



Children and Young People's Committee

Wednesday, 28 August 2019

NOTICE IS HEREBY GIVEN that a Meeting of the **Children and Young People's Committee** is to be held at **Council Chambers, Council Office, High Street, Elgin, IV30 1BX** on **Wednesday, 28 August 2019** at **09:30**.

BUSINESS

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6. **Education and Social Care Capital Budgets 2019-20 to 30 June 2019.xlsx** 19 - 26
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Report by the Chief Executive
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Monitoring Report June 2019
Report by the Chief Executive

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| | * Report by the Chief Executive | |
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| | * Consider any oral question on matters delegated to the Committee in terms of the Council's Scheme of Administration. | |

**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.

GUIDANCE NOTES

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

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

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

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

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

Clerk Name: Tracey Sutherland

Clerk Telephone: 01343 563014

Clerk Email: tracey.sutherland@moray.gov.uk

THE MORAY COUNCIL

Children and Young People's Committee

SEDERUNT

Councillor Sonya Warren (Chair)
Councillor Shona Morrison (Depute Chair)
Ms Nicola Belcher (Member)
Mrs Anne Currie (Member)
Mr John Morrison (Member)
Reverend Tembu Rongong (Member)
Mrs Susan Slater (Member)
Ms Angela Stuart (Member)
Caitlin Thomson-Gardner (Member)
Councillor George Alexander (Member)
Councillor James Allan (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 Louise Laing (Member)
Councillor Aaron McLean (Member)
Councillor Derek Ross (Member)

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

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

Wednesday, 29 May 2019

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

PRESENT

Councillor George Alexander, Councillor James Allan, Councillor Frank Brown, Miss Leah Burt, Councillor Paula Coy, Councillor Lorna Creswell, Councillor Tim Eagle, Councillor Claire Feaver, Councillor Louise Laing, Councillor Aaron McLean, Councillor Shona Morrison, Councillor Derek Ross, Mrs Susan Slater, Ms Angela Stuart, Councillor Sonya Warren

APOLOGIES

Ms Nicola Belcher, Mrs Anne Currie, Councillor Ryan Edwards

IN ATTENDANCE

Also in attendance at the above meeting were the Acting Corporate Director (Education and Social Care), Head of Schools and Curriculum Development, Acting Head of Integrated Children's Services, Karen Lees and Stewart McLaughlin, Quality Improvement Officers, Children's Wellbeing Manager, Education Support Officer (Pastoral Care), Hugh McCulloch, Kyle Scott, Jan Sinclair, Patricia Goodbrand, Neil Johnston, Janice Simpson and Trish Cameron, Secondary Head Teachers and Tracey Sutherland, Committee Services Officer.

1. Chair of Meeting

The meeting was chaired by Councillor Sonya Warren.

2. Hellos and Goodbyes

The Committee joined the Chair in welcoming Reverend Tembu Rongong to his first meeting of the Committee. Rev Rongong is the new 3rd religious representative from the Scottish Episcopal Church and has recently moved to Moray as the Priest in Charge of Holy Trinity, Elgin and St Margaret's in Lossiemouth. Rev Rongong previously worked in Edinburgh.

The Committee, joined the Chair in thanking Leah Burt, the outgoing pupil representative from Elgin Academy, the Chair thanked her for her contributions to the Committee and wished her all the best in the future.

The Chair also noted that this would be the last Committee meeting for Mr Jarvis and Ms Henwood. Ms Henwood leaves the Council to take up a new position with Fife Council and Mr Jarvis is retiring at the beginning of August. The Committee joined the Chair in wishing them both well on their life after Moray Council.

3. 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.

4. Resolution

The Council resolved that, in terms of Section 50A (4) and (5) of the Local Government (Scotland) Act 1973, as amended, the public and media representatives be excluded from the meeting for Item 16 of business on the grounds that it involves the likely disclosure of exempt information of the class described in the relevant Paragraphs of Part 1 of Schedule 7A of the Act.

5. Order of Agenda

The Chair advised the Committee that Item 8 on the agenda will be taken first before Item 6 to allow the Secondary Head Teachers to leave following the item.

6. Minute of the Meeting of 3 April 2019

The minute of the meeting of Children and Young People's Committee on 3 April 2019 was submitted and approved.

7. Written Questions **

The Committee noted that no written questions had been received.

8. Raising Attainment in Secondary Schools

A report by the Acting Corporate Director (Education and Social Care) informed members of actions to raise attainment in Moray's schools.

Following lengthy discussions, the Secondary School representative raised concerns about the information in the report being available publicly and moved that in future, if the reports are made public no departments or individual members of staff are identified, in line with HMiE inspection reports.

As there was no one otherwise minded the motion became the finding of the meeting and Committee also agreed to note the report.

9. Young Carers Strategy

A report by the Acting Corporate Director (Education and Social Care) informed the Committee of the Young Carers Strategy 2018-19 and the revision of the young carers statement.

Following consideration, the Committee agreed to approve:

- i) the Young Carers Strategy 2018-19;
- ii) the reviewed young carers statement; and

iii) the plan moving forward from 2019, for an all age strategy review to co-ordinate with the adult strategy - Carry on Caring 2016-19.

10. Public Performance Report for Primary and Secondary Schools 2017-18

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

A report by the Acting Corporate Director (Education and Social Care) informed Committee of the educational performance of Moray's schools in 2017/18.

Following lengthy discussion the Committee agreed to note the educational performance for 2017/18 as detailed in Appendix 1.

11. Singleton Inspections of ELC - Published Reports from March

A report by the Acting Corporate Director (Education and Social Care) informed Committee of the content of singleton inspection reports of Early Learning and Childcare (ELC) centres by the Care Inspectorate which were published during January to March 2019.

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

12. Education and Social Care Capital Budgets 19-20

A report by the Acting Corporate Director (Education and Social Care) informed Committee of projects and proposed expenditure for Capital Budgets within Education and Social Care for 2019/20.

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

13. Education and Social Care Capital Budgets Outturn 2018-19

A report by the Acting Corporate Director (Education and Social Care) informed Committee of projects and the outturn expenditure for Capital Budgets within Education and Social Care for 2018/19.

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

14. Education and Children and Families Revenue Budget Monitoring Report March 2019

A report by the Acting Corporate Director (Education and Social Care) informed the Committee of the budget position for Education and Children and Families Services as at 31 March 2019.

Following consideration the Committee agreed to note the budget position at 31 March 2019.

15. Rights Respecting School Award

A report by the Acting Corporate Director (Education and Social Care) informed the Committee of the UNICEF Rights Respecting School Award which is being promoted

across Moray to ensure children and young people in our educational establishments are learning about their rights and it is embedded in the culture and ethos of our schools.

Following consideration the Committee noted the contents of the report.

16. Delivery of Free Sanitary Products Through the School Estate Report

A report by the Acting Corporate Director (Education and Social Care) informed Committee of the project to provide free sanitary protection to all pupils eligible throughout the school estate.

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

17. Question Time ***

Under reference to paragraph 8 of the minute of the meeting of 3 April 2019, Councillor Eagle sought an update on when the report detailing the new Schools for the future Strategy which will be in line with the Council's ongoing Property Asset Management review will be presented.

In response the Acting Corporate Director (Education and Social Care) confirmed that a report will be presented to Members either at Policy and Resources Committee or Moray Council, hopefully in the next cycle of meetings following the summer recess.

Councillor Alexander sought an update on the meetings between the Chief Executive and Education Scotland.

In response the Acting Corporate Director (Education and Social Work) confirmed that the Council is not on the verge of an Education Scotland inspection as the meetings referred to earlier by Mrs Cross have assured Education Scotland that the Council is on an improvement journey and that the improvement plan shows the direction the authority is travelling.

Councillor Ross sought an update on the replacement for Mr Jarvis as Corporate Director (Education and Social Care) and also what stage of the recruitment process is the Head of Integrated Children's Services vacancy.

In response, the Acting Corporate Director (Education and Social Care) confirmed that the recruitment process has started for the Head of Integrated Children's Services and the future of the Corporate Director (Education and Children's Services) is unclear and a decision will not be taken until the outcome of the management review is complete.

Councillor Eagle requested a report to the next meeting of the Children and Young People's Committee on the use of mobile phones in school, setting out the positives and negatives to allow a good debate. The Chair confirmed that she too would like to see a report on the subject.

The Secondary School Rep, who sits on the ICT Strategy Group, confirmed that the issue of mobile phones has been on the agenda of the group and a recommendation will be coming from the Strategy Group.

Councillor Feaver requested whether a report could be brought to Moray Council in

June on banning the use of balloons and sky lanterns into environment.

The Chair agreed to pass the request to the relevant officers for a report to be presented to the correct Committee.

Mrs Slater sought clarification on who has the strategic overview for ASN, now that the ASN manager post has been removed.

The Acting Corporate Director (Education and Social Care) confirmed that it lies within the remit of the Head of Integrated Children's Services.

Councillor Creswell sought an update on who was responsible for Elgin Community Centre and the moving of staff from Auchernack to Forres Community Centre following the budget agreement.

In response, the Acting Corporate Director (Education and Social Care) confirmed that it was under the remit of the review being carried out by the Head of Housing and Property and his staff.

Councillor Creswell sought clarification on the Complaints staffing within the Council and do they have a remit across the Council.

In response, the Acting Corporate Director (Education and Social Care) confirmed that the Council has 1 Complaints Officer who works across the Council. The new Complaints Officer which is being appointed within Education and Social Care will be employed to deal with Education and Social Care complaints but will work alongside the Council's Complaints Officer.

Councillor Laing sought an update on automated benefit payments and applying for school clothing grants and free school meals.

In response, the Acting Corporate Director (Education and Social Care) confirmed that the Council are looking at digitising all payments to the Council.

18. Management of Early Learning and Childcare Settings - Policy Approach [Para 8 & 9]

A report by the Acting Corporate Director (Education and Social Care) invited Committee to agree the policy approach to the management of Moray Council owned Early Learning and Childcare settings.

The Secondary School Representative raised concerns about the proposed policy approach as detailed in section 4.10 of the report and in particular the 3rd bullet point:

- Where there is a review of education provision within a locality, which includes the provision of funded ELC (e.g. Schools for the Future Review, Learning Estates Strategy)

She further added that in section 4.11 the policy approach doesn't refer to that particular situation.

In response the Acting Corporate Director (Education and Social Care) sought to come back to the Secondary School Representative following discussion with the

Senior Project Manager (Early Learning and Childcare Expansion)

Following consideration the Committee agreed the proposed policy approach to the management of Moray Council ELC settings as set out in the paper with the caveat that clarification is sought regarding the 3rd bullet point and that the policy can be implemented on the 4 cases as detailed in the Appendix.



**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON
28 AUGUST 2019**

**SUBJECT: EDUCATION GOVERNANCE: EDUCATION REFORM AND
SCHOOL EMPOWERMENT**

BY: CHIEF EXECUTIVE

1. REASON FOR REPORT

- 1.1 To update Committee on progress in relation to education governance and the school empowerment agenda.
- 1.2 This report is submitted to Council in terms of Section III (D) 1 of the Council's Scheme of Administration relating to exercising the functions of the Council as an Education Authority.

2. RECOMMENDATION

- 2.1 It is recommended that Committee scrutinises and notes the report.**

3. BACKGROUND

- 3.1 The Scottish Government's 2017 consultation 'Empowering Schools: A consultation on the provisions of the Education (Scotland) Bill' set out clear aims and objectives in relation to the Education Bill: improving the education and life chances of our children and young people, closing the unacceptable gap in attainment between the least and most disadvantaged children and raising attainment for all. The Bill sought to establish a Head Teachers' Charter which would set out the rights and responsibilities of the Head Teacher as a leader of learning in their school.
- 3.2 The Education Reform Report was published in June 2018. The report recognises that an empowered system designed to improve the life chances of children and young people is critically dependent on the relationship between and active involvement of schools, teachers, pupils and parents.
- 3.3 The Scottish Government and COSLA Education Reform Joint Agreement was sent to schools in June 2018. This was produced following collaboration with representatives from Scottish Government and Local Authorities. The joint agreement references the Head Teacher charter and outlines

empowerment in improvement, curriculum, staffing and funding.

- 3.4 In February 2019 agreed drafts of 'A Headteachers' Charter for School Improvement' and Empowering School Leaders documents were produced. Both documents outline principles which support the culture of empowerment.
- 3.5 Further to this, in April 2019 the Scottish Government and COSLA published 'Devolved School Management Guidelines (Draft)'. This document has been devised to assist local authorities to develop their own devolved management (DSM) schemes. This document references the aforementioned documents. A final version was received in June 2019. The guidance, part of the Education Reform Programme, replaces the 2012 DSM Guidelines. This is statutory guidance issued by Scottish Ministers under section 13 of the Standards in Scotland's Schools etc Act 2000. This guidance is also issued to Local Authorities in relation to their functions under Section 8[3] of the 2000 Act, in relation to delegation schemes. Local Authorities are expected to use the new Guidelines, and the accompanying Framework, to update their Authority's DSM scheme as quickly as possible, with full implementation expected by 2021. Officers will work with colleagues in Aberdeenshire and Aberdeen City to progress this and a further paper will come back to Committee to provide details including an action plan and timescales.
- 3.6 The Scottish Government is committed to raising standards in all Scottish schools and improving the outcomes for all children. Consideration was given to legislate for Educational Reform under the Education Act however this is now a requirement of the Educational system with no plans for a Bill. The Local Authority reports annually on progress in meeting priorities within the National Improvement Framework (NIF). School inspections are one way of demonstrating that standards are met and improvements are evident including progress towards NIF priorities. A new inspection framework is in place with Quality Indicators (QIs) focussing on improvements to attainment.
- 3.7 Five Moray Schools have been inspected over session 2018/19 with three under the full inspection model and 2 under the short notice model. The QIs which are common for each model are 2.3 Learning, teaching and assessment and 3.2 Raising attainment and achievement. It is noted nationally that it is now markedly more difficult to achieve a very good or excellent grade. Since the new inspection framework has been introduced, the number of schools achieving a good grading has dropped from 75% to 58% nationally. For the 5 schools inspected 80% (4 out of 5) achieved a good or better in each QI. Head Teachers get regular updates about inspection expectations with feedback at meetings and use of Associate Assessors. Moray currently has six Associate Assessors.

4. Moray Position

- 4.1 Improvement – the Local Authority has statutory responsibility under the Standards in Scotland's Schools etc Act 2000 for the provision and improvement of education in Moray. The Education Authority (Schools and Curriculum Development section) has a strategic plan 2018-21 which reflects local and national priorities. An annual authority report evaluates

achievement of this plan in relation to the National Improvement Framework. Head Teachers are responsible for producing an annual Standards and Quality Report (S&QR) and School Improvement Plan (SIP). The improvement plans reflect national and local priorities as well as taking into consideration the school context. Improvement work on a regional basis is outlined in the Northern Alliance Improvement Plan. The Schools and Curriculum Development Strategy Group provides support and challenge in the development of policy and practice to inform school improvement. During session 2018/19 the learning and teaching strategy has been reviewed, the tracking and monitoring strategy updated, guidance and advice on formal classroom observations updated, Scottish National Standardised Assessment advice updated as well as Pupil Equity Funding and School Improvement Planning guidance updated. Working groups led by Quality Improvement Officers (QIOs) have a range of school staff as members, embracing the spirit of empowerment. School staff continue to take opportunities to lead improvement by volunteering as Quality Assurance and Moderation Support Officers (QAMSOs) and lead practitioners for Emerging Literacy as further examples of empowerment.

- 4.2 Curriculum – all Moray schools deliver Curriculum for Excellence which aims to help children and young people to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. A range of local authority policies and guidance support Head Teachers to design curriculum in their schools which adhere to the principles of curriculum design: challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance. In practice this has led to the development of more consistent approaches to curriculum organisation. For example all Moray secondary schools operate a 33 period week and offer six subjects in S4. This has been achieved by the Head Teachers working collegiately with officers in order to provide greater opportunities for Moray's young people. Colleagues across primary and secondary schools increasingly work together to ensure that standards are moderated across progression pathways in literacy and numeracy. Secondary curricular groups are supported allowing staff to meet to moderate the Broad General Education and share resources and practice for Senior Phase subjects. A revised raising attainment strategy is currently in draft form and will be reported to Committee in October.
- 4.3 Staffing – Primary Head Teachers are allocated staffing based on a formula within the DSM scheme. They are empowered to deploy staff as they wish; for example, if allocated two Depute Headteachers with teaching commitment they can decide to have one only with no teaching commitment. The deployment of Newly Qualified Teachers (NQTs) in primary is organised centrally as well as the recruitment of those NQTs who achieve full registration and wish to remain in Moray. NQTs in secondary are also organised centrally in conjunction with Head Teachers. For the first time this session secondary NQTs who achieved full registration and wished to remain in Moray were also interviewed and recruited centrally with Headteachers involved in the interviews. All Head Teachers are responsible for the appointment of all other staff in accordance with the relevant Moray Local Negotiating Committee for Teachers (LNCT) agreements, up to Depute Head Teacher level. The draft Head Teacher Charter Agreement states that Head

Teachers should be integral to the appointment of staff in partnership with the Local Authority. The process for the recruitment of Head Teachers is outlined in an LNCT agreement with parents and elected members involved in the process.

- 4.4 Finance – Head Teachers are allocated an annual budget as per the current DSM scheme. They hold responsibility for this devolved budget in terms of planning and managing expenditure. The DSM scheme has been altered year on year in line with budget decisions with little flexibility for Head Teachers once staffing, curriculum resources, heat and light etc are accounted for. The DSM is a unique Council budget as it allows for virement and an ability to carry forward planned over and underspends. Underspends however were taken as a budget saving in session 18/19. As well as management of DSM, Head Teachers are also responsible for two other aspects of finance – the school fund and the Pupil Equity Fund (PEF). Each school has a school fund which contains the money generated by the school community through fundraising efforts and any other monetary donations. It should be noted that parent council funds are held separately and are the responsibility of the parent council who are required to submit audited accounts to the local authority annually. The school fund is audited annually and internal audit undertake routine checks also. PEF sees funding go direct from Scottish Government to individual schools who receive an amount of funding based on the number of children and young people they have who are entitled to a free school meal. All but one Moray school receives this funding. Like all Scottish Government grants, there is the requirement to report on impact of its use. Some Moray schools have received significant amounts and are obliged to consult with their school community as to how best to use the fund. Although schools have welcomed this additional resource, this has presented a new financial challenge for headteachers to manage alongside their other financial responsibilities. Recruiting additional staff has been a major challenge resulting in underspends where this had been planned but not implemented. Internal audit undertook an assessment of PEF last session. Initial scoping work on a joint project with Aberdeenshire and Aberdeen City has taken place to move the DSM review along. A further paper will come back to Committee to inform members.

5. Next Steps

- 5.1 Improvement – the local authority will continue to work with Head Teachers in support of the Joint Agreement' and associated documents. The continued approach to developing increased collaboration between schools and the authority and schools with each other will continue to ensure that Moray's children and young people remain a priority. There will be an increased ask of the Moray Strategy Group to represent Head Teachers' views in the development of policy and practice to support school improvement. Secondary Head Teachers have been present at Committee and led attainment meetings with their local elected members. We will continue to seek opportunities to increase Head Teachers autonomy and for them to become more accountable. There will be increased engagement with the Education Scotland Northern Team and in addition schools will be supported by a wider range of colleagues and professional development through the

Regional Improvement Collaborative workstreams and connections made across the Alliance.

- 5.2 Curriculum - support will be provided to Head Teachers to decide on the structure of the curriculum, in particular the number and variety of offers in the senior phase within individual schools and across Moray. We will continue to pursue opportunities that the 33 period week offers us and will report to committee the review of this so far. The appointment of Education Support Officer (ESO) posts for Curriculum Pastoral Care and Learning and Teaching will provide some capacity to support curriculum delivery within Literacy and Numeracy and Health and Wellbeing initially. It is hoped that Moray progression pathways can be developed with school staff and support materials updated.
- 5.3 Staffing – Head Teachers may decide to create alternative staffing models albeit in accordance with Moray Council LNCT agreements and in line with existing finance. Support will be offered to Head Teachers who consider alternative models to ensure alignment with Council policies and procedures. Through modernisation and improvement work and the development of the learning estate strategy consideration will be given to campus leadership models including 3-18 where appropriate. We will continue to work with Head Teachers regarding recruitment of staff and allocation of NQTs in future.
- 5.4 Finance - It is proposed to undertake a review of DSM guidelines in conjunction with colleagues in Aberdeen City and Aberdeenshire to determine the need for any adaptations to current arrangements. Arrangements are made to meet in August to discuss this and to move this forward using officers from each authority. We will consider further improvement actions in relation to the management of the school fund and PEF working with finance to include support, training, expectations and advice for all three funding streams. We will also continue to seek support from Education Scotland to deliver improvement sessions regarding effective use of PEF and we will update guidance and advice on an annual basis including the sharing of good practice across Moray.

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

Raising attainment is a key priority of the Scottish Government as part of the National Improvement Framework. Moray Council has a duty each year to report on progress to meet national priorities and to provide evaluative evidence of improvement which informs the National Improvement Framework annual report.

- (c) **Financial implications**
Head Teachers will continue to be accountable and responsible for the devolved school budget, the school fund and the Pupil Equity Fund. Moving towards greater empowerment requires all teachers to be meaningfully involved in decisions about school funding. This will require Head Teachers to work with their staff and may require training.
- (d) **Risk implications**
The risks lie mainly with the Council's ability to meet requirements from the joint agreement and the timescales involved. Members will be updated regarding risks and mitigating actions.
- (e) **Staffing implications**
There are no staffing implications arising directly from this report.
- (f) **Property**
There are no property issues arising directly from this report.
- (g) **Equalities**
None arising directly from this report
- (h) **Consultations**
Chief Executive, Education and Social Care SMT, Quality Improvement Officers, the HR Manager, Paul Connor, Principal Accountant, Tracey Sutherland, Committee Services Officer, Local Negotiating Committee for Teachers (LNCT) Union side joint chair 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 **In order to move to an empowered system Officers will continue to work with Head Teachers to ensure compliance with the national joint agreement.**

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

Background Papers: <https://www.gov.scot/publications/education-bill-policy-ambition-joint-agreement/>
<https://education.gov.scot/improvement/Documents/HeadteachersCharterFinal.pdf>
<https://education.gov.scot/improvement/Documents/EmpoweringSchoolLeadersFinal.pdf>
<https://www.gov.scot/publications/devolved-school-management-guidelines-draft/pages/4/>



**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON
28 AUGUST 2019**

**SUBJECT: EDUCATION AND SOCIAL CARE CAPITAL BUDGETS 2019/20
TO 30 JUNE 2019**

BY: CHIEF EXECUTIVE

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 Committee scrutinises and notes the contents of the report.**

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 meeting of the Moray Council on 27 February 2019 (item 4 of the minute refers) Council approved the Financial Plan for 2019/20.
- 3.3 The capital budgets covered in this report are those contained within the Education and Social Care Capital Plan at **Appendix 1**.

4. BUDGET DETAIL

- 4.1 The total approved Capital Budget for Education and Social Care for financial year 2019/20 is as follows:-

	18/19 £000
Land & Buildings	39,068
Vehicles, Plant & Equipment	392
Totals	39,460

4.2 **Appendix 1** lists the major projects for this financial year.

4.3 Actual expenditure up to 30 June 2019 including carry forwards from 2018/19 is £4,798,000.

4.4 Major Project Updates: Individual updates on the major projects are as follows:

4.5 Schools Essential Maintenance Programme (Make do and Mend):

The condition D elements, life expired state Mechanical and Electrical Works are favourably progressing on site during the 2019 summer holiday period at the following schools: Speyside High School, Cluny Primary School, Forres Academy, New Elgin Primary School and Andersons Primary School. These upgrade installation works are due for completion before the schools return for the Autumn Term.

Works are also favourably progressing on site for the replacement of various flat roofs at Keith Grammar. Works will extend beyond the school's summer holiday period in term time with planned completion by the end of the calendar year.

Design drawings and specifications are complete for the lower flat roof upgrade at Hythehill Primary School for Billing and Tendering. These works are proposed to be carried out during term time 2019/20 with planned completion before the end of the financial year.

4.6 Lossiemouth High Replacement Project:

The early works contract commenced at the beginning of October 2018 and progressed smoothly. Work on the main contract commenced on 7 December 2018 with the following items already complete: ground stabilisation, piling, structural steel frame, precast access stairs, lift shafts, roof lights, suds pond and basin. In addition, the main access road has been installed and the existing car park has been upgraded. The Community Benefits Advisor from Balfour Beatty is working closely with the school and local area with the following notable deliverables in the period:

- Creation of new graduate construction manager post within the project delivery team
- Support for Lossie High School Project x P7 transition event
- Display boards created in the school entrance to share progress photographs with staff and pupils
- Presentation for Moray UHI employability group

The project is currently slightly ahead of programme and remains on target for completion by August 2020.

4.7 Linkwood Primary School:

Works commenced on site for Linkwood Primary school on 18 March 2019 and the construction programme and works are progressing well. The structural steel frame has now been erected along with staircases. In addition preparations are underway for pouring concrete to the first and ground floors in the coming weeks. The project remains on target for the school being completed on 19 June 2020.

Some additional costs have been incurred around the provision of services to the school site including electricity, sewerage and appropriate access. Mitigation measures have been, and will continue to be taken, to contain costs however there is now pressure on the budget. The position will continue to be monitored closely and a further report will be brought to members.

4.8 Moray Leisure Centre: Combined heat and power unit (CHP) replacement:

The tender documentation for the CHP has been issued with return expected on 17 August. A verbal update will be provided on the outcome of the tender process at Committee if required. The installation of the new system is programmed to complete in June 2020.

4.9 Childcare expansion:

Phase 1 refurbishment to the Lady Cathcart building in Buckie to form nursery facilities is complete. Phase 2 boiler replacement and internal refurbishment to the Gym Hall is progressing favourably with target completion by end of September 2019.

Works on site to build the new Cullen nursery are progressing favourably with a target planned completion date in December 2019.

Works on the new Pilmuir nursery are progressing favourably with a target planned completion date in December 2019

Lhanbryde Primary School refurbishment of the nursery are progressing favourably with target planned completion date by mid-September 2019.

Burghead and New Elgin Primary refurbishment of the existing nursery is also progressing favourably with target planned completion by 20 August 2019.

4.10 Findrassie Primary School

In December 2015 a Masterplan for 1,500 houses was approved as Supplementary Guidance (SG) to the Moray Local Development Plan 2015. As part of the Masterplan a potential site was identified for a primary school. In June 2019 planning permission was granted for approximately 500 houses and the school site was confirmed. Detailed site investigations have been undertaken to identify the best location and suitable ground conditions for construction of a school. The need for this facility has been included within the emerging School Estate Strategy. This will inform the capacity and scope

of the school which is projected to be required for the start of the academic year in 2023.

5. 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

There are no policy implications arising directly from this report.

(c) Financial Implications

The approved capital budget for 2019/20 is £39,460,000. It is currently projected that the total will be expended during the financial year.

(d) Risk Implications

The major highlighted risks are:

Some additional costs are being incurred at Linkwood Primary School and the budget is now under pressure. A report detailing the position of the project and the budget situation will be submitted to a future meeting of committee.

The Scottish Government timescale for the implementation of the Early Years expansion programme has required that the largest value projects are committed early in the programme before all the works across all the nurseries are scoped out. This carries the risk that a substantial part of the budget is committed in the first year of the programme and gives less flexibility to adjust the budget for the refurbishment projects planned in 2019/20. Currently £700,000 of the Early Years budget is allocated to support the provision of the nursery within the new Linkwood School and £600,000 is allocated to support the replacement of hatted nursery classrooms at Pilmuir Primary School.

(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, the PPR and Communications Officer, Equal Opportunities Officer; the Head of Development Services, 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.

6. CONCLUSION

6.1 That Committee notes the programme of Capital Works proposed for Education and Social Care for 2019/20.

Author of Report: Nick Goodchild, Educational Resources Manager

Background Papers:

Ref: Education and Social Care Capital Budgets 2019/20

Moray Council Capital Programme 2019/20
As at 30 June 2019

	Current Capital Plan 2019/20 £000	Actual Expenditure £000	Total Projected Expenditure £000
Land & Buildings			
Schools Estate - Make Do and Mend			
Speyside High School M&E Works 619381	268	9	268
Cluny Primary School M&E Works 619086C	701	9	701
Forres Academy M&E Works 619429C	765	33	765
New Elgin Primary School M&E Works 619274B	284	31	284
Keith Grammar School Roofing Works 619481	642		642
Andersons Primary School M&E Works & Windows 619027/619025B	616		616
Schools - New Build			
Lossiemouth High School	21,273	3,554	21,273
Linkwood Primary School Elgin	10,067	641	10,067
Findrassie Elgin	0	2	2
Other Schools			
Milnes Primary School Early Learning & Childcare	127	37	127
Legionella works - Schools	15	2	15
Fire safety - Schools	25	1	2
Schools fire audits - works required above normal budget provision	140	27	155
Schools Accessibility	38		40
Early Learning & Childcare			
Expansion of Early Learning & Childcare Provision	4,067	444	4,067
Libraries & Leisure			
All public facilities	10		10
Community Centres	30		30
Total Land and Buildings	39,068	4,790	39,064

Moray Council Capital Programme 2019/20
As at 30 June 2019

	Current Capital Plan 2019/20 £000	Actual Expenditure £000	Total Projected Expenditure £000
Vehicles Plant and Equipment			
Libraries & Leisure			
Swimming pool equipment	50		50
Moray Leisure Centre Equipment	12	8	12
Moray Leisure Centre Dehumidifiers	60		60
Moray Leisure Centre Combined Heat Power	270		270
Total Vehicles Plant and Equipment	392	8	392



**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON
28 AUGUST 2019**

**SUBJECT: EDUCATION AND CHILDREN AND FAMILIES REVENUE
BUDGET MONITORING TO 30 JUNE 2019**

BY: CHIEF EXECUTIVE

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 30 June 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 30 June 2019.**

3. BACKGROUND

- 3.1 The report highlights those areas of the budget where there is a significant percentage variance identified at 30 June 2019.

4. BUDGET POSITION

- 4.1 The spend at 30 June 2019 is £26,294,000 against a budget to date of £26,649,000, giving an underspend of £355,000 as shown in **Appendix 1**.
- 4.2 The main variance in primary schools and secondary schools relates to devolved school budgets comprising of £54,000 in primary schools and £208,000 in secondary schools.
- 4.3 Lifelong Learning, Culture and Sport has an underspend of £71,000. The main variances are a £19,000 underspend on the Active Schools operational budget and a £36,000 underspend on schools repairs and maintenance.

- 4.4 The main variance in Education Central Services is a £78,000 overspend in central supply.
- 4.5 Integrated Children's Services has an underspend of £131,000. This mainly due to an underspend of £26,000 on the area teams operational budget and £69,000 on the children with disabilities residential contract. Two children within the residential provision have transitioned to adult services.

5. 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 30 June 2019 is £355,000 against a budget of £99,947,000.

(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.

6. CONCLUSION

- 6.1 That Committee scrutinises and notes the budget position as at 30 June 2019.**

Author of Report: Vivienne Cross, Head of Schools and Curriculum Development
Nick Goodchild, Educational Resources Manager
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

APPENDIX I

Education and Children and Families Revenue Budget Monitoring Report June 2019

Budget Monitoring Report to 30th June 2019

Element Code	Service	Revised Budget	Budget to Date	Actual to Date	Variance to Date	Variance
		£'000	£'000	£'000	£'000	%
ZNURS	Early Learning and Childcare	1,293	1,317	1,317	-	-
ZPRIM	Primary Education	25,567	6,057	6,025	32	1 %
ZSECN	Secondary Education	26,657	6,045	5,833	212	4 %
LLCSP	Lifelong Learning Culture and Sport	10,086	2,933	2,862	71	2 %
ZM&EF	Education Central Services	3,633	887	973	(86)	(10)%
YC000	Integrated Children's Services	32,129	9,031	8,900	131	1 %
ZALLO	Management	310	67	66	1	1 %
ZMBSU	Business Support Unit	1,368	312	318	(6)	(2)%
ZMSAV	Efficiency Savings-Education	(231)	-	-	-	-
LLSAV	Efficiency Savings-LLCSP	(78)	-	-	-	-
YCSAV	Efficiency Savings-ICS	(787)	-	-	-	-
					-	
	Educational Services Total	99,947	26,649	26,294	355	-



**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON
28 AUGUST 2019**

**SUBJECT: PERFORMANCE REPORT (EDUCATION AND SOCIAL CARE) –
HALF YEAR TO MARCH 2019**

BY: CHIEF EXECUTIVE

1. REASON FOR REPORT

- 1.1 The purpose of this report is to outline the performance of services for the period from 1 October 2018 to 31 March 2019.
- 1.2 This report is submitted to Committee in terms of Section III D (32) of the Council's Scheme of Administration relating to developing and monitoring the Council's Performance Management Framework for Children and Young People's Services.

2. RECOMMENDATION

2.1 It is recommended that Committee:-

- (i) scrutinises and notes performance against Education and Social Care Performance Indicators as at the end of March 2019;**
- (ii) welcomes good performance as indicated in the report and notes actions being taken to seek improvements where required; and**
- (iii) approve the revised performance indicators for Education and Social Care as shown in Appendix 1.**

3. BACKGROUND

- 3.1 The revised performance management framework was approved at the meeting of The Moray Council on 22 May 2013 (paragraph 8 of the minute refers). As a result, performance is reported on a half yearly basis to this Committee.

- 3.2 The Policy and Resources Committee, at its meeting on 27 April 2010 (paragraph 12 of the minute refers), approved the development of a quarterly monitoring document which will provide supporting information for the Performance Management Framework. The half-yearly performance report refers to this document. The document includes performance indicators, service plan and complaints data (including codes as referred to in sections 5 and 6 of this report), and can be found at:
http://www.moray.gov.uk/moray_standard/page_92321.html

4. **SUMMARY OF PERFORMANCE**

- 4.1 In paragraph 4.2, amber and red thresholds represent performance at 5% and 10% below target.

- 4.2 The table below summarises performance: –

	Service	No. of Indicators	Green Performing Well	Amber Close Monitoring	Red Action Required	Data Only / Annual PI
Integrated Children's Services	Additional Support Needs	3	-	-	-	3
	Children's Wellbeing & Continuing Support	9	-	-	-	9
	Community Justice	13	1	-	1	11
	Looked After Children	17	1	1	3	12
Lifelong Learning, Culture and Sport	Leisure Management	4	-	-	-	4
	Libraries & Information services	8	-	2	-	6
	School Estate Management	2	1	-	1	-
	Sports Development	4	2	-	-	2
Schools and Curriculum Development	Childcare	4	-	-	-	4
	Early Learning & Childcare Education	5	1	-	1	3
	Primary Education	15	-	-	1	14
	Secondary Education	32	-	-	-	32
	Total	116	6	3	7	100
	Total this quarter	16	6 (37%)	3 (19%)	7 (44%)	-

- 4.3 Performance against Committee indicators are presented across 12 service areas, involving 116 indicators at the end of quarter 4. The majority of indicators are data only, where targets have not been set. While targets are not set for data only indicators a number of these indicators do have comparable data included in the notes section of the supporting performance monitoring document (link provided above). This is particularly so for the primary and secondary education indicators where comparator benchmarking authority and national performance data has been included to give some context to how well Moray is performing. Of the 16 indicators this quarter with targets, 37% are regarded as performing well having achieved target, 19% are within 10% of target value and 44% are more than 10% from target value.
- 4.4 During the second half of 2018/19 a total of 42 complaints were received (3 less than for the same period last year), with 22 related to Integrated Children's Services (ICS) and 20 to Schools and Curriculum Development (S&CD) and Lifelong Learning Culture and Sport (LLCS).
- 4.5 A total of 16 ICS complaints were responded to and closed within the second 6 months of the reporting year. The majority of complaints were dealt with at an investigative stage (13), while 2 were resolved at frontline and 1 was escalated. Overall 6 of the complaints were upheld and 3 partly upheld – with appropriate action taken to resolve issues. The remaining 7 complaints were not upheld with no further action required. The average time taken to respond to complaints was 28 days for investigative (exceeding the 20 day target) and 5 days for frontline (target 5 days). Only half of the 16 complaints were actually responded to within target timeframes, and of those outwith only 1 had been granted an authorised extension.
- 4.6 A total of 20 S&CD and LLCS complaints were responded to and closed within the second 6 months of the reporting year. Of these, 7 were dealt with at investigative stage, while 13 were resolved at frontline stage. Overall 9 complaints were fully upheld and 1 part upheld, with the remaining 10 complaints not upheld. The average time taken to respond to complaints at frontline stage was 3 working days against a target of 5 days; while investigative stage complaints took an average of 19 days against a target of 20 days. All frontline complaints were responded to within 5 days; while 5 of the 7 investigate complaints were responded to within 20 days. Neither of the 2 overdue complaints received an authorised extension.
- 4.7 A summary report of the complaints can be found at:
http://www.moray.gov.uk/moray_standard/page_92321.html

5. PERFORMANCE ANALYSIS

5.1 Local Government Benchmarking Framework

- 5.1.1 In March 2019 Improvement Services released the full list of 2017/18 Local Government Benchmarking Framework (LGBF) performance results on how all Scottish Councils perform in delivering better services to local communities, including the cost of services and how satisfied citizens are with

them. The following table includes Children's Services and Culture and Leisure Services indicators, providing a summary of Moray performance compared with the previous year and against benchmarking authorities and nationally:

Indicator	2016/17	2017/18	Change	Performance Against Comparators / National
Integrated Children's Services				
The gross cost of "Children Looked After" in residential based services per child per week	£4,018	£3,606	-£412	Moray –gross cost of "Children Looked After" in residential based services per child per week - £3,606 (Rank 19th) (<i>Rank 1st = lowest gross cost per child per week</i>) Comparator Benchmarking Authorities: Angus - £4,817, Argyll & Bute - £2,202, East Lothian - £1,947, Highland - £3,379 Midlothian - £2,735, Scottish Borders - £2,787, Stirling - £3,072, Scotland- £3,485 (Moray – compared to previous year the overall annual cost increased by £1,062,000 to £9,001,000 – 10 additional children in a residential placement)
The gross cost of "Children Looked After" in a community setting per child per week	£435	£407	-£28	Moray –gross cost of "Children Looked After" in a community setting per child per week - £407 (Rank 26th) (<i>Rank 1st = lowest gross cost per child per week</i>) Comparator Benchmarking Authorities: Angus - £347, Argyll & Bute - £314, East Lothian - £264, Highland - £197 Midlothian - £340, Scottish Borders - £349, Stirling - £202, Scotland - £328 (Moray – compared to previous year the overall annual cost reduced by £321,000 to £3,684,000 – 3 fewer children recorded in a community setting)
Balance of care for looked after children: % of children being looked after in the community	82.3%	78.4%	-3.9%	Moray – looked after children: % of children being looked after in the community - 78.4% (Rank 30th) (<i>Rank 1st = highest % in foster/family placements</i>) Comparator Benchmarking Authorities: Angus – 91.6% , Argyll & Bute – 81.9% , East Lothian – 86.9% , Highland – 83.5% Midlothian – 91% , Scottish Borders – 87.3% , Stirling – 89.4% , Scotland– 89.7%
% LAC with more than 1 placement in the last year (Aug – July)	25.1%	30.6%	+5.5%	Moray – % LAC with more than 1 placement in the last year - 30.6% (Rank 30th) (<i>Rank 1st lowest % with 2 or more placements</i>) Comparator Benchmarking Authorities: Angus – 29.5% , Argyll & Bute – 23.5% , East Lothian – 14.3% , Highland – 27.6% Midlothian – 26.2% , Scottish Borders – 14.2% , Stirling – 17.8% , Scotland– 20.6%
% of child protection re-registrations within 18 months	8%	5.8%	-2.2%	Moray – % of child protection re-registrations within 18 months - 5.8% (Rank 17th) <i>Rank 1st = lowest % of re-registrations</i>) Comparator Benchmarking Authorities: Angus – 2% , Argyll & Bute – 10% , East Lothian – 6% , Highland – 5% Midlothian – 8% , Scottish Borders – 4% , Stirling – 2% , Scotland – 6.1%
Lifelong Learning Culture & Sport				
Cost per attendance of sport and leisure facilities (including swimming pools)	£1.98	£1.91	-£0.07	Moray – Net cost per attendance of sport and leisure facilities - £1.91 (Rank 8th) (<i>Rank 1st = lowest cost</i>) Comparator Benchmarking Authorities: Angus - £2.27, Argyll & Bute - £2.95, East Lothian - £3.19, Highland - £1.45 Midlothian - £4.29, Scottish Borders - £3.76, Stirling - £1.95, Scotland - £2.71
Percentage of adults satisfied with leisure facilities	73%	67.7%	-5.3%	Moray – Adults satisfied with leisure facilities (2015-18) – 67.7% (Rank 27th) (<i>Rank 1st = highest satisfaction rate</i>) Comparator Benchmarking Authorities: Angus – 77.7% , Argyll & Bute – 66.3% , East Lothian – 71.7% , Highland – 71% Midlothian – 74.3% , Scottish Borders – 59% , Stirling – 82% , Scotland– 72.7%
Cost per Library visit (net)	£1.42	£1.45	+£0.03	Moray – Net cost per Library visit - £1.45 (Rank 7th) (<i>Rank 1st = lowest cost</i>) Comparator Benchmarking Authorities: Angus - £1.57 , Argyll & Bute - £3.34 , East Lothian - £1.87 , Highland - £1.78 Midlothian - £1.25, Scottish Borders - £3.90, Stirling - £3.14, Scotland – £2.08
Percentage of adults satisfied with libraries	72.7%	70.3%	-2.4%	Moray – Adults satisfied with libraries (2015-18) – 72.7% (Rank 24th) (<i>Rank 1st = highest satisfaction rate</i>) Comparator Benchmarking Authorities: Angus – 76% , Argyll & Bute – 78.7% , East Lothian – 68% , Highland – 74% Midlothian – 66% , Scottish Borders – 52.3% , Stirling – 86% , Scotland– 73%
Schools & Curriculum Development				
Cost per Pre-School Education Registration	£2,420	£2,469	+£49	Moray – Pre-School education – cost per pre-school place - £2,469 (Rank 1st) (<i>Rank 1st = lowest cost</i>) Comparator Benchmarking Authorities: Angus - £3,548 , Argyll & Bute - £5,027 , East Lothian - £3,477 , Highland - £4,568 Midlothian - £4,296, Scottish Borders - £3,299, Stirling - £5,027, Scotland - £4,463
% of funded early years provision which is graded good / better	90.6%	75%	-15.6%	Moray -% funded early years provision graded good / better – 75% (Rank 32nd) (<i>Rank 1st= highest % rated as good/better</i>) Comparator Benchmarking Authorities: Angus – 98% , Argyll & Bute – 84% , East Lothian – 83% , Highland – 89% Midlothian – 91% , Scottish Borders – 88% , Stirling – 100% , Scotland – 91%
Cost per Primary School Pupil	£4,321	£4,555	+£234	Moray – Primary Education – cost per primary school pupil - £4,555 (Rank 5th) (<i>Rank 1st = lowest cost</i>) Comparator Benchmarking Authorities: Angus - £5,080 , Argyll & Bute - £6,135, East Lothian - £4,519, Highland - £5,174 Midlothian - £5,120, Scottish Borders - £4,837, Stirling - £5,246, Scotland - £4,974
Cost per Secondary School Pupil	£6,561	£6,914	+£353	Moray – Secondary Education – cost per secondary pupil - £6,914 (Rank 17th) (<i>Rank 1st = lowest cost</i>) Comparator Benchmarking Authorities:

Indicator	2016/17	2017/18	Change	Performance Against Comparators / National
				Angus - £6,799, Argyll & Bute - £9,126, East Lothian - £6,242, Highland - £7,001 Midlothian - £6,942, Scottish Borders - £6,658, Stirling - £6,868, Scotland - £6,879
School attendance rates (per 1,000 pupils)	94.0%	N/A (biennial)	N/A	Moray - School attendance rates (per 1,000 pupils) - 94.0% (Rank 10th) (Rank 1 st highest attendance rate) Comparator Benchmarking Authorities: Angus - 93.7%, Argyll & Bute - 93.7%, East Lothian - 93.7%, Highland - 93.4% Midlothian - 92.6%, Scottish Borders - 94.2%, Stirling - 94.1%, Scotland - 93.3%
School attendance rates (per 1,000 pupils)	91.3%	N/A (biennial)	N/A	Moray - School attendance rates (per 1,000 pupils) - 91.3% (Rank 14th) (Rank 1 st = highest attendance rate) Comparator Benchmarking Authorities: Angus - 91.3%, Argyll & Bute - 91.5%, East Lothian - 89.4%, Highland - 91.1% Midlothian - 89.1%, Scottish Borders - 91.3%, Stirling - 88.9%, Scotland - 91%
% of Adults Satisfied with local schools	71.7%	71.7%	No Change	Moray - Adults satisfied with local schools (2015-18) - 71.7% (Rank 23rd) (Rank 1 st highest satisfaction rate) Comparator Benchmarking Authorities: Angus - 77% , Argyll & Bute - 78%, East Lothian - 73.7%, Highland - 78.3% Midlothian - 78.7%, Scottish Borders - 67%, Stirling - 76.3%, Scotland - 72.3%
% of pupils gaining 5+ awards at level 5	59%	57%	-2%	Moray - % of Pupils Gaining 5+ Awards at Level 5 - 57% (Rank 27th) (Rank 1 st = highest % achieving 5+ awards) Comparator Benchmarking Authorities: Angus - 60%, Argyll & Bute - 66%, East Lothian - 64%, Highland - 61% Midlothian - 58%, Scottish Borders - 64%, Stirling - 70%, Scotland - 62%
% of pupils gaining 5+ awards at level 6	30%	28%	-2%	Moray - % of Pupils Gaining 5+ Awards at Level 6 - 28% (Rank 29th) (Rank 1 st highest % achieving 5+ awards) Comparator Benchmarking Authorities: Angus - 32%, Argyll & Bute - 33%, East Lothian - 36%, Highland - 31% Midlothian - 30%, Scottish Borders - 37%, Stirling - 45%, Scotland - 34%
% of pupils living in the 20% most deprived areas gaining 5+ awards at level 5	55%	N/A	-	Moray - % living in 20% most deprived areas gaining 5+ at level 5 - NA (Rank 1 st = highest % achieving 5+ awards) Comparator Benchmarking Authorities: Angus - 34%, Argyll & Bute - 54%, East Lothian - 31%, Highland - 31% Midlothian - 47%, Scottish Borders - 37%, Stirling - 41%, Scotland - 42%
Overall average total tariff	814	791	-23	Moray - overall average tariff score - 791 (Rank 29th) (Rank 1 st highest average tariff score) Comparator Benchmarking Authorities: Angus - 810, Argyll & Bute - 893, East Lothian - 924, Highland - 848 Midlothian - 832, Scottish Borders - 906, Stirling - 1,023, Scotland - 891
Average total tariff - SIMD quintile 1	661	599	-62	Moray - overall average tariff score - 599 (Rank 16th) (Rank 1 st = highest average tariff score) Comparator Benchmarking Authorities: Angus - 502, Argyll & Bute - 783, East Lothian - 488, Highland - 489 Midlothian - 653, Scottish Borders - 579, Stirling - 568, Scotland - 618
Average total tariff - SIMD quintile 2	711	701	-10	Moray - overall average tariff score - 701 (Rank 21st) (Rank 1 st = highest average tariff score) Comparator Benchmarking Authorities: Angus - 661, Argyll & Bute - 735, East Lothian - 725, Highland - 679 Midlothian - 699, Scottish Borders - 619, Stirling - 745, Scotland - 750
Average total tariff - SIMD quintile 3	654	673	+19	Moray - overall average tariff score - 673 (Rank 32nd) (Rank 1 st = highest average tariff score) Comparator Benchmarking Authorities: Angus - 836, Argyll & Bute - 877, East Lothian - 889, Highland - 877 Midlothian - 847, Scottish Borders - 853, Stirling - 960, Scotland - 896
Average total tariff - SIMD quintile 4	873	862	-11	Moray - overall average tariff score - 862 (Rank 31st) (Rank 1 st = highest average tariff score) Comparator Benchmarking Authorities: Angus - 868, Argyll & Bute - 984, East Lothian - 1,004, Highland - 920 Midlothian - 965, Scottish Borders - 1,040, Stirling - 1,131, Scotland - 1,016
Average total tariff - SIMD quintile 5	1,073	918	-155	Moray - overall average tariff score - 918 (Rank 30th) (Rank 1 st = highest average tariff score) Comparator Benchmarking Authorities: Angus - 1,023, Argyll & Bute - 1,148, East Lothian - 1,176, Highland - 1,102 Midlothian - 1,149, Scottish Borders - 1,121, Stirling - 1,364, Scotland - 1,221
Participation rate for 16-19 year olds (per 100)	89.8%	91.2%	+1.4%	Moray - participation rate for 16-19 year olds (per 100) - 91.2% (Rank 23rd) (Rank 1 st = highest participation rate) Comparator Benchmarking Authorities: Angus - 92.2% , Argyll & Bute - 94.2%, East Lothian - 94.7%, Highland - 93.8% Midlothian - 94.3%, Scottish Borders - 92.8%, Stirling - 94.4%, Scotland - 91.8%
School exclusion rates per 1,000 pupils	33.1	N/A (biennial)	N/A	Moray - School exclusion rates per 1,000 pupils - 33.1 (Rank 24th) (Rank 1 st = lowest exclusion rate) Comparator Benchmarking Authorities: Angus - 22.6, Argyll & Bute - 15.8, East Lothian - 34.1, Highland - 22.7 Midlothian - 44.4, Scottish Borders - 21.5, Stirling - 16.4, Scotland - 26.8
School exclusion rates per 1,000 looked after children	51.2	N/A (biennial)	N/A	Moray - School exclusion rates per 1,000 pupils - 51.2 (Rank 6th) (Rank 1 st = lowest exclusion rate) Comparator Benchmarking Authorities: Angus - 109.8, Argyll & Bute - *, East Lothian - 111.6, Highland - 108.8 Midlothian - 135.1, Scottish Borders - 43.9, Stirling - 102, Scotland - 80

5.1.2 Of the 28 LGBF measures relating to Children's Services and Culture and Leisure Services, Moray ranks in the top quartile (ranking 1-8) in 5 measures,

however 11 measures have Moray ranking in the bottom quartile (ranking 25-32).

Areas of good performance

- 5.2 Moray had 925 school leavers during the 2017/18 academic year, of these 93.6% entered an initial positive destination. This is marginally up on last year (+0.1%) and remains slightly behind the national rate of 94.4%. The largest proportion of Moray leavers continued on to full-time higher education at 39.5%, an increase of 2.2% on last year and the highest rate ever recorded in Moray. The rate of leavers entering further education courses increased by 2.1% from last year to 28.7%, while just under a quarter of leavers went straight into employment (22.9%) – the lowest rate ever recorded in Moray and now in line with the national average. (EdS093-096)
- 5.3 Out of the 925 leavers in 2017/18 a total of 317 (34.2%) students had been identified with an additional support need (ASN). 90.2% of leavers with an ASN entered an initial positive destination, largely in line with the national rate of 90.4% (EdS603.4). The largest group of ASN students went onto further education courses (42.9%), followed by Higher Education (24.3%), Employment (20.2%) and Activity Agreements (1.6%). A further 20 school leavers were care experienced young people, and of those 75% (15) had went onto an initial positive destination – this compares with 80.4% nationally. A full breakdown of school leaver data, as well as attendance, attainment and staying on rates for Moray and for each secondary school can be found within the Education Public Performance Report which can be accessed through the following link: http://www.moray.gov.uk/moray_standard/page_57078.html
- 5.4 At the end of March 2019, Moray Council had 57 children on the Child Protection Register (CMS013). The number on the register has fluctuated over the last 2 years, although numbers are notably lower than the 84 children on the register as at the end of quarter 1 in 2017/18. The number of new registrations has increased from last year to 99, whilst de-registrations have marginally reduced they remain above new registration numbers at 101. The rate of child protection re-registrations within 18 months in Moray for 2017/18 was 5.8%, down from 8% in the previous year. The re-registration rate for 2017/18 was below the national average of 6.1%, and ranked Moray 17th (where 1st is the highest rate) out of the 32 local authorities in Scotland. (CHN22)
- 5.5 During 2018/19 the Social Work – Criminal Justice Service produced 513 criminal justice social work reports which were all submitted to court by due date (CJ01).
- 5.6 Usage of Council Health and Fitness facilities saw a sharp increase in quarter 4 (38,622) when compared to quarter 4 last year (34,058). Admissions for the year were up 6% at 123,217, exceeding the target of 110,000. Attendances at Moray Leisure Centre (MLC) Health and Wellness facilities have also seen a significant increase when compared to last year. Almost 85,000 attendances were recorded in 2018/19, up by around 6,700 from last year. In this reporting

quarter alone there were 25,631 admissions compared to 21,862 in quarter 4 last year. There has been a general increase in the fitness suites, while fitness class uptake has significantly increased with additional classes now being offered. The rise in health and fitness usage is primarily down to the expansion of the Fit Life membership scheme to include the MLC in October 2018. (SCC2)

- 5.7 The number of young people attending holiday and term-time sports coaching programme sessions is up on last year and well above target. A total of 3,044 young people have attended this year compared to 2,822 last year, and against a target of 2,000. The term time and holiday sports coaching programmes continue to be highly popular, with a large percentage of participants Fit Life Members. Delivery of the service will depend on the outcome on any future council budget cuts from 2020/21. (EdS006.2)
- 5.8 Libraries and Information Services recorded a total of 1,390,143 visits (both physical and virtual) to the service during 2018/19, an increase of 196,000 from last year. Virtual visits through Facebook, Twitter, Library App and the online catalogue have all increased significantly, as well as the uptake of e-services. Actual borrower numbers have fallen with 18.2% of the Moray population having used the service this year compared to 19.1% last year and against a target of 20%. A programme of events, activities and promotions continues to be rolled out to encourage more borrowing. (SCC5c / EdS511.2)
- 5.9 There continues to be an increase in the numbers attending sessions at Moray Libraries Learning Centres, with 3,185 engaging the service in 2018/19 compared to 2,301 last year. The increase in demand has largely been fuelled by people seeking support around Universal Credit. There has been a subsequent drop in Job Club attendance as many individuals have shifted to seek Universal Credit assistance, although numbers attending remained relatively high at 1,305. (EdS511.11 / 12)
- 5.10 Moray Council Libraries and Information Service carry out a biennial customer satisfaction survey, the most recent being during November 2018 where 1,047 responses were collected and analysed. For each of the 5 service statements posed well over 90% of customers strongly agreed or agreed with the statements about the service:
- staff are welcoming, approachable, polite and friendly - 98.3%
 - building and equipment are clean, tidy and well maintained - 98.3%
 - accurate information about services, opening hours and charges given 97%
 - enquiries dealt with in a prompt and efficient manner - 98%
 - overall satisfied with the service received - 99.1%
- 5.11 During quarter 4 a total of 373 Freedom of Information (FOI) requests were received by the council, of these 351 (94.1%) were responded to within timescale – slightly below the target of 95%. During 2018/19 the number of FOIs received increased by 119 (9.6%) from last year to 1,362. The overall rate of FOIs responded to within timescale has fallen compared to last year from 98.9% to 95.8%. (CE015)

Areas of performance identified for improvement

- 5.12 As at the 31 March 2019 there were 213 Looked After Children (LAC) in Moray, a significant decrease of 14 children from the end of quarter 3. During quarter 4 the number of LAC within a community based placement reduced by 11 and those within a residential setting reduced by 3. These reductions had no impact on the balance of care with 78% and 22% respectively being housed in community and residential placements. These proportions have remained fairly static throughout the course of the year with a slight movement towards more residential placements. Since quarter 1 2016/17 the proportion of LAC in community placements has shown a steady decline. When compared with Local government benchmarking data (2017/18) Moray had the second lowest proportion of LAC in community placements (78.4%), only the Shetland Islands had a lower proportion. The Scottish average for 2017/18 was 89.7%. Work is commencing on developing a system wide plan to address how the shift towards Moray children staying in Moray in family based care can be achieved. (CHN9)
- 5.13 During 2018/19, 224 new Community Payback Orders with a supervision requirement were issued by court; of these 79.5% were subsequently seen by a supervising officer within 1 week, falling short of the 100% target and below the 83% achieved in 2017/18 (CJ02). The main reasons for clients not being seen within the timescale were largely out with the services immediate control, including offenders not turning up for initial meeting and court papers not being made available to the service to process orders. (CJ02)
- 5.14 During 2018/19 Criminal Justice Social Work dealt with 233 new Community Payback Orders with a requirement of Unpaid Work (or other activity). Only 33% of the unpaid work orders were commenced within the target of 7 days after the order being imposed. Again the main reason for the orders not being commenced within the 7 days was due to the client, with a significant number not turning up on their first day of placement. However, during 2018/19 a total of 22,104 hours of work was carried out in Moray by offenders undertaking a Community Payback Order with an unpaid work requirement. (CJ03 / CJ05a)
- 5.15 During quarter 4 there were 70,500 attendances at Moray Council swimming pools, with the cumulative admissions figure for the year coming to 252,425. While the yearly target of 250,000 was achieved, when compared to last year's usage there was a 5.8% reduction in swimming pool admissions. Moray Leisure Centre (MLC) swimming pool usage for the year was 133,627, just over 23,000 short on the previous year admissions. Part of the fall in numbers can be attributed to revised admission counting policy introduced this year, while the second half of 2018/19 has actually seen a rise in users since the introduction of the Fit Life membership. (SCC1)
- 5.16 The numbers using Council maintained football pitches / pavilions continues to fall, with 4,470 users recorded in quarter 4 this year compared to 11,106 for the same period last year. A total of 37,589 users were recorded for 2018/19, well down on the 51,600 (-27%) recorded last year and significantly below the 60,000 target. The main reasons for the decline in demand has been the

reduction in Moray Welfare football teams, while a number of previous users have moved to community run facilities such as Simpson Park (Keith), as the quality of surface is noted to be far better than council maintained pitches.

- 5.17 As at April 2018 the school estate condition surveys showed that 30.2% (16 out of 53 schools) of Moray schools had been rated Good (A) or Satisfactory (B). The majority of schools (37) received a rating of Poor (C), while no schools were ranked as Bad (D). Nationally 86.2% of schools were rated B or above for condition. Suitability ratings for the Moray school estate remains high, with 94.3% (50 schools) achieving a Good or Satisfactory rating, and only three schools were rated as Poor (EdS101). Nationally 83.8% of schools were rated B or above for suitability.

6. **PERFORMANCE INDICATORS 2019/20**

- 6.1 The revised set of performance indicators for 2019/20 are contained in **Appendix 1**.
- 6.2 A review of performance indicators is undertaken annually, with managers of respective services, to ensure that the performance being monitored reflects current priorities and activity and provides Committee with the level of information required to enable effective scrutiny.

7. **SUMMARY OF IMPLICATIONS**

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

The contents of this report relate to National Outcomes and Local Priorities of the Moray 2026: A Plan for the Future. Also to the service plans for ICS, Lifelong Learning, Culture and Sport and Schools and Curriculum Development.

(b) **Policy and Legal**

None

(c) **Financial implications**

None

(d) **Risk Implications**

None

(e) **Staffing Implications**

None

(f) **Property**

None

(g) **Equalities/Social Economic Impact**

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

(h) Consultations

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

8. CONCLUSION

8.1 Scrutinise and note the performance against Education and Social Care Performance Indicators for 2018/19.

8.2 That the Committee approves the suite of performance indicators for 2019/20.

Author of Report:

Background Papers: Performance Monitoring Statements 2018/19
Quarters 3 & 4 – October 2018 to March 2019

Ref: http://www.moray.gov.uk/moray_standard/page_92321.html

Education & Social Care Performance 2019/20

Performance Indicator Review

PI Status			
Indicator remain		New Indicator	

Children's Wellbeing												
	Cat	Code & Name	Current Target	2016/17	2017/18	2018/19	Q4 2017/18	Q1 2018/19	Q2 2018/19	Q3 2018/19	Q4 2018/19	Latest Note
				Value	Value	Value	Value	Value	Value	Value	Value	
	Local	Ratio of referrals/children made to access services during the reporting period	Data Only									Physical number of referrals and children to be added here
	Local	Ratio of children referred/number of cases allocated during the reporting period	Data Only									Physical number of children and cases allocated to be added here
	Local	Number of cases currently open to Social Work EAST Team at the end of the reporting period	Data Only									SNAPSHOT DATA
	Local	Number of cases currently open to Social Work WEST Team at the end of the reporting period	Data Only									SNAPSHOT DATA
	Local	Number of cases closed during the reporting period (EAST) team	Data Only									CUMMULATIVE QUARTERLY DATA
	Local	Number of cases closed during the reporting period (WEST) team	Data Only									CUMMULATIVE QUARTERLY DATA
	Local	CMS013 Number of children on the Child Protection Register at end date of reporting period	Data Only	81	59	57	59	55	51	63	57	
	Local	CMS014 Number of children added to the Child Protection Register during the reporting period	Data Only	98	80	99	13	24	24	28	23	INDICATOR RE-WORDED
	Local	CMS016 Number of children removed from the Child Protection Register during the reporting period	Data Only	74	102	101	24	28	28	16	29	INDICATOR RE-WORDED
	Nat(b)	CHN22 % of child protection re-registrations within 18 months	Data Only	8.3%	5.8%	N/A	Annual					
	Local(b)	Child Protection – Rate of Registration/1,000	2.7	4.9	3.6	3.5	3.6	3.4	3.2	3.9	3.5	COMPARATOR AVERAGE to be used as target (Nationally Benchmarked Annually)
	Local(b)	% Children on CPR registered >12 months		18%	25%	11%	25%	19%	10%	11%	11%	LOCAL TARGET TO BE CONSIDERED

Cat	Code & Name	Current Target	2016/17	2017/18	2018/19	Q4 2017/18	Q1 2018/19	Q2 2018/19	Q3 2018/19	Q4 2018/19	Latest Note
			Value	Value	Value	Value	Value	Value	Value	Value	
Local	Average length of registration at time of removal from CPR					7m & 22d	1y, 5m & 5d	8m & 23d	4m & 17d	7m & 11d	
Local	% of Child Protection review case conferences not held within agreed timescales		20%	23.4%	31%	13.8%	47.8%	21.7%	29.2%	26.7%	Target to be set at a later date
Local	Late review case conferences – Average days late	Data Only			39			45	49	22	
Local	Child Protection – Average registered concerns/child	Data Only		3.6	4.2	3.6	3.5	3.8	4.0	4.2	

Childcare											
Cat	Code & Name	Current Target	2016/17	2017/18	2018/19	Q4 2017/18	Q1 2018/19	Q2 2018/19	Q3 2018/19	Q4 2018/19	Latest Note
			Value	Value	Value	Value	Value	Value	Value	Value	
Local	EdS605.01 % Looked After 2yr olds attending free Childcare	Data Only	N/A	N/A		88%	75%	86%	73%	75%	
Local	EdS605.02 % 2yr olds with a parent in receipt of qualifying benefits attending free Childcare	Data Only	N/A	N/A		85%	88%	90%	97%	85%	
Local(b)	EdS002.1 % of 3yr olds eligible for Early Learning and Childcare funded by the Local Authority that are registered	Data Only	105%	119%		Annual					
Local(b)	EdS003.1 % of 4yr olds eligible for Early Learning and Childcare funded by the Local Authority that are registered	Data Only	101%	96%		Annual					

Early Learning and Childcare Education											
Cat	Code & Name	Current Target	2016/17	2017/18	2018/19	Q4 2017/18	Q1 2018/19	Q2 2018/19	Q3 2018/19	Q4 2018/19	Latest Note
			Value	Value	Value	Value	Value	Value	Value	Value	
Nat(b)	CHN17 % of children meeting developmental milestones	Data Only	82.5%	80.7%		Annual					
Nat(b)	CHN18 % of funded early years provision which is graded good/better	Data Only	91%	75%		Annual					
Nat(b)	CHN3 Cost per Pre-School Education Registration	Data Only	£2,420	£2,469		Annual					
Local(b)	EdS010 % of pre-school centres achieving satisfactory or better in HMIE inspection reports	100%	100%	0%	90%	Annual					

Cat	Code & Name	Current Target	2016/17	2017/18	2018/19	Q4	Q1	Q2	Q3	Q4	Latest Note
			Value	Value	Value	2017/18	2018/19	2018/19	2018/19	2018/19	
Local	EdS010.3 Number of Care Inspectorate reports which contain requirements	0	13	10	0	Annual					
Local	EdS010.4 % of requirements addressed within the stated timescale	100%	100%	100%		Annual					

Looked After Children												
Cat	Code & Name	Current Target	2016/17	2017/18	2018/19	Q4	Q1	Q2	Q3	Q4	Latest Note	
			Value	Value	Value	2017/18	2018/19	2018/19	2018/19	2018/19		2018/19
Local	CSCF100 Number of Looked After Children at the end of the reporting quarter	Data Only	222	218	213	218	224	226	227	213	Provide age breakdown: 0-4, 5-10, 11-15, 16-17	
Local	Number of children starting to be Looked After during the reporting period	Data Only										
Local	Number of children ceasing to be Looked After during the reporting period	Data Only										
Local	Looked After Children Rate/1,000 0-17 population	11.4	11.8	11.7	11.6	11.7	12.1	12.3	12.4	11.6	Comparator Mean average as target Mid-year 2017 Moray = 18,568, National = 1,030,055 Mid-year 2018 Moray = 18,312, National = 1,028,798	
Local(b)	CSCF101 % of Looked After Children cared for in a Community Setting	87.3%	82.4%	78.9%	77.9%	78.9%	78.6%	79.2%	78%	77.9%	Comparator Median Average as target	
Local	EdS606.01 % of LAC under Home Supervision	29.3%	19.3%	20.2%	21.6%	20.2%	19.6%	20.4%	20.7%	21.6%	Comparator Median Average as target	
MI	EdS606.02 % of LAC in Kinship Care	23.4%	17.5%	20.2%	18.3%	20.2%	17.8%	19.5%	19.4%	18.3%	Comparator Median Average as target	
MI	EdS606.03 % of LAC in Moray Council Fostering Care	25.4%	32.4%	28%	28.6%	28%	30.4%	29.6%	28.2%	28.6%	Comparator Median Average as target	
Local	EdS606.09 % of LAC placed for Adoption	2.2%	2.7%	2.8%	2.8%	2.8%	3.1%	2.6%	3.1%	2.8%		
Nat(b)	CHN23 % LAC with more than 1 placement in the last year (Aug-July)	23.5%	25.1%	30.6%		Annual					Comparator Median Average as target	
Nat(b)	CSCF105 % of Looked After Children with 3 or more placements during the year	5%	8%	9%		Annual					Median Comparator Average as target	
Local(b)	CSCF102 % of Looked After Children cared for in Residential accommodation	12.7%	17.6%	21.1%	22.1%	21.1%	21.4%	20.8%	22%	22.1%		
Local	CSCF104 % of Looked After Children in Residential placement out with Moray	8.2%	7.7%	9.6%	10.8%	9.6%	9.8%	10.2%	11%	10.8%	Includes secure placements	
Local(b)	EdS606.08 % of LAC in Secure Placement	1%	0.45%	0.65%	0.78%	0.9%	1.3%	0.9%	0.4%	0.5%		

Cat	Code & Name	Current Target	2016/17	2017/18	2018/19	Q4	Q1	Q2	Q3	Q4	Latest Note
			Value	Value	Value	2017/18	2018/19	2018/19	2018/19	2018/19	
Nat(b)	CHN9 Balance of Care for looked after children: % of children being cared for in foster/family placements rather than residential accommodation	87.3%	82.3%	78.4%		Annual					Comparator Median average as target
Nat(b)	CHN8b The Gross Cost of "Children Looked After" in a Community Setting per Child per Week	£314	£435	£407		Annual					
Nat(b)	CHN8a The Gross Cost of "Children Looked After" in Residential Based Services per Child per Week	£3,379	£4,018	£3,606		Annual					
Local	Number of young people placed in Out of Area placements during the reporting period	Data Only									
Local	% of Looked After Children in paid placements	Data Only									
	% of LAC in Foster Care purchased by Moray Council	4.0%	10.3%	7.4%	6.6%	7.4%	7.6%	7.1%	6.6%	6.6%	Comparator Median Average as target Total of Independent in and outwith Moray
Local	Number of Moray Council Foster Carers	Data Only									Total number of placement spaces available can be added in the notes field
Local	Number of new Moray Council Foster Carers recruited during the period	Data Only									
Local	Number of Moray Council Foster Carers leaving during the reporting period	Data Only									
Local	Number of Moray Council Foster Carers with "Active" placements at the end of the period	Data Only									SNAPSHOT Data at end of the period
Local	Number of young people returning to Moray from an Out of Area placement during the reporting period.	Data Only									
Local	Occupancy rate of residential beds in Moray	Data Only									
Local	Number of young people returning to Moray from an Out of Area placement during the reporting period.	Data Only									
Local	EdS606.14 % school leavers recorded as LAC in previous Pupil Census who entered a positive destination	Data Only	73.7%	75%		Annual					
Local	EdS606.17 Number of 18-21yr olds staying put / in continuing care	Data Only	0	2	3	2	3	4	4	3	
Local	EdS606.18 Number of young people continuing to use Throughcare & Aftercare Services post 21yrs	Data Only	6	11	19	11	11	11	16	19	
Local	EdS606.20 % of looked after children who remain in school post S4	Data Only	59%	58%		Annual					
Local	CSCF013 The number, per thousand of the child population in Moray, subject to compulsory measures of supervision or care	10	9.65	9.55	9.45	9.7	9.7	9.4	9.6	9.1	

Additional Support Needs (Children)

Cat	Code & Name	Current Target	2016/17	2017/18	2018/19	Q4 2017/18	Q1 2018/19	Q2 2018/19	Q3 2018/19	Q4 2018/19	Latest Note
			Value	Value	Value	Value	Value	Value	Value	Value	
Local(b)	EdS603.01 % pupils with Additional Support Needs	Data Only	27.8%	33.2%	33.2%						Annual
Local(b)	EdS603.02 % pupils with Additional Support Needs (Exceptional Support Funding)	Data Only	2.1%	2.3%	2.6%						Annual
Local(b)	EdS603.04 % pupils with ASN entering a positive destination	Data Only	89.3%	90.2%							Annual

Primary School Education

Cat	Code & Name	Current Target	2016/17	2017/18	2018/19	Q4 2017/18	Q1 2018/19	Q2 2018/19	Q3 2018/19	Q4 2018/19	Latest Note
			Value	Value	Value	Value	Value	Value	Value	Value	
Nat	Pupil/Teacher ratios in publicly funded primary schools	Data Only	17.0	17.0	16.2						Scotland = 16.1 Comparator Median = 15.5
Nat	Classroom support staff ratios in publicly funded Primary schools	Data Only									Annual
Nat(b)	CHN1 Cost per Primary School Pupil	Data Only	£4,321	£4,555							Annual
Nat(b)	CHN10 % of Adults Satisfied with local schools	Data Only	71.7%	71.7%							Annual
Local(b)	EdS011 % of Primary Schools receiving an evaluation of satisfactory or better in HMIE inspection reports	100%	100%	50%	80%						Annual
Nat(b)	CHN13a % of pupils achieving expected levels in Reading P1	Data Only	75%	75%							Annual
Nat(b)	CHN13b % of pupils achieving expected levels in Reading P4	Data Only	72%	66%							Annual
Nat(b)	CHN13c % of pupils achieving expected levels in Reading P7	Data Only	68%	71%							Annual
Nat(b)	CHN14a % of pupils achieving expected levels in Writing P1	Data Only	65%	67%							Annual
Nat(b)	CHN14b % of pupils achieving expected levels in Writing P4	Data Only	63%	57%							Annual
Nat(b)	CHN14c % of pupils achieving expected levels in Writing P7	Data Only	59%	61%							Annual
Nat(b)	CHN15a % of pupils achieving expected levels in Listening and Responding P1	Data Only	82%	82%							Annual
Nat(b)	CHN15b % of pupils achieving expected levels in Listening and Responding P4	Data Only	73%	72%							Annual

Cat	Code & Name	Current Target	2016/17	2017/18	2018/19	Q4 2017/18	Q1 2018/19	Q2 2018/19	Q3 2018/19	Q4 2018/19	Latest Note
			Value	Value	Value	Value	Value	Value	Value	Value	
Nat(b)	CHN15c % of pupils achieving expected levels in Listening and Responding P7	Data Only	74%	75%						Annual	
Nat(b)	CHN16a % of pupils achieving expected levels in Numeracy P1	Data Only	71%	72%						Annual	
Nat(b)	CHN16b % of pupils achieving expected levels in Numeracy P4	Data Only	61%	60%						Annual	
Nat(b)	CHN16c % of pupils achieving expected levels in Numeracy P7	Data Only	58%	61%						Annual	

Secondary School Education

Cat	Code & Name	Current Target	2016/17	2017/18	2018/19	Q4 2017/18	Q1 2018/19	Q2 2018/19	Q3 2018/19	Q4 2018/19	Latest Note
			Value	Value	Value	Value	Value	Value	Value	Value	
Nat	Pupil/Teacher ratios in publicly funded Secondary schools	Data Only	12.3	12.2	11.9						Scotland = 12.3 Comparator Median = 12.2
Nat	Classroom support staff ratios in publicly funded Secondary schools	Data Only									
Nat(b)	CHN6 % of Pupils from Deprived Areas Gaining 5+ Awards at Level 5 (SIMD)	Data Only	55%	N/A						Annual	
Nat(b)	CHN19a School attendance (%)	Data Only	94%	N/A						Biennial	
Nat(b)	CHN19b School attendance rate (LAC, %)	Data Only	91%	N/A						Biennial	
Nat(b)	CHN20a School exclusion rates per 1,000 pupils	Data Only	33	N/A						Biennial	
Nat(b)	CHN20b School exclusion rates per 1,000 looked after children	Data Only	51	N/A						Biennial	
Nat(b)	CHN21 % Participation for 16-19 year olds	Data Only	89.8%	91.2%						Annual	
Nat(b)	CHN4 % of Pupils gaining 5+ awards at level 5	Data Only	59%	57%						Annual	
Local	EdS412.25 S4 results: % pupils attaining Level 4 literacy and numeracy	Data Only	80.1%	73.2%						Annual	
Local	EdS412.26 S4 results: % pupils attaining Level 5 literacy and numeracy	Data Only	46.2%	41.8%						Annual	
Nat(b)	CHN5 % of Pupils Gaining 5+ awards at level 6	Data Only	30%	28%						Annual	
Nat(b)	CHN7 % Pupils from Deprived Areas Gaining 5+ Awards at Level 6 (SIMD)	Data Only	0%	N/A						Annual	

Cat	Code & Name	Current Target	2016/17	2017/18	2018/19	Q4	Q1	Q2	Q3	Q4	Latest Note
			Value	Value	Value	2017/18	2018/19	2018/19	2018/19	2018/19	
Nat(b)	EdS413.01 Leaver results: % of leavers attaining Level 4 literacy and numeracy	Data Only	85.8%	84.9%							Annual
Local(b)	EdS413.01a Leaver results: % of leavers attaining Level 4 literacy	Data Only	95.3%	92.2%							Annual
Local(b)	EdS413.01b Leaver results: % of leavers attaining Level 4 numeracy	Data Only	87.1%	87.5%							Annual
Nat(b)	EdS413.02 Leaver results: % of leavers attaining Level 5 literacy and numeracy	Data Only	59.4%	60.5%							Annual
Nat(b)	EdS413.02a Leaver results: % of leavers attaining Level 5 literacy	Data Only	80.6%	78.4%							Annual
Nat(b)	EdS413.02b Leaver results: % of leavers attaining Level 5 numeracy	Data Only	60.8%	62.4%							Annual
Nat(b)	EdS413.03 Leaver results: Average tariff score for lowest-attaining 20%	Data Only	150	120							Annual
Nat(b)	EdS413.04 Leaver results: Average tariff score for middle-attaining 60%	Data Only	743	755							Annual
Nat(b)	EdS413.05 Leaver results: Average tariff score for highest-attaining 20%	Data Only	1,732	1,738							Annual
Nat(b)	CHN11 Proportion of Pupils entering Positive Destinations	Data Only	93.5%	93.6%							Annual
Local(b)	EdS093 School Leaver destinations - % entering full-time higher education	Data Only	37.3%	39.5%							Annual
Local(b)	EdS094 School Leaver destinations - % entering full-time further education	Data Only	26.6%	28.7%							Annual
Local(b)	EdS095 School Leaver destinations - % entering employment	Data Only	26.8%	22.9%							Annual
Local(b)	EdS096 School Leaver destinations - % entering training	Data Only	1.3%	0.9%							Annual
Local(b)	is09a % of leavers from publicly funded secondary schools in positive follow-up destinations (9 months after leaving school)	Data Only	93.8%	91.4%							Annual
Nat(b)	CHN2 Cost per Secondary School Pupil	Data Only	£6,561	£6,914							Annual
Nat(b)	CHN12a Overall Average Total Tariff	Data Only	818	791							Annual
Nat(b)	CHN12b Average Total Tariff SIMD Quintile 1	Data Only	661	599							Annual
Nat(b)	CHN12c Average Total Tariff SIMD Quintile 2	Data Only	711	701							Annual

Cat	Code & Name	Current Target	2016/17	2017/18	2018/19	Q4	Q1	Q2	Q3	Q4	Latest Note
			Value	Value	Value	2017/18	2018/19	2018/19	2018/19	2018/19	
Nat(b)	CHN12d Average Total Tariff SIMD Quintile 3	Data Only	655	673							Annual
Nat(b)	CHN12e Average Total Tariff SIMD Quintile 4	Data Only	873	862							Annual
Nat(b)	CHN12f Average Total Tariff SIMD Quintile 5	Data Only	1,073	918							Annual

Schools Estate

Cat	Code & Name	Current Target	2016/17	2017/18	2018/19	Q4	Q1	Q2	Q3	Q4	Latest Note
			Value	Value	Value	2017/18	2018/19	2018/19	2018/19	2018/19	
Local	EdS100 % of schools that are rated B or better for condition	50.9%	20.8%	29.6%	30.2%						Annual
Local	EdS101 % of schools that are rated B or better for suitability	92.5%	90.6%	92.6%	94.3%						Annual

Sports Development and Active Schools

Cat	Code & Name	Current Target	2016/17	2017/18	2018/19	Q4	Q1	Q2	Q3	Q4	Latest Note	
			Value	Value	Value	2017/18	2018/19	2018/19	2018/19	2018/19		2018/19
Local	EdS006.20 Number of adult group programmes supported by Sports Development Services	Data Only	N/A	4	6						Annual	
Local	EdS006.21 Number of voluntary community sports clubs / hubs / physical activity groups supported by Sports Development Services through assisting and / or developing effective pathways	Data Only	N/A	23	25						Annual	
Local	EdS006.2 Number attending holiday and term-time sports coaching programme sessions (cumulative)	2,000	2,365	2,822	3,044	2,822	752	1,912	2,432	3,044		
Local	EdS006.4 Number attending coach education and training courses	50	220	389	440	135	97	130	70	143		
Local	Number of participant sessions (Active Schools)	90,000	88,833	92,994							Annual	New indicator
Local	Number of volunteers delivering activities in Active Schools	500	536	454							Annual	New indicator
Local	Number of sports clubs with links to schools	80	80	78							Annual	New indicator
Local	Number of qualified adult volunteers (Active Schools)	225	257	199							Annual	New indicator
Local	Number of qualified secondary pupils delivering activities in Active Schools	40	N/A	17							Annual	New indicator

Leisure												
Cat	Code & Name	Current Target	2016/17	2017/18	2018/19	Q4 2017/18	Q1 2018/19	Q2 2018/19	Q3 2018/19	Q4 2018/19	Latest Note	
			Value	Value	Value	Value	Value	Value	Value	Value		
Nat(b)	CLS01 Cost per attendance of sport facilities (including swimming pools)	Data Only	£1.98	£1.91		Annual						
Nat(b)	CLS05d Percentage of adults satisfied with leisure facilities	Data Only	73%	67.7%		Annual						
Local	SCC1 Number of attendances per 1,000 population to all pools (cumulative)	Data Only	5630	5653	5332	5653	1339	2665	3852	5332		
Local	SCC2 Number of attendances per 1,000 population for indoor sports and leisure facilities (cumulative)	Data Only	5152	4503	4095		1004	1809	2866	4095		

Libraries & Information Services												
Cat	Code & Name	Current Target	2016/17	2017/18	2018/19	Q4 2017/18	Q1 2018/19	Q2 2018/19	Q3 2018/19	Q4 2018/19	Latest Note	
			Value	Value	Value	Value	Value	Value	Value	Value		
Local(b)	CE015 Freedom of Information - Percentage of requests replied to within twenty working days	95%	99.6%	98.9%	95.8%	99.1%	98%	95.7%	95.9%	94.1%		
Local	EdS511.10 Number of new learners at Moray Libraries Learning Centres	Data Only		193	120	193	70	109	119	120		
Local	EdS511.11 Number attending sessions at Moray Libraries Learning Centres	Data Only		2,301	3,185	2,301	1,495	2,074	2,811	3,185		
Local	EdS511.12 Number attending Job Clubs	Data Only		1,568	1,305	1,568	311	664	970	1,305		
Nat(b)	CLS02 Cost per Library visit	Data Only	£1.42	£1.45		Annual						
Nat(b)	CLS05a Percentage of adults satisfied with libraries	Data Only	72.7%	70.3%		Annual						
Local	SCC5c Number of Library visits per 1000 population	Data Only	12,212	12,427	14,514	Annual						
Local	EdS511.2 Number of borrowers as a percentage of the population	20%	20.02%	19.1%	18.2%	19.1%	10.41%	14.1%	16.8%	18.2%		

Community Justice

Cat	Code & Name	Current Target	2016/17	2017/18	2018/19	Q4 2017/18	Q1 2018/19	Q2 2018/19	Q3 2018/19	Q4 2018/19	Latest Note
			Value	Value	Value	Value	Value	Value	Value	Value	
Local	CJ01 % of Criminal Justice Social Work Reports submitted to courts by the due date	100%	99.61%	100%	100%	100%	100%	100%	100%	100%	
Local	CJ02 % of new Community Payback Orders with a supervision requirement seen by a supervising officer within one week (adults)	100%	87.73%	82.93%	80.8%	90.16%	79.66%	86.89%	82%	74.07%	
Local(b)	CJ03 % of Community Payback Orders with a requirement of Unpaid Work or Other Activity commenced within 7 days of order being imposed	Data Only	40.5%	37.22%	33.05%	38.82%	33.33%	29.63%	33.33%	35.59%	
Local	CJ04 Total number of new community payback orders made in the period (adults)	Data Only	314	355	334	109	90	82	83	79	
Local	CJ05 Number of new community payback orders with an unpaid work requirement made in period (adults)	Data Only	247	266	233	85	60	54	60	59	
Local	CJ05a Number of annual hours of unpaid work carried out by offenders undertaking a CPO with an unpaid work requirement (adults)	Data Only	N/A	20,790	22,104	Annual					
Local(b)	CJ06 % of community payback orders successfully completed (including early discharge)	Data Only	62.8%	74.5%		Annual					
Nat(b)	CJ07 Reconviction rate of offenders within one year of conviction (adults)	Data Only	23.2%	N/A		Annual					
Local	CJ09 Number of offences committed by young people (aged 8-17 years old)	Data Only	747	532		Annual					
Local	CJ10 Number of young people responsible for offending (aged 8-17 years old)	Data Only	331	271		Annual					
Local	CJ11 % of young people repeat offending within the fiscal year (aged 8-17 years old)	Data Only	27%	26%		Annual					
Local	CJ12 Number of referrals to the Moray Youth Justice Service	Data Only	N/A	N/A		18	29	22	26	27	
Local	CJ13 Number of young people actively engaged with the Moray Youth Justice Service	Data Only	N/A	N/A		14	19	15	21	20	

Child and Young People Population												
Cat	Code & Name	Current Target	2016/17	2017/18	2018/19	Q4 2017/18	Q1 2018/19	Q2 2018/19	Q3 2018/19	Q4 2018/19	Latest Note	
			Value	Value	Value	Value	Value	Value	Value	Value		
Nat	Children and young people population 0-17 (Mid-year estimates – first year)	Data Only	18,840	18,568	18,312	Annual					2018 Mid-Year 0-4 Year olds = 4,522 5-10 Year olds = 6,432 11-15 Year olds = 5,219 16 & 17 Year olds = 2,139	
Nat	Number of births in a 12 month period (Calendar year – first year)	Data Only	939	856	825	197	199	229	200	193	2018 Calendar Year Males = 440 Females = 385	
Nat	Birth Rate (per 1,000 population) in a 12 month period (Calendar year)	Data Only	9.8	8.9	8.6	Annual					Scotland 2018 = 9.4	

Workforce and Resource Levels (Social Work)												
Cat	Code & Name	Current Target	2016/17	2017/18	2018/19	Q4 2017/18	Q1 2018/19	Q2 2018/19	Q3 2018/19	Q4 2018/19	Latest Note	
			Value	Value	Value	Value	Value	Value	Value	Value		
Nat	WTE rates of services for children & families SW fieldwork staff per 100,000 children (0-17)	Data Only	319.3	353.0		Annual					Scotland = 244.2 Comparator Median = 214.7 Moray 3 rd Highest in Scotland	



**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE
28 AUGUST 2019**

**SUBJECT: EDUCATION SCOTLAND INSPECTION OF GLENLIVET
PRIMARY SCHOOL, GLENLIVET**

BY: CHIEF EXECUTIVE

1. REASON FOR REPORT

- 1.1 The purpose of this report is to invite the Committee to scrutinise and note the outcomes of the recently published report on a Moray school following inspection by Education Scotland.
- 1.1 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 scrutinishes and notes the content of this report.**

3. BACKGROUND

- 3.1 When a school is inspected by Education Scotland a report is published (by Education Scotland) which gives commentary on the school's performance. These reports are presented regularly to this Committee, where possible at the first available opportunity after publication.
- 3.2 In March 2019, Education Scotland inspected Glenlivet Primary School using the Full Inspection Model.

The key features of the full inspection visit model were:

- The team was composed of a number of inspectors
- Inspectors spent a week in school
- There was a focus on four Quality Indicators (QIs)

QI 1.3 Leadership of Change

QI 2.3 Learning, Teaching and Assessment

QI 3.2 Raising Attainment and Achievement

QI 3.1 Ensuring Wellbeing, Equality and Inclusion

Inspectors make evaluations of these QIs using the six-point scale.

The first three of these QIs feed directly into the evidence base for the National Improvement Framework.

Inspectors also included the learning pathways theme from QI 2.2 Curriculum and refer to QI 2.7 Partnerships in evaluating the impact of parental engagement, in addition, the further QI was chosen by the school which was QI 2.7 Partnerships. The inspectors had a focus on safeguarding as is the case in every inspection. These aspects are not graded.

- 3.3 The aim of the full inspection visit was to validate the four QIs 1.3, 2.3, 3.1 and 3.2 from the How Good Is Our School 4? (HGIOS4) quality framework.

HGIOS 4 QI 1.3 Leadership of Change
 QI 2.3 Learning, Teaching and Assessment
 QI 3.1 Ensuring Wellbeing, Equality and Inclusion
 QI 3.2 Raising Attainment and Achievement

These QIs are graded on the six-point scale used by Education Scotland for inspections:

- 6 – Excellent
- 5 – Very Good
- 4 – Good
- 3 – Satisfactory
- 2 – Weak
- 1 – Unsatisfactory

- 3.4 The gradings for Glenlivet are as follows:

QI 1.3 Leadership of Change – **Very Good**
QI 2.3 Learning, Teaching and Assessment - **Very Good**
QI 3.1 Ensuring Wellbeing, Equality and Inclusion - **Very Good**
QI 3.2 Raising Attainment and Achievement - **Very Good**

- 3.5 A summary of the inspection report is contained in **Appendix 1**. The Education Scotland inspection report and summary of inspection findings can be viewed at:

<https://education.gov.scot/assets/inspectionreports/glenlivetpsins230419.pdf>

<https://education.gov.scot/assets/inspectionreports/glenlivetpssif230419.pdf>

4. SUMMARY OF IMPLICATIONS

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

The Policy was informed by the priorities within the Corporate Plan and the LOIP and in particular to Ambitious and Confident Children and Young People and A Growing and Diverse Economy.

(b) Policy and Legal

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

(c) Financial implications

There are no financial implications arising directly from this report.

(d) Risk Implications

There are no risk implications arising directly from this report.

(e) Staffing Implications

There are no staffing implications arising directly from this report.

(f) Property

None.

(g) Equalities/Socio Economic Impact

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

(h) Consultations

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

5. CONCLUSION

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

Author of Report: Karen Lees, Quality Improvement Officer

Background papers:

<https://education.gov.scot/assets/inspectionreports/glenlivetpsins230419.pdf>

<https://education.gov.scot/assets/inspectionreports/glenlivetpssif230419.pdf>

Ref:

**GLENLIVET PRIMARY SCHOOL
– EDUCATION SCOTLAND VISIT, MARCH 2019**

Authority commentary on the inspection report

During the inspection the team of inspectors talked to parents/carers, children and staff. They met with the Head Teacher, Head of Service and Quality Improvement Officer at the beginning of the inspection and gathered evidence during the visit to enable them to evaluate aspects of the quality of leadership and children's achievements.

The team found the following areas of strengths in the school's work:

- The clear leadership and strong direction of the headteacher. Supported by a very effective staff team, the whole school community is empowered to contribute to continuous improvement
- Confident, highly motivated and engaged children, who are very proud of their school and keen to learn. They have a clear understanding of themselves as a learner and what they need to do to improve
- The very strong sense of community, which is underpinned by shared values and high expectations. This provides a nurturing, inclusive environment where everyone strives together to achieve success for all
- The very effective partnership working which supports high quality learning experiences, and is contributing to raising attainment and achievement. This enhances learning using the local environment and is strengthening the sense of community and the children's role within it

The following areas for improvement were identified by the Education Scotland team:

- As planned, revisit the curriculum rationale to ensure it reflects the school's approach to maximising the opportunities provided by the unique context of the school
- Continue to use a range of evidence to support self-evaluation, to inform school planning for improvement

Education Scotland is confident that the school has the capacity to continue to improve and as such, will make no more visits in connection with this inspection. The school has had a very positive inspection and will continue to progress and develop under the strong leadership of the headteacher and in partnership with her team, the pupils and the school community.

Karen Lees, Quality Improvement Officer



**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE
28 AUGUST 2019**

**SUBJECT: EDUCATION SCOTLAND INSPECTION OF CLUNY PRIMARY
SCHOOL, BUCKIE**

BY: CHIEF EXECUTIVE

1. REASON FOR REPORT

- 1.1 The purpose of this report is to invite the Committee to scrutinise and note the outcomes of the recently published report on a Moray school following inspection by Education Scotland.
- 1.1 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 When a school is inspected by Education Scotland a report is published which gives commentary on the school's performance. Education Scotland publish the school report. These reports are presented regularly to this Committee, where possible at the first available opportunity after publication.
- 3.2 In April 2019, Education Scotland visited Cluny Primary School. During their visit, Education Scotland inspectors talked to parents/carers and children and worked closely with the Headteacher and staff. Cluny Primary School was subject to a Short Inspection Visit process. The key features of this model, which differs to the full establishment model are:
- The team was composed of fewer inspectors
 - Inspectors spent less time in school (a total of two days)
 - The focus was on two quality indicators (QIs)
 - Inspectors made evaluations of these QIs using the six point scale

The focus QIs were:

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

These QIs feed directly into the evidence base for the National Improvement Framework.

- 3.3 The aim of the short inspection visit was to validate the two Education Scotland QIs 2.3 and 3.2 from the How Good Is Our School 4? (HGIOS4) quality framework for the school.

These QIs are graded on the six-point scale used by Education Scotland for inspections:

6 – Excellent
5 – Very Good
4 – Good
3 – Satisfactory
2 – Weak
1 – Unsatisfactory

The inspection findings indicated that Cluny Primary School has the capacity to continue to improve and Education Scotland will make no more visits in connection with this inspection.

- 3.4 The gradings for Cluny are as follows:

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

- 3.5 The summary of the inspection report is contained in **Appendix 1**. The original inspection report and summary of inspection findings can be viewed at:

<https://education.gov.scot/assets/inspectionreports/clunypsins250619.pdf>

<https://education.gov.scot/assets/inspectionreports/clunypssif250619.pdf>

4. SUMMARY OF IMPLICATIONS

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

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

(b) Policy and Legal

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

(c) Financial implications

There are no financial implications arising directly from this report.

(d) Risk Implications

There are no risk implications arising directly from this report.

(e) Staffing Implications

There are no staffing implications arising directly from this report.

(f) Property

None.

(g) Equalities/Socio Economic Impact

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

(h) Consultations

Senior Officers in Education and Social Care, Paul Connor, Principal Accountant, the Opportunities Officer, the Human Resources Manager, Claire Wood, Headteacher of Cluny Primary School, Jackie Stevenson and Joyce Johnston, Acting Heads of Integrated Children's Services and Tracey Sutherland, Committee Services Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

5. CONCLUSION

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

Author of Report: Willem Smit, Quality Improvement Officer

Background papers:

Ref:

<https://education.gov.scot/assets/inspectionreports/clunypsins250619.pdf>

<https://education.gov.scot/assets/inspectionreports/clunypssif250619.pdf>

**CLUNY PRIMARY SCHOOL AND NURSERY
– EDUCATION SCOTLAND AND CARE INSPECTORATE VISIT, APRIL 2019**

Authority commentary on the inspection report

During the inspection the team of inspectors talked to parents/carers, children and staff. They met with the Head Teacher and Quality Improvement Officer at the beginning of the inspection and gathered evidence during the visit to enable them to evaluate aspects of the quality of learning and teaching and children's achievements.

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

- The headteacher who is well supported by all staff in creating a strong positive culture across the school. The ethos reflects well the school values of respect, responsibility and resilience and these are evident in all relationships.
- The positive and happy environment within classrooms where children are nurtured and enjoy learning and working together. The staff who work very well as a team and their commitment to improving outcomes for children.

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

- Class lessons should increasingly focus on challenging children to achieve stronger outcomes. The pace of learning needs to be more appropriate for all children to achieve their full potential.
- The staff could now begin to develop further opportunities for children to be more involved in planning and leading their own learning.
- To promote children's wider achievement, staff should explore approaches to increase opportunities for all children to take part in clubs and activities.

The local authority will continue to monitor the school's progress with its quality processes and will report back to the Committee as appropriate.

Willem Smit, Quality Improvement Officer



**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON
28 AUGUST 2019**

**SUBJECT: EDUCATION SCOTLAND PROGRESS REPORTS FOLLOWING
INSPECTION – NEWMILL PRIMARY SCHOOL, KEITH,
CROSSROADS PRIMARY SCHOOL, KEITH AND PORTESSIE
PRIMARY SCHOOL, PORTESSIE**

BY: CHIEF EXECUTIVE

1. REASON FOR REPORT

- 1.1 To invite the Committee to scrutinise and note the progress reports for three schools following Education Scotland inspections in October 2017 for Newmill Primary School, in November 2017 for Crossroads Primary School and in March 2018 for Portessie Primary School.
- 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 scrutinise and note the content of this report.**

3. BACKGROUND

- 3.1 When a school is inspected by Education Scotland a report is published (by Education Scotland) which gives commentary on the school's performance. When Education Scotland are confident that the school has the capacity to continue to improve and indicate they will make no more visits to the school in connection with the inspection, then Moray Council reports on the school's progress between 12 and 24 months following the date of inspection.
- 3.2 Newmill Primary School, Crossroads Primary School and Portessie Primary School have all received ongoing support and visits from their Quality Improvement Officer and a Primary Adviser to monitor progress and improvement following inspection.
- 3.3 A progress report has been compiled for the three schools and are contained in the appendices:

Appendix 1 – Newmill Primary School
Appendix 2 – Crossroads Primary School
Appendix 3 - Portessie Primary School

4. SUMMARY OF IMPLICATIONS

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

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

(b) Policy and Legal

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

(c) Financial implications

There are no financial implications arising directly from this report.

(d) Risk Implications

There are no risk implications arising directly from this report.

(e) Staffing Implications

There are no staffing implications arising directly from this report.

(f) Property

There are no property implications arising directly from this report.

(g) Equalities/Socio Economic Impact

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

(h) Consultations

Senior Officers in Education and Social Care, Paul Connor, Principal Accountant, Equal Opportunities Officer, Human Resources Manager, Rachael Smith, Headteacher Newmill Primary School, Jill Hutchison, Headteacher Crossroads Primary School, Alison Vass, Headteacher Portessie Primary School, Tracey Sutherland, Committee Services Officer, and Jackie Stevenson and Joyce Johnston Acting Joint Heads of Integrated Children's Services have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

5. CONCLUSION

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

Author of Report: Willem Smit, Quality Improvement Officer
Background Papers:
Ref:

**Moray Council – Education and Social Care
Newmill Primary School - Progress Report – June 2019**

1 Introduction

Newmill Primary School was inspected in October 2017 by Education Scotland and the resulting report was published in November 2017. The report can be accessed from the school or on the Education Scotland website.

Since the inspection, the local authority has monitored progress and visited the school to assess the extent to which the school is continuing to improve using a clear set of target areas. This has ensured that the school has a robust self evaluation culture in the school, supported and led by the school community.

The original inspection findings were identified as follows:

Areas of Strength

- The strong leadership and clear direction provided by the head teacher in developing an effective learning community for all. Staff involvement in the learning community and the success in implementing the shared vision and values. This is beginning to have a positive impact on children's experiences.
- Children who are empowered, committed and active in evaluating and improving their school.
- The supportive relationships between staff and children and the partnerships with all stakeholders. They are working together to improve the learning experiences and outcomes for all children.

Areas for Improvement

- Continue to develop effective self-evaluation using robust tracking and monitoring approaches to improve attainment in literacy and numeracy for all children.
- Further improve learning, teaching and assessment. Agree shared expectations to enable all children to make appropriate progress from prior learning, raising their attainment and achievement.

2 Continuous Improvement

The headteacher continues to be a successful leader within a paired school system and distributes leadership across the school community where appropriate. This empowers the children to have a voice in their learning and next steps as well as in positive contributions in how to improve their school. The language of learning is well established within the school and supports a culture of success within the school.

The Tower of Learning is well established within the school where the children are encouraged inspired to 'Belong, Support, Grow and Aspire' in all aspects of their life at school and beyond. These are clearly seen on 'The Wall' in the school hall and related to the school's aim 'to climb the Tower of Learning together'. This ensures that aspirational learning is kept central to the ongoing success of the school.

The school effectively engages in the child planning process and ensures that the key adult responsibilities are carried out confidently using a positive partnership approach with parents/carers and allied professionals. Assessments which are carried out by a range of partners form the basis of targets set and programmes of work to support learning; the school successfully work along with partners who understand the principles of GIRFEC and work within agreed protocol to support individual children and their families.

3 Progress with Areas for Improvement

The school is making good progress in ensuring that self-evaluation using robust tracking and monitoring approaches is helping to improve attainment in literacy and numeracy. The school has adopted the local authority Tracking and Monitoring spreadsheet tool. Most children make good progress from their previous level of attainment and the attainment over time for all stages is good with teachers using SNSA data to assist with judgments at the relevant stages. Further tracking of cohorts and individual pupils over time will support teachers further in assessing pupil needs and identifying the impact of interventions for raising attainment and closing the attainment gap.

The headteacher and staff work together with the pupils to facilitate change so that priorities are clearly identified and that these will benefit the needs of the learners and their families. There are positive relationships between all members of the school community which help to ensure that all work together to initiate and implement change in line with appropriate and measurable improvements for children and the school community. All members of staff take responsibility for aspects of the improvement plan and also promote the school vision and values. Staff are empowered to take forward school improvements which gives them a sense of ownership and staff strengths and development needs are recognised and progressed.

Most learners know what they are learning and why with a culture of pupil led learning which is being developed well with learning intentions and success criteria being used well across the school. A range of learning and teaching approaches with creative ideas are used to engage learners to ensure motivation and ownership of learning. Good quality planning of learning ensures that assessment is appropriate and accurately records pupil progress, supported by accurate teacher professional judgment using moderation activities exercises.

4 Conclusion

The school had made good progress in addressing the areas for improvement in the original Education Scotland report and the local authority is confident in the headteacher's and school's commitment to continuous improvement. Consequently it is recommended that Newmill Primary School is signed off from ongoing local

authority post-inspection oversight and reverts to normal quality assurance processes. Parents and carers will continue to be informed of further progress through the school Standards and Quality Report.

5 Contact Details

Any queries about this report should be addressed to:

Willem Smit
Quality Improvement Officer
Education and Social Care
Moray Council
High Street
Elgin
IV30 1BX
Telephone – 01343 563106
Email – willem.smit@moray.gov.uk

Appendix 2**Moray Council – Education and Social Care
Crossroads Primary School - Progress Report – June 2019****1 Introduction**

Crossroads Primary School was inspected in November 2017 by Education Scotland and the resulting report was published in February 2018. The report can be accessed from the school or on the Education Scotland website.

Since the inspection, the local authority has monitored progress and the school's QIO and a Primary Adviser have visited the school to assess the extent to which the school is continuing to improve using a clear set of target areas. This has ensured that the school has a robust self-evaluation culture in the school, supported and led by the school community.

The inspection findings were identified as follows:

Areas of Strength

- The head teacher's vision in developing collaborative working beyond the school. The involvement of staff in this collaborative learning community which has provided opportunities for them to work in teams with other colleagues.
- Staff, parents and children are positive and proud of their school. Staff know and care for the children and families. Support staff work well with the children. The children's strong interest and willingness to engage in matters affecting them.
- Parent's support and focus on fundraising activities for their school is helping improve their local community and the children's learning experiences.

Areas for Improvement

- Improve approaches for learning, teaching and assessment to ensure all children's attainment and achievements continue to be raised.
- Continue to focus on developing priorities which further improve relationships, inclusion and children's wellbeing.

2 Continuous Improvement

The headteacher came into post just as the Education Scotland inspection report was being published and has been keen to build on the strengths of the school as well as continue to lead improvement. Her appointment has brought stability to the school which has led to the further development of the welcoming school ethos. She leads another school within a paired school system and distributes leadership across

the school community where appropriate. The positive relationships which exist in the school enable all children to have a voice regarding school improvement and also in their learning and next steps. The language of learning is being established within the school and supports a culture which is becoming more aspirational and engaging for learners and staff alike.

The pupils are well-mannered and polite and keen on their learning which means that most of them are ready to be taken further in their learning. The school is more effectively engaging in the child planning process and ensures that the key adult responsibilities are carried out in an appropriate manner using a positive partnership approach.

Assessments which are carried out by a range of partner agencies inform the targets which are set for pupils and programmes of work to support learning. The school successfully works with partners who understand the principles of GIRFEC and work within agreed protocols to support individual children and their families.

3 Progress with Areas for Improvement

Most children make good progress from their previous level of attainment and the attainment over time for all stages is improving. The school works hard to ensure inclusion and to promote the achievement of all in a variety of different ways in the context of a single P1 to P7 multi-composite class. This is positively reflected in pupil, staff and parent views. The school is beginning to make positive use of tracking and monitoring and attainment data to provide early interventions for children.

Children in each class have reflective learning logs that are shared at home and parents are encouraged to use these to engage with their child's learning. The children are becoming increasingly involved in decision making about their learning and the learning experiences are differentiated with clear learning intentions and success criteria.

The headteacher is working with the Primary Adviser to ensure that priorities are clearly identified and that these will benefit the needs of our learners and their families. There is a committed staff team that is beginning to work together to initiate and implement change in approaches to learning, teaching and assessment so that attainment and achievements are recognised and aspirations raised. All members of staff and the school community are working on a revised school vision, values and aims which will be followed by a curriculum rationale. The headteacher is keen to build staff capacity in the school and staff strengths and development needs are being increasingly recognised and progressed.

The school is using the Curriculum for Excellence Benchmarks and there will be more development work around the effective use of benchmarks to further improve learning and teaching and assessment. Also, work is being undertaken at present to ensure that learning and teaching that includes key themes such as Developing the Young Work Force and Outdoor Learning and the school is developing curricular progressions across the eight curricular areas with appropriate progression

pathways. Moderation has been a clear focus within the school, Associated Schools Group and the local authority and this has developed further collaborative working to ensure a clear understanding of standards. The curriculum and assemblies are the contexts where relationships, inclusion and children's well-being are part of learning and teaching so enabling pupils to reflect on and discuss place in an inclusive school community at the heart of its local community.

4 Conclusion

The school has made progress in addressing the areas for improvement in the original Education Scotland report and the local authority is confident in the headteacher's and school's commitment to continuous improvement. Consequently it is recommended that Crossroads Primary School is signed off from ongoing local authority post-inspection oversight and reverts to normal quality assurance processes. Parents and carers will continue to be informed of further progress through the school Standards and Quality Report.

5 Contact Details

Any queries about this report should be addressed to:

Willem Smit
Quality Improvement Officer
Education and Social Care
Moray Council
High Street
Elgin
IV30 1BX
Telephone – 01343 563106
Email – willem.smit@moray.gov.uk

**Moray Council – Education and Social Care
Portessie Primary School - Progress Report – June 2019**

1 Introduction

Portessie Primary School was inspected in March 2018 by Education Scotland and the resulting report was published in June 2018. The report can be accessed from the school or on the Education Scotland website.

Since the inspection, the local authority has monitored progress and the school's QIO and a Primary Adviser have visited the school to assess the extent to which the school is continuing to improve using a clear set of target areas. This has ensured that the school has a more robust self- evaluation culture in the school, supported and led by the school community.

The inspection findings were identified as follows:

Areas of Strength

- Children who are articulate and proud of their school. They are willing, and able, to take on responsibilities and improvements.
- The focus on encouraging children to read for pleasure and the range of books that children are able to access.
- Partnership working with the onsite playgroup and the positive impact this is having on children when they transition into the school.
- The teamwork and commitment of the headteacher and staff and their knowledge of children's strengths.

Areas for Improvement

- There is a need to improve approaches to self-evaluation and improvement and provide further opportunities for leadership at all levels.
- Improve learning and teaching to raise attainment and help children develop a better understanding of their skills.
- The school community should work together to develop a shared plan to further improve the school ethos and ensure everyone feels valued and respected.

2 Continuous Improvement

The headteacher continues to lead the school in a positive manner and distributes leadership across the school community where it is appropriate. Children are encouraged to express their opinions in terms of Pupil Voice which feeds into school improvement and also in pupil learning and next steps.

The headteacher is working with the Primary Adviser to develop the capacity of the school and has worked to distribute leadership across the school community where appropriate. This has helped to give the children a way of giving positive contributions on improving their school. The language of learning is now being developed across the school and is beginning to pay dividends in terms of pupils knowing what they are learning and why, and in identifying their next steps.

The school is working with Northern Alliance curricular progressions in Literacy, Numeracy and Health and Well-being to inform learner pathways and school improvement. There is ongoing work on moderation of Writing which is leading to improved staff confidence on assessing the achievement of a level by learners. An example of this is 'Cold Writing' activities to assess where children are in their writing skills and to facilitate moderation with shared discussion. There is an emphasis on play-based learning in P1 to P3 which has been extended into P4 to help children to transition out of play-based learning and access the curriculum and achieve First Level more confidently by the end of P4.

The school has redrafted the School Vision as: Believe, Achieve and Succeed which is encapsulated in the Draft School Aims where children are to be supported and encouraged to work out these in their lives at school and beyond. The school effectively engages in the child planning process and ensures that the key adult responsibilities are carried out successfully using a positive partnership approach with parents/carers and allied professionals. There is some parental feedback regarding the prevalence of bullying although the school deals well with issues that arise and successfully works along with partners in the context of the principles of GIRFEC.

3 Progress with Areas for Improvement

The school, under the leadership of the headteacher, has taken a more robust view of self-evaluation for self-improvement in terms of focusing on the processes and practices that are needed to raise attainment. This has led to more informed discussions as to where the school sits with regard to its performance. This is enhanced by classroom observations by the headteacher and peer teachers. Staff have taken up leadership opportunities in order to improve the school and there have been some good work such as a study on developing higher order thinking skills. Allied to this, pupils have been encouraged to take on the leadership of their learning and are rising to the challenge.

Most children make good progress from their previous level of attainment and the attainment over time for P1 and P7 is good although there are challenges in P4. It is hoped that these will be addressed through the play-based transition arrangements in P4.

As part of their learning children have Passport Folders which they use to keep track of their learning in terms of their knowledge and skills, and next steps. These are shared with parents who are encouraged to use these to engage with their child's learning. This has enabled children to take more responsibility for their learning which has been enhanced by teachers using assessment information in a more measured way. They are planning learning with greater differentiation and activities

designed to meet pupils' needs. This means that learning intentions and success criteria are more accessible to children and they can therefore take more ownership of them.

The school has been working to include all members of the school community in a meaningful and productive way. This includes parental meetings three times per year and the use of surveys to gather the views of stake-holders. The co-created school Vision, Values and Aims has given a good foundation to build on so that all members of the school community can feed into the overall vision to help all the children be successful both academically and socially. A log is now being kept of playground incidents and this ensures that there is opportunity to look at any trends and identify issues which may present themselves. The school intends to continue to focus on the development of its relational approach which will ensure that all children will come to class ready to engage and learn.

4 Conclusion

The school has made progress in addressing the areas for improvement in the original Education Scotland report and the local authority is confident in the headteacher's and school's commitment to continuous improvement. Consequently it is recommended that Portessie Primary School is signed off from ongoing local authority post-inspection oversight and reverts to normal quality assurance processes. Parents and carers will continue to be informed of further progress through the school Standards and Quality Report.

5 Contact Details

Any queries about this report should be addressed to:

Willem Smit
Quality Improvement Officer
Education and Social Care
Moray Council
High Street
Elgin
IV30 1BX
Telephone – 01343 563106
Email – willem.smit@moray.gov.uk



**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON
28 AUGUST 2019**

**SUBJECT: SINGLETON INSPECTIONS OF EARLY LEARNING AND
CHILDCARE CENTRES – PUBLISHED REPORTS FEBRUARY TO
MAY 2019**

BY: CHIEF EXECUTIVE

1. REASON FOR REPORT

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

Findochty Primary School Nursery, Findochty
New Elgin Primary School Nursery, New Elgin
Lhanbryde Primary School Nursery, Lhanbryde
Building Blocks, Buckie
Dyke Pre-school, Dyke
Portknockie Nursery, Portknockie

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

2. RECOMMENDATION

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

3. BACKGROUND

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

The six point grading scale:

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

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

Name of Early Learning and Childcare Provider	Date of Inspection
Findochty Primary School Nursery, Findochty	28.02.19
New Elgin Primary School Nursery, New Elgin	18.03.19
Lhanbryde Primary School Nursery, Lhanbryde	19.03.19
Building Blocks, Buckie	18.04.19
Dyke Pre School, Dyke	29.04.19
Portknockie Nursery, Portknockie	09.05.19

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

4. SUMMARY OF IMPLICATIONS

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

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

(b) Policy and Legal

The Care Inspectorate inspects all registered services regulated under the Public Services Reform (Scotland) Act 2010, which includes nursery classes and playgroups. The authority has a duty to provide a quality early learning and childcare place for every 3 and 4 year old whose parents wish it and for eligible 2 year olds.

(c) Financial implications

None.

(d) Risk Implications

None.

(e) Staffing Implications

None.

(f) Property

None.

(g) Equalities/Socio Economic Impact

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

(h) Consultations

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

5. CONCLUSION

5.1 That the Committee scrutinise and note the contents of this report.

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

Background Papers:

Ref:

APPENDIX 1

Summary of numbers of recommendations and requirements made to providers.

Provider	Number of Recommendations	Number of Requirements
Findochty Primary School Nursery, Findochty	2	0
New Elgin Primary School Nursery, New Elgin	1	0
Lhanbryde Primary School Nursery, Lhanbryde	4	0
Dyke Pre-school, Dyke	0	0
Building Blocks, Buckie	0	0
Portknockie Nursery, Portknockie	0	0

Details of gradings, recommendations and requirements made to providers.**Findochty Primary School Nursery, Findochty***Gradings*

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

Recommendations

- Children should be able to enjoy an environment that has a wealth of interesting opportunities and encourages them to be imaginative, inventive and creative. This could be achieved through:
 - a) play areas that are well thought out and organised to promote greater choice
 - b) a wider variety of resources/play equipment, that include real and natural and scrap materials both indoors and outdoors
 - c) a flexible approach to outdoor learning that promotes a risk benefit approach and challenging play.
- The head teacher should continue to consolidate and embed the system of self-evaluation so that it is continuous and collates the views of all those involved, leading to improved outcomes for children.

Requirements

- None

New Elgin Primary School Nursery, New Elgin*Gradings*

Quality of Care and Support	5	Very Good
Quality of Environment	N/A	
Quality of Staffing	N/A	
Quality of Management and Leadership	3	Adequate

(N/A – Not Assessed)

Recommendations

- New Elgin primary school nursery should develop and implement a monitoring process that ensures that all staff are registered with the appropriate regulatory body within the required timescales.

Requirements

- None

Lhanbryde Primary School Nursery, Lhanbryde

Gradings

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

(N/A – Not Assessed)

Recommendations

- Management should update administration, recording of medication procedures in line with the current health guidance on the 'Management of Medication in Daycare and Childminding Services'.
- Management to develop the personal plans in place for every child, monitoring and linking next steps to planning to ensure health, welfare and safety needs are met and tracked.
- We recommend that the service increase the knowledge and understanding of staff regarding best practice guidance in early learning and childcare. This will support them to implement these approaches in the service.
Consideration could be given to:
 - Developing child led planning approaches.
 - Developing a rich and enabling play environment.
 - Increasing children's levels of independence and leadership of learning.
 - Promoting opportunities to reflect and evaluate on current practice.
 - Identifying areas for improvement in a meaningful way.
 - Developing improvement plans to effect change quickly and efficiently.
- We recommend that the service develop shared leadership roles for staff to increase the pace of change and improvement. This will ensure children have access to high quality experiences quickly and consistently.
Areas which could be covered are:
 - Attachment led practice and the theory behind this.
 - Outdoor learning, including use of the local community.
 - Loose parts play.
 - Risky play opportunities and its benefits.
 - Enabling play environments for challenging experiences.Other areas may be identified through the improvement planning process and these would also give rise to areas for shared leadership. In addition, progress in leadership roles should be closely monitored through the quality assurance processed in the service

to measure the impact on outcomes for children.

Requirements

- None

Building Blocks, Buckie

Gradings

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

Recommendations

- None

Requirements

- None

Dyke Pre-school Centre, Dyke

Gradings

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

Recommendations

- None

Requirements

- None

Portknockie Nursery, Portknockie

Gradings

Quality of Care and Support	5	Very Good
Quality of Environment	4	Good
Quality of Staffing	N/A	
Quality of Management and Leadership	N/A	

Recommendations

- None

Requirements

- None



**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON
28 AUGUST 2019**

SUBJECT: MUSIC INSTRUCTION

BY: CHIEF EXECUTIVE

1. REASON FOR REPORT

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

2. RECOMMENDATION

- 2.1 It is recommended that Committee scrutinises and notes the report.**

3. BACKGROUND

- 3.1 A request was made at Committee on 22 June 2018 (para 18 of the minute refers) for an update on the Music Instruction Service.
- 3.2 The service currently consists of an Acting Head of Music Instruction Service with responsibility for 9 full time Instrumental Instructors and 2 part-time. In addition to this an annual bid to the Youth Music Initiative (YMI), funded by Creative Scotland, provides Moray with 2 full-time and 3 part-time instructors who offer recorder, guitar and ukulele.
- 3.3 Music instruction is offered across each Associated Schools Group (ASG) in Moray. There are currently seven primary schools where there is no music instruction ie Cullen, Dallas, Logie, Rothiemay, Craigellachie, Glenlivet and Tomintoul. This is due to
- some schools have little demand and where budget has had to be a consideration, difficult decisions have been made regarding low demand balanced against cost.
 - travel time to outlying schools impact on the number of pupils an instructor can take eg timetabling all schools can be difficult to fit in where travel time is greater than teaching time. This also impacts on the number of pupils an instructor is able to fit in across the school week.

- increased pressure to generate additional income has forced instructors to cut travel time and increase teaching time by only teaching in schools that require less travel time
- 3.4 Instrumental instruction is offered to P3 pupils and upwards in Brass, Percussion, Strings and Woodwind. There are currently 455 pupils receiving instrumental instruction. The total number of pupils who are not charged (either due to senior phase examinations or free school meals) is 97. There are 308 pupils who receive group lessons and 147 who receive individual lessons. This does not include the pupil numbers for the 2 instructors who are currently off work. Pupil numbers fluctuate annually and fall when S5/6 pupils leave school.
- 3.5 The full range on offer is as follows (number of instruments on loan is shown in brackets):
- Strings – violin (190), viola, cello (13) and double bass
 - Brass – trumpet (19), cornet (15), trombone (12), baritone (6), euphonium (2), tuba (3), French horn (3) and tenor horn (1)
 - Woodwind – flute (46), clarinet (39), saxophone (12), oboe (5) and bassoon
 - Percussion – a range of ‘tuned’ and ‘untuned’ percussion instruments

This gives a total of 366 instruments on loan across Moray. There are no percussion instruments on loan to pupils, however there are Authority instruments in all secondary schools which pupils get priority to use if they wish to practice.

- 3.6 In addition to this there are 2 instructors who are currently delivering whole class instrumental instruction to 57 pupils in 2 primary schools free of charge. This is at Millbank Primary where 35 Primary 3 pupils are learning to play the violin. This is the second year of this project with an additional 12 pupils joining the instrumental instruction service from the class at the end of the year. At Mosstodloch Primary school there are 22 Primary 7 pupils learning trumpet and trombone.
- 3.7 At the end of term, instructors were demonstrating to and recruiting new starts for the beginning of the new school year. Pupil numbers will increase at that time.
- 3.8 In 2019/20 fees will increase to £291.00 for group instruction (£9.70 each) and £415.80 for individual (£13.86 each) based on a minimum of 30 lessons.
- 3.9 In addition to group and individual lessons there is Moray Music Centre on a Saturday morning with a junior and senior orchestra. Five ensembles offered overall - 2 junior orchestras: junior strings and junior wind band, 2 senior orchestras: senior strings and senior wind band. In addition Moray Concert Brass meet during the week.
- 3.10 There is limited demand for some orchestral instruments and increasing demand for non orchestral instruction eg voice, guitar, drum kit and piano which are currently not offered by the service. There are a number of ‘private’

instructors in a small number of schools who offer these in competition with the service. The charges are less than the Moray service.

- 3.11 A report by COSLA in February 2019 provided guidance to support local authorities in their decision making in relation to instrumental music tuition policies. In **Appendix 1**, the Acting Head of Music Instruction Service has detailed the recommendations of this report along with the Moray response.

4. Future Consideration

- 4.1 Consideration is being given to increase the number of lessons in a school year from 30 to 32 for session 2020-21.
- 4.2 Consideration is also to be given to reducing the number of Saturdays for Moray Music Centre without reducing the practice time ie making the sessions longer. This will be considered in a bid to reduce travel costs for buses.
- 4.3 Moray Music Centre does not currently cater for all young people in Moray. There is scope to expand the groups on offer by establishing a Ukulele Orchester, Ceilidh Group and a Rock Band which would increase the number of pupils attending/paying to attend the Centre.
- 4.4 The Acting Head of Music Instruction Service will consider offering workshops/masterclasses through maintaining and forming relationships and connections with various agencies eg BBC Scottish Symphony Orchestra, National Youth Orchestra of Scotland, Forte Productions etc.
- 4.5 Review of ticket prices for concerts and introduce a charge for programmes. Also consider expanding the concerts to include the young people participating in YMI to attract a larger audience. May have to consider alternative venue in future.
- 4.6 The Acting Head of Music Instruction Service will continue to see opportunities to cut costs or to increase income. This will include the purchase of new music as well as instrument repairs.
- 4.7 Connections to be made with other instrumental services across Scotland to share ideas and learn from best practice.
- 4.8 A Friends of Moray Music parent focus group to be established next term to work with parents/service users.

5. 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

There are no implications arising directly from this report.

(c) Financial implications

Any further increases in charges could have an impact on income. When instructors are off long term sick, it is not always possible to get cover and so income is lost.

(d) Risk implications

These are highlighted as staffing and financial.

(e) Staffing implications

There are no staffing implications arising directly from this report.

(f) Property

There are no property issues arising directly from this report.

(g) Equalities

Consideration should be given to cost of music instruction related to in-work poverty. Although children who are eligible for free school meals would still receive music tuition without charge there may be an impact on those families who are just above the eligibility threshold and who are facing a raft of increased charges. This may affect particularly families with children.

The unintended consequence of music tuition not being offered in all areas of Moray could mean that availability of music tuition is dependent on where pupils live. Although location of residence is not a protected characteristic under the Equality Act, it can be an issue under human rights legislation. Article 2 of the United Nations Convention on the Rights of the Child (UNCRC) establishes the right not to be discriminated in relation to any of the UNCRC rights. Music tuition will need to consider articles 3 (best interest of the child), 29 (goals of education) and 31 (leisure, play and culture) to look at any issues, consider possible mitigation as well as objective justification.

(h) Consultations

Chief Executive, Education and Social Care SMT, Quality Improvement Officers, the HR Manager, Paul Connor, Principal Accountant, Tracey Sutherland, Committee Services Officer, Local Negotiating Committee for Teachers (LNCT) Union side joint chair and the Equal Opportunities Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

6. CONCLUSION

6.1 Committee to note the current provision for Music Instruction Service in Moray and future plans to maintain and grow the service.

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

Background Papers: <https://www.gov.scot/publications/education-bill-policy-ambition-joint-agreement/>
<https://education.gov.scot/improvement/Documents/HeadteachersCharterFinal.pdf>
<https://education.gov.scot/improvement/Documents/EmpoweringSchoolLeadersFinal.pdf>
<https://www.gov.scot/publications/devolved-school-management-guidelines-draft/pages/4/>
<https://www.cosla.gov.uk/music-instrumental-music-tuition-guidance-2019pdf>

Moray Council – Education and Social Care
Instrumental Instruction Service

Report by COSLA, Scottish Govt. and MEPG: Guidance to support local authorities in their decision making in relation to instrumental music tuition policies (Feb 2019)

Based on the report above:

- Policies, procedures or action points in place
- Action points for implementation/discussion to support and strengthen the Instrumental Instruction Service based on COSLA recommendations

Recommendation	Moray Council Instrumental Instruction Service
<p><u>Reviewing Charging and Concessions</u></p> <ol style="list-style-type: none"> 1. COSLA’s Children and Young People Board agreed there should be no charging for students who have entitlement for Free School Meals , and no charging for students who are studying for an SQA qualification in music. 2. Local Authorities should review their charging policies and concessionary schemes to ensure that pupils in their area are not prevented from learning a musical instrument because of their background, location, disability or financial circumstances. 3. Examples of good practice – sharing information between local authorities, engaging with parents/carers, giving full consideration to the potential unintended consequences of changes to charging and concessionary regimes. 	<ul style="list-style-type: none"> • All current and prospective young people in Moray entitled to Free School Meals are exempt from Instrumental Instruction charges • All young people working towards an SQA qualification in Music (S4 and above) are exempt from Instrumental Instruction charges. • Charges reviewed annually by local elected representatives <hr/> <ul style="list-style-type: none"> ○ Review current tax/benefits and update exemption criteria for New Start Permission Letters ○ Establish yearly MC comparison tables for charging/non-charging ○ Compare figures nationally using Improvement Service Survey (November) ○ Elected representatives to take greater consideration to the potential unintended consequences of changes to charging and concessionary regimes annually.
<p><u>Good Practice for Reviewing Charging and Concessions</u></p> <ol style="list-style-type: none"> 1. Local Authorities should review their charging policies and concessionary schemes to ensure that pupils in their area are not prevented from learning a musical instrument because of their background, location, disability or financial circumstances. 	<ul style="list-style-type: none"> • Full consideration has always been given to the potential unintended consequences to charging and concession regimes. • Opening up and establishing good connections/relationships with neighbouring local authorities to start work collegiately and share ideas/good practice. • Contributions to National Improvement Survey and use to compare charges and concessions with all other local authorities

	<ul style="list-style-type: none"> ○ Equity, Poverty Impact, Children’s Rights, and Wellbeing Impact assessments done to ensure full consideration given when reviewing charges and concessions. ○ Review current tax/benefits and update exemption criteria for New Start Permission Letters ○ Establish Parent Focus Group/Friends of Moray Music Centre and engage appropriately with service users when considering changes to IIS/MMC
<p><u>Concessions and Exemption Practice</u></p> <p>1. Different concessions and exemptions in place across all local authorities</p>	<ul style="list-style-type: none"> ● All young people in Moray entitled to Free School Meals receive free instrumental instruction ● All young people in Moray studying towards and SQA qualification in Music receive free instrumental instruction (S4 onwards) ● Parents/Carers currently offered opportunity to set up direct debit rather than pay full year ● Pupils currently discouraged from taking a second instrument ● Some Moray schools providing music tuition with PEF, little relationship between schools/IIS. <hr/> <ul style="list-style-type: none"> ○ Look into concessions for: families receiving benefits, families receiving clothing grant, discounts for siblings, ○ Consider discounts for young people taking a second instrument (look at demand for piano) ○ Consider free provision in initial year of tuition ○ Establish greater payment flexibility for parents/carers – investigate iPay Impact further ○ Consider privately sponsored fund to offer means tested bursary to middle income families ○ Develop framework to support pupils/parents who express cost of lessons an issue – work closely with schools/PT music teacher to minimise impact
<p><u>Sharing Information between Local Authorities</u></p> <p>1. Sharing information with other local authorities can help to support the provision in individual areas by spreading good practice and innovative provision.</p>	<ul style="list-style-type: none"> ● Little collaborative work with other local authorities prior to appointment of Acting HoS. ● Moray figures included in National Improvement Survey ● Opening up and establishing good connections/relationships with neighbouring local authorities to start work collegiately and share

<p>2. There is an increased emphasis on collaborative working and building good relationships via Regional Improvement Collaboratives.</p>	<p>ideas/good practice.</p> <ul style="list-style-type: none"> • Starting to network with various groups focussed on improving instrumental instruction – HITS, YMI, EIS IMT Network • Establishing and strengthening relationships with neighbouring IIS managers, ACC and Highland. • Offers of support already coming from various IIS managers from across the county <hr/> <ul style="list-style-type: none"> ○ Continue to establish new links with other local authorities and strengthen existing connections by offering support and sharing relevant and appropriate information with National Improvement Survey/other local authority IISs. ○ Consider shared in-service/training days – shared cost/networking opportunities for all instructors. (NYCOS) ○ Send interested instructors to national conferences to represent Moray nationally (SAME) ○ Look closer to home and establish/strengthen connections with schools/staff/private music enterprises (Ryan Mack, Gordonstoun, local amateur music groups)
<p><u>Engaging with Parents/Carers and frontline Service Users</u></p> <p>1. Parents and Carers should be appropriately engaged when considering the introduction of charging or when making changes to fee levels.</p> <p>2. Local authorities should avoid issuing invoices to the parents/carers of children receiving tuition without warning and explanation.</p>	<ul style="list-style-type: none"> • Parents/Carers currently informed of changes to charging and fee levels via letter • MMC Facebook – 763 followers – currently used to update parents/carers • Pupil Progress Diaries used to keep parents up to date with pupil progress on weekly basis • Some instructors write annual Pupil Progress Reports <hr/> <ul style="list-style-type: none"> ○ Friends of Moray Music Centre/IIS Parent Focus Group to be established in August – Parents/Carers to be consult directly regarding changes to IIS/MMS ○ Introduce email as stronger/more direct lines of communication with Parents/Carers ○ Refine and ensure relevance of information shared with Parents/Carers via MMC Facebook page ○ Make Parents/Carers aware of MMC Facebook page – create additional ‘signature’ for letters/emails directing them toward information pages

	<ul style="list-style-type: none"> ○ Produce a comprehensive Parents Information Booklet/webpage which clearly sets out what is offered by MC IIS/MMC, what the associated fees are, and sets out clear exemption information ○ Establish Parents Information Evening for new start parents/carers
<p><u>Potential Unintended Consequences of Charging Policies</u></p> <ol style="list-style-type: none"> 1. Charges are often introduced by local authorities in an effort to maintain local instrumental music instruction – this however can have unintended consequences. 	<ul style="list-style-type: none"> ○ Councillors need to be aware of: <ul style="list-style-type: none"> ▪ potential unintended consequences of charging policies, i.e <ul style="list-style-type: none"> - reductions in uptake can impact on participation in ensembles and orchestras further reducing income - reductions in uptake can lead to underemployed instructors ▪ uncertainty and reduced moral among music instructors due to decision making and the threat of cuts on a yearly basis.

Desired outcome – Through the sharing of information and good practice, better engagement with parents and carers, and fully considering the consequences of decisions local authority Instrumental Instruction Services will be able to maintain services while maximising access and equal opportunities for children and young people.

Priorities

1. Review charging and concessions for 2019-20 and update Notification of Spaces and New Start Letter
2. Review how charging and concession policies are changed and implemented and establish a parent group for engaging on decision making
3. Consider impact to charging and concession policies on all service users and develop a framework to assess individual circumstances where cost of lessons is an issue
4. Continue to work with instructors, PT music teachers, neighbouring instrumental instruction services and national focus groups to share ideas and good practice
5. Provide councillors with a report which clearly highlights the unintended consequences of charging policies to all associated with the Instrumental Instruction Service, and which clearly outlines the steps being taking by the Instrumental Instruction Service to implement and build upon the policies and procedures outlines by the Guidance produced by COSLA.

A Davidson
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