



## Appendix 1

# Moray Education Self-evaluation 2021-2022

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*Improving Outcomes...for Moray's children and young people*



Dallas Primary School  
Outdoor Learning Polycrube



Craigellachie Primary School  
Art Sketching at Craigellachie Bridge



Roths Primary School  
P5/P6 Residential Trip 2022



St Gerardine Primary School  
P1 Problem Solving

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Lossiemouth High School Campus – Summer 2021

Logie  
 Elgin High  
 Millbank  
 Hythehill  
 West End  
 Milne's High  
 Rother  
 Linkwood  
 Portgordon  
 East End  
 Crossroads  
 Botriphnie  
 Keith Primary  
 Keith Schools  
 Knockando  
 Cullen  
 St Sylvester's  
 St Peter's  
 New Elgin  
 Applegrove  
 Hopeman  
 Anderton's  
 Mosstowie  
 Aberlour  
 Kinloss  
 Cluny  
 Dyke  
 Pilmuir  
 Portessie  
 St Gerardine  
 Mosstodloch  
 Bishopmill  
 Tomintoul  
 Lhanbryde  
 St Thomas  
 Newmill  
 Greenwards  
 Findochty  
 Rothiemay  
 Burghead  
 Morblach  
 Seafield  
 Dallas  
 Craigellachie

Moray has attainment gaps in the upper deciles, specifically decile 7 where 25% of our cohort resides. 11.98% of pupils are eligible for free school meals (FSM). Approximately 57% of the population live in the 5 main towns of Elgin, Forres, Buckie, Lossiemouth and Keith. Population estimates suggested that two thirds of the Moray population are of working age, one fifth are aged under 16 years and the remaining one fifth are of pensionable age. This year's census will provide more up-to-date information.

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# Our Improvement Journey

Session 2021/2022 started with the impact of Covid-19 evident in absence figures for staff and pupils growing over the course of the year. Mitigations continued to be in place with regular changes in Scottish Government Guidance having to be implemented. Learners across Moray were increasingly adversely impacted by requirements to self-isolate or through disruption due to positive cases. As a result this led to a number of establishments having to move to remote learning due to full or partial closures. Disruption to learning was evident although schools and nurseries worked tirelessly to ensure continuity in learning and all staff played a vital role in this.



Buckie High School  
Community Larder



Elgin Academy  
Biology Field Trip



Cullen Primary School  
Vision and Values Canvas

The service maintained a positive outlook with a renewed sense of ambition as we emerged from Covid-19 enhanced mitigations. Visitors were able to return to buildings in order to support learners and leaders, working closely with staff teams, looked for opportunities to provide rich learning experiences for learners including greater use of the outdoors and the ability to undertake trips and residential experiences as the year progressed.

Meeting the needs of our learners was at the forefront of our minds as we moved from recovery to an increased focus on the Education Strategic Plan. New appointments centrally have supported key areas and workstreams in order to highlight priority areas. As Education Scotland offered opportunities to work more closely with the profession around Education recovery, a number of schools and a nursery volunteered to participate in review visits which have contributed positively to their improvement journeys.

The Strategic Plan has provided a backdrop for virtual strategic sessions with school leaders. Officers have continued to progress work in each area guided by input from our schools and practitioners. In particular the Raising Attainment Strategy is under review with a complimentary Insight and Curriculum Strategy to improve data literacy across our system. Key messages will inform our next steps as we finalise our attainment targets and strategic viewpoint. National reviews have been completed during the year and will play a key role in workstreams moving forwards.





Findochty Primary School  
First Minister's Reading Challenge



Portgordon Primary School  
Environmental Arts Session



Elgin High School  
Awards Ceremony 2022

We continue to see the impact of the pandemic on the lives of all children, young people and families across Moray. There has been a major increase in the number of children referred to our Counselling service and due to the feedback in our Staff Health and Well-being survey there is a greater offer of support now available to all staff through our Human Resources and Organisational Development teams working closely with us to provide support for staff. This self-evaluation review therefore extends more widely than the limited scope of our National Improvement Framework plan and includes:

- Progress made over the last year
- The impact of Covid-19 on children, young people and families in Moray
- How service requirements will continue to adapt and be flexible to deliver improved outcomes for all

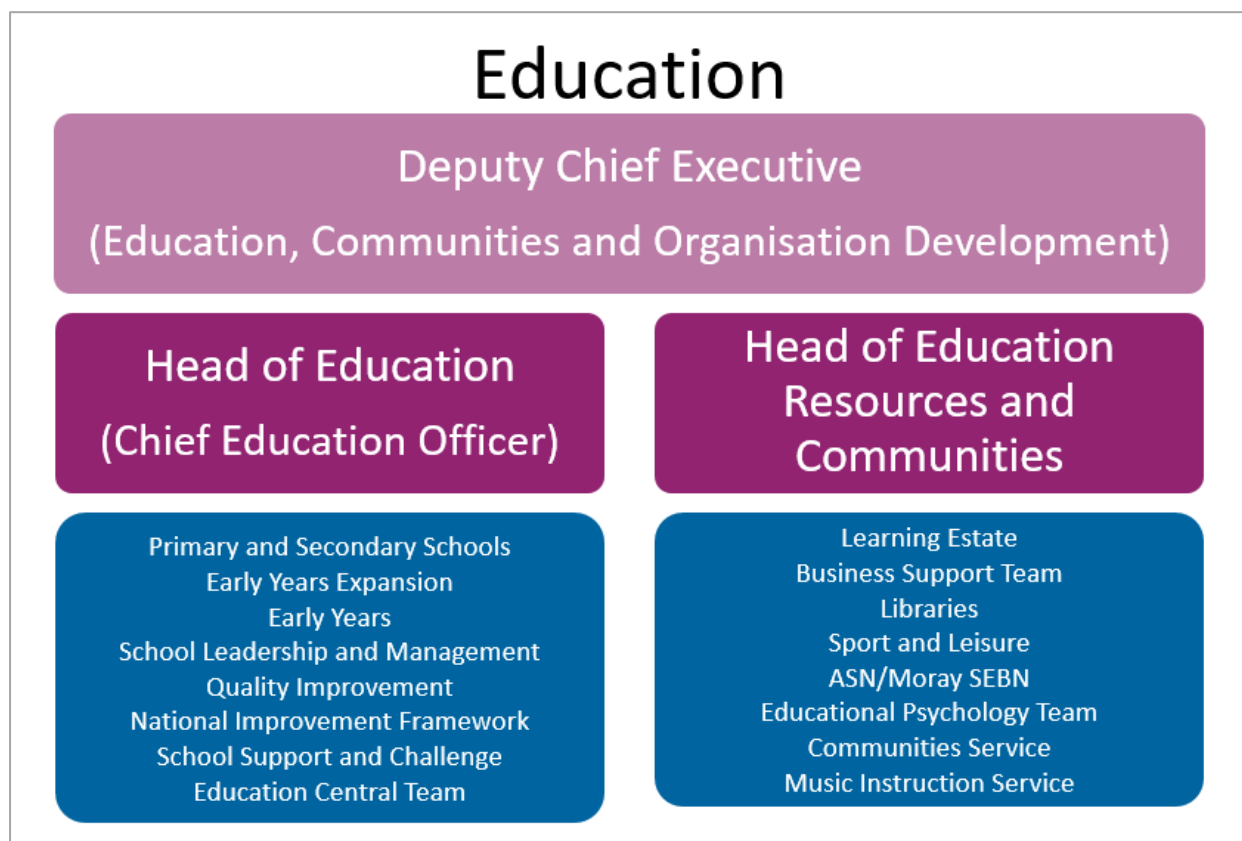
The Education Strategic Plan reflects the four National Improvement Framework priorities and the accompanying document outlines our National Improvement Framework Plan and Education Service plan. In Moray, through the National Improvement Framework drivers our aims are:



All School Improvement Plans and agreed Working Time Agreements continue to reflect the key priorities outlined above, with increased focus on rejuvenation, renewal and revitalisation as we navigate from pandemic to endemic. Increasingly our Early Years teams will work alongside us so that there is seamless transition across our service. We recognise the importance of partnership working across our schools and establishments, where everyone has a role to play. Learners remain at the centre of all that we do where the role of wider partners is not underestimated in ensuring the best outcomes for all children, young people and families.

# Our Service and Structure

Moray Education sits within the wider Education, Communities and Organisational Development section of the Moray Council. Furthermore, Education governance is overseen by two Heads of Service reporting directly to the Deputy Chief Executive. Children's Social Work Services are currently transitioning to the Moray Integrated Joint Board (IJB) with an interim Head of Service leading this work.



Within Moray Education, a number of Service Managers and team members lead aspects of Service delivery overseen by the respective Head of Service: Head of Education (Chief Education Officer) and Head of Education Resources and Communities. These include:

Education	Education Resources and Communities
<ul style="list-style-type: none"> <li>• Head Teachers</li> <li>• Nursery Managers</li> <li>• Early Years' Service Manager</li> <li>• Project Manager – ELC Expansion</li> <li>• Quality Improvement Managers</li> <li>• Head Teachers</li> <li>• Quality Improvement Officers</li> <li>• Primary Advisor</li> <li>• ELC Continuous Improvement Officers</li> <li>• Principal Teacher – Early Years</li> <li>• Nursery Managers</li> <li>• Early Years Teachers</li> <li>• Early Years Officers</li> <li>• Childminder Development Officer</li> <li>• Learning Technologists</li> </ul>	<ul style="list-style-type: none"> <li>• Principal Educational Psychologist</li> <li>• Educational Psychology Team</li> <li>• Business Support Team Manager</li> <li>• Business Support Team</li> <li>• Sport and Culture Service Manager</li> <li>• Principal Librarian</li> <li>• Principal Teacher - Music Instruction and Performance</li> <li>• Programme Manager – Learning Estate</li> <li>• HT SEBN and Team</li> <li>• QIO/ESO ASN</li> <li>• Communities Service Manager</li> <li>• Communities Service Team</li> <li>• Learning Estate Project Manager/Team</li> <li>• Principal Active Schools/Community Support Officer</li> </ul>



The core Education department overseen by the Head of Education (Chief Education Officer) has continue to face change at officer level. Over the session there has been a considerable movement in school senior leadership post appointments. Providing vital support to schools and nurseries during Covid disruption has meant great challenge in balancing operational and strategic work. However, in spite of the challenges, we are proud that the Education Service has:

#### KEY SUCCESSES OVER SESSION 2021-2022

- delivered the flexible expansion of Early Learning and Childcare including setting our sustainable rate for our partner providers (including 37 funded childminders) and a new leasing agreement
- delivered a successful Summer and Easter of Play Programme
- delivered an Easter Study offer for our young people across the senior phase
- working with our schools and in partnership with Education Scotland, SDS, DYW and Moray College UHI reviewed our approaches to Senior Phase curriculum and offer, looking outwards for improvements in curriculum breadth and exploration of further consortia, virtual and partnership approaches in line with emerging guidance from key National reviews
- continued to develop our approaches to data literacy across our system with planned revised approaches to attainment and achievement target setting across our schools and system.
- sent 32,500 free school meal vouchers to eligible families to ensure they had a meal during lockdown or movement to remote learning
- expanded the provision of free school lunches in line with Scottish Government expectation
- implemented a number of service structure reviews in Education Resources & Communities including a new Learning Estate Team, an enhanced Community Learning and Development Team and a new Sport and Culture Service
- started a timely review of Additional Support Needs with a clear governance and project management structure in place to support this
- built on the successful virtual communication structure in place with senior leaders and nursery managers by introducing opportunities for professional development and learning around key policies and support from Corporate services
- built on the success of the Alternative Certification models by preparing for the delivery of a full exam diet again in 2022 which included a success learning experiences akin to prelims (LEAP) programme
- developed our training programme for ELC staff and early intervention teachers including Early Talk Boost, Makaton, SCERTS and Earlybird which is being rolled out across the service to upskill staff and better meet the needs of our youngest learners
- provided a comprehensive training programme to support our Play pedagogy strategy to improve and embed practice initially across Early Level with almost half of our primary schools engaged in the programme and all ELC establishments
- developed our Parental Engagement and Involvement Strategy with wide participation sessions particularly with a range of parents and partners
- developed a Supporting all Learners strategy which will be supported and implemented next session
- undertaking a review of our Professional Leadership and Learning strategy
- removed almost all costs of the school day for parents and carers
- commissioned Exchange to offer a year round counselling offer for our children and young people and SONAS, a wellbeing service providing a range of preventative/support interventions
- working with partners, introduced Wellbeing Coordinators, strengthened our locality networks and updated the governance across Children's Services

There continues to be a period of change management and transformation which include:

- A continued review of Additional Support Needs (ASN) with identified workstreams now progressing
- The Business Support admin review and other transformational projects
- Supporting the digital inclusion agenda
- Further development of our Learning Estate Strategy
- Early Years STEM work as part of Moray Growth Deal

Working in isolation is not conducive to service delivery and particular thanks is given to core Council departments which have added value to educational delivery over the course of the last year. As structural changes continue to be embedded, partnership working will strengthen with clear emerging cross-cutting themes and priorities to lead service improvement. A revised governance structure for wider Children's Services is being established and will bring greater cohesiveness and collaboration to achieve improvements within localities.

We are committed to providing a clear structure to support improvement and will continue to work across the system and provide strategy and guidance. The engagement of all families and communities in committing to improving educational outcomes is vital to ensure improvement.

As we look to the future, challenges remain on the horizon with the National Education Reform and Conversations as well as locally the necessity to ensure Best Value for all of Moray's learners as we consider the financial constraints as a Council.



Stramash Outdoor Nursery



Lady Cathcart Nursery



Cullen Nursery



Strathisla Children's Centre



## Leading through change: Covid-19

Session 2021/22 commenced with a return to establishments with continued restrictions in place. Risk assessments continued to be part of the routine as leaders worked with professional bodies to ensure the safety of staff, pupils and visitors. Schools supported vaccination and booster roll out with local partnerships ensuring that our young people were vaccinated in situ.

From summer to October, disruption was minimal with the occasional isolated case. However from October 2021 through to March 2022 the number of positive cases increased with senior Education Officers supporting the risk assessment process for contact tracing. Throughout, Moray had one of the highest rates of uptake across staff and learners for asymptomatic testing which helped to reduce outbreaks, limit staff absence and identify positive cases quickly.

In spite of the efforts to safeguard against Covid-19, the winter saw an increase in positive cases with daily senior officer reporting to the Corporate Management Team and elected members with growing disruption across the service to learning including high staff absence which impacted on the continuity of provision. This led to classes, year groups and nurseries moving to remote learning as well as central officers being re-deployed to schools in order to support continuity of service. Additional Covid staffing, to support recovery and interventions for learners were being used to keep schools operational. For some learners there were multiple self-isolation periods which had a major impact on their attendance, learning and also opportunities to socialise with peers.

Almost all senior leaders routinely managed Covid-19 cases and outbreaks and were class committed which impacted on their ability to provide strategic leadership for school improvement. Staff absence has fluctuated, again with some having multiple absence episodes. It is noted from records that there is a 3-year trend of reasons for absence which include stress, anxiety and depression. Working with our Human Resources colleagues, an enhanced programme of support has been put in place which has been positively received. This supplements the ongoing pastoral support to leaders and managers from central officers as well as similar well established supports in our establishments. As a result staff feel valued and cared for.

The impact on learners emerged over the session with mental health and well-being becoming a concern with increased multi-agency interactions as well as referrals to services including counselling. School environments had initially been calm after lockdown however concerning behaviour from a few children and young people as well as a growing negative attitude towards their education by some children and young people became clear which impacted on the experience of others. This was a concern in a few identified areas of Moray including an increase in anti-social behaviour at weekends which resulted in the stepping up of local partnership groups with key action plans in place. Disruption was experienced by some of our secondary schools in particular with fire-raising incidents causing major damage and requiring multi-agency response. Some learners continued to be unsettled towards the end of the year however key projects planned using Strategic Equity and other funding will provide capacity to support work to address this.

In addition to the pandemic, the service faced disruption over winter with several storms, as a result of global warming. This had an impact on our ability to communicate and use successful remote learning approaches due to loss of power for several days at a time. Buildings were damaged and water ingress had an impact on our learning estate. The school ICT network was subject to an ongoing cyber attack requiring local and national mitigations to be enacted in order to safeguard our network. This resulted in reduced connectivity and remedial works affecting service.

Positive approaches to digital learning, embraced during forced lockdowns, have been maintained and strengthened by the majority of schools however this is still an area to be further developed including the infrastructure to support this.

Building on new communication methods with the system's leaders, weekly virtual briefings continued across the session. As well as updates regarding the pandemic and other operational matters, the introduction of policy support and input from a wide range of colleagues and partners was introduced which was positively received. This allowed the opportunity to refresh on process and also to make connections which add value to the management of establishments or the learning experience of our children and young people. Notably, and as part of the Platinum Jubilee celebrations, a link was made with the local Lord Lieutenancy with the majority of schools registering for the three levels of the Moray Badge Platinum Jubilee. This culminated with a celebration of achievement at Gordonstoun with their Royal Highnesses the Duke and Countess of Wessex in June. Many children and young people benefited greatly from this experience. Moray schools also contributed to the Queen's Green Canopy by responding to the call to 'Plant a Tree for the Jubilee'.

## Recovery and Renewal

A key focus from August 2021 was to recover, review and renew our approaches to learning, teaching and assessment within the pandemic restrictions and with an opportunity provided to use the current context to adapt and amend the curriculum offer. Across the previous session, Literacy, Numeracy and Health and Wellbeing had been prioritised with practitioners now looking at the entire Curriculum for Excellence entitlements.

Restrictions impacted on the ability to provide stimulating learning experiences and prolonged pedagogical adjustments which negated opportunities for pair and group interactions as well as peer learning opportunities. This also had an impact on pupil socialisation, imposing restrictions on cross year group learning or class to class interactions. Credit must be given to those schools and establishments who creatively planned outdoor or online events to ensure that learning continued to be shared with parents/carers. Building on this in term 4, along with much welcomed reduced restrictions, we were able to open up opportunities again to allow the return of outdoor events, parent and carer attendance and the resurgence of well-planned interdisciplinary learning experiences. Transition events were in person rather than virtual allowing our learners to engage with their new peer group and to see their new learning spaces. Celebration events returned and the session ended on a high with a much more 'normal' feel to the school day. Social media channels and other platforms were well utilised to showcase and celebrate Moray learners' unique journeys and experiences across the session.

Virtual approaches were embraced to support strategic engagement with Head Teachers and senior leaders. This included, and where outbreaks allowed, sessions on curriculum, working in partnership with Education Scotland provided the opportunity to review offer in line with current research and national guidance around the refreshed narrative. Feedback was positive with leaders embracing the opportunity to make use of multiple tools to support conversations with their staff around a post pandemic curriculum offer. Learning and service delivery across Moray was supported by a wide range of support services and staff including Educational Resources teams, learning technologists and wider Council departments.



Rothes Primary School



Mortlach Primary School

## Support and Wellbeing

The Human Resources staff survey and other data provided us with clear reasons for absence for teaching, nursery, support and central staff. Staff had an extended period of time working on the frontline to deliver services whilst others were able to work from home. In addition, with restrictions and the wearing of PPE, many experienced difficulties and increased stress and anxiety. Social isolation outwith the work situation as well as within also contributed to how staff were feeling. As a result the service worked closely with our Human Resources colleagues to put in place an extended support programme for staff which was positively received. We will continue to review this to provide ongoing support for staff. Staff are to be congratulated for their continued resilience and commitment to Moray's learners as they have adapted to many changes in their ways of working.

## Communication and Collaboration

We continued to build on approaches to sharing information and providing opportunities for collaboration. In some instances, there will be no full return to pre-pandemic ways due to further emerging good practice as this session progressed. In Moray Education, this included:

Communication Method	Impact
Head Teacher and ELC Manager Microsoft Team	<ul style="list-style-type: none"><li>• 2-way real time communication and information sharing including immediate responses to emerging issues which were vital during outbreaks to support planning</li><li>• Immediate requests for information during storm and other outages</li><li>• Increased confidence in the use of this repository with easy access to historical information</li></ul>
Weekly Head Teacher Virtual Briefings	<ul style="list-style-type: none"><li>• Weekly attendance increasing to 98% across the session with continued opportunities to undertake well-being checks</li><li>• Introduction of policy updates and partner inputs which added value through opportunities for professional learning which did not exist through pandemic disruption</li><li>• Continued use of drop-in sessions at end of each meeting to support emerging queries and concerns</li><li>• Continued capacity building with DHTs and vital support for acting HTs</li><li>• Emerging practice: leaders empowered to share practice by leading inputs</li><li>• Evidence of enhanced curriculum offer or pupil support with connections made with partner agencies</li><li>• Support for Council wide financial and other systems which were greatly appreciated and informative</li></ul>
Weekly Friday briefing – Head Teachers/ELC Managers	<ul style="list-style-type: none"><li>• Review of format with clear national, local and Covid updates – evidence of greater knowledge across the system of awareness</li></ul>
Communication with parents/carers, pupils and staff	<ul style="list-style-type: none"><li>• Continued communication with parents regarding restrictions, outbreaks, disruption, access to remote learning and support for those with children in the senior phase</li><li>• Regular letters of thanks to Education staff and support services for their continued dedication to Moray's learners</li><li>• Letters to senior phase pupils undertaking SQA examinations for the first time in 3 years</li></ul>
Virtual Meetings – Moray Parent Forum	<ul style="list-style-type: none"><li>• Continued termly meetings with Moray Parent Forum (Parent Council Chairs) allowed us to respond to queries re continued restrictions and management of outbreaks – attendance has been varied but increased from pre-pandemic times</li><li>• Sharper focus on strategic priorities with consultation and engagement on the learning estate and parental engagement strategies</li></ul>



The culture of collaboration continues to improve across our stakeholder groups. With regular changes in the make-up of leaders during the session, they were supported in making key connections and were able to quickly access critical guidance and procedural documentation and support. The necessity to regularly meet and collaborate with professional bodies has continued over the year with positive interactions and agreement reached regarding local guidance and accepted positions.

Well established use of online platforms has supported those processes put in place to support our most vulnerable learners and families. This has allowed multi-agency meetings to be convened in a timely manner ensuring support is available and decisions made swiftly. Our Multi-agency Support Hubs (MASH) have been reviewed across the session and have moved to a Multi-agency Practice Hub (MAPH) approach which evidences the continued review and development of practice to support individual learners.

Leaders across the system have maintained and further developed partnerships across the Northern Alliance and beyond. Staff in the service supported a review of the Northern Alliance Plan with Michael Fullan's 4 right drivers being used to identify future priorities. This has ensured a greater understanding of the work of the Regional Collaborative and will be a good foundation as we continue to progress post pandemic.

Partnership working with the Northern Education Scotland Team has continued with a recent positive and supportive meeting to share emerging approaches to setting local stretch aims. A change in our Attainment Advisor, once again during a period of considerable disruption across the system, was unfortunate, however recent developments provide a positive scaffold for future joint working.



East End Primary School  
Moray Badge 2022



Seafield Primary School  
Platinum Jubilee Picnic



New Elgin Primary School  
Road Safety Week - JRSO



Linkwood Primary School  
Developing the Young Workforce



Greenwards Primary School  
P1 Transition – The Learning Hub

# Our Moray Education priorities



This session a delay in new officer appointments had an impact on our ability to progress planned actions of our plan. However, despite this we have ensured that progress, as evidenced throughout this document, has been made as we also dealt with the impact of the pandemic on our 'business as usual' workload.

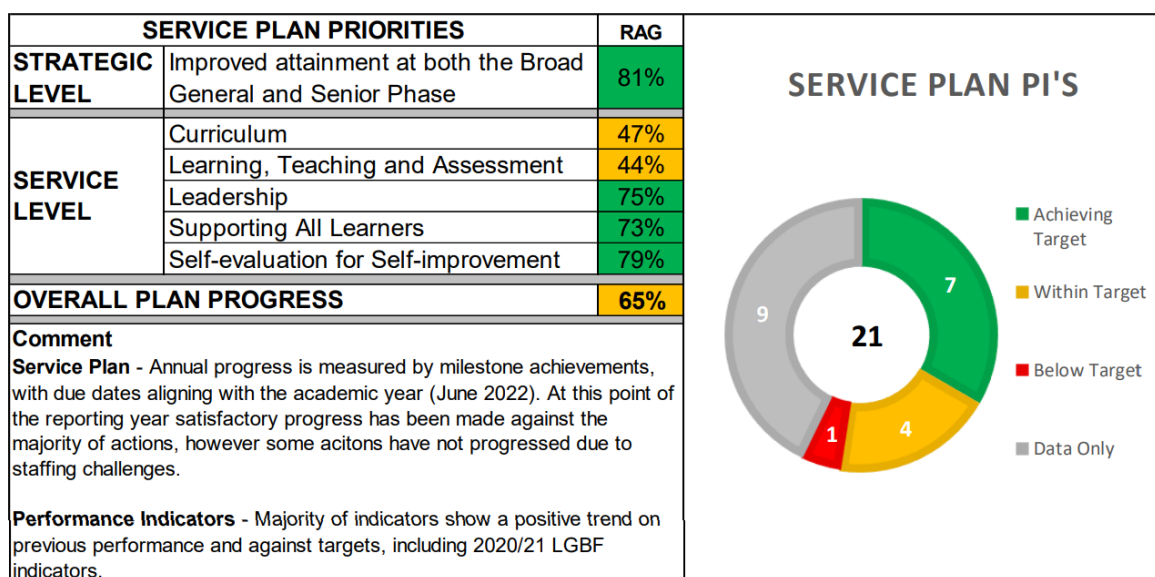
As reported last session, our strategic priorities focus on the key areas of:

- Curriculum
- Learning, Teaching and Assessment
- Supporting All Learners
- Leadership

Work across these areas will allow us to contribute towards progress in meeting the National Improvement Framework Priorities. All staff are aware of our priorities and regular updates are provided through Council Committee reporting processes. The infographic illustrates the interconnected and interdependent relationship of our critical priority areas where work on one will rely on and impact upon any one of the others.

We continue to change the narrative from 'the authority' to 'in Moray we...'. All establishments are clear on the improvement drivers which are evidenced through statutory plans. In Moray we are committed to improving outcomes for all our children and young people and will review this plan over the course of the session to set priorities for Moray Education moving forwards. This will involve continued focus on gathering key self-evaluation for system improvement and with attainment and achievement a key priority. School improvement plans are quality assured with Quality Improvement visits providing opportunity for scrutiny, support and challenge of school progress and impact of actions identified. School and service plans are streamlined with focus on four key priority areas with core focus on improving outcomes for all, underpinned by robust self-evaluation for self-improvement. This approach will be further developed and include our ELC settings.

Across our Education Service Plan, progress with priorities at year end (March 2022) had been severely disrupted by capacity issues within the central Education team as well as Covid-19 disruption and supporting schools with issues identified previously. As the infographic below illustrates, we remained mainly on target with Performance Indicators aligned to our Strategic Plan with exception of Service Plan areas where staffing vacancies had been present aligned to lead roles:





# Improving Outcomes for All

We continue to progress with actions for improvement related to attainment as identified in the Best Value Assurance Report (BVAR) published in August 2020 prepared by Audit Scotland (Accounts Commission). We continue to note that this report highlighted a number of key messages across Moray Council and in specific regard to educational attainment.

In March 2022, Audit Scotland published a further Progress Report, highlighting the following:

- A revised raising attainment strategy, which sets out an approach to better understand and improve educational attainment. The council has maintained a focus on attainment throughout the pandemic
- Improvements in educational attainment will need to be monitored over the longer term with the need to consider any impacts from the pandemic
- The council has taken measures to improve educational attainment and learner wellbeing over the audit period, maintaining a focus on this alongside responding to Covid-19
- In November 2020, the council approved a new raising attainment strategy, developed with schools and practitioners, which includes a section on Covid-19. The emphasis is on working with schools and includes focused quality improvement work, better understanding of reasons behind poorer attainment, promoting consistency in quality teaching standards and sharing good practice
- The council estimates that nearly 40 per cent of pupils have additional supports needs. In August 2021, the council approved an outline business case and action plan to take forward a review of additional support needs and approved £1.9 million of resources to support this
- A learning estate strategy was approved in October 2020. A project team has been established, including a community support officer, and will start looking at options for three priority associated school groups with stakeholders from November 2021. The council successfully bid for learning estate investment programme funding for Findrassie primary school

For secondary schools and learners in Senior Phase, the academic session in August 2021 commenced with the announcements that SQA examinations would resume in May 2022. As a result, modifications to qualification content were announced across the year, including additional support materials in March 2022 to support assessment. Three scenarios remained for most of the year with ongoing uncertainty around whether examinations would ultimately take place. This was confirmed by early 2022 and in January/February 2022, Moray's learners engaged in 'LEAPs' (Learning Experiences Akin to Prelims) in order to prepare for their first experience of formal examinations. Schools worked tirelessly to prepare young people for National Qualifications and we look to review future attainment and key messages resulting, following two years of Alternative Certification Models in place. Schools report a mixed examination experience for young people, with increase in additional assessment arrangements as a result of their pandemic experience and increased anxieties.

We continue to analyse the wealth of attainment data we have available with caution, due to direct comparison being complex due to the varied approaches since March 2020. It should be noted that over the session, significant disruption occurred for learners due to necessity to self-isolate, periods of Remote Learning as well as staff absence. Attainment data from 2020 is not directly comparable with that of previous years (and only available for secondary Senior Phase). Historical data shows an overall improvement in the number of children and young people achieving CfE levels. There continues to be local and national evidence to suggest need for a focus on literacy and numeracy and particularly as we emerge from two separate lockdowns and their impact.

In anticipation of Scottish Government collection of Achievement of Curriculum for Excellence Level (ACEL) data for session 2021/2022, we continued to gather key milestone information across our Primary and Secondary schools. The impact of Covid-19 is evident through early indication data presented, particularly with regard to Literacy (Writing) and Numeracy. This may be explained by the loss of direct teaching for key developmental learning for Early language skills during the extended period of Covid-19. Similarly, there are gaps emerging in some schools which are related to pupil absence, participation and inability to use Covid-19 intervention teachers for post-lockdown recovery work.



## Scottish Index of Multiple Deprivation Profile (SIMD)

The Moray Scottish Index of Multiple Deprivation (SIMD) profile is shown in tabular form below. SIMD Quintile 1 refers to young people with postcodes within datazones identified as being in the 20% most deprived in Scotland according to SIMD, whilst Quintile 5 refers to those young people with postcodes in the top 10% of the least deprived datazones according to SIMD. In the 2016 SIMD Moray had no datazones ranked in the lowest decile 1 (within Quintile 1), however in the refreshed 2020 SIMD Moray has one datazone in decile 1. From the profile below, most children and young people in Moray are within Quintile 3 (decile 5 and 6) and Quintile 4 (decile 7 and 8) datazones.

STAGE	No. Pupils	SIMD (%)					Unknown
		Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5	
P1	945	2.2%	15.9%	30.5%	38.5%	11.0%	1.9%
P4	981	3.3%	16.6%	29.6%	36.2%	13.1%	1.2%
P7	1037	3.9%	14.8%	29.9%	37.1%	13.0%	1.4%
S3	1077	3.7%	13.3%	32.2%	38.9%	10.5%	1.4%
S4	923	3.3%	15.6%	30.9%	36.9%	11.6%	1.7%
S5	672	3.6%	10.1%	33.0%	41.4%	10.9%	1.0%
S6	443	3.2%	7.9%	31.8%	42.9%	12.4%	1.8%

## Key Attainment and Achievement measures

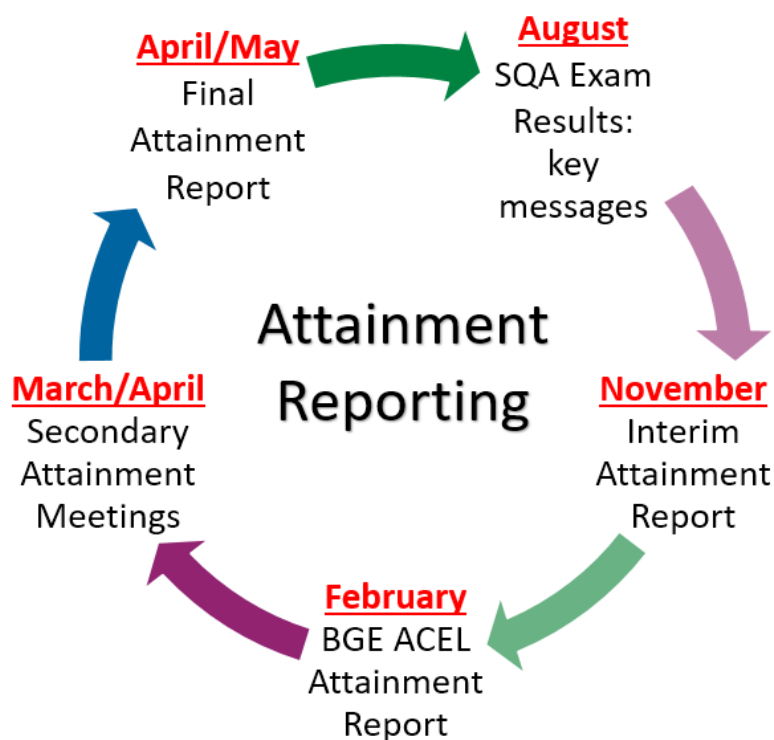
Overall, key Performance and Improvement highlights for Moray are as follows:

	2018/2019	2019/2020	2020/2021
S4: % pupils attaining level 4 Literacy and Numeracy	78.9%	86.9%	87.1%
Leavers: % pupils attaining level 4 Literacy and Numeracy	84.9%	86.3%	92.2%
Leavers: % pupils attaining level 4 Literacy	93.3%	93.0%	95.9%
Leavers: % pupils attaining level 4 Numeracy	87.2%	88.3%	93.3%
Leavers: % achieving 5+ @ SCQF5	61.6%	61.9%	65.8%
Leavers: % achieving 5+ @ SCQF6	29.5%	34.2%	34.3%
Leavers: 1+ @ SCQF4 or better	96.4%	95.2%	96.8%
Looked After school leavers: 1+ @ SCQF4 or better	76.9%	68.4%	75.0%
% of pupils gaining 5+ @ SCQF5	61.0%	59.0%	63.4%
% of pupils gaining 5+ @ SCQF6	32.0%	30.0%	33.6%
Overall Average Total Tariff	815	800	885
Proportion of pupils entering Positive Destinations	92.8%	93.1%	94.1%
% Participation for 16-19 year olds	91.3%	93.5%	91.8%

Areas for further improvement are identified as follows:

	2018/2019	2019/2020	2020/2021
S4: % pupils attaining level 5 Literacy and Numeracy	46.2%	53.6%	49.0%

Where it is noted that improvements have occurred in trend performance, in Moray we continue to focus on key identified measures as we focus on our raising attainment agenda as reported to Moray's Education, Children's and Leisure Services Committee, with the cycle for Committee reporting noted below. Attainment as noted above will be reported to Committee following analysis of September Insight data, in November 2022. This includes analysis against National and Virtual Comparators to gauge areas of strength and improvement required.



### ***Achievement of Curriculum for Excellence levels (ACEL)***

ACEL 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. The impact of Coronavirus on learner attendance at school, potential disruption due to staff absences and any return to remote learning for individual or groups of pupils continues to become apparent at this time and as such, may continue to directly impact future data collection and evidence gathering for ACEL TPJ. Depending on disruption experienced across other local authorities within Scotland, this may present inequity in data profiles presented due to local circumstances experienced. Based on data available, the following areas are identified from Primary ACEL data in 2020/2021 and based on ACEL Early Indication data in session 2021/2022:

- P1 – Writing (trend)
- P4 – Writing (impact on Literacy overall)
- P4 – Numeracy (trend)
- P7 – Reading (trend)
- P7 – Writing (impact on Literacy overall)
- P7 – Numeracy (trend)



**Kinloss Primary School**  
**UNICEF Silver Rights Respecting School**



**Crossroads Primary School**



**Lossiemouth High School**  
**Senior Student Leadership**

## Attendance

In terms of school attendance, attendance rates appear to show there is a correlation with the SIMD ranking, where attendance rates are on average lower for young people from the more deprived areas (Quintile 1) when compared to those from the least deprived areas (Quintile 5). Primary school attendance rates range from 94.2% (Quintile 1) to 96.9% (Quintile 5), a variance of 2.73 percent. The secondary school attendance rates show a similar gap in attendance when using SIMD data, with attendance rates ranging from 91.3% (Quintile 1) up to 94.3% (Quintile 5), a 2.96 percent variance. Overall, attendance has shown improvement in session 2021/2022 with gap between Quintile 1 and 5 narrowing from 2020/2021 for both Primary and Secondary. Gap between Quintile 2 and 5 is comparable in Primary to session 2020/2021, narrowing marginally for Secondary in session 2021/2022. It is further noted that attendance continues to be impacted by Covid-19 and wider impact that the pandemic has brought.

SIMD	2018-19		2019-20		2020-21		2021-22	
	primary	secondary	primary	secondary	primary	secondary	primary	secondary
QUINTILE 1	94.5%	92.7%	91.9%	88.5%	93.4%	90.1%	94.2%	91.3%
QUINTILE 2	94.2%	90.7%	93.1%	88.2%	95.1%	91.7%	95.1%	91.6%
QUINTILE 3	94.7%	90.7%	93.6%	90.4%	96.1%	92.1%	95.7%	92.0%
QUINTILE 4	95.2%	92.5%	94.9%	91.4%	96.7%	94.0%	96.6%	93.6%
QUINTILE 5	95.8%	93.3%	95.3%	92.1%	96.8%	94.7%	96.9%	94.3%
OVERALL	95.0%	91.9%	94.1%	90.6%	96.0%	92.6%	96.0%	92.6%

Gap Q1/Q5	1.30%	0.60%	3.40%	3.60%	3.40%	4.60%	2.73%	2.96%
Gap Q2/Q5	1.60%	2.60%	2.20%	3.90%	1.70%	3.00%	1.85%	2.75%

## Exclusions

In Moray, we continue to work towards reduced exclusions in line with our Exclusion Policy and national guidance. Where possible, interventions are enacted to ensure all children and young people are included, engaged and involved in learning activities and supported to achieve their full potential. The following exclusion data is noted for Moray Schools (2021/2022 based on the period to March 2022):

EXCLUSIONS - NO. INCIDENTS		Primary				
Number of Incidents		110	95	56	22	2
Year		2017-18	2018-19	2019-20*	2020-21	2021-22*

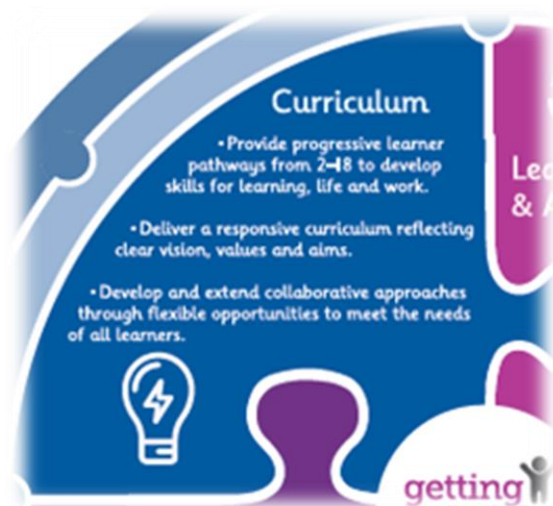
  

EXCLUSIONS - NO. INCIDENTS		Secondary				
Number of Incidents		178	171	172	151	87
Year		2017-18	2018-19	2019-20*	2020-21	2021-22*

Positive trends in reduction of the number of exclusions is noted across our Moray schools with further analysis of exclusions to be undertaken for session 2021/2022 (full year) following final data review, noting the status of the 2021/2022 data above. Given that Covid-19 has resulted in increased anxiety, wellbeing and mental health related issues arising, the information presented above illustrates a positive position with schools supporting children and young people within their establishments, working with wider agencies and using internal supports as an alternative to exclusion and in line with Scottish Government expectations regarding inclusion.



# Curriculum



Following two previous sessions with considerable Covid-19 disruption including two discrete periods of National lockdowns, session 2021/2022 witnessed a return to more normal times in our schools and ELC settings. In particular regard to ELC, our Play Strategy was endorsed by Education, Children and Leisure Services Committee early in the session and in-person training sessions were rolled out for ELC and early stage Primary colleagues across Moray. Further work is underway with the Social, Emotional and Behavioural Needs (SEBN) team with regard to how Play dovetails with Learning, Teaching and Assessment and Curriculum work. Continued planning is underway with further development during in-service scheduled for increased pan-Moray engagement including play-based approaches across stages. Progression Pathways have been developed for Early Years and working with a newly appointed

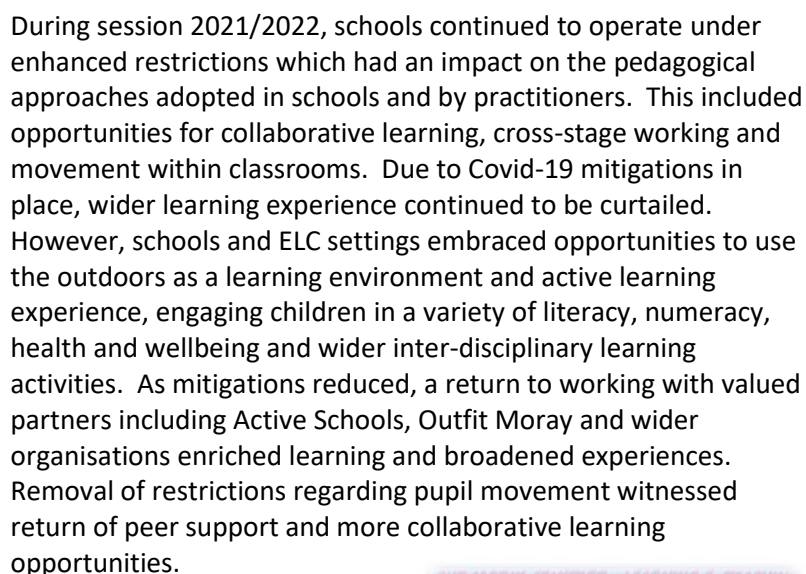
Quality Improvement Officer (QIO) for Curriculum for schools, further work is planned to ensure progression and cohesion.

As previously stated, an early strategic Head Teacher Meeting focused on the refreshed narrative for Curriculum for Excellence to allow schools early in the session to review their Curriculum offer in line with National good practice and local changes in the pandemic. A range of supportive guidance, toolkits and resources were provided to support in-school discussion and collaboration. This included challenge questions regarding Curriculum content and developing a post-pandemic Curriculum Rationale to meet learners needs, reflective of local context. The QIO for Curriculum has mapped all School Improvement Plans and resources in order to identify key areas to support. This included work on inter-disciplinary learning (IDL) with a number of resources now available to support this critical aspect to ensure development of transferable skills. This session, our schools have reviewed at local level, progression pathways in place with curriculum delivery extending beyond core focus areas of literacy, numeracy and health and wellbeing to all curriculum areas. Moray progressions and pathways are under development for adoption by schools as required.

Secondary schools continue to adapt to the changing qualifications landscape and have engaged through National, Moray, Northern Alliance and local review sessions. This has included engagement with Education Scotland's Curriculum Innovation team and wider work linked to the OECD review and wider Education reform. A local authority Insight strategy has been developed working in partnership with our Scottish Government Insight Advisor, looking outwards to widening our curriculum and qualifications offer. Working in partnership following these sessions, we look to further review timetabling structures, curriculum offer and consortia working. Insight sessions have initially supported discussions by looking outwards across Scotland to possible learner



pathways/curriculum possibilities that may be achievable. Sessions were held with key middle and senior leaders and there is now a greater awareness of strengths and opportunities to add value to learner attainment and achievements. A Quality Improvement Officer for Curriculum has appointed in order to support this area of work moving forwards in session 2022/2023 with key plans in place as noted in the NIF Action Plan and further below with regards to next steps. The Education Scotland Curriculum Innovation team will continue to work with us in order to strengthen curriculum offer, partnership offer, consortia and virtual approaches with engagement activities planned for next session based on key data and intelligence.

[illegible]

Work continued with SQA Coordinators throughout the session with uncertainty over Covid-19 potential impact on SQA examinations in May 2022. Following emerging SQA messages and guidance throughout the session, LEAPs were undertaken as noted above and this critical support network continued. This included key information sharing and collaboration using the Moray SQA Coordinator Microsoft Team. Continued development of resources to support data literacy and analysis including sharing of key data sets in relation to BGE and Senior Phase attainment/qualifications and working with valued partners including Skills Development Scotland (SDS), we continue to maintain focus on improving outcomes for all children and young people.

# Supporting all Learners



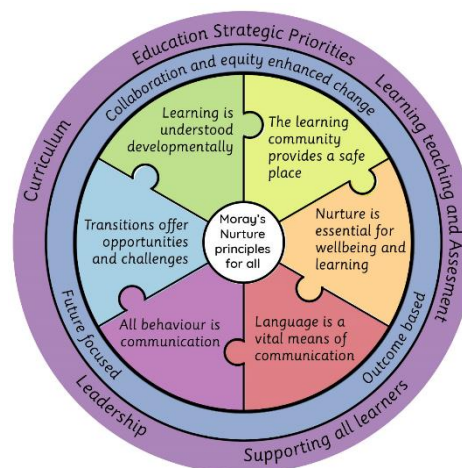
Following an extensive consultation process with a focus on the responsibility of all across the service to support and meet the needs of all learners, a 'Supporting All Learners' Strategy has been developed with three key focus areas:

- Nurturing Authority, School and Classroom
- Workforce Development
- Health and Wellbeing systems and processes

A six-year plan has been developed which aligns to the Additional Support Needs (ASN) strategy to meet the needs of all learners (pupils, staff and wider stakeholders). This strategy is concerned with transformational change in the purpose, nature and delivery of support for all learners that develops a culture of inclusion, equity and diversity leading to improved

outcomes for all. It further recognises the deep impact of trauma, the central importance of nurture for wellbeing and the truth that getting it right for every child will enable them to become successful learners, confident individuals, responsible citizens and effective contributors. Underpinned by the United Nations Convention on the Rights of the Child (UNCRC), The Morgan Review (ASN Review), and The Promise it is acknowledged that roll-out of this framework will require a planned six-year strategic approach to embed fully the desired improved outcomes for children, young people and families. We further continue to empower our system to consider children's rights across all aspects of educational delivery through the UNICEF Rights Respecting School Award (RRSA).

Wellbeing continues to be a focus of our schools, with return to pre-established systems and processes to ensure the needs of all children and young people are met. Schools continued to embrace approaches adopted during Covid-19 lockdowns and have increased engagement and focus on tracking wellbeing. This includes good practice identified through discussion with Education Scotland and the National Improvement Hub with an increasing number of schools adopting the Glasgow Wellbeing and Motivation Profile. Using Pupil Equity Funding (PEF) and additional Covid-19 monies a number of interventions to support pupils have occurred over the course of the session including soft-starts, Breakfast Clubs, alternative/flexible timetables, Nurture Groups, targeted Intervention Groups (including focused Literacy/Numeracy recovery sessions), wellbeing interventions including yoga/mindfulness and additional targeted in-class support for learning.



An increased level of need is noted with a growth in Child Planning and Multi-agency meetings. In Senior Phase, SQA Coordinators report an increase in the level of Additional Assessment Arrangements (AAA) to support pupils with anxiety and other identified learning needs. Throughout the session, schools continued to offer children, young people and their families where required enhanced support in absence of wider services, limited in their contact due to Covid-19 mitigations or partner agency service decisions to prioritise based on revised threshold. This put a significant pressure on school staff, particularly Senior Leaders. Counselling services continue to be well used, further extended with Action for Children's 'Sonas' service for counselling and mental health support for children and young people living in Moray. This is in addition to the valued service provided by 'The Exchange'. As a result, more children and their families are being supported, improving inclusion and engagement.

The Additional Support Needs (ASN) Review is underway focusing on five key workstreams: Forres Pilot, Policy and Process, Workforce Development, Enhanced Provision and Alternative Provision. The Council is supporting this process with £1.96 million investment which included additional staff who will take up appointment and provide additional capacity from August 2022 onwards.



# Leadership



With the roll-out of 1140 hours across Early Learning and Childcare, the Nursery Manager role is now well-established with clear remits, vision and operating procedures in place. This is providing a welcomed career progression pathway for those with an interest in this field of work. We continue to promote careers in Early Learning and particularly, consider gender balance and representation.

Following launch of the revised GTCS Standards, an information session was held with Head Teachers to support understanding and orientation. This linked with revised Professional Review and Development guidance and toolkits endorsed by GTCS and our Local Negotiating Committee for Teachers (LNCT), supporting the system to undertake reflective practice and identify further professional development needs.

Moray welcomed a high number of additional Newly Qualified Teachers (NQTs) and this allowed an opportunity to review the current NQT professional development programme and extend opportunities for mentoring within schools. Valued input and support from Education Scotland colleagues and wider partners enriched this further. An increased number of school leaders embraced the opportunity to undertake additional programmes. For example, Into Headship, In Headship, Excellence in Headship and our Moray Leadership and Management Programme. This is to be commended at a time of major disruption within the service, demonstrating commitment to improving leadership capacity across our system. Towards the end of the session, a number of colleagues were nominated for Education Scotland HMI Associated Assessor and we await the outcome of Education Scotland's recruitment process. Any appointments made will complement the existing Associate Assessors within Moray and add value to the Quality Assurance team, strengthening our 'looking outwards' for 'improving inwards'. The Professional Learning and Leadership (PLL) Strategy continues to be developed and is currently in draft form. This will be a priority in the forthcoming session to ensure our Moray system has the strategy, guidance and toolkits in order to support their professional development at all stages in their career journey.

Quality Improvement Officers continue to lead improvement work across the priority areas of our Moray Education Strategic Plan 2020-2023. This has resulted in development of key priority and policy areas as outlined within this Self-evaluation document including revised approaches to Curriculum, Moderation, Supporting all Learners and Professional Learning. Changes in the central Education team over the course of the year along with an existing vacancy has stalled progress in key areas. Building team and capacity will be a priority for the forthcoming session as we continue to navigate educational change. Strategic meetings across Moray Education continued despite disruption as noted further above, with revised approaches positively welcomed and a new schedule planned for the coming session.

The introduction of the Head Teacher Consultative Group will guide and inform key strategy and policy over the coming session and ensure system-wide leadership. With relaxation of mitigations there will be an opportunity to resume in-person engagement including meetings and working groups to support empowerment. We continue to progress recruitment processes for Senior Leadership posts, with opportunities for school leaders to contribute and look outwards from current context. Middle leaders in Secondary Schools continue to be supported through Secondary School Subject Network groups, with opportunity to lead across Moray which has been embraced by many. The resumption of the Moray Council Leadership Forum has supported further opportunities for central officers and representative school leaders to gain insight into Council-wide policy and developments including Political/political Insight.



Logie Primary School

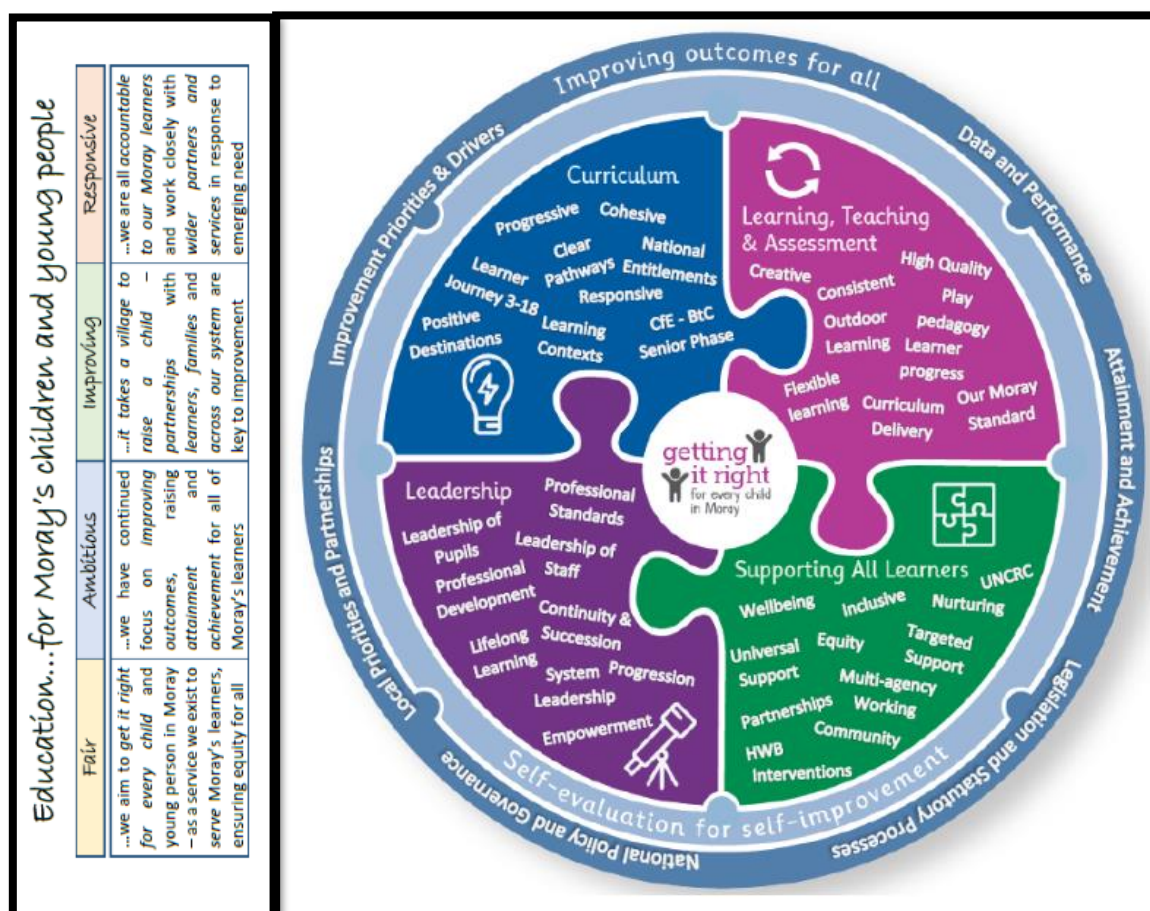
# Self-evaluation for self-improvement

Throughout the session, we continue to engage in key self-evaluation for self-improvement activities. This includes Education Scotland Recovery Visits where a few schools and Nursery settings volunteered to participate. This provided feedback to validate their current position and Covid-19 impact. Further Education Scotland scrutiny visits were undertaken which allowed schools subject to ongoing engagement with Education Scotland to achieve sign-off and return to normal school improvement processes.

Throughout the pandemic, we have continued to support and progress statutory processes and requested key documentation in line with the Standards in Scotland's Schools Act. Schools continued to self-evaluate and gather a range of relevant data, evidence and views to inform School Improvement Plans for the coming session.

Self-evaluation for self-improvement continues to be encouraged at all levels in our system with practitioners reviewing own classroom practice, middle leaders providing support and challenge to departments on improvement activities for raising attainment, all third tier officers for leading school or service improvement and an emphasis on strategic plan priorities. With relaxation in Covid-19 mitigations, a phased and measured return to observation activities which may take different forms – learning rounds, learning walkthroughs, peer visits and other supportive activities – will take place in order to support practitioners in strengthening their pedagogical practice.

As part of the induction programme for our new elected members, we reviewed all key self-evaluation and planning documentation linked to our Strategic Plan and reflected further on our Moray Council values as we enter a new Council Administration period. Our key observations are noted in the Infographic below and have been shared widely across the Council and service:



In order to further support our locally elected members in understanding the complex and interconnected nature of Education locally and nationally, an 'Elected Member Guide' was produced and will continue to be developed and supported through a wide range of interactions and workshops. We will continue to contribute to Moray Council and wider Education priorities as appropriate (for example, Learning Estate, Transformation etc).

# Celebrating Success

We continue to celebrate a range of successes in the backdrop of what has been the most challenging period in Scottish Education. Throughout this Self-evaluation document, a snapshot of the wealth of engaging learning activities and achievements of success have been captured in picture format. This is a very small representation of the vast amount of creativity and innovation ever-present in our schools and ELC settings to ensure that children have a safe, welcoming learning environment where they are cared for, nurtured and learn on a daily basis. Our schools celebrate success through a variety of mechanisms including school newsletters, websites, social media, online platforms and as mitigations have allowed, return to in-person events and celebrations.

The greatest source of evidence of success of the Moray Education system lies within each individual child and young person and the growth in their skills, knowledge, personal attributes and ambitions. Many schools achieve awards and different forms of accreditation (for example, Rights Respecting Schools). However, for others the true success is evident through the ethos and life of the school and these principles being embedded in practice.



Celebrating Success – Moray Young Citizen Awards



Newmill Primary School  
Climbing the Tower of Learning together

We thank our staff, wider council services, parents/carers, partners and most of all our children and young people for the part that they play in improving outcomes for all.

For further examples in terms of celebrating success, please see @EducationMoray on Twitter.



# Executive Summary – NIF Plan 2022/2023

Improving Outcomes for all	
<ul style="list-style-type: none"> <li>Finalise Stretch Aims following interrogation and review of key attainment measures from SQA, SCQF and BGE ACEL, initiating revised support and scrutiny framework</li> <li>Implement <b>iMPact</b> Moray Strategy across our system in collaboration with Education Scotland, Insight, SQA and SCQF improving outcomes for all</li> <li>Further enhance approaches to data tracking, monitoring, interrogation and literacy across our system</li> <li>Through data intelligence, targeted focus on supporting the teaching of Literacy (Writing) and Numeracy in the BGE</li> <li>Through data intelligence, task Secondary School Subject Groups with key improvement actions in order to add value to curriculum offer, uptake and attainment</li> <li>Extend and seek opportunities to continue and enhance partnership working to implement key legislative requirements</li> <li>Rejuvenate system-wide buy-in and contribution to improvement at all levels</li> </ul>	
Curriculum	Learning, Teaching and Assessment
<ul style="list-style-type: none"> <li>Fully implement and embed the Moray Play Strategy and curriculum progressions</li> <li>Support the roll-out and implementation of Moray Curricular Progressions, ensuring cohesion with ELC and Senior Phase</li> <li>Showcase and support development of Inter-disciplinary Learning (IDL) aligned with each school's unique context and Curriculum Rationale</li> <li>Review the Moray approach to Skills Progression</li> <li>Development of Literacy and Numeracy strategies</li> <li>Continue to consider with secondary school leaders and wider partners, curriculum and accreditation opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Continue to review and update training materials and resources to support 'Our Moray Standard for Learning and Teaching'</li> <li>To promote and support the use of observation toolkits and extend towards Professional Learning Communities and Practitioner Enquiry approaches</li> <li>Initiate small-scale Professional Enquiry for wider system participation</li> <li>Support BGE Moderation and QAMSO network activities through the BGE Moderation Strategy</li> <li>Continue to develop play pedagogy approaches across ELC and Primary</li> <li>Roll-out and support the revised Parental Involvement and Engagement Strategy</li> </ul>
Supporting all Learners	Leadership
<ul style="list-style-type: none"> <li>Roll-out and implementation of the Supporting All Learners Strategy with development of rubric to support 6-year plan</li> <li>Continue to undertake the Additional Support Needs Review within key workstream areas</li> <li>Develop a cohesive single/multi-agency plan for full implementation of the UNCRC and 'The Promise'</li> <li>Strengthen Curricular HWB offer across Moray</li> <li>Review alternative and part-time timetable provision across Moray to maximise school attendance, participation and attainment and partner involvement</li> </ul>	<ul style="list-style-type: none"> <li>Complete and roll-out the reviewed Professional Learning and Leadership (PLL) Strategy</li> <li>Develop and share toolkits to support practitioner engagement at all levels with the PLL Strategy</li> <li>Review and further develop all Moray professional learning programmes (NQT, Middle Leadership, Aspiring and Senior Leadership)</li> <li>Complete and initiate newly appointed Senior Leader Induction Programme and resources</li> <li>Support/extend external professional development programmes and partnerships</li> <li>Support empowerment and system leadership through guidance, signposting and facilitation</li> </ul>
Self-evaluation for self-improvement	
<ul style="list-style-type: none"> <li>Increase and improve system-wide accountability and responsibility for improvement across the Education service</li> <li>Review approaches to self-evaluation for self-improvement across our system including updating guidance in line with statutory scrutiny and requirements</li> </ul>	