Education, Children's and Leisure Services Committee

Wednesday, 25 January 2023

NOTICE IS HEREBY GIVEN that a Meeting of the **Education, Children's and Leisure Services Committee** is to be held at **Council Chambers**, **Council Office, High Street, Elgin, IV30 1BX** on **Wednesday, 25 January 2023** at **09:30.**

BUSINESS

1. **Sederunt**

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

3. **Resolution**

    Consider, and if so decide, adopt the following resolution:
    "That under Section 50A (4) and (5) of the Local Government (Scotland) Act 1973, as amended, the public and media representatives be excluded from the meeting for Items 13 - 15 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. **Minutes**

5. **Written Questions ****

    Report by Depute Chief Executive (Economy, Environment and Finance)

Watching the Meeting

You can watch the webcast live by going to:

http://www.moray.gov.uk/moray_standard/page_43661.html

Webcasts are available to view for 1 year following the meeting.

You can also attend the meeting in person, if you wish to do so, please come to the High Street entrance door and a member of staff will be let into the building.

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

Summary of Education, Children's and Leisure Services Committee

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

Information Reports - Not for Discussion at this Meeting

Any member wishing to call in a noting or information report from one meeting shall give notice to Committee Services at least 48 hours before the meeting for which the report is published. The Notice shall be countersigned by one other elected member and shall explain the reason for call in including any action sought.

*   **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.

THE MORAY COUNCIL

Education, Children's and Leisure Services Committee

<u>SEDERUNT</u>

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

Councillor James Allan (Member)
Councillor Neil Cameron (Member)
Councillor Tracy Colyer (Member)
Councillor John Cowe (Member)
Councillor Juli Harris (Member)
Councillor Sandy Keith (Member)
Councillor Scott Lawrence (Member)
Councillor Marc Macrae (Member)
Councillor Paul McBain (Member)
Councillor Derek Ross (Member)
Councillor Sonya Warren (Member)
Councillor Ben Williams (Member)

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

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

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

Wednesday, 02 November 2022

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

<u>PRESENT</u>

Councillor James Allan, Mrs Sheila Brumby, Councillor Neil Cameron, Councillor Tracy Colyer, Councillor John Cowe, Mrs Anne Currie, Mr Alfie Harper, Councillor Juli Harris, Councillor Sandy Keith, Councillor Scott Lawrence, Councillor Marc Macrae, Councillor Paul McBain, Councillor Bridget Mustard, Councillor Kathleen Robertson, Reverend Tembu Rongong, Councillor Derek Ross, Mrs Susan Slater, Mrs Emma Tunnard, Councillor Sonya Warren, Councillor Ben Williams

<u>APOLOGIES</u>

Ms Angela Stuart

<u>IN ATTENDANCE</u>

Also in attendance at the meeting were the Depute Chief Executive (Education, Communities and Organisational Development), Head of Governance, Strategy and Performance, Head of Education, Head of Education Resources and Communities, Stewart McLauchlan, Quality Improvement Manager, Sport and Culture Service Manager, Early Years Service Manager, Principal Active Schools Officer, Susanne Campbell, Quality Improvement Officer and Tracey Sutherland, Committee Services Officer.

Councillor Fernandes was in attendance for items 1 to 6 on the agenda.

1.   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.

2.   Order of Business

In terms of Standing Order 29, the Chair sought approval from the Committee to amend the order of business and take Item 11 on the agenda following Question Time as Councillor Ross had intimated he had some questions which would include commercially sensitive information and would allow discussion to take place in confidence.

The meeting resolved that in terms of Section 50A (4) and (5) of the Local Government (Scotland) Act 1973, as amended, the public and media representatives be excluded from the meeting for part of Item 11 of business on

the grounds that it involves the likely disclosure of exempt information of the class described in the relevant Paragraphs of Part 1 of Schedule 7A of the Act.

Para number of the minute	Para Number of Schedule 7a
17	8 & 9 Information on the proposed terms and or expenditure to be incurred by the Authority

3. Minute of meeting 24 August 2022

The minute of the meeting of the Education, Children's and Leisure Service Committee dated 24 August 2022 was submitted and approved.

4. Written Question - Rowan Centre

QUESTION SUBMITTED BY COUNCILLOR MUSTARD

Impact of Rowan Centre Assessment and Treatment Waiting Times

Four years ago, Scottish Government and NHSG provided £1m each to improve child and adolescent mental health services in Grampian. The proposals focused on improving these services across Grampian with the Rowan Centre being part of those planned improvements. The Rowan Centre is "A support service for all agencies working with children and young people around mental health issues and a multi-disciplinary assessment and treatment services for children and young people, their families and carers".

According to Public Health Scotland who publish national figures on waiting times for these services:
For the quarter ending March 2022, across Scotland:

Seven out of ten (73.2%) of children and young people were seen within 18 weeks of referral.
The Scottish Government standard states that 90% of children and young people should start treatment within 18 weeks of referral to CAMHS [Children and Adolescent Mental Health Services].
In NHS Grampian 96.8% of children were seen within 18 weeks during March 2022. 13 children had to wait 18-35 weeks, and one child up to a year.

Despite the national and regional performance listed above, some families in Moray are reporting extremely long waiting time from referral to assessment and treatment from the Rowan Centre which they consider is impacting on their child or young person's ability to cope with school and family life. Families believe that the assessment is crucial to supporting their child or young person because Moray Council's access to "Universal Services with Support (stage 2)" or "Targeted Intervention (stage 3)" requires an assessment and therefore delays in assessment.

Are the performance statistics for the Rowan Centre showing delays in assessment and if so, what is the impact of the delays in assessment on the child or young person's access to stage 2 or 3 level of Additional Support Needs support

RESPONSE

Waiting times for the Rowan Centre will be an NHS issue, however in terms of accessing Additional Support Needs support within schools there is no requirement for an assessment/diagnosis from the Rowan Centre. The allocation of resource is based on teacher assessment of additional support needs from a learning/teaching and wellbeing perspective in line with the ASN legislation. The Education (Additional Support for Learning) (Scotland) Act (2009) is structured around the concept of support being needed for any reason, and for short or long periods determined by the individual learning needs of the child or young person.

5. Written Question - Library Collections

QUESTION SUBMITTED BY COUNCILLOR FERNANDES

In the library collections, how many physical books and how many eBooks are accessible to people with sight loss?

How does the library ensure that the collections are accessible to people with sight loss?

RESPONSE

Large Print books (physical) available from Moray Libraries at last stock count March 2022 – 21,124

Spoken Word (on CD) at March 2022 – 6,291

All eBooks on eBook platform can be adjusted for print size for accessibility – current count:

Different individual titles available 1,355 – copies 34,745 (this is where the same title can be borrowed by more than 1 person at a time)

Also available eAudiobooks (spoken word) – titles 642 – copies 35,261

The library service endeavours to monitor demand and add physical stock as appropriate and all eStock is accessible.

The Council follow guidelines from appropriate organisations and will adhere to the Six Steps Visually Impaired Basic Framework as far as we can with the resources available to us.

6. Notice of Motion - Fit Life membership

In terms of Standing Order 34a, there was submitted a Notice of Motion by Councillor Harris, seconded by Councillor Lawrence in the following terms:

FIT LIFE MEMBERSHIP FOR CHILDREN FROM LOWER INCOME FAMILIES

Committee understands that one in five children in Moray lives in poverty.

Committee recognises that engagement in sports is associated that with increases in wellbeing, improvements in health, improved educational and economic prospects and higher levels of positive participation.

Committee acknowledges that poorer children are less active than those from wealthier backgrounds.

Committee instructs officers to bring forward a report on implementing free Fit Life membership for children living in poverty in Moray.

In agreeing with the content of the Notice of Motion, Councillor Mustard proposed referring the issue at the Poverty Working Group which is due to meet in the next couple of weeks rather than waiting for a report to come back to the next meeting of this Committee which is 25 January 2023.

Both Councillor Harris and Lawrence confirmed that they were happy with the proposal.

The Depute Chief Executive (Education, Communities and Organisational Development) advised that whilst the issue could be referred to the Poverty Working Group any financial implications would need to be approved by Moray Council as the Poverty Working Group did not have the delegated authority to agree any finance implications.

Following further consideration the Committee agreed:

i)   To recognise that engagement in sports is associated with increases in wellbeing, improvements in health, improved education and economic prospects and higher levels of positive participation;

ii) To acknowledge that poorer children are less active than those from wealthier backgrounds; and

iii) The issue be referred to the Cost of Living Working Group for further discussion.

Councillor Colyer joined the meeting during the consideration of this item.

7.   Notice of Motion - Library Penalties

In terms of Standing Order 34a, there was submitted a Notice of Motion by Councillor Fernandes, seconded by Councillor Warren in the following terms:

Library Penalties

Committee recognises that most library services in Scotland have now removed library penalties for overdue items.

Committee understands that the Scottish Library and Information Council (SLIC) recommends, in its Public Library Strategy 2021- 2025, that library services 'remove financial penalties for all borrowers'.

Committee recognises that financial penalties affect lower-income patrons disproportionally and are a barrier to universal access. Council also acknowledges that library fines are not cost effective as they discourage patrons from returning materials.

Committee understands that the loss of revenue can be offset by the reduced number of unreturned library items and the elimination of administration costs of the penalties.

Committee acknowledges that the removal of library fines can help tackle the poverty agenda, increase library usage, and reduce conflict within the library environment.

Committee instructs officers to bring forward a report on the removal of library penalties for all patrons at the earliest opportunity.

The Chair advised that young people and the elderly are already excluded from receiving library penalties and felt that the argument of the motion sits with the Cost of Living Working Group and as with the previous item, proposed referring the issue at the Cost of Living Working Group which is due to meet in the next couple of weeks rather than waiting for a report to come back to the next meeting of this Committee which is 25 January 2023.

Councillor Fernandes raised concerns that the issue was a change in policy and may fall outside the terms of reference for the group.

In response the Depute Chief Executive (Education, Communities and Organisational Development) confirmed that it was for the members of the group to determine what is considered.

Councillor Mustard, as Chair of the group indicated that she felt it was exactly the type of conversation that should be had at the Cost of Living Working Group and would be happy to take it to the group for discussion.

Councillors Fernandes and Warren both agreed that they were happy with this approach if it was the fastest way to get a resolution.

Councillor Fernandes left the meeting at the conclusion of this item.

8. Initial Analysis of Secondary School Attainment 2021-22

A report by the Depute Chief Executive (Education, Communities and Organisational Development) reported to Committee the attainment of secondary schools in Moray for session 2021/22 further to National Insight benchmarking toolkit update in September 2022 and central attainment data analysis and review.

Following consideration the Committee agreed to:

i)   note the position in respect of attainment of the young people in Moray for session 2021/22;

ii) note the initial discussions with Head Teachers have taken place during August and September 2022 where Head Teachers, Head of Education and Quality Improvement Manager (Performance Management) have developed actions for improvement at school and local authority level, which have informed the key interventions identified in this report and local school plans;

iii) approve the key interventions set out in the report that are now planned and/or underway in support of raising attainment and achievement for young

people across all secondary schools through the iMpact Moray approaches and Stretch Aims setting; and

iv) note that at a future meeting of this Committee, a follow up Insight report will be presented in consideration of school leaver data including post-school destinations following data publication in February/March 2023.

9. Supporting All Learners Strategy

A report by the Depute Chief Executive (Education, Communities and Organisational Development) requested that Committee approved the Supporting All Learners Strategy.

During consideration Councillor Mustard sought clarification on why the Strategy does not have an Equality Impact Assessment (EIA).

In response, the Head of Education confirmed that the Equalities Officer was included in the consultation of the strategy but no advice was given with regards to requiring an EIA.

The Head of Governance, Strategy and Performance further added that the Council has a duty under the Act to have regard for the Equalities Act and in this instance the Equalities Officer had been included in the process.

Councillor Mustard moved to defer the report to allow consideration alongside the Additional Support Needs (ASN) Report which is being presented to the Committee in December. Councillor Warren seconded the motion.

The Depute Chief Executive (Education, Communities and Organisational Development) confirmed that due regard had been taken in producing the Strategy and raised concerns with deferring the report. Paragraph 4(g) of the report detailed the 3 strands which are being rolled out at the forthcoming in-service days later in November.

The Head of Education confirmed that work had been planned for the in-service days on nurturing approach and by not approving today would mean the work would be delayed until the next in-service days in May 2023.

Councillor Warren sought clarification on whether there was a flexibility with when the in-service days are held.

The Head of Education confirmed that in-service days are scheduled and set in advance.

Councillor Warren suggested going ahead with the proposed in-service training and defer the report to the December meeting.

Following further consideration and as there was no one otherwise minded the Committee agreed to defer agreement of the Strategy to consider alongside the ASN Review in December however agreed in principle with the Nurturing Principles for All to allow the scheduled In-Service Training to go ahead.

10. Active Schools and Community Sport Update

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee of progress made by the Active Schools and Community Sport team in Moray during the last academic year and to seek approval for the extension of this Service for a further four years.

Following consideration the Committee agreed to:

i) note the progress of Active Schools and Community Sport during the 2021-22 academic year; and

ii) approve the extension of the Active Schools and Community Sport Hub programmes for existing budget for a further four years period from 1 April 2023 in partnership with sportscotland at a total cost of £979,077 for the four year period (year 1 £224,154, year 2 £237,626, year 3 £251,502 and year 4 £265,795) to secure an investmentof £1,185,928 from sportscotland over the same period).

11.   Early Learning and Childcare - Sustainable Rate Update

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee of the process followed to set the current Early Learning and Childcare (ELC) sustainable rate for funded hours and the reason for maintaining the rate at current levels.

Councillor Warren moved to defer the report for consideration alongside the External Consultants report which is being presented to Committee in December. Councillor Mustard seconded the motion.

Following consideration and as there was no one otherwise minded the Committee agreed to defer the report until the meeting on 14 December 2022.

12.   Early Learning and Childcare - Capacity and Demand for Funded Childcare Places

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee of the process followed to set the current Early Learning and Childcare (ELC) sustainable rate for funded hours and the reason for maintaining the rate at current levels.

In terms of Standing Order 85 the Chair sought approval from the Committee to suspend standing order 77 to continue after 12.45pm to allow consideration of the next item and to then break for lunch and resume the meeting at 2.00pm.

This was unanimously agreed.

Following lengthy consideration the Committee agreed to:

i) note how demand is met to provide ELC funded place in Moray; and

ii) note the registration process for funded ELC places, the current demand for ELC places within each ASG area and the capacity for funded ELC places within Moray.

Reverend Rongong left the meeting during the discussion of this item.

13.   Singleton Inspections of Early Learning and Childcare Centres - Published Reports March-June 2022

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee of the content of singleton reports of Earl Learning and Childcare (ELC) centres by Care Inspectorate which were published between March 2022 and June 2022. These were:

• Linkwood Nursery, Elgin
• Portgordon Nursery, Portgordon
• Rainbow Days Nursery, Buckie
• Aberlour and Craigellach Pre School, Aberlour
• Mosstodloch Nursery, Mosstodloch
• Pilmuir Nursery, Forres

Following consideration the Committee agreed to note the findings and their effects on performance.

14.   Resumption of Meeting

PRESENT
Councillor James Allan, Mrs Sheila Brumby, Councillor Neil Cameron, Councillor Tracy Colyer, Councillor John Cowe, Mrs Anne Currie, Mr Alfie Harper, Councillor Juli Harris, Councillor Sandy Keith, Councillor Scott Lawrence, Councillor Marc Macrae, Councillor Paul McBain, Councillor Bridget Mustard, Councillor Kathleen Robertson, Councillor Derek Ross, Mrs Susan Slater, Mrs Emma Tunnard, Councillor Sonya Warren

APOLOGIES
Councillor Ben Williams, Reverend Tembu Rongong and Ms Angela Stuart

ALSO IN ATTENDANCE
Also in attendance at the meeting were the Depute Chief Executive (Education, Communities and Organisational Development), Head of Governance, Strategy and Performance, Head of Education, Head of Education Resources and Communities, Early Years Service Manager and Tracey Sutherland, Committee Services Officer.

15.   Information Reports - if called in

The Committee noted that no information reports had been called in.

16.   Question Time ***

Under reference to paragraph 14 of the minute of the meeting of Education, Children's and Leisure Services Committee on 24 August 2022, Councillor Lawrence sought an update of the funding allocation for music instruction.

In response, the Head of Education Resources and Communities confirmed that a report will be presented to Committee on 25 January 2023.

Under reference to paragraph 14 of the minute of the meeting of Education, Children's and Leisure Services Committee on 24 August 2022, Councillor Warren sought an update on the timing of the free school meals payment and asked why there had been such a delay in implementing the change.

In response the Chair advised that this action sits within the remit of Economic Development and Infrastructure Services Committee.

The Depute Chief Executive (Education, Communities and Organisational Development) added that the Head of Environmental and Commercial Services had provided Councillor Warren with an updated. She further added that the delay had been due to varying different pressures being added to already heavy workloads but assured Councillor Warren that a report had been requested and is planned for the January meeting of ECLS, however, clarification had been sought on whether it might be possible for it to be brought to the special meeting of the Committee on 14 December 2022 instead and confirmation was awaited.

The current uptake on free school meals at Buckie High School is currently sitting at 25% of those who are eligible and work could be undertaken to encourage those who are not yet taking up the free school meals to do so. She further added that a breakfast club is also in operation at Buckie High School, and whilst it does not offset the request that has been made, it does mean there is some mitigation there for those affected.

Under reference to paragraph 14 of the minute of the meeting of Education, Children's and Leisure Services Committee on 24 August 2022, Councillor Harris sought an update on the Early Learning and Childcare Consultation.

In response, the Chair confirmed that a report will be presented to the special meeting of the Committee on 14 December 2022.

Under reference to paragraph 14 of the minute of the meeting of Education, Children's and Leisure Services Committee on 24 August 2022, Councillor Cameron sought an update on the revised petitions process.

In response the Head of Governance, Strategy and Performance confirmed that a report on the proposed new petitions process will be presented at the meeting of Moray Council on 7 December 2022.

Councillor Macrae sought clarification, following the reports of teachers in Aberdeenshire Council being balloted regarding violence in schools, on measures the Council have in place for dealing with violence in schools.

In response the Head of Education Resources and Communities confirmed that the Council have a Violence and Aggression Policy. Any incidents are reported centrally and it details the expectations of how staff are supported following any incidents and whether any additional support is required for the staff and children.

She further added that there is an increase in incidents, particularly in ASN sections and work is being carried out through the ASN Oversight Group to understand the additional support that can be put in place in particular settings where the biggest increases are being seen in terms of staff wellbeing and to reduce incidents occurring.

Councillor Mustard queried whether there was a more up to date version of the Devolved School Management policy than is currently published on the Council's website.

In response, the Head of Education Resources and Communities confirmed that the policy is regularly reviewed however there is no update to what is currently published on the website. She further added that a newly appointed Project Officer is currently reviewing the current scheme.

Councillor Warren sought clarification on whether hospitality classes are tailored to take into account dietary requirements.

In response, the Head of Education confirmed that adjustments are made to take into account dietary and food intolerance requirements.

Councillor Allan informed the Committee of a new initiative started in Moray called Mini Cooks, the new initiative is being trialled at Bishopmill Primary School and is the first in Scotland. All equipment is provided and the pupils visit local businesses once a month. The initiative is aimed at promoting the hospitality industry as a career path.

17.   Early Learning and Childcare - Major and Minor Infrastructure Works Update

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee of the consequences of programme delays on the operation, costs and staffing of the Early Learning and Childcare (ELC) settings with planned major and minor infrastructure works.

The report also informed Committee of plans for ELC major and minor infrastructure works in 2022 and 2023 and of the capital spend budget plans approved by Council on 29 June 2022 which include completion of infrastructure works for identified local authority nursery settings.

Initial consideration of the report took place in the open section of the agenda before moving to the confidential section.

Councillor Harris sought clarification on why there had not been an Elected Members briefing held on the proposals for the Aberlour and Craigellachie Nurseries project.

Councillor Ross further added that he did not feel the Committee could make a decision when full details of the project had not been communicated with Members.

The Early Years Service Manager apologised for information not having been circulated to members and confirmed that it was not the intention to exclude members from the decision.

The Depute Chief Executive (Education, Communities and Organisational Development) added that she was not aware of concerns from Local Members and would take them on board.

Councillor Ross queried what consultation had taken place with service users.

The Early Years Service Manager confirmed that she had met with representatives of the service users and discussed the proposals. She further added that option appraisals had been carried out and that they would be circulated to Members to help answer any questions.

Councillor Macrae raised concerns around the location of the temporary outdoor nursery in Aberlour and the closeness to the River Spey.

The Early Years Service Manager confirmed that various options had been considered and the proposed location was deemed to be the safest location. She further added that a 1.8m fence would surround the nursery.

The Head of Governance, Strategy and Performance added that Councillors have been presented with a report which they believe has raised project governance issues and suggested that Members may wish to request a further report with more information on the project.

The Depute Chief Executive (Education, Communities and Organisational Development) assured members that an options appraisal had been completed and confirmed that the project could be put on hold to allow members the opportunity to review the completed option appraisal.

Councillor Ross moved to defer the decision on the Aberlour and Craigellachie Nurseries Project and to request a further report be presented to the Committee in December. This was seconded by Councillor Warren.

As there was no one otherwise minded, the Committee agreed:

i) to note the consequences of potential programme delays for planned major and minor infrastructure works at designated nursery settings;

ii) to note the plans for outstanding major and minor ELC infrastructure works in 2022 and 2023;

iii) to note the capital spend budget plans approved by Council on 29 June 2022 for completion of infrastructure works at identified local authority nursery settings, with the exception of the Aberlour and Craigellachie Nurseries projects; and

iv) a further report to be presented to the next meeting providing more information on the Aberlour and Craigellachie Nurseries project and the decisions made to date.

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

Monday, 07 November 2022

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

PRESENT

Councillor James Allan, Councillor Neil Cameron, Councillor Tracy Colyer, Councillor John Cowe, Councillor Juli Harris, Councillor Sandy Keith, Councillor Scott Lawrence, Councillor Marc Macrae, Councillor Paul McBain, Councillor Bridget Mustard, Councillor Kathleen Robertson, Councillor Derek Ross, Mrs Susan Slater, Mrs Emma Tunnard, Councillor Sonya Warren, Councillor Ben Williams

ALSO PRESENT

Councillors Bloomfield, Coull, Divers, Dunbar, Fernandes, Gatt, Gordon, Leadbitter, McLennan and Morrision

APOLOGIES

Mrs Sheila Brumby, Mrs Anne Currie, Mr Alfie Harper, Reverend Tembu Rongong, Ms Angela Stuart

IN ATTENDANCE

Depute Chief Executive (Education, Communities and Organisational Development), Head of Education Resources and Communities, Head of Education, Head of Government, Strategy and Performance, Mr Hall, Senior Project Manager and Mrs Rowan, Committee Services Officer as Clerk to the Committee.

1   Chair

Councillor Robertson, being Chair of the Education, Children's and Leisure Services Committee, chaired the meeting.

2   Welcome

The Committee joined the Chair in welcoming Councillor John Stuart to his first committee meeting following his election at the recent Buckie By-Election.

3   Declaration of Group Decisions and Members Interests

In terms of Standing Order 20 and the Councillors' Code of Conduct, there were no declarations from Group Leaders or Spokespersons in regard to any prior decisions

taken on how Members will vote on any item on the agenda or any declarations of Member's interests in respect of any item on the agenda.

4   Learning Estate Strategy and Delivery Programme

Ms Tunnard joined the meeting during discussion of this item.

Under reference to paragraph 26 of the Minute of the meeting of Moray Council dated 28 September 2022, a report by the Depute Chief Executive (Education, Communities and Organisational Development) sought a decision on the priority to be allocated to the submissions to Scottish Government for Learning Estate Investment Programme (LEIP) Phase 3 funding in October 2022.

During her introduction, the Head of Education, Resources and Communities advised of a typing error in paragraph 4.6 of the report and confirmed that the last suitability assessment for Forres Academy had been carried out in 2017 and not 2013 as printed. This was noted.

During discussion, it was queried whether LEIP funding is awarded based on condition or suitability and in what capacity both schools had been put forward.

In response, the Head of Education, Resources and Communities confirmed that the criteria for LEIP 3 funding was measured in terms of condition or capacity and the Council could not put forward bids based on both condition and capacity. The Head of Education Resources and Communities advised that Buckie High School had been put forward in terms of capacity and Forres Academy in terms of condition however it was clear that both schools needed replaced therefore both had been put forward. Scottish Future Trust had further asked that, in the event of only one project being successful, the Council should prioritise one of the 2 schools and that is what the Committee were being asked to consider.

During further discussion, Councillor McLennan stated that, on the 27 September 2022, he had raised 30 technical questions with Officers, some of which had been responded to, and sought assurance that the suitability and condition reports had been carried out within the 5 year time frame stipulated by the Scottish Government and also in conjunction with the recently agreed Learning Estate Strategy.

In response, the Head of Education Resources and Communities advised that she had received 30 questions from Councillor McLennan to which she had responded and also confirmed that the report answered many of the questions that had been raised. She further assured the Committee that replacement schools for both Forres and Buckie would remain in the Capital Plan and that the Committee were being asked to prioritise one school in an effort to secure LEIP funding.

The Depute Chief Executive (Education, Communities and Organisational Development) further confirmed that for Buckie High School, the suitability assessment had been carried out in 2017 and the condition assessment carried out in 2021 and in relation to Forres High School, the suitability assessment had been carried out in 2018 and the condition assessment carried out in 2021 and that suitability assessments would be carried out again for both schools in January 2023, which is within the 5 year time frame stipulated by the Scottish Government. However in terms of the criteria for the LEIP funding, each school is assessed on either condition or capacity. With regard to assessing both schools in terms of suitability, the Depute Chief Executive (Education, Communities and

Organisational Development) assured the Committee that, going forward, this would be addressed in accordance with the Learning Estate Strategy.

Councillor McBain was of the view that by reading the report and listening to the debate he had sufficient information to make a decision and moved that the Committee agreed the recommendations as printed within the report and that the Forres Academy Project is identified as the priority project in the LEIP Phase 3 funding bid process. This was seconded by Councillor Ross.

Councillor Warren acknowledged that both schools needed replaced however, in her view, Buckie was in a worse state of repair stating that the school was currently closed as the heating was not working. She further stated that part of the roof had blown off recently and that the building did not provide adequate protection for the pupils. Councillor Warren raised concern in relation to land ownership as the proposed land for the Forres Project was owned by the Common Good and feared acquisition of this land would cause a delay. She also stated that Buckie was to be replaced with a swimming pool included in the campus thus the overall cost of the project would be greater therefore was of the view that it would be prudent to apply for funding for the most expensive project while funding was available and moved that the Committee agree that the Buckie High School Project is identified as the priority project in the LEIP Phase 3 funding bid process. This was seconded by Councillor Macrae.

On a division there voted:

For the motion (10):	Councillors McBain, Ross, Colyer, Cowe, Harris, Keith, Lawrence, Mustard, Robertson and Williams.
For the Amendment (4):	Councillors Warren, Macrae, Allan and Cameron.
Abstentions (0):	Nil

Accordingly, the Motion became the finding of the Committee and, following on from the decision of the Council on 28 September 2022 to submit two bids for Scottish Government Learning Directorate Learning Estate Investment Programme (LEIP) Phase 3 funding and in accordance with the bid criteria it was agreed:

(i) to note the typing error in paragraph 6 of the report in that the last suitability assessment for Forres Academy had been carried out in 2017 and not 2013 as printed;

(ii) that the Forres Academy Project is identified as the priority project in the LEIP Phase 3 funding bid process; and

(iii) to recommend to Moray Council that the decision is endorsed at the Special Meeting on 7 November 2022.

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

Wednesday, 14 December 2022

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

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

Councillor James Allan, Mrs Sheila Brumby, Councillor Neil Cameron, Councillor Tracy Colyer, Councillor John Cowe, Mr Alfie Harper, Councillor Juli Harris, Councillor Sandy Keith, Councillor Scott Lawrence, Councillor Marc Macrae, Councillor Paul McBain, Councillor Bridget Mustard, Councillor Kathleen Robertson, Councillor Derek Ross, Mrs Susan Slater, Mrs Emma Tunnard, Councillor Sonya Warren, Councillor Ben Williams

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

Mrs Anne Currie, Reverend Tembu Rongong, Ms Angela Stuart

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

Also in attendance at the above meeting were the Depute Chief Executive (Education, Communities and Organisational Development), Head of Education, Head of Education Resources and Communities, Head Service/Chief Social Work Officer, Legal Services Manager, Chief Financial Officer, Quality Improvement Manager, Early Years Service Manager, Carl Campbell, Service Manager, Project Manager, Education, Sport and Culture Service Manager, Susanne Campbell, Quality Improvement Officer, GIRFEC and Promise Lead Officer and Tracey Sutherland, Committee Services Officer.

1.   Chair

The meeting was chaired by Councillor Robertson.

2.   Declaration of Group Decisions and Members Interests *

In terms of Standing Order 20 and the Councillors' Code of Conduct, Councillor Robertson declared that the Conservative Group had made a group decision in regards to Item 17 on the agenda.

Councillors Cameron and Macrae declared an interest in items 14 and 20 as Directors on the Board of Moray Leisure Limited.

Councillor Harris declared an interest in Item 21 and would refrain from taking part in the discussion as she was related to a child who attends one of the nurseries.

Councillor Cowe declared an interest in Item 17 on the agenda as a family member works in one of the private nurseries.

The Committee noted that there were no further 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. Resolution

The meeting resolved that in terms of Section 50A (4) and (5) of the Local Government (Scotland) Act 1973, as amended, the public and media representatives be excluded from the meeting for Items 19-21 of business on the grounds that it involves the likely disclosure of exempt information of the class described in the relevant Paragraphs of Part 1 of Schedule 7A of the Act.

Para number of the minute	Para Number of Schedule 7a
19	Para 6 Information relating to the financial or business affairs of any particular person(s)
20	Para 1 and 9 Information relating to staffing matters and Information on proposed terms or to be proposed by or to the Authority
23	Para 8 and 9 Information on proposed terms and/or expenditure to be incurred by the Authority

4. Order of Business

In terms of Standing Order 29 the Chair advised the Committee that due to there being 4 reports which required to be considered together the order the of the agenda would be be altered to accommodate the open and confidential reports. She further advised the following order of reports:

Item 4 – 14 – open session
Item 20 – confidential session
Item 15 – 16 – open session
Item 19 – confidential session
Item 17 – open session
Item 21 – confidential session

5. Inspection of Fostering Adoption and Adult Placements

A report by the Chief Officer, Health and Social Care Moray provided an update on the process and outcome of the inspection of Placement Services in March 2022. Specifically, this was in relation to fostering, adoption and adult placements.

Councillor Robertson moved to add an additional recommendation, asking for a progress report to be brought back to the Committee prior to the Service moving to the Moray Integration Joint Board.

As there was no one otherwise minded, the Committee agreed:

i)   to note the outcome of the inspection of fostering, adoption and adult placements in March 2022; and

ii) a progress report should be presented to Committee prior to the Service move to the Moray Integration Joint Board.

Mrs Emma Tunnard and Mrs Sheila Brumby joined the meeting during the consideration of this item.

6. Childrens Services Plan Annual Report 2021-22

A report by the Chief Officer, Health and Social Care Moray, asked the Committee to review and endorse the Children's Services Plan Annual Report 2021-22 (Appendix 1).

Following consideration the Committee agreed to endorse the Children's Services Plan Annual Report (2021-22) prior to submission to the Scottish Government by the deadline of 31 December 2022.

7. Q2 Performance Report - Children and Families and Criminal Justice Social Work - Period to September 2022

A report by the Chief Officer, Health and Social Care Moray informed the Committee of the performance of the service for the period 30 September 2022.

Following consideration the Committee agreed to:

i) note the performance in the areas of Service Planning, Service Performance and other related data to the end of September 2022; and

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

8. Children and Families Social Work Services Revenue Budget Monitoring to 30 September 2022

A report by the Chief Officer, Health and Social Care Moray informed the Committee of the budget position for Children and Families Social Work Services as at 30 September 2022.

Following consideration the Committee agreed to note the budget position at 30 September 2022.

9. Raising Attainment Curriculum Breadth and Digital Progress Update

A report by the Depute Chief Executive (Education, Communities and Organisational Development) updated the Committee on progress in development of the Raising Attainment: Curriculum Breadth and Digital workstream within the Council's Improvement and Modernisation Programme and sought direction on the development of the project.

Councillor Mustard sought clarification on what the report was asking the Committee to agree and the implications if the Committee agreed to option a in recommendation (iii).

In response, the Project Manager confirmed that recommendations (ii) and (iii) should be considered together and by taking a minimal approach it would ensure the infrastructure can support a future roll out.

The Depute Chief Executive (Education, Communities and Organisational Development) added that a new contract is coming into effect and the Council would also need to look at issues including the broadband bandwith and the infrastructure in schools to ensure they are suitable for moving the project forward. It would be important to ensure that the Council was ready to deploy should funding, whether internal or external become available. She further added that other Local Authorities were moving ahead with their investment in digital technology and there was a danger that Moray could be left behind.

Councillor Lawrence felt that the paper provides a vital piece of the jigsaw to a number of subjects of reports on the agenda, particularly around Support for All Learners, Mental Wellbeing and Additional Support and how the Council builds a modern educational environment for all young people in the area.

He therefore moved to accept the recommendations in the report to continue with the project and to go for option c in recommendation (iii) - infrastructure and strategy development, workforce preparation and device roll out. This was seconded by Councillor Warren.

In response, Councillor Cowe raised concerns over the affordability of the motion. Mr Harper, pupil representative also raised concern about an over reliance on the devices.

Councillor Macrae recognised that it is an emotive topic but felt that Officers had given a clear warning in regards to the affordability of the project and proposed, seconded by Councillor Mustard, approving the recommendations and taking forward option a in recommendation (iii) - infrastructure and education digital strategy development to ensure readiness for digital development only.

Councillor Williams sought clarification on whether any decision made today may result in a material change in circumstances when the Scottish Government's budget is delivered tomorrow.

In response, the Depute Chief Executive (Education, Communities and Organisational Development) confirmed that this was a risk when relying on any external funding however the Council need to be prepared should funding become available.

Councillor Ross, having listened to the debate proposed deferring the report for further information, including any financial support which may be announced in the Scottish Government's budget tomorrow, how other authorities are performing with the roll out and information on the benefits the roll out has had.

In response, the Depute Chief Executive (Education, Communities and Organisational Development) confirmed that the Council had engaged CGI to try and find information to be taken forward to Committee on the impact of digital devices on attainment and that information is contained in the report. She further added that it was unlikely that the Council would be able to produce more information as currently the research is not there.

On hearing the response from the Depute Chief Executive (Education, Communities and Organisational Development), Councillor Ross withdrew his amendment.

On the division there voted:

For the Motion (4)	Councillors Lawrence, Warren, Cameron and Harris
For the Amendment (10)	Councillors Macrae, Mustard, Allan, Colyer, Cowe, Keith, McBain, Robertson, Ross and Williams
Abstention (0)	

Accordingly the Amendment became the finding of the meeting and the Committee agreed to:

i)   note the contents of the Digital Inclusion Outline Business Case and re-affirmed the intended outcomes for the IMP Curriculum Breadth and Delivery workstream (Appendix 2);

ii)   continue with the development of the infrastructure and Education Digital Strategy development to ensure readiness for digital development only;

iii) note that the next steps for the development of the Raising Attainment Breadth and Digital project would include stakeholder engagement and preparation of Full Business Case to inform the options and approach to the project; and

iv)   note that further reports will be presented to Committee to determine next steps and in particular to define the level of investment as options and costs become clearer.

10.   Raising Attainment Improved Wellbeing Outcomes Pastoral Care

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

Councillor Mustard raised concerns about the delivery and timescales of the project and the staff capacity. She further added that the project would take until early 2025 to complete. This would include a pilot in a small number of schools meanwhile the other schools not in the pilot would continue to struggle under the strain of supporting these pupils.

Councillor Mustard moved to defer the report to get more information on the scope of the child planning workload within the primary schools and whether partners have the capacity/resources to support the collaborative work required to support the child's plan. This was seconded by Councillor Ross.

The Depute Chief Executive (Education, Communities and Organisational Development) understood the concerns of members and sought clarification on whether it was the nature of the proposals that members were concerned about.

Councillor Mustard confirmed that the concern is around the child planning workload, the detail of whichwhich the Depute Chief Executive (Education, Communities and Organisational Development) had already acknowledged was not available in the report and although the pilot is good practice but she was concerned about the tests of change as it will be a long time before the results were available prior to the roll out across the area. She also expressed concern around whether this was the correct proposal.

The Secondary School Teaching representative gave an example of what it was like for her to be a Guidance Teacher with class teaching time. Her caseload varies between 150 and 250 pupils year on year. She further added that she has 12 hours teaching time a week and the remainder of her time is taken up with pastoral care of the young people in her caseload and it is nowhere near the time needed to do the job effectively and expressed concern that doing nothing was not an option.

The Depute Chief Executive (Education, Communities and Organisational Development) confirmed that proposals are aimed at early intervention but with the complexity of these projects it is important that the Council invests time in the development and engagement in rolling the projects out. She further added that the outcomes being sought will not be determined in the short term, they would take some time to become apparent and to be measurable due to the nature of this type of project. With regards to whether this is the right proposal, the Depute Chief Executive (Education, Communities and Organisational Development) confirmed that the project is what was previously agreed by the Committee and Officers have now brought this forward. Officers are seeking decisions now from the Committee to help with budget planning so it is clear what the call on reserves will be.

Councillor Macrae stated that CMT had provided their expenditure warning within the report and proposed to approve recommendation (i) and to cease the project at recommendation (ii).

The Chair proposed a short adjournment to allow groups to discuss the motion and the amendment currently on the table.

Following the short adjournment and after discussions with colleagues, Councillor Macrae, confirmed that he would withdraw his amendment.

On listening to the debate, Councillor Warren, seconded by Councillor Lawrence proposed to agree the recommendations in the report.

On the division there voted:

For the Motion (9)	Councillors Mustard, Ross, Allan, Colyer, Cowe, Keith, Macrae, McBain, and Robertson
For the Amendment (5)	Councillors Warren, Lawrence, Cameron, Harris and Williams
Abstention (0)	

Accordingly the Committee agreed to defer the report to get more information on the scope of the child planning workload within the primary schools and whether

partners have the capacity/resources to support the collaborative work required to support the child's plan.

11.   Supporting All Learners Strategy

A report by the Depute Chief Executive (Education, Communities and Organisational Development) requested the Committee recognise that the Supporting All Learners Strategy has been developed to align with the published ASN strategy to encompass how the Council supports all learners in Moray.

Councillor Robertson sought clarification on why the recommendation was asking the Committee to endorse, as when the report had been presented at the previous meeting, the Committee were asked to agree the strategy.

In response, Ms Campbell, Quality Improvement Officer, confirmed that the recommendation should be asking the Committee to approve the strategy.

Following consideration the Committee agreed to approve the Supporting All Learners Strategy, which provides a health and wellbeing framework, toolkit and supports for learning communities in Moray to progress on the pathway to embedding Moray's Nurture Principles for All.

In terms of Standing Order 85, the Chair sought agreement from the Committee to suspend Standing Order 77 to continue the meeting past 12.45pm, this was unanimously agreed. She further added that the Committee would consider items 11, 12, 15 and 16 prior to breaking for lunch.

12.   Performance Report - Education - Period to September 2022

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee of the performance of the service for the period to 30 September 2022.

Following consideration the Committee agreed to note:

 i)   performance in the areas of Service Planning, Service Performance and other related data to the end of September 2022; and

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

13.   Education Revenue Budget Monitoring to 30 September 2022

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee of the budget position for Education as at 30 September 2022.

Following consideration the Committee agreed to note the budget position at 30 September 2022.

14. Performance Report - Education Resources and Communities - Period to September 2022

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee of the performance of the service for the period to 30 September 2022.

Following consideration the Committee agreed to note:

i) performance in the areas of Service Planning, Service Performance and other related data to the end of September 2022; and

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

15. Education Resources and Communities Revenue Budget Monitoring to 30 September 2022

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 30 September 2022.

Following consideration the Committee agreed to note the budget position at 30 September 2022.

16. Resumption of Meeting

PRESENT
Councillor James Allan, Mrs Sheila Brumby, Councillor Neil Cameron, Councillor Tracy Colyer, Councillor John Cowe, Mr Alfie Harper, Councillor Juli Harris, Councillor Sandy Keith, Councillor Scott Lawrence, Councillor Marc Macrae, Councillor Paul McBain, Councillor Bridget Mustard, Councillor Kathleen Robertson, Councillor Derek Ross, Mrs Susan Slater, Mrs Emma Tunnard, Councillor Sonya Warren, Councillor Ben Williams

APOLOGIES
Mrs Anne Currie, Reverend Tembu Rongong, Ms Angela Stuart

ALSO IN ATTENDANCE
Also in attendance at the above meeting were the Depute Chief Executive (Education, Communities and Organisational Development), Head of Education, Head of Education Resources and Communities, Head Service/Chief Social Work Officer, Legal Services Manager, Chief Financial Officer, Quality Improvement Manager, Early Years Service Manager, Carl Campbell, Service Manager, Project Manager, Education, Sport and Culture Service Manager, Susanne Campbell, Quality Improvement Officer, GIRFEC and Promise Lead Officer and Tracey Sutherland, Committee Services Officer.

17. Review of Additional Support Needs Services

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee of progress with plans to review the services that specialise in how children and young people with additional support needs (ASN) are fully supported, included and involved in their learning, as part of the Council's Improvement and Modernisation Programme.

Councillor Mustard in recognising the content of the report and the length of the project moved to agree recommendations (i) to (iv) as written and amend recommendation (v) to read 'review the management structure supporting the services; and a report back to the Committee with prioritised actions, and staff capacity to deliver the review' and add an additional recommendation (vi) to read ' report back to Committee on the current risks associated with ASN and how are these being addressed.' This was seconded by Councillor Macrae.

Councillor Ross raised a concern about the terminology relating to English as an Additional Language. Page 300, third bullet point refers to providing support for children and young people who have English language challenges and felt it implies a deficit model and sought agreement from Officers to change the wording.

In response, the Head of Education Resources and Communities agreed to look at the wording.

Mrs Slater sought information on the impact the additional staff within the Social, Emotional, and Behavioural Needs (SEBN) have had across the schools in Moray.

In response, the Head of Education Resources and Communities confirmed that she had asked for monthly reporting from the team to look at the impact. The team is focussed on the children with the highest level of needs and supporting staff in 18 Primary Schools and 3 Secondary Schools. The report on the impact the team is having will come to a future meeting of the Committee.

As there was no one other wise minded and following lengthy consideration the Committee agreed:

i)   note the background and context of the ASN review, and the links between this strategic change project, and other Education Transformation strategies

ii)   to note the progress towards implementation of the review of ASN Service;

iii)   to note the challenges of progressing a major change in service delivery during a period of significant Covid-19 disruption and a changing operational environment due to the ongoing impact of the epidemic on children, young people and their families;

iv)   to recommend to Moray Council the allocation of up to £203,664 from earmarked reserves for Council priorities to extend the existing temporary Education Support Officer (ESO) (ASN) post for a further period of 2 years;

v)   a review of the management structure supporting this service, and a report back to the Committee with prioritised actions, and staff capacity to deliver this review; and

vi)   that a report to come to Committee on the current risks associated with ASN and how these are being addressed.

18.   Moray Sport and Leisure Capital Investment Plan

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee of progress in relation to the development of a Sport and Leisure Capital Investment Plan for Moray.

Councillor Warren asked whether a copy of the SLA for Moray Leisure Centre was available as she felt that Councillors are regularly being asked to agree financial support but has never seen a copy of the Service Level Agreement (SLA) despite requesting a copy for a long time.

In response, the Sport and Culture Service Manager confirmed that work is ongoing on the SLA and final sign off has not been completed yet however confirmed that both parties are working towards getting the SLA finalised so that the expectations from both parties are clear.

Councillor Warren sought clarification on the Council's position with regards to the refurbishment of Buckie swimming pool as it had previously been included in the plan but had been removed as it was included as part of the new school project. She further sought confirmation that should the plant fail at Buckie the plant will be repaired and maintained or would it be a decision that would need to be made by Committee.

In response, the Sport and Culture Manager confirmed that the Council will continue to operate all its facilities with the available budget however, if there was a significant failure that was beyond the allocated budget, then the decision would need to be escalated to Senior Management for advice on how to proceed.

Following further consideration, Councillor Warren moved to amend recommendation (iv) of the report to read - acknowledges the interdependencies between the Sport and Leisure Capital Plan and the Learning Estate programme, with decisions regarding the learning estate impacting on prioritisation of works within the Sport and Leisure Estate but emphasising that this should not prevent critical works required to keep facilities operating and thereby maintaining the Council's FitLife income stream. This was seconded by Councillor Mustard.

As there was no one otherwise minded and following consideration the Committee agreed:

  i)   note the work completed to assess the current condition and suitability of Moray Sport and Leisure Estate, and the investment required to maintain the facilities in the short, medium and longer term;

  ii)   note the planned Sport and Leisure development work currently included in the indicative capital plan, based on current priorities;

  iii) acknowledge the financial implications of the Sport and Leisure Capital Investment Plan and notes that further work will be required to establish the level of funding available as the Council reviews its indicative 10 year capital plan, and that this will impact on how maintenance and development work is prioritised;

  iv)   acknowledges the interdependencies between the Sport and Leisure Capital Plan and the Learning Estate programme, with decisions regarding the learning estate impacting on prioritisation of works within the Sport and Leisure Estate but emphasising that this should not prevent critical works required to keep facilities operating and thereby maintaining the Council's FitLife income stream; and

  v)   that no capital projects to support Council run facilities are prioritised for investment and that all planned work is put on hold until the Council capital

plan is reviewed in early 2023, excluding any works currently in progress, and that a paper is brought back to Committee to agree priorities for capital spend on Council run sport and leisure facilities (for inclusion in the Sport and Leisure Capital Investment Plan) when further information is available regarding the available capital funding envelope.

19.   Moray Leisure Centre Expansion Proposal [Para 6]

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee of the Moray Leisure Centre (MLC) expansion proposals and to provide direction regarding the level of support that should be provided by the Council at this time.

Following consideration the Committee agreed:

i)   note the potential benefits to Moray of the proposed MLC expansion project;

ii)   that £275,000 of capital funding from the capital allocation identified against MLC in the capital plan be allocated to the MLC expansion proposal to cover the costs of the initial design and cost work;

iii)   that Council Officer time is allocated to support the initial design and cost stage of the project;

iv)   that a full MLC expansion business case, incorporating the detail from the completed design and cost phase, is brought back to a future meeting of this Committee to consider the level of financial commitment the Council may wish to make to this project.

Mr Alfie Harper left the meeting during the consideration of this item.

20.   Moray Education Early Learning and Childcare - External Consultant Update (Para 1 and 9)

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee of the initial high level messages from the external consultancy review of Early Learning and Childcare (ELC).

The Early Years Service Manager, updated the Committee that the report referred to in paras 4.14 and 4.16 will be presented to the Committee in April 2023 and not January 2023 as stated in the report.

Councillor Mustard moved to accept the recommendations in the report with the exception of any reference to the sustainable rate as the report regarding the sustainable rate was to be considered later in the agenda. This was seconded by Councillor McBain.

Following further consideration and there being no one otherwise minded, the Committee agreed, with the exception of any reference to the sustainable rate:

i)   to note the initial findings of the external consultant report;

ii)   to proceed with a strategic plan which:
      a) takes a phased project style format;
      b) will be complimented by the staffing change management plan;
      c) incorporates key aspects of initial findings in support of reducing ELC budget pressure

iii) note that the strategic plan format, timeline and financial impact will be reported to Education, Children's and Leisure Services Committee on 19 April 2023; and

iv)   to extend the contract of the existing ELC Project Officer for a period of up to 12 months on a spend to save basis to support the strategic plan work and delivery of cost reductions.

21.   Moray Education Early Learning and Childcare - Sustainable Rate Update

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee of the process followed to set the current Early Learning and Childcare (ELC) sustainable rate for funded hours and the reason for maintaining the rate at current levels.

Councillor Robertson moved to uplift the sustainable rate by 5% backdated to April 2022 in line with local government employees. This was seconded by Councillor Mustard.

The Chief Financial Officer warned the Committee that there is no budget for the proposed uplift and if agreed, the motion would need to be recommended to Moray Council as the Committee does not have the authority to make the decision.

The Depute Chief Executive (Education, Communities and Organisational Development) further warned that there was no expenditure warning in the paper as the recommendation was to maintain the sustainable rate at the current level however, this would apply to any decision that have an increased financial cost given the impact on the Council's budget. She further advised that maintaining the rate, Moray would have one of the highest rates in Scotland and if the uplift was agreed, Moray would have the highest rate in Scotland. The service is already £1m over budget with no funding to cover the overspend. Work is ongoing to identify how the service costs can be reduced and there is a otential risk to the sustainability of the provision of 1140 hours.

Following further consideration Councillor Robertson amended her motion taking into account the guidance from the Chief Financial Officer to read that Committee it was minded to approve an increase in the sustainable rate by 5% for staff pay rises to match the Council's staff pay award back dated to April 2022 subject to consideration and agreement by Moray Council. This was seconded by Councillor Mustard.

As there was no one otherwise minded, the Committee agreed:

i)   to note the process followed to set the current ELC sustainable rate for funder hours; and

ii)   that it was minded to approve an increase the sustainable rate by 5% for staff pay rises to match the Council's staff pay award back dated to April 2022 subject to consideration and agreement by Moray Council.

Councillor Allan left the meeting at the conclusion of this item.

22.   Letter of Thanks

The Chair invited Councillor Cameron, on behalf of the Lossiemouth Community Council, to thank the following schools for their generosity in helping to donate around 500 shoeboxes to the people of Ukraine.

The schools were the following secondary schools, Forres Academy, Lossiemouth High School, Keith Grammar School and the following primary schools Dyke, Glenlivet, Tomintoul, West End, Cullen, Aberlour, Hythehill and Hopeman and Lossiemouth RAF nursery.

23.   Aberlour Infrastructure Project Update [Para 8 and 9]

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee of the project overview and background of the Early Learning and Childcare (ELC) major infrastructure works planned at Aberlour Primary School and the process followed to determine the decant arrangements required during the planned refurbishments works.

Councillor Ross moved that both temporary units should be used for decanting the 2 nurseries and an alternative suitable location should be sought for the 2nd unit. This was seconded by Councillor Macrae,

The Head of Education warned that if an alternative site was to be sought for the 2nd temporary unit this would result in a significant delay for the project as both nurseries need to be decanted at the same time to allow the upgrade works to take place. She further added that the Care Inspectorate have approved the current proposals and a similar proposal was used previously in Lhanbryde which was deemed successful.

The Depute Chief Executive (Education, Communities and Organisational Development) sought further clarification on Councillor Ross' motion in particular how Officers should progress the final project given the number of issues which have been highlighted. She further added that there is no location currently identified for the 2nd unit and the nurseries are not currently meeting the standards.

In terms of Standing Order 85, the Chair sought agreement from the Committee to suspend Standing Order 77 to continue the meeting past 5.00pm, this was unanimously agreed.

The Legal Services Manager confirmed her advice was that currently the motion was not competent as members did not have information on potential costs or location for the 2nd unit to allow them to make a decision.

The Depute Chief Executive (Education, Communities and Organisational Development) suggested that to move the issue forward, Councillor Ross may wish to amend his motion to delegate to herself to find an alternative location for the outdoor nursery or temporary unit in discussion with Ward

members. Councillor Ross and Councillor Macrae both agreed with the amended motion.

Councillor Lawrence, a member of the Planning and Regulatory Services Committee, highlighted that the planning application for the outdoor nursery was being considered by the next meeting of the Planning and Regulatory Committee and proposed deferring the report until the planning application had been determined. This was seconded by Councillor Warren.

On the division there voted:

For the Motion (8)	Councillors Ross, Macrae, Cowe, Keith, McBain, Mustard, Robertson and Williams
For the Amendment (3)	Councillors Lawrence, Warren and Cameron
Abstentions (0)	

Accordingly the motion became the finding of the meeting and the Committee agreed to delegate to the Depute Chief Executive (Education, Communities and Organisational Development) to find an alternative location for the nursery, either indoor or outdoor, in discussion with Ward members.

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

REPORT TO: **EDUCATION, CHILDREN'S AND LEISURE SERVICES COMMITTEE ON 25 JANUARY 2023**

SUBJECT: **FREE SCHOOL MEALS ALLOWANCE – SECONDARY PUPILS**

BY: **DEPUTE CHIEF EXECUTIVE (ECONOMY, ENVIRONMENT AND FINANCE)**

1. REASON FOR REPORT

1.1 The report is to inform the Committee of the current process of when the free school meal allocation is added to pupils' accounts and approve the plan to alter the timing of the allocation.

1.2 This report is submitted to the Committee in terms of the Council's Scheme of Administrative section (III) (D) (1) relating to functions of the Council as Education Authority within the terms of relevant legislation with regard to nursery, primary, secondary, and further education; community learning and development and to determine the Council's policies in regard thereto.

2. RECOMMENDATION

2.1 It is recommended that Committee:-

(i) note the contents of this report; and

(ii) approve the change to the timing of the allowance as set out in Paragraph 7.3 option 2.

3. BACKGROUND

3.1 A petition was received on the 18 February 2022 from a student from Buckie High School on behalf of the young people in Moray, raising concerns that pupils entitled to free school meals can't access their allowance until after break time. They raised concerns that not eating during morning sessions undermines a child's ability to learn due to their empty stomach. The petition requested that the Free School Meal (FSM) allowance be added to the pupils meal account before morning break instead of before lunchtime.

3.2 A Committee report was requested to be prepared by officers for discussion as it is important that the voice of the young people are heard.

3.3   Due to the impact of the cost of living crisis on families there have been
       concerns raised about the potential of young people being hungry during the
       school day. If a pupil is hungry this will have an impact on the pupil's wellbeing
       and affect their learning ability.

3.4   All of the secondary schools in Moray have either a breakfast club or brunch
       club (the latter is in place at one school due to the timing of transported pupils
       arriving at the school). Some clubs are run all week and others are on specific
       days of the week. The clubs are funded in numerous ways such as,
       donations, grants from local businesses, Pupil Equity Funding (PEF) and the
       foodbank.

3.5   The Catering Service have trialled a scheme called too good to throw out
       where any food items that haven't been sold at the end of lunch and catering
       cannot use it for anything the next day, it is packaged, labelled in line with
       Natasha's law and instructions to reheat if necessary. It is then given to the
       education staff to either have a pick up point or distribute to any pupil they feel
       require this support. The trial went extremely well at Elgin High and has now
       been implemented in 2 further secondary schools Buckie High and Forres
       Academy. Keith Grammar, Speyside High and Lossiemouth High will be
       starting in January 2023. The scheme will be rolled out to the final 2
       secondary schools by the beginning of February 2023.

4.   FREE SCHOOL MEALS ALLOWANCE

4.1   The Education (Scotland) Act 1980 states that the authority:

       - must provide a school lunch free of charge to any pupil who is eligible for
         Free School Meals (FSM);
       - may provide other food and drink to pupils. It can do this free of charge or
         make a charge.

4.2   The provision of FSM for all pupils is based on specific eligibility criteria
       through the authority's Benefits team and this is updated to the cashless
       catering system by Education Business Support team. The Catering service
       should not be aware of who is entitled to FSM as per the Schools (Health
       Promotion and Nutrition) (Scotland) Act 2007 to protect the identity of those
       receiving FSM. The Catering Manager has access to the information for
       monitoring purposes only and relies on the information on the system being
       up to date.

4.3   The Scottish Government does not provide specific funding to the authority for
       Free School Meals, however, there are two elements of the General Revenue
       Grant (GRG) where statistical calculations are completed relating to Free
       School Meals. These financial terms can be used to calculate an estimate that
       £270k was received in the GRG for this year in relation to FSM (varies
       annually but the figure is typically within this region). The school meals
       provision for our authority costs £3.8m each year (this is 22/23 budget which
       is before the pay awards and any other adjustments that maybe required).
       £2.4m income is received from pupils paying for school meals (22/23 budget
       figure).

4.4   The purchase price of a school meal or items that can be purchased in a secondary school is set to be attractive to families and older pupils to encourage uptake with the current allowance in a secondary school being set at £2.40. It does not reflect the cost of providing the meals. Currently an average secondary school meal costs £6.06 to provide. This includes food and staffing. Pre Covid the costs per meal where closer to £4 per meal. The Food and Drink in Schools (Scotland) Regulations were altered in 2020, and this coupled with rising food costs have both had an impact on the cost base.

4.5   For pupils who are entitled to FSM in a secondary school the allowance of £2.40 is credited to their Young Scot Card daily to enable them to purchase lunch. This value enables them to purchase a main meal and a soup or sweet, however pupils have the ability to spend the allowance on any combination of items up to that value.

4.6   Currently the allowance for FSM is added to a pupil's account after morning break and before lunch. Any balance not used is cleared from the account after lunch. The allowance is added to the accounts automatically whether the pupil is in attendance or absent from school. All secondary school pupils have access to a pre-order app where pupils can pre-order lunch with the allowance before the money is allocated to the account as the pupil doesn't receive the order until lunchtime. Any money that is credited by the parent or pupil to the account is not cleared at the end of the day.

4.7   Below is a table that shows the number of pupils that are entitled to FSM and one week's typical sample uptake of the allowance.

Table 1

School	Number of Pupils entitled to FSM	Uptake for week ending 04/11/22
Buckie High	96	29%
Elgin Academy	79	24%
Elgin High	122	33%
Forres Academy	99	43%
Keith Grammar	42	31%
Lossiemouth High	53	47%
Milnes High	35	49%
Speyside High	35	37%

5.   SCHOOL MEALS PROVISION

5.1   Food and Drink in Schools (Scotland) Regulations require that all meals must meet the regulations and pupils are encouraged to opt for a balanced meal including 2 portions of vegetables and a portion of fruit to ensure the food taken is nutritionally sound and meets the calorific requirements for lunch.

5.2   There is a difference to food choices that are available at break time and lunchtime. On offer at break time there is a selection of drinks, pancakes, scones, sandwiches, muffins, fruit pots and toast however on a Friday there is slightly more offered due to the short day. The range is extended to offer items like panini/pizza slice. At lunchtime there is a wider range on offer including main meal, soup, hot snack i.e. pasta in sauce, hot grab and go items i.e. beef burger in a bun, deli bar where the pupils can have baguettes/sandwiches/rolls made to order and also salad boxes plus there is a selection of fruit and sweet items available. All the items offered need to comply with the Food and Drink in Schools (Scotland) Regulations 2020.

5.3   The current cashless system within the secondary schools does not allow pupils to go into arrears. At present if a pupil does not have any money they would inform someone within the school who would inform the cook on site that the pupil requires lunch then this is recorded manually. If the pupil did not pay for the lunch within the week this is highlighted to the Guidance Teacher. However the meal is usually paid for within a few days either by the pupil or the school. If a pupil presents themselves to catering staff that they have no funds for lunch then the pupil is given lunch and the above process is followed for the funds that are owed.

6.   **MATTERS FOR WIDER CONSIDERATION**

6.1   Based on the information set out above it is suggested that the focus of attention should be threefold:

- encourage greater uptake of Free School Meals. With an average of only 35% of eligible pupils taking up their Free School Meal, improving uptake has the potential to create significant benefit in tackling the potential issues around hunger;

- continue to support the work of schools in providing Breakfast Clubs using sources of funding such as PEF, charitable organisations and Parent Council funds;

- trial of adding school lunch credit to Young Scot cards in a manner that enables some expenditure at morning break, without detriment to the requirement to provide a lunch – as set out below.

6.2   The Cost of Living Working Group is looking at the first two points raised in 6.1 and this report relates to the third point.

7.   **OPTIONS**

7.1   This report is to consider altering the timing of the allowance to be added to pupils Young Scot Cards for them to be able to purchase food at break time if they chose to do so.

7.2   Option 1 - Do not change the timing of the allowance and clear any unused allowance after the lunch service. This would ensure that the authority are carrying out their statutory duty as FSM pupils would have funds to purchase a lunch.

7.3   Option 2 – Change the allocation of the FSM allowance to before the morning break service and clear any money of the allowance left after lunch service daily. Benefits of this option is the pupils are encouraged to eat every day and attend school every day. Pupils could for example purchase a pancake at break time then a hot snack and milkshake at lunch time within this allowance. There are many combinations available to choose from that are within the FSM allowance. A risk is a pupil spends all their allowance at break time and still presents themselves at lunch time requiring a meal or they go without a meal at lunchtime which could present problems if no meal is available from home. Other local authorities that provide this service have indicated that this is a low risk however this would potentially require extra funding. Pupils have to identify themselves as a pupil in receipt of FSM which they might not feel comfortable with. The current cashless catering system would allow for this to happen quite easily.

7.4   Option 3- Move the FSM allowance to be added daily after morning break and allow any allowance that hasn't been spent to roll to the next day or until the Friday then clear any balance on a Friday afternoon. Benefits with this option is that there is less of a risk of a pupil not having any funds for lunch time. Also allows the pupil to purchase items to take home especially at the end of the week. However this would require pupils to understand how to budget their allowance. The risks with this option are that pupils can build up their allowance which could add complications as such trying to give meals to friends whether wanting to or being pressured too. Building up the allowance also means they are missing out on food on some days. There is some potential for accessing an unreasonable amount of food on one day that would have a negative impact on the Food and Drink in Schools (Scotland) regulations 2020. The current cashless catering system does not have the capability to roll the unspent FSM allowance over to the next day. The cashless catering system is nearing its end of life and the catering department will be looking at purchasing and installing a new system within the next 18 months. The functionality to enable Free School Meal funds to roll over can be written into the specifications on the tender for the replacement. The supplier can make changes to the current system but this would require approximately £7K of unbudgeted funding to complete this alteration with an implementation date of 4 months. If the funds were to be rolled over manually it would take approximately 1 hour per school per day to complete this task which has an impact on administrators, therefore this option is not recommended at this point in time.

7.5   Whichever option is approved will be monitored for a minimum period of 3 months to assess the impact and report back to Committee if required. This should also include a review of current breakfast club attendance and uptake which may impact on food hunger. In addition, it would be worth analysing the extent to which school funding is being used to support the payment of lunches and whether or not this has increased or decreased during the pilot period.

8.   **ADDITIONAL INFORMATION**

8.1   Pupils are informed of how FSM works within secondary school in numerous ways, pupils are shown a video about the secondary catering service which has a section that explains how the FSM are added to the pupils account, this is also available on the Catering page of the Moray Council website. There are posters within the canteen to explain when money is added and taken off the accounts and also information on the pre order app.

8.2   Table 2 below summarises a recent survey and discussion carried out by ASSIST Facilities Management which is the Association for all the Facilities Management providers within Scotland's 32 Local authorities. In regards to when FSM allowance is added to accounts and if other funding is being used. Out of the 32 authorities 19 answered.

Table 2

Time FSM allowance is added to accounts	Number of Authorities
First thing i.e. before breakfast	8
Before Morning Break	6
Before Lunch	5
Do you add any additional funding for break time	2
Funding used for additional funding at break time	Pupil Equity Funding (PEF)
Can the additional funding be rolled on to lunch	No
Do you find pupils have spent the full allowance at break time	Not often as the Pupil is responsible for managing their allowance/budget.
How is the lunch funded if FSM allowance has been spent	Comes from the school
Do you allow the FSM allowance to rollover to the next day	No

9. **SUMMARY OF IMPLICATIONS**

(a) Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))
Reflective of priorities within the Corporate Plan with particular regard to (3) provide a sustainable education service aiming for excellence and (4) day to day service delivery in line with council values of ambitious, improving and responsive. With regards to the 10 Year Plan (Local Outcomes Improvement Plan LOIP), (2) building a better future for children and young people in Moray through equity of learning experience offered across Moray's schools.

(b) Policy and Legal
The Education (Scotland) Act 1980 provides that
1. The authority must provide free lunch to qualifying pupils. and
2. The authority is given the additional power to provide other food and drink to qualifying pupils or indeed any other pupils either free of charge or on payment. This additional power can be exercised any time and on such conditions as the authority thinks reasonable.

Food and Drink in Schools (Scotland) Regulations 2020 require all meals must meet the regulations and pupils are encouraged to opt for a balanced meal including 2 portions of vegetables and a portion of fruit to ensure the food taken is nutritionally sound and meets the calorific requirements for lunch.

(c) Financial implications
There are potential implications if significant numbers of pupils spend their FSM allowance at break-time and still request a lunch. Whilst this is currently funded by the school as an exceptional matter, there is a small risk that this would materialise as a budget pressure. This will be monitored and will be reported back to committee if it becomes a problem that would require funding or an alteration to the mechanism for providing Free School Meals.

(d) Risk Implications
Pupils realise that if they spend their FSM allowance at break time, they can also receive a meal at lunchtime. If this happened there would be a financial impact. Pupils could purchase items for other pupils willingly or perhaps be persuaded to.

With Option 3 there is a risk of pupils accessing an unreasonable amount of food on one day that would have a negative impact on the Food and Drink in Schools (Scotland) regulations 2020

With Option 2 there is a risk that pupils purchase a morning snack, and then are hungry at lunchtime but do not approach school staff in order to access a lunch.

(e) Staffing Implications
No staffing implications.

(f) Property
No property issues.

(g) Equalities/Socio Economic Impact
Options 2 and 3 can contribute to a reduction of negative impacts that are a result of socio-economic inequalities.

(h) Climate Change and Biodiversity Impacts
No climate change issues.

(i) Consultations
Depute Chief Executive (Economy, Environment and Finance), Depute Chief Executive (Education, Communities and Organisational Development, Head of Education Resources and Communities, Chief Financial Officer, Head of Governance, Strategy and Performance, Legal Services Manager, Committee Services Officer (T Sutherland), and Equalities Officer have been consulted and their comments incorporated into this report.

10. CONCLUSION

10.1 The FSM allowance can be moved for pupils to use at break time however if a child has spent all the allowance and still requests a lunch we are legally required to provide a lunch for them. The extra allowance for the lunch would require funding.

10.2 The recommendation is that the FSM allowance is moved to be used at break time and any allowance left after lunchtime is cleared daily. Where a lunch was needed then the extra allowance would require funding. Education would be required to inform pupils/parents of the change and encourage pupils to budget their allowance.

Author of Report: Elaine McRae, Catering Manager

Background Papers:
Ref: SPMAN-524642768-824

REPORT TO: **EDUCATION, CHILDREN'S AND LEISURE SERVICES COMMITTEE ON 25 JANUARY 2023**

SUBJECT: **WORKFORCE ARRANGEMENTS FOR KING CHARLES III CORONATION BANK HOLIDAY**

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

1.   <u>REASON FOR REPORT</u>

1.1   The Committee is asked to give authorisation to submit a request to the Scottish Government for permission for all schools across Moray to reduce teaching days by one from the requirement to provide 190 days schooling to 189 in order to recognise the additional bank holiday on Monday 8 May 2023 to the mark the celebration of His Majesty's Coronation.

1.2   This report is submitted to the Committee in terms of Sections D (8) of the Council's Administrative Scheme relating to the case of teachers, to deal with the conditions of service in so far as under the Control of the Council, subject to the duty of the Corporate Committee to co-ordinate and apply local conditions of service of teaching staff after the approval of this committee.

2.   <u>RECOMMENDATION</u>

2.1   **It is recommended that Committee give authorisation to:**

(i)   **seek an exemption from the Scottish Government for the requirement to provide 190 days schooling and seek consent for the exceptional closure of all Moray schools on Monday 8 May 2023, under the terms of section 133 (4) of the Education (Scotland) Act 1980 in order to recognise the additional Bank Holiday on Monday 8 May 2023 to the mark the celebration of His Majesty's Coronation; and**

(ii)   **notes that this request will be triggered only if the Corporate Committee on 31 January 2023 determines that an additional day of service closure and annual leave be granted across the Council.**

3. BACKGROUND

3.1 Nationwide arrangements will be held for the forthcoming celebration of His Majesty's Cornonation on Saturday 6 May 2023, with the First Minister confirming, along with the other nations of the United Kingdom that there will be an additional Bank Holiday on Monday 8 May to mark the celebrations.

3.2 Similar situations have previously arisen in relation to these situations, for example the Royal Wedding in April 2011, the Diamond Jubilee in 2012, and the Platinum Jubilee in June 2022. On these occasions, the Council allocated all employees an additional day of annual leave, fixed to the relevant date in questions per event, pro-rated for part-time employees. Those staff unable to take the day because they did not work that day or for service reasons were able to take the extra day annual leave at another time. The most recent decision was in relation to the Platinum Jubilee at ECOD Committee on 11 August 2021 (paragraph 16 (i) and (ii) of the minute refers).

3.3 In September 2022 similar arrangements were made for the additional Bank Holiday arising from the Queen's funeral.

3.4 The options available for consideration in relation to the Queen's Diamond Jubilee, Royal Wedding, Platinum Jubilee and State Funderal are also relevant to the Coronation arrangements in 2023. The Scottish Government have indicated that requests for exceptional closure for an additional day of annual leave to mark the King's Coronation occasion would be authorised.

3.5 A report will be presented to the Corporate Committee on 31 January 2023 to consider the whole workforce implications including a cost neutral option and recommending that in keeping with the previous practice on such occasions, an additional day of annual leave is allocated to all employees. The decision of the ECLS committee in relation to this report will be reported orally to the Corporate Committee.

4 PROPOSAL

4.1 It is proposed that authorisation is given to seek an exemption from the Scottish Government for the requirement to provide 190 days schooling and seek consent for the exceptional closure of all Moray schools on Monday 8th May 2023 under the terms of section 133 (4) of the Education (Scotland) Act 1980 to the celebration of His Majesty's Coronation.

5. SUMMARY OF IMPLICATIONS

(a) **Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP):**
The content of this report underpins the priorities set out in the Corporate Plan in relation to effective management of the workforce.

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

(c) Financial implications:

For annual leave, there will be no additional costs associated with this option as schools would be seeking authorisation to seek exemption of providing 190 days schooling which would have no impact on costs as staff would be paid as usual.

(c) Risk Implications:

There are no risk implications arising from this report.

(d) Staffing Implications:

As set out in report. No additional staffing implications.

(e) Property:

There are no property implications from this report.

(g) Equalities/Socio Economic Impact :

There are no equalities implications arising from this report. Part-time staff would be allocated leave on a pro-rata basis whether or not they would be due to work on the designated date of the Coronation in order to comply with the relevant legislation.

(h) Climate Change and Biodiversity Impact:

There are no substantive climate change or biodiversity impacts arising from this report.

(i) Consultations:

The Personnel Forum Managers have been consulted on this report via email and no concerns or issues were raised.
The Trade Unions representing LNCT, SJC, Craft and Chief Officers Officers have been consulted on this report via email and no concerns or issues have been raised.

6. CONCLUSION

6.1 Following the designation of the 8 May 2023 as an additional Bank Holiday by the Scottish and UK Governments the Committee is asked to give approval to seek authorisation to close the schools on 8 May 2023. The matter of approval of additional annual leave will be considered by the Corporate Committee on 31 January 2023.

Author of Report: Anne Smith, Senior OD Adviser
Background Papers: Report to Policy and Resources Committee on 13 September 2011 on Diamond Jubilee, Report to Policy and Resources Committee 10 February 2011 on Royal Wedding and Report of ECOD on 10 August on Platinum Jubilee.
Ref: SPMAN-1656699058-31

REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES
             COMMITTEE ON 25 JANUARY 2023

SUBJECT: INITIAL ANALYSIS OF ACHIEVEMENT OF CURRICULUM FOR
             EXCELLENCE LEVELS 2022

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

1.   REASON FOR REPORT

1.1   This report provides Committee with a summary of the Moray data collected in
      June 2022 and provided to the Scottish Government at the end of October
      2022 regarding Teacher Professional Judgements (TPJ) on children
      Achieving Curriculum for Excellence levels (ACEL) at P1, P4, P7 and S3.
      This data appears in the Scottish Government report published in December
      2022.

1.2   This report is submitted to Committee in terms of Section III (D) (1) of the
      Council's Scheme of Administration relating to exercising all of the functions
      of the Council as Education Authority within the terms of relevant legislation
      with regard to nursery, primary and secondary education.

2.   RECOMMENDATION

2.1   It is recommended that the Committee:

**i)   scrutinises and notes the content of this report and acknowledges
        the lasting impact of Covid-19 and wider influencing factors on
        work of Moray schools to close the poverty related and wider
        attainment gaps**

**ii)   acknowledges work underway by Education using resources
        available to support in addressing identified areas of
        underperformance and improve outcomes for all children and
        young people**

**iii)   notes revised ACEL and wider Stretch Aims set using available
        data intelligence as part of the Scottish Government and
        Education Scotland Framework for Recovery and Accelerating
        Progress requirements; and;**

    iv)   **agrees to direct allocation of additional Scottish Government funding for additional teachers, for the priority of raising attainment**

3.   <u>BACKGROUND</u>

3.1   The Scottish Government first published the National Improvement Framework (NIF) for Scottish Education in January 2016. The First Minister at that time described the document as being key in driving work to continually improve Scottish Education and close the attainment gap, delivering both excellence and equity.

3.2   The updated 2023 NIF and Improvement Plan was published in December 2022 and replaces the 2022 NIF and Improvement Plan. In determining key activity and priorities for 2023, the Cabinet Secretary for Education and Skills notes in her foreword that nationally, the Scottish Government recognise that COVID has had an impact on attainment, where it is reassured that the ACEL data is showing real recovery from the pandemic nationally.

3.3   The Scottish Government remain committed to the ambition of achieving equity and excellence for all Scotland's children and young people. This includes tackling inequity and ensuring there is collective responsibility to ensuring continuous improvement for children and young people. Schools continue to focus on the health and wellbeing of all while remaining committed to raising standards and achievement in literacy and numeracy.

3.4   The NIF and Improvement Plan 2023 are underpinned by a set of key principles and priorities. The national discussion ongoing at this time on Scottish education should lead to a consensual vision on the purpose of education moving forwards and will support the Hayward independent review on qualification and assessment, due to report in March 2023. This will lead to future reform of the Scottish qualifications and assessment system ensuring approaches meet needs of learners and society in the 21st century.

3.5   The International Council of Education Advisers (ICEA) view the national discussion and Hayward review of assessment as providing the opportunity for fresh and innovative ideas to drive improvement. They emphasise importance of focus on building capacity of teachers and ensuring they are supported during the forthcoming period of change, ensuring clear prioritisation to ensure the system does not become overwhelmed.

3.6   The NIF and Improvement Plan 2023 identify a number of key drivers for improvement which are considered instrumental in addressing the key priorities of the NIF. It is further recognised that improvement plans and priorities have been informed by another difficult year for the whole education system in dealing with post-Covid influence and wider impacts of Covid-19 including learner engagement, behaviours and attendance issues. The priorities link directly to the NIF and to improving services for children taking into consideration the Moray's Children's Services plan. Key drivers for

improvement are considered within the NIF as:

- School and ELC Leadership
- Teacher and practitioner professionalism
- Parent/carer involvement and engagement
- Curriculum and assessment
- School and ELC improvement
- Performance Information

3.7   The drivers provide a focus and structure for gathering evidence which can then be analysed to identify where we can make further improvements. In Moray, our Strategic Education Meetings focus in on these drivers, with central officer remits aligned to support key developments. This has evolved over time to addressing each of the six areas of our Education Strategic Plan 2020-23 which centres around plans to improve and develop the following areas:

- Improving outcomes for all
- Curriculum
- Learning, Teaching and Assessment
- Supporting all Learners
- Leadership
- Self-evaluation for Self-improvement

3.8   The fourth NIF driver listed in 3.6 above – Curriculum and Assessment - relates to the range of evidence on which children and young people learn and achieve throughout their education and how well this prepares them for life beyond school, for example ACEL. It also includes curricular improvement to reflect the key links between curriculum and assessment and this driver within the NIF and Improvement Plan 2023 now includes many of the actions in response to the OECD report on Scotland's Curriculum for Excellence Into the Future, 2021 findings and considerations.

3.9   Teacher Professional Judgement data collected by Scottish Government on ACEL with codes as shown in brackets are as follows: Literacy – Reading (R); Literacy – Writing (W); Literacy – Listening and Talking (LT) and Numeracy - Numeracy (N)

3.10   Schools are required to submit data on CfE levels for each child in primary schools stages P1, P4 and P7 and each young person in secondary school stage S3. The levels reported are Early, First, Second, Third and Fourth.

3.11   The data collected refers to the anticipated levels of attainment at the following stages noting this may be earlier or later for some children and young people depending on individual needs, as detailed from Education Scotland.

Level	Stage
Early	The end of P1
First	The end of P4

Second	The end of P7
Third	The end of S3
Fourth	Some pupils will also achieve this by the end of S3

3.12 Data for secondary school pupils (S3) was not collected by Scottish Government in 2020/2021 and was not collected for any pupils (P1, P4, P7, S3) in 2019/2020 in recognition of Covid-19 impact on data consistency, fit for purpose nature and wider external pressures on school and education authority staff.

3.13 Following request for ACEL data submission for P1, P4, P7 and S3 stages, data was collected in June 2022 using our Seemis Progress and Achievement module. This followed ongoing work in schools on assessment, moderation and professional commitment to all areas of teacher professional judgement.

3.14 ACEL data was submitted to Scottish Government in October 2022 following a range of Quality Assurance processes from school staff and central officers. The initial data provided by schools was, in some cases, further quality assured by central officers directly with schools and where necessary provided with additional support and guidance to ensure the submission of robust and reliable data.

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

3.16 As requested by Scottish Government and Education Scotland guided by the Framework for Recovery and Accelerating Progress, Stretch Aims have been set in discussion with both organisations, and provide a basis for measurement and review, to guide improvement activities moving forwards across the service. In respect of ACEL, the following provisional Stretch Aims have been set for session 2022/2023 following review of data with wider Stretch Aims set contained within **Appendix 1**:

	2023 Stretch Aim	**2026 Stretch Aim**
Primary (P1, P4 ,P7 combined) Literacy	67%	74%
Primary (P1, P4, P7 combined) Numeracy	73%	78%
Secondary (S3) Literacy (3rd level or above)	75%	90%
Secondary (S3) Numeracy (3rd level or above)	89%	93%

Authority Approaches

3.17 In order to support schools with ongoing improvements in attainment at Broad General Education level, a strategic approach within all Moray schools continues to be adopted. The development and implementation of the following strategy areas is supporting more cohesive and planned methodology to ensure practices to improve attainment continue to be our Education vision in Moray. These are:

- Raising Attainment Strategy and Toolkit
- Learning and Teaching Strategy and supporting materials
- Remote Learning and Teaching Strategy and Toolkit
- Supporting All Learners Strategy
- Assessment and Moderation Guidelines
- Tracking and Monitoring Guidelines and Tracking Tools/System
- Quality Improvement team support and challenge regarding data analysis, tracking and monitoring and attainment discussions with all schools

Primary 1 – Early level ACEL

3.18 The percentages noted below present the P1 ACEL data for the past 6 years for Moray in comparison with the national averages. Please note that there was no Scottish Government data collected in 2019/2020 per section 3.12.

Year:		LT	R	W	LIT.	NUM.
2022	**Moray**	**84**	**76**	**73**	**69**	**78**
	National	86	79	77	74	84
2021	**Moray**	85	77	71	69	78
	National	84	77	74	71	81
2020	**Moray**	*2019/20 data was not collected by Scottish Government*				
2019	**Moray**	85	77	76	71	79
	National	87	82	79	76	85
2018	**Moray**	82	75	67	63	72
	National	87	81	78	75	85
2017	**Moray**	82	74	65	63	70
	National	85	80	77	74	83

3.19 Moray figures where highlighted in green above indicate where performance exceeds national average; amber indicates where performance is marginally below and red highlight as notably below national average. P1 data for 2022 shows that all Literacy elements and Numeracy are noted as below national averages. The table below shows further comparison of 2022 data with 2021 as previous year:

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

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

3.20 The following graphical representation of data trends over time are further presented for P1 for Listening and Talking, Reading, Writing, Literacy

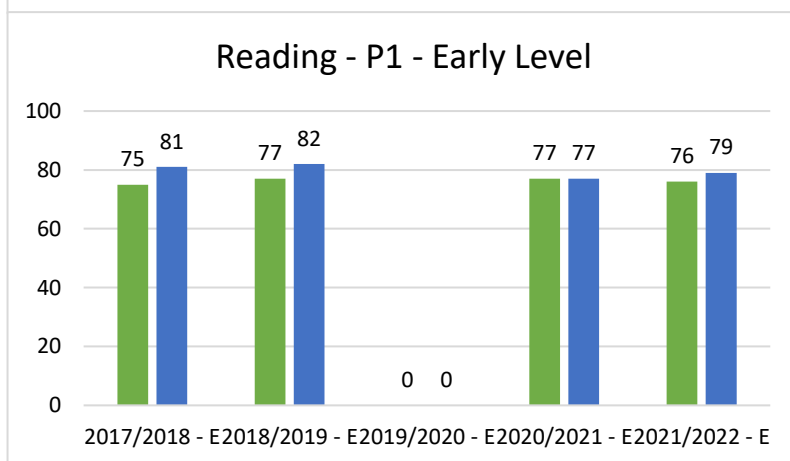(Overall) and Numeracy. Further commentary is provided alongside each graph.

P1 - Listening and Talking

Data trend over time remains in line overall with pre-pandemic data from 2018/2019 and 1% below 2020/2021 ACEL. P1 Listening and Talking is overall in line with 2020/2021 Scotland average, 2% below 2021/2022 Scotland average.
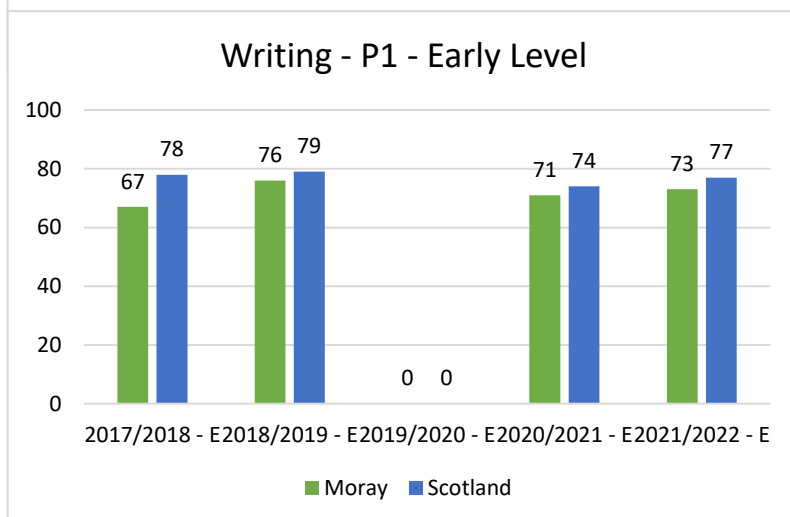
Listening and Talking - P1 - Early Level

Year	Moray	Scotland
2017/2018 - E	82	87
2018/2019 - E	85	87
2019/2020 - E	0	0
2020/2021 - E	85	84
2021/2022 - E	84	86
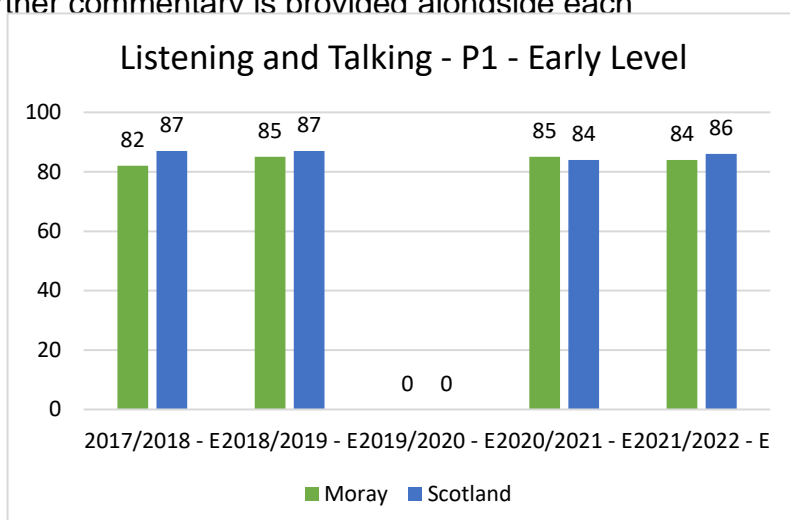
P1 - Reading

Data trend over time remains in line overall with pre-pandemic data from 2018/2019 and 1% below 2020/2021 ACEL. P1 Reading is 3% below 2021/2022 Scotland average.

Reading - P1 - Early Level

Year	Moray	Scotland
2017/2018 - E	75	81
2018/2019 - E	77	82
2019/2020 - E	0	0
2020/2021 - E	77	77
2021/2022 - E	76	79

P1 - Writing

Increase in Writing of 2% is noted from 2020/2021, but below pre-pandemic data from 2018/2019 by 3%. Scotland average has increased by 3% from 2020/2021 with Moray increasing by 2%, now 4% below Scotland average.

Writing - P1 - Early Level

Year	Moray	Scotland
2017/2018 - E	67	78
2018/2019 - E	76	79
2019/2020 - E	0	0
2020/2021 - E	71	74
2021/2022 - E	73	77

P1 - Literacy

Literacy overall has remained at 69% comparable with 2020/2021. Scotland average has increased by 3% from

Literacy - P1 - Early Level

Year	Moray	Scotland
2017/2018 - E	63	75
2018/2019 - E	71	76
2019/2020 - E	0	0
2020/2021 - E	69	71
2021/2022 - E	69	74
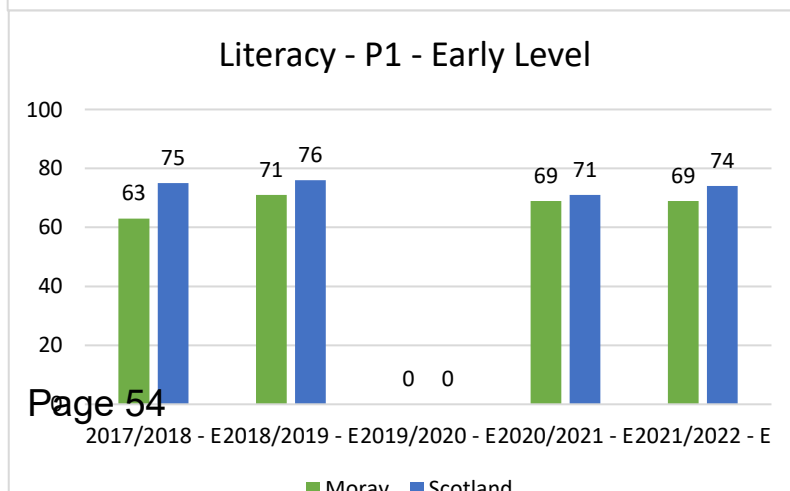
2021/2022 leading to a 5% gap between Moray and Scotland averages in 2021/2022.

**P1 - Numeracy**

Numeracy overall has remained at 78% comparable with 2020/2021 and pre-pandemic 2018/2019 average (79%). Scotland average has increased by 3% from 2021/2022 leading to a 6% gap between Moray and Scotland averages in 2021/2022.

Numeracy - P1 - Early Level
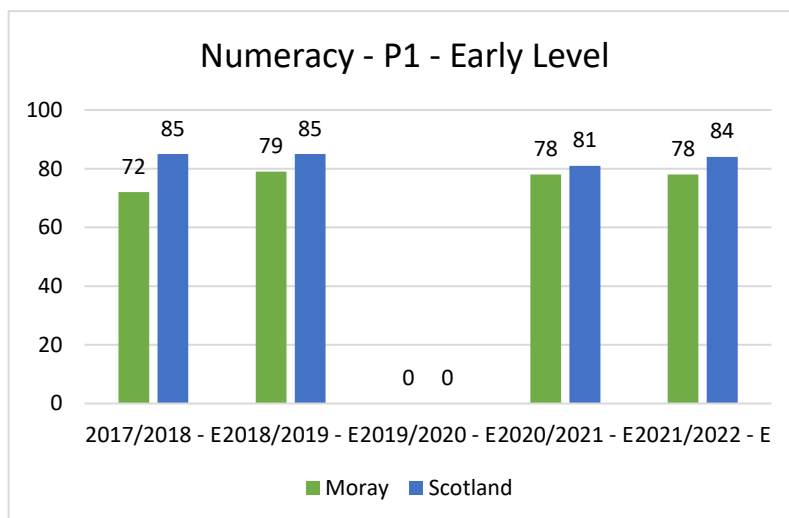
Primary 4 – First level ACEL

3.21 The percentages noted below present the P4 ACEL data for the past 6 years for Moray in comparison with the national averages. Please note that there was no Scottish Government data collected in 2019/2020 per section 3.12.

Year:		LT	R	W	LIT.	NUM.
2022	**Moray**	81	73	67	61	69
	National	85	76	70	67	75
2021	**Moray**	82	73	66	61	64
	National	82	73	67	64	72
2020	**Moray**	*2019/20 data was not collected by Scottish Government*				
2019	**Moray**	78	72	63	60	65
	National	85	78	73	70	77
2018	**Moray**	72	66	57	53	60
	National	85	77	72	69	76
2017	**Moray**	73	72	63	59	59
	National	83	77	71	68	75

3.22 Moray figures where highlighted in green above indicate where performance exceeds national average; amber indicates where performance is marginally below and red highlight as notably below national average. P4 data for 2022 shows that all Literacy elements and Numeracy are noted as below national averages. The table below shows further comparison of 2022 data with 2021 as previous year:
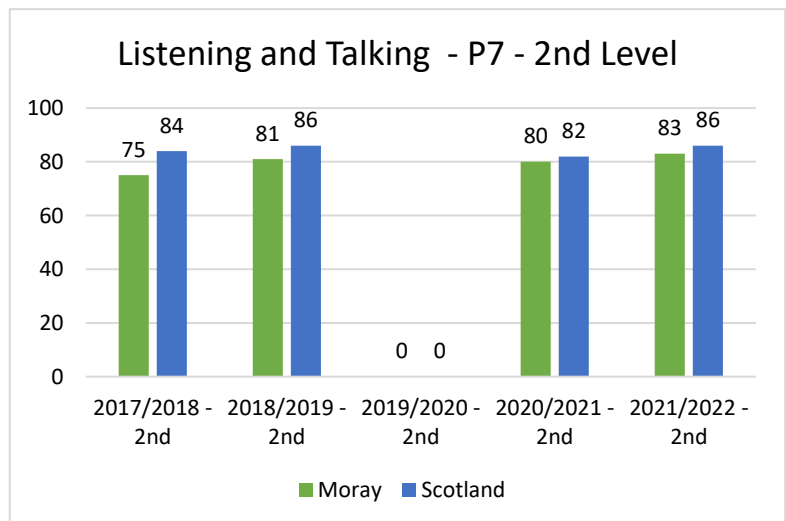
Year:		LT	R	W	LIT.	NUM.
2021	**Moray**	82	73	66	61	64
2022	**Moray**	81	73	67	61	69
% Change	**Moray**	-1	0	+1	0	+5

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

3.23 The following graphical representation of data trends over time are further presented for P4 for Listening and Talking, Reading, Writing, Literacy (Overall) and Numeracy. Further commentary is provided alongside each graph.

P4 - Listening and Talking

Data trend over time remains positive overall compared with pre-pandemic data from 2018/2019 and 1% below 2020/2021 ACEL. P4 Listening and Talking is 4% below 2021/2022 Scotland average, having increased by 3% from 2020/2021.

Listening and Talking - P4 - 1st Level
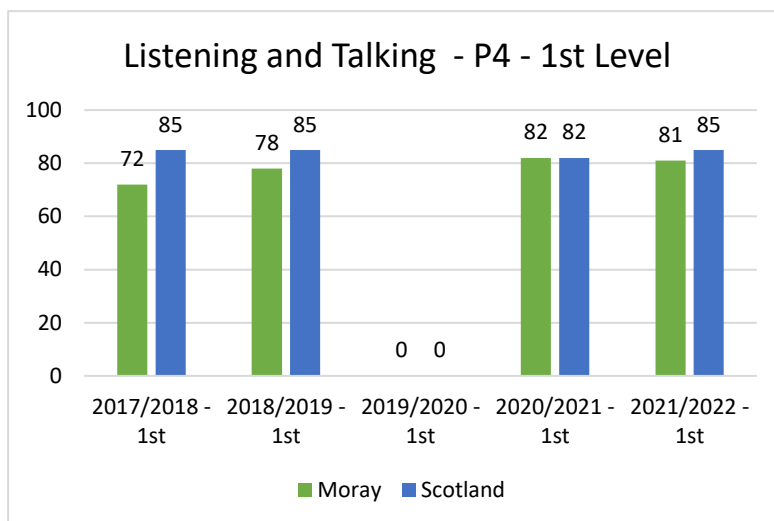
P4 - Reading

Data trend over time remains positive overall compared with pre-pandemic data from 2018/2019 and in line with 2020/2021 ACEL at 73%. P4 Reading is 3% below 2021/2022 Scotland average, in line with 2020/2021 average (having increased year on year by 3%).

Reading - P4 - 1st Level
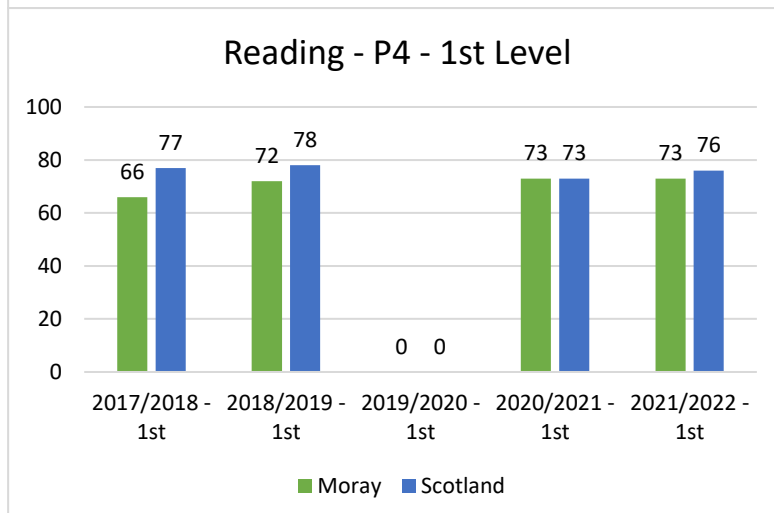
P4 - Writing

Increase in Writing of 1% is noted from 2020/2021, positive overall compared with pre-pandemic data from 2018/2019 by 4%. Scotland average has increased by 3% from 2020/2021 with Moray increasing by 1%

Writing - P4 - 1st Level

Page 56
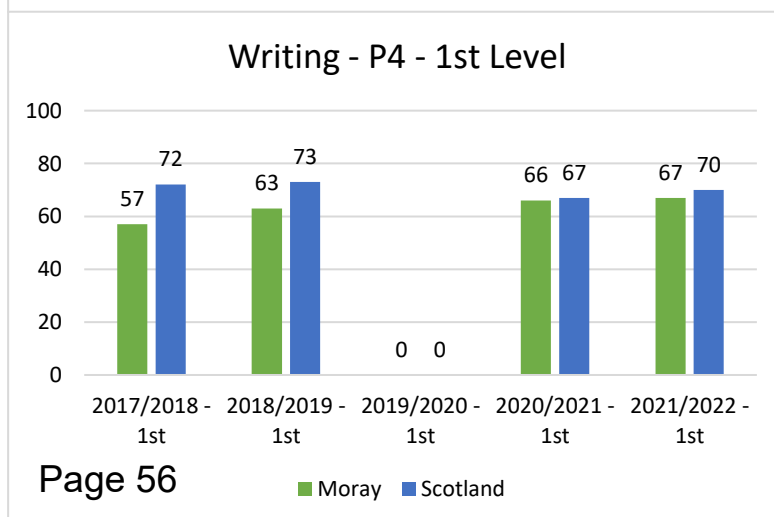
from 2020/2021 to 2021/2022, now 3% below Scotland average.

P4 - Literacy

Literacy overall has remained at 61% comparable with 2020/2021. Scotland average has increased by 3% from 2021/2022 leading to a 6% gap between Moray and Scotland averages in 2021/2022. Scotland average has increased by 3% from 2020/2021.
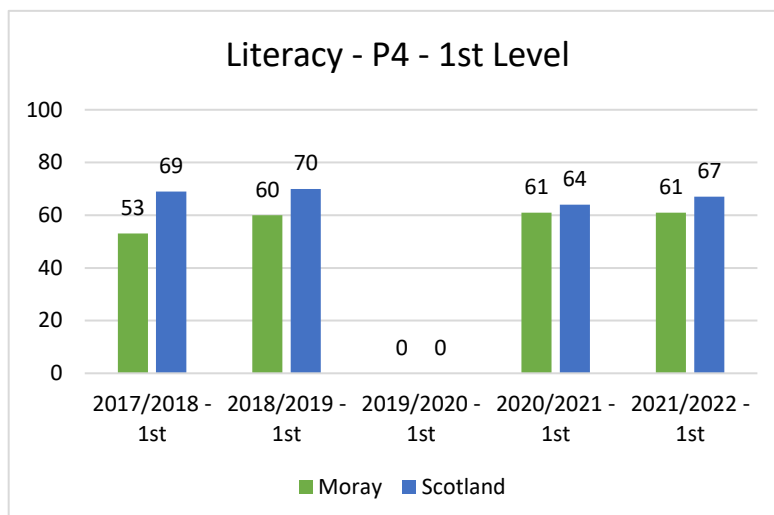
P4 - Numeracy

Numeracy overall has increased by 5% and is favourable compared with 2020/2021 and pre-pandemic 2018/2019 average (65%). Scotland average has increased by 3% from 2021/2022 leading to a 6% gap between Moray and Scotland averages in 2021/2022 (8% gap in 2020/2021; 12% gap in 2018/2019).

Literacy - P4 - 1st Level

Numeracy - P4 - 1st Level
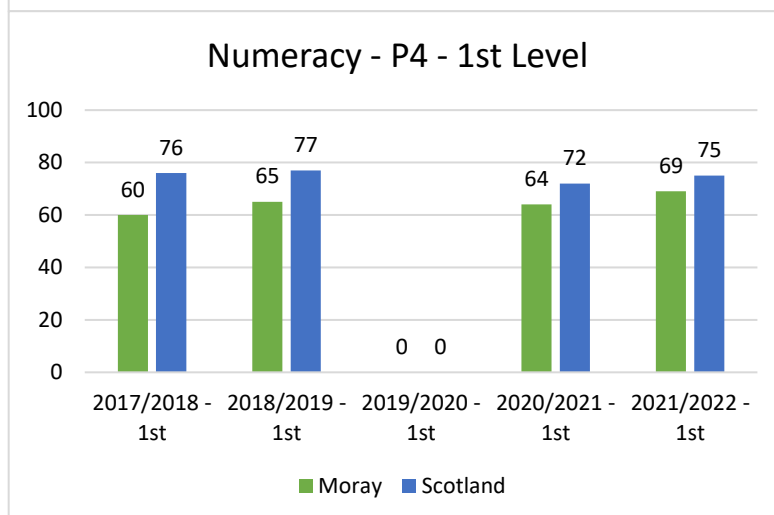
Primary 7 – Second level ACEL

3.24 The percentages noted below present the P7 ACEL data for the past 6 years for Moray in comparison with the national averages. Please note that there was no Scottish Government data collected in 2019/2020 per section 3.12.

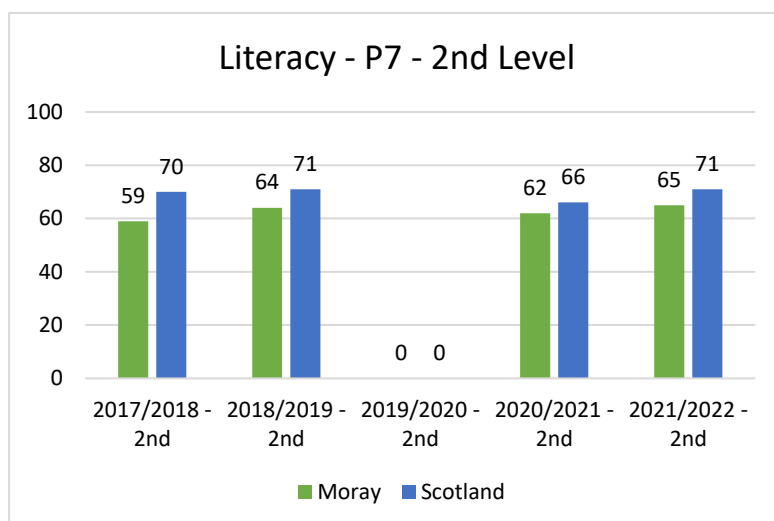| Year:		LT	R	W	LIT.	NUM.
2022	**Moray**	**83**	**74**	**70**	**65**	**69**
	National	86	79	73	71	76
2021	**Moray**	80	71	64	62	62
	National	82	76	69	66	72
2020	**Moray**	*2019/20 data was not collected by Scottish Government*				
2019	**Moray**	81	76	67	64	66
	National	86	80	74	71	76
2018	**Moray**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

	National	**84**	**79**	**73**	**70**	**75**
2017	**Moray**	**74**	**68**	**59**	**55**	**58**
	National	**81**	**76**	**69**	**66**	**70**

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

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

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

3.26 The following graphical representation of data trends over time are further presented for P7 for Listening and Talking, Reading, Writing, Literacy (Overall) and Numeracy. Further commentary on trends over time is provided to the right of each graph.

P7 - Listening and Talking

Data trend over time remains positive overall compared with pre-pandemic data from 2018/2019 and 3% above 2020/2021 ACEL. P7 Listening and Talking is 3% below 2021/2022 Scotland average, having increased by 4% from 2020/2021.

Listening and Talking - P7 - 2nd Level

	Moray	Scotland
2017/2018 - 2nd	75	84
2018/2019 - 2nd	81	86
2019/2020 - 2nd	0	0
2020/2021 - 2nd	80	82
2021/2022 - 2nd	83	86

P7 - Reading

Data trend over time remains positive overall compared with pre-pandemic data from 2018/2019 and above 2020/2021 ACEL at 74% compared with

Reading - P7 - 2nd Level

	Moray	Scotland
2017/2018 - 2nd	71	79
2018/2019 - 2nd	76	80
2019/2020 - 2nd	0	0
2020/2021 - 2nd	71	76
2021/2022 - 2nd	74	79
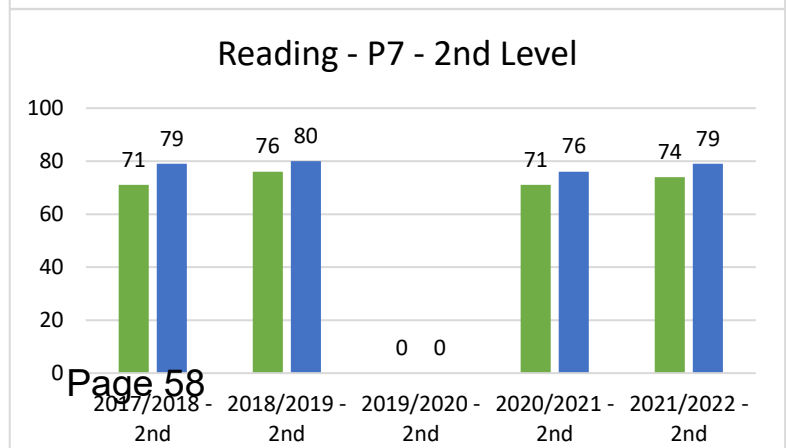
71% (3% increase). P7 Reading is 5% below 2021/2022 Scotland average, having increased by 3% from 2020/2021.

P7 - Writing

Increase in Writing of 6% is noted from 2020/2021, positive overall compared with pre-pandemic data from 2018/2019 by 3%. Scotland average has increased by 4% from 2020/2021 with Moray increasing by 6%, now 3% below Scotland average.
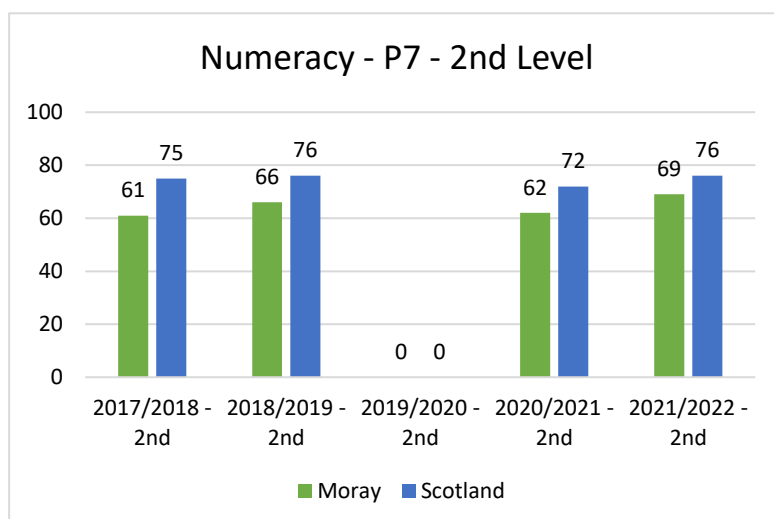
Writing - P7 - 2nd Level

Year	Moray	Scotland
2017/2018 - 2nd	61	73
2018/2019 - 2nd	67	74
2019/2020 - 2nd	0	0
2020/2021 - 2nd	64	69
2021/2022 - 2nd	70	73
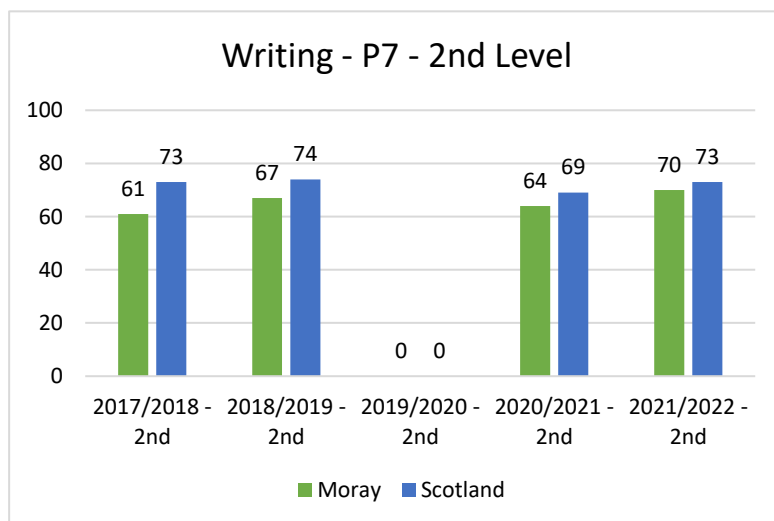
P7 - Literacy

Literacy overall has increased to 65%, higher than previous years recorded. Scotland average has increased by 5% from 2021/2022 leading to a 6% gap between Moray and Scotland averages in 2021/2022. Moray average has increased by 3% from 2020/2021.

Literacy - P7 - 2nd Level

Year	Moray	Scotland
2017/2018 - 2nd	59	70
2018/2019 - 2nd	64	71
2019/2020 - 2nd	0	0
2020/2021 - 2nd	62	66
2021/2022 - 2nd	65	71

P7 - Numeracy

Numeracy overall has increased by 7% to 69% and is favourable compared with 2020/2021 (62%) and pre-pandemic 2018/2019 average (66%). Scotland average has increased by 4% from 2020/2021 leading to a 7% gap between Moray and Scotland averages in 2021/2022 (10% gap in 2020/2021).

Numeracy - P7 - 2nd Level

Year	Moray	Scotland
2017/2018 - 2nd	61	75
2018/2019 - 2nd	66	76
2019/2020 - 2nd	0	0
2020/2021 - 2nd	62	72
2021/2022 - 2nd	69	76

Secondary 3 (S3) – Third level ACEL and Fourth level ACEL

3.27   The percentages noted below present the S3 ACEL data for the past 5 years for Moray in comparison with the national averages for ACEL 3rd level and ACEL 4th level. Please note that there was no Scottish Government data collected in 2019/2020 or 2020/2021 for S3 pupils per section 3.12.

ACEL 3rd level

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

ACEL 4th level

Year:		LT	R	W	LIT.	NUM.
2022	**Moray**	**44**	**45**	**43**	**37**	**55**
	National	55	54	52	48	59
2021	**Moray**	*2020/21 data was not collected by Scottish Government*				
	National					
2020	**Moray**	*2019/20 data was not collected by Scottish Government*				
2019	**Moray**	35	31	29	24	56
	National	57	55	52	48	59
2018	**Moray**	40	34	32	27	37
	National	55	53	51	46	56
2017	**Moray**	49	53	49	42	61
	National	51	51	48	44	56

3.28 Moray figures where highlighted in green above indicate where performance exceeds national average; amber indicates where performance is marginally below and red highlight as notably below national average. S3 data for 2022 at 3rd and 4th level ACEL achievable in S3 shows that all Literacy elements and Numeracy are noted as below national averages. The table below shows further comparison of 4th level 2022 data with 2019 as last nationally published ACEL data by Scottish Government as a comparator data set:

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

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

3.30 The following graphical representation of data trends over time are further presented for S3 for Listening and Talking, Reading, Writing, Literacy (Overall) and Numeracy at third and fourth levels. Further commentary on trends over time is provided to the right of each graph.

S3 - Listening and Talking 3rd level
Data published nationally over time remains positive overall above 80% compared with pre-pandemic data from 2018/2019 and 8% drop noted from pre-pandemic 2018/2019 ACEL data. S3 Listening and Talking at 3rd level is 7% below 2021/2022 Scotland average.
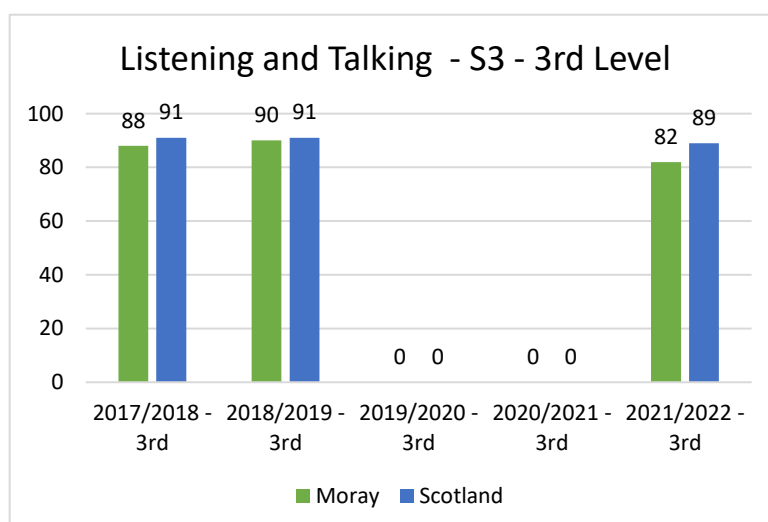
S3 - Listening and Talking 4th level
Data published nationally over time remains positive overall compared with pre-pandemic data from 2018/2019 with 9% increase from pre-pandemic ACEL. S3 Listening and Talking at 4th level is 11% below 2021/2022 Scotland average.
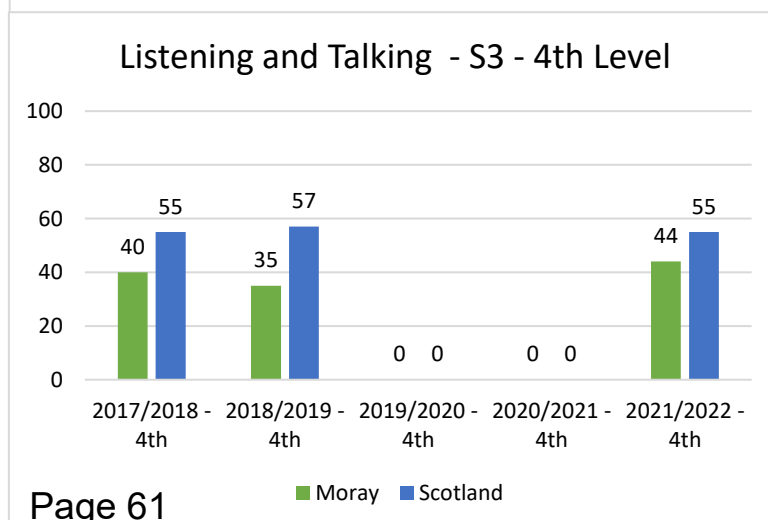
S3 – Reading
3rd level

Data published nationally over time shows reduction compared with pre-pandemic data from 2018/2019 and 8% drop noted from pre-pandemic 2018/2019 ACEL data. S3 Reading at 3rd level is 8% below 2021/2022 Scotland average.
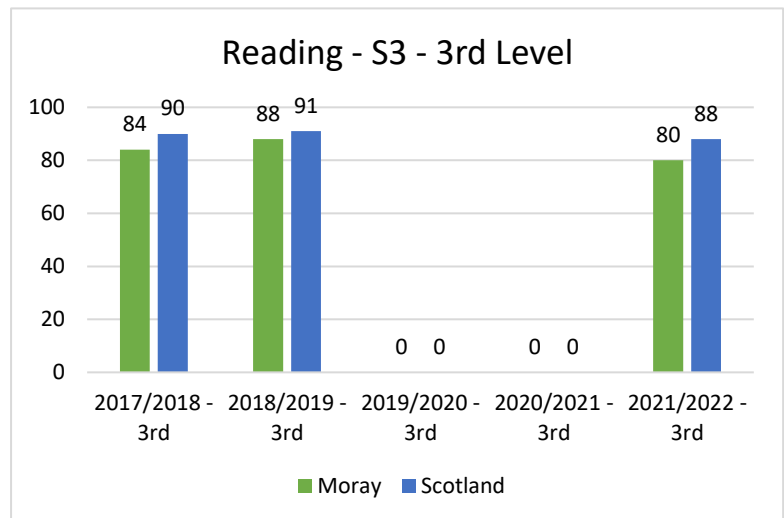
S3 – Reading
4th level

Data published nationally over time remains positive overall compared with pre-pandemic data from 2018/2019 with 14% increase from pre-pandemic ACEL. S3 Reading at 4th level is 9% below 2021/2022 Scotland average compared with 24% below in 2018/2019.
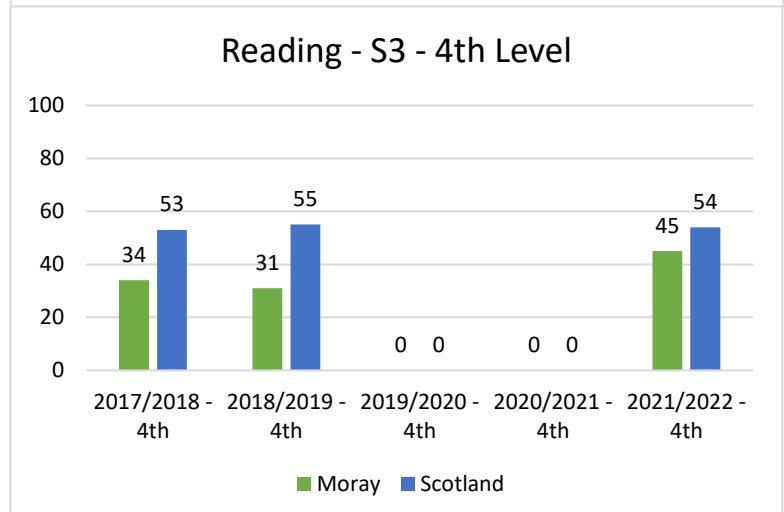
S3 - Writing
3rd level

Data published nationally over time shows reduction compared with pre-pandemic data from 2018/2019 and 10% drop noted from pre-pandemic 2018/2019 ACEL data. Scotland average has decreased by 3% from 2020/2021 with Moray 10% below Scotland average.
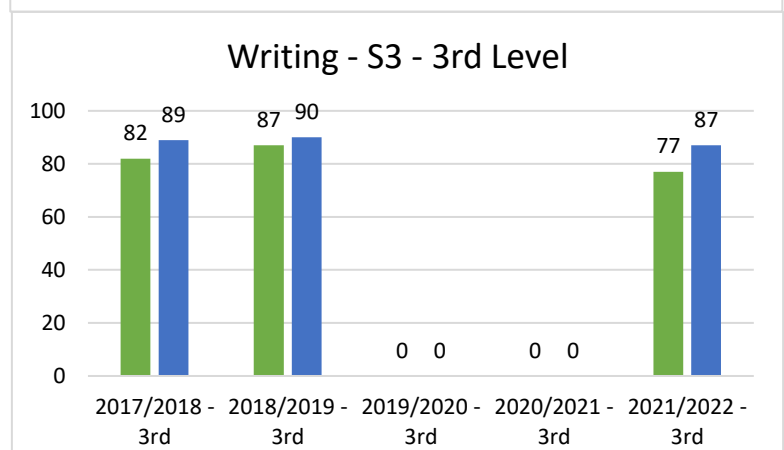
S3 - Writing
4th level
Data published nationally over time remains positive overall compared with pre-pandemic data from 2018/2019 with 14% increase from pre-pandemic ACEL. S3 Writing at 4th level is 9% below 2021/2022 Scotland average compared with 23% below in 2018/2019.

Reading - S3 - 3rd Level

Year	Moray	Scotland
2017/2018 - 3rd	84	90
2018/2019 - 3rd	88	91
2019/2020 - 3rd	0	0
2020/2021 - 3rd	0	0
2021/2022 - 3rd	80	88

- Moray - Scotland

Reading - S3 - 4th Level

Year	Moray	Scotland
2017/2018 - 4th	34	53
2018/2019 - 4th	31	55
2019/2020 - 4th	0	0
2020/2021 - 4th	0	0
2021/2022 - 4th	45	54

- Moray - Scotland

Writing - S3 - 3rd Level

Year	Moray	Scotland
2017/2018 - 3rd	82	89
2018/2019 - 3rd	87	90
2019/2020 - 3rd	0	0
2020/2021 - 3rd	0	0
2021/2022 - 3rd	77	87

- Moray - Scotland

Writing - S3 - 4th Level

Year	Moray	Scotland
2017/2018 - 4th	32	51
2018/2019 - 4th	29	52
2019/2020 - 4th	0	0
2020/2021 - 4th	0	0
2021/2022 - 4th	43	52

- Moray - Scotland

Page 62

S3 - Literacy
3rd level

Literacy at 3rd level has decreased to 72%, lower than previous years recorded. Scotland average has decreased by 2% from 2018/2019, with 14% gap between Moray and Scotland averages in 2021/2022. Moray average has decreased by 11% from 2020/2021.
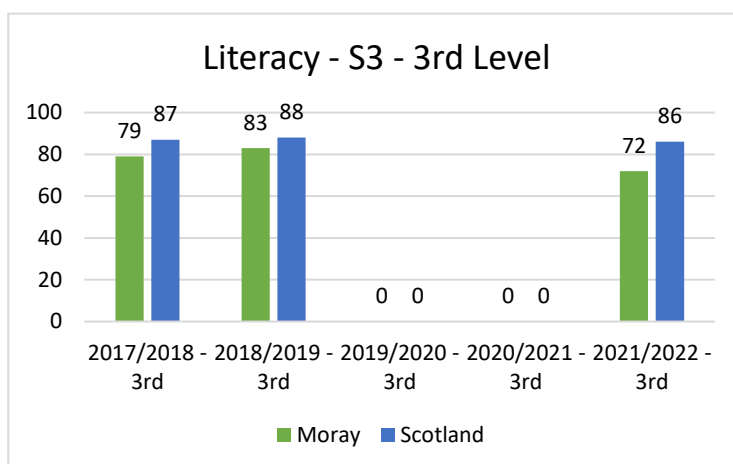
S3 - Literacy
4th level

Literacy at 4th level has increased to 37%, higher than previous years recorded and 13% higher than 2018/2019. Scotland average has remained at 48% in 2021/2022 leading to an 11% gap between Moray and Scotland averages in 2021/2022 as opposed to 24% gap in 2018/2019.
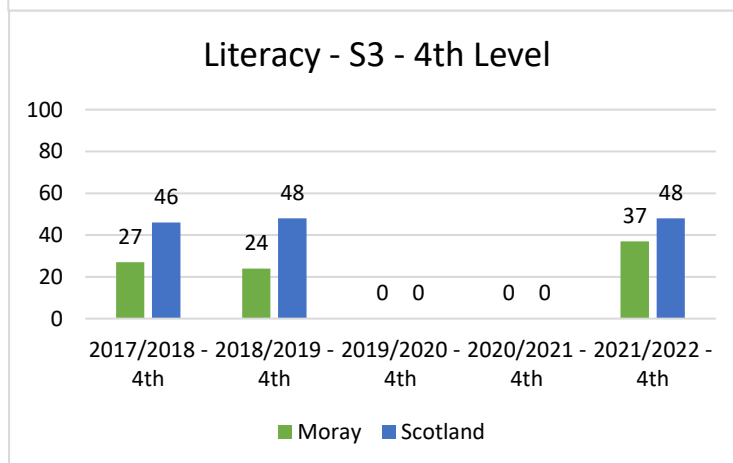
S3 – Numeracy
3rd level

Numeracy at 3rd level has decreased by 6% to 86% pre-pandemic 2018/2019 average (92%). Scotland average has decreased by 1% from 2019/2020 leading to a 3% gap between Moray and Scotland averages in 2021/2022 (+2% gap in 2018/2019).
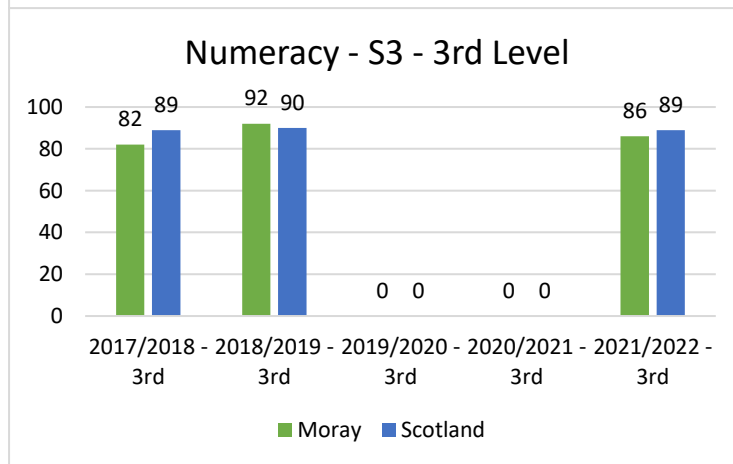
S3 – Numeracy
4th level

Numeracy at 4th level has decreased by 1% to 55% and is favourable compared with pre-pandemic 2018/2019 average (56%). Scotland average has remained at 59% leading to a 4% gap between Moray and Scotland averages in 2021/2022 (3% gap in 2018/2019).

Literacy - S3 - 3rd Level

Year	Moray	Scotland
2017/2018 - 3rd	79	87
2018/2019 - 3rd	83	88
2019/2020 - 3rd	0	0
2020/2021 - 3rd	0	0
2021/2022 - 3rd	72	86

Literacy - S3 - 4th Level

Year	Moray	Scotland
2017/2018 - 4th	27	46
2018/2019 - 4th	24	48
2019/2020 - 4th	0	0
2020/2021 - 4th	0	0
2021/2022 - 4th	37	48

Numeracy - S3 - 3rd Level

Year	Moray	Scotland
2017/2018 - 3rd	82	89
2018/2019 - 3rd	92	90
2019/2020 - 3rd	0	0
2020/2021 - 3rd	0	0
2021/2022 - 3rd	86	89

Numeracy - S3 - 4th Level

Year	Moray	Scotland
2017/2018 - 4th	37	56
2018/2019 - 4th	56	59
2019/2020 - 4th	0	0
2020/2021 - 4th	0	0
2021/2022 - 4th	55	59

P1/P4/P7 Literacy and P1/P4/P7 Numeracy Combined Measure and Stretch and Stretch Aims

3.31 Data analysis relating to S3 Literacy (Combined) and S3 Numeracy have been provided in 3.27 above. Further analysis for P1/P4/P7 combined measure for Literacy and Numeracy is provided below

P1/P4/P7 - Literacy (Combined)

P1/P4/P7 Literacy (combined) has increased to 65% and is 1% higher than 2020/2021. Scotland average has increased by 4% from 2020/2021 leading to a 6% gap between Moray and Scotland averages in 2021/2022. This compares with a 3% gap between Moray and Scotland based on averages in 2020/2021.

P1, P4, P7 - Literacy (Combined)

	Moray	Scotland
2017/2018	58	71
2018/2019	65	72
2019/2020	0	0
2020/2021	64	67
2021/2022	65	71
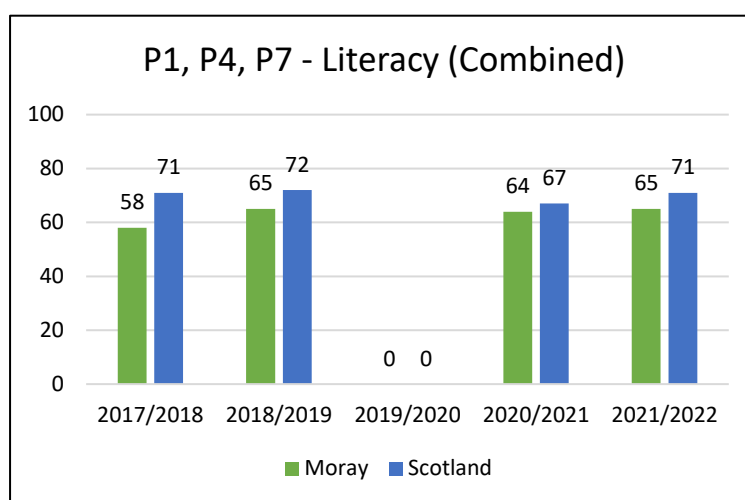
P1/P4/P7 Numeracy (Combined)

P1/P4/P7 Numeracy (combined) has increased by 4% to 72% and is favourable compared with 2020/2021 (68%) and pre-pandemic 2018/2019 average (72%). Scotland average has increased by 3% from 2020/2021 leading to a 6% gap between Moray and Scotland averages in 2021/2022 with 7% gap noted in 2020/2021.

P1, P4, P7 - Numeracy (Combined)

	Moray	Scotland
2017/2018	64	78
2018/2019	70	79
2019/2020	0	0
2020/2021	68	75
2021/2022	72	78
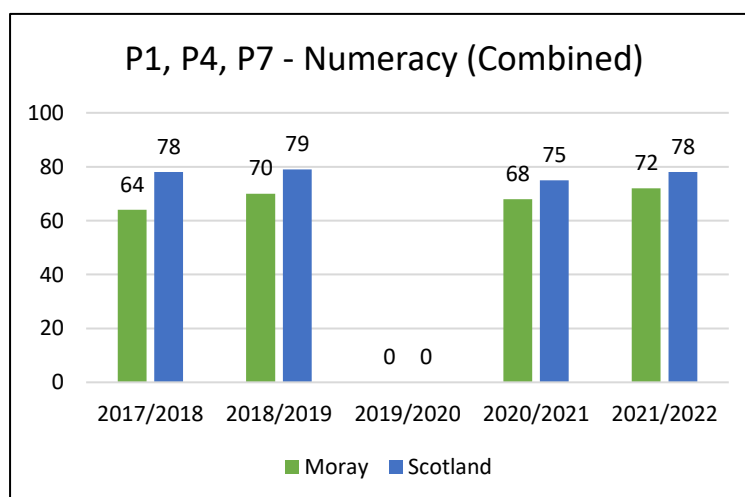
P1/P4/P7 and S3 Literacy and Numeracy (Combined) Stretch Aims

3.32 Following review of all data and analysis, the following Core Stretch Aims have been set as requested by Scottish Government and monitored by Education Scotland following publication of the Framework for Recovery and Accelerating Progress nationally in relation to ACEL. Stretch Aims for background for review are contained within **Appendix 1**.

	2021/ 2022 Actual	2023 Stretch Aim	2026 Aspirational Stretch Aim
Primary Literacy (P1, P4 ,P7 combined)	65%	67%	74%
Primary Numeracy (P1, P4 ,P7 combined)	72%	73%	78%
Secondary (S3) Literacy (3rd level or above)	72%	75%	90%
Secondary (S3) Numeracy (3rd level or above)	86%	89%	93%

3.33 On review of data sets presented and on further detailed analysis at individual school level, support and challenge discussions have followed between the central Quality Improvement team and Head Teachers regarding data submitted and security of ACEL teacher professional judgements on learner level achievement.

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

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

3.36 The initial Strategic Head Teacher Meeting in September 2022 further focused on ACEL data over time and review as an Associated Schools Group of Head Teachers for planning interventions for improvement. Discussion centred upon common areas for development including increased moderation within schools and across Associated Schools Groups, building practitioner confidence in teacher professional judgements against national benchmarks and cross-schools and cross-sector moderation activities supported by commonly agreed progressions and frameworks. This has led to redevelopment of action plans within a number of Associated Schools Groups with focus on cross-stage and cross-sector moderation, professional learning activities and collaboration focusing in on literacy, numeracy and wider curriculum areas. Refreshed focus on moderation will further strengthen practitioner confidence, understanding and application of benchmarks in arriving at CfE Achievement of Curriculum for Excellence level judgements and in identifying key curriculum focus areas for further learner focused interventions in support of raising attainment. Improvement in attainment, particularly in literacy and numeracy is a key national priority

within the National Improvement Framework per para 3 above where it is envisaged that focus areas above will support this.

3.37   While Primary data is below national averages overall, improvement (year to year) based on Moray data is noted (2020/2021 to 2021/2022) in data presented above. This includes P1 Writing, P4 Writing and Numeracy, and P7 Listening and Talking, Reading, Writing and Numeracy. Primary 1 Literacy (overall) and Numeracy have remained at previous year's levels, common with P4 Reading and Literacy (overall). Marginal 1% reductions are noted in P1 Listening and Talking and Reading and P4 Listening and Talking. Schools continue to focus on Numeracy through professional learning, consolidation of progressions and pathways, mastery approaches and wider resource adoption.   Writing in particular has been an area for development in a number of schools based on school level data analysis. This has led to review of literacy progressions and interventions with introduction of specific teacher approaches and resources including Talk for Writing and approaches including explicitly teaching writing. In P1, work within Early level has supported learner development with focus on emerging literacy approaches and targeted interventions in support of individuals and groups of pupils.

3.38   While Secondary data is below national averages overall, improvement based on last year of data publication (2018/2019) is notably higher in S3 at 4th level Reading, Writing, Listening and Talking, Literacy (overall) with marginal 1% reduction in Numeracy at 4th level. Literacy (all components and overall) at 3rd level are of note, below 2019/2019, with Numeracy marginally below 2018/2019 and national average. Schools continue to review courses in the Broad General Education with focus on preparation for Senior Phase, with greater alignment of courses to SCQF (Scottish Credit and Qualifications Framework) level 4 and 5 courses in S4 and beyond. As a result, schools are more aware of progression of learners over time through ongoing work with our Scottish Government Insight advisor and use of key analytical datasets. This has resulted in greater alignment of S3 literacy and numeracy course content emerging and increased pace and challenge leading to improvement.

3.39   In order to build and maintain improvement as noted above the following work is planned for, or ongoing with our Moray Schools:

- Raising attainment needs to remain a focus for school improvement plans with clear action plans for use of Pupil Equity Funding to support this further
- Development of revised Moray Literacy and Numeracy Strategies in line with current thinking and practice to support improvements in attainment for children and young people
- Ongoing development and piloting of revised Literacy Progression and Toolkits to support practitioners in delivery and assessment of children's learning across levels in Literacy
- Continued development of core progressions and learning pathways across curriculum areas led by central officers
- Continued roll-out of Tracking and Monitoring system and approaches to support data collection, interrogation and targeted interventions including

roll-out and training on the new National Standardised Assessment platform

- Continued strengthening of Moray's approaches to Moderation for ACEL TPJ through the Moray Quality Assurance and Moderation Support Officer (QAMSO) group and Moderation training and guidance
- Stretch Aims will be used as a focus for future improvement activities and Core Stretch Aims are included within Appendix 1 with further work underway on reviewing Core plus Stretch Aims
- Continued emphasis on provision of high quality learning experiences in line with Our Moray Standard for Learning and Teaching and local school context interpretation and focus areas
- Continued emphasis on tracking and monitoring learner progress and achievement throughout the year with pupil progress meetings built in to Quality Assurance calendars in our schools to support Teacher Professional Judgements on learner level achievement
- Continued moderation activities in our schools, within and across stages to ensure shared understanding of national standards for learner achievement of a level
- Moderation activity between schools and within Associated Schools Groups (ASGs) for shared understanding across Moray of ACEL and application of national benchmarks
- Continued school engagement with key learning progressions including the Northern Alliance Numeracy progression, with further promotion to Secondary School practitioners in support of learner curriculum transitions
- Continued quality assurance of curriculum content and coverage including quality of play based approaches in line with Moray's Play Strategy to ensure learner attainment is maximised by point of P1 ACEL
- Engagement with Northern Alliance and Education Scotland offers of support, in line with the NIF Improvement Plan 2023 priorities
- Professional Learning supported by the Quality Improvement Officers (Curriculum; Learning and Teaching) to ensure curriculum content and pedagogical approaches are suited to maximising learning achievements and meeting learning needs
- Support from Education Scotland Northern Team for system-wide support and guidance on interventions in order to close poverty related and wider attainment gaps in Literacy and Numeracy
- Roll out of key strategies including the approved Support All Learners strategy and forthcoming Parental Involvement and Engagement strategy, ensuring all learners are supported in their wellbeing, maximising attendance, engagement and achievement in learning
- Working with our Education Scotland Attainment Advisor, continue to support schools with their Pupil Equity Funding planning, allocations and spending to support enaction of interventions to close identified poverty and wider related attainment gaps based on intelligence and data
- Following Committee decision on 9 March 2022 to allocate additional Scottish Government funding for Education to 21 additional one-year NQT posts across Primary and Secondary for session 2022/2023, review data intelligence and key messages across schools and seek committee

endorsement to provide additional targeted support through increased teacher numbers in order to raise attainment based on school need

3.40 Where it is noted that the Scottish Government did not collect national ACEL data in 2020 and 2021, common with Primary ACEL data as with session 2020/21, we continued to gather and interrogate our internal data sets to inform improvement planning at school and local authority level. In order to build and maintain improvement in our secondary schools, along with a number of areas noted in 3.31 above, we will also:

- Continue development and roll-out of the revised Secondary Improvement Model (SIM), reviewing visit programme and evaluative visit reporting for improvement with secondary school partnerships (pairings) identified to support continuous improvement and sharing of practice along with data analysis and review for next steps
- Review of approaches across all Moray Secondary Schools to delivery of literacy and numeracy based learning, teaching, assessment and moderation of ACEL based on TPJ, to ensuring consistency in application of national standards
- Review of Secondary English and Maths subject group focus with specific activities centred on ACEL TPJ and moderation for understanding of standards
- Continued moderation within and across secondary schools supported by QAMSOs where appropriate to support clarity in standards and expectations for ACEL
- Increased focus on tracking and monitoring learner progress and achievement throughout the year in S1 to S3, with further early indication progress checks with secondary schools in the lead up to June ACEL census
- Continue to build capacity in Senior and Middle leaders, strengthening data literacy to drive forward school and system level improvement
- Working with our Education Scotland Attainment Advisor, support identified schools with targeted use of Scottish Attainment Challenge Strategic Equity Funding to support localities of greatest need to raise attainment due to poverty related and wider factors

4. SUMMARY OF IMPLICATIONS

(a) Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP)
Reflective of priorities within the Corporate Plan with particular regard to (3) provide a sustainable education service aiming for excellence and (4) day to day service delivery in line with council values of ambitious, improving and responsive. With regards to the 10 Year Plan (Local Outcomes Improvement Plan LOIP), (2) building a better future for our children and young people in Moray through equity of learning experience offered across our schools.

(b) Policy and Legal
It is the duty of the Council to secure improvement and the quality of school education which is provided in schools managed by Headteachers and to raise standards of education (Section 7, 8 of Standards in Scotland's Schools etc Act 2000).

(c) Financial implications
There are no financial implications arising directly from this report. Continued support from finance is required in order to ensure timely financial updates in order to guide spending plans in line with statutory reporting and external scrutiny requirements.

(d) Risk Implications
There are risk implications if we cannot support national expectations and requirements in relation to this key national policy directive. The risks associated with inability to support expectations and requirements are the potential negative impact on school inspection reports and in the failure to improve learner achievement and attainment. This would have a direct impact on any reporting to the Scottish Government and Education Scotland on National Improvement Framework areas and progress or achievement of Stretch Aims as part of the Framework for Recovery and Accelerating Progress.

Uncertainty remains regarding the unknown longer term impact of the COVID pandemic, which may have bearing on achievements of future cohorts. The ongoing legacy impact of Coronavirus on learner attendance at school, engagement in learning and behaviours exhibited may continue to directly impact on ACEL as reported by schools. Any potential future reduction in funding and resource in order to support unanticipated or emerging needs may adversely impact on attainment. Depending on disruption experienced across other local authorities across Scotland, this may present inequity in data profiles presented and on national averages due to local circumstances experienced and resource available.

Schools further observe increase in Additional Support Needs (ASN) among pupils where a number of children and young people, due to these needs, access a personalised curriculum with individual targets and outcomes. This requires schools to allocate resources available in a targeted way and has an impact on overall attainment levels and universal supports available. The impact of additional funding and resource allocated to Education Resources (Social, Emotional and Behavioural Needs (SEBN) and ASN services) to raise attainment through the Improvement and Modernisation Programme (Raising Attainment - Wellbeing) and resulting interventions is unknown at this time. In addition, there is an increase in the number of children and young people who are on part-time timetables with a new post in place, Principal Teacher, Flexible Education, to lead work on this area.

Change in approved use by Committee of additional monies for teachers in May 2022 resulted in cessation of funding moving forwards for Principal Teachers (Raising Attainment) across secondary schools, additional staffing in primary schools to support raising attainment and to release Head Teachers from any class commitment and redirection to support additional Newly Qualified Teachers (NQTs). These additional posts were central to ensuring improvements to Literacy and Numeracy achievement and exploration of wider accreditation options to support learner achievement and positive outcomes. While some of the secondary schools have reprioritised wider delegated funding (for example, Pupil Equity Funding) and core staffing allocation in support of these posts, most could not allow for post continuation within existing budgets. Primary School staffing budgets in the main do not allow for this flexibility. A risk associated with this change is potential for lower levels of attainment in both ACEL and Senior Phase moving forwards, the latter being the initial focus of these roles prior to their cessation where BGE focus may have supported ACEL levels. Further review of funding allocation based on data intelligence and targeted intervention now required will support future decision making on funding moving forwards.

The completion of additional Covid staffing allocations has reduced the number of practitioners available to support learners in school and in smaller schools, has led to Head Teachers returning to class committed status. A potential future attainment risk identifiable for 2023 ACEL data where increased needs are noted as having emerged as post-pandemic, requiring additional supports.

Industrial Action undertaken to date and planned has impact on in-school attendance of children and young people and direct teaching time. Coupled with unplanned school building closures and move to remote learning due to heating failures in specific schools and snow closures within specific Associated Schools Groups, further disruption to in-school learning has resulted in some schools. In addition, increased staff absence has an impact where the use of supply staff is required to support children and young people. The availability of this in Mathematics is at a low level in Moray and nationally and this has and will continue to have an impact on individual departments and schools.

It is acknowledged that budget pressures and resulting savings may arise in the future, leading to potential reduction in resources available to schools. This would have potential to directly impact on attainment levels for children and young people, in the event of reduction in universal or targeted supports available. Schools will require timely and accurate financial information in order to plan for interventions, using all funding available to them including Pupil Equity Funding.

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

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

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

(h)   Climate Change and Biodiversity Impacts
No climate change or biodiversity implications have been determined due to the scrutiny and performance based nature of activities reported and no findings related to such implications contained herein. Move to virtual meetings and platforms where possible for certain activities (e.g. Moderation using Microsoft Teams, Subject Groups) has reduced potential impact of carbon emissions and pollution caused by staff travel by car to central locations.

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

5.   CONCLUSION

5.1   Key attainment messages in relation to ACEL based on teacher professional judgement (TPJ) are presented within this paper for P1, P4, P7 and S3 for Literacy (Reading, Writing, Listening and Talking) and Numeracy. Overall, improvements are noted within key literacy elements and numeracy at different stages and levels compared with data available from previously published national datasets available (2020/2021 for Primary and 2019/2019 for Secondary) as outlined in para 3.36 and 3.37. Where improvements are noted in identified Moray data over time, variance is further noted against national average comparators, also witnessing improvement over time.

5.2   Schools continue to work in partnership with learners and families to improve outcomes for all through a range of targeted and universal supports and approaches. The impact of COVID continues to emerge as learning gaps are identified and addressed, with further supports identified and provided using resources available. External challenges including funding limitations, availability of outward supports and wider disruptions are mitigated as far as possible. Further planned work as schools and Associated Schools Groups in relation to moderation, professional collaboration and learning will strengthen practitioner confidence further in delivery of literacy and numeracy based learning and application of national benchmarks.

5.3   Key strategies, toolkits and approaches outlined in para 3.17 continue to support schools and practitioners in delivery of positive learning experiences and in support of improving outcomes for all. Further planned developments including work on revised local authority Literacy and Numeracy strategies as well as initial planning for May Inset with moderation focus will support practitioner confidence and approaches, focused on raising attainment and improving outcomes. Targeting additional staffing to schools who require most support, will strengthen local authority raising attainment agenda and resources available.

5.4   Stretch Aims have been set as requested by Scottish Government and Education Scotland as part of the framework for recovery and accelerating progress as both prudent and aspirational targets for improvement. It is acknowledged that external factors noted within this paper may have impact on their achievement. Actions identified or underway as outlined in 3.36 and 3.37 are planned for within available resources to support achievement of Stretch Aims based on known factors.

5.5   Committee is invited to scrutinise data and key messages reported and acknowledge work planned or ongoing to improve ACEL, centrally and across Moray schools and potential for future use of additional Scottish Government funding in support of raising attainment.

Author of Report: Stewart McLauchlan, Quality Improvement Manager
Background Papers:
Ref: SPMAN-1315769894-378 / SPMAN-1315769894-379

Moray Council: Education

...improving outcomes for Moray's children and young people

Using data sets up to and including 2020/2021* and unpublished data sources for 2021/2022 in order to set core and core-plus stretch aims based on available National guidance. Following ongoing data collection and analysis, stretch aims are subject to review during the session. Comparator figures shown for Quintile 2 reflect 2020/2021 published data. As a local authority, we will continue to monitor progress of Quintile 1 learners as an identified focus group within one Moray datazone. Due to low Q1 cohort size, analysis and intervention will be supported at school level.

Moray: Core Stretch Aims

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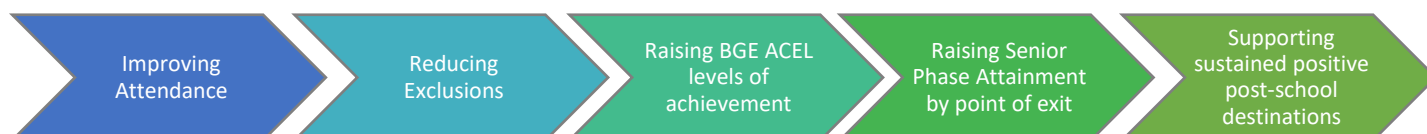
	Identifier	Descriptor	2023 Stretch Aim	Quintile 2 Improvement 2023 – Year One*	2026 Stretch Aim 4-year aspirational target setting	Improvement over time: Moray 2026
BGE ACEL	PBGEACEL1	Primary (P1, P4 ,P7 combined) Literacy	67%	52%-55%	74%	+7%
	PBGEACEL2	Primary (P1, P4, P7 combined) Numeracy	73%	56%-61%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

overall FSM target set across Quintile 1-3

Achieving our Stretch Aims | Key actions for improvement | 2022-2026

- Revised School *Attendance* policy and procedures with clear interventions
- Revised School *Exclusion* policy and procedures with clear interventions outlined as *alternatives to exclusion* including support package as appropriate, strengthened by pan-Education service provision
- Refreshed *Education Strategic Plan* and focus, linked with *Moray's Improving Outcomes Strategy* and *framework*
- Revised approaches to *BGE ACEL Moderation* and *Senior Phase Curriculum development* focus to extend opportunities for achievement and accreditation by point of exit from secondary school for young people
- *Universal and targeted training and support* from *Moray SEBN/ASN teams* funded by Education, Children's and Leisure Services Committee to meet learning needs and close identified wellbeing and attainment gaps

REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES COMMITTEE ON 25 JANUARY 2023

SUBJECT: EDUCATION - PROFESSIONAL LEADERSHIP AND LEARNING STRATEGY

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

1.   REASON FOR REPORT

1.1   To ask the Committee to agree the updated Professional Leadership and Learning Strategy.

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

2.   RECOMMENDATION

2.1   It is recommended that Committee agree the Professional Leadership and Learning Strategy.

3.   BACKGROUND

3.1   The Professional Leadership and Learning Strategy (**Appendix 1**) is the overarching strategy for the professional development of teachers in Moray and is based on the previous Strategy which was agreed in 2014. An update is timely due to the updated GTCS Standards for Registration which were enacted in August 2021 as well as the ongoing academic research and legislative changes which inform educational thinking and practice in the light of the challenges which have impacted society and schools lately. Within any educational setting, when a wide range of high-quality, sustained professional learning experiences are undertaken, teachers are more likely to inspire pupils and provide high-quality teaching and learning experiences, enabling learners to achieve their best. The Professional Leadership and Learning Strategy aims to provide a framework around which practitioners can plan their career and professional development. The Strategy offers relevant advice and twelve toolkits to enhance the process of professional development. This will support professional thinking and practice and lead to improved outcomes for Moray children and young people by encouraging colleagues in Education to reflect on their practice to foster improvements.

3.2   The Strategy was written collaboratively by a working group of central officers, education establishment staff with inputs from colleagues in Educational Resources over the period of the pandemic. The Strategy provides a framework, a toolkit and advice to all Moray learning communities to further professional leadership and learning by encouraging staff to use the Professional Review and Development (PR&D) processes by means of coaching, and teacher self-reflection to further their professional development and career aspirations.

3.3   The Strategy has been developed in line with the National Model of Professional Learning across Scotland under the auspices of the General Teaching Council for Scotland (GTCS), Education Scotland Professional Leadership and Learning (EDSPLL), the Northern Alliance Regional Improvement Collaborative (RIC), university partners – UHI and Aberdeen University and home-grown expertise from a talented and committed workforce. The most important of these are outlined in the links at the end of this report. This wide-ranging perspective means that teaching staff in Moray can draw from a vast array of sources to enhance their professional thinking and practice for the good of children and young people. By embedding the Strategy through introducing the Moray Standard for Professional Leadership and Learning, all teaching staff will be encouraged to take the opportunities to improve their thinking and practice.

3.4   Following consultation with the wider teams of those working group members noted in para 3.2 above, the following six areas were identified as areas for development and improvement and form the basis of the Lead Officer for Professional Leadership and Learning's work plan which is outcome and time bound:

- Complete and roll-out the reviewed Professional Learning and Leadership (PLL) Strategy
- Develop and share toolkits to support practitioner engagement at all levels with the PLL Strategy
- Review and further develop all Moray professional learning programmes (NQT, Middle Leadership, Aspiring and Senior Leadership)
- Complete and initiate newly appointed Senior Leader Induction Programme and resources
- Support/extend external professional development programmes and partnerships
- Support empowerment and system leadership through guidance, signposting and facilitation

3.5   Familiarisation and training will be offered by the Lead Officer for Professional Leadership and Learning along with other colleagues to ensure that all are aware of the opportunities which exist in the busy Scottish professional learning landscape. There is also a desire to ensure the sustainability of relevant, high quality professional learning in Moray, and so knowledgeable and experienced colleagues will be asked to volunteer to provide professional learning for their peers through a variety of programmes.

3.6   It was established that there was a need for a written document to outline the Moray Standard for Professional Leadership and Learning that will be

delivered in Moray's learning communities, and having this Strategy will enable the assessment of progress in the professional leadership and learning journey by means of the numbers of staff who attend internal and external Career Long Professional Learning (CLPL) programmes.

3.7   The Strategy aims to ensure the best futures for Moray children and young people and it lays out the Why?, the What? and the How? of the design and implementation of professional learning, bearing in mind that the actions will be based on the evolving needs of the service and its staff. This will mean working closely with other Education and Education Resources colleagues to ensure that the training needs of Moray staff are identified and addressed with relevant and current educational thinking and professional learning experiences. This Strategy with its twelve toolkits includes the thinking and consequent actions which will be required to face the challenges of the next few years and seeks to empower colleagues to work within an ethos of uplifting leadership for their own good and the benefit of the Moray children and young people in their care.

3.8   The Professional Leadership and Learning Working Group will help identify the training needs of the service and work with staff to design appropriate programmes and review these on an annual basis, as is the current practice. Feedback from other sources such as School Improvement visits, School Self-evaluation Profiles and Education Scotland feedback will inform our future direction. Progress reports will be brought back to Committee for scrutiny as requested.

3.9   The Professional Leadership and Learning Working Group will undertake participant evaluation reviews on an ongoing basis as they complete programmes to ensure that training to be offered is relevant, of high quality and based on the needs of colleagues in Moray, as well as taking into account emerging national priorities.

3.10   The impact of this Strategy will be measured on the numbers of colleagues on a variety of professional leadership and learning programmes. At present a tally is kept of the number of Moray colleagues participating in a variety of Education Scotland and Moray Education PLL programmes as well as those gaining promotion within Moray. Recent figures are noted in the tables below:

Education Scotland programmes

Into Headship/Year	Number of Moray participants
2020/21	4
2021/22	8 (7 completed)
2022/23	5 (1 carried over from 2021/22)

In Headship/Year	Number of Moray participants
2020/21	0
2021/22	0
2022/23	1

Excellence in Headship/Year	Number of Moray participants
2020/21	4
2021/22	2
2022/23	6

Towards Headship/Year	Number of Moray participants
2020/21	0
2021/22	1
2022/23	1

Middle Leadership – 2 programmes/Year	Number of Moray participants
2021/22	20
2022/23	tbc

Moray Education Leadership Programme – restarted in January 2021

Year	Number of Moray participants
2020/21	21
2021/22	14
2022/23	TBC – there will be two cohorts running from February 2023 to better meet the needs of participants, co-led by a secondary school deputy headteacher.

Number of Moray colleagues gaining promotion – new measure this year

Year	Number of Moray colleagues gaining promotion over the year	Number of Moray colleagues moving down from acting posts
2021/22	36	11
2022/23 (as at Nov 2022)	24	3

4. **SUMMARY OF IMPLICATIONS**

(a) **Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))**
The Professional Leadership and Learning Strategy is aligned to the priorities within the Corporate Plan and LOIP. In particular Our People: Provide opportunities where young people can achieve their potential to be the best they can be.

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

(g) Equalities/Socio Economic Impact
The plan is aimed at promoting:
Article 29 of the UNCRC which states the children "have the right to education, which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment."
Article 3: "All adults should always do what is best for you."

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

(i) Consultations
Senior Officers in Education and Education Resources, School Estates Manager, Chief Financial Officer, Tracey Sutherland, Committee Services Officer, Senior Human Resources Adviser and Equal Opportunities Officer. It should be noted that this Strategy was written and consulted on before it was agreed that elected members should be consulted through working groups.

5.   CONCLUSION

5.1   That the Committee notes the contents of this report and agrees the Moray Education Professional Leadership and Learning Strategy providing the framework and impetus to support the development of Moray staff for the benefit of our children and young people.

Version:	Date:
1	05/2022
2	12/2022
3	
4	
5	

December 2022

THE MORAY STANDARD FOR PROFESSIONAL LEADERSHIP AND LEARNING - STRATEGY 2022-25

Our Vision - Together we will support and develop our Moray teachers and practitioners to enable our children and young people to be the best that they can be
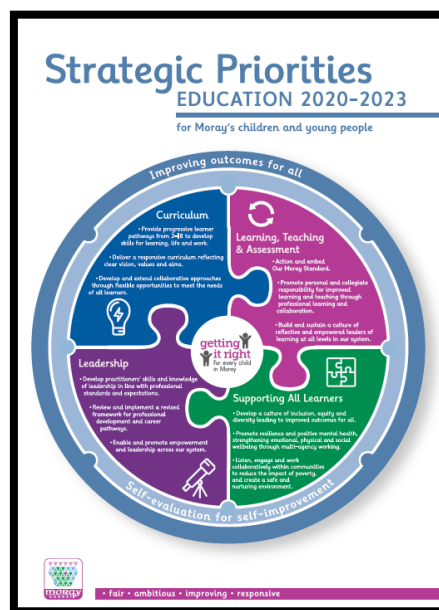
Fair   Ambitious Inclusive Responsive

CONTENTS

1 – What is Professional Learning and why do we encourage it in Moray Education?

In Moray, teachers and other practitioners engage in professional learning to stimulate their thinking and professional knowledge and to ensure that their practice is critically informed and up to date, so that they can offer leadership at all levels in our education system.

When a wide range of high-quality, sustained professional learning experiences are undertaken, teachers are more likely to inspire pupils and provide high-quality teaching and learning experiences, enabling learners to achieve their best.

It is important that professional learning provides rich opportunities for teachers to develop and enhance their professional knowledge and practice, in order to enhance the quality of learning and teaching and school improvement. We are continually developing resources to support PLL in Moray which are available as Toolkits, the titles of which can be viewed in Section 7 of this strategy.

For further information on professional learning, please see:

https://www.gtcs.org.uk/professional-update/professional-learning/

There are various types of professional learning opportunities which teachers in Moray may undertake, including the following:

- Experiential, action or enquiry-based learning
- Professional dialogue with colleagues, other professionals, parents, and learners
- Focused professional reading and research
- Leading or engaging in practitioner enquiry/action research
- Critical analysis of reading, learning and impact on professional practice
- Peer support e.g. coaching or mentoring
- Probationer support
- Classroom visits/ peer observations/ shadowing with related professional dialogue
- Online learning/blogs
- Co-operative or team teaching
- Leading or participating in a working party or task group
- Planning learning which is inter-disciplinary or cross-sector
- Participation in activities relating to assessment and moderation
- Secondments, acting posts and placements
- Masters study and qualifications
- Accredited courses or activity related to achieving national professional standards for teachers

- Professional/ Academic conferences
- Self-evaluation and critical reflection processes
- School communities working with others in collaborative pairs or trios across and/or beyond ASGs.

2 – Why we are setting out this PLL Strategy in Moray

The purpose of **The Moray Standard for Professional Leadership and Learning (PLL)** is to provide a framework which supports the delivery of the Moray Education Strategic Priorities 2022-26.

Our PLL Strategy sets out our expectations for Moray Education where we utilise Professional Leadership and Learning to support and develop our practitioners so that our learners receive the best possible experiences and outcomes to enhance their life chances. PLL is a professional entitlement for our practitioners which we will provide within Moray or by signposting colleagues to outside providers such as Education Scotland and the Northern Alliance. This overarching aim is in line with the Moray Council Local Outcomes Improvement Plan (10 year plan to 2026) where working with other partners across Moray "our vision as a partnership is **raising aspirations** which we will do by creating an enabling environment where our residents can achieve expanded choices, improved livelihoods and wellbeing, based on four main priority areas to guide this work and deliver our vision:

1. A growing, diverse and sustainable economy;
2. **Building a better future for children and young people in Moray;**
3. Empowering and connecting communities to build sustainable futures;
4. Changing our relationship with alcohol."

There are a number of other frameworks and policies in place across Scotland and Moray which guide our approach to improving the support and challenge we offer our Education colleagues which include:

- National Improvement Framework - https://www.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/
- GTCS Standards (2021) - https://www.gtcs.org.uk/professional-standards/professional-standards-for-teachers/
- UNCRC/Scotland - https://www.gov.scot/policies/human-rights/childrens-rights/
- GIRFEC - https://www.gov.scot/policies/girfec/
- The Morgan Review - https://www.gov.scot/news/improving-additional-support-for-learning/
- Regional Improvement Collaborative - https://northernalliance.scot/professional-learning/
- Realising the Ambition - https://education.gov.scot/media/3bjpr3wa/realisingtheambition.pdf
- How Good is Our School? (4th Edition) - https://education.gov.scot/improvement/documents/frameworks_selfevaluation/frwk2_nihedithgios/frwk2_hgios4.pdf https://education.gov.scot/improvement/Documents/HGIOURS-Part1.pdf https://education.gov.scot/improvement/documents/hgiours-part2.pdf
- Moray Council Corporate Plan 2024 - http://www.moray.gov.uk/moray_standard/page_41074.html

3

- Moray 10 Year Plan – Local Outcomes Improvement Plan - http://www.moray.gov.uk/downloads/file119323.pdf
- Moray Children's Services Plan 2020-2023 - http://www.moray.gov.uk/downloads/file136154.pdf
- Moray Raising Attainment Strategy 2019-2024 - https://glowscotland.sharepoint.com/sites/MorayCouncil/TMC/RAIATT/SitePages/Raising-Attainment.aspx
- Our Moray Standard – Learning and Teaching - https://glowscotland.sharepoint.com/sites/MorayCouncil/TMC/LTA
- Professional Leadership and Learning Strategy - https://glowscotland.sharepoint.com/sites/MorayCouncil/TMC/PLL/SitePages/Professional-Learning-and-Leadership.aspx
- Morays' Parental Involvement and Engagement Strategy - https://glowscotland.sharepoint.com/sites/MorayCouncil/tmc
- Moray ASN Strategy 2017-2027 - https://glowscotland.sharepoint.com/sites/MorayCouncil/tmc
- Moray Early Year's Strategy 2016-2026 - http://www.moray.gov.uk/downloads/file109795.pdf
- Moray's Play Strategy – TBC

This PLL Strategy is primarily concerned with supporting the five other areas of the the Moray Education Strategic Plan and is encapsulated in the following quote from Our Moray Standard for Learning and Teaching (2019):

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

The relentless focus on high quality learning experiences and the resultant good outcomes for our learners is also articulated in the Moray Education Raising Attainment Strategy (2019) where practitioners should:

"…continue to ensure a relentless focus on improving outcomes for all children and young people in Moray providing opporunities to build on prior levels of attainment and set high levels of expectation for ourselves, our learners and parents and partners."

Our strategy is concerned with ensuring that Professional Learning opportunities in Moray enable all of our practitioners to be equipped to work effectively within a challenging educational environment and help develop the knowledge and skills of our learners for them to become successful learners, confident individuals, responsible citizens and effective contributors. This is assisted by reference to the 2021 GTCS Standards which set the expectations for our profession and the UNCRC where we all have to ensure that our children and young people have their right to education respected and fully delivered.

3 - The Vision for Educational Professional Leadership and Learning in Scotland

The vision for PLL in Scotland is set out in the context of the documents below.

The National Improvement Framework/Improvement Plan 2022
https://www.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/
The profile of Teacher Professionalism in the context of empowered School Leadership at all levels is emphasised through the National Improvement Framework (NIF), with both of these being key drivers in meeting the aims of the Scottish Government for Education across all of the 32 local authority areas.
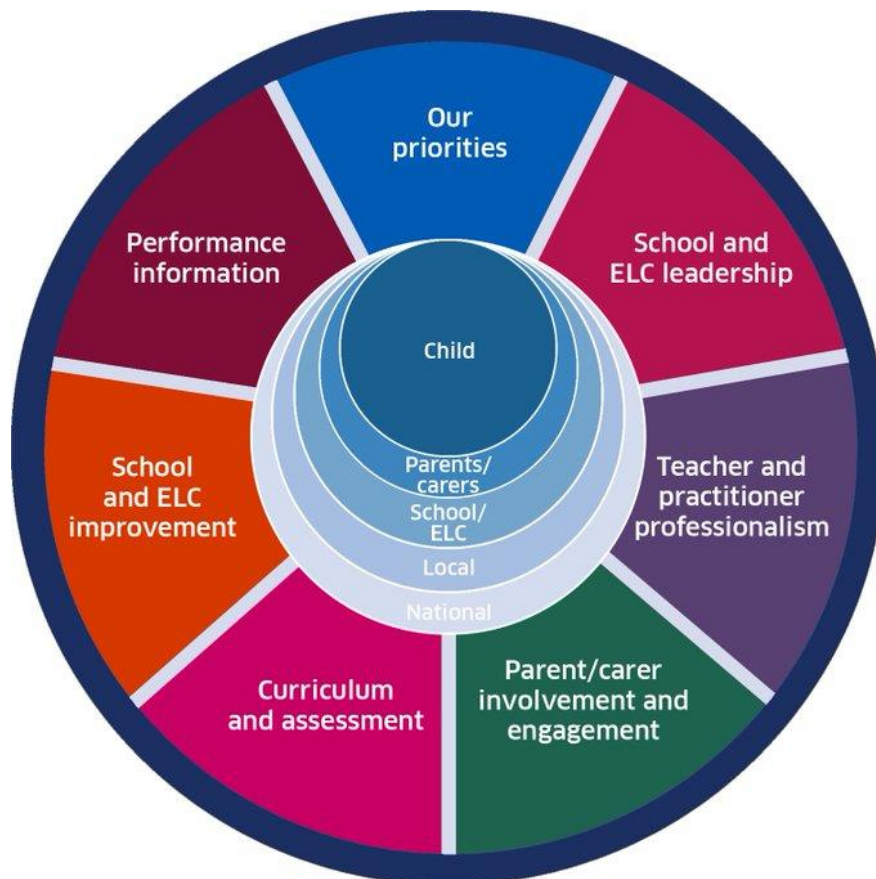
The quality of school leadership, and learning and teaching are key factors in improving children's learning and the outcomes that they achieve.

The National Improvement Framework/Improvement Plan, 2022

The National Improvement Framework (NIF) states that teachers and school leaders should:
•   Develop as enquiring professionals
•   Be empowered – (Leadership of Learning and Change is crucial here)
•   Use informed, expert professional judgement
•   Develop collaborative professionalism

Implementing Education Policies – Scotland's Curriculum for Excellence – INTO THE FUTURE
https://www.oecd-ilibrary.org/education/scotland-s-curriculum-for-excellence_bf624417-en

5

Page 85

PLL in Scotland should be delivered in the context of ongoing evaluation of the Scottish Education system with the 2021 OECD Report drawing the following conclusions about teacher's Professional Learning in Scotland:

"Interestingly, this evaluation identified two particular challenges for teacher professional learning. The first was the practical one of securing replacements for classes when teachers attend professional learning events. The second was the array of "competing national priorities" that colonised teacher professional learning."

The obvious implication from this OECD report in terms of Professional Learning in Scotland and Moray Moray is that:

1. Supply cover should be available for PL events during the school day, although many are now offered as twilights and recorded outside Moray; and
2. School learning communities should use robust self-evaluation as a means of *identifying* *local school and community improvement priorities within their own context under the over-arching framework of the NIF and the current iteration of the Moray Education Strategic Plan.*

Putting Learners at the Centre: Towards a Future Vision for Scottish Education

https://www.gov.scot/publications/putting-learners-centre-towards-future-vision-scottish-education/

The review and report from Professor Ken Muir will have significant implications for the Scottish and Moray teaching and early years profession as there is an expectation that there will be **"Responsive, bespoke support and professional learning at regional and local levels"**. This will be offered by local authorities and RICs in collaboartion with the "New National Agency" which will consist of the support and improvement functions of the Education Scotland, the SQA, SCQF and the Scottish Government's Curriculum, Qualifications and Gaelic Division.

The GTCS National Expectations for Teacher Professional Leadership and Learning in Scotland
https://www.gtcs.org.uk/professional-standards/professional-standards-for-teachers/
The overarching aim for professional learning should be to develop and enhance teachers' knowledge, expertise and skill; develop their professionalism, and to impact positively on the learning experiences and outcomes of children, young people and adult learners.
GTCS 2017
The 2021 General Teaching Council Scotland (GTCS) Standards have the expectation that teachers have a commitment to professional reflection and learning. These refer to the development of teachers' professionalism and the role professional learning has in building capacity across our education system. Early Years practitioners have to be registered with the Scottish Social Services Council (SSSC) and are subject to a Code of Conduct which is at:
https://www.sssc.uk.com/the-scottish-social-services-council/sssc-codes-of-practice/

A core component of practitioners' professional commitment is understanding the needs of all learners and this is a core component of the UNCRC and its primary role in Scottish Education which can be viewed at: https://education.gov.scot/improvement/learning-resources/recognising-and-realising-childrens-rights/
This is supported by the Getting It Right for Every Child (GIRFEC) agenda which placing the health and well-being and education of our children at the heart of our Professional Learning and Practice and is at: https://www.gov.scot/policies/girfec/
GIRFEC aims to help professionals, our children and young people and their families to make the best-informed decisions for the benefit of our families and communities. This aligns well with the current Scottish Government empowerment agenda for practitioners which can be accessed at:

6

The GTCS Professional Learning Model

Educational research forms the foundational theoretical underpinning of the GTCS Professional (Leadership and) Learning Model, as seen below. In order to conceptualise and support staff development, the GTCS Professional Learning Model identifies the key principles and features of effective Professional Learning that will build professional capacity and promote collaborative practices. To this end, Learning as Collaboration is working together in an inclusive and engaging manner as when colleagues collaborate their socialisation enhances collaborative learning and encourages colleagues to seek new approaches to their practice in the safe space of a professional collaborative learning group. Learning by Enquiry and Learning that deepens Knowledge and Understanding enables teachers at all levels to display excellent decision-making skills, and the associated inspiring and uplifting leadership and pedagogical expertise. This ensures the necessary skills for life, learning and work, and their associated positive outcomes for our learners.

www.gtcs.org.uk
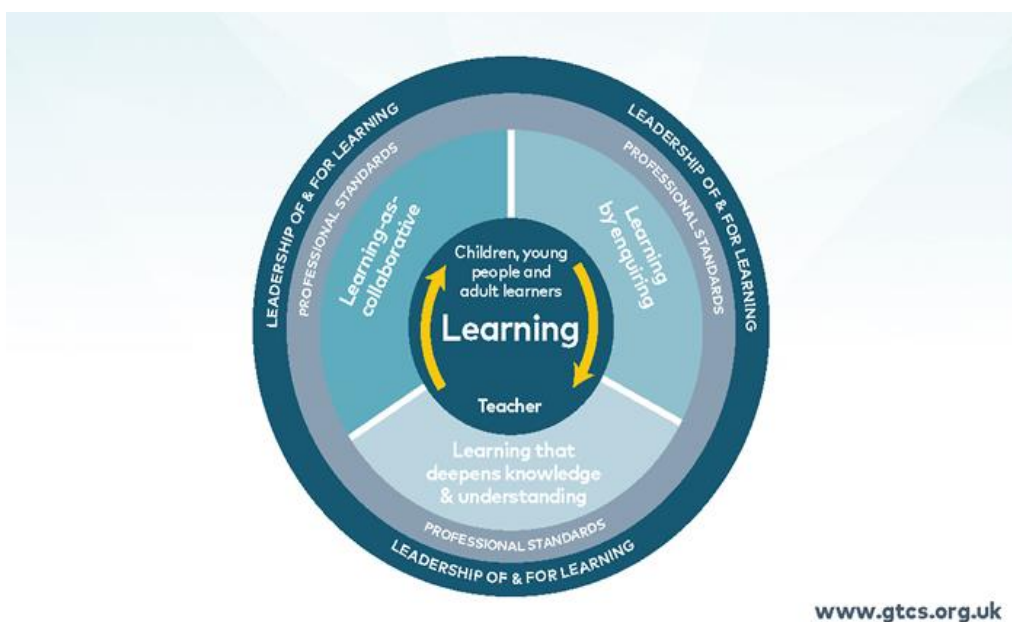
The GTCS also provides a Professional Learning Planning Cycle so that individuals can plan their Professional Learning effectively, please see below. It provides a scaffold to support teachers in planning and reflecting upon their Professional Learning and the impact upon their professional practice. It is based on an enquiring approach to Professional Learning and identifies key stages of the process. Moray Education's Professional Review and Development processes and guidelines were validated by the GTCS in 2021, and will be reviewed internally in the next year.

7
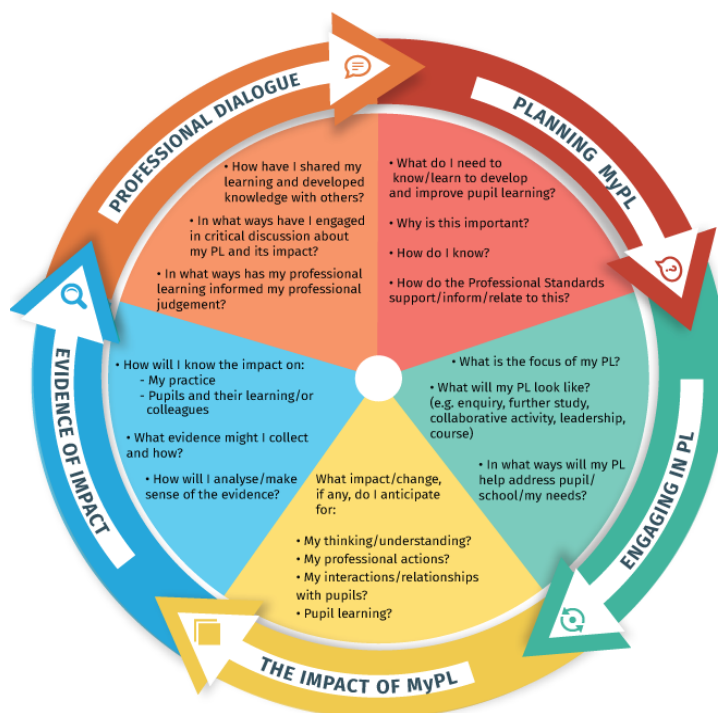
The GTCS Professional Learning Planning Cycle – related to the Moray Education PR&D/PU Processes – Toolkit 1

4 - The Moray Standard for Professional Leadership and Learning Identified Priorities

By focusing on six key areas in the Moray Standard for PLL we will prioritise and plan to support practitioner Professional Leadership and Learning needs and solution-based strategies to meet these needs across Moray.

The six key priority areas identified are (updated summer 2022):
- **Complete and roll-out the reviewed Professional Learning and Leadership (PLL) Strategy**
- **Develop and share toolkits to support practitioner engagement at all levels with the PLL Strategy**
- **Review and further develop all Moray professional learning programmes (NQT, Middle Leadership, Aspiring and Senior Leadership)**
- **Complete and initiate newly appointed Senior Leader Induction Programme and resources**
- **Support/extend external professional development programmes and partnerships**
- **Support empowerment and system leadership through guidance, signposting and facilitation**

Our strategic commitment to these six key areas will be based on the needs of our practitioners and will form the basis of a series of action plans, and have a selection of toolkits to enable our staff to ensure that our children and young people achieve and attain the best that they are capable of. Details of how we will deliver these priorities are outlined below.

8

Priority 1: Complete and roll out the reviewed PLL Strategy
Aim: We will complete and roll out the reviewed PLL Strategy across Moray Education by the end of April 2023 to enable our Moray staff to engage with quality CLPL at all levels of the system. We will do this with a series of online, and where requested, face to face presentations to colleagues. This will be carried out in the context of the Moray Education PLL Cycle of Ambition, please see below.

Priority 2: Develop and share Toolkits (12) to support practitioner engagement at all levels with the PLL Strategy
Aim: We will create, update and share toolkits so that our teachers and other colleagues are able to access high quality support materials to assist with their professional and career development, in particular to develop leadership capacity al all levels. These will be updated as appropriate and will include a review of the Professional Review and Development programme and guidelines to ensure relevant professional self-reflection.

Priority 3: Review and develop all Moray CLPL programmes
Aim: We will review all Moray Education's CLPL programmes with full consultation and develop them in line with the identified needs of our Moray colleagues.

Priority 4: Complete and initiate newly appointed SLT Induction Programme and resources
Aim: We will complete and make available to appropriate staff the newly appointed SLT Induction Programme with full consultation to identify the needs of colleagues.

Priority 5: Support/extend external professional development programmes and partnerships
Aim: We will work positively with external partners, for example, Education Scotland PLL, HEIs, the GTCS etc, to offer professional development opportunities to our Moray colleagues. This will happen especially where issues of capacity mean that we cannot provide these opportunities within Moray.

Priority 6. Support empowerment and system leadership through guidance, signposting and facilitation
Aim: We will encourage and facilitate opportunities for our Moray colleagues to be empowered to lead their own professional development and system improvement across Moray Education and beyond by means of advertising opportunities, encouraging participation and giving guidance for such.

"If we create a culture where every teacher believes they need to improve, not because they are not good enough but because they can be even better, there is no limit to what we can achieve."
Professor Dylan Wiliam, Institute of Education, University of London.

The Moray Education PLL Cycle of Ambition

Improving Outcomes for all Moray's Children and Young People (VC) - Identifying CLPL Needs from Performance Data through Effective Self-evaluation - SQRs, SE Profiles and PR&D - (All Officers with Schools & ELCCs)

Collaboratively **Tracking and Monitoring (SMcL)** Learner Progress, Identifying Gaps and Planning Interventions to **Improve Learner Outcomes (SMcL & HS)**

To improve the outcomes for, and life chances of, our children and young people in Moray as well as enhancing staff capability and job satisfaction

Targeted **Professional Leadership & Learning** to Motivate, Uplift and Improve Performance (WS & HS) - Moray Ed, EDSPLL, GTCS, UHI, CI etc

Collegiately planning and delivering a **Responsive Curriculum** (AB, TBC & HS), High Quality **Learning, Teaching, Assessment (RN & HS) and Moderation (RN & HS)**

Effectively **Supporting Learners** to be Ambitious and Resilient (LR, SC & HS)

10

5 – Links to other areas of the Moray Education Strategic Plan

This strategy will link to other Moray Education Strategies as they are finalised by ensuring that there is an offer of appropriate Professional Learning related to their outcomes, as per the Moray Education Cycle of Ambition. We will identify training needs in consultation with practitioners and will work with colleagues who have the required knowledge and skill set to offer appropriate Professional Learning.

6 - How we are going to enact this Strategic Plan

The actions identified in this strategy and associated Officer Work Plans will be delivered during the school years 2022-2025. They will be aligned as below as a broad outline.

Phase 1: Defining and Developing – Building Capacity through Collaborative Practice

The first phase will be focused on defining and developing the actions that result from this PLL Strategy. Drawing on a wide range of professional skills and knowledge our Moray colleagues can all have a significant role in supporting and challenging one another across our Education system, for example:

- School and Central Team staff can assist one another and other partners such as Educational Resources colleagues and HEIs to create and sustain collaborative professional learning communities;
- Partners can assist Schools and Central Team Staff in developing action research and other skills to help them become more skilled in their pedagogy and activities to help raise attainment, increase health and well-being amongst children and adults in the system and help close the poverty related attainment gap;
- School and Central Team staff can positively influence how Moray Education develops and delivers its Professional Leadership and Learning;
- Information and updates will be communicated on the Moray Education PLL Sharepoint site, the Weekly Bulletin, the Headteacher's Weekly Briefing, the one/twice termly PLL Update and by other means, for example, a Padlet and/or Twitter, as appropriate.

Phase 2: Expanding – Creating Consistency

In the second phase, we will seek to create and maintain consistency across Moray Education with the August 2021 GTCS Standards permeating all levels of Professional Learning and Practice. This should lead to a commitment to a culture of Nurture with high quality learning and teaching and a drive for excellent outcomes for our children and young people.

As we look to the future based on recommendations taken from recent Scottish Government publications such as 'The Ken Muir Review', we will encourage colleagues to be forward thinking and to embrace new opportunities and ways of working through collaboratively working at all levels.

Phase 3: Embedding – Supporting a Self-sustaining System of Professional Learning

The third phase will involve supporting a system of Professional Learning, which is self-sustaining within Moray Education and will include review of progress so far and forward planning for the next stage of development based on the Priorities for Moray Education and our learners, families and communities at that time.

Next Steps:

The next steps will be the formation of an action plan for 2022/23 which will be outcome driven to set time-lines. This will be summarised in the PLL Lead Officer's Work Plan with account taken of the number of Moray colleagues gaining promotion within Moray and those participating in professional learning programmes in Moray and beyond with, for example, Education Scotland, the universities and the Northern Alliance.

11

7. Professional Leadership and Learning Toolkits

All of the following toolkits will become available on the Moray Education Professional Leadership and Learning GLOW Sharepoint site at:
https://glowscotland.sharepoint.com/sites/MorayCouncil/TMC/PLL/SitePages/Professional-Learning-and-Leadership.aspx

Toolkit 1 – PR&D/PU Guidelines and Support Materials

Toolkit 2 – GTCS Standards with reflection/self-evaluation wheels etc

Toolkit 3 – 360^0/ESCI tools

Toolkit 4 – Leadership/Management CPL in Moray (including SLT Induction)

Toolkit 5 – Leadership/Management CPL outwith Moray

Toolkit 6 – Professional reading/reflection and other learning opportunities

Toolkit 7 – Professional development opportunities and different approaches

Toolkit 8 – Career progression and pathways

Toolkit 9 – PLNs/TLCs and practitioner enquiry and support materials

Toolkit 10 – Moray case studies and approaches

Toolkit 11 – PLL Update and feedback from colleagues

Toolkit 12 – National Updates

W Smit – QIO, Lead Officer for Professional Leadership and Learning
December 2022

12

REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES
COMMITTEE ON 25 JANUARY 2023

SUBJECT: PARENTAL INVOLVEMENT AND ENGAGEMENT STRATEGY
2023-2025

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

1.   REASON FOR REPORT

1.1   To invite Committee to note the statutory requirement for local authorities to
have a Parental Involvement and Engagement Strategy and to request
approval of the draft Moray Parental Involvement and Engagement Strategy
2023-2025.

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

2.   RECOMMENDATION

**2.1   It is recommended that Committee consider and approve the Moray
Parental Involvement and Engagement Strategy 2023-2025.**

3.   BACKGROUND

3.1   Parental Involvement supports pupils and their learning. It involves parents
and teachers working together in partnership to support children to become
learners that are more confident and successful. Evidence and research
demonstrates that when parents, carers and other family members are
effectively involved in their children's education, the outcome for their children
is better.

3.2   The Scottish Schools (Parental Involvement) Act 2006 places a responsibility
on local authorities to support parental involvement in three ways; learning at
home, home-school partnership and parental representation.

3.3   The statutory requirements on local authorities require them to provide a
strategy, which supports schools and Early Learning Childcare (ELC) settings
to: involve parents in their own child's learning and that provided by the school
to pupils generally; give advice and information to parents in respect of their
own child; promote the establishment of Parent Council's and support their
operation; establish a complaints procedure for their duties under the Act.

3.4   A steering group involving teaching and ELC staff, parents and pupils was formed in order to develop a Moray Parental Involvement and Engagement Strategy. The group took account of national and local priorities including the National Learning Plan, the National Improvement Framework, The Morgan Review, Curriculum for Excellence, United Nations Convention on the Rights of the Child (UNCRC), Getting It Right For Every Child (GIRFEC), the National Improvement Framework 2022-23 and Moray Council Education Strategic Priorities. Using this knowledge and understanding the group identified a vision statement that reflects the key messages within these documents with a focus on improving outcomes for learners; **"Working together we will embrace the importance that families play in improving outcomes for children and young people as a nurturing and inclusive learning community"**.

3.5   The Strategy (**Appendix 1**) provides an overview of key national and local reference points, which will inform learning communities when developing aspects of Parental Involvement and Engagement. The Strategy also provides an action plan specific to identified Moray needs, which can be used by schools and ELCs to identify priority areas for improvement based on their own self-evaluation processes. The actions within the action plan are themed according to the priority areas identified within the National Learning Plan and colour coded to reflect priority areas for development as identified in the Moray Parental Survey 2022. A range of self-evaluation tools are provided as appendices to the Strategy to support individual learning communities in their self-evaluation.

3.6   The future role of the Parental Involvement and Engagement Steering group will be to act as a source of support and advice to schools and ELCs across Moray who are working on an aspect of Parental Involvement and Engagement. The group will do this by establishing an online forum for practioners across Moray to use in order to develop collaborative networks through sharing experiences, materials and support. The Steering Group will also use communication channels as appropriate including Headteachers briefings and meetings as well as Moray Parent Forum to highlight and share key messages to support learning communities. A review will be presented to committee in 2025. This review timeframe allows schools to incorporate relevant aspects of the Strategy in School Improvement Plans during 2023-24 and for progress to be made,collated and reported.

3.7   The draft Strategy is proposed for a period of two years. The Steering Group identified this period to allow for progress prior to reviewing the Strategy to ensure continued relevance to emerging national and local priorities.

4.   **SUMMARY OF IMPLICATIONS**

(a)   **Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))**
    The Moray Parental Involvement and Engagement Strategy is aligned to the priorities within the Corporate Plan and LOIP. In particular Our People: Provide opportunities where young people can achieve their potential to be the best they can be.

(b) **Policy and Legal**
This report should be read in the context of The Scottish Schools (Parental Involvement) Act 2006, the United Nations Convention of the Rights of the Child, the Scottish Government Getting It Right For Every Child approach, "The Promise", The Morgan Review, The Supporting All Learners Strategy, ASN Strategy, Realising the Ambition and The National Improvement Framework 2022-23

There are no legal implications arising directly from this report.

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

(d) **Risk Implications**
If the Council does not approve a Strategy, there is arisk of not meeting legislative requirements within The Scottish Schools (Parental Involvement) Act 2006, which requires all Local Authorities to have Strategy to support Parental Involvement and Engagement. Having a Strategy in place also responds to an increased focus on Parental Involvement and Engagement within national priorities and frameworks particularly within the National Improvement Framework 2022-23, United Nations Convention for the Rights of the Child (UNCRC) and 'The Promise'.

(e) **Staffing Implications**
There are no staffing implications arising directly from this report. Actions arising from the Strategy are part of existing staff remits, conditions of service and professional registration requirements and do not bring any workforce implications.

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

(g) **Equalities/Socio Economic Impact**
The plan is aimed at promoting Article 29 of the UNCRC, You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment, Article 3: All adults should always do what is best for you and Article 4: You have the right to have your rights made a reality by the government.

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

(i) **Consultations**
Steering Group as noted above, Senior Officers in Education and Education Resources, School Estates Manager and Tracey Sutherland, Committee Services Officer, Senior Human Resources Adviser, Equal Opportunities Officer.

5. **CONCLUSION**

5.1 **That the Committee considers the contents of this report and approves the draft Strategy.**

Authors of Report: Rachel Wilson, Quality Improvement Manager
Ref: SPMAN-1315769894-374 / SPMAN-1315769894-375

Strategic Plan

Parental Engagement

2023 - 2025

Contents

2

Glossary

Parent/s: The term 'parent' refers to anyone with parental responsibilities and others who care for or look after children and young people.

Parental Involvement: Parental Involvement describes ways in which parents can get involved in the life and work of Early Learning and Childcare setting or schools and can be referred to as involvement with "schooling". Parental involvement includes activites such as parental representation in the development of policies, improvement plans and key decisions. It can include helping with homework and volunteering.

Parental Engagement: Parental Engagement is about parents' and families' interaction with their child's learning. It can take place in the home, at school or in the community.

Family Learning: Family Learning encourages family members to learn together as a family, with a focus on intergenerational learning. Family learning activities can also be designed to enable parents to learn how to support their children's learning. Family learning can foster positive attitudes towards lifelong learning, promote socio-economic resilience and challenge educational disadvantage (Scottish Family Learning Network, 2016)

Learning at Home: Learning at home is the learning which happens in the home, outdoors or in the community. It can take place through everyday activities that families already do and can overlap with organised or active learning activities.

Schools: This strategy is for schools, Early Learning and Childcare settings and Parent Councils with the involvement of partnership providers of Moray Council. The term school may be used through this document to refer to a range of settings.

Abbreviations used throughout this strategy:

PC – Parent Council	PF – Parent Forum	P – Parents/Carers
MC – Moray Council	PC - Parent Council	FL – Family Learning
S – Schools	ELC – Early Learning & Childcare	

Aims of the Moray Parental Engagement Strategy

The Moray Parental Involvement and Engagement (PIE) Strategy has been devised by a Steering Group of pupils, parents; Early Learning and Childcare (ELC), Primary and Secondary staff from across Moray.

The strategy aims to develop:-

- a shared understanding of statutory obligations, national and local priorities
- collaboration across Moray to build our collective capacity for improvement
- collaborative approaches to self-evaluation for self-improvement
- Improved outcomes for all

To achieve these aims and guide ongoing learning, the Steering Group has identified a vision, values and guiding principles. These aims dovetail with national priorities including the National Improvement Framework (2022) and local priorities, particularly the "Supporting All Learners" strategy and the Moray "Raising Attainment Strategy".

Our Vision

"Working together we will embrace the importance that families play in improving outcomes for children and young people as a nurturing and inclusive learning community"

Our Values

Inclusion

Respect

Our Guiding Principles

Nurture

Collaboration

Improving Outcomes

How to use the strategy

The strategy starts by providing references to research, national and local priorities, as well as an overview of the Parental Involvement and Engagement data gathered through the Moray schools 2021-2022 survey.

The next section contains an action plan, which schools can use as part of wider school improvement planning. Themes in the action plan reflect statutory obligations in the Scottish Schools Parental Involvement Act (2006) and the national plan, "Learning Better Together":

- welcoming and removing barriers
- accessible and timely communication
- supporting parents to be fully informed and contribute to their child's learning
- encouraging parents to support learning at home and in school or ELC settings
- supporting parents to partake in family learning activities
- encouraging parents to share their views and take part in decision making
- ensuring parents know how to become part of the Parent Council
- ensuring parents are aware of how to complain
- ensuring parents know how to volunteer in school

The action plan is colour coded to reflect priority areas for development as identified in the Moray Parental Involvement and Engagement survey 2021-22. Areas parents prioritised for development are colour coded amber. Areas parents are more confident and engaged in are highlighted green. The coding reflects Moray wide data and schools should use it as part of data triangulation taking into account self-evaluation data. The action plan can be used with Parent Councils, Parent Forum, pupils and wider stakeholders as relevant.

Schools and ELC's are encouraged to share experiences, learning and resources via a Teams page. Schools and ELC's with experiences in our Moray priority areas (amber areas) are particularly encouraged to get in touch and share.

5

What we want to achieve

The Parental Involvement and Engagement Steering Group will remain operational during 2023 with a view to supporting and reviewing progress and increasing collaboration across Moray. All Moray Headteachers have had the opportunity to engage with the Steering Group either directly, or through supporting staff to engage. As a group, our aim is to develop our collective expertise and develop collaborative networks.

Research

The average impact of Parental involvement and engagement approaches is about an additional four months' progress over the course of a year. There are higher impacts for pupils with low prior attainment (Education Endowment Foundation www.educationendowmentfoundation.org.uk).

Evidence about how to improve attainment through PIE is mixed and less conclusive. There are examples where combining parental engagement strategies with other interventions, such as extended early year's provision, has not been associated with any additional educational benefit. This suggests that developing effective approaches targeted towards improving attainment needs careful monitoring and evaluation. This evidence supports the need to have a clear rationale with defined outcomes. Including parents in reviewing what would be useful to them and including them in the evaluation is important in having impact.

From Parental Involvement to Engagement

Professor Joyce Epstein (2001) believes that to improve outcomes, partnership work needs to extend beyond the realm of parents and schools to include communities, parents and schools. Epstein refers to this dynamic between all influences in a young person's life as 'overlapping spheres of influence'.

Professors Goodall and Montgomery (2014) and Montgomery (2018) indicate that it is not simply involvement with the school which affects improved outcomes but instead parental engagement with learning. In the model below a shift in the relationship between parents and school develops a reciprocal approach to collaborating around improved outcomes.

A Continuum from Parental Involvement to Parental Engagement

School Agency

Parental Involvement with schools	Parental Involvement with schooling	Parental Engagement with learning

Parent Agency

Characterised by the agency of the school. School is in control of relationships and flow of information. Activities instigated and controlled by school.	Characterised by an interchange of information between parents and school staff. Can take place either in school or in the home. Focus of interaction is schooling.	Characterised by the greatest exercise of parental agency. Parent's actions may be informed by school or based on information from school but choice remains with the parent.

7

National Priorities

Scottish Schools Parental Involvement Act (2006)

Each local authority requires a Parental Involvement and Engagement Strategy. There are three broad areas the Act outlines; learning at home; Home/School partnerships; parental representation including supporting parents to have their views heard in relation to their child's education, in matters affecting parental engagement and other matters of interest to parents.

Getting it Right for Every Child (GIRFEC)

Schools and Local authorities also have a duty to uphold and deliver the GIRFEC framework underpinned by The Children's & Young People (Scotland) Act 2014. GIRFEC recognises the need for effective partnership to ensure personalised support. https://www.gov.scot/publications/children-young-people-scotland-act-2014-national-guidance-part-12/pages/3/

Moray Council has a staged intervention approach to GIRFEC incorporating a universal offer as well as targeted supports. Parental involvement and engagement is a vital part of all stages within this process, including the universal offer. Examples of activities, which support the universal offer, include ensuring parents receive timely and accessible communication and ensuring families have the opportunity to learn together.

United Nations Convention on the Rights of the Child (UNCRC)

Local authorities and schools also need to consider how they embody the Rights of the Child and the UNCRC into ongoing developments. Specific reference is made at Article 5 to the need to involve parents within the education and guidance of their child.

National Improvement Framework (2022-23)

The National Improvement Framework (NIF) (2022) recognises that parents are a key driver in improving outcomes and recognises this takes place when there is high quality personalised communication between learning communities and parents and productive relationships.

Moray Council Education Strategic Priorities 2020 – 2023

The Moray Education Strategic Priorities aim to improve outcomes through collaboration within 4 key interconnected themes:- Supporting All Learners; Leadership; Curriculum and Learning, Teaching and Assessment. Parental Engagement is a cross cutting theme across all areas with particular relevance to the Supporting All Learners Strategy and developing nurturing communities based on respect and kindness echoing findings in the Morgan review of Additional Support Needs.

Moray Raising Attainment Strategy

Parental Engagement is a key driver in the Moray Raising Attainment Strategy.
The Strategy recognises that children and families need to be actively engaged in transitions and that establishments need to develop plans to support family learning and parental engagement in their child's progress and in the life and work of the school.

Moray Parent Survey 2021-2022

The survey provides data around parents views on Parental Involvement and Engagement. The survey is broken down into responses from Primary and Secondary schools. The majority of parents in Primary and Secondary who responded reported that communication is largely frequent and accessible. Most parents in Primary felt that progress with learning was reported frequently and that they had information to support learning at home. In Secondary, parents indicated that they would appreciate more communication about progress with learning. Parents in both sectors indicated they would like more information about opportunities to volunteer in school and more family learning opportunities. Parents indicated that they would like more communication from Parent Council about their role and the work they engage in.

Welcoming and removing barriers

What we will do?	Who?	How will we do it?	By when?	Impact?
Develop nurturing communities via nurture principles in line with the Supporting All Learners strategy (SAL) and United Nations Convention of Rights of the Child (UNCRC)	MC S ELC PF PC	Apply universal nurture principles.

UNCRC and Nurture principals shared with pupils, parents and staff and used to co-create agreed ways of interacting. | 06/23 review progress within TEAMS | Evidence of nurturing learning communities being applied |
| Designing ways of welcoming parents into schools to ensure the needs of each family are considered | S ELC PC PF | Schools and parents consider the most effective ways of welcoming parents to school. Parent council may be able to offer virtual Parent Council meetings; schools may be able to provide virtual tours. | Ongoing with review of case study material in Teams schools 06/23 | Increased range of ways to engage with school and Parent Council.

Increased participation noted via Parent Survey. |
| Removing barriers to engagement through targeted approaches | MC S ELC PC PF | Consider discussion with parents around; times of meetings, virtual; phone calls; open door policy or EAL support. Use Moray Council and external agency support as relevant. | Steering Group review 06/23. | Increased access and equity evidenced in Parent Survey. |
| All parents able to engage in their children's education | MC S ELC PC PF | Schools offer parents the opportunity to discuss and agree what is needed to support involvement in education including non-resident, forces, learning disability, parents in prison, families experiencing deprivation, with protected characteristic or challenging circumstances. | PIE Steering Group 06/23 to identify a case study. | Equitable opportunities to be involved evidenced by school handbooks, self-evaluation documents, School Improvement Plans, school visits and inspections. |

Measures – Number of schools prioritising PIE in School Improvement Plans; Self Evaluation paperwork; Parent Survey; school visits and inspections.

10

Communication, Information and collaboration - *Schools communicate information to parents that is accessible, timely and uses appropriate media. Parents know which methods of communication they can use to communicate with school and have an awareness of ways to make contact with community support.*

What we will do?	Who?	How will we do it?	By when?	Impact?
Communicate information in an accessible and timely	MC S ELC P/PC	Building on developments in digital communication from the pandemic and consider the best ways to communicate.	Recovery review by PIE Steering Group 06/23	Parents will have an increased level of accessibility to communication and information as evidenced in Parent Survey.
Learning communities co-create a Parent Communication Plan	MC S ELC PC PF	Schools collaborate with parents to identify communication methods. Template available through Connect if useful.	Data from PIE share point, SIP and SE paperwork reviewed 06/23.	Increased awareness of how to access information and support as evidenced in Parent Survey feedback.
Sign post sources of support provided by partner agencies	MC S ELC PC	Support signposted to schools/parents through channels which exist for this purpose e.g. HT briefing &school methods.	Data from schools identifying community partnerships as a focus in SIP–review 06/23	Increased awareness of support and how to access as evidenced in Parent Survey feedback. Increased use of community resources.
School websites contain key information for parents	MC S ELC	School/ELC websites will make key documents available including the School Handbook, School Improvement Plan, Standards & Quality Report and other useful links.	Review of school websites 06/23.	Parents will be able to access key information and documents.
Community Collaboration through involving parents in school activities	MC S ELC PC/P	Appropriate volunteer opportunities identified and shared with all parents with a clear role descriptor and PVG if required.	Analysis of SIP and SE paperwork including PIE materials 06/23.	Increased collaboration. Evidence in Teams site.
Increase collaboration at LA level and nationally	MC S ELC PC/ P	Develop an electronic share point where learning communities can access resources and case studies		

Measures**:** School websites**;** /PC feedback**;** SIP and SE paperwork**;**Teams page; Parent surveys

11

Engagement in Children's Learning at home, school or ELC

Parents supported and encouraged to be engaged in their child's learning in all aspects of their life including at home and in the wider world to improve outcomes.

What we will do?	Who?	How will we do it?	By when?	Impact?
Schools will engage with parents to support learning both at home and school	S ELC P	Building on learning from the pandemic schools should identify ways of supporting parents engage with learning.	Review in 06/23 of improvement plans, self-evaluation paperwork and PIE Teams electronic sharepoint.	Parents will feel supported to support learning.
Schools and families will work together to plan successful transitions drawing on good practice in virtual transitions during the pandemic	MC S ELC p	Schools will involve parents and pupils in transition review and planning including enhanced transition for children with additional support needs.	06/23 SIP/SE review and PIE Teams case studies.	Families feel supported, informed and included during transitions. Increased learner progression.
Schools will work with parents and partners to mitigate against financial barriers to school and learning	MC ELC P	Schools should review any costs that may prohibit learning and put in place plans to mitigate. Schools should access Cost of the School Day supports.	06/23 review.	Minimising impact of poverty to support families engage with learning and improve outcomes.

Measures: Teams case studies; School Improvement Plans; Self Evaluation documents; Parent Survey; Visits and Inspections.

12

Family Learning (FL)

Family learning can take place informally though talking, playing or reading and through more formalised Family Learning activities in school or in the local community. Family Learning encourages family members to learn together as and within a family, with a focus on intergenerational learning.

What we will do?	Who?	How will we do it?	By when?	Impact?
Schools work with families to identify Family Learning needs and opportunities	MC S ELC P	Schools consult parents about Family Learning to identify need and appetite.	Steering Group review 06/23	Family Learning offer is relevant and meets identified need.
Schools promote Family Learning opportunities to parents	S ELC PC	Schools promote Family Learning in a way, which is accessible to parents.	Steering Group review 06/23	Parents are aware of Family Learning opportunities.
MC and Steering Group will gather current practice on Family Learning	MC S ELC	MC and Steering Group will gather and share good and developing FL practice and share on Teams.	06/23	Increased opportunities for shared learning and partnership working.
Raise awareness of the PIE strategy with agencies/sections to promote cross sector working with a focus on Family Learning	MC S ELC	MC to share the PIE strategy with partners. Schools to share development priorities with relevant agencies/partners.	Steering Group review 06/23	Develop collaboration between schools and partners with increased awareness and focus on Family Learning.
Develop and sign- post relevant professional learning opportunities	MC S ELC	MC to sign post relevant professional development through Teams electronic share point.	08/22	An increasingly skilled workforce in relation to delivery of Family Learning and increased evidence of Family Learning in school improvement plans and self-evaluation documentation as well as on school visit and inspections.

Measures: Teams page; Parent survey; School Improvement Plans; Standards and Quality Reports; school visits and inspections

13

Parent Councils / Parental Representation / Equity and Equalities

Schools and Parent Councils continue to promote the role and operation of the Parent Council to uphold the Scottish Schools Act 2006.

What we will do	Who?	How will we do it?	By when?	Impact?
MC continue to support Parent Councils and Head Teachers in their role as Adviser to the Parent Council.	MC S PC	Ensuring recruitment procedures are applied equitably and parents are supported to participate in the recruitment process associated with senior staff. Providing consultative support and guidance to schools as required.	Ongoing	Parents are empowered to have a voice in recruitment processes aligned to senior staff. Schools provided with guidance and advice in terms of their legal obligations.
School will continue to support Parent Council to meet, virtually, face to face or combined	MC S PC	Schools to support Parent Council with ability to conduct virtual meeting if required or in person where appropriate. Guidance from MC staff as required.	Ongoing	Parent Councils meet their responsibilities under the Parent Involvement (Scottish Schools) Act 2006.
Parents from under-represented groups engaged in Parent Council.	Schools Parent Council	Schools and Parent Councils encourage a wide range of parents to take part in Parent Council with a focus on any underrepresented groups.		Schools and Parent Councils are able to reach a variety of parents
Parent Councils aware of opportunities for support/guidance	MC S PC Connect	Parent Councils aware of the support provided and how to access this. Moray Chairs Forum.	Ongoing Termly.	Effective Parent Councils.
Parent Councils will communicate minutes of their meetings with Parent Forum	S PC	Parent Councils should ensure that minutes from PC meetings are accessible to PF.	Ongoing.	Parent Forum aware of the role and activities of the Parent Council

Measures: Parent Councils in existence in all schools; school website references; PC feedback; Parent survey 2022-23

14

Complaints

Moray Council has a complaints handling process Complaint Handling Procedure (CHP) which came into being on 1 April 2021 and has been agreed by the Scottish Public Services Ombudsman (SPSO).

Parental Complaints will be processed in a timely way initially at first point of contact within the school. Complaints unresolved at initial contact, or off a serious or complex nature, are processed via the central complaints process.

What will we do?	Who?	How will we do it?	By when?	Impact?
Front line resolution.	MC S ELC	By adopting nurture principles and effective methods of inclusion, communication and collaboration as outlined in the areas above, schools should endeavour to resolve complaints at school level.	Ongoing	Nurturing relationships and a shared approach to finding resolution as near to the front line as possible.
Ability for parents to have their concerns processed via the Complaints Handling Procedure when unable to reach front line resolution.	MC S ELC	Include links to Moray Councils complaints handling process on school and ELC websites and relevant documentation.	Ongoing	Parents will be aware of how to lodge a formal complaint should this be required as information will be on school and ELC websites and relevant documentation. Increased understanding and confidence in both processing and lodging a complaint and a shared understanding of the process.

Measures – Parent Survey feedback.

15

Appendices: Toolkits

(These resources are offered as potential supports for schools to use or adapt as they require)

Appendix 1 – New Elgin Case Study

Appendix 2 – Moray Health Checks

Appendix 3 – Connect Self Evaluation tool

Appendix 4 - Ways to get involved (Connect)

Appendix 5 – Exemplar action plan – Early Years

Appendix 6 – Exemplar action plan – Primary

Appendix 7 – Exemplar action plan – Secondary

Appendix 8 – Action plan template

Our Journey through COVID at
New Elgin Primary

Family Involvement
and Engagement

17
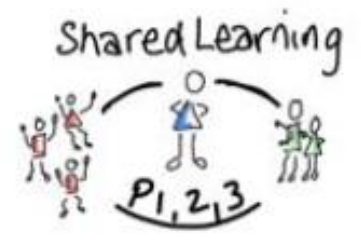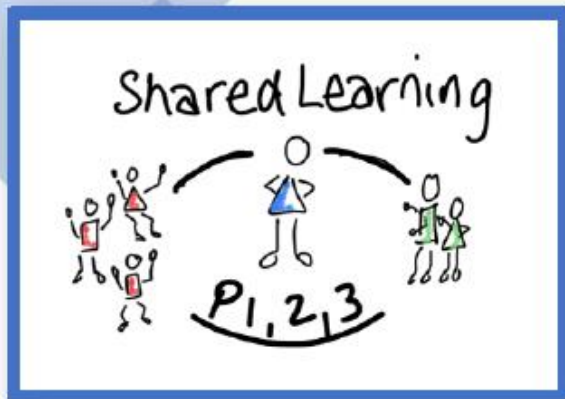
At New Elgin Primary School, we held weekly shared learning sessions for parents/carers. These short literacy and numeracy rich sessions provided:

- ✓ opportunities for teachers to model the language of learning to our families
- ✓ Family learning experiences, whereby parents/carers learned alongside their child
- ✓ Support and advice on how to support learning at home

Feedback on shared learning was extremely positive with most families attending on a regular basis.

19

Here is the link to the Parental Survey for consultation on our New Vision and Values during Session 2019/20:

https://forms.office.com/Pages/ResponsePage.aspx?id=oyzTzM4Wj0KVQTctawUZKdeOny3wnaNBnGfMHKzF8QVUOERGS0JCWEtVUEdaSUVXN1lYN1A1TFhBRC4u

These posters are displayed in each class and referred to regularly and when DOVE points are issued to pupils.

PROFILING + REPORTING

Following discussions and feedback from parents, we wanted to make the reporting process more organic and contextualised. Through Google Sites, each pupil has their own digital profile which from P3 – P7 they children have full ownership of. Class Teachers are responsible for the uploading of material for P1-2 pupils, but the children are fully aware of the process. A short report and ACEL data are included in a progress update in June.

A member of our Parent Council worked with our Digital Lead and HT to agree content of the profiles and to ascertain how best to share 'how to' videos and instructions from the school. Our Digital Lead and P6 Digital Leaders created an initial video to showcase what the profiles would look like. The Digital Leaders helped all classes with the initial set up of the Profiles. (Permission of the pupil whose Profile was used was sought)

CLICK ON THE LINK BELOW
https://youtu.be/I4F_eX5uwuo

Google Sites

In June, we shared the following videos to show parents how to access their child's profile on their phone or on a computer/tablet:

How to access your child's profile on a phone:
https://youtu.be/g1lFMfEy0Ok
How to access your child's profile on a computer/tablet:
https://youtu.be/I4rGRl_trwE

21

We have a HSLW for 20 hours per week and we employ her for another 17.5 hours as an Inclusion Project Co-ordinator.

Through both roles, she supports families through the following:
- ✓ 1:1 support for pupils and families ie morning phone calls/visits to support children coming to school
- ✓ Follow up calls to parents and pastoral notes following check-ins
- ✓ Initial contact for some families to support with the Child's Planning process. Also helps to gather views from parents and children prior to CP meetings.
- ✓ Leads the ASN Parent Support Group Meetings every month
- ✓ Makes referrals to Moray School Bank for clothing support
- ✓ Makes referrals to Moray Food Plus to support with Food
- ✓ Liaises with parents about Christmas supports and co-ordinates and organises the presents and their collection
- ✓ Main contact and signposting for vouchers when required by families
- ✓ Initial introduction and settling in 'go-to' to support new families and their children coming to NEP
- ✓ Transition P7-S1 – support for pupils and families requiring extended transition and visits.
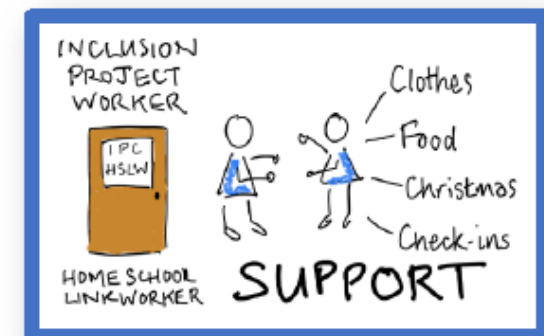
Whilst SMT are stage leads, the vital role played by our HSLW and IPC helps us to form solid relationships with families who may be reluctant to engage with school.
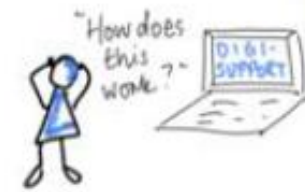
22

- During Lockdown 1, we were acutely aware that we would not be seeing many of our pupils that were known to be in vulnerable situations.

- To ensure that they were ok, and that they and their families had all they required, we set up Wellbeing Walks whilst ensuring all COVID regulations were being adhered to.

- Some of our PSAs, our HSLW and a CT volunteered to do some of these walks with identified children.

- This gave us first-hand eyes and ears on their wellbeing to ensure all supports necessary were in place.

WELLBEING WALKS

24

All teaching and support staff have been trained in Zones of Regulation by Educational Psychology. All classes use Zones daily, and there are separate Zones groups for targeted pupils.

The Zones explained
Zones of Regulation Parent information booklet
Zones of Regulation – Help videos
1. An introduction to the zones of regulation looking at identifying our emotions and sorting them into zones.
2. A check in on how you are feeling followed by strategies to try if you are worried.
3. Choosing your own toolkit of strategies so that you are calm and ready to learn.
4. Looking at how changes make us feel by telling someone what makes us happy, sad, excited and worried about a change in your life.

During lockdown, our parents and communicated that they were struggling with their children at home, so our PT ASN created Zones videos and support materials which went on our School Website. Click on the links to see examples. Feedback was very positive from those families, and they used the videos daily as a calming start to their day whilst not attending school.

25

DIGITAL TRANSITION
Nursery → School → √Secondary

Not being able to conduct in-person transition visits, an engaging digital transition was planned to support children moving from Nursery into Primary 1.
An online digital space was created using Google Slides and key information was shared through Sway. In addition to this, virtual school tours were shared using ThingLink, with meet the teacher stories through Book Creator.
Our parents/carers also had access to our private Facebook group and had a weekly slot where they could use Messenger to ask any questions.
Clink on the links to have a look at the materials.

Meet the Teacher - Book Creator

Video and tour of the school - Thinglink

Virtual Transition Space - Google Slides

P1 Handbook - SWAY

Parent Survey - Google Forms

26

Self-evaluation HGIOS4 2.5

Personnel: J Main
Date: 08.03.21

Learning Provision
QI 2.5 Family Learning

Task:
Use tickled pink and green for growth to highlight the areas of the level 5 illustration below:

Features of Highly Effective Practice
approaches are used to engage families.
those engaged in family learning courses are highly-
d actively involved in their own learning and

the children and their parents are included,
achieving and progressing very well in their learning.
ear evidence that the life chances of those families
particular challenges are being improved as a result of
ment in family learning.
learners report improvement in their health and/or

ning is responsive to identified needs.
an appropriate shared understanding of Getting it Right
d (GIRFEC) and use these approaches to meet the needs

ning promotes equality, fairness and diversity.
idence that family learning is supporting families to
impact of poverty on learning and achievement.
on in family learning courses are monitored robustly to
ds and support effective early intervention strategies.
e matched into the right programme which is negotiated
s identified needs.
ow that whatever their needs they will be able to
ht support that will enable them to reach their full
ndividuals and as a family.
ning is leading to stronger home-school links which are
tcomes for learners.

Themes:
☐ Engaging families in learning
☐ Early intervention and prevention
☐ Quality of family learning programmes

This indicator focuses on increasing the positive impact of working with families to improve learning and achievement. The emphasis is on schools working in partnership with others in the community to support families to secure better outcomes through programmes which enable them to improve literacy, numeracy and health and wellbeing.

How do we know?
- Staff awareness of school context
- Robust tracking meetings with emphasis on stretch aims for SIMD 1-5
- Strong multi-agency partnerships
- PEF – breakfast club
- HSLW links with families

Next steps?
- Engage with CPAG 'Cost of the school day' toolkit – build into community larder project.
- Involve parents/carers/pupils and stakeholders in project planning

QI 2.5 Level 5 Illustration
Early intervention and prevention
☐ Our staff and partners use available data, analys intelligence gathering to inform their understan community and individual family's needs and to appropriate timely interventions.
☐ Our staff are aware of the factors causing child p within our community.
☐ We work with parents and other agencies to hel minimise the effect of poverty on our children.
☐ Needs are identified and reviewed in consultatio families, partners and stakeholders.
☐ Our staff has an informed understanding of loca demographics that informs more targeted supp appropriate.
☐ Strong partnership approaches facilitate sustain and a more robust service for families.
☐ Families benefit from our strong collaboration w colleagues from other sectors which supports re and from services and enables tracking and buil
☐ Families are consulted in a meaningful way whe looking at progression from their service.
☐ We work
strong su

Personnel: J Main
Date: 08.03.21

Learning Provision
QI 2.5 Family Learning

Task:
Use tickled pink and green for growth to highlight the areas of the level 5 illustration below:

Features of Highly Effective Practice
ative approaches are used to engage families.
nost all those engaged in family learning courses are highly-
ated and actively involved in their own learning and
opment.
nost all the children and their parents are included,
ipating, achieving and progressing very well in their learning.
ere is clear evidence that the life chances of those families
iencing particular challenges are being improved as a result of
engagement in family learning.
nost all learners report improvement in their health and/or
ing.
nily learning is responsive to identified needs.
ff have an appropriate shared understanding of Getting it Right
ery Child (GIRFEC) and use these approaches to meet the needs
ilies.
nily learning promotes equality, fairness and diversity.
ere is evidence that family learning is supporting families to
ise the impact of poverty on learning and achievement.
ticipation in family learning courses are monitored robustly to
ght trends and support effective early intervention strategies.
ilies are matched into the right programme which is negotiated
ddresses identified needs.
nilies know that whatever their needs they will be able to
the right support that will enable them to reach their full
tial as individuals and as a family.
nily learning is leading to stronger home-school links which are
ving outcomes for learners.

Themes:
☐ Engaging families in learning
☐ Early intervention and prevention
☐ Quality of family learning programmes

This indicator focuses on increasing the positive impact of working with families to improve learning and achievement. The emphasis is on schools working in partnership with others in the community to support families to secure better outcomes through programmes which enable them to improve literacy, numeracy and health and wellbeing.

How do we know?
- The following family learning programmes were postponed during lockdown:
- Early Number Sense games sessions
- Ready Steady Cook (collaboration with Moray FoodPlus)
- Informative Sway on Number Talks shared
- Virtual family challenges – NEP Bake Off, STEM

Next steps?
- Further self-evaluation with parents/carers and pupils
- On-going CLPL by DHT as part of a formal action research project (PGDip)
- Virtual family learning events in Term 4 – P1 and 2 SEAL
- Develop a long-term family learning strategy in collaboration with all partners.

QI 2.5 Level 5 Illustration
Quality of family learning programmes
☐ Our courses are stimulating, challenging, relevant and enjoyable.
☐ Families are fully engaged and participate in designing and delivering content.
☐ We consult with families to ensure we are meeting their needs in relation to literacy, numeracy, health and wellbeing and wider family learning outcomes.
☐ Learning outcomes support families through changes and choices.
☐ We actively promote lifelong learning, both in families, and as individual learners.
☐ As a result of our family learning classes, families have increased aspirations as individuals and as a family.
☐ They have a sense of achievement and successes are recorded and celebrated.

Community Champions

During lockdown 1 we were acutely aware that some of our families were struggling with such items as food, clothing, stationery for remote learning and toiletries. We are used to signposting families in need as to where to go for help but, on return to school in August 2020, we decided to create a Community Hut which sits in the playground and can be accessed by parents and families for resources as and when they were needed.

As of March 2022, the the use of the Hut has waned slightly and so our Community Champions have decided to re-brand the Hut as the front for a new campaign where parents and families can help one another. This new initiative will be run through a facebook page through which the school can be a drop-off and pick point for families to share and swap items they no longer require. This will hopefully help to break down any poverty stigmas whilst also promoting sustainability.

28

POST COVID

PARENTAL INVOLVEMENT AND ENGAGEMENT

LIBRARY

1+2+3 ABC
COME & PLAY

READ WRITE COUNT Together it's fun
Shared Reading
Bookbug

Qualifications for Employability
Well done!
SKILLS FOR LIFE, LEARNING AND WORK

FOOD TECHNOLOGIES
READY... STEADY... COOK!
FAMILY COOKING SESSIONS

ART EXHIBITIONS

IN-PERSON
★ Parent Council
★ Parent/Teacher
★ Child's Planning
★ Shows + Events

LOOKING TOWARDS A BRIGHTER FUTURE!

E. Milne 2022

Monthly Literacy & Numeracy-rich after school sessions, where parents/carers can enjoy learning alongside their child. These sessions will provide an abundance of opportunities for multisensory learning and develop parents/carers abilities to support their child's early literacy and numeracy development at home.

30
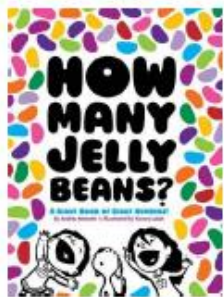
Prior to COVID we had some family cooking sessions in partnership with Moray Food Plus. The feedback was very positive, and this is something we would like to offer parents and carers to promote healthy eating, budgeting skills and skills for life.

FAMILY COOKING SESSIONS

Working with partnership agencies (DYW, SDS & CLD) to provide opportunities for parents/carers to develop their own skills and abilities, as well as gain qualifications. The school will aim to remove the barrier of childcare for families by providing a club alongside these sessions.

Moray Health Checks

2.5 – Family Learning

	Summary statement:	QI	Six-point scale grading:						+/- Focus?
			1	2	3	4	5	6	
Theme 1: Engaging families in learning	Targeted/universal support allows families to access learning activities which meet their needs	2.5							
	Universal support remains open to all families – targeted support is offered to families with needs	2.5							
	Learners and their parents are included, participating, achieving and progressing well in learning	2.5							
	All engaged in family learning programmes are highly-motivated and actively learning/developing	2.5							
	Creative approaches are used by our school to engage families	2.5							
	Families have regular opportunities to discuss learning with staff and set appropriate next steps	2.5							
	Families are well supported to plan opportunities for personal achievement	2.5							
	We can evidence that family learning is improving life chances of families involved	2.5							
	Almost all learners report improvement in their health and/or wellbeing	2.5							
	Outcomes for children are improving as a result of participation in family learning	2.5							
	Family learning is improving learner capacity to learn	2.5							
	Learning targets are in place specific to the family as a whole and as individual learners	2.5							
	Families are at the centre of planning, active participants in their learning and development	2.5							
	Family learning promotes equality, fairness and diversity – promotes the wellbeing indicators	2.5							
	Parents/carers are supported to actively engage in their child's learning and life at school	2.5							
	Staff work with parents to reduce potential barriers to engagement, responsive to family context (eg. EAL, Mental Health)	2.5							
Theme 2: Early intervention and prevention	Built on prior learning, learning targets are regularly reviewed and evaluated, responsive to need	2.5							
	Staff have appropriate shared understanding of GIRFEC using these approaches to meet family needs	2.5							
	Current data (e.g. levels of poverty in community) is used to support targeted interventions	2.5							
	Participation in family learning is monitored robustly to highlight trends/support early intervention	2.5							
	Staff are aware of factors causing child poverty; we work with partners/agencies to minimise impact	2.5							
	Staff have informed understanding of local demographics to aid matching programmes to families	2.5							

33

	Partnership approaches support sustainability and a more robust service for families – multi-agency working	2.5								
	Families benefit from strong collaboration with colleagues from other sectors supporting referrals	2.5								
	Families are consulted in a meaningful way when staff are looking at progression from their service	2.5								
	Family learning has led to stronger home-school links, improving outcomes for learners and tracked for impact	2.5								
Theme 3: Quality of family learning programmes	Families feel included and are participating, achieving and progressing	2.5								
	Courses are stimulating, challenging, relevant, enjoyable with families fully engaged/participating	2.5								
	Families are supported in developing strategies leading to positive relationships, learning, behaviour	2.5								
	We consult with families to ensure literacy, numeracy, HWB and wider family needs are met	2.5								
	We support families through changes and choices, promoting lifelong learning and raised aspirations	2.5								
	Meaningful engagement with families increases achievement and success for all – recorded and celebrated	2.5								

34

2.5 – Family Learning

How well are you doing? *What's working well for learners?*	How do you know? *What evidence do you have of positive impact on learners?*	What are you going to do now? *What are your improvement priorities in this area?*

2.7 – Partnerships

	Summary statement:	QI	1	2	3	4	5	6	+/- Focus?
			Six-point scale grading:						**+/-**
Theme 1: The development and promotion of partnerships	Partnerships are based on a shared vision, values and aims putting the needs of learners at the centre	2.7							
	Partnership working is based on mutual trust and respect	2.7							
	Partners include parents, local community, third sector, public sector, business organisations	2.7							
	Parents and carers are consistently involved in shaping policy and services for school improvement	2.7							
	Partners appreciate the different context in which we work and value the range of expertise available	2.7							
	All partners invest significant time and energy to establish and build positive sustainable relationships	2.7							
	Engagement and communication between partners is regular, structured, supportive and efficient	2.7							
	Staff support parents to actively engage in their child's learning, attainment and achievements	2.7							
	We have a clear strategy for growing our existing partnerships and establishing new partnerships	2.7							
	We are clear about the purpose of our partnerships	2.7							
	All partners are clear about their roles, responsibilities and contributions	2.7							
	The schools' learning pathways take account of key features of the local community and partners	2.7							
	Our partnership agreements set a framework which supports our joint working and shared learning	2.7							
	Partners all demonstrate high levels of commitment to improving outcomes for all learners	2.7							
Theme 2: Collaborative learning and improvement	Our partnerships include structured opportunities for collaboration and joint working	2.7							
	With partners we work effectively to plan, deliver, monitor and evaluate joint work	2.7							
	With partners we share skills, knowledge and experience and take part in joint professional learning	2.7							
	Partners are involved at the earliest stages of planning as authentic partners in the learning process	2.7							
	Feedback from partners indicates strong and effective relationships with our school	2.7							
	Partnership working is strengthening leadership at all levels within our school and for our partners	2.7							
	Our learners and staff have opportunities to work with partners	2.7							
Theme 3: Impact on learners	We engage with partners effectively, promoting coherent school learning for sustainability approach	2.7							
	Partnership working has led to improved learning provision & positive impact for learners and families	2.7							
	Parents are fairly represented by the Parent Council with any views/complaints acted on effectively	2.7							
	Our Parent Council is representative of the social, economic and cultural backgrounds of our roll	2.7							
	Partnerships have increased parental engagement in their children's learning	2.7							
	We are clear about the added value each partnership brings to our school	2.7							

36

	Partner involvement has a positive impact on raising attainment and achievement; literacy/numeracy	2.7							
	Effective partnerships enables access for learners to an extended range of learning pathways	2.7							
	Partnership working supports development of skills for learning, work and life for learners	2.7							
	Partnership working supports learners in securing sustainable positive destinations, post-school	2.7							
	The school understands and plays a significant role in the life of the local community	2.7							

37

2.7 – Partnerships

How well are you doing? *What's working well for learners?*	How do you know? *What evidence do you have of positive impact on learners?*	What are you going to do now? *What are your improvement priorities in this area?*

38

Appendix 3

ENGAGEMENT STOCKTAKE
WHERE ARE WE NOW?

This exercise will help you identify what you already do in your nursery/school community around six types of involvement – supporting families, communication, volunteering, learning at home, decision-making, collaborating with the community.

Using the tick boxes, mark each individually in one of the columns as

- **YES – we already implement this quite well**
- **COMING SOON – this is a work in progress**
- **NOT YET – we haven't implemented this yet**
- **DON'T KNOW**

TYPE 1 – SUPPORTING FAMILIES
Assist families in understanding child and adolescent development and in setting home conditions that support children as learners. Assist school staff in understanding family backgrounds, cultures, and goals.

	YES	COMING SOON	NOT YET	DON'T KNOW
We run parent learning workshops and other programmes or training for parents and families	☐	☐	☐	☐
We provide families with information on how they can support learning at home	☐	☐	☐	☐
We lend families books, audio materials, DVDs, other resources on child development and learning	☐	☐	☐	☐
We ask families for information about their own and their child's goals, strengths and talents	☐	☐	☐	☐

39

TYPE 2 – COMMUNICATING:
Communicate effectively from nursery / school to home / home to nursery / school about learning and children's progress

	YES	COMING SOON	NOT YET	DON'T KNOW
We provide language translators / interpreters to assist families as needed	☐	☐	☐	☐
We provide clear and parent-friendly information on reports	☐	☐	☐	☐
We send home examples / folders of pupil's work on a weekly on monthly basis for parents to review and comment	☐	☐	☐	☐
Teachers / staff send home positive messages about pupils on a regular basis (not just about academic achievement)	☐	☐	☐	☐
We contact families promptly to discuss and agree approaches to problems	☐	☐	☐	☐
Our school newsletter includes:	☐	☐	☐	☐
• A calendar of events	☐	☐	☐	☐
• Information on activities	☐	☐	☐	☐
• Information on learning	☐	☐	☐	☐
• How families and others can help in the nursery / school	☐	☐	☐	☐
• Information on policies	☐	☐	☐	☐
• Samples of pupil's writing and artwork	☐	☐	☐	☐
• Parent Council / PTA news	☐	☐	☐	☐
• Space of address parents' questions	☐	☐	☐	☐
• Recognition of pupils, families and members of the community	☐	☐	☐	☐
• Articles on activities for family and community involvement	☐	☐	☐	☐
Our policies are written in a user-friendly way and we involve families when they are redrafted	☐	☐	☐	☐

40

TYPE 3 – VOLUNTEERING
Organise volunteers and audiences to support the nursery / school and pupils

	YES	COMING SOON	NOT YET	DON'T KNOW
We conduct surveys to identify interests, skills and availability of volunteers so we can match these to the needs of teachers and others for volunteers	☐	☐	☐	☐
We have a family / community room for volunteer work, meetings, and resources for families	☐	☐	☐	☐
We provide ways for families to be involved at home or in the community if they cannot volunteer in the nursery / school	☐	☐	☐	☐
We hold events to recognise and thank our volunteers	☐	☐	☐	☐
We schedule plays, concerts and other events at different times of the day or evening so all parents can attend some activities	☐	☐	☐	☐

TYPE 4 – LEARNING AT HOME
Help families to support and be involved in their child's home learning, learning activities, course choices, and plans for the future

	YES	COMING SOON	NOT YET	DON'T KNOW
We provide information to families on skills we are building for all subjects	☐	☐	☐	☐
We provide information and guidance to families on how to monitor and discuss learning at home	☐	☐	☐	☐
We hold family events and workshops to help parents understand subjects and learn ways to help support their child at home	☐	☐	☐	☐
We regularly give interactive homework that requires pupils to demonstrate and discuss their learning with a family member	☐	☐	☐	☐
We provide summer learning ideas to help support families	☐	☐	☐	☐
We support families to help pupils set goals, select courses, and plan for further learning and / or career pathways	☐	☐	☐	☐

41

TYPE 5 – DECISION MAKING; PARTICIPATION AND LEADERSHIP'

Include families as participants in nursery / school decisions and develop parent leaders and representatives

	YES	COMING SOON	NOT YET	DON'T KNOW
We have an active Parent Council, PTA or other parent organisation	☐	☐	☐	☐
Parent representatives are on the Improvement Team or other nursery / school committees	☐	☐	☐	☐
We use email, social media and quick surveys to obtain parents' input and ideas on nursery / school policies	☐	☐	☐	☐
We include parent representatives in nursery / school staff training	☐	☐	☐	☐

TYPE 6 – COLLABORATING WITH THE COMMUNITY

Co-ordinate resources and service *from* the community for families, pupils and the nursery / school and provide services *to* the community.

	YES	COMING SOON	NOT YET	DON'T KNOW
We provide information on community activities that link to learning skills and talents including summer programmes for pupils	☐	☐	☐	☐
We work with local businesses, industries and faith based or other community organisations on programmes to boost pupil skills	☐	☐	☐	☐
We offer after-nursery / school programmes for pupils with support from community businesses, agencies or volunteers	☐	☐	☐	☐
We provide access to family services through partnerships of nursery / school, counselling, health, leisure services, job training and other agencies	☐	☐	☐	☐
We offer services for the community by pupils, families and the nursery / school	☐	☐	☐	☐

42

Appendix 4

Supporting Families	Communicating	Volunteering	Learning at Home	Decision-making	Collaborating with Community
• Face-to-face / online workshops: literacy, numeracy, child / teenage development • Share experiences between different cultural/faith/ethnic minority groups • Parent support group • Info on health, nutrition, parenting, etc • Adult education classes • Family events eg STEM challenges • Info + sharing on transition • Home visits • Organise events aimed at men – eg Lads Behaving	• Language translators • School information provided in accessible way • Send home regular positive messages / examples of pupil's work • Text message /App • Twitter/Facebook • Surveys • Homework hotline • Parent info in newsletter • Parent-teacher-pupil meetings to set goals and give advice on how to support learning • Information posters to illustrate how different subjects	• Find out skills/talents of family members • Assist in class • Help on trips • Help with clubs/after-school activities • Help with study support • Give talks about jobs, culture, interests • Help in library • Supervision – in playground / at school events • Families / members of the local community provide extra help with homework / project work	• Interactive homework – pupil explains learning and demonstrates different skills • Information on useful websites • How to listen to child reading • How to share a book with a child • Workshops on school subjects and supporting learning at home • Summer learning materials • Parent Council can produce ideas for home learning based on subjects (Education Scotland resources, I am a Scientist, etc)	• Active PC/PTA • Parent reps on school committees • Parent reps on LA committees • Involved in school staff recruitment • Involvement in drafting school policies • Helping to organise events/workshops – brings a different perspective and makes it parent-friendly • Involvement in subject department meetings • Parents help to organise events to plan school improvement • Parent Council / parents act as a	• Information on local groups & support services • Support for after-school activities – either through sponsorship from local businesses or community / families help with activities • Help with developing grounds • Include ex-pupils • Help with job skills, interview techniques, career pathways, CVs • Open school for community use • Local clubs/groups to talk to pupils about hobbies, sports, culture, history • Work with local family services to provide a space for contacting parents

43

Supporting Families	Communicating	Volunteering	Learning at Home	Decision-making	Collaborating with Community
Dadly, St Patricks Dads & Lads events • Provide resources help with parenting	can lead to further courses / jobs • School policies are accessible for all including families and pupils	• Help organise social events (remember FUN, FAMILY & FOOD) • Can lead to further (accredited) learning		voice for the school, eg with local authority	• Involvement in events • Involvement in info sessions on health, behaviour, etc • Local services help with conflict resolution and problem-solving

The Connect Family Engagement Academy

Action Plan Pack for Early Years Practitioners/Teachers

Connect is a trading name of Scottish Parent Teacher Council
Company No SC151086 Scottish Charity SC019168

46

ONE-YEAR ACTION PLAN (for Early Years / Nursery)

GOAL 1: LEARNING:

What results do you want to see?

To encourage children's engagement with books

Action: what needs to be done? (is this continuing or new?)	When will it take place?	Type(s) of involvement (1 – 6)	Evaluation: how we will show we have made a difference	How will we know when we are successful?	Lead person/ helpers	What have we learned? What would we do differently?
Family / community volunteers to work with children in book corner and with nursery lending library (CONTINUING) • Recruit / train volunteers (Sept) to share books with children and to manage the lending library • Support volunteers to read picture books one-to-one or in small groups of children (start late Sept/early Oct) • Send information to parents about the book-sharing project and lending library (early Oct) • All learners borrow books from nursery lending library • Evaluate progress each Term	Throughout the year	3, 6	• Survey parents about access to books, etc at home and in the community; carry out at the beginning of year and last term • Survey on how can nursery help? What would parents like/need? • Track numbers using nursery lending library/book bags • Interview sample of parents to find out how they used the resources and whether they made a difference	• Parents are confident to share books and other resources with their child • Children enjoy books more with their parents • Increased number of books borrowed from the library	Nursery teacher Early years practitioners Parent / family volunteers Senior citizens club	

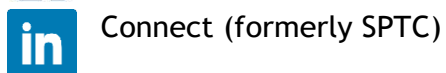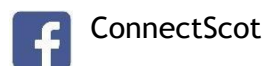|						
Create a social media platform (s) (agreed by parents) to show how children engage with books in the nursery (NEW) • Information sent to parents with permission / opt out from filming (August) give children roles in filming as a learning opportunity • Think about role of child in filming (August) • Film and post on agreed platform (Sept) • Tell parents / learners how to access film (Sept onwards)	September – to be assessed as required	1, 2	• At the beginning and end of year survey parents / learners about how they feel about books • During parental consultation and discussions ask parents about their experiences of sharing picture books or audio books with their children	• Parents feel confident to engage with picture books with their children • Children enjoy books more with their parents	Jane Smith (Manager) Parent / pupils volunteers James Bain, (parent to help with social media platforms) Primary school pupils	

We welcome your comments and feedback.
March 2021
Connect Family Engagement Academy,
Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh EH3 6BB

Contact us at training@connect.scot   Website: www.connect.scot

ConnectScot   @connect_scotPL
                                                    @connect_scot
Connect (formerly SPTC)

ONE-YEAR ACTION PLAN (for Early Years / Nursery)

GOAL 2 LEARNING:
What results do you want to see?
The outdoor space will be used to develop a greater confidence in and deeper understanding of numeracy

Action: what needs to be done? (is this continuing or new?)	When will it take place?	Type(s) of involvement (1 – 6)	Evaluation: how we will show we have made a difference	How will we know when we are successful?	Leadperson/ helpers	What have we learned? What would we do differently?
Develop numeracy activities for learning outdoors (NEW) • Research ideas on the internet (Aug) • Source resources locally and on the internet • Prepare information for parents on how nursery supports children's numeracy, with ideas for encouraging numeracy outdoors/ in the community OR Ask parents how confident they feel in supporting their child's numeracy (Sept to be repeated in May) • Create permanent outdoor display (Aug – Oct) • Create outdoor trolleys with equipment, games and suggestion cards (Sept – Nov)	September onwards	3, 4, 5, 6	Questionnaire for staff, families and pupils to be sent out in September and repeated in May; to establish how confident different groups are to take part in numeracy activities Five Words: gather views from people with different levels of involvement and display as a Word Cloud Dartboard feedback at family event	The nursery grounds are used for outdoor numeracy all the time and numeracy is embedded in outdoor play. Pupils, parents and staff have increased knowledge of using the outdoors to develop numeracy.	Kirsty McLean (teacher with expertise in outdoor learning) Colin McClintock, Active Sports Co-ordinator Parents Local gardening club	

• Train / upskill staff and parents (Aug onwards) • Organise family fun day using the outdoor learning resources (Spring)						
Develop home activities with outdoor/out and about numeracy focus with parents and children • Draft information sheet (Sept) • Create numeracy bags for use at home (Sept-Oct)	November onwards	1, 4, 5	Parents take photos of home activities Interviews with a sample group of parents to identify long-term impact Repeat confidence survey with parents	Children, parents and staff have increased confidence in and knowledge of how to use the outdoors to develop numeracy.	Seonaid McKay, (teacher) Parents	

We welcome your comments and feedback.
March 2021
Connect Family Engagement Academy,
Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh EH3 6BB

Contact us at training@connect.scot   Website: www.connect.scot

ConnectScot

@connect_scotPL
@connect_scot

Connect (formerly SPTC)

ONE-YEAR ACTION PLAN (for Early Years / Nursery)

GOAL 3: PARTNERSHIP
What results do you want to see?
To improve transitions from Nursery to Primary 1

Action: what needs to be done? (is this continuing or new?)	When will it take place?	Type(s) of involvement (1 – 6)	Evaluation: how we will show we have made a difference	How will we know when we are successful?	Leadperson/ helpers	What have we learned? What would we do differently?
Stay and Play sessions (CONTINUING) • Make sure these sessions start to focus more on learning. • Share with parents how nursery supports children's learning and discuss whether these approaches might help parents with what they already do at home/could work at home	All year	1, 4	Feedback from parents Interviews with a sample of parents to establish if and how they are able to help to support learning at home	Parents feel more confident to help support their child's learning and understand why this is important	All Early Years Practitioners Parent Group	
Ask neighbouring nurseries / primaries about their transition programmes (NEW) • Arrange staff and parent visits to local establishments (late October) • Write report about learning, findings and strategies we could use (late November)	Nov onwards	2, 5	We use information from other early years/primaries settings	We use ideas from other early years settings to enhance our transition programme	Nursery teacher Parent volunteers	

Invite current P1 parents to take part in a Conversation Café to discuss their own experience of transition (NEW) • Invite parents to morning and afternoon cafes (January) • Ask parent group to organise refreshments (January)	Nov	1, 2, 3	Feedback from Nursery parents Five Words: gather views from people with different levels of involvement and display as a Word Cloud	Parents will be involved in activities around the transition from Nursery to Primary 1 and will be more aware of what their child will experience and how they may support the change	P1 teachers Parent Group Nursery Manager Kelly Phillips, EY practitioner	
P6 children work as Nursery Buddies (CONTINUING) • Send letters to parents about buddy scheme • P6 pupils visit nursery to play with the children (late February onwards) • P6 pupils are assigned a Nursery Buddy (late February) • Buddies visit the Nursery on a weekly basis (end March onwards) Activities to be decided	April onwards	2	Five Words: gather views from people with different levels of involvement and display as a Word Cloud Feedback from children and parents	Children will form positive relationships with Primary school pupils	P1 teachers Nursery Manager Parent Group	
Organise informal coffee morning at Primary School (NEW) and a teddy bears' picnic for parents and children • Invite future P1 parents (end March) • Ask current P6 / 7 pupils to take parents on tour of school (end March) • Ask Parent Council at Primary to organise refreshments	mid May	2, 3	Post-it note wall Smiley Face evaluation Five Words: gather views from people with different levels of involvement and display as a Word Cloud			

More activities to be organised eg shared story as literacy project with all feeder primaries					

We welcome your comments and feedback.
March 2021
Connect Family Engagement Academy,
Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh EH3 6BB

Contact us at training@connect.scot   Website: www.connect.scot

ConnectScot   @connect_scotPL
                                     @connect_scot

Connect (formerly SPTC)

ONE-YEAR ACTION PLAN (for Early Years / Nursery)

GOAL 3: WELLBEING

What results do you want to see?

Increased engagement and participation by learners in outdoors and in class; development of culture of respect and kindness

Action: what needs to be done? (is this continuing or new?)	When will it take place?	Type(s) of involvement (1 – 6)	Evaluation: how we will show we have made a difference	How will we know when we are successful?	Lead person/ helpers	What have we learned? What would we do differently?
Organise parent welcome meetings to: • share health and wellbeing approaches and activities • learning in Nursery • what is involved in Nursery life • Nursery's positive behaviour-based Golden Rules eg kind hands and kind feet (also shared in welcome pack) • highlight expectations, equality, respect and inclusion (CONTINUING) (late August / early Sept). Organise daytime or evening parent meetings in nursery or in the local community hall/library (CONTINUING) (early September). Meetings to include:	August onwards	1, 2, 5	Questionnaires for parents and staff in August and repeated in May to establish shared values and shared understanding; to understand parental/staff confidence in helping children manage their own behaviour, in supporting health and wellbeing Interviews with sample group of parents either face-to-face or using Survey Monkey	When children, staff, parents use the Golden Rules to support positive behaviour When parents feel able to ask staff for support and ideas when they are not sure how to encourage positive behaviour	Educational psychologist Elaine Brennan, Family Link Worker Lynn Penny, teacher Mary Conlan, Early Years Practitioner Parent volunteers	

• sharing information on partnership with parents • sharing information on support available to families • discussions about 'open door' for parents when they want to speak to staff, *on nursery as everyone's nursery*.						
Ask parents for views and ideas on Golden Rules and Nursery values/inclusion and on maintaining nurturing, supportive environments (NEW) (early Oct) • Organise conversation cafes for discussion with parents (early Oct onwards) • Develop online and paper resource with parents to signpost eg toilet training, sleep, establishing a routine, healthy eating, teeth-brushing; establish parenting lending library; offer PEEP sessions (from Sept) • Ask parents/parent group to organise refreshments for conversation cafes (early Sept) • Develop handy hints postcards or postcards of Golden Rules using information from meetings; ask parents to help develop these (Oct) • Display postcards on noticeboards; post information on Facebook Page (Oct)	October	1, 2, 3, 4, 5	Five Words: gather views from people with different levels of involvement and display as a Word Cloud Post-it note wall / Smiley Face activity in foyer Feedback at parent consultation events	Everyone in the nursery has a shared understanding and awareness of Golden Rules and values When parents feel able to ask staff for support and ideas and know how they can access other services and resources		

Event to provide information to families on child development stages (eg examples from The Child at the Centre) and how children's behaviour evolves: (NEW) (January) • Parents/Parent Council to organise Nursery, P1 – P3 and family event on the theme of shared values and expectations, creating a caring and supportive nursery/school/ health & wellbeing (start November) • Parents/Parent Council to invite local services to host a display • Parents/PC to provide refreshments	January next year	1, 5, 6	Record attendance at event Feedback at event (post-it notewall) Five Words: gather views from people with different levels of involvement and display as a Word Cloud Photos / film of event	Parents are more aware of how to deal with challenging behaviour Parents access local services	Parent Council Heather Stanning, DHT Volunteer nursery parents Early Years Manager	

We welcome your comments and
feedback. March 2021
Connect Family Engagement Academy,
Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh EH3 6BB

Contact us at training@connect.scot   Website: www.connect.scot

 ConnectScot

 @connect_scotPL
@connect_scot

 Connect (formerly SPTC)

The Connect Family Engagement Academy

Action Plan Pack for Primary Teachers

ONE-YEAR ACTION PLAN (for Primary School)

GOAL 1: LEARNING
What results do you want to see?
To improve children's engagement and

Action: what needs to be done? (is this continuing or new?)	When will it take place?	Type(s) of involvement (1 – 6)	Evaluation: how we will show we have made a difference	How will we know when we are successful?	Leadperson/ helpers	What have we learned? What would we do differently?
Family / community volunteers to work with pupils in Literature Circles (NEW) • Recruit / train volunteers (Oct – Nov) • Match volunteers with pupils (Nov) • Send information to parents (Nov) • All pupils join the local library • Evaluate in Term 4	Throughout the year – weekly sessions at lunchtime and after school	3, 6	• At the beginning and end of school year, measure reading age using standardised assessment • Record feedback from volunteers • Ask pupils to get feedback from their parents / families on changes to engagement and attainment in reading • Staff at local Library will track numbers of books borrowed by pupils	At least 75% of children within a selected group of P3 pupils will achieve at least 12 months progress in reading	P3 class teachers Local Library staff Parent / family volunteers Senior citizens club	
Create a YouTube channel – how to help your child with reading (NEW) • Information sent to parents	September – to be assessed as required	1, 2	• Record how many watch the film • At the beginning and end of school year survey parents / pupils	• Parents feel confident to help support reading	Jane Smith (DHT) Parent / pupils volunteers	

			about their reading habits • Interview a sample of families about changes to their reading habits	• Pupils read more with their parents	James Bain, (parent to set up You Tube channel) High school pupils	
/ pupils with invitation to be filmed (August) • Film and post on YouTube (Sept) • Tell parents / pupils how to access film (Sept onwards)						

We welcome your comments and feedback.
March 2021
Connect Family Engagement Academy,
Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh EH3 6BB

Contact us at training@connect.scot   Website: www.connect.scot

ConnectScot

@connect_scotPL
@connect_scot

Connect (formerly SPTC)

ONE-YEAR ACTION PLAN (for Primary School)

GOAL 2: LEARNING
What results do you want to see?
The outdoor space will be used to develop a deeper understanding of numeracy

Action: what needs to be done? (is this continuing or new?)	When will it take place?	Type(s) of involvement (1 – 6)	Evaluation: how we will show we have made a difference	How will we know when we are successful?	Leadperson/ helpers	What have we learned? What would we do differently?
Develop numeracy activities for learning outdoors (NEW) • Research ideas on the internet (Aug) • Source resources locally and on the internet • Send out questionnaire to parents to find out how they currently help their child with numeracy (Sept to be repeated in May) • Create permanent outdoor display (Aug – Oct) • Create outdoor trolleys with equipment, games and suggestion cards (Sept – Nov) • Train / upskill staff and parents (Aug onwards) • Organise family fun day using the outdoor learning resources (Spring)	September onwards	3, 4, 5, 6	Questionnaire for staff, families and pupils to be sent out in September and repeated in May Five Words: gather views from people with different levels of involvement and display as a Word Cloud Dartboard feedback at family event	The school grounds are used for outdoor learning at least three times per term by each class. Pupils, parents and staff have increased knowledge of using the outdoors to develop numeracy.	Kirsty McLean (teacher with expertise in outdoor learning) Colin McClintock, Active Schools Co-ordinator Parents Local gardening club Pupil Council	

Develop home activities with outdoor numeracy focus	November onwards	1, 4, 5	Pupil reports on home activities	Pupils, parents and staff have increased knowledge of using the outdoors to develop numeracy.	Seonaid McKay, (principal teacher)	
• Draft information sheet (Sept) • Create numeracy sacks for use at home (Sept-Oct) • Amend homework leaflet to include outdoor learning activities (Sept-Oct)			Pupils take photos of home activities Two stars and a wish activity Interviews with a sample group of parents to identify long-term impact		Parent Council Pupil Council	

We welcome your comments and feedback.
March 2021
Connect Family Engagement Academy,
Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh EH3 6BB

Contact us at training@connect.scot   Website: www.connect.scot

ConnectScot   @connect_scotPL
                                               @connect_scot

Connect (formerly SPTC)

ONE-YEAR ACTION PLAN (for Primary School)

GOAL 3: PARTNERSHIP
What results do you want to see?
STEM Partnerships = Pupil Success

Action: what needs to be done? (is this continuing or new?)	When will it take place?	Type(s) of involvement (1 – 6)	Evaluation: how we will show we have made a difference	How will we know when we are successful?	Lead person/ helpers	What have we learned? What would we do differently?
Organise Family STEM event (NEW) • Invite local businesses to run an activity (early January) • Invite local Secondary school to run activities (early January) • Research ideas for activities (November) • Contact Skills Development Scotland for resources (December) • Invite local and relevant services to have displays at event (December) • Download and print copies of Education Scotland resources *I am a Mathematician* and *I am a Scientist* to distribute to parents to use at home • Ask Parent Council to organise catering and help with setting up activities	February	3, 5, 6	Record attendance Record feedback from event and activities Hold conversations with pupils / families at start and end of term and report on these Observation: someone from outside the school to observe the event and report back Five words: gather views from people with different levels of involvement Film and photos from event	An increased awareness of the importance of STEM subjects amongst families and pupils	Daisy Reid, DHT Parent Council Pupil Council Office staff Member of Community Council Senior Secondary pupils	

• Ask Secondary school pupils to film event and post on YouTube / Twitter • Send thank you letters to helpers (March)						
People explain how STEM subjects are used in their jobs (NEW) • Send letters and post messages on Facebook and Twitter asking for volunteers. Contact past pupils, parents, families, members of the community, trader's association, local businesses (early Sept) • Set dates for classroom visits (Sept) • Film and post photos on Twitter and Facebook (Oct onwards) • Ask volunteers to write article for website / newsletter (Oct onwards)	October onwards on a monthly basis	2, 3, 6	Feedback forms for volunteers and pupils	An increased awareness of the importance of STEM subjects amongst families and pupils	Martin Smith, PC Chair Class teachers Pupil Council	
Interactive homework tasks for pupils to do with their family (NEW) • Gather ideas for homework tasks from teachers, Education Scotland and the Internet (Aug onwards) • Send letter to parents and post on Facebook / Twitter with info on homework tasks (Sept)	September onwards on a monthly basis	4	Feedback from pupils and families Ask families for photos of working together with their child Survey at the end of school year; create a word cloud from results	Parents feel more confident about supporting their child with STEM subjects	Daisy Reid, DHT Parent Council Tracy Brown, Family Learning Worker	

| Set up an after-school STEM Club (NEW)
 • Invite parents, members of staff, members of the local community to form a STEM committee
 • Gather ideas from group and agree targets for STEM Club
 Further details to follow first meeting of STEM committee | January onwards | 3, 5, 6 | Record attendance

 Survey pupils at start of club and end of year

 Observation: someone from outside the school to observe the club and report back

 At the beginning and end of school year, measure attainment levels in STEM subjects for pupils attending club and those who do not | Pupils attending the STEM Club demonstrate an increased confidence in STEM subjects | Martine McNeil, parent (works as an engineer)

 Daisy Reid, DHT

 Local college representative | |

We welcome your comments and feedback.
March 2021
Connect Family Engagement Academy,
Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh EH3 6BB

Contact us at training@connect.scot   Website: www.connect.scot

ConnectScot

Connect (formerly SPTC)

@connect_scotPL
@connect_scot

ONE-YEAR ACTION PLAN (for Primary School)

GOAL 4: WELLBEING
What results do you want to see?
Improvement in behaviour in the playground and in class

Action: what needs to be done? (is this continuing or new?)	When will it take place?	Type(s) of involvement (1 – 6)	Evaluation: how we will show we have made a difference	How will we know when we are successful?	Leadperson/ helpers	What have we learned? What would we do differently?
Parent meetings to discuss pupil behaviour, age-appropriate discipline and related topics. • Organise daytime meetings in school and evening meetings in the community hall (late Aug) • Ask Parent Council to organise refreshments (late Aug) • Develop handy hints postcards using information from meetings	August	1, 2, 5	Questionnaires for parents, pupils and staff in August and repeated in May Track school behaviour reports and reports of bullying incidents Interviews with sample group of parents	There is a 50% decrease in reports of behaviour issues in P4 to P7 age groups	Educational psychologist Elaine Brennan, Family Link Worker Lynn Penny, DHT Parent Council Pupil Voice	Consider rolling out to rest of Primary and nursery

• Display postcards on noticeboards; post information on Facebook Page						
Set interactive homework for pupils to talk with parents / other family members about character traits, values, and behaviours • Organise meeting with P4 – P7 teachers, Parent Council, SMT to develop ideas for homework (late Sept) • Send letter to P4 – P7 parents to explain the purpose of homework (early Oct) • Set first homework task and ask for immediate feedback (late Oct)	October onwards	1, 4	Feedback forms sent with homework task Track school behaviour reports and reports of bullying incidents Teacher reports on classroom behaviour Reports from playground supervisors on behaviour	There is a 50% decrease in reports of behaviour issues in P4 to P7 age groups	Lynn Perry, DHT Parent Council Class teachers	
Event to provide information to families on child	January next year	1, 5, 6	Record attendance at event	Parents are more aware of how to deal with challenging behaviour	Parent Council Heather Stanning, HT	

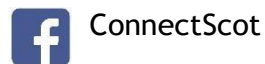| development and behaviour • Parent Council to organise whole school event on the theme of improving behaviour / health & wellbeing (start November) • Parent Council to invite local services to host a display • PC to provide refreshments			Feedback at event (post-it notewall) Photos / film of event	Parents access local services	Iain Chisholm, local community councillor	

We welcome your comments and
feedback. March 2021
Connect Family Engagement Academy,
Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh EH3 6BB

Contact us at training@connect.scot   Website: www.connect.scot

ConnectScot

Connect (formerly SPTC)

@connect_scotPL
@connect_scot

The Connect Family Engagement Academy

Action Plan Pack for Secondary Teachers

ONE-YEAR ACTION PLAN (for Secondary School)

GOAL 1: LEARNING:

What results do you want to see?

To improve young people's engagement and

Action: what needs to be done? (is this continuing or new?)	When will it take place?	Type(s) of involvement (1 – 6)	Evaluation: how we will show we have made a difference	How will we know when we are successful?	Leadperson/ helpers	What have we learned? What would we do differently?
Family / community volunteers to work with pupils in Literacy Circles (NEW) □ Audit current reading practices (Sept) □ Contact Scottish Book Trust for ideas on getting teenagers to read (Sept) □ Recruit and train volunteers (late Sept / early Oct) □ Match volunteers with pupils (Oct) □ Send information to parents (Oct)	From October onwards with weekly sessions at lunchtime and after school	3, 6	Reading age will be measured in August and towards the end of the school year. Feedback from volunteers. Repeat audit of reading practices after the Easter holiday. Five Words: gather views from people with different levels of involvement and display as a Word Cloud	At least 75% of young people within a selected group of S1 pupils will achieve at least 12 months progress in reading. We will have started creating a reading culture within the school	Chris Brown, head of literacy Senior citizen club School librarian Parent Council Pupil Council	
Create a YouTube channel with information on how to encourage teenagers to read (NEW)	September –to be	1, 2, 4	Record number of views Interview a sample of parents / pupils to		Chris Brown, head of literacy	

• Invite families / pupils to be filmed (August) • Film and post on YouTube (Sept) • Send information on how to access channel (Sept onwards) • Target families of selected S1 pupils but make available for all families.	reviewed every term		establish whether strategies are used at home	Pupils and families will use information and tips on the YouTube channel to encourage reading	Mhairi Neill, parent to set up YouTube channel School librarian Senior pupils Parent Council	
Form a Reading for Enjoyment committee (NEW) • Invite staff, families, pupils, school and local librarians, local bookshop, local writer's club, Parent Council to join the committee • Draft "mission statement"/ aims (at first meeting in October) • Send out questionnaire to staff, pupils and families about their reading habits (Oct) • Create displays / information boards Further activities to be decided once committee is set up.	September onwards	2, 5, 6	Use information from audit of reading practice Conduct audit of current activity in school - to carry out in Sept and at the end of the year	There will be more awareness of the importance of reading. There will be more opportunities to enjoy reading within the school and local community	Chris Brown, head of literacy School librarian Senior pupils Parent Councils	

We welcome your comments and feedback. March 2021 Connect Family Engagement Academy, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh EH3 6BB

Contact us at training@connect.scot   Website: www.connect.scot

ConnectScot

@connect_scotPL
@connect_scot

ONE-YEAR ACTION PLAN (for Secondary School)

GOAL 2: LEARNING:

What results do you want to see?
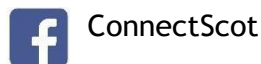
Improvements in numeracy

Action: what needs to be done? (is this continuing or new?)	When will it take place?	Type(s) of involvement (1 – 6)	Evaluation: how we will show we have made a difference	How will we know when we are successful?	Lead person/ helpers	What have we learned? What would we do differently?
Organise refresher courses in numeracy for pupils and families (NEW) • Contact local adult learning centre (Aug) • Organise dates for courses (Sep) • Send invitations to families of target group (late Sept) • Ask Parent Council to host these sessions to be run by local adult learning centre and maths dept (Oct onwards)	October onwards – to decide on frequency	1, 4, 6	Baseline assessments and ongoing assessments carried out by maths dept. Feedback forms sent to families and pupils. Interview families to assess long-term impact Five Words: gather views from people with different levels of involvement and display as a Word Cloud	A selected group of S2 pupils improve their numeracy skills; by May these pupils will be at the same level of attainment Parents are more confident to support their child's numeracy work.	John Carpenter, maths teacher Parent Council Representative from adult learning centre S6 pupil volunteers	Consider making available to all S1 / 2 families

Information for parents explaining what their child is learning in maths and how this may be used in everyday life (CONTINUING) • Write an information leaflet for families (Sept) • Create podcast / YouTube film with this information and invite local employers / employees to talk about how maths is used in their work (Oct) • Arrange regular meetings (either in school, via social media or phone) with parents / carers to discuss with S2 pupils how they may be supported at home and set goals for pupils (Sept onwards)	September onwards on a monthly basis	1, 2, 4	Record numbers accessing podcasts / YouTube film Contact families to assess usefulness of leaflet and other information Collect feedback from meetings	Raised awareness of how maths is used in everyday life Parents are more confident to support their child's numeracy work.	Ann Mackenzie, teacher Parent Council members Sue Cook, business manager Pupil volunteers	
Develop online information sessions explaining maths skills to help parents support learning at home (NEW) • Maths department works with volunteer parents and pupils to develop online sessions (Oct onwards) • Post on YouTube channel (Oct) • Test sessions with volunteer parents (Oct) • Launch at school concert (Nov) • Post on Facebook Page, school website (Nov onwards)	November onwards	1, 4	Ask for feedback on completion of session Interview with families to assess whether they use learning at home Record number of participants	Parents are more confident to support their child's numeracy work.	Mhairi Neill, parent with online learning experience Senior pupils Ann Mackenzie, teacher School website team	

We welcome your comments and feedback.
March 2021
Connect Family Engagement Academy,
Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh EH3 6BB

Contact us at training@connect.scot   Website: www.connect.scot

ConnectScot   @connect_scotPL
                                               @connect_scot

Connect (formerly SPTC)

ONE-YEAR ACTION PLAN (for Secondary School)

GOAL 3: PARTNERSHIP
What results do you want to see? To
create a more welcoming school

Action: what needs to be done? (is this continuing or new?)	When will it take place?	Type(s) of involvement (1 – 6)	Evaluation: how we will show we have made a difference	How will we know when we are successful?	Leadperson/ helpers	What have we learned? What would we do differently?
Improve signage, school entrance and foyer for visitors (CONTINUING) • Ask someone from the Community Council to act as a "mystery shopper" to visit the school and report back on their experience – the welcome they received, how easy it was to access the school, etc. Use their report to inform planning. (Aug) • Source funding for planters, etc. (Aug onwards). Approach local garden centres, Community Council, local timber merchants. • Ask local gardening club to help Parent Council and pupils to help design planting scheme for school entrance (Sept onwards) • Recruit volunteers from school and wider community to create raised beds and planters at entrance to school (Sept onwards)	September onwards	2, 3, 5, 6	Smiley Face board at exit doors Five Words: gather views from people with different levels of involvement and display as a Word Cloud Ask for feedback via Facebook and Twitter	Parents and other visitors feel more welcome at the school and find it easier to access	Barbara Andrews, Business Manager Andrew Cotter, Garden Centre Manager Pupil and parent volunteers	

• Parent Council to create an information stand in school foyer with leaflets, etc (Sept onwards) Further activities to be planned using report from "Mystery Shopper"						
Take part in Connect Information Session – *Engaging Families in the School Community*. • Contact the Connect office to find out when sessions are happening	November	2, 5	Survey parents at start of term to find out how they would like to be engaged and what information they require; survey at the end of term to find out whether things have improved Use Connect feedback Track attendance at events / activities	Participants understand the challenges faced by some families and have practical steps to engage them	Jane Ferguson, PC Chair Jim Findlay, Headteacher	
Organise an event to celebrate our school and wider community • Parent Council to form subcommittee to organise this event; members to include staff, pupils, members of the local community (Nov) • Subcommittee to invite families to provide food – family favourites, food from their country of origin (Jan) • Subcommittee to organise displays from across school community • Subcommittee to contact local community groups to provide	February	2, 3, 5, 6	Record attendance at event Post-it note wall / Body Map at event Five Words: gather views from people with different levels of involvement and display as a Word Cloud Two months after event, follow up with a sample of parents Photographs	Increased awareness of the importance of community. Parents have increased confidence to volunteer	Brian McLintock, PC member Chris Green, DHT Orlando Samms, Community Centre Manager Pupil and parent volunteers, as required	

entertainment – dancing, music, storytelling, etc Further actions to be decided once subcommittee has been established					Doreen Thompson, home economics teacher	

We welcome your comments and feedback.
March 2021
Connect Family Engagement Academy,
Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh EH3 6BB

Contact us at training@connect.scot   Website: www.connect.scot

ConnectScot

@connect_scotPL
@connect_scot

Connect (formerly SPTC)

ONE-YEAR ACTION PLAN (for Secondary School)

GOAL 4: WELLBEING
What results do you want to see?
To raise awareness of mental health issues across the school community

Action: what needs to be done? (is this continuing or new?)	When will it take place?	Type(s) of involvement (1 – 6)	Evaluation: how we will show we have made a difference	How will we know when we are successful?	Lead person/ helpers	What have we learned? What would we do differently?
Research current awareness of mental health • DHT to work with Parent Council to develop survey (Aug) • Survey families, staff and pupils at beginning of year and repeat at end of school year.	September and then in late April / early May	2, 5	See action column.	The second survey shows a raised awareness of mental health and wellbeing	Elaine Smith, DHT Parent Council Office staff	
Organise a health & wellbeing fair (NEW) (early November) • Ask Parent Council to host this event (Sept) • Set up organising committee (Sept) • Committee to draw up list of organisations to attend More activities to be decided once committee is established	November	1, 5, 6	Post-it wall, Body Map or Smiley Face at the event Five Words: gather views from people with different levels of involvement and display as a Word Cloud After six weeks interview a sample of parents to assess the impact of the event.	Families and pupils are able to access services There is raised awareness of mental health and wellbeing across the school community	Colin Mackay, PC Chair Elaine Smith, DHT PC members Pupil volunteers Member of EAL group	Use results of evaluation to decide on next steps

Run Mindfulness sessions for target group of S3 pupils, their families and staff (NEW) (January) • Contact local Mindfulness coach to arrange sessions (Oct) • Ask Pupil Council to organise room with appropriate lighting, seating, etc (Nov) • Invite participants (late Nov)	January	1, 2	Body Map evaluation at the end of the session Feedback forms to be sent out after the event (drafted by pupils, parents and staff reps)	Participants use the strategies demonstrated at the sessions	Pupil Council Joan Hooper, Guidance teacher Volunteer parent	Decide whether to offer to more year groups and whether parents / pupils could run these courses
Run 6-week long lunchtime and after-school yoga sessions for S3 target group pupils, families and staff (NEW) (Oct) • Contact Sarah Frost, local yoga teacher to organise a programme of classes (late Aug) • Ask Pupil Council to organise room with appropriate lighting, seating, etc (early Sept) Further activities to be organised once sessions have been arranged	From October onwards	1, 6	Feedback forms to be sent out after the event (drafted by pupils, parents and staff reps) Smiley Face evaluation at end of each session	Participants have techniques to help them to relax and are using these at home / work	Simon Bell, PE teacher Joan Hooper, Guidance teacher Pupil Council Parent volunteers	Decide whether to offer to more year groups
Set up a wellbeing room (NEW) • Invite pupils, parents, staff, local health services to join a wellbeing committee (Sept) • Ask wellbeing committee to develop a wellbeing room with information and a space for pupils to relax and discuss issues Further activities to be organised once committee is established	From November onwards	2, 5, 6	Permanent feedback wall in the room Record numbers making use of the facilities Guidance team to record number of pupils accessing further services	Pupils feel they have a safe space to access help and advice	Elaine Smith, DHT Pastoral Care team volunteers Pupil volunteers Parent volunteers	

					Representative from local health services	
Run a series of assemblies on mental health & wellbeing (CONTINUING) (Oct) • Ask wellbeing committee to organise assemblies (Oct) • Invite local mental health charities and national groups (eg for eating disorders, self-harm, etc) to run presentations at assemblies (Oct onwards) Further activities to be organised once committee is established	From October onwards	1, 2, 6	Post-it note wall at end of each assembly Five Words: gather views from people with different levels of involvement and display as a Word Cloud	Raised awareness of good mental health, how to recognise issues, services and information available	Elaine Smith, DHT Wellbeing Committee members	Consider inviting parents / other family members

We welcome your comments and feedback. March 2021
Connect Family Engagement Academy,
Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh EH3 6BB

Contact us at training@connect.scot   Website: www.connect.scot

  ConnectScot

  @connect_scotPL
                      @connect_scot

  Connect (formerly SPTC)

ONE-YEAR ACTION PLAN TEMPLATE

GOAL: (Learning / Wellbeing / Partnership)	
What results to you want to see?	

Action: what needs to be done? **(is this continuing or new?)**	**When will it take place?**	**Type(s) of involvement (1 – 6)**	**Evaluation: how we will show we have made a difference**	**How will we know when we are successful?**	**Lead person / helpers**	**What have we learned?** **What would we do differently?**

We welcome your comments and feedback.

February 2021 Connect Family Engagement Academy,

Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh, EH3 6BB

Contact us at training@connect.scot   Website www.connect.scot

ConnectScot   @connect_scotPL
                               @connect_scot

Connect (formerly SPTC)

Strategy Approved _____
Strategy Review date _____

REPORT TO: **EDUCATION, CHILDREN'S AND LEISURE SERVICES COMMITTEE ON 25 JANUARY 2023**

SUBJECT: **INFORMATION REPORT: PRIMARY AND SECONDARY SCHOOL FUNCTIONAL CAPACITY, OCCUPANCY AND GENERAL PURPOSE SPACES 2022/23**

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

1. REASON FOR REPORT

1.1 To inform the Committee of the Primary and Secondary School Functional Capacities, Occupancy and General Purpose Spaces for session 2022/23.

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

2. BACKGROUND

2.1 Primary School Functional Capacities have been reported annually to this Committee. Secondary School Functional Capacities have been included since 2018/2019.

2.2 The Functional Capacity of the school is the maximum number of pupils that a school can accommodate in any one year taking into account the organisational needs of the school and in particular the age distributions of the pupils.

2.3 Guidance to Local Authorities on the determination of "School Capacity" set out by the Scottish Government is followed when calculating the primary school capacity in order to increase consistency across the country. (Determining Primary School Capacity Guidance 2014) Two measures of primary school capacity are used and are described as **Planning Capacity** and **Working Capacity.** Planning Capacity is the physical, theoretical measure of the total number of pupils which can be accommodated in a school, based on the total number of teaching spaces, the size of these spaces and the class size maxima. Working Capacity is the more realistic measure of the total number of pupils which can be accommodated in a school in a particular school session. The Planning Capacity is adjusted based on the organisational needs of the school that session. e.g. pupil roll, composite classes. For the purpose of this report, Planning Capacity is

referred to as "Physical Capacity" and Working Capacity is "Functional Capacity"

2.4 The Functional Capacity for each school is calculated on census day in September each year, which in this case was 14 September 2022.

2.5 The functional capacity and percentage occupancy for session 2022/23 for primary schools are attached in **Appendix 1** (schools in alphabetical order) and **Appendix 2** (schools according to Associated School Group). Secondary school capacities and percentage occupancy are attached in **Appendix 3**.

2.6 In Moray the maximum class size in Primary 1 has been set at 25 and in Primary 2 and 3 it has been set at 30 for session 2022/23. The maximum class size in Primaries 4-7 has been set at 33.

2.7 The number of GP spaces within each primary school was also reviewed, see **Appendix 4.** A GP space is where a class or group of children can go to work outwith their classroom. It does not require to be the same size as a classroom as there is no requirement to have desks or chairs in these spaces. The area must exceed 18 square metres in order for it to be deemed suitable.

2.8 GP spaces include, halls, dining areas, computer suites and libraries. The greater the number of classes the greater need there is for GP spaces. Thus the ratio of class spaces to GP spaces is increased at 4, 7, 10, 14 and 19 classes, see **Appendix 5**.

2.9 In some schools where the school is under capacity, empty classrooms are used as GP spaces. These are not included in the total of GP spaces as they are designated classrooms and would be used as such if needed.

3. **SUMMARY OF IMPLICATIONS**

(a) **Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))**
This report supports the LOIP outcomes:
i. Building a better future for children and young people in Moray: Healthier Children: children get the healthiest start in life and are supported to achieve the best possible mental health and wellbeing and there is equity for vulnerable groups.

And the aims of the Corporate Plan to:
ii. Improve health and wellbeing for the people of Moray.

(b) **Policy and Legal**
There is no policy or legal implication arising directly from this report.

(c) **Financial implications**
The continuing over provision of pupil spaces has ongoing resource implications for the council.

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

(e) Staffing Implications

There are no staffing implications arising directly from this report.

(f) Property

There are no property implications arising directly from this report.

(g) Equalities/Socio Economic Impact

There is no requirement for an equality impact or socio economic impact assessment to be carried out.

(h) Consultations

Primary and Secondary School Head Teachers and Senior Officers in Education, the Head of Education (Chief Education Officer), the Head of Education Resources and Communities, the Chief Financial Officer, the Equal Opportunities Officer, and Tracey Sutherland, Committee Services Officer have been consulted and are in agreement with the contents of this report as regards their respective areas of responsibilities.

3 **CONCLUSION**

4.1   Committee is asked to note the Primary and Secondary School Functional Capacities, Occupancy and General Purpose spaces for Session 2022/23.

Author of Report: Lindsey Stanley, Business Support Team Manager
Background Papers:
Ref: SPMAN-9425411-124 / SPMAN-9425411-125 /
                                 SPMAN-9425411-126 / SPMAN-9425411-127 /
                                 SPMAN-9425411-128 / SPMAN-9425411-129

	Functional Capacity 20/21	Functional Capacity 21/22	Functional Capacity 22/23	School Roll 20/21	School Roll 21/22	School Roll 22/23	% Occ. Capacity 20/21	% Occ. Capacity 21/22	% Occ. Capacity 22/23
PRIMARY SCHOOL									
Aberlour	167	183	**167**	116	116	**109**	69	63	**65**
Alves	100	125	**125**	77	83	**74**	77	66	**59**
Anderson's	309	315	**307**	240	252	**251**	78	80	**82**
Applegrove	464	465	**463**	304	317	**299**	66	68	**65**
Bishopmill	416	424	**424**	386	391	**386**	93	92	**91**
Botriphnie	50	50	**50**	18	18	**18**	36	36	**36**
Burghead	150	164	**165**	119	128	**133**	79	78	**81**
Cluny	407	410	**392**	353	338	**329**	87	82	**84**
Craigellachie	75	75	**75**	37	43	**49**	49	57	**65**
Crossroads	50	50	**50**	13	11	**5**	26	22	**10**
Cullen	180	205	**195**	103	100	**100**	57	49	**51**
Dallas	50	50	**50**	34	29	**31**	68	58	**62**
Dyke	100	100	**106**	75	91	**81**	75	91	**76**
East End	242	292	**287**	165	157	**163**	68	54	**57**
Findochty	150	150	**150**	71	65	**57**	47	43	**38**
Glenlivet	48	47	**47**	18	20	**14**	38	43	**30**
Greenwards	397	434	**434**	338	346	**328**	85	80	**76**
Hopeman	274	274	**279**	160	159	**153**	58	58	**55**
Hythehill	390	386	**386**	326	284	**288**	84	74	**75**
Keith	404	425	**414**	295	307	**320**	73	72	**77**
Kinloss	315	309	**310**	243	227	**206**	77	73	**66**
Knockando	75	75	**75**	43	46	**40**	57	61	**53**
Lhanbryde	290	274	**266**	192	174	**169**	66	64	**64**
Linkwood	206	365	**401**	174	257	**314**	84	70	**78**
Logie	75	75	**75**	33	37	**42**	44	49	**56**
Millbank	450	433	**382**	221	230	**233**	49	53	**61**
Milne's	252	256	**238**	184	179	**191**	73	70	**80**
Mortlach	175	188	**213**	132	130	**129**	75	69	**61**
Mosstodloch	292	292	**287**	163	173	**177**	56	59	**62**
Mosstowie	75	75	**75**	73	63	**56**	97	84	**75**
New Elgin	583	542	**534**	454	414	**374**	78	76	**70**
Newmill	75	75	**75**	69	68	**63**	92	91	**84**
Pilmuir	242	249	**249**	148	133	**128**	61	53	**51**
Portessie	154	172	**166**	115	119	**117**	75	69	**70**
Portgordon	125	125	**125**	38	37	**46**	30	30	**37**
Portknockie	150	150	**150**	58	56	**66**	39	37	**44**
Rothes	174	194	**194**	92	85	**82**	53	44	**42**
Rothiemay	75	75	**75**	64	53	**51**	85	71	**68**
Seafield	475	476	**470**	355	355	**362**	75	75	**77**
St Gerardine	347	352	**352**	316	308	**295**	91	88	**84**
St Peter's	125	125	**125**	123	116	**112**	98	93	**90**
St Sylvester's	224	210	**208**	131	104	**113**	58	50	**54**
St Thomas	75	75	**75**	65	57	**46**	87	76	**61**
Tomintoul	75	75	**75**	27	27	**33**	36	36	**44**
West End	244	264	**257**	203	186	**191**	83	70	**74**
TOTALS	9771	10125	**10018**	6964	6889	**6824**	71.27	68.04	**68**

	Functional Capacity 20/21	Functional Capacity 21/22	**Functional Capacity 22/23**	School Roll 20/21	School Roll 21/22	**School Roll 22/23**	% Occupant Capacity 20/21	% Occupant Capacity 21/22	**% Occupant Capacity 22/23**
Buckie High School ASG									
Cluny	407	410	**392**	353	338	**329**	87	82	84
Cullen	180	205	**195**	103	100	**100**	57	49	51
Findochty	150	150	**150**	71	65	**57**	47	43	38
Millbank	450	433	**382**	221	230	**233**	49	53	61
Portessie	154	172	**166**	115	119	**117**	75	69	70
Portgordon	125	125	**125**	38	37	**46**	30	30	37
Portknockie	150	150	**150**	58	56	**66**	39	37	44
St Peter's	125	125	**125**	123	116	**112**	98	93	**90**
ASG Total	1741	1770	**1685**	1082	1061	**1060**	62.15	60	**62.91**
Elgin Academy ASG									
Bishopmill	416	424	**424**	386	391	**385**	93	92	91
East End	242	292	**287**	165	157	**163**	68	54	57
Seafield	475	476	**470**	355	355	**362**	75	75	77
St Sylvester's	224	210	**208**	131	104	**113**	58	50	54
West End	244	264	**257**	203	186	**191**	83	70	74
ASG Total	1601	1666	**1646**	1240	1193	**1214**	77.45	72	**73.75**
Elgin High School ASG									
Greenwards	397	434	**434**	338	346	**328**	85	80	76
Linkwood	206	365	**401**	174	257	**314**	84	70	78
Mosstowie	75	75	**75**	73	63	**56**	97	84	75
New Elgin	583	542	**534**	454	414	**374**	78	76	70
ASG Total	1261	1416	**1444**	1039	1080	**1072**	82.39	76	**74.24**
Forres Academy ASG									
Alves	100	125	**125**	77	83	**74**	77	66	59
Anderson's	309	315	**307**	240	252	**250**	78	80	81
Applegrove	464	465	**463**	304	317	**299**	66	68	65
Dallas	50	50	**50**	34	29	**31**	68	58	62
Dyke	100	100	**106**	75	91	**81**	75	91	76
Kinloss	315	309	**310**	243	227	**206**	77	73	66
Logie	75	75	**75**	33	37	**38**	44	49	51
Pilmuir	242	249	**249**	148	133	**130**	61	53	52
ASG Total	1655	1688	**1685**	1154	1169	**1109**	69.73	69	**65.82**
Keith Grammar School ASG									
Botriphnie	50	50	**50**	18	18	**18**	36	36	36
Crossroads	50	50	**50**	13	11	**5**	26	22	10
Keith	404	425	**414**	295	307	**320**	73	72	77
Newmill	75	75	**75**	69	68	**65**	92	91	87
Rothiemay	75	75	**75**	64	53	**53**	85	71	71
St Thomas	75	75	**75**	65	57	**46**	87	76	61
ASG Total	729	750	**739**	524	514	**507**	71.88	69	**68.61**

	Functional Capacity 20/21	Functional Capacity 21/22	**Functional Capacity 22/23**	School Roll 20/21	School Roll 21/22	**School Roll 22/23**	% Occupant Capacity 20/21	% Occupant Capacity 21/22	**% Occupant Capacity 22/23**
Lossiemouth High School ASG									
Burghead	150	164	**165**	119	128	**133**	79	78	81
Hopeman	274	274	**279**	160	159	**153**	58	58	55
Hythehill	390	386	**386**	326	284	**288**	84	74	75
St Gerardine	347	352	**352**	316	308	**295**	91	88	84
ASG Total	1161	1176	**1182**	921	879	**869**	79.33	75	**73.52**
Milne's High School ASG									
Lhanbryde	290	274	**266**	192	174	**169**	66	64	64
Milne's	252	256	**238**	184	179	**191**	73	70	80
Mosstodloch	292	292	**287**	163	173	**177**	56	59	62
ASG Total	834	822	**791**	539	526	**537**	64.63	64	**67.89**
Speyside High School ASG									
Aberlour	167	183	**167**	116	116	**109**	69	63	65
Craigellachie	75	75	**75**	37	43	**49**	49	57	65
Glenlivet	48	47	**47**	18	20	**14**	38	43	30
Inveravon	-						-		-
Knockando	75	75	**75**	43	46	**40**	57	61	53
Mortlach	175	188	**213**	132	130	**129**	75	69	61
Rothes	174	194	**194**	92	85	**82**	53	44	42
Tomintoul	75	75	**75**	27	27	**33**	36	36	44
ASG Total	789	837	**846**	465	467	**456**	59	56	**53.90**

Secondary School	Functional Capacity 21/22	Functional Capacity 22/23	School Roll 21/22	School Roll 22/23	% Occupant Capacity 21/22	% Occupant Capacity 22/23
Buckie HS	944	944	846	837	90	89
Elgin Academy	1224	1224	1031	1028	84	84
Elgin HS	899	829	796	831	89	100
Forres Academy	1121	1121	835	851	74	76
Keith GS	553	553	397	377	72	68
Lossiemouth HS	694	694	569	617	82	89
Milne's HS	625	625	429	445	69	71
Speyside HS	562	562	425	402	76	72
TOTALS	6622	6552	5328	5388	80	82

Actual General Purpose Spaces – Appendix 4

	Required GP 22-23	Actual GP 22-23	Difference 22-23
Aberlour	3	3	0
Alves	2	3	+1
Andersons	4	4	0
Applegrove	5	6	+1
Bishopmill	4	4	0
Botriphnie	1	1	0
Burghead	2	2	0
Cluny	4	4	0
Craigellachie	1	1	0
Crossroads	1	2	+1
Cullen	3	3	0
Dallas	1	1	0
Dyke	2	2	0
East End	3	6	+3
Findochty	3	3	0
Glenlivet	1	2	+1
Greenwards	4	5	+1
Hopeman	3	5	+2
Hythehill	4	4	0
Keith	4	7	+3
Kinloss	4	7	+3
Knockando	1	2	+1
Lhanbryde	3	4	+1
Linkwood	4	5	+1
Logie	1	2	+1
Millbank	5	5	0
Milne's	3	3	0
Mortlach	3	3	0
Mosstodloch	3	3	0
Mosstowie	1	1	0
New Elgin	5	5	0
Newmill	1	1	0
Pilmuir	3	3	0
Portessie	2	2	0
Portgordon	2	3	+1
Portknockie	2	2	0
Rothes	2	2	0
Rothiemay	1	2	+1
Seafield	5	5	0
St Gerardine's	4	4	0
St Peter's	2	2	0
St Sylvester's	3	3	0
St Thomas	2	2	0
Tomintoul	2	2	0
West End	3	3	0

Required General Purpose Spaces – Appendix 5

Number of designated classroom areas	Number of required GP Spaces
1	1
2	1
3	1
4	2
5	2
6	2
7	3
8	3
9	3
10	3
11	4
12	4
13	4
14	4
15	5
16	5
17	5
18	5
19	6
20	6

REPORT TO: **EDUCATION, CHILDREN'S AND LEISURE SERVICES COMMITTEE ON 25 JANUARY 2023**

SUBJECT: **INFORMATION REPORT: MUSIC INSTRUCTION AND PERFORMANCE UPDATE**

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

1. REASON FOR REPORT

1.1 To provide an update to Committee on the expansion of music making opportunities for academic year 2022/23 as a result of the additional Scottish Government funding allocation to support increased provision.

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

2. BACKGROUND

2.1 At the meeting of Education, Children's and Leisure Services on 8 June 2022, Committee agreed to recommend to Corporate Committee to allocate additional funding of £35,000 from the Scottish Government towards the expansion of music making opportunities across Moray for academic year 2022/23. The recommended approach was to allocate the additional funding to the Music Instruction and Performance Team to develop project based music opportunities (paragraph 12 of the Minute refers). On 14 June 2022 Corporate Committee agreed the recommendation from the Education, Children's and Leisure Services Committee (paragraph 11 of the Minute refers).

2.2 The Music Instruction and Performance team have supported a number of music making opportunities to ensure diversity and inclusion. There has been a focus on easing the current waiting lists for music instruction and responding to the survey consultation evidence received from teachers, pupils and parents/guardians earlier in 2022. The service has also taken account of the temporary nature of the funding, and has looked for opportunities to support projects that will have longer term impacts once the funding is no longer available.

2.3 The £35,000 has been allocated as follows;

- **£8,000** for 0.2FTE additionality to brass music instruction for terms 2, 3 and 4 of 2022/23. The brass instructor is delivering whole class brass instruction to 22 additional Primary 4 pupils on a weekly basis at Craigellachie and Rothes Primary Schools (with a view to offering to Pilmuir Primary in term 3) and 4 additional pupils at Andersons Primary School. All new brass pupils will be encouraged to join Moray Music Centre Junior Brass Band in the new academic year to ensure a sustainable learning pathway and the growth of Moray Music Centre. This additional instruction has eased the current waiting list however there are still 25 first choice brass registrations of interest that are unable to receive tuition this academic year.

- **£8,000** for 0.2FTE additionality to guitar music instruction for terms 2, 3 and 4 of 2022/23. This instructor is delivering guitar instruction to two Primary 7 classes, one at New Elgin and one at Greenwards Primary in response to consultation evidence – guitar being the 2nd most in demand instrument. The total number of pupils taking lessons is over 100. This music instructor delivers guitar instruction at Elgin High therefore any Primary 7 pupils that enjoy this experience will be able to register their interest for continued instruction once they transition to the High School.

- **£3,000** to the National Youth Choir of Scotland to fund the creation of resources and staff training to support the creation and delivery of a Primary School Choir that will be delivered through Moray Music Centre during term 4. Voice instruction was the 4th highest request for music instruction in the pupil consultation survey.

- **£8,000** to the Moray Youth Pipes and Drums Tuition Scheme (MYPDTS), administered by Scottish Schools Pipes and Drums Trust (SSPDT), to expand the current Moray offering in these instruments. The funding is contributing to an enhanced programme, with financial support also available from the SSPDT, and will provide free tuition to 44 pupils entitled to Free School Meals/Clothing Grant.

- **£5,000** to purchase equipment to support the above new opportunities and the existing instruction programme, where investment in music equipment has not been possible for several years.

- **£3,000** to organise music workshops for our Youth Music Initiative, Instrumental Music Instruction and Moray Music Centre learners. So far this funding has been used to support workshop visits from the Royal Conservatoire of Scotland and to provide staffing/additional transport to facilitate the inclusion and showcase of YMI pupils/programme as part of the Moray Music Centre Winter and Spring Concerts, helping establish and strengthen progression pathways and opportunities for children and young people learning across the Music Instruction & Performance team.

3. **SUMMARY OF IMPLICATIONS**

   (a) **Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP)**
   In relation to the LOIP, this report supports three of the main priority areas which are building a better future for our children and young people in Moray, empowering and connecting communities and improving the wellbeing of our population.

   In relation to the Corporate Plan, this report contributes to three of the main priority areas which are providing 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, empower and support communities to build capacity and creating a sustainable council that provides valued services to our communities.

   (b) **Policy and Legal**
   Local Authorities have a legal duty to ensure adequate provision of support activities related to the development of recreation, sport, culture and social activities. Evidence demonstrates that music education can improve attainment for all learners particularly around numeracy, literacy and cognitive function.

   (c) **Financial implications**
   There are no financial implications connected to this report.

   (d) **Risk Implications**
   There are no risk implications connected to this report.

   (e) **Staffing Implications**
   The staffing implications connected to this report have all followed the appropriate Council processes and therefore no staffing implications arising from this report.

   (f) **Property**
   There are no property issues connected to this report.

   (g) **Equalities/Socio Economic Impact**
   Due to the additional funding made available for expansion this report contributes to reducing inequalities of outcome caused by socioeconomic disadvantage.

   (h) **Climate Change and Biodiversity Impacts**
   No climate change or biodiversity implications have been determined for this report because

   (i) **Consultations**
   Jo Shirriffs, Head of Education Resources and Communities and Tracey Sutherland, Committee Services Officer have been consulted and the comments received have been incorporated into the report.

4. CONCLUSION

4.1 That the Committee notes the progress of the allocation of the £35,000 additional funding for the Music Instruction Service.

Author of Report: Alexander Davidson, Principal Teacher of Music
                           Instruction and Performance
Background Papers:
Ref: SPMAN-9425411-109