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## **Education, Communities and Organisational Development**

Wednesday, 18 November 2020

**NOTICE IS HEREBY GIVEN** that a Meeting of the **Education, Communities and Organisational Development** is to be held at **remote locations via video conference**, on **Wednesday, 18 November 2020 at 09:30**.

### **BUSINESS**

- 1. Sederunt**
- 2. Declaration of Group Decisions and Members Interests \***
- 3. Resolution**

Consider, and if so decide, adopt the following resolution:  
"That under Section 50A (4) and (5) of the Local Government (Scotland) Act 1973, as amended, the public and media representatives be excluded from the meeting for Items 33 - 35 of business on the grounds that it involves the likely disclosure of exempt information of the class described in the relevant Paragraphs of Part 1 of Schedule 7A of the Act."

- 4. Minute of the Meeting of 23 September 2020** **7 - 12**

**Depute Chief Executive/Interim Chief Officer Health and Social Care**

- 5. Service Plan 2020-22** **13 - 48**

## **Education**

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| <b>6. Performance Report Education – Half Year to March 2020</b>    | <b>49 - 54</b> |
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## **Education Resources and Communities**

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| <b>10. Performance Report Education Resources – Half Year to March 2020</b>                    | <b>95 - 100</b>  |
| <b>11. Education Resources and Communities Revenue Budget Monitoring Report September 2020</b> | <b>101 - 106</b> |
| <b>12. Review of Moray's Leisure Service</b>   | <b>107 - 144</b> |
| <b>13. Counselling through Schools Report</b>  | <b>145 - 152</b> |
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| <b>15. Education Resources and Communities and Education Capital Budget Monitor Report</b>     | <b>163 - 176</b> |

## **HR, ICT and Organisational Development**

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| <b>16. Performance Report HR OD ICT - Half Year to March 2020</b> | <b>177 - 184</b> |
| <b>17. Workforce Planning 2019-20</b>                             | <b>185 - 196</b> |
| <b>18. Health and Safety Annual Report</b>                        | <b>197 - 212</b> |
| <b>19. ICT Strategy and Plan 2020-23</b>                          | <b>213 - 230</b> |
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## **Governance, Strategy and Performance**

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## **Transformation**

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## **Children and Families and Criminal Justice Social Work**

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| <b>27. Children and Families and Justice Social Work Services Performance Framework</b> | <b>355 -<br/>392</b> |
| <b>28. Community Mental Health and Wellbeing Supports and Services Framework</b>        | <b>393 -<br/>412</b> |
| <b>29. Children's Services Plan Annual Report 2019-20</b>                               | <b>413 -<br/>452</b> |
| <b>30. Community Justice Activity in Moray 2019-20</b>                                  | <b>453 -<br/>482</b> |
| <b>31. Formal Sign-Off of Children's Services Plan 2020-23</b>                          | <b>483 -<br/>486</b> |
| <b>32. Question Time ***</b>  |                      |

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

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

**33. Moray and Nairn Educational Trust Disbursement 2020-2021**

- Information relating to any applicant or recipient of any financial assistance provided by the Authority;

**34. Early Learning Centre Proposed Lease and Rental Arrangements**

- Information on proposed terms and/or expenditure to be incurred by the Authority;

**35. Fostering Fees and Short Breaks**

- Information relating to the adoption, care, fostering or education of any particular child or relating to the supervision or residence of any particular child in accordance with a supervision requirement;

**Moray Council Committee meetings are currently being held virtually due to Covid-19. If you wish to watch the webcast of the meeting please go to: [http://www.moray.gov.uk/moray\\_standard/page\\_43661.html](http://www.moray.gov.uk/moray_standard/page_43661.html) to watch the meeting live.**

## 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.

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

# THE MORAY COUNCIL

## Education, Communities and Organisational Development

### SEDERUNT

Councillor Aaron McLean (Chair)  
Councillor Sonya Warren (Depute Chair)  
Councillor George Alexander (Member)  
Councillor James Allan (Member)  
Councillor Paula Coy (Member)  
Councillor Lorna Creswell (Member)  
Councillor John Divers (Member)  
Councillor Tim Eagle (Member)  
Councillor Claire Feaver (Member)  
Councillor Graham Leadbitter (Member)  
Councillor Ray McLean (Member)  
Councillor Shona Morrison (Member)  
Councillor Laura Powell (Member)  
Councillor Derek Ross (Member)

Clerk Name: Tracey Sutherland  
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**Minute of Meeting of the Education, Communities and Organisational  
Development**

**Wednesday, 23 September 2020**

**remote locations via video conference,**

**PRESENT**

Councillor George Alexander, Councillor James Allan, Councillor Paula Coy, Councillor Lorna Creswell, Councillor John Divers, Councillor Tim Eagle, Councillor Claire Feaver, Councillor Graham Leadbitter, Councillor Aaron McLean, Councillor Ray McLean, Councillor Shona Morrison, Councillor Laura Powell, Councillor Derek Ross, Mrs Susan Slater, Councillor Sonya Warren

**APOLOGIES**

Ms Nicola Belcher, Ms Angela Stuart

**IN ATTENDANCE**

Also in attendance at the above meeting were Depute Chief Executive (Education, Communities and Organisational Development) Head of Education, Head of Education Resources and Communities, Head of Governance, Strategy and Performance, Head of Transformation, Karen Lees, Quality Improvement Manager and Tracey Sutherland, Committee Services Officer.

**1. Chair**

The meeting was chaired by Councillor Aaron McLean.

The Chair welcomed everyone to the first meeting of the Education, Communities and Organisational Development Committee.

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

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

**3. Minute of Meeting of Children and Young Peoples Committee on 4  
March 2020**

The minute of the meeting of the Children and Young People's Committee dated 4 March 2020 was submitted by Councillor Warren, Chair of the Committee and approved.

Following the approval of the minute, the Chair gave a brief resume of the work which had been carried out within the Education Service since the start of lockdown on 23 March 2020. A full list of all work is available in meeting documents for this meeting.

#### **4. Children's Services Revenue Budget Monitoring Report - July 2020**

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee of the budget position for Children's Services as at 31 July 2020.

Following consideration the Committee agreed to note the budget position at 31 July 2020.

#### **5. Education Resources and Communities Revenue Budget Monitoring Report - July 2020**

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee of the budget position for Education Resources and Communities as at 31 July 2020.

Following consideration the Committee agreed to note the budget position at 31 July 2020.

#### **6. Education Revenue Budget Monitoring Report - July 2020**

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee of the budget position for Education as at 31 July 2020.

Following consideration the Committee agreed to note the budget position at 31 July 2020.

#### **7. SQA and Estimate Processes for Exam Diet 2020**

A report by the Depute Chief Executive (Education, Communities and Organisation Development) informed the Committee of the SQA estimate processes following school closures due the coronavirus pandemic and the subsequent cancellation of the exam diet for session 2019/20.

Following consideration Committee agreed to:

- i) note the processes for the completion of SQA estimates as a contributing component of wider performance information; and

- ii) acknowledge the continuing uncertainty following school return and the potential disruption to learning during session 2020/21 as guidance and expectations is awaited regarding exam diet 2021.



## **8. Improvement and Modernisation Programme**

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee of the progress made against the projects contained within the Council's Improvement and Modernisation Programme (IMP) and to consider the issues and opportunities arising from Covid-19.

Following consideration the Committee agreed to:

- i) note the progress made against the projects within the IMP;
- ii) notes the impact of COVID-19 on the programme delivery timescales and the opportunities arising;  
  
recommend to Moray Council the extension of the post of Head of Transformation for a period of 12 months at a cost of £107k and that this be funded from Capita Receipts; and
- iii) note that further update on the IMP will be reported to the Committee in November 2020.

## **9. Review of Community Council Scheme and Election Arrangements Report**

A report by the Depute Chief Executive (Education, Communities and Organisational Development) invited the Committee to consider and approve the arrangements for the review of the Moray Council Scheme for the Establishment of Community Councils and the future Community Council elections.

Following consideration the Committee agreed to approve the:

- i) framework for the review of the Moray Council Scheme for the Establishment of Community Councils; and
- ii) arrangements for the Community Council elections, noting financial implications, as detailed in the report.

## **10. Question Time \*\*\***

Councillor Feaver sought clarification on a number of points with regards to schools:

- i) the use of hand dryers instead of paper towels in schools;
- ii) the procedures in respect of hand sanitising for children travelling to school on school transport and those children who do not use transport; and

iii) the lack of soap and working dispensers in some schools.

In response the Depute Chief Executive (Education, Communities and Organisational Development) said she did not have the information at hand regarding the change in guidance on the use of hand towels and hand dryers but would provide further information following the meeting.

With regards to children who use school transport, following discussions with the bus companies, a risk assessment was completed and it was deemed a slip hazard to provide hand sanitiser for use on the buses so children are advised to wash their hands or sanitise them prior to getting on the bus. She further clarified that once children reach school, all children, regardless of how they got to school are asked to sanitise their hands on entering the school building.

In respect of the question regarding a shortage of soap, the Depute Chief Executive (Education, Communities and Organisational Development) advised Councillor Feaver that this should be discussed with the relevant Quality Improvement Manager within Education.

Councillor Alexander sought clarification on the procedure for Covid-19 testing in schools following the case in Lossiemouth where a pupil had received a positive test result and then on re-test the result was negative and no announcements in the press until the Council is sure what the result is.

In response the Depute Chief Executive (Education, Communities and Organisational Development) confirmed that the testing in schools is the same as testing elsewhere. If a pupil or member of staff is symptomatic then they should arrange a test through the public health arrangements. There is not a separate procedure for testing in schools. What happens thereafter is in accordance with the public health guidance and any publicity is driven by public health and not the Council. She further clarified that this is what happened with the case in Lossiemouth.

Councillor Morrison sought an update on how the Scottish Welfare Fund and Food Fund has been used and will it be reported as a regular item to this Committee.

In response the Head of Governance, Strategy and Performance said his understanding was that the Scottish Welfare Fund had not received a massive call on it over the summer and he felt that this was probably due to the availability of the food fund. The Food Fund has been used primarily in recent months to provide cash payments to families who have found themselves in food poverty.

The demand on the fund was overestimated and the Council have not been able to use the full allocation from the Scottish Government. The allocation runs out at the end of September and he had today, written to the Scottish Government to ask if they have any plans to extend the funding given that a number of families and business people's lives will still be in doubt given the end of the furlough scheme at the end of October and the continuing restrictions.

Councillor Creswell highlighted the issue of adult literacies and the resulting lack of uptake in seeking help from the likes of the Food Fund etc and sought clarification on where literacy help can be obtained.

In response, the Depute Chief Executive (Education, Communities and Organisational Development) confirmed that the Council are aware that there are a

number of people who are unable to make contact in the new world we are currently operating in and arrangements have been put in place for language as well as literacy. The Council's language service have been used to assist people where English is not their first language to enable them to access the free school meals vouchers. Staff have also supported clients on the telephone and taken them through processes that way where the clients are not able to use digital devices or literacy is an issue.

The Depute Chief Executive urged people to contact the Council's advice services to ensure that support can be provided.

Councillor Creswell further sought clarification on who to refer clients too as this would be useful information.

In response the Depute Chief Executive (Education, Communities and Organisational Development) confirmed that referrals would go through the normal routes and additional support will be provided.

The Secondary Teacher Representative sought clarification on whether there would be a staffing update at the end of the meeting.

In response the Depute Chief Executive (Education, Communities and Organisational Development) confirmed that a update would be circulated after the end of the meeting if there was a requirement to do so.

The Secondary Teacher Representative further asked whether an update could be provided on the impact of applications to Head Teacher posts as a result of the Into Headship Course not currently being available.

In response the Depute Chief Executive (Education, Communities and Organisational Development) confirmed that the Services are currently looking into this issue and identifying any temporary arrangements that can be put in place and this can be included in the staffing update.





**REPORT TO: EDUCATION COMMUNITIES AND ORGANISATIONAL DEVELOPMENT COMMITTEE ON 18 NOVEMBER 2020**

**SUBJECT: EDUCATION COMMUNITIES AND ORGANISATIONAL DEVELOPMENT SERVICE PLANS 2020-22**

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

## **1. REASON FOR REPORT**

- 1.1 To invite the Committee to consider the Education, Communities and Organisational Development services' Service Plans for 2020-22.
- 1.2 This report is submitted to the Education, Communities and Organisational Development Committee following a decision of Moray Council on 17 June 2020 to agree a simplified committee structure as a result of the COVID-19 pandemic. In the case of this committee the combining of the delegated responsibilities of Children and Young People Services, Governance, Strategy and Performance, (para 9 of the minute refers)

## **2. RECOMMENDATION**

- 2.1 **It is recommended that Committee consider and approve the Service Plans for services within Education, Communities and Organisational Development.**

## **3. BACKGROUND**

- 3.1 Service planning is a key aspect of the Council's Performance Management Framework and is undertaken annually to set out the strategic direction for services over the coming months. Typically, actions are more certain in the short term but work will continue beyond a 12 month period and will feature in plans for more than a single year. There has been a delay in presenting service plans due to the Covid-19 pandemic and so these plans cover the period to April 2022 in order to recover the April planning cycle.
- 3.2 The service planning process focuses on forward planning for medium-term activities supporting delivery of the Local Outcomes Improvement Plan (LOIP), the Corporate Plan and the Best Value action plan. The council planning process also includes team plans that focus on short term tactical and operational activities supporting delivery of the service plan and strategies and Employee Review and Development Plans (ERDP) provide individual planning for employees' activities and development.

- 3.3 As well as identifying service developments and improvements, the service plan framework requires an assessment of the output and outcome requirements for services based on the Council's priorities, statutory and regulatory requirements and other relevant factors and matching of resources to these priorities. Priority outcomes are those included in the Council's corporate plan that directly relate to the service or are influenced by the service and should be clearly identified.
- 3.4 Setting clear measurable outcomes and defining key indicators by which progress will be assessed is a recognised area for development within the council and these service plans are part of the improvement journey to implement the performance management framework. For some actions it can be difficult to identify a measurable outcome (e.g. a change in legislation that must be implemented, or updating a policy framework). It can also be challenging where there is currently no clear baseline or benchmarking from which informed targets and reasonable steps towards these can be developed. Therefore, as far as possible efforts have been made to set measurable outcomes for service plan actions but in some cases outputs have been used so that it is still possible to measure whether the action has been progressed as intended. In other areas, further work will be required to refine outcomes in future.
- 3.5 A summary of progress is given below based on the annual reviews carried out for each of the service areas.
- 3.6 For these service plans, the impact of the Covid-19 pandemic is also a factor. The Emergency Cabinet on 24 June 2020 (paragraph 3 of the minute refers) agreed a recovery and renewal framework setting out the vision and priorities for recovery of council services and how they can support wider recovery and renewal in Moray. This has been taken into account in preparing service plans, as far as the impact is currently known. An indicator has been added to the service plan format to show where there is a contribution to recovery from a previously planned action (that may have been adapted in light of covid experience). There is also a separate section in service plans for specific new recovery and renewal actions and these will be imported into the Council's Recovery and Renewal plan to provide a comprehensive corporate document.

## **2019/20 Annual Service Review Summaries**

### **Education**

#### *Progress on planned work (success)*

- 3.7 There has been a series of Schools and Curriculum Development plans in place with identified priority areas for improvement. These have been evaluated on a yearly basis and officers' work and that of working groups aligned to this. Since the restructure of the Council Education now encompasses Early Years and a new plan has been developed for 2020-23 based on evaluations of the previous plan and national expectations.

- 3.8 Progress can be seen in the Q4 performance report which is a separate Committee Paper on this agenda. Key areas of improvement are within attainment measures, achievement of a level data and the revision and implementation of a new learning and teaching strategy as well as a review of child's planning approaches. Since March 2020 an Education Recovery Plan was initiated as a bridging plan through Covid. Areas of high satisfaction have been the work during the Covid lockdown including the establishment of a new service, Childcare Hubs for key workers, remote learning approaches and planning for schools reopening and the successful recovery of schools with no school closures to October 2020.

*Progress on planned work (areas for development/not delivered)*

- 3.9 There was progress in nearly all areas in 2019-20. Vacancies within the Central Team hampered progress in the reviewing of the leadership strategy and framework, aspects of health and wellbeing and in programmes to support learning and teaching. A Quality Improvement officer vacancy which still exists has hampered planned work on the refreshed curriculum narrative across the Broad General Education.

*Planned focus in new plan (reflecting above and challenges to come)*

- 3.10 The new plan provides a key focus moving forwards with a clear desire to improve outcomes for children and young people. The main areas of focus are
- *Improving outcomes for all children and young people*
  - *Learning, Teaching and Assessment*
  - *Curriculum*
  - *Supporting all Learners*
  - *Leadership*

## **Education Resources and Communities**

*Progress on planned work (success)*

- 3.11 The Education Resources & Communities Service is a new service formed following the Management Restructure and therefore does not have a previous service plan to refer back to. Progress has been made in a number of different areas over the last 11 months including the development of the Learning Estate Strategy (approved by Council on 9 October), agreement on a planned future model for the Sport & Leisure Service, and the development of a management structure for a new 'Communities' Service. The service also played a role in the response to Covid by supporting the work of the Grampian Covid Assistance Hub, establishing and managing the Community Resilience Team and providing support to vulnerable children, young people and their families through the Connect model and MASH processes, and the establishment of childcare hubs for children and young people with severe and complex needs.

*Progress on planned work (areas for development/not delivered)*

- 3.12 There are a number of areas where progress has slowed due to pressures on officers' time as a result of Covid. These include the review of ASN services and the review of School Business Administration Support.

*Planned focus in new plan (reflecting above and challenges to come)*

- 3.13 The first service plan for Education Resources & Communities focusses on major transformational programmes that will deliver against a number of our Corporate Plan objectives. The Plan also looks to build on the successful initiatives and inspiring responses to the Covid pandemic, in particular the community response, by supporting communities to build on their strengths and assets to lead their own social and economic recovery and to further develop their resilience to any future crises.

- 3.14 The main areas of focus in the plan are:

- Learning Estate – implementation of Learning Estate Strategy
- Additional Support Needs Services – Service Review
- Sport & Leisure Services – developing an innovative, responsive and sustainable service
- Empowering and supporting communities to build capacity
- Embracing digital service delivery

### **Human Resources, ICT and Organisational Development**

*Progress on planned work (success)*

- 3.15 Human Resources and Organisational Development progress has been in two parts since last reported in October 2019. From October to March 2020 progress has been seen on: the senior management review and subsequent organisational restructure; senior recruitment; 2019 employee survey; establishing a collaborative leadership and management development programme; developing the elected member development strategy was and initial arrangements for the Chief Executive Appraisal were agreed. Since March 2020 the focus has been on providing advice and guidance to the council on its response to the impact of the COVID-19 pandemic both from an HR and health and safety perspective.
- 3.16 For ICT Services a number of areas were progressed between October 2019 and March 2020: the schools' infrastructure rollout (Year 4) completed on time and within budget (£30k saving); external IT Health Checks completed; Windows 10 project well advanced; telephony and contact centre upgrade progressed; and various Infrastructure upgrades and solutions implemented. Work has also continued to ensure that key systems are up to date and secure and where possible, systems have been improved to allow the transformation of the way staff work.
- 3.17 ICT services were a priority during the Council's COVID response and under considerable pressure. Work included: configuring schools' laptops for home use to support virtual learning; a waste booking system; multiple eforms for Government Grants and other services; and enabling Contact Centre to work



from home. As much of this work was time critical, certain planned work inevitably slipped and is now being re-prioritised.

- 3.18 During the pandemic, a priority has been to facilitate home working for Council Services. This has advanced the existing mobile and flexible working Service Plan project. Laptops have also been rolled out as part of the Scottish Government funded Digital Inclusion project, which will have provided over 1300 laptops for pupils experiencing digital exclusion. This will also provide for a pilot of Chromebooks and will help to inform the future strategy for the provision of devices in schools.

*Progress on planned work (areas for development/not delivered)*

- 3.19 As a result of the council's emergency response to the pandemic, progress has been delayed in areas such as living wage/pay work, actions to respond to the 2019 Employee Survey results, progressing the pilots for a workload management toolkit, implementing mental health actions, HR-Payroll system developments and progressing with the Elected Member Development Strategy and Chief Executive Appraisal. While some of these feature in the new Service Plan, they are all also carried forward on to the HR Workforce Plan.
- 3.20 Within ICT, limited progress was made on work to support Health and Social Care Moray, options for cloud services, ICT Business Continuity Plan and review of ICT Security Policy. All of these are carried forward to the new ICT Service Plan.

*Planned focus in new plan (reflecting above and challenges to come)*

- 3.21 The HR and OD Service will continue to support the improvement, modernisation and transformation work that was paused during the pandemic, with a greater emphasis on ensuring the workforce is equipped to work flexibly, including supporting and enabling flexible and homeworking. The HR&OD service will also take forward key elements of the Best Value action plan including leadership development and elected member development.
- 3.22 The nature of the ICT workload is unlikely to change significantly for the updated plan as the overall direction of travel is unchanged. Technology will continue to underpin much of the work in the Improvement & Modernisation agenda. This, together with the need to comply with new and emerging standards related to ICT, particularly cyber resilience, will be a major focus for the ICT Service and plans will need to be agile and responsive. Efforts will focus on building on the benefits of the cultural change around flexible and mobile working by making it as easy as possible for staff and the public to access the systems and services they require digitally and securely from wherever they need to.
- 3.23 The main areas of focus in the new plans are:
- Health and wellbeing – increased focus to cater for the heightened levels of anxiety, mental health support, ongoing risk assessments, etc.

- DigiSavvy – increased need to improve digisavviness and basic skills of the workforce to support and enhance flexible working
- Developing health and safety culture and managing risks well
- Actions arising from the 2019 survey – to be agreed with services.

All of these are reflected in the workforce and OD strategy also on this committee agenda, which has been adjusted from the previous iteration to give a re-balancing of emphasis.

### **Strategy, Governance and Performance**

#### *Progress on planned work (success)*

- 3.24 The service managed to achieve the majority of goals which were identified. Notable achievements were: delivering most of the agreed budget savings within time; improving collection rates for Council Tax; improving turnaround times for benefits applications; and successful implementation of IT systems to improve efficiency including IDOX for licencing and CMIS for committee management.

#### *Progress on planned work (areas for development/not delivered)*

- 3.25 Progress was made on encouraging digital self-service for Council Tax but there is still work to be done in this area which has been taken forward into next year's plan as part of the Transformation programme.
- 3.26 Some goals were not achieved as planned including digitisation of burial grounds and benchmarking for legal services, largely due to factors outwith our control. They have been taken forward onto this year's service plan.

#### *Planned focus in new plan (reflecting above and challenges to come)*

- 3.27 The focus for the coming year is on the Corporate Plan Objective of a Sustainable Council that provides valuable services to our communities. In particular:
- looking at the Council's Governance arrangements to ensure they provide an efficient model for the future,
  - continuing with the redesign of customer services with a "digital first" approach.

There will also be a focus on addressing performance management issues raised in the Council's Best Value Audit report, ensuring that the Council has clear indicators at a Community Planning and Corporate level and that these are reflected in service plans.

- 3.28 It should be noted that the Internal Audit function submits an annual plan and progress reports to Audit and Scrutiny Committee. The annual plan for 2020-21 was delayed due to the Covid-19 pandemic, however, the planned work to March 2021 was submitted to the Audit and Scrutiny Committee on 14 October 2020.

## **Service Plans for 2020/22**

- 3.29 Looking forward it is anticipated that a significant amount of planned work will be on transformation and improvement and on implementing the best value assurance action plan. Operationally, the covid-19 pandemic is anticipated to continue to have a significant ongoing impact on service delivery and management of time and resources. It is, therefore, very likely to affect services' ability to focus on planned work as they are required to respond to the demands arising from the pandemic as first priority. It will be important to be realistic about what can be achieved in this environment as services continue to adapt to operating in the Covid-19 environment. However, these more focussed service plans will assist on ensuring that efforts can be concentrated on the goals that align with the Council's priorities or improve efficiency.
- 3.30 Given the pressures across all services and the need to prioritise resources to the council's priorities, services are focussing on essential service delivery and developments taking account of the direction in the new corporate plan. On this basis, the 4 service plans for Education Communities and Organisational Development Services are attached to this report as follows:

Appendix 1: Education (Schools and Early Years)  
Appendix 2: Education Resources and Communities  
Appendix 3: HR, ICT and OD Services  
Appendix 4: Strategy Governance and Performance

## **4 SUMMARY OF IMPLICATIONS**

- a) Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))**  
The service plans were informed by the LOIP and the Council's updated Corporate Plan.
- (b) Policy and Legal**  
Statutory requirements and council policies are considered by managers when preparing service plans for the year ahead.
- (c) Financial implications**  
No additional financial resources are required to support the service plans.
- (d) Risk Implications**  
Up to date risk registers are maintained and considered as part of the service planning process.

The covid-19 pandemic will have an ongoing impact on services as resources are directed to the priority of responding to and adapting to covid requirements. This will mean that resources may be diverted from the actions set out in the plan depending upon how the pandemic evolves.

**(e) Staffing Implications**

Service plans are integral to good management practice including workforce planning and assisting with communication about work plans for staff, identifying priorities and matching staff time to the Council's priorities.

**(f) Property**

There are no property implications arising from this report.

**(g) Equalities**

Managers consider equalities issues for staff and service users when assessing current service delivery arrangements and future requirements.

**(h) Consultations**

Heads of Services in Education, Communities and Organisational Development have contributed to this report and they have prepared service plans with input from staff within the services and support from the Research and Information team.

**5. CONCLUSION**

**5.1 Service plans have been prepared identifying the improvements targeted for the period up to April 2022. In preparing the plans managers have taken account of risk, performance data (including inspections and Best Value), the LOIP, the Corporate Plan and other relevant factors such as audit outcomes. Consideration has also been given to the impact of the Covid-19 pandemic and recovery that is required to respond to that. The service plans identify the resources allocated to each service and how these will be utilised to deliver core service requirements and improvements.**

Author of Report:

Denise Whitworth

Background Papers:

Annual Reviews held on file

Ref:

H:\Management\Acting Director\Reports\ECOD\Service Plan 2020-22 (23-09-20).docx

<b>1. Service Definition:</b>	Delivering Education across Early Learning and Childcare, Primary, Secondary Education and support and challenge via a small central team of Officers
<b>2. Service Resources:</b>	Service Resources: 1330.861013 FTE across schools and central team Budget: DSM £56,572.314; Revenue Central Budget Early Years £174,676 and Education £4,662,743

<b>3. What have we identified for improvement in {Financial Year}?</b>	<b>Recovery &amp; Renewal (tick if app)</b>	<b>What evidence did we use to identify this improvement? Please add benchmark information wherever available and relevant to the improvement.</b>
Covid planning and Education recovery	<input checked="" type="checkbox"/>	In response to the COVID-19 outbreak and responding to school closures, cancellation of SQA examinations, and expectations for recovery and potential lockdown
Curriculum	<input type="checkbox"/>	Self-evaluation processes around previous Education Strategic plan, review by the strategy group and officers and taking on board national expectations and priorities. Data including attainment, inspection activity, QA visits etc. Linked to corporate plan, loip and children's services plan as well as national Improvement Framework
Learning, Teaching and Assessment	<input type="checkbox"/>	
Leadership	<input type="checkbox"/>	
Supporting all Learners	<input type="checkbox"/>	

<b>4. Strategic Outcome or Priority</b>	<b>Action</b>	<b>Planned Outcome</b>	<b>Recovery &amp; Renewal</b>	<b>Outcome measures</b>	<b>Completion target</b>	<b>Lead</b>	<b>Priority Rating (1 high 3 low and 4 for ongoing, 5 for on hold?)</b>
(L) Building a better future for our children & young people. (CP) Our People: Opportunity for people to be the best they can be	<p>Improvement in attainment, particularly in literacy and numeracy</p> <p>(BV) Launch and establish the revised Education plan to improve outcomes for Moray's children and young people 2020-23, with key priorities of</p> <ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Learning, teaching and assessment</li> <li>• Supporting all learners</li> <li>• Leadership at all levels</li> </ul> <p>Launch the revised raising attainment strategy</p> <p>Determine investment in resourcing to drive the pace and scale of change in educational attainment</p>	Improved attainment at both the Broad General and Senior Phase identified through ACEL and LGBF measures	Choose an item.	<p>Progress towards meeting the Scottish Government stretch aims for literacy and numeracy at P1, P4, P7 and S3</p> <p>Consistent improvement across N5 children achieving expected CfE levels using ELC progressions to track development in numeracy, literacy and wellbeing</p> <p>Percentage of primary pupils achieving expected CfE levels in literacy and numeracy meeting local targets (85/85% by 2022/23)</p> <ul style="list-style-type: none"> <li>• % pupils primary achieving expected levels in literacy</li> </ul>	<p>June 2021</p> <p>June 2021</p> <p>Target 73%</p>	<p>HS/GH</p> <p>VC/KL</p>	<p>1</p> <p>1</p>

				<ul style="list-style-type: none"> <li>% pupils primary achieving expected levels in numeracy</li> </ul>	Target 76%		
				<p>Percentage of secondary pupils achieving expected CfE third levels in literacy and numeracy meeting local targets (93/94% by 2022/23)</p> <ul style="list-style-type: none"> <li>% pupils in secondary achieving expected levels in literacy</li> <li>% pupils in secondary achieving expected levels in numeracy</li> </ul>	<p>June 2021</p> <p>Target 84%</p> <p>Target 87%</p>	VC/KL	1
				<p>Consistent improvement across SCQF levels achieved in senior phase per local targets against LGBF</p> <ul style="list-style-type: none"> <li>Leavers achieving SCQF level 4 literacy</li> <li>Leavers achieving SCQG level 4 numeracy</li> <li>Leavers achieving 5+ SCQF level 5</li> <li>Leavers achieving 5+ SCQF level 6</li> <li>Increase in leavers average tariff points</li> <li>Increase in leavers entering a positive destination</li> </ul> <p>Additional targets, breadth and depth</p> <p>S4</p> <ul style="list-style-type: none"> <li>Achieving 1@ level 5</li> <li>Achieving 3@ level 5</li> <li>Achieving 6@ level 5</li> <li>Achieving 7@ level 5</li> </ul> <p>S5</p> <ul style="list-style-type: none"> <li>Achieving 1@ level 6</li> <li>Achieving 3@ level 6</li> <li>Achieving 5@ level 6</li> </ul> <p>S6</p> <ul style="list-style-type: none"> <li>Achieving 3@ level 6</li> <li>Achieving 5@ level 6</li> <li>Achieving 1@ level 7</li> </ul>	<p>March 2021</p> <p>Target 94%</p> <p>Target 91%</p> <p>Target 65%</p> <p>Target 35%</p> <p>Target 850</p> <p>Target 96%</p> <p>Target 85%</p> <p>Target 65%</p> <p>Target 31%</p> <p>Target 15%</p> <p>Target 61%</p> <p>Target 36%</p> <p>Target 16%</p> <p>Target 44%</p> <p>Target 30%</p> <p>Target 20%</p>	VC/KL	1

5. Service Level Outcomes or Priorities	Action	Planned Outcome	Recovery & Renewal	Outcome Measures	Completion Target	Lead	Priority rating
Curriculum (BV)	Develop a wide range of flexible learner pathways	<p>Early level progression tracker which transitions from nursery into primary</p> <p>Updated curriculum rationale in line with CfE refresh</p> <p>Improve curriculum offer for all children and young people</p>	Choose an item.	<ul style="list-style-type: none"> <li>100% of Moray nurseries are using the early level tracker</li> <li>% of schools with a refreshed curriculum rationale and design in line with CfE narrative</li> <li>Increase in the number of consortia approaches to deliver senior phase offer to support learners</li> <li>Increase in the breadth of courses offered/uptake across the senior phase</li> </ul>	<p>June 2021</p> <p>June 2021</p>	<p>GH/HS</p> <p>KL</p>	<p>1</p> <p>3</p>
Learning Teaching and assessment (BV)	Action and embed our Moray Standard	Improve the quality and consistency of learning and teaching	Choose an item.	<ul style="list-style-type: none"> <li>Improved % of schools with a good or better grading for HGIOS4 QI 2.3</li> <li>Improved % of ELC settings with a grading of good or better for HGIOELC QI 2.3</li> <li>Improved % of ELC settings with a Care Inspectorate national Standard grading of 4 or above</li> </ul>	<p>March 2021</p> <p>March 2021</p> <p>March 2021</p>	<p>SM</p> <p>HS/GH</p> <p>HS/GH</p>	2
Leadership (BV)	Review and implement a revised framework for professional development and career pathways	Increase in the number of practitioners progressing in their leadership journey	Choose an item.	<ul style="list-style-type: none"> <li>% of practitioners undertaking leadership at all levels programmes</li> <li>% of practitioners moving in to promoted posts</li> <li>Increase in the no of staff holding standard for headship</li> <li>No of Moray staff gaining a promoted post</li> <li>Increase in the no of ELC staff completing BA Early learning and childcare award</li> </ul>	March 2021	WS	3
Supporting all learners (BV)	To develop a strategic vision for supporting	There is a greater understanding of inclusive practice within ELC	Choose an item.	<ul style="list-style-type: none"> <li>Decrease in the number of EIF applications</li> </ul>	March 2021	GH/HS	2

	learners across the wider education partnership	There is a greater understanding of the Moray approaches to support learners		<ul style="list-style-type: none"> <li>Improved ELC ASN funding model based on a revised A, B C needs analysis approach</li> <li>Increase in the number of schools completing building positive relationships training</li> <li>Increase in the no of practitioners trained in Moray Mental Health Training</li> <li>Decrease in the number of violent and aggressive incidents</li> <li>Decrease in school exclusions</li> <li>Improved attendance rates</li> <li>Increase in the number of schools attaining RRS status</li> <li>Improvement in the quality of child's plan submitted to the access team</li> </ul>	March 2021	LR	2
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6. New COVID-19 related work	Action	Planned Outcome	Recovery & Renewal	Outcome Measures	Completion Target	Lead	Priority rating (1 high 3 low and 4 for ongoing, 5 for on hold?)
Build on developments undertaken through lockdown and beyond in order to enhance learning experiences for all (BV)	To reduce the impact of Covid on school communities	Ensure contingency planning and experiences of remote learning to date prepare for blended or further disrupted learning  To minimise or mitigate wellbeing and attainment gaps	Those who are vulnerable, experiencing financial hardship or are otherwise adversely impacted feel supported	<ul style="list-style-type: none"> <li>An evaluative report on progress from initial lockdown, through recovery to disrupted learning (remote/blended/digital/live)</li> </ul>	March 2021	VC	1
To respond to changes in advice for school and ELC recovery	To ensure that there is compliance with expectation and legislation	To implement changes required as a result of change to tiering or scientific related advice	Those who are vulnerable, experiencing financial hardship or are otherwise adversely impacted feel supported	<ul style="list-style-type: none"> <li>The no of school outbreaks, school closures as a result of COVID outbreaks</li> </ul>	March 2021	VC	1
	Children's health and wellbeing are supported and safeguarded during the COVID-19 pandemic	Ensure Risk Assessments are updated to reflect	Choose an item.	<ul style="list-style-type: none"> <li>Care Inspectorate scrutiny QI 5.1, 5.2 &amp; 5.3 will evaluate how well an ELC setting is supporting</li> </ul>	March 2021	VC	1



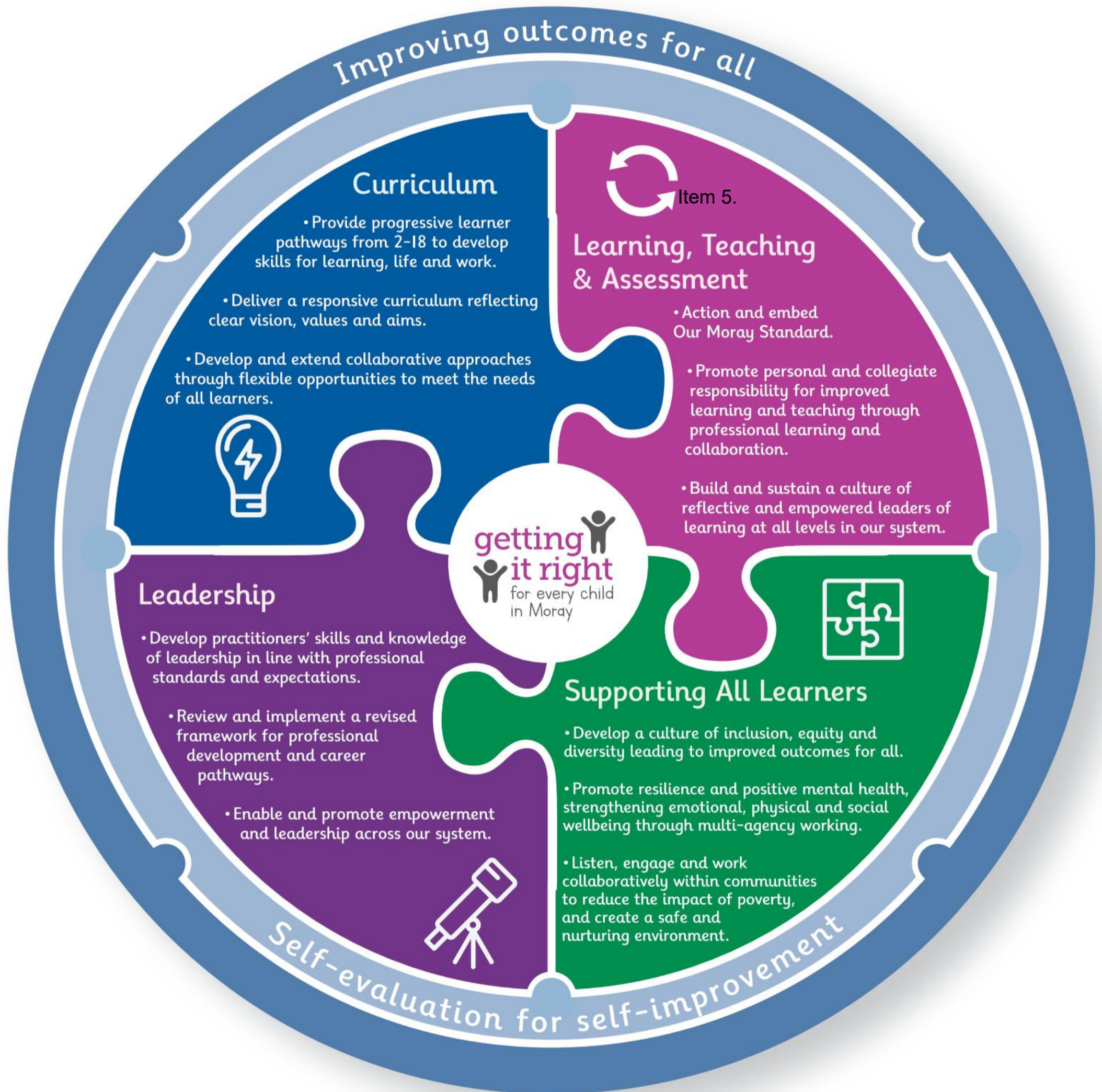
		Scottish Government guidance		the experiences of their children, families and staff <ul style="list-style-type: none"><li>• ELC Health and Wellbeing Toolkit (currently being devised in consultation with managers)</li></ul>			
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# Strategic Priorities

## EDUCATION 2020-2023

for Moray's children and young people





<b>1. Service Definition:</b>	<b>EDUCATION RESOURCES &amp; COMMUNITIES</b> A. Services supporting children & young people with additional support needs, their families and the educational settings they attend: Educational Psychology, SEBN team, ASN Education Support Officers, Sensory Education Service, English as an Additional Language, Autism Service B. Instrumental Instruction Service C. Business Support services for schools (including school administration) and central Education and Children's service D. Sport & Leisure service, including Active Schools and Community Sports programmes E. Community Learning & Development functions, including the Community Support Unit and Youth Work F. Library services, including Records Management and Information Services. G. Learning Estate Team
<b>2. Service Resources:</b>	Revenue Budget : £25,786,743 Capital Budget: £109,000 FTE: 274.36

What have we identified for improvement in 2020/21	Recovery & Renewal (tick if app)	What evidence did we use to identify this improvement? Please add benchmark information wherever available and relevant to the improvement.
<b>Learning Estate</b> – taking forward the agreed Moray Approach to managing our Learning Estate	<input type="checkbox"/>	Condition & Suitability data Moray Council Strategic Approach to the Learning Estate Best Value Audit Report
<b>Additional Support Needs</b> services – reviewing our ASN services to ensure they are designed to support schools to support all our children and young people and all their needs.	<input type="checkbox"/>	Significant (above national average) increase in the number of children and young people identified as having additional support needs, including an increase in the complexity of needs Evidence that not all children who need additional support are being supported to flourish Morgan Report on Additional Support for Learning (June 2020)
<b>Sport &amp; Leisure</b> – working to deliver a single leisure service for Moray, with consistent aims and seamless service delivery, regardless of provider.	<input type="checkbox"/>	Customer and staff surveys Leisure Review Board recommendations
<b>Communities</b> – Working with communities to ensure the readiness for any future crisis is embedded.	<input checked="" type="checkbox"/>	The COVID pandemic identified areas within service delivery and support provision that were unable to meet the needs of communities.

G> Strategic Outcome or Priority	Action	Planned Outcome	Recovery & Renewal	Outcome measures	Completion target	Lead	Priority Rating (1 high 3 low and 4 for ongoing, 5 for on hold?)
<p>(L) Empowering &amp; connecting communities. (CP) Our Place: Empower and support communities to build capacity</p> <p>(CP) Improve our understanding of the issues in our communities based on the experience of local people</p>	<p>(CP) Enhance community participation in service delivery (e.g CATs)</p> <p>(CP) Develop and implement Participatory Budgeting</p> <p>(CP) Develop engagement with the public on the future of council services</p> <p>(CP) Develop locality engagement – so that solutions are influenced by the experience of local people</p>	<p>(L) Develop stronger, more resilient, supportive, influential and inclusive communities</p> <p>(CP) Our communities' ability to address their own needs and aspirations is improved</p> <p>(CP) 1% of council budget allocated through PB by April 2021</p> <p>(CP) More of our activities, services and plans are influenced by the communities they serve</p> <p>(CP) We are more successful in developing a shared understanding between the council and communities that helps us to design the future together</p>	<p>Priority is given to groups and areas most affected by the pandemic</p>	<p>CATS and other community empowerment mechanisms contained in the legislation</p> <p>(CP) 5 town halls/community centre CAT transfers complete</p> <p>3 more completed CAT transfers</p> <p>(CP) PB Framework agreed</p> <p>(CP) % of council budget actively allocated through PB</p> <p>(CP) Council engagement strategy established for 2020/21 and corporate plan engagement complete</p> <p>(CP) Community action plans in place for 2 communities</p>	<p>April 2021</p> <p>March 2021</p> <p>December 2021(TBC)</p> <p>April 2022</p> <p>October 2021</p>	<p>Communities Team</p>	<p>1</p>
<p>(CP) A Sustainable Council: that provides valued services to our communities</p>	<p>(CP) Tackle the affordability and standard of our schools and the buildings they operate from, deal with changing demographics and demands.</p>	<p>(CP) Transforming Education: To have high performing schools that are fit for the future and financially sustainable.</p> <p>Children and young people in Moray are</p>	<p>The long-term impacts upon the people of Moray are mitigated and managed allowing wellbeing to be advanced</p>	<p>Team in place</p> <p>Plan is developed and agreed</p>	<p>January 2021</p> <p>December 2021</p>	<p>Head of Service</p> <p>Learning Estate Team</p>	<p>1</p>

	<p>learning in the best learning environments</p> <p>(CP) Commercialisation and Alternative delivery options: Create a sustainable future for our services.</p>						
	<p>(CP) Leisure services review.</p> <ul style="list-style-type: none"> <li>• Implementation of Business Plan for Sport &amp; Leisure Service</li> <li>• Specification and implementation of Service Level Agreement (SLA) with Moray Leisure Centre</li> <li>• Development of Business Case for single management of Sport &amp; Leisure services (MC &amp; MLC)</li> <li>• Implementation of Sport &amp; Leisure Business Case</li> <li>• Review of Adventurous Activities procedures and guidance</li> </ul>						
	<p>(CP) Review of approach to additional support needs (ASN)</p>	<p>(CP) Transformation of Children's Services: services are focussed on planned, early work with families to support better outcomes for children in their local communities.</p> <p>Children and young people with additional support needs are ambitious, confident, skilled and achieving</p>					
				% implementation of Business Plan actions	April 2023	Sport and Leisure Service	1
				SLA agreed	April 2021		
				Business Case approved by Committee	December 2021		
				% Implementation	December 2022		
				Evolve handbook in place with improved use. Training programme delivered to core groups. Management information is transparent and robust.	April 2021	Communities Team	
				Business Case approved by Committee	April 2021	ASN Services	
				% Implementation	April 2024	ASN Services	

5. Service Level Outcomes or Priorities	Action	Planned Outcome	Recovery & Renewal	Outcome Measures	Completion Target	Lead	Priority rating
<b>Ensuring Digital ways of working are embedded across our teams, maximising connectivity, collaboration and online service delivery.</b>	Development and Implementation of School Business Admin Review	The benefits of digital administration approaches in schools are fully realised	The benefits of initiatives and developments created in the response phase are embedded in resilient service delivery in the “new normal”	% Implementation	April 2021	Business Support Admin	2
	Roll out Digital Youth Work	The youth work offer is accessible to all, despite Covid restrictions and including those living in our most rural communities.		100% of youth work staff are trained and effectively delivering digital interventions.	April 2021	Communities Team	
	Implement Online Music Instruction	Children and Young People are able to continue with their music instruction through Covid restrictions. Opportunities for future service delivery (post Covid) are explored.		Online service delivery is fully operational	December 2020	Instrumental Instruction Service	
	Improve Libraries digital offering (eResources, Libraries YouTube Channel, online Bookbug, online Learning).	Service users can continue to access library services. Residents are supported to ‘get online’ and learn new digital skills.		Numbers accessing: eResources Virtual learning sessions Online Tutorials		Library Service	
<b>Restructure of service management to meet demands of the service</b>	Complete review of third tier management arrangements	Service is fit for the future and has (management) capacity to continuously improve	Choose an item.	%Implementation	April 2021	Head of Service	1
<b>Community Learning and Development</b>	Development of Community Learning & Development Strategy (2021-2024)	Individuals and communities are empowered to make positive changes in their lives and their communities through learning		New CLD Strategic Plan (2021-24) is developed	March 2021		



6. New – Recovery & Renewal Outcomes	Action	Planned Outcome	Recovery & Renewal	Outcome Measures	Completion Target	Lead	Priority rating
Empower and support communities to build capacity	Development of Community Resilience Plans  Support for Community Anchor organisations	Community response to COVID is embedded for the future, ensuring readiness for any future crisis.  Community Councils are supported in line with the Moray Council scheme for Community Councils	The benefits of initiatives and developments created in the response phase are embedded in resilient service delivery in the “new normal”	All communities have an identified community anchors, supported by Communities Team  Community resilience plans developed in at least 8 geographical communities.	April 2021  December 2021	Communities Team	1



**COVID-19 REVISED SERVICE PLAN**

<b>1. Service Definition:</b>	The HR and OD Service provides professional advice to ensure compliance with relevant legislation, best practice and industry standards to support the council in delivering its corporate priorities. The six main functions are: HR professional advisory service, corporate employment administration function, payroll, corporate communications, corporate health and safety and organisational development.
<b>2. Service Resources:</b>	<b>Service Resources: 41.25 FTE</b> <b>Budget: Capital £000: Revenue £2,584,495</b>

<b>3. What have we identified for improvement in {Financial Year}?</b>	<b>Recovery &amp; Renewal (tick if app)</b>	<b>What evidence did we use to identify this improvement? Please add benchmark information wherever available and relevant to the improvement.</b>
1. Health and Wellbeing	<input checked="" type="checkbox"/>	Anecdotal and evidential impact on health and wellbeing of workforce (absence, feedback)
2. Workforce Transformation and Change	<input checked="" type="checkbox"/>	1. Best Value Audit Review 2. Corporate Plan: Working towards a sustainable council that provides valued services to our communities 3. Corporate Workforce Strategy and Plan 4. Improvement and Modernisation Programme 5. Management of workforce implications of revenue budget savings 6. Feedback from Trades Union representatives, workforce and managers 7. Employee Survey results 8. Feedback from Engagement and Culture work
3. Employee Engagement and Culture		
4. Leadership Development and Capacity	<input checked="" type="checkbox"/>	

<b>4. Strategic Outcome or Priority</b>	<b>Action</b>	<b>Planned Outcome</b>	<b>Recovery &amp; Renewal</b>	<b>Outcome measures</b>	<b>Completion target</b>	<b>Lead</b>	<b>Priority Rating (1 high 3 low and 4 for ongoing, 5 for on hold?)</b>
CP) A Sustainable Council: that provides valued services to our communities	4.1 Developing workforce – review and develop the council's workforce strategy and plan	Workforce planning set in context to take account of council priorities and requirements		Reviewed workforce strategy approved	April 2021	H/HR, ICT& OD	2
CP) A Sustainable Council: that provides valued services to our communities	4.2 Developing workforce: transformation and change Manage employee relations and consultation comprehensively and sensitively in relation to workforce changes	Employee relations aspects of managing change at service and corporate level undertaken effectively and in good time		Satisfaction with change management from employees and trade unions for each change	Per planned changes	H/HR, ICT& OD	1
(CP) A Sustainable Council: that provides valued services to our communities	4.3 Consider enhanced investment in leadership development (BV)  Implement training for officers on outcome based planning (BV)  Implement re-designed leadership development to ensure it develops the skills	The Council makes sustained progress in its improvement and transformation work  Change the focus of service reporting to concentrate on indicators which contribute to the strategic and service priorities.  More focused corporate performance management reporting  Managers developed and confident to lead challenging agenda and council		% of 1/2/3 tier managers have attended training and show improvements in awareness of key learning points after 3 months.  Leadership development courses in place and feedback positive Attendance rates increase to 75% by Sept 21 Evaluation programme of impact on practice is developed and implemented	Sept 2021  Sept 2021  Mar 2021	ODM	2

**COVID REVISED SERVICE PLAN**

	and behaviours necessary for the corporate and strategic direction and leadership the council requires	prepared for the future  Implement revised programme to meet organisational requirements			Sept 21  Mar 2022		
(CP) A Sustainable Council: that provides valued services to our communities	4.4 Work with elected members to implement the elected member development strategy through programmed activities and personal development plans to support strategic and corporate roles of members (BV)  Implement training for councillors on effective scrutiny of performance (BV)	Change the focus of service reporting to concentrate on indicators which contribute to the strategic and service priorities.  More focused corporate performance management reporting  Continuing development in place for elected members  Elected members are developed to ensure effective leadership skills and behaviours required for political leadership		Training and development activities organised and routinely attended by 75% of (relevant) members  Elected member development evidenced through positive feedback from elected members, CMT-SMT  % of councillors have attended training and show improvement in awareness of key learning points after 3 months	Oct 2021  Dec 2022  Sept 2021	ODM	2
<b>5. Service Level Outcomes or Priorities</b>	<b>Action</b>	<b>Planned Outcome</b>	<b>Recovery &amp; Renewal</b>	<b>Outcome Measures</b>	<b>Completion Target</b>	<b>Lead</b>	<b>Priority rating</b>
(CP) A Sustainable Council: that provides valued services to our communities	5.1 Support the implementation of the Council's Health and Work Policy in order to deliver ongoing improvements in absence levels	To achieve a sustained reduction in absence levels as measured through the Local Government Benchmarking Framework PIs  To improve the awareness and management of mental health and wellbeing as a main cause of absence within the workforce		0.5 day per fte reduction in sickness absence levels per annum  Positive anecdotal feedback from trade unions, managers and workforce  0.25 day per fte reduction in absence due to mental health and wellbeing reasons per annum  Improved 2021 survey results on relevant questions	March 2022	H/HR, ICT&OD / ODM	2
(CP) A Sustainable Council: that provides valued services to our communities	5.2 Manage risks well by implementing our health and safety system effectively	Improved quality and practical usability of risk assessments in higher risk services  Rolling programme of audits of the health and safety arrangements in the higher risk services or services with specific safety problems (as		Positive anecdotal feedback received on quality and usability of risk assessments  90% completion of rolling programme of review of risk assessments, toolbox talks and internal safety inspection arrangements from each of the higher risk	March 2022	H/HR, ICT&OD / ODM/SH&SA	1

**COVID REVISED SERVICE PLAN**

		determined by the H&S team)		areas with audit findings showing improved completion and quality of risk assessments, toolbox talks and safety inspections.			
(CP) A Sustainable Council: that provides valued services to our communities	5.3 Developing the Health and Safety Culture of the council	Managers and employees take responsibility for and give priority to health and safety, sharing success and learning from experience where possible resulting in fewer accidents and health and safety related incidents		<ul style="list-style-type: none"> <li>- improved Employee Survey responses to H&amp;S questions</li> <li>- positive feedback from the workforce and workforce representatives</li> <li>- increased workforce participation in safety forums</li> <li>- improved incident reporting</li> <li>- improved flow of safety related information up and down the channels.</li> <li>- clear messages established around health and safety that are acknowledged by the workforce</li> <li>- 2019 annual health and safety report finds learning from experience established and fewer avoidable incidents occurred</li> <li>- actions from surveys complete e.g. Violence and Aggression in schools</li> </ul>	March 2022	H/HR,ICT&OD/ODM/SH&SA	2
(CP) A Sustainable Council: that provides valued services to our communities	5.4 Support the implementation of the Council's Health and Work Policy in order to deliver ongoing improvements in absence levels	<p>To achieve a sustained reduction in absence levels as measured through the Local Government Benchmarking Framework PIs</p> <p>To improve the awareness and management of mental health and wellbeing as a main cause of absence within the workforce</p>		<p>0.5 day per fte reduction in sickness absence levels per annum</p> <p>Positive anecdotal feedback from trade unions, managers and workforce</p> <p>0.25 day per fte reduction in absence due to mental health and wellbeing reasons per annum</p> <p>Improved 2021 survey results on relevant questions</p>	March 2022	H/HR, ICT&OD / ODM	2
(CP) A Sustainable Council: that provides valued services to our communities	5.5 Prepare workforce for future requirements	Digital skills developed in appropriate areas of workforce Digital champions programme developed to create informal network of		Digital champions network in place Positive feedback received	Mar 2022	ODM	2

**COVID REVISED SERVICE PLAN**

		support.					
<b>Reward and Recognition:</b> have in place fair and competitive pay and conditions that are recognised as such and are free of bias	5.6 Continue to monitor the long term impact on the pay structure arising from the living wage and other pay related issues	Council pay structure compliant with living wage requirements		Consolidation achieved with pay structure adjusted Workforce implications monitored and managed successfully	Ongoing	H/HR&ICT	1
<b>Other Actions</b>	5.7 OD support to services as required	OD support provided that supports services to achieve their outcomes: (i) reduction in violence and aggression as whole school approach is piloted		Pilots/actions finalised and implemented Further survey undertaken Analysis and evaluation of qualitative and quantitative measures completed Reduction in violence and aggression statistics over time Improved staff morale within schools as measured by survey results and feedback from trade union representatives	Mar 2022	ODM	4
	5.8 Information/Performance	Systems are developed to achieve maximum synergies and efficiencies and service information is accurate, relevant and current, providing a useful source of reference, guidance and supporting managers and staff to self-serve.		Statistics evidence increased use of interchange Anecdotal feedback is positive	Mar 2022	H/HR&ICT	3
<b>6. New – Recovery &amp; Renewal Outcomes</b>	<b>Action</b>	<b>Planned Outcome</b>	<b>Recovery &amp; Renewal</b>	<b>Outcome Measures</b>	<b>Completion Target</b>	<b>Lead</b>	<b>Priority rating</b>
			Choose an item.				
			Choose an item.				
			Choose an item.				
			Choose an item.				
			Choose an item.				

Item 5.  
COVID REVISED SERVICE PLAN

<b>1. Service Definition:</b>	The service focuses on leveraging the maximum benefits from our ICT investment and ensuring that we have a sound ICT infrastructure in place to support the Council's strategic and service priorities. The service provides procurement of systems/services, provision of equipment, such as desktop PCs desktop, laptops and smartphones, implementation of solutions, compliance, application and infrastructure support.
<b>2. Service Resources:</b>	<b>Service Resources: 45 FTE (</b> <b>Budget: Capital £000:</b> core ICT Programme £1,560m, SG digital Inclusion £418,000 and Desktop Estate Provision £436,000 including £100k for support tools) <b>Revenue £000: 3232 gross</b>

<b>3. What have we identified for improvement in {Financial Year}?</b>	<b>Recovery &amp; Renewal (tick if app)</b>	<b>What evidence did we use to identify this improvement? Please add benchmark information wherever available and relevant to the improvement.</b>
1. Transformation of Council Services	<input checked="" type="checkbox"/>	Best Value Audit Review
2. Decision Support Solutions	<input checked="" type="checkbox"/>	Corporate plan – Work towards a financially stable council that provides valued services to our communities
3. Legislative Compliance	<input checked="" type="checkbox"/>	ICT & Digital Strategy Response and recovery strategic framework
4. Forward Planning	<input checked="" type="checkbox"/>	Improvement and Modernisation Programme Strategy for use of ICT in schools Emerging national direction for ICT

<b>4. Strategic Outcome or Priority</b>	<b>Action</b>	<b>Planned Outcome</b>	<b>Recovery &amp; Renewal</b>	<b>Outcome measures</b>	<b>Completion target</b>	<b>Lead</b>	<b>Priority Rating (1 high 3 low and 4 for ongoing, 5 for on hold?)</b>
Corp Plan: Sustainable council	Modernisation and Improvement: Developing digital services  – review, develop and implement ICT and Digital Strategy	ICT strategy set in context to take account of council priorities and requirements		ICT Strategy approved Progress per ICT action plan	April 2022	H/HR, ICT &OD	2
	- Extend the availability of online services available to the parents of school children and provide a single view of their transactions with the council via the customer portal.	Implementation of online services for parents or parents able to access increased range of online services for school related activities		Demonstrate an increased use of the following online services a) Absence reporting b) View attendance c) View timetable d) Report cards e) Annual data checks f) Parents evening bookings	Dec 2020	TL (AD)	1
	- Extend the availability of online services available to Children's Social Work Services and provide improved access to services via the council web site and customer portal.	Implementation of online services for staff and clients to deliver improved outcomes		a) Demonstrate a channel shift of from face to face to telephone and online b) Reduce the volume of white mail c) Reduce the travel costs associated with staff meetings and client visits d) Consistent approach across the service area	Mar 2021	TL (AD)	1

COVID REVISED SERVICE PLAN

5. Service Level Outcomes or Priorities	Action	Planned Outcome	Recovery & Renewal	Outcome Measures	Completion Target	Lead	Priority rating
Compliance	Cyber resilience	Implement measures to ensure the Council achieves Cyber essentials plus accreditation for the corporate network and Cyber essentials for the schools network.		24/7 access to services where possible a) Cyber essentials plus accreditation achieved for corporate network b) Cyber essentials achieved for schools network.	Jan 2021 Nov 2021	TL (MA)	2
Corp Plan: Sustainable council	Developing digital services - Establish a digital culture within the council.	Staff are digitally knowledgeable and confident with internal electronic systems, digital services to the community and online security.		Staff survey reporting increased confidence in the technology they are asked to use. 10% reduction in ICT Service desk calls for user support by Mar 2021 30% reduction in ICT Service desk calls for user support by Nov 2021 Champions programme implemented Mar 2021 a) Positive evaluation of Champions programme	Mar 2022	TL (AD)	2
Corp Plan: Sustainable council RRSF: New Environment/Infrastructure strategic change	Transformation - Expand and enhance the provision of flexible and mobile working within the council.	Flexible by default approach established as the norm. Council has the capacity to flex and contract homeworking in line with organisational, national and regional requirements.	The benefits of initiatives and developments created in the response phase are embedded in resilient service delivery in the "new normal"	b) 80% office based staff utilising mobile devices c) 80% office based staff working flexibly d) Reduction in number of fixed workstation requirements.	Feb 2021	IS MGR (DM)	1
Corp Plan: Sustainable council RRSF: New Environment/Infrastructure strategic change	Transformation – Implementation and promotion of Video Conferencing	Staff communicate easily via video conferencing, are skilled in its use and use of this technology increases.	The benefits of initiatives and developments created in the response phase are embedded in resilient service delivery in the "new normal"	a) Infrastructure reviewed b) Documentation and promotional material produced c) Baseline established for measuring increased use	Dec 2020	TL (MA)	1
Corp Plan: Sustainable council RRSF: New Environment/Infrastructure strategic change	Forward planning – Schools strategy development	Council has a clear strategy defining how the use of ICT will deliver improvements within schools.	The benefits of initiatives and developments created in the response phase are embedded in resilient service delivery in the "new normal"	Documented aims, objectives, investment requirements and benefits from the use of ICT in the schools environment.	June 2021	INF MGR (GC) IS MGR (DM)	1



COVID REVISED SERVICE PLAN

6. New – Recovery & Renewal Outcomes	Action	Planned Outcome	Recovery & Renewal	Outcome Measures	Completion Target	Lead	Priority rating
No new COVID related work identified although increased requirement for online forms, pilots within Education and improved method of monitoring staff at work through Trace and Protect system			Choose an item.				



<b>1. Service Definition:</b>	<p><b>Services to the public:</b> Customer Services (contact centre and access points), Revenues, NDR, Benefits, Money Advice, Licensing, Registrars Service, Elections</p> <p><b>Support services:</b> Legal (inc Monitoring Officer), Licensing, Committee services. Elected Members support, Mail room, SharePoint and Customer services Support, Strategy and Performance, Audit and Risk</p>
<b>2. Service Resources:</b>	<p>135 FTE                  Budget: Capital £0.005 million                  Revenue £5.9 million</p>

3. What have we identified for improvement in {Financial Year}?	Recovery & Renewal (tick if app)	What evidence did we use to identify this improvement? Please add benchmark information wherever available and relevant to the improvement.
Redesign of customer contact, digital first, access point service review, e forms, sharepoint roll out	<input checked="" type="checkbox"/>	Ongoing digital transformation/Improvement Modernisation Programme.
Review of governance arrangements	<input checked="" type="checkbox"/>	Improvement and Modernisation Programme
Complaints Handling process review, Equalities Outcomes review	<input type="checkbox"/>	National requirement
Review of business continuity/ risk management	<input type="checkbox"/>	Management restructure

4. Strategic Outcome or Priority	Action	Planned Outcome	Recovery & Renewal	Outcome measures	Completion target	Lead	Priority Rating (1 high 3 low and 4 for ongoing, 5 for on hold?)
(CP) A Sustainable Council: that provides valued services to our communities	<p>Continue to progress Governance Review to streamline processes including reviews of committee structures, schemes of delegation and reporting to committees (BV)</p> <p>Look at alternative governance structures and review decision making processes to make them more efficient</p>	<p>Business of the council is more strategic, corporate and efficiently progressed</p> <p>Clearer focus on performance and priorities of the council as a whole</p> <p>Reduce bureaucracy, streamline decision making processes, reduce material going to committee.</p> <p>Meetings more focused on strategic issues</p> <p>Governance structure aligned to management structure.</p>	The benefits of initiatives and developments created in the response phase are embedded in resilient service delivery in the “new normal”	<ul style="list-style-type: none"> <li>Members and officers report more effective use of time on committee and related governance work.</li> <li>Reporting across multiple governance lines is reduced.</li> <li>Use of suitable alternative reporting methods including information reports and briefings increases.</li> <li>Committee business is completed in time allocated.</li> <li>Increased pace, depth and continuity of transformational improvement.</li> </ul> <p>Reduction in the number of meetings each year.</p> <p>More information reports</p>	April 21	Head of GSP	2

	Refresh role of council leaders			going as background papers. Approval of revised Scheme of Administration Protocols revised			
A Sustainable Council: that provides valued services to our communities	(BV) <u>Improve the quality and clarity of service performance reporting:</u>  Improve the outcome focus and identification of key performance measures in service plans per PMF	Change the focus of service reporting to concentrate on indicators which contribute to the strategic and service priorities.		Service plans show outcome focus with measures that aid performance monitoring and drive improvement.	Dec 20	Strategy and Performance manager.	2
	Work with service managers to review service performance indicators to ensure provision of effective measurement of corporate and service priorities.			Each service has set of core performance measures /indicators linked to priorities.	Dec 20	Strategy and Performance manager.	2
	Establish new format for service performance reports and report to committee			Performance reporting to committee established through one annual cycle of new format reporting	July 21	Strategy and Performance manager.	2
	Review and ensure capacity to support the performance framework			Reporting on PMF is on time and of good quality	Dec 21	Strategy and Performance manager.	2
A Sustainable Council: that provides valued services to our communities	(BV) <u>Roll out of Performance Management Framework:</u>  Establish annual Corporate Plan reporting.	Continuous improvement based on evidence.		Set of core performance measures linked to corporate plan priorities in place.	Apr 21	Strategy and Performance manager	2
	Identify streamlined set of key corporate indicators that reflect strategic priorities and corporate plan.	Open and clearly understood performance reporting that enables improvement to be strategically driven.		Committee reports on performance include external benchmarking data and identify opportunities for improvement at least annually.	Apr 21	Strategy and Performance manager	2

				Improvements relative to priorities incorporated into service plans.			
A Sustainable Council: that provides valued services to our communities	Support service managers to make effective use of performance indicators and benchmarking data to inform priorities and influence continuous improvement			Officers and political leaders know the key performance messages and priorities.	Jun 21		2
(CP) A Sustainable Council: that provides valued services to our communities	<p>(BV) Continue working with Community Planning Partners to determine clear outcomes and milestones and performance reporting</p> <p>Progress planned work to develop delivery framework to support the revised LOIP, including measures of progress</p> <p>Continue work to implement robust performance management</p> <p>Establish indicators for LOIP and a mechanism for reporting these to the Board under Performance Management Framework</p>	<p>Robust performance management and reporting framework in place for LOIP.</p> <p>Progress is made in delivering the planned priorities and outcomes in the Loip</p> <p>Community planning partners and Councillors will be able to monitor progress in relation to this plan.</p>	Choose an item.	<p>One annual cycle of reporting of new indicators to CPP</p> <p>LOIP delivery framework developed.</p> <p>Set of core performance measures linked to LOIP priorities in place.</p> <p>Board reports on performance against the delivery framework show sustained progress.</p> <p>LOIP Annual Report to the CPP Board includes evidence based indicators.</p>	Sept 21	Strategy and Performance manager.	3
(CP) A Sustainable Council: that provides valued services to our communities	<p>Modernisation and Improvement – Customer Services Redesign of customer contact/face to face. (CP)</p> <p>Encourage “digital first” interaction with customers where possible.</p> <p>Use Forres access point as a model to review customer service provision in other access points.</p>	<p>Culture change in customer service delivery towards enabling approach for most customers with supported service delivery for those who need it</p> <p>Single service first point of contact</p> <p>Efficiency savings</p> <p>Improve online services available to customers.</p>	The benefits of initiatives and developments created in the response phase are embedded in resilient service delivery in the “new normal”	<p>Reduction in face to face contacts</p> <p>Increase in online contacts</p> <p>Budget savings in access points of £100k</p>	Dec 21	Customer Services manager	2

5. Service Level Outcomes or Priorities	Action	Planned Outcome	Recovery & Renewal	Outcome Measures	Completion Target	Lead	Priority rating
<b>Ongoing digital transformation</b>	Complete benefit e-form  Complete Ctax e-form for updates	Efficiency saving through increased use of online self-service and eforms.	Choose an item.	10% increase in use of automated form	April 21 (slippage of 6 months due to covid-19)	Customer Services Manager.	2
<b>National requirement</b>	Review complaint handling procedures  Training for staff in new system.	Current procedures are reviewed and updated.  Widespread knowledge of the new system and adherence to it.	Choose an item.	Revised complaints handling policy approved by SPSO Fewer complaints upheld up by SPSO for failure to follow procedure– monitored in annual Complaints Report.	Jul 21  Annual review	Strategy and Performance Manager	2
<b>National requirement</b>	Approve Council equality outcomes	Measurable outcomes agree for relevant services		Equality outcomes agreed reported		Strategy and Performance Manager	2
<b>Improvement and Modernisation programme – governance review</b>	Work on remote committee meetings to improve quality meetings and access to them.  Involve users in developing system and carry out satisfaction survey to gauge success.	Make it easier for Councillors and officers to participate.  Ensure participants have suitable technology.  Enable hybrid physical/remote meetings	The benefits of initiatives and developments created in the response phase are embedded in resilient service delivery in the “new normal”	Positive user satisfaction survey.	Feb 21	Democratic Services Manager	2
<b>Management restructure</b>	Review where Business Continuity fits with the Council’s risk management processes.	Business Continuity embedded within our risk management processes so the Council is better prepared for future risks.	Choose an item.	Approve revised risk management plan.	Sept 21	Internal Audit manager.	3
<b>Ongoing digital transformation</b>	Registrars: digitisation of burial grounds records  We have worked with one supplier for several years but have had to terminate the contract due to performance failure.	Have useable records for all cemeteries online		Reduced staff time for arranging burial.  Paper records archived	Dec 22	Democratic Services Manager.	4
<b>Ongoing digital transformation</b>	Increase number of services using sharepoint as their primary document management system	Benefits with homeworking and remote access to documents.  Improved records management procedures		Measured increase in services using Sharepoint		Customer Services manager	2

6. New – Recovery & Renewal Outcomes	Action	Planned Outcome	Recovery & Renewal	Outcome Measures	Completion Target	Lead	Priority rating
			Choose an item.				







**REPORT TO: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT COMMITTEE ON 18 NOVEMBER 2020**

**SUBJECT: PERFORMANCE REPORT (EDUCATION) – HALF YEAR TO MARCH 2020**

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

**1. REASON FOR REPORT**

- 1.1 To inform the Committee of the performance of the service for the period from 1 October 2019 to 31 March 2020.
- 1.2 This report is submitted to the Education, Communities and Organisational Development Committee following a decision of Moray Council on 17 June 2020 to agree a simplified committee structure as a result of the COVID-19 pandemic in the case of this committee the combining of the delegated responsibilities of Children and Young Peoples Services and Governance, Strategy and Performance (para 9 of the minute refers).

**2. RECOMMENDATION**

**2.1 It is recommended that Committee:**

- (i) scrutinises and notes performance of the Service Plan, Operational Performance Indicators and Complaints to the end of March 2020**
- (ii) welcomes good performance; and**
- (iii) notes the actions being taken to improve performance where required.**

**3. BACKGROUND**

- 3.1 On 7 August 2019, the Moray Council, approved a revised Performance Management Framework for services (para 5 of the minute refers). The framework introduced new arrangements for managing, delivering and reporting of performance. This is intended to increase the focus on priority areas and reduce the level of reporting on lower priority indicators in order to ensure discussion, scrutiny and challenge is directed towards areas of strategic importance as opposed to operational performance. Whilst the latter is clearly deserving of scrutiny if trends develop, consideration at committee

should focus on the ability to deliver Local Outcomes Improvement Plan (LOIP), Corporate Plan and Service Plan priorities. This half yearly performance report allows the service plan priorities, any relevant operational performance indicators and complaints data for Education, to be monitored by committee as outlined in the framework.

#### **4. SUMMARY OF PERFORMANCE**

4.1 At a meeting of the Children and Young People’s Service Committee on 21 November 2018, approval was given for the For Moray’s Children Education Vision and Strategy 2018-21 (para 10 of the minute refers). The document refers to both strategic and service level priorities and outcomes which are reported in two sections:

- Strategic Outcomes - LOIP and Corporate Plan outcomes pertinent to the service.
- Service Level Outcomes – reflecting service priorities which sit below strategic level.

4.2 A total of four strategic actions and 24 service level actions have been used to measure progress over the course of the six months, summarised in paras 4.3 to 4.10. Due progress against each action up to the 31 March 2020 was achieved. A number of actions are long term and progress on these will continue to be monitored and reported against.

<b>Level of Action</b>	<b>Number of Actions</b>	<b>Expected completion by end March 2020</b>	<b>Actual completion by end March 2020</b>
Strategic Outcome	4	4	4
Service Level Outcomes	24	24	24

#### **Strategic Outcomes - successes**

4.3 Within the LOIP priority, building a better future for our children & young people in Moray, progress has been made in closing the attainment gap with a clear focus on raising attainment through a revised strategy and practitioners guide launched with schools including targets for attainment going forwards. Improvements across key measures in senior phase and Broad General Education (BGE) have been noted. In ensuring children achieve their educational aspirations schools have embraced a rights approach, promoting growth mind-set which is underpinned by their vision and values. Children’s voice is increasing to inform school improvement, their experience and also how they wish to learn. (EDU1.1 &1.2)

4.4 Contributing to the Corporate Plan: ‘Provide opportunities where young people can achieve their potential’, there has been a four year improving trend across the BGE for both literacy and numeracy with continuing progress in meeting the stretch aims. This has been supported by Education Scotland grant funding for numeracy as well as local authority assessment and moderation strategy and associated Moray tracking systems and strategies. The use of Pupil Equity funding is targeted to improve outcomes for vulnerable children

including those who are care experienced. Improvements in tracking care experienced children are resulting in better outcomes and opportunities. (EDU2.1 & 2.2)

### **Service Level Outcomes - successes**

- 4.5 Within the service level priority 'Raising attainment and achievement for all', a number of collaborative approaches have been developed across all stages including the completion of the raising attainment strategy and increased scrutiny of attainment through school visits and reporting. The Moray Tracker has been established and is in use to track learner progress and identify emerging / existing attainment gaps, support is targeted and schools are trialling intervention mapping to measure impact. Engagement with families in developing opportunities to ensure positive relationships, improved behaviour and better learning continues to be a focus with a range of initiatives now in place to support family learning and share learning approaches with families. Empowering children and young people to be actively engaged with their learning has been strengthened through pathway planning, as well as initiatives such as the young leaders programme and the mentoring young talent initiative which is supporting young people who are in danger of not gaining a positive destination.
- 4.6 'Provide the highest quality Learning and Teaching delivered by our practitioners' has been progressed with a review of the learning and teaching strategy and an increased suite of resources to support schools improvement journey. Head Teachers have received intensive training in analysing and use of data to support pupil tracking and monitoring. The assessment and moderation strategy is being updated regularly and staff are taking part in authority and cross authority moderation training to support local understanding of standards around teacher professional judgement.
- 4.7 'Review and improve our Curriculum in the Broad General Education and Senior Phase. Education Scotland and Moray officers have delivered sessions on the refreshed curriculum narrative while support continues to be in place to review school rationales based on national expectations. A growing and responsive curriculum offer is being led by the senior phase curriculum working group. Slower progress has been made in further developing learner pathways due staff vacancies, however pathway planning meetings have been established and there is a focus on understanding those young people who have an unknown or planned destination. Support for young people continues through a range of programmes including Career ready, Young Applicants Schools Scheme and Meaningful May.
- 4.8 'Strengthen our processes for Self-evaluation for Self-improvement'. Updated school improvement planning guidance has been shared with schools as well as various tools and health check documents to aid school improvement. A culture of self-reflection is being encouraged and developed from learners evaluation of their and peers' work, staff reflection of practice, leaders evaluation of improvement and the increasing involvement of parents and other partners in this reflection. Collaborative approaches to validate self-evaluation and quality improvement are established through training of peer reviewers, Head Teacher School visits, Moray wide self-evaluation exercise to review the Schools and Curriculum Development Plan and self-evaluation work around the annual National Improvement Framework return.

- 4.9 'Meet the needs of all by Supporting Learners'. Improving children and young people's wellbeing is being embraced in schools through both rights and nurture approaches with many schools now achieving awards for Rights Respecting Schools. Pupil Equity Fund spending has been used creatively to best support children. Aligned to this quality assurance procedures and processes to support wellbeing have been established such as the use of the multi-agency practice hub (MAPH). The Moray Skills framework is in place across all establishments which supports the development of skills for life, learning and work across 3-18. Work continues with partners through pathway planning meetings for those pupils most at risk as well as a universal offer for all senior phase pupils.
- 4.10 'Build practitioner and learner capacity through Leadership at all levels'. Various programmes to build and sustain a culture of leadership across staffing levels are in place. Professional learning remains a focus with a range of groups established across subject areas and ASG to share best practice and develop joint action plans to the benefit of the wider schools community. A range of career long professional learning opportunities have been offered for staff aligned to the strategic plan including a bespoke programme for newly qualified teachers. The launch of the learning and teaching strategy was supported by a suite of the latest research linked to improving pedagogy and all staff in Moray received this training.

#### **Operational Indicators - successes**

- 4.11 In line with the Performance Management Framework, operational performance is reviewed quarterly by departmental management. Areas performing well and/or areas subject to a decreasing trend or where benchmarking results show performance below comparators will be reported to this committee for member scrutiny.
- 4.12 Improvement has been noted across the achievement of curriculum for excellence levels with a notable increase in pupils achieving expected levels. The percentage of P1, P4 and P7 pupils (combined) achieving expected literacy levels increased by 7% to 65% compared to last year, while the rate achieving numeracy increased by 6% to 70%. At S3 stage literacy achievement rates increased to 83% (up 4%) and numeracy was up 10% to 92% on the previous year. The improving trend reflects the significant work being carried out around learning and assessment, including moderation, however this will continue to be a focus as Moray remains behind the national average although the gap has closed. (CHN13a&b / SSE003 & 4)
- 4.13 Overall school exclusion rates (per 1,000 pupils) for Moray have reduced for the third consecutive period, to a rate of 22.7 in 2018/19 compared to 38 in 2012/13. The gap to the national average has closed significantly over the same period, with Moray now marginally above the national rate of 21.7. (CHN20a)

#### **Operational Indicators - challenges and actions to support**

- 4.14 The percentage of funded early years' provision in Moray which is graded good or better remains comparatively low at 75.4% in 2018/19. No

improvement has been made on the previous year with Moray now ranking as the lowest performing authority in Scotland and well behind the national rate of 90.6%. Additional support from an expanded Early Years' Teaching team will focus on supporting ELCs with improved attainment in numeracy, literacy and health and wellbeing by supporting the implementation of a CfE Early Level Progression Tracker which will link into the Moray tracker and support transitions into P1. Robust action plans devised by the Continuous Improvement Officers and shared with the Early Years' Teaching team will monitor improvement within settings not meeting the National Standard and provide timely training and support. An online training calendar which can be accessed by partnership and local authority practitioners will continue to identify priority areas of professional development and deliver this to our Moray ELCs through a mixture of Loom (virtual) or face to face events. Multi partnership inclusive practice modules will also be delivered by the Early Years Teaching team to ensure that all learners' needs are being met within settings. (CHN18)

- 4.15 The proportion of Moray pupils entering a positive destination post school (2018/19) slipped to 92.8%, down by 0.8% on the previous year and well behind the national average of 95%. The positive destination rates between Moray schools ranged from 88.1% to 97.7%. Additional support has been provided to schools to ensure that students achieve positive leaver destinations and that schools follow processes in recording leaver data. Further detail on 2018/19 leaver destinations can be found in the annual Education Public Performance Report <http://www.moray.gov.uk/downloads/file133990.pdf>. (CHN11)

### **Complaints & MP/MSP Enquiries**

- 4.16 Between October 2019 and March 2020, Education received 32 complaints. 34 complaints were closed during the period. Of the closed complaints 18 (53%) were resolved at frontline stage, four complaints were upheld, one was partially upheld and 13 were not upheld. Of the 16 investigative complaints closed during the period four were upheld, one was partially upheld, and 11 were not upheld. Eight extensions were granted during the period, four for frontline and four for investigative complaints. One complaint was escalated. 78% (14/18) of frontline complaints were closed within five days and 50% (8/16) of investigative complaints were closed within 20 days. Of the 12 complaints not resolved within the recognised timescales eight had been granted extensions. 21 MSP enquiries were received and 21 were resolved during the period.

## **5 SUMMARY OF IMPLICATIONS**

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

Performance measurement is used to ensure the efficient and sustainable delivery of services to meet the Council's priorities in both the Corporate Plan and the LOIP.

### **(b) Policy and Legal**

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

**(c) Financial implications**

None.

**(d) Risk Implications**

None.

**(e) Staffing Implications**

None.

**(f) Property**

None.

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

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

**(h) Consultations**

The Head of Education, Depute Chief Executive (Education, Communities and Organisational Development), Service Managers, Legal Services, the Equal Opportunities Officer, and Tracey Sutherland, Committee Services Officer have been consulted with any comments received incorporated into this report.

**6. CONCLUSION**

**6.1 As at the end of March 2020, planned progress against all strategic and service level actions has been achieved. A number of actions are long term and progress will continue to be monitored and measured in 2020/21. Of the 12 measured target indicators four are performing better than target, three are slightly below target and five are well below target.**

Author of Report: Neil Stables, Research & Information Officer  
Background Papers: Held by Author  
Ref:



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**REPORT TO: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT COMMITTEE ON 18 NOVEMBER 2020**

**SUBJECT: INITIAL ATTAINMENT REPORT FOR SECONDARY SCHOOLS 2020**

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

**1. REASON FOR REPORT**

1.1 To inform Committee of the SQA attainment across our secondary schools and for this data to be fully scrutinised as part of our raising attainment improvements and strategy.

**2. RECOMMENDATION**

2.1 It is recommended that Committee:

- (i) **scrutinises the Senior Phase Attainment across our Secondary Schools for session 2019/20 and notes the initial processes in preparation for exams in session 2020/21;**
- (ii) **note that school based attainment meetings took place in October and November 2020 and actions for improvement were agreed; and**
- (iii) **note that a follow up report of leaver destinations will be reported to Committee in April 2021 which will be supported by further attainment meetings which elected members will be invited to attend**

**3. BACKGROUND**

3.1 **SQA Attainment – Session 2019/20**

SQA announced on 19 March 2020 that this year's diet of exams would not go ahead due to the coronavirus pandemic and schools across Scotland closed on 20 March 2020.

- 3.2 SQA results were received as expected on 4 August 2020 for all our senior pupils. On 11 August 2020, the Deputy First Minister announced that further to the release of SQA results on 4 August 2020 and in response to concerns from a range of stakeholders, all candidates would now be awarded their estimate grade if this was higher than the grade awarded on 4 August 2020 or the grade awarded on 4 August 2020 if this was higher than the estimate.
- 3.3 In addition and due to a variety of reasons, a decision was made by Scottish Government in September 2020 that the Insight data release we usually receive in September each year for cohort attainment across S4, S5 and S6 performance would not be released this year.

The usual Senior Phase Benchmarking Toolkit is a holistic approach to attainment and performance and allows comparison with virtual comparators and on a national basis. This normally allows analysis of the following:

- Improving attainment in Literacy and Numeracy
  - Improving attainment for all
  - Increasing post-school destinations
  - Tacking disadvantage by improving the attainment of lower attainers relative to high attainers
- 3.4 Senior Phase Attainment Meetings have taken place with all secondary schools to analyse the SQA performance data and to set actions for improvement appropriate to all schools on an individual basis.
- 3.5 As such, the attainment data presented to Committee within this report is collated from SQA results across the senior phase and will cover the following:
- S4 breadth and depth attainment at SCQF level 5
  - S5 breadth and depth attainment at SCQF level 6
  - S6 breadth and depth attainment at SCQF levels 6 and 7
  - Overview of subject performance
  - Attainment in senior phase from courses provided through UHI, Moray College
- 3.6 Our recent Best Value Audit Report for Moray highlighted poor levels of attainment for a number of measures; this was extracted from our attainment data for session 2017/18. Within this Committee report, data from 2017/18 is noted along with data from 2018/19 and 2019/20 in order to demonstrate progress made to date as well as actions for improvement in place to ensure this improving trend continues.

## **4 SENIOR PHASE ATTAINMENT ANALYSIS OVERVIEW**

### **4.1 S4 Breadth and Depth attainment at SCQF Level 5**



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

<b>Moray</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
1 @ Level 5	75.7%	78.6%	82.3%
3 @ Level 5	52.2%	55.0%	61.4%
5 @ Level 5	30.9%	32.5%	39.2%
6 @ Level 5	20.8%	20.5%	27.8%
7 @ Level 5	0.0%	0.1%	9.4%

The above data demonstrates an improvement across all measures in 2020, and for almost all areas this is a trend over the 3 year period. For the first time we are also presenting the trend for attainment of 6 and 7 qualifications at level 5. This shows a positive position with 4 of our schools presenting a number of pupils for 7 level 5 qualifications and as a result we have the emergence of a strong performance for this measure. This is primarily for those pupils presented for Applications of Maths alongside Mathematics at National 5 level. Work has already started with all schools to ensure more pupils across all of our schools have the opportunity to undertake 7 and more level 5 qualifications in S4 with this initially being for Application of Maths but will extend to other subject areas as appropriate.

Our targets for session 2020/21 are:

<b>Moray</b>	<b>2021</b>
1 @ Level 5	85%
3 @ Level 5	65%
5 @ Level 5	42%
6 @ Level 5	31%
7 @ Level 5	15%

#### 4.2 S5 Breadth and Depth attainment at SCQF Level 6

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

This data is based upon the S4 cohort numbers who continue to S5 and is not for all pupils who were still in school for S5. This is a normal measure for measuring performance with SQA qualifications.

<b>Moray</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
1 @ Level 6	53.7%	46.0%	56.8%
3 @ Level 6	33.8%	27.5%	33.4%
5 @ Level 6	13.9%	11.7%	13.3%

There is an improving trend for 1 pass at level 6 and for 3 and 5 passes at level 6 there is an improvement from 2019. S5 attainment continues to be an

area of focus across Moray and is supported through our ongoing review of the curriculum provision at SCQF level 6 across our schools to ensure that we provide a responsive and appropriate offer for all learners.

Our targets for session 2020/21 are:

<b>Moray</b>	<b>2021</b>
1 @ Level 6	61%
3 @ Level 6	36%
5 @ Level 6	16%

#### 4.3 S6 Breadth and Depth attainment at SCQF Levels 6 and 7

This measures how many qualifications S6 learners achieved SCQF level 6 and 7 qualifications; this includes Highers and Advanced Highers as well as others, including Skills for Work and National Progression Awards at level 6 and 7. This is an accumulation of level 6 and 7 attainment which may have been achieved prior to S6 within the Senior Phase. Similarly, to S5 performance, we are continuing to develop the curricular offer for S6 pupils.

This data is based upon the S4 cohort numbers who continue to S6 and is not for all pupils who were still in school for S6.

<b>Moray</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
3 @ Level 6	38.1%	42.2%	37.9%
5 @ Level 6	25.2%	26.9%	26.1%
1 @ Level 7	17.6%	16.5%	18.6%

Our S6 attainment is variable across achievement of both 3 and 5 qualifications at SCQF level 6 with young people achieving at least 1 Advanced Higher is displaying an improving trend. There is still work to do across our S6 curriculum offer and demonstrated attainment.

Our targets for session 2020/21 are:

<b>Moray</b>	<b>2021</b>
3 @ Level 6	44%
5 @ Level 6	30%
1 @ Level 7	20%

#### 4.4 Actions for Improvement for Breadth and Depth Attainment

A range of actions for improvement have been put in place to further improve our breadth and depth attainment following data and trend analysis and secondary school attainment meetings. These will be monitored and followed up by central officers on a school by school basis throughout the session.

- Cohort and group based tracking and monitoring to support interventions for improved attainment
- Increased focus on target setting through Universal Pupil Support interventions and regular department meetings
- Inservice focus in November on attainment and readiness and responsiveness for SQA exam diet 2021
- Authority-wide focus on high quality learning and teaching, embedding Our Moray Standard across all schools
- Launch and implementation of Moray Raising Attainment Strategy, Toolkit and Practitioner Guide
- Review of curricular provision including range and number of qualifications on offer to support all learners using consortia approaches as well as virtual solutions
- Provision of study support at school level as well as national support through eSgoil supported study sessions available virtually

#### 4.5 Subject Performance at National 5, Higher and Advanced Higher Level

At National 5 level, from the 33 subjects presented across Moray schools, the average pass rate for S4 pupils was 91%; this is an increase of 9% from 2019. Within our schools this ranged from 85.8% to 97.1%.

At N5 our highly positive subject attainment is in Art and Design, Dance, Design and Manufacture, Drama, French, German, Music, Practical Woodworking, Spanish pre update and this improved to most subjects post update with some work to continue improvement in the Sciences, Geography, Maths

At Higher Level, from the 33 subjects presented, the average pass for S4 pupils was 89.3%; ranging from 81.4% to 96% across our schools. This is an increase of 15% from 2019.

At Higher our highly positive subject attainment is Art and Design, Dance, Design and Manufacture, French, Music pre update and this improved for most subjects post update with some work to improve in Sciences, Engineering Sciences.

Subject performance has been reviewed at school and local authority level and support and challenge is in place for ongoing subject group meetings as we prepare for the expectations and requirements for SQA Exam Diet 2021.

#### 4.6 Actions for Improvement for Subject Based Attainment

A range of actions for improvement have been put in place to further improve our attainment and estimate rigour. These will be monitored and followed up by central officers on a school by school basis throughout the session as well as by school senior leaders.

- Subject group meetings to support data and trend analysis and dissemination of good practice
- School based department attainment meetings, some of which supported by central officers
- Familiarisation with National 5 assessment and moderation requirements and school and authority processes to support this
- SQA Understanding Standards and associated webinars
- Higher and Advanced Higher assessment changes and associated changes to learning and teaching approaches
- School and authority quality assurances process during session 2020/21

4.7 Moray College continues to provide a range of qualifications for senior phase pupils at National 5 and Higher level as well as Skills for Work (SfW) courses and National Progression Awards (NPA) at levels 4 and 5. The SfW and NPA course provide a high proportion of passes and this supports continued engagement with the college post school as well as links to apprenticeship programmes.

At National 5 and Higher level the performance is noted below for A-C passes for 2018 - 2020:

	2020	2019	2018
	A-C	A-C	A-C
H ESOL	100%	80%	100%
H Psych	74%	40%	70%
H Sociology	100%	50%	31%
N5 ESOL	100%	75%	100%
N5 Practical Cookery	90%		
N5 Psychology	86%	70%	82%

National 5 attainment is broadly in line with previous years; 2020 saw an improvement in H Sociology with a decline in numbers presented however and H Psychology continues to be a concern from Moray College. These results will be addressed and discussed at our College Attainment Meeting this term.

#### 4.8 Actions for Improvement of Moray College Attainment

As stated, the attainment for Skills for Work and National Progression Awards continues to be positive for Moray senior phase learners, however a range of actions for improvement have been put in place to further improve National Qualification attainment at National 5, Higher and Advanced Higher level. These will be monitored and followed up by the authority Moray College link throughout the session.

- Moray College attainment meeting attended by central officers and school based representative

- Enhanced tracking and monitoring processes shared regularly with each school
- Regular discussions re early warning and interventions for pupils as required
- Mid-session progress meeting re attainment and improvement status
- Extension of partner offer to include eSgoil and the Northern Alliance Digital Depute Headteacher who is supporting in this area

## **5. SENIOR PHASE SQA EXAM PROCESSES FOR 2021**

- 5.1 It was announced on 7 October 2020 by the Deputy First Minister that following an external review, National 5 examinations would not take place for session 2020/21. Instead, there would be the submission of estimates supported by a revised assessment process which will be supported and moderated by internal school and authority processes as well as external SQA procedures. Following the estimate process undertaken for exam diet 2020, all schools in Moray are well placed to build on the good practice and all schools and their SQA coordinators are working closely with the local authority SQA lead to develop and implement a rigorous and reliable system to ensure that all pupils are provided with a fair and equitable approach to estimates and attainment.
- 5.2 The Higher and Advanced Higher exams will take place within a condensed exam diet with will start later than usual to allow for extended opportunity for learning, teaching and assessment in preparation to enable positive preparation for these exams; given that the S5 pupils attempting Higher exams have not yet sat a formal SQA exam due to the cancellation of exams last year. We will work closely with schools and practitioners to enable learners to be fully prepared for these exams. The SQA and Scottish Government are currently working on a set of contingency plans should the Higher and Advanced Highers not take place and committee will be updated should this arise.

## **6. 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**

There are no legal implications arising from this report.

### **(c) Financial implications**

There are no financial implications arising directly from this report.

### **(d) Risk Implications**

There are risk implications as to how this attainment dataset will be used as comparator data for the next 3-5 years and may skew future performance reporting.

**(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, Communities and Organisational Development, Paul Connor, Principal Accountant, Equal Opportunities Officer, Human Resources Manager have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

**6. CONCLUSION**

**6.1 The Committee is invited to consider and note the SQA estimate process in preparation for the full 2020 attainment report at the next Committee meeting**

**6.2 The Committee is asked to consider the potential impact on exams and performance for session 2020/21**

Author of Report: Karen Lees, Quality Improvement Manager

Background Papers:

Ref:



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**REPORT TO: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT COMMITTEE ON 18 NOVEMBER 2020**

**SUBJECT: MORAY RAISING ATTAINMENT STRATEGY**

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

**1. REASON FOR REPORT**

- 1.1 To inform the Committee of the new Moray Raising Attainment Strategy in order that this can be scrutinised and approved.
- 1.2 This report is submitted to the Education, Communities and Organisational Development Committee following a decision of Moray Council on 17 June 2020 to agree a simplified committee structure as a result of the COVID-19 pandemic. In the case of this committee the combining of the delegated responsibilities of Children and Young People Services, Governance, Strategy and Performance, (para 9 of the minute refers)

**2. RECOMMENDATION**

- 2.1 It is recommended that Committee::
- (i) **scrutinise the Moray Education Raising Attainment Strategy, Toolkit and Practitioner Guide;**
  - (ii) **note that the documentation is clearly linked to local and national priorities and performance measures; and**
  - (iii) **approve the Strategy for implementation and use for 2020-2023 across all Moray schools as an integral component of improving performance.**

**3. BACKGROUND**

- 3.1 The previous Moray Raising Attainment Strategy was in place from 2014 and in line with changing national and local priorities was required to be updated.
- 3.2 A working group was set up in late 2018 with colleagues from across Moray in order to develop a revised Raising Attainment Strategy to meet the aims of education performance improvement in line with local and national initiatives and priorities.

- 3.3 The working group comprised headteachers, depute headteachers, principal teachers and class teachers across primary and secondary sectors as well as central officers.
- 3.4 The strategy was completed in December 2019 and was due to be launched and implemented in early 2020 but this was halted due to the coronavirus and subsequent school closures for the remainder of session 2019/20.
- 3.5 The Raising Attainment Strategy is now completed with an additional section on COVID-19 and the implications and actions associated to support schools in raising attainment and improving performance across all our schools.
- 3.6 The Strategy comprises 3 components:

#### Raising Attainment Strategy – Appendix 1

- Introduction
- Getting it right for all our young people in Moray
- Parents and Families
- Target Setting and Benchmarking against National Standards
- Ongoing Impact of COVID-19

This element of the strategy provides an overview of our strategic approach to raise attainment and improve performance in our schools. It is clearly linked to local and national policy and expectations, including the recent Best Value Audit Report.

#### Raising Attainment Toolkit – Appendix 2

- National and Local Priorities
- Key Performance Indicators and Targets for Improvement
- Career Long Professional Learning
- How Good is our School 4 – Health Check
- Raising Attainment Reflective Toolkit
- Attainment and Achievement Timeline
- Senior Phase Attainment Meetings
- Broad General Education Attainment Meetings
- Engaging Families and Communities – A Toolkit for Schools

The toolkit element of the strategy provides a range of interventions and supports for schools to support improving attainment and includes a range of targets for Broad General Education and Senior Phase attainment.

#### Practitioner Guide to support practitioners in school – Appendix 3

This element of the strategy provides practitioner overview, which will be reviewed and updated on an annual basis.



- 3.7 The Raising Attainment Strategy is to be launched at the Headteacher meeting on 5 November 2020 and targets, initiatives and expectations will be an ongoing focus for central officer engagement and support and challenge.

#### **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**

There are no financial implications arising directly from this report.

**(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, Communities and Organisational Development, Paul Connor, Principal Accountant, Equal Opportunities Officer and Human Resources Manager have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

#### **5. CONCLUSION**

**5.1 The Committee is invited to consider and note the Raising Attainment Strategy for Education and accompanying support materials**

**5.2 The Committee is asked to approve the Strategy for use in Moray schools for 2020-2023**

Author of Report: Karen Lees, Quality Improvement Manager  
Background Papers:

Raising Attainment Strategy – Appendix 1

Raising Attainment Toolkit – Appendix 2  
Practitioner Guide to support practitioners in school – Appendix 3

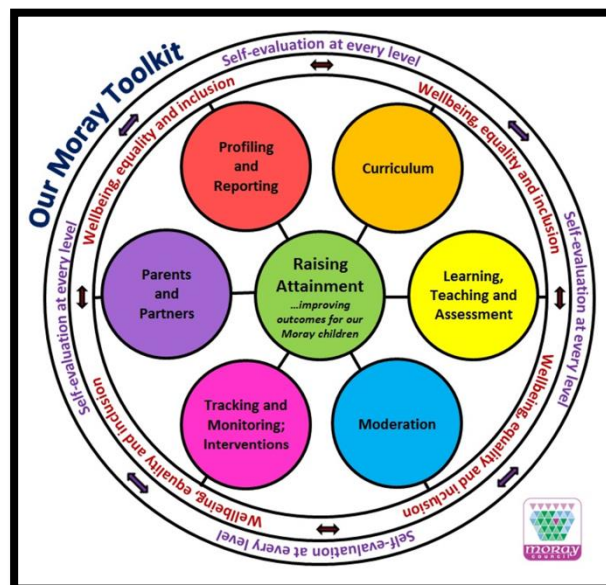
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*September 2020*

# RAISING ATTAINMENT STRATEGY 2020 - 2023



# RAISING ATTAINMENT STRATEGY

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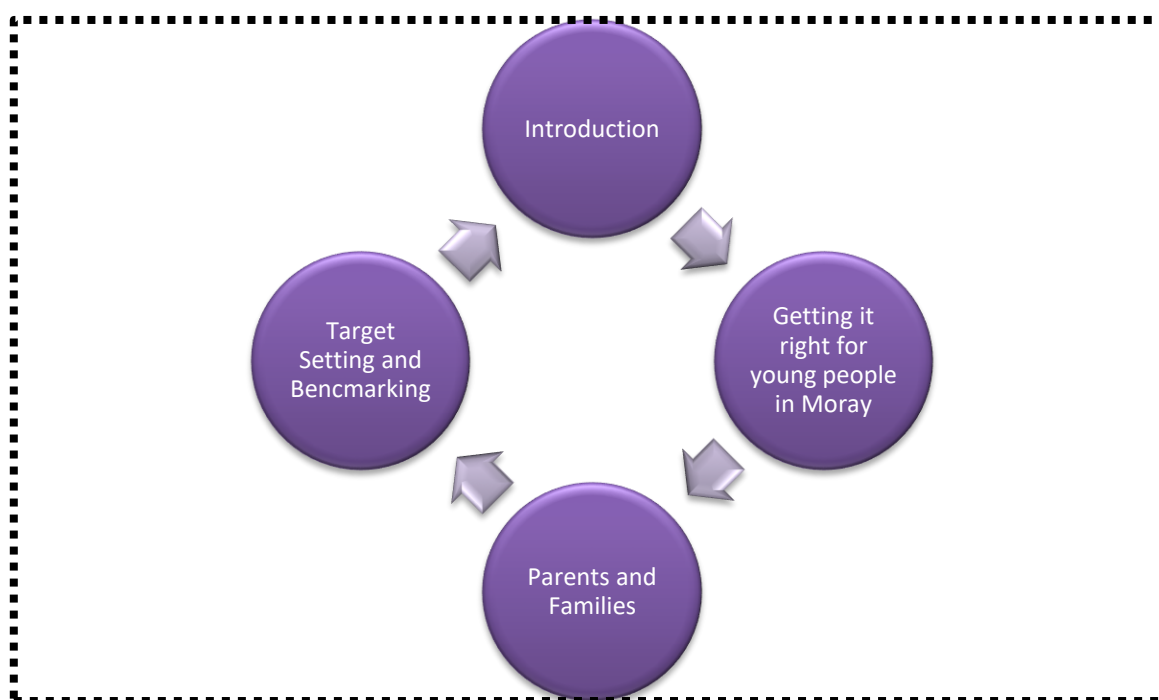
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## RAISING ATTAINMENT TOOLKIT

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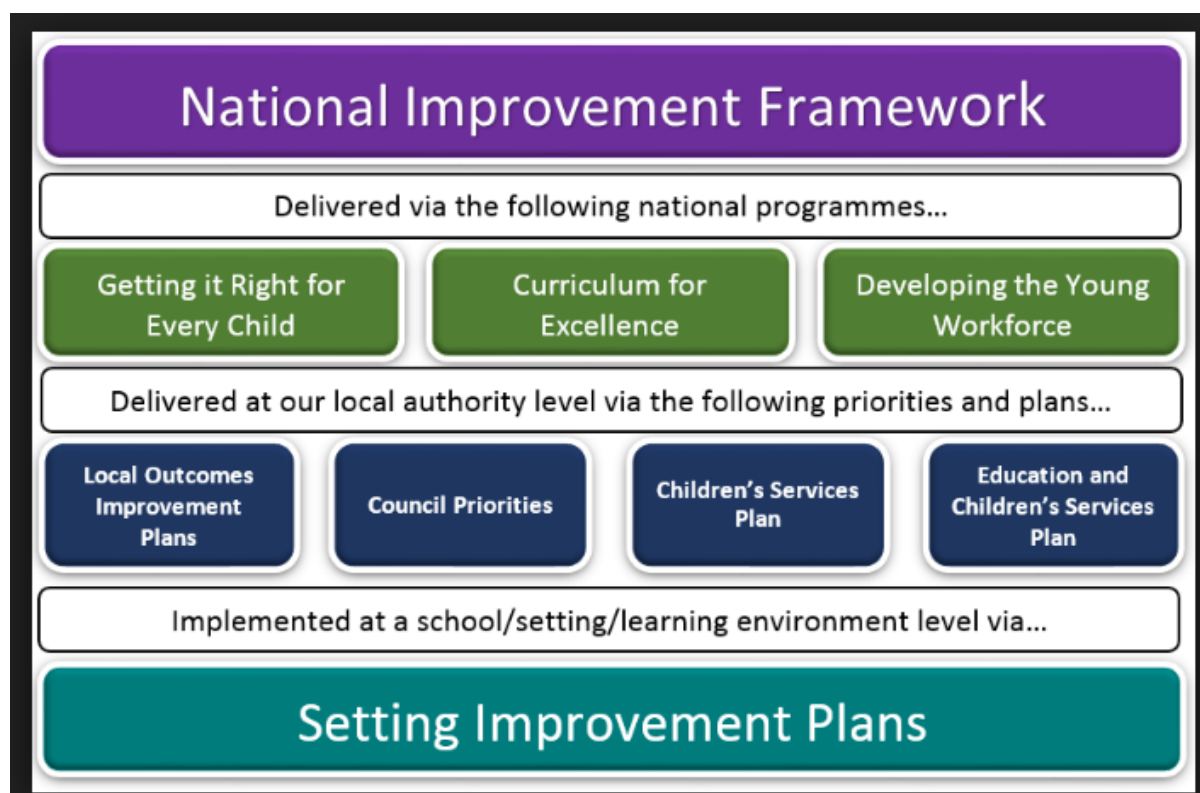
Practitioner Raising Attainment Strategy – 2020/21



## 1 - INTRODUCTION

Our aim is to present a strategy which sets out our expectations for Moray, identifying excellent and innovative practice to develop our collective responsibility for ensuring we are all truly ambitious for young people in terms of their attainment and achievement – there should be no limits to the potential of our learners in Moray.

The vision and priorities for Scottish education complements the ongoing implementation of Curriculum for Excellence (CfE), Getting It Right for Every Child, and Developing the Young Workforce, which are the three supporting pillars of the Scottish education system.



### Members of the Raising Attainment Working Group

Karen Lees, Quality Improvement Manager  
Caroline Boyd, Depute Headteacher, Speyside High School  
Stephanie Gibson, Headteacher, St Gerardine Primary School (retired)  
Kevin Pirie, Depute Headteacher, Keith Grammar School  
Adam MacLeod, Depute Headteacher, Milne's High School  
Elaine Milne, Headteacher, New Elgin Primary School  
Julie Morgan, Principal Teacher Maths, Keith Grammar School  
Angela Stuart, Depute Headteacher, Seafield Primary School  
Gillian Ross, Headteacher, Lhanbryde Primary School

## **The Vision for Education in Scotland**

The National Improvement Framework presents an expectation that we ensure high levels of attainment and achievement for our children and young people. There are 4 main priorities of the National Improvement Framework

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people



### **Excellence and Equity**

- Excellence through raising attainment: ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed
- Achieving equity: ensuring every child has an appropriate opportunity to succeed, with a particular focus on closing the poverty-related attainment gap

Attainment is the measurable progress which children and young people make as they advance through and beyond school, and the development of the range of skills, knowledge and attributes needed to succeed in learning, life and work.

The Scottish education system works well for most children and young people who make good progress in their learning. However, there is still a gap between the progress which is made between those living in Scotland's least and most deprived areas.

Pupil Equity Funding is additional funding which is allocated directly to schools. Publicly funded primary, secondary and special schools receive a monetary allocation for each child in Primary 1 to S3, or equivalent based on particular eligible criteria being agreed. National Operational Guidance has been published on the Scottish Government website as well as Moray PEF Guidance for Schools.

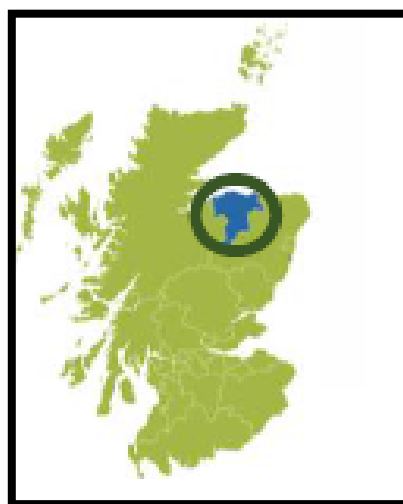
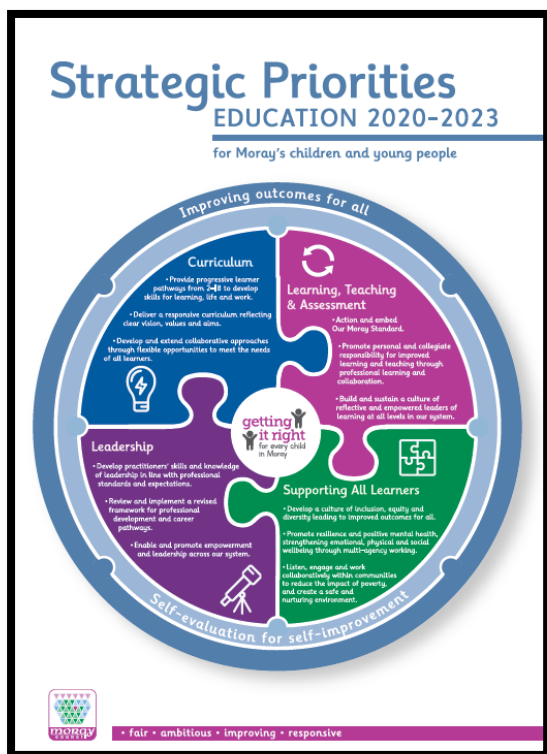
## The Vision for Education in Moray

As practitioners in Moray, in order to achieve our Education vision – it is essential that “... we continue to ensure a relentless focus on improving outcomes for all children and young people in Moray, providing opportunities to build on prior levels of attainment and set high levels of expectation for ourselves, our learners and parents and partners.”

This Raising Attainment strategy outlines the vision, priorities and expected outcomes of Moray Education in raising educational attainment and achievement for all young people, and in closing the attainment gap between children and young people living in our most and least deprived communities. This will ensure that all your young people have the best outcomes for all at every life stage.

We have a relentless focus on attainment and achievement supported by a collective approach to providing an aspirational curriculum and consistent, high quality learning and teaching. This is reinforced by strong partnerships with community partners and parents to ensure support and challenge for our learners through a range of interventions. More detail is provided on this area in the Moray Learning and Teaching Strategy – “Our Moray Standard”.

Within this strategy, we intend to ensure that we build on the excellent practice in place and use what we know works. We will use our professional development, evidence and data to continuously improve.



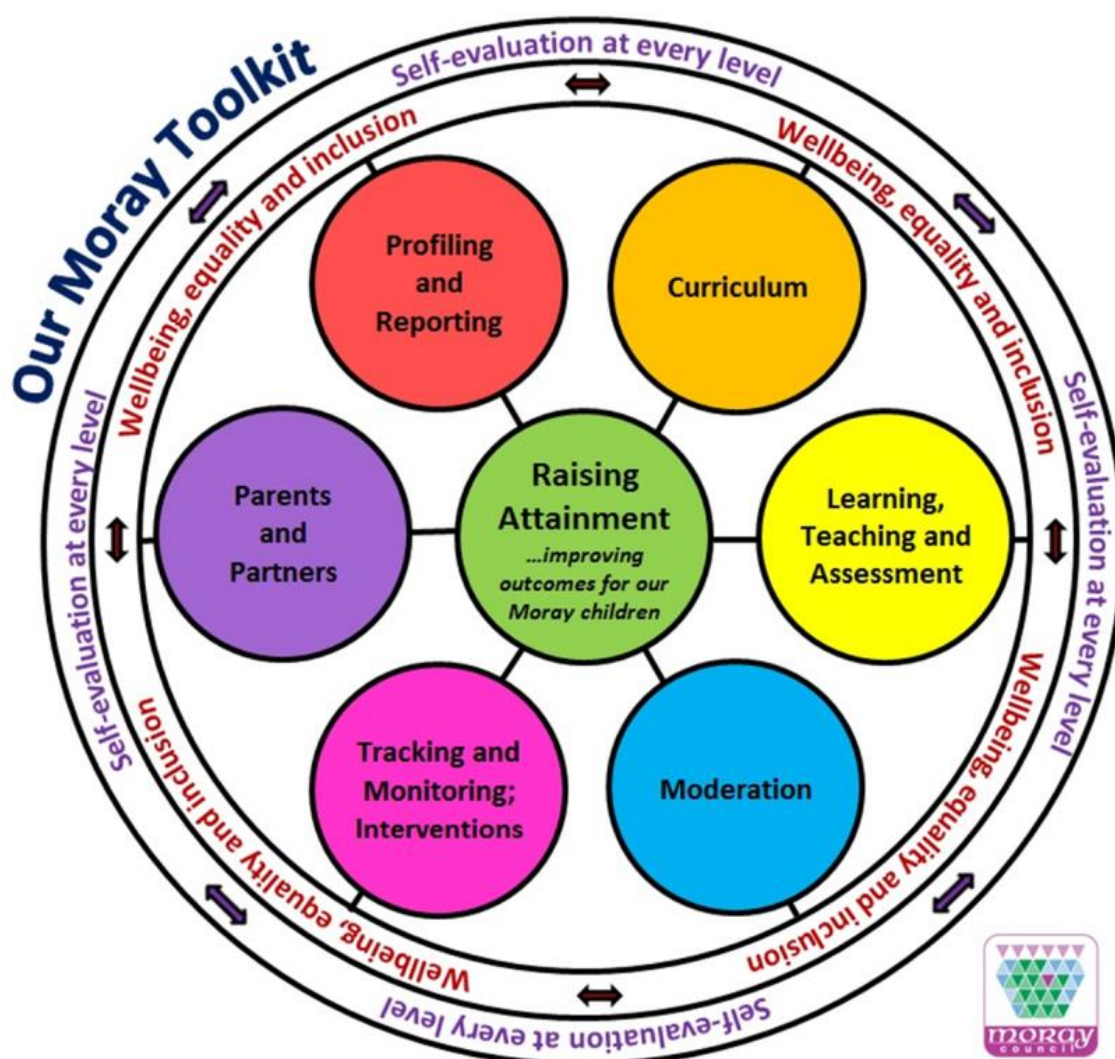
## The Moray Toolkit

“Improving outcomes for Moray’s children and young people” is a key aim for Moray in terms of raising standards of attainment and achievement. To do this, we need a clear set of guidelines and expectations to share with our learners, our parents/carers and all our staff and our partner providers.

This toolkit provides that foundation for the Moray guidance provided to our establishments and the expectations arising from this. This is a model of how our establishments work and how we work together to improve outcomes for children and young people in challenging them to support raising attainment and achievement.

**Raising attainment** is at the centre of our relentless focus to improve outcomes for children and young people and to ensure that we provide opportunities to pursue best life chances.

This is determined through the main drivers within the Moray Toolkit:





## The Moray Toolkit Exemplification

Raising Attainment ... improving outcomes for our Moray children		
<p style="text-align: center;"><b>Curriculum</b></p> <p>Placing the needs of the learner at the centre of curriculum rationale and design, taking account of the uniqueness of the school and reflecting the local context. Consideration is given to the 4 contexts of learning, the 7 CFE design principles and development of skills for life, learning and work, ensuring flexible learning pathways.</p>	<p style="text-align: center;"><b>Learning, Teaching and Assessment</b></p> <p>All learners benefit from consistently high quality learning experiences through a positive ethos and culture supportive of children's rights. Learning experiences are challenging and enjoyable, with pupils taking responsibility for their learning and clear about their progress and next steps. Learners and practitioners benefit from consistent approaches to the components of an agreed learning cycle.</p>	<p style="text-align: center;"><b>Moderation</b></p> <p>Proportionate, planned and agreeing standards for consistency in all areas of the moderation cycle. A focus on sharing standards, collegiate working and cross-school and cross-sector working. Continuing to increase confidence in teacher professional judgements made on learner progress and achievement, engaging collaborative working from the planning stages to evaluation of outcomes.</p>
<p style="text-align: center;"><b>Tracking and Monitoring; Interventions</b></p> <p>Ensuring manageable processes are in place to monitor and evaluate learner progress. There is clear attainment data in all curricular areas, where appropriate, with all staff involved in data interrogation and clear information is available on achievement, progress and next steps. Interventions are used to support and challenge attainment of all learners and these are timely and monitored regularly in order to ensure that they are impacting positively on our learners.</p>	<p style="text-align: center;"><b>Parents and Partners</b></p> <p>Children and families are actively engaged in transitions at all stages. Good use is made of tracking and monitoring, profiling and personal learning planning to identify strengths and next steps. Establishments have clear strategies to support family learning and parental engagement in their child's progress and in the life and work of the school, effectively supporting all young people to achieve the highest levels of attainment and achievement, supporting them onto positive sustained destinations.</p>	<p style="text-align: center;"><b>Profiling and Reporting</b></p> <p>Establishments use a range of approaches to profiling and reporting and ensure that children reflect on their learning in a regular, meaningful and purposeful manner throughout the year. Establishments have agreed reporting formats and methodologies and parents/carers are fully engaged and supportive of their child's learning and progress.</p>

## **Raising Attainment in Moray**

The main activities of Education during the period of the strategy will be to:

- Work towards the development and implementation of the **Moray Education Strategic Plan 2020-2023**
- Create and implement **school improvement plans** which focus on raising attainment through high quality learning and teaching, partnership working and supporting learners
- Develop rigorous **self-evaluation** which involves all stakeholders to use a range of approaches to ensure data, views and observations are in place to guarantee improved outcomes for our children and young people – guidance and support for this is within the **Moray Self Evaluation for Self Improvement Strategy and HGIOS4 Heathchecks**
- Ensure consistent, high quality and effective learning and teaching in all establishments, embedding “Our Moray Standard” - guidance and support for this is within the **Moray Learning and Teaching Strategy and Moray Assessment and Moderation Guidelines**
- Develop a **curriculum** which creates an ethos of ambition and aspiration in all our learners to experience a range of learner pathways
- Develop **professional learning and development** for staff to enrich their practice in the delivery of high quality experiences and outcomes for all children and young people
- Develop a culture of **looking outward** in order to review and apply emerging practice
- Continue to embed effective **tracking and monitoring** and develop target-setting to monitor and improve attainment and achievement for all - guidance and support for this is within the **Moray Tracking and Monitoring Strategy**
- Develop the role of the key adult through **universal pupil support** opportunities to use learning conversations to support learners in knowing where they are in their learning and what their next steps are to progress
- Provide a range of opportunities to engage **parents and partners** in supporting children and young people to be successful and ensuring engagement and participation is at the heart of partnership approaches

# COLLABORATIVE PRACTICE TO RAISE ATTAINMENT IN MORAY



## Everyone's Responsibility

- Create a clear vision of a better future
- Promote a culture of Excellence and Equity
- Aspire to the highest levels of achievement
- Nurturing ethos and health and wellbeing culture which is responsive to the needs of learners
- Build, maintain and review partnerships with other professions and agencies to support the learning, pastoral and emotional needs of learners
- Build a shared vision to support the improvement of teaching and learning and set consistently high expectations to meet the vision for our children and young people

## Middle Leaders

- Promote ambition and set high expectations of professional learning and ensure opportunities which deliver this
- Promote professional development programmes to support raising attainment through robust self evaluation and use of data
- Ensure highly effective planning and pedagogical approaches are in place
- Ensure learners have high quality universal and targeted support to meet their needs
- Provide support to remove barriers to learning and engagement with parents and learners
- Ensure that Staged Intervention and GIRFEC principles are implemented to meet the needs of all learners

## Children and Young People

- Be the best you can be
- Take leadership of your own learning, recognising successes and achievements
- Have a clear voice in improvement activities
- Engage with your key adult in school through pupil support mechanisms
- Set ambitious targets which are regularly tracked and monitored
- Engage in discussion about your progress and next steps across the curriculum through learning conversations, profiling and reporting
- Entitlement to a wide range of opportunities in order to achieve success

## All Staff

- Show commitment to raising learners' expectations of themselves and others and their level of care for themselves and for others
- Engage in regular learning conversations with pupils, including next steps in progress
- Use a range of assessment tools in order to make a judgement about progress and achievement
- Use of a range of valid and reliable data to support improvement
- Ensure that Staged Intervention and GIRFEC principles are implemented to meet the needs of all learners
- Plan appropriately, in different contexts and over differing timescales, for effective teaching and learning in order to meet the needs of all learners
- Identify effectively barriers to learning and respond appropriately, seeking advice in relation to all learners' needs as required

## Parents, Carers and Families

- Work in partnership with schools to improve outcomes for children
- Engage in opportunities to discuss learning with staff and agree targets together
- Take part in family learning opportunities
- Encourage high expectations for your child's future
- Take up opportunities to support your child's wellbeing and learning
- Plan learning opportunities together
- Make sure your child is ready to learn and achieve by being well nourished and rested, with appropriate use of screen time and social media

## Senior leaders

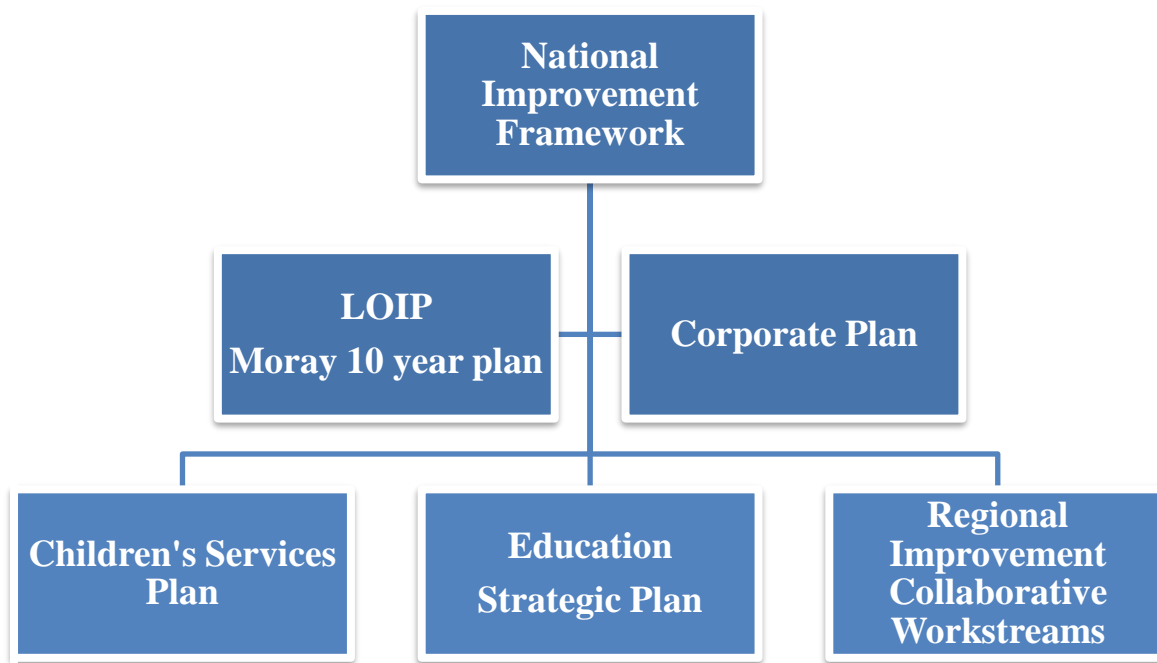
- Lead a whole school approach to raising attainment for all pupils
- Build a shared vision to support the improvement of teaching and learning
- Identify strategic priorities through effective self evaluation and improvement planning
- Provide ongoing support through coaching and mentoring
- Gather, analyse and use data to improve outcomes for learners
- Ensure the curriculum provides varied pathways towards positive destinations and develops skills for life, learning and work
- Support families to be engaged in their children's learning
- Produce clear and informed reports which discuss learners' progress and matters related to personal, social and emotional development

## Moray Education

- Implement a strategic plan outlining systems, processes and measures for performance monitoring
- Provide guidance and support innovation in strategic areas
- Develop leadership capacity and career development opportunities
- Provide effective professional support for practitioners
- Provide relevant and extensive data relating to communities which can be interrogated for an overview of performance across the authority and comparisons nationally
- Ensure a consistency of approach in relation to data gathering, tracking and monitoring and the use of data

## An interconnected approach

There are a number of frameworks and policies in place across Scotland and Moray which direct our approach to improving attainment in our establishments (as shown below).



These include:

- National Improvement Framework
- Moray 10-Year Plan - Local Outcomes Improvement Plan (LOIP) – Moray 2027
- Corporate Plan
- Regional Improvement Collaborative – Northern Alliance Workstreams
- Moray Children’s Services Plan 2020-2023
- Education Priorities 2020-2023

This is also a key component of the Moray Best Value Audit Report action plan.

An over view of the above plans and links to the relevant documents are included in **Appendix 1**.

## **2 – GETTING IT RIGHT FOR ALL OUR YOUNG PEOPLE IN MORAY**

Moray is not a Scottish Attainment Challenge Authority and has no schools which fall into this category. As a local authority, Moray does not fall into the traditional measure of Scottish Index of Multiple Deprivation (SIMD); Moray is a rural area and ranks highly for access deprivation, which is measured by the on journey time to services such as a doctor, shop and post office. In 2020, 31.0% of Moray's population (31,775 people) were in the bottom 20% access deprived areas in Scotland. This presents us with challenges in ensuring that our rural communities can access services and that people can connect with each other to avoid social isolation and the negative outcomes that isolation can lead to.

### Area

2,238 sq km (864 sq miles); the 11<sup>th</sup> most sparsely populated area in Scotland  
40.8% of the population live in a rural area (*remote rural / accessible rural*)  
4.1% live in settlements with fewer than 500 people

### Household Fuel Poverty (2016-18)

33% of households in fuel poverty (Scotland: 25%)  
20% of households in extreme fuel poverty (Scotland: 12%)

### Children Living in Poverty (2017-18)

20.5% children live in poverty (equating to over 3,300 children aged under 16) (Comparator Authority Average: 21%) *End Child Poverty estimates*

Moray has 0.14% of Scotland's most deprived datazones (675 people or 0.7% of Moray's population) *SIMD 2020*

Moray has 0.59% of Scotland's least deprived datazones (6,675 people or 7.0% of Moray's population) *SIMD 2020*

Research shows that for many people, Moray is a great place to live with relatively low unemployment, an enviable natural environment, low levels of crime and good public services. However, Moray has pockets of inequality, deprivation and poverty which are experienced on both an individual level and collectively in some small geographical areas. There is a variation in outcomes for smaller communities in Moray this is presented within aspects of rural poverty as well as subsequent access issues such as delivery of and access to services, and social isolation.

### School Attainment (2018/19)

58.7% of pupils left school with one or more SCQF level 6 or 7 (Scotland: 66.2%)

### Attendance (2018/19)

95.0% primary (Scotland: 94.5%)  
92.0% secondary (Scotland: 90.7%)

### Positive Destinations (2018-19)

Initial destination 92.8% (Scotland: 95.0%)

9 months on 92.4% (Scotland: 92.9%)

### Moray College Students (2017-18) *(no update available – requested 2018-19 update)*

69% successful completions (Further Education) (Scotland: 74.6%)

1,962 full time / part time students (up from 1,556 in 2012/13)

### Qualifications: Working Age Population 2019

40.2% have NVQ4+ (Scotland: 45.3%)

9.1% have no qualifications (Scotland: 9.8%)

Both Primary and Secondary attendance rates (2018-19) show similar patterns when using Scottish Index of Multiple Deprivation (SIMD) data. SIMD decile 1 refers to young people with postcodes within datazones identified as being the 10% most deprived in Scotland according to SIMD, whilst decile 10 refers to those young people with postcodes in the top 10% of the least deprived datazones according to SIMD. For the first time in Moray there were schools within datazones ranked in decile 1 (SIMD 2020) and the impact of this will be a focus for ongoing monitoring and action.

Attendance rates appear to show there is a correlation with a pupils SIMD ranking, with attendance rates on average lower for young people from the more deprived areas (deciles 2-5) when compared to those from the least deprived areas (deciles 7-10). Primary school attendance rates range from 93.9% (decile 4) to 95.9% (decile 9), a difference of 2.0%. Secondary school attendance rates show an even greater gap in attendance rates when using SIMD data, with attendance rates ranging from 89.9% (decile 5) up to 93.9% (decile 9).

With just over 30% of Moray pupils ranked in SIMD deciles 2-5 based on their postcode, the lower attendance rates for this grouping will impact on their learning and school leaver options. This is particularly true for secondary school pupils where the attendance rates for deciles 4 and 5 are notably lower than against the Moray average and the least deprived pupils.

## Using Data to Identify Gaps

Curriculum for Excellence	Getting it Right for Every Child	Developing the Young Workforce	Equity
Attainment	Attendance Wellbeing	Positive Destinations	SIMD, FSM
SNSA	Exclusions	Business Partnerships	Tariff Scores
BGE Benchmarking Tool - ACEL	Parental Engagement	Work Experience/ Volunteering	Participation
Senior Phase Results	ASN LAC	Moray Skills Pathway	Cost of the School Day

- Gather data through robust tracking systems
- Interrogate data at all levels – classteacher, SLT, LA
- Link to information about families – SIMD, FSM, local knowledge, parental engagement
- Understanding what the data is saying – identifying the gap – group and individual
- Data over time – comparison year on year and progress of cohort over years
- Comparison to data within ASG, Moray, Nationally
- Consideration of all learners – 206020
- Ensuring a broad base of evidence/data considered
- Lack of engagement during COVID-19

### Clear expectations

- Comparing school data to Moray data – set targets – school, class, individual
- Comparing school data to National data and NIF stretch aims – set targets
- Empowering class teachers – plan, delivery and evaluate interventions for all learners; using the Staged Intervention model effectively
- Clear plan for Literacy, Numeracy and Health and Wellbeing

### Interventions linked to expectations

- Links to National Improvement Framework drivers and measures
- Link to research – what works eg Education Endowment Fund, OECD
- Measure of impact
- Use PEF to raise standards of learning and
- Work with partners and businesses

### Pathways

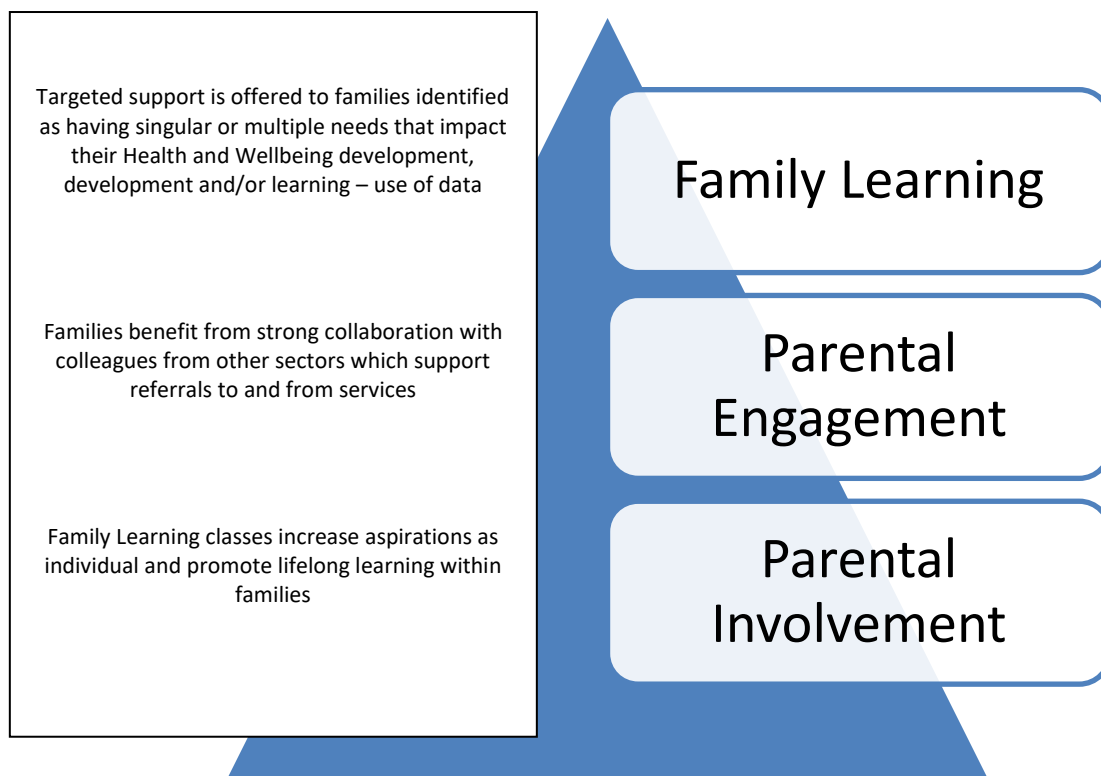
- Planning for individuals, taking into account all circumstances eg SIMD, LAC, ASN etc
- Using the curriculum to close the gap and provide life experiences
- Wider achievement and active participation and engagement in local community
- Children are fully engaged in decisions about pathways

### 3 - PARENTS AND FAMILIES

One of the main drivers within raising attainment and achievement within Moray is parental engagement. This focuses on ways in which parents and carers, families and professionals work together to support children’s learning. Establishments involve parents and carers by enabling ongoing, two-way communications between home and school; providing parents and carers with opportunities to contribute to leading improvements and making decisions that affect the school; and using the skills of parents and carers to enrich the curriculum.

The available international evidence confirms that parental involvement and engagement in children’s learning supports improved attainment and achievement. Research shows that when parents and carers support their children’s learning, and when children live in a stimulating home learning environment, it improves children’s attainment and achievement. Family learning encourages family members to learn together, fostering positive attitudes to lifelong learning.

We want to improve and increase the ways in which parents, carers and families can engage with teachers and partners to support their children and increase the voice of parents and carers in leading improvements within establishments. Parental and family engagement is a key factor in helping all children achieve the highest standards whilst reducing inequity and closing the attainment gap.





**Parental Involvement** - relates to the involvement of parents and carers in the life and work of the early learning and childcare setting or school. This can include parent representation on Parent Councils or associations, involvement in establishment self-evaluation and improvement work, and volunteering with fundraising activities or by sharing skills and knowledge to enrich the curriculum.

**Parental Engagement** - most commonly refers to parental (and family) engagement in their children's learning. This engagement can be at an early learning and childcare setting or school, in the home or the wider community.

**Family Learning** - Family learning encourages family members to learn together, with a focus on intergenerational learning. Family learning activities can also be specifically designed to enable parents to learn how to support their children's learning.

Families receive high-quality universal and targeted support that enables them to access learning activities which meet their needs.

- Universal support is open to all families
- Targeted support is offered to those families who have been identified as having singular or multiple needs that are having an impact on their health and wellbeing, development and/or learning
- Families have regular opportunities to discuss their learning with staff and set appropriate targets for the next stages
- Families are well supported to plan opportunities for personal achievement
- Learning targets are in place specific to the family as a whole and as individual learners, built on prior learning and reviewed and evaluated
- Families are at the centre of this planning, as active participants in their learning and development
- Parents and carers are supported to actively and meaningfully engage in their children's learning and life at school
- Staff work with parents and carers to reduce potential barriers to engagement and are responsive to the family circumstances such as families affected by imprisonment, English as an additional language and mental health issues.

## Key Features of Highly Effective Practice

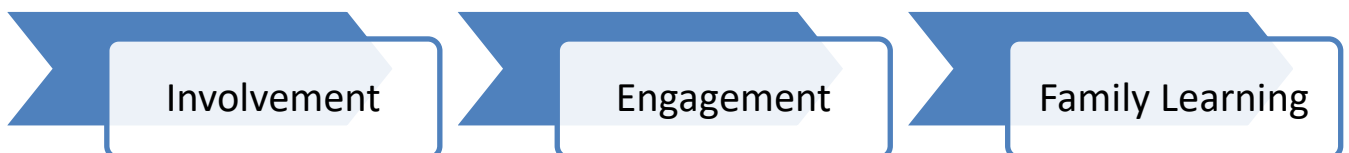
- Family Learning is responsive to identified needs
- Family Learning is leading to stronger home-school links which are improving outcomes for learners
- The school consistently involves parents and carers in shaping policy and services to improve impacts

Within Moray, we have been working on promoting a collegiate approach to be able to address and support the following questions:

*How well do we enable parents, carers and families and the local community to contribute to the life of the school and be involved in school improvements?*

*How can we demonstrate that families are feeling included and that they are participating, achieving and progressing?*

Family learning has also shown to improve school attendance, reduce persistent absenteeism and improve pupils' attainment. Wider outcomes are shown through skills development, employability, progression into work, interactions within the family, as well as improvements in parental confidence and parenting skills. It is important, however, to understand the differences between family learning and parental involvement and engagement. Family learning programmes can be a conduit to increasing parental involvement and engagement in the life of the school and in children's learning at home.



Previous studies and recommendations consider what effective family learning looks like to practitioners. Furthermore, it is important to remember that effective family learning may look different to families. There is no 'quick fix' in partnership working with parents and professionals are required to invest time to build relationships and to provide space for discussion. Given the complexities, diversities, cultural differences and varying learning styles amongst families, effective family learning could have different timescales and meanings.

## **4 - TARGET SETTING AND BENCHMARKING AGAINST NATIONAL STANDARDS**

### **Overarching Strategy for Target Setting**

All our establishments have procedures in place for the tracking and monitoring of pupil progress towards key milestones with an increasing focus on ensuring improving levels of attainment for all and closing the attainment gap between the most and least deprived young people in our establishments.

Moray Council has a range of expected performance levels and as such has developed internal targets for improvement. It is essential that we raise attainment for all children and young people, in particular those who have been disadvantaged by existing poverty-related attainment gaps.

The Key Performance Indicators are for the lifespan of this policy; however, yearly incremental targets have also been set and are available in **Appendix 2**.

Moray Council recognises that the yearly incremental targets will not necessarily be appropriate for every school. The yearly incremental targets are the averages for Moray Council and as such each school may meet, not meet or indeed exceed to meet the wider authority targets.

All establishments should be encouraged to adapt these yearly targets to meet the needs of the young people they teach and the context of their establishments to ensure that they contribute positively to the local authority attainment figures. We would encourage establishments to include all staff in the target setting process. Exemplars of good practice in target setting are being collated for wider sharing.

### **Education, Communities and Organisational Development Committee Reporting Cycle – Attainment and Achievement**

#### **Broad General Education – Education, Communities and Organisational Development Committee Processes**

Achievement of Curriculum for Excellence Levels Committee Report is prepared after the December release of data by Scottish Government and is presented to the next Education, Communities and Organisational Development Committee after this date.

#### **Senior Phase – Education, Communities and Organisational Development Committee Processes**

Interim Senior Phase Attainment Committee Report is prepared after September Insight release of Local Measures and is presented to the next Education, Communities and Organisational Development Committee after this date. A further Attainment and Achievement Committee Report is prepared after the February Insight release of National Measures and is presented to the next Education, Communities and Organisational Development Committee after this date.

## **Broad General Education**

Within the BGE, establishments should use the following methods to monitor progress towards their targets:

- Annual Achievement of Curriculum for Excellence Level data
- Achievement of Curriculum for Excellence Level Early Indication data – Nov/March
- Teacher professional judgement gathered from a range of assessment approaches
- Scottish National Standardised Assessment data
- High-quality assessment materials which have been appropriately moderated
- Learning conversations with children and young people
- Tracking/Assessment/Progress Meetings – stage and whole establishments
- Other appropriate strategies

It is recommended that establishments should pay particular attention to how the ACEL Early Indication data compares to the final data for their school. Where notable discrepancies are found, professional dialogue should take place to ensure future early indications could be more accurate. Establishments have discussion prompts and challenge questions to support this as a Senior Leadership Team approach and also with individual practitioners to engage in the raising attainment agenda. This is contained within **Appendix 8**.

Early indication of ACEL levels are collected twice yearly from all establishments to support ongoing assessment and moderation approaches as well as support and challenge for improved levels of attainment within the BGE.

Key Performance Indicators are for the lifespan of this policy; however, yearly incremental targets have also been set and are available in Appendix 2. The overview for BGE attainment is shown below.

<b>OUTCOME 1 – RAISING ATTAINMENT FOR ALL IN THE BROAD GENERAL EDUCATION (BGE)</b>	
<b>Indicators</b>	<b>End of Strategy Performance Target 2022/23</b>
Percentage of Primary Pupils Achieving Expected CfE Level in Literacy	<b>85%</b>
Percentage of Primary Pupils Achieving Expected CfE Level in Numeracy	<b>85%</b>
Percentage of Secondary Pupils Achieving Expected CfE Level in Literacy	<b>93%</b>
Percentage of Secondary Pupils Achieving Expected CfE Level in Numeracy	<b>94%</b>

Central officers meet with school leaders and relevant staff several times a year to review attainment levels and intervention approaches, including Pupil Equity Fund plans and impact. Wider approaches to support this are undertaken through moderation processes, QAMSO support, curricular group meetings and moderation activities. Further information is contained within the **Moray Council BGE Assessment and Moderation Guidelines**.

## Senior Phase

Within the Senior Phase, establishments should use the following methods to monitor progress towards their targets:

- Regular tracking and monitoring data for subjects, including literacy and numeracy
- Teacher professional judgement gathered from a range of assessment approaches
- Prior attainment – including S3 Achievement of Curriculum for Excellence Level data
- Annual Achievement of Curriculum for Excellence Level data
- Achievement of Curriculum for Excellence Level Early Indication data – Nov/March
- Trend data for attainment within year groups and subjects
- High-quality learning conversations with students
- Profiling and reporting
- Prelim results and ongoing analysis of assessment data
- Rigorous use of Insight at a whole school and departmental level
- Pathway planning meetings linked to positive and sustained destinations
- Other appropriate strategies

Establishments should pay particular attention to how their ongoing tracking and monitoring data compares to prelim results and final results for each subject. Where notable anomalies are found, professional dialogue should take place to ensure future tracking data is more accurate. Most secondary establishments gather, analyse and share a wide range of data to ensure robust tracking and monitoring of key performance indicators are in place.

Key Performance Indicators are for the lifespan of this policy; however, yearly incremental targets have also been set and are available in **Appendix 2**. The overview of the Senior Phase attainment is shown below.

<b>OUTCOME 2 – RAISING ATTAINMENT FOR ALL IN THE SENIOR PHASE</b>	
<b>Indicators</b>	<b>End of Strategy Performance Target 2022/23</b>
Percentage of Leavers Achieving SCQF Level 4 or above for Literacy	<b>98%</b>
Percentage of Leavers Achieving SCQF Level 4 or above for Numeracy	<b>94%</b>
Percentage of Leavers Achieving 5+ Awards at SCQF Level 5 or above	<b>69%</b>
Percentage of Leavers Achieving 5+ Awards at SCQF Level 6 or above	<b>42%</b>
Percentage of S5 Students Achieving 1+ Awards at SCQF Level 6 or above	<b>73%</b>
Percentage of S5 Students Achieving 3+ Awards at SCQF Level 6 or above	<b>55%</b>
Percentage of S5 Students Achieving 5+ Awards at SCQF Level 6 or above	<b>35%</b>
Percentage of School Leavers entering a Positive Destination	<b>98%</b>

Central officers review Senior Phase attainment in September of each year after the Insight update of cohort attainment. This is undertaken with the SLT in each of our establishments and is supported by the QIM/QIO with responsibility for Raising Attainment and Achievement, the school's QIM/QIO as well as peer SLT from other establishments. Following this meeting, the school receives an attainment report with action points as well as a request for early indications for the next session using key performance measures. This is collated and shared among the 8 schools and the Moray average is calculated in order to monitor our progress towards our Key Performance Indicators.

Schools undertake departmental attainment meetings during Term 1/2 to review SQA data and attainment as well as Insight Benchmarking information. This is also supported by central officers as appropriate and twice yearly subject group meetings.

The February update from Insight is accompanied by a second attainment meeting focusing on leaver data and this meeting is similarly attended but also includes Elected Members from the relevant ward. Schools focus on the action points resulting from these meetings to continue to improve attainment.

## **5 - Ongoing Impact of COVID-19**

### **Broad General Education**

In Moray, we have previously gathered and analysed the ACEL data for a 4 year period (2016-2019) in line with Scottish Government requirements for collection. We have used school trends and a range of comparators – NIF Stretch Aims, Moray and National data as well as information from the BGE Benchmarking Tool, to measure improvement and set targets for next steps.

Due to COVID-19, Scottish Government did not request the collection of data for session 2019/20, however within Moray we proceeded with data collection in order to ensure we had a complete dataset and to provide schools with the data to measure attainment over time and to continue our aim to raise attainment in Moray. The stipulation that schools were given was that they were to use data available up to and including the date of school closure of 20 March 2020 but to also consider additional evidence which school may have available during the lockdown period.

What can we do to improve our BGE attainment?

The following aspects were common across many schools and this will be further developed during attainment and quality improvement visits and discussions during the session to continue to increase of Achievement of Curriculum for Excellence Levels in the BGE across Moray.

<b>Primary</b>	<b>Secondary</b>
<ul style="list-style-type: none"> <li>• Rigour of tracking and monitoring</li> <li>• Ongoing tracking and attainment meetings within school</li> <li>• Planning of assessment within learning and teaching</li> <li>• School assessment framework where all judgements take place in term 4 of P1, P4 and P7</li> <li>• Increased need for moderation review and relaunch</li> <li>• Use of benchmarks to make key assessment judgements and clarity over “gaps”</li> <li>• Ongoing concern as to the gap from P1 to P4</li> <li>• Need for consistent and appropriate progressions</li> </ul>	<ul style="list-style-type: none"> <li>• Rigour of tracking and monitoring</li> <li>• Ongoing tracking and attainment meetings within school</li> <li>• Planning of assessment within learning and teaching</li> <li>• School assessment framework where all judgements take place in term 4 of S3</li> <li>• Too much focus on completing Third Level and hesitance to move to Fourth Level within S1-3 period</li> <li>• Increased need for moderation review and relaunch</li> <li>• Use of benchmarks to make key assessment judgements and clarity over “gaps”</li> <li>• Need for Literacy and Numeracy as the Responsibility of All across secondary schools</li> <li>• Rigour of secondary BGE curriculum</li> </ul>

## Senior Phase

SQA examination processes for session 2019/20 were significantly different following the cancellation of the exam diet due to COVID-19 and the request for schools to submit estimates for S4-6 young people with additional refined banding and ranking. The attainment data following the results day has been analysed and the attainment meetings for session 2019/20 is based upon the gradings and results awarded by SQA.

In providing estimates for senior phase attainment, the focus across Moray was:

- Use of teacher professional judgement in order to estimate the learner grade and band based on their demonstrated and inferred attainment of required skills, knowledge and understanding for each National Course
- Demonstrated and inferred attainment means that teachers used any assessed coursework that has been accumulated during the course, and also took into account their knowledge of the progress young people have made with knowledge, skills and understanding, even when this was not explicitly assessed
- The estimate was developed as a judgement of a grade and band based on a holistic review of all available assessment evidence as well as additional information gathered from pupil performance and tracking and monitoring over the course of the school year
- It was of vital importance that the improvements young people made in the latter parts of the course after the prelim exam were taken into account, even though teachers may not have had additional evidence of that improvement. There was no process nationally to monitor this although it would have an impact of the quality and level of estimate provided

In order to ensure that there was a robust estimate submission, a local quality assurance process was put in place.

- **Within** departments there was robust discussion about estimates, with this discussion led by Principal Teachers (PTs). The purpose of these discussions was to ensure that there was consistency in the way that decisions were made about estimates taking into account attainment which is completed and that which relies upon teacher professional judgement
- **Between** departments the Principal Teachers liaised with each other within a school to ensure that there was consistency of approach, and also used subject group networks to support consistency and reliability across the authority – this was promoted with subject PTs. The role of Principal Teachers of Guidance provided pupil information to subject based decisions
- Many **new PTs** received additional support and practical solutions in the collation of evidence and the estimates for young people; Senior Leadership Team (SLT) link and subject groups provided this as well as PT mentors across the school
- **SLT** in schools lead and supported these processes by liaising with link departments to monitor the process and quality assured the decisions being made – there was also an opportunity for an element of challenge, this included looking at prior attainment, considering improvement actions which have taken place and the use of tracking, monitoring and target setting



Datasets – there was a clear rationale for using datasets for the previous 5 years where estimates and actual marks were used to support the agreement of this year’s estimates in line with a concordant approach and for ranking. Research and Information Officer provided an additional range of spreadsheets with pivot tables to support and challenge the estimates being generated. This aided the moderation processes in all schools and we were able to measure concordancy with previous performance.

As a final component of the processes in Moray, each school had a meeting with the local authority SQA Coordinator to quality assure the estimate data and sign off for final submission within the deadline. In Moray, we submitted 100% of estimates required and the estimates submitted became the core Moray attainment dataset for session 2019/20.

### Preparations for Session 2020/21 and Beyond

In preparation and ongoing work for a session which the unknown in at the fore, schools have developed contingency plans to support any potential school, local or national lockdown. This has included a continuation of our normal processes:

- BGE ACEL Attainment discussions with schools
- BGE ACEL Early Indication for session 2020/21
- BGE Tracking and Monitoring
- Scottish National Standardised Assessments – P1, P4, P7 and S3
- SQA/Insight Senior Phase attainment meetings with schools
- Secondary Departmental Attainment Meetings
- Secondary Subject Group Meetings
- Senior Phase Early Indication for session 2020/21
- Senior Phase Tracking and Monitoring

There will also be additional support and preparation taking place to ensure our learners are best placed to support the ongoing uncertainty, while still ensuring the best outcomes for children and young people:

- Transitions into P1 and S1 and across stages
- Baseline assessment of learner progress since lockdown and the return to school in August
- Focus on wellbeing, literacy and numeracy in Term 1 in primaries
- Progress through the BGE in secondaries
- Response to SQA and subject based advice and support as SQA Exam diet advice for session 2020/21 is developed
- Guidance and implementation for blended learning approaches
- Ongoing training for live virtual learning approaches
- Publication and promotion of Moray Learner Survey
- Implementation of Our Moray Standard for Learning and Teaching





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**REPORT TO: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT COMMITTEE ON 18 NOVEMBER 2020**

**SUBJECT: EDUCATION REVENUE BUDGET MONITORING TO 30 SEPTEMBER 2020**

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

**1. REASON FOR REPORT**

- 1.1 To inform the Education, Communities and Organisational Development Committee of the budget position for Education as at 30 September 2020.
- 1.2 This report is submitted to Council in terms of Section III (A) 2 of the Council's Scheme of Administration relating to the consideration of capital and revenue budgets and long term financial plans.

**2. RECOMMENDATION**

- 2.1 **It is recommended that Committee scrutinises and notes the budget position at 30 September 2020.**

**3. BACKGROUND**

- 3.1 The report highlights those areas of the budget where there is a significant percentage variance identified at 30 September 2020.

**4. BUDGET POSITION**

- 4.1 The spend at 30 September 2020 is £26,966,000 against a budget to date of £27,053,000, giving an underspend of £87,000 as shown in **Appendix 1**.
- 4.2 The main variance in primary and secondary schools relates to devolved school budgets comprising of £371,000 in primary schools and £470,000 in secondary schools.
- 4.3 The main variances in Education Central Services are a £62,000 underspend in central supply due to there being no need for sickness cover while schools were closed and an underspend of £93,000 on the facilitating school improvement budget which has had very little spend due to the closure of schools.

- 4.4 There is currently an overspend of £949,000 on COVID 19 costs which mainly relates to the Childcare Hub provision for key workers, average pay to supply teachers and additional costs for the schools return.

## **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 September 2020 is £87,000 against a budget to date of £26,966,000.

**(d) Risk implications**

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

**(e) Staffing implications**

There are no staffing implications associated with this report.

**(f) Property**

There are no property implications associated with this report.

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

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

**(h) Consultations**

Paul Connor, Principal Accountant and Tracey Sutherland, Committee Services Officer, have been consulted and are in agreement with the contents of this report where it relates to their areas of responsibility.

## **7. CONCLUSION**

- 7.1 That Committee scrutinises and notes the budget position as at 30 September 2020.**

Author of Report: Vivienne Cross, Head of Education  
Background Papers: with authors and finance

## Educational Services

### Budget Monitoring Report to 30th September 2020

<b>Service</b>	<b>Revised Budget £'000</b>	<b>Budget to Date £'000</b>	<b>Actual to Date £'000</b>
<b>Early Learning and Childcare</b>	<b>117</b>	<b>(4,951)</b>	<b>(4,980)</b>
<b>Primary Education</b>	<b>27,271</b>	<b>13,841</b>	<b>13,455</b>
<b>Secondary Education</b>	<b>28,963</b>	<b>15,147</b>	<b>14,674</b>
<b>Education Central Services</b>	<b>4,308</b>	<b>2,673</b>	<b>2,529</b>
<b>Management</b>	<b>276</b>	<b>137</b>	<b>133</b>
<b>Efficiency Savings-Education</b>	<b>21</b>	<b>-</b>	<b>-</b>
<b>Education COVID 19</b>	<b>206</b>	<b>206</b>	<b>1,155</b>
<b>Educational Services Total</b>	<b>61,162</b>	<b>27,053</b>	<b>26,966</b>

<b>Variance to Date</b>	<b>Variance</b>
<b>£'000</b>	<b>%</b>
<b>29</b>	<b>(1)%</b>
<b>386</b>	<b>3 %</b>
<b>473</b>	<b>3 %</b>
<b>144</b>	<b>5 %</b>
<b>4</b>	<b>3 %</b>
<b>-</b>	<b>-</b>
<b>(949)</b>	<b>(461)%</b>
<b>-</b>	
<b>87</b>	<b>-</b>




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**REPORT TO: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT COMMITTEE ON 18 NOVEMBER 2020**

**SUBJECT: PERFORMANCE REPORT (EDUCATION, RESOURCES & COMMUNITIES) – HALF YEAR TO MARCH 2020**

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

**1. REASON FOR REPORT**

- 1.1 To inform the Committee of the performance of the service for the period from 1 October 2019 to 31 March 2020.
- 1.2 This report is submitted to the Education, Communities and Organisational Development Committee following a decision of Moray Council on 17 June 2020 to agree a simplified committee structure as a result of the COVID-19 pandemic in the case of this committee the combining of the delegated responsibilities of Children and Young Peoples Services and Governance, Strategy and Performance (para 9 of the minute refers).

**2. RECOMMENDATION**

**2.1 It is recommended that Committee:**

- (i) scrutinise and note performance of the Service Plan, Operational Performance Indicators and Complaints to the end of March 2020**
- (ii) welcome good performance; and**
- (iii) note the actions being taken to improve performance where required.**

**3. BACKGROUND**

- 3.1 On 7 August 2019, the Moray Council, approved a revised Performance Management Framework for services (para 5 of the minute refers). The framework introduced new arrangements for Managing, Delivering and Reporting of Performance. This is intended to increase the focus on priority areas and reduce the level of reporting on lower priority indicators in order to ensure discussion, scrutiny and challenge is directed towards areas of strategic importance as opposed to operational performance. Whilst the latter is clearly deserving of scrutiny if trends develop, consideration at committee should focus on the ability to deliver Local Outcomes Improvement Plan

(LOIP), Corporate Plan and Service Plan priorities. This half yearly performance report allows the Service Plan priorities, any relevant Operational Performance Indicators and Complaints Data for Education, Resources & Communities services, to be monitored by committee as outlined in this section of the framework. It should be noted the Education, Resources and Communities service replaces the Lifelong Learning Culture and Sport service. The structure of the new service has transformed, and the number of services delivered has increased to include the Community Support Unit, Additional Support Needs (ASN) and Educational Psychology and Instrumental Music Instruction.

#### **4. SUMMARY OF PERFORMANCE**

4.1 Due to the number of significant organisation and structural changes within the past year no Service Plan was agreed for Education, Resources and Communities services in 2019/20. In the absence of a Service Plan performance has been measured against

- Strategic Outcomes - Identified LOIP and Corporate Plan outcomes pertinent to the service.
- Service Level Outcomes – reflecting service priorities not covered in higher level plans.

4.2 A total of seven Strategic actions and one Service level action have been used to measure progress over the course of the six months. Four were due for completion by 31 March 2020 of which three have been completed (Paragraphs 4.3, 4.4, 4.5 refer). Of the two actions that have not met the target timescales progress has been slower than hoped, but both are to be prioritised in the 2020-2022 Service Plan.

<b>Level of Action</b>	<b>Number of Actions</b>	<b>Expected completion by end March 2020</b>	<b>Actual completion by end March 2020</b>
Strategic Outcome	7	4	3
Service Level Outcomes	1	0	0

#### **Strategic Outcomes - successes**

4.3 Contributing to the Local Outcomes Improvement Plan (LOIP) priority ‘Empowering and connecting communities: A thriving and well connected place, where more people live well in their communities’, and in particular to creating stronger, more resilient, supportive, influential communities has progressed with the delivery of learning opportunity including sports development training, essential skills, digital skills, employability support, Duke of Edinburgh awards, ESOL, code clubs and baby steps. Increases in participation can be measured going forward from this baseline data. Participatory Budgeting events continued to be held in a number of localities during the reporting period (ER&C1.1).



- 4.4 Within the same LOIP priority, improving life chances for people of all ages in Moray Locality Plans are in place in both Buckie Central East and New Elgin East. Community participation in the development of these plans was excellent. Action areas have been identified and agreed for the plans and monitoring systems have been established. The Community Monitoring Group in Buckie received praise in March from HMiE inspectors as it was seen as an excellent example of positive community engagement (ER&C1.2).
- 4.5 Contributing to the Corporate Plan: 'Improve our understanding of the issues in our communities based on the experience of local people in order to target resources', and in particular to enhancing community participation in service delivery, the transfer of community assets progressed to target. The two-year programme of support for seven town halls and community centres undertaking a Community Asset Transfer (CAT) has completed with six of the seven groups achieving Keystone awards. Continued support will remain in place for ongoing CATs (ER&C4.1).

### **Service Level Outcomes**

- 4.6 In the absence of a Service Plan for 2019/20 all actions and outcomes, with the exception of one, have been included within the Strategic Outcomes for 2019/20. At a service level work has been underway with the Leisure Review board to establish an appropriate model for the future delivery of sport and leisure services. A preferred option was agreed by the Board in February 2020 and will be recommended to Education, Communities and Organisational Development Committee in November 2020.

### **Strategic Outcomes – challenges and actions to support**

- 4.7 Within the Corporate Plan priority 'Our Place: Empower communities to build capacity by becoming more informed, involved and influential in service delivery and design', and in particular to the development of engagement with the public on the future of council services, progress towards developing an engagement strategy has been slower than hoped as has the progress of the Corporate Plan engagement process but both are identified as priorities in the 2020-22 Service Plan (ER&C3.1)

### **Operational Indicators - successes**

- 4.8 In line with the Performance Management Framework, operational performance is reviewed quarterly by departmental management. Areas performing well and/or areas subject to a decreasing trend or where benchmarking results show performance below comparators will be reported to this committee for member scrutiny.
- 4.9 In this reporting period, of particular note are the significant rises in attendances, per 1,000 of the population, at both swimming pools (SCC1) and Indoor Sports and Leisure facilities (SCC2). Respectively increases of 38% and 37% were witnessed in each area. It is likely that the expansion of the Fit-Life scheme to include services provided by Moray Leisure Centre has had a significant bearing on the rise in usage.

- 4.10 Satisfaction ratings for libraries have risen during the course of 2019/20. In 2018/19 70.3% of library visitors were satisfied with the service they received, in 2019/20 the proportion increased to 74.9%. This indicator (CLS05a) is nationally benchmarked with other local authorities in Scotland. In 2019/20 Moray was placed 12<sup>th</sup> of Scotland's 32 Local Authorities (1<sup>st</sup> having the highest ratings) and higher than the national average of 72.4%. Moray sits mid-table within its comparator authorities which range from 66.8% to 85.7%.

### **Operational Indicators - challenges and actions to support**

- 4.11 Throughout 2019/20, the number of library borrowers, as a percentage of the population (EdS511.2) has been below that of the corresponding quarters of 2018/19. In 2019/20 16.9% borrowed for libraries in comparison to the previous year where 18.2% borrowed. For the past three reporting years the cumulative yearly target of 20% has not been met. The number of borrowers has been declining over the past decade which may in part be due to the more widespread use of digital devices to access reading materials from home. The number of combined physical and virtual library visits (SCC5c) whilst declining over the same period haven't done so at the same rate, this suggests that reasons for library visits have changed significantly in the past decade and as such the traditional functions of libraries have diversified to meet the changing needs of the communities.
- 4.12 After exceeding target in the three preceding years, in 2019/20 the 'Number of participant sessions (Active schools)' (SDA001) fell significantly below target during 2019/20. In 2019/20 68,700 participant sessions took place, 30% less than 2018/19. As this indicator is measured to coincide with the academic year the COVID-19 pandemic has had a direct impact on the delivery of sessions within schools due to their early closure in March. If figures recorded up to the point of school closure were to be projected to the end of the summer term the annual figure would have likely been in the region of 90,000.

### **Complaints & MP/MSP Enquiries**

- 4.13 Between October 2019 and March 2020, Education, Resources and Communities received six complaints. Four complaints were closed during the period. Of the closed complaints three (75%) were resolved at frontline stage, one complaint was upheld and two were not upheld. The remaining closed complaint was resolved at Investigation stage and was not upheld. One MSP enquiry was received and was resolved during the period.

## **5 SUMMARY OF IMPLICATIONS**

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

Performance measurement is used to ensure the efficient and sustainable delivery of services to meet the Council's priorities in both the Corporate Plan and the LOIP.

### **(b) Policy and Legal**

The Council has a statutory requirement to publish a range of information that will demonstrate that it is securing best value and assist in

comparing performance both over time and between authorities where appropriate.

**(c) Financial implications**

None.

**(d) Risk Implications**

None.

**(e) Staffing Implications**

None.

**(f) Property**

None.

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

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

**(h) Consultations**

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

**6. CONCLUSION**

**6.1 As at the end of March 2020, although only three of the expected four Service Plan actions have been achieved, 50% progress has been made within the remaining expected Service Plan action, this action has been prioritised within the 2020/21 Service Plan period. Three actions were not due for completion by the end of 2019/20, all three of these actions have made good progress in relation to the expected timescales for completion. Of the 11 measured target indicators 36% are performing better than target, 28% are slightly below target and 36% are significantly below target. The results of performance indicators however come with a caveat that some are measured by academic as opposed to fiscal year and have been directly impacted by the COVID-19 pandemic.**

Author of Report: Iain Sneddon, Research & Information Officer  
Background Papers: Held by Author  
Ref:





**REPORT TO: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT COMMITTEE ON 18 NOVEMBER 2020**

**SUBJECT: EDUCATION RESOURCES AND COMMUNITIES REVENUE BUDGET MONITORING TO 30 SEPTEMBER 2020**

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

**1. REASON FOR REPORT**

- 1.1 To inform the Education, Communities and Organisational Development Committee of the budget position for Education Resources and Communities as at 30 September 2020
- 1.2 This report is submitted to the Education, Communities and Organisational Development Committee following a decision of Moray Council on the 17 June 2020 to agree a simplified committee structure as a result of the COVID-19 pandemic. In the case of this committee the combining of the delegated responsibilities of Children and Young People Services, Governance, Strategy and Performance, (para 9 of the minute refers).

**2. RECOMMENDATION**

- 2.1 **It is recommended that Committee scrutinises and notes the budget position at 30 September 2020.**

**3. BACKGROUND**

- 3.1 The report highlights those areas of the budget where there is a significant percentage variance identified at 30 September 2020.

**4. BUDGET POSITION**

- 4.1 The spend at 30 September 2020 is £12,636,000 against a budget to date of £11,739,000, giving an overspend of £897,000 as shown in **Appendix 1**.
- 4.2 The main variance in sport and leisure relates to loss of income of £843,000 due to the closure of leisure facilities during the COVID-19 pandemic.

- 4.3 There is an underspend in schools repairs and maintenance due to no building works having been undertaken in the first few months of the year because to lockdown restrictions in place.
- 4.4 There is currently an overspend of £257,000 on costs associated with the COVID-19 pandemic. The costs are for average pay to relief staff during lockdown and recovery costs associated with the reopening of Leisure Facilities.
- 4.5 Underspends on staff travel across the service is £38,000.

## 5. **SUMMARY OF IMPLICATIONS**

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

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

(b) **Policy and Legal**

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

(c) **Financial implications**

The resource implications are set out in this report and at **Appendix 1**. The overspend as at 30 September 2020 is £897,000 against a budget to date of £11,739,000.

(d) **Risk implications**

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

(e) **Staffing implications**

There are no staffing implications associated with this report.

(f) **Property**

There are no property implications associated with this report.

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

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

(h) **Consultations**

Paul Connor, Principal Accountant and Tracey Sutherland, Committee Services Officer, have been consulted and are in agreement with the contents of this report where it relates to their areas of responsibility.

**7. CONCLUSION**

**7.1 That Committee scrutinises and notes the budget position as at 30 September 2020.**

Author of Report: Joanna Shirriffs, Head of Education Resources and Communities

Background Papers: with authors and finance





## Education Resources & Communities

### Budget Monitoring Report to 30th September 2020

Service	Revised Budget	Budget to Date	Actual to Date
	£'000	£'000	£'000
<b>Communities</b>	<b>1,291</b>	<b>580</b>	<b>549</b>
<b>Sport &amp; Leisure</b>	<b>1,068</b>	<b>434</b>	<b>1,261</b>
<b>Culture</b>	<b>1,844</b>	<b>986</b>	<b>983</b>
<b>Additional Support Needs</b>	<b>12,029</b>	<b>5,797</b>	<b>5,742</b>
<b>Business Support Unit</b>	<b>1,396</b>	<b>644</b>	<b>642</b>
<b>Schools Repairs &amp; Maintenance</b>	<b>1,094</b>	<b>420</b>	<b>311</b>
<b>Public Private Partnership</b>	<b>5,424</b>	<b>2,714</b>	<b>2,727</b>
<b>Education Resources</b>	<b>249</b>	<b>124</b>	<b>124</b>
<b>Education Resources &amp; Communities COVID-19</b>	<b>40</b>	<b>40</b>	<b>297</b>
<b>Education Resources &amp; Communities Efficiency Savings</b>	<b>180</b>	<b>-</b>	<b>-</b>
<b>Education Resources &amp; Communities Total</b>	<b>24,615</b>	<b>11,739</b>	<b>12,636</b>

<b>Variance to Date</b>	<b>Variance</b>
<b>£'000</b>	<b>%</b>
<b>31</b>	<b>5 %</b>
<b>(827)</b>	<b>(191)%</b>
<b>3</b>	<b>-</b>
<b>55</b>	<b>1 %</b>
<b>2</b>	<b>-</b>
<b>109</b>	<b>26 %</b>
<b>(13)</b>	<b>-</b>
<b>-</b>	<b>-</b>
<b>(257)</b>	<b>-</b>
<b>-</b>	<b>-</b>
<b>-</b>	<b>-</b>
<b>(897)</b>	<b>-</b>



**REPORT TO: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT COMMITTEE ON 18 NOVEMBER 2020**

**SUBJECT: REVIEW OF MORAY'S LEISURE SERVICE**

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

**1. REASON FOR REPORT**

- 1.1 To inform the Council of the progress made in relation to the Review of Moray's Leisure Services and to agree to the development of a Business Case on the preferred option for the future delivery of Leisure Services.
- 1.2 This report is submitted to the Education, Communities and Organisational Development Committee following a decision of Moray Council on 17 June 2020 to agree a simplified committee structure as a result of the COVID-19 pandemic. In the case of this Committee the combining of the delegated responsibilities of Children and Young People Services, Governance, Strategy and Performance (para 9 of the minute refers).

**2. RECOMMENDATION**

**2.1 It is recommended that the Committee:-**

- i) notes the progress made in relation to the Review of Moray's Leisure Service;**
- ii) approves the new Business Plan for the Sport and Leisure Service;**
- iii) agrees to the development of a Business Case on the preferred option for the future delivery of Leisure Services for reporting to a future meeting of the Education, Communities and Organisational Development Committee;**
- iv) agrees to use Improvement and Modernisation programme funding for expert external support to the maximum of £10,000 to help create the Business Case;**
- v) agrees that the Leisure Estate Project Board report back via the Education, Communities and Organisational Development Committee on future developments; and**

- vi) **approves the extension of the Active Schools and Community Sports Hub programmes from existing budget for a further one year period from 1 April 2021 in partnership with sportscotland at a cost of £177,000, with the potential of continuing this partnership on an annual basis up to 31 March 2023.**

### **3. BACKGROUND**

#### Review of Leisure Services

- 3.1 A secondary review of the Leisure Service within Moray has been ongoing since March 2016 with the last update report to the Council on 17 December 2019 (paragraph 11 of the Minute refers).
- 3.2 Between December 2019 and February 2020 the Leisure Estate Project Board undertook option appraisals on every option that has been identified for the Estate/Service since March 2016.
- 3.3 In addition, officers created a Business Plan for the development of the Council's Sport and Leisure Service, incorporating a more commercial approach. There had previously been concerns expressed as to the ability of Council Services to transform and adopt a more commercial approach, however the Leisure Estate Project Board were receptive to the early outline Business Plan that they had sight of in February 2020 and considered this to indicate the right direction of travel for the service. A copy of the final Business Plan is attached in **Appendix 1**.
- 3.4 Since February 2020 staff and public surveys regarding the Sport and Leisure Service have been collated and analysed. Staff and partner workshops have also been held to collectively identify the vision, values and objectives for the Service going forward. The feedback from these engagements are embedded in the new Business Plan.
- 3.5 In relation to the preferred option for the future delivery of Leisure Services the Leisure Estate Project Board have identified that the aim is to achieve a single Leisure Service for Moray, where the aims are consistent across the Service and delivery to the public is seamless, regardless of provider. The recommendation is to progress this through a 2 stage approach:

#### First Phase (up to September 2021)

- Approval of new Business Plan and initial implementation demonstrating capacity to improve
- Specification and development of a Service Level Agreement with Moray Leisure Centre
- Explore the option of single management across the Service (Moray Council and Moray Leisure Centre)

#### Second Phase (to be considered at the conclusion of Phase 1)

Develop options for closer working, including sharing of resources and staff and a single brand for the service:

- For all Moray Council Sport and Leisure functions
- Include Moray Leisure Limited Services

→ Specification and development of a Business Case for the Service either through a single management approach or introducing a shared service arrangement with another public sector provider.

- 3.6 It has been identified that the development of the Business Case may require expert external support via an individual/organisation with marketing/business acumen. If required it is proposed to use modernisation programme funding to support the development of the business case, up to a maximum of £10,000.

#### Active Schools and Community Sports Hub programmes

- 3.7 Despite 2019/20 being a challenging academic year due to the Covid-19 pandemic the Active Schools and Community Sports Hub programmes have continued to deliver an excellent service to our local community – both in terms of supporting young people to be active and also supporting our volunteers and local clubs/organisations to develop. A summary of their achievements in 2019/20 is contained in **Appendix 2**.
- 3.8 The sportscotland Board have agreed to in principle investment to support the employment of the Active School Managers, Co-ordinators and Community Sports Hub Officers across Scotland for the period 2019-2023, which equates to a four year partnership with Local Authorities. Although a partnership agreement for a 4 year period has been agreed the financial agreement between sportscotland and Moray Council has only been established on an annual basis due to the Council's financial position.
- 3.9 This agreement in principle is subject to the Council sustaining their financial contribution towards these programmes, which equates to approximately 32% of the overall investment. Any reduction in the Council's contribution would result in a reduction of sportscotland contribution which would result in a reduction in staffing within the Active Schools and Sports Development team.

## **4 SUMMARY OF IMPLICATIONS**

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

In relation to the LOIP, this report supports the healthier children focus within the Moray priority to build a better future for our children and young people in Moray. It also supports the improving life chances and development of stronger, more resilient, supportive, influential and inclusive communities focus within the Moray priority for empowering and connecting communities. The report also impacts on the employment focus within the Moray priority for growing a diverse and sustainable economy.

In relation to the Corporate Plan, this report contributes to ensuring our communities are caring and healthy, promotes economic development and growth, and maintains, and promotes, Moray's landscape and biodiversity, works towards a financially stable Council that provides valued services to our communities, more of our activities, services and

plans are influenced by the communities they service and positive management of workforce reduction and change.

**(b) Policy and Legal**

Local Authorities have a legal duty to ensure adequate provision of facilities for recreational, sporting, cultural and social activities. Improving the health and wellbeing of the Moray community through sport, leisure and recreation is not only an integral part of the local vision, but it is also a national priority. In particular, the report aims to fulfil the aspirations of everyone having access to a network of quality places where you can get involved in sport, as identified as a key objective in sportscotland's Corporate Strategy "Sport for Life". The report also links to the Scottish Government's Active Scotland Outcomes Framework, which aims to improve our active infrastructure – people and places.

**(c) Financial implications**

The Council's overall financial position is unsustainable and the size and composition of the Leisure Estate was identified as an area that required to be reviewed to deliver savings in a timeous manner.

The additional spend identified within this report equates to a maximum of £10,000 from the Improvement and Modernisation programme funding for external expert support to help create the Business Case. This requirement is due to a skills gap within the Service relating to marketing/business acumen and also due to current staffing pressures/capacity.

To retain the existing Active Schools and Community Sports Hub staff/service the Council would be required to continue the current contribution of £177,000 annually which would secure the current level of sportscotland funding. Sportscotland have contributed £250,672 towards Active Schools this financial year and have agreed in principle to support this programme for another financial year. If the Council were to reduce or remove its contribution sportscotland would also review their share of the funding and may withdraw from the arrangement.

Over and above this in 2020/21 sportscotland contributed £39,919 towards the Community Sports Hub programme and have agreed in principle to support this programme for another financial year. The Council have contributed in-kind costs towards the Community Sports Hub programme annually through line management, computer and phone provision, office space etc.

**(d) Risk Implications**

If the Council does not contribute financially to the Active Schools and Community Sports Hub programmes then the risks would include sportscotland withdrawing all their financial contribution to the service which would result in no Active Schools or Community Sports Hub service operating in Moray. The only Sport and Leisure provision then delivered by the Council would be through the provision of Sports Facilities (swimming pools, fitness rooms etc).

Sportscotland also provide additional financial support locally through investments in facilities (such as Moray Sports Centre) and direct to sports clubs. Without an Active Schools and Community Sports Hub Service in place it would make the continuation of these investments more difficult.

Removal of the Active Schools and Community Sports Hub programmes would have a negative impact on the Fit Life Scheme memberships (and income to the Council) as many families subscribe to Fit Life due to the holiday and children's coaching/activity programmes organised and delivered through this Service.

Local volunteer community sports clubs and physical activity groups in Moray would also be negatively impacted as there would no longer be a support mechanism for these clubs to develop and be sustained long term, therefore the health of our community would suffer.

**(e) Staffing Implications**

If the Council do not contribute financially to the Active Schools and Community Sports Hub programmes then the staffing implications would result in the loss of the 1 FTE Active Schools and Sports Development Manager post, all 7.8FTE Active Schools Co-ordinators posts, the 1 FTE Community Sports Hub Officer post and all Sports Coaches and Assistants.

Cessation of these programmes would result in redundancy costs due to 5.3FTE within the service being permanent members of staff. A number of sports coaching staff would also receive redundancy payments due to their continual service.

**(f) Property**

There are no property implications arising directly from this report.

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

A number of Active Schools and Community Sports Hub projects target protected groups such as the disabled and also individuals residing in socially deprived areas to ensure they receive opportunities to be physically active. The ceasing of these programmes would result in reduced opportunities for these protected groups which would have a negative effect on reducing health inequalities.

**(h) Consultations**

In preparing this report, consultations have been undertaken with the Chief Financial Officer, Head of Governance, Strategy and Performance, Head of Transformation, Tracey Sutherland, Committee Services Officer and Ian McGregor (Partnership Manager for sportscotland) whose comments have been incorporated in the report.

**5. CONCLUSION**

- 5.1 Committee is asked to note the progress made in relation to the review of Moray's Leisure Service, including the development of a new Business Plan for the Service, and proposed next steps.**
- 5.2 Committee is also asked to approve the extension of the Active Schools and Community Sports Hub programmes for a further year, in partnership with sportscotland.**

Author of Report: Kim Paterson, Acting Educational Resources Manager  
Jo Shirriffs, Head of Education Resources & Communities

Background Papers:

Ref:



## Moray Sports and Leisure Service Strategic Business Plan 2020-2023

### 1. Executive Summary

The Strategic Business Plan (the 'Plan') will support the development of a sports and leisure service in Moray that:

- Offers the highest quality facilities and programmes
- Is responsive to rapidly changing market trends
- Constantly strives to innovate and develop new opportunities
- Prioritises the customer experience
- Promotes community health and wellness

The Plan will cover a period of three years, with action plans focussing on the delivery of the business plan objectives.

The Plan takes account of the current Covid-19 environment. The virus has had a major impact worldwide and the safety of our staff, customers, partners and user groups are paramount for our future operations and this is embedded within the Plan.

### 2. Market Analysis

#### Customer Profile

Customer profile data is currently limited. This will need to be addressed as we move forward with our Plan.

#### Fit Life Membership

As at 5 February 2020, Moray Council had the following Fit Life Members;

Facility	Individual membership	2 adult family membership	1 adult family membership	Total
Buckie	307	524	56	<b>887</b>
Forres Swimming Pool & Fitness Centre	386	691	55	<b>1,132</b>
Keith	376	588	55	<b>1,019</b>
Lossiemouth	130	422	42	<b>594</b>
Speyside	106	260	25	<b>391</b>
Milne's Fitness Suite	51	85	10	<b>146</b>
Forres House CC	10	21	1	<b>32</b>
Elgin CC	8	46	0	<b>54</b>
Elgin High Sports Centre	23	20	5	<b>48</b>
<b>TOTAL</b>	<b>1,397</b>	<b>2,657</b>	<b>249</b>	<b>4,303</b>

The above reflects 4,303 Primary Cardholders through the Fit Life Scheme across Moray Council facilities, however, in total 11,469 membership cards were in operation (each member within a family has their own card).

Moray Leisure Centre are also part of the Fit Life Scheme and as at end January 2020 they had 3,953 Primary Cardholders connected to their facility.

Between both organisations there were 8,256 Primary cardholders from a potential population of 79,347 (16year olds +) = 10.4%.

Unfortunately Covid-19 has had a significant negative impact on the above Fit Life Membership levels.

As at 30 September 2020, Moray Council had the following live memberships;

Facility	Individual membership	2 adult family membership	1 adult family membership	<b>Total</b>	Change since Feb 2020
Buckie	224	430	49	<b>703</b>	<b>-184</b>
Forres Swimming Pool & Fitness Centre	300	501	43	<b>844</b>	<b>-288</b>
Keith	294	475	43	<b>812</b>	<b>-207</b>
Lossiemouth	96	318	32	<b>446</b>	<b>-148</b>
Speyside	81	206	19	<b>306</b>	<b>-85</b>
Milne's Fitness Suite	37	61	11	<b>109</b>	<b>-37</b>
Forres House CC	8	16	1	<b>25</b>	<b>-7</b>
Elgin CC	5	31	0	<b>36</b>	<b>-18</b>
Elgin High Sports Centre	14	16	3	<b>33</b>	<b>-15</b>
<b>TOTAL</b>	<b>1,059</b>	<b>2,054</b>	<b>201</b>	<b>3,314</b>	<b>-989</b>
<b>Comparison from 05.02.2020</b>	<b>-338</b>	<b>-603</b>	<b>-48</b>	<b>-989</b>	

Moray Leisure Centre's Fit Life Direct Debit membership levels have also declined from 3,937 members in March 2020 to 1,668 members in August 2020 – a reduction of 42%. However as at end of September membership had increased to 1,879, an increase of 211.

Fit Life Memberships are the main source of income for both Moray Leisure Centre and the Sport and Leisure Service in Moray Council. The major decline in membership income therefore has a major impact on income targets, budget projections and subsidy requirements of our Sports & Leisure services, including Moray Leisure.

## Other Sport and Leisure Providers in Moray

Although not an exhaustive list the following facilities/organisations currently operate in Moray;

- Moray Leisure Centre
- Moray Sports Centre
- Anytime Fitness in Elgin
- Motion Fitness in Buckie
- Outfit Moray
- Eight Acres Hotel and Leisure Club in Elgin

There are also a number of privately owned and operated sports facilities across Moray including martial arts studios, golf clubs, football clubs, watersport facilities, bowling clubs and fitness gyms. Over and above this there are a number of social enterprises, charities and local community sports clubs/groups that provide sport and leisure opportunities for Moray residents and visitors.

### 3. Market Opportunities

In 2018 Moray had a population of 95,520. Our population as a whole has aged with a growing number of over 50 year olds and a declining birth rate, therefore this trend is unlikely to change significantly over the next 10 years.

0 -15 years	16,173	16.9%
16-24 years	9,385	9.8%
25-44 years	21,989	23%
45-64 years	27,550	28.8%
65-74 years	11,239	11.8%
75+ years	9,184	9.6%

#### Population stats per area (2018)

	Population	Fit Life Primary Cardholders	% of area population with Fit Life
Buckie	14,675	887	6%
Elgin	26,096	4,055	15%
Keith	7,832	1,019	13%
Lossiemouth	13,016	594	4%
Forres	17,683	1,164	6%
Speyside	8,491	391	4%
Milne's	7,727	146	1%

Research suggests that on average up to 14% of a population have a gym/leisure facility membership. There are other leisure providers in Moray that provide memberships, therefore we cannot accurately reflect the actual number of individual memberships across Moray, however we can identify that there are potential areas of growth in Buckie, Lossiemouth, Forres, Speyside and Fochabers areas.

## Analysis of potential customers (including health and wellness customers)

Alongside geographical growth areas there are other potential growth areas for consideration in our Plan:

- Population predicted to continue ageing so there is a need to review and grow our provision for adults over the age of 65 years
- Suicide rates in Moray are higher than the national average and mental health is a growing concern both locally and nationally. Physical activity has a huge potential to enhance an individual's wellbeing and the links between positive mental health and activity will be further explored as we develop the Plan.
- Smoking and obesity (28,000 adults overweight (1:3) and 26,000 adults obese (1:3)) – increased risk of type 2 diabetes, liver disease, cancers, heart disease and sleep apnoea continue to be a concern in Moray and will be a priority within the Plan.

Female Death Causes in Moray	Male Death Causes in Moray
Cardiovascular disease 28%	Cancer 32%
Cancer 25%	Cardiovascular disease 29%
Neurological disorders 15%	Neurological disorders 11%
Equates to 68% of all deaths	Equates to 72% of all deaths

## Current Market Trends

- Low cost memberships
- Gymnastics
- Fitness Classes (latest exercise trends) – BodyPump, Insanity, Metafit
- Virtual/Immersive Exercise Classes (Immersive fitness combines purpose-built studios and live instructors where workouts are undertaken through a virtual environment similar to a cinema setting)
- Wearable fitness technology that can link to fitness machines or GPS
- More inclusive activities – This Girl Can campaign which celebrates and supports women to be more active and not worry about how they look or what they do to be active. This campaign stemmed from research that showed women put off taking part in physical activity due to fear of judgement on the way they look when exercising.

## Covid-19 Impact

Research on the full impact of Covid on the Scottish population is still in its infancy. However some key factors that have been identified from surveys conducted by Public Health Scotland and local/national agencies indicate;

- A potential decrease in sports participation but increase in physical activity across the general population
- A switch in exercise choices to outdoors or online (including individual apps such as Strava)
- An increase in family based activity
- Social interactions and opportunities for support outside the family home have reduced which has impacted on mental health and a sense of isolation
- Childhood obesity has been identified as a risk

- A need for greater connectivity for households without internet access
- An increase in the number of people living in poverty
- An increase in the number of people experiencing mental health challenges
- An increased role for volunteers.

### **Community consultation outcomes**

Customer/Public engagement was a critical element in the creation of this Plan. Two customer/public surveys were open for a 3 week period in February 2020 and included questions relating to sport and leisure services across Moray (including Moray Leisure Centre). The first survey was targeted at our existing Fit Life Members and the second survey for pay as you go customers, customers that use non-Council Leisure Services or people who do not access any Leisure Services.

In total, 820 Fit Life Members completed the survey out of a possible of 8,256 Primary Cardholders (9.9%). 171 individuals completed the non-Fit Life survey.

#### **Fit Life Member Survey;**

- The majority of those who completed the survey were between 25-44 years of age and had a family membership (including 2 adults)
- The majority of individuals travelled less than 2 miles to access their leisure facility
- Value for money, location of facility and the staff were the top 3 positive aspects of our facilities/membership system
- More classes, better opening times and facility upgrades were the top 3 ways to improve our leisure facilities
- Swimming, fitness suite and exercise classes were the top 3 activities that were undertaken regularly
- Value for money, access to classes/facilities and keeping fit were the top 3 reasons to take out a fit life membership
- More classes/activities included, better online/booking system and adding ice rink were top 3 ways to improve fit life membership
- Yoga/Pilates, fitness classes and gymnastics were top 3 suggestions of activities to offer at facilities
- Customers would like to see longer weekend opening hours and more early morning sessions
- Majority of members do not use online system at present – a high number of comments relating to problems/difficulty

#### **Non-Fit Life Member Survey;**

- The majority of those that completed survey were between 45-64 years of age and were pay as you go customers
- Most of the pay as you go customers have considered taking out a fit life membership but have decided against it due to low usage or cost
- Yoga/Pilates provision or new fitness classes would encourage people to use facilities more and potentially take out a membership

Full survey analyses are available on request or via the Sport and Leisure Service Webpage of the Moray Council.

## **Staff consultation outcomes**

Staff have been fully involved in the development of the Plan. A staff survey was open for completion to all Sport and Leisure Service staff for a 3 week period in early 2020.

In total, 59 staff members completed the survey out of a possible 166 (35% return).

Staff survey;

- Majority of staff who completed survey have worked for Council for over 10 years with a high percentage enjoying their work.
- Staff are either very or moderately satisfied and/or challenged at their work with the main challenges being connected to their workload, environment/atmosphere and lack of training.
- The most popular positive factors relating to their work were job satisfaction, job security and flexibility.
- Things we do very well are fit life membership, quality/standard of facilities/programmes and range of facilities/programmes.
- Things we do not do very well are online/digital opportunities and opening hours of facilities/programmes.
- Ways to improve our service include finalising the governance model, wider and better membership system (including online), more classes/activities and more training.

Full survey analyses are available on request or via the Sport and Leisure Service Webpage of the Moray Council.

In addition a staff workshop took place on 17 March 2020 (just prior to Covid lockdown) that explored the new vision and values for the Service, and some of the common threads identified through the surveys. During Covid lockdown a further online survey was created which was followed up with a virtual discussion forum. In total, 71 staff participated in the online survey and 17 staff engaged in the virtual discussion forum. The feedback from the survey and forum resulted in new purpose and vision statements for the Service and the creation of a set of values. Changes to the Plan objectives were agreed and a range of innovative ideas were captured from staff on how to achieve these objectives.

## **Partner Consultation Outcomes**

Following the staff engagement process we engaged with some key partners including sportscotland, Moray Leisure Centre, NHS Grampian, Moray College/ University of the Highlands and Islands, TSI Moray and local community representatives. The feedback from these discussions have also been embedded into the Plan.

## **4. Our Current Business**

### **Sports and Leisure Facilities**

The Sports and Leisure Facilities in Moray include the following;

- Lossiemouth Sports and Community Centre (includes swimming pool)
- Buckie Swimming Pool & Fitness Centre
- Elgin Sports & Community Centre
- Milne's Fitness Suite
- Keith Sports & Community Centre (includes swimming pool)
- Speyside Sports & Community Centre (includes swimming pool)
- Forres Swimming Pool & Fitness Centre
- Forres House Community Centre
- Elgin High Sports Centre
- Synthetic Turf Pitches at Buckie, Elgin, Keith, Elgin and Speyside
- Grass Football Pitches and Pavilions (some locations) at Forres, Lossiemouth, Fochabers, Keith, Cullen, Buckie and Rothes

In partnership with NHS Grampian we also manage the Shand Centre Fitness Room in Dufftown that is located within the Stephen Cottage Hospital.

### Active Schools

The Active Schools programme has been operating in Moray since 2004 and is jointly funded by sportscotland and Moray Council. The aim of Active Schools is to provide more and higher quality opportunities to young people to enable them to take part in sport and physical activity before school, during lunchtime and after school, and to develop effective pathways between schools and sports clubs in the local community. A further key role is the development of a network of volunteers to deliver activity sessions.

Fig 1. Active Schools Key Outcomes



Fig.2 The sportscotland targets and actual figures for Active Schools in Moray

<b>Active Schools (academic year)</b>		<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>
Number of participant sessions	Target	74,524	89,897	89,721	90,000	98,700
	Actual	88,134	88,833	92,994	98,672	
Number of volunteers delivering activities in Active Schools	Target	480	453	536	500	610
	Actual	453	536	454	607	
Number of sport clubs with links to schools	Target	72	74	80	80	77
	Actual	74	80	78	77	
Number of qualified adult volunteers	Target	208	194	257	225	266
	Actual	174	257	199	266	
Number of qualified secondary pupils delivering activities in Active Schools	Target	48	48	40	40	40
	Actual	19	35	17	38	

Due to the Covid pandemic, sportscotland agreed that figures for 2019/20 would not be collected.

A Moray Active Schools Plan is generated on an annual basis to identify priorities for the year ahead. In recent years targeted work on equalities and inclusion has been a prominent feature as well as developing our young leaders.

### **Community Sport Hubs (CSH) Programme**

The Community Sport Hubs Programme is financed mainly through sportscotland with Moray Council providing in-kind support. The Community Sport Hubs programme has been operating in Moray since 2011. The aim of Community Sport Hubs is to bring together sports clubs and key local partners who want to develop and grow the sporting offering in the community. They focus on sustainable, community-led approaches that get clubs working together to develop welcoming, safe and fun environments for sport.



Fig.3 Community Sport Hub Outcomes



There are currently 3 active Community Sport Hubs (CSHs) in Moray – Elgin Cooper Park CSH, Forres CSH and Lossiemouth Community Development Trust Sport Hub. There is a fourth Hub within Moray however it is currently inactive - Hopeman Association Fitness and Sports Hub.

All CSHs provide support to a number of local sport clubs by providing funds for training courses and small pieces of equipment, and actively contributing to their development by providing a wide range of advice and guidance. Further investigative work to look at developing 3 further Hubs in Moray will progress in 2020 and beyond. As well as the development of new Hubs – the Changing Lives through Sport approach will be strongly embedded in the CSH plan for the future.

### Sports Development

As of 1 April 2020 the only staffing element of Sports Development is the 17 Sports Coaches and Assistants employed on a zero hours contract basis. The Sports Coaches and assistants are employed to deliver the term-time and holiday sports coaching programme for children and also sessions for older people such as the walking football and netball.

The Macmillan Move More Programme was rolled out across Moray between 2016-2020 to ensure people living with cancer were supported to become physically active, before, during and after their treatment. A Development Officer was employed to implement this programme in Moray through the development of circuit classes, gentle movement sessions, walking and gardening opportunities. In Moray across the 4 year period over 125 referrals were made with over 800 attendances at sessions. More than 15 volunteers were trained in Gentle Movement and core training and 4 instructors completed CanRehab training. The Move More programme was a partnership between Macmillan Cancer Support, Moray Council and range of local stakeholders. The funding for this programme finished at the end of February 2020.

## Revenue and Capital Funding

The below figures constitutes capital and revenue budget for each service area for 2020/21;

<b>Sport and Leisure Facilities</b>	<b>Active Schools</b>	<b>Community Sport Hubs</b>	<b>Sports Development</b>
£550,461 revenue budget	£427,608 (£250,672 of which comes from sportscotland) revenue budget	£39,919 (all from sportscotland) revenue budget	£87,674 revenue budget
£59,000 capital budget			

Despite the above budget allocations there are some anomalies in the Sport and Leisure Facilities budget as some utilities and maintenance costs are covered by other Council departments (for example grass pitch maintenance). The above figures do not include the Moray Leisure Centre management fee allocation.

The Covid-19 pandemic has had a significant impact on income generation as a Service in 2020/21. An estimated loss of income connected to Moray Council Sport and Leisure Facilities between April and September 2020 (inclusive) equates to £804,000 across this 6 month period. Due to ongoing restrictions and reduced capacities within our facilities we are predicting a further loss of income between October 2020 and March 2021 of approximately £388,000. This will mean a loss of annual income in the region of £1.19million (against a target annual income of £1.7million).

### Staff Resources

The service is currently managed by 1 FTE Acting Educational Resources Manager, with staffing resources as follows;

<b>Active Schools &amp; Sports Development</b>	<b>Sport and Leisure Service</b>
1 FTE Active Schools & Sports Development Manager 7.8 FTE Active School Co-ordinators 1 FTE Community Sport Hubs Officer 17 Zero Hour Contract Sports Coaches and Assistants	1 FTE Sport & Leisure Manager 0.6 FTE Applications Administrator 1 FTE Senior Clerical Assistant 3.97 FTE Clerical Assistant 6 FTE Sport and Leisure Supervisor 1 FTE Leisure Supervisor 16 FTE Leisure Attendants 13.76 FTE Leisure Assistants 4.81 FTE Receptionist/Clerical Assistants 48 relief Leisure Assistants 4 relief Clerical Assistant 0.49FTE Climbing Wall Instructor 2 relief Climbing Wall instructors 0.28FTE Lesson Assistants

## **5. Our Future Business**

### **Our Vision**

*“We will all work together to engage with the community to promote and provide a wide range of equal access, health promoting and fun opportunities for all ages and abilities in a clean and safe environment.”*

### **Our Values**

- **Teamwork & Partnerships** – maximising collaborative working relationships with colleagues, partners, volunteers, service users and communities, treating everyone with respect, being open to change and willing to learn.
- **Service** – ensuring our service is caring and friendly and open to all by ensuring there is variety, affordability, flexibility, accessibility and is appropriate to the needs of our community.
- **Safety** – providing a service that leads by example, creating a safe environment for everyone involved and delivering to the highest possible standards.
- **Community & Inclusivity** – engaging with our communities, understanding individuals' needs, and providing support to develop and change people's lives through the power of sport and physical activity.

### **Our Purpose**

*We believe that through great teamwork and effective communication we can serve our local and wider community by providing opportunities to improve the health and wellbeing of everyone.*

### **Our Key Strategic Objectives (2020-2023)**

- **Expansion and development of sustainable services**
- **Create an environment where health and wellbeing is at the core of our service**
- **Optimising income and growth**
- **Develop facilities to align with customer service needs**
- **Successful partnerships**
- **A professional, informed and empowered workforce**

## Delivery Plan 2020-23

### Objective 1 – Expansion and development of sustainable services

What we want to achieve	Action(s)	Timeline (Y1, 2 or 3)	Measures of success	Expected Outcomes
Improve the diversity and availability of programmes across Moray	Review of all programmes to ensure offer (and times) meets needs of whole community	Y1	% increase in Fit Life memberships	More people participating in sport and physical activity
	Develop programmes to attract new target markets	Y2	% increase in attendances across programmes	Equality of access to programmes offered by MLC and MC for all Fit Life members
	Develop programmes that encourage participation by those who would not normally attend sports & leisure facilities	Y2	Increase in customer satisfaction	Improved efficiency of our interactions with customers
Offer sport and exercise programmes that reflect latest market trends	Review Forres pilot of Les Mills exercise franchise and if successful roll out to all localities	Y1	Capacity uptake levels of programmes to reach 80% Increase in sport/physical activity levels in Moray through national censuses/surveys	Improved range of services and activities appropriate to the market and community needs within resource capacity
	Research new market trends and innovation to have the ability to deliver these swiftly	Y2		
	Use the natural environment and outdoor space to deliver programmes where possible	Y1		
Improve online booking/payment options	Online booking of all facilities/classes/programmes	Y1		
		Y1		

	Development of phone app for booking  Online direct debit payment and pay as you go option for all programmes	Y2		
Explore and expand the capabilities of online engagement/connection	Develop online virtual/streaming class programmes– integrate into Fit Life Membership  Further develop the online engagement/interaction generated by Active Schools during lockdown	Y2  Y1		
Seamless and efficient Fit Life Membership scheme	Merger of two individual Gladstone management information systems (Moray Council and Moray Leisure Centre) into one system  Review Fit Life options to ensure maximisation of this scheme	Y1  Y1		
Rebuild, renew, repair our sport and leisure infrastructure following the effects of Covid	Work in collaboration with partners, colleagues, clubs, volunteers, communities and service users to identify and implement Covid recovery  Through partnership working identify ways to use sport and physical activity as a tool to mitigate community challenges arising from Covid.	Y1  Y1		
Empower and support communities to develop	Through Active Schools, Community Sports Hubs and other related	Y1-3		

and expand opportunities in the area	<p>initiatives support individuals, clubs and organisations to develop opportunities (infrastructure, assets, activities, people, profile) in their area.</p> <p>Offer training to support community groups and volunteers - example Moray College/UHI can provide specific short courses relevant to the needs of the local community.</p>	Y1-3		
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**Objective 2 – Create an environment where health and wellbeing is at the core of our service  
(This objective interlinks closely with Objective 1 in regards to expanding and developing our services)**

What we want to achieve	Action(s)	Timeline (Y1, 2 or 3)	Measures of success	Expected Outcomes
Develop prehabilitation/rehabilitation programmes for individuals requiring surgery/treatment for chronic conditions	Develop contacts with NHS and jointly develop and implement a programme in a locality that can be expanded across Moray	Y1	New programmes developed, implemented and evaluated on their impact	Improved outcomes for individuals requiring medical treatment
	Develop links with GP Practices, Pharmacies and Physiotherapists	Y1	Links made with local health services and joint creation of programmes/pathways	Income generation opportunities
	Offer social prescribing/green prescription opportunities	Y2	Reduction in hospital admissions due to	Early intervention and prevention, reducing demand for council, IJB and NHS services
	Develop links with specialist instructors in relation to delivering relevant programmes	Y1-3		Improved health, wellbeing and

	(cardiac rehab, cancer, stroke, weight management etc.)		longer independent living measures	resilience in our communities
	Develop links with Movement for Health, a new coalition of Scotland's leading health charities, working together to increase physical activity levels to improve the social, physical, and mental health of people living with long term conditions.	Y1	Number of attendances across new programmes connected to this objective	Improved self-management and healthier choices by our Moray residents in relation to their wellbeing
Develop Healthy Lives programmes and campaigns to improve physical and mental wellbeing	Develop contacts with IJB and jointly develop and implement a programme in a locality that can be expanded across Moray	Y2	Increase in no. of inactive people becoming more active	Positive change to people and communities through the use of sport and physical activity
	Develop family activity programmes as highlighted to help strengthen family relationships	Y1		
	In partnership develop campaigns that are powerful and effective that can re-engage, support or sustain activity levels of particular audiences – such as workforce, customer or locality physical activity challenges.	Y1-3		
	Work collectively to implement the Healthier Futures and Child Healthy Weight agenda (Scottish Government/Public Health)	Y2		More people participating in sport and physical activity

	Work with the Wellbeing Hub and other mental health services to align projects that can be mutually beneficial from a physical and mental health perspective	Y2-3		
Leisure Facilities being used as a mainstream service within the health service	Develop contacts with GP surgeries/Primary, Secondary and Acute Care Services to develop opportunities for customised exercise/health and wellbeing referrals	Y2-3		
	Investigate potential of outpatient clinics or similar services being delivered from leisure/community facilities	Y3		
Embed the 'Changing Lives through Sport and Physical Activity ethos' throughout our Service Provision and help develop the Self-Management approach in regards to sport/physical activity	Cascade the learning from staff who have participated in the sportscotland Changing Lives Programme across the whole service	Y1-2		
	Learn from other areas/organisations re how they have embedded this mindset into their service provisions	Y2-3		



	<p>All sectors within the Service place a priority on helping inactive people become active</p> <p>Walking for Health Project – implement the Stretch 2 Step programme for sedentary individuals via strength and balance and gentle walking activities. This will involve greater partnership working with healthcare professionals, care homes and sheltered housing.</p> <p>Smarter Choices Smarter Places Project (WalkPlaces) - To promote Paths for All's workplace walking challenges to workplaces across Moray, encourage a culture of walking and provide health and wellbeing at work/whilst working from home advice and support to staff.</p>	<p>Y1-3</p> <p>Y1</p> <p>Y1</p>		
<p>Help to reduce health inequalities and ensure inclusion for all across all our programmes</p>	<p>Work with the Locality Management Group and partners to address the lack of physical activity among young people linked to the Children's Services Plan.</p>	<p>Y1-3</p>		

	Continue to further develop the Inclusion PEPAS (PE, Physical Activity and Sport) Group which supports some of the most vulnerable individuals within our community	Y1-3		
Learn from local and national partners on best practice and innovation connected to this objective	Undertake research locally, nationally and internationally in regards to innovative practice connected to Health and Wellbeing and undertake feasibility to implement any evidence based interventions. (recent example is Health Innovation Hubs)	Y2-3		
Identify the social value of sport and physical activity in Moray and identify relevant social outcomes connected to this Plan	Work with partners to research, evidence, analyse and identify the social value for sport and physical activity in Moray to help influence future priorities	Y1-3		
Ensure the health and wellbeing of volunteers is a prominent feature and focus in the implementation of this Plan	Work with TSI Moray and other relevant partners to retain any new/existing volunteers following the Covid pandemic and connect them to sport and physical activity opportunities.  Follow the sportscotland Volunteer Management toolkit – ensuring recognition, communication, training and support provided regularly	Y1  Y1-3		

### Objective 3 – Optimising Income and Growth

What we want to achieve	Action(s)	Timeline (Y1, 2 or 3)	Measures of success	Expected Outcomes
An expanding sports and leisure business	Review of expenditure across the service to identify economy of scale savings/value for money	Y1	Reduced costs	The service grows and develops into a serious market competitor
	Develop and implement a pricing strategy to maximise income generation	Y2	Increase in income	The service becomes more self-sufficient
	Develop and implement a marketing plan, including use of social media platforms	Y2	Decrease in health inequalities in Moray	Achieving our corporate social responsibilities
	Develop and implement a revenue growth strategy	Y3		The service has the financial ability to offer the products and services it deems appropriate to its markets
Maximise income generation opportunities	Rollout of corporate/business fit life membership	Y1		
	Rollout of tourism membership	Y1		
	Review of letting policy to ensure spaces can be utilised to their full potential	Y3		
	Review Fit Life options to ensure maximisation of this scheme	Y2		

Maximise external funding opportunities  Ability to influence with strong evidence and research base	Work with partners to identify external funding opportunities to help enhance our services	Y2		
Ensure balance between business and social service/value (due to socioeconomic implications as a result of Covid)	Exemplify the social value of sport and physical activity in Moray	Y2		
	Ensure that revenue growth and pricing strategies are appropriate for the Moray context.	Y2		

#### Objective 4 – Develop facilities to align with customer service needs

What we want to achieve	Action(s)	Timeline (Y1, 2 or 3)	Measures of success	Expected Outcomes
The best facilities and equipment  Maximising the space and offerings within our existing facilities to their full potential	Develop a 5 year capital plan for sport and leisure (including ongoing maintenance costs),  Ability to react swiftly to changing Covid guidelines – reduced capacities/social distancing – reconfiguring sites to generate greatest capacity.  Undertake feasibility of catering/refreshment provision to encourage greater social	Y2-3  Y1  Y2	Improved energy management/efficiency  % increase in attendances  Capital investment can lead to reduced operating costs (ability to deliver and sell more to customers)	Investment is planned  Facilities remain fit for purpose  Equipment keeps up with latest trends  More people participating in sports and leisure activities

	opportunities at facilities in line with healthy eating			Improved customer interactions, satisfaction and quality of service
New sports and leisure facilities are developed in the right places as communities grow	With external partners carry out feasibility study and strategy in regards to facility development to meet the needs of our community.	Y2		Improved partnership working both internally and externally
	Investigate flexibility of use of spaces – ensuring alignment with relevant policies and liaise with Planning Dept. (unused facilities/areas due to Covid – changed usage potential?)	Y1-3		We improve our active infrastructure people and place
	Consider capital investment with partners. Opportunity for collaboration with private businesses – dual opportunities. Capital investment required to respond to the needs of a modern dynamic leisure market which can increase capacity, attract new customers which will generate greater income and reduce operating costs.	Y1-3		Improved access to our built and natural environment as well as our active travel infrastructure
	Make connections with Developer Obligations/Planning Teams	Y1		
Contribute towards environmental protection and help	Ensure any facility developments are undertaken through an environmental friendly approach.	Y3		

mitigate climate change	Improve facilities where possible to ensure clean energy (covering renewable energy, efficiency, reduction in pollution)	Y3		
	Through Active Schools, NHS and partners progress the Scottish Governments commitment to the active travel agenda	Y1		

### Objective 5 – Successful Partnerships

What we want to achieve	Action(s)	Timeline (Y1, 2 or 3)	Measures of success	Expected Outcomes
Work with partners to develop projects that benefit our local communities (e.g. holiday activity programmes)	Explore and work with partners to develop new project proposals (as well as develop existing projects) that contribute to achieving multi agency outcomes	Y1-3	Increase in the no. of partnership projects offered through the Service	Supporting local and national strategic objectives  Improved participation in sports and leisure related activities
Work with partners to develop sport and leisure related events using our own and partner resources and facilities	Work with partners to develop event proposals	Y2	Shared and agreed accountability connected to the implementation of this plan	Improved partnership working both internally and externally (cross sector collaboration)
	Open Days at facilities showcasing opportunities, offering promotions and involving partners and the local community.	Y2-3		
Adopt a system change approach to	Following approval of new Service Structure and Business Plan work	Y1-3		

our service to become more adaptive and innovative.	collectively as a team to identify new ways of working to build trust, creativity and optimism through change.			Improved opportunities to participate, progress and achieve in sport
Deliver a sporting pathway system covering the spectrum from recreation to performance level	Work in partnership and support local sports clubs, National Governing Bodies of Sport and other external agencies to provide opportunities to as many ages and abilities as possible ensuring Moray has the ability to continue producing national and international athletes	Y2-3		Improved capacity building  Improved and effective communication across all partners and participants
Share all our positive news and developments to the local and national population	Sustain the annual Recognition Awards in partnership with sportMoray – recognising our athletes, volunteers, clubs and young leaders	Y1-3		
Achieve wider collaboration and connections with partners (health, environment, education, transport, business)	Review outcomes/projects regularly and engage with new partners as and when required.	Y1-3		

## Objective 6 – A professional, informed and empowered workforce

What we want to achieve	Action(s)	Timeline (Y1, 2 or 3)	Measures of success	Expected Outcomes
Integrated working across the Sport and Leisure Service	Service restructure to enable the integration of management and operations within our facilities and across our programmes	Y1	Restructure completed  % increase in staff satisfaction	Service is organised to deliver the Strategic Business Plan
A professional, dedicated and trained workforce	Review of staff development plans	Y1		Staff have the knowledge, skills and confidence to deliver a commercial service as well as meet the needs of our customers
To be an employer of choice	Staff empowered to trial new approaches	Y1-3	Reduction in staff absence	
	Learning visits to other local authority areas	Y1-3	Increase in no. of staff engaging in staff consultation activities	Staff contribute to the growth of the business and are clear about the strategic direction
Ensure the health and wellbeing of staff is a prominent feature and focus in the implementation of this Plan	Investigate modern apprenticeship opportunities with Moray College/UHI and partners	Y2-3	Implementation of changes proposed by staff	Enhanced culture of continuous improvement
Provide effective leadership	Staff training to increase financial/commercial awareness	Y1-3	% increase in volunteer recruitment and retention	Service is recognised as being responsible and supporting both staff and the local community
	Develop and deliver an annual Staff training programme – both formal and informal opportunities. Work with partners to deliver co-ordinated training in particular to frontline staff - example 'Make Every Opportunity Count' (MEOC) training	Y1		We improve our active infrastructure people and place



	Regular staff meetings (and other engagement methods) to engage, consult and contribute towards continuous improvement	Y1		
Effective workforce connections across all partners	Learn and share best practice between partners (at both strategic and operational level)	Y2-3		
Recruit, retain and recognise the volunteer workforce connected to sport and physical activity	Organise and deliver volunteer development programmes relevant to their needs	Y1-3		
	Regular volunteer engagement and support to ensure continuous improvement	Y1-3		

## 6. Financial Forecast

Due to the COVID-19 pandemic it is difficult to provide a meaningful financial forecast at this time.

For the first 6 months of the 2020/21 financial year the Sport and Leisure Service experienced a loss of income of £804,000. Despite a partial resumption of services in mid-September 2020 we anticipate a further loss of income for the second 6 months of the financial year due to reduced capacity levels in facilities and sessions, restrictions on the availability of facilities/activities, lack of public confidence, financial challenges experienced by our residents and lack of tourism.

Our priority for 2021/22 will be to recover our Service and aim to reach our income target levels from 2020/21 of £1.7million but this is largely dependent on a reduction in COVID-19 restrictions.

In Years 2 and 3 of this Business Plan our focus will be on increasing our income streams through developments connected to market trends, capital works and partnership work with agencies such as the NHS.

A more detailed financial plan will be prepared following the Budget Setting Committee meeting in February/March 2021.

## 7. Key Performance Indicators (KPI)

The following key performance indicators and measureable targets will be monitored/collected throughout the duration of this Plan;

KPI	Current Baseline	Year 1 - 2021	Year 2 - 2022	Year 3 - 2023
Number of Fit Life Memberships	3,314 Primary Members (30/09/20)	4,500 Primary Members	5,000 Primary Members	5,250 Primary Members
Number of Health & Wellbeing Projects	3 (health walks, projects within Active Schools and projects within Community Sports Hubs)	6	8	8
Customer Satisfaction Levels (from Fit Life Customer Survey)	Quality of facility – 30% Range of activities – 36% Value for money – 81%	Quality – 32% Range – 41% Value – 83%	Quality – 35% Range – 50% Value – 85%	Quality – 40% Range – 60% Value – 85%
Number of admissions per facility	Pools - 234,284 Fitness Rooms - 118,091	Pools – 175,713	Pools – 234,284	Pools – 245,998

	Community Centres - 231,926 (2019/20 stats)	Fitness Rooms – 88,568 Community Centres – 173,944 (based on 75% of 2019/20 stats)	Fitness Rooms – 118,091 Community Centres – 231,926	Fitness Rooms – 123,995 Community Centres – 243,522 (based on 5% increase to Year 2 targets)
Staff Satisfaction Levels (from Staff Survey in 2020)	79%	83%	87%	90%

Over and above these KPI's – Active Schools and Community Sports Hubs have their own specific sportscotland annual targets to work towards which will contribute towards the Plan.

The above measurable targets for Years 1-3 may require refining in the months ahead due to COVID-19. The pandemic may impact on the admission and fit life membership targets as these will largely be dependent on our ability to increase capacity levels within facilities and resume the range of activities available within the fit life membership scheme.

### Our Strategic Framework

The Strategic Business Plan sits within a wider strategic framework that includes the following national and local strategic plans:

#### National Plans

- Scotland Performs – Scottish Government’s 16 National Outcomes
- Active Scotland Framework
- Sportscotland’s Corporate Plan – Sport for Life
- National Governing Bodies of Sport Strategies
- NHS Health Scotland Physical Activity Pathway
- Scottish Government Public Health Priorities

#### Local Plans

- Moray Council Corporate Plan
- Local Outcomes Improvement Plan
- Moray’s Active Schools Annual Plan (including ASG plans)
- Moray’s Community Sports Hub Annual Plan

#### Our Key Partners

- Sportscotland (provide funding for Active Schools and Community Sport Hubs programme as well as providing strategic and operational support and funding towards capital and revenue projects)
- National Governing Bodies of Sport
- Moray Integration Joint Board/ Health & Social Care Moray
- NHS Grampian
- Moray College UHI
- Emergency Services
- TSI Moray
- Moray Leisure Centre
- Moray Sports Centre
- Paths for All
- Moray Access
- Forestry Commission
- Outfit Moray
- Voluntary Sports Forums – sportMoray, Moray Cricket Association, Moray Tennis Forum, Moray Community Rugby, Sport Hubs, Badminton Moray, Walk Jog Run Moray etc.
- Voluntary sports clubs/physical activity groups
- Scottish Disability Sport
- Cairngorms National Park

## Appendix 2

### **Active Schools & Community Sports Hub Summary 2019/20**

2019/20 was another successful year for the Active Schools and Community Sports Hub team despite the Covid-19 pandemic. Since March 2020 the Team have had to adapt their workstreams to reflect the new ways of working whilst continuing to support young people and our local communities.

Due to the impact of Covid-19 sportscotland agreed nationally that the 2019/20 annual targets would not be recorded and analysed with only term 1 and a partial return for term 2 being completed. A summary of the data collected for this period in Moray is shown below;

- 68,700 'visits' from pupils to the Active Schools programme across the academic year up until March 2020
- 2,951 distinct participants within the programme
- 474 volunteers delivered Active Schools sessions/events Moray wide of which 100 were secondary pupils
- 66 sports clubs in Moray had links with Primary and Secondary Schools

The team were redeployed into the Emergency Childcare Hubs through term 3 and the Summer Holiday period. Their role was to deliver physical activity sessions to children attending the hubs. This was certainly a very challenging time for the staff to ensure the safety and wellbeing of everyone at the Hub at a time when there was a level of uncertainty in regards to the virus. Feedback received from lead officers at the Hub highlighted the excellent work delivered by the team and the new relationships that were developed as a consequence.

During this period it became evident that due to continued restrictions there was an increased demand to provide on-line activity sessions. A timetable of work-outs, weekly challenges and a sports week were put together which proved to be a major success.

#### People Development

All of the 474 volunteer deliverers were offered coach and official education or generic training courses over the past year to upskill their knowledge and skill base. A continual professional development calendar was produced at the start of the year covering the core sports delivered in the area as well as generic workshops such as Safeguarding and Protecting Children in Sport and First Aid.

#### Collaboration and Impact

422 School to Club links were developed during 2019/20. All 53 Primary and Secondary Schools in Moray established at least one link with a local sports club with 66 local clubs establishing at least one link with a school.

#### Profile

Active Schools continue to have regular online presence to help raise their profile in Moray. The Sport in Moray website ([www.sportinmoray.co.uk](http://www.sportinmoray.co.uk)) has been updated to include a new Youtube channel where a library of online activity videos are available for schools and community use. The Active Schools and Sport in Moray Facebook

page currently has 5,348 followers. Facebook continues to be their most effective means of communication with the public/families. During the Covid-19 lockdown this became an invaluable tool in offering virtual physical activity sessions to families. This was highlighted in many of the National newspapers through the link with a local Scottish athlete.

Virtual Physical Activity Data from Facebook during Term 3;

Family workouts - 33,024 individual hits

Weekly challenges – 16,169 individual hits

### Funding

YOUNG LEADER4 and National Lottery funding received to the value of £6,550 for Young Leader training courses, t-shirts and hoodies.

Celebrate National Lottery25 grant funding received to the value of £979 for the purchase of equipment for a Moray wide ASN project.

### Case Study Highlights:

Buckie ASG; partnership between Active Schools, Police Scotland and Buckie Thistle FC to allow local young people the opportunity to stay active over the school holidays as well as allowing the young people to see and talk to the local police officers in a more relaxed/non-official capacity using 'Street Soccer'. The police were keen to use these sessions to target young people that they felt would be 'at risk' of causing anti-social behaviour within the local community therefore targeted a Friday night from 18.00-20.00pm. Each week the police officers in attendance gave a small talk about local issues that could potentially affect their lives (alcohol, anti-social behaviour, drugs etc).

Keith ASG: Local partnership working in rural communities.

Active Schools had the privilege of working alongside The Loft Project in Keith on their Primary 7 Rural Transition Project. The Loft Project provides a range of activities, volunteering opportunities, training, awards and a health hub. The aim of this particular project was to bring P7s from smaller schools together to take part in a range of activities ahead of moving up to S1 at Keith Grammar School. The Loft secured funding and Active Schools secured the volunteers from local clubs. With six volunteers from the local community signing up for the three weeks of this project, there was a real Keith community feel. The pupils had the chance to sample a range of activities including golf, martial arts, yoga, fun games and circuit training.

Forres/Losiemouth ASG; The SwimABLE and SurfABLE project, a partnership run by accessibility charity Friendly Access and Active Schools, has continued to prove to be an inspiring success. This project targeted at children with additional support needs has been running for a number of years and this year has expanded to include Secondary School pupils and is set to expand to cover the Losiemouth area. The sessions are person centred and children develop their confidence in the water, and key skills for swimming and surfing, which is a new experience for them all.

### Community Sports Hubs

The Community Sports Hub Officer has continued to support both Hubs and Clubs throughout 2020. Many local clubs connected to our Hubs provided voluntary support to local communities by delivering food parcels etc to the vulnerable during

the pandemic. 54 Sports Clubs have been in contact with the Sports Hub Officer to discuss the impact of Covid on their organisation and were provided with relevant support mechanisms in regards to their recovery. The support requirements have ranged from funding and online activity provision to guidance for new policies and procedures. The Community Sports Hub Officer has recently been accepted onto the Changing Lives through Sport programme which is a development opportunity through sportscotland. The programme focuses on how being active brings about positive changes beyond participation and how it can impact positively on the health and wellbeing of individuals, on their skills and learning, and on communities, ensuring a more inclusive and healthier nation.








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**REPORT TO: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT COMMITTEE ON 18 NOVEMBER 2020**

**SUBJECT: COUNSELLING THROUGH SCHOOLS**

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

### **1. REASON FOR REPORT**

- 1.1 To update the Committee on the 2018-19 Programme for Government in which it stated that around 350 new counsellor positions would be created in Scotland (Scottish Government, 2019) and on the proposed approach to delivering Counselling through Schools support in Moray.
- 1.2 This report is submitted to the Education, Communities and Organisational Development Committee following a decision of Moray Council on 17 June 2020 to agree a simplified committee structure as a result of the COVID-19 pandemic. In the case of this committee the combining of the delegated responsibilities of Children and Young People Services, Governance, Strategy and Performance, (para 9 of the minute refers).

### **2. RECOMMENDATION**

- 2.1 It is recommended that Committee agrees:
- (i) to utilise the Scottish Government funding to commission a holistic Counselling through Schools service as part of a whole school approach to supporting mental health and wellbeing; and
  - (ii) that progress on the delivery of a Counselling through Schools service is brought back to a future meeting of this Committee.

### **3. BACKGROUND**

- 3.1 The Scottish Government's 10 year mental health strategy (2017-2027) recognises the need for targeted and specialist mental Child & Adolescent Mental Health Services (CAMHS), but also promotes effective prevention and early intervention through support services at a local level, delivered as close to the young people as possible. The Council's Corporate Plan includes Improvement in children and young people's health and wellbeing as a key area of work. The Moray Children's Services plan (2020-2023), developed in partnership with children, young people, families, communities and

professionals, highlights improvement in the wellbeing of children, young people and families as one of four key priority areas.

- 3.2 The 2018-19 Programme for Government included a commitment to invest in school counselling services across Scotland, and the Council has since been allocated funding from the Scottish Government to ensure every child aged 10 and over in Moray has access to counselling services to complement the range of existing and universal targeted approaches already available in schools to help support the mental, emotional, social and physical wellbeing of children and young people.

### **Scottish Government Delivery Principles**

- 3.3 COSLA Officers and Scottish Government Officers worked with professional advisors to develop a proposed set of principles for delivering counselling through schools, whilst enabling local authorities to ensure any provision is complementary and linked to existing local provision.

The delivery principles are:

- i. The commitment to the provision of counselling through schools should be delivered in partnership between national and local government and relevant partners, and should build upon the services already in place, wherever possible.
- ii. The provision of counselling should be part of a holistic, child-centred approach to improving the mental health & wellbeing of children and young people.
- iii. Counselling services should be delivered within an agreed definition of counselling by qualified counsellors registered with an appropriate registration body.
- iv. Counselling services should be available to secondary school pupils primarily, with access for children over the age of 10 in primary and special schools.
- v. In recognition of the need to ensure young people are safe, services should ensure a robust assessment is carried out and young people are supported to access alternative services where counselling may not be appropriate.
- vi. There should be availability of counselling services during school holidays to ensure continued support for young people.
- vii. The provision of counselling through schools should align to and/or enhance the local services to support the mental health and wellbeing of children and young people.
- viii. Counselling services should be accessible. Utilising technology, virtual approaches and delivery in non-educational settings where communities need it.
- ix. Local policies in relation to child protection and information sharing should be followed. The requirements of the registering body, for example in terms of professional conduct and supervision should also be followed.

## **Definition of ‘Counsellor’**

- 3.4 Counselling and Psychotherapy in Scotland (COSCA) define the purpose of counselling as to provide opportunities for those seeking help to work towards ways of living in more satisfying and resourceful ways. The counselling process involves using defined therapeutic methods to support individuals to deepen their self-understanding, and to find their own ways of alleviating distress and enabling positive change.
- 3.5 In a review of UK based school counselling, Cooper (2013) draws a distinction between a professionally trained counsellor, and a professional who has counselling skills which he or she utilises within the context of their work with children and young people (e.g. Specialist Teachers, Pupils Support Workers, Social Workers, School Nurses, Youth Workers).
- 3.6 Counselling is not under any statutory regulation in the UK, but it is supported and overseen by a range of national professional bodies, namely: British Association for Counselling & Psychotherapy (BACP); UK Council for Psychotherapy; and Counselling and Psychotherapy in Scotland (COSCA). In Scotland COSCA awards and accredits courses in counselling skills at both certificate and diploma level for professional practice and maintains a directory of accredited counsellor members and counselling supervisors. The accreditation system requires counsellors to meet specific criteria relating to training, practice and supervision, which provides an indication of competence and adherence to defined ethics and a code of practice.
- 3.7 Practice supervision is distinct from line management supervision and is carried out by another qualified counsellor. The purpose of supervision is to provide the practitioner with a safe and confidential space to reflect on and discuss their work, and their professional responses to the issues of concern to their clients. Practice supervision is also necessary to ensure that an individual works within the boundaries of their professional competencies, appropriately involving other services when a situation is beyond their individual competence or the defined scope of their professional role.

## **The Moray Context**

- 3.8 In line with the Delivery Principles highlighted above, the provision of counselling through schools must form part of an integrated model for supporting the mental and emotional wellbeing of children and young people. In Moray the promotion of positive emotional wellbeing for all children and young people is a key function of support provided by a number of services, including the Educational Psychology Service, the Social, Emotional and Behavioural Needs (SEBN) Service, School Nurses and Education Support Officers in partnership with school based staff, partner agencies, young people and their families.
- 3.9 There is currently one qualified Counsellor employed within the SEBN service supporting children and young people with complex behavioural needs. Some schools have also commissioned counselling support using their PEF funding. Whilst valuable this support is neither consistent nor equitable at present and where it is provided is not always part of a staged approach, or provided within the GIRFEC Practice Model.

- 3.10 The Council's Educational Psychology Service has previously developed, tested and evaluated an early intervention Life Coaching model, which offered support for children and their families. The evidence showed sustained improvement in the young person's wellbeing due to the engagement of the whole family at an early stage.
- 3.11 The ongoing review of the Additional Support Needs services has highlighted the need to provide flexible and responsive approaches to meeting children and young people's additional support and wellbeing needs following a staged intervention model within the educational context. The CONNECT team approach during the lockdown period demonstrated the benefits of considering all available community assets to support children and young people's wellbeing needs, and the value of working alongside children, young people and families to improve outcomes.
- 3.12 Children's Services partners, led by the GIRFEC Leadership Group sited within the Community Planning Partnership governance structure, is currently looking at how to develop a more coordinated, whole systems approach to addressing the mental wellbeing needs of children and young people in Moray, drawing on funding from a number of different sources, including from Health and the third sector. The approach to school counselling needs to take account of existing and developing services to ensure it becomes a key resource within a network of support for children, young people and their families.

### **Proposed Approach**

- 3.13 Two options have been considered for delivery of the school counselling commitment in Moray:
- (i) Recruitment of a team of counsellors managed through the Council's Educational Psychology Service, with clinical supervision provided by NHS colleagues (CAMHS), and performance and impact reporting developed by an Educational Psychology Assistant.
  - (ii) Commissioning the full service from an external provider.
- 3.14 A Prior Information Notice (PIN) was issued in September 2020 to determine potential external interest in a commissioning process. Six good quality responses were received to the PIN, including from organisations that are already delivering services that meet the principles of the Counselling through Schools guidance in other local authority areas.
- 3.15 The PIN responses recognised the need to locate the school counselling provision within a 'whole system approach' that includes early intervention support in schools, parental support and capacity building of school based staff. They also highlighted the need to ensure services are provided year round, within both school and community settings, and with a virtual option available to ensure delivery can proceed during Covid restrictions, and to provide ready access to our most rural communities.
- 3.16 The recommended option is to proceed with the commissioning of the full service from an external provider for the following reasons:

- (i) Service is developed by an organisation with experience of developing and managing similar services in other local authority areas.
  - (ii) Recruitment, line management, training and clinical supervision all managed by a single organisation.
  - (iii) Ability of external provider to develop the service at pace, with full rollout anticipated by April 2021. It is acknowledged that there have been delays in bringing forward a proposed approach for school counselling due in part to Covid, and we need to move forward quickly to meet increasing need in our schools.
  - (iv) Delivery by an organisation that is already set up to deliver 52 weeks per year, outside school hours, and with virtual delivery options.
  - (v) Opportunity to link with wider 'whole school' and early intervention approaches through a single contract, with the potential to leverage in additional child and adolescent mental health and wellbeing funding from other Community Planning partners.
- 3.17 It should be noted that for both options the Council would be looking to consolidate all existing counselling provision in Moray within this single, Moray wide offer.

#### **4. SUMMARY OF IMPLICATIONS**

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

This report relates to the priority 'Provide opportunities where young people can achieve their potential to be the best they can be' 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 proposals are in line the Council's duties as laid down in 2018-19 Programme for Government Statement and the Scottish Government Guidance for Education Authorities Establishing Access to Counselling in Secondary Schools (October 2019).

**(c) Financial Implications**

Moray Council has been allocated £207,000 for 2019/20 and £270,000 per year for the next three years. The total cost of the school counselling provision will be within this allocation. After this time the funding will be baselined into the local authority financial settlement, and robust monitoring and evaluation of the impact of the service will be available to help inform strategic planning and future decision-making regarding effective mental wellbeing support, linked to future Children's Services Plans. The SEBN pupil counsellor (annual cost £38,811) and school appointed counsellor posts will be considered as the service is developed, with the potential to review how these service offers are delivered and budgeted for as the commissioned service develops.

**(d) Risk Implications**

There is a risk that if we do not proceed with the development of a school counselling provision in Moray the Council will be unable to meet its public duties as set out in the 2018-19 Programme for Government, and lead to inconsistencies in mental wellbeing support in Moray in relation to the rest of Scotland.

**(e) Staffing Implications**

The existing Moray based counselling provision within the SEBN service and provided through PEF funding will be considered alongside this new service provision to ensure consistency in approach, quality assurance and evaluation of impact.

There may be implications under the Transfer of Undertakings (Protection of Employment) (Tupe) Regulations dependent upon the final solution. Any Tupe obligations and requirements will be addressed as necessary.

**(f) Property Issues**

There are no property issues.

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

The provision of a Moray wide counselling service will ensure equitable access, with all children and young people having access to quality counselling provision at the right time for them.

**(h) Consultations**

Head of Education (Chief Education Officer), Head of Children & Families and Criminal Justice Social Work, Karen Lees, Quality Improvement Manager, Stewart McLauchlan, Quality Improvement Manager, Paul Connor, Principal Accountant, the Human Resources Manager, the Equal Opportunities Officer and Tracey Sutherland, Committee Services Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

**6. CONCLUSION**

**6.1 A service to provide Counselling through Schools should be implemented as soon as possible, and by April 2021 at the latest, to enhance the current approaches to supporting the mental health and wellbeing of children and young people across Moray. This new service will utilise the Scottish Government funding to commission a holistic Counselling through Schools service as part of a whole school approach to supporting mental health and wellbeing.**

Author of Report: Joanna Shirriffs, Head of Education Resources & Communities

Background Papers:  
Ref:









**REPORT TO: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT COMMITTEE**

**SUBJECT: REVIEW OF ADDITIONAL SUPPORT NEEDS SERVICES**

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

## **1. REASON FOR REPORT**

- 1.1 The Improvement and Modernisation Programme incorporates 8 workstreams established to deliver transformational change within the council. One major workstream is Transforming Education, which includes transformation of the Additional Support Needs (ASN) service. This report provides an update on progress made in this area, and proposed next steps.
- 1.2 This report is submitted to the Education, Communities and Organisational Development Committee following a decision of Moray Council on 17 June 2020 to agree a simplified committee structure as a result of the COVID-19 pandemic. In the case of this committee the combining of the delegated responsibilities of Children and Young People Services, Governance, Strategy and Performance, (para 9 of the minute refers).

## **2. RECOMMENDATION**

### **2.1 It is recommended that Committee:**

- (i) note the timeline for bringing forward a business case for the ASN Review;**
- (ii) agree to recommend to Full Council the creation of an Inclusion Manager post for an initial period of two years to stabilise ASN services and to progress the transformation agenda (at a cost of £83,258 per annum);**
- (iii) agree to recommend to Full Council the reinstatement of the second ESO (ASN) post for an initial period of two years to provide capacity to support schools during the Covid-19 pandemic and to help provide a secure platform from which change can be driven forward (at a cost of £68,244 per annum);**
- (iv) note the outcomes of the ASN Staffing Change Management Plan and agrees to allocate the Council's Support for Learning budget**

**for academic year 2020/21 to schools for PSA hours on a needs basis;**

**(v) agree to use the (carried forward) 2019/20 Scottish Government Additional Support for Learning funding to develop the proposed Pupil Support Worker role as a test of change to inform the development of the ASN Review Business Case; and**

**(vi) agree to use the 2020/21 Scottish Government Additional Support for Learning funding to provide flexibility to meet emerging additional support needs in school year (including needs associated with the impact of COVID-19) through the allocation of additional PSA hours.**

### **3. BACKGROUND**

3.1 The 'Improvement and Modernisation Programme' report to this Committee on 23 September 2020 included high level updates on all Improvement and Modernisation workstreams, noting that Covid-19 had impacted on programme delivery timescales, in particular for projects still at the definition stage.

3.2 The ASN Review has been at definition stage for a significant period of time. The review has been delayed by the Covid-19 pandemic, but also by a number of changes within the service, including the management restructure. There has been some definition work completed, with a particular focus on supporting children with social, emotional and behavioural needs (SEBN), and some thinking around how to better meet the needs of children and young people with severe and complex needs, however further work is required before a business case that encompasses the full breadth of ASN services can be brought to Committee for agreement on the way forward for ASN services in Moray.

3.3 A particular challenge for ASN services currently is a lack of a capacity to support schools to develop the skills and practice required to deliver a positive educational experience, where all learners in the school community can be supported to attain to their full potential, within the context of a steady increase in the numbers of children and young people with additional support needs. An increase that has been further exacerbated by the current pandemic. During previous budget considerations, posts were removed from the ASN service structures to contribute to budget savings. However, it has emerged that revised structures to fully incorporate and accommodate these changes were not finalised. While there may be an argument for lean management structures, it is difficult to progress major change with limited strategic level capacity, while at the same time operating services that carry major risks for the council.

3.4 The ASN services currently sitting within the ASN Review are:

**ASN Education Support Officers (ASN ESO)** - providing outreach support for schools, with responsibility for allocations of funding for PSAs and ASN teachers to schools based on assessed levels of need of children & young

people. This support allows children to integrate according to their needs into mainstream school and to engage with the school curriculum.

**SEBN Provision** – providing education and support for school aged children and young people affected by social, emotional and/or behavioural difficulties where a mainstream approach is in danger of breaking down. The service also has a role in developing the skills of education staff directly supporting a child by offering alternative approaches and modelling good practice.

**Autism Service** – Support for children and young people with Autism Spectrum Disorder (ASD), their parents and schools. The service includes an outreach service and a specialist unit (B6) at Elgin Academy

**English as an Additional Language (EAL)** – Provides support for children and young people who have English Language challenges. This is delivered via a wholly outreach service whereby the EAL teacher and bi-lingual translators work with pupils in their local school environment.

**Sensory Education Service (SES)** – Provides support for children and young people who have hearing or visual impairments. This is an outreach service whereby teachers, communication assistants and auxiliaries work with children & young people and staff in their local school environment, and in the home (in particular for pre-school age children).

**Educational Psychology Service** – The primary role of the service is to provide advice and support to schools, parents and colleagues regarding the identification, and meeting the needs of children and young people with additional support needs.

In 2018, when the original ASN Review project mandate was written, line management of the above teams fell as follows:

- **Head Teacher SEBN** – SEBN Service, Looked After Children Teacher and Gypsy and Traveller teacher.
- **Principal Educational Psychologist** – Educational Psychology Service
- **ASN Manager** – ASN ESO (x2), Autism Service, EAL, SES

In addition, the Integrated Children's Services Wellbeing Manager undertook a number of policy development/lead officer responsibilities relating to Education/ Inclusion Services.

- 3.5 The ASN Manager post and one ASN ESO post were removed from the ASN structures in 2018. The management responsibilities of the ASN Manager post were shared informally between the remaining third tier posts (Head Teacher SEBN, Principal Educational Psychologist and ICS Wellbeing Manager) as a temporary measure until the ASN Review was completed. In late 2019 the Wellbeing Manager resigned his post and the decision was taken to again divide up the line management responsibilities between the two remaining third tier management posts as a temporary measure. As a result of the Council senior management restructure in October 2019, it was further agreed that as the Wellbeing Manager remit covered all aspects of Integrated Children's Services the duties of the post would be split 50:50 between

Children & Families and Criminal Justice Social Work and what would become the Education Resources & Communities Service. This has enabled the post to be adjusted to provide a Service Manager for the new Communities function as the post also had third tier responsibility for Community Learning & Development and Outdoor Learning.

- 3.6 In late 2019 the Head Teacher SEBN was seconded for 50% of her time (until end February 2020) to develop the business case for the ASN Review. Progress was made but was limited by ongoing pressures within her substantive remit. As a result of ongoing capacity issues, including additional support requirements relating to COVID-19, the two remaining third tier officers are no longer able to provide temporary line management cover. Line management responsibility for the ASN ESOs, SES, EAL and the Autism Service therefore now fall directly to the Head of Education Resources and Communities.
- 3.7 As noted above the ESOs (ASN) provide outreach support to our 53 schools. It has not been possible to reduce the team size down from two to one within the current context and operating model without introducing significant risk. We are therefore continuing to fund the second ESO post using underspends from Education budgets. This can only be sustained for a short period of time as it removes resource from another priority area.
- 3.8 In addition to the requirement to review our provision of ASN services there are a number of other pressing operational issues that require to be managed to ensure we have a secure platform from which we can move forward, including:
- The service is currently reviewing how PSA hours are allocated to schools and early years' settings. The previous formula was out of date and could no longer be applied within budget due to a year on year increase in the number of children and young people with additional support needs in Moray (an increase of 66% since 2013-14). A new formula has been developed, and formed the basis of the ASN staffing change management plan (see paragraphs 3.11 to 3.15). The new formula will be implemented from November and will then need to be reviewed over the course of this academic year to determine if the processes relating to the assessment of need are fit for purpose and being consistently applied across all schools and early years' settings.
  - There are a small number of schools where there are significant levels of need, in particular relating to challenging behaviour, which is impacting on whole school environments and the staff working within them. The ASN teams are currently providing intensive support in two schools, which is having an impact on overall capacity across the service (but impacting positively on the two schools concerned).
  - There are a number of ASN related policies, processes and contracts that are either out of date, or do not exist, which is impacting on the ability of service managers to make decisions in a consistent and structured way. The relevant policy and process reviews need to be taken into account

when considering future team structures as any new processes will need to be factored into future individual and team roles.

- There are a number of individual cases where there are challenges relating to the provision of education. Each of these cases requires intensive input from staff across a number of ASN teams to ensure the needs of the children and their families are being effectively met, and to prevent escalation to costly out of area placements.

### **Moving forward with the ASN Review**

- 3.9 Previous work relating to the ASN Review has put forward the need for change, but hasn't always recognised the extent and scale of the work required to develop ASN services that are fit for the future. The service had planned to bring forward a business case for approval by Committee by the end of this year. Whilst there is still the intention to develop a business case, it is recognised that there are a number of steps that need to be taken to develop a considered and evidenced strategic case, whilst ensuring that the services can continue to operate effectively meantime.
- 3.10 The proposal is to take a phased approach to the review of ASN as follows:

#### ***Phase 1 (Stabilise and learn):***

- Stabilise the ASN service by addressing capacity issues. The proposal is to recruit a temporary (two years) Inclusion Service Manager reporting into the Head of Education Resources & Communities, with responsibility for strategic oversight of all ASN Services, and development of the strategic case for change. It is further proposed to reinstate the second ESO (ASN) post for an initial two-year period to assist with the stabilisation of the service and to ensure that we can continue to support schools to meet the needs of children and young people during this period of change.
- Stabilise the Autism Service. This team currently presents the highest risk in terms of effectively meeting the needs of children & young people and their families. The referral processes, management systems, staffing structures and team practice all require urgent attention.
- Implement the school based PSA allocations for this year, but work with schools to ensure the processes for assessing need are sufficiently robust, and consistently applied so that there is a better understanding of the scale and breadth of additional support needs of children and young people across Moray to inform the development of the ASN business case.
- Consider and respond to the immediate training needs of schools, taking the learning from the PSA allocation process, with a focus on embedding staged intervention approaches across all our schools.
- Consider how targeted, time-limited intervention within schools with significant challenges can be taken forward in a way that has long-term impact.

- Develop a plan for the review of policies, processes and contracts, ensuring alignment with the wider short, medium and long-term plans for change through the ASN Review.
- Once the service is stabilised, identify resource within the service, supplemented by Improvement and Modernisation resources, to support phase 2 (Discovery).

***Phase 2 (Discovery):***

- Building on the learning from phase 1, further development and refinement of the case for change within ASN services.
- Engagement and involvement of all stakeholders to ensure the future design of our services is informed by the voice of the child, young person, family and the professionals supporting them.
- Engagement with Community Planning Partners to ensure our proposals align with and support related partnership proposals (with a particular focus on family support).
- Development of ASN Business Case and supporting change management plans, including identification of any financial benefits that may accrue as a result of the proposed changes. Note: any financial benefits are expected to be longer term.
- Development of training plan for ELC and school based staff that will support the changes presented within the ASN Business Case. For example, classroom teachers may need training to help them support a wider range of need if the business case is proposing a more focussed role for ASN teams.
- Continue with the review of ASN related policies and contracts to ensure they are fit for purpose in a changing environment.
- Resource requirement for phase 3 (Implementation) identified and included within the Business Case. This is likely to be a project management resource.

***Phase 3 (Implementation):***

- Implementation of agreed changes over a period to be identified in the business case/change management plan(s).

The intention would be to move to Discovery Phase in the new year, and Implementation by mid 2021.

**Change Management Plan ASN Staffing**

- 3.11 The Change Management Plan (CMP) ASN Staffing was approved by Emergency Cabinet on 12 August 2020 (para. 20 of the minute refers). The CMP set out our approach to allocating Pupil Support Assistant (PSA) hours

for this academic year, with a clear focus on support for children and young people with the highest level of needs, and on the premise that PSA hours are to be used for targeted support.

- 3.12 The CMP also proposed that a proportion of the council's Support for Learning budget (which covers ASN teaching and support staff in schools) be used to fund a new central Pupil Support Worker role work alongside teaching staff within our Social, Emotional and Behavioural Needs (SEBN) team, our ESOs (ASN) and our Educational Psychology Service to provide targeted and time limited support within schools where there are particular pressures in terms of wellbeing and additional support needs.
- 3.13 At the start of the new academic year schools were invited to submit additional evidence of additional support needs to allow a moderation process to take place to confirm PSA allocations for each school. It has been noted previously in this report that we are continuing to see a steady increase in additional support needs in our schools, with a further rise generated by the impact of COVID-19. This continuing increase in need was further evidenced during the moderation process.
- 3.14 The CMP consultation process recognised the potential of the proposed Pupil Support Worker role, but highlighted a number of concerns from schools that resources would be redirected from their settings at a critical time, when they are dealing with issues relating to COVID-19 recovery (in particular the need to maintain and staff classroom 'bubbles'), and are continuing to see emerging needs relating to the pandemic.
- 3.15 The proposal is therefore to allocate all the Support for Learning funding out to schools this academic year, using the revised allocation model, and to review the assessment and allocation process during the course of the year in line with the 'Stabilise and Learn' phase noted above.

### **Additional Support for Learning Implementation**

- 3.16 On 6 January 2020 the council received confirmation of the distribution of funding for delivery support for the implementation of Additional Support for Learning. The funding is being provided by the Scottish Government to improve the experiences of children who need additional support, and their families, and is intended to provide:
  - Access to additional support staff delivered in a way that provides meaningful progress and traction.
  - Support improved and enhanced capacity, which will make the most difference and lead to better experiences for children and young people, who require additional support, and their families.

The funding is intended for the provision of pupil support staff in schools and should build the capacity of education authorities and schools to respond more effectively to the individual needs of children and young people, recognising the empowerment agenda and in the context of Getting it Right for Every Child.

- 3.17 Moray Council's share of the funding was £257,000 for 2019/20 and £257,000 for this academic year. The £257,000 for 2019/20 was not spent due to the funding announcement coming too late in the year to be used in the 2019/20 academic year, followed by the COVID-19 pandemic. It was agreed at Emergency Cabinet on 12 August 2020 to roll the funding forward to academic year 2020/21, meaning there is £514,000 available for this academic year.
- 3.18 It is proposed to use the 2019/20 funding to develop the proposed Pupil Support Worker role (originally proposed in the ASN staffing CMP) as a test of change to inform the development of the ASN Review Business Case.
- 3.19 The PSA allocations that will go out to schools in November will use all of the existing council Support for Learning budget. It is therefore proposed that the 2020/21 Scottish Government Support for Learning funding is used to provide additional flexibility to meet any further emerging needs in schools as the year progresses.

#### **4. SUMMARY OF IMPLICATIONS**

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

This report relates to the priority 'Provide opportunities where young people can achieve their potential to be the best they can be' 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 policy or legal issues arising directly from this report. Additional Scottish Government funding is given to support Councils in working towards Scottish Government priorities.

**(c) Financial Implications**

To stabilise the service and deliver the ASN Review there is a requirement for a temporary Service Manager post (initial period of two years, estimated Grade 13 £83,258 (per annum)) and the reinstatement of the second ESO (ASN) post (initial period of two years, £68,244 (per annum)) at a total cost of £303,004). It is proposed that this additional budget is met from the ear-marked reserves for Council priorities and transformation for the 2 year transformation period. The service review aims to stabilise the service and ensure appropriate processes are in place to manage escalating demand, costs and risks to reduce potential future budget pressures. This will include a review of the operating model and management structure for the service and the aim will be to achieve this and service demands within the current service budget. However, if this is not possible any future years' budget provision would fall to be considered as a budget pressure as part of the financial planning process.

Moray Council has been allocated Scottish Government funding of £257,000 for 2019/20 and £257,000 for 2020/21 (£514,000 for this academic year) to improve the experiences of children who need



additional support, and their families. Proposals for using this funding to meet the Scottish Government aims are set out in this report.

**(d) Risk Implications**

There is a risk that if we are unable to stabilise the service we will be unable to provide effective support to meet the needs of children and young people with additional support needs, and their families, as required under Additional Support for Learning legislation.

There is a risk that if we are unable to develop a secure platform from which change can be driven we will be unable to transform our services to better meet the changing needs of our children and young people, resulting in continuing increases in the number of children and young people with additional support needs (including an increase in the complexity of needs) at a time of reduced resources to support those needs. This will have implications for the escalation of the cost of the service, which could be significant both collectively and in individual cases.

The review also aims to provide a learning environment that supports attainment for all and there is a risk to this if resources are not available to manage the service and the review.

**(e) Staffing Implications**

It is proposed to create a new (temporary) post at Service Manager level with strategic oversight across all ASN services. It is proposed to reinstate an ESO (ASN) post on a temporary basis to provide additional operational capacity to help support schools during the COVID-19 recovery and during any period of change that will be set out in the ASN Review business case and any accompanying change management plans.

**(f) Property Issues**

There are no property issues arising from this report.

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

The actions as set out in this report will help to ensure the ASN services can effectively meet the needs of all children and young people in Moray with additional support needs both now and into the future.

**(h) Consultations**

The Head of Education (Chief Education Officer); the Head of Children & Families and Justice Social Work; Karen Lees, Quality Improvement Manager; Stewart McLauchlan, Quality Improvement Manager; the Head of Finance; Paul Connor, Principal Accountant; the Equal Opportunities Officer; and Tracey Sutherland, Committee Services Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

**5. CONCLUSION**

- 5.1 The report sets out a timeline for the review of ASN services, but recognises that additional resources will be required to stabilise ASN services and to meet the objectives originally set out in the ASN Review project mandate.**
- 5.2 The report also make recommendations relating to the ASN staffing change management plan and additional Support for Learning funding from the Scottish Government.**

Author of Report: Joanna Shirriffs, Head of Education Resources & Communities

Background Papers:

Ref:



**REPORT TO: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT COMMITTEE ON 18 NOVEMBER 2020**

**SUBJECT: EDUCATION RESOURCES AND COMMUNITIES AND EDUCATION BUDGET MONITORING REPORT TO 30 SEPTEMBER 2020**

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

## **1. REASON FOR REPORT**

- 1.1 The purpose of this report is to inform Committee of projects and proposed expenditure for Capital Budgets within Education Resources and Communities and Education for 2020/2021.
- 1.2 This report is submitted to the Education, Communities & Organisational Development Committee following a decision of Moray Council on 17 June 2020 to agree a simplified committee structure as a result of the COVID-19 pandemic. In the case of this Committee, the combining of the delegated responsibilities of Children and Young People's Services, Governance, Strategy and Performance (paragraph 9 of the Minute refers).

## **2. RECOMMENDATION**

**2.1 It is recommended that the Committee:-**

- i) notes the year-end out-turn position for Education Resources and Communities and Education budgets during 2019/20;**
- ii) scrutinises the Education Resources and Communities and Education Capital Budgets to 30 September 2020;**
- iii) notes the delay in the Schools Essential Maintenance Programme due to the postponement of the summer works due to the COVID-19 restrictions;**
- iv) approves the inclusion of external building fabric projects in Schools Essential Maintenance Programme for 2020/21 and 2021/22 financial years; and**

- v) notes the delay to Lossiemouth High School and Linkwood Primary School projects due to the COVID-19 restrictions and the additional contractual costs that will be incurred.

### 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 3 March 2020 (paragraph 2 of the minute refers) Council approved the capital plan for 2020/21.
- 3.3 The capital budgets covered in this report and a list of the major projects from this financial year are contained within the Education Resources and Communities and Education Capital Plan under **APPENDIX II**.

### 4. **OUT-TURN POSITION FOR 2019/20**

- 4.1 The final year-end budget position is noted under **APPENDIX I**. All planned projects were progressed as intended. However, the budget expenditure was less than the capital approval figures. The primary reason for this relates to the practical extent of mechanical and electrical services works that can be completed for each phase during the summer holiday shut down period. The risk of being too optimistic in planning could result in disruption to parts of the school at the start of the autumn term if work cannot be completed on time and this is discussed with the appointed Contractor at the detailed work planning stage. This often results in variations in the scope of the works and elements being postponed into a future year phase.

### 5. **BUDGET FOR 2020/21**

- 5.1 The total approved Capital Budget for Education Resources and Communities and Education for financial year 2020/21 is as follows:-

	<b>20/21 £000</b>
Land & Buildings	20,766
Vehicles, Plant & Equipment	99
<b>Totals</b>	<b>20,865</b>

- 5.2 Actual expenditure up to 30 September 2020 including carry forwards from 2019/20 is £6.112m.

### 6. **MAJOR PROJECTS**

#### Schools Essential Maintenance Programme:

- 6.1 The schools maintenance programme for 2020/21 was agreed and well progressed in discussion with the appointed Contractor when the COVID-19 crisis commenced in March. Senior Management made the decision to suspend all internal works in schools for the summer of 2020, particularly

when critical preparations for the safe return of pupils in August was considered highest priority. The Contractor had placed orders for materials when lock down commenced. Payment was made for this, with all other works postponed until summer 2021.

- 6.2 Housing and Property Services have commenced preparations to substitute essential maintenance projects to external building fabric that can be carried out safely during school term time, to utilise budget capacity in 2020/21 and would be completed in 2021/22.
- 6.3 The external building fabric projects recommended based on current condition and maintenance assessments are:
- Hythehill Primary School – new external render
  - East End Primary School – new windows and external render
  - Milnes High School – replacement flat and pitched roofing
  - Pilmuir Primary School – replacement flat and pitched roofing

These projects will be negotiated with the appointed Essential Maintenance Programme Contractor and indicative budget estimates are noted on **APPENDIX II**.

- 6.4 During a recent high level inspection the existing render at Hythehill Primary School was discovered to be losing adhesion from the wall and if left to deteriorate further could pose a health and safety risk. This project is recommended as high priority.
- 6.5 Current projections indicate a spend of £0.845m for 2020/2021 and if the additional building fabric projects were approved then the project figure would be £1.271m.
- 6.6 A programme of planned works for the Learning Estate has been developed for 2021/22. The programme will consist of the postponed internal works from this year and the external building fabric projects in paragraph 6.3. These works would be phased in such a way that the programme could adapt quickly if further COVID-19 restrictions were put in place that affected the schools or the construction industry either locally or nationally. **APPENDIX III** sets out these works in more detail.

## **7. NEW BUILD (SCHOOLS)**

### Lossiemouth High Replacement Project:

- 7.1 The site was closed as per Scottish Government guidelines on 27 March 2020. At this point the build was on programme. Work onsite restarted on 12 June 2020 with only a small team preparing the site for the revised working guidelines regarding social distancing, cleaning, one way systems and additional welfare facilities. The overall programme has been recalibrated, based on the guidelines published by the Scottish Government and sector specific information, which has impacted the Phase 1 programme by 26 weeks, therefore the revised completion date of Phase 1 is 12 February 2021. Given that this date is in the middle of the school term, in order to minimise the impact on pupils education, the decant will not take place until the Easter holidays, therefore the school will not be occupied until 12 April 2021.

7.2 Due to the impact of COVID-19 a variation to contract is currently being discussed between the Council and hub North Scotland which has allowed an agreement of extension of time to complete the build. There are ongoing discussions in relation to additional cost due to the pandemic, with no commitment from the Council to pay any additional costs. There is an expectation that additional COVID costs will be paid under Scottish Government Supplier Relief guidance. The Scottish Government (SG) has been approached to request if they will contribute to the additional costs due to the project being two thirds funded by SG and these discussions are ongoing.

7.3 Current progress to date has allowed work to continue at a reduced productivity due to social distancing. However, the build is progressing well as follows:

**Main teaching block** - Electrical, mechanical and plumbing works are all well progressed on all floors. Flooring, ceiling grids and fitted furniture progressing with some rooms on second floor locked off with professional cleaning taking place. Decoration is well progressed, under floor heating within the dining hall has been installed with oak treads being fitted to the stairs. Equipment has been fitted within the technical workshops and the stage lighting installed in the drama and assembly areas. Sanitary ware and cubicle installation nearing completion.

**Sports Block** - Decoration of main sports hall is complete with the sports flooring commencing, decoration is complete in the smaller sports hall with radiant panel installation ongoing. The swimming pool floor and wall tiling is almost complete with the pool liner works ongoing.

**External Works** - the main access road is installed and partially surfaced, block paving is well progressed in all areas and the planters within the ASN garden area are installed.

7.4 Staff visits from the current school have been put on hold because of the restrictions on site due to COVID-19 however a fly through video will be produced and passed to the school so that they can see progress and familiarise themselves with the building.

Linkwood Primary School:

7.5 The COVID-19 pandemic has impacted on the completion date of this project with the site being shut down on 30 March until 1 June 2020 as it was not classed as an essential project. Preparation measures were put in place to provide additional welfare facilities increased cleaning and social distancing. Actual works resumed on 15 June 2020. However, with less output than originally programmed due to requirements for social distancing.

7.6 As of 2 October 2020 the Project is in week 81 of an originally scheduled 66 week delivery programme. The anticipated completion date is the 18 November 2020.

- 7.7 The first floor is well advanced and has been decorated, floor coverings have been installed and fixed furniture is in place in the classrooms and rooms have been cleaned. Loose furniture such as tables and chairs have been placed in the appropriate rooms and interactive panels are due to be installed the week commencing 2 November. The ground floor is progressing well and will be at a similar stage to the first floor in around 3 weeks' time. Commissioning of mechanical and electrical services is being undertaken ongoing and external landscaping is progressing.
- 7.8 The Council is currently negotiating a variation of contract which grants the contractor an elongation of time to complete the project and also provides a definition of allowable additional costs. All costs claimed for are being scrutinised by the Council and by hub North Scotland in line with the SFT documentation 'SFT Covid 19 impact on hub contracts final'.
- 7.9 The handover was due on 19 June 2020, but following the site closure due to COVID-19, the programme has seen a prolongation period of 22 weeks bringing the revised handover to 18 November 2020. The same methodology as above has been used to provide a revised programme.
- 7.10 The obligations under the Elgin South S.75 agreement have progressed with Gas, Electricity, Water, Telecommunications and the permanent access road now in place. The remaining works include the creation of the link path between the sports centre and the school. Making a final connection for the road drainage and surfacing of the cycle/footpath adjacent to the access road. These works are programmed to be complete by the developer by the end of October 2020 along with the improvement works to Linkwood Road.

#### Findrassie Primary School

- 7.11 At the special meeting of the Moray Council on 9 October 2020 (paragraph 4 of the minute refers) Council approved that a new Primary School at Findrassie would be the priority project submitted to the Scottish Government Learning Directorate for funding through the Learning Investment Programme (LEIP). The application has been made and preparations are underway to begin the consultation.

## **8. EARLY LEARNING CHILDCARE EXPANSION**

- 8.1 The Early Learning Childcare (ELC) Capital Programme includes 4 new build nurseries and 7 refurbishments. Projects are now complete at:

- Lady Cathcart, Buckie;
- Lhanbryde Primary;
- Burghead Primary;
- New Elgin Primary;
- Cullen Nursery; and
- Mortlach Primary, Dufftown

#### Pilmuir Nursery

- 8.2 The new nursery building is complete and has been operating from August 2020 with the refurbishment element progressing to a revised completion date of 18 December 2020.

- 8.3 Keith Nursery  
Work started on site for the new build nursery on 31 August 2020 and is programmed to complete 9 July 2021.
- 8.4 Mosstodloch Primary School Nursery  
Layout plans have been agreed and the project is currently being tendered with an anticipated start on site in January 2021.
- 8.5 Aberlour Primary School Nursery  
Layout plans have recently been agreed and a Planning Application has been submitted. To carry out the full refurbishment and extension the council and private nursery require decant accommodation within Aberlour. An options appraisal for the decant accommodation is currently being undertaken to allow a start on site in the New Year.

## **9 LEISURE AND LIBRARIES**

- Gladstone Integration Project
- 9.1 This project is currently being implemented and the works are programmed to be completed by the end of 2020.
- Moray Leisure Centre: Combined Heat and Power unit (CHP) replacement:
- 9.2 The installation work was completed while the building was closed to the public due the COVID-19 restrictions.
- Moray Leisure Centre: Condition Survey of Mechanical and Electrical Plant
- 9.3 A condition survey has been completed to establish the condition of the major mechanical and electrical plant at the Leisure Centre. This is deemed appropriate given that the Council owns the building and there is a need to identify future maintenance commitments and potential costs.

## **10 SUMMARY OF IMPLICATIONS**

- (a) **Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP)).**  
This report supports the Council's corporate working principles of efficiency, effectiveness and economy and the Education and Social Care Department's objective of providing effective, efficient and sustainable premises.
- (b) **Policy and Legal**  
Future programmes of work funded from the Capital Programme will require policy decisions to help inform how schools' projects will be prioritised and in the case of refurbishments, to what standard.
- (c) **Financial Implications**  
The approved capital budget for 2020/21 is £3.2m. This report provides updates on all key areas of spend.
- (d) **Risk Implications**  
The school estate (excluding new build) continues to deteriorate. The level of investment that the Council is able to afford is insufficient to maintain all schools to B/B standard. The risk of building failures;



temporary closures; and/or health and safety risks continue to be an ongoing concern for Property Services.

**(e) Staffing Implications**

There are no staffing implications associated with this report.

**(f) Property**

There are no property implications other than those detailed in the report.

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

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

**(h) Consultations**

Consultations have been undertaken with Paul Connor, Principal Accountant; the Property Resources Manager; the Design Manager; the Legal Services Manager; the PPR and Communications Officer; Equal Opportunities Officer; Education Resources and Communities and Education Senior Management Team and Tracey Sutherland, Committee Services Officer. Where comments have been received, these have been included within the report.

**11. CONCLUSION**

**11.1 This report presents the Education Resources and Communities and Education Capital Works budget to 30 September 2020. It clarifies the status of a number of capital projects and the financial implications associated with each of them where appropriate.**

Author of Report: Moray MacLeod, Acting Head of Housing and Property Services

Background Papers:

Ref: Education Resources and Communities and Education Capital Budgets 2020/2021



**Moray Council Capital Programme 2019/20**  
**Budget position to 31 March 2020**

**APPENDIX I**

	<b>Capital Plan 2019/20 £000</b>	<b>Actual Expenditure £000</b>
<b>Land &amp; Buildings</b>		
<b><i>School Estate – Make Do and Mend</i></b>		
Speyside High School (M & E) works 619381 268 9 268	208	222
Cluny Primary School M&E Works 619086C 701 9 701	504	550
Forres Academy M&E Works 619429C 765 33 765	543	551
New Elgin Primary School M&E Works 619274B 284 31 284	204	246
Keith Grammar School Roofing Works 619481 642 642	610	588
Andersons Primary School M&E Works & Windows 619027/619025B 616 616	370	353
Hythehill Primary (Roof Works)	211	235
Hythehill Primary (Window Replacement)	200	181
East End Drainage	6	5
Speyside High School (M & E) works 619381B	0	17
Burghead Primary	0	3
<b><i>Schools – New Build</i></b>		
Lossiemouth High School	21,273	19,764
Linkwood Primary School Elgin	10,067	8,337
Findrassie Primary, Elgin	0	44

**Other Schools**

Milnes Primary School Early Learning and Childcare	127	227
Legionella works – schools	15	11
Fire safety – schools	25	30
School fire audits – works required above normal budget provision	140	123
Schools Accessibility	8	5
Forres Academy SEN Extension	0	45

**Early Learning and Childcare**

Expansion of Early Learning and Childcare	4,067	3,159
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**Leisure and Libraries**

All Public Facilities	10	6
Community Centres	30	30

**Total Children & Young Peoples Services Committee**

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<b>38,618</b>	<b>34,732</b>
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**Vehicles, Plant & Equipment - Leisure & Libraries**

Moray Leisure Centre Dehumidifiers	97	85
Moray Leisure Centre Combined Heat Unit	270	240

**Total Vehicles, Plant and Equipment**

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<b>367</b>	<b>325</b>
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**Moray Council Capital Programme 2020/21  
As at 30th September 2020**

**APPENDIX II**

	<b>Current Capital Plan 2020/21 £000</b>	<b>Actual Expenditure £000</b>	<b>Total Projected Expenditure £000</b>
<b>Land &amp; Buildings</b>			
<b><i>Schools - BB - Investment to bring all schools to B for condition and B for suitability</i></b>			
Speyside High School replace hot & cold water supply	6	2	6
Cluny Primary replace heat source/pipe work kitchen & dining area	159	1	159
Forres Academy replace hot water supply, heating & gas pipe work	36		36
New Elgin Primary replace heating pipe work	6	3	6
Andersons Primary electric rewire incl. power and lighting	49		49
Burghead Primary replace heating system and pipe work	6	1	6
East End Primary window replacement programme	168		168
East End Primary drainage works )		32	
Millbank Primary drainage works )			
Applegrove Primary drainage works )			
Seafield Primary drainage works )	537		90
St Gerardines Primary drainage works )			
Forres Academy drainage works )		8	
Andersons Primary Drainage )			
Hythehill Primary - 619393 PS access control	1	1	1

Hythehill Primary - 619394 - Flat Roof Replacement Ph2	9	9	9
Hythehill Primary - Replace Windows	315	79	315
Hythehill Primary - Insulated Render	255	2	168
East End Primary Replacement Windows 619490	179		
East End Primary external Insulated Render	112		
Milnes High - Replace Roofing	585		157
Pilmuir Primary - Replace Roofing	122		101
<b>Schools - New Build</b>			
Lossiemouth High School	11,797	3,917	9,238
Linkwood Primary School Elgin	2,919	1,502	2,611
Findrassie Primary School Elgin	500		150
<b>Other Schools</b>			
Legionella works - Schools	15	1	1
Schools -Fire, Safety and Security - Minor Works	150	2	100
Schools Accessibility	70	70	70
3G Synthetic turf pitches	13		13
4 Schools Refurb	0	32	32
<b>Early Learning &amp; Childcare</b>			
Expansion of Early Learning & Childcare Provision	2,808	450	2,808
<b>Libraries &amp; Leisure</b>			
All public facilities	10		10
<b>Total Children and Young People's Services Committee</b>	<b>20,827</b>	<b>6,112</b>	<b>16,304</b>

**Moray Council Capital Programme 2021/22  
Projected Expenditure**

**APPENDIX III**

	<b>Estimated value £000</b>
<b>Land &amp; Buildings</b>	
<b><i>Schools - BB - Investment to bring all schools to B for condition and B for suitability</i></b>	
Speyside High School replace hot & cold water supply	352
Cluny Primary replace heat source/pipe work kitchen & dining area	559
Forres Academy replace hot water supply, heating & gas pipe work	432
New Elgin Primary replace heating pipe work	412
Andersons Primary electric rewire incl. power and lighting	265
Burghead Primary replace heating system and pipe work	268
East End Primary drainage works )	
Millbank Primary drainage )	
Applegrove Primary drainage works )	
Seafeld Primary drainage works )	390
St Gerardines Primary drainage works )	
Forres Academy drainage works )	
Andersons Primary Drainage )	
Hythehill Primary - 619394 - Flat Roof Replacement Ph2	6
Hythehill Primary - Replace Windows	4
Hythehill Primary - Insulated Render	280
Milnes High - Replace Roofing	627
Pilmuir Primary - Replace Roofing	101
East End Primary Replacement Windows 619490	179
East End Primary external Insulated Render	112
<b><i>Schools - New Build</i></b>	
Lossiemouth High School	4,173
Linkwood Primary School Elgin	378
Findrassie Primary School Elgin	340
<b><i>Early Learning &amp; Childcare</i></b>	
Expansion of Early Learning & Childcare Provision	1,300
<b>Total Children and Young People's Services Committee</b>	<b>10,178</b>








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**REPORT TO: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT COMMITTEE ON 18 NOVEMBER 2020**

**SUBJECT: PERFORMANCE REPORT HUMAN RESOURCES, INFORMATION COMMUNICATIONS TECHNOLOGY AND ORGANISATIONAL DEVELOPMENT – HALF YEAR TO MARCH 2020**

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

**1. REASON FOR REPORT**

- 1.1 To inform the Committee of the performance of the service for the period from 1 October 2019 to 31 March 2020.
- 1.2 This report is submitted to the Education, Communities and Organisational Development Committee following a decision of Moray Council on 17 June 2020 to agree a simplified committee structure as a result of the COVID-19 pandemic in the case of this committee the combining of the delegated responsibilities of Children and Young Peoples Services, Human Resources, Organisational Development and Information Communications Technology (ICT) (para 9 of the minute refers).

**2. RECOMMENDATION**

**2.1 It is recommended that Committee:**

- (i) scrutinises performance of the Service Plan, Operational Performance Indicators and Complaints to the end of (Month Year);**
- (ii) welcomes good performance;**
- (iii) notes the actions being taken to improve performance where required.**

**3. BACKGROUND**

- 3.1 On 7 August 2019, the Moray Council, approved a revised Performance Management Framework for services (para 5 of the minute refers). The framework introduced new arrangements for Managing, Delivering and Reporting of Performance with the aim of increasing focus on priority areas, reducing the level of reporting on lower priority indicators and directing

scrutiny towards areas of strategic importance trends. Whilst the key performance trends in operational performance will continue to be reported, the focus of committee scrutiny will be on the delivery of priorities in the Local Outcome Improvement Plan (LOIP), Corporate Plan and Service Plan. This report covers progress in achieving the HR, ICT and Organisational Development Service Plan priorities, as well the important trends in the key performance indicators.

- 3.2 The Performance Monitoring Statements document was developed to support the Performance Management Framework. This half-yearly performance report refers to this document. The document includes tabular updates on actions, indicators relating to Service Plan priorities as well as complaints data, and can be found at:  
[http://www.moray.gov.uk/moray\\_standard/page\\_92457.html](http://www.moray.gov.uk/moray_standard/page_92457.html)

#### **4. SUMMARY OF PERFORMANCE**

- 4.1 At a meeting of the Policy and Resources Committee on 2 October 2019, approval was given for the Human Resources and ICT Service Plans covering the period 2019-2020 (para 5 of the minute refers). As per the Performance Management Framework, this Service Plan consists of two distinct sections;
- Strategic Outcomes - locked down against commitments in National Outcomes, the Local Outcome Improvement Plan and the Corporate Plan.
  - Service Level Outcomes – reflecting service priorities not covered in higher level plans.
- 4.2 A total of 19 actions were included in the Human Resources Service Plan; 12 were due for completion by March 2020, of which 3 have been fully completed. Of the 9 actions that have not met the target timescales, 6 have recorded progress of 50% and over, with 4 of those over 70% progressed.
- 4.3 For the ICT Service Plan there were 24 actions; 10 were due for completion by March 2020 of which 2 have been completed. Of the 8 actions that have not met the target timescales, 2 have recorded progress of 50% and over, with 1 of those over 70% progressed.

##### HR & OD Service Plan

<b>Level of Action</b>	<b>Number of Actions</b>	<b>Expected completion by end March 2020</b>	<b>Actual completion by end March 2020</b>
Strategic Outcome	8	5	1
Service Level Outcomes	11	7	2

##### ICT Service Plan

<b>Level of Action</b>	<b>Number of Actions</b>	<b>Expected completion by end March 2020</b>	<b>Actual completion by end March 2020</b>
Strategic Outcome	7	4	Nil

Service Level Outcomes	17	6	2
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### **Strategic Outcomes - successes**

- 4.4 Contributing to the Corporate Plan priority 'Working towards a sustainable council that provides valued services to our communities' the action to manage employee relations and consultation comprehensively and sensitively in relation to workforce changes was completed with advice provided to support workforce changes as required (ACTION HR19-20.4.1.1).
- 4.5 Work has progressed well to support the HR aspects of integrating health and social care into the Moray Integration Joint Board (IJB). There is HR representation on the appropriate project groups, there has been renewed attendance at the Workforce Forum meetings, with support provided as necessary for recruitment and workforce performance and reporting. (ACTION HR19-20.4.1.2HR).
- 4.6 The re-designed leadership development programme has been implemented and rolled out to 3<sup>rd</sup> and 4<sup>th</sup> tier managers. The programme aims to develop the skills and behaviours necessary for managers to provide the corporate and strategic direction and leadership the council requires (ACTION HR19-20.4.3.1).

### **Service Level Outcomes - successes**

- 4.7 The HR team have provided advice and support to the Early Learning and Childcare team on recruitment matters, changes to working practices and staff consultation. (ACTION HR19-20.5.2).
- 4.8 The ICT infrastructure team completed the work to further develop the council's intranet to provide secure access to all staff and to promote the intranet as a staff engagement vehicle. Secure Access is now available to all staff. Development of externally accessible phone book complete with testing and penetration testing is now underway (ACTION ICT19-20.5.1).
- 4.9 To ensure technology is available to suit long term educational requirement the ICT infrastructure team have just completed year 4 of a 5-year programme. All 115 interactive panels were installed and 76 legacy wi-fi aerials were replaced as planned for this year (ACTION ICT19-20.5.2). In addition, the action to introduce new data dashboards to provide visual representation of management information has been completed ahead of time. These dashboards will provide access to accurate and timely information to enable informed decision making (ACTION ICT19-20.5.3).
- 4.10 Compliance with cyber resilience measures has been achieved ahead of schedule with Moray Council achieving accreditation with Cyber essentials Plus and the UK government's Public Sector Network (ACTION ICT19-20.5.9).

## **Strategic Outcomes – challenges and actions to support**

- 4.11 Work on the Workforce/Employee Development action has been delayed by resourcing issues and was 25% complete at the end of 2019-2020. The completion rate of Employee Review and Development Process (ERDPs) dropped despite the work with operational services to develop a front-line version. Services have reported that staff and managers have been diverted by operational demands as teams have adjusted to reduced resources resulting from budget savings. In addition, it has not been possible to make any progress on the review of the Management Appraisal Framework, again due to the resourcing issues. (ACTION HR19-20.4.4).
- 4.12 The current Covid-19 pandemic provided increased impetus to the action to expand and enhance the provision of flexible and mobile working within the council. The planned work has been superseded by the rollout of dedicated laptops to enable staff to work from home during the pandemic. Together with the replacement of the Virtual Private Network solution, this has significantly increased the capacity to work from home (ACTION ICT19-20.4.1).
- 4.13 Work was scheduled this year to provide shared access to various systems to Integrated Health and Social Care staff. The priorities and issues were identified but further collaboration with colleagues in NHS IT was hindered by the Covid-19 outbreak (ACTION ICT19-20.4.3).
- 4.14 The implementation and promotion of video-conferencing took on additional significance due to the pandemic measures. The corporate Video Conferencing solution was upgraded but this has been superseded by the move towards Office 365 and Microsoft Teams. Teams will replace Vscene as the corporate VC and collaboration tool (ACTION ICT19-20.4.6).
- 4.15 ICT are working With Education to prepare a strategy defining how the use of ICT will deliver improvements within schools based around providing 1:1 devices. The Covid-19 pandemic has increased the number of devices available to pupils to use from home and has helped change the culture of digital teaching within schools (ACTION ICT19-20.4.7).

## **Service Level Outcomes – challenges and actions to support**

- 4.16 No progress has been possible for the recruitment and retention action pending the recruitment of staff and a manager in the Organisational Development team (ACTION HR19-20.5.3). Similarly, budget related and change work prevented completion of work to monitor the long-term impact on the pay structure arising from the living wage and other pay related issues. An early options appraisal has been developed, but progress has been delayed by the impact on resources of the senior management and organisational structure review (ACTION HR19-20.5.4).
- 4.17 Limited progress has been made on the review of the ICT security policy, which was due to be completed in quarter 4 of 2019-2020 (ACTION ICT19-20.5.5). Similarly, limited progress has been made on reviewing the business continuity plan but important work has been undertaken to ensure the continuity of data centre operations (ACTION ICT19-20.5.7).

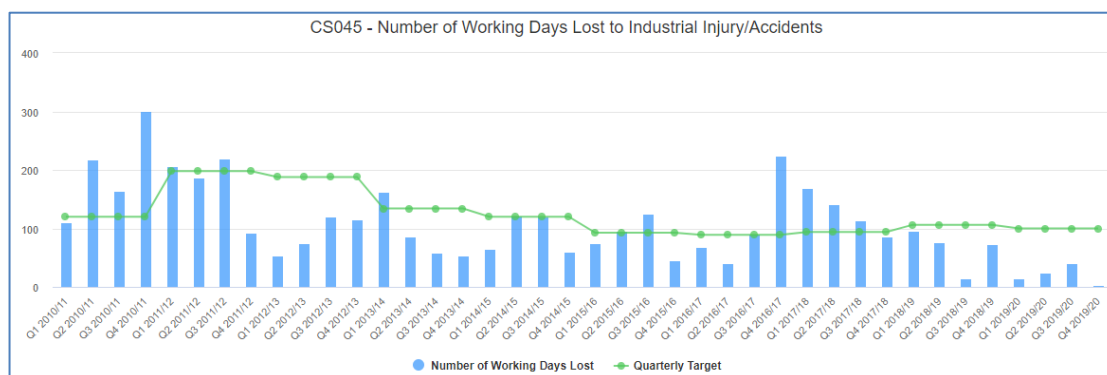
4.18 Many schools have started using Glow cloud storage and the advantages it brings. Possibility of standardising on this approach and reducing need for on-site storage. This will be considered as part of the Education Strategy and will feed into the action to investigate options to deliver efficiencies through the adoption of “cloud” / “online” services (ACTION ICT19-20.5.12).

**Operational Indicators - successes**

4.19 Four of the 9 HR & OD performance indicators met, or exceeded, the required standard.

Code & Title	Gauge	Value	Target
✓ CS037.1 Equal Opportunities Percentage of highest paid 5% of ear...		54.8%	50%
✓ CS045 Working days lost due to industrial injury / accidents (based...		3	25
✓ FS111 Payroll: Accuracy - Number		99.96%	99.5%
✓ FS112 Payroll: Accuracy - Value		99.99%	99.85%

Of particular note is the reduction in working days lost to industrial injury or accidents (INDICATOR CS045), which has decreased significantly in recent years. This is being investigated further to establish the reasons for the drop before considering whether to amend the target 2020/21.



4.20 Two of the 5 ICT performance indicators met, or exceeded, the required standard.

Code & Title	Gauge	Value	Target
✓ FICT173 ICT Action Plan completion percentage (cumulative)		90%	90%
✓ FICT174 Percentage availability of the Moray Council Website		100%	99%

**Operational Indicators - challenges and actions to support**

Code & Title	Gauge	Value	Target
● CS024a Number of Health and Safety Incidents reported (target ba...		70	59
● CS024b Number of Violence and Aggression Incidents reported (ta...		549	242

4.21 The annual Health & Safety report will provide further analysis and comment on both these indicators when it is issued.

## **Complaints & MP/MSP Enquiries**

- 4.22 Between October 2019 and March 2020, Human Resources, Organisational Development and Information Communications Technology received two complaints. Both were dealt with at the frontline stage, neither were upheld. No MP/MSP enquiries were received during the reporting period.

## **5 SUMMARY OF IMPLICATIONS**

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

Performance measurement is used to ensure the efficient and sustainable delivery of services to meet the Council's priorities in both the Corporate Plan and the LOIP.

**(b) Policy and Legal**

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

**(c) Financial implications**

None.

**(d) Risk Implications**

None.

**(e) Staffing Implications**

None.

**(f) Property**

None.

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

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

**(h) Consultations**

The Head of Human Resources, Organisational Development and Information Communications Technology and Service Managers, have been consulted with any comments received incorporated into this report.

## **6. CONCLUSION**

- 6.1 At the end of the financial year 2019-2020 three of the 12 Human Resources & Organisational Development Service Plan outcomes planned for implementation by March 2020 had been achieved. A further 7 actions were not due for completion this year. Overall, progress on implementing the Service Plan is behind schedule at 53% complete. Human Resources & Organisational Development Service Plan is meeting, or is marginally below, all but 2 of its performance targets indicating the service is providing an acceptable level of support in**

**meeting the priorities of the Corporate Plan. The Information Communications Technology Service Plan had achieved 2 of the 10 actions planned for implementation by March 2020. A further 14 actions were not due for completion this year. Overall, progress on implementing the Service Plan is behind schedule at 38% complete.**

Author of Report: Carl Bennett, Research & Information Officer  
Background Papers: Held by Author  
Ref:








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**REPORT TO: EDUCATION, COMMUNITIES AND ORGANISATIONAL  
DEVELOPMENT COMMITTEE 18 NOVEMBER 2020**

**SUBJECT: 2019-20 WORKFORCE PLANNING REPORT**

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

**1. REASON FOR REPORT**

- 1.1 To inform the Committee of the progress made against the workforce strategy and plan and to consider the proposed interim workforce strategy for the period 2020-2022.
- 1.2 This report is submitted to the Education, Communities and Organisational Development Committee following a decision of Moray Council on 17 June 2020 to agree a simplified committee structure as a result of the COVID-19 pandemic. In the case of this committee the combining of the delegated responsibilities of Children and Young People Services, Governance, Strategy and Performance, (para 9 of the minute refers)

**2. RECOMMENDATION**

**2.1 It is recommended that the Committee:-**

- (i) consider and note the progress made against the 2019 workforce plan;**
- (ii) note the impact of COVID-19 on the programme delivery; and**
- (iii) approve the proposed interim workforce and organisational development strategy that prioritises activity for 2020-2022.**

**3. BACKGROUND**

- 3.1 The Council's Workforce and Organisational Development Strategy and plan respond to the priorities of the Council and set out the work required to support and achieve those priorities.
- 3.2 The Council believes that people are the key to delivering high quality and improving council services and the workforce planning process helps ensure

that the workforce is skilled and equipped, managed and deployed effectively. This helps the council ensure it can meet both the current and future demands on services.

#### **4. PROGRESS ON 2019 WORKFORCE PLAN**

4.1 Since the last Workforce Strategy and Plan report to Policy and Resources Committee on 29 October 2019 (para 12 of the minute refers), progress on planned work has been severely impacted by two main factors: resourcing the workforce implications of the management restructure and responding to COVID-19. The scale of the impact of the pandemic is such that an interim workforce and organisational development strategy is proposed.

4.2 Where possible, performance is measured using specific and measurable outcomes and while limited in some areas, progress on most actions has progressed as follows.

#### 4.3 Workforce Transformation and Change

- (i) Budget proposals for 2019/20 were implemented and the workforce implications managed through Transform.
- (ii) Support to Health and Social Care Moray continues with the development of increased understanding and awareness leading to clearer lines of communication

#### 4.4 Employee Engagement and Culture

- (i) The adjusted level of engagement activities progressed as planned until March 2020 at which point all work paused due to the pandemic.
- (ii) The Culture Working Group met regularly to oversee the delivery of the agreed action plan. Support was provided to targeted areas and it was agreed that the majority of the work was also now considered to be business as normal, demonstrating considerable progress and achievement with regard to culture change.

#### 4.5 Developing Leadership Capacity

- (i) A blended approach of development activity designed to improve leadership capacity and internal capacity was successfully implemented with positive feedback.
- (ii) Management and supervisory training continued, again supplemented by the Flexible Workforce Development Fund.
- (iii) A strategy for the development of Elected Members is due at this Committee for approval.

#### 4.6 Workforce/Employee Development

- (i) Continued central management of the corporate training activity and spend has seen identified training needs met.
- (ii) The number of ERDPs is unknown at this point due to the impact of COVID-19.
- (iii) Review of the Senior Manager Performance Framework continues to be on hold.

- (iv) Organisational development support to services continued in targeted areas such as violence and aggression in schools.

#### 4.7 Health and Wellbeing

- (i) The national absence figures for 2018-19 indicated that Moray Council rankings were static for teachers at 21 out of 32 and slightly lower for non-teaching staff moving from 19<sup>th</sup> to 23<sup>rd</sup> out of 32. Initial unvalidated figures for 2019-20 indicate fractional increases however the local government benchmarking framework statistics have not been issued so it is not possible to consider what impact this has on the overall rankings. As noted in previous reports, the ranking can be slightly misleading as if every council's figures improve, the individual rankings could potentially stay the same. However, they are useful as a broad indication of Moray's overall position across Scottish Local Authorities. Management of absence cases continues to be supported on a targeted basis. There does however continue to be the potential for more focused work in some areas (for example where there is a direct front line cost for a replacement) and a proposal for this is in the early stages of development.
- (ii) The corporate health and safety team have worked to progress the planned areas of work as well as balance the ad hoc operational demands made on them. This work has been overtaken latterly by the impact of COVID-19 and supporting services with risk assessments and responding to national and clinical guidance as it emerges. A separate report to this Committee contains a more detailed analysis of the work of the team during 2019.

#### 4.8 Workforce and Succession Planning

- (i) This area has seen limited work in the six months before the pandemic began, with support to services on specific challenges where requested.

#### 4.9 Recruitment and Retention

- (i) This work was carried forward from the previous plan with no progress prior to COVID-19.

#### 4.10 Reward and Recognition

- (i) Monitoring of the long term impact of the Living Wage on the pay structure has continued, with early consideration of options to assess the scope and scale of the issues arising from consolidation of the Living Wage as part of the national agreement on pay awards. This work paused in March due to the onset of the pandemic but is now being picked up as a priority.

#### 4.11 Other Actions

- (i) Employment policy work progressed with a number of policies reviewed at Policy and Resources Committee in March 2020, however further planned work also paused in March.

## **5. 2020-2022 INTERIM WORKFORCE AND ORGANISATIONAL DEVELOPMENT STRATEGY AND PLAN**

- 5.1 As noted above, in March 2020 the COVID-19 pandemic overtook normal business. Apart from a small skeleton management team, the HR and Organisation Development (OD) teams were mainly working from home on a much reduced basis or redeployed, mostly to the Grampian Coronavirus Assistance Hub (GCAH). With provision of equipment, this has improved and a form of normal service is now being provided. However much of the work continues to be dominated by the pandemic and the council's requirements to adjust and respond to the national and clinical advice. The support required both centrally and to services in terms of managing risk assessments, operational adjustments to delivery of service, workforce issues and responding to guidance as it emerges means that the focus for the teams for the foreseeable future will be centred around three main themes: health and wellbeing, leadership development and capacity, workforce transformation and change with a small number of other critical developments that are required to be progressed. These are noted in the attached **Appendix A** Interim Workforce and Organisational Development Strategy which is directed by the amended Service Plan which is the subject of another report to this Committee. **Appendix B** sets out the Interim workforce plan to implement the strategy.

## **6. SUMMARY OF IMPLICATIONS**

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

The contents of this report are in accordance with the priorities set out in the Corporate Plan and set out how we will make best use of our workforce and resources to support the Council to meet current and future challenges.

**(b) Policy and Legal**

None.

**(c) Financial implications**

None.

**(d) Risk Implications**

The workforce strategy and plan are based on assessment of the issues and risks anticipated in relation to the council's workforce and identify actions to address these. The actions in the workforce plan have been prioritised and if necessary activity will be reduced or ceased on those actions ranked lowest. Given the focus on workforce change through responding to the Best Value Audit Report, COVID-19, budget related changes, modernisation, improvement and transformation it will be challenging for the HR service to deliver on all of the work identified and so there is a risk of slippage that could have an impact on services.

Monitoring reports are submitted to the Personnel Forum and any issues and proposed remediation will be identified for consideration.

**(e) Staffing Implications**

There are no staffing implications arising from this report. However, it will be challenging for the HR service to deliver the actions in the workforce plan and this will be monitored carefully.

As the Council continues to respond to the pandemic, seeks to transform and modernise and prepares its financial plans, it is likely that specific workforce issues will emerge. Work will be undertaken as proposals are developed to identify the specific workforce issues and these will be managed through the well-established change management and Transform processes. Account will also be taken of the whole council strategic management of these workforce issues as they emerge by involving the HR team in the planning of the required changes.

**(f) Property**

None.

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

Equality impact assessments are undertaken on each policy and the workforce implications of budget savings and change proposals.

**(h) Consultations**

The trade unions receive updates on planned work and will be consulted on items that they would wish to include in the future plan. CMT/SMT have also been provided with background information and draft documents for consultation and direction and their views are incorporated into the proposals. This report has also been circulated to Tracey Sutherland Committee Services Officer and their comments are included within the body of the report.

**7. CONCLUSION**

**7.1 Workforce planning is a key responsibility for the Council in supporting the delivery of services. The Workforce Strategy and Plan set out how this will be managed. Progress against the actions since October 2019 has been moderate due to the impact on resources of organisational change and the COVID-19 pandemic. Nevertheless work was undertaken against the majority of the workstreams within the strategy and plan. The next stages of workforce planning activity are dominated by the impact of the Council's recovery and renewal activity and the Workforce Strategy and Plan have been refreshed to accommodate the high focus on the main themes that are anticipated will feature in and support the recovery and renewal work.**

Author of Report: Frances Garrow  
Background Papers: Full workforce plan adjusted to reflect content of this report

Ref:



## MORAY COUNCIL

### INTERIM WORKFORCE AND ORGANISATIONAL DEVELOPMENT STRATEGY

2020 – 2022

#### Introduction

Moray Council has a well-developed strategic framework within which the workforce and employment related aspects of the authority are managed and delivered.

Since March 2020 the council has had to respond to unprecedented challenges due to the impact of COVID-19 and the national lockdown. This has created opportunities, new services and new ways of working that would normally have taken several years to design and implement.

The council is still in a period of adapting to the new requirements placed upon it as well as looking to recover its previous progress towards the corporate priorities and service aims and develop in terms of renewal opportunities.

Balancing the additional demands with the original demands on services and the impact of increased homeworking across a significant proportion of the workforce is challenging. During this transitional phase while the council continues to adapt, an interim workforce and organisational development strategy has been developed that highlights the main areas of priority for the short and medium term, and links to the original priorities contained within the current workforce and organisational development strategy that are important for the longer term developments already agreed that remain relevant.

This interim strategy refers to and sits alongside the profile, context and priorities contained within the existing workforce and organisational development strategy (insert as link), without duplicating the narrative. It sets out the requirements that are considered to be the main priorities with regard to delivering the service plan for the next 18 months, at which point a more fundamental review will be considered.

#### Priorities for 2020 – 2022

The main priorities for the next 18 months have been identified from the Best Value Audit Report, the transformation, modernisation and improvement agenda and feedback from the workforce and workforce representatives and managers.

##### 1 Health and Wellbeing

The health and wellbeing of the workforce is of paramount importance to the council. The impact of the pandemic has increased the focus on health and wellbeing through concerns over catching the virus, making work as safe as possible through rigorous risk assessment and adaptations but also through the impact of the increased level of homeworking that is being undertaken in terms of the potential for isolation and loneliness. In addition mental health and wellbeing has been a major cause of absence for a number of years.

Proposed Actions – develop options for reducing absence due to mental health and wellbeing reasons, develop support mechanisms for supporting home working and the management of home workers, keep risk assessments up to date and ensure managers and staff understand their responsibilities in this regard

## 2 Leadership Development and Capacity

The recent Best Value Audit Report highlighted several elements of leadership where the council should be aiming for improvement. It is particularly important during such challenging times that there is clear, decisive and committed leadership to help direct the organisation.

Proposed Actions – continue implementation of redesigned leadership development ensuring the council is well equipped to navigate the challenges. Implement the draft elected member development strategy and programme that ensure elected members are developed with effective leadership skills and behaviours required for effective strategic political leadership.

## 3 Workforce Transformation and Change

The increase of homeworking, virtual learning and flexible approaches to delivering services requires the workforce to be fully trained and equipped with the appropriate skills and behaviours to deliver their services digitally. The opportunities to embrace transformational change, modernisation and improvement will have a significant impact on the workforce and they need to be supported to do this.

Proposed Actions – preparing and developing the workforce in future requirements such as digital skills. This might be delivering virtual learning to pupils, or providing a front line service using increased digital methods.

## 4 Other

Some developments are not related specifically to COVID-19 but from responding to national developments. The council has to have in place fair and competitive pay and conditions and regularly monitors the long term impact on the pay structure arising from national initiatives such as the living wage. The council also regularly monitors issues arising from across the council and one such issue is violence and aggression in schools and measures to try to reduce this. The use of information and performance is also of critical importance in terms of evidencing outcomes and improvement.

Proposed Actions – review of the pay structure with regard to impacts arising from the living wage and support for services to achieve a reduction in violence and aggression through a structured plan of activity. Performance and service related information related to outcomes and measures is revised and improved.



**THE MORAY COUNCIL**  
**INTERIM CORPORATE WORKFORCE PLAN 2020-2022**

(Priority: 1 high 3 low, 4 ongoing area of work where further development is not required at this stage, 5 on hold)

ACTION REQUIRED	PLANNED OUTCOME	Completion TIME- SCALE	Lead Officer	Priority Rating
<b>Health and Well-being: pro-actively support the health and well-being of employees</b>				
1. Support the implementation of the Council's Health and Work policy in order to deliver ongoing improvements in absence levels	<p>To achieve a sustained reduction in absence levels as measured through the Local Government Benchmarking Framework PIs.</p> <p>To improve the awareness of and management of mental health (as a main cause of absence) within the workforce</p> <p><u>Measure:</u> Absence performance indicators</p>	Mar 2022	HRM	2
2. Manage risks well by implementing our health and safety system effectively	<p>Improved quality and practical usability of risk assessments in higher risk services</p> <p>Rolling programme of audits of the health and safety arrangements in the higher risk services or services with specific safety problems (as determined by the H&amp;S team)</p> <p><u>Measures:</u></p> <ul style="list-style-type: none"> <li>- 3 risk assessments reviewed from each of the higher risk areas in rolling programme</li> <li>- 3 toolbox talk reviewed in selected higher risk areas</li> <li>- 3 internal safety inspection arrangements reviewed in selected higher risk areas.</li> </ul>	Mar 2022	SH&SA	1
3. Developing the Health and Safety Culture of the council	<p>Managers and employees take responsibility for and give priority to health and safety, sharing success and learning from experience where possible resulting in fewer accidents and health and safety related incidents.</p> <p><u>Measures:</u></p> <ul style="list-style-type: none"> <li>- improved Employee Survey response</li> <li>- positive feedback from the workforce and workforce representatives</li> <li>- increased workforce participation in safety forums</li> <li>- improved incident reporting</li> <li>- improved flow of safety related information up and down the channels.</li> </ul>	Mar 2022	ODM/S H&SA	2

ACTION REQUIRED	PLANNED OUTCOME	Completion n TIME- SCALE	Lead Officer	Priority Rating
	<ul style="list-style-type: none"> <li>- clear messages established around health and safety that are acknowledged by the workforce</li> <li>- 2019 annual health and safety report finds learning from experience established and fewer avoidable incidents occurred</li> <li>- actions from surveys complete e.g. Violence and Aggression in schools</li> </ul>			
<b>Developing Leadership Capacity:</b> <i>prepare and develop current and future leaders to meet the demands of local government of the future to ensure the continuous improvement of services</i>				
1. Implement re-designed leadership development to ensure it develops the skills and behaviours necessary for the corporate and strategic direction and leadership the council requires	<p>Managers developed to lead challenging agenda and council prepared for the future</p> <p>Develop a revised programme to meet organisational requirements</p> <p><u>Measure:</u> Courses in place and feedback positive</p>	Mar 2022	ODM	1
2. Provide elected member support, training and development required for effective leadership of the council	<p>Elected members are developed to ensure effective leadership skills and behaviours required for political leadership</p> <ul style="list-style-type: none"> <li>1. Develop strategy for development</li> <li>2. Implement plan to deliver strategy</li> </ul> <p><u>Measure:</u> elected member development evidenced</p>	Sept 21	ODM	1
<b>Workforce/Employee Development:</b> <i>ensure that employees have the skills, competencies and experience required and are prepared to meet current and future requirements</i>				
1. Monitor learning and development activity across the council and ensure it is aligned to the corporate and OD priorities	<p>Workforce is equipped with the required skills and competencies to provide excellent customer service, be digitally confident and prepared for change.</p> <p><u>Measures:</u> Above developed and corporate development maximised through:</p> <ul style="list-style-type: none"> <li>- Development activity created to address strategic themes</li> <li>- 90% uptake of internal and external training courses and development activity</li> </ul>	Mar 2022	ODM	1
<b>Reward and Recognition:</b> <i>have in place fair and competitive pay and conditions that are recognised as such and are free of bias</i>				

ACTION REQUIRED	PLANNED OUTCOME	Completion TIME- SCALE	Lead Officer	Priority Rating
1. Continue to monitor the long term impact on the pay structure arising from the living wage and other pay related issues	Council prepared should action be required  <u>Measure:</u> Consolidation achieved with pay structure adjusted Workforce implications monitored and managed successfully	Mar 2021	H/HR&I CT / HRM	1
<b>OTHER ACTIONS</b>				
1. Information and System Development	Systems are developed to achieve maximum synergies and efficiencies and service information is accurate, relevant and current, providing a useful source of reference, guidance and supporting managers and staff to self-serve.  <u>Measure:</u> 75% of planned work completed	Mar 2022	H/HR&I CT	3
2. OD support to services as required	OD support provided that supports services to achieve their outcomes e.g. reduction in violence and aggression in schools, implementation of learning partnership organisation ethos  <u>Measures:</u> OD plans produced and implemented Outcomes achieved	Mar 2022	ODM	4





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**REPORT TO: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT COMMITTEE ON 18 NOVEMBER 2020**

**SUBJECT: HEALTH AND SAFETY ANNUAL REPORT 2019**

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

**1. REASON FOR REPORT**

- 1.1 To ask the Committee to consider the annual Health and Safety report and approve the progress noted, proposed future actions and carry forward of outstanding actions for the next year.
- 1.2 This report is submitted to the Education, Communities and Organisational Development Committee following a decision of Moray Council on 17 June 2020 to agree a simplified committee structure as a result of the COVID-19 pandemic. In the case of this committee the combining of the delegated responsibilities of Children and Young People Services, Governance, Strategy and Performance, (para 9 of the minute refers)

**2. RECOMMENDATION**

- 2.1 It is recommended that the Committee:
  - i) consider the content of the annual health and safety report, as set out in Appendix 1, and the progress towards the outcomes established in the last report; and
  - ii) approve the carry forward of outstanding actions and proposed future actions for 2020.

**3. BACKGROUND**

- 3.1 The Health and Safety at Work Act requires that organisations ensure the safety of employees and others who may be affected by their actions.

The main elements needed to provide protection are:

- Making plain the organisation's commitment to have good standards of health and safety management;
  - Defining the roles that people at all levels play in ensuring the good standards are maintained;
  - Having systems in place to ensure awareness of hazards and assessment of risks to employees, customers, partners and others who may be affected by our activities;
  - Having in place effective arrangements to eliminate or control those risks;
  - Monitoring the system in place and reviewing it on an ongoing basis;
  - Providing access to health and safety advice and support;
  - Engagement with employees at all stages of the process to ensure adequacy.
- 3.2 As part of this process, a report is provided every year on the Health and Safety provision within the Council.
- 3.3 The Annual Health and Safety Report for 2019 is set out in **APPENDIX 1**. It summarises the Council's health and safety performance corporately and is based on statistics for the period 1 January 2019 to 31 December 2019. The report highlights the Council's safety performance and provides information on the types of accidents reported.
- 3.4 The report highlights that the number of accidents and dangerous occurrences reported in 2019 has increased compared to the numbers reported in the previous three reports. However, within this, there continues to be variation in the reporting at departmental level: Education had 26% more reports in 2019 compared to 2018, Environmental Services has a 35% increase in reported incidents whereas Social Care report 25% fewer. Despite further analysis of the incidents it is difficult to draw out the reasons for this as there are no obvious causes within Environmental Services, however the behavioural issues in schools continue to rise and this would account for some of the continued rise within Education. Social Care report that this is possibly due to under reporting and are reviewing reporting procedures.
- 3.5 The main areas of progress on planned work in 2019 have been balanced with responding to the work required from specific issues arising throughout the year and the volume of ad hoc work is has impacted on progress on planned work. Despite this, there has been a regular programme of communications, regular alerts to services, delivery of planned audits of risk assessments in high risk areas and improved contractor control arrangements.
- 3.6 Main themes arising from the report are the requirement to continue to improve the health and safety culture across the council, finding ways to address challenging behaviour in schools and reducing the number of incidents based on human error.
- 3.7 The Annual Health and Safety Report for 2019 identifies the main areas for development and planned work over the next year as continuing to audit high risk area risk assessments, improving manager understanding and activity,

progressing with actions to improve the behaviour challenges in schools and provide the business as usual such as accident / incident investigation, inspections and fire risk assessments. The increased health and safety risks of working within a COVID-19 environment will be incorporated into normal working, while continuing to maintain the profile and awareness of normal health and safety risks both within and across the council activities.

#### **4. SUMMARY OF IMPLICATIONS**

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

This report provides information relating to Health and Safety activities within the Council to enable this learning and to ensure that the council continues to provide a safe and healthy workplace for employees to deliver services.

**(b) Policy and Legal**

Ensuring the health and safety of staff and service users is a statutory duty on the Council. An annual report is an effective method of recognising achievement and highlighting opportunities for further improvement.

**(c) Financial implications**

There are no financial implications arising directly from this report. Accidents can have implications for Council resources and may result in losses that are difficult to quantify.

**(d) Risk Implications**

Health and safety is included within all levels of the Council's risk register.

**(e) Staffing Implications**

Staff time will be required to implement the actions set out in the report. This will be accommodated within existing resources by adjusting the priorities to be worked on.

**(f) Property**

None.

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

None.

**(h) Consultations**

CMT-SMT and the Central Health and Safety Committee have been consulted on this report.

## **5. CONCLUSION**

- 5.1 The 2019 annual health and safety report shows that the Council continues to provide a health and safe environment for its employees and service users. While progress continues to be moderate, it also shows that some actions are starting to impact positively on an improved safety culture. It is planned to continue this work to allow the Council's safety culture to continue to develop with a focus on supporting managers and employees to take responsibility for and give priority to the health and safety of themselves and others.**

Author of Report: Frances Garrow, Head of HR, ICT and Organisational Development

Background Papers:

Ref:



**THE MORAY COUNCIL  
HEALTH AND SAFETY ANNUAL REPORT  
(January 2019 to December 2019)**

## **1 Purpose**

- 1.1 The purpose of this report is to provide information on the performance of the council in ensuring the health and safety of the workforce and service users. This is done through the utilisation of monitoring data and includes recommendations for improvements required to procedures and/or systems.
- 1.2 The national context for similar organisations on incidents and enforcement action is also considered for the purposes of shared learning.

## **2 Summary of Key Themes**

- 2.1 Health and Safety Culture – this remains a key theme for the council. Previous reports have emphasised the challenge and long term nature of implementing and sustaining culture change. The information available through analysis of data and feedback from services is that while there are improvements in some services, there continue to be areas for improvement.
- 2.2 Violence and Aggression in schools continues to be a major theme. While the national lockdown created a pause in work to address this, it remains of significant concern and is therefore a key priority going forwards.
- 2.3 Incidents based on human error continue to occur. Organisational development support will be targeted within service areas with the highest rates of incidents, seeking to understand the underlying causes and create improvements in embedding health and safety awareness into the workforce.
- 2.4 While not a factor in the 2019 statistics, it is of note that COVID-19 has had a substantial impact on the way the council operates and service delivery. This is likely to continue for the foreseeable future and for that reason, all health and safety activity will be considered from a COVID-19 perspective.

## **3 Review and Monitoring of Council Performance**

### **3.1 Statistical Review**

- 3.1.1 **Appendix A** sets out the analysis of health and safety incidents that were reported during the year January – December 2019, with comparison to previous years' performance.
- 3.1.2 The main points to note are:
- a) There was a significant rise in the number of accidents and dangerous occurrences reported in 2019 (an increase of 49) with the increase split between Education and Environmental Services. Analysis indicates that this is due to incidents being reported across a range of reporting categories in small numbers in both Education and Environmental Services, with no apparent pattern or underlying issue other than increased reporting which has been encouraged centrally. Appendix A contains further information.

- b) Social Care reported incidents continue to reduce (although this could be due to under-reporting, which is to be addressed).
- c) Variation in numbers between types of incidents continues although no clear pattern emerges.
- d) Reported incidents of violence and aggression in schools continue to rise.

### 3.2 Review of Incidents/Accidents

3.2.1 The following incident summaries are presented as a sample to illustrate the nature and range of risks the council has faced and to inform decisions on improvements for the future with appropriate remedial actions.

- a) A driver left the depot with an unsecured load being carried on a vehicle that was unfit for this purpose, the load fell onto the carriageway striking a passing vehicle and only narrowly avoiding causing a serious injury. This incident led to an investigation into load safety training and supervision, a program of checks and inspections were put into place.
- b) A near miss at a recycling centre where a member of the public narrowly avoided being struck by an HGV being driven against the flow of traffic led to an audit of the recycling centres and a number of improvements were made to site rules and signage.
- c) A member of the public sustained a major injury after tripping on metal studs that had become exposed when a large metal gate had been temporarily moved to enable access for large vehicles. The risk assessment for this task has been reviewed and changed with a system now in place to ensure no trip hazards are created during this procedure.

### 3.3 Review of Progress

3.3.1 Health and Safety activity is set out in the annual action plan and is monitored through the council's performance management framework via the service plan and the more detailed workforce plan. This section provides an overview of the main work streams in the plans.

3.3.2 The restructure of the health and safety team has helped to provide an improved balance between the reactive operational requirements and the planned work, however managing this balance does still remain challenging given the small corporate health and safety resource and the unpredictability of the operational demands.

3.3.3 Vehicle and Transport: investigate underlying issues and develop actions plans to address and mitigate risks – analysis showed no real trend or identifiable pattern. Monitor for further review as required.

3.3.4 Violence and Aggression: develop improvement plan in conjunction with services – an outline action plan was developed with further detail to be provided by a small working group of officers.

3.3.5 Contractor Control: development of arrangements and processes for monitoring site performance – improved monitoring methods have been agreed with Property Services providing corporate oversight of project work involving contractors.

- 3.3.6 Safe Working Methods: audit of risk assessments in high risk areas – audits of specific issues overtook planned work. To be carried forward in 2020 and 2021 action plan.
- 3.3.7 Improved Reporting and Monitoring: training for supervisors and managers on monitoring of practice – training is in the early stage of development and was overtaken by the demand from dealing with reactive work.
- 3.3.8 Culture: enhancing manager and employee awareness of health and safety responsibilities – Work including regular safety alerts, improved liaison arrangements in some high risk areas and Connect articles have focused on improving health and safety awareness.
- 3.3.9 Fire Risk Assessments: audits in schools – ongoing with Scottish Fire and Rescue Service.

#### **4 Benchmarking and National Developments**

- 4.1 The council's overall trend of increasing incidents does not reflect the national HSE report for 2018/19 which found that the rate of self-reported non-fatal injury to workers generally shows a downward trend, however within the statistics, 'slips, trips and falls' remains the highest occurring incident at 20%. This reflects one element of the council's own pattern of incidents of this type.
- 4.2 Violence and aggression towards staff in schools from pupils is an issue that is being considered at a national level in Scotland. The Review of Additional Support for Learning chaired by Angela Morgan and reporting to CoSLA and Scottish Government identified a range of improvements for provision of ASN across Scotland. Among the issues highlighted was the 'significant work to be done' to ensure those children and young people who express stress and distress through behaviour and those involved in supporting them are 'fully supported for principled and effective prevention and intervention'. Appendix A refers more specifically to the Moray context in this regard.

#### **5 Conclusions and Proposed Developments**

- 5.1 While this report covers the period January – December 2019, it is being written after a period of national lockdown due to the COVID-19 pandemic. The pandemic remains an important factor with regard to the health and safety of the workforce and as such any development activity and proposals for action take account of the additional considerations of working in a Covid-19 safe environment, however, the specific health and safety requirements within each service remain a high priority.
- 5.2 The number of incidents reported has increased during 2019. Analysis shows that there is no clear trend or pattern to the increases, rather they are made up of a small number of reports over a wider number of categories. Within Education most incidents are due to minor mishaps in science lessons or Home Economics and with PE sessions. PE incidents have been reported as an issue in the past and it should be noted that the number of 'falls from a height' has reduced by over 20% within the small number reported. Within Environmental Services the increase shows no underlying issues or contributory causes.
- 5.3 A refreshed programme of reminding managers of the need to monitor and raise awareness amongst their teams in targeted areas will be introduced with support

from the Organisational Development team in terms of using different tools and techniques and communications.

- 5.4 A targeted programme of auditing and inspection of the risk assessments for high-risk issues and areas will continue in line with the aims of the safety policy contributing towards the improved use of safe working methods.
- 5.5 The issue of violence and aggression in schools will be reviewed by the working group who had been tasked with developing improvement actions, in the light of COVID-19 and a refreshed plan will be brought forward thereafter. The Central Health and Safety Committee will continue to oversee and direct this work with updates to Education, Communities and Organisational Development Committee.
- 5.6 Risk assessment relating to the impact of COVID-19 will continue to be a significant factor for all services for the foreseeable future. A corporate approach to risk assessment has been developed and this will be further developed to ensure continual review in line with any national, public health or professional standard recommendations that emerge.

## 6 Action Plan

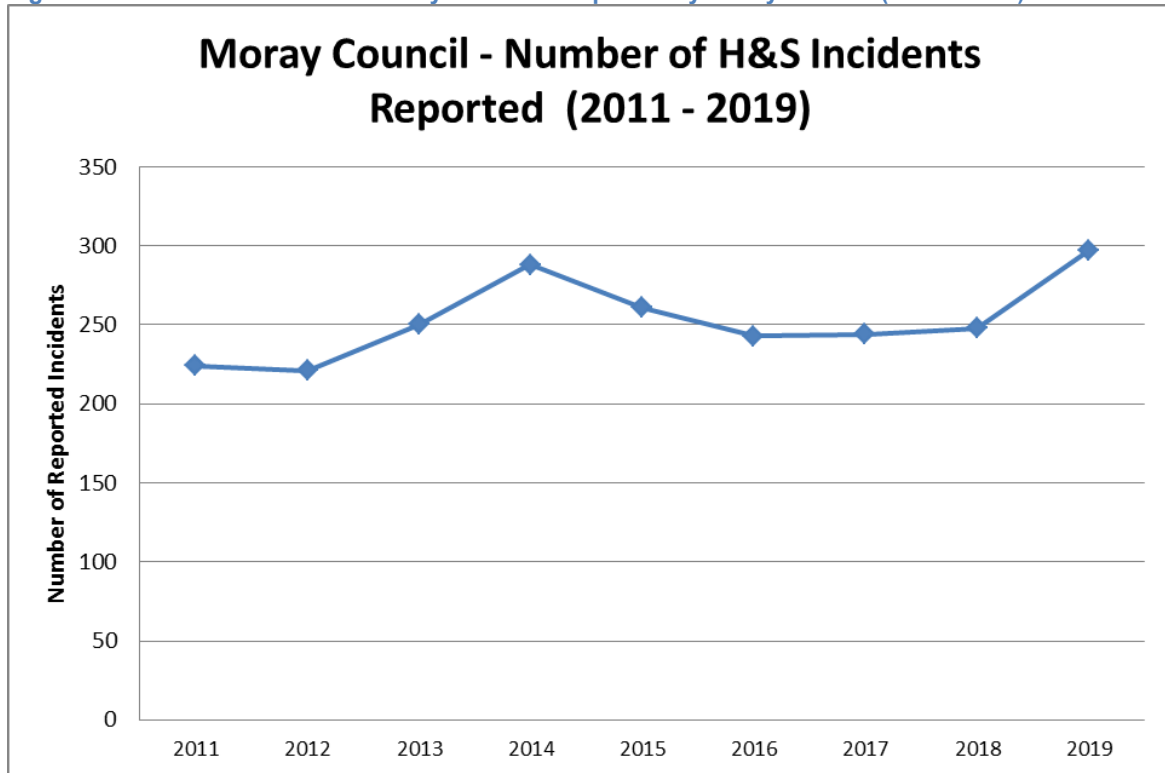
- 6.1 It is anticipated that the corporate health and safety team will continue to be involved with ongoing pandemic demands across services. Combined with the requirement to complete a proportion of audit and monitoring work, including fire risk assessments across the school and corporate estate, as well as managing the ad hoc operational work, it should be noted that this is likely to impact considerably on other development or improvement work that the team might be able to progress.

<b>ACTIONS</b>	<b>TARGET FOR COMPLETION</b>
Accident/Incident – monitor high risk areas	31 March 2022 with review at March 2021
Risk Management – improve manager understanding and activity and introduce OD support in targeted areas with high or increasing incident reports	
Audit/Inspection – targeted programme of high risk areas and issues	
Violence and Aggression – refreshed plan and implementation	30 June 2021 and 2022
Risk Assessment:COVID-19 – embed continual review into business as normal	Ongoing
Fire Risk Assessments – continue with programme in line with Scottish Fire and Rescue Service	Ongoing

**HEALTH AND SAFETY INCIDENTS 2019**  
**SUMMARY FOR EDUCATION, COMMUNITIES**  
**AND ORGANISATIONAL DEVELOPMENT COMMITTEE**

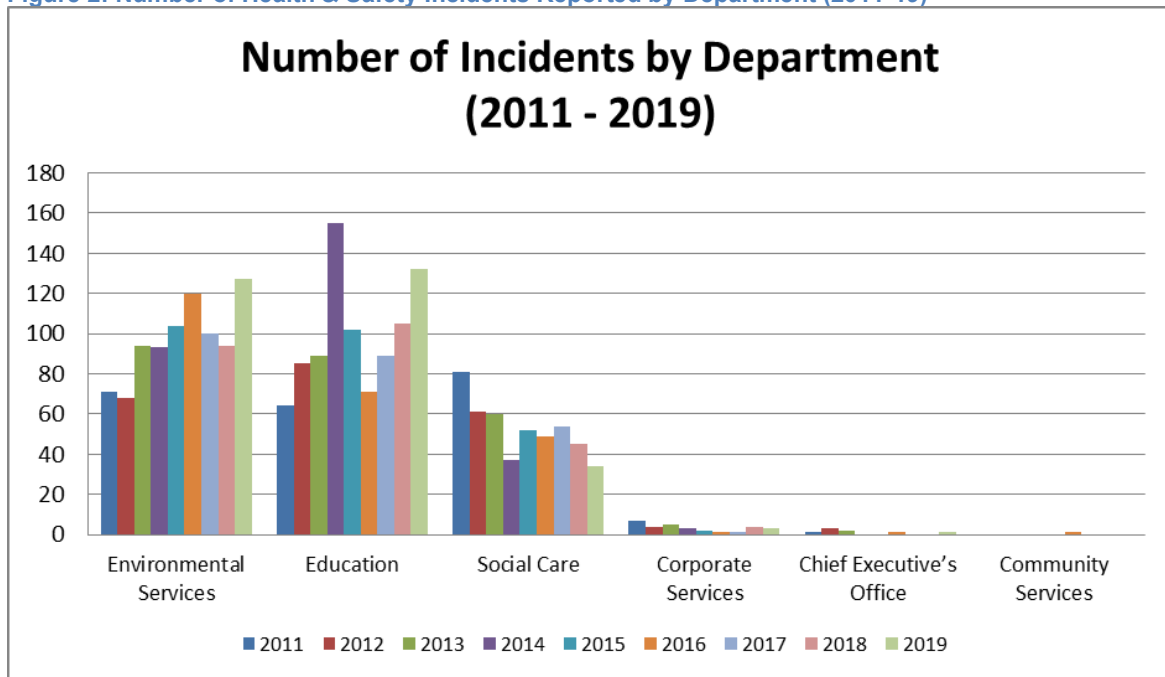
The following information is based on the data for incidents reported during 2019.

Figure 1: Number of Health and Safety Incidents Reported by Moray Council (2011 - 2019)



The number of accidents and dangerous occurrences reported in 2019 increased by approximately one-fifth compared to the numbers reported the previous 3 years. The 297 reports received represent a 20% increase from the 248 reports submitted in 2018, and exceeds the previous peak of 288 reported in 2014 (Figure 1). The corporate health and safety team have encouraged departments to report incidents over recent years and more are now being received and this would explain some of the increase. Analysis of the reports indicates that they have been received in small numbers across several reporting categories and that there is no clear pattern, trend or identifiable contributory cause to them. This would indicate that they are mishaps and human error and that the current methods of raising awareness should be reviewed with support from Organisational Development in terms of tools, techniques and communications for engaging with managers and employees in this regard.

Figure 2: Number of Health &amp; Safety Incidents Reported by Department (2011-19)



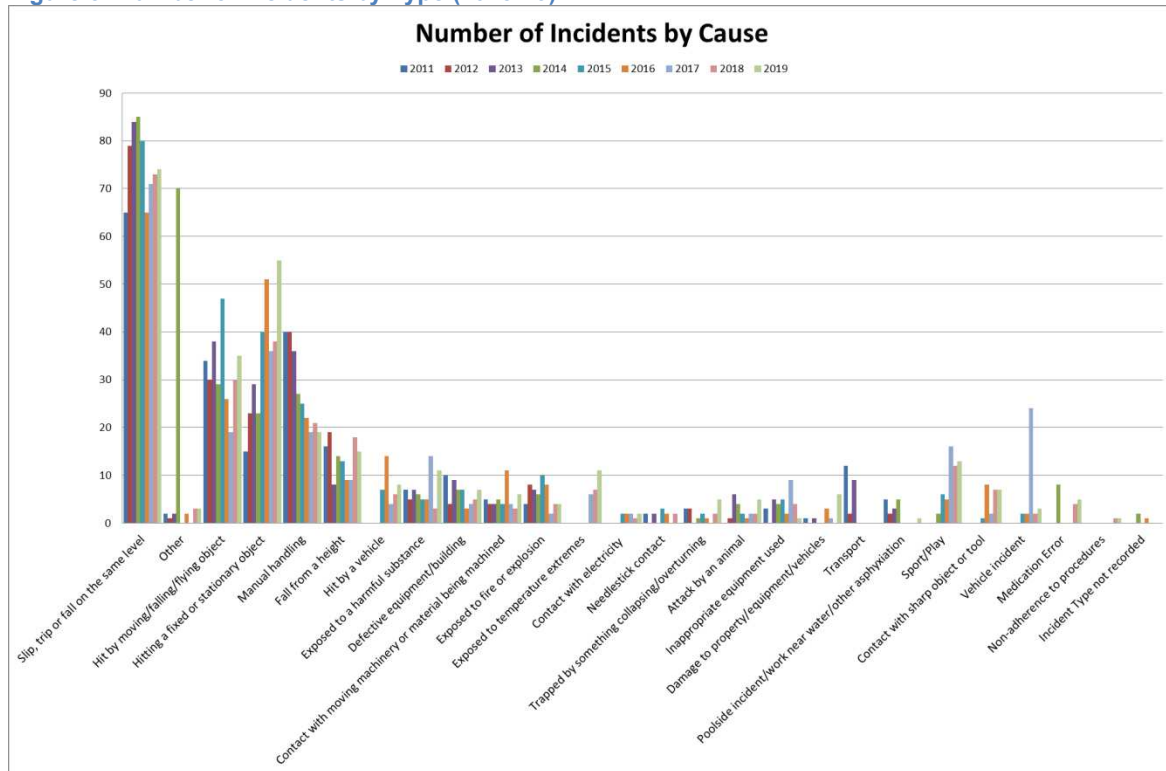
Note that the departments used for this report do not reflect the changes introduced by the new organisation structure that came into force on 1 October 2019. The reasons are twofold: the incident reporting form and recording spreadsheet have not yet been amended with the new departmental structure; and secondly by using the previous organisation it is possible to compare performance from earlier years.

The number of incidents reported by the Education Department continues the upwards trend of recent years with 26% more reports in 2019 compared to 2018 (132 reports in 2019; 105 in 2018). The increases come from a small number of reports in several categories that these are due to minor mishaps in e.g. PE, Home Economics and science lessons.

The biggest change is the 35% increase in the number of incidents reported by members of the Environmental Services workforce (127 in 2019 compared to 94 in 2018). This is the highest number recorded in one year by the service since 2011, and is a significant change in the trend, which had exhibited a steady reduction since 2016. Analysis indicates that there is a general increase of low numbers of reports across a range of reporting categories with the largest increase in 'hitting a fixed or stationary object'. Closer review of this particular category did not reveal any trend or underlying issue to explain the increase other than increased reporting. This will remain under scrutiny in 2020 and should the increased frequency of incidents continue further liaison with the services will be undertaken in establishing underlying causes.

Social Care reported incidents continue to reduce (34 in 2019 compared to 45 in 2018 and 54 in 2017) and the numbers are now below the average of 51 incidents reported per year since 2012 (Figure 2). Health and Social Care Moray report that this is due to under reporting and are reviewing the reporting procedures.

Figure 3: Number of Incidents by Type (2013-19)



As Figure 3 illustrates “Slip, trips or falls” continue to be the highest number of incidents reported (74 in 2019) but remains below the 84 and 85 reported in 2013 and 2014. However, the trend for the past 4 years has shown a small, gradual increase. “Hitting a fixed or stationary object” accounted for 55 (18.5%) of reported incidents, similar to 2016, while “Hit by moving/falling/flying object” increased again from the low of 19 recorded in 2017 up to 35, close to the 5-year average of 31.4.

The reports of “fall from a height” decreased from 18 in 2018 to 15 recorded in 2019. The number of “Sport/Play” incidents is similar to the number reported in 2018 (13 incidents compared to 12 in 2018). The number of people who were “Exposed to a harmful substance” increased to 11, similar to the 14 recorded in 2017, having dropped to 3 in 2018.

People “Exposed to temperature extremes” has gradually been increasing over the past 3 years from 6 up to 11. Education has recorded the biggest rise from 3 up to 6. However, given the number of pupils and staff involved, this still represents a very small rate of occurrence.

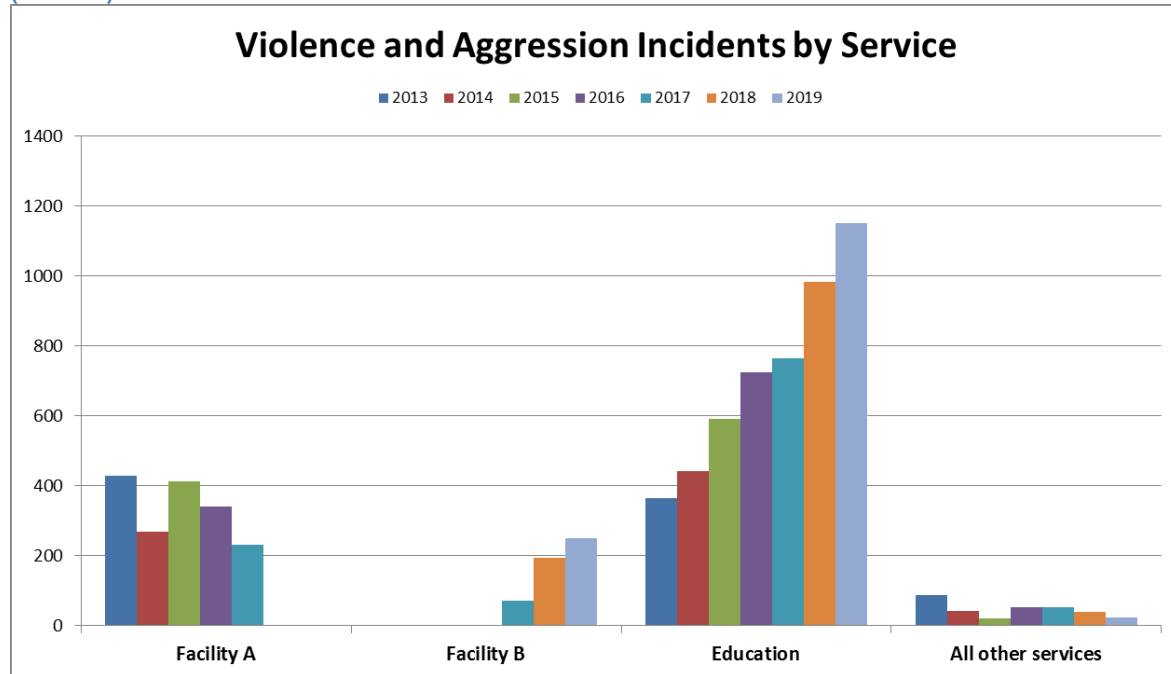
The reduction in “Vehicle incidents” has been maintained at 3 (compared to 2 in 2018), well below the 24 reports in 2017.

The figures above provide a summary of the main numbers and categories of incident reporting across the council and HSCM, however within the context of a large overall workforce they are not indicative of any underlying trend or issue that

requires corporate consideration other than that reported in this proposed actions for 2020.

### **INCIDENTS OF VIOLENCE AND AGGRESSION 2019**

**Figure 4: Violence and Aggression Incidents by Service, based on quarterly performance report data (2013-19)**



#### **Adult Services**

Although the number of incidents at Facility B have risen since last year (194 in 2018, compared to 250 in 2019) it is important to note that here are now 8 service users where previously there were 4. For the last full year at Facility A (2016) there were 85 incidents per user on average, whereas at Facility B during 2019 the average number of annual incidents has been 31 per user; a reduction of 63%. This indicates that the measures in place to manage challenging behaviour continue to have a positive impact, reducing the level and frequency of physical interventions required.

#### **Schools**

The number of incidents of violence and aggression involving school pupils/students fluctuates from school-year to school-year, but in 2018/19 the number reported had risen to 716 from 571 during the academic year 2017/18, which represent an increase of 36% (Figure 5). Fuller analysis of the figures is available in the **2018-19 Violence and Aggression Report – Education** produced by the Research and Information team. The main points noted are:

- reports of violence and aggression continue to rise
- 89% were reported at Primary Schools and 11.4% at Secondary Schools



## APPENDIX A

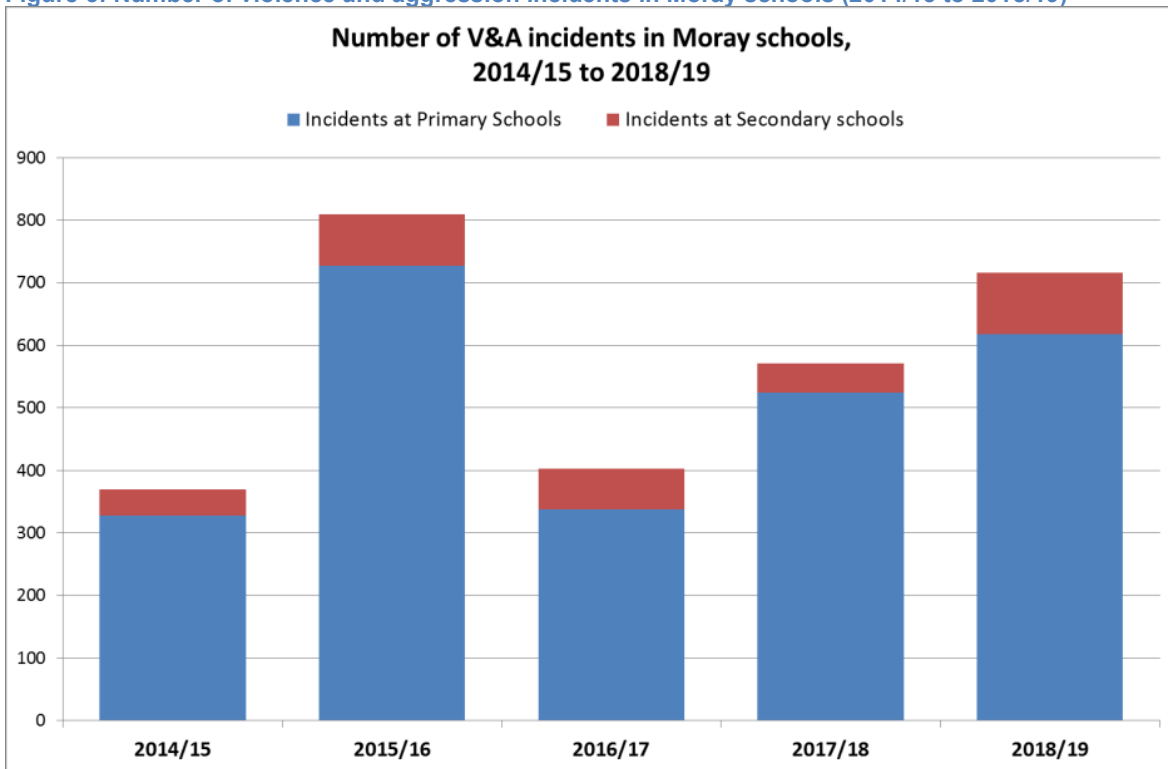
- the majority of incidents involve a small number of pupils with known additional support needs
- the most common type of incident reported is for physical assault with no weapon (59%)
- just over half of the staff reporting incidents reported only a single incident with
- just under half of the staff reported varying frequencies of incident

For the calendar year 1 January to 31 December 2019 there were 1,151 violence and aggression incidents reported by Education, which continues the upwards trend of previous years (980 in 2018 and 659 in 2017). While there have been efforts to increase the reporting within schools, the number of ASN pupils has also increased significantly. The Council's Central Health and Safety Committee commissioned a short survey in 2018 which provided a baseline of information on the nature, degree and frequency of incidents of violence and aggression. A small working group was tasked with developing improvement actions and these were in the early stages of definition at the point of the national lockdown, this will include intensive support for the sustained deployment of the model for managing challenging behaviour in schools which has been delayed due to Covid. Additional specialist resources have also been deployed to provide enhanced support and it is intended to introduce a further specialist team as a test of change within the review of ASN services.

The next steps for the working group are to review and refresh the planned work to consider the impact of Covid and to take forward the action plan. Progress will be monitored and reported through the Central Health and Safety Committee and on an annual basis to Education, Communities and Organisational Development Committee. Main actions include:

1. Evidence - improving evidence base
2. Training - targeted training, triaged and delivered on a needs based approach
3. Culture – school based support and training to develop inclusive environments that can better support children and young people with additional support needs
4. Communications – ensuring communications are clear, effective and promote the transfer of information
5. Delivery – linking closely with the ASN Review to support the successful implementation of a delivery model that meets the needs of all our children and young people.

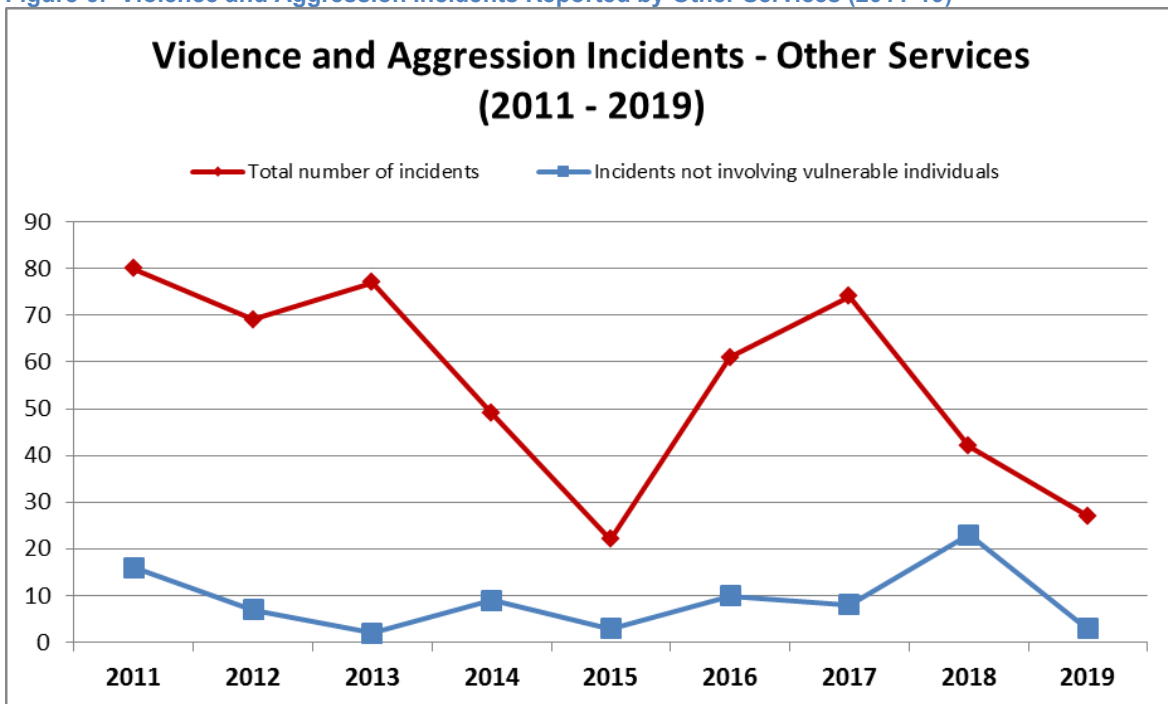
Figure 5: Number of violence and aggression incidents in Moray schools (2014/15 to 2018/19)



**Other Services**

The number of Violence & Aggression incidents reported by services within Moray Council during 2019 was 25% lower than in 2018 (27 compared to 42 the previous year). Figure 6 also illustrates the number of incidents that did not involve individuals who were identified as having additional support needs.

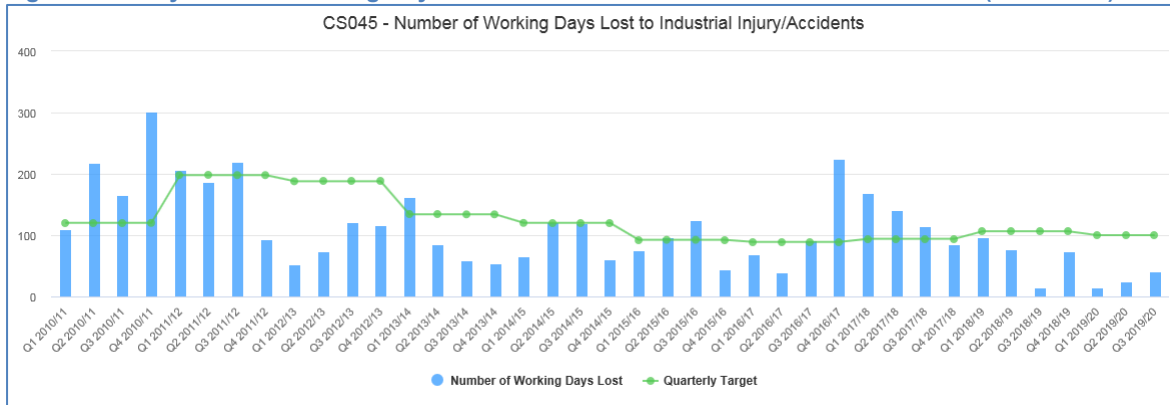
Figure 6: Violence and Aggression Incidents Reported by Other Services (2011-19)



The reduction in the number of incidents reported in the previous 2 years has caused the trend to reverse its recent rise. Overall, since data recording began in 2011, there has been a gradually declining number of incidents being reported against Moray Council staff.

**WORKING DAYS LOST DUE TO INDUSTRIAL INJURY/ACCIDENT 2010-2019**

**Figure 7: Moray Council Working Days Lost due to Industrial Incidents and Accidents (2010-2019)**



The number of working days lost due to industrial injury or accident fluctuates considerably from quarter-to-quarter, but after a step-change upwards in Q4 2016/17 (January to March 2017) has continued to reduce steadily each quarter and at the end of 2019 (Q3 2018/19) remains well below the target, which is based on the average of the previous 3 years. However, the trend over the past 3 quarters has shown a steady increase suggesting that this performance indicator should be monitored closely next year.

**Conclusion**

While the continued efforts to improve the safety culture of the organisation, minimise the risk profile and identify hazardous situations before they result in injuries appears to be producing the desired outcomes in some areas of some services, this is not consistently the case across all areas.

With regard to violence and aggression in schools, the revised action plan will bring improvements with a more co-ordinated and consistent delivery of training and support, with improved evidence and communications and closer links with the service specific developments that are underway in the ASN Service.

Analysis of the statistics indicates that there is a wider range of incident occurring which has no clearly identified cause or trend within either Environmental Services or Education. While this makes identifying common causes and contributing factors difficult in terms of informing specific improvement actions, the proposed action plan for 2020 addresses the main themes (main report).






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**REPORT TO: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT COMMITTEE 18 NOVEMBER 2020**

**SUBJECT: ICT STRATEGY AND PLAN 2020-23**

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

**1. REASON FOR REPORT**

- 1.1 To inform the Committee of the progress made against the ICT strategy and plan and to consider the refreshed ICT strategy and plan for the period 2020-2023.
- 1.2 This report is submitted to the Education, Communities and Organisational Development Committee following a decision of Moray Council on 17 June 2020 to agree a simplified committee structure as a result of the COVID-19 pandemic. In the case of this committee the combining of the delegated responsibilities of Children and Young People Services, Governance, Strategy and Performance, (para 9 of the minute refers).

**2. RECOMMENDATION**

- 2.1 It is recommended that the Committee:
- (i) consider and note the progress made against the 2019 ICT plan;
  - (ii) note the impact of COVID-19 on the programme delivery; and
  - (iii) approve the refreshed ICT strategy that prioritises activity for 2020-2022.

**3. BACKGROUND**

- 3.1 The Council's ICT Strategy and plan respond to the priorities of the Council and set out the work required to support and achieve those priorities.
- 3.2 The ICT Strategy aims to ensure that efficient and effective technology enables services to meet current and future service requirements in delivering the Council's priorities. The annual ICT plan is developed to set out how the business needs of services are met and to ensure that the council's ICT

systems and infrastructure are properly maintained in order to be fit for purpose both now and in the future.

- 3.3 The Strategy supports the Council to continue to seek efficiencies in both the delivery of services and the opportunities for improvement and modernisation through transformation with a strong customer focus.

#### **4. PROGRESS ON 2019 ICT PLAN**

- 4.1 While progress continued to be made on the actions required between the last progress report in October 2019 and March 2020, the onset of the COVID-19 pandemic impacted significantly on the ICT section, both with regard to enabling homeworking for large numbers of the workforce and in supporting the provision of services remotely and digitally. This entailed scaling up the capacity for remote working at pace in terms of both the provision of homeworking equipment and the infrastructure to support increased numbers of remote access to the Council's network. Despite this, progress on the 2019 plan included completion of the next stage of the schools infrastructure roll out, completion of the majority of the Microsoft Windows 10 upgrade, Microsoft Agreement renewal and good progress on a range of infrastructure work such as Firewall hardware and software upgrades, corporate storage, corporate and education Local Area Network upgrades, support for schools new builds and ELC project. Secure access to interchange from outside the council's network and development and testing of externally accessible phone book, new dashboards to provide visual representation of management information, compliance with accessibility standards have also all progressed well.
- 4.2 While some progress has been maintained, the impact of responding to the requirements arising from the pandemic has had a consequent impact on several areas of planned development work. These include shared access to systems for integrated health and social care, review of ICT security policy and business continuity arrangements, investigation into 'cloud' services, potential for 'Internet of Things', use of Artificial Intelligence and Chatbot technology. These are carried forward for inclusion in the 2020 action plan.

#### **5. 2020-2023 ICT STRATEGY AND PLAN**

- 5.1 As noted above, in March 2020 the COVID-19 pandemic overtook normal business. The ICT teams have continued to work at full capacity, albeit with two thirds of the teams working remotely, throughout the lockdown. However much of the work continues to be dominated by the requirement to respond to the impact of the pandemic and this is reflected in the action plan. This is in the form of the implementation of Microsoft Teams as part of Office 365 to provide a seamless integrated video-conferencing and collaborative facility, eForms as requested by services and support for the increased laptop estate and review and reconfiguration of the desktop estate to support and enable the different technological profile of the remote workforce. Additionally the backlog of work carried forward is included in the action plan. These are noted in the attached ICT Strategy (**Appendix A**) and ICT Action Plan (**Appendix B**).

## 6. **SUMMARY OF IMPLICATIONS**

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

The contents of this report are in accordance with the priorities set out in the Corporate Plan and set out how we will make best use of our technological resources to support the Council to meet current and future challenges.

### **(b) Policy and Legal**

None.

### **(c) Financial implications**

There are no immediate financial implications. However, the increase in ICT devices and infrastructure as a result of remote working during the covid pandemic will require to be maintained and replaced, therefore, in the medium term consideration of a rolling programme of maintenance will be required, which will have to be accommodated in the council's financial planning.

### **(d) Risk Implications**

The ICT strategy and plan are based on assessment of the issues and risks anticipated in relation to the council's technological requirements and identify actions to address these. The actions in the ICT plan have been prioritised and if necessary activity will be reduced or ceased on those actions ranked lowest. Given the focus on transformation through responding to the Best Value Audit Report, COVID-19, budget related changes, modernisation and improvement it will be challenging for the ICT service to deliver on all of the work identified and so there is a risk of slippage that could have an impact on services. Any issues and proposed remediation will be identified for consideration CMT-SMT.

It is of note that the number of mobile devices in use across the council has increased to 1200 – 140% increase over the course of the pandemic which will require additional ICT support on an ongoing basis. There are far more employees working at home without ready recourse to colleagues who might assist them with routine ICT queries. Therefore, the ICT service desk team are experiencing a significant increase in demand which could impact on performance.

### **(e) Staffing Implications**

There are no staffing implications arising from this report. However, it will be challenging for the ICT service to deliver the actions in the ICT plan and this will be monitored carefully.

As the Council continues to respond to the pandemic, seeks to transform and modernise and prepares its financial plans, it is likely that specific technological issues will emerge. Account will be taken of the whole council strategic management of these technological issues as they emerge by involving the ICT team in the planning of the required changes.

**(f) Property**

None.

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

The ICT team continually monitor accessibility standards ensuring the internal and external websites are compliant. In addition to this, the team have been fundamental in terms of supporting the distribution of ICT homeworking technology to school pupils as part of the Connected Scotland initiative.

**(h) Consultations**

CMT-SMT have been consulted on the draft documents and their views are incorporated into the proposals. This report has also been circulated to Tracey Sutherland, Committee Services Officer and her comments are included within the body of the report.

**5. CONCLUSION**

**5.1 The ICT section has enabled efficient and effective service delivery and transformation with a particular focus on facilitating mobile and remote working for large numbers of the workforce. Responding to the pandemic has accelerated progress in some areas and the strategy and plan seek to ensure the gains made are built upon and developed further.**

**5.2 The Committee is asked to consider and approve the refreshed ICT Strategy (2020-23) and supporting action plan which is reviewed annually in consultation with services.**

Author of Report: Frances Garrow, Head of HR, ICT &OD  
Background Papers:  
Ref:



**THE MORAY COUNCIL  
ICT AND DIGITAL STRATEGY (2020-23)**

## 1. Introduction

- 1.1 The Moray Council ICT and Digital Strategy 2020-2023 sets out how ICT Services will support the delivery of Moray Council's Corporate Plan 2019 - 2024 which has the following vision:

*“To make life better for everyone in Moray, where there is a positive future for all, within a vibrant economy, with empowered and connected communities.”*

- 1.2 This vision is supported by the following key priorities:

- Our People: Provide opportunities for people to be the best they can be throughout their lives with a strong and sustained focus on those individuals and groups in our society who experience the most disadvantage and discrimination
- Our Place: Empower and support communities to build capacity
- Our Future: Drive economic development to create a vibrant economy for the future

While delivering these priorities we will also work towards creating a sustainable council that provides valued services to our communities.

- 1.3 The ICT service as an enabling service recognises the need to support the ambitions of the council and adopt a transformational approach to the use of ICT and digital to deliver against these priorities.
- 1.4 In particular this ICT and Digital strategy is aligned with the Corporate Plan to deliver against the priorities through:

- Supporting the delivery of council services.
- Increasing the availability and access to easy to use self-service for all employees and customers.
- Supporting employees to develop their digital skills to make best use of technology.
- Providing staff with improved access to the data needed to inform their decision making.
- Making data available to the public to raise awareness of council services and how they work.
- To expand the data sharing approach to “join up” council services including those of the Integrated Joint Board.
- Adopt best practice in key ICT activities.
- Protect the data held by the council through robust security arrangements.
- Preparation of plans for the future potential uses of technology.

- 1.5 The COVID-19 pandemic has had a significant impact on the ICT Service as the Council readjusted at pace and scale to accommodate increased homeworking and delivery of new and existing services to a digital format. This strategy has been revised to accommodate the changes the pandemic has brought about in terms of the council's priorities and how the ICT Service will respond to ensure their achievement.

## **2. Achievements**

The previous ICT strategy identified 4 key priorities for the service and the following provides an overview of the progress against these priorities.

### **2.1 Developing digital services**

The Digital Services project introduced a number of core tools including a customer portal, an electronic forms solution and an online payment solution. These provide the platform to accelerate our shift to online or digital services and now sit at the heart of our online services delivery model resulting in the planned deliverables contained in the last strategy being met. The new services delivered include

- Registration for eBilling of council tax
- Reporting change of address for revenues processing
- Online payments for primary school meals and in class menu selection
- The parents portal providing parents the ability to register online to report absences and provide emergency contact details
- Online bookings for leisure services has also been introduced providing this solution throughout all Moray Council operated centres.

Throughout the COVID response the core tools, particularly the electronic forms solution, have been used to provide a quick response to the situation as it unfolded and the requirements were identified. Forms were used to provide online applications for members of the public in a number of areas which would otherwise have been difficult to achieve in the timescales required.

As council services identify new opportunities for delivering services within the contact centre environment or to be provided online the tools currently available will provide the ability to adopt new solutions quickly.

### **2.2 Technology for the Moray classroom**

This priority identified the need to implement the necessary infrastructure to underpin future developments for the strategic use of ICT within the Moray classroom. The agreed provision of desktop devices has been met and a regular refresh programme is in place to maintain the agreed allocation ratio of pupils to device. However with COVID the requirement for devices which

can be used at home has been highlighted by both students and staff. ICT are currently rolling out over 1300 laptops to pupils which can be used at home and in school utilising Microsoft Always on VPN.

Education are Investigating the benefits of the laptop solution along with piloting Chromebooks and iPads to find the most beneficial way of delivering blended teaching within Moray should there be any additional local / national restrictions.

Other major work in this area included the replacement of telephony solutions and servers within schools. Campus wide Wi-Fi coverage is available across the entire school estate and all secondary schools have access to dedicated video conferencing equipment to allow virtual classroom working. In addition there is a programme for installing interactive panels all of which places schools in a good position for the next strategic review of the use of ICT within schools.

### **2.3 Delivering systems and infrastructure**

Targets were met in the area of implementing business systems and infrastructure through the development and enhancement of solutions for service areas. This aspect of our work includes the operational projects and while they bring about enhancements to existing systems they also contribute to maintaining the core technologies and “keeping the lights on” for the council.

In some areas of ICT new developments are often unseen and therefore difficult to pick out as success stories but some notable areas to highlight from the list of projects tackled in the last period include:

- Renewal of corporate Microsoft agreement to enable a move to Office 365 and Microsoft Teams across the organisation.
- Implementation of a resilient corporate backup solution which will also support the backup of key data in the Office 365 environment.
- Further roll out of virtual desktops and dedicated laptops enabling additional staff to work from anywhere.
- Implementation of a new resilient corporate remote access solution to support increased home working.
- Upgrade to core security infrastructure (Firewall hardware and software)
- Significant progress on corporate telephony project prior to Covid
- Upgrade of the corporate email environment
- Increased use of e-Forms and online information

### **2.4 Partnership working**

The Scottish Wide Area Network (SWAN) contract continues to provide a stable and highly available managed network service to the Council. The transition to SWAN from the previous contract resulted in significant savings, and further savings have been realised through regular market testing. Although the call off contract allows for the provision of services until March 2026, the Pathfinder North Partnership (Argyll and Bute Council, Comhairle nan Eilean Siar, Highland Council, Moray Council and Orkney Islands Council) has already started to look at requirements for the successor contract. Continued membership of the Partnership and a collaborative procurement approach will result in a better outcome than individual organisations running separate procurement exercises.

The ICT Service has continued the partnership role with the Improvement Service and participates in the development of the national myaccount solution and also the developments around the delivery of digital solutions for schools. Additionally, the Council is now a member of the Scottish Digital Office providing the opportunity to collaborate with other Councils on transformation projects.

Progress for the Integrated Joint Board Infrastructure Programme Board has been slow however Health and Social Care Moray have been a priority over the course of the last 6 months in terms of the corporate roll out of ICT equipment to facilitate home working.

### **3. Drivers**

This revision of the Moray Council ICT and Digital Strategy has been developed against the background of a number of drivers.

#### **3.1 Corporate objectives**

The ICT and Digital strategy will be aligned to the council's overarching strategy and priorities contained within the corporate plan as per section 1.2 and the Local Outcome Improvement Plan.

#### **3.2 Impact of COVID-19**

The ICT service has been responding to the impact of COVID-19 since March 2020, both in facilitating homeworking and developing solutions for new and current services to continue. For ease of continuity, these are woven through the same drivers that were part of the previous strategy.

#### **3.3 Services and staff expectations**

Council services were becoming more and more reliant on technology prior to the pandemic. The focus for this move has sharpened since the pandemic began with an increased expectation from and of services to have access to

reliable and forward looking technology which helps them do their job rather than constrains them. They require greater flexibility in the way they work and use technology to be more productive whether at their desk, in the field or from home. Services expect:

- Access to accurate, trusted and timely information to perform in their role and to assist decision making.
- Development of their services using technology to improve service delivery and achieve efficiency savings.
- To develop their knowledge and skills to deliver change.

### **3.4 Customer expectations**

Post pandemic, customers are continuing to be increasingly dependent on digital services and in the same way they expect “on demand” access to commercially available day to day services their expectations of access to council services is also changing. This is driving a change in the way they expect council services to be delivered to them and in turn we must change to meet their expectations. This includes:

- Access to services at a time and place that is convenient to them and on their chosen device.
- While acknowledging potential compliance issues most of our customers expect public services to be “joined up” and at the very least with all Departments within the council. Sharing of data within the council and across partner organisations to deliver improvements to service delivery is imperative to the customer experience.
- Consistency and openness in all their dealings with the Council.
- Choice in how they access services. Although there is an expectation that we will provide online services there is a need to balance this with choice. While we aim to deliver online services in an easy to use manner and encourage the uptake of these online services there is a need to cater for those that prefer, or otherwise do not have access to, online solutions, although the expectation of delivering online solutions as opposed to face to face experiences has increased out of necessity due to COVID-19.

### **3.5 Technological change**

Changes in technology provide contrasting challenges and opportunities for the council. New technology presents opportunities to deliver services in different ways but the challenges presented by new technologies whether from increased investment, skills or security requirements present other challenges that need to be managed. Technology developments that will impact on the delivery of this strategy include:

- Cyber resilience.

- Mobile technology developments and the blurring of devices from traditional desktop to smartphone.
- Supporting increasing numbers of technologies and user bases.
- The growth in cloud computing.
- The use of social media as a service delivery vehicle.
- The Scottish Governments R100 programme and the commitment to deliver superfast broadband access to 100% of premises in Scotland by 2021.

## **4 Principles**

All developments within the strategy will be guided by a series of principles to provide consistency and clarity around the work undertaken.

### **4.1 Information management**

ICT solutions will be developed to ensure they maintain the security, confidentiality and integrity of all personal data in line with the requirements of the General Data Protection Regulations (GDPR), other security standards such as the Payment Card Industry Data Security Standards (PCI/DSS) and the Scottish Governments Cyber Resilience Programme.

We will

- Protect the data held through the implementation of best practice security standards.
- Engage with the Scottish Governments cyber resilience programme.
- Encourage the adoption of open data where possible.
- Improve data available for decision making.

### **4.2 Digital first**

To continuously improve digital services with the focus on the customer we aim to adhere to the Digital First Service Standard and the 3 themes of user needs, technology and business capability / capacity for all digital services, processes and supporting ICT.

We will

- Develop systems and processes with the customer at the centre
- Encourage adoption of online, no contact services
- Communicate with our customers electronically where possible.
- Add efficiency to service delivery
- Do it once – share information where possible
- Develop the digital skills of our staff
- Prepare for the future by monitoring developments in technology

### **4.3 Reuse**

The council utilise a range of systems to deliver services to the public and the core applications will become increasingly important as we pursue a joined up council. Where we are looking for change we will seek to reuse or improve existing applications rather than developing from scratch.

We will:

- Reuse solutions and reduce the total number of solutions supported
- Process redesign through the reuse of existing tried and tested solutions
- Reduce the duplication of data collected and establish a single view of our customer

#### **4.4 Managed risk**

There is a need to employ risk management to drive the service but a balanced approach will be required to avoid risks preventing or inhibiting progress to the detriment of our service users.

We will:

- Work with services to understand their requirements
- Keep services aware of the art of the possible
- Pro-actively look for solutions rather than inhibit development of council services
- Remove barriers where possible, but where there is a valid reason why requirements cannot be met, we will provide a clear explanation

### **5. Priorities**

From the preceding drivers and principles of this ICT and Digital Strategy, 4 key priorities have been identified for this latest 5 year ICT and Digital Strategy.

- Transformation
- Decision Support
- Digital Culture
- Compliance

#### **5.1 Transformation**

The Council seek to transform services and introduce change for our customers while driving service efficiencies. To support these ambitions the ICT Service will aim to:

- a) Expand and enhance the provision of flexible and mobile working within the council whilst meeting new COVID requirements, by greater use of mobile devices and appropriate deployment and management of applications where required. The further development of cloud services



and mobile applications will deliver increased efficiencies with mobile working for staff to work at home and 'in the field'.

- b) Extend the availability of online services available to the public and provide a single view of their transactions with the council via the customer portal.
- c) Participate in the development of a shared network protocol with NHS to enable improved capabilities for shared working with IJB.
- d) Further develop the intranet to provide secure access to all staff wherever they are working and to promote the intranet as a staff engagement vehicle.
- e) Establish a digital culture within the Council. A more informed, mobile and technology or digital aware workforce is one of the main enabling factors for the transformation of service delivery. Employees must be provided with the tools to enable them to provide and manage the delivery of services anytime and anywhere. They must have the training and support to enable them to make best use of the tools available to them.
- f) Work with Education ICT Strategy Group to deliver the infrastructure to meet the objectives of the ICT Strategy for Schools and Curriculum Development to enhance and support education delivery. The current strategy set out to introduce the infrastructure necessary to build improvements. A review of the strategy has commenced and this will develop on the improvements made to the schools infrastructure. A revision of the Schools Strategy will be available later this year.

## **5.2 Decision support**

Data can be one of our most valuable assets and although Moray Council holds vast amounts of data it is primarily held in departmental silos. To unlock the value of this data an open and transparent approach will be developed. Providing open and transparent access to data will provide employees the information to perform their role, managers with the data to manage the service, Elected Members with the data to make decisions based on timely and relevant information and also importantly enable the public to understand the reasons for the decisions we make. To support this priority we aim to:

- a) Continue with the development of a single trusted view of our customer to ensure consistency, accuracy and trust in the data held and to benefit the customer and provide further efficiency to council services.
- b) Share data, where appropriate, with council services and partner organisations to add value to council services.
- c) Enable digital dashboards for staff, elected members and the public to view data and better understand the underlying trends within their service and the actions required to address any issues and/or to improve services.
- d) Develop usage reports for managers to understand how their service is making use of ICT.

### **5.3 Compliance**

The ICT service is subjected to an increasing number of compliance regimes including Public Service Network (PSN) accreditation, General Data Protection Regulations (GDPR), Payment Card Industry Data Security Standards (PCI DSS), Scottish Government Cyber Resilience programme and software licensing. There is a need to develop policies and procedures to ensure an ongoing approach to compliance within the council and this should be supported by a consistent and managed approach to staff awareness. To meet our obligations in relation to compliance and standards we aim to:

- a) Review our ICT Security Policy to ensure that security controls are adequate and up to date
- b) Continue to maintain our desktop estate to ensure it is built around a recent operating system version of operating system and that the office productivity toolset is delivered to the current Windows desktop
- c) Review our business continuity arrangements to mitigate against potential risk and to put ICT in a position to assist services to deliver essential functions in the event of a disaster.
- d) Migrate to the next generation secure email for PSN to continue to provide secure email solutions for communicating with government bodies.
- e) Adopt an industry standard methodology to for the delivery of our support service to introduce robust best practice processes and improved reliability and quality of service.

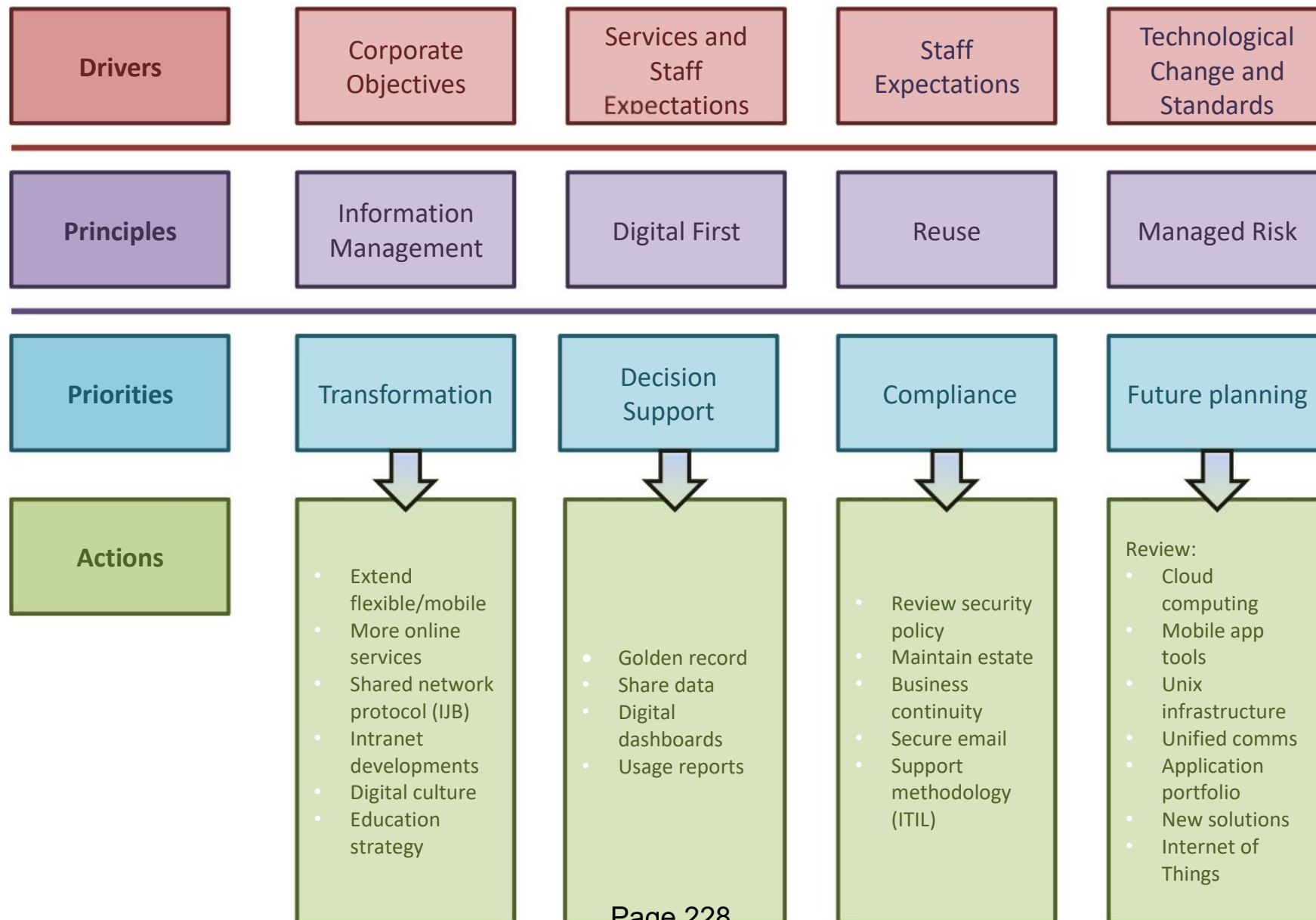
### **5.4 Plan for the future**

Technology changes at an incredible pace and it is important that within the context of a 5 year strategy we continue to plan for opportunities that are presented from advancements in technology. To plan for the future we aim to:

- a) Investigate options to deliver efficiencies through the adoption of “cloud” / “online” services where they comply with PSN requirements, provide cost effective solutions which do not introduce unnecessary risk to the operation of the council.
- b) Review mobile application development tools and standards.
- c) Review the Unix server infrastructure to ensure we continue to deliver value for money.
- d) Review the potential for unified communications within the council to deliver further efficiency savings.
- e) Review the application portfolio with a view to rationalising the number of applications in use throughout the council, reduced the number of systems to be supported and consolidate the number of data sources.
- f) Consider and investigate new solutions as they appear on the market which would be beneficial to the operation of the Council.

- g) Consider the potential for the Internet of Things to deliver improvements to service delivery and efficiencies.

## ICT AND DIGITAL STRATEGY 2020 - 2023



Action Required	Planned Outcome	Completion target	Lead	Priority Rating (1 high 3 low and 4 for ongoing, 5 for on hold)
<b>Transformation of Council Services</b>				
1.1 Expand and enhance the provision of flexible and mobile working within the council.	Flexible by default approach established as the norm. Council has the capacity to flex and contract homeworking in line with organisational, national and regional requirements.  <u>Measures:</u> a) 80% office based staff utilising mobile devices b) 80% office based staff working flexibly c) Reduction in number of fixed workstation requirements.	Feb 2021	IS MGR (DM)	1
1.2 Establish a digital culture within the council.	Staff are digitally knowledgeable and confident with internal electronic systems, digital services to the community and online security.  <u>Measures:</u> Staff survey reporting increased confidence in the technology they are asked to use. 10% reduction in ICT Service desk calls for user support by Mar 2021 30% reduction in ICT Service desk calls for user support by Nov 2021 Champions programme implemented Mar 2021 Positive evaluation of Champions programme	Mar 2022	TL (AD)	2
1.3 Provide shared access to systems for Integrated Health and Social Care	IHSC staff can access prioritised systems. (This may be dependent upon the COVID-19 recovery work)  <u>Measures:</u>  Agreed list of systems to be accessible to IHSC staff regardless of network.	Mar 2021	TL (MA)	3
1.4 Extend the availability of online services available to the parents of school children and provide a single view of their transactions with the council via the customer portal.	Implementation of online services for parents or parents able to access increased range of online services for school related activities  <u>Measures:</u>  Demonstrate an increased use of the following online services a) Absence reporting b) View attendance c) View timetable d) Report cards e) Annual data checks f) Parents evening bookings	Dec 2020	TL (AD)	1
1.5 Extend the availability of online services available to Children's Social Work Services and provide improved access to services via the council web site and customer portal.	Implementation of online services for staff and clients to deliver improved outcomes  <u>Measures:</u> a) Demonstrate a shift of from face to face to telephone and online b) Reduce the volume of white mail c) Reduce the travel costs associated with staff meetings and client visits d) Consistent approach across the service area e) 24/7 access to services where possible	Mar 2021	TL (AD)	1
1.6 Implementation and promotion of Video Conferencing	Staff communicate easily via video conferencing, are skilled in its use and use of this technology increases.  <u>Measures:</u> a) Infrastructure reviewed b) Documentation and promotional material produced c) Baseline established for measuring increased use	Dec 2020	TL (MA)	1
1.7 Further develop the intranet to provide secure access to all staff and to promote the intranet as a staff engagement vehicle.	Improved intranet facility with a clear focus on corporate communication that supports the council's culture and the employees and provides a useful resource for key business related information within and across services, and contributing to a collaborative style of working  <u>Measures:</u>  Noticeboard functionality opened up to all council staff b) All staff have the facility to subscribe to alerts for council services c) Use of service pages increases (i.e. number of hits, length of time spent on each page) d) Collaborative space developed and used e.g. communities of practice e) Promotional campaign developed and implemented	Oct 2021	TL (MG)	2
1.8 Schools infrastructure roll out.	To ensure technology is available to suit long term educational requirements. (Year 4 of a 5 year programme.)  <u>Measures:</u>  Remaining schools fitted with interactive panels	Oct 2021	INF MGR (GC)	3

	b) wireless aerials installed, if deemed appropriate			
<b>Decision Support</b>				
2.1 Introduce new data dashboards to provide visual representation of management information	Improved access to accurate and timely information to enable informed decision making.  <u>Measures:</u> A suite of datasets identified for inclusion within a digital dashboard environment	Jan 2022	TL (MG)	3
2.2 Introduce automated system monitoring arrangements for our online services	Monitoring tools installed and configured to monitor customer service solutions to deliver regular performance reports and major system alerts.  <u>Measures:</u> a) Daily reports produced. Alerts for major performance issues	Oct 2021	TL (MG)	3
<b>Compliance</b>				
3.1 Review ICT security policy	ICT infrastructure and systems are secure and meet the required accreditation standards.  <u>Measures:</u> a) Gaps in current policy identified b) ICT Security Policy Updated	Mar 2021	TL (MA)	2
3.2 Upgrade the Microsoft Windows operating system and office productivity toolset.	Migration to Microsoft Windows 10 and Office 2016 to meet required accreditation standards.  <u>Measures:</u> a) All Microsoft windows devices have been configured and migrated: <ul style="list-style-type: none"><li>- 1500 Corporate devices</li><li>- 4500 Education devices (Removal of devices within schools which can not be migrated to Windows 10)</li></ul>	Dec 2020	IS MGR (DM)	4
3.3 Review our business continuity arrangements to mitigate against potential risk to position the council to deliver essential functions in the event of a disaster.	Development of a business continuity plan to ensure that services continue to operate during emergencies or disasters.  <u>Measures:</u> Business continuity plan documented.	Dec 2020	INF MGR (GC)	3
3.4 Update web site design to ensure they meet accessibility standards	Web sites managed by the ICT Service meet accessibility standards and compliance achieved.  <u>Measures:</u> 100% of all web sites included in scope meet the accessibility standard	Sep 2020	TL (MG)	4
3.5 Cyber resilience	Implement measures to ensure the Council achieves Cyber essentials plus accreditation for the corporate network and Cyber essentials for the schools network.  <u>Measures:</u> a) Cyber essentials plus accreditation achieved for corporate network b) Cyber essentials achieved for schools network.	Jan 2021  Nov 2021	TL (MA)	2
3.6 Telephony and Contact Centre system upgrade	Implement new telephony and Contact Centre solution to address end of life support issues and to ensure that the solution meets the required accreditation standards.  <u>Measures:</u> a) Phase 1 - Core telephony and Contact Centre solution implemented. b) Phase 2 telephony systems implemented.	Jun 2021	TL (MA)	2
<b>Forward Planning</b>				
4.1 Schools strategy development	Council has a clear strategy defining how the use of ICT will deliver improvements within schools.  <u>Measures:</u> Documented aims, objectives, investment requirements and benefits from the use of ICT in the schools environment.	June 2021	INF MGR (GC) IS MGR (DM)	1




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**REPORT TO: EDUCATION COMMUNITIES AND ORGANISATIONAL DEVELOPMENT COMMITTEE ON 18 NOVEMBER 2020**

**SUBJECT: ELECTED MEMBER LEARNING AND DEVELOPMENT STRATEGY**

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

**1. REASON FOR REPORT**

- 1.1 The Committee is asked to consider and approve the Elected Member Learning and Development Strategy.
- 1.2 This report is submitted to the Education, Communities and Organisational Development Committee following a decision of Moray Council on 17 June 2020 to agree a simplified committee structure as a result of the COVID-19 pandemic. In the case of this committee the combining of the delegated responsibilities of Children and Young People Services, Governance, Strategy and Performance, (para 9 of the minute refers)

**2. RECOMMENDATION**

- 2.1 It is recommended that the Committee approves the Elected Member Learning and Development Strategy (Appendix 1) and encourages all members to engage with developing their personal development plan and to continue to optimise their uptake of development and training opportunities.**

**3. BACKGROUND**

- 3.1 The Best Value Report in 2012 identified that the Council needed to continue to build on the improvements in leadership and culture by: *'Maintaining progress of leadership development and Member development programme, specifically by improving elected member training and take up of opportunity'*. In response, the Council undertook to provide opportunities for all Elected Members to undertake a personal development meeting and encouraged members to improve their uptake of learning and development activities. Since then, information has been gathered and reported upon to provide assurance on the activities on offer and member participation.

- 3.2 There is now an established programme of member development within the Council beginning with induction for all new and returning elected members following each local government election and continuing through a range of structured learning and development opportunities, conferences and service briefings provided by Council officers, external providers and through attendance at events. In response to demands on members, development has been condensed to shorter sessions where possible and provided at a time convenient to the majority, which has assisted in securing attendance. Members attend at their individual discretion based on learning needs, the relevance of the activity and availability of Councillors' time. Participation levels have been positive across the programme of activities.
- 3.3 Support has also been provided to members by the Organisational Development team to prepare personal development plans with information relating to development activity recorded by Members' support to assist in maintaining personal development logs.
- 3.4 The 2020 Best Value report found that the council provides training and support for elected members, including a comprehensive 100 day induction in 2017, and is developing a more comprehensive learning and development strategy and framework, although the formal approval had been delayed due to the Covid-19 pandemic. The report also found that elected members were generally happy with the training provided and that they can contact officers for information and support as required.
- 3.5 The Best Value report recommended that the planned elected member development strategy should be implemented through programmed activity and personal development plans.
- 3.6 **Appendix 1** sets out the proposed Learning and Development Strategy for Elected Members. The strategy provides a clear leadership commitment to ongoing member development. It continues to build on experience and commitment to date by establishing a competency framework for elected members, linked to the role of a councillor and based on the national competency framework from the Improvement Service. The aim is to create a strong and consistent foundation against which members can consider their individual development requirements and the options to address these.
- 3.7 It is proposed to implement the Strategy through a programme of planned activity and review of personal development plans to support the strategic and corporate roles of members. This will be supported by the Organisational Development team as required. As part of the Council's Best Value action plan an outcome measure has been established of 75% of (relevant) members attending organised training and development activities. The Committee is asked to support this objective by encouraging all members to engage with developing their personal development plan and continuing to optimise their uptake of development and training opportunities.



3.8 The planned next steps of implementing the Strategy if it is approved are:

- Undertake a diagnostic activity with members using the CPD elected members behavioural framework;
- Progress work on political leadership, strategic decision making and continuing to build trust and relationships through workshop activity;
- Offer and arrange individual personal development meetings with OD Advisor to capture plans and establish the outstanding need particularly aligned to corporate priorities and competency framework to scope and identify appropriate development opportunities.

#### 4. **SUMMARY OF IMPLICATIONS**

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

The Elected Member Learning and Development Strategy supports the Council in achieving the aims set out in the 10 year plan.

(b) **Policy and Legal**

None

(c) **Financial implications**

Any costs associated with learning and development for Elected Members' will be contained within the budget.

(d) **Risk Implications**

It should be noted that participation in activity and proper recording outcomes is all at the discretion of the individual Councillors. Should development activity be inadequate this has implications for both individuals and collective competence and the leadership of the Council.

(e) **Staffing Implications**

No additional resources are anticipated.

(f) **Property**

None.

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

None.

(h) **Consultations**

The Corporate Management Team and Group Leaders were consulted on the development of the proposed Strategy in late 2019 and were supportive.

## **5. CONCLUSION**

- 5.1 The Council has well established arrangements in place for elected members' development, including induction and there is good participation in these activities. The Elected Members strategy (Appendix 1) builds on this by providing a framework for Elected members to develop a learning plan and development opportunities linked to Council priorities, nationally established competency framework, Elected Members' role and individual learning needs.**
- 5.2 The implementation of the strategy will be progressed through diagnostic activity and personal development plans to help inform the scope and nature of the future development programme for elected members.**

Author of Report: Karen Sinclair/Denise Whitworth  
Background Papers:  
Ref:

**Appendix 1**

**LEARNING AND DEVELOPMENT STRATEGY**  
**ELECTED MEMBERS**

Elected Members are an integral part of ensuring that the strategic aims and objectives of the Council are met and that high quality effective services are delivered to the residents of Moray. The Council supports the development of all its Elected Members to ensure they are able to meet their development needs required to undertake their roles.

The Elected Member Learning and Development strategy identifies:

- A clear commitment from the council to enable learning opportunities with a strategic approach to Elected Member development. This is prioritised, sourced and reviewed to ensure access by all party groups to maintain equality to learning and development for all Elected Members.
- Enable Elected Members to acquire the knowledge and skills required, linked to Council objectives, their role and also their own individual development needs.
- The 3 step approach to EM learning cycle and commitment; Identification, Implementation and Evaluation of learning and development needs.

The documents below provide the framework for the implementation of the learning and development strategy.

<b>Competency Framework 2019</b>	Appendix 1
<b>Self-Directed Learning and Development Plan Template</b>	Appendix 2
<b>Learning and Development Programme</b>	Appendix 3

**Step 1 Identifying learning and development needs**

- 1.1 Each elected member will engage with self-directed learning principles to create and monitor their learning journey. (Ap1) This will be undertaken once elected during their Induction period and throughout their term as a member.
- 1.2 For all councillors, upon election the first stage of their development will be to undertake an Induction programme:
  - a) the orientation learning opportunities which explore e.g. the council context and roles & responsibilities etc.

- b) '100 day' learning opportunities which is specifically directed to the members committees context, and
- c) additional opportunities, which will be based more on personal development e.g. public speaking, chairing meetings . T

This Induction period has been developed by consolidating previous learning needs and is regularly refreshed in line with corporate needs and feedback from previous elected members.

- 1.3 Following the Induction period an individual training needs analysis will be done to understand which elements need to be incorporated into the member's personal learning plan. Discussion with an Organisational Development (OD) Adviser is available to aid this process and to consider priorities in line with the learning and development opportunities available within the council, externally and signposting other learning methods and activities.
- 1.4 To design the personal learning plan essential and recommended requirements are used (Table 1) to support the EM to focus their learning activity in line with corporate priorities, EM behavioural framework, role competencies and individual learning needs. This enables the plan to be consistent in approach for all members whilst responding to individual needs. There may, however, be certain development requirements that are obligatory based on the specific roles that the councillor has within the Council or that are agreed by the Council as mandatory for all councillors.

Table 1

<b>Identify Needs</b>	<b>Solution</b>	<b>Outcomes</b>
Corporate Strategic Business Needs	<b>Essential</b> learning requirements that are linked to corporate priorities and statutory functions and those which are key to an Elected Member's role	Achieving business and governance goals, aims and objectives.
Competency Needs	<b>Essential and recommended</b> opportunities support the role competencies and responsibilities of an Elected Member as well as Council business requirements.	Develop EM behavioural framework competencies, and specific skills aligned to Elected Member role.
Individual Needs	<b>Optional and recommended,</b>	Personal development and/or knowledge

	opportunity for informative learning.	enrichment in particular fields of interest.
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## Step 2 – Creating and Implementing Personal Learning and Development Plan

- 2.1 Following induction, elected members will have been asked to identify their personal learning needs as described above. The next stage is to identify solutions, drawing from the Council's development programme for elected members and identifying options for any remaining personal development requirements. Where there is a common need across a number of councillors, the OD team will seek to put in place an organisational solution.
- 2.2 Development activity can encompass a range of solutions from formal events to reading, shadowing and less formal activities and these should all be drawn upon to meet requirements and achieve learning objectives. The activities and materials are sourced from a mixture of internal and external, in-house and virtual provision. Councillors should take responsibility for initiating their learning.
- 2.3 Once learning and development plans have been completed, a copy should be provided to the Organisational Development team so that an analysis can be undertaken to understand common needs which can then be included in the training programme. A record will be maintained of the currency and progress of personal development plans for each member and overall figures reported as part of the annual report on member training and development activity and participation. All individual plans will be held confidentially in accordance with GDPR requirements and any analysis will not identify individuals.
- 2.4 Discussion with an Organisational Development (OD) Adviser is available to aid individual members in the process, to assist in considering individual priorities in line with the learning and development opportunities available and to reflect on strengths and development needs to support progression towards focused goals. An OD Advisor will support elected members in assessment of their learning needs, and support the scoping and sourcing of development opportunities utilising learning activities and methods as required.
- 2.5 The OD team will also support an annual review process. To enable this each elected member will be invited to an annual review session to assist them with their continued development, progression and monitoring of their learning plan, and to assist in incorporating ongoing development needs into a wider programme as appropriate.
- 2.6 Members Support will assist in co-ordinating elected member learning and development activities in terms of diary planning and associated administrative arrangements such as travel arrangements etc.

- 2.7 Elected members are encouraged to register with the Scottish Improvement Service Elected Member hub which offers a range of opportunities and materials that may be of assistance.
- 2.8 Involvement in regional and national learning networks is encouraged to access opportunities for all and in turn lead to valuable contributions to future learning and development needs.

### Step 3 Evaluation

Evaluation is good practice when supporting learning journeys. How well people learned, how well people are putting it into practice their learning and is this new practice impacting on their role and the wider organisation is fundamental to understanding what impact that the learning and development plans are having.

Evaluation outcomes inform, change and drive continuous improvement. A quality assurance process will be in place to regularly evaluate the learning and development of Elected Members in terms of the cost benefit and impact:-

- Evaluation to analyse the impact of Elected Member development activities, through a 6 monthly review (see below methodology).
- Regular feedback via verbal and/or written communication directly following individual learning and development events/activities where appropriate.
- A post training period review to evaluate any lasting impact, where appropriate. Sufficient time will be allowed to reflect and put what has been learnt in place.
- Case studies of how learning and development has impacted on individual and corporate performance will be developed based on feedback and review.

Learning Evaluation	
Reaction	You want people to feel that learning is valuable, measuring how engaged they were, how actively they contributed, and how they reacted to the learning helps you understand how well the learning was received. It also enables you to make improvements to future programmes by identifying topics that may have been missed.
Learning	Focuses on measuring what your people have and haven't learnt. And measures what they think they will be able to do differently as a result and how motivated they are to make the changes. This demonstrates how skills, attitudes and knowledge has been developed.
Behaviour	Understanding how well people apply their learning. Can also reveal where people might need additional support.
Results	Analysis of final results. Includes outcomes that you and your organisation have decided are good for the business and which demonstrate a good return on investment.

DRAFT

**Appendix 1**

**Moray Council  
Elected Members  
Competency Framework**

Name: .....

Review Date: .....

The framework consists of 14 core political skills underpinned by 73 behaviours from the Improvement Service CPD framework for Scottish Local Government. The skills and behaviours are clustered into 7 areas.

**Assessment**

- 1 Behaviour not demonstrated – may not be willing/able to meet required standard
- 2 Area for development - has the potential to perform to required standard
- 3 Meets standard - works to required standard has potential of high performance
- 4 Works to a high standard and may exceed



CATEGORY	Required Behaviours	Evidence Demonstrating Behaviours	Assessment (1 to4 )
<p><b>Promoting Change and Improvement</b></p> <p>1. Promoting and leading change</p> <p>2. Providing and improving services</p>	<p>The focus here is on the extent to which you promote and lead change and improve outcomes. You will be asked to consider situations when you have identified a need for change and secured commitment to change, maybe from fellow councillors, partners, communities, government, etc You will also be asked to consider your role in scrutinising the delivery of council priorities, and the role you play in the monitoring of the performance of strategic goals. For example, do you have a good understanding of council performance overall and do you know what performance information is available and how to access it?</p>	<p>Provide example of behaviours</p>	
<p><b>Areas for Improvement/Action</b></p>	<p>Identify gap/development requirement</p>	<p>Identify action you will take to address the gap</p>	
<p><b>Political Understanding</b></p> <p>3. Political awareness</p>	<p>Key to political understanding is your level of political awareness and skill – you will be asked to consider your knowledge and understanding of political issues at local and national levels.</p>	<p>Provide example of behaviours</p>	

<p>4. Representation</p> <p>5. Personal integrity and values</p>	<p>Equally important is advocacy and representation – you will be asked to consider how effective you are at engaging with others, representing their views and supporting them to take action. You will also be asked to think about how you live out and make visible to others your values, attitudes and beliefs, for example, how effective are you at turning your words into actions and following through on commitments?</p>		
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<p><b>Working Collaboratively</b></p> <p>6. Working with stakeholders</p> <p>7. Effective partnership working</p>	<p>This focuses on how effective you are at working and engaging constructively with others. For example, to what extent do you recognise and appreciate the views of others? How effective are you at establishing a common ground, even if that means that you have to adapt your own approach? You will also be asked to think about how effective you are at building relationships with partners. For example, are you sensitive to partners' values? Are you effective at creating a shared purpose and vision with partners?</p>	<p>Provide example of behaviours</p>	

<b>Areas for Improvement/Action</b>	Identify gap/development requirement	Identify action you will take to address the gap	
<b>Effective Communicator</b>  8. Effective communication	The focus here is on your communication and personal effectiveness skills. You will be asked to consider how effectively you communicate with others – are you able to get your points across clearly? Do you listen to and take into account the views of others? Are you effective at explaining difficult issues? You will also be asked to think about how you manage yourself and your time, and the thought you give to the impact of your behaviours and actions on others.	Provide example of behaviours	
<b>Areas for Improvement/Action</b>	Identify gap/development requirement	Identify action you will take to address the gap	
<b>Effective Decision Maker</b>  9. Negotiation and diplomacy  10. Decision-making	This focuses on your approach to decision-making – for example, do you make informed and timely decisions and how effective are you at making decisions when under pressure, or when you know the decision will be unpopular? Equally important is negotiation and diplomacy – you will be asked to consider how effective you are at striking	Provide example of behaviours	

<p>11. Analysis and innovative problem solving</p>	<p>the balance between sticking to your position and compromising your position. Also the approach you adopt to persuading and influencing others. You will also need to think about how you analyse situations and resolve problems.</p>		
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<p><b>Effective Leader</b></p> <p>12. Corporate focus and direction</p> <p>13. Providing leadership and direction</p>	<p>The focus here is on how you lead and provide direction and impact on others to deliver the council's vision and outcomes. You will be asked to consider how you interact with officers and how effective you are at providing clear strategic direction for the council. You will also be asked to think how approachable and visible you are. Equally important is corporate focus and direction – do you make a contribution to corporate policies? Do you understand the key priorities facing not only the area you represent, but the local area overall? Do you understand what outcomes need to be achieved in your local area, and how you will achieve these?</p>		
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<p><b>Personal Effectiveness</b></p> <p>14. Personal effectiveness</p>	<p>The focus here is on your personal effectiveness skills. You will be asked to consider how you manage yourself and your time, and the thought you give to the impact of your behaviours and actions on others. You will also be asked to think about how you make the most of the personal resources at your disposal.</p>		
<p><b>Self-directed learning plan</b></p>	<p><b>Based on the above, what is your assessment of the training required to develop the competency levels.</b></p> <p><b>Consider the top 3 areas of development and complete your self-directed learning plan.</b></p>		

Signature of Supervisor: .....

Name: .....

Date: .....

Signature of Elected Member: .....

Date: .....

**Appendix 2.**

**LEARNING PLAN TEMPLATE**

**Name:** .....

**Date:** .....

**Competency Framework**

Based on your completed competency framework document allocate the competency behaviours that you wish to develop.

<b>Competency</b>	<b>Action/Training required</b>	<b>Completed</b>

**Corporate Priorities Training Programme**

<b>Training Activity</b>	<b>Date</b>	<b>Attended</b>

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**Annual Refreshers**

<b>Training Activity</b>	<b>Date</b>	<b>Attended</b>

**Additional Personal Development**

Any learning and development you wish to receive additional to training listed above.

<b>Development Need</b>	<b>Action/Training required</b>	<b>Completed</b>

### Appendix 3 – Learning and Development Programme– EXAMPLE.

Methods - Workshop/Seminar/Masterclass, E Learning, Book/Guide/Article, Coaching/Mentoring

Date (Subject to change)	Participants	Title	Description	Learning Methods
Month	Essential Induction– all newly elected	Role of the Council	Strategy Values Strategic Outcomes	E learning Book/Guide/Article Workshop/Seminar
	Essential – induction – all newly elected	Overview of key services	Key services of residents, communities and businesses	As above.
	Essential – Induction Newly elected	Role of Elected Member	Key roles and responsibilities.	As above
	Essential	Governance, Standards and Legislations	Legal framework, Code of Conduct, Community Asset Transfer	Workshop
	Essential	Public Bodies (Joint Working	Quality and consistency to improve services	Workshop
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November 2019	Recommended	Treasury Management	Capital and revenue budgets Masterclass with Lorraine Paisey	Masterclass
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	Recommended	Local Government Benchmarking	Framework and support to Elected Members	Webinar
	Essential – all	Social Media	Classroom workshop to build skills, knowledge and expertise in getting best from social media.	Workshop
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	Recommended Panel members	Recruitment and Selection	Delivery of our policy standard and process for those included in member panels, to ensure fully trained.	Workshop



	Optional All	Effective Writing	Learn the secrets of writing content that is impactful and concise.	Workshop
	Recommended All	Influencing skills	Learning about influencing styles, when and how to use them to be a persuasive communicator.	Workshop E Learning
	Essential	Expenses	In house	Masterclass
	Recommended	Safety in Surgery	Awareness and strategies to deal with difficult situations	Workshop

## Appendix 1

### LEARNING AND DEVELOPMENT STRATEGY ELECTED MEMBERS

Elected Members are an integral part of ensuring that the strategic aims and objectives of the Council are met and that high quality effective services are delivered to the residents of Moray. The Council supports the development of all its Elected Members to ensure they are able to meet their development needs required to undertake their roles.

The Elected Member Training and Development strategy identifies:

- A clear commitment from the council to enable learning opportunities with a strategic approach to Elected Member development. This is prioritised, sourced and reviewed to ensure access by all party groups to maintain equality to learning and development for all Elected Members.
- Enable Elected Members to acquire the knowledge and skills required, linked to Council objectives, their role and also their own individual development needs.
- The 3 step approach to EM learning cycle and commitment; Identification, Implementation and Evaluation of learning and development needs.

#### Step 1 The identification of learning and development needs

- 1.1 An elected member will engage with self-directed learning principles to create and monitor their learning journey. (Ap1) This will be undertaken once elected during their Induction period and throughout their term as a member.
- 1.2 For all councillors, upon election the first stage of their development will require them to undertake an Induction programme:

- a) the orientation learning opportunities which explore e.g. the council context and roles & responsibilities etc.
- b) '100 day' learning opportunities which is specifically directed to the members committees context, and
- c) additional opportunities, which will be based more on personal development e.g. public speaking, chairing meetings . T

This Induction period has been developed by consolidating previous learning needs and is regularly refreshed in line with corporate needs and feedback from previous elected members.

- 1.3 Following the Induction period an individual training needs analysis will be done to understand which elements need to be incorporated into the member's personal learning plan. Discussion with an Organisational Development (OD) Adviser is available to aid this process and to consider priorities in line with the learning and development opportunities available within the council, externally and signposting other learning methods and activities.
- 1.4 To design the personal learning plan essential and recommended requirements are used (Table 1) to support the EM to focus their learning activity in line with corporate priorities, EM behavioural framework, role competencies and individual learning needs. This enables the plan to be consistent in approach for all members whilst responding to individual needs. There may, however, be certain development requirements that are obligatory based on the specific roles that the councillor has within the Council or that are agreed by the Council as mandatory for all councillors.

Table 1

<b>Identify Needs</b>	<b>Solution</b>	<b>Outcomes</b>
Corporate Strategic Business Needs	<b>Essential</b> learning requirements that are linked to corporate priorities and statutory functions.	Achieving business and governance goals, aims and objectives.
Competency Needs	<b>Essential and recommended</b> opportunities support the role competencies and responsibilities of an Elected Member as well as Council business requirements.	Develop EM behavioural framework competencies, and specific skills aligned to Elected Member role.

Individual Needs	<b>Optional and recommended,</b> opportunity for informative learning.	Personal development and/or knowledge enrichment in particular fields of interest.
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## Step 2 – Implementation – The Learning and Development Plan

All Elected Members are provided with a learning and development programme of Essential, Recommended and Optional opportunities which reflects corporate priorities, EM behavioural framework, role competencies and individual learning needs. A variety of formats to cater for different learning methods such as Workshops/Seminars, Webinars/Briefings, eLearning, Book/Guide/Articles or Shadowing and Mentoring opportunities. The activities and material is sourced from a mixture of internal and external provision.

This forms the basis of an individual Learning and Development plan (**See Appendix 2**) which the Elected Member complete based on their individual strengths, knowledge, experience and personal needs.

<b>Competency Framework 2019</b>	Appendix 1
<b>Self-Directed Learning and Development Plan Template</b>	Appendix 2
<b>Learning and Development Programme</b>	Appendix 3

Essential learning and development opportunities relate to statutory functions and those which are key to an Elected Member's role.

Recommended include topics although very informative and support an Elected Member's role, are not considered absolutely essential.

Optional, this category identifies topics that may be useful to some Elected Members which are not a priority but could be considered interesting and informative.

Discussion with an Organisational Development (OD) Adviser is available to aid this process and to consider priorities in line with the learning and development opportunities available and to reflect on strengths and development needs to support progression towards focused goals.

- 2.1 Following induction, elected Members will have been asked to create a plan outlining their personal learning needs as described above. The next stage is to identify solutions, drawing from the Council's development programme for EMs and identifying any solutions for any remaining personal development

requirements. Development activity can encompass a range of solutions from formal events to reading, shadowing and less formal activities and these should all be drawn upon to meet requirements. Where there is a common need across a number of councillors, the OD team will seek to put in place an organisational solution. Councillors should take responsibility for initiating their learning .

Members Support will assist in co-ordinating elected member learning and development activities in terms of diary planning and associated administrative arrangements such as travel arrangements etc.

- 2.2 As noted above, a variety of methods and activities will be undertaken to achieve learning objectives. The activities and material are sourced from a mixture of internal and external, in-house and virtual provision such as Workshops/Seminars, Webinars/Briefings, eLearning, Tedtalks, shadowing, Book/Guide/Articles, Mentoring and Coaching opportunities. An example of this can be seen in Ap3.

Once learning and development plans have been completed, an analysis will be undertaken to understand common need across the members which can then be included in the training programme. The OD Advisor will support elected members in assessment of their learning needs, and support the scoping and sourcing of development opportunities utilising learning activity and methods as required through an annual review process. To enable this OD Advisor will invite the elected member to a review session each year during their elected term, to support members to continue to commit, progress and monitor their learning plan, and incorporating their PDR development needs as appropriate.

- 2.3 It is encouraged that the elected member register with the Scottish Improvement Service Elected Member hub to maximise their learning opportunities supporting them to achieve their learning objectives. Members support will support this by forward on any events that are published through the hub email circulation.
- 2.4 Involvement in regional and national learning networks is encouraged to access opportunities for all and in turn lead to valuable contributions to future learning and development needs.

### **Step 3 Evaluation**

Evaluation is good practice when supporting learning journeys. How well people learned, how well people are putting it into practice their learning and is this new practice impacting on their role and the wider organisation is fundamental to understanding what impact that the learning and development plans are having.

Evaluation outcomes inform, change and drive continuous improvement. A quality assurance process will be in place to regularly evaluate the learning and development of Elected Members in terms of the cost benefit and impact:-

- Evaluation to analyse the impact of Elected Member development activities, through a 6 monthly review (see below methodology).
- Regular feedback via verbal and/or written communication directly following individual learning and development events/activities where appropriate.
- A post training period review to evaluate any lasting impact, where appropriate. Sufficient time will be allowed to reflect and put what has been learnt in place.
- Case studies of how learning and development has impacted on individual and corporate performance will be developed based on feedback and review.

### 3.0

Learning Evaluation	
Reaction	You want people to feel that learning is valuable, measuring how engaged they were, how actively they contributed, and how they reacted to the learning helps you understand how well the learning was received. It also enables you to make improvements to future programmes by identifying topics that may have been missed.
Learning	Focuses on measuring what your people have and haven't learnt. And measures what they think they will be able to do differently as a result and how motivated they are to make the changes. This demonstrates how skills, attitudes and knowledge has been developed.
Behaviour	Understanding how well people apply their learning. Can also reveal where people might need additional support.
Results	Analysis of final results. Includes outcomes that you and your organisation have decided are good for the business and which demonstrate a good return on investment.

### 3.2

**Appendix 1**

**Moray Council  
Elected Members  
Competency Framework**

Name: .....

Review Date: .....

The framework consists of 14 core political skills underpinned by 73 behaviours from the Improvement Service CPD framework for Scottish Local Government. The skills and behaviours are clustered into 7 areas.

**Assessment**

- 1 Behaviour not demonstrated – may not be willing/able to meet required standard
- 2 Area for development - has the potential to perform to required standard
- 3 Meets standard - works to required standard has potential of high performance
- 4 Works to a high standard and may exceed

CATEGORY	Required Behaviours	Evidence Demonstrating Behaviours	Assessment (1 to4 )
<p><b>Promoting Change and Improvement</b></p> <p>1. Promoting and leading change</p> <p>2. Providing and improving services</p>	<p>The focus here is on the extent to which you promote and lead change and improve outcomes. You will be asked to consider situations when you have identified a need for change and secured commitment to change, maybe from fellow councillors, partners, communities, government, etc You will also be asked to consider your role in scrutinising the delivery of council priorities, and the role you play in the monitoring of the performance of strategic goals. For example, do you have a good understanding of council performance overall and do you know what performance information is available and how to access it?</p>	<p>Provide example of behaviours</p>	
<p><b>Areas for Improvement/Action</b></p>	<p>Identify gap/development requirement</p>	<p>Identify action you will take to address the gap</p>	
<p><b>Political Understanding</b></p> <p>3. Political awareness</p>	<p>Key to political understanding is your level of political awareness and skill – you will be asked to consider your knowledge and understanding of political issues at local and national levels.</p>	<p>Provide example of behaviours</p>	

<p>4. Representation</p> <p>5. Personal integrity and values</p>	<p>Equally important is advocacy and representation – you will be asked to consider how effective you are at engaging with others, representing their views and supporting them to take action. You will also be asked to think about how you live out and make visible to others your values, attitudes and beliefs, for example, how effective are you at turning your words into actions and following through on commitments?</p>		
<p><b>Areas for Improvement/Action</b></p>	<p>Identify gap/development requirement</p>	<p>Identify action you will take to address the gap</p>	
<p><b>Working Collaboratively</b></p> <p>6. Working with stakeholders</p> <p>7. Effective partnership working</p>	<p>This focuses on how effective you are at working and engaging constructively with others. For example, to what extent do you recognise and appreciate the views of others? How effective are you at establishing a common ground, even if that means that you have to adapt your own approach? You will also be asked to think about how effective you are at building relationships with partners. For example, are you sensitive to partners' values? Are you effective at creating a shared purpose and vision with partners?</p>	<p>Provide example of behaviours</p>	



<b>Areas for Improvement/Action</b>	Identify gap/development requirement	Identify action you will take to address the gap	
<b>Effective Communicator</b>  8. Effective communication	The focus here is on your communication and personal effectiveness skills. You will be asked to consider how effectively you communicate with others – are you able to get your points across clearly? Do you listen to and take into account the views of others? Are you effective at explaining difficult issues? You will also be asked to think about how you manage yourself and your time, and the thought you give to the impact of your behaviours and actions on others.	Provide example of behaviours	
<b>Areas for Improvement/Action</b>	Identify gap/development requirement	Identify action you will take to address the gap	
<b>Effective Decision Maker</b>  9. Negotiation and diplomacy  10. Decision-making	This focuses on your approach to decision-making – for example, do you make informed and timely decisions and how effective are you at making decisions when under pressure, or when you know the decision will be unpopular? Equally important is negotiation and diplomacy – you will be asked to consider how effective you are at striking	Provide example of behaviours	

<p>11. Analysis and innovative problem solving</p>	<p>the balance between sticking to your position and compromising your position. Also the approach you adopt to persuading and influencing others. You will also need to think about how you analyse situations and resolve problems.</p>		
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<p><b>Self-directed learning plan</b></p>	<p><b>Based on the above, what is your assessment of the training required to develop the competency levels.</b></p> <p><b>Consider the top 3 areas of development and complete your self-directed learning plan.</b></p>		

Signature of Supervisor: .....

Name: .....

Date: .....

Signature of Elected Member: .....

Date: .....

**Appendix 2.**

**LEARNING PLAN TEMPLATE**

**Name:** .....

**Date:** .....

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Based on your completed competency framework document allocate the competency behaviours that you wish to develop.

<b>Competency</b>	<b>Action/Training required</b>	<b>Completed</b>

**Corporate Priorities Training Programme**

<b>Training Activity</b>	<b>Date</b>	<b>Attended</b>

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**Annual Refreshers**

<b>Training Activity</b>	<b>Date</b>	<b>Attended</b>

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Reaction	You want people to feel that learning is valuable, measuring how engaged they were, how actively they contributed, and how they reacted to the learning helps you understand how well the learning was received. It also enables you to make improvements to future programmes by identifying topics that may have been missed.
Learning	Focuses on measuring what your people have and haven't learnt. And measures what they think they will be able to do differently as a result and how motivated they are to make the changes. This demonstrates how skills, attitudes and knowledge has been developed.
Behaviour	Understanding how well people apply their learning. Can also reveal where people might need additional support.
Results	Analysis of final results. Includes outcomes that you and your organisation have decided are good for the business and which demonstrate a good return on investment.

### 3.2

**Appendix 1**

**Moray Council  
Elected Members  
Competency Framework**

Name: .....

Review Date: .....

The framework consists of 14 core political skills underpinned by 73 behaviours from the Improvement Service CPD framework for Scottish Local Government. The skills and behaviours are clustered into 7 areas.

Assessment

- 1 Behaviour not demonstrated – may not be willing/able to meet required standard
- 2 Area for development - has the potential to perform to required standard
- 3 Meets standard - works to required standard has potential of high performance
- 4 Works to a high standard and may exceed

CATEGORY	Required Behaviours	Evidence Demonstrating Behaviours	Assessment (1 to4 )
<p><b>Promoting Change and Improvement</b></p> <p>1. Promoting and leading change</p> <p>2. Providing and improving services</p>	<p>The focus here is on the extent to which you promote and lead change and improve outcomes. You will be asked to consider situations when you have identified a need for change and secured commitment to change, maybe from fellow councillors, partners, communities, government, etc You will also be asked to consider your role in scrutinising the delivery of council priorities, and the role you play in the monitoring of the performance of strategic goals. For example, do you have a good understanding of council performance overall and do you know what performance information is available and how to access it?</p>	<p>Provide example of behaviours</p>	
<p><b>Areas for Improvement/Action</b></p>	<p>Identify gap/development requirement</p>	<p>Identify action you will take to address the gap</p>	
<p><b>Political Understanding</b></p> <p>3. Political awareness</p>	<p>Key to political understanding is your level of political awareness and skill – you will be asked to consider your knowledge and understanding of political issues at local and national levels.</p>	<p>Provide example of behaviours</p>	

<p>4. Representation</p> <p>5. Personal integrity and values</p>	<p>Equally important is advocacy and representation – you will be asked to consider how effective you are at engaging with others, representing their views and supporting them to take action. You will also be asked to think about how you live out and make visible to others your values, attitudes and beliefs, for example, how effective are you at turning your words into actions and following through on commitments?</p>		
<p><b>Areas for Improvement/Action</b></p>	<p>Identify gap/development requirement</p>	<p>Identify action you will take to address the gap</p>	
<p><b>Working Collaboratively</b></p> <p>6. Working with stakeholders</p> <p>7. Effective partnership working</p>	<p>This focuses on how effective you are at working and engaging constructively with others. For example, to what extent do you recognise and appreciate the views of others? How effective are you at establishing a common ground, even if that means that you have to adapt your own approach? You will also be asked to think about how effective you are at building relationships with partners. For example, are you sensitive to partners' values? Are you effective at creating a shared purpose and vision with partners?</p>	<p>Provide example of behaviours</p>	

<b>Areas for Improvement/Action</b>	Identify gap/development requirement	Identify action you will take to address the gap	
<b>Effective Communicator</b>  8. Effective communication	The focus here is on your communication and personal effectiveness skills. You will be asked to consider how effectively you communicate with others – are you able to get your points across clearly? Do you listen to and take into account the views of others? Are you effective at explaining difficult issues? You will also be asked to think about how you manage yourself and your time, and the thought you give to the impact of your behaviours and actions on others.	Provide example of behaviours	
<b>Areas for Improvement/Action</b>	Identify gap/development requirement	Identify action you will take to address the gap	
<b>Effective Decision Maker</b>  9. Negotiation and diplomacy  10. Decision-making	This focuses on your approach to decision-making – for example, do you make informed and timely decisions and how effective are you at making decisions when under pressure, or when you know the decision will be unpopular? Equally important is negotiation and diplomacy – you will be asked to consider how effective you are at striking	Provide example of behaviours	

<p>11. Analysis and innovative problem solving</p>	<p>the balance between sticking to your position and compromising your position. Also the approach you adopt to persuading and influencing others. You will also need to think about how you analyse situations and resolve problems.</p>		
<p><b>Areas for Improvement/Action</b></p>	<p>Identify gap/development requirement</p>	<p>Identify action you will take to address the gap</p>	
<p><b>Effective Leader</b></p> <p>12. Corporate focus and direction</p> <p>13. Providing leadership and direction</p>	<p>The focus here is on how you lead and provide direction and impact on others to deliver the council's vision and outcomes. You will be asked to consider how you interact with officers and how effective you are at providing clear strategic direction for the council. You will also be asked to think how approachable and visible you are. Equally important is corporate focus and direction – do you make a contribution to corporate policies? Do you understand the key priorities facing not only the area you represent, but the local area overall? Do you understand what outcomes need to be achieved in your local area, and how you will achieve these?</p>		
<p><b>Areas for Improvement/Action</b></p>	<p>Identify gap/development requirement</p>	<p>Identify action you will take to address the gap</p>	



<p><b>Personal Effectiveness</b></p> <p>14. Personal effectiveness</p>	<p>The focus here is on your personal effectiveness skills. You will be asked to consider how you manage yourself and your time, and the thought you give to the impact of your behaviours and actions on others. You will also be asked to think about how you make the most of the personal resources at your disposal.</p>		
<p><b>Self-directed learning plan</b></p>	<p><b>Based on the above, what is your assessment of the training required to develop the competency levels.</b></p> <p><b>Consider the top 3 areas of development and complete your self-directed learning plan.</b></p>		

Signature of Supervisor: .....

Name: .....

Date: .....

Signature of Elected Member: .....

Date: .....

**Appendix 2.**

**LEARNING PLAN TEMPLATE**

**Name:** .....

**Date:** .....

**Competency Framework**

Based on your completed competency framework document allocate the competency behaviours that you wish to develop.

<b>Competency</b>	<b>Action/Training required</b>	<b>Completed</b>

**Corporate Priorities Training Programme**

<b>Training Activity</b>	<b>Date</b>	<b>Attended</b>

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**Annual Refreshers**

<b>Training Activity</b>	<b>Date</b>	<b>Attended</b>

**Additional Personal Development**

Any learning and development you wish to receive additional to training listed above.

<b>Development Need</b>	<b>Action/Training required</b>	<b>Completed</b>

**Appendix 3 – Learning and Development Programme– EXAMPLE.**

Methods - Workshop/Seminar/Masterclass, E Learning, Book/Guide/Article, Coaching/Mentoring

<b>Date (Subject to change)</b>	<b>Participants</b>	<b>Title</b>	<b>Description</b>	<b>Learning Method</b>	<b>Priority 1-5 (1 greatest 5 less so) (For completion by Elected members to assist in determining priority areas).</b>
Month	Essential Induction– all newly elected	Role of the Council	Strategy Values Strategic Outcomes	E learning Book/Guide/Article Workshop/Seminar?	
	Essential – induction – all newly elected	Overview of key services	Key services of residents, communities and businesses	As above.	
	Essential – Induction Newly elected	Role of Elected Member	Key roles and responsibilities.	As above	
	Essential	Governance, Standards and Legislations	Legal framework, Code of Conduct, Community Asset Transfer	Workshop	
	Essential	Public Bodies (Joint Working	Quality and consistency to improve services	Workshop	
	Essential	Corporate Planning	Purpose of corporate plan incorporating the financial plan. Prioritisation techniques and introduction to background information available	Workshop	
November 2019	Recommended	Treasury Management	Capital and revenue budgets Masterclass with Lorraine Paisey	Masterclass	

February 2020	Recommended	Improvement Service Workshops	3 Horizons and leading in complexity	Workshop	
	Recommended	Local Government Benchmarking	Framework and support to Elected Members	Webinar	
	Essential – all	Social Media	Classroom workshop to build skills, knowledge and expertise in getting best from social media.	Workshop	
	Recommended Chairs	Chairing skills	Chairs new to the role or seeking to develop. Interactive workshop learning about how to chair meetings, managing time, making and recording decisions.	Workshop	
	Recommended Panel members	Recruitment and Selection	Delivery of our policy standard and process for those included in member panels, to ensure fully trained.	Workshop	
	Optional All	Effective Writing	Learn the secrets of writing content that is impactful and concise.	Workshop	
	Recommended All	Influencing skills	Learning about influencing styles, when and how to use them to be a persuasive communicator.	Workshop E Learning	
	Essential	Expenses	In house	Masterclass	
	Recommended	Safety in Surgery	Awareness and strategies to deal with difficult situations	Workshop	





**REPORT TO: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT COMMITTEE ON 18 NOVEMBER 2020**

**SUBJECT: PERFORMANCE REPORT GOVERNANCE, STRATEGY AND PERFORMANCE – HALF YEAR TO MARCH 2020**

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

**1. REASON FOR REPORT**

- 1.1 To inform the Committee of the performance of the service for the period from 1 April 2019 to 31 March 2020.
- 1.2 This report is submitted to the Education, Communities and Organisational Development Committee following a decision of Moray Council on 17 June 2020 to agree a simplified committee structure as a result of the COVID-19 pandemic in the case of this committee the combining of the delegated responsibilities of Children and Young Peoples Services, Governance, Strategy and Performance (para 9 of the minute refers).

**2. RECOMMENDATION**

**2.1 It is recommended that Committee:**

- (i) scrutinise performance of the Service Plan, Operational Performance Indicators and Complaints to the end of (Month Year);**
- (ii) welcome good performance; and**
- (iii) note the actions being taken to improve performance where required.**

**3. BACKGROUND**

- 3.1 On 7 August 2019, the Moray Council, approved a revised Performance Management Framework for services (para 5 of the minute refers). The framework introduced new arrangements for Managing, Delivering and Reporting of Performance with the aim of increasing focus on priority areas, reducing the level of reporting on lower priority indicators and directing scrutiny towards areas of strategic importance trends. Whilst the key performance trends in operational performance will continue to be reported, the focus of committee scrutiny will be on the delivery of priorities in the Local

Outcome Improvement Plan (LOIP), Corporate Plan and Service Plan. This report covers progress in achieving the Governance, Performance and Strategy Service Plan priorities, as well the important trends in the key performance indicators.

- 3.2 The Performance Monitoring Statements document was developed to support the Performance Management Framework. This half-yearly performance report refers to this document. The document includes tabular updates on actions, indicators relating to Service Plan priorities as well as complaints data, and can be found at:  
[http://www.moray.gov.uk/moray\\_standard/page\\_92321.html](http://www.moray.gov.uk/moray_standard/page_92321.html)

#### **4. SUMMARY OF PERFORMANCE**

- 4.1 At a meeting of the Policy and Resources Committee on 2 October 2019, approval was given for the Legal & Democratic Services (the forerunner of Governance, Performance and Strategy) Service Plan covering the period 2019-2020 (para 5 of the minute refers). As per the Performance Management Framework, this Service Plan consists of two distinct sections;
- Strategic Outcomes - locked down against commitments in National Outcomes, the Local Outcome Improvement Plan and the Corporate Plan.
  - Service Level Outcomes – reflecting service priorities not covered in higher level plans.
- 4.2 A total of 15 actions were included in the Service Plan; 4 were due for completion by March 2020 of which 3 have been completed. The one action that has not met the target timescales, was not able to be progressed during the year.

Overall, the Service Plan was 49% complete at the end of 2019-2020; however, since most actions were not due for completion within this period progress is considered to be on target.

<b>Level of Action</b>	<b>Number of Actions</b>	<b>Expected completion by end March 2020</b>	<b>Actual completion by end March 2020</b>
Strategic Outcome	4	1	1
Service Level Outcomes	11	3	2

#### **Strategic Outcomes - successes**

- 4.3 Contributing to the Corporate Plan priority ‘Financial Sustainability of Moray Council’, Customer Services have analysed the main areas of failure demand within their processes. The action to address these will now become a continuous improvement item with the relevant services to introduce the required efficiencies and savings through economies of scale, simplified consistent processes and harnessing of available technology. (ACTION L&D19-20.01a).
- 4.4 Customer Services are looking to make further savings by changing the culture in their delivery towards one that provides an enabling approach for



most customers with supported service delivery for those who need it. The aim is for a single service to be the first point of contact for Moray residents contacting the Council. An enabling approach has been adopted in the Forres Access Point. Following closure of Access Points during covid-19 response a decision has been taken to accelerate this enabling approach with the other access points in Keith, Buckie and Elgin. Savings are being reported as part of the Improvement and Modernisation programme of work. The action is due to be completed in March 2021 and has progressed 50% to date. (ACTION L&D19-20.01b).

- 4.5 Contributing to the same theme the Governance Review is making good progress towards the outcome of reducing bureaucracy and streamlining decision-making. A revised scheme of delegation (to align with the Senior Management Review) and selection of a committee system for governance were agreed on 12 February 2020. The final part of the review was to consider alternative committee models however this stage has been overtaken by the Covid-19 response. The response has involved radical changes to the Council's decision-making structures including testing out a Cabinet structure and a simplified committee structure. The final part of the review will be picked up on when the Council moves back towards normal business. (ACTION L&D19-20.01c).

#### **Service Level Outcomes - successes**

- 4.6 The Forres Access Point has been moved and services are successfully being delivered from the library facility within Forres House. This has met the dual aims of freeing-up the Auchernack building for alternative uses and piloting new ways of working. (ACTION L&D19-20.05e).
- 4.7 The Money Advice, Welfare Benefits and Income Max services have been re-badged as a single joined-up service with the aim of improving access to the services that are provided. (ACTION L&D19-20.05f).
- 4.8 Two activities not due to be completed until the end of October 2020 are progressing well:
- The non-domestic rates team have been supporting the refresh of the Elgin Bid (eBID) and the proposed new Moray Tourism Bid (tBID) to set up a system for collecting levies from businesses. The proposed Civica software was rejected due to its failure to deliver what we required, and a new system is in place; tBID has been successfully billed with invoices being issued at the start of August. Arrangements are being made for the eBiD to be billed in early October and the format of the invoice for this mid-year billing has been agreed with the eBiD manager. The action is 75% complete and on target for the planned end of October completion. (ACTION L&D19-20.04b)
  - Installation of essential upgrades for the Lagan system, Sharepoint and telephony systems are on schedule. In particular, the Lagan and telephony upgrades are well advanced, and the aim is to implement them over the next quarter. Progress is sitting at 60%. (Action L&D19-20.04d).

## Strategic Outcomes – challenges and actions to support

- 4.9 None of the actions in support of strategic outcomes experienced challenges during the second half of 2019-2020.

## Service Level Outcomes – challenges and actions to support

- 4.10 It was planned to have Social Security Scotland officers co-located in Council buildings by the end of December 2019. Note however, this action has been transferred to the property team who will now be responsible for reporting on progress to the appropriate committee. (ACTION L&D19-20.05a).
- 4.11 The plan to relocate the Registrars Service within the HQ building in order to free-up the current building for alternative uses was put on hold awaiting outcome of the Property Asset Management Appraisal. (ACTION L&D19-20.05b).
- 4.12 Work to implement the revised Performance Management Framework and to develop processes for forward planning and performance monitoring of the Corporate Plan and the LOIP has been hampered by changing priorities required to support the Moray Council response to the Covid-19 lock-down. Both these actions are 20% complete and did not meet the target of end of May 2020 for completion but are now progressing in response to the Council's Best Value Audit report response. (ACTIONS L&D19-20.05c and L&D19-20.05d).

## Operational Indicators - successes

- 4.13 Eight of the 25 performance indicators met, or exceeded, the required standard.

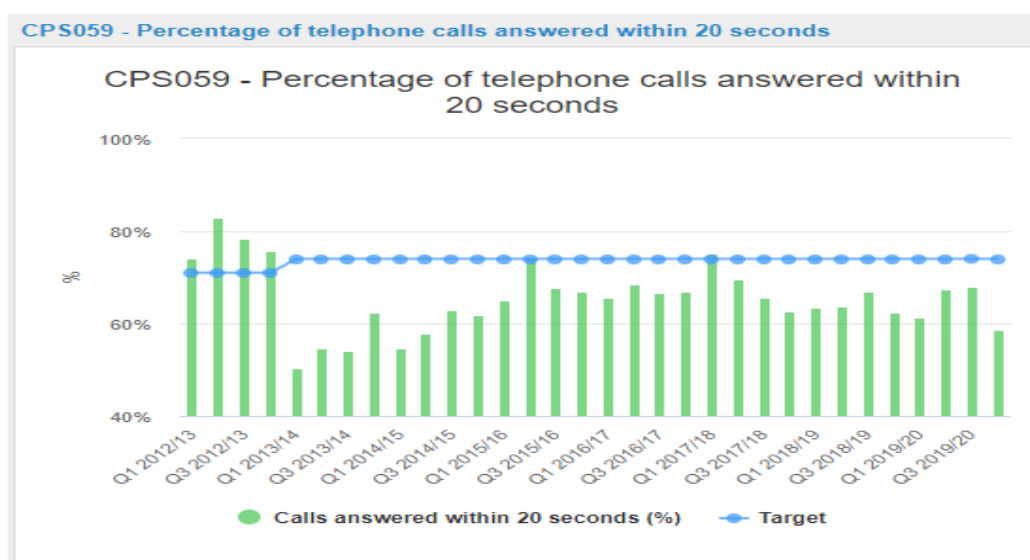
Code & Title	Gauge	Value	Target
✓ CORP1 Support services as a % of total gross expenditure		4.29%	4.37%
✓ CS001 Committee Agenda - Percentage issued on time or early		92%	85%
✓ CS031 General Register Office Report - % error rate in Registratio...		2.76%	3%
✓ FICT137 Gross cost of collecting Non Domestic Rates per property.		£30.93	£33.00
✓ SBA1e Gross administration cost per benefits case		£51.74	£71.00
✓ SCM5 Cost of collecting council tax per dwelling		£8.98	£14.00
✓ SCM6b Percentage of current year council tax received (cumulative)		97%	96.9%
✓ CPS012 Average time in days to process notifications of changes o...		3.42	9

## Operational Indicators - challenges and actions to support

Code & Title	Gauge	Value	Target
● CPS059 Percentage of telephone calls answered within 20 seconds		58.61%	74%
● CE068 Complaints - Customer Satisfaction Index		44	58.3

- 4.14 Two of the indicators have missed the required target by a significant margin. Historically, the target to answer telephone calls within 20 seconds has been

hard for the Customer Services team to meet. This quarter performance has been affected by reasons already outlined, (INDICATOR CPS059).



4.15 The Complaints – Customer Satisfaction Index has not been reported upon since 2017/18, when it was below the target based on the previous year’s responses. However, this performance measure has not been adopted universally by all Scottish Councils. Consequently, standardised questions are being considered as part of the Scottish Public Services Ombudsman’s revised model complaint handling procedure that will be introduced on 1 April 2020.

### **Complaints & MP/MSP Enquiries**

4.16 Between October and March 2020, Governance, Strategy and Performance received 19 complaints and 19 were closed during the same period. Of the closed complaints, 15 (79%) were dealt with at the frontline stage, 3 were investigated further while 1 was escalated. A total of 9 complaints (47%) were upheld. Ten complaints concerned the incorrect application of processes and procedures, 2 were for Council Tax concerns and 4 complaints were made against staff. Staff were reminded of the required standards to be maintained and the importance of following procedures fully. One complaint was made against an elected member and the complainant was advised to contact the Standards Commissioner. In addition to the complaints received, 7 MP/MSP enquiries covering a variety of issues were dealt with in the same period.

4.17 Comparative data is not available for Governance, Strategy & Performance, but during the financial year 2018-2019 Legal & Democratic Services closed 45 complaints during the full year. This suggests that the level of complaints is similar, or maybe slightly reduced, for the second half of 2019-2020 compared with the same period last year. Of these 43 were closed at the frontline stage (96%) and 2 were investigated further. None was escalated. A total of 14 complaints were upheld (31%), a smaller proportion than in the reporting period covered by this report.

## **5 SUMMARY OF IMPLICATIONS**

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

Performance measurement is used to ensure the efficient and sustainable delivery of services to meet the Council's priorities in both the Corporate Plan and the LOIP.

**(b) Policy and Legal**

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

**(c) Financial implications**

None.

**(d) Risk Implications**

None.

**(e) Staffing Implications**

None.

**(f) Property**

None.

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

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

**(h) Consultations**

The Head of Governance, Strategy and Performance and Service Managers, have been consulted with any comments received incorporated into this report.

**6. CONCLUSION**

**6.1 At the end of the financial year 2019-2020 3 of the 4 Service Plan outcomes had been achieved. Overall, progress on implementing the Service Plan is on schedule at 49% complete. The Governance, Strategy & Performance Service is meeting, or is marginally below, all but 2 of its performance targets indicating the service is providing the required level of support to other Council Departments. Responding to telephone calls from Moray residents within 20 seconds continues to be a challenge.**

Author of Report: Carl Bennett, Research & Information Officer  
Background Papers: Held by Author  
Ref:



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**REPORT TO: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT COMMITTEE ON 18 NOVEMBER 2020**

**SUBJECT: IMPROVEMENT AND MODERNISATION PROGRAMME**

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

**1. REASON FOR REPORT**

- 1.1 To inform the Committee of the latest progress with respect to the Council's Improvement and Modernisation Programme (IMP).
- 1.2 This report is submitted to the Education, Communities and Organisational Development Committee following a decision of Moray Council on 17 June 2020 to agree a simplified committee structure as a result of the COVID-19 pandemic. In the case of this committee the combining of the delegated responsibilities of Children and Young People Services, Governance, Strategy and Performance, (para 9 of the minute refers)

**2. RECOMMENDATION**

**2.1 It is recommended that Committee:**

- (i) **consider and note the progress made against the projects within the IMP; and**
- (ii) **note the actual and estimated savings identified against the various workstreams to date.**

**3. BACKGROUND**

- 3.1 The Improvement and Modernisation Programme, IMP, contains 8 workstreams established to deliver transformational change within the council. The last progress report was submitted to Committee on 23 September 2020.
- 3.2 **Appendix A** provides a summarised update position for each of the workstreams and although the response to COVID-19 continues to impact on progress, momentum is starting to gather in the relatively short time window since the last report.

- 3.3 In addition to the main workstreams, meetings have been held with all service areas to gather suggestions for change and these are being compiled into a consolidated programme of requirements to be prioritised and considered alongside the existing planned activities of IMP.
- 3.4 Through these discussions it is apparent the majority of services are operating at capacity dealing with the business as usual aspects of their service and the ongoing response to COVID-19 leaving scarce resource available to consider change. A test of a more agile approach for service review is currently being planned to start in November and scheduled for completion in January 2021. This will involve staff within each of 3 identified service areas reviewing a sample of their own processes in short focussed sessions. The intended outcome is a set of revised, more efficient processes benefiting the staff and service users while building capacity within the service to tackle future change.

#### 4. **SUMMARY OF IMPLICATIONS**

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

The IMP is the development of the commitment in the Corporate Plan to a programme of modernisation and improvement to contribute to a financially stable council.

**(b) Policy and Legal**  
None

**(c) Financial implications**

Financial implications are included in Appendix 1 and summarised below:

	£'000s
Expenditure 2019/20	268
Forecast expenditure to March 2021	368
Total estimated programme (*) expenditure	<u>636</u>
	£'000s
Recurring savings achieved	59
Total savings 2020/21	<u>59</u>

(\*) Total programme expenditure includes expenditure associated with some of the temporary management arrangements arising from the management review including Head of Children's Services.

**(d) Risk Implications**

All risks associated with the IMP are being managed by the relevant programme boards.

**(e) Staffing Implications**

There are specific staffing considerations related to the various projects and these are being addressed as projects are considered and initiated. Cost implications are built into the business case for each project to ensure an appropriate return on investment.

**(f) Property**

No direct implications from this report, although property is the subject of one of the work streams and the issues arising from this will be reported in due course.

**(g) Equalities**

There are no equalities associated with this report and any equalities issues will be addressed within each of the project workstreams such as the ICT for Schools which has digital inclusion as a central theme.

**(h) Consultations**

The corporate and senior management teams and Committee Services have been consulted in the preparation of this report and comments incorporated.

**5. CONCLUSION**

**5.1 Following a lull in the project schedule progress is starting to pick up although there is clearly a long way to go to get fully back on track. While the major projects identified to deliver financial savings will be pursued as a matter of priority there is a need to deliver projects in a more agile manner and this will be trialed over the next 2-3 months.**

Author of Report: Phil McDonald  
Background Papers: None  
Ref:





## Improvement & Modernisation Programme Report: October 2020

**Progress Summary:** Changes from the last report are highlighted below:

- **Stream 1: Asset Management**
  - **Review of Offices, Depots and Storage Units**
    - The reviews have been completed and consideration is now being given to the opportunities that can be taken forward now and those that may require further consideration as the impact of COVID-19 unfolds.
  
- **Stream 2: Transforming Customer Service**
  - **ICT and Digital - Schools Admin**
    - Testing of the Parents Portal within Speyside ASG identified no significant issues but allowed the materials for parents/carers to be developed to try and minimise potential matching problems.
    - The system has now been made available to all Moray schools and parents have started to use the system with a number of absences and contact detail changes being reported online to schools.
    - In addition to reporting absences online the initial functions targeted for the Parents Portal include the annual data check, viewing timetables, the school calendar, permissions, consent forms and links to online school payments.
    - Due to development delays the Improvement Service have confirmed that one of the major deliverables, Parent Evening Booking for secondary schools, will not be released until 2021.
  - **ICT and Digital - Repairs**
    - A working group had been established prior to COVID-19 to review the housing repairs business processes with the objective to streamline the processing, deliver efficiencies and an improved customer journey. This working group needs to be re-established to progress this area of work.
  - **ICT and Digital - Open Revenues Portal (Council Tax)**
    - New services have been made available to view Council Tax accounts online, submit change of address notifications and to receive electronic bills. COVID-19 resulted in the planned promotion work around these new services being delayed and will need to be rescheduled.
    - A project closure report is being prepared but this work has enabled the service to release planned savings of £59K with a further £26K planned over the next 4 year period as the uptake of the online service increases.
  - **Customer Services Redesign - Customer Contact Strategy**
    - The access Point in Forres transferred from Auchernack House to Forres House in December 2019. The service provided at the new service point was based around a self service model.
    - A review of the potential to implement a similar service for the

## Improvement & Modernisation Programme Report: October 2020

remaining access points in Elgin, Buckie and Keith is underway.

### ➤ Stream 3: Alternative Service Delivery

#### ○ Review of Leisure Services

- A Committee report connected to the Leisure Review, Service Structure and proposed Business Plan is included as a separate agenda item of this Committee.
- Progress continues on the integrated leisure membership system for both Moray Leisure Centre and Moray Council with an anticipated go live date by the end of 2020.

### ➤ Stream 4: Internal Transformation

#### ○ Governance Review

- Wider governance arrangements reviewed and emergency COVID-19 governance in place from March 2020 and due to be reviewed again in February 2021

#### ○ Review and Expansion of Flexible Working

- The original flexible working project was overtaken by the work required to respond to COVID-19. 880 laptops have now been distributed to staff enabling home working where the service activity permitted this workstyle. A total of 1200 staff can now work from home and the council well placed to respond to any potential further lockdowns or restrictions.
- Discussions have taken place with the recently appointed OD Manager to take forward the Digital Champions programme to ensure all staff have the confidence and competence to use the equipment provided effectively.
- Providing staff the flexibility to work from home and providing desktop video conferencing capabilities will result in reduced transport costs. Although savings have been made against the transport costs during 2020/21 this has arguably more to do with COVID-19 and further work will be required to determine the likely impact on travel costs arising from flexible working beyond what has been achieved because of COVID-19. It is currently estimated this will be in the region of £40,000.

### ➤ Stream 5: Income and Commercialisation

- Prior to lockdown market research was being considered to test the income generating opportunities from sponsorship advertising of parks, community and leisure centres. Unfortunately COVID-19 has resulted in this area of work being impacted and a further review of the priorities for the income and commercialisation opportunities is required.

### ➤ Stream 6: Service Efficiency - COMPLETE

- All projects were delivered as part of previous budget saving exercises and any further service efficiency projects will come forward as new mandates.

## Improvement & Modernisation Programme Report: October 2020

### ➤ Stream 7: Transforming Education

- A further report on the Learning Estate strategy was submitted to full Council on 9 October and the draft strategy was approved. Council also approved 4 new posts (Service Manager, Project Officer, Community Support Officer, Comms Officer) to take forward the strategy, and an initial project (Findrassie Primary School) for application to the Scottish Government Learning Estate Investment Programme (LEIP). Consultation on the draft strategy and initial option appraisals for the priority areas (Buckie, Elgin and Forres) will start in November.
- A high level framework for a revised strategy and plan for the use of ICT within Education has been produced and a report is included as a separate agenda item of this Committee.
- A draft mandate was produced prior to lockdown proposing a programme of work under the banner of the “Innovative Learning Experience” incorporating national best practice guidance from the Digital Learning and Teaching Strategy for Scotland; How Good is Our School; and Skills 4.0. The mandate included tasks around virtual classrooms, learning management systems, devices used within the classroom, use of Glow and development of digital skills. As a result of changes brought about by COVID-19, the appointment of the Digital Deputy Head teacher and the significant funding from the Scottish Government to provide devices to those pupils who are digitally excluded the scope of the project will need to be reviewed.
- The introduction of the parent portal provides the opportunity to identify efficiency savings and this is being progressed as part of the schools administration project.
- A report on ASN is included as a separate agenda item of this Committee.

### ➤ Stream 8: Transforming Children’s Services

- A draft business case containing proposals for the transformation of Children’s Social Work Services has been produced for review within the service area. Feedback will be incorporated into the report and considered by CMT prior to being submitted to the Transforming Board.

## Improvement &amp; Modernisation Programme Report: October 2020

<b>Project Titles:</b>	<b>2019/20 Actual Expenditure £000's</b>	<b>2020/21 Estimated Expenditure £000's</b>	<b>Financial Savings Objectives £000's</b>	<b>Savings Achieved £000's</b>
IMP Programme core costs	64	107	n/a	n/a
Stream 1: Asset Management	95	0	200 Rev. 250 Cap.	tbc
Stream 1: Repairs & Miantenance Dilapidation Brumley Brae		38	n/a	n/a
Stream 2: ICT & Digital - Schools admin	12	62	150-200	tbc
Stream 2: ICT & Digital – Open Revenues Portal (Council Tax)	11	0	85	59
Stream 2: Customer Services Re-Design - Access Point	0	0	40-50	tbc
Stream 3: Alternative Service Delivery	20	tbc	tbc	tbc
Stream 4: Management Review	18	tbc	197	tbc
Stream 4: Review and Expansion of Flexible Working	0	tbc	44	tbc
Stream 5: Income and Commercialisation	27	48	tbc	tbc
Stream 6: Service Efficiency		N/A	N/A	N/A
Stream 7: Transforming Education – Learning Estate	2	61	tbc	tbc
Stream 7: Transforming Education – ASN	9	tbc	tbc	tbc
Stream 6: Transforming Childrens Services	10	52	tbc	tbc
<b>TOTALS</b>	<b>268</b>	<b>368</b>	<b>716 – 776 Rev. 250 Cap.</b>	<b>59</b>
<b>TOTAL PROGRAMME</b>		<b>636</b>		

## Improvement & Modernisation Programme Report: October 2020





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**REPORT TO: EDUCATION, COMMUNITIES AND ORGANISATIONAL  
DEVELOPMENT COMMITTEE ON 18 NOVEMBER 2020**

**SUBJECT: DIGITAL STRATEGY FOR EDUCATION**

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

**1. REASON FOR REPORT**

- 1.1 To invite the Committee to consider the progress made towards the development of a revised Digital Strategy for Education.
- 1.2 This report is submitted to the Education, Communities and Organisational Development Committee following a decision of Moray Council on 17 June 2020 to agree a simplified committee structure as a result of the COVID-19 pandemic. In the case of this committee the combining of the delegated responsibilities of Children and Young People Services, Governance, Strategy and Performance, (para 9 of the minute refers)

**2. RECOMMENDATION**

**2.1 It is recommended that Committee:**

- (i) review and note the work being undertaken towards the development of a revised Digital Strategy for Education; and**
- (ii) notes that a revised strategy will be reported to this Committee in June 2021.**

**3. BACKGROUND**

- 3.1 The previous Digital Strategy for Education was approved by Children and Young People's Services Committee on 27 May 2015 (paragraph 13 of the minute refers).
- 3.2 At the time the Strategy Group had been tasked with developing a strategy to determine how ICT should be used in education in the future so that all schools were equipped for the Classroom of 2020.

- 3.3 The strategy was therefore building the capability for the digital classroom and was largely developed around 3 core themes of infrastructure, hardware and people to create an appropriate environment for digital learning and teaching.

### **Progress against previous strategy**

Progress against each of the core themes is outlined below.

#### **Infrastructure**

- 3.4 There is an ongoing programme to equip all schools with a modern IP telephony solution providing increased flexibility within the schools environment and reducing costs for calls between schools.
- 3.5 Wi-Fi was made available in teaching areas across all schools enabling campus wide coverage in all schools with a network of 542 wireless access points enabling all mobile devices such as laptops and iPads to connect to the network.
- 3.6 All schools were provided with bandwidth commensurate with Learning and Teaching requirements with many having had substantial increases in bandwidth allocated when moving to the Scottish Wide Area Network.
- 3.7 Data storage capabilities have increased more than 10-fold since 2012 with each secondary school now able to access 1TB of storage which is backed up and primary schools able to access 150GB.
- 3.8 Personal storage has also increased with 1TB of data storage available for each teacher and pupil via the Glow platform.

#### **Hardware**

- 3.9 A hardware refresh programme and regular upgrades of the underlying software is undertaken across the schools estate to ensure the equipment available to all teachers and pupils is fully supported.
- 3.10 The number of devices within schools has grown exponentially since the last strategy with wireless devices seeing the largest increase.

	<b>2015</b>	<b>2020</b>
Personal Computer	4,000	4,074
Laptop	2,081	* 5,817
Tablet	208	1,054
<b>Totals</b>	<b>6,289</b>	<b>10,945</b>

\* This figure includes 1315 devices funded by the Scottish Government for the digital inclusion programme.

- 3.11 In addition to the above devices, the 5 year plan to roll out the replacement interactive panels to ensure an interactive panel in each classroom is into the final year with 659 panels of a total of 774 now installed.



- 3.12 All secondary schools had the equipment necessary to allow a virtual classroom to be set up in a fixed location.

### **People**

- 3.13 Two technology trainers (Learning Technologist) have been in post since October 2016 and during this time have provided varied and regular CPD workshops for teaching staff, support staff and pupils. These are aimed at helping attendees to become more confident with technology for learning and teaching and in particular to support the Digital Literacy and Technologies areas of Curriculum for Excellence. Figures below for CPD courses to date



- 3.14 Funding made available through the Northern Alliance has enabled the creation of a temporary post of Depute Headteacher Digital with responsibility for the curriculum delivery in a digital environment.

### **Impact of COVID-19**

- 3.15 COVID-19 brought an abrupt halt to classroom teaching in March and a significant change in demand for digital learning and teaching. All teachers and pupils coped remarkably well throughout this challenging period although it did highlight some technical issues with the increased traffic being handled across the schools network.
- 3.16 Throughout this period the regular workshop delivery method of training provided by the Learning Technologists changed from face-to-face to online. The content of the courses was varied and aimed at upskilling staff in the use of technology to enable them to deliver learning remotely.
- 3.17 A public digital support site aimed at parents/carers and their children to help their understanding and use of Glow and the associated technologies such as Google Classroom and Microsoft Teams has also been made available.
- 3.18 Approximately 500 devices were issued on loan in response to COVID-19 to assist digitally excluded pupils to access digital learning. This loan scheme has since been replaced following local and national funding from the William Grant Foundation, Lord Leutenant's Emergency Fund and Scottish Government providing a total of 1512 devices being made available for distribution to young people in Moray. This, together with free connectivity solutions to access the internet, is helping to tackle digital exclusion in Moray.

### **New strategy**

- 3.19 The Digital Strategy for Education needs to be revised to address some of the emerging issues related to performance of WiFi, internet bandwidth and the need for extended virtual classroom capabilities as the passage of time and the requirements arising from the response to COVID-19 has resulted in an increased number of devices accessing the network and a major shift to blended learning.
- 3.20 A revised strategy framework has been prepared and is currently being developed to incorporate lessons learned from the previous strategy, the response/recovery in relation to COVID-19 and also best practice guidance around digital learning and teaching to ensure the revised strategy meets the aspirations of the corporate plan.
- 3.21 The development of the strategy is being overseen by the strategy group chaired by the Quality Improvement Manager (QIM) lead officer for Raising Attainment and Senior Phase Curriculum, and includes representatives from each of the ASGs, the Learning Technologists and the ICT service.
- 3.22 The impact of COVID-19 continues and the situation is unlikely to change significantly as we move into the next school term. It is however essential that buy-in is achieved from all stakeholders and for this reason an extended consultation period is required to ensure the views and feedback from teaching staff, pupils, parents and trade unions is incorporated into the strategy.
- 3.23 The proposed planning framework has been developed and work is now progressing to develop each of the 3 key action priorities below:
- i. Digital Inclusion
  - ii. Learning and Teaching
  - iii. Curriculum
- 3.24 Digital inclusion has, in part, started to be addressed with the managed distribution of the devices to those who are currently considered digitally excluded. While this work progresses the formal strategy and action plan will be developed to consider:
- a) One device initiative
  - b) Pilot projects
  - c) Improving resilience
  - d) Good practice, Career Long Professional Learning (CLPL)
  - e) Connectivity
  - f) Innovation
- 3.25 The learning and teaching stream will consider how the objectives will be achieved including
- a) Pedagogy
  - b) Microsoft Teams, Google Classrooms
  - c) Family learning
  - d) eSgoil

- e) Good practice, CLPL
  - f) Virtual, consortia approaches
- 3.26 Typically the curriculum priority will consider what we will do to achieve the outcomes through
- a) Digital literacy
  - b) Online safety
  - c) SQA
  - d) Timetabling – secondary
  - e) eSgoil
  - f) Certification
- 3.27 Over the next few months the strategy group will lead on work to develop a coherent Digital Strategy for Education and consult with the various stakeholders to ensure the strategy is fit for purpose, meets the expectations of the stakeholders and addresses the aims and objectives of the service plan which links to all national and local plans.

#### 4. **SUMMARY OF IMPLICATIONS**

- a) **Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))**  
The strategy for the use of ICT within schools will incorporate best practice guidance from the National Improvement Framework and support the outcomes contained within the Corporate Plan and LOIP with respect to the vision for Education in Moray.
- (b) **Policy and Legal**  
Statutory requirements and council policies will be considered in the preparation and delivery of the strategy.
- (c) **Financial implications**  
No additional financial resources are required to support the development of the strategy and any additional resources required to deliver the strategy will be reported back to committee.
- (d) **Risk Implications**  
There are no risk implications arising from the development of the strategy and plan.
- (e) **Staffing Implications**  
Staff are critical to the success and adoption of the strategy to meet the challenges of achieving the objectives of the council's corporate plan. Consultation will take place with all stakeholders to ensure their input is incorporated into the final strategy and plan.
- (f) **Property**  
There are no property implications arising from this report.

**(g) Equalities**

Central to the new strategy is to tackle digital inclusion. Recent funding streams has provided access to devices to individuals considered digitally excluded addressing some of the equalities issues and the provision of internet access also goes some way to tackle geographic issues of internet access.

**(h) Consultations**

The Head of Education, Head of HR, ICT and OD, Quality Improvement Managers and Tracey Sutherland, Committee Services Officer have been consulted in the preparation of this report and comments incorporated.

**5. CONCLUSION**

**5.1 COVID-19 has resulted in a number of the key priorities identified for the new strategy already starting to be delivered. This is most apparent with the distribution of 1315 laptops, 130 Chromebooks and the availability of internet access through MiFi devices to those Moray pupils considered to be digitally excluded. While it is important that all stakeholders are consulted in the preparation of the development of the next strategy work will continue in those areas such as planning for 1:1 device distribution and trialling of devices to ensure the final strategy can be implemented quickly.**

Author of Report: Phil McDonald  
Background Papers: None  
Ref:



**REPORT TO: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT COMMITTEE 18 NOVEMBER 2020**

**SUBJECT: SPSO REPORT ON CONTINUING CARE AND TRANSITIONS**

**BY: CHIEF EXECUTIVE**

## **1. REASON FOR REPORT**

- 1.1 To inform the Committee of actions required as an outcome of a parental complaint made to the Scottish Public Services Ombudsman (SPSO).
- 1.2 This report is submitted to Council in terms of Section II (14) of the Council's Scheme of Administration relating to exercising all the functions of the Council as a Social Work Authority within terms of relevant legislation with regard to research; assessment of need re: community care services, provision of information to carers and assessment of ability to provide care; and to determine the Council's policies in regard thereto.

## **2. RECOMMENDATION**

**2.1 It is recommended that the Committee:-**

- (i) **notes that following agreement at Moray Council on 28 October the final recommended revisions of the transitions policy and of the continuing care policy are tabled at Education, Communities and Organisational Development Committee on 3 February 2021;**
- (ii) **agrees that the final recommended revisions of the transitions policy and of the continuing care policy are tabled at Education, Communities and Organisational Development Committee on 03 February 2021 following active and meaningful engagement with parents and carers; and**
- (iii) **advises whether a progress report should be submitted at Council on 21 January 2021.**

## **3. BACKGROUND**

- 3.1 The SPSO are a Government agency that investigate complaints when a complainant remains dissatisfied with a Council's response. Report 201811019 – Social Work/ Continuing Care relates to a complaint made by a

parent on behalf of her child. The investigation report can be accessed at the following link [SPSO published sw cont care 201811019 \(HB\).pdf](#)

3.2 In response to the complaint that the Council had not fulfilled its responsibility to provide continuing care to a looked after young person, the SPSO found: -

- the Council failed to begin transition planning for Mr A. at least 3 years before he was due to leave school;
- the Council failed to carry out a pathway assessment prior to making the decision that Continuing Care was not available to Mr A. and prior to transitioning Mr A. to Adult services;
- the Council did not take reasonable steps to ensure that Mr A could make informed choices;
- there is no evidence in the records that Mr A. was given concrete examples of the type of care he might be offered or that he was taken to see possible care settings;
- a recommendation made at a Looked After Child Review in January 2018 to offer Mr A. independent advocacy was not actioned until over a year later.

The SPSO upheld Ms C's complaint that the Council failed to act reasonably regarding Mr A's care and support.

3.3 In response to complaint about the Council's communication with Ms C. about her son's care and support, the SPSO found: -

- the Council largely engaged with Ms C. via email rather than holding meetings out with the formal Looked After Child Review process;
- an invite to a Looked After Child Review was sent three days before the Review was due to take place;
- there was a delay in the Look After Child Review minutes being available and there was a delay in these being sent to Ms C;
- Ms C. was not provided with information on how to make a Continuing Care request when she requested this.

The SPSO upheld the complaint about the Council's communication.

3.4 In response to complaint about how the Council handled Ms C's complaint, the SPSO found: -

- that there was an unreasonable delay in Ms C. receiving a response to her complaint
- that the response had been copied directly from an email that had been sent to Ms C before she submitted her complaint
- there was no evidence that the Council had investigated Ms C's complaints
- the Council's complaint response did not address all the complaints that Ms C. made to the Council or indicate whether her complaints were upheld or not upheld.

The SPSO upheld Ms C's complaint that the Council had failed to handle her complaint reasonably.

- 3.5 The action plan that has been agreed as a result of the outcome of investigation can be accessed at **APPENDIX I**. The plan has a Red/ Amber/ Green rating to reflect the stage at which each activity is at.
- 3.6 A very similar report to this was presented to special Council on 7<sup>th</sup> October 2020. Council had expressed concern at practice and agreed that final draft policies for consideration of approval would be tabled at this Committee in November. However we are not in a position to table final draft documents of policies for consideration or approval given the need to ensure effective meaningful engagement with parents and carers, and young people where possible.
- 3.7 Action to date has included; -
- Colleagues from education, adults and children's services working together given the recommendations made by the SPSO reflect the need for services to work together.
  - Audit and review of minutes of review meetings.
  - Surveys being asked of parents and carers seeking the views and experiences of young people, their parents or carers: numbers of responses, had been very small.
  - We were also attempting to contact key organisations such as Enquire, in an endeavour to increase engagement with young people/ parents and carers.
- 3.8 The necessity for so doing was not only the recommendation by the SPSO but the fact that hearing from young people, their parents and carers is one of the key foundations from the Care Review – The Promise: Voice.
- “Children (and young people) must be listened to and meaningfully and appropriately involved in decision- making about their care, with all those involved properly listening and reposing to what children ( and young people) want and need. There must be a compassionate, caring decision-making culture focussed on children (and young people and those they trust”
- 3.9 The report to special council noted the following progress: -
- (i) Invitations to looked after child reviews and minutes.
- New systems were being tested to ensure invites to review conferences or looked after child reviews were issued in good time for all to be able to fully prepare. The standard being tested is for invitations being issued not less than 2 weeks in advance of pre-agreed meeting dates.

- (ii) New minute templates were being tested. The standard being tested is that minutes will be issued within 15 days of the meeting, with a decision letter having been issued the day following the meeting.
- (iv) Feedback would be sought and if favourable revisions will be embedded in practice and added to the Reviewing Team Administration Handbook which was being developed.

Test cycle one concluded 20.10.2020. Test cycle 2 will have started on 10.11.2020.

- (v) Increased advocacy.

3.10 However it noted that progress had not been made in achieving final draft of the policies, and so there is impact on the delivery of staff training.

3.11 After writing the report for Special Council the working group was advised of a group of parents and carers called Friendly Access. Contact was made with the Chief Executive, Glyn Morris. We asked for their support given that Friendly Access, having considered the SPSO report and findings, had undertaken a survey of their group members' experiences of transition. The report reflects a number of areas where practice could be improved. The report can be accessed at **APPENDIX II**.

3.12 Following initial contact with Friendly Access, Glyn Morris on behalf of the organisation has confirmed that it would wish to be involved in the process of making developments and changes, and maybe also in certain elements of delivering training based on experience. However they note that for meaningful engagement, more time is needed. We explored if there might be scope for a staged approach however this was not appropriate.

3.13 The action plan, point 6 clearly focuses on meaningful engagement therefore it is proposed that work continues with Friendly Access, that Council in January 2021 consider a progress report – and ideally the report with recommendations will be tabled to this Committee on 03 February 2021.

#### **4. SUMMARY OF IMPLICATIONS**

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

The Children's Services plan 2020/23 identifies improving outcomes for looked after children as a key priority the Children and families and Justice Social Work service improvement plan identifies actions to be taken to support these improvements the Corporate plan ( 2020 update) identifies the following priorities:

Work with families as partners to give their children the kind of lives they want them to lead so that children grow up to be strong and resilient ]  
 Improve the life chances and outcomes for care experienced children and young people Improvement in children and young people's health and well-being

##### **(b) Policy and Legal**



The Children (Scotland) Act 1995 was amended by the Children and Young People Scotland Act 2014 to enable looked after children to request continuing care and remain in their current placement from 18 until 21 in most case and subject to certain criteria. The provision aims to assist young people towards independence but applies to all young people, including those who may never achieve independent living. Current policies for young people transitioning to adulthood are being reviewed in light of the outcome of the investigation and required actions. The revision will reflect current law and practice but it should be noted that there are likely to be further changes required as the law develops, including from the Disabled Children and Young People ( Transitions to Adulthood) (Scotland) Bill recently introduced in parliament.

**(c) Financial implications**

There are no additional financial implications are a consequence of this this report.

**(d) Risk Implications**

The risk has been that planning for the more vulnerable children in Moray has fallen below the standard that should be in place in terms of practice and legislation.

**(e) Staffing Implications**

There are no additional staffing implications as a consequence of this report.

**(f) Property**

There are no property implications as a consequence of this report.

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

There is key legislation for looked after children and young people and for children who have additional support needs. Revision of the policies in place will ensure that equality issues are addressed.

**(h) Consultations**

Chief Executive, Moray Council; Chief Social Work Officer; Head of Service, Children & Families & Criminal Justice Services; Senior Human Resources Adviser; Principal Accountant, Morag Smith, Senior Solicitor, Tracey Sutherland, Committee Services Officer and the Equal Opportunities Officer have been consulted in the preparation of this report and are in agreement with the content relating to their areas of responsibility.

**5. CONCLUSION**

**5.1 The complaint and the outcome of complaint reflected that key policies and practices needed to be reviewed in partnership with children/ young people and their parents and carers.**

**5.2 That work has really only recently made some constructive headway and ideally the recommendations for change in practice indicated by the**

**SPSO should be further strengthened by addressing the themes that have been identified in the Friendly Access survey.**

- 5.3 An update report on progress being made could be tabled at Council in January and ideally the final draft report with recommendations will be tabled at Education, Communities and Organisational Development Committee on 03 February 2021.**

Author of Report: J Gordon  
Background Papers:  
Ref:



**ACTION PLAN - SPSO 201811019 – Moray Council**

**APPENDIX I**

**Social Work/ Continuing Care**

			<p><b>Red (trouble):</b> At risk to miss scheduled completion date. Immediate management action required.</p> <p><b>Amber (danger):</b> At risk if issues are not addressed. Attention required.</p> <p><b>Green (all good):</b> On track to meet scheduled dates</p>
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The following action plan outlines what will be done to ensure that each of the requirements made by the Scottish Public Services Ombudsman progress. The action plan is in relation to the complaint that was made about social work services in Moray with focus on policy relating to continuing care.

Point number	What the organisation should do	What we need to see	What we will do	By when	By whom	RAG Status
1	Apologise to Ms C and Mr A for:	Copy or record of the apology.  By 20 May 2020	Write a letter of apology as described to Mrs A.	By 20 May2020	Joyce Johnston - Head of Service	Green



**APPENDIX I**

**ACTION PLAN - SPSO 201811019 – Moray Council**

**Social Work/ Continuing Care**

	<ul style="list-style-type: none"> <li>• Failing to begin transition planning for Mr A at least 3 years before he was due to leave school.</li> <li>• Failing to carry out a pathway assessment prior to making the decision that Continuing Care was not available to Mr A and prior to transitioning Mr A to Adult services.</li> <li>• Failing to communicate reasonably with Ms C about her son’s care and support.</li> <li>• Failing to handle her complaint reasonably.</li> </ul>					
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## APPENDIX I

### ACTION PLAN - SPSO 201811019 – Moray Council

#### Social Work/ Continuing Care

2	Consider whether it would be appropriate to fund Mr A to remain in the residential placement until he is 21 years of age or whether this could be achieved through Self-Directed Support.	Evidence that the Council have considered funding Mr A's residential placement until he is 21 years of age or whether this could be achieved through Self-Directed Support taking into account the findings of this investigation, with full reasons provided for any decisions reached.  By 20 May 2020	Update 04.06.2020 – following a meeting with Mr and Ms C, the family note that they have not been involved in any discussion or decision for A to return to Moray. Also the date on the support plan for A to remain in provision was ambiguous. An amendment to the support plan has been written with a clear date of June 2022.	Complete at 4 June 2020	Interim Service Manager Learning Disability	Green
3	Where a young person has significant additional support needs, transition planning should begin at least 3 years	Evidence that the findings on these complaints have been fed back to relevant staff in a	Meet with relevant staff to support them to read contents of investigation and support staff to understand it in the	Complete at 20 May 2020	Jennifer Gordon – Corporate Parenting and Commissioning Manager and	Green



## APPENDIX I

### ACTION PLAN - SPSO 201811019 – Moray Council

#### Social Work/ Continuing Care

	before a young person is due to leave school.	supportive way (e.g. a record of a meeting with staff; or feedback given at on-to-one sessions).  By 22 October 2020	context of a learning development opportunity.		Charles McKerron Interim Service Manager Learning Disability.	
		Evidence that the Council have considered any training needs for social work staff in relation to transition planning. By 22 October 2020	Provide training following review of transitions and continuing care policies.	The Committee which will consider recommendations, being made as a consequence of revision of the relevant policies, will be February 2021. Training would be scheduled following consideration by Committee: - Training will be March/ April 2021.	Corporate Parenting and Commissioning Manager; Interim Service Manager Learning Disability will lead the team comprising – Transitions Social Workers; East Area Manager; Senior Organisation	Red



**APPENDIX I**

**ACTION PLAN - SPSO 201811019 – Moray Council**

**Social Work/ Continuing Care**

					Development Advisor, and Consultant Practitioner Children and Families.  Group as above indicated.	
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## APPENDIX I

### ACTION PLAN - SPSO 201811019 – Moray Council

#### Social Work/ Continuing Care

4	Where a young person is approaching adulthood, a pathways assessment should also be carried out to assess throughcare and aftercare options (including an assessment of whether it is in the young person's best interests to remain in their current placement under Continuing Care rather than transitioning to Adult services) with the input of the young person, their parents/ guardians, Adult services and any other interested agencies.	Evidence that the findings on these complaints have been fed back to relevant staff in a supportive way (e.g. a record of a meeting with staff; or feedback given at on-to-one sessions). By 22 October 2020	Meet with relevant staff to support them to read contents of investigation and support staff to understand it in the context of a learning and development opportunity.	Complete at 20 May 2020	Group indicated at 3 above for each of the following activities.	Green
		Evidence that the Council have considered any training needs for social work staff in relation to	Provide training following: <ul style="list-style-type: none"> <li>• review of current policies in relation to transitions, pathways, continuing care</li> </ul>	Training will be March/ April 2021.		Red





## APPENDIX I

### ACTION PLAN - SPSO 201811019 – Moray Council

#### Social Work/ Continuing Care

		pathways assessments, Continuing Care and Ordinary Residence.  By 22 October 2020	and ordinary residence polices  • Committee approval of recommendations arising from review.			
		Evidence that the Council have reviewed their Continuing Care Procedure taking into account Mr A's case and the legislative framework.  By 22 October 2020	Review current policy and guidance in relation to transitions planning, pathways assessments and planning, continuing care and ordinary residence for young people with additional support needs.	The Committee which will consider recommendations, being made as a consequence of revision of the relevant policies, will be February 2021.		Red
5	Looked After Children with complex needs should be	Evidence that the findings on these	Meet with relevant staff to support them to read	Complete at 20 May 2020	Team indicated at 3 above and	Green



**ACTION PLAN - SPSO 201811019 – Moray Council**

**APPENDIX I**

**Social Work/ Continuing Care**

	<p>given examples of the type of care they might be offered and be taken to see possible care settings.</p> <p>Where a recommendation has been made to offer a Looked After Child independent advocacy, this should be acted on timeously.</p>	<p>complaints have been fed back to relevant staff in a supportive way (e.g. a record of a meeting with staff; or feedback given at on-to-one sessions).</p> <p>Evidence that the Council have considered any training needs for social work staff in relation to making sure that Looked After Children with complex needs can make informed choices.</p> <p>By 22 October 2020</p>	<p>contents of investigation and support staff to understand it in the context of a learning development opportunity.</p> <p>By using the record of the above sessions actions required in terms of training/ resource for advocacy will be planned.</p>	<p>Complete at 20 May 2020</p>	<p>additionally Service Manager Provider Services and Consultant Practitioner Challenging Behaviour.</p>	
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## APPENDIX I

### ACTION PLAN - SPSO 201811019 – Moray Council

#### Social Work/ Continuing Care

6	The Council should engage in a meaningful way, including holding meetings with parents/ guardians, out with the formal Looked After Child Review process, when planning the future care for Looked After Children with complex needs.	Evidence that the findings on these complaints have been fed back to relevant staff in a supportive way (e.g. a record of a meeting with staff; or feedback given at on-to-one sessions).  By 22 October 2020	Meet with relevant staff to support them to read contents of investigation and support staff to understand it in the context of a learning opportunity.	Complete at – 20 May 2020	Corporate Parenting and Commissioning Manager	Green
7	Information on how to make a Continuing Care request should be provided to individuals when they request it.	Evidence that the findings on these complaints have been fed back to relevant staff in a supportive way (e.g. a record of a meeting with staff; or feedback given at on-to-one sessions). By 22 October 2020	Meet with relevant staff to support them to read contents of investigation and support staff to understand it in the context of a learning opportunity. Review current policy and guidance in relation to transitions planning, pathways assessments and	Complete at - 20 May 2020	Corporate Parenting and Commissioning Manager	Green



## APPENDIX I

### ACTION PLAN - SPSO 201811019 – Moray Council

#### Social Work/ Continuing Care

			planning and continuing care for young people with additional support needs.			
8	<p>Invites to Looked After Child Reviews should be distributed in a timely way.</p> <p>Minutes of Looked After Child Review should be typed up and distributed in a timely way.</p>	<p>Evidence that the Council have a system in place to timeously to: -</p> <ul style="list-style-type: none"> <li>• Distribute invites to Looked After Child Reviews.</li> <li>• Type up and distribute minutes of Looked After Child Reviews.</li> </ul> <p>By 22 October 2020</p>	<p>Review and agree standards for all key administrative processes related to the functioning of Looked After Child reviews.</p>	By 22 October 2020	Tracy Stephen - Service Manager	Amber
9	The necessary systems should be in place to ensure that complaints are handled in line	Evidence that the findings on these complaints have	Meet with relevant staff to support them to read the contents of investigation	Complete at October 2019 May 2020	Corporate Parenting and	Green



**ACTION PLAN - SPSO 201811019 – Moray Council**

**APPENDIX I**

**Social Work/ Continuing Care**

	<p>with the Moray Council’s complaint handling procedure and the model complaints handling procedure and that all staff responsible for dealing with complaints should be aware of their responsibilities in this respect.</p>	<p>been fed back to relevant staff in a supportive way (e.g. a record of a meeting with staff; or feedback given at on-to-one sessions).</p> <p>Evidence that the Council’s systems demonstrate senior level/ governance responsibility for complaint handling.</p> <p>By 22 October 2020</p>	<p>to ensure that complaints are handled in line with the Moray Council’s handling procedure</p> <p>Specific sessions relating to the management and handling of complaints have been delivered and will be repeated at agreed intervals.</p> <p>All complaints; management of complaints and the learning arising from complaints are tabled at the Children and Families and Criminal Justice Social</p>	<p>Quarterly – April 2020; July 2020; Oct 2020; Jan 2021</p>	<p>Commissioning Manager</p> <p>Complaints Officer</p> <p>Chair of Practice Governance Group</p>	
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**APPENDIX I**

**ACTION PLAN - SPSO 201811019 – Moray Council**

**Social Work/ Continuing Care**

			<p>Work Practice Governance Group to: -</p> <ul style="list-style-type: none"><li>• Ensure consistency in approach to handling complaints and</li><li>• Disseminate learning.</li></ul>			
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friendly access  
Making Access Possible

*“Vulnerable young people should be treated in a respectful way which takes their views into account.” - Parent*

## Moving young people with additional support needs (ASN) from council-run Children's Services to Adult Services

Report

By Friendly Access (August 2020)

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## Introduction

As any parent or carer of a child or young person with additional support needs knows, the transition planning stage from Children’s Services into Adult Services can be a significantly worrying experience.

This journey is so significant, transition planning should start at least 3 years in advance, to ensure transparency, good communication, and most importantly, to enable informed choices for the individual in care to be present - at all times. While it is comforting to know this is a legal requirement, this is not always the case in practice.

A recent investigation<sup>1</sup> conducted by The Scottish Public Services Ombudsman (SPSO)<sup>2</sup> under section 15(1)(a) surrounding care and support provided by a Local Authority (<sup>3</sup>Moray Council), was found to have several alarming failures throughout this important transition planning period.

Following this ruling, we are looking to further strengthen the practice of transition planning.

Throughout June – July 2020, we conducted a survey call for parents and carers of children/young people aged 14 and over with ASN, to share their experience of transition planning provided by Local Authorities in Scotland by completing our short survey - ‘Moving young people with additional support needs (ASN) from council-run Children’s Services to Adult Services - A survey for parents and carers living in Scotland.’

“Vulnerable young people should be treated in a respectful way which takes their views into account.”

Source: Parent

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<sup>1</sup>

[https://www.spsso.org.uk/sites/spsso/files/investigation\\_reports/2020.04.22%20201811019%20The%20Moray%20Council.pdf?fbclid=IwAR04MgUiNtM25IXG4t3L3CSvTR0DI2UkguKOZrFWaA\\_g-liFDSzOd04YuBM](https://www.spsso.org.uk/sites/spsso/files/investigation_reports/2020.04.22%20201811019%20The%20Moray%20Council.pdf?fbclid=IwAR04MgUiNtM25IXG4t3L3CSvTR0DI2UkguKOZrFWaA_g-liFDSzOd04YuBM)

<sup>2</sup> <https://www.spsso.org.uk/>

<sup>3</sup> <http://www.moray.gov.uk/>



## Who responded to the survey?

A total of 27 parents/carers responded to the survey from 5 local authority areas with the majority living in the Moray area.

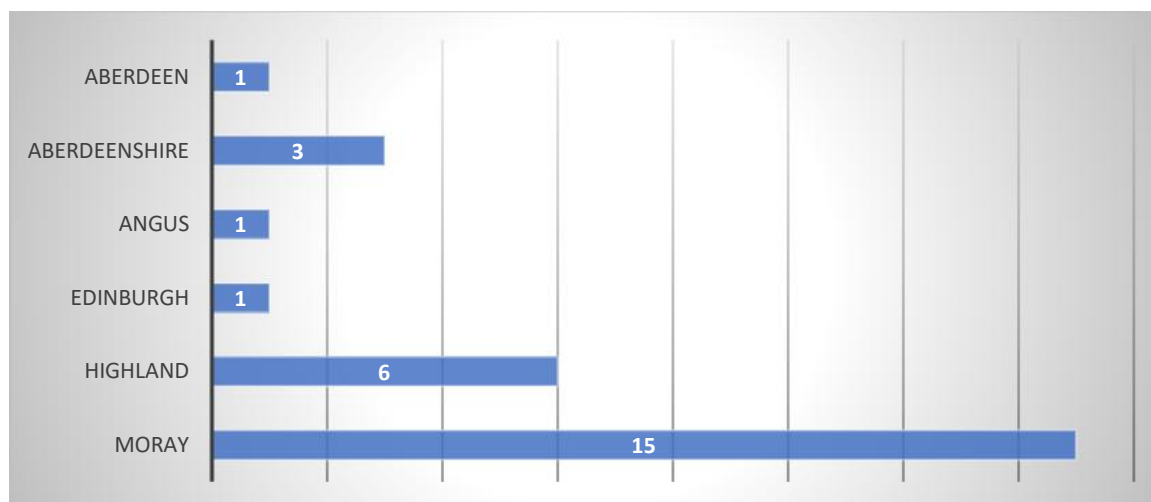


Figure 1: Number of parents/carers from each local authority area who responded to the survey (n=27).

In order to assist our research, our survey asked a series of questions detailed below, to establish the level of support and/or engagement from local authorities available to parents, carers, and children/young people. The data we collected includes, Pre, current, and post transition planning periods.

Around 50% had an IEP in place with approximately the same number currently in transition.

Despite being in the transition phase, the majority (65%) felt unsupported (Figure 10). As shown in the graphs below, most were unsure (52%) if they were offered **transition planning** or of their **rights** to that support (67%). Furthermore, most did not think the **assessment** covered their young person's needs (71%) nor **understood** the options presented to them (88%). Most also felt they were not **respected** (54%) and not **included** (58%). In the end, almost  $\frac{3}{4}$  (73%) respondents felt that their child received an unsatisfactory **outcome**.

No respondents felt they were 'fully' supported, and the majority of respondents did not feel that the options were clear, appropriate, or available.

## What we asked.....

***‘Does your child have Additional Support Needs which are supported by an Individual Education Plan (IEP), Care and Support Plan (CSP), Looked After Child (LAC), other, or none?’***

- Individual Education Plan (IEP) (13)
- Care and Support Plan (CSP) (4)
- Looked After Child (LAC) (2)
- None (4)

Other, included ‘Child’s Plan (3) and ‘Co-ordinated Support Plan’(1)

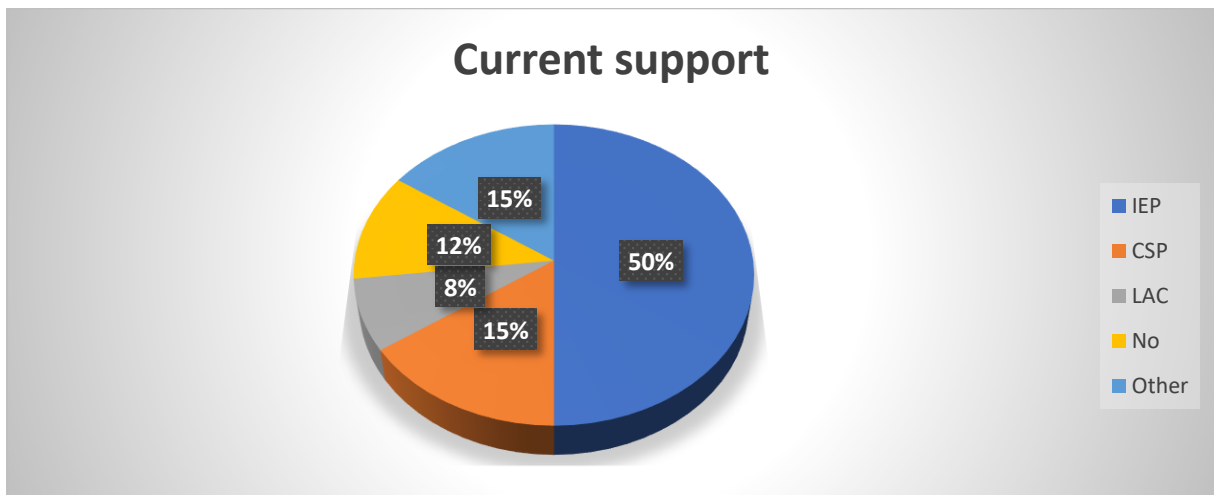


Figure 2: Current support

***‘At what stage of the transition period from Child to Adult Services is your child currently?’***

- Pre-transition period (more than 3 years prior to your child reaching the age of 18 (6)
- Currently in the transition period (13)
- Post-transition period (moved into adult services) (8)

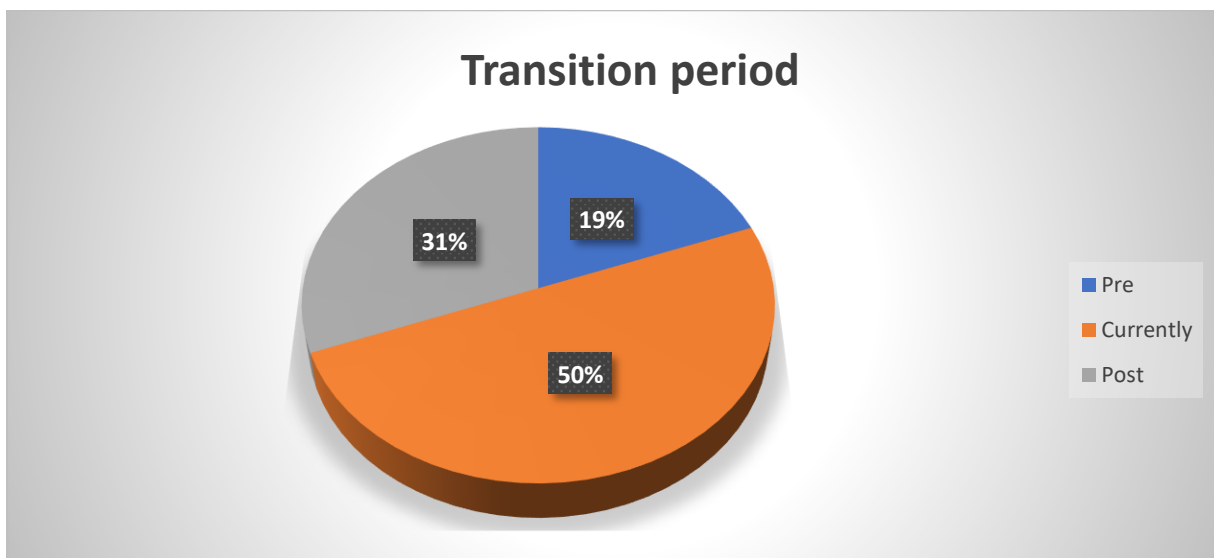


Figure 3: Transition period

### 'Was Transition planning offered?'

- Yes (3)
- No (10)
- Unsure (14)

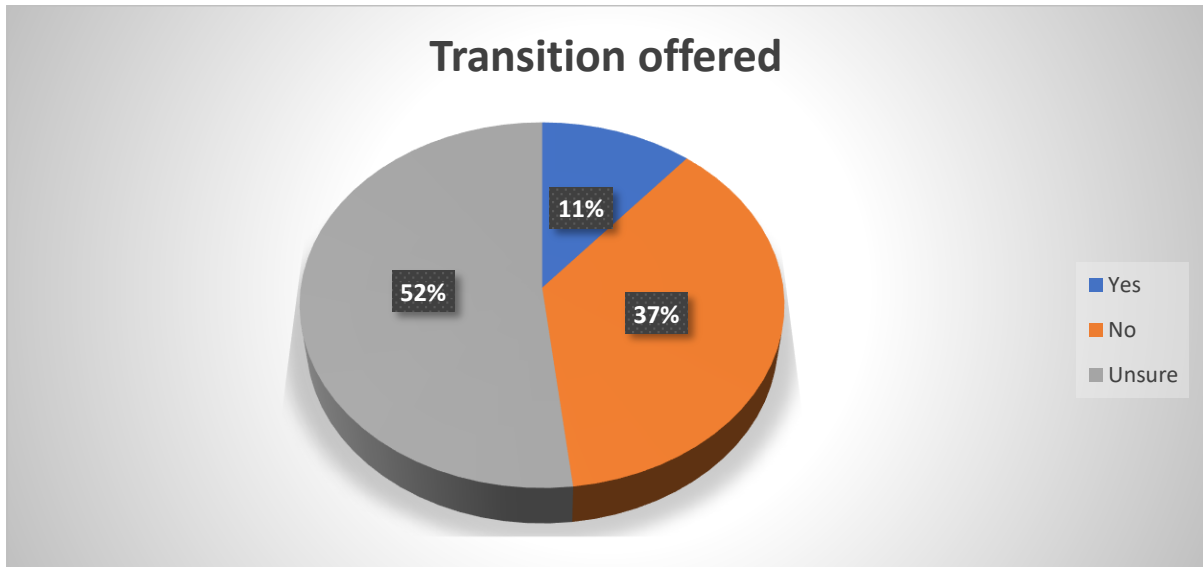


Figure 4: Transition offered

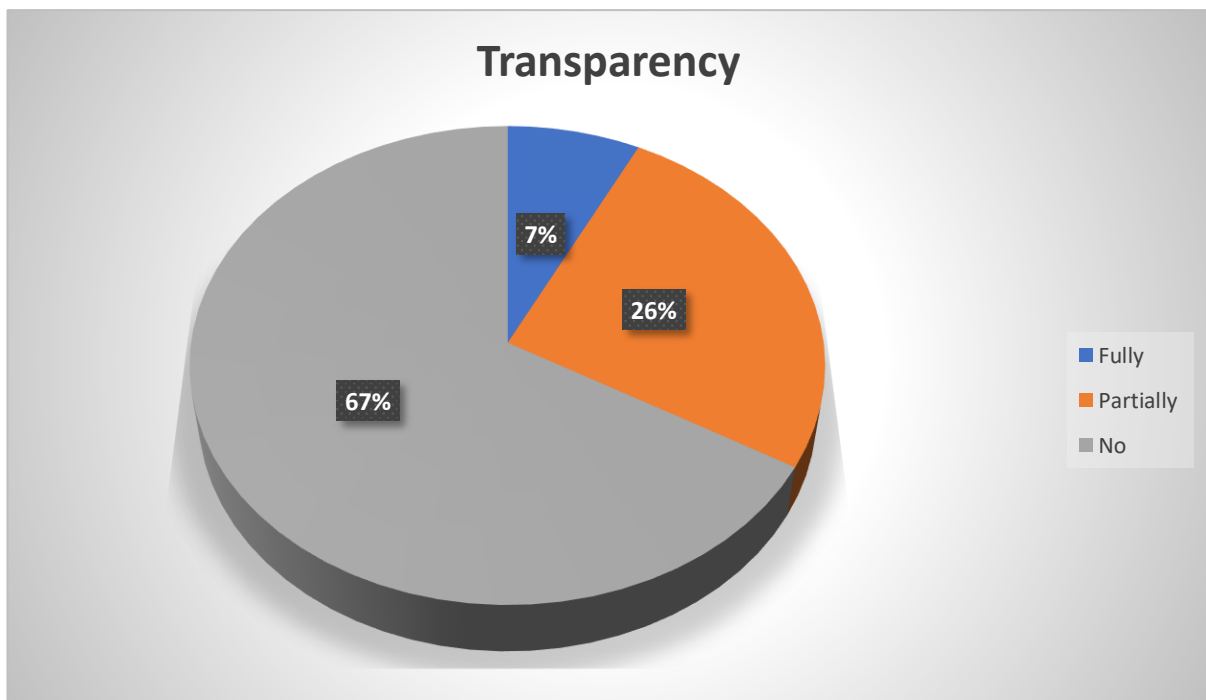
"We had to ask. I only knew to ask because a friend's daughter went through the transition a while ago. We asked Social Work shortly after daughter turned 15. Nothing has happened. The school haven't done whatever they are supposed to do (no-one 's told me what that is). The social worker didn't know how to proceed, asked her senior weeks ago, meeting to discuss is next week."

"The school pretty much said he could not have a full time timetable as he wouldn't use the hub and did everything in mainstream classes with assistance some of the time, the support teacher was not much help, I got him into college for a pathways course as he likes routine but we are again back in the position that they don't think he can progress in education, we have still applied ourselves for another course but don't know who would assist with things. He had child plans in primary and some in Secondary, but things were rarely followed through. He is now 18 we have never had social workers or anything for him and feel we don't know what is available for him."

“My daughter turns 18 in September and there has been no help with transition. Child/young adult is now 17 1/2. They have had social work involvement since 2014. They have been referred to children’s reporter multiple times, last time was January 2019, just prior to their 16<sup>th</sup> birthday - despite this heavy as involvement, absolutely no practical support has ever been received. The child/young adult has never actually talked to a social worker, ever. Their allocated social worker disappeared in July 2019. They attempted suicide in November 2019. This resulted in no mental health support and no social care support. The child/young adult has never had a transition meeting, never had a transition plan, the word ‘transition’ has never even been mentioned.”

***‘Do you feel that your local authority explained the rights your child has to access transition services and support into adulthood?’***

- Fully (2)
- Partially (7)
- No (18)



**Figure 5: Transparency**

“Adult services wouldn’t get involved until my son left school. A transitions team offered to come in while still at school which didn’t work well.”

“Several different people involved, and some were better informed of the options available, but few suitable options.”

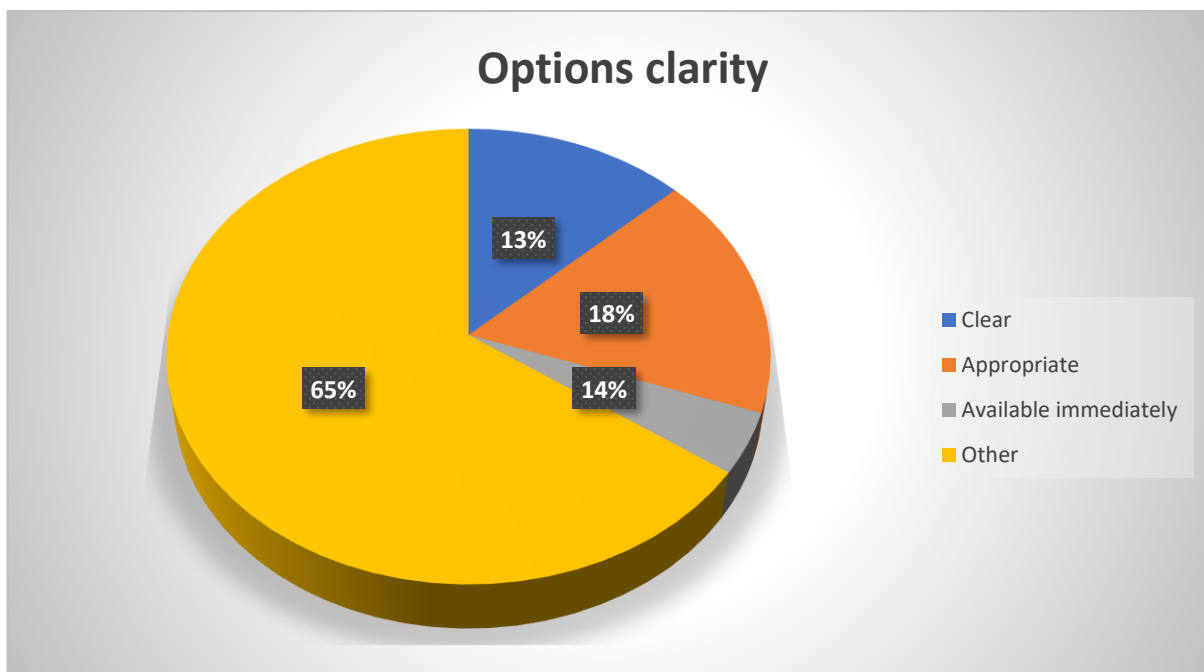
“No assistance at all. Had to leave school because of lack of support. Has found own pathway to career as a sports coach.”

“School failed to provide any support or plan. College worked on a plan to try to support her. My daughter’s education has not recovered, she still struggling to cope in that environment. At no point has anyone discussed with her ASN rights.”

“The individuals I spoke to were pleasant and personally very supportive, but all conversation focused on the lack of services, choice and future options for our young person.”

***‘When presented with options for transition, were they:’***

- Clear (3)
- Appropriate (4)
- Available immediately (1)
- Other (15)



“We have not been presented with options for transition. I feel anxious, as daughter turns 16 in August.”

“Unsuitable as underlying anxiety not dealt with, relevant courses not available or require qualifications to attend.”

“Had a meeting with school who gave some options, but made it clear he was on his own with the decision which he struggles with being autistic. I feel he has very much been let down. I realise he is not academic, but I think there should be things in place at secondary schools for all children no matter if they are academic or not, so they can stay on until they are 18.”

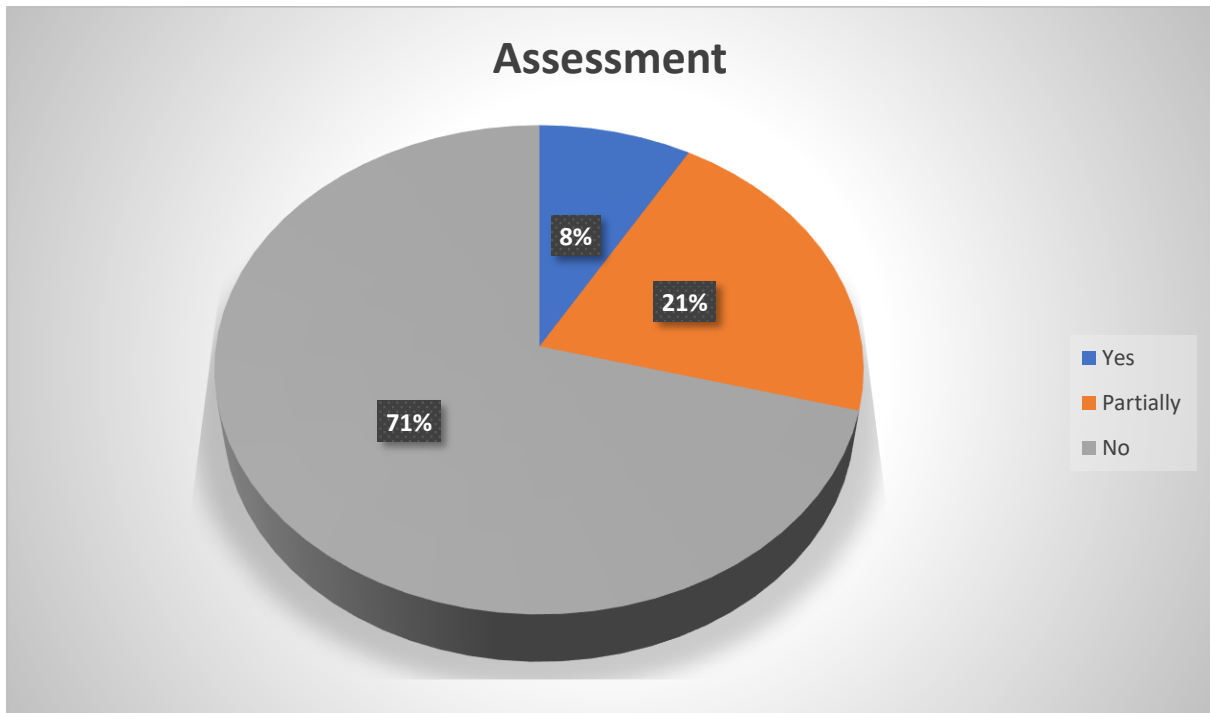
“Due to a complete breakdown, my daughter refused to back to school and I had to give up my job and find services suitable by myself as college was all that was offered.”

“Terrible lack of help. No support offered. EDS not understood by school. No help with dyspraxia.”

“Frustrating that most options couldn't be tried out to see if they suited my son and too much discussion about not being able to get funding and who would or could fund. Ridiculous to have to wait until a few months before he left school.

School arranged some activities themselves and he really enjoyed that option, but when he moved to adult services it wasn't continued.”

***‘Do you feel that the assessment of your child’s future needs was appropriate and comprehensive?’***



**Figure 7: Assessment**

- Yes (covered child’s physical, emotional, mental, and sexual needs) (2)
- Partially (covered some but not all) (5)
- No (17)

***‘Please tell us what information was or was not covered in the assessment.’***

“We were included in discussion about his right to access social media, but nothing mentioned as far as I remember about his sexual needs.”

“School didn’t make referrals, didn’t engage with her health professionals, she left school with no support or plan making her steps harder.”

“I had to constantly call for meetings and had to intervene to get social services and school to understand my daughter needs. This was so frustrating with no clear outcome to her future, but at that point my daughter was so stressed she had to leave.”

“I had to seek specific support to have a full assessment of my child's needs. I believe that if I had not pursued the agency in question with some persistence then they would not have experienced the extensive review that they eventually did. The review focused on specific communication needs and did not address their emotional, mental and social needs.”

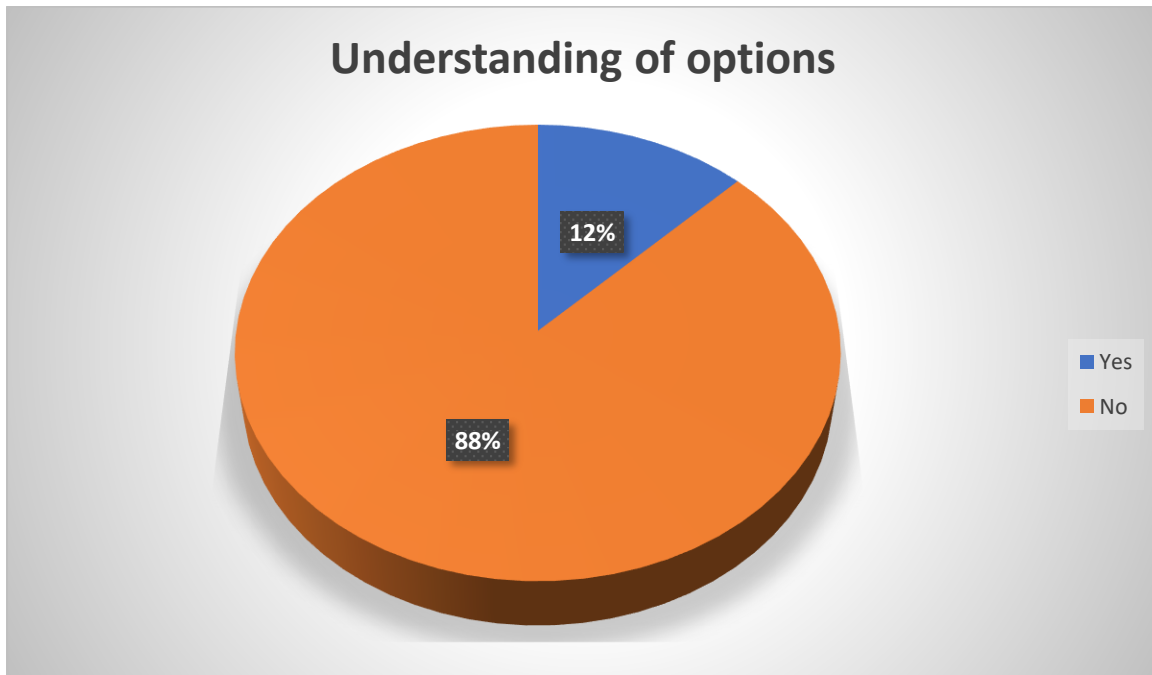
“They did not know my child as there had been many changes in staff he had 4 different guidance teachers in 5 years and the head of support teacher did not have any interest in helping, as they think of them as adults who can make their own decisions which is not the case in some circumstances with some children with autism and mild learning difficulties.”

“2-3 years for identification of Asperger's when help was requested for anxiety issues. This was observation by Community Paed service and SLT. School said they were 'not trained' to do any assessment of what child's ASN requirements are.”

“They refused to assess saying he didn't meet the criteria. I fought it and currently waiting for a new assessment with a new social worker.”



***'Were the options explained to your child in a way they could understand, such as using simple language, pictures or physically showing them?'***



**Figure 8: Understanding of options**

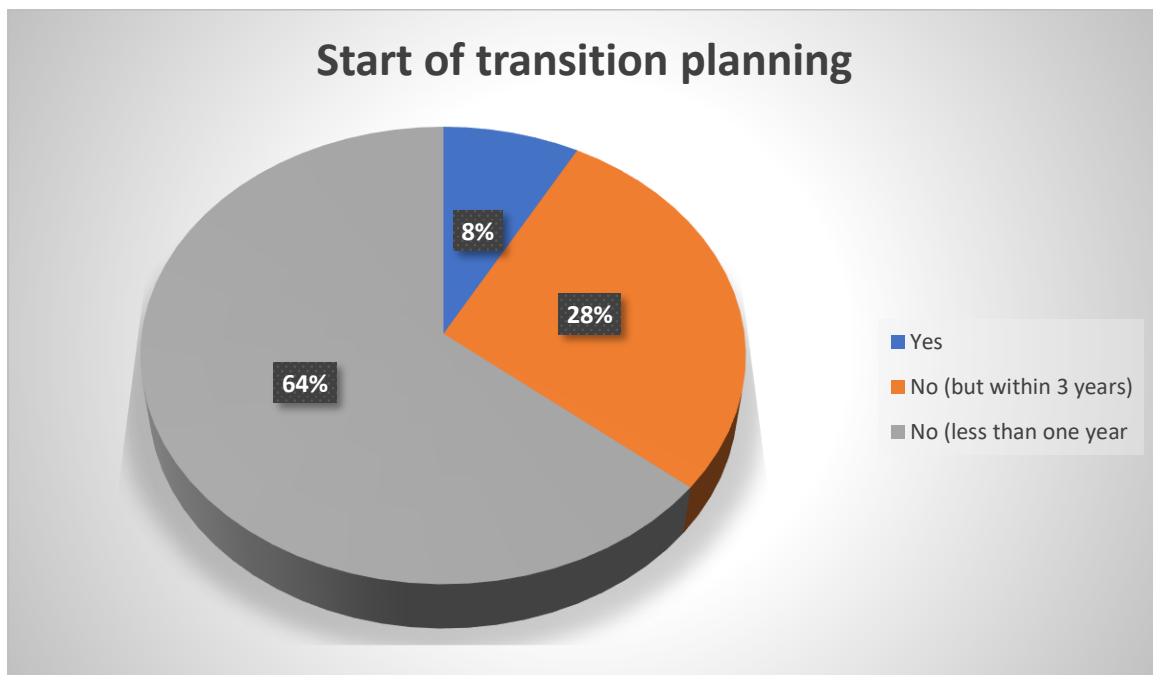
- Yes (3)
- No (21)

"I think that on the whole there were attempts to use appropriate language levels for my child. They were dependent on me being present to 'bridge' understanding gaps."

"One lady did a list by pictures of what my daughter enjoys."

"No one has ever discussed my daughter's options or concerns with her. She has always been left to try to understand by herself and due to social anxiety, that leaves her unable to act."

***'Did your transition process start at least three years before your child's 18th birthday?'***



**Figure 9: Start of transition planning**

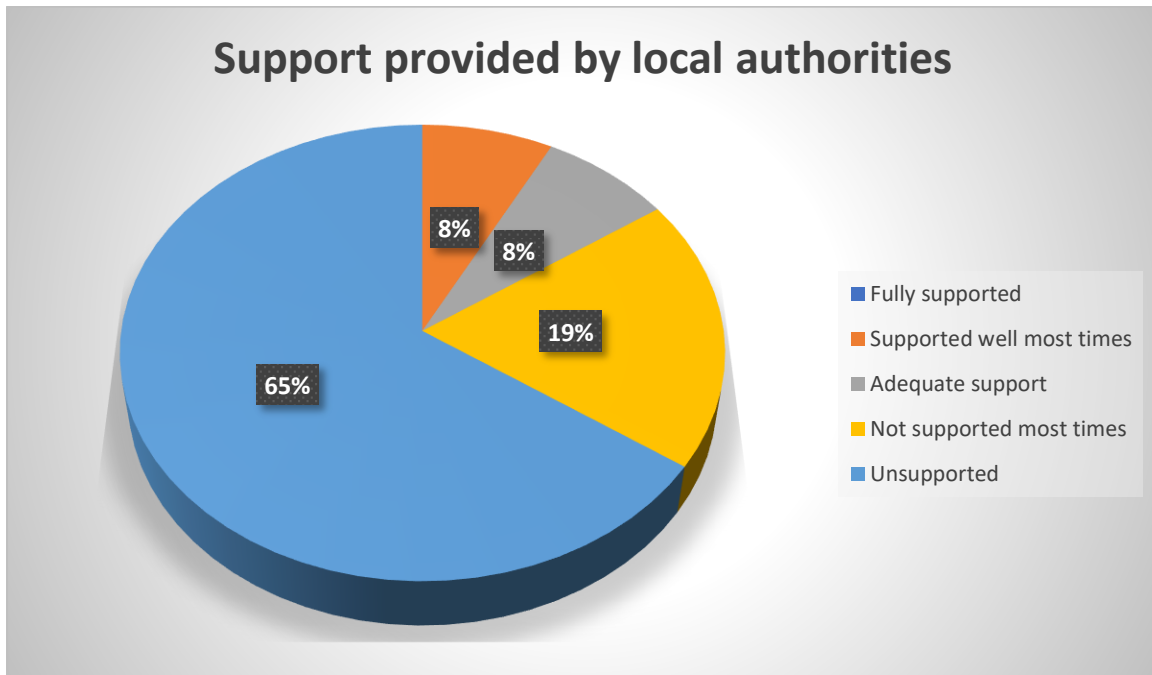
- Yes (2)
- No (but within 1-3 years) (7)
- No (less than one year) (16)

“My daughter is 16 and a half. We have not even been made aware of the transition process.”

“No transitions. Ignored her issues. No offers of support.

When she became 18 under the Rowan centre, they simple stopped offering appointments and no liaison to her own doctor and other services for YP with social anxiety, depression, a diagnosis of dyspraxia and had a mental breakdown during the previous year.”

***'How would you describe the support you received from your Local Authority? Select the response that most closely matches your overall experience.'***



**Figure 10: Support provided by local authorities**

- I felt fully supported (0)
- I was supported well most of the time (2)
- The support was adequate (2)
- I was not supported most of the time (5)
- I felt unsupported (17)

“Having asked repeatedly for respite support, I was told on numerous occasions by social work that it was too expensive. I was told repeatedly that my son had behavioural problems. Eventually we were seen by a trainee psychologist who after many meetings told me my son had learning difficulties (yes, he has Down’s syndrome). I feel completely let down with no support/resources available to help try to understand my son’s challenging behaviour. Only since transition into adult services have I now a decent social worker, which has only really been in the past 6 or so months.”

“As we have not been informed of the transition process and have only just found out about it due to this survey, I feel extremely unsupported.”

“Things were explained okay but real issue was lack of appropriate activities and providers in area to suit his needs.”

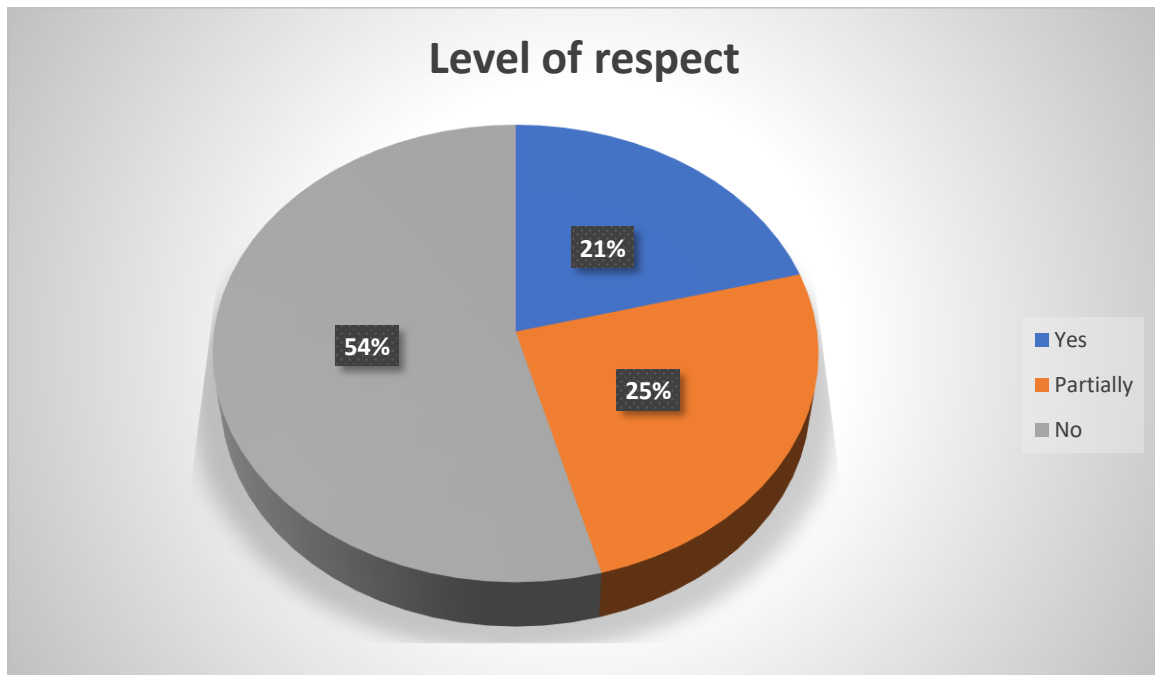
“I asked the school to help, they didn’t. I asked them for referrals they didn’t. The waiting lists of services were ridiculous with no direction given regarding other services, options etc.”

“I asked what the transition process is about 9-10 months ago. Still no satisfactory answer and no action.”

“I realise that if my child did not have me advocating for them, they would have fallen even further through the gaps in provision than they already do. 'Too able' to meet the high tariff of need required to have extensive inputs - I am conscious that they, my child, is overly reliant on me for advocacy and support and that makes me feel especially vulnerable for them. If something happens to me, what happens to my child when they are so little known to support agencies.”

“I think it’s an absolute disgrace that despite asking and chasing I have received little help apart from one telephone conversation.”

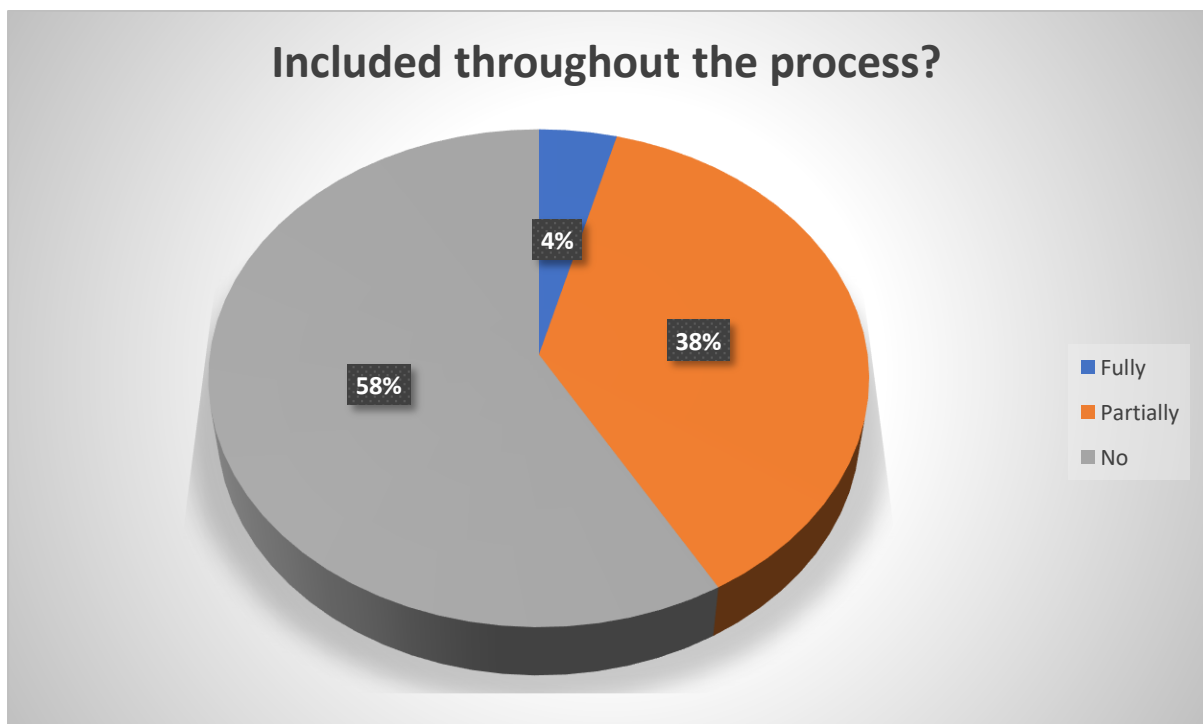
***'Do you feel you or your child were treated with respect throughout the process?'***



**Figure 11: Level of respect**

- Yes (5)
- Partially (6)
- No (13)

***'Do you feel you and your child were included throughout the process?'***



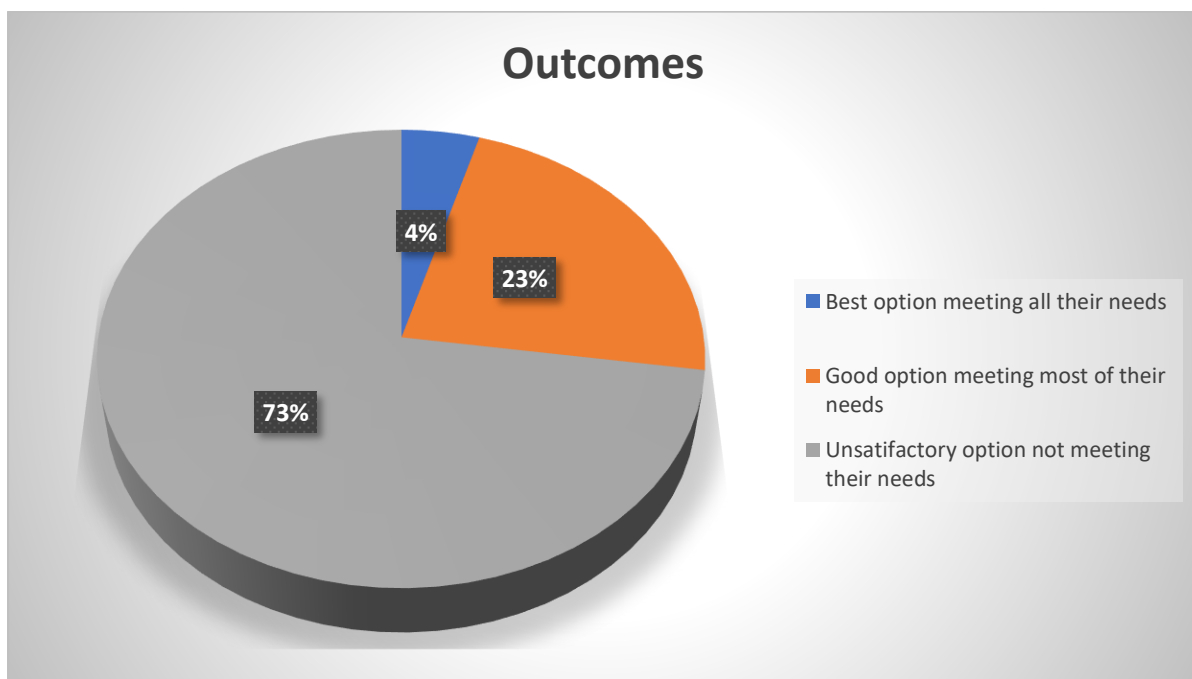
**Figure 12: Included throughout the process**

- Fully (1)
- Partially (9)
- No (14)

“Very happy. It was only my persistence that I finally got social services to agree to this as she was clearly happy with new services.”

“Hard to understand there is a process there at all.”

**‘How did it all work out?’**



**Figure 13: Outcomes**

- My child got the best option which meets all of their needs (1)
- My child got a good option which meets most of their needs (5)
- My child got an unsatisfactory option which does not meet their needs (16)

“We haven’t even been made aware of any options and I have no idea how to take this forward or who to contact.”

“The options I found myself and supporting her myself made her.”

“We have had to fight systems because she was let down by our Local Authority in supporting the diagnosis process, failed to stop bullying, social exclusion, led to long term mental health problems and struggles with general day to day life skills. Nowhere near able to be independent, to gain employment or to succeed in an education environment as cannot handle it.”

“I think my child is overlooked and disregarded. My child is currently plagued by anxiety and suicidal thoughts. I have no real idea where to seek support but the consistent response I receive is that she is not a priority.”

“My child will be 15 this year, and no transition planning has been mentioned for his education, or what services will be available for them when they reach the age of 16 onwards. This is quite worrying as they only have one year left in mainstream school and all that has been spoke about is a day at college. As a parent, it feels now he is at that age it feels like he has been forgotten about which is worrying.”

“I am shielding my child from the process as much as possible. I find the interminable inaction interspersed with meaningless meetings very difficult. She wouldn't understand and would find the uncertainty extremely anxiety-provoking. If there are ever decisions to be made, I will involve her more.”

“Not much information given to my child other than making them aware that college is the next step. We have been told it's too early, as information is only given in the 6 months prior to leaving school.”

“I believe the individuals I have encountered from all services are professional and trying their best in extremely challenging circumstances where resources don't exist. I feel their frustration at being unable to support young people as they wish, but more than that, I fear for my young person and their future.”

“Child out of school throughout S4 and has not attained any qualifications. Anxiety untreated. No interest in returning to school or even leaving the house.”

“I've chosen the last option as hasn't been offered anything at all - I have requested she stays in school at present to try and get some help/guidance.”

The results from this survey have provided a strong indication of unsatisfactory outcomes, where it is clearly evident many families are experiencing ‘being let down’. During our research, it was disappointing to learn that our survey reflects the results of other national surveys. For example, one survey conducted by ARC Scotland in 2017, which provided the framework for guidance to local authorities in good transition principles, and another in 2019-20 supporting a proposed Disabled Children and Young People’s Transitions Bill.

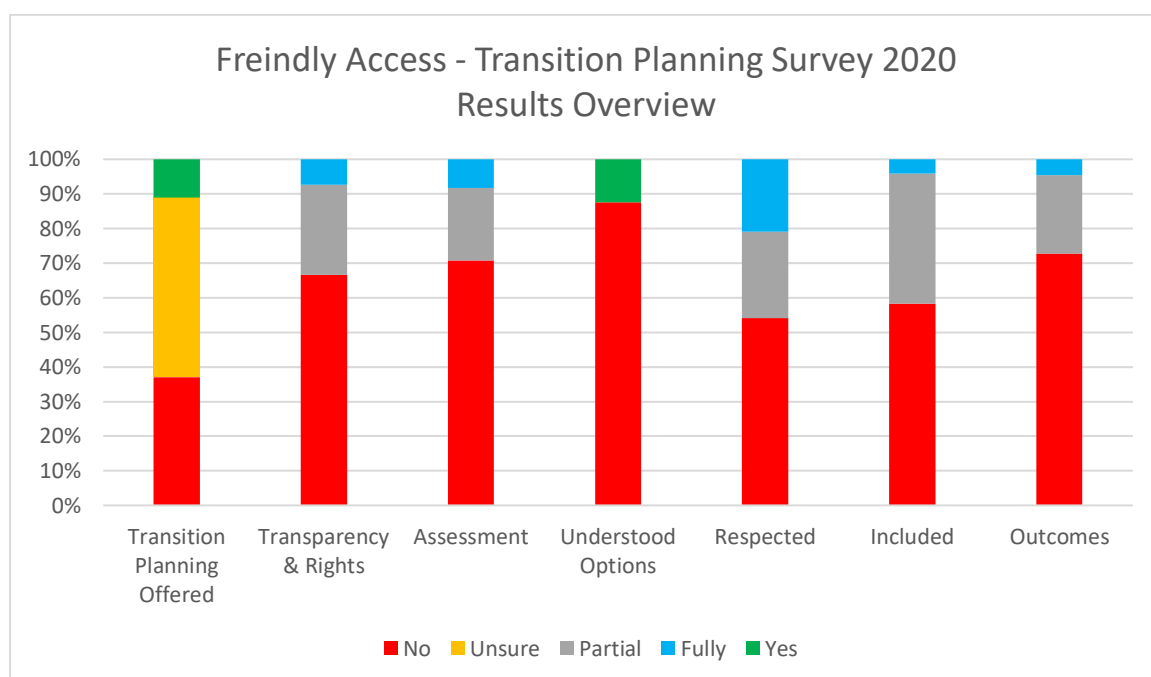


Figure 14: Results Overview

### **National Surveys on Transitions**

In 2008, [ARC Scotland](https://www.arc-scotland.org.uk/) established the [Scottish Transitions Forum](https://www.scottishtransitions.org.uk/) whose aim is to “improve the experience of children and young adults (14-25 years) as they make the transition to adult life”. Later, ARC Scotland published <sup>4</sup>‘Principles of Good Transitions 3’. In July 2017, the Forum published their national survey of young people with additional support needs and their parents/carers about their experiences leaving school which built on the work of the ‘Principles of Good Transitions 3’.

<sup>4</sup> <https://scottishtransitions.org.uk/summary-download/>



This was the first Scotland-wide survey focused specifically on the transition from school to adulthood for young people with additional support needs. 270 young people and 470 parents/carers responded from across all 32 Scottish local authorities. The survey targeted young people with autistic spectrum disorder, learning disability, visual impairment, hearing impairment, physical or motor impairment, physical health issues and mental health issues, as well as looked after children. Its aim included the development of a national framework to support disabled children, young people, and their families, to improve the experience of transitioning for young people with ASN.

Some of the highlights from the parents' responses are:

- The overwhelming majority (90%) of parents and carers have no written down transition plan for their child while (s)he is at school.
- While at school, only 1 in 10 are 'very happy' with the information and support their children receive from all sources. Two thirds of parents and carers say they received no support.
- Almost a quarter (23%) rated honest communication about the available options for the child as being the most important feature of a successful transaction.

The full copy of the survey report can be found here: <https://arcscotland.org.uk/wp-content/uploads/Facing-the-Future-Together-Report.pdf>

ARC's survey complemented previous research by the [Health & Social Care Alliance Scotland](#) for the [Scottish Government for Children and Families](#) which provides more in-depth qualitative analysis on the experience of 30 individuals and families. The report, published in May 2017, was 'Experiences of Transitions to Adult Years and Adult Services'. Arising from this research, well-being indicators were added to the assessment process. The findings from the ARC Scotland's survey were generally consistent with those of the Health and Social Care Alliance Scotland's research.

The full copy of the survey report can be found here: <https://www.alliance-scotland.org.uk/wp-content/uploads/2017/11/ALLIANCE-GIRFEC-Experiences-of-Transitions-to-Adult-Years-and-Adult-Services-2017-1.pdf>

## **Proposed Disabled Children & Young People (Transitions) (Scotland) Bill**

Johann Lamont's (MSP) draft proposal, lodged on 9 October 2019, is for a Proposed Disabled Children & Young People (Transitions) (Scotland) Bill to:

*Require the Scottish Ministers to introduce, and to implement, a National Transitions Strategy to improve outcomes for children and young people with a disability in the transition to adulthood, and to require local authorities to introduce a transitions plan to ensure each child and young person with a disability receives appropriate care and support before, and during, the transition to adulthood; and for connected purposes.*

The consultation period ended in January 2020. The consultation highlights many of the same issues as the Friendly Access survey, such as:

- young person is not at the centre of their transition planning.
- limited options, choices, opportunities, and positive destinations for young people with disabilities.
- transition planning is often inadequate.
- transition planning would often begin too late.
- lack of information and advice about options, opportunities and rights which has a detrimental effect on young people's ability to plan their future.

The full copy of the survey results is found here:

[https://www.parliament.scot/S5MembersBills/Johann\\_Lamont\\_MSP\\_Proposed\\_Members\\_Bill\\_16\\_June\\_2020\\_final\\_version.pdf](https://www.parliament.scot/S5MembersBills/Johann_Lamont_MSP_Proposed_Members_Bill_16_June_2020_final_version.pdf)

### **Transition Information**

Putting the survey results to the test, general Google engine searches were conducted on the 6 local authorities to see if their transitions processes were readily available for parents/carers to access. Highland, Edinburgh City and Aberdeen City Councils have dedicated webpages on transitions:

<https://hi-hope.org/directory/listing/transition>

<https://www.edinburgh.gov.uk/children-families/moving-adult-services/1>

[https://aberdeencity.mylifeportal.co.uk/child\\_to\\_adult\\_transition.aspx](https://aberdeencity.mylifeportal.co.uk/child_to_adult_transition.aspx)

Moray Council has a (draft) Transitions Policy on their website (<http://www.moray.gov.uk/downloads/file116934.pdf>). No information on transitions could be found on either Aberdeenshire or Angus Council.

### **Information on Options**

Focusing on Moray Council as the majority of respondents were from Moray, the availability and reality of the options mentioned in their transitions plan were tested. This test looked at data on supported accommodation, independent housing, funding packages and carers' support. By searching the Freedom of Information Requests (FOIs) in 2020, it reveals requests from the public about information held by the local authority yet not readily available in the public domain; meaning that unless the information is specifically requested the public may not be aware of it. Once a FOI is lodged both the question and the answer are available on the council's website and can be searched by year and/or service department.

[http://www.moray.gov.uk/moray\\_standard/page\\_53728.html](http://www.moray.gov.uk/moray_standard/page_53728.html).

Within 2020 so far, a couple of relevant questions were posed. In relation to transition housing options, there were two relevant FOIs: supported accommodation places for Adults with ASN, and disabled people on the housing waiting list. Two other FOIs looked at funding: social care assessment reductions, and support for unpaid carers.

### **Supported Accommodation for Adults with ASN**

The FOI asked for the number of places available for adults with support needs/learning disabilities in council and third sector facilities. The Council has 15 places with no vacancies and the third sector has 83 places, with no comment on vacancies. As of June 2020, there were 53 people on the waiting list for accommodation.

[http://www.moray.gov.uk/moray\\_standard/page\\_133318.html](http://www.moray.gov.uk/moray_standard/page_133318.html)

### **Disabled Housing Waiting List**

The number of disabled applicants on the housing list as at 3 June 2020 was 157. The average waiting times for disabled applicants in 2019-20 was 498 days.

[http://www.moray.gov.uk/moray\\_standard/page\\_133109.html](http://www.moray.gov.uk/moray_standard/page_133109.html)

### **Support for Parents/Carers**

National funding was allocated to the council 'for continuing to work to enable the recently established rights for Scotland's unpaid carers'. The fund was to partially support the duties under the <sup>5</sup>Carers (Scotland) Act 2016. The FOI sought answers to how the funding was spent. Moray Council received £189,000 in 2019-20 for additional funding to support carers. Between the Health & Social Care Partnership and Moray Council, almost a  $\frac{3}{4}$  (73%) of the funding went to staffing costs and the remaining quarter (27%) went unspent because the council wanted to review it before allocating the funding to another organisation's remit.

[http://www.moray.gov.uk/moray\\_standard/page\\_129527.html](http://www.moray.gov.uk/moray_standard/page_129527.html)

### **Social Care Need Assessment**

Between March and June 2020, 26 new assessment social care assessments had been carried out. There were 1,063 existing clients at 1 March 2020. During an assessment review, 133 clients had a change in service as a result of the review with 4 decreasing and 30 increasing. Thirty-seven percent (398) of packages were suspended during Covid-19 lockdown and another 81 were stopped for a variety of reasons. 451 were classed as 'open'.

[http://www.moray.gov.uk/moray\\_standard/page\\_133489.html](http://www.moray.gov.uk/moray_standard/page_133489.html)

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<sup>5</sup> <https://www.legislation.gov.uk/asp/2016/9/contents/enacted>

## Conclusion

The Friendly Access survey results have mirrored many of the same outcomes as the two most recent national surveys on the transition for young people with additional support needs. The majority of parents/carers feel unsupported, not included, and not respected, and affirms the transition process is not appropriate to their needs, is inadequate and starts too late. Overall, the issues seem to be lack of information available for parents/carers to help guide and support them through the transition process, and also a lack of information on available options to support the young person.

Looking at the information available to parents/carers about the transition process for young people with additional support needs, the council information was hard to find, if available, and buried amongst transition information for a variety of stages and abilities. There is even less information on realistic and available options as the only concrete information to be gleaned is from FOIs, which paints a gloomy picture with long waiting lists for either supported accommodation or housing for disabled people and the year on year review of support packages.

It is clear from this survey and other information that parents/carers need better support during the transition from child to adult services, to ensure that their child achieves the best outcome. It is hoped that the Disabled Children & Young People (Transitions) (Scotland) Bill will achieve that for future young people. As part of this process, Scottish Parliament will soon be calling for evidence in response to the Bill and Friendly Access aims to become involved in the submission of evidence.

“My son still has one more year at school, but I am worried for the future.”

Parent






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**REPORT TO: EDUCATION, COMMUNITIES & ORGANISATIONAL  
DEVELOPMENT COMMITTEE ON WEDNESDAY 04 NOVEMBER  
2020**

**SUBJECT: PERFORMANCE REPORT (INTEGRATED CHILDREN'S  
SERVICES) – HALF YEAR TO MARCH 2020**

**BY: CHIEF EXECUTIVE**

**1. REASON FOR REPORT**

- 1.1 To inform the Committee of the performance of the service for the period from 1 October 2019 to 31 March 2020.
- 1.2 This report is submitted to the Education, Communities and Organisational Development Committee following a decision of Moray Council on 17 June 2020 to agree a simplified committee structure as a result of the COVID-19 pandemic in the case of this committee the combining of the delegated responsibilities of Children and Young Peoples Services and Governance, Strategy and Performance (para 9 of the minute refers).

**2. RECOMMENDATION**

**2.1 It is recommended that Committee:**

- (i) scrutinises performance of the Service Plan, Operational Performance Indicators and Complaints to the end of March 2020**
- (ii) welcomes good performance; and**
- (iii) notes the actions being taken to improve performance where required.**

**3. BACKGROUND**

- 3.1 On 7 August 2019, the Moray Council, approved a revised Performance Management Framework for services (para 5 of the minute refers). The framework introduced new arrangements for Managing, Delivering and Reporting of Performance. This is intended to increase the focus on priority areas and reduce the level of reporting on lower priority indicators in order to ensure discussion, scrutiny and challenge is directed towards areas of strategic importance as opposed to operational performance. Whilst the latter is clearly deserving of scrutiny if trends develop, consideration at committee

should focus on the ability to deliver Local Outcomes Improvement Plan (LOIP), Corporate Plan and Service Plan priorities. This half yearly performance report allows the Service Plan priorities, any relevant Operational Performance Indicators and Complaints Data for Integrated Children's services, to be monitored by committee as outlined in this section of the framework.

#### **4. SUMMARY OF PERFORMANCE**

4.1 During 2019/20 Integrated Children's Services underwent significant reorganisation which included structural changes within areas of service delivery, as such no Service Plan was agreed for Integrated Children's services for 2019/20. In the absence of a Service Plan performance has been measured against

- Strategic Outcomes - Identified LOIP and Corporate Plan outcomes pertinent to the service.
- Service Level Outcomes – reflecting service priorities not covered in higher level plans.

4.2 A total of three Strategic actions and one Service level action have been used to measure progress over the course of the six months, all actions are ongoing with none due for completion by 31 March 2020.

<b>Level of Action</b>	<b>Number of Actions</b>	<b>Expected completion by end March 2020</b>	<b>Actual completion by end March 2020</b>
Strategic Outcome	3	0	0
Service Level Outcomes	1	0	0

#### **Strategic Outcomes - successes**

4.3 Contributing to the Local Outcomes Improvement Plan (LOIP) priority 'Building a better future for our children & young people in Moray: Safer children: to protect children from the risk of harm, abuse and neglect and promote and support safer environments and communities, significant work has taken place that evidences progress has been made. The 2019/20 annual report for the Children's Services plan 2017/20 (Multi-agency plan) identified improvements in a number of areas, most noticeable were the impacts on the number of children registered on the Child Protection register (CPR) and the number of Looked After Children (LAC). The number of children on the CPR have decreased by more than a third within the space of a year and the number of children who have remained on the CPR for more than 12 months has fallen from 10% at the end of 2018/19 to 6% (CMS017f).

4.4 Looked After Children have followed a similar trend to that witnessed within Child Protection Registrations, all be it to a lesser extent, decreasing by 12% in the same period. Through the delivery of focussed training and the improvement and streamlining of processes practitioners are now better



equipped to the challenges faced dealing with Child Protection. Along with partners work was undertaken to strengthen Initial Referral Discussion (IRD) processes and improvements in joint working have been witnessed through shared reflective practice with the delivery of Practice Reflection and Improvement Short Model (PRISM) across social work teams. Evidence from North Ayrshire Council, the pioneers of PRISM, has shown that in its four years of use practitioners are: *“More than able to look at the evidence put before them, identify learning and challenge their own and others practice to improve in light of this”*. Monthly performance data is analysed and presented at regular meetings to gain an understanding of trends and to adapt timeously to changes in need. (ICS1.1)

- 4.5 Contributing to the Corporate Plan: ‘Our People: Provide opportunities where young people can achieve their potential’, and in particular to working with families as partners to give their children the kind of lives they want them to lead so that children grow up to be strong and resilient, Locality Management groups hosted consultations for the new Children’s Services Plan. The nine workshops held were well attended by children, young people and frontline practitioners and were focussed on identifying priorities and actions to deliver improvements for children and young people. Several networking events were held throughout Moray during the course of the reporting year to build upon effective partnership working and develop an understanding of services and supports available for families. A series of interviews were carried out with families to capture their experiences of accessing mental wellbeing supports and identify the gaps in local service provision so as to enable them to work with strategic leads to shape and design an early intervention wellbeing service. (ICS1.2)
- 4.6 Within the same Corporate Plan priority and in particular to the ‘Improvement in children and young people’s health and well-being’, children and young people benefitted from a two-year initiative (2017-19) to fund Mental Health Development Workers. Through the delivery of a number of key training courses, (Scottish Health First Aid, Healthy Minds, Helping young people cope with anxiety and using Art Therapeutically) young people were able to better manage their mental wellbeing. The next steps are to build on the good work started by these workers and focus on the development of Tier 2 mental health and wellbeing supports for children and young people. This is a key priority within the 2020-2023 Children’s Services Plan. (ICS1.2)

### **Service Level Outcomes**

- 4.7 In the absence of a Service Plan for 2019/20 all actions and outcomes, with the exception of one, have been included within the Strategic Outcomes for 2019/20. At a service level work has been underway to develop the Service Plan for Children and Families, Criminal and Youth Justice Social work, to date it has not yet been finalised and submitted for approval.

### **Strategic Outcomes – challenges and actions to support**

- 4.8 Within the Local Outcomes Improvement Plan (LOIP) priority ‘Building a better future for our children & young people in Moray: and in particular to Safer children: to protect children from the risk of harm, abuse and neglect and promote and support safer environments and communities, whilst there have

been many improvements in service delivery over the past year it is recognised that there are still areas where improvements can be made. It is key to nurturing better outcomes for young people by directing resources effectively, with a focus on an early intervention and preventative approach, at the same time ensuring that the voices of children and parents inform improvements. More emphasis will be placed towards working with families in developing a “Strengths based” approach to the assessment and management of risks and recognising the experience of families in managing the risks, seeing them as “Experts”. Links between adult and children’s services will be improved upon to foster more effective working partnerships. (ICS1.1)

### **Operational Indicators - successes**

- 4.9 In line with the Performance Management Framework, operational performance is reviewed quarterly by departmental management. Areas performing well and/or areas subject to a decreasing trend or where benchmarking results show performance below comparators will be reported to this committee for member scrutiny.
- 4.10 In this reporting period, of particular note is the significant fall in Child Protection registrations per 1,000 of the 0-15 population (CMS013a). At the end of quarter 4 the rate stood at 2.2 in comparison to the rate of 3.5 in the same period of 2018/19. Similarly, the rate of Looked After Children per 1,000 of the 0-17 population (LAC003) saw a significant drop over the past year from 11.6 to 10.3 and remains well below the target level of 11.6. Both rates for Child protection and Looked After Children are lower than the national rates and one of the lowest in the council’s comparator authorities’ group.
- 4.11 At the end of quarter 4 25% of Looked After Children were cared for within Kinship placements (Eds606.2), well above the target level of 23.4% (Comparator authority Median). The proportion of children placed for adoption (Eds606.09) has also remained consistently above target (2.2%) during the course of 2019/20 and by the end of the reporting year stood at 3.2%.
- 4.12 Whilst the number of offences committed by young people aged 8-17 (CJ09) and the number of young people responsible for committing these offences (CJ10) remained fairly static, in comparison to the previous reporting year, the number of young people committing repeat offences (CJ11) fell from 24% to 21.5%. There has been a consistent downward trend in repeat offences from a high of 28% in 2015/16, with the fall from 2018/19 to the current year the most significant.

### **Operational Indicators - challenges and actions to support**

- 4.13 The overall balance of care split between community and residential placements shows that in Moray a higher proportion of Looked After Children are placed in residential placements in comparison to the majority of all other authorities. At the end of quarter 4 21.3% (40/188) were cared for in a residential placement (CSCF102) against a comparator median target of 12.7%. The provision of residential care is significantly more expensive than that of community-based placements. In 2018/19 (Latest data) the Local Government Benchmarking Framework (LGBF) gross cost of “Children

Looked After” in Residential based services per child per week (CHN8a) was £4,215, an increase of £609 from the previous year. The costliest element of residential care is for children who are placed “Out of Moray”, these placements tend to more specialist placements for children with complex needs. Work has been ongoing throughout the year to put measures in place to reduce the proportion of children in “Out of Area” placements. This work appears to have had a positive impact as there has been improvement in the proportion of children cared for in these types of placement with a reduction from a high of 11.5% at the end of quarter 1 to 8.5% by the end of quarter 4.

- 4.14 At the end on quarter 4 2019/20 the proportion of Looked After Children under home supervision (Eds606.1) stood at 19.1%. This indicator is measured against a median of the Council’s comparator authorities and has consistently remained significantly less than the 2019/20 median of 29.3%. Community based placements are significantly less expensive than residential placements. In 2018/19 (Latest data) the LGBF gross cost of “Children Looked After” in a community setting per child per week (CHN8b) was £400, £7 less than the previous year. The most costly type of community placement (LAC in Foster Care purchased by Moray Council (LAC007)) however at 6.9% it remained significantly higher than the comparator median of 4.0% and did not meet target in any period during 2019/20.

#### **Complaints & MP/MSP Enquiries**

- 4.15 Between October 2019 and March 2020, Integrated Children’s Services received 21 complaints. 17 complaints were closed during the period. Of the closed complaints 14 (82%) was resolved at frontline stage, seven of these complaints were upheld, one was partially upheld and the remaining six frontline complaints were not upheld. Of the three investigative complaints two were partially upheld and one was not upheld. Two extensions were granted for investigative complaints and one of these was also escalated. The remaining closed complaint resolved at Investigation stage and was not upheld. 64% of Frontline complaints were closed within five days and 67% of investigative complaints were closed within 20 days. Four MSP enquiries were received during the period and two were closed, one was resolved with the other being outwith jurisdiction.

### **5 SUMMARY OF IMPLICATIONS**

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

Performance measurement is used to ensure the efficient and sustainable delivery of services to meet the Council’s priorities in both the Corporate Plan and the LOIP.

**(b) Policy and Legal**

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

**(c) Financial implications**

None.

**(d) Risk Implications**

None.

**(e) Staffing Implications**

None.

**(f) Property**

None.

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

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

**(h) Consultations**

The Head of Children & Families Social Work, Deputy Chief Executive (Education, Communities & Organisational Development), Service Managers, Legal Services and the Equal Opportunities Officer have been consulted with any comments received incorporated into this report.

**6. CONCLUSION**

- 6.1 As all service plan actions for 2019/20 are ongoing it was not expected that any would be completed by March 2020. The service has had to contend with many challenges through the course of the reporting year with the structural and organisational changes, and recommendations made within the Children's Services inspection report. Good progress has been made within the service to implement many of the changes, which at this relatively early stage, appear to be making a difference for both service delivery and the care of children. It is recognised that changes take time to bed in and improvements to meet targets will take time, however there has been improvement across more than 50% indicators measured against "Children and young people are safe from harm, abuse and neglect" (ICS1.1).**

Author of Report: Iain Sneddon, Research & Information Officer  
Background Papers: Held by Author  
Ref:



**REPORT TO: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT COMMITTEE ON 18 NOVEMBER 2020**

**SUBJECT: CHILDREN'S SERVICES REVENUE BUDGET MONITORING TO 30 SEPTEMBER 2020**

**BY: CHIEF EXECUTIVE**

## **1. REASON FOR REPORT**

- 1.1 To inform the Education, Communities and Organisational Development Committee of the budget position for Children's Services as at 30 September 2020.
- 1.2 This report is submitted to the Education, Communities and Organisational Development Committee following a decision of Moray Council on the 17 June 2020 to agree a simplified committee structure as a result of the COVID-19 pandemic. In the case of this committee the combining of the delegated responsibilities of Children and Young People Services, Governance, Strategy and Performance, (para 9 of the minute refers).

## **2. RECOMMENDATION**

- 2.1 It is recommended that Committee scrutinises and notes the budget position at 30 September 2020.**

## **3. BACKGROUND**

- 3.1 The report highlights those areas of the budget where there is a significant percentage variance identified at 30 September 2020.

## **4. BUDGET POSITION**

- 4.1 The spend at 30 September 2020 is £8,981,000 against a budget to date of £10,135,000, giving an underspend of £1,154,000 as shown in **Appendix 1**.
- 4.2 The area teams have an underspend of £180,000. This is mainly due to underspends of £69,000 on self directed support, £28,000 on home to school transport for foster children, £40,000 on the area teams operational budget and £21,000 income from the department of work and pension which is being held on behalf of a child.

- 4.3 Corporate Parenting and Commissioning has an underspend of £970,000. This is mainly due to an underspend in out of area and additional resource packages of £706,000 which is partly due to children transitioning into adult services. There are also underspends on adoption placements through external providers and adoption legal fees of £54,000, fostering fees and allowances £124,000 and one-off income from another authority for the placement of adopted children £46,000.

## 5. **SUMMARY OF IMPLICATIONS**

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

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

(b) **Policy and Legal**

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

(c) **Financial implications**

The resource implications are set out in this report and at **Appendix 1**. The underspend as at 30 September is £1,154,000 against a budget to date of £10.135,000.

(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 September 2020.**

Author of Report: Joyce Johnston, Acting Head of Children's Services

Background Papers: with authors and finance





## Children's Services

### Budget Monitoring Report to 30th September 2020

Service	Revised Budget £'000	Budget to Date £'000	Actual to Date £'000
<b>Quality Assurance Team</b>	<b>140</b>	<b>68</b>	<b>65</b>
<b>Children's Services Area Teams</b>	<b>4,189</b>	<b>1,970</b>	<b>1,790</b>
<b>Corporate Parenting &amp; Commissioning</b>	<b>14,630</b>	<b>7,953</b>	<b>6,983</b>
<b>Justice Services</b>	<b>469</b>	<b>147</b>	<b>144</b>
<b>Reviewing Team</b>	<b>291</b>	<b>143</b>	<b>139</b>
<b>Care Experienced Children &amp; Young People Funding</b>	<b>-</b>	<b>(84)</b>	<b>(84)</b>
<b>Children &amp; Young People Mental Health &amp; Wellbeing Funding</b>	<b>-</b>	<b>(62)</b>	<b>(62)</b>
<b>Efficiency Savings-Children's Services</b>	<b>(443)</b>	<b>-</b>	<b>-</b>
<b>Children's Services COVID 19 costs</b>	<b>-</b>	<b>-</b>	<b>6</b>
<b>Children's Services Total</b>	<b>19,276</b>	<b>10,135</b>	<b>8,981</b>

<b>Variance to Date</b>	<b>Variance</b>
<b>£'000</b>	<b>%</b>
<b>3</b>	<b>4 %</b>
<b>180</b>	<b>9 %</b>
<b>970</b>	<b>12 %</b>
<b>3</b>	<b>2 %</b>
<b>4</b>	<b>3 %</b>
-	-
-	-
-	-
<b>(6)</b>	-
-	-
<b>1,154</b>	-



**REPORT TO: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT COMMITTEE ON 18 NOVEMBER 2020**

**SUBJECT: CHILDREN AND FAMILIES AND JUSTICE SOCIAL WORK SERVICES PERFORMANCE FRAMEWORK**

**BY: INTERIM CHIEF OFFICER, HEALTH AND SOCIAL CARE**

## **1. REASON FOR REPORT**

- 1.1 To provide assurance to the Committee that there is a framework that enables performance to be scrutinised that can be further developed as required.
- 1.2 This report is submitted to the Education, Communities and Organisational Development Committee following a decision of Moray Council on 17 June 2020 to agree a simplified committee structure as a result of the COVID-19 pandemic. In the case of this committee the combining of the delegated responsibilities of Children and Young People Services, Governance, Strategy and Performance, (para 9 of the minute refers).

## **2. RECOMMENDATION**

- 2.1 **It is recommended that Committee consider and note the frameworks around social work performance and examples of how it is being used to improve outcomes for children and families.**

## **3. BACKGROUND**

- 3.1 Children and Families and Justice Social Work as a service and a function contribute to the overall partnership working, performance and delivery of services to families in Moray, and broader Children's Services agenda.
- 3.2 As such elements of performance have been presented to the previous Children and Young People's Committee, reported monthly, as part of the composite report across Schools; Curriculum and Development; Lifelong Learning, Sport, Leisure and Culture.
- 3.3 Additionally there are regular performance management reports to the Moray Child Protection Committee, for scrutiny and assurance, particularly focusing on the National Child Protection data set. Since the first Lockdown in March 2020, weekly data on child protection and vulnerable children has been submitted to the Scottish Government which has led to an enhanced and

more detailed knowledge of children protection activity. This is reviewed weekly by the Head of Service and Chief Social Work Officer, and fortnightly along with the Chief Executive. Two three monthly summary reports have been presented to the Public Protection Chief Officers Group during 2020.

- 3.4 The Quality Assurance and Planning Team produce a Standards Quality Report across Children's Services. Multi-agency Children's Services quality assurance planned activity involves scrutiny and audit of social work files, particularly around the Child's Planning Process.
- 3.5 Furthermore there is an Annual Looked After Children's report produced (which will come to committee in February 2021), and a data set to support Corporate Parenting is in the process of being developed.
- 3.6 There is an expectation that the three year Children's Services Plans are reported on annually, and the final annual report on the Children's Services Plan 2017/20 has now been prepared, and presented to the GIRFEC Leadership Group (GLG) and will be considered at the Community Planning Board. The current Children's Services plan 2020/23, was formally signed off at the Emergency Cabinet meeting on 3 June 2020 (para 7 of the minute refers) has an implementation plan; progress and performance against this will be monitored through the GLG.

3.7 **Social Work Service performance management process**

Within the service, performance is reported on and scrutinised and analysed to understand workload, trends, and impact and outcomes of social work interventions, and to review capacity and demand. Monthly reports are presented to and analysed at the monthly senior management team meeting (see **APPENDIX I**). Further work is underway with the Research and Information Officer to produce a Dashboard to support performance management in a more visual and accessible way, to incorporate benchmarking with other comparator authorities (see **APPENDIX II**). The service aims to have a curiosity around what the performance data indicates so that become part of the organisational culture. An example of where the service has used data to inform practice is in the Permanence and Care Excellence work, used to monitor decision making and plans for children who may not be able to live with their own family permanently. Bench marking against comparator authorities has been used to identify opportunities for improvements in the service model and delivery to improve outcomes for our most vulnerable children and their families, and underpin the Social Work Improvement and Modernisation Plan.

- 3.8 The Council, along with others, is a statutory community justice partner under the Community Justice (Scotland) Act 2016. The Moray Community Justice Partnership was set up in 2017 and accountability for planning and performance resides at this level. The Moray Community Justice Outcome improvement plan 2019-2022 is in place and a performance report, detailing progress made is submitted to Community Justice Scotland on an annual basis. Through the Moray Partnership the Criminal Justice Social Work (CJSW) Team plan and report against the National Strategy for Community

Justice and the outcomes in the national Outcomes, Performance and improvement Framework.

- 3.9 As a Responsible Authority we also fulfil our statutory duties by jointly preparing and publishing a Multi-Agency Public Protection Arrangements (MAPPA) annual report. Sections 11(1) and (2) of the Management of Offenders (Scotland) Act 2005 require the responsible authorities under the MAPPA to keep the arrangements established under review for the purpose of monitoring the effectiveness of those arrangements and making any changes that appear necessary or expedient. Our annual report is submitted to the Strategic Oversight Group (Grampian) for onward submission to Scottish Ministers.
- 3.10 The annual Aggregate return to Scottish Government pulls information from care first and reports on volume of workload and an indication of trends and so on. These figures are published on an annual basis and can be used for the purpose of benchmarking with other areas. This information includes how many CJSW reports were produced in the period and the court disposals for these reports. Also the number of home detention curfew reports, number of individuals open on prison licence, open for voluntary assistance, diversion and bail supervision, court support and so on. In short the workload of the team other than Community Payback Orders (CPO's). There is also an annual CPO return which is sent to Scottish Government and it specifically focuses on volume of work in relation to community payback orders. This also gives team performance in terms of breach rates, time to complete orders, successful completion etc. The above two reports help to identify trends in team performance and allow the team to make adjustments to practice. For example, if breach rates are high we look at why this might be and see how we can change practice.
- 3.11 At a practitioner level, professional social work supervision has a key role in performance and assurance. The importance of supervision is identified in a number of inquiry reports and in professional training and development. It contributes to safe and consistent standards of practice; forms part of an organisation's system of quality assurance and provides support and challenge for individual workers, making sure they are not working in isolation but have access to advice and guidance from a manager or experienced colleagues.
- 3.12 This is significant for new or recently qualified employees but the opportunity to test out ideas, review decisions and reflect on practice is valuable for all staff, regardless of their role and level of experience.
- 3.13 Following significant investment in workforce development for supervision in 2018/19, the professional supervision policy has been updated and tested out for effectiveness. It will come to this committee for formal approval in February 2021. File reading and audits form part of this process.
- 3.14 **Performance reporting and assurance**
- To increase the visibility of the Service's operational performance, the monthly performance reports used within the service will be further scrutinised at the Senior Management Team meetings of Health and Social Care Moray until

the Delegation of Social Work to the Integration Joint Board is finalised. Reports will then also be taken to the Audit, Performance and Risk Committee and to the Education, Communities and Organisational Development Committees too.

- 3.15 The Moray Performance Management Framework will be used to focus on Service Improvement priorities and reported to both Council and IJB too, until delegation is complete.

#### **4. SUMMARY OF IMPLICATIONS**

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

Corporate Development Plan 2020.

Work with families as partners to give their children the kind of lives they want them to lead so that children grow up to be strong and resilient.

Improve the life chances and outcomes for care experienced children and young people.

Service Plan 2020 we will focus on Our social work approach to how we work with people; Our approach to commissioning; Keeping children who can't stay with their families in Moray.

**(b) Policy and Legal**

Duties to children in need and looked after children in the Children (Scotland) Act 1995 and:

to provide after care, corporate parenting etc. in the Children and Young People Scotland Act 2014:

and section 27 (1) (a) Social Work (Scotland) Act 1968. The Criminal Procedure (Scotland) Act 1995

**(c) Financial implications**

There are no financial implications arising from this report.

**(d) Risk Implications**

Having performance embedded as a core business activity ensures a better understanding of trends and offers a framework for understanding capacity and demand, to determine service priorities and improvements, thus offering a mitigation against risk.

**(e) Staffing Implications**

There are no staffing implications associated with this report.

**(f) Property**

There are no property implications associated with this report.

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

There are none associated with this report.

**(h) Consultations**

Chief Executive, Moray Council; Chief Social Work Officer; Head of Service, Children & Families & Criminal Justice Services; Senior Human Resources Adviser; Principal Accountant, Morag Smith, Senior Solicitor, Social Work Service Managers, Chief Officer, HSCM and the Equal Opportunities Officer have been consulted in the preparation of this report and are in agreement with the content relating to their areas of responsibility.

## **5. CONCLUSION**

- 5.1 Social work contributes to the overall performance of services for children and families. Additionally there is an established framework for monitoring and managing performance within the service.**
- 5.2 Social work performance will be shared with the IJB during this period of transition of council social work services being delegated.**

Author of Report: Joyce Johnston, Interim head of Children and Families and Justice Social Work

Background Papers:

Ref:

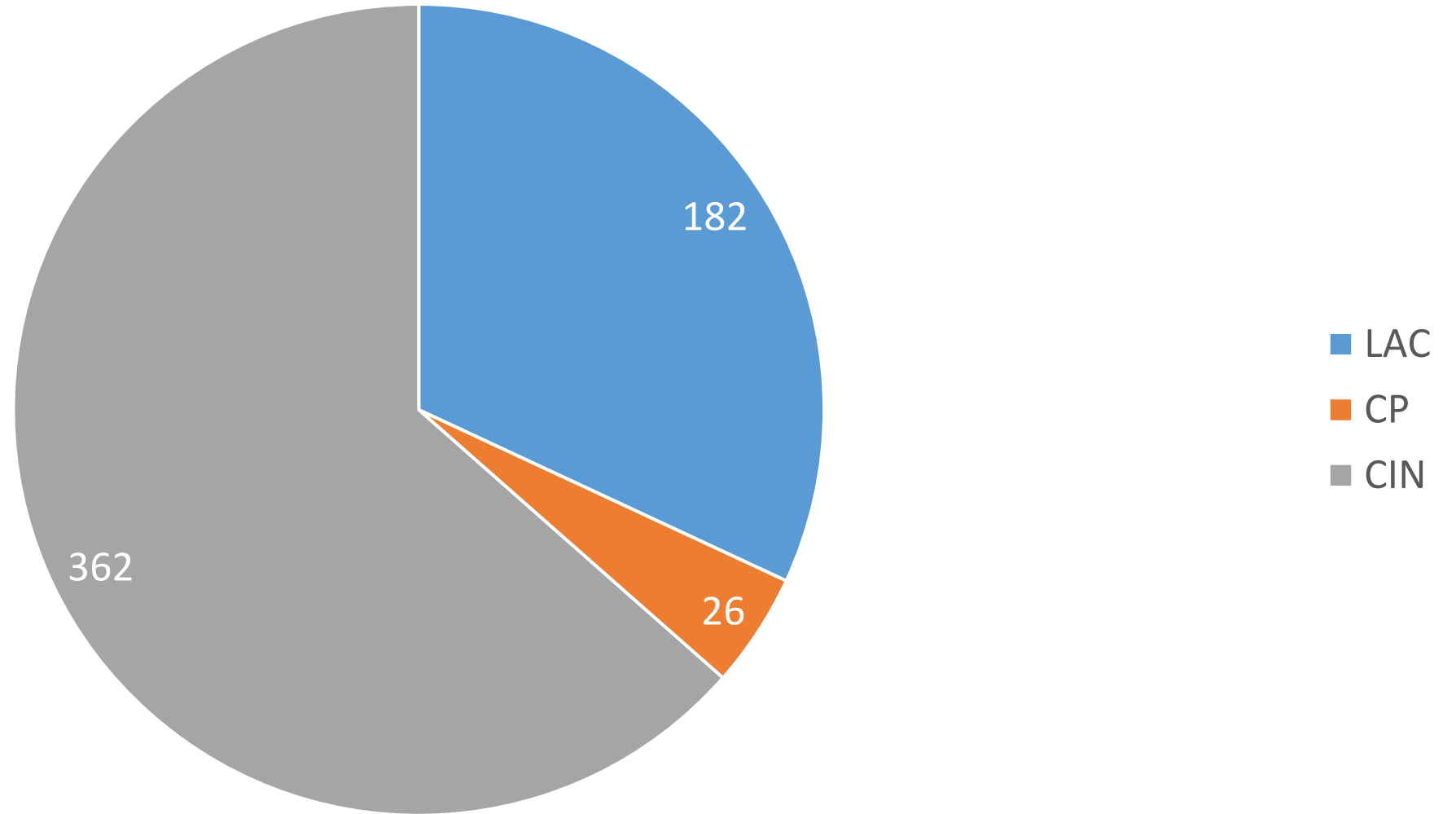




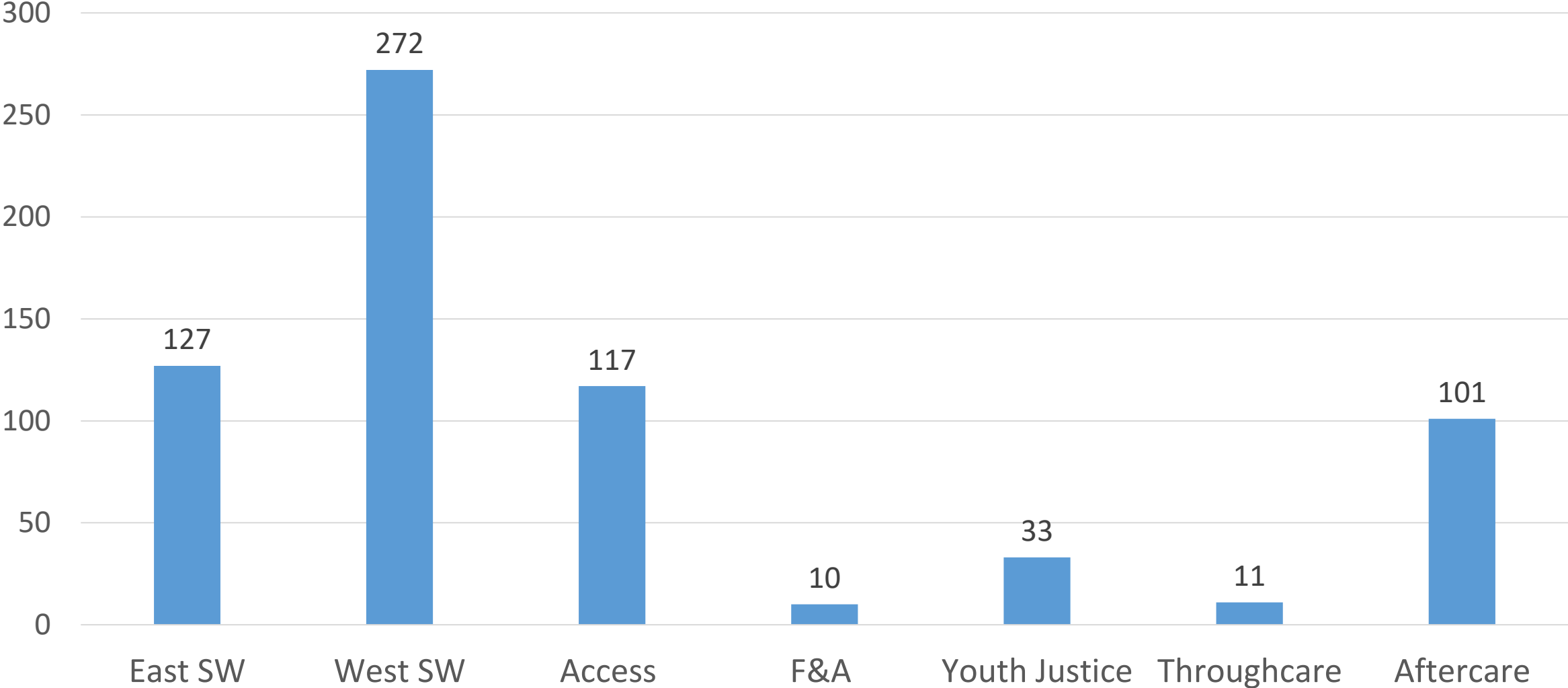
# Social Work Performance Meeting

12 October 2020

# Cases Open to Teams - 5 October 2020

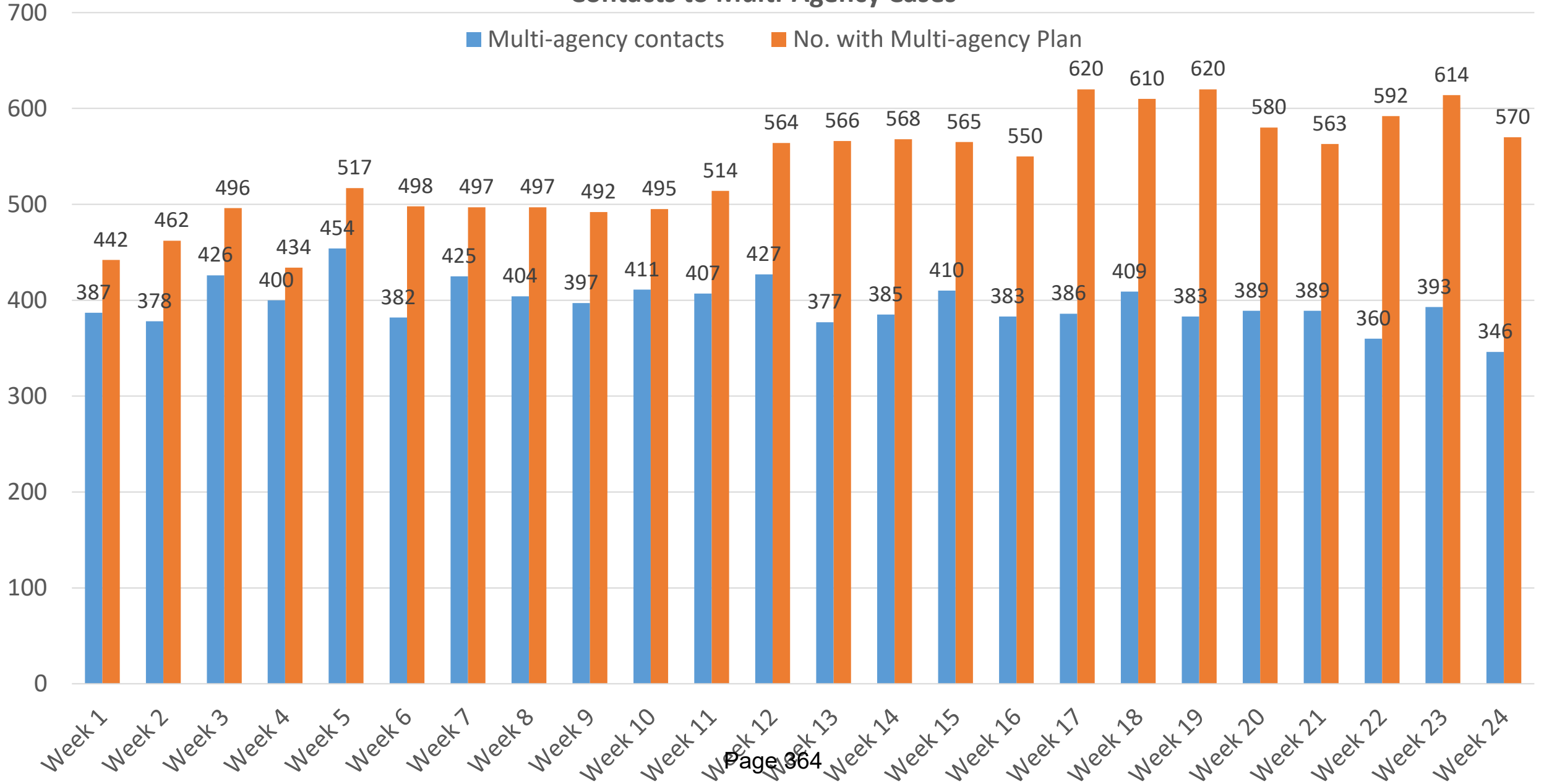


### Open to Teams

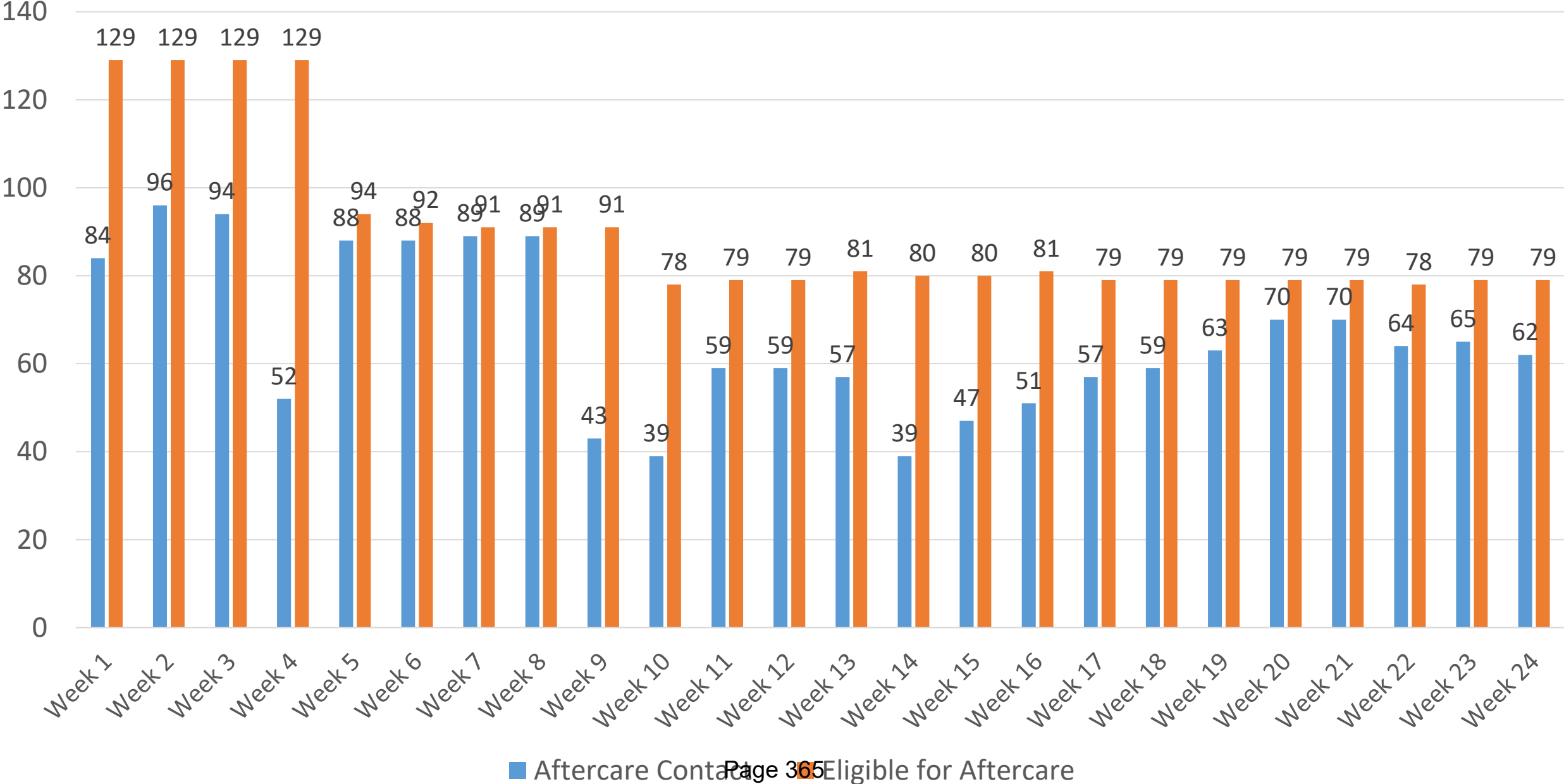


Please note that some cases are open to more than one team. Aftercare includes some Duty Cases

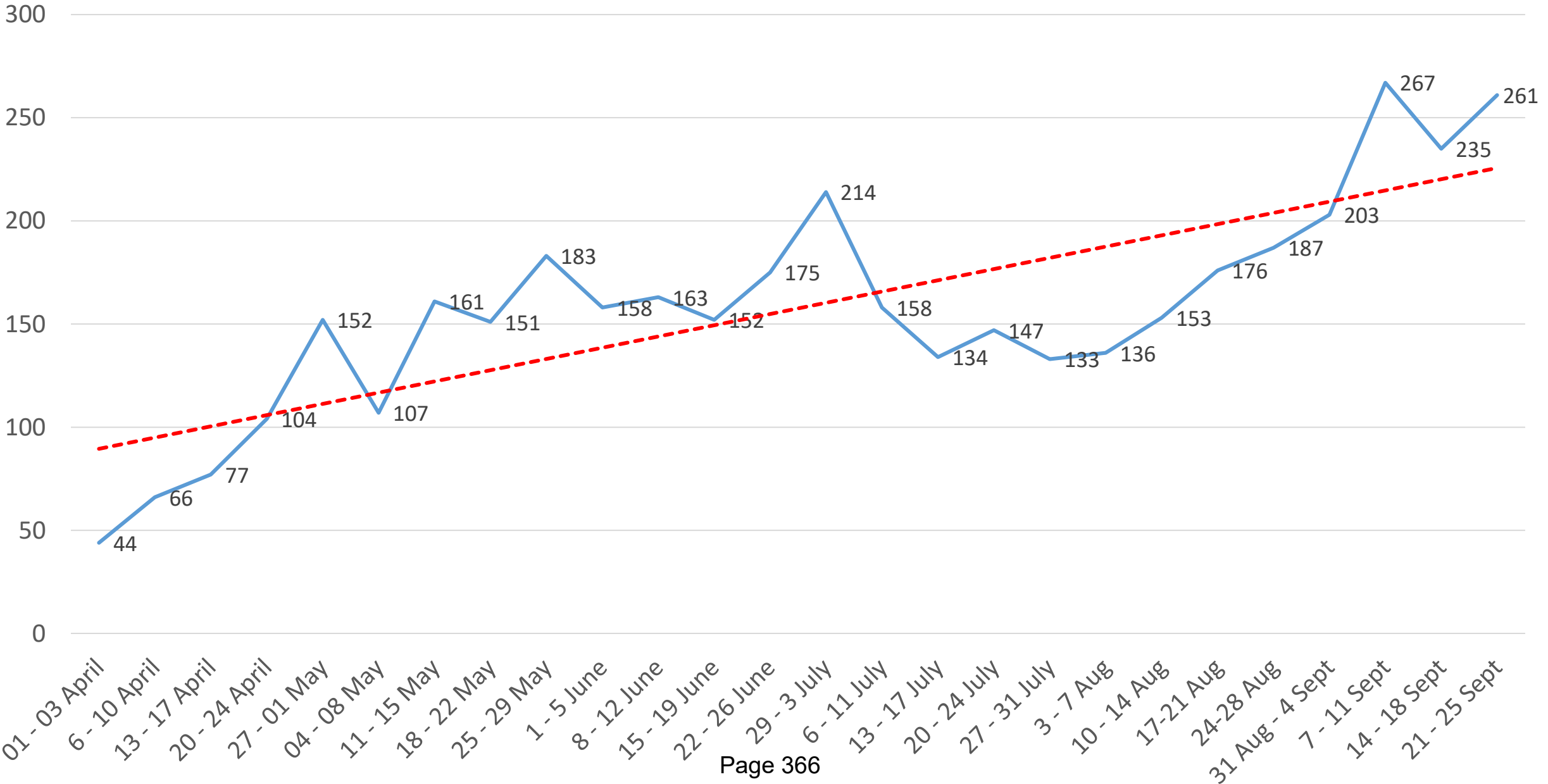
# Contacts to Multi-Agency Cases



# Contacts to After Care

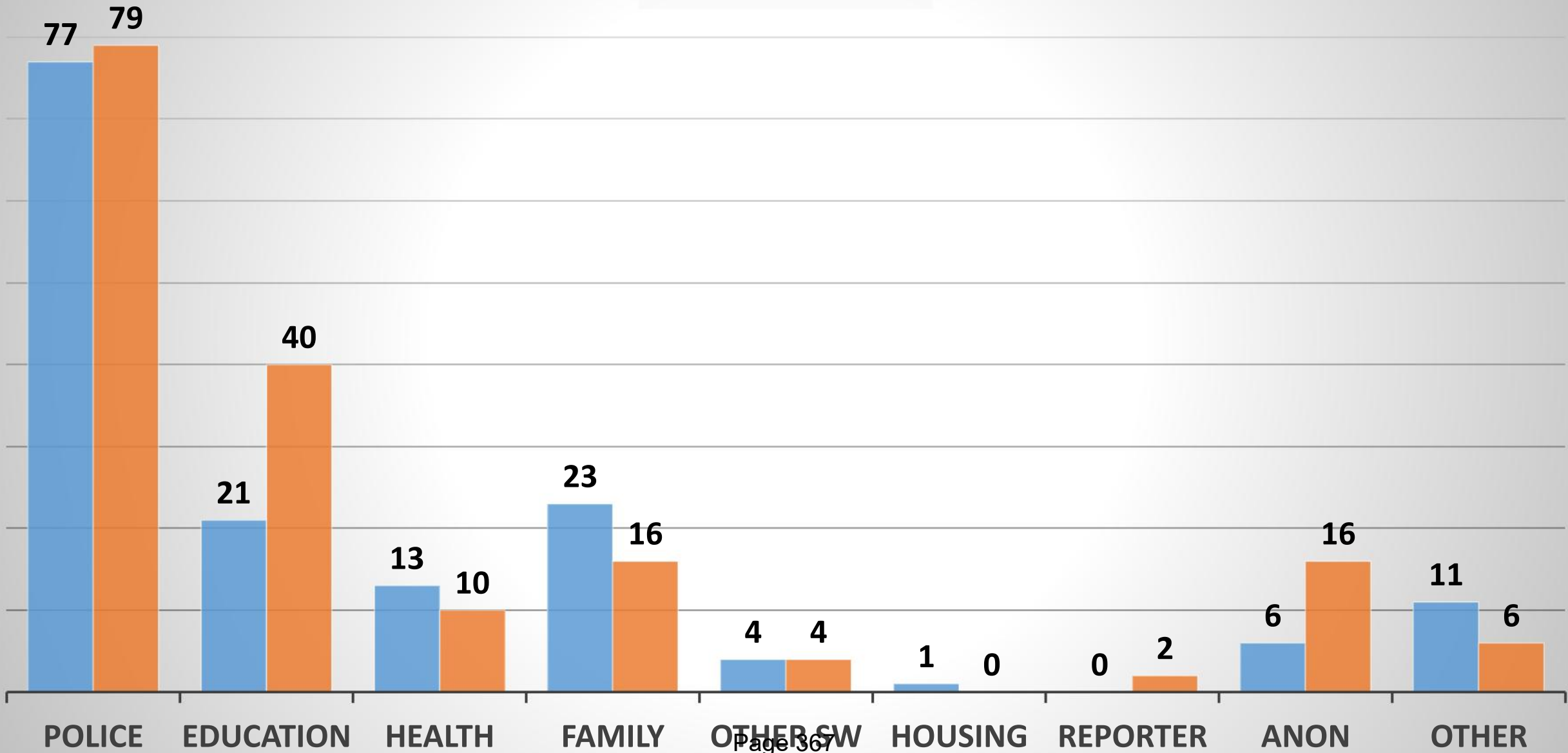


# Number of Calls to Access Team



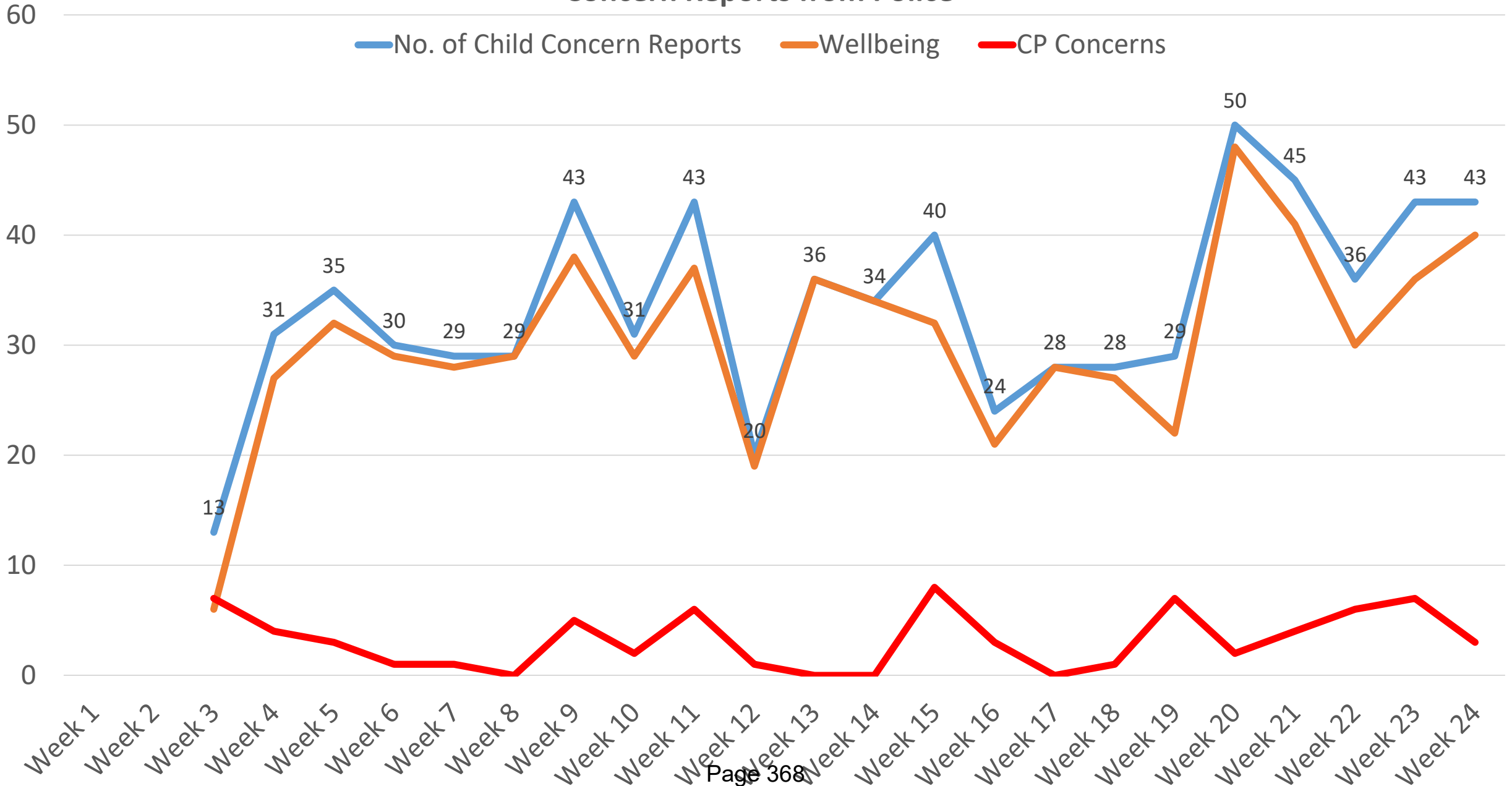
### Where Referrals came from in September 20

■ Aug-20 ■ Sep-20



# Concern Reports from Police

No. of Child Concern Reports    Wellbeing    CP Concerns

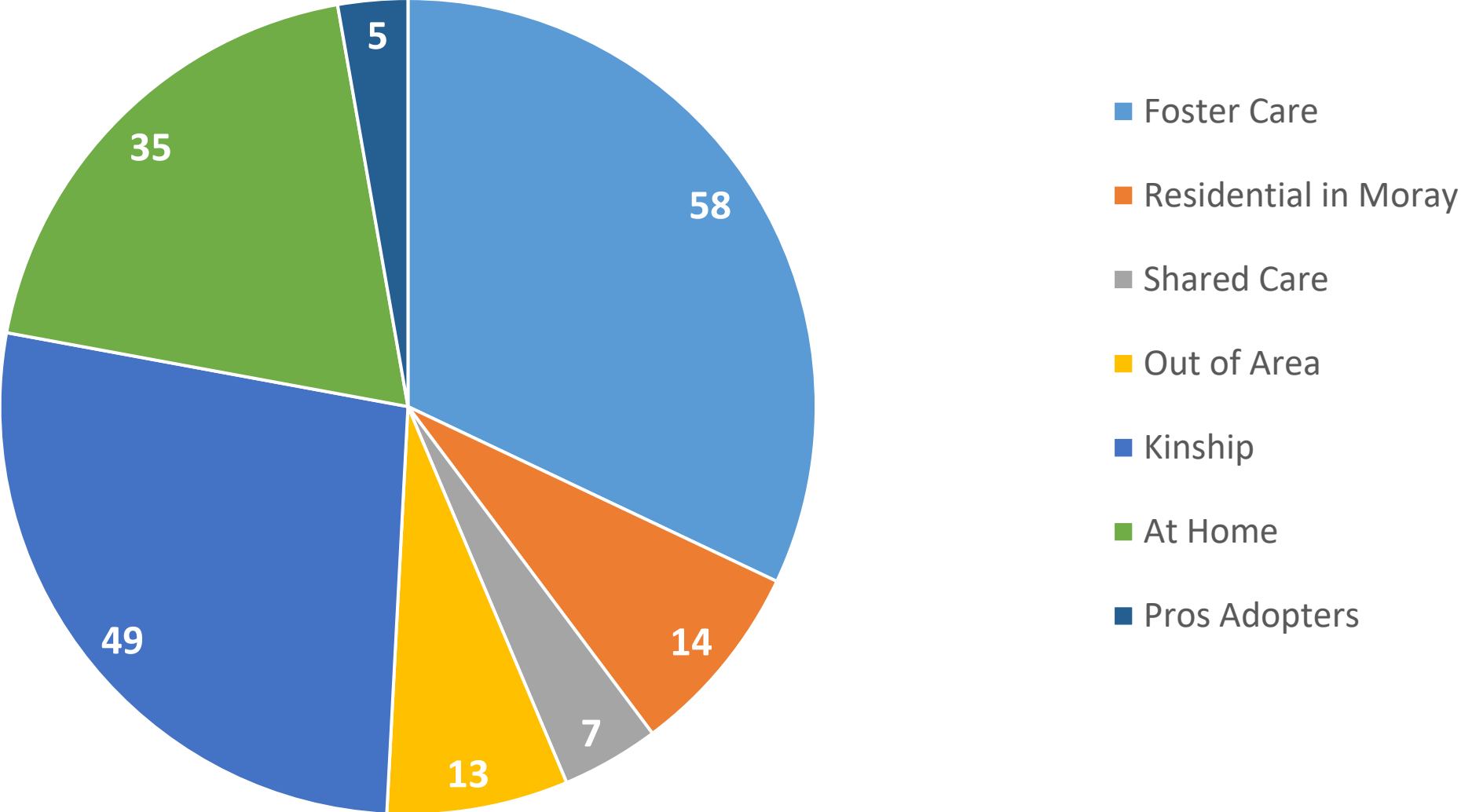




Two Child Protection Orders were granted during September.

- No children have been placed on the CPR under a concern of Domestic Abuse.
- 8 children were received into care
  - 2 under Supervision at Home\*
  - 6 were placed away from home – 3 with friends; 2 in foster care and 1 is hospital.  
One of the foster cases was an overnight placement

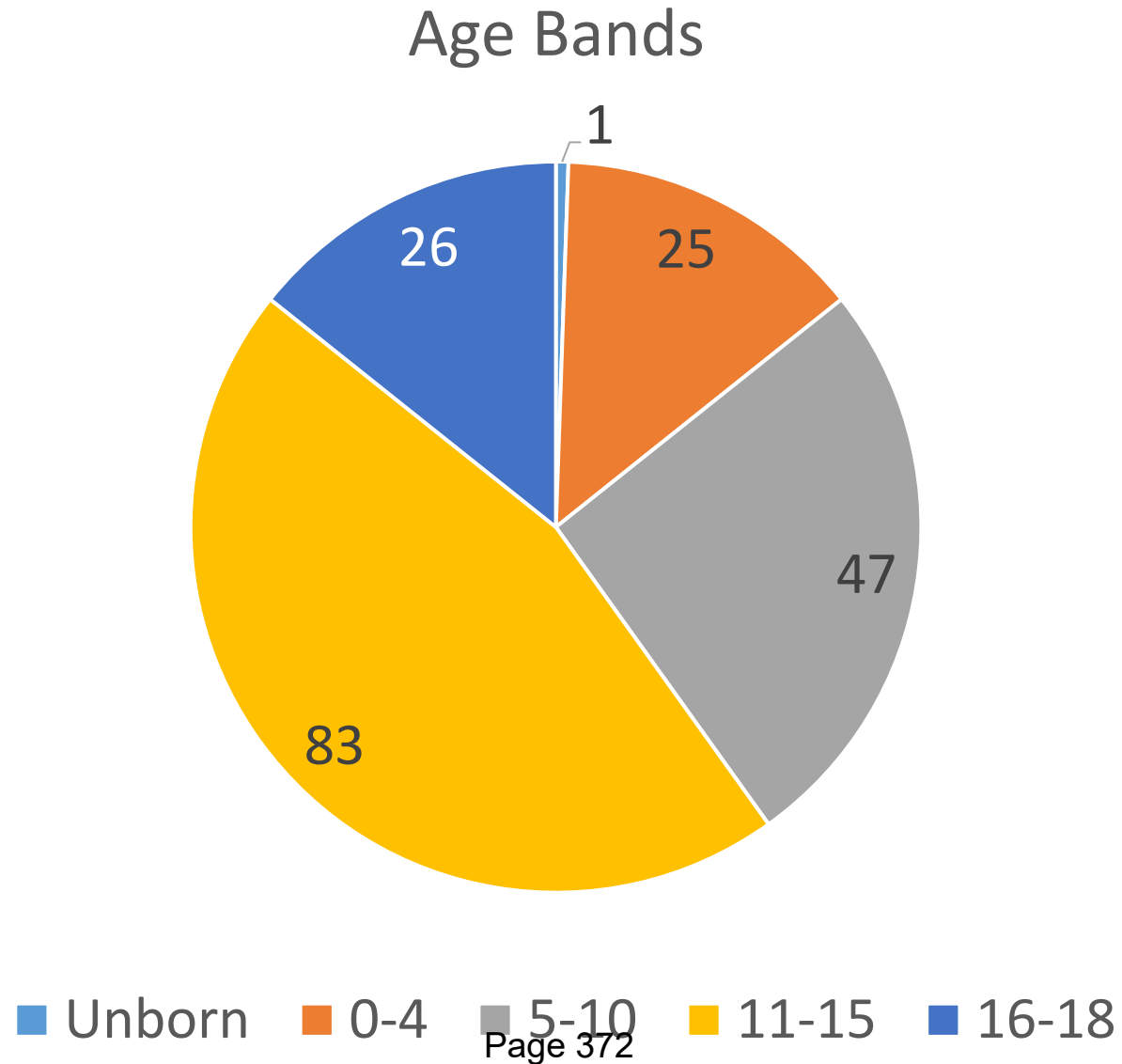
# Looked After Children as at 30 September 2020 - Total Cases 182



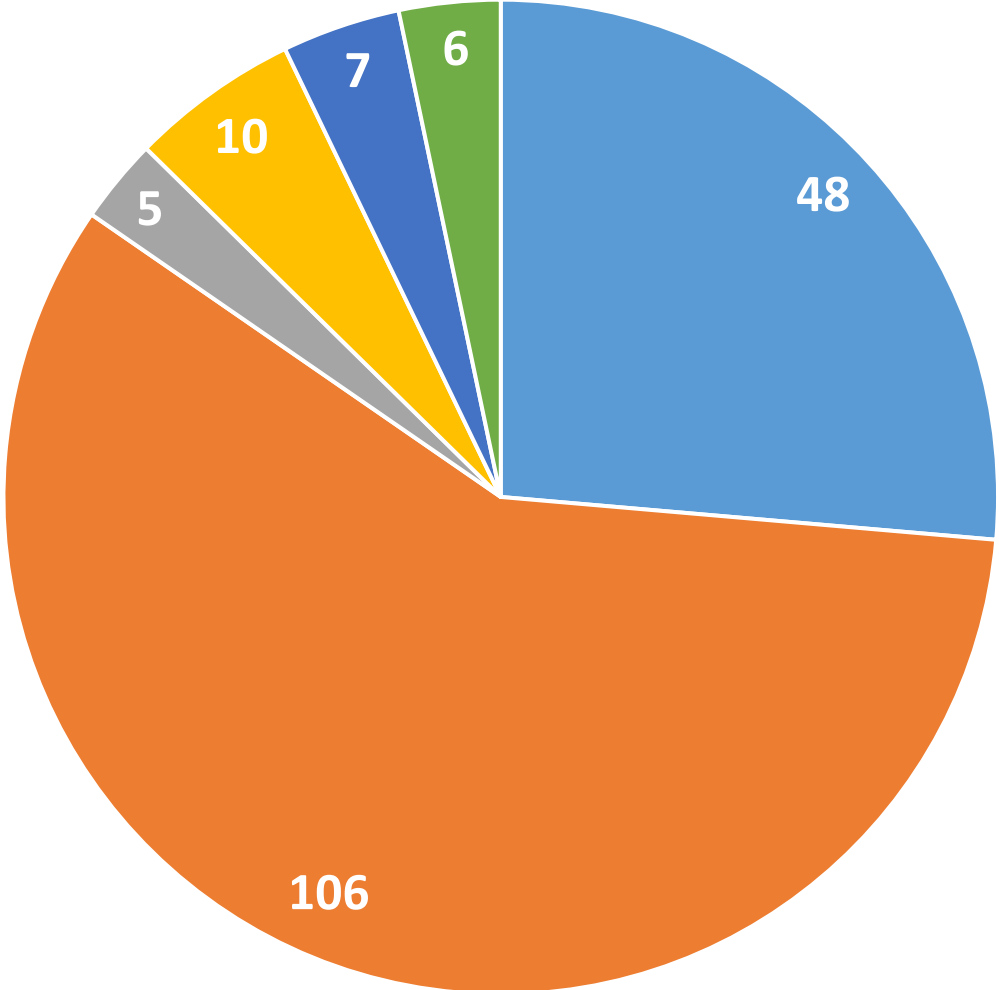
## Looked After Children as at 30 September 2020

Placement Type	Female	Male	Grand Total
Children in Foster Care Provided by Local Authority	25	21	46
Children in Foster Care Purchased by Local Authority	2	10	12
Children in Hospital		1	1
Children in LA Children's Home/Hostel	3	4	7
Children Placed In Action For Children Home	4	3	7
Children in Other Residential Establishments	3	2	5
Children in Residential Schools	3	5	8
Children Placed With Friends (Paid)		1	1
Children Placed With Friends (Unpaid)	2	1	3
Children Placed With Kinship Carer (Paid)	21	14	35
Children Placed With Kinship Carer (Unpaid)		1	1
Children Placed With Prospective Adopters	3	2	5
Children Placed With Relatives (Paid)	1	1	2
Children Placed With Relatives (Unpaid)	1	6	7
Children Under Supervision at Home	18	17	35
Shared Community Care	2	5	7
<b>Grand Total</b>	<b>88</b>	<b>94</b>	<b>182</b>

# About the children

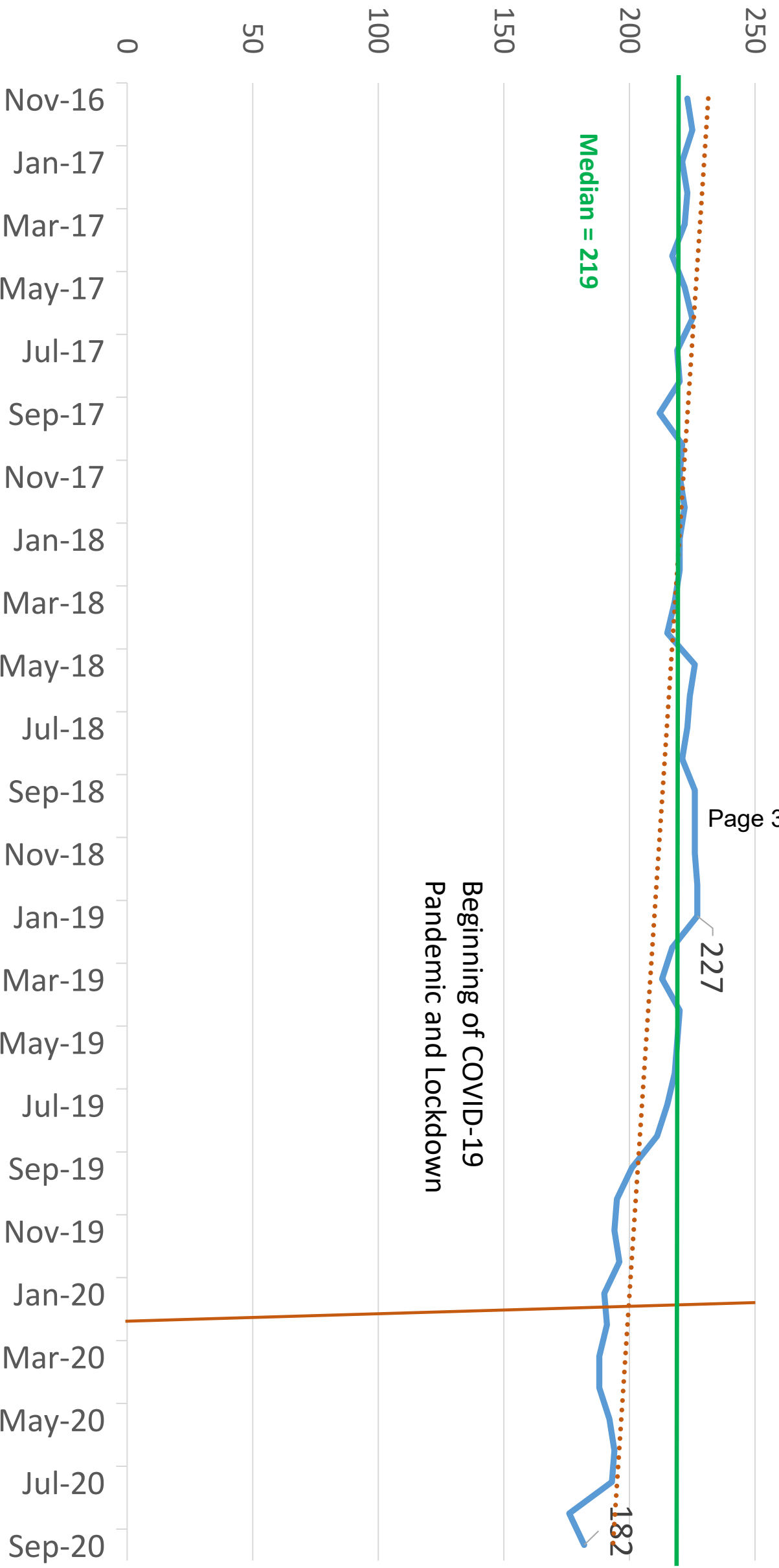


# Allocated Team as at 30 September 2020



- East
- West
- Access
- Placement Service (F&A)
- Placement Service (TCAC)
- Youth Justice

# Total No of Children in Care



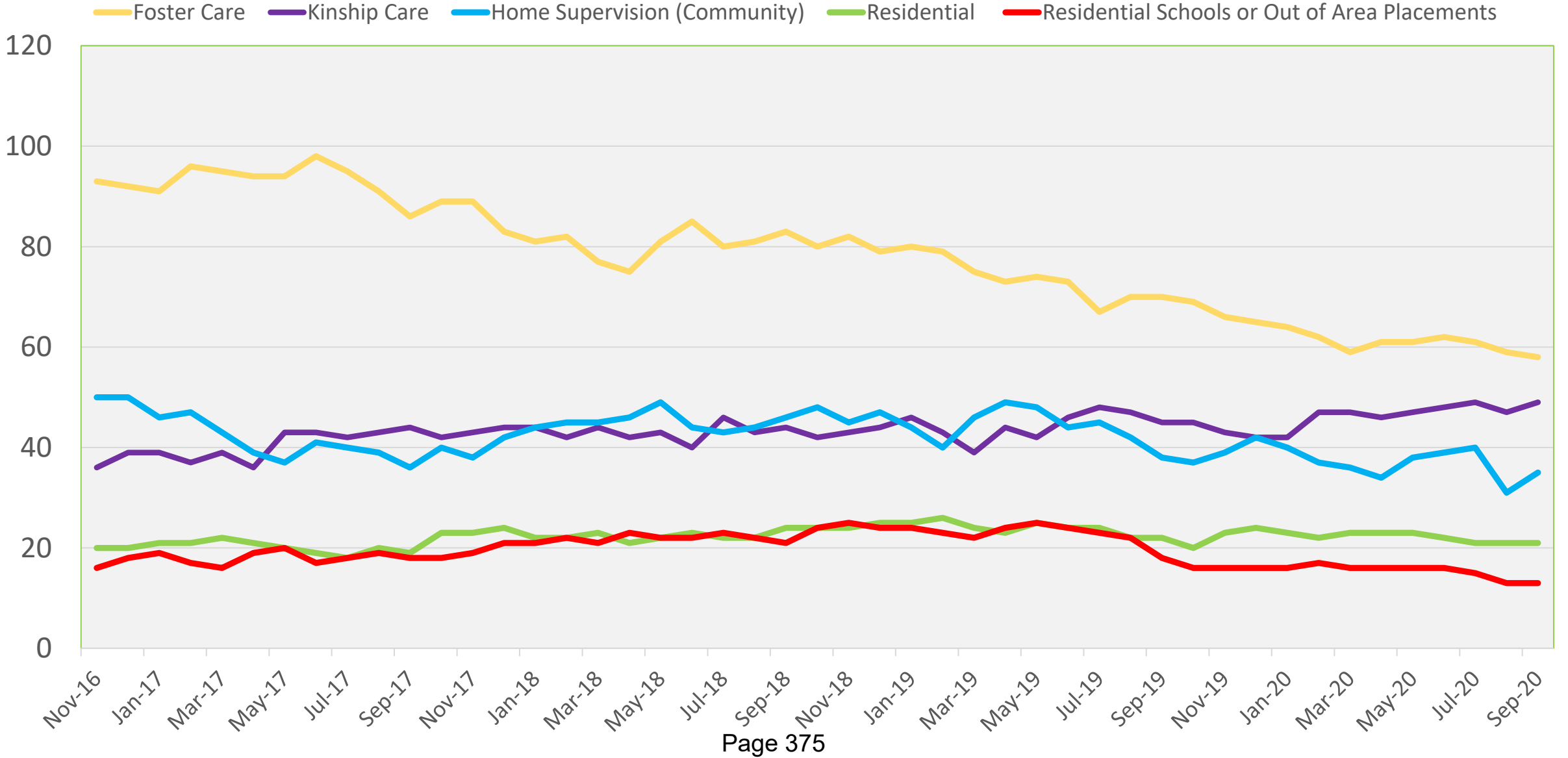
Median = 219

227

182

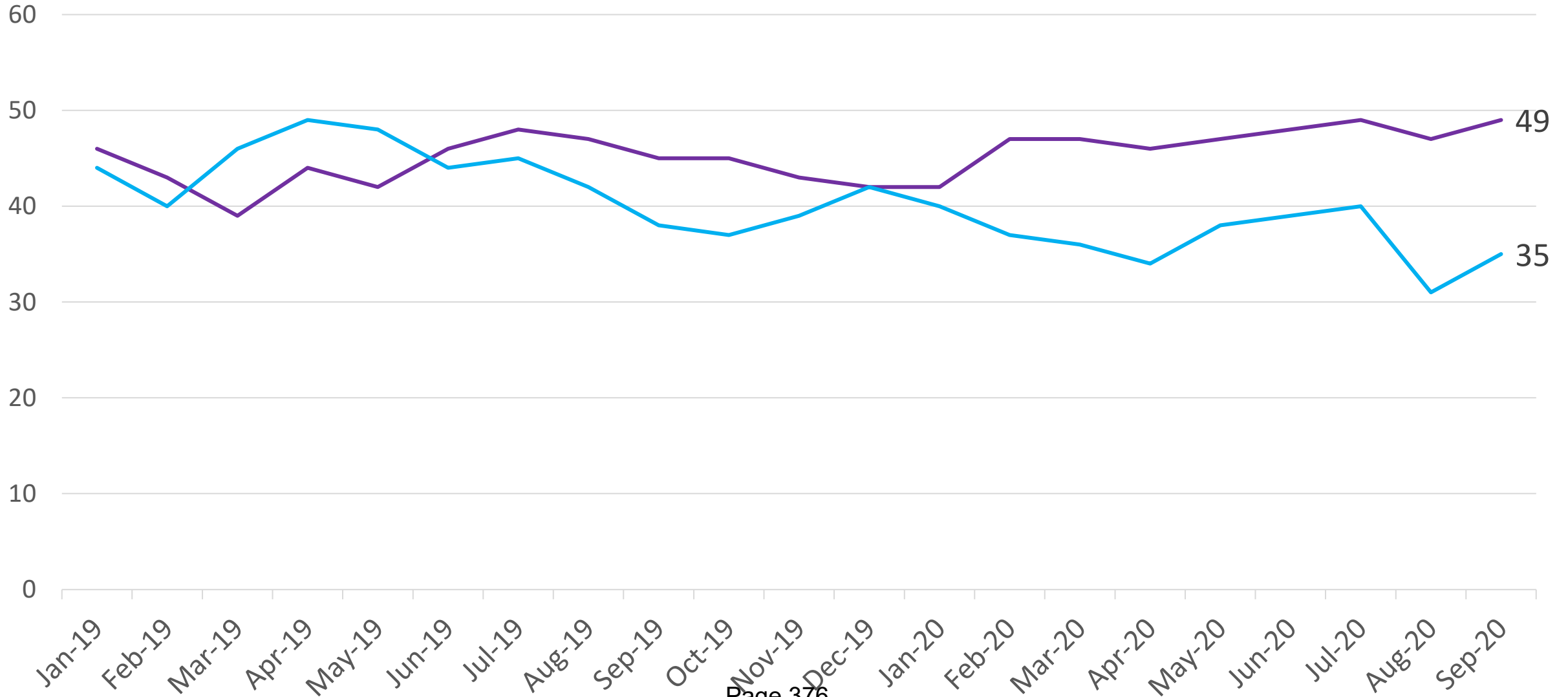
Beginning of COVID-19  
Pandemic and Lockdown

# Placement Types



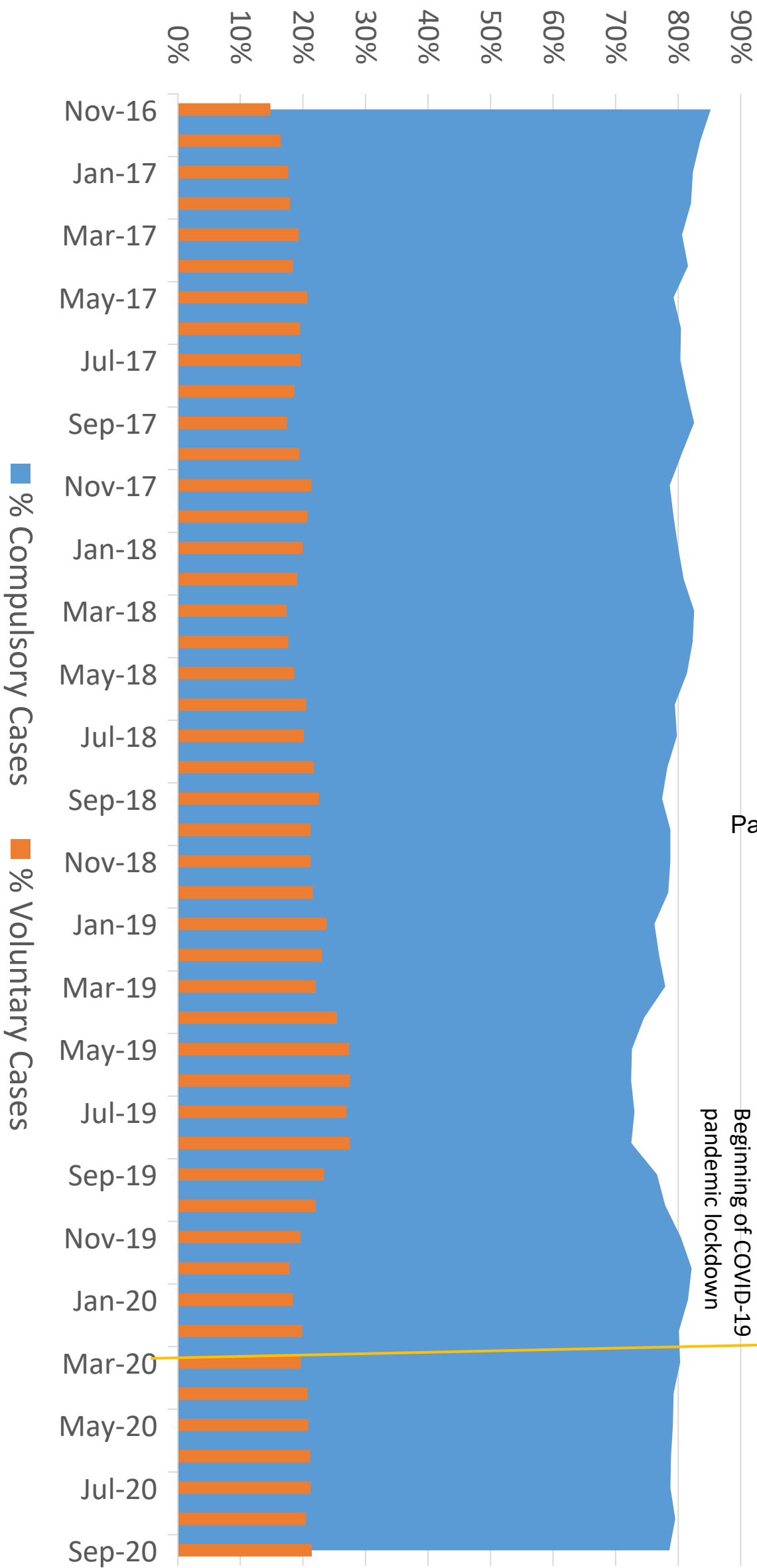
# Kinship and Home Supervision

Kinship Total      Home Supervision Total





# Compulsory v Voluntary Care



## **Admissions and Discharges during September 2020**

8 children came into care during August – 3 child were placed with friends/relatives, 2 children were placed with foster carers, 1 child in hospital, and 2 children on Home Supervision.

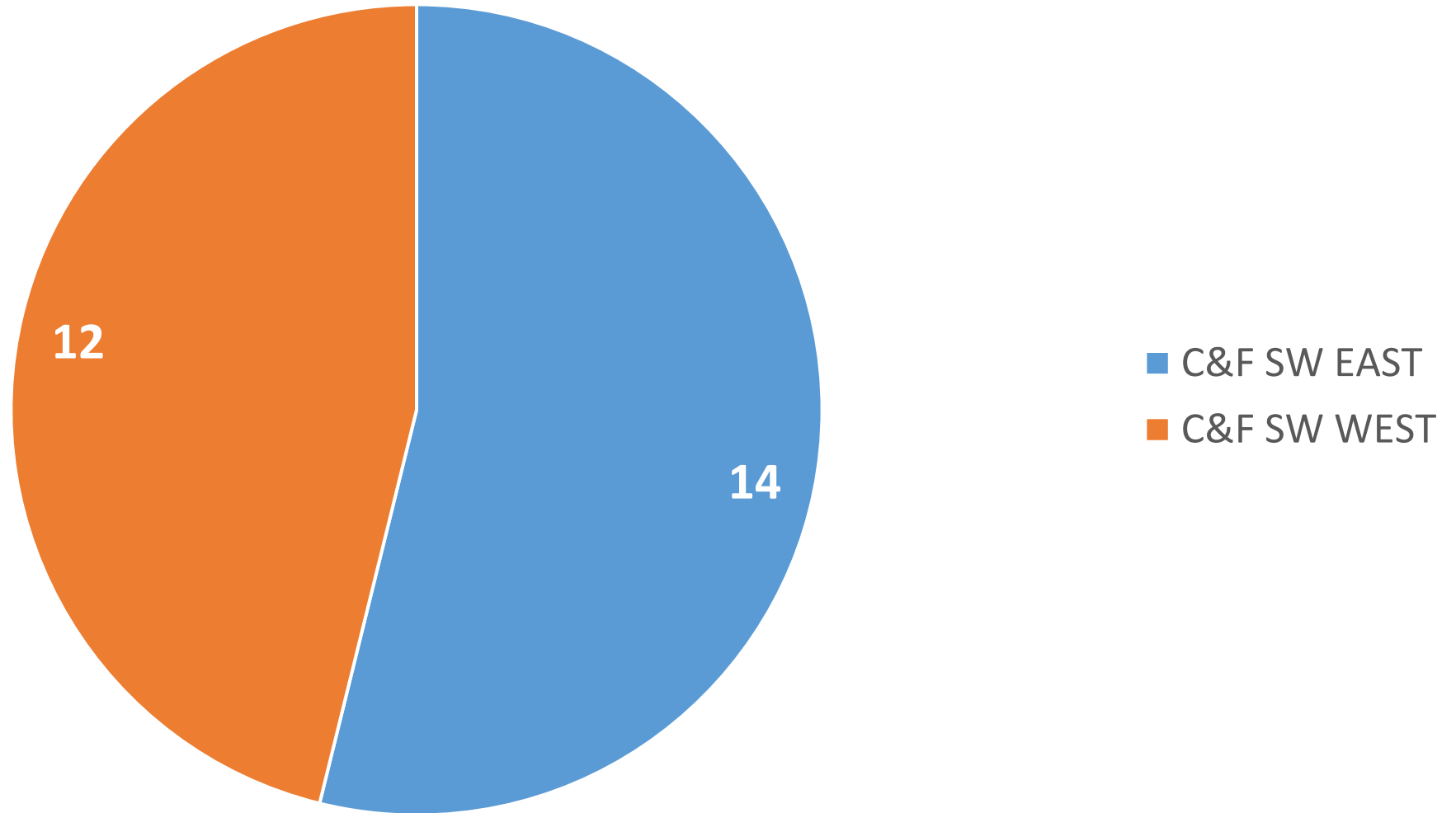
4 children went home with 3 going home to their parents and 1 child into Kinship Care.

# Child Protection

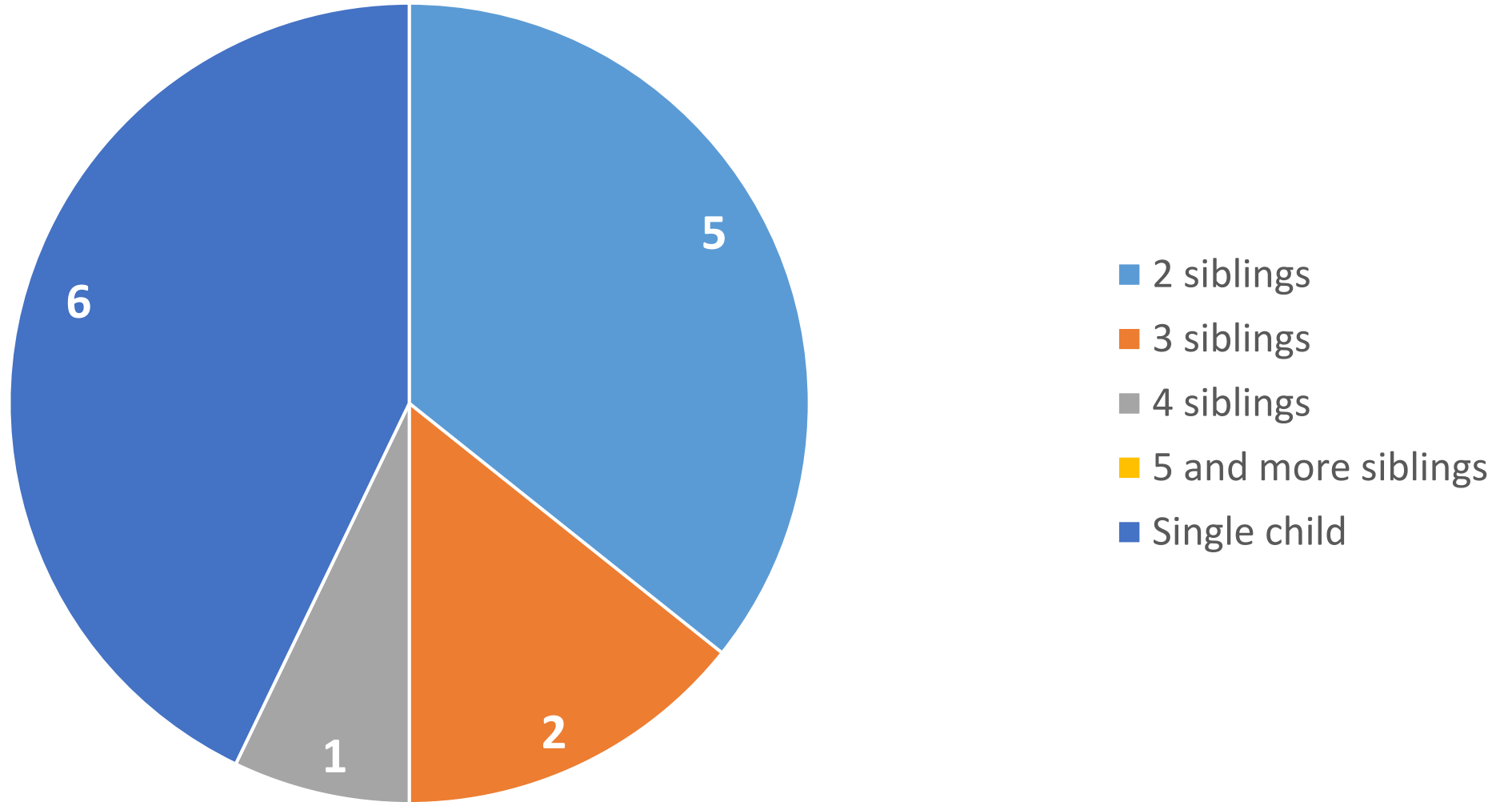
As at 30 September 2020: 26 children on the CP Register

- No children were added in September.
- 4 children have been deregistered – 3 C&F SW West and 1 Youth Justice
  - 3 due to improvements in home situation and 1 due to reduced risks

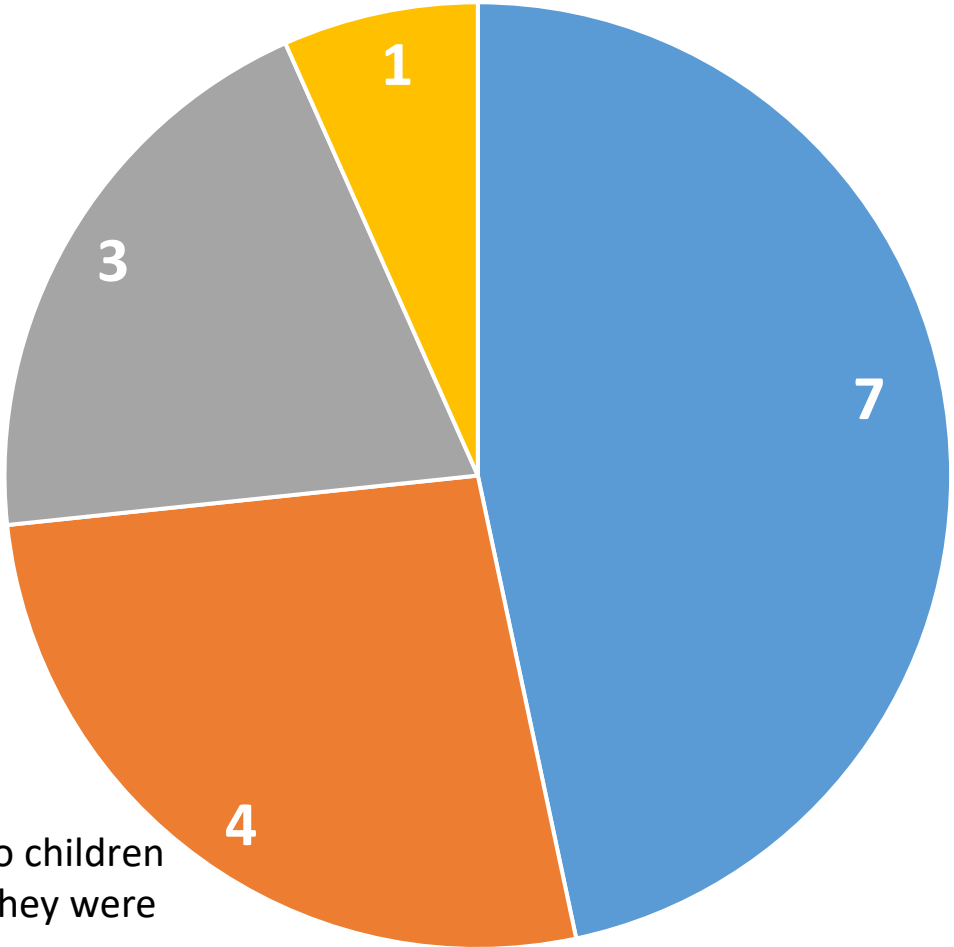
## Allocated Team



## No. of Family Groups on the CP Register as at 30 September 2020



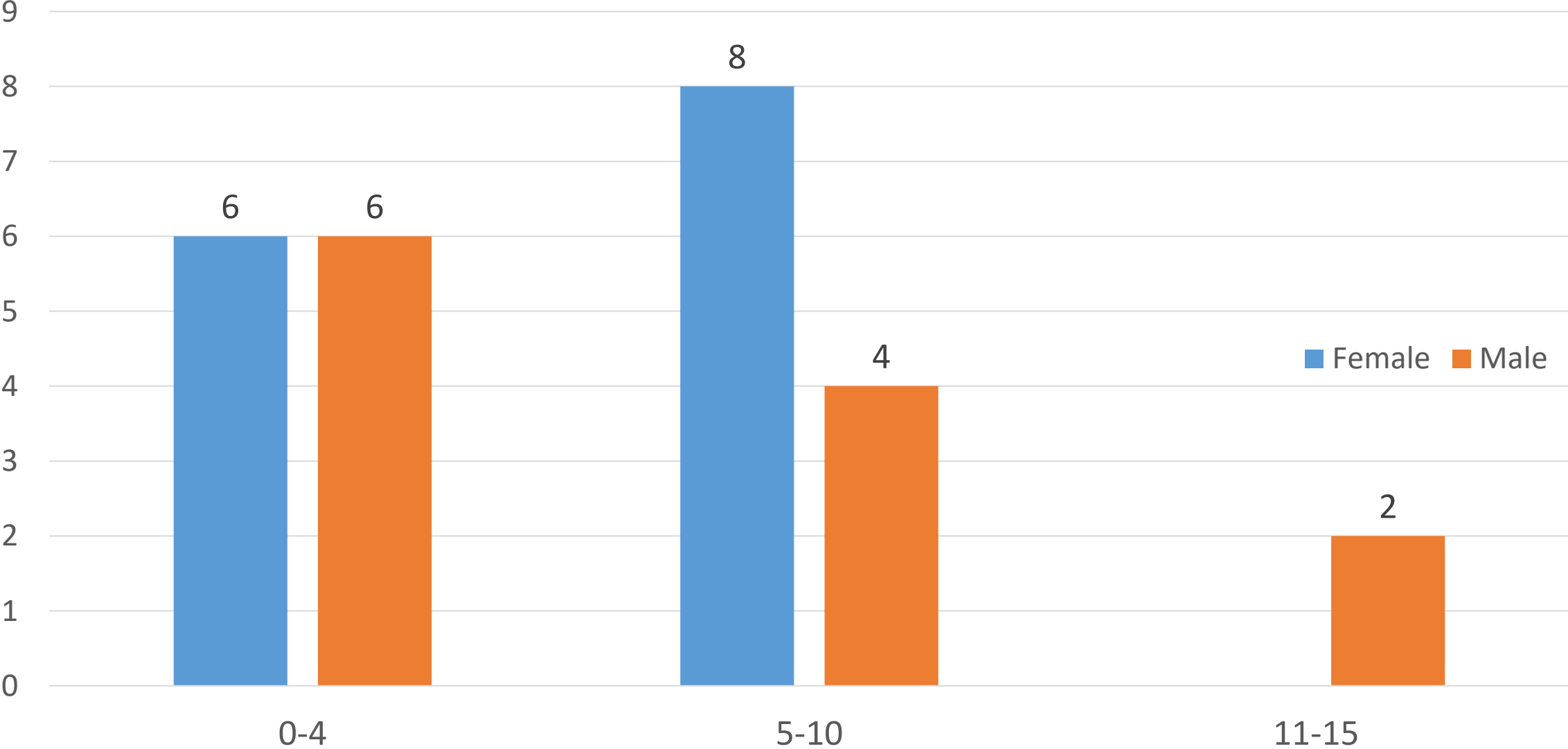
# Number of Families/Time on CP Register



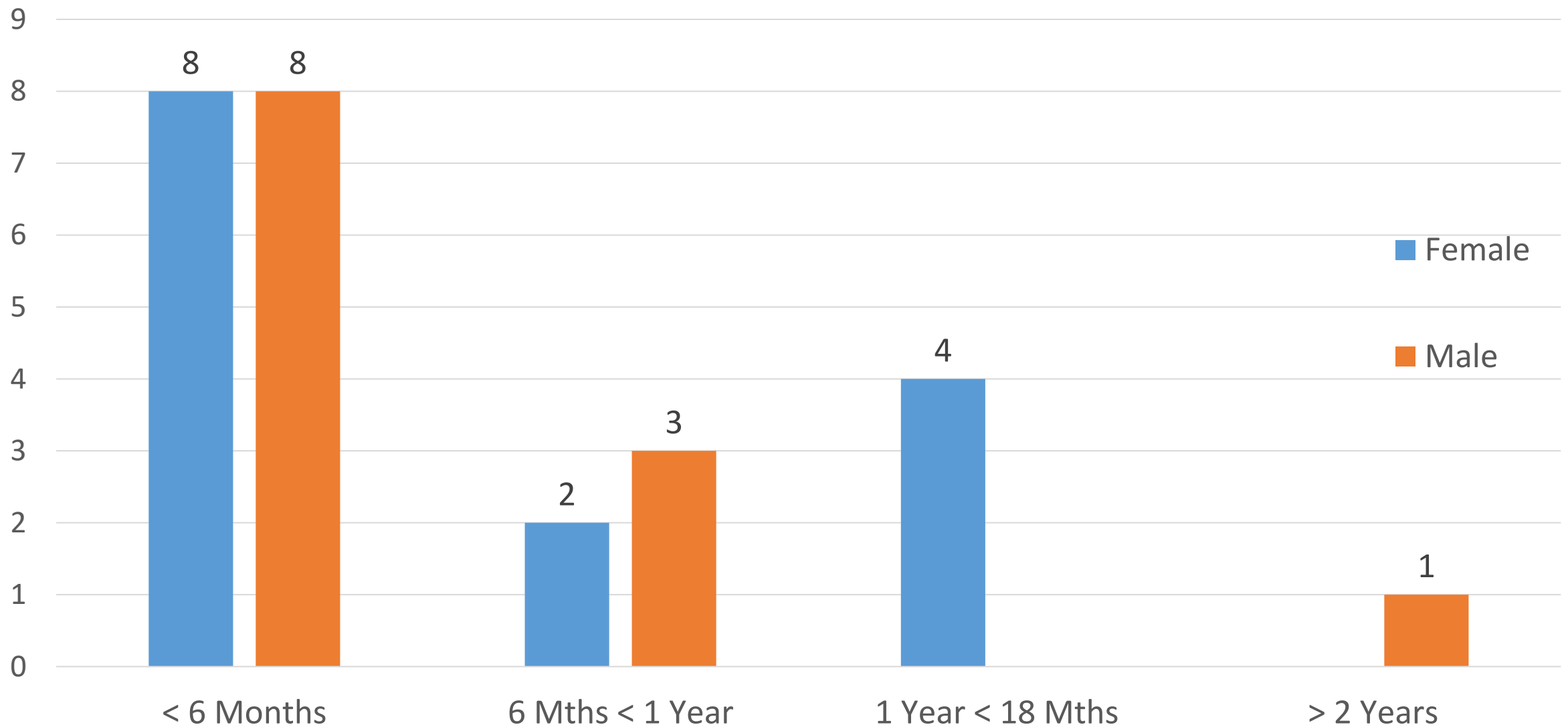
- <6 months
- 6 months <1 year
- 1 year <18 months
- >2 years

One family group of two children split over two times as they were registered at different times

# Age Bands



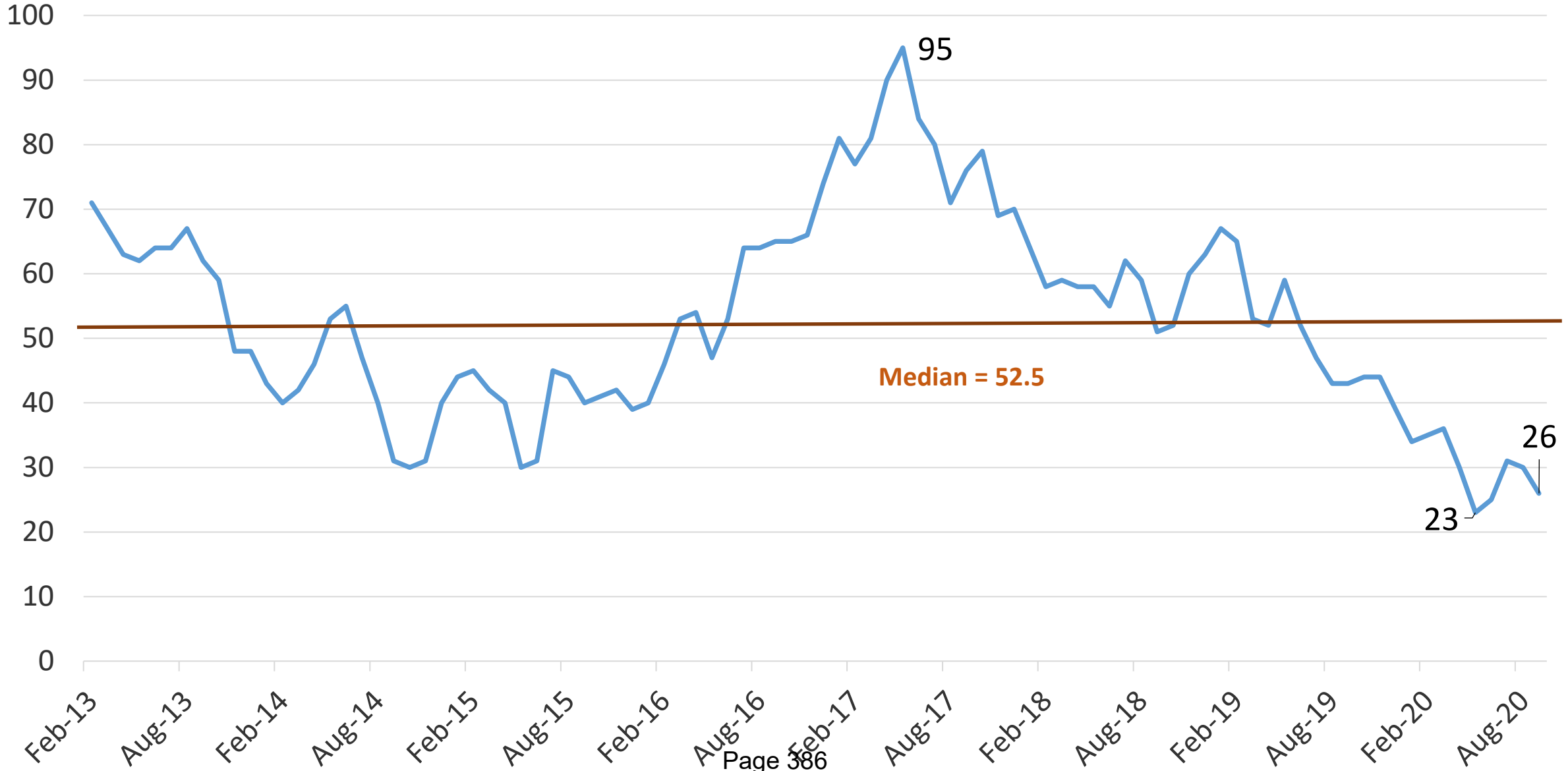
# Length of time on the Child Protection Register





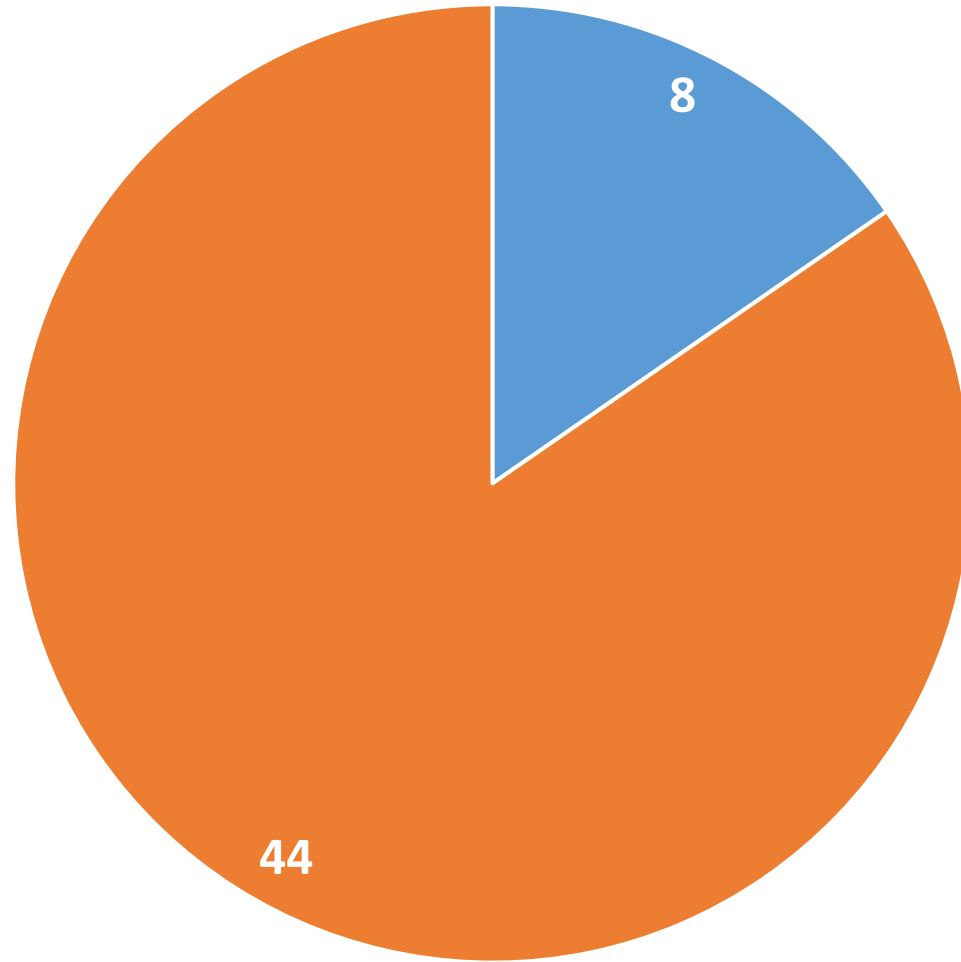
Concerns	Female	Male	Grand Total
Domestic Abuse	2	1	3
Emotional Abuse	2	1	3
Neglect	3	4	7
Non Engaging Family	2	2	4
Other Concern(s)	2	1	3
Parental Alcohol Misuse		1	1
Parental Drug Misuse	5	6	11
Parental Mental Health Problem	4	2	6
Physical Abuse	3	2	5
<b>Grand Total</b>	<b>23</b>	<b>20</b>	<b>43</b>

# Long-term Trend - Feb 13 to Sept 20



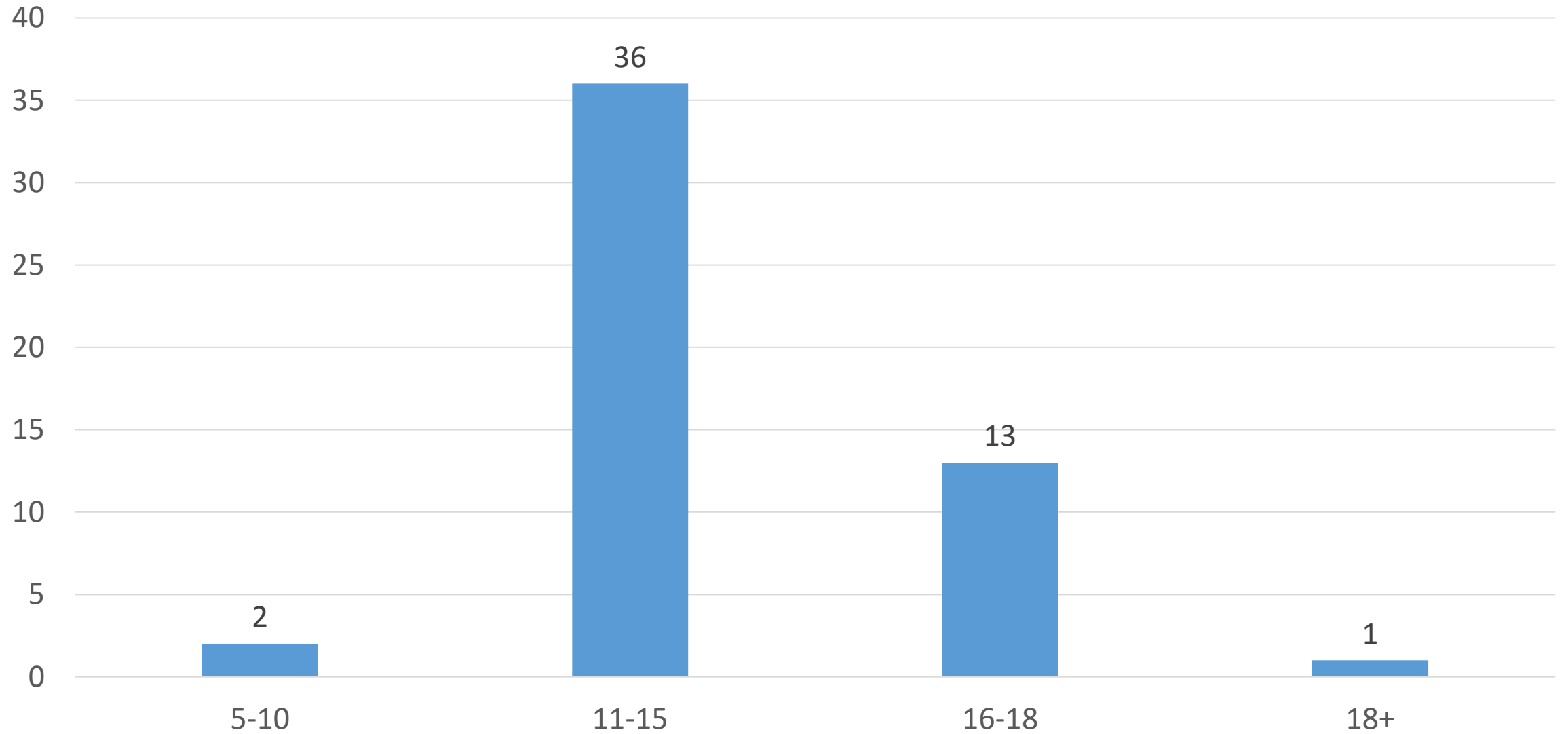
# Youth Justice

Total Cases open to Moray Youth Justice



- Female
- Male

## Age Bands





# Children & Families Social Work Monthly Summary Dashboard

END OF PERIOD

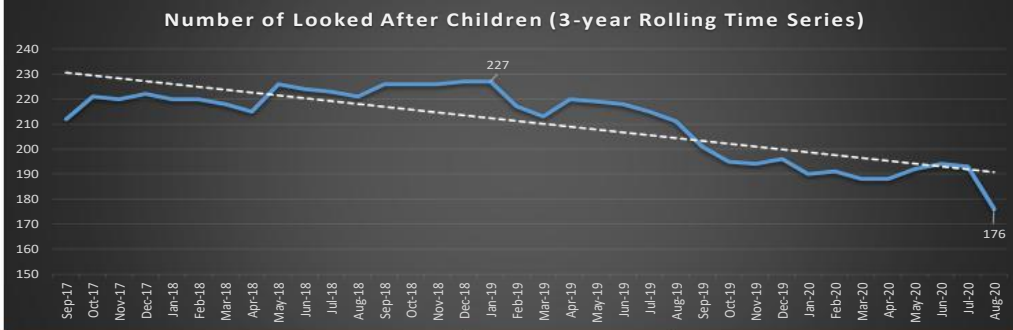
**Aug-20**

Children aged 0-17

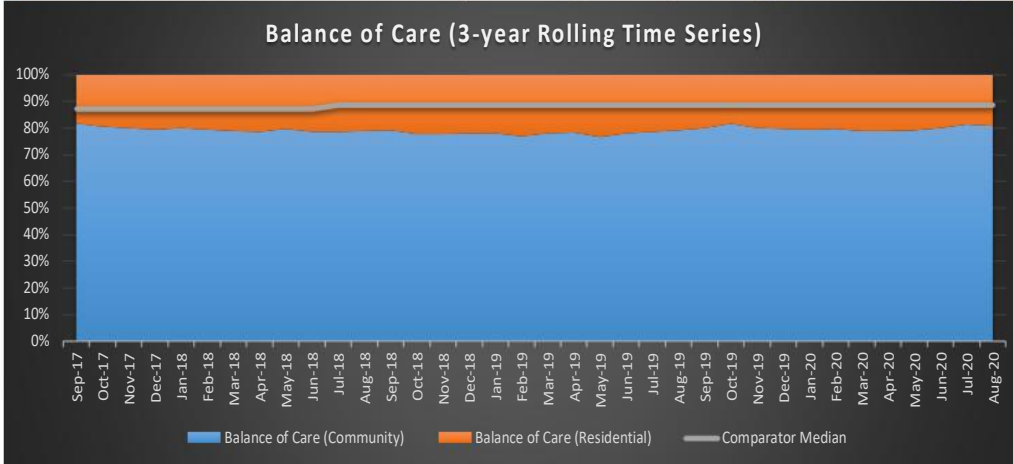
**18,293**



	Number	Rate/1,000	Comparator Median	Change from last month	Change from same period last year
LOOKED AFTER CHILDREN	176	9.62	11.6	-17	-35



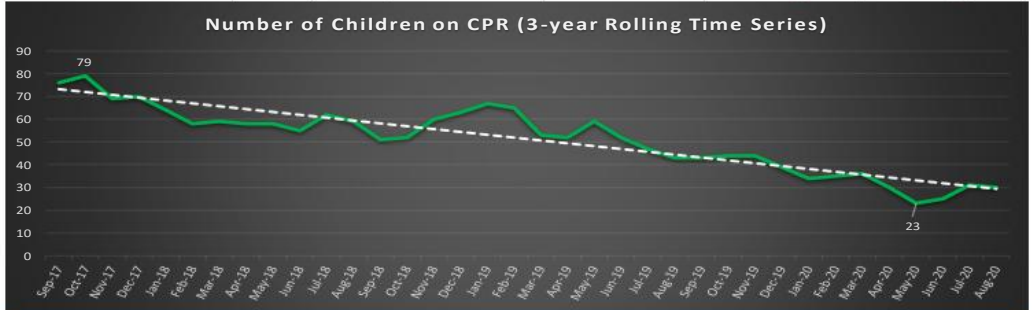
	Number	Proportion	Comparator Median	Change from last month	Change from same period last year
BALANCE OF CARE (COMMUNITY)	142/176	80.68%	87.40%	-0.67%	1.53%
LOCATION OF PLACEMENTS					
Home Supervision	31/176	17.61%	29.30%	-3.11%	-2.29%
Kinship care	47/176	26.70%	23.40%	1.32%	4.43%
Foster Care	59/176	33.52%	25.20%	1.92%	0.35%
Placed for Adoption	5/176	2.84%	2.20%	-0.79%	-0.95%
Residential Care	34/176	19.32%	12.70%	0.67%	-1.53%
Secure Care	0/176	0.00%	1.00%	0.00%	0.00%



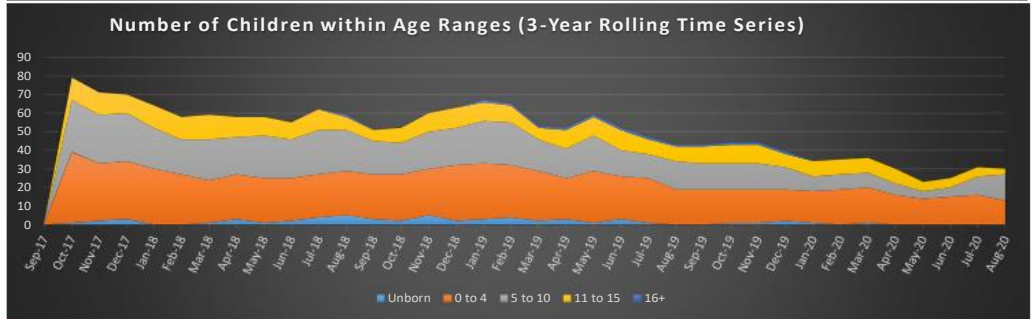
Children aged 0-15

**16,145**

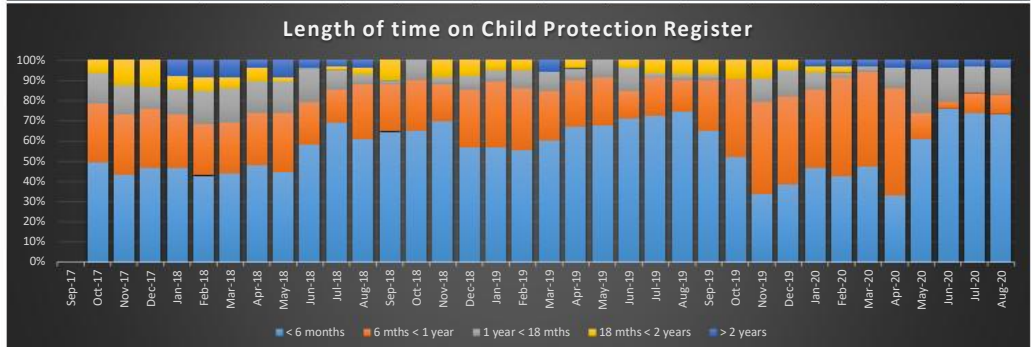
	On CPR	Rate /1,000	Added to CPR	Removed from CPR	Change from last month	Change from same period last year
CHILD PROTECTION	30	1.86	4	5	-1	-13



	On CPR	Unborn	0 to 4	5 to 10	11 to 15	16+
Current Month	30	0	13	14	3	0
Change from Previous Month	31	0	-3	4	-2	0
Change from Previous Year	43	0	-6	-1	-5	-1



	< 6 months	6 mths < 1 year	1 year < 18 mths	18 mths < 2 years	> 2 years	>12 Months
Current Month	22	3	4	0	1	5
Change from Previous Month	-1	0	0	0	0	0
Change from Previous Year	-10	-4	3	-3	1	1



**Looked After Children**

\*\*\*\*\*Monthly Narrative\*\*\*\*\*

**Complaints**

\*\*\*\*\*Monthly Narrative\*\*\*\*\*

**Absences**

\*\*\*\*\*Monthly Narrative\*\*\*\*\*

**Child Protection**

\*\*\*\*\*Monthly Narrative\*\*\*\*\*

**Finance**

\*\*\*\*\*Monthly Narrative\*\*\*\*\*





**REPORT TO: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT COMMITTEE ON 18 NOVEMBER 2020**

**SUBJECT: COMMUNITY MENTAL HEALTH AND WELLBEING SUPPORTS AND SERVICES FRAMEWORK**

**BY: INTERIM CHIEF OFFICER, HEALTH AND SOCIAL CARE**

## **1. REASON FOR REPORT**

- 1.1 To advise the Committee of the National Community mental health and wellbeing supports framework and the funding allocated to Moray to support the development of services.
- 1.2 This report is submitted to the Education, Communities and Organisational Development Committee following a decision of Moray Council on 17 June 2020 to agree a simplified committee structure as a result of the COVID-19 pandemic. In the case of this committee the combining of the delegated responsibilities of Children and Young People Services, Governance, Strategy and Performance, (para 9 of the minute refers)

## **2. RECOMMENDATION**

- 2.1 **It is recommended that the Committee note the funding available and agree to it to it being used by local collaborative partnerships for planning, development and programme costs associated with the implementation of the Framework to support children and young people's mental health and wellbeing.**

## **3. BACKGROUND**

- 3.1 The National Children and Young People's Mental Health and Wellbeing Programme Board, jointly chaired by the Scottish Government and COSLA, aims to ensure that children, young people and their families have access to the support they need for their mental health and wellbeing, when they need it.
- 3.2 In November 2019, COSLA and the Scottish Government agreed to distribute £2 million equally between local authorities (approx. £68,750 per local authority), for use by local collaborative partnerships for planning, development, programme and change management costs; for example this may be to support a post with capacity to take this work forward. Collaborative

partnerships refers to either Community Planning Partnerships or Children's Services Partnership groupings set up by Community Planning Partnerships.

- 3.3 The expectation is that local partnerships will bring together those with a key interest who should collaborate on this work and who are best placed locally to take this work forward. The guidance notes that this may generally include, but is not limited to, children's services; social work; education including educational psychology; the NHS including CAMHS; primary care and community and school nursing as well as the Third Sector. During this initial planning period, it is anticipated that the £2 million funding provided would be used as appropriate locally in planning and preparation, Moray's allocation is £62,500 "seed funding" to support set up of services in year 20/21 to 31<sup>st</sup> March 2021.
- 3.4 The Moray Children and Young Peoples Mental Health and Wellbeing Group on 24 August 2020 agreed to seek the appointment of a Project Officer to support this process and to begin to understand and collate outcomes that can be demonstrated against Moray Children's services plan, for a period of nine months.
- 3.5 A Community Mental Health and Wellbeing Supports and Services Framework has been produced by the Scottish Government (**APPENDIX I**) which sets out a clear broad approach for the support that children and young people should be able to access for their mental health and emotional wellbeing within their local communities. The Framework aims to assist local partnerships with developing, designing, and where appropriate commissioning local services which are in line with the principles and the Framework.
- 3.6 National and local evidence demonstrate that a family support model of delivery is most likely to deliver sustainable improvements. Engagement with parents through the development and delivery of the Life Coaching in Schools model and development of the Moray Children's Services Plan highlight their desire to be upskilled to support their child's mental wellbeing and address areas of concern as early as possible.
- 3.7 Learning from the CONNECT Team model put in place during COVID-19 pandemic provides an existing framework whereby a single agency delivering Family Wellbeing Support can augment and deliver a joined up approach.
- 3.8 There is a need to develop a strengths based, whole family approach to building children and young people's mental wellbeing within the context of family, school and community. The focus will be on early help to prevent the need for more intensive higher Tier interventions. Alongside work to improve understanding and responses in universal services, our family wellbeing service will act as a Tier 2 service (universal plus support level) to bridge the gap between universal services and targeted Tier 3 services (CAMHS).
- 3.9 A service specification for a mental health and wellbeing service based on holistic family support is being developed, informed by work in the Locality Planning Groups, with the aim of a service being in place from April 2021. Funding of around £240K over the next 2 years is available for this.

- 3.10 Additionally, a one off grant of £206K has been made available in October 2020 to provide additional support due to the pandemic. Work is underway through the GLG to identify the best way to allocate these funds to have best impact.
- 3.11 This will clearly complement and support the service being commissioned with the Counselling in Schools funding, and represents a significant opportunity to support the outcomes identified in the Children's Services Plan 2020-23 (The wellbeing of children, young people and families is improved).

#### **4. SUMMARY OF IMPLICATIONS**

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

This development aligns with core priorities within the Children's Services Plan 2020/23

**(b) Policy and Legal**

No additional policy or legal implications follow from this report.

**(c) Financial implications**

This report outlines the funding Scottish Government has made available by way of grant to fund these developments

**(d) Risk Implications**

None

**(e) Staffing Implications**

A project lead will be employed with the first tranche of funding to support and co-ordinate the work required to support the commissioning of the service to meet the aspirations of the framework, and to see the implementation of the service.

**(f) Property**

None

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

The proposed framework is aimed at promoting mental health and wellbeing for children. An equality and human rights impact assessment will be carried out as part of the design/implementation of the proposals.

**(h) Consultations**

Chief Executive, Moray Council; Chief Social Work Officer; Head of Service, Children & Families & Criminal Justice Services; Senior Human Resources Adviser; Principal Accountant, Morag Smith, Senior Solicitor, Chief Education Officer; Head of Education Resources & Communities: Chief Officer, HSCM; Social Work Service Managers, and the Equal

Opportunities Officer have been consulted in the preparation of this report and are in agreement with the content relating to their areas of responsibility.

**5. CONCLUSION**

- 5.1 The national focus on children and young people's mental health and wellbeing aligns completely with the aspirations of the Moray Children's Services Plan 2020/23.**
- 5.2 The additional funding available for children and young people between the age of 5-25 (26 for care experienced people) provides an opportunity to design a service for Moray to meet the needs identified through the Strategic needs Assessment undertaken for the Plan, focussed on a whole family approach to wellbeing.**

Author of Report: Joyce Johnston

Background Papers:

Ref:

## **COMMUNITY MENTAL HEALTH & WELLBEING SUPPORTS AND SERVICES FRAMEWORK**

### **Content:**

- Objective
- Aims
- A Whole System Approach
- Community Mental Health and Wellbeing Support – what is it?
- Design and Delivery
- Key Components
- Family and Carer Support
- Access
- Workforce
- Risk
- Outcomes

### **Objective:**

**Every child and young person in Scotland will be able to access local community services which support and improve their mental health and emotional wellbeing.**

**Every child and young person and their families or carers will get the help they need, when they need it, from people with the right knowledge, skills and experience to support them. This will be available in the form of easily accessible support close to their home, education, employment or community.**

### **Aims:**

**This framework aims to:**

- Set out a clear broad approach for the support that children and young people should be able to access for their mental health and emotional wellbeing within their community.
- Assist local children's services and community planning partnerships with the commissioning and establishment of new local community mental health and wellbeing supports or services or the development of existing supports and services, in line with this framework.
- Facilitate the enhancement or creation of services that can deliver support which is additional and innovative wherever these are best placed.

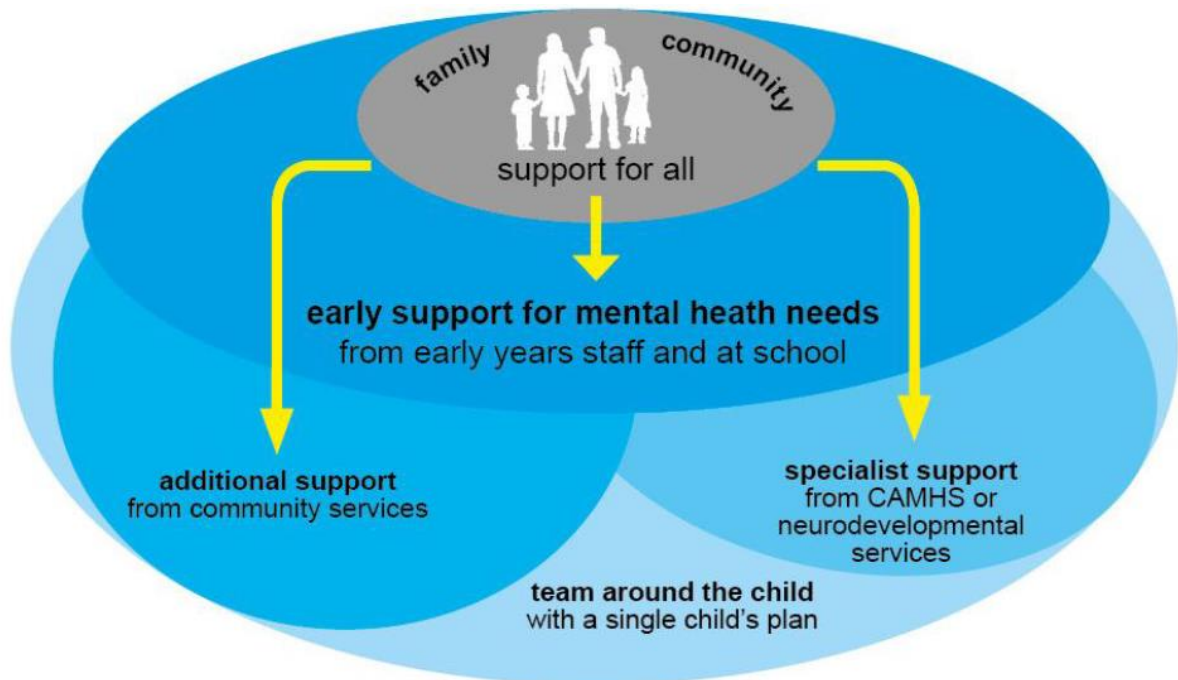
How community mental health and wellbeing supports and services are constructed will vary according to local structures and the needs identified by children, young people and their families in each local area. The political agreement regarding delivery is based on a set of principles, attached as annex.

The kind of support described and addressed in this framework is additional to what can be provided through universal services, but involves prompt and early support to respond to concerns, a continuum of additional support within the community, and strong and direct links with Child and Adolescent Mental Health Services (CAMHS) to ensure a whole system approach. Accordingly, the management of risk and change must be managed across the whole system and across all services.

## Context

1. This framework specifically addresses establishing or developing community supports and services that target issues of mental and emotional distress and wellbeing rather than mental illness and other needs that may be more appropriately met through CAMHS. It supports an approach based on prevention and early intervention.
2. This framework is intended to be used to help partnerships to design and build services and supports that are in line with GIRFEC, national priorities and principles, relevant to local developments and are based on local needs assessment, responsive to the needs of local communities.
3. Children, young people and their families should receive the support they need, when they need it, underpinned by the values, principles and components of Getting it Right For Every Child (GIRFEC), and responsive to local needs and systems. This should support and improve their mental health and emotional wellbeing and be provided by people with the right knowledge, skills and experience to support them. GIRFEC is:
  - **child-focused** - it ensures the child or young person and their family is at the centre of decision-making and the support available to them;
  - **based on an understanding of the wellbeing of a child in their current situation** - it takes into consideration the wider influences on a child or young person and their developmental needs when thinking about their wellbeing so that the right support can be offered;
  - **based on tackling needs early** - it aims to ensure needs are identified as early as possible to avoid bigger concerns or problems developing;
  - **requires joined-up working** - it is about children, young people, parents, and the services they need working together in a coordinated way to meet their specific needs and improve their wellbeing.
4. The whole system model recommended by the Taskforce, involves both 'early support for mental health needs' and 'additional support from community services'. It recognises that there should be continuity in support around the child or young person. This framework is designed to enhance the development of services and supports that occupy the 'additional support' aspect of the Taskforce's vision. It is essential that additional support from community services is well integrated into the whole system with strong links with the early support provided by universal services and with specialist supports.

Diagram 1: CAMHS Services within the agreed Children and Young People's Mental Health and Wellbeing model:



5. This framework recognises that the current range of provision is variable across all local partnerships and that whilst there is much to build on, the full range of supports and services described in this framework will not be available across the age range in any area. The focus is therefore on the additionality that is required to ensure that a continuum of support and services is in place. **The framework sits alongside Scottish Government funding intended to resource that additionality and support Community Planning Partnerships or Children's Services Partnerships, in order to deliver more sustainable, effective and easily accessible community supports and services to address mental and emotional wellbeing.**

The framework sets out expectations for the kind of support that should be in place in every local area to ensure that no child or young person is left with nowhere to turn. It recognises the rights that children, young people and their families have to easily access consistent, sustained local support across Scotland, as part of our commitment to embedding Getting it right for every child (GIRFEC) which reflects the principles of the UN Convention on the Rights of the Child (UNCRC).

6. Through Children's Services Partnerships or Community Planning Partnerships, education, health including CAMHS and primary care, wider children's services, youth work and the third sector will work together taking a whole system approach to supporting children, young people and their families. Children and young people should experience a seamless pathway through supports.
7. These services and supports should initially focus on the 5-24 (26 for care experienced young people) age range. We are also committed to establishing an integrated infant mental health service to provide parent-infant relationship support for infants where there has been disruption to the parent/infant relationship.

8. Children's Services Partnerships or Community Planning Partnerships should work with children, young people and families in their communities to develop supports and services which are new or which build on existing effective support, where that exists, are appropriate and increase the opportunities to improve their mental health and emotional wellbeing, covering an age range of 5-24. It is likely that to cover the full age range and other requirements, local children's services partnerships or community planning partnerships will utilise a combination of supports and services some of which will be new and some of which will be enhanced.
9. We would anticipate that families and carers of any child or young person receiving support (from CAMHS, school, community supports or elsewhere) are also supported.
10. Local partnerships are also asked to clearly identify how community services and supports will be co-produced with children, young people and their families.

## **A Whole System Approach**

11. In line with (GIRFEC approach, it is vital that community mental health and wellbeing supports and services are integrated with and contribute to a whole-system approach. This should include use of the wellbeing indicators (**SHANARRI**) and the national practice model to identify, describe and evaluate needs, as a co-ordinated approach to children's planning that brings professionals across different disciplines together to deliver the right support at the right time.
12. The development and delivery of these supports and services should align with the whole-system approach to improving the mental and emotional health of children and young people set out in the 2020-23 children's services plans and other policy objectives
13. This opportunity to develop enhanced or new community mental health and wellbeing supports and services should sit alongside and complement the other local support and services provided by education, universal children's services, social work, health and care services, including primary care and other services that CYP might be involved with including employability, alcohol and drug support and youth work. Community support and CAMHS services should work together. Close relationships may also be required at times with community police and with developing new perinatal services. There should be appropriate links to out of hours and crisis services.
14. There should be clear accessible points of initial contact and access through **any** appropriate source to ensure that a child or young person is provided with the right help. Community supports and services should provide specific access for families, carers and siblings, to help build resilience and support them to support the child or young person. There should be no wrong way to access support.
15. These supports and services should recognise and respond to the factors, which contribute to poor mental health, distress and mental illness, such as poverty, homelessness, substance use etc. and have clear links to services, which can support with those.



16. Everyone involved in supporting mental health and wellbeing should be clear about the role of community supports and services.

### **Community Mental Health and Wellbeing Support – what is it?**

17. Children and families should receive support and services that are appropriate to their needs. For many children and young people, such support is likely to be community based, and should be easily and quickly accessible. A smaller number of children require a specialist response from a mental health professional.
18. Support and services should be provided to children and young people who will benefit from additional help to promote, manage and improve their mental health and wellbeing and to help them develop coping strategies and resilience. This support may be required for a variety of reasons and circumstances and should be holistic, recognising that children and young people may have a number of issues and need “whole-person” flexible support.
19. With appropriate professional oversight, community mental health and wellbeing supports and services can safely deliver help that targets a variety of issues. The following list is not exclusive but gives an indication of the kind of distress that should be addressed and the positive mental health that should be promoted:

#### Distress:

- Anxiety
- Attachment
- Bereavement support
- Depression (mild to moderate)
- Emotional and behavioural difficulties associated with neurodevelopmental disorders
- Gender identity
- Repetitive/perseverative behaviours
- Self-harm
- Self- injury
- Substance misuse
- Trauma

#### Positive Mental Health and Wellbeing:

- Body image and self esteem
- Building resilience and coping strategies (emotional regulation)
- Healthy and positive relationships
- Healthy digital interaction
- Parenting support for children and young people of all ages

20. Consideration should be given to different presentations of distress, particularly for children and young people with complex needs, neurodevelopmental conditions and where English is not a first language.
21. There should be strong links with CAMHS, when considering issues such as substance misuse, self-harm, depression and trauma with shared risk assessments and clear pathways of escalation.

22. Each local community planning or children's services partnership should identify and demonstrate clearly any particular local need or priority that should be addressed by community support. Partnerships should actively engage with under-represented and "at risk" groups, including communities who may often find themselves excluded.
23. The support available should be highly flexible, personalised and adaptive to need and the changing circumstances of the child, young person or family/carer. Support should be compassionate, empathetic and kind, and take account of the evidence from stakeholders of what works, which includes:
- Continuity in provision – wherever appropriate, getting support from people that young people know and trust, who should be enabled to be confident in addressing mental wellbeing. This may include continued contact with practitioners from CAMHS within community based services;
  - Confidential services for those who choose them, for example not within their school or immediate community;
  - Relation-based practice, which enables support to be provided and change achieved through one-to-one professional relationships;
  - Self-referral services that are as accessible as possible. Consideration should be given to age and stage appropriate language, neurodevelopmental conditions and learning disabilities. Self-referral must remain accessible by other means e.g. through an advocate;
  - Peer support networks, including support groups, peer led programmes and facilitated peer to peer support;
  - Support for advocates or supports to attend with a child or young person.
24. The range of support that might be delivered through community mental health and wellbeing services is reflected below, and this list should inform local decisions about the additionality that is required from this framework:
- Additional community based support from staff trained in listening; counselling, or other psychological interventions in appropriate settings;
  - Additional early support in school for children and young people with identified needs;
  - Targeted interventions for specific groups - e.g. LGBT+ young people, deaf communities, young parents and carers, children and young people with learning disabilities, or complex needs;
  - Ensuring that all responders are trained in addressing needs of specialists groups including LGBT+ young people.
  - Universal youth work provision for early intervention, prevention, positive relationships and facilitating peer to peer support
  - Parenting support groups, which include information on child brain development, and help parents to understand and manage difficult behaviour and distress and empower them to strengthen their relationships with their children;
  - Supportive work with family members;

- Support for children and young people that helps them to contextualise their emotions by age and stage and understand brain development; emotional regulation skills based on Dialectical behaviour therapy (DBT), Cognitive behavioural therapy (CBT) or other relevant models and, support to develop self-care.

## **Design and Delivery**

25. This framework draws on existing national work that has included or focussed on the views of children and young people and their families. This includes – Feels FM, the Rejected Referrals Report, the Youth Commission on Mental Health the Children and Young People’s Mental Health Taskforce and ongoing engagement through the Programme Board.
26. In discussing and designing your local supports and services, you should clearly set out how children, young people and families have been involved in providing views or designing support and how this input will be sought going forward to ensure that you continue to reflect local need. This should reflect the aim to support families and carers as well as children and young people and should reflect the age range from 5 to 24 (services should allow for access to support up to 26 in line with legislation for care experienced young people).
27. Design and delivery of supports and services should also be multidisciplinary and cross sector.
28. Partnerships should review their assessment and child’s plan processes alongside the expansion of provision, to ensure the right service at the right time for children with mental health needs. Where services require to co-ordination, this should involve a lead professional and should be part of a single process with other needs the child may have. Such work might include process mapping to reduce delay and achieve an effective response to requests for help, wherever a child or family might ask for it.
29. In providing support and considering where such support should take place, partnerships should also consider the physical environments in which services are delivered with particular consideration around creating safe, non-clinical environments that are accessible to all. Young people consistently ask for somewhere comfortable and pleasant where they can feel relaxed talking about their mental health and wellbeing.

## Key Components

30. Every child and young person has a right to expect certain core principles applicable to their support:

- **Easily Accessible.** Support should be easily and quickly accessible to anyone requesting assistance. This may include online support and a support or assessment phone service as well as face-to-face support. It must include self-referral options. Community mental health and wellbeing services should be highly visible within the whole system so that children, young people, families/carers and professionals are aware of the support pathways available.
- **Accessible to all.** In line with GIRFEC, community supports and services should be equitably accessible to those with additional and complex needs, there should be targeted provision for those considered “at risk” taking account of local need and there should be conscious efforts made to reduce health inequalities. This should systematically focus across all young people with protected characteristics as well as other groups of young people where there is evidence of poor mental health outcomes. Community services should be free of stigma, judgement and discrimination.
- **Strengths based.** There should be a focus on building resilience, listening and talking, not over medicalising the child or young person.
- **Relationship based.** Community support should be relationship based and where possible, should be delivered or supported by people already in a child or young person’s life. Those with a trusted relationship with the child or young person should be supported to support them. Services and supports should be sustainably resourced to allow for the development of relationships.
- **Prevention focused.** Early intervention and prevention approaches should be prioritised. Community support should provide an early response to the first concerns or signs of distress, with prompt, proportionate and informed assessment that determines the response and assesses risk.
- **Empowered.** Children, young people and their families should be at the centre, empowered to express their views regarding their needs and services, and to have these views acknowledged and recorded. Where appropriate, children, young people and families should take part in shared decision-making. All decisions made about a child or young person and family should consider the mental health impact. Children, young people and their families should be engaged in coproduction of the services and supports on a continuing basis.
- **Get the right help at the right time.** Community supports and services should work closely with CAMHS and relevant health and social care partners, children’s services and educational establishments to ensure that there are clear and streamlined pathways to support where that is more appropriately delivered by these services. Local partners should be clear and explicit about how these different services should work together. Relationships will be an important part of this.
- **Tell your story only once.** Children and young people should be able to tell their story once and should be supported through seamless transitions. There should be “no wrong door” to support. Where support is not appropriately located within the community service, professionals should facilitate transition into the most appropriate setting.

## Family and Carer Support

31. It is a clear intention of community support that help should also be available for families and carers, particularly for those in a parental role and for siblings. This should apply wherever the child or young person is receiving additional support. If the child or young person is receiving support at CAMHS or in school for example, the parents or carers (and siblings if relevant) should be able to access some community support when it is needed to support them in their role as parent or carer.
32. There is a need to provide preventative support to family members supporting their child or young person and to provide whole family support where there is already significant stress. Resilient families will be better able to provide support at home. This support should be flexible and delivered in a place and in a way that is most appropriate for the family. Attention should be given to confidentially concerns whilst ensuring that families continue to be supported.

## Access

33. Community mental health and wellbeing supports and services should be easily accessible and available to all children, young people and their families/carers.
34. Effective assessment and planning should ensure that the needs of children and families are understood, and appropriate supports and services are identified and put in place to address those needs.
35. Easily accessing supports and services will mean having this in place wherever children, young people and families are going to access it or ask for it – for example within school, within general practice, in youth work or through other community settings. A single approach may not be appropriate, particularly to cover the full age range of 5-24 (26 for care leavers). For many children, support should be integrated into aspects of their daily lives. For others, it will need to be outwith these settings.
36. In order for community mental health and wellbeing supports and services to be as accessible as possible they should consider the following:
  - Hours of operation – supports and services should be available at times that children, young people and families/carers can access them, not solely 9-5 or weekdays. The Scottish Government is also considering how to further develop access to support for people in a crisis where they or their families/carers consider that urgent support is required. We would expect community services to link with crisis support when that is more readily available.
  - Support should be available as close to 365 days a year as possible.
  - There should be clear pathways linking community supports and services with all other parts of the whole-system.
  - Self-referral is an essential element. A well-known source of support locally that is accepted, trusted and easy to access by self-referral. There should also be other non-referral entry points e.g. open access, drop in and digital.

37. To ensure fully accessible and integrated support and services, there should be specific consideration of “at risk” groups. This means children and young people who, despite being at heightened risk of experiencing poor mental health, are at risk of not receiving the right help at the right time. This includes; those who are living in a care situation, have experience of the criminal justice system, are experiencing poverty or whose distress prevents them actively seeking support. Partnerships should also consider the impact of health inequalities and barriers to support.
38. This should systematically focus across all young people with protected characteristics as well as other groups of young people where there is evidence of poor mental health outcomes.
39. There should be appropriate consideration of discrimination and stigma and how this can be addressed in the design of the service. Engaging in co-production and utilising peer-to-peer support will be central to reducing stigma.
40. Additional measures to ensure that services are accessible may include:
  - All aspects of the service follow NHS Education Scotland (NES) trauma-informed practice guidelines;
  - Facilitated transport is available;
  - Flexible locations– this may include providing support alongside other more general supports available to that age group that may be frequently or easily accessed e.g. youth or sport clubs,
  - Support is available to those who have existing relationships with the child or young person, including multi-disciplinary consultation on how best to support the child.

## **Workforce**

41. Ensuring safe and effective person centred practice aligned to GIRFEC, will require several elements to be in place in terms of workforce capacity and capability.
42. The most central of these will be a well co-ordinated system to provide quick assessment of need and access to staff with the relevant skills Workforce means both the public and third sector workforce as a considerable amount of community support is provided through third sector organisations.
43. The additional capacity required to supervise the delivery of these supports can draw on the increased investment in the CAMHS workforce. Local partnerships should consider the resource implications of ensuring support from local CAMHS teams.

44. Specific knowledge and skills targeted at mental health and wellbeing needs and outcomes is required across sectors and disciplines in line with the following **four levels of practice transcending sector disciplines and professions:**

Informed	all staff working in health, social care and 3 <sup>rd</sup> sector settings
Skilled	staff who have direct and/or substantial contact infants, children, young people and their families
Enhanced	staff who have more regular and intense contact with infants, children, young people and their families, who are at risk of, or are experiencing mental health and wellbeing concerns
Specialist	staff who, by virtue of their role and practice setting, provide an expert specialist role in the assessment, care, treatment and support of infants, children, young people and their families, who are at risk of, or are experiencing mental health and wellbeing concerns

45. It is expected that most workers in community supports and services would be practicing at the skilled and enhanced levels, providing relationship and listening based supports, with support from CAMHS staff for supervision, coaching and training. Health visitors, midwives, school, and family nurses should also be well integrated into the whole-system of community wellbeing support.

46. Children's services offer a wide range of supports within whole-school approaches including nurture, targeted approaches including the use of mental health first-aid training, and support from school guidance staff, school counsellors, school nurses and other workers such as youth workers and link workers. The provision of counselling through schools is delivered in line with a range of aims and principles, which include:

- Delivered in partnership between national and local government, and relevant partners, and should build upon the services already in place wherever possible.
- Should be part of a holistic, child centred, approach to improving the mental health and wellbeing of children and young people.
- In recognition of the need to ensure young people are safe, services should ensure a robust assessment is carried out and that young people are supported to access alternative services as appropriate.
- Should align to, and/or enhance local services to support the mental health and wellbeing of children and young people.

47. These principles should broadly refer to the whole workforce involved in the delivery of community mental health and wellbeing supports.

48. All staff working across the four levels should themselves be supported, as well as, able to work safely. Priority should be given to staff wellbeing and ensuring that there is appropriate reflective practice or supervision structures to support staff to deliver safe, high quality, evidence-based, relational approaches while maintaining their own resilience and wellbeing. Key to supporting the workforce is having the right training and development in place.

49. CAMHS teams will support both universal and additional children and young people's services, including new and enhanced community mental health and wellbeing supports, by providing consultation, advice and training, and where appropriate, supervision of those staff providing psychological interventions. Children, young people and their families supported in CAMHS will also have access to supports provided within universal and additional services.

## **Risk**

50. The development of mental health and wellbeing supports and services within the community is likely to change the overall balance of provision, critically involving more children and families being supported in the community, and once established, fewer requiring referral to CAMHS.
51. As with all change, there is a level of risk involved with this process, and partnerships will require to manage that change and risk as confidence is built in new supports and services. This will require professional oversight, and necessary safeguards. This includes all staff being aware of the need to assess risk and of their own capacity to assess risk at a local level.
52. Each local partnership should collaborate on how risk will be managed and monitored across the range of local support and services. All agencies working with a child have a responsibility to deliver the right support at the right time without delay.
53. Important risk management aspects will include embedding community supports and services within the whole system locally, with excellent connections between community based and CAMHS services, and an explicit approach to staff training and support in place.
54. There should be clear escalation pathways both in hours and out of hours agreed with CAMHS. Usually this will be how to seek advice from a CAMHS clinician where a child or young person is not getting better or is raising increasing concern. It will also include how to support a child or young person to access urgent assessment from other professionals both in and out of hours including - GPs, mental health specialists, nurses or social work if required. This information needs to be easily accessible from anywhere 24/7.
55. It is recognised that in the majority of cases, supports and services will utilise evidence-based interventions but may use some less well-evidenced supports where these are considered to be best placed to help the child or young person. Practitioners should manage this risk as appropriate.



## **Outcomes**

56. Children's Services Partnerships or Community Planning Partnerships will be asked to monitor, evaluate and report on the provision of these supports and services on a basis to be agreed between the Scottish Government and COSLA and overseen by the Programme Board.
57. There will be evaluation, monitoring and reporting measures developed to support local partnerships. This will be designed to complement and work sensibly with any additional local monitoring. Measures will focus on some key statistics (which may be drawn in whole or part from national datasets) and outcomes based evaluation of the experience and journeys of children, young people and their families.
58. Outcome measures will be developed to reflect the views of children, young people and their families and we would anticipate that these are useful locally and inform local developments.

**January 2020**

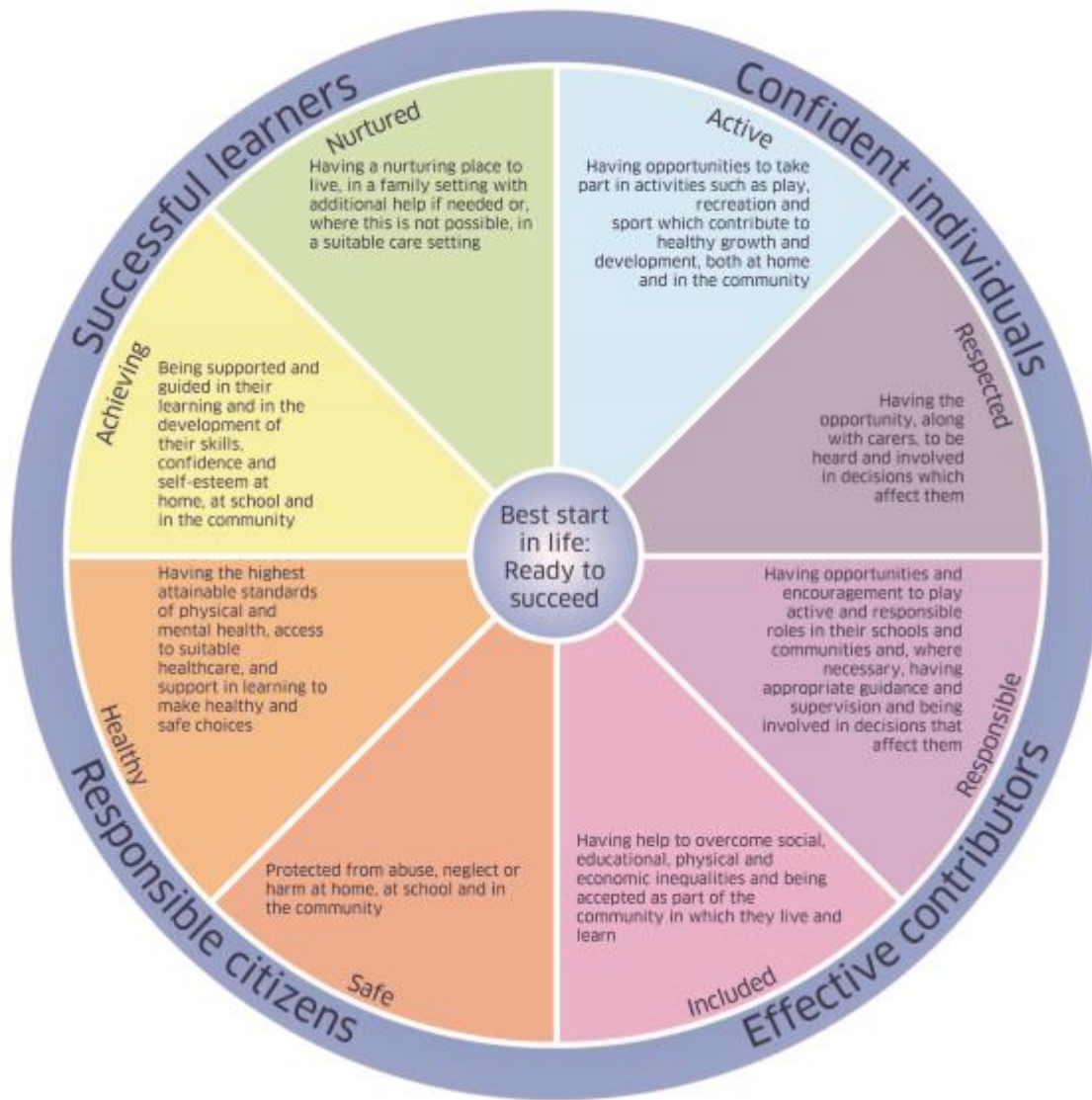
## Annex A: VALUES AND PRINCIPLES

- i. Children, young people and their families will receive the support they need, when they need it, underpinned by the values, principles and components of GIRFEC, and responsive to local needs and systems. This should support and improve their mental health and emotional wellbeing and be provided by people with the right knowledge, skills and experience to support them;
- ii. Children's Services Partnerships or Community Planning Partnerships will work with children, young people and families in their communities to develop support and services which build on the existing effective supports and structures where appropriate and increase the opportunities to improve their mental health and emotional wellbeing, covering an age range of 5-24;
- iii. Through Children's Services Partnerships or Community Planning Partnerships, education, health including CAMHS and primary care, wider children's services and the third sector will work together taking a whole system approach to supporting children, young people and their families. Children and young people should experience a seamless pathway through supports;
- iv. These supports and services should recognise and respond to the factors which contribute to poor mental health, distress and mental illness, such as poverty, homelessness, substance use etc. and have clear links to services which can support with those;
- v. These supports and services should be in addition to what is provided through schools and CAMHS and focus on being there for children, young people and families at the earliest opportunity, with a focus on preventing distress and mental ill health worsening;
- vi. These supports and services should be visible and easily accessible with support to access where required; and everyone involved in supporting mental health and wellbeing should be clear about the role;
- vii. These supports and services will delivered by a workforce which is appropriately skilled, supported and resourced;
- viii. Children and young people themselves should lead the thinking around how this looks locally, and be key in measuring the impact of these.
- ix. Children's Services Partnerships or Community Planning Partnerships will be asked to evaluate and report on the provision of these supports and services on a basis to be agreed by the Scottish Government and COSLA and monitored by the Programme Board

## Annex B: WELLBEING INDICATORS

For more information about the wellbeing indicators referenced please following the below link.

<https://www.gov.scot/policies/girfec/wellbeing-indicators-shanarri/>








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**REPORT TO: EDUCATION, COMMUNITIES AND ORGANISATIONAL  
DEVELOPMENT COMMITTEE ON 18 NOVEMBER 2020**

**SUBJECT: CHILDREN'S SERVICES PLAN ANNUAL REPORT 2019-20**

**BY: CHIEF EXECUTIVE**

**1. REASON FOR REPORT**

- 1.1 To provide the Committee with a copy of the Children's Services Plan Annual Report 2019-20 for information purposes

**2. RECOMMENDATION**

- 2.1 **It is recommended that the Committee consider and note the content of the Annual Report (Appendix 1) and seek clarification on any matters relating thereto.**

**3. BACKGROUND**

- 3.1 The Children and Young People (Scotland) Act 2014 places a statutory duty on the Local Authority and its relevant Health Board to jointly prepare a Children's Services Plan for the area of the local authority, in respect of each three year period.
- 3.2 As set out under section 3(1) of the Act, as soon as practicable after the end of each one year period, the Local Authority and relevant Health Board must publish, in such a manner as they consider appropriate, an annual progress report.
- 3.3 Each annual report is required to provide a summary of progress made in the previous year, measured against the Children's Services Plan priorities and outcome measures. This report covers the 2019-20 financial year, which is the final year of the 2017-20 Children's Services Plan.
- 3.4 The Annual Report (2019-20) was approved by the GIRFEC Leadership Group on 8 September 2020 and endorsed by the Chief Officers Group on 30 October 2020.

#### **4. SUMMARY OF IMPLICATIONS**

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

This report relates to the priority 'Provide opportunities where young people can achieve their potential to be the best they can be' 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 Children and Young People (Scotland) Act 2014 section 3(1) requires every local authority and its relevant health board to jointly produce an annual progress report in relation to the 3 year Children's Services Plan

**(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 Equalities/Socio Economic Impact Assessment is not required as the purpose of this report is to provide the Committee with a copy of the approved Children's Services Plan Annual Report (2019-20).

**(h) Consultations**

GIRFEC Leadership Group membership  
Chief Officers Group membership

#### **5. CONCLUSION**

- 5.1 The content of the annual report which has been approved in accordance with statutory requirements is noted.

Author of Report: Roddy Burns, Chief Executive

Background Papers: Children's Services Plan Annual Report 2019-20

Ref:

# Moray Children's Services

Annual Report 2019/20



**Moray  
Community Planning  
Partnership**

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## **Foreword Chief Officers Group**

We are delighted to present our third and final annual report for our Integrated Children's Services Plan 2017-2020. Throughout the three years, there has been a clear focus on achieving our priorities of having ambitious, confident, healthy and safe children in Moray.

The priorities were drawn from a number of sources including Moray 2026: A Plan for the Future, the Profile of Children in Moray, the Care Inspectorate Report and consultation with children, partners and wider stakeholders.

This last year has seen us make progress with our plan and the performance data shows that we have made many improvements to ensure better outcomes for children, young people and their families. The partnership have delivered a variety of quality services over the year with a focus on early intervention.

In order to design and reshape services in Moray to safeguard the wellbeing of children, young people and their families, we engaged with many different groups to capture their views. This work has also helped to inform our new Children's Services Plan, which has the voice of the child at the centre.

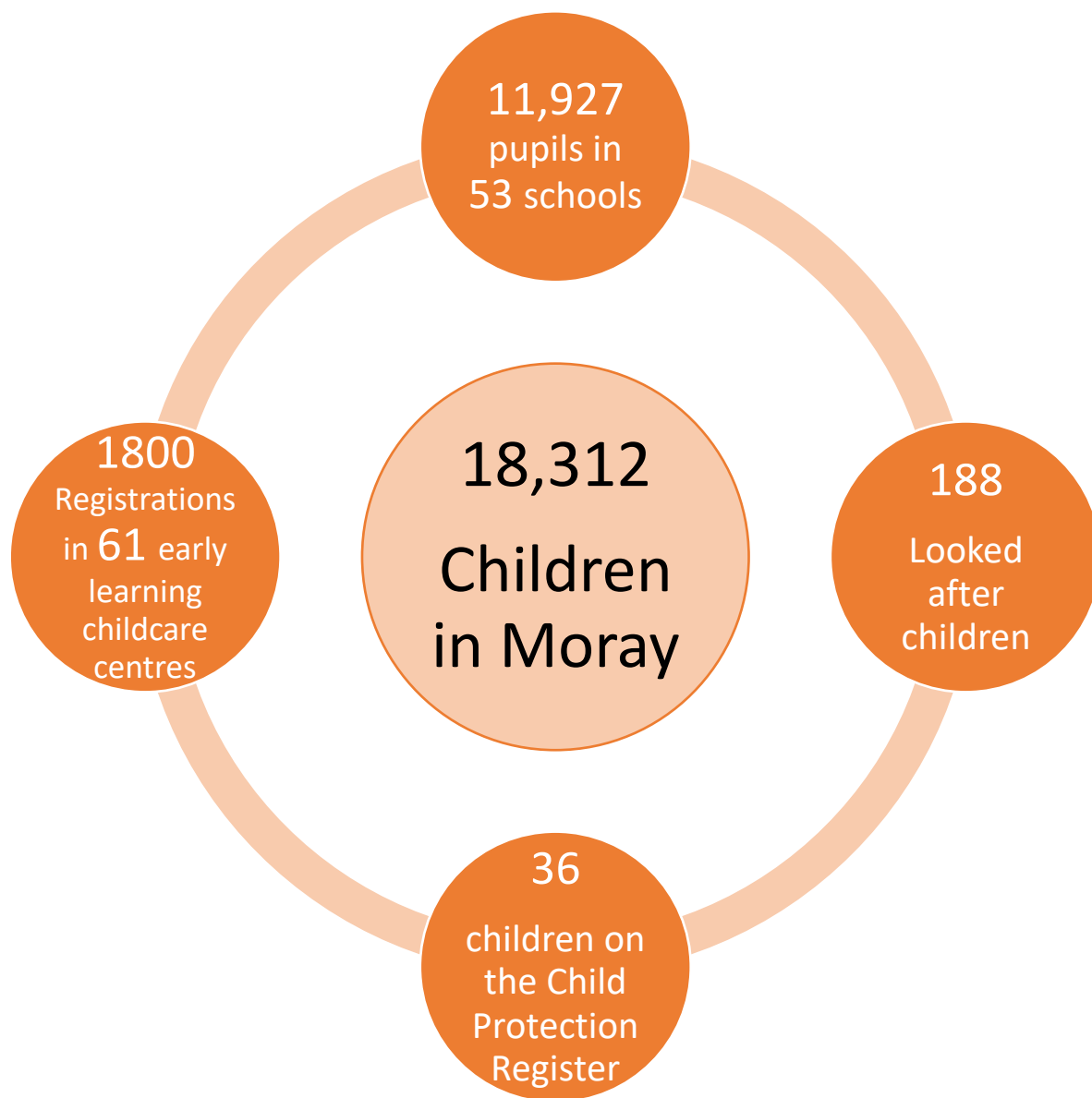
While this year has seen us achieve many things we can be proud of, we will endeavour to make further progress next year with the new plan. We will learn from the scrutiny and the range of self-evaluation, quality assurance and improvement activities undertaken so that we can positively impact the lives of Moray's children, young people and families.

We remain committed as a partnership to working together to improve the lives of families across Moray. The dedication of staff working across children services is unwavering and the progress to date would not be possible without their enthusiasm and commitment.

Roddy Burns  
Chief Executive Moray Council

George MacDonald  
Chief Superintendent Police Scotland

Simon Bokor-Ingram  
Chief Officer Health and Social Care Moray



## **Moray Children's Services Plan – Three years on**

Moray has three strategic groups who regularly report to the GIRFEC Leadership Group with progress on the areas of work they are responsible for. The groups are the Child Protection Committee, the Early Years Strategic Group and the Corporate Parenting Strategic Group. The Locality Managements Group's also report directly to the GIRFEC Leadership Group. Outlined below are some of the areas of important progress made by the groups over the past year to improve children's services in Moray.

### **Moray Child Protection Committee (CPC)**

#### Key Achievements:

- Improvement work around our IRD processes, recording of initial CP concerns and tighter processes.
- Improved joint working through Practice Reflection Improvement Short Module (PRISM) sessions and cascaded learning from case reviews.
- Improvements in the recognition and response to neglect, including the quality of child's plan referrals.
- Improved performance management information and analysis for child protection processes.

#### Areas for Improvement:

- Greater focus on evidencing impact and diverting resources to early intervention
- Ensure voice of children and parents are heard and informs improvements
- Conversations moving toward a strengths based approach to assessment and management of risks –seeing families as the experts
- A whole family approach and improved working between adult and children services

### **Early Years**

- Purpose built nurseries in Cullen and Pilmuir (Forres) have been completed as well as extensive renovations at Lady Cathcart nursery in Buckie. All are providing the enhanced 1140 hour provision. This expansion has resulted in 80 new places for pre-school children.
- Continued work to diversify the Early Years workforce with the creation of CHAMP (Childhood and Men in Practice) college course in collaboration with Moray UHI. Recruitment of 5 more modern apprentices in February 2020, continuing on from the 2019 successful intake. This demonstrates our commitment to have a sustainable programme able to expand childcare provision in Moray
- The Baby Steps initiative, aimed at pregnant women with a BMI greater than 30, continues to go from strength to strength and recently collected the Inkwel Choice Award for Community Engagement and Partnership working

### Corporate Parenting

- A range of awareness raising sessions delivered at meetings and events hosted by Moray Drug and Alcohol Partnership, Who Cares Scotland and Locality Groups. They focused on promoting Corporate Parenting responsibilities and issues affecting Care Experienced Young People
- 20 CEYP involved in the Better Meetings project
- 12 Young People attending the Champions Boards Event, ensuring their voice is heard on matters affecting them
- Development of Mentoring Young Talent Programme across Moray secondary schools designed to help develop talents of care experienced young people in order to increase their employment options on leaving school
- Themed Health and Wellbeing Champions Board Event held to promote healthy lifestyle and clarity on accessing services
- Rapid adaptation of support structure across all Corporate Parents to ensure CEYP needs are still met during the COVID-19 pandemic

### Locality Management Groups (LMG's)

- The LMG's led on consultation for the new Children' Services Plan – 376 children, young people and frontline practitioners actively engaged through 9 workshop events to identify priorities and actions which will deliver improvements for children and young people
- Locality networking events delivered throughout Moray to develop understanding of services and supports available to families and promote more effective partnership working
- Led the development of a multi-agency communication and engagement strategy to ensure effective 2 way communication throughout the Children's Services Partnership and coordinated engagement with children and families
- LMGs conducted 22 interviews with children young people and parents to capture their experiences of accessing existing mental wellbeing supports. They are now working with strategic Leads to shape the design of an early intervention wellbeing service to meet the gap in local service provision
- Moray West LMG and wider 3<sup>rd</sup> sector providers engaged with 50 community activists to collaborate and address the impact of poverty at a locality level

## Children’s Services Plan Priority 1 – Ambitious and Confident Children

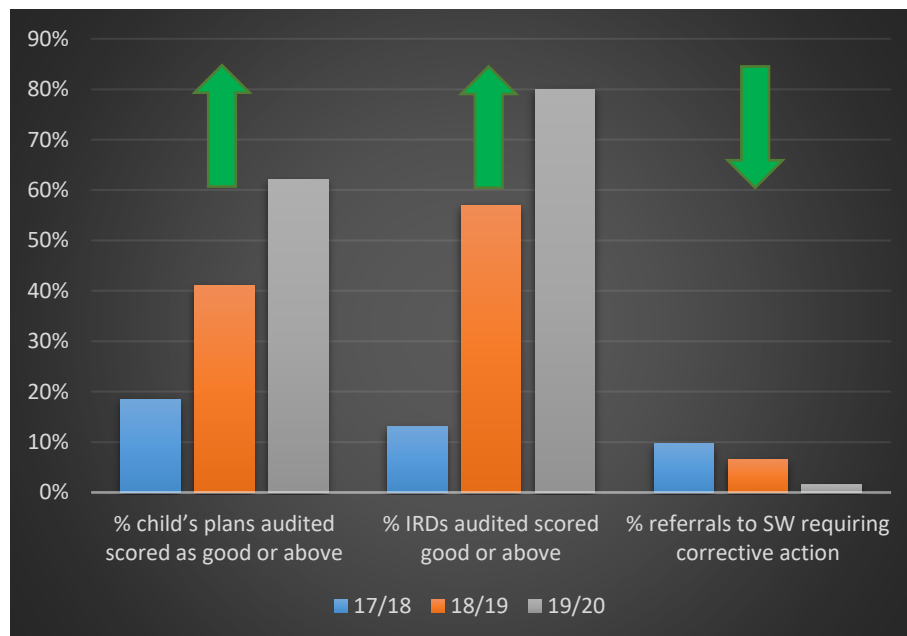
**AIM: We will quality assure and self-evaluate our work with children, young people and their families**

### Multi-Agency Practice Hub (MAPH)

The MAPH was set up in 2017 following recommendations from the Joint Inspection of Children and Young People in Moray, which took place in 2016.

It was designed to act as a scrutiny group to review the quality of referrals to Social Work and their subsequent response.

MAPH has worked well in terms of identifying areas of good practice and feeding back to practitioners and line managers. This helped with understanding Social Work thresholds and the suitability of referrals.



Moving forward, MAPH will be developed further to allow for more effective early intervention, delivery of supports and robust quality assurance around our practice.

### Community Learning and Development

Education Scotland HM Inspectors visited the Buckie area and communities of Portknockie, Cullen, Findochty and Portgordon in March 2020. As a result of partners working more effectively together and the role and function of CLD being clearer, HM Inspectors will make no further visits to the Buckie area.

- Work with young people in Buckie continues to be of good quality. They are gaining life skills and accreditation through a range of programmes including The Duke of Edinburgh’s Award and the Mentoring Young People group.

- The P7 Transition programme at Buckie High School continues to support a positive transition from primary to secondary school. Senior pupils running the programme gain awards and develop leadership skills.
- Young people across Moray are starting to influence decision making through the Moray Youth Matters group.
- Parents at the Action for Children AB56 Group are achieving qualifications to help them secure employment. Parents appreciate being able to access these opportunities in Buckie. This is reducing transport costs and improving access.

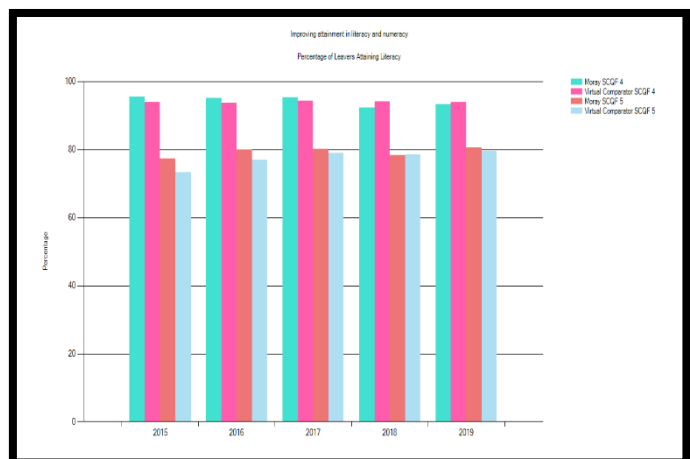
## Self-Evaluation

A comprehensive multi agency self- evaluation calendar for vulnerable children was developed and approved through GLG. It encompasses a range of activity throughout the year cumulating in the production of an annual quality and standards which will shape next year’s improvement plan.

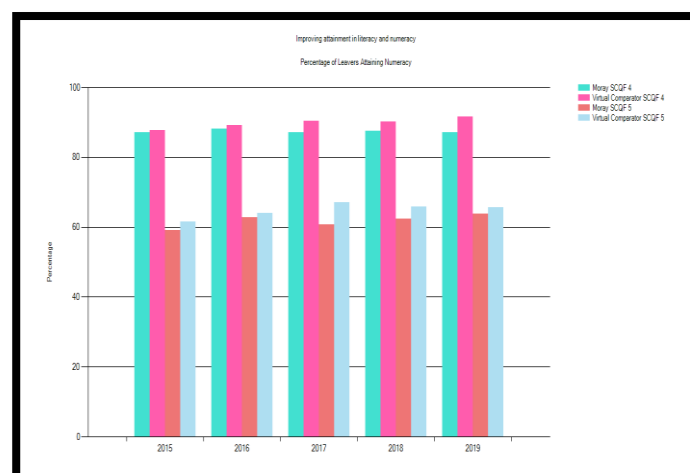
**AIM: We will close the attainment gap for our children and young people**

## Raising Attainment

Our attainment over time in Moray presents a mixed picture with some measures illustrating a positive and improving trend. There are some examples of good practice in both primary and secondary schools where an ongoing focus on raising attainment is linked to a clear curriculum rationale, strong leadership of learning and teaching and strategic improvement priorities. It is recognised that further focused work is required to raise attainment.

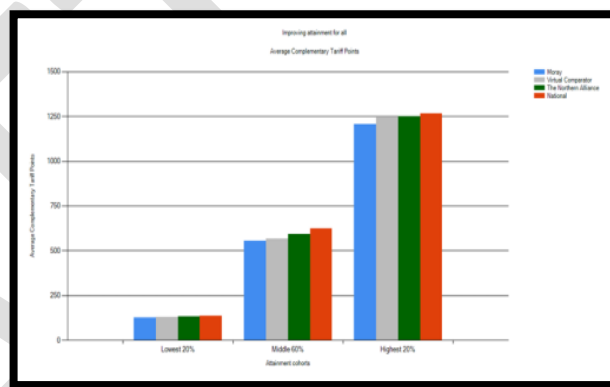
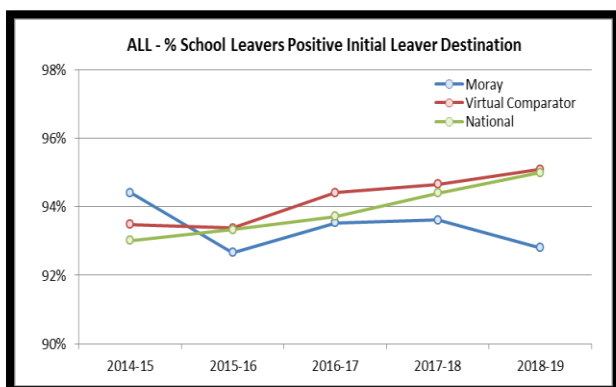
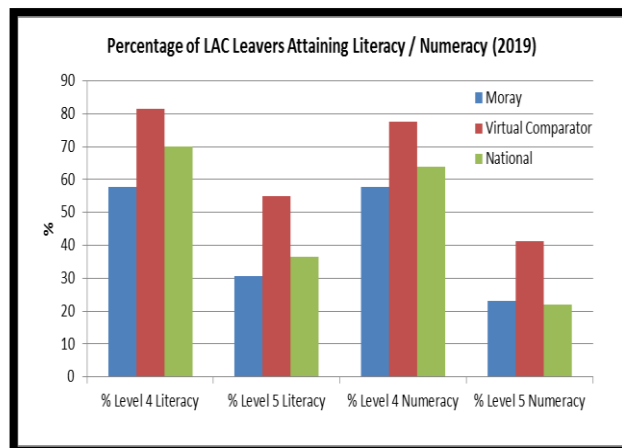


Schools have continued to use the Pupil Equity Fund (PEF) monies creatively in order to close the poverty related attainment gap. Primary School interventions include Number Talks and Talk Boost, which have both demonstrated development of solid foundation skills. Writing workshops have positively impacted 5/10 pupils, who have moved up two thirds of a level.



The rate of Moray school leavers entering a positive destination decreased in 2018/19 to 92.8%, placing Moray well below the national average. This decrease can be attributed to administrative processes. A new and robust process has been established and will show in the 2021 data.

Working in partnership with Skills Development Scotland, we have embarked on an innovative and data led approach to improve post school destinations



**AIM: We will maximise the training, employment and education opportunities for all school leavers.**

### Developing the Young Workforce (DYW)

The Moray Skills Pathway is a single framework to progress gainful employment for all young people through offering opportunities to develop the skills, knowledge and attitudes required for the workplace thus supporting employers and Moray's economy.

The Moray Skills Pathway is primarily supported by 4 key partners:

- Moray Council
- Moray College UHI
- Skills Development Scotland, Moray
- DYW Moray Employer Group

The action plan continues to be implemented for the 3-24 years age groups. The Key achievements are:

- Through external funding 80 early years settings have received a range of tools to engage young children in conversation about work.

- **Career Ready**, a programme designed to connect young people with employers, is now embedded in **all 8 secondary schools** with annual growth in both students and companies supporting.

Programme Year	Young People Graduated/Participating.
2017 - 2019	39
2018 - 2020	44
2019 - 2021	55



- Pathway planning for all S3-S6 pupils in place in all secondary schools involving school/college links to support our most vulnerable and disengaged young people. The impact of this can be seen in the 91.3% of 16-19 participating in education, training or employment.
- All S3 pupils from all 8 secondary schools attended taster days at Moray College UHI, to ensure they understand the options available throughout the Senior Phase at school.
- All secondary schools are involved in partnerships with Moray College UHI, the courses range from N5, H and Advanced Higher to vocational courses, as indicated in the table below:

YEAR	2017 – 2018	2018 - 2019	2019 - 2020
Pupils attending Moray College UHI	349	386	452
Foundation Apprenticeships completed	23	44	90
Awards Achieved	190	187	225

- Moray schools and partners are promoting a range of pathways post-school including the apprenticeship family through pupil and parent engagement
- The #nowrongpaths campaign which has been led by DYW Moray takes place annually in August and was supported by a wide variety of employers.

#### Next Steps:

- Continue to develop the range of work related qualifications on offer to learners
- Clear data on the impact of DYW activities in equality groups is lacking. Additional tracking and analysis is therefore being undertaken in this area
- Ensure all courses and curricular pathways lead to a positive sustained destination

#### Promoting Equity - Mentoring Young Talent Employability Programme -

In August 2019, Mentoring Young Talent, was launched in two Moray secondary schools, Buckie and Elgin High. The programme was designed to help Care Experienced Young



People discover and develop their talents in order to increase their employment options on leaving school.

During the first phase of the programme, 20 mentors were successfully trained. The young people also participated in and enjoyed a range of activities which involved the completion of wider achievement awards

Throughout this programme, all pupils have shown much improved attendance at school and behaviour has improved

During the second phase, all Care Experienced Young People in S1-S6 across Moray were offered the opportunity to be matched with a mentor for up to 12 months. To date, there have been 16 young people matched: 3 Buckie High; 2 Elgin Academy; 5 Elgin High; 2 Forres Academy; 3 Lossiemouth High and 1 Speyside High.

The benefits of the programme are

- Improved attainment
- Improved health and wellbeing of both the pupil and mentor
- Improvement in positive destinations, therefore closing the poverty gap

The next steps for the programme are to carry out an evaluation to establish the impact it's had and continue phase 2.

### **Culture & Practice**

Moray's public, private and third sectors have joined forces to provide a single point of contact for businesses and people to access information on skills, employment, training and support with the aim of boosting employment in Moray.

The group has developed a website and social media platforms for people to access and connect with what's on offer. They called it Moray Pathways (Learn: Train: Work).

The new joint approach is bringing together all existing training providers and the key employment support services. It provides an opportunity to work collaboratively to monitor trends and both establish and address any gaps in provision.

This innovative development supports the Scottish Government's aim to provide a local employability system that provides flexible, person-centred support and is easy to navigate.

### **Skills Development Scotland (Participation Measure) 2019:**

The annual participation measure takes account of the status of all 16-19 year olds.

- 3,744 16-19 year olds in Moray
- 91.3% participating in education, training or employment
- 67.5% in Education
- 22% in Employment
- 1.7% in Training & Personal Development
- 2.9% not participating
- 5.8% unconfirmed status

### **Activity Agreements (Moray Council)**

An Activity Agreement is an offer of continuing learning and training beyond school and is part of the Scottish Government guarantee under 'Opportunities for All'

The Skills Pipeline is a key element in Moray's employability and employment strategy. The Pipeline provides a route map identifying national and local service provision that is available to support people into employment through a staged process, at the core of which, is the identification of individual need.

Stage 1 is the engagement, assessment and referral phase. This helps to provide a baseline for the appropriate level of intervention and support for the young person.

**2019/20 - Number of learners (15-24 years) who participated: 76**

#### **Learner Barriers Faced:**

- At risk of not being in education, employment and training: 76
- Jobless Household – 34
- Registered Disability – 10
- Mental Health – 50
- Homeless/ Housing issues: 6
- Care experienced – 11
- Low income household – 35

#### **Outcomes / Milestones:**

- Positive Progression rate: 82 %
- Further Education / College: 28
- Training Provision: 26
- Employment: 8
- Modern Apprenticeship: 1

Priority is given to the most vulnerable young people who are provided with additional support and encouragement in addressing the barriers to progressing into a positive destination.

**AIM: We will ensure all children and young people are supported to be responsible citizens**

#### **Whole Systems Approach (WSA) and Early and Effective Interventions (EEI) including Diversion from Prosecutions –**

The focus of the Youth Justice Team in Moray is to engage with children and young people who are at the early stages of low to moderate levels of offending behaviours (EEI). This remit has become broader to include more targeted work with those young people in Moray who are displaying significant levels of challenging behaviours within their home, community and school environments, and who require an intensive or specialised support to reduce the level of risk and concerns. The current age range extends from 8 to 18 years.

For those young people aged 16 and 17 years of age, the Whole Systems Approach supports a joint approach with Criminal Justice and the Procurator Fiscal Service enabling us to work with young people who are suitable for 'Diversion' away from Prosecution where appropriate, and is aimed at stopping the development of the offending behaviours through further targeted interventions. This may for example be for a period of 5 -10 weeks working on a one to one basis, supporting a young person to access services such as housing, employment, substance misuse and /or educational supports. Other input may also include Court related visits and support for a young person while in custody.

The Youth justice team delivers a wide range of needs led supports and interventions for children, young people and their families 7 days per week, if required with the aim of preventing and reducing the identified behaviours and keeping the young person safe.

The impact of this work can be seen in the decrease in young people repeat offending, which has declined from 36.8% to 28.4%.

**AIM: We will improve the availability of affordable childcare across Moray**

The phased roll out of the expansion of Early Years provision progressed to the third and final phase.

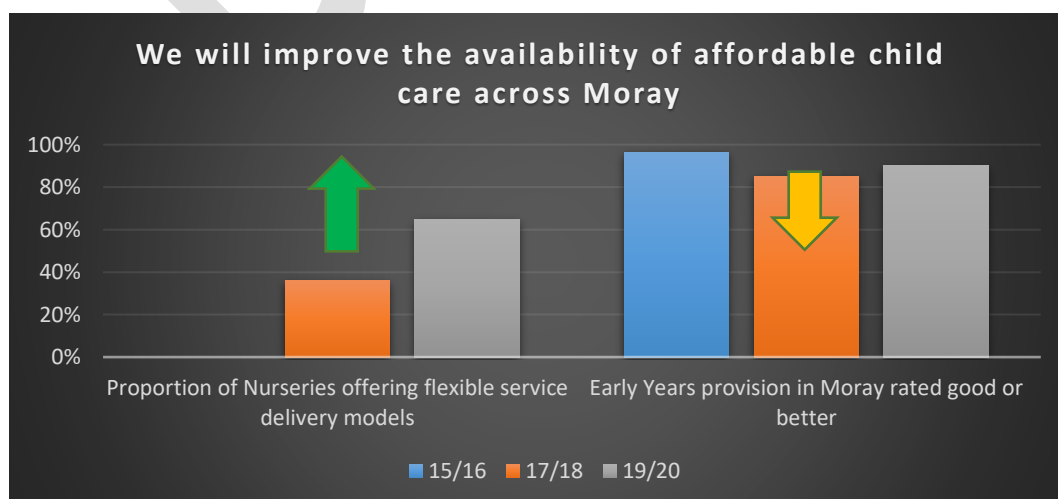
**Capital Build Programme**

Moray Early Learning and Childcare includes a capital build programme, where we are replacing porta cabins with new spacious purpose built nurseries.

The new settings opened during this reporting period at Lady Cathcart (Buckie), Cullen and Pilmuir (Forres) have overall increased capacity for pre-school aged children from 70 to 150 places. These settings will all be providing the enhanced 1140 hour provision.

These nurseries will be operational from August 2020 with Linkwood and Keith nurseries following in 2021.

There is also a substantial refurbishment programme planned. This includes renovations at Mosstodloch, Aberlour and Mortlach Nurseries. Plans are well underway to ensure that these enhanced facilities are open by August 2021.



## Early Years: Workforce Diversity and Modern Apprentices

Between February 2019 and 2020, 10 modern apprentices were recruited and provided with work-based learning opportunities while they completed their SVQ 3 Social Service (Children & Young People).

The composition of the Early Years workforce is predominantly female. There is a requirement to diversify the workforce and as well as reaping the benefits this brings, it also enriches the quality of learning and experience for the children, a key strategic priority within Early Years.

In January 2020, Moray Council worked in collaboration with Moray UHI to create a bespoke evening course called CHAMP (Childhood and Men in Practice). The course provided men with an insight into child development and the benefits of learning through play. The course ran for 11 weeks, 5 men successfully completed it and have been guaranteed a future interview with Moray Council.

**AIM: We will maximise opportunities for all children to participate in volunteer work and nationally recognised awards**

### Youth Achievement

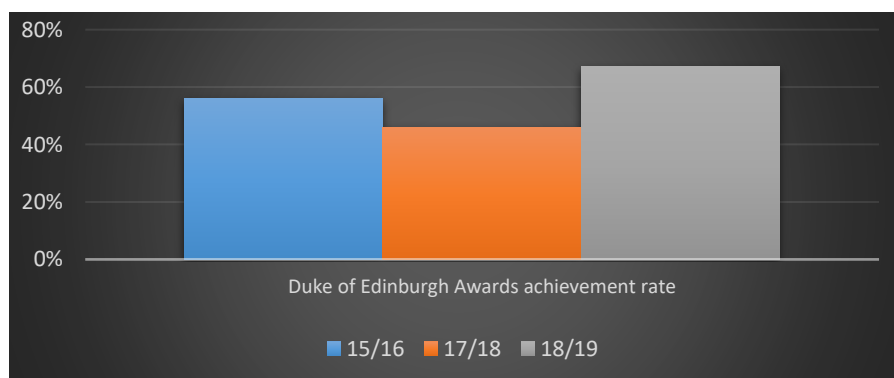
There is a strong picture of participation in children and young people's activities across Moray with a good variety of accreditation delivered by a range of local organisations.

The Duke of Edinburgh's Award is a voluntary, non-competitive programme that aims to provide young people, aged between 14 and 25, with an enjoyable, challenging and rewarding programme of personal and social development, regardless of gender, ability or background.

The majority of young people undertaking the Duke of Edinburgh awards are aged between 14 and 17 years. The latest figures show a 67% achievement rate, which is an increase from previous years.

198 Young People registered to take part in Duke of Edinburgh award and 133 achieved an award (85 Bronze / 31 Silver / 17 Gold).

The Moray Duke of Edinburgh's Award Committee continues to support the volunteers and participants taking part.



The Saltire Awards are a way for young people, aged 12-25, to gain nationally recognised certificates for the volunteering they do. The awards reward their commitment and achievements as they progress.

The award gained is dependent on the amount of hours spent volunteering and they are defined as, the Challenge, the Approach, the Ascent, the Summit awards.

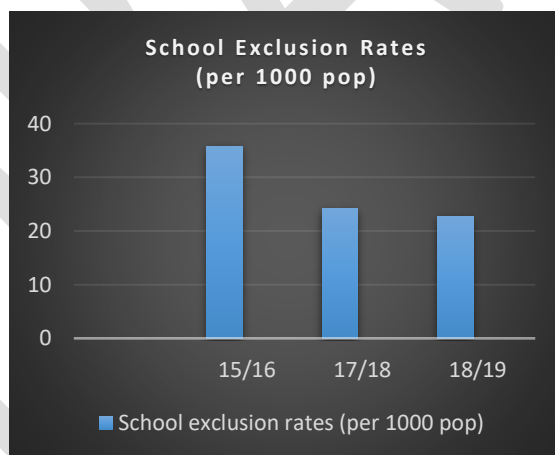
In 2018/19, in Moray, a total of 505 young people completed awards.

- 239 completed Challenge awards
- 165 completed Approach awards
- 101 completed Ascent awards

**AIM: We will ensure children achieve their educational aspirations – Exclusions from Schools**

Exclusions in Moray's schools have shown a reduction over the past three academic years, both in terms of individual pupils being excluded and also in relation to the overall number of incidents of exclusion. The attendance rates for both Primary and Secondary pupils has remained steady over the past three years

The overall reduction in exclusions is a result of improved behavioural support strategies within schools, the use of alternatives to exclusion and improved partnership working. Head Teachers, Additional Support Needs Staff and Social Emotional and Behavioural Needs Team staff have all contributed towards this improvement.



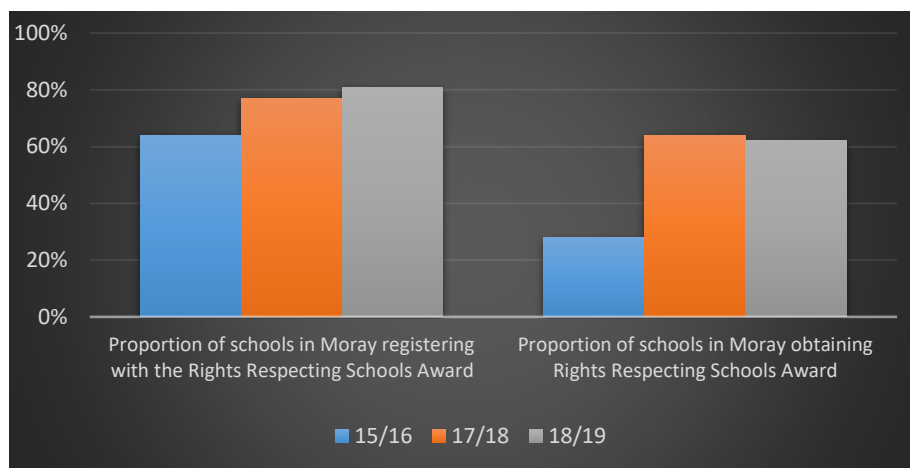
**AIM: We will consult widely with children and seek their views on our service and how to improve**

**Rights Respecting Schools**

A Rights Respecting School allows pupils to become more involved in making decisions which affect them. Moray has made great progress with the numbers of schools both registering for the Rights Respecting School Awards and those obtaining awards.

In 2019/20, 9 Primary Schools and 1 Secondary School registered for the awards. In Primary Schools, there were 3 Gold, 8 Silver and 15 Bronze awards obtained. In Secondary Schools, there were 2 Silver and 5 Bronze awards obtained.

The next steps will be for those schools who had been working on achieving awards to continue this work and the assessments which were due to take place to be completed.



## MORAY YOUTH MATTERS

Moray Youth Matters is our Youth Voice for Moray and formed in September 2019, with representatives from across Moray. 33 young people took part in forming Moray Youth Matters, representing seldom heard groups of young people, including care experienced, young carers, armed forces and disabled young people. They have been involved in a range of different activities including, a residential planning weekend, sharing their thoughts on children's rights with Scottish Government representatives and having their inaugural meeting at the Scottish Parliament. They also played a vital role in shaping the 2020-2023 Morays Children's Services Plan in terms of developing the vision and ensuring the views of young people in Moray were directly reflected within the plan.

## PARTICIPATORY BUDGETING

Participatory Budgeting has been a huge success for Young People in Moray. They delivered and participated in Young People Decide in 2018/2019, which was delivered in partnership with Moray School Bank. Through this process £60,000 was distributed to causes and projects being delivered or championed by young people. A large number of project ideas were put forward, of which 139 were funded.

4,895 individuals from across Moray voted for the projects – clear evidence of the extent to which young people want to actively participate in the decision making affecting their community. In response to this, the Scottish Government has awarded funds for a further project to be delivered through Money For Moray. Through this process young people will take part in participatory budgeting alongside the community.

TSI Moray have also run #YouChoose4 events in the past year with a focus on 'Be Healthy', and Connecting Communities through CHIME (Connections, Hope, Identity, Meaning and Empowerment).

There are a number of successful projects underway and impact will be evaluated on completion. The evidence tells us that young people in Moray have embraced Participatory Budgeting as a decision making tool and this was shown in the results of a recent event run by TSI Moray. The winners of both categories were young people.

### CARE EXPERIENCED YOUNG PEOPLE

The Better Meetings project allowed the formation of a collaborative group including young people and professionals to explore meetings from a care experienced person's perspective. It focussed on how it feels to attend formal meetings, what works well, what doesn't and what would make them better.

This was an opportunity for the young people to share their views with those who could make a difference. A total of 20 care experienced people between the ages of 9 and 24 years participated in the project.

A number of sessions were held and the key themes identified were

- Communication
- Environment and Atmosphere
- Personal Feelings and Worries

This is what care experienced young people thought was **negative** about their meetings...



What is **good** about going to your meeting?

- Everyone listens to me and lets me speak when I want
- I get to know what is going on and how they are planning my life
- I get to say stuff that's happening, get to hear what others are saying

The next steps for the project will be to take the feedback on board and collaborate to ensure that young people have a positive experience whilst attending meetings.

### Champions Board

The Champions Board is where young people can meet with managers from services such as the Local Authority, Health, Police and Social Work who have corporate parenting responsibilities to have their say about what is and isn't working in their lives. The meetings are every four months and have 12 young people consistently attending.

The group Little Fix, for our younger members, are also now consistently attending our Champions Board Event and are very aware of how important their voices are. This has been a huge progression for us in 2019.

Champions Board is looking to continue to develop and be instrumental in providing a platform for all Care Experienced Young People to have a voice.

Better meetings was one such project which stemmed from the Champions Board and the next stage will be to implement the young people's recommendations. The Champions Board will also be influential in ensuring accountability for all Corporate Parents in delivering The Promise, which aims to ensure the voices of care experienced young people are heard, listened to, valued and acted upon.

## **Children's Services Plan Priority 2 – Healthier Children**

**AIM: We will improve health supports and outcomes for children before they are born**

**Baby Steps**, an award winning Health and Wellbeing programme for pregnant women with a BMI  $\geq 30$ , is now in its third year.

Over a quarter of the women attending for a dating scan were eligible and invited to attend the Baby Steps programme. 15.4% of them attended the programme.

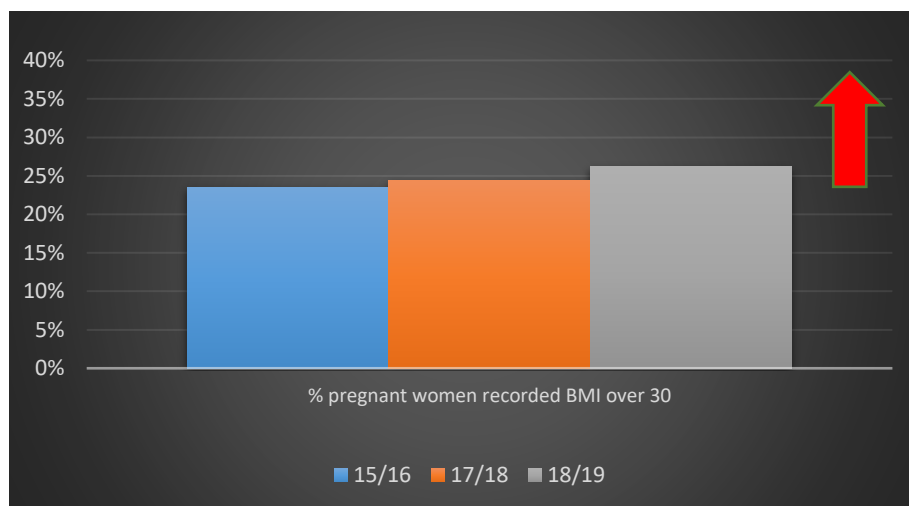
The data collated demonstrates an improvement in the knowledge and skills of those who attended:

- 85% of the women are more aware of how to reduce the risks associated with BMI  $\geq 30$
- 82% felt healthier and more active
- 75% were more aware of support available to them in the community
- 61% are more confident that they can take steps to improve their health and wellbeing and have a greater understanding of food labels
- Over half of the women attending felt more confident cooking from scratch
- Over a quarter of the women felt more supported by family and friends

The number of women returning to meet once their babies are around 6 months old has increased by over 400% since the programme began in 2017.

**Feedback includes:** 'Baby Steps gave me the confidence to cook from scratch', 'I'm taking longer walks', 'I'm adding extra vegetables to meals', 'I'm now checking food labels'.





**Baby Steps highlights include:**

National recognition: The Baby Steps team were invited to share their learning and lead a session at the Scottish Government's, Strategic Leads Improving Outcomes for Children and Young People Networking Event. Feedback from attendees was extremely positive.

Baby Steps won the Inkwel Choice Award for community engagement and partnership working. Further expansion of the programme is planned.

**AIM: We will improve health supports and outcomes for children and young people**

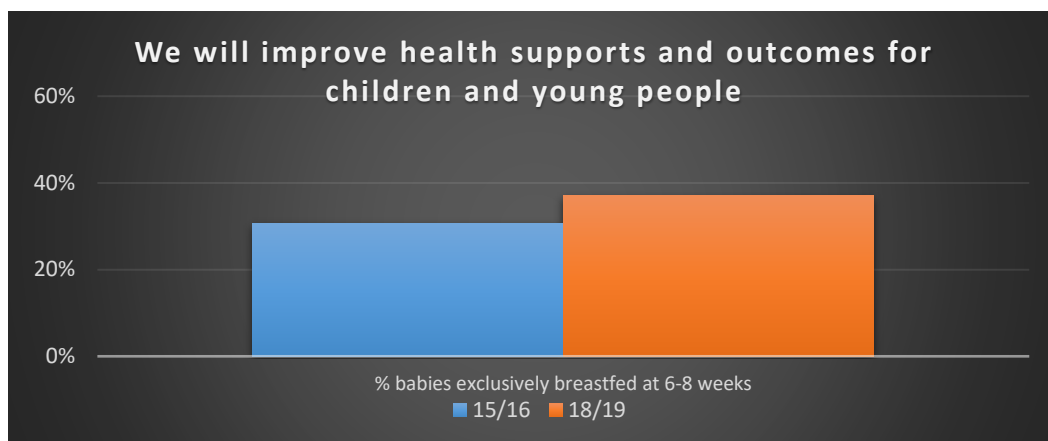
**Breastfeeding**

Moray has trained peer supporters to provide breastfeeding support in a variety of ways including, groups, one to one support, online and telephone support. They meet weekly in Elgin, Forres, Buckie and Keith. ABM (Association of Breastfeeding Mothers) Mother Supporter training is available through NHS Grampian to enable more women to become peer supporters.

In August 2019, over 70 Moray mums, dads and babies gathered together to be part of the Global Big "Latch On" event as part of World Breastfeeding Week.

The event showcased support available to breastfeeding all mums and their families across Moray. Following on from this event- breastfeeding women were consulted about the feasibility of similar events and support that they would like to see in their localities. There is on-going work in relation to developing these supports.

The impact of this has been an increase in the percentage of babies being exclusively breastfed at 6-8 weeks to 37% in 2018/19 and UNICEF Baby Friendly Feeding reaccreditation being achieved.



The next steps are to continue with the good work which was ongoing prior to the COVID-19 pandemic to work with peer supporters and local businesses to embed Breastfeeding Friendly Scotland- a national, government scheme.

**AIM: We will ensure that all Looked After Children (LAC) experience improved health outcomes after becoming looked after**

#### **Themed Health & Wellbeing Champions Board Event**

In 2019, this fun interactive event encouraged the Care Experienced Young People and Corporate Parents to participate and visit the health and wellbeing stalls which included:

- Access to Leisure facilities
- Moray wellbeing hub with a focus on the adult and young person's pathways
- Healthy Lifestyle Info including; health point, tobacco and the smoothie bike
- Oral Health: child smile and dental services
- Know who to turn to; access to pharmacy, optician and GP
- Health Assessments and Flagging

Feedback from the 'stall' holders included:

*'There was a fantastic buzz at the event. I chatted to lots of people mostly about the pathway tools. I made some new and old connections which was fantastic, this has led to me getting more dates in the diary to promote Moray Wellbeing Hub. I was able to signpost some people to other services in Moray to support their presenting issues - Moray Wellbeing Hub*

*'I enjoyed this session very much. A few of the young people were not brushing teeth because of the strong minty taste of the toothpaste. We have two different toothpastes available, we gave these to the appropriate young people and signposted parents/corporate parents to where they can access these products. The young people who received these were very keen to start using the paste.'* - **Oral Health Educator**

The young people provided feedback around a range of health and wellbeing issues which was shared with services.

## Health Assessments

The UN Convention on the Rights of the Child ensures all children and young people have the right to have their physical and mental health needs met. To ensure we are achieving this for our Looked after Children we are improving the process for alerting medical staff when a child becomes looked after.

We have monitored the percentage of LAC health assessments carried out within 8 weeks of notification to the Health Board, and continually monitor and address barriers within this process that result in delays. In 2019, the percentage of children receiving health assessments within 8 weeks of becoming looked after was 68%.

It is recognised this is an area for development and future improvement.

### **AIM: We will ensure children and young people achieve the best possible mental health**

Mental Health Development Workers have been in post in Moray since 2017. This was a funded initiative for two years.

They helped to increase the ability of young people to better manage their mental wellbeing and also helped professionals build skills, knowledge and confidence to support these young people. This was achieved by delivering key training courses

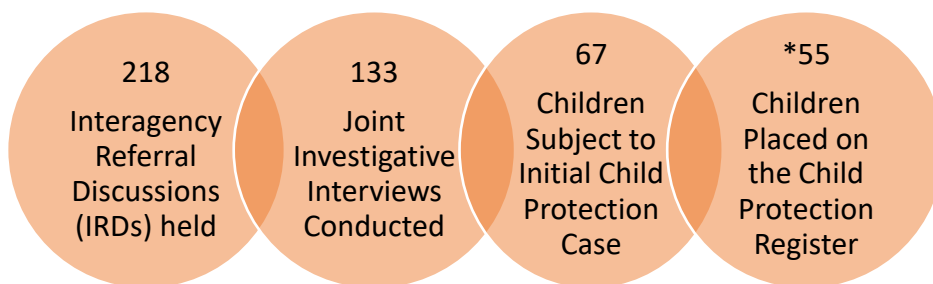
- Scottish Mental Health First Aid: Young People, delivered 15 times to 207 participants
- Healthy Minds: Mental Health Awareness, delivered 9 times to 292 participants
- Healthy Minds: Early Years Mental Health Awareness, delivered 3 times to 38 participants
- Helping Young People Cope with Anxiety, delivered 11 times to 178 participants
- Using Art Therapeutically, delivered 8 times to 114 participants

The next steps are to build on the good work started by the MHDW's and focus on the development of Tier 2 mental health and wellbeing supports for children and young people. This is a key priority within the 2020-2023 Children's Services Plan.

## Children's Services Plan Priority 3 – Safer Children

### **AIM: Children are safe from harm, abuse and neglect**

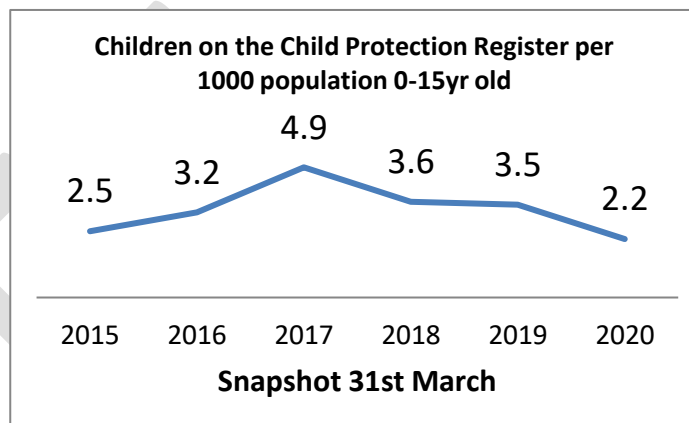
In August 2019 Moray Child Protection Committee welcomed a new independent Chair. This appointment has energised the work of the CPC, supporting the development of an ambitious and focused work plan over the next three years.



\*cumulative total 1st April 2019 - 31st March 2020

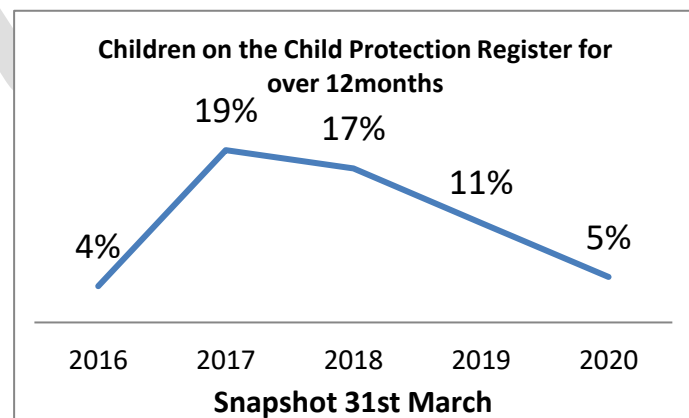
**Number of Children on the Child Protection Register**

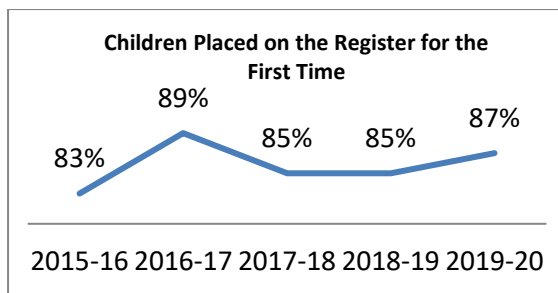
In 2017 Moray had more children on the register per 0-15yr population than anywhere else in Scotland. Registration rates have fallen over the last three years and are now below the national average of 2.8 (as at 31 July 2019). This is due to improvements in managing complex cases and fewer children placed on the register in recent years due to more robust child planning processes.



**Length of Time on the Register**

Focused improvement work was undertaken to review cases for children on the register for over 9 months, and as a result there has been a reduction of the number of children that remain on the register for over a year. Nationally in 2019 17% of children were registered for more than a year. Moray is now well below the National average.

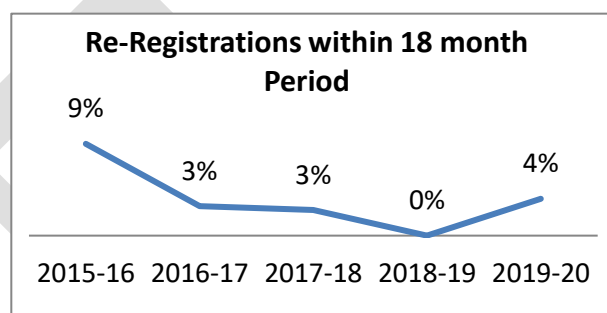




### **Children Re-registered on the Child Protection Register**

The number of children returning to the register is falling in Moray, with 87% of the children placed on the register for the first time. Nationally, 80% of children registered have never been registered before. This shows Moray's rate of 13% of children being re-registered is still below the National figure of 20%.

Of the children placed on the register in Moray, 4% were within 18 months of a previous deregistration. This is in keeping with the average nationally.



### **AIM: We will improve multi-agency support for vulnerable children and young people**

#### **Practice Reflection & Improvement Short Module (PRISM)**

PRISM is an open learning event where the evaluation of local practice that is undertaken by the local Child Protection Committee Significant Case Review Group, is shared and discussed with a multi-agency group of practitioners. Small group reflection is then supported and consideration is given to how local practice can be improved.

In 2019, 3 PRISM events were held and attended by a total of 173 practitioners from across the partnership. The participants increase in their knowledge and understanding as a result of engaging in this developmental multi-agency opportunity.

Moving forwards, the intention is to have regular PRISM events embedded in the workforce development calendar of opportunities.

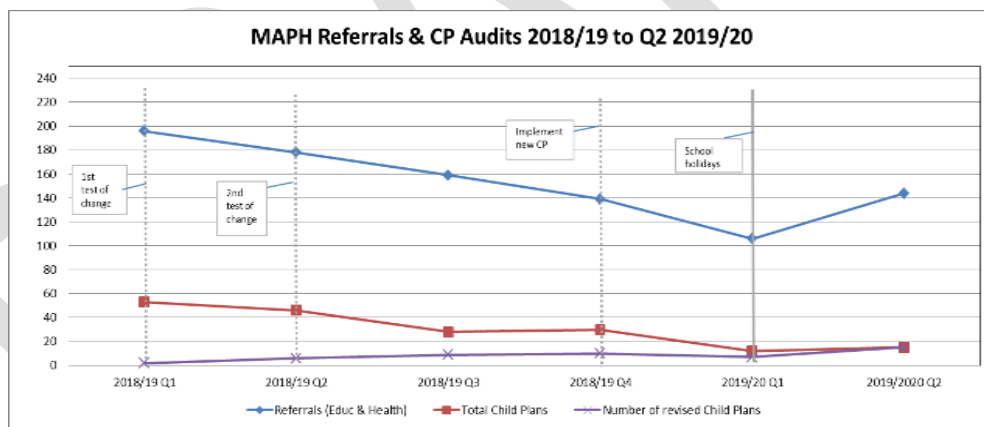
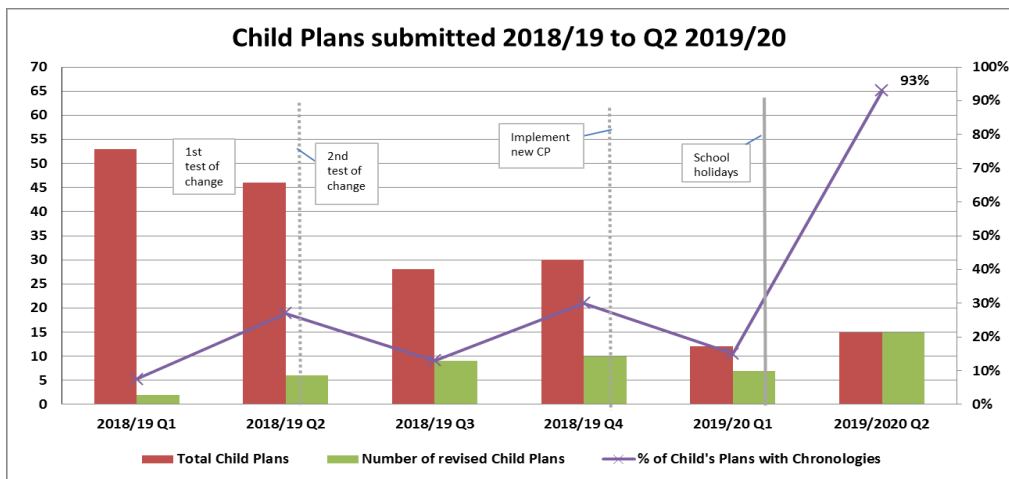
#### **Effective Child Planning Process -**

A review of the Child Planning Process was commenced in Moray in 2018 and using Quality Improvement Methodology as the framework to make the change manageable and effective, the process was revised.

This worked continued in 2019/20 and following small tests of change being undertaken in Buckie and Forres, the project moved on to the implementation stage Moray wide.

Through an increase in staff training and development, the following improvements have been made,

- Improved understanding of staged intervention, which has led to less referrals to targeted services
- An emphasis on having the voice of the child and family at the heart of the process, allowing them to actively engage in the change
- Improved understanding of the value of chronologies, evidenced by the increase in numbers being submitted with the Child's Plan

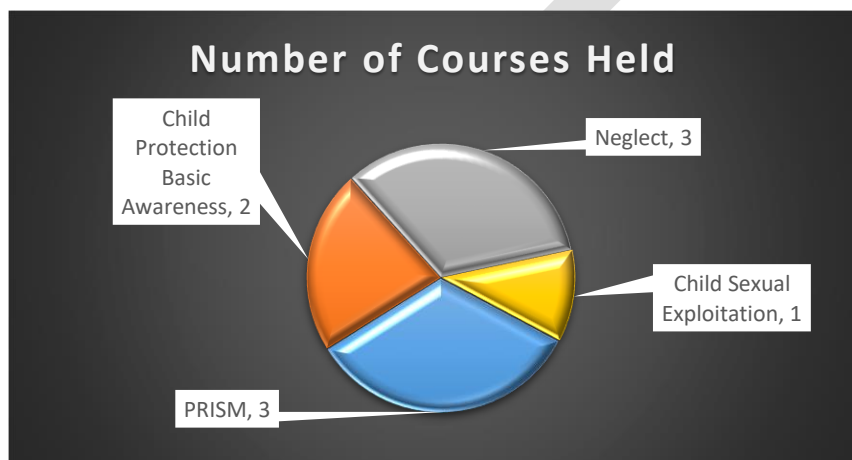
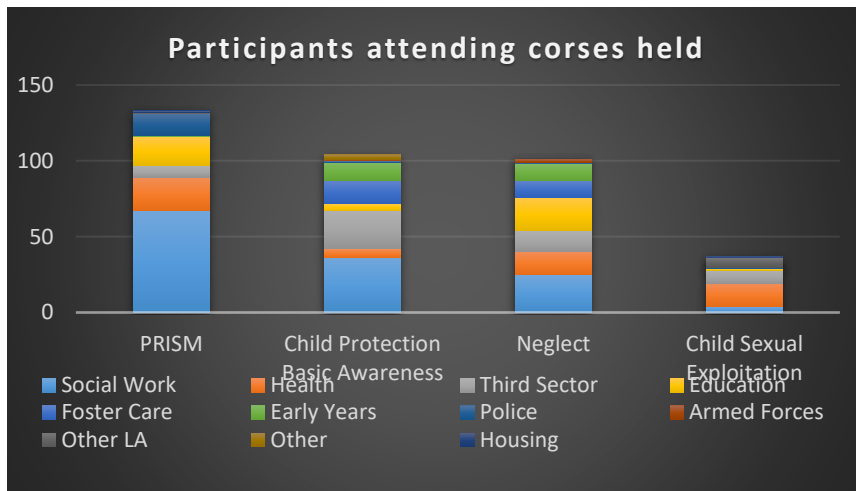


This approach to revise the Child's Planning Process earned the project a place at the finals of the Scottish Government Quality Improvement Awards.

**AIM: We will protect children from child sexual exploitation and harm online**

**Child Protection Inter-agency Training**

In 2019, a core course calendar was offered to practitioners covering the areas of child protection basic awareness, neglect and child sexual exploitation. The Moray CPC will develop its strategy to deliver interagency child protection training in 2020/21 based on a training needs analysis.



DRAFT

## Key Priorities for 2019/20

Detailed below is our progress against the key improvement priorities outlined in our previous annual report.

### **Children's rights are met, their voice is heard and they are enabled to shape strategy, policy and service delivery:**

A local draft Children and Young People's Rights and Participation Strategy was developed, at pace, in 2018, it outlined that good practice existed across Children's Services. However, it also highlighted areas for development and improvement:

- Need for an agreed strategic and systematic approach in place;
- A method to monitor and demonstrate the level of impact of engagement and participation activity taking place; and
- Adequate resource, so to ensure that children's rights and participation is universal, effective and consistent across the Community Planning Partnership.

The Children's Rights and Participation multi-agency working group was established in order to both assist in meeting our statutory obligations under the Children and Young People (Scotland) Act 2014 to ensure that the United Nations Convention on the Rights of the Child (UNCRC) requirements and to address identified areas for improvement.

The group has mapped current engagement and participation activity specific to children and young people as per The Rights Wheel/SHANARRI Indicators

This exercise has identified areas for improvement in terms of seeking out and listening to the voices of children and young people, and more specifically the voices of care experienced young people.

The 'Voice of the Child' is a specific piece of work undertaken in the summer of 2019 by a Senior Social Worker and the Looked After Child teacher who actively engaged with our young people who were placed in care placements out of Moray.

They were privileged to meet and listen to the views of 26 care experienced young people in relation to what is important to them, which has resulted in the development of good relationships. What we learned was that they are craving a commitment from all our Care and Education staff to get to know them beyond the reports and paperwork. Connection and care are very important to our young people and it makes a significant difference when people look out for them, check in with them and remember them.

Feedback from these young people has resulted in the development of relationships and in order to help young people engage with school in a more positive way, we are moving to develop a "community of schools" approach. By using pre-existing relationships with a number of Care Experienced Young People in two area schools groups we want to build relationships with other CEYP in those areas to really further develop the "voice of the Child". The concept is for CEYP to feel more positive about being in school and be better placed to engage with whatever their programme of education looks like. This is an ongoing piece of work.



Moray Youth Matters, a representative group of young people from across Moray, led on the development of the 2020-23 Children's Services Plan. Through the locality planning arrangements in place, children, young people and families will co-design and deliver the improvement priorities identified.

This video explains what the plan is about, how we produced it and why we are committed to continuing to work together to put our plan into action. <https://youtu.be/FP47nj3QnRo>

Moving forward, we will continue to build on this good practice, ensuring that children and young people are meaningfully engaged in policy development and service planning and children's rights are embedded across children's services.

### **Systematic approach to the identification of Young Carers:**

In January 2019, Quarriers, the locally commissioned unpaid Carers service, began preparing, testing and reviewing a Young Carer Statement (YCS) template and process for Moray, to inform longer term practice in the identification and support of young Carers, in line with the requirements of The Carers (Scotland) Act 2016.

Through work with the Education Support Officer, approaches were made to the Primary Schools to introduce the project and seek agreement for ways to enable early identification and support for Young Carers in school.

A Young Carer Strategy Officer has been appointed and a Steering Group was formed to oversee and approve developments and enable reporting through integrated children's services structures. A draft Young Carer Statement was approved and introduced to two school ASGs (Forres and Lossiemouth). This allowed for testing and feedback before refining the document for wider rollout across Moray.

There were awareness raising sessions through class presentations and assemblies to highlight the impacts of caring and identify the 'hidden' young carers.

With the template in place, work is now ongoing to gain buy in from all schools to support the identification of young Carers. The steering group continues to work to mitigate identified risks associated with young carers.

Throughout 2019/20, there have been;

- 39 Young Carer Statements completed
- 8 Young Carer Statements reviews completed
- 45 New Young Carer referrals

### **Co-ordinated approach to reducing child poverty in Moray:**

Poverty has been identified as a priority in our Children's Services Plan 2020-2023 and through work carried out in the Realigning Children's Services programme, we now have more and richer data to help inform our planning around child poverty.

Fairer Moray Forum (FMF) has responsibility for the Moray Poverty Plan which is a live document and incorporates our Child Poverty Actions and statutory responsibilities with regard to the Child Poverty (Scotland) Act 2017 and the local implementation of 'Every Child, Every Chance'. The Local Authority and NHS Grampian leads for poverty, co-chair the Fairer Moray Forum.

Key achievements in the last year have included:

**Raising Income from Employment** - Pupil Equity Fund guidance was reviewed and shared with all Moray schools which have identified local poverty issues and developed specific action plans in their area to ensure young people from low income families and those that experience care experience have access to additional support and educational and vocational training. Moray skills investment plan has increased access to support training and development.

**Reducing the cost of Living** – Activities undertaken include "Cost of the school day" work, which works with children and families to mitigate the impact of poverty and provide local solutions. Moray Economic Partnership and Fairer Moray Forum arranged a meeting with Living Wage Scotland. Moray was awarded 2 years funding to deliver a parent employability project. The funding will be used to recruit key workers to provide one to one support. One will support parents out of work and one with parents in work.

**Increasing Social Security income** - The following wider partnership strategies have been implemented in Moray which will contribute to reducing the cost of living in Moray and therefore mitigate child poverty; Early Learning and Child Care plan, Moray Housing Strategy and the Moray Food Poverty Action Plan. All Health Visitors and Family Nurses continue to talk to families about financial inclusion and income maximisation through routine enquiry within the Universal Health Visiting Pathway.

**Child Planning process is effective in providing early support through integrated working practices:**

The Child Planning Process was reviewed in 2018 and has now been rolled out to all partners across all localities. Through an increase in staff training and development, the following improvements have been made,

- Improved understanding of staged intervention, which has led to less referrals to targeted services
- An emphasis on having the voice of the child and family at the heart of the process, allowing them to actively engage in the change
- Improved understanding of the value of chronologies, evidenced by the increase in numbers being submitted with the Child's Plan

The success of the project earned it a place on the shortlist for the Top Team Award for Embedding Quality Improvement as a Way for Working to Get it Right for Every Child at the Scottish Government QI Awards.

The Revised Child Planning Group has continued to meet regularly, but due to restrictions put in place as a result of the COVID-19 pandemic, much of the work of the group had to be paused.

There has been a significant increase in the number of plans submitted with a chronology and this is testament to the training and feedback delivered to staff on the importance of this to the overall plan. /

As the legislation for the Named Person Service has been withdrawn, the group have identified that there is a further need to review the Named Person Service within Moray. Education are currently reviewing their Named Person Service and will carry out a small test of change to ensure the use of paper work is appropriate and proportionate, whilst still adhering to the multi-agency child planning process.

During COVID-19, Child Planning Guidance was developed to support professionals with conducting child planning meetings online. This will continue to be developed and refined as it has been identified by children and families that this is an option they would like to remain in place post-COVID-19.

**Co-ordinated wellbeing and mental health services are developed to ensure the needs of children and young people in Moray are addressed early:**

The focus over the past year has been on the development of early intervention mental wellbeing provision to meet the needs of young people who are in distress, but don't yet meet the threshold of the Child and Adolescent Mental Health Services (CAMHS).

This gap in provision was identified through

- Evidence collated and analysed through the Realigning Children's Services programme undertaken in Moray – compared to other local authority areas who have participated in this programme the mental wellbeing scores, particularly for teenage girls were the lowest.
- The number of referrals to Child and Adolescent Mental Health (CAMHS) Services who did not meet criteria. In 2019, 20% of referrals to CAMHS were not accepted, as they did not meet thresholds for this specialist Tier 3 service and a further 30% were assessed and deemed unsuitable for treatment. This has created significant gaps and access and long waits for mental health support.
- Engagement with parents and frontline practitioners who identified the lack of responsive, early intervention support for young people in distress as a significant gap.
- In Adult Mental Health services there is evidence of young people coming into the service at age 18 with significant childhood adverse event and trauma that should have been addressed much further upstream in children's and young people's

services – historical gaps in service and long waits for mental health support has exacerbated young people's mental distress and it has become apparent into adulthood.

National and local evidence demonstrates that a family support model of delivery is most likely to deliver sustainable improvements. Engagement with parents through the development and delivery of the Life Coaching in Schools model and development of the Children's Services Plan (2020-23) highlight their desire to be upskilled to support their child's mental wellbeing and address areas of concern as early as possible.

The co-design and delivery of a holistic family support service in Moray is therefore a key priority. The experiences and views of children and families involved with mental health services in Moray have been captured and national and local funding streams have been identified.

The piloting of a co-designed family support service is a priority for the first year of our 2020-23 Children's Services Plan.

### **The practice of staff across the partnership is of a consistent, high quality:**

A quality framework for children in need of care and protection and associated comprehensive self-evaluation calendar has been approved and is currently being implemented

The learning from self-evaluation activity is informing our multiagency workforce development plan, which has a child protection focus. This plan reflects the National Framework for Child Protection learning and development in Scotland 2012, which outlines that multi-agency learning and development should be delivered to three groups of staff: general contact workforce, specific contact workforce and intensive contact workforce.

In 2019, there were 6 courses held covering Child Protection Basic Awareness, Neglect and Child Sexual Exploitation. Key professionals previously involved in these topics were identified to lead on the training. These courses enabled a total of 236 participants from across a variety of agencies to attend.

In 2019, there were 3 Practice Reflection & Improvement Short Module (PRISM) events held and attended by a total of 173 practitioners from across the partnership. These events encourage open learning in a safe environment and allow discussion as to how to improve local practice.

The Moray Learning and Development Group, made up of training professionals from across the partnership, has been re-established. Their role is to coordinate the implementation of a robust multi agency training needs analysis and design and deliver training and development opportunities to improve practice. In the current uncertain times, the training and development programme for 20/21 will be delivered virtually.

### **What have we learned.....**

The final year of the Children's Services Plan has seen us make some good improvements across our three priorities – Ambitious and Confident Children, Healthier Children and Safer Children.

It has also been an opportunity for us to learn and plan for the future, as we continue to endeavour to get it right for every child. We have recognised we were over ambitious.

An evaluation of the Children's Services planning process was undertaken with key stakeholders in August 2019.

The following key areas for improvement were identified

- consultation and engagement with children and families should be more robust
- the action plan and measures require further development to ensure that improved outcomes for children and families can be evidenced
- linkage to LOIP and existing partners improvement plans should be more explicit
- Communication and ownership of the plan across the partnership needs further investment.
- The plan needs to be reviewed and revised in a more systematic way throughout its life span
- It needs to be written in a more user friendly way – language is important

### **Consequently, the following actions were taken**

- A more robust Joint Strategic Needs Assessment was undertaken, which included statistical trend data relating to the vulnerabilities of children, young people and families, as well as comprehensive feedback from children, young people and families collated through a range of engagement activities. This included data collected through the Realigning Children's Services Programme. The 2020-23 plan priorities were agreed through a series of workshops involving all key stakeholders.
- The high level action plans have robust outcome measures which were developed collaboratively by stakeholders. They will be reviewed regularly by the relevant strategic groups, locality planning groups and children and families affected by the particular issue
- The Children's Services Plan is being incorporated into the revised LOIP
- A clear communication and engagement strategy has been developed and is currently being implemented. Its aim is to ensure that everyone feels connected to the plan and work collaboratively to achieve our vision for children and families in Moray.
- As highlighted in the recent Independent Care Review, language is very important. A child friendly version of the 2020-23 plan is in development, led by Moray Youth Matter

As we move into the next phase, it is recognised the key drivers will be learning from the Independent Care Review and the effects of the national pandemic, COVID-19.

DRAFT

## Children Services Plan Priority 1 – Ambitious and Confident Children

↑ Performance improving   
 ↓ Performance declining   
 ↔ Performance is stable

### Aim: We will quality assure and self-evaluate our work with children, young people and their families

Performance Indicator	Target	Baseline 17/18	Year 18/19	Current 19/20	Status
% child's plans audited scored as good or above	Increase	18.5%	41%	62%	<span style="color: green;">↑</span>
% referrals to SW requiring corrective action	Decrease	9.7%	6.5%	1.5%	<span style="color: green;">↑</span>
% IRDs audited scored good or above	Increase	13%	57%	80%	<span style="color: green;">↑</span>







### Aim: We will close the attainment gap for our children and young people

Performance Indicator	Target	Baseline 15/16	Year 17/18	Current 18/19	Status
Average Tariff Score	Increase	792	791	811	<span style="color: green;">↑</span>
Pupils achieving 5 or more awards at SCQF Level 5 or higher	Increase	57%	57%	61%	<span style="color: green;">↑</span>
School leavers with 1 or more qualification at SCQF Level 4 or better	Increase	97%	95.8%	96.4%	<span style="color: black;">↔</span>
Looked after school leavers with 1 or more qualification at SCQF Level 4 or better	Increase	70%	75%	76.9%	<span style="color: green;">↑</span>
School inspection areas assessed as satisfactory or better	Increase	80%	67%	80%*	<span style="color: black;">↔</span>



\*Primary schools Only

### Aim: We will maximise the training, employment and education opportunities for all school leavers



Performance Indicator	Target	Baseline 15/16	Year 17/18	Current 18/19	Status
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School leavers attaining level 5 literacy	Increase	79.9%	78.4%	80.5%	
School leavers attaining level 5 numeracy	Increase	62.7%	62.4%	63.9%	
16 - 19 year olds in education, employment or training	Increase	91%	91.2%	91.3%	
Children with additional support needs who enter education, employment or training following school	Increase	87.1%	90.2%	90.3%	
Looked after children who enter education, employment or training following school	Increase	58.3%	75%	73.1%	
Looked after school leavers, aged 16-19 years, in education, employment or training at 9 month follow up	Increase	72%	64% (16-17)	62% (17/18)	

**Aim: We will ensure all children and young people are supported to be responsible citizens**


Performance Indicator	Target	Baseline	Year	Current	Status
		15/16	17/18	19/20	
Young people repeat offending within the fiscal year (aged 8-17 years old)	Decrease	36.8%	30.6%	28.4%	
Children referred to the reporter on offence grounds (per 1000 8-16 pop)	Decrease	6.1	11.2	10.0	

**Aim: We will improve the availability of affordable child care across Moray**






Performance Indicator	Target	Baseline	Year	Current	Status
		15/16	17/18	19/20	
Proportion of Nurseries offering flexible service delivery models	Increase	-	36%	65%	
Early Years provision in Moray rated good or better	Maintain	96.4%	85%	90%	





**Aim: We will maximise opportunities for all children to participate in volunteer work and nationally recognised awards**

Performance Indicator	Target	Baseline	Year	Current	Status
		15/16	17/18	18/19	
Duke of Edinburgh Awards achievement rate	Increase	56%	46%	67%	

**Aim: We will ensure children achieve their educational aspirations**

Performance Indicator	Target	Baseline	Year	Current	Status
		15/16	17/18	18/19	
School attendance primary	Increase	95.6%	94.9%	95%	
School attendance secondary	Increase	92.5%	91.9%	91.9%	
School attendance Looked After Children <sup>1</sup>	Increase	96% (14/15)	87.5%	87.4%	
School exclusion rates (per 1000 pop)	Decrease	35.8 (14/15)	24.2	22.7	
School exclusion rates looked after children (per 1000pop)	Decrease	100.5 (14/15)	51.2 (16/17)	-	

**Aim: We will ensure all children and young people are supported to be responsible citizens**




Performance Indicator	Target	Baseline	Year	Current	Status
		15/16	17/18	19/20	
Proportion of schools in Moray registering with the Rights Respecting Schools Award	Increase	64%	77%	81%	
Proportion of schools in Moray obtaining Rights Respecting Schools Award	Increase	28%	64%	62%	

**Children Services Plan Priority 2 –Healthier children**




 Performance improving     Performance declining     Performance is stable

<sup>1</sup> Biannual data


**Aim: We will improve health supports and outcomes for children before they are born**

Performance Indicator	Target	Baseline	Year	Current	Status
		15/16	17/18	18/19	
% of mothers smoking during pregnancy	Decrease	18.6%	18.2% (16/17)	15.4%	
% of babies born with a health birth weight	Increase	82.7%	81.8%	81.6%	
% pregnant women recorded BMI over 30	Decrease	23.5%	24.4%	26.2%	


**Aim: We will improve health supports and outcomes for children and young people.**

Performance Indicator	Target	Baseline	Year	Current	Status
		15/16	17/18	18/19	
% babies exclusively breastfed at 6-8 weeks	Increase	30.7%	36.2%	37%	
% children recorded with no developmental concerns at 27-30months	Increase	75.8%	80.7%	-	
% of children with no evidence of dental decay at P1.	Increase	73.8%	75.5%	78.4%	


**Aim: We will ensure that children, young people and families have access to regular healthy exercise**

Performance Indicator	Target	Baseline	Year	Current	Status
		15/16	17/18	18/19	
% Primary 1 children with healthy weight	Increase	76.7%	76.5%	78%	


**Aim: We will ensure that all Looked After Children experience improved health outcomes after becoming Looked After**

Performance Indicator	Target	Baseline	Year	Current	Status
		2015	2017	2019	
% LAC Health Assessments carried out within 8 weeks of notification to Health Board	Increase	68%	60%	68%	

**Aim: We will ensure children and young people achieve the best possible mental health**

Performance Indicator	Target	Baseline	Year	Current	Status
		15/16	17/18	19/20	
% CAMHS patients commencing treatment within 18weeks of referral	Increase	34.5%	39%	67%	






**Aim: We will ensure children and young people are informed to make healthy life choices**

Performance Indicator	Target	Baseline	Year	Current	Status
		15/16	17/18	18/19	
Rate of alcohol related hospital stays in 11-25yr olds	Decrease	314.3	335.1	264	


**Children Services Plan Priority 3 –Safer children**

 Performance improving     Performance declining     Performance is stable




**Aim: Children are safe from harm, abuse and neglect**

Performance Indicator	Target	Baseline	Year	Current	Status
		15/16	17/18	19/20	
Emergency admission rates for unintentional injuries in children under 5 years (per 100,000)	Decrease	1048.6	1135.6 (16/17)	1256.2 (17/18)	
Maternities recording drug misuse (per 1,000 Maternities)	Decrease	10.4	12.7 (16/17)	15.2 (18/19)	
Number of children on Child Protection Registers per 1,000/pop <sup>2</sup>	-	3.9	3.7	2.2	
Number of Children and young people with Child Protection Orders per 1000/pop	-	0.7	0.7	0.6 (18/19)	
Number/1000pop Looked After Children	-	11.1	11.6	10.3	



<sup>2</sup> As at 31<sup>st</sup> March 2020

Number of Children referred to children's reporter - non-offence per 1000/pop	-	7.3	7	5.7	
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**Aim: We will ensure children and young people are safe at home, schools and communities**

Performance Indicator	Target	Baseline 15/16	Year 17/18	Current 19/20	Status
% Looked After Children with more than 1 placement in year	Decrease	23.9%	30.6%	30.95%	
% Looked After Children being cared for in foster/family placements rather than residential accommodation	Increase	83.6%	78.4%	79.1%	
% Looked After Children in out of area placements	Decrease	9.4%	10.8%	8.5%	

**Aim: We will improve multi-agency support for vulnerable children and young people**

Performance Indicator	Target	Baseline 15/16	Year 17/18	Current 19/20	Status
% Children on the Register for over 12months	Maintain	4%	11%	5%	
% Child Protection re-registrations within 18months of De-registrations	Decrease	4.6%	5.8%	4%	




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**REPORT TO: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT COMMITTEE ON 18 NOVEMBER 2020**

**SUBJECT: COMMUNITY JUSTICE ACTIVITY IN MORAY 2019-20**

**BY: INTERIM CHIEF OFFICER – HEALTH AND SOCIAL CARE**

**1. REASON FOR REPORT**

1.1 To appraise Committee on the Moray Community Justice Partnership's Outcome Activity Return for 2019-20.

1.2 This report is submitted to the Education, Communities and Organisational Development Committee following a decision of Moray Council on 17 June 2020 to agree a simplified committee structure as a result of the COVID-19 pandemic. In the case of this committee the combining of the delegated responsibilities of Children and Young People Services, Governance, Strategy and Performance, (para 9 of the minute refers).

**2. RECOMMENDATION**

**2.1 It is recommended that the Committee consider and note the contents of the return (Appendix 1) and seek clarification on any matters relating thereto.**

**3. BACKGROUND**

3.1 The Moray Community Justice Partnership (MCJP) was created in April 2017 in line with the requirements of Community Justice (Scotland) Act 2016.

3.2 The 2016 Act specifies eight statutory community justice partners (Local Authority [represented in Moray by Housing, Criminal Justice and Youth Justice], NHS board, Police Scotland, Scottish Fire & Rescue Service, Health & Social Care IJB, Skills Development Scotland, Scottish Courts and Tribunals Service and the Scottish Ministers. Although not identified in the Act, the Scottish Prison Service and Crown Office and Procurator Fiscal Service are treated as statutory partners under the umbrella of 'Scottish Ministers'.

3.3 In Moray, these are joined by nine non-statutory partners (Department for Work & Pensions, Elgin Street Pastors, Families Outside, Moray Alcohol and

Drug Partnership, Moray College UHI, Moray Women's Aid, SACRO, tsiMoray and Victim Support Scotland).

- 3.4 The MCJP is required to submit an Outcome Activity Return to the national oversight body, Community Justice Scotland, in September each year. Community Justice Scotland then lays a composite report, covering the plans of all 30 Community Justice Partnerships, before the Scottish Parliament in the following March, as required under s27 of the Community Justice (Scotland) Act 2016.
- 2.5 The format of the annual return is prescribed by Community Justice Scotland and requires that activity is reported in the context of seven themes that are identified in Community Justice Scotland's Outcome, Performance and Improvement Framework:
- Communities Improve their understanding and participation in Community Justice
  - Partners plan and deliver services strategically and collaboratively
  - Effective interventions are delivered to prevent and reduce risk of reoffending
  - People have better access to the services they need
  - Life chances are improved through needs being addressed
  - People develop positive relationships and greater opportunity to participate and contribute
  - Individuals' resilience and capacity for change and self-management are enhanced.

#### **4. SUMMARY OF IMPLICATIONS**

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

In producing the Community Justice Outcome Improvement Plan 2019-22, the MCJP took account of the Corporate Plan, Local Outcome Improvement Plan and the Community Planning Partnership's priority areas.

**(b) Policy and Legal**

The MCJP functions according to the requirements of the Community Justice (Scotland) Act 2016.

**(c) Financial implications**

The Scottish Government supports collaborative working between the partners by providing funding of £50,000 to each local authority area, as part of the Local Government Settlement. Funding for 2020-21 has been agreed, subject to the Scottish Government's spending review and formal parliamentary agreement of the draft budget.

**(d) Risk Implications**

None highlighted in this report.

**(e) Staffing Implications**

There are no staffing implications arising from this report.

**(f) Property**

There are no property issues arising from this report.

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

An Equality/Socio Economic Impact Assessment is not required for this report.

**(h) Consultations**

Whilst the nature of the return does not require there to be consultation, the return has been circulated to Community Planning partners for their respective interests and will be reported to the next meeting of the Community Planning Board on 24 November for consideration.

**5. CONCLUSION**

**5.1 This report provides Committee with an overview of the activity undertaken by Moray's Community Justice partners in 2019-20.**

Author of Report: Mike Whelan, Community Justice Coordinator  
Background Papers: Moray Community Justice Outcome Activity Return 2019-20  
Ref:





**Community Justice Scotland**  
**Ceartas Coimhearsnachd Alba**

**Community Justice Outcome Activity Across Scotland**  
**Local Area Annual Return Template and Guidance**  
**2019-20**

April 2020

## 1. Background

The introduction of the Community Justice (Scotland) Act 2016 triggered the formal implementation of the new model of Community Justice in Scotland. A number of key documents are associated with the Act including the National Strategy, Justice in Scotland: Vision & Priorities and the Framework for Outcomes, Performance and Improvement.

The 2016 Act places a duty on community justice statutory partners to produce a Community Justice Outcome Improvement Plan (CJOIP) which outlines key local needs and priorities and the plans and actions to address these against a backdrop of the documents noted above. Beyond this, the partners are also tasked with reporting, on an annual basis, the community justice outcomes and improvements in their area, again with reference to the associated strategy and framework documents and, when complete, submit those annual reports to Community Justice Scotland.

Community Justice Scotland is committed to working in partnership with community justice partners and have designed the template and guidance to support local areas in reporting on their annual outcomes and improvements in a meaningful way that captures necessary data in an effective and efficient manner.

## 2. Statement of Assurance

The information submitted to Community Justice Scotland using this template is for the purpose of fulfilling the requirement under s27 of the Community Justice (Scotland) Act 2016 for Community Justice Scotland to produce a report on performance in relation to community justice outcomes across Scotland.

The data submitted using this template will be used for this reporting purpose only. In the report, local authority areas will only be specifically identified with their consent. However, Community Justice Partnerships should be aware that any information held by Community Justice Scotland is subject to statutory Freedom of Information obligations.



### 3. General principles of the template

The template is designed to capture a range of important data in a way that allows local partners to highlight key aspects of community justice activities, outcomes and improvements over the specified period without it being onerous or time and resource demanding.

Most of the template is self-explanatory and, where this is the case, there is little guidance required. In the sections that require more direction for completion, please refer to the template completion guidance which was issued alongside this reporting template. The text (in blue) will outline what is expected in terms of reporting.

It would be helpful if responses in each of the “evidence and data” boxes within section 4 of the template (“performance reporting”) is held to a maximum of 300 words per indicator to ensure the main points are captured. This allows for an efficient analysis by Community Justice Scotland on return. The use of bullet points in your answers is acceptable.

Where the template asks for evidence, a written response will suffice and there is no expectation that you send additional supporting documentation – if there are any aspects Community Justice Scotland is unclear on it will be our responsibility to request clarification where necessary.

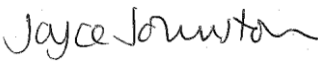
If any response or evidence requires details about people with lived experience (e.g. evidence in respect of someone’s life story) please **NO NOT** include any personal sensitive information (as outlined in Schedules 2 & 3 of the Data Protection Act 1998) as Community Justice Scotland does not require such information. If this is unavoidable then please ensure that the data is fully anonymised.

This is the third iteration of the template and guidance.



#### 4. Template Completion

1. Community Justice Partnership / Group Details	
Community Justice Partnership / Group	Moray Community Justice Partnership
Community Justice Partnership Group Chair	Joyce Johnston
Community Justice Partnership / Group Co-ordinator	Mike Whelan
Publication date of Community Justice Outcome Improvement Plan (CJOIP)	20 June 2019

2. Template Sign-off
<p>The content of this annual report on community justice outcomes and improvements in our area has been agreed as accurate by the Community Justice Partnership / Group and has been shared with our Community Planning Partnership through our local accountability arrangements.</p> <p>Signature of Community Justice Partnership / Group Chair :</p> <p> Date : 29 09 2020</p>

3. Governance Arrangements
<p>Please outline below your current governance structure for the community justice arrangements in your area :</p> <p>Since its inception in April 2017, the Community Justice Partners have been accountable to each other. Whilst not directly accountable to the Moray Community Planning Partnership, progress has been reported to the MCPP and plans, reports and minutes of MCJP meetings are published on the Moray Community Planning Partnership website, <a href="http://www.yourmoray.org.uk">www.yourmoray.org.uk</a></p> <p>Work is now underway to formalise these links and it is the intention that, by March 2021, the Community Justice Partnership will report directly to the Moray Community Planning Partnership.</p> <p>The Partnership had operated a rotating Chair arrangement since its inception, with each of the statutory partners chairing the partnership for a period of six months. Following discussions and a Partnership survey, this was changed in February 2020 when a fixed Chair was appointed.</p>



#### 4. Performance Reporting – National Outcomes

##### NATIONAL OUTCOME ONE

Communities improve their understanding and participation in community justice

Indicator	Evidence and Data (max 300 words per indicator)	
	Please describe the activity	Then describe the impact
Activities carried out to engage with 'communities' as well as other relevant constituencies	<ul style="list-style-type: none"> <li>• Moray hosted Community Justice Scotland's 'Second Chancers' audio-visual exhibition at Moray College UHI, 21-30 October 2019. This venue was chosen as the one most likely to attract CJS's target audience for this campaign (i.e. young people)</li> <li>• The Partnership operates a 'Twitter' account to publicise Community Justice events and messages</li> <li>• In February 2020, the Partnership launched the 'Community Justice News Moray' newsletter</li> <li>• There were 338 visits to the Community Justice section of the 'YourMoray' website during 2019-20</li> <li>• Criminal Justice Social Work operates a 'Twitter' account showcasing unpaid work. It has over 300 followers</li> <li>• In December 2019, the Partnership produced 'Community Options: A guide to the alternatives to prosecution, remand and custody'. This publication sought to explain sentencing options and why different offences and offenders are dealt with in particular ways.</li> </ul>	<ul style="list-style-type: none"> <li>• We aim to raise awareness of the work of the Partnership and its partners. Individual feedback suggests that the aims of Community Justice are understood and supported but there are currently no resources to test the perception of the wider Moray public.</li> </ul>
Consultation with communities as part of community justice planning and service provision	<ul style="list-style-type: none"> <li>• Surveys are completed by people undertaking Unpaid Work, Supervision and Diversion and by organisations that benefit from Unpaid Work</li> <li>• A focus group comprising people undertaking Unpaid Work was held at the UPW Workshop on 12 August 2019</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys completed by people undertaking Unpaid Work, Supervision and Diversion and organisations that utilise Unpaid Work continue to identify positive benefits from their engagement with Criminal Justice Social Work.</li> </ul>

	<ul style="list-style-type: none"> <li>• Moray’s Community Justice Partnership includes representatives of the third sector, victims support, local college and the faith communities.</li> <li>• The Community Justice Coordinator is a member of Moray’s Drug &amp; Alcohol, Violence against Women and Girls and Corporate Parenting Criminal Justice Pillar Group partnerships, ensuring a joined-up approach in addressing issues of common interest.</li> <li>• The Moray Alcohol and Drugs Partnership Manager is a member of the Community Justice Partnership.</li> <li>• TSI Moray is represented on the Community Justice Partnership.</li> </ul>	<ul style="list-style-type: none"> <li>• The broad representation of organisations within the Community Justice Partnership and the regular engagement with groups and bodies that have a shared interest in the Community Justice cohort contributes to the effective planning and delivery of Community Justice services.</li> </ul>
Participation in community justice, such as co-production and joint delivery	<ul style="list-style-type: none"> <li>• People undertaking Unpaid Work operate in a number of community settings; communal spaces, charity shops, community food settings and charitable organisations that benefit local communities.</li> </ul>	<ul style="list-style-type: none"> <li>• The wide range of community settings where unpaid work takes place ensures that clients are found placements suited to their needs. This is measured through survey forms completed by people completing Unpaid Work Orders.</li> </ul>
Level of community awareness of / satisfaction with work undertaken as part of a CPO	<ul style="list-style-type: none"> <li>• Surveys were completed by organisations and individuals that benefitted from unpaid work:</li> <li>• 100% of survey responses indicated ‘very satisfied’ with the work done</li> <li>• 100% of survey responses indicated that they would ‘definitely’ use the service again in future</li> <li>• Work covered by these surveys included painting and decorating, gardening, furniture removal, joinery and building work.</li> <li>• Of those undertaking unpaid work who completed an exit questionnaire, 95% indicated that they thought that their work had benefitted the community.</li> <li>• Two specific local examples of Unpaid Work were also highlighted at the ‘Second Chancers’ event held at Moray College UHI in October 2019.</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys completed by organisations that benefit from Unpaid Work and the individuals completing that work are very positive.</li> <li>• Wider public opinion is garnered via the Moray Unpaid Work Twitter account where many positive comments are recorded. This account has 300+ followers.</li> </ul>



<p>Evidence from questions to be used in local surveys / citizens' panels and so on</p>	<ul style="list-style-type: none"> <li>• Of those completing a Community Safety Survey in 2019-20, 73% said they felt 'very safe' or 'safe' in their community. However, 15% said they felt less safe than twelve months earlier, an increase of 5% since the previous year's survey</li> <li>• A survey of Moray's Citizens Panel informed the development of the Partnership's first Improvement Plan in 2017-18 but the Panel has since been disbanded so it has not been possible to re-survey this group to measure progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Community Safety Surveys are completed by people reporting local issues so this is a useful measure of the perceptions of people experiencing problems in their local community.</li> </ul>
<p>Perceptions of the local crime data</p>	<ul style="list-style-type: none"> <li>• The Scottish Household Survey (2019) found that 87% of people surveyed in Moray felt safe walking alone in their neighbourhood after dark. This compares to the Scotland-wide figure of 85%. 98% felt very/ fairly safe in their own homes, the same as the Scotland-wide figure.</li> <li>• Public satisfaction with how police dealt with an incident in Moray was 87% in 2019-20, above the national average of 83.3%.</li> </ul>	<ul style="list-style-type: none"> <li>• Public perception is that Moray is a safe place to live.</li> </ul>

**Other information relevant to National Outcome One**

Our ambition is that we will deepen community engagement to improve public understanding of and participation in Community Justice.



NATIONAL OUTCOME TWO		
Partners plan and deliver services in a more strategic and collaborative way		
Indicator	Evidence and Data (max 300 words per indicator)	
	Please describe the activity	Then describe the impact
Services are planned for and delivered in a strategic and collaborative way	<p>Early &amp; Effective Intervention (EEI)</p> <ul style="list-style-type: none"> <li>Of offences reported to the Police and committed by young people aged 8-17, 95 were dealt with by referral to Social Work, 2 were dealt with by referral to Education and 3 were dealt with by referral to SFRS</li> </ul>	<ul style="list-style-type: none"> <li>This measure confirms close working between agencies involved in EEI with young people. Data is reported on a quarterly basis.</li> </ul>
Partners have leveraged resources for community justice	<ul style="list-style-type: none"> <li>Training events commissioned by the Moray Alcohol and Drug Partnership were made available to Community Justice Partners. These included training on drug use, bacterial infection, drug trends, use of Naloxone, Children affected by familial substance misuse, understanding LGBT+ identities, working with people who use drugs and alcohol, multiple risks and young people, sex, drugs and BBV, Benzodiazepines. Training was delivered by Scottish Drugs Forum, CREW, Aberlour Youth Point, Who Cares? Scotland and Skills Development Scotland</li> <li>In November 2019, Families Outside and Scottish Prison Service jointly delivered CPD training to 42 teaching staff, detailing the impact of imprisonment and the practicalities of visiting a family member in prison.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from attendees at training events is positive.</li> <li>Raised awareness of the impact of imprisonment of a family member amongst Educational staff.</li> </ul>
Development of community justice workforce to work effectively across organisational/professional	<ul style="list-style-type: none"> <li>Access to shared training (detailed above) has promoted better Partnership understanding of the impact that different issues have on the various services involved in the delivery of community justice.</li> </ul>	<ul style="list-style-type: none"> <li>Training events bring operational staff from the various partners together to share the training experience.</li> </ul>





/geographical boundaries	<ul style="list-style-type: none"> <li>• Regular ‘frontline forums’ included opportunities for networking between frontline workers, practitioners, service users and members of the public.</li> <li>• Criminal Justice Social Workers are co-located with Drug &amp; Alcohol services to facilitate shared assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• The co-location of Criminal Justice and Drug &amp; Alcohol Services facilitates close partner working, including opportunities for joint-interviews and information sharing.</li> </ul>
Partners illustrate effective engagement and collaborative partnership working with the authorities responsible for the delivery of MAPPA	<ul style="list-style-type: none"> <li>• MAPPA operates on a Grampian-wide basis, alongside the Community Justice regime. Direction and oversight is provided by a Strategic Oversight Group whose members are drawn from the member authorities, and who provide quality assurance to the MAPPA process.</li> </ul>	<ul style="list-style-type: none"> <li>• MAPPA exists to maintain public protection and reduce the risk of serious harm</li> </ul>



**Other information relevant to National Outcome Two**

The Partnership is in the early stages of developing more strategic and collaborative ways of working. It is our ambition that this should be realised within the next three years.



<b>NATIONAL OUTCOME THREE</b> People have better access to the services that they require, including welfare, health and wellbeing, housing and employability		
Indicator	Evidence and Data (max 300 words per indicator)	
	Please describe the activity	Then describe the impact
Partners have identified and are overcoming structural barriers for people accessing services	<ul style="list-style-type: none"> <li>Data sharing agreements between Scottish Prison Service and Moray Council (Housing &amp; Social Work) facilitate the smooth transition of clients returning to the local community from prison.</li> <li>Moray Food Plus (formerly Moray Foodbank) addressed food poverty/ insecurity, by providing food to people undertaking unpaid work.</li> </ul>	<ul style="list-style-type: none"> <li>It has not previously been possible to identify all liberated people returning to Moray. However the signing of a data sharing agreement on 31/3/20 should ensure that all individuals are identified. This will enable better signposting to services for people in the Community Justice cohort.</li> <li>Feedback from people undertaking Unpaid Work suggests that clients value this service.</li> </ul>
Existence of joint-working arrangements such as processes / protocols to ensure access to services to address underlying needs	<ul style="list-style-type: none"> <li>There is a local Bail Supervision Scheme that has been promoted locally to the Courts, defence solicitors and the Police.</li> <li>There are direct links between HMP's Grampian and Inverness and Moray's Integrated Drug and Alcohol Service, and the Alcohol and Drugs third sector provider, both of whom work together with the services to provide an outreach service to the Prisons.</li> </ul>	<ul style="list-style-type: none"> <li>There were 4 Bail Supervision case in 2019-20, compared to 0 in 2018-19.</li> <li>These working links ensure continuity of care beyond liberation.</li> </ul>
Initiatives to facilitate access to services	<ul style="list-style-type: none"> <li>Making every Opportunity Count (MeOC) is a three-tiered approach to support Realistic Medicine, with everyone, every system and service doing a little to enable people who use services, and the people who provide services, to live as well as can. This approach has been rolled out to public and third sector organisations in Moray to improve access to a wide range of support services within local communities. The range of services available include; health &amp; wellbeing, welfare, befriending &amp; care, Mental</li> </ul>	<ul style="list-style-type: none"> <li>MeOC provides people with the gentle 'nudge' to facilitate opportunities to make changes, no matter how small to improve their health and wellbeing. Over a three-year period there have been 39 recorded MeOC conversations, resulting in signposting to a variety of support services in Moray. It is important to note that not all MeOC events are recorded.</li> <li>To further support the implementation of MeOC, Healthpoint staff delivered a briefing to the Community</li> </ul>

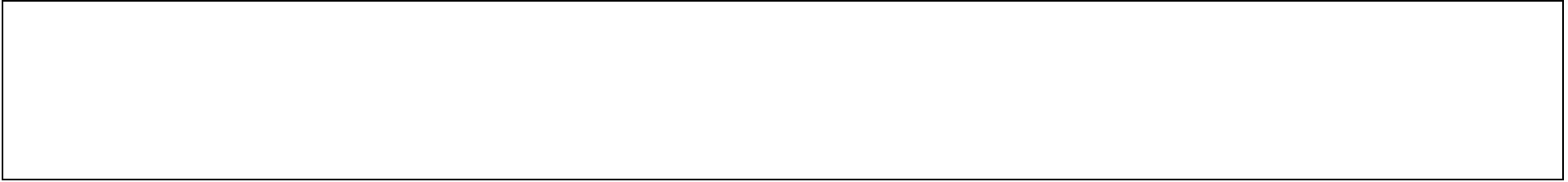


	<p>Wellbeing, Personal care, tobacco and alcohol, helping hands and emergency services.</p> <ul style="list-style-type: none"> <li>• Staff are trained and supported to provide: Alcohol Brief Interventions (ABI's), motivational interviewing, trauma and tackling stigma.</li> <li>• Criminal Justice works with a range of community organisations to support those accessing services, for example, Moray Food Recovery Project, Men's Sheds, the Wellbeing Hub and a wide range of community projects. To further support this, Community Justice was a partner in the 'Moray Connect More'; an event aimed at bringing small community projects, large services and those using services together to facilitate a greater understanding of what's available and to build upon and increase connections.</li> <li>• A dedicated support worker works with Criminal Justice Social Work clients, providing support, signposting to services and advocacy on their behalf.</li> </ul>	<p>Justice team to highlight the practical support and services provided within localities to support clients; increasing knowledge and understanding of the team to enable signposting to supporting community services. The briefing resulted in an opportunity to further build on relationships with the Community justice team, as well as encouraging and supporting staff members to visit Healthpoint (which a team member actioned).</p> <ul style="list-style-type: none"> <li>• To support staff health and wellbeing, the MeOC Manager Toolbox is being implemented to offer additional staff support, especially as we navigate through COVID-19 recovery.</li> </ul> <p><b>Future Intentions:</b></p> <ul style="list-style-type: none"> <li>• To increase delivery of MeOC through Unpaid Work and the Women's Group will be implemented once COVID-19 restrictions are reviewed. The main priority will be to facilitate increased access to health and wellbeing support. The localised Healthpoint service will be implemented via the Mobile Information Bus, which will increase localised access to information, support within a safe and confidential space.</li> </ul>
Speed of access to mental health services	<ul style="list-style-type: none"> <li>• Emergency referrals – 24-hour on call service, psychiatric page holder, based at local hospital, who can take calls for advice</li> <li>• Urgent referrals – triaged daily (put in place during COVID-19 Pandemic and still in place); seen within 7 days of referral</li> <li>• GPs can refer to the mental health service on an emergency or urgent basis. The referrals are triaged on</li> </ul>	<ul style="list-style-type: none"> <li>• Data is not available for service access by the specific Community Justice cohort</li> </ul>



	<p>a daily basis and are seen within 7 days at the moment as we are still in Operation Rainbow NHSG and delivering essential functions only</p> <ul style="list-style-type: none"> <li>• There is a daily (Monday to Saturday) walk-in service at the mental health and wellness centre in Elgin, offering immediate crisis response and 1:1 short-term support if required. Also signposting to other agencies / support.</li> <li>• At the time of writing, NHS Grampian is planning for Operation Home First, a 12-week programme designed to reinstate and redesign services in the stepdown phase of the COVID-19 Pandemic.</li> </ul>	
<p>% of people released from a custodial sentence :</p> <p>a) registered with a GP</p> <p>b) have suitable accommodation</p> <p>c) have had a benefits eligibility check</p>	<ul style="list-style-type: none"> <li>• Data for 2019-20 is unavailable. However, following the signing of a data-sharing agreement with Scottish Prison Service (31/3/20), it should be possible to provide this information in next year's annual report.</li> </ul>	<ul style="list-style-type: none"> <li>• Access to this data should enable this section to be completed in future annual reports.</li> </ul>
<p>Targeted interventions have been tailored for and with an individual and had a successful impact on their risk of further offending</p>	<ul style="list-style-type: none"> <li>• In January 2019, Moray assumed responsibility for the delivery of the 'Moving Forward Making Changes' behavioural programme; it had previously been delivered by Aberdeenshire on Moray's behalf. There were 8 participants in 2019-20.</li> </ul>	<ul style="list-style-type: none"> <li>• The programme is aimed at men who commit offences with a sexual element.</li> <li>• 100% of programme participants reported that it had a positive impact on them.</li> </ul>
<p><b>Other information relevant to National Outcome Three</b></p>		
<p>Our ambition is to develop systems to enable monitoring of service-users' experience that provide assurance that services are accessible, responsive and informed by feedback from service-users.</p>		





<b>NATIONAL OUTCOME FOUR</b> Effective interventions are delivered to prevent and reduce the risk of further offending		
Indicator	Evidence and Data (max 300 words per indicator)	
	Please describe the activity	Then describe the impact
Use of 'other activities requirements' in CPOs	<ul style="list-style-type: none"> <li>• Surveys completed by clients undertaking Unpaid Work Orders during 2019-20 indicated that 34% had undertaken 'other activities'. The corresponding figure for 2018-19 was 13%.</li> <li>• These activities included counselling, engagement with money advice and employment services, offshore skills training, adult learning, PSV training, first aid and Construction certification.</li> </ul>	<ul style="list-style-type: none"> <li>• 'Other activities' undertaken by people completing Unpaid Work Orders are focussed on tackling issues that may contribute to offending behaviour and on improving their prospects of finding employment.</li> </ul>
Effective risk management for public protection	<ul style="list-style-type: none"> <li>• MAPPA operates on a Grampian-wide basis, alongside the Community Justice regime. 95% of offenders are managed through routine liaison and joint working (Level 1 management) across a wide range of agencies and services. Over the past three years, there has been an increase in the overall number of clients but the numbers managed at MAPPA Level 2 and 3 have notably decreased.</li> </ul>	<ul style="list-style-type: none"> <li>• MAPPA exists to maintain public protection and reduce the risk of serious harm</li> </ul>
Quality of CPOs and DTTOs	Surveys completed by clients who undertook Unpaid Work orders, Supervision and Diversion (including DTTOs): <ul style="list-style-type: none"> <li>• 99% indicated that they were given enough information before starting their order</li> <li>• 100% indicated that they were treated with respect</li> <li>• 85% indicated that their progress/ achievement was recognised</li> <li>• 95% indicated that their thinking or behaviour had changed</li> <li>• 95% indicated that supervision or diversion had helped to stop or reduced their offending</li> </ul>	<ul style="list-style-type: none"> <li>• Survey feedback indicates that CPO's and DTTO's are of high quality. There was a 4% increase in the number of surveys completed by clients in 2019-20 compared to 2018-19.</li> </ul>



<p>Reduced use of custodial sentences and remand :</p> <p>a) Balance between community sentences relative to short custodial sentences under one year</p> <p>b) Proportion of people appearing from custody who are remanded</p>	<ul style="list-style-type: none"> <li>• Data to complete this section is unavailable. Data on the number of people from Moray subject to a prison sentence of under one year is expected to be made available by the Scottish Government in February 2021. In 2017-18, there were 102 instances; in 2018-19 there were 97.</li> <li>• Data to complete this section is unavailable.</li> </ul>	
<p>The delivery of interventions targeted at problem drug and alcohol use [NHS Local Delivery Plan (LDP) Standard]</p>	<ul style="list-style-type: none"> <li>• In 2019-20, 443 Alcohol Brief Interventions were undertaken in Moray. 429 of these took place in priority settings (GP practices and sexual health clinics) and 14 in wider settings (Health points, prison, etc.). The delivery of these interventions was impacted by the Covid 19 pandemic</li> <li>• Work undertaken by the Moray Alcohol &amp; Drug Partnership, using the Recovery Outcome Tool continues to show that the 'Offending' outcome consistently scores high on review and also high in the average change from assessment to review, with people making significant progress in reducing offending</li> <li>• In addition, the outcomes to increase the most (a positive indicator) by the second review were 'Offending' (up 1.9 points, averaging 9), 'Substance Use' (up 1.5 and averaging 6.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Several research studies show that brief interventions are effective, particularly in primary care settings. They can reduce alcohol consumption among people who are drinking at hazardous or harmful levels, but who may not dependent on alcohol.</li> </ul>





	<ul style="list-style-type: none"> <li>• The relationship with HMP Grampian and HMP Inverness continues to be positive, with an established liaison system, ensuring continuity of care for people after liberation</li> <li>• There is a very positive working relationship between the Alcohol/Drug Services and the network of services Criminal Justices, with many examples of joint working e.g. running groups and regular individual work with those using services.</li> </ul>	
<p>Number of Police Recorded Warnings, police diversion, fiscal measures, fiscal diversion, supervised bail, community sentences (including CPOs, DTTOs and RLOs)</p>	<ul style="list-style-type: none"> <li>• Police Warnings (includes Recorded Police Warnings, verbal warnings, anti-social behaviour fixed penalties and Section 126 anti-social driving warnings) for aged 18 and over - 221</li> <li>• Police direct measures 161 young people aged 8-15 were diverted 41 young people aged 16-17 were diverted</li> <li>• Fiscal measures: Fiscal fines and compensation - 48 Compensation - 45 Fiscal fine - 173 Fiscal Work Scheme - 6 Fiscal Fixed Penalty - 252 Fiscal Diversion - 46</li> <li>• Supervised bail - 4</li> <li>• Community Payback Orders – 356 (subject to verification)</li> </ul>	<ul style="list-style-type: none"> <li>• Diversion is an effective way of addressing the issues that contribute to offending behaviour.</li> </ul>



Number of short-term sentences under one year	Data to complete this section is unavailable. It will be released by the Scottish Government in February 2021	
<b>Other information relevant to National Outcome Four</b>		
Our aim is to improve our evaluation of interventions to enable us to identify what is most effective in preventing or reducing offending.		

<b>NATIONAL OUTCOME FIVE</b> Life chances are improved through needs, including health, financial inclusion, housing and safety, being addressed		
<b>Indicator</b>	<b>Evidence and Data (max 300 words per indicator)</b>	
	<b>Please describe the activity</b>	<b>Then describe the impact</b>
Individuals have made progress against the outcome	<p>Surveys were completed by 96 people who finished their supervision, unpaid work or diversion during 2019-20.</p> <ul style="list-style-type: none"> <li>94% of people undertaking supervision rated the relationship with their social worker as 'good' or 'very good'</li> <li>Of clients identifying pre-existing difficulties in their lives (housing, employment, education, training, drugs, alcohol, relationships, self-esteem, mental health, physical health, money issues and coping skills) 79%</li> </ul>	<ul style="list-style-type: none"> <li>Survey results indicate that over a wide range of factors, clients felt that they had made progress in addressing issues that contributed to their offending behaviour.</li> <li>Supervision is seen by nearly all clients as a significant factor in their desistance.</li> </ul>



	<p>identified improvements in the course of their supervision</p> <ul style="list-style-type: none"> <li>• 97% said that supervision had helped to stop or reduce their offending.</li> </ul>	
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**Other information relevant to National Outcome Five**

Our aim is to broaden the range of indicators used to measure improvements in life chances rather than relying solely on service-user feedback to measure progress in this area.



**NATIONAL OUTCOME SIX**  
 People develop positive relationships and more opportunities to participate and contribute through education, employment and leisure activities

Indicator	Evidence and Data (max 300 words per indicator)	
Individuals have made progress against the outcome	Please describe the activity	Then describe the impact
	<ul style="list-style-type: none"> <li>• 58% of people undertaking supervision who completed a survey linked into other support services during the course of their supervision – these services included Arrows, Community Psychiatry, Employers’ Occupational Health Services, GP, Housing Services, Income Maximisation, Lifeskills, Moray Drug &amp; Alcohol, Moray Youth Justice, Penumbra, SAMH and SHINE</li> <li>• 86% of people who completed Unpaid Work Order surveys identified that Unpaid Work had helped them learn about working as part of a team.</li> </ul>	<ul style="list-style-type: none"> <li>• A valuable aspect of supervision is the opportunity to signpost people to other services that can help them address the issues that contribute to their offending. There was an increase in the number of people linking in to other services via supervision. The corresponding figure for 2018-19 was 49%.</li> <li>• The number of people identifying that Unpaid Work had helped them learn about working as part of a team also increased (81% in 2018-19).</li> </ul>

**Other information relevant to National Outcome Six**

Our aim is to broaden the range of indicators used to measure this outcome rather than relying solely on service-user feedback to measure progress in this area.



<b>NATIONAL OUTCOME SEVEN</b> Individuals' resilience and capacity for change and self-management are enhanced		
Indicator	Evidence and Data (max 300 words per indicator)	
	Please describe the activity	Then describe the impact
Individuals have made progress against the outcome	<ul style="list-style-type: none"> <li>• Of clients who completed surveys and identified pre-existing difficulties in their lives (housing, employment, education, training, drugs, alcohol, relationships, self-esteem, mental health, physical health, money issues and coping skills) 79% identified improvements in the course of their supervision</li> <li>• 97% indicated that their thinking and behaviour had improved during supervision</li> </ul>	<ul style="list-style-type: none"> <li>• The survey findings indicate the positive benefits of quality supervision in helping clients address factors that may be contributing to their offending behaviour.</li> </ul>
Other information relevant to National Outcome Seven		
<p>Our aim is to broaden the range of indicators used to measure this outcome rather than relying solely on service-user feedback to measure progress.</p>		





## 5. Priority Areas of Focus

A number of local priorities emerged from discussions that preceded the development of Moray's Community Justice Outcome Improvement Plan 2019-22. These included:

- focussing on the links between alcohol /drug use and mental health
- issues related to health and wellbeing
- sustaining tenancies whilst people are in custody.

## 6. Case Studies

**A case study that contributed to the delivery of National Outcomes 2 (Partners plan and deliver services in a more strategic and collaborative way) and 4 (Effective interventions are delivered to prevent and reduce the risk of further offending):**

Client S was identified through the SPS weekly updates as being scheduled for release 10 weeks prior to release.

S had been in prison since 2012 and was due to leave prison without having any accommodation to return to. In recognising this was likely to be a stressful time for any prisoner being released after such a long time, the relationships between partner agencies needed to be cohesive to offer and provide necessary support to S. Links with SPS and Criminal Justice in the first place enabled S to complete a housing application and have that registered on the housing system prior to his release.

Discussions took place between Housing Needs and Criminal Justice to consider the type of property and location that would be most suitable. The temporary accommodation address was scanned to have an awareness of any potential risk factors. The Criminal Justice Team was advised of the address identified for S. The property selected was a terraced bungalow, rather than a flat, in a quiet location. This was partly to allow S to come back out in to the community in an area where he wouldn't necessarily be immediately identified until he felt settled in the community.

In the lead up to the release date, a homeless officer was assigned and with the assistance off HMP Grampian staff, a homeless interview was carried out by telephone. S was notified at this time of the temporary accommodation address which he acknowledged he was happy about.

On the day of release S had to attend the Criminal Justice office in Elgin. As the main Council offices are currently not open to the public, arrangements were made for all housing related paperwork to be dropped off at the Criminal Justice office to be signed and returned.



Matters were made more complicated by the timescale and delays by the Parole Board. Criminal Justice and Housing had been working towards provision of accommodation for S's earliest release date in August. S applied for earlier release on parole and a date in June was then fixed for the tribunal. Criminal Justice alerted Housing to the potential earlier release and efforts were made to put in place acceptable accommodation in the event that the Parole Board granted release on parole.

On the day of the tribunal the Parole Board indicated they required additional information and personal representation at a further hearing with the date still to be fixed. After some delay awaiting the date of the hearing, Criminal Justice was able to advise Housing of the new date and request that suitable accommodation be identified again in the event that release was ordered immediately. Housing identified options once again and risk assessments were completed.

The hearing decided not to release S at which point we reverted to working with the original date for release. Housing was contacted again and the search resumed for an appropriate property. After initial screening by Housing, the proposed accommodation was checked against information held by Criminal Justice Social Work and confirmed as meeting S's needs and the requirements for victim safety and public protection.

Protocols that exist for information sharing and for joint risk assessment and risk management are well established between Housing and Criminal Justice Social Work. The flexibility that is employed by both departments enables a positive 'joined up' approach to housing and offender management (National Outcomes 2 and 4).

Since moving into the temporary tenancy there have been no issues highlighted so far. S has maintained contact with Housing Needs when they have contacted him. A settling in visit from the Temporary Accommodation Team was carried out within a few weeks to ensure that he was staying there and maintaining the property to a reasonable standard.

Ongoing contact with the Criminal Justice Team and Housing Needs will continue throughout the period in temporary accommodation.

## 7. Challenges

The Community Justice Partnership met on a quarterly basis throughout 2019-20. All of the meetings were well attended by statutory and non-statutory partners. Since the Covid outbreak, face to face meetings have been suspended and meetings held via video link.

Challenges:

- Obtaining data on the specific Community Justice cohort to inform the development of plans is problematic, given that non-justice services will be unable, or indeed have no need, to differentiate this group from its wider client group
- Financial restraints on public, private and third-sector bodies have led to organisations focussing on the delivery of 'core' activities, making it more difficult to obtain buy-in for change or activity that is perceived to be an 'add on' to core service delivery.
- Partnership Chairing arrangements, now resolved.





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**8. Additional Information**

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**REPORT TO: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT COMMITTEE ON 18 NOVEMBER 2020**

**SUBJECT: FORMAL SIGN OFF OF CHILDREN'S SERVICES PLAN 2020-23**

**BY: CHIEF EXECUTIVE**

**1. REASON FOR REPORT**

- 1.1 To request the Committee to formally sign off the 2020-23 Children's Services Plan. A copy of the final plan can be found in the meeting documents section of the agenda for this meeting on the Council's website.
- 1.2 This report is submitted to the Education, Communities and Organisational Development Committee following a decision of Moray Council on 17 June 2020 to agree a simplified committee structure as a result of the COVID-19 pandemic. In the case of this committee the combining of the delegated responsibilities of Children and Young People Services, Governance, Strategy and Performance (para 9 of the minute refers).

**2. RECOMMENDATION**

- 2.1 **It is recommended the Committee formally sign off the 2020-23 Children's Services Plan for the Council's interests therein.**

**3. BACKGROUND**

- 3.1. Section 8(1) of the Children and Young People (Scotland) Act 2014 requires every local authority and its relevant health board to jointly prepare a Children's Services Plan for the area of the local authority, in respect of each three-year period.
- 3.2 At a meeting in June 2020, the Moray Council Emergency Cabinet formally signed off this Plan for submission to the Scottish Government for approval.
- 3.3 In response, in light of the current pandemic the Scottish Government have requested commentary be added to the Plan. Accordingly, the following paragraphs have been added to the Plan and the Action Plan. The Plan and the Action Plan otherwise remain as approved by the Emergency Cabinet.

### 3.4 Plan

Page 4

*“The global COVID 19 pandemic and the health and safety measures implemented by the Scottish Government to stem the spread of the virus have clearly had a significant impact on the work of the Children’s Services Partnership in Moray.*

*Resources have been refocused to ensure continuity in the delivery of essential services and partners have rapidly altered their method of delivery, with a greater reliance being placed on the use of digital technology.*

*Whilst the pandemic presents real challenges, it has also created opportunities to adopt more creative and innovative approaches to partnership working, with a clear focus on early intervention at a locality level. Notably, we have witnessed the incredible resilience of our local communities, as demonstrated by the rapid growth of community led supports for families. Nevertheless we understand that we are working during a time of unknowns: this pandemic does not come with a blueprint and predictable model that we can implement over time. This means that working together with our communities and in partnership has never been more important.*

*Our four high level priorities have been reviewed with this in mind and we have concluded that they remain valid in these exceptional times. As a partnership we will continue to be agile and responsive to changing circumstances. We particularly recognise the need to place specific focus on our more vulnerable children, young people and families. To do this both effectively and meaningfully, we will invest our time and resources in seeking out and actively listening to their voice.*

*Our collective commitment to The Promise, following the Independent Care Review, must be regarded as central to this plan, and built on the foundations of Voice; Family; Care; People; and the scaffolding and support system. Our work will focus on creating responses to families that are community based, responsive and timely; working with family assets; focusing on empowerment and agency; flexible; holistic and relational; therapeutic; patient and persistent; and underpinned by children’s rights. This is entirely in keeping with the Scottish Government’s Children and Families leadership group ambitions for family support, informed by the COVID pandemic.*

*Together we aim to ensure that our vision for Moray’s children is realised.”*

#### Action Plan

Appendix 1, page 2

*“During the first year of the Plan, each of the Strategic Groups responsible for co-ordinating the implementation of the Action Plan will revise priorities having sought out and considered evidence of the impact of the Covid-19 pandemic and performance measure accordingly. Our Joint Strategic Needs Analysis will be updated annually and the national wellbeing survey tools will be utilised*

*to systematically collate the views of children and families. This information will be used to both monitor progress and review priorities.*

*The regular collation, interpretation and reporting of real time data required by community planning partners locally and by national bodies in response to the pandemic will be shared with the Strategic and Locality Planning Groups, allowing for a co-ordinated and responsive approach to address emerging trends.”*

#### **4 SUMMARY OF IMPLICATIONS**

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

The finalised Children’s Services Plan will be a core component of the revised Local Outcome Improvement Plan. It will support the Building a better future for our children and young people in Moray priority.

**(b) Policy and Legal**

Section 8(1) of the Children and Young People (Scotland) Act 2014 requires every local authority and its relevant health board to jointly prepare a Children’s Services Plan for the area of the local authority, in respect of each three-year period.

A progress report must be submitted to the Scottish Government on an annual basis.

**(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 Equalities/Socio Economic Impact Assessment is not required as this report is to inform Committee of the development of the Children’s Services Plan (2020-23).

**(h) Consultation has not been required.**

#### **5. CONCLUSION**

**5.1 The Committee is requested to formally sign off the Plan as amended in light of the current pandemic.**

Author of Report: Roddy Burns, Chief Executive  
Background Papers:

