorities and develop joint plans of action;

- Using data and evidence to map current need, services and totality of investment; identify priority outcomes and ways of addressing those; and evaluate subsequent changes to policy and practice;

- Identifying ways to shift investment 'upstream' to allow prevention and early intervention and reduce the need for high intensity, high cost services;

- Finding meaningful and effective ways of involving children, families and frontline practitioners in the process of service redesign; and

- Using the lessons of implementation science and improvement methodology to bring about effective, sustainable and scalable change.

3.4 The RCS programme offers initial support over an 18 to 24 month period (August 2018 – February/August 2020), through a phased model of delivery **(Appendix 1)**.

3.5 The methodology used by the programme has several elements:

- Children's Wellbeing Survey**,** to provide a picture of wellbeing, from the standpoint of the children themselves and is linked to administration information held locally. This provides a broad evidence base in relation to children's physical and mental wellbeing, the social factors that impact on these and patterns across different groups of children (i.e. deprivation, gender, year groups), (Primary 4 – 7 and Secondary 1 - 4).   This has been completed and has provided an extremely rich data source on what life feels like to children and young people in Moray. Work is underway to capture the views and experiences of younger children and their families too.

- Service Mapping, which aims to help the Partnership understand how public agencies and other bodies invest resources in children and how this investment matches local needs. Once collected and fully considered, the Partnership can use the service mapping information along with the well-being data and other sources of information to inform the development of priorities and identify financing strategies to support these.

3.6 This work will inform the development of the next Children's Services Plan 2021-2024.   This will in effect become a strategic commissioning plan for children's services across Moray.

4 **SUMMARY OF IMPLICATIONS**

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

- Building a better future for our children and young people in Moray.
- Raising aspirations – building a better future for children and young people in Moray.

- The outcomes being that children and young people thrive; have a voice; learn; can get about; have a home; feel secure, healthy and nurtured to be supported to reach their full potential.

(b) Policy and Legal

The Children and Young People (Scotland) Act 2014 placed a requirement on local authorities and health boards to present evidence to the Scottish Government in a Children's Services Plan which clearly sets out and demonstrates the actions planned, taken and delivered to improve outcomes for children and young people in their area. The work being undertaken through RCS will enable the Moray Children's Services Plan to be completed.

(c) Financial implications

There are no financial implications associated with this report.

(d) Risk Implications

There are no risk implications associated with this report.

(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

By realigning effort and expenditure in a way that is better informed by research and family and community engagement, it is anticipated that RCS will improve outcomes for all children and their families and assist in reducing some of the impact of poverty and deprivation in Moray.

(h) Consultations

Senior Officers within Education, Communities and Organisational Development, Senior Human Resources Adviser, Susan Leonard, Quality Assurance and Locality Manager, Paul Connor, Principal Accountant, Morag Smith, Senior Solicitor, Litigation and Social Care, Tracey Sutherland, Committee Services Officer and the Equal Opportunities Officer have been consulted in the preparation of this report and are in agreement with the content relating to their areas of responsibility.

5. **CONCLUSION**

5.1 **That Committee notes the work being done to realign Children's Services to be in a position of making better strategic decisions about how best to improve outcomes for children and young people in Moray.**

Author of Report: Joyce Johnston, Head of Integrated Children's Services (Social Work)
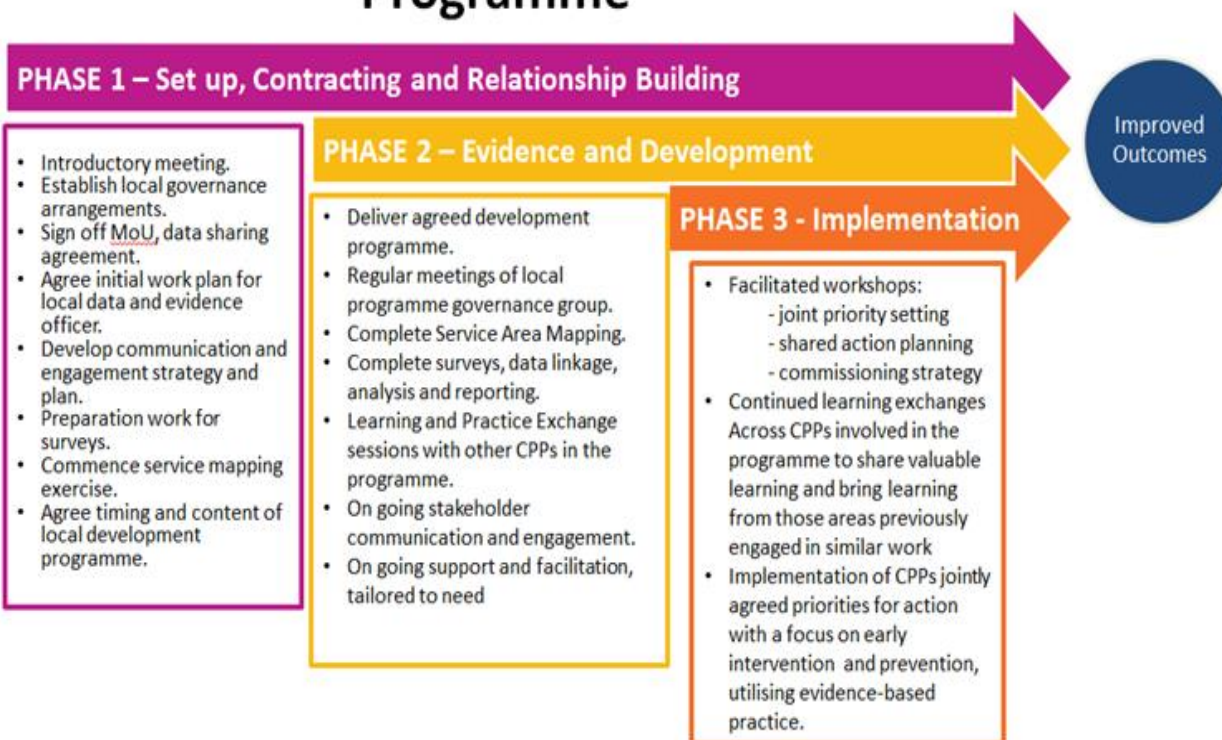   Jackie Stevenson, Acting Head of Integrated Children and Families and (ASN)
                         Vivienne Cross, Head of Education (Chief Education Officer)

Background Papers:
Ref:

Realigning Children's Services Programme

PHASE 1 – Set up, Contracting and Relationship Building

- Introductory meeting.
- Establish local governance arrangements.
- Sign off MoU, data sharing agreement.
- Agree initial work plan for local data and evidence officer.
- Develop communication and engagement strategy and plan.
- Preparation work for surveys.
- Commence service mapping exercise.
- Agree timing and content of local development programme.

PHASE 2 – Evidence and Development

- Deliver agreed development programme.
- Regular meetings of local programme governance group.
- Complete Service Area Mapping.
- Complete surveys, data linkage, analysis and reporting.
- Learning and Practice Exchange sessions with other CPPs in the programme.
- On going stakeholder communication and engagement.
- On going support and facilitation, tailored to need

PHASE 3 - Implementation

- Facilitated workshops:
  - joint priority setting
  - shared action planning
  - commissioning strategy
- Continued learning exchanges Across CPPs involved in the programme to share valuable learning and bring learning from those areas previously engaged in similar work
- Implementation of CPPs jointly agreed priorities for action with a focus on early intervention and prevention, utilising evidence-based practice.

Improved Outcomes

REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON 18 DECEMBER 2019

SUBJECT: INSPECTION OF CALA, MORAY COUNCIL'S RESIDENTIAL PROVISION FOR LOOKED AFTER CHILDREN

BY: CHIEF EXECUTIVE

1.   **REASON FOR REPORT**

1.1   To inform the Committee of the outcome of the recent Care Inspectorate Audit which was undertaken on 27 September 2019 of Cala, Moray Council's residential child care provision, and to invite comment and scrutiny from the Committee.

1.2   This report is submitted to Committee in terms of Section III D (2) of the Council's Scheme of Administration relating to exercising the functions of the Council as Social Work Authority within the terms of relevant legislation with regard to Looked After Children.

2.   **RECOMMENDATION**

2.1   **It is recommended that Committee:**

       (i)   scrutinises and notes the information of the recent annual inspection report of Cala, Moray Council's residential child care provision;

       (ii)   approves the internal provision plan to continuously develop child planning documents in relation to ensuring they are child/user friendly and provide clear evidence of the child's views, as per the suggestion as an area of improvement in the audit; and

       (iii)   notes as there are no requirements specified from the Care Inspectorate Audit report, it is proposed that this will be an ongoing area of review and development within the service, which will incorporate the views and wishes of the young people themselves.

3.   BACKGROUND

3.1   Cala, Moray Council's residential child care provision, has now been operational for almost 4 years, and as a registered service, the Care Inspectorate undertakes annual unannounced audits. The grading received from the Care Inspectorate reflects gradual and sustained improvements in relation to the quality of care and support provided to some of Moray's most vulnerable young people, particularly those who have experienced trauma and consequently present with challenging behaviour.

3.2   The aims and objectives of Cala continue to be to provide a safe and stable homely environment for vulnerable young people where they receive informed care and support to help them overcome the adversities and trauma they have experienced, from a highly trained and skilled staff team who provide relational based, trauma informed care.

3.3   No complaints or concerns have been highlighted, or suggested, and the independent audit provides evidence of the effectiveness of the service, which, in its entirety, is still relatively new, albeit now fully established and somewhat settled. The area highlighted by the Care Inspectorate (with reference to improving care planning) is a suggestion of how the service can further develop and improve, in line with continuous development and improvement strategic frameworks.

3.4   In evaluating the quality of our service the Care Inspectorate use a six point scale where 1 is unsatisfactory and 6 is excellent.

Gradings

How well do we support children and young people's wellbeing	5	Very Good
How good is our leadership		not assessed
How good is our staffing		not assessed
How good is our setting		not assessed
How well is our care and support planned	4	Good

Recommendations
• None

Requirements
• None

The full inspection report is available to view using the link below:
https://www.careinspectorate.com/berengCareservices/html/reports/getPdfBlob.php?id=305347

3.5   The progress and improvements made by Cala staff is recognised and acknowledged, as is the commitment and continued improvements made by Cala staff.

4. **SUMMARY OF IMPLICATIONS**

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

   As a service, the operation of Cala supports and represents the Corporate Plan, by providing effective support to some of those young people who need it most. The aims and objectives of the service, through service delivery, adhere to and support the outcomes that the Plan aspires to, by supporting Moray's young people to thrive and reach their potential.

   (b) **Policy and Legal**

   There are no policy or legal implications arising from this inspection or report, other than that as legally registered provider of care, Cala as a service is audited annually by the Care Inspectorate and adheres to all elements of registration requirements.

   (c) **Financial implications**

   There are no financial implications associated with this report.

   (d) **Risk Implications**

   There are no risk implications associated with this report.

   (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 implications associated with this report.

   (h) **Consultations**

   Head of Integrated Children's Services (Social Work); Chief Social Work Officer; Corporate Parenting and Commissioning Manager; Provider Services Manager; Morag Smith, Senior Solicitor (Litigation and Social Care); Tracey Sutherland, Committee Services Officer and Katrina McGillivray, Senior Human Resources Advisor have been consulted in the development of this report.

5. **CONCLUSION**

5.1 **This report provides reference to the outcome of the recent Care Inspectorate audit of Cala, Moray Council's Residential Child Care provision. The report shares information on the gradings received, and no requirements were identified, and so consequently no action plan is required. It is suggested that, in line with the identification of child planning being an area which would benefit from further improvement, the Committee agrees with and supports the plan for the service to continue to develop and enhance this key area, in line with the continuous development framework already established.**

Author of Report: Donna McDonald, Residential Child Care Manager
Background Papers:
Ref:

REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON
18 DECEMBER 2019

SUBJECT: NATIONAL EDUCATION PRIORITIES – EXCELLENCE AND
EQUITY

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

1.   REASON FOR REPORT

1.1   The purpose of this report is to advise Committee on the annual National Improvement Plan return which is submitted to the Scottish Government.

1.2   This report is submitted to Committee in terms of Section III (C) 1 of the Council's Scheme of Administration relating to exercising all of the functions of the Council as Education Authority within the terms of relevant legislation with regard to nursery, primary and secondary education.

2.   RECOMMENDATION

2.1   It is recommended that Committee:

(i) scrutinises and notes the contents of the report; and

(ii) notes the annual National Improvement Framework (NIF) return submitted to Scottish Government.

3.   BACKGROUND

3.1   The First Minister launched the Scottish Attainment Challenge (SAC) in February 2015 to achieve equity in educational outcomes for all children and young people irrespective of their economic background. It is underpinned by the NIF, Curriculum for Excellence (CfE) and Getting it Right for Every Child (GIRFEC).

3.2   A report outlining the SAC and the then draft NIF was presented to Committee on 9 December 2015 (para 8 of the minute refers).

3.3 An Attainment Scotland Fund of £100m was made available initially targeting schools in the local authorities with the highest concentration of deprived areas as measured by the Scottish Index of Multiple Deprivation (SIMD). In addition 53 schools across Scotland benefitted from dedicated support due to the numbers of children in SIMD deciles 1 and 2. Universal support was offered to all other authorities which included Moray. Moray have had input from a part-time Attainment Advisor who has worked with a number of schools including those with acting or newly appointed headteachers as well as providing ad hoc support to others regarding school improvement.

3.4 Schools were invited to bid for funding in 2016/17 from the Attainment fund and Moray successfully received some awards.

3.5 From April 2017 a further £120m has been provided directly to Head Teachers to use for additional staffing or resources which will help to reduce the poverty related attainment gap. This Pupil Equity Fund (PEF) is allocated directly to schools and targeted at those children most affected by the poverty related attainment gap. The funding is allocated to schools in every local authority in Scotland and has been distributed on the basis of the numbers of pupils in P1-S3 known to be eligible and registered for free school meals.
A report on the PEF was presented to Committee on 8 March 2017 (para 12 of the minute refers).

3.6 Almost all schools have received funding although a few have either never received or have not received in one particular year. A separate report is provided to this Committee on PEF funding for the last academic year.

4. STANDARDS IN SCOTLAND'S SCHOOLS ACT

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

The NIF identifies 4 key priorities for action:

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

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

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

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

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

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

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

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

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

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

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

5. **PROGRESS, PLANS AND REPORTING**

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

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

5.3 A copy of the current Schools and Curriculum Development Plan priorities are attached in **Appendix 1** - this incorporates the NIF plan and is due to be reviewed in 2020 after the management restructure of the Council so that the current Integrated Children's Services Plan and the Schools and Curriculum Plan are merged into an Education plan moving forwards.

5.4 Each year in August a return is made to the Scottish Government to report on progress towards meeting the NIF priorities. The 2018-19 report is attached in **Appendix 2**. In addition Education Scotland gather evidence for the NIF as part of inspection processes which feeds into the annual NIF progress report produced by the Scottish Government in December each year.

6. **SUMMARY OF IMPLICATIONS**

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

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

(b) **Policy and Legal**

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

(c) **Financial implications**

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

(d) **Risk implications**

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

(e) **Staffing implications**

None arising directly from this report.

(f) Property

None arising directly from this report.

(g) Equalities

None arising directly from this report.

(h) Consultations

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

7. CONCLUSION

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

Author of Report: Vivienne Cross, Head of Education (Chief Education Officer)

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

For Moray's Children
Education Vision and Strategy
2018-2021

Contents

Introduction

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

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

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

For Moray's Children
Education Vision and Strategy

The Vision: For Moray's Children

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

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

We will:

- raise **Attainment** and **Achievement** for all,

- provide the highest quality **Learning and Teaching** delivered by our practitioners;

- review and improve our **Curriculum** in the Broad General Education and Senior Phase;

- strengthen our processes for Self-evaluation for **Self-improvement**;

- meet the needs of all by **Supporting Learners**;

- build practitioner and learner capacity through **Leadership at all Levels**.

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

Policy Context

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

The National Outcomes for Scotland include:

- our children have the **best start in life** and are ready to succeed

- young people are equipped through their education to become **successful learners, confident individuals, effective contributors** and **responsible citizens**

- we have tackled the **significant inequalities** in Scottish Society

- we have **improved the life chances for children**, young people and families at risk

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

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

The NIF is supported by 4 national priorities:

- improvement in attainment, particularly in literacy and numeracy

- closing the attainment gap between the most and least disadvantaged children

- improvement in children and young people's health and wellbeing

- improvement in employability skills and sustained, positive school leaver destinations for all young people

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

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

- growing, diverse and sustainable economy;

- building a better future for our children and young people in Moray;

- empowering and connecting communities;

- changing our relationship with alcohol.

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

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

- a place where children and young people thrive

- a place where they have a voice, have opportunities, learn and get around

- a place where they have a home, feel secure, healthy and nurtured

- a place where they are able to reach their full potential

Our three priorities are:

- **Ambitious and confident children** – to improve the life chances of children, especially the most vulnerable, by supporting them and their families at the earliest stages

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

- **Safer children** – to protect children from the risk of harm, abuse and neglect and promote and support safer environments and communities

Themes and Legislative Compliance

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

- legislative compliance

- getting it right for every child (GIRFEC)

- prevention and early intervention

- evidence based practice, including the use of appropriate data

Legislative Compliance

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

- The Education (Scotland) Act 1980

- United Nations Convention on the Rights of the Child

- Standards in Scotland's Schools etc Act 2000

- Scottish Schools (Parental Involvement) Act 2006

- Education (Additional Support for Learning) (Scotland) Acts 2004 and 2009

- Equality Act 2010

- Children and Young People (Scotland) Act 2014

- Education (Scotland) Act 2016

- The Community Empowerment (Scotland) Act 2015

Getting it right for every child (GIRFEC)

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

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

Prevention and Early Intervention

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

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

Evidence Based Practice

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

Self-evaluation, reporting to committee, reporting etc

Local Context

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

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

- Schools and Curriculum Development

- Integrated Children's Services

- Lifelong Learning, Culture and Sport

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

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

- Early Learning and Childcare

- Primary and Secondary Schools

- Locality Management Groups

- Partnerships

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

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

- Aberdeen City

- Aberdeenshire

- Argyll and Bute

- Eilean Siar (Western Isles)

- Highland

- Moray

- Orkney Islands

- Shetland Islands

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

Education Strategy Service Overview

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

Our Community Partnership Plan

Local Outcome Improvement Plan (LOIP)

- Priority 1: Growing a diverse and sustainable economy

- Priority 2: Building a better future for our children and young people

Our Partnership Children's Services Plan

Moray Children's Services Plan

- Priority 1: Ambitious and confident children

- Priority 2: Healthier children

- Priority 3: Safer Children

Our Regional Collaborative Plan

Northern Alliance Plan

- Priority 1: Improvement in attainment, particularly literacy and numeracy

- Priority 2: Closing the outcome gap between the most and least disadvantaged children

- Priority 3: Improvement in children and young people's health and wellbeing

- Priority 4: Improvement in employability skills and sustained, positive school leaver destinations for all young people

Our Local Authority Plan

Moray Council Corporate Plan 2026

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

Moray Education Priorities

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

Raise Attainment and Achievement for all

- To develop collaborative approaches to improve attainment and achievement at all stages, 3-18

- To identify gaps in attainment and achievement within establishments, creating and implementing strategies to ensure equity for all learners

- To engage families in developing opportunities to ensure positive relationships, improved behaviour and better learning

- To create opportunities which empower children and young people to actively engage and participate

Provide the highest quality Learning and Teaching delivered by our practitioners

- To review and embed the learning and teaching strategy in order to ensure high quality learning experiences for all

- To further strengthen planning of learning, teaching and assessment, including moderation, to support robust and reliable teacher professional judgement

- To secure improved outcomes for all learners, through effective tracking and monitoring approaches, supported by rigorous data analysis by all

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

- To support the development of curriculum rationale based on clear vision, values and aims

- To ensure a responsive curriculum is in place to meet the needs of all learners, reflecting CfE design principles

- To provide progressive learner pathways from 3-18, to develop skills for learning, life and work

Strengthen our processes for Self-evaluation for Self-improvement

- To develop our support for self-evaluation for self-improvement, at all levels

- To create a culture of self-reflection in all establishments, leading to improvement

- To promote collaborative approaches to validate self-evaluation, reviewing and further developing quality improvement engagement with establishments

Meet the needs of all by Supporting Learners

- To promote approaches to wellbeing which underpins children and young people's ability to maximise their successes, progressions and achievements

- To develop a culture of inclusion, equality, and diversity leading to improved outcomes for all children

- To establish robust quality assurance procedures and processes to support the wellbeing of children and young people

- To embed the collective 'Responsibility of All' across establishments

- To improve employability skills and sustained positive destinations for all young people

Build practitioner and learner capacity through Leadership at all Levels

- To build and sustain a culture of leadership at all levels

- To promote personal and collegiate responsibility through collaboration and sharing learning to foster a coherent approach to professional development and leadership

- To support and nurture Moray's Education workforce and provide sustained support for professional development

- To encourage and enable leadership of learning by developing understanding of how research and theory inform and underpin practice

Action Plans

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

Strategies and Guidance

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

- 1+2 Strategy and Guidance

- Admissions Policy

- ASN Handbook – range of policies and procedures

- Assessing Progress and Moderation in the BGE – Guidelines and Procedures

- Broad General Education – Curriculum Rationale Guidance

- Broad General Education – Curriculum Strategy Overview

- Broad General Education – Data Analysis – Assessment, Tracking and Monitoring

- Broad General Education – Guidance for Tracking and Monitoring

- Broad General Education – Guidance on Planning in the BGE

- Broad General Education – Practitioner Self-Reflection – Assessment, Tracking and Monitoring

- Broad General Education –Summary Guidance for Practitioners for Tracking and Monitoring

- Child's Planning Guidance – under review

- Leadership and Management Strategy

- Moray Leadership Framework

- Strategic Plan for Professional Learning in Moray

- Moray ASN Strategy 2017/27

- Moray BGE Tracking and Monitoring Strategy

- Moray Included, Engaged, Involved

- Moray Learning and Teaching Strategy/Cycle

- Moray Moderation Strategy

- Moray Skills Pathway – our Strategy for Developing the Young Workforce

- Moray STEM Strategy

- Parental Engagement Strategy/Family Learning – under review

- School Improvement Planning and Pupil Equity Fund Guidance

- Schools for the Future policy – to be reviewed

- Transitions Policy

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

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

Our Offer to Establishments

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

Risks

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

- operational issues which impact on actions failing to progress

- ongoing budgetary constraints

- failure to meet national priorities

- loss of key staff or reduction in capacity

- external scrutiny increases expectations

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

For Moray's Children Strategy and Governance Group

Aims to:

- review national and local priorities, plans and guidance

- set and review priorities and actions, monitoring progress against agreed benchmarks

- ensure best value for Education and Social Care resource whilst ensuring improved outcomes for children and young people

- scrutinise progress against milestones

- agree and direct interventions where required

- develop a communication strategy to ensure participation of all stakeholders

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

Reporting on Outcomes

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

Moray Council
High Street, Elgin, IV30 1BX

www.moray.gov.uk

#TeamMoray
#TeachMoray

National Improvement Framework Evidence - Qualitative Feedback

QI 1.3 Leadership of change **QI 2.3 Learning, teaching and assessment** **QI 3.2 Raising attainment and achievement**	Leadership in a few primary schools is very good as evidenced in school inspections, although overall leadership of change continues to be variable across all schools. The majority of schools would be deemed satisfactory with the capacity to support and improve increasing. Where schools have embraced the empowerment agenda, headteachers and other senior leaders are building capacity in leadership at all levels across the school which is impacting positively in improvements over time. Almost all schools have a clear vision and values, setting the direction for improvement. An increasing number are developed in partnership and is growing through a sound understanding of local intelligence and data. The majority of schools have created an ethos and culture of change and improvement with school improvement priorities forming a clear improvement pathway. An increasing no of staff are contributing to the improvement agenda with a few examples of effective practice where parents, pupils and partners are also involved. In the most effective schools, improvements are clearly evidenced through improved outcomes for learners. Learning, teaching and assessment is satisfactory and improving across schools. Positive relationships exist in almost all schools in Moray with an increasing amount of schools embracing a rights based approach. Almost all children are well-behaved and engaged in their learning. In a few schools there are examples of effective practice where learners are highly challenged and experience learning well matched to their needs. The quality of learning intentions and success crteria is improving although this could be improved further. Benefits would be gained in the majority of schools of an increased focus on pedagogy and improving the consistency of teaching. The sustained focus on moderation has ensured that assessment is increasingly integral to planning. Assessment approaches are variable and assessment evidence is wide ranging and the resulting teacher professional judgement is increasingly reliable. Moderation across ASGs and curriculum groups is increasing and as a result there is an improving trend in attainment in the BGE. Attainment across some key measures in the senior phase is improving although a continued focus is required across the authority to improve further including the launch of the revised raising attainment strategy. Our learners benefit from a growing range of opportunites to achieve, developing their skills for learning, life and work and the four capacities of CfE. Targeted use of PEF funding in most schools is impacting positively on those learners who face adversity. With increasing effective pathways planning and engagement activities with partners there is an increase in the number of learners who move into a positive pathway.
Effectiveness of moderation of teacher judgement of CfE levels in literacy and numeracy	Overall good progress continues to be made in developing teacher confidence across the authority in their teacher professional judgment. There is a clear moderation strategy (revised for session 2019/2020) and shared expectations for all schools in terms of making judgements of CfE levels. Over the last four sessions, a QIO has led on this, working in collaboration with central and school practitioners in order to provide schools with a range of guidance, support and events. There is a continued commitment to QAMSOs with almost all Associated Schools' Groups having access to at least one QAMSO to support learning and building capacity. Secondary subject groups have been replaced with Curricular groupings and four meetings per year have been used to develop staff's understanding of CfE levels, particularly in the responsibility of all in literacy and numeracy and understanding of assessment approaches. In addition to this, in-service days across this session were planned to include moderation activities to further enhance our shared understanding of expectations and standards across the authority. This has resulted in almost all staff being aware of national expectations, having completed exercises in line with national training materials and ongoing engagement with benchmarks. There continues to be a clear expectation that moderation activity should continue to happen within and across schools, Associated Schools Groups as well as across Moray, evident through SIPs and Working Time Agreements. Practice in moderation is developing and there are examples where confidence in CfE teacher professional judgement has developed. Overall, we have increasing confidence in the reliability of our data and we will continue with planned work in this area. This was confirmed through discussion with a Scottish Government colleague in recent review meeting.

Family learning	SIPs and PEF Action Plans continue to evidence school focus on Family Learning initiatives linked with other key National and local priorities. There are some examples of very good practice where schools and partners universally consult with and support families and routinely share learning using a range of events, home learning supports and initiatives to engage families and share strategies for learning together. Schools evidence their approaches, the majority using Social Media, Newsletters, Websites and events to showcase the impact of family learning. School self-evaluation reports positive impact of these family learning opportunities, including rights based focus and strengthened home-school links which are improving outcomes for learners. Schools continue to look for creative approaches to further engage families, including those hard to reach families and those affected by poverty related factors. This includes specific family learning targets as evidenced through the Child Planning process which is reviewed for progress and measures impact for children and families at each meeting.
Impact of parents on improvement	Our schools work in partnership with parents to shape priorities, contributing to self-evaluation activities for school improvement. Parental views are sought through a variety of forums including Parent Council, Parent Partnerships and through emerging examples of parent participation on school Working Groups. In wider Moray, parents are also an integral part of recruitment panels for promoted posts in Primary and Secondary Schools (Depute Head Teacher and Head Teacher appointments). The Moray Parent Forum is used to keep parent council office bearers up to date with national priorities and local plans to improve educational experience and meet children's needs. A biannual parental survey was completed last year, providing information on parental views. Many of our parents are employers and our Moray workforce, contributing to wider Careers Education and DYW related initiatives in our schools including work-related learning and interactions. Cognisance is being taken of work in our Early Years' strategic group so that any Education strategy ties in with the wider Community partnership plans. Relationships with parents and families are strong across our Moray schools where relational based approaches are commonplace. A strategy is currently in place where it has been identified that this now requires review in partnership with wider stakeholders.
School improvement planning is done in collaboration with teachers and parents	In formulating School Improvement Plans, support of key stakeholders is sought across our schools including teachers and parents, using self-evaluation evidence gathered as a basis. There are a growing number of schools who are developing collaboration in improvement planning with pupils, staff and parents in development of pupil and parent versions of School Improvement Plans, with shared responsibility for achievement of key outcomes. Schools are focused in on wellbeing, equality and inclusion for all in Moray. In all schools, time is set aside at meetings to discuss, agree and action school priorities and take forward improvements. In line with local priorities and in taking forward learning from Head Teacher meetings and Professional Learning events, Head Teachers are empowered to develop and embrace the culture of leadership at all levels using resources and strategies provided. Schools continue to refresh their vision and values on an ongoing basis, ensuring they reflect their communities and local contexts. In collaboration with pupils, teachers, parents and wider partners, most of our schools have developed their curriculum and curriculum rationale, embracing the four contexts for learning. All staff are clear on school strengths and areas for improvement, support by authority processes including 'Schools for the Future' visits, QIO support and challenge visits and wider self-evaluation activities supporting improvement.

School Improvement plans reflect the national priorities as set out in the NIF	All schools have been given clear guidance on national and local priorities. School Improvement Plans in turn reflect these priorities. All schools have plans reflective of this guidance and are clearly linked to the NIF drivers, raising attainment and closing the equity gap. Quality Improvement Officers provide ongoing support and challenge to schools to improve the quality of plans and to ensure that they have appropriate purpose, providing feedback on key documentation. A few schools review their plans after authority visits or post-inspection activity. Revised guidance for School Improvement Planning and self-evaluation have been produced centrally and issued to schools in order to further support improvement. School Improvement Plans reflect the local authority Schools and Curriculum Development Strategic Plan, which was developed in line with National Priorities. Head Teacher meetings focus on our Strategic Plan, ensuring all schools embrace relevant National Priorities and key learning relating to key National Priorities is offered locally. Schools work collegiately and in collaboration with a range of central and support services to ensuring National Priorities progress across their schools. This includes work on wellbeing, equality and inclusion.
Progress with the priorities set out in the NIF • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children • Improvements in children and young people's health and wellbeing • Improvement in employability skills and sustained, positive school-leaver destinations for all young people	• There is an improvement in attainment over time for some measures and teacher professional judgements are improving. In some schools, staff shortages remain and continue to impact on attainment levels. In secondary, this is clearly evident in some subjects and one teacher departments. There are a growing number of schools involved in Northern Alliance Emerging Literacy in order to support early stage literacy and targeted intervention for identified pupils across stages. Northern Alliance evidence of impact highlights positive trends at this stage. In addition, practitioners from 25 identified schools were trained in SEAL (Strategies for Early Arithmetical Learning) focusing in on identifying gaps in learning in core numeracy skills for intervention and raising attainment. Senior Phase attainment is variable across our schools with collaborative working on curriculum offers, learner pathways, learning and teaching and supporting learners beginning to have positive impact. Some schools are using flexibility of the 33-period week to provide universal and targeted literacy and numeracy interventions supported by PEF initiatives. • Most schools are using data more robustly to inform priorities. Supported by the local authority, all schools receive a range of data and the 'Moray Tracker' spreadsheet for data analysis identified as good practice by Education Scotland is being rolled out across our schools. This provides opportunities to analyse groups and cohorts, leading to universal and targeted intervention. Class teachers are more involved in conversations with senior leaders about pupil progress, developing approaches to data analysis at all levels, understanding and removing barriers to learning. Schools continues to embrace plans for PEF funding and have trialled a number of interventions in support of targeted groups/individuals and cohorts. Updated local guidance and support to ensure greater quality, data driven interventions should lead to greater positive impact on our children and young people. • As a result of our revised Child Planning process, practitioners at all levels have a greater understanding of the staged intervention process which is leading to more robust universal and targeted interventions to meet the needs of all learners. Collaboration with wider multi-agency partners in a variety of forums is leading to improved outcomes for children and young people and shared learning. The revised Child Planning process ensures the 'voice of the child' is central and empowers families in becoming active partners in their child's development and wellbeing. Most Moray schools engage with UNICEF's Rights Respecting Schools award with almost all schools registered, the majority of schools having achieved Bronze level and a number having achieved Silver and Gold levels. Overall, Gold level schools are reporting a reduction in behaviour, attendance and exclusion rates as a result of their engagement with this programme. In partnership with Educational Psychology, schools are engaging with the "Building Relationships" programme which focuses on relational based approaches. Almost all children feel safe and happy and know who to go to when necessary for help or advice, as noted through Education Scotland inspection activity and school self-evaluation. An Inclusive Practice Toolkit has been provided to practitioners across our schools, supporting and informing universal and targeted support to meet the needs of all learners. • The Moray Skills Framework provides a clear strategy and pledge to create opportunities for children to have access to identified sectors for future career paths. Work to date has focussed on schools working in partnership with a range of partners including DYW Moray, Moray College UHI and SDS. A series of Pathways and Partnership events including whole-authority Inset Day and Head Teacher meeting focusing in on Career Education Standards and Work Placement Standards have increased practitioner understanding, enabling these entitlement to be embedded in the curriculum. Significant work has been undertaken by volume and growth sectors to promote a broad range of opportunities throughout the curriculum as well as bespoke 'Sector Days' linked to the Moray Skills Pathway. Wider collaboration has included the development of an all age

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

REPORT TO: **CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON 18 DECEMBER 2019**

SUBJECT: **EDUCATION AND CHILDREN AND FAMILIES REVENUE BUDGET MONITORING TO 31 OCTOBER 2019**

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

1. **REASON FOR REPORT**

1.1 To inform the Children and Young People's Services Committee of the budget position for Education and Children and Families Services as at 31 October 2019.

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

2. **RECOMMENDATION**

2.1 **It is recommended that Committee scrutinises and notes the budget position at 31 October 2019.**

3. **BACKGROUND**

3.1 The report highlights those areas of the budget where there is a significant percentage variance identified at 31 October 2019.

4. **BUDGET POSITION**

4.1 The spend at 31 October 2019 is £52,352,000 against a budget to date of £53,176,000, giving an underspend of £824,000 as shown in **Appendix 1**.

4.2 The main variance in primary schools and secondary schools relates to devolved school budgets comprising of £276,000 in primary schools and £536,000 in secondary schools.

4.3 Lifelong Learning, Culture and Sport has an overspend of £11,000. The main variance is a £12,000 overspend on the Public Private Partnership contract due to a reduction of income from contract deductions.

4.4 The main variance in Education Central Services is a £185,000 overspend in central supply due to maternity leave and long term sickness cover. This is reduced by an underspend of £23,000 on the facilitating school improvement budget.

4.5 Integrated Children's Services has an underspend of £182,000. This is mainly due to underspends of £26,000 on the area teams operational budget, £32,000 on adoption placements through external providers and adoption legal fees, £28,000 on fostering fees and allowances and £30,000 on the children with disabilities residential and respite contracts. Additional support needs training, fostering training and other small underspends have also contributed to the overall underspend.

5. **ESTIMATED OUTTURN**

5.1 The estimated outturn for the year ending 31 March 2020 is £101,708,000 against a budget of £102,160,000 giving an estimated underspend for the year of £452,000.

5.2 For budget reporting purposes, it is assumed that schools will spend their devolved budgets by the year end. Any actual underspends or overspends will be carried forward in accordance with the Devolved School Management Scheme.

5.3 The estimated year end position for Lifelong Learning, Culture and Sport is an underspend of £75,000. The main underspend is on a capital grant to Moray Leisure.

5.4 Education Central Services is estimated to overspend £169,000 against budget. The main reasons for the overspend are the centrally held supply budget expecting to be overspent by £250,000 and the facilitating school improvement budget is expected to be £50,000 under budget due to lack of staff to implement projects.

5.5 An underspend of £431,000 is anticipated in Integrated Children's Services. The most significant areas of underspend are fostering fees and allowances £140,000, foster care home to school travel £35,000, area teams operational budgets £57,000 and self directed support payments £25,000. Within the adoption service there are anticipated underspends on external adoption placements and legal fees of £51,000, adoption allowances £24,000 and one-off income from other authorities for adoption placements in Moray £14,000.

5.6 The Efficiency savings (staffing vacancy savings) targets are estimated to over achieve, adding £112,000 to the overall underspend.

6. **SUMMARY OF IMPLICATIONS**

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

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

   (b) **Policy and Legal**

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

   (c) **Financial implications**

   The resource implications are set out in this report and at **Appendix 1.** The underspend as at 31 October 2019 is £824,000 against a budget to date of £53,176,000. The estimated outturn for the year ended 31 March 2020 is expenditure of £101,708,000 against a budget of £102,160,000 giving an estimated underspend of £452,000

   (d) **Risk implications**

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

   (e) **Staffing implications**

   There are no staffing implications associated with this report.

   (f) **Property**

   There are no property implications associated with this report.

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

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

   (h) **Consultations**

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

7.   CONCLUSION

7.1   That Committee scrutinises and notes the budget position as at 31 October 2019.

Author of Report: Vivienne Cross, Head of Schools and Curriculum Development
Richard Anderson, Transformation Officer
Joyce Johnston, Acting Head of Integrated Children's Services (Social Work)
Jackie Stevenson, Acting Head of Integrated Children's Services (ASN)

Background Papers: with authors and finance

Educational Services

Appendix 1

Budget Monitoring Report to 31st October 2019

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	2,020	(2,066)	(2,059)	(7)	-		2,020		-
Primary Education	26,014	14,291	14,051	240	2 %		26,016		(2)
Secondary Education	27,532	14,400	13,836	564	4 %		27,532		-
Lifelong Learning Culture and Sport	9,701	5,495	5,506	(11)	-		9,626		75
Education Central Services	3,629	1,311	1,457	(146)	(11)%		3,798		(169)
Integrated Children's Services	31,932	18,851	18,669	182	1 %		31,501		431
Management	286	152	147	5	3 %		281		5
Business Support Unit	1,363	742	745	(3)	-		1,363		-
Efficiency Savings-Education	101	-	-	-	-		(62)		163
Efficiency Savings-LLCSP	8	-	-	-	-		(31)		39
Efficiency Savings-ICS	(426)	-	-	-	-		(336)		(90)
				-					
Educational Services Total	**102,160**	**53,176**	**52,352**	**824**	**-**		**101,708**		**452**

moray
council

REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON
             18 DECEMBER 2019

SUBJECT: EDUCATION AND SOCIAL CARE CAPITAL BUDGET
             MONITORING REPORT TO 31 OCTOBER 2019

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

1.   **REASON FOR REPORT**

1.1   The purpose of this report is to inform Committee of projects and proposed
      expenditure for Capital Budgets within Education and Social Care for 2019/20.

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

2.   **RECOMMENDATION**

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

      i)   **scrutinises the Education and Social Care Capital Budgets to 31
             October 2019;**
      ii)   **considers the additional costs relating to Linkwood Primary and
             notes that an update on discussions with Springfield Properties
             about potential liability will be provided to this Committee in
             March 2020;**
      iii)   **agrees to retain the furniture and fittings at East End Primary for
             decant classroom provision and provide additional budget from
             the underspend in the Capital Programme 2019/20 to purchase
             furniture and fittings for Linkwood Primary;**
      iv)   **notes that £1.3m of revenue funding will be required from the
             Early Learning budget to meet the projected capital shortfall; and**
      v)   **notes that savings from the closure of Auchernack may reduce
             from £13.5k to £11k if there is any further delay in the project.**

3. BACKGROUND

3.1   It is the practice of this Committee to receive regular reports both providing an update on the current financial position of the capital programme and seeking approval to implement projects when they arrive at a suitable point of development.

3.2   At the special meeting of the Moray Council on 27 February 2019 (paragraph 4 of the minute refers) Council approved the Financial Plan for 2019/20.

3.3   The capital budgets covered in this report and a list of the major projects from this financial year are contained within the Education and Social Care Capital Plan at **APPENDIX I**.

4. BUDGET FOR 2019/20

4.1   The total approved Capital Budget for Education and Social Care for financial year 2019/20 is as follows:-

	19/20 £000
Land & Buildings	39,068
Vehicles, Plant & Equipment	392
Totals	**39,460**

4.2   Actual expenditure up to 31 October 2019 including carry forwards from 2018/19 is £17.045m.

5. MAJOR PROJECTS

Schools Essential Maintenance Programme (Make do and Mend):

5.1   The original 6 Make Do and Mend (MDAM) projects are all complete. Final accounts for these projects still need to be settled but all will underspend. Current projections indicate spend of £2.342m against an annual budget of £3.2m.

5.2   Property Services continue to review the works programmes for 2020/21 and where possible, will bring forward projects where it is appropriate to do so.

5.3   Hythehill Primary

   i)   The roof replacement at Hythehill Primary was recently brought forward and is expected to complete by February 2020; and

   ii) The replacement of windows at Hythehill Primary has recently been added but the programme will not complete until 2020/21.

6. MAKE DO AND MEND POLICY

6.1   The Council ended its Make Do and Mend Policy on 27 February 2019 (paragraph 4 of the Minute refers). A revised programme for school improvements is being developed for 2021/22 but remains challenging due to the Council's current financial situation.

7. NEW BUILD (SCHOOLS)

Lossiemouth High Replacement Project:
7.1   The Project is slightly ahead of programme (3 weeks).

Main Teaching Block
The ground floor framing for glazing has been installed with the glass installation ongoing. This is complete on the first and second floors other than the sections at the loading bays. Internal partitioning is progressing well with the mechanical and electrical installation of ducting, sprinklers and pipework with the ground floor sprinkler system inspected and tested. The external render has recently commenced.

Sports Block
Good progress has been made within the Sports Block with the roof work almost complete. The plant decks are complete with the plant installed. The frames for glazing have been installed ready for the glass to be installed.

7.2   During this period, the ventilation contractor went into liquidation. Immediate action was taken and a replacement contractor (Principal Cooling) was appointed on 9 November 2019. The new contractor commenced onsite on 25 November 2019. It is not anticipated that the change of contractor will have a detrimental impact in terms of the overall programme of works and all works carried out by the original contractor (MJ Vent) to date is covered by warranty.

7.3   Staff visits from the current school have commenced to allow familiarity with the building and all feedback from the initial visit was positive.

7.4   The main priority over the next works phase is to get the building wind and water tight before the winter period.

Linkwood Primary School:
7.5   Linkwood continues to progress to programme. The windows have now been installed and works have begun on installing the internal partitions. The external cladding has commenced and the car park has been formed along with the avenue path and street lighting ducts installed. The mechanical and electrical installation works are continuing with the installation of pre-fabricated modules containing services pipework and containment trays. The base for the sprinkler tank has been constructed and the sustainable drainage pond and access track is complete.

7.6   Springfield Properties have provided a programme of works (linked to the new school) that were prescribed in the Section 75 agreement for the Elgin South planning consent. The main works include improvements to Linkwood Road; the associated footpath/cycle path; and the permanent access road to the school. These works are due to complete between January and March 2020. The Head of Housing and Property is monitoring the programme and this Committee will be kept updated on progress and/or any potential issues should they arise.

Additional Unbudgeted Costs

7.7   There are a number of costs relating to Linkwood Primary that have not been budgeted for. These include:

	Item	Cost
1)	Provision of generator and fuel (based upon 61 weeks)	£45,735 estimated cost
2)	Effluent holding tank (based upon 61 weeks)	£21,000 estimated cost
3)	Installation of surface water manhole to avoid delaying the works	£1,786 actual cost
-	**Total**	**£68,521**

Provision of a Generator (plus fuel)

7.8   Springfield Properties were required to provide an electric mains supply to service the school site by 21 November 2018. Although this remains an outstanding issue, significant progress has been made in recent weeks to get the supply connected. To ensure that Linkwood Primary was not delayed, it was necessary to hire a Generator from week 5 of the project. The estimated cost of the Generator is detailed above and the matter has been discussed with the Chief Executive of Springfield Properties. Discussions were positive and it is intended to provide an update to this Committee in March 2020 once a formal response has been received with regards to liability.

Effluent holding tank

7.9   An Effluent holding tank was installed onsite in Week 8 of the project. This was to ensure that suitable welfare facilities were available to the workforce. These costs are deemed reasonable in the circumstances and will need to be met from the Linkwood Project.

Installation of surface water manhole

7.10   Springfield Properties have agreed to meet these costs in full.

Furniture and Fittings

7.11   Furniture and fittings were purchased for Linkwood Primary but placed at East End Primary as part of transitional arrangements pending completion of the new school. The cost of these items is detailed below:

Furniture   £67,685
Interactive panels   £17,500

| | Total | **£85,185** |

7.12 The predicted increase in population in Elgin (north and south) will continue to put pressure on the primary school estate. In these circumstances, it would be prudent to retain the decant classroom accommodation at East End Primary (7 classrooms). Based on current roll projections, East End will be required as early as August 2020. This accommodation will need to be furnished.

7.13 Given the above and the obvious costs associated with removals and reinstatement, it would make sense to leave the existing furniture and fittings at East End and provide new budget from underspends in the Capital Programme for 2019/20 to replace the furniture and fittings at Linkwood Primary. The cost of this is projected at £85k.

7.14 Once there is no longer a requirement for any decant accommodation in Elgin, the furniture and fittings at East End will be recycled within the wider school estate to reduce replacement costs in future years.

Findrassie Primary School

7.15 The business case for Findrassie Primary will be developed early in the New Year. This will provide clarity in terms of what is required and how much the new school is likely to cost. Early indications suggest that:

i) Ground conditions on the proposed site are suitable for new build;
ii) A 450 pupil school will be required;
iii) The site /design will have capacity to extend to a 650 pupil capacity;
iv) The school will include Additional Support Needs and Nursery;
v) It will provide community based facilities;
vi) A community engagement strategy will need to be developed;
vii) Design options are currently being progressed to inform cost;
viii) Roll projections indicate the school will be required by 2023/24;
ix) This date could extend depending on how East End is utilised.

8. **OTHER SCHOOLS**

8.1 The Other Schools Budget includes provision for remedial works at Milnes Primary School (Early Learning and Childcare) and other legislative health and safety works (as required). A new budget line relating to costs incurred for the Forres Academy extension is included in **APPENDIX I** for the first time. This is settlement of an outstanding final account where the Council has been in dispute with the contractor over the warranty of the roof. This matter has been resolved and payment of £45k has been paid to the contractor in recognition of this. This cost will be met from underspends within the Capital Programme budget for 2019/20.

9. EARLY LEARING CHILDCARE EXPANSION

9.1 The Early Learning Childcare (ELC) Capital Programme includes 4 new build nurseries and 7 refurbishments.

9.2 On 25 June 2019, the Scottish Government wrote to all local authorities to inform them that "some local authorities were experiencing financial pressures in delivering their ELC capital programmes. This is due mainly to cost increases within the construction industry." In such circumstances the Scottish Government have confirmed that underspends in ELC revenue funding can be used to bridge the capital gap.

9.3 On 30 October 2019, this Committee were informed that there was a projected overspend in the capital budget of £1.101m (paragraph 11 of the draft Minute refers). It was agreed that Officers should review the current programme and where appropriate, use revenue funding from the Early Learning Budget to address any capital shortfall. The review was completed in November 2019 and it is estimated that £1.3m of revenue funding will be required to address the funding gap.

9.4 Progress on individual ELC projects to date is provided below with all works complete at:

- Lady Cathcart, Buckie;
- Lhanbryde Primary;
- Burghead Primary; and
- New Elgin Primary.

Cullen Nursery
9.5 All works onsite are projected to end by 31 January 2020.

Pilmuir Nursery
9.6 The project is expected to complete in March 2020 and thereafter, the existing nursery will be refurbished back to classroom provision and the play areas completed.

10. LEISURE AND LIBRARIES

Public Facilities
10.1 The £10k public facilities budget provides funding for replacement fixtures and fittings within public buildings. To date, £6k has been committed and it is projected that spend will outturn on budget.

Community Centres
10.2 The £30k budget to fund office improvements at Forres House will be spent in this financial year. The contractor is currently onsite but a number of unforeseen repairs (i.e. roof leaks, etc.) have required immediate attention and caused delay. While every effort is being made to achieve the closure date of 6 December 2019, a secondary date of 20 December 2019 has been

provisionally agreed. If the later date prevails, it is unlikely that staff from Auchernack will move until the New Year. The projected savings have therefore been recalculated on this basis. Any unbudgeted costs associated with Forres House will be met from underspends in the corporate repairs and maintenance budget 2019/20. This is appropriate in the circumstances.

Swimming Pool: Equipment
10.3   The purchase of new fitness room equipment for Keith Sports and Community Centre (£37k) is the only expenditure within this budget to date. The full budget of £50k is expected to spend by 31 March 2019.

Moray Leisure Centre: Equipment
10.4   A budget of £12k for equipment at Moray Leisure Centre was carried forward from the previous financial year. This was to fund gym refurbishment and gym equipment. Costs to date include £9k for the gym equipment and £5k for the refurbishment. No further expenditure is expected leaving the budget with a £2k overspend.

Moray Leisure Centre: Dehumidifiers
10.5   A contractor has been appointed to install the replacement dehumidifiers. Agreement has been reached with Moray Leisure Centre with regards to the installation to avoid disruption to the ice rink activities. The dehumidifiers will be installed in stages during times when the ice rink is not in use.

Moray Leisure Centre: Combined heat and power unit (CHP) replacement:
10.6   A contractor has been appointed to install a replacement combined heat and power unit and the design and manufacture process has begun. The work is programmed to complete by June 2020.

11.   **SUMMARY OF IMPLICATIONS**

   (a)   Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP)).
   This report supports the Council's corporate working principles of efficiency, effectiveness and economy and the Education and Social Care Department's objective of providing effective, efficient and sustainable premises.

   (b)   Policy and Legal
   Future programmes of work funded from the Capital Programme will require policy decisions to help inform how schools projects will be prioritised and in the case of refurbishments - to what standard.

   (c)   Financial Implications
   The approved capital budget for 2019/20 is £39m. This report provides updates on all key areas of spend and clarifies a number of key issues and actions:

Linkwood Primary
The report provides details of the un-budgeted spend to date within this project and also the key actions being taken by officers to address this.

Early Learning Programme
It is currently projected that £1.3m of ELC revenue funding will be required to ensure that the capital programme is delivered without cost to the Council.

Decant Classroom Accommodation
Decant accommodation will be required at East End from August 2020. It is proposed to retain at this school, the furnishings intended for Linkwood and provide £85k from underspends in the Capital Programme 2019/20 to procure new furnishings for the new school.

Forres Academy
The settlement of a historic final account for work at Forres Academy (£45k) can be absorbed within the Capital Programme 2019/20.

Auchernack
There may be a delay in closing Auchernack due to unforeseen repairsat Forres House. The projected savings have been reduced to £11k to reflect this.

(d) Risk Implications
The school estate (excluding new build) continues to deteriorate. The level of investment that the Council is able to afford is insufficient to maintain all schools to B/B standard. The risk of building failures; temporary closures; and/or health and safety risks continue to be an ongoing concern for Property Services.

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

(f) Property
There are no property implications other than those detailed in the report.

(g) Equalities/Socio Economic Impact
There are no equalities or socio economic implications associated with this report.

(h) Consultations
Consultations have been undertaken with Paul Connor, Principal Accountant; the Property Resources Manager; the Design Manager; Morag Smith, Senior Solicitor (Litigation and Social Care), the Public Performance Reporting and Communications Officer, Equal Opportunities Officer; the Head of Economic Growth and Development, Education and Social Care Senior Management Team and Tracey

Sutherland, Committee Services Officer. Where comments have been received, these have been included within the report.

12.   CONCLUSION

12.1   This report presents the Education and Social Care Capital Works budget to 31 October 2019.   It clarifies the status of a number of capital projects and the financial implications associated with each of them where appropriate.

Author of Report: Richard Anderson, Head of Housing and Property (currently seconded to the Modernisation and Improvement Programme)
Background Papers:
Ref: Education and Social Care Capital Budgets 2019/20

Land & Buildings	Current Capital Plan 2019/20 £000	Actual Expenditure £000	Total Projected Expenditure £000
School Estate – Make Do and Mend			
Speyside High School (M & E) works 619381 268 9 268	268	204	208
Cluny Primary School M&E Works 619086C 701 9 701	701	446	504
Forres Academy M&E Works 619429C 765 33 765	765	482	543
New Elgin Primary School M&E Works 619274B 284 31 284	284	190	204
Keith Grammar School Roofing Works 619481 642 642	642	358	513
Andersons Primary School M&E Works & Windows 619027/619025B 616 616	616	310	370
Hythehill Primary (Roof Works)	0	2	211
Hythehill Primary (Window Replacement)	0	0	200
Schools – New Build			
Lossiemouth High School	21,273	9,476	21,273
Linkwood Primary School Elgin	10,067	3,344	10,067
Findrassie Primary, Elgin	0	28	28
Other Schools			
Milnes Primary School Early Learning and Childcare	127	44	127
Legionella works – schools	15	4	15
Fire safety – schools	25	1	25
School fire audits – works required above normal budget provision	140	123	155
Schools Accessibility	38	0	8
Forres Academy SEN Extension	0	45	45
Early Learning and Childcare			
Expansion of Early Learning and Childcare	4,067	1,982	4,067

Land & Buildings	Current Capital Plan 2019/20 £000	Actual Expenditure £000	Total Projected Expenditure £000
Leisure and Libraries			
All Public Facilities	10	6	10
Community Centres	30	0	30
Total Land and Buildings	**39,068**	**17,045**	**38,588**

Vehicles, Plant and Equipment	Current Capital Plan 2019/20 £000	Actual Expenditure £000	Total Projected Expenditure £000
Leisure and Libraries			
Swimming Pool Equipment	50	37	50
Moray Leisure Centre Equipment	12	14	14
Moray Leisure Centre Dehumidifiers	60	2	60
Moray Leisure Centre Combined Heat Unit	270	9	270
Total Vehicles, Plant and Equipment	**392**	**62**	**394**