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**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES  
COMMITTEE ON 26 JANUARY 2022**

**SUBJECT: INITIAL ANALYSIS OF ACHIEVEMENT OF CURRICULUM FOR  
EXCELLENCE LEVELS 2021**

**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 2021 and provided to the Scottish Government at the end of October 2021 regarding Teacher Professional Judgements (TPJ) on children achieving Curriculum for Excellence levels (ACEL) at P1, P4 and P7. This data appears in the Scottish Government report published in mid-December 2021.
- 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;**
  - ii) agree to acknowledge the impact of Covid-19 on work to close the poverty related and wider attainment gaps and progress of Moray schools despite this considerable disruption.**

**3. BACKGROUND**

- 3.1 The Scottish Government 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 2022 National Improvement Framework (NIF) and Improvement Plan was published in December 2021 and replaces the 2021 NIF and Improvement Plan. In determining key activity and priorities for 2022, the Cabinet Secretary for Education and Skills notes in her foreword to the NIF and Improvement Plan 2022 that Nationally, the Scottish Government are mindful of the findings of the 2021 ACEL data collection which shows a decline in literacy and numeracy levels as well as an increase in the poverty related attainment gap.
- 3.3 The Scottish Government remain committed to excellence and equity and are aware of continued disruption due the pandemic as ongoing, impacting on schools and early learning and childcare settings. This includes operational challenges including increased staff absence and minimising risk, limited capacity for improvement work at this time. Schools and settings 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 2022 comprise a vision for education in Scotland, underpinned by a set of key principles and priorities, reflecting the OECD's 2021 review of Curriculum for Excellence (CfE). It identifies a number of key drivers of improvement which will be instrumental in addressing the priorities. It is further recognised that improvement plans and priorities have been informed by another difficult year for the whole education system in dealing with health, social, and educational impacts of Covid-19. These priorities link directly to the NIF and to improving services for children taking into consideration the Moray's Children's Services plan. These are:
- School and ELC Leadership
  - Teacher and practitioner professionalism
  - Parent/carer involvement and engagement
  - Curriculum and assessment
  - School and ELC improvement
  - Performance Information
- 3.5 The drivers provide a focus and structure for gathering evidence which can then be analysed to identify where we can make further improvements. Headteacher meetings have previously been focussed around the drivers ensuring that there is a shared understanding of expectations as well as sharing practice across Moray. This has now evolved to addressing each of the six areas of our Schools and Curriculum Development 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

3.6 The fourth NIF driver listed in section 3.4 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 2022 now includes many of the actions in response to the OECD recommendations.

3.7 Teacher Professional Judgement data collected by Scottish Government on ACEL with codes as shown in brackets is as follows:

- Literacy – Reading (R)
- Literacy – Writing (W)
- Literacy – Listening and Talking (LT)
- Numeracy - Numeracy (N)

3.8 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.

3.9 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.

<b>Level</b>	<b>Stage</b>
Early	The end of P1
First	The end of P4
Second	The end of P7
Third	The end of S3
Fourth	Some pupils will achieve this by the end of S4

3.10 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.

3.11 Following request for ACEL data submission for P1, P4 and P7 stages, data was collected in June 2021 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.

3.12 ACEL data was submitted to Scottish Government in October 2021 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. Full cognisance of disruption on schools has been taken in undertaking data collection and Quality Assurance activities.

- 3.13 The Scottish Government ACEL National data was published in December 2021, providing a range of data across all of Scotland's local authorities as well as specific cohort and characteristic data.
- 3.14 The National Improvement Framework has set stretch aims across a number of key measures and these are noted within the data sets for each stage, P1, P4, P7 and S3, as a longer term aim of local authorities to work towards for cohorts in both Literacy and Numeracy. It is noted that stretch aims below were set prior to Covid-19 and its ongoing impact and are under review by Scottish Government with consideration of local stretch aims.

Stage	Literacy	Numeracy
P1	74%	83%
P4	68%	75%
P7	66%	70%
S3 – Third Level	87%	88%

### Authority Approaches

- 3.15 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
- 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

- 3.16 The percentages noted below present the P1 ACEL data for the past 5 years for Moray in comparison with the National averages. Please note that there was no Scottish Government data collected in 2019/2020 per section 3.10.

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

3.17 Moray figures highlighted in green above indicate where performance exceeds National average; amber highlight indicates where performance is marginally below and red highlight as below National average. P1 data for 2021 shows that Listening and Talking and Reading are in line with National averages, comparable with pre-pandemic attainment in 2019:

Year:		LT	R	W	LIT.	NUM.
2019	Moray	85	77	76	71	79
2021	Moray	85	77	71	69	78
% Change	Moray	0	0	-5	-2	-1

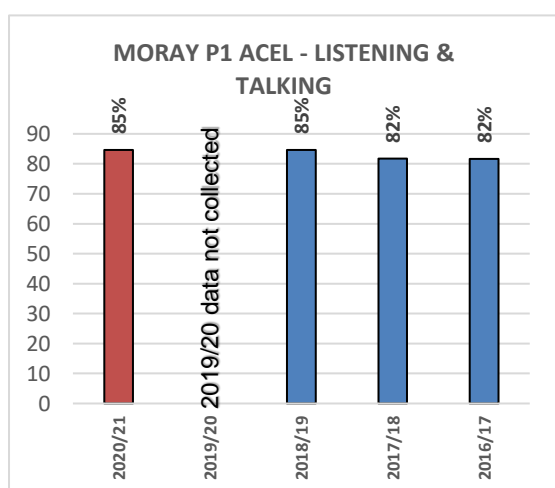
3.18 Writing is marginally below (3%) National average and below 2019 pre-pandemic Writing attainment (5% lower), impacting on overall Literacy achievement compared with National average (2% below). While Numeracy remains comparable to 2019 pre-pandemic attainment, attainment is 3% below National average. Literacy and Numeracy overall remain below NIF Stretch Aims set in 2018, pre-pandemic (see yellow highlight in section 3.10).

3.19 In consideration of change in Moray figures, review of changes in National averages from pre-pandemic (2019) to during pandemic (2021) provides further contextual data:

Year:		LT	R	W	LIT.	NUM.
2019	National	87	82	79	76	85
2021	National	84	77	74	71	81
% Change	National	-3	-5	-5	-5	-4

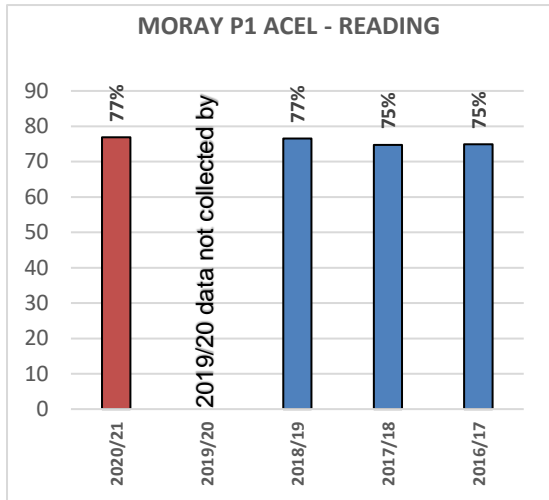
3.20 On review of Moray attainment data in section 3.10 and 3.11 above compared with National average change over time, variances are in line with or favourable compared with National average trend change over time (2019-2021).

3.21 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 on trends over time is provided to the right of each graph.



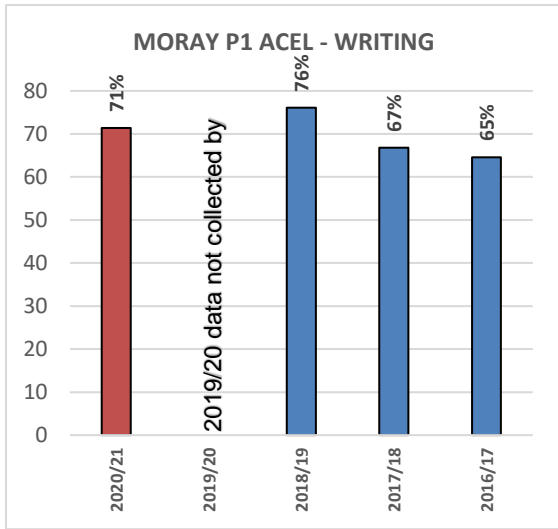
### P1 Listening and Talking

- Data trend over time remains in line with pre-pandemic data
- 2018/2019 achievement at 85% is same as 2018/2019 pre-pandemic ACEL level achievement



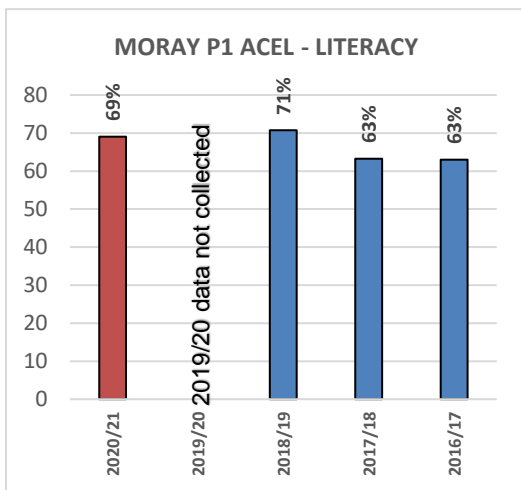
## P1 Reading

- Data trend over time remains in line with pre-pandemic data
- 2018/2019 achievement at 77% is same as 2018/2019 pre-pandemic ACEL level achievement



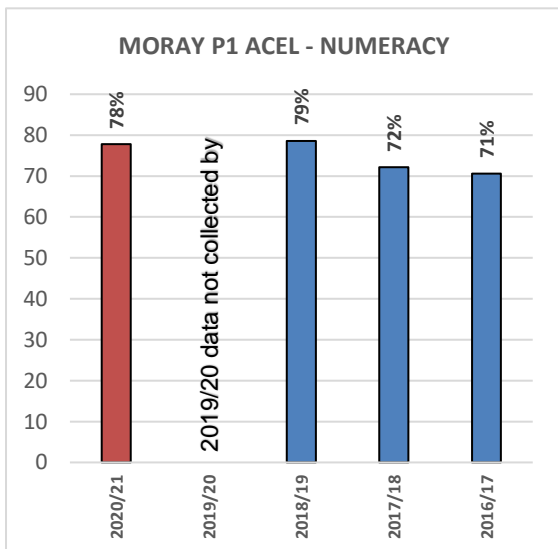
## P1 Writing

- Data trend over time shows reduction in ACEL data in 2020/21 (-5%) compared with pre-pandemic data in 2018/19.
- 2020/21 data remains higher than 2017/18 and 2016/17



## P1 Literacy

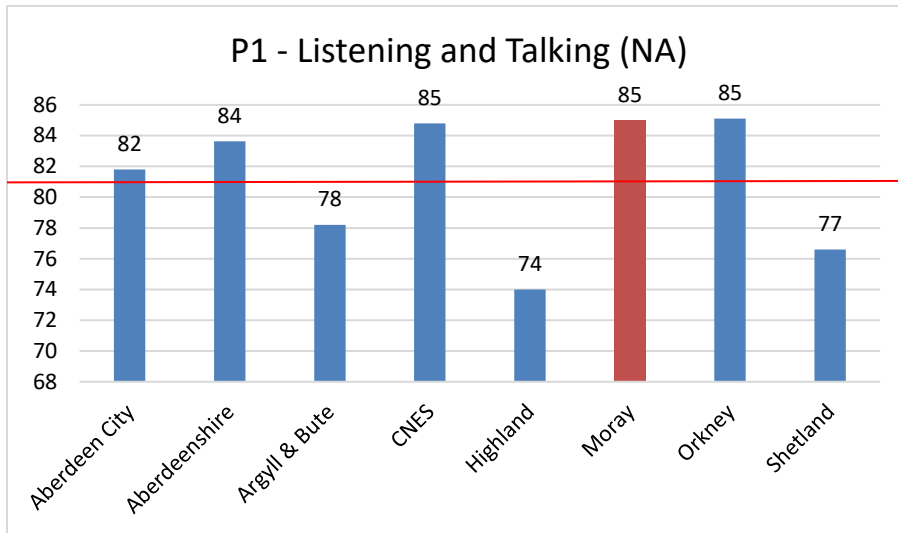
- Data trend over time shows slight reduction in ACEL data in 2020/21 (-2%) compared with pre-pandemic data in 2018/19.
- 2020/21 data remains higher than 2017/18 and 2016/17
- Reduction in Writing ACEL data in 2020/21 has resulted in this reduction in P1 Literacy overall



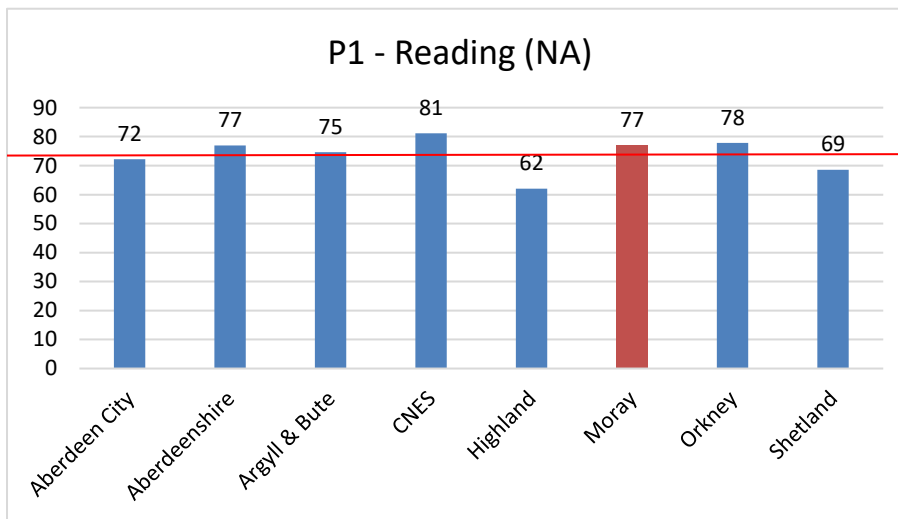
## P1 Numeracy

- Data trend over time shows slight reduction in ACEL data in 2020/21 (-1%) compared with pre-pandemic data in 2018/19.
- 2020/21 data remains higher than 2017/18 and 2016/17

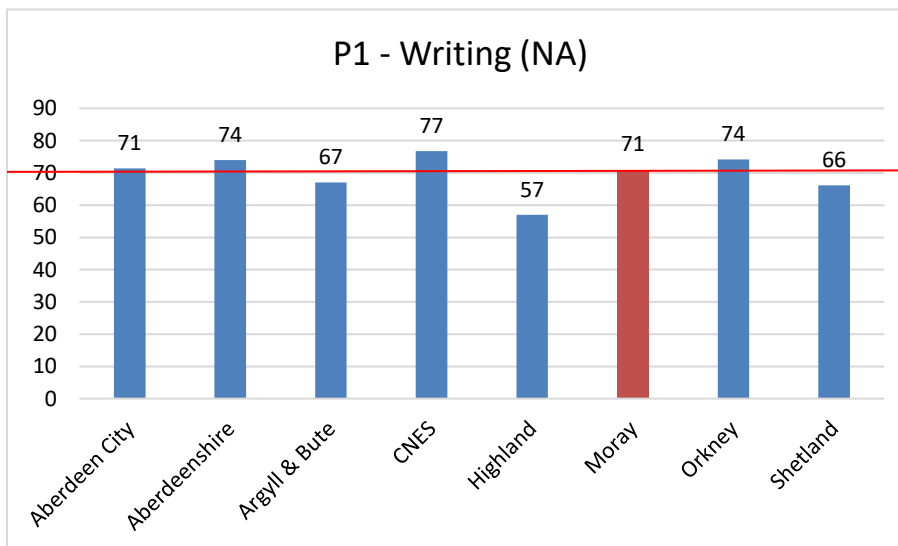
3.22 The following extracted data set as published by the Scottish Government is presented in graph form below for Moray alongside 7 other local authorities forming our Regional Improvement Collaborative; The Northern Alliance (NA).



Average:  
81

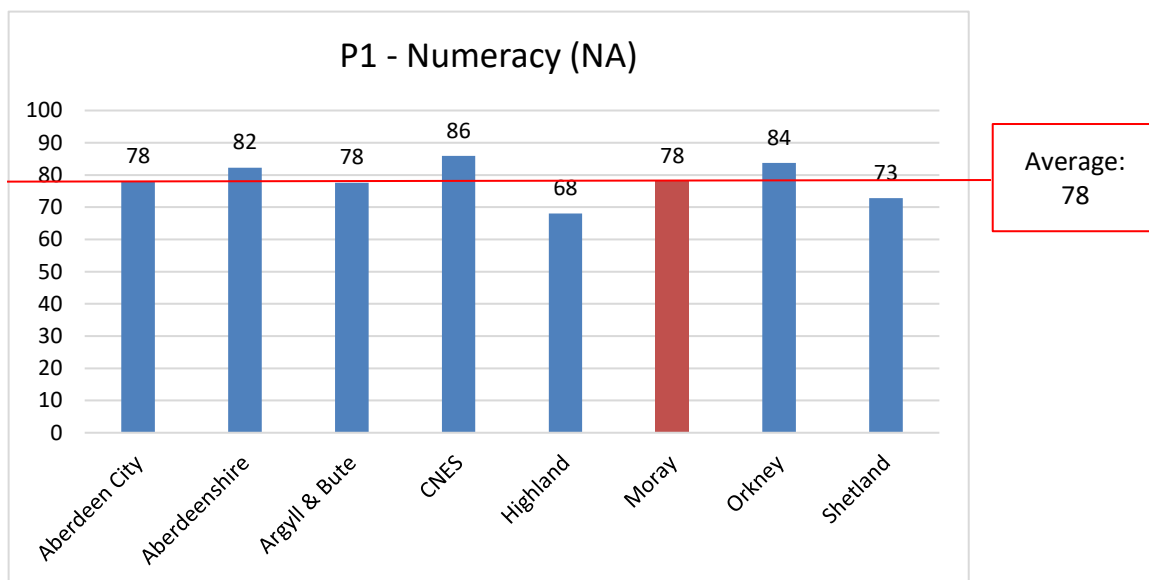
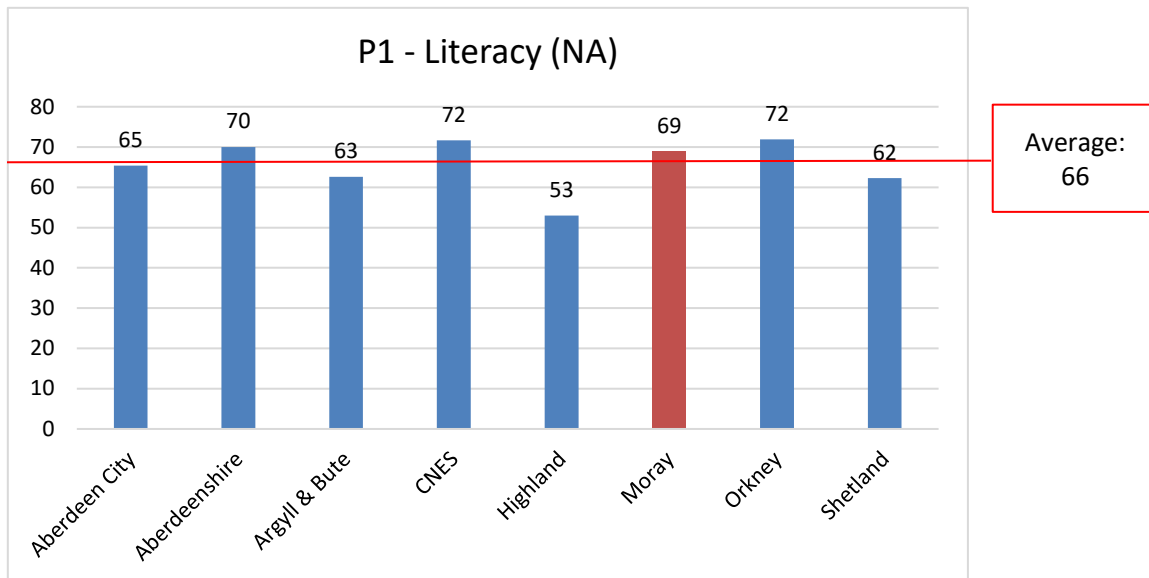


Average:  
74



Average:  
70





P1 ACEL data across all Literacy measures (Listening and Talking, Reading, Writing) including Literacy overall, exceed Northern Alliance mean averages. Numeracy is in line with the mean average for Northern Alliance.

#### Primary 4 – First level ACEL

3.23 The percentages noted below present the P4 ACEL data for the past 5 years for Moray in comparison with the National averages. Please note that there was no Scottish Government data collected in 2019/2020 per section 3.10.

Year:		LT	R	W	LIT.	NUM.
2021	Moray	82	73	66	61	64
	National	82	73	67	64	72
2020	Moray	<i>2019/20 data was not collected by Scottish Government</i>				
2019	Moray	78	72	63	60	65
	National	85	78	73	70	77
Stretch Aims					68	75
2018	Moray	72	66	57	53	60

	<b>National</b>	<b>85</b>	<b>77</b>	<b>72</b>	<b>69</b>	<b>76</b>
<b>2017</b>	<b>Moray</b>	<b>73</b>	<b>72</b>	<b>63</b>		<b>59</b>
	<b>National</b>	<b>83</b>	<b>77</b>	<b>71</b>		<b>75</b>

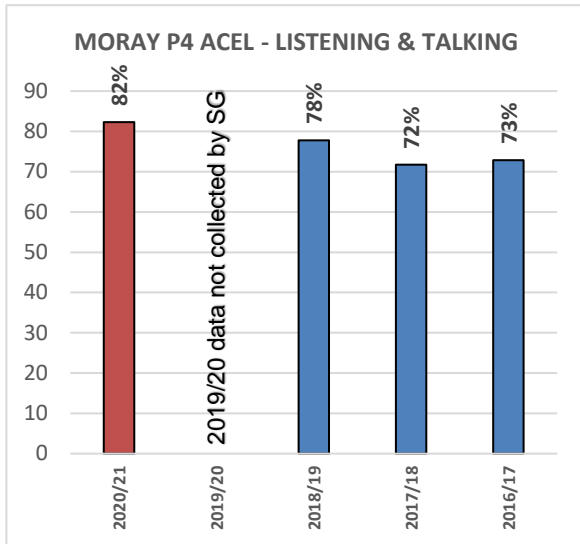
- 3.23 Moray figures highlighted in green above indicate where performance exceeds National average; amber highlight indicates where performance is marginally below and red highlight as below National average. P4 data for 2021 shows that Listening and Talking and Reading are in line with National averages, favourable in comparison with pre-pandemic attainment in 2019:

<b>Year:</b>		<b>LT</b>	<b>R</b>	<b>W</b>	<b>LIT.</b>	<b>NUM.</b>
<b>2019</b>	<b>Moray</b>	<b>78</b>	<b>72</b>	<b>63</b>	<b>60</b>	<b>65</b>
<b>2021</b>	<b>Moray</b>	<b>82</b>	<b>73</b>	<b>66</b>	<b>61</b>	<b>64</b>
<b>% Change</b>	<b>Moray</b>	<b>+4</b>	<b>+1</b>	<b>+3</b>	<b>+1</b>	<b>-1</b>

- 3.25 Writing is marginally below (1%) National average but above 2019 pre-pandemic Writing attainment (3% higher), impacting on overall Literacy achievement compared with National average (3% below). While Numeracy remains comparable to 2019 pre-pandemic attainment (1% below), attainment is 8% below National average. Literacy and Numeracy overall remain below NIF Stretch Aims set in 2018 (see yellow highlight in section 3.21).
- 3.26 In consideration of change in Moray figures above, review of changes in National averages from pre-pandemic (2019) to during pandemic (2021) provides further contextual data:

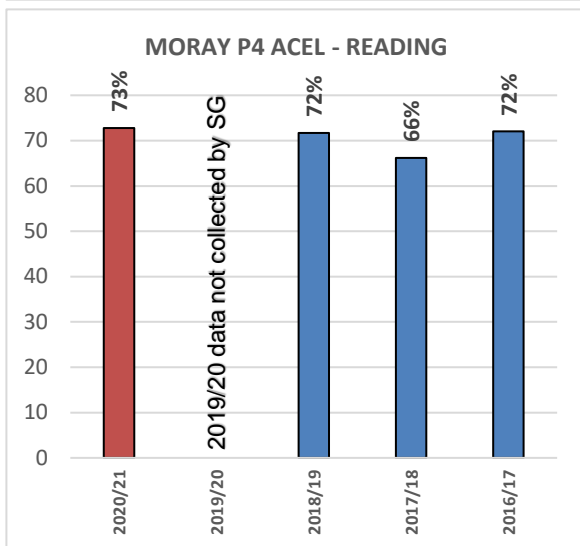
<b>Year:</b>		<b>LT</b>	<b>R</b>	<b>W</b>	<b>LIT.</b>	<b>NUM.</b>
<b>2019</b>	<b>National</b>	<b>85</b>	<b>78</b>	<b>73</b>	<b>70</b>	<b>77</b>
<b>2021</b>	<b>National</b>	<b>82</b>	<b>73</b>	<b>67</b>	<b>64</b>	<b>72</b>
<b>% Change</b>	<b>National</b>	<b>-3</b>	<b>-5</b>	<b>-6</b>	<b>-6</b>	<b>-5</b>

- 3.27 On review of Moray attainment data in section 3.21 and 3.22 above compared with National average change over time, variances are favourable compared with National average trend change over time (2019-2021) for all elements of Literacy (Reading, Writing, Listening and Talking) and Literacy overall. While Numeracy ACEL for 2020/21 in Moray has remained comparable to session 2018/19, 8% variance between Moray ACEL and National average is less than variances noted in 2018/19 (12%) and 2017/2018 (16%) per table in 3.21 above, highlighting narrowing of attainment gap over time.
- 3.28 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 on trends over time is provided to the right of each graph.



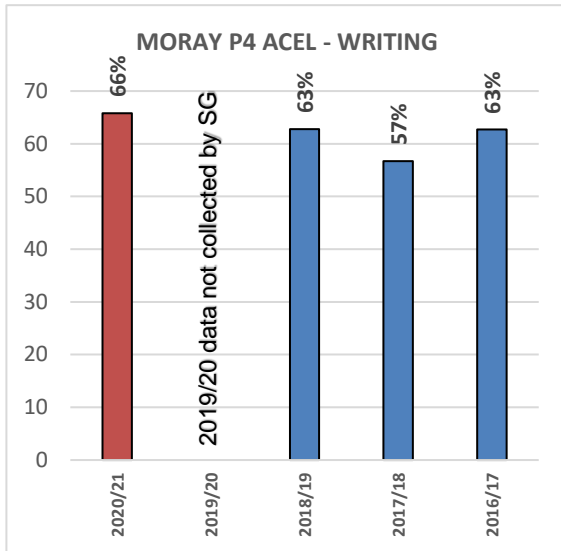
### P4 Listening and Talking

- Data trend over time highlights improvement in performance compared with pre-pandemic data
- 2020/2021 achievement at 82% is highest ACEL level achievement over time for P4 Listening and Talking



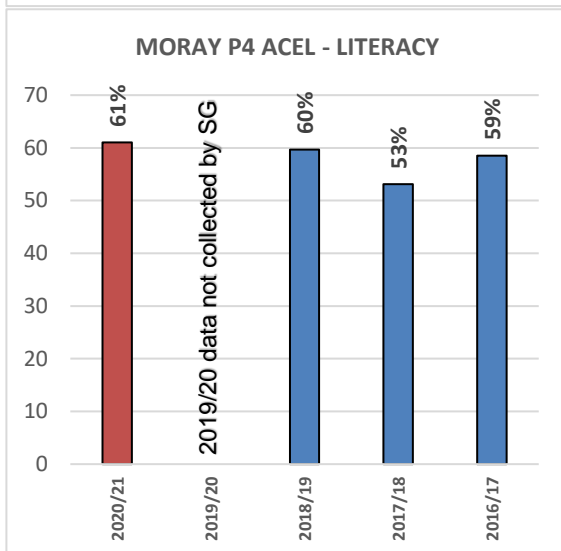
### P4 Reading

- Data trend over time remains in line with pre-pandemic data and slightly above 2018/2019
- 2020/2021 achievement at 73% is highest ACEL level achievement over time for P4 Reading



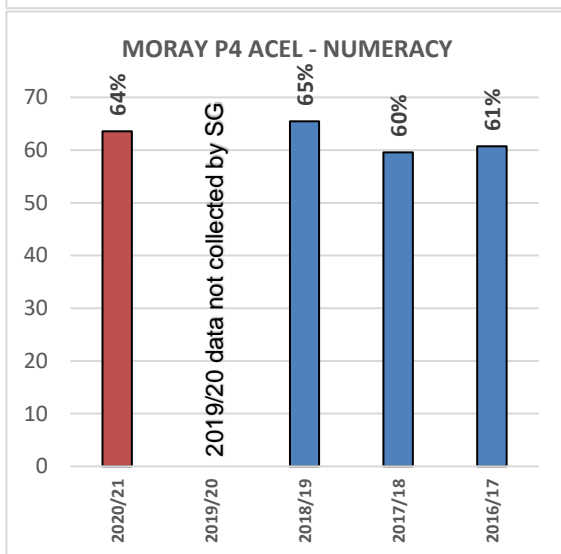
### P4 Writing

- Data trend over time highlights improvement in performance compared with pre-pandemic data
- 2020/2021 achievement at 66% is highest ACEL level achievement over time for P4 Writing



### P4 Literacy

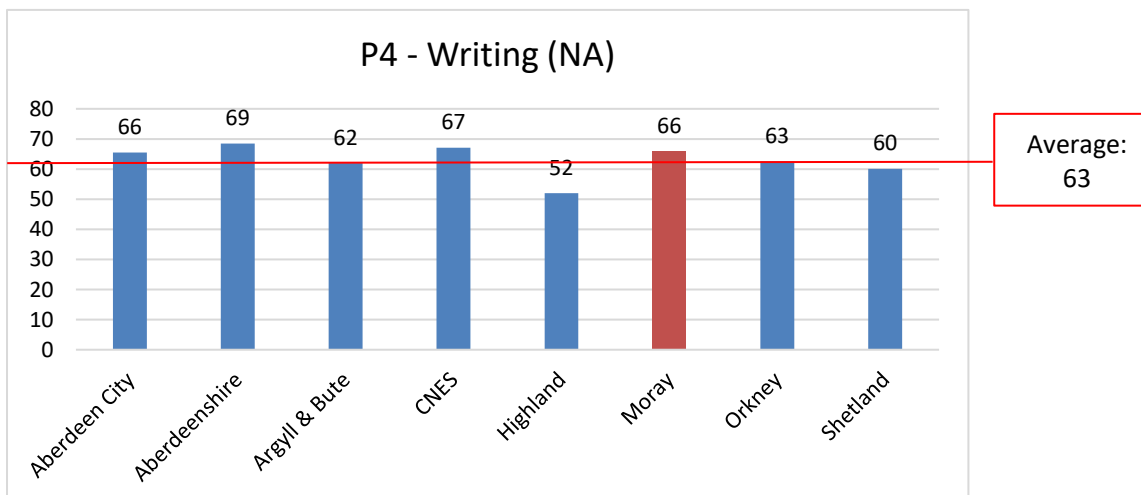
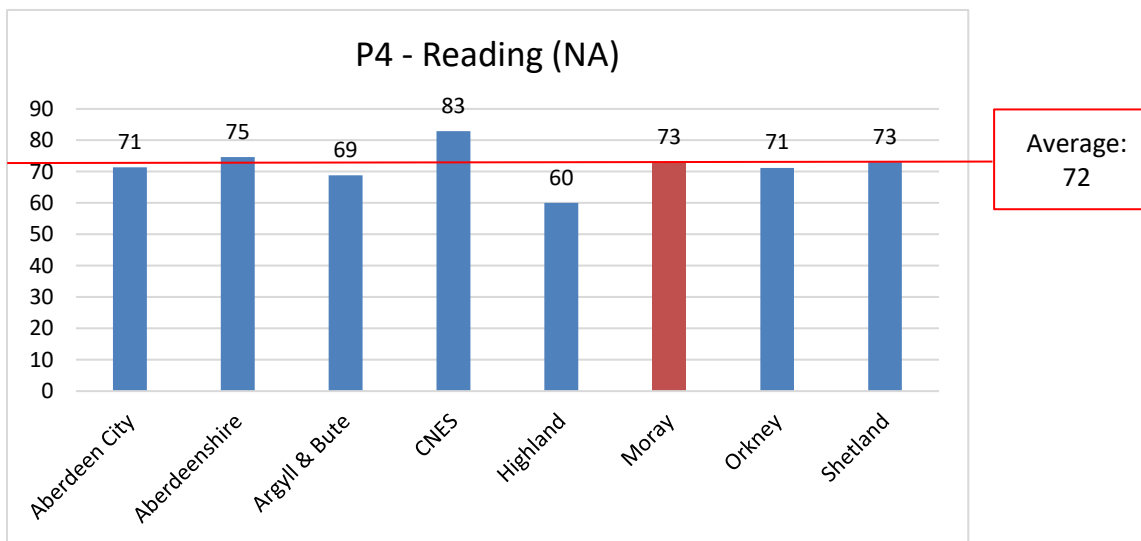
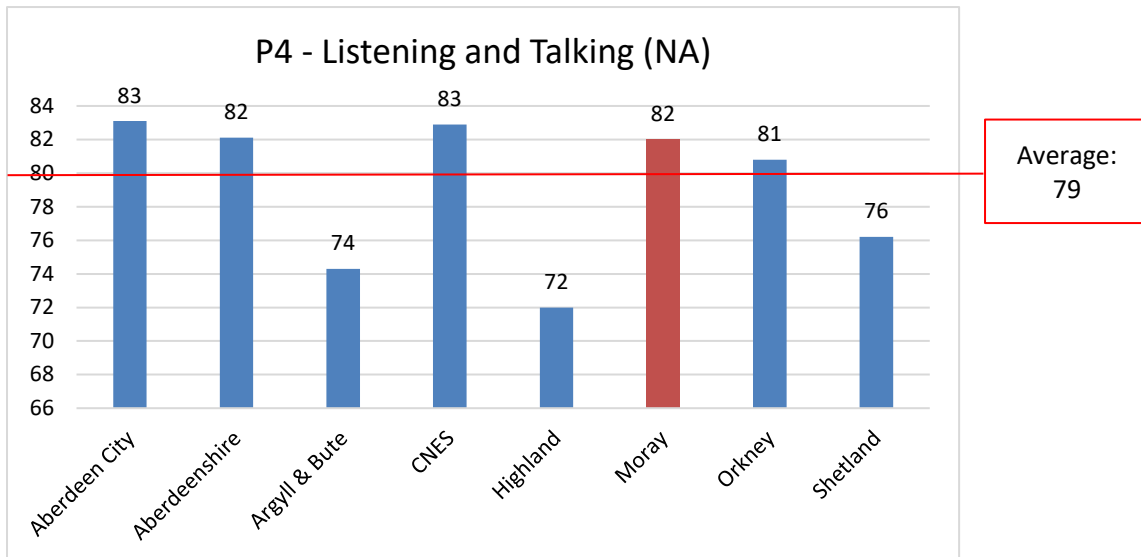
- Data trend over time shows slight increase in ACEL data in 2020/21 (+1%) compared with pre-pandemic data in 2018/19
- 2020/2021 achievement at 61% is highest ACEL level achievement over time for P4 Literacy overall

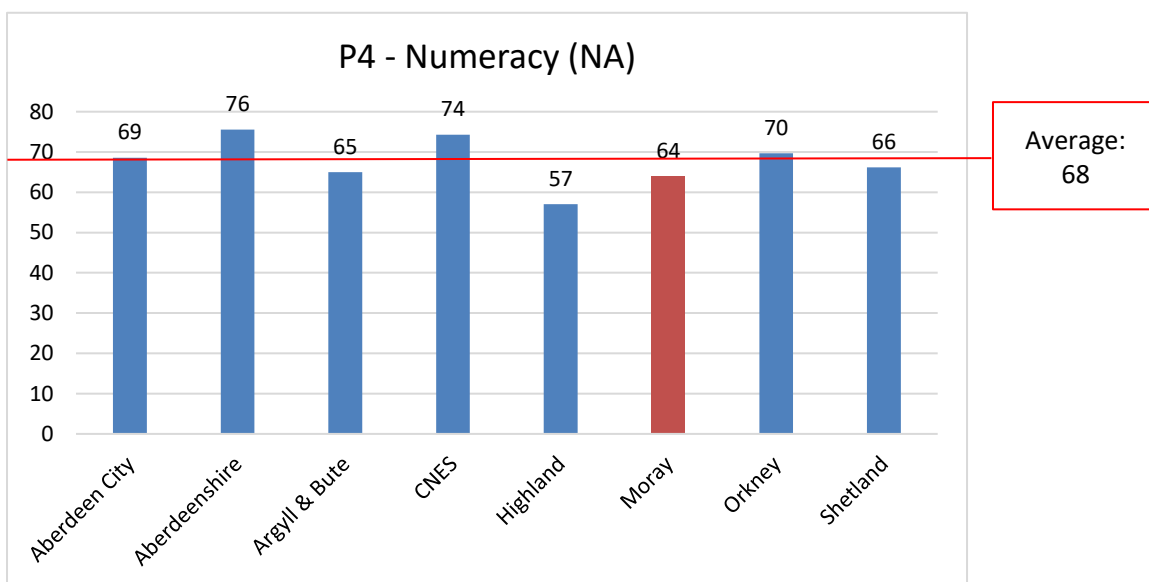
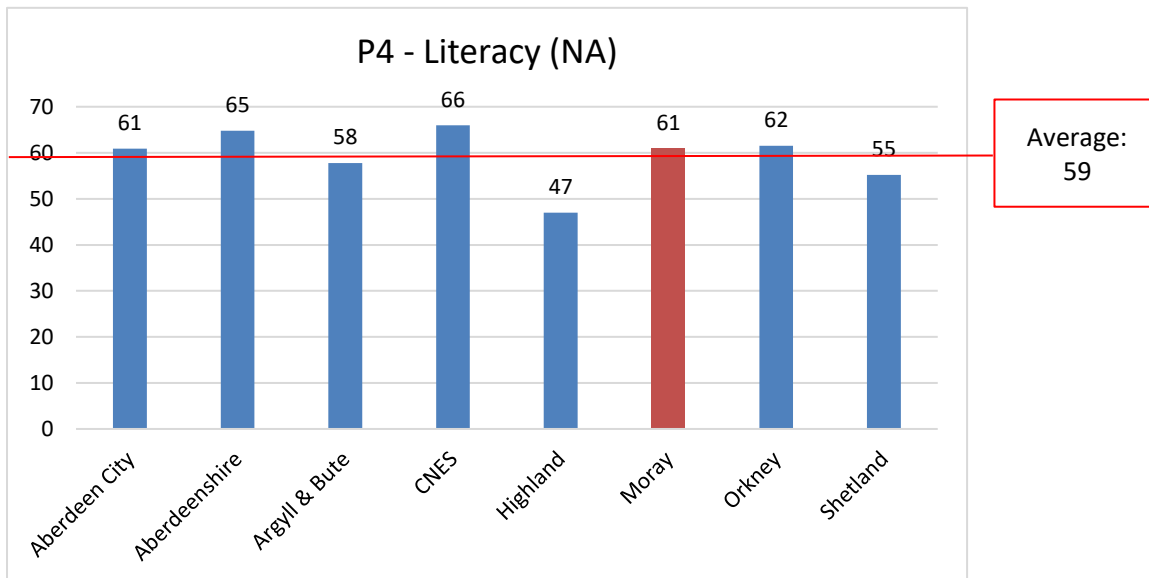


### P4 Numeracy

- Data trend over time shows slight reduction in ACEL data in 2020/21 (-1%) compared with pre-pandemic data in 2018/19
- 2020/21 data remains higher than 2017/18 and 2016/17

3.29 The following extracted data set as published by the Scottish Government is presented in graph form below for Moray alongside 7 other local authorities forming our Regional Improvement Collaborative; The Northern Alliance (NA).





P4 ACEL data across all Literacy measures (Listening and Talking, Reading, Writing) including Literacy overall, exceeds Northern Alliance mean averages.

Numeracy is below the mean average for Northern Alliance by 4%.

### 3.30 Primary 7 – Second level ACEL

The percentages noted below present the P7 ACEL data for the past 5 years for Moray in comparison with the National averages. Please note that there was no Scottish Government data collected in 2019/2020 per section 3.10.

Year:		LT	R	W	LIT.	NUM.
2021	Moray	80	71	64	62	62
	National	82	76	69	66	72
2020	Moray	<i>2019/20 data was not collected by Scottish Government</i>				
2019	Moray	81	76	67	64	66
	National	86	80	74	71	76

Stretch Aims					66	70
2018	Moray	75	71	61	59	61
	National	84	79	73	70	75
2017	Moray	74	68	59		58
	National	81	76	69		70

- 3.31 Moray figures highlighted in amber above indicate where performance is marginally below National average; red highlight indicates where performance is further below National average. P7 data for 2021 shows that Listening and Talking is marginally below National average. Reading, Writing, Literacy (overall) and Numeracy are below National averages.

In comparison with pre-pandemic ACEL attainment data for Moray for 2019:

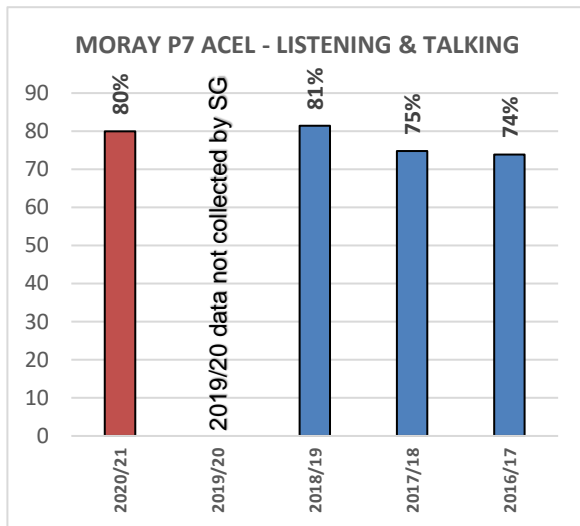
Year:		LT	R	W	LIT.	NUM.
2019	Moray	81	76	67	64	66
2021	Moray	80	71	64	62	62
% Change	Moray	-1	-5	-3	-2	-4

- 3.32 Listening and Talking is marginally below (1%) 2019 ACEL data as with Writing (3%) and Literacy overall (2%) also marginally below. Further regression in trend is noted for Reading (5%) and Numeracy (4%). Literacy and Numeracy overall remain below NIF Stretch Aims set in 2018 (see yellow highlight in section 3.26).
- 3.33 In consideration of change in Moray figures, review of changes in National averages from pre-pandemic (2019) to during pandemic (2021) provides further contextual data:

Year:		LT	R	W	LIT.	NUM.
2019	National	86	80	74	71	76
2021	National	82	76	69	66	72
% Change	National	-4	-4	-5	-5	-4

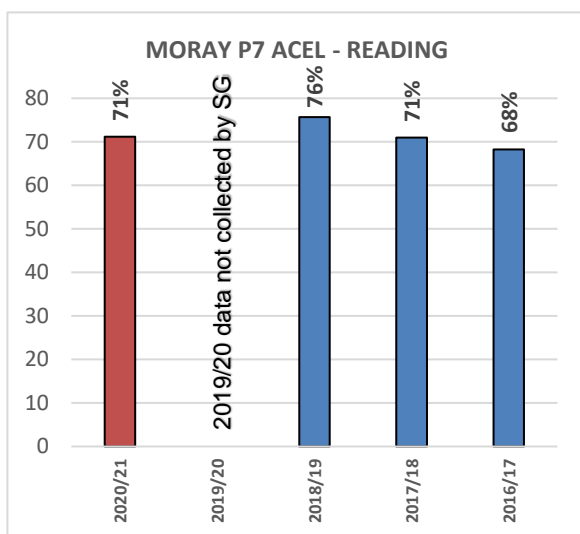
On review of Moray attainment data in section 3.26 and 3.27 above compared with National average change over time, variances are comparable with National average trend change over time (2019-2021) for all elements of Literacy (Reading, Writing, Listening and Talking), Literacy overall and Numeracy. While Numeracy ACEL for 2020/21 in Moray has remained comparable to session 2018/19, 10% variance between Moray ACEL and National average is the same as the variance noted in 2018/19 (10%) and 2017/2018 (14%) as illustrated in 3.26 above.

3.34 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

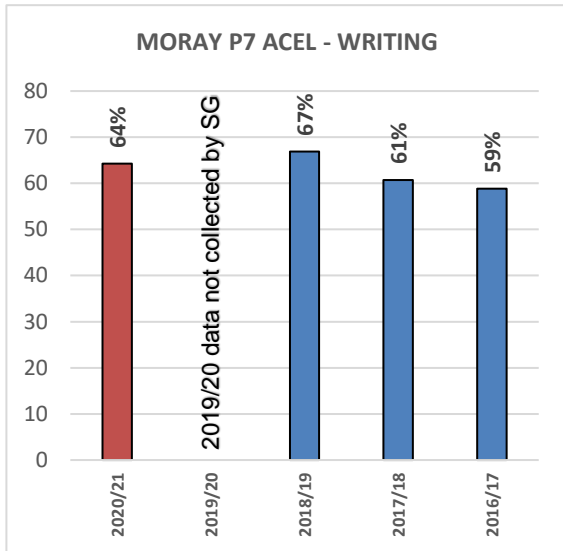
- Data trend over time highlights similar performance compared with pre-pandemic data
- 2020/2021 achievement at 80% is slightly below highest ACEL level achievement over time for P7 Listening and Talking in 2018/2019 (81%)



### P7 Reading

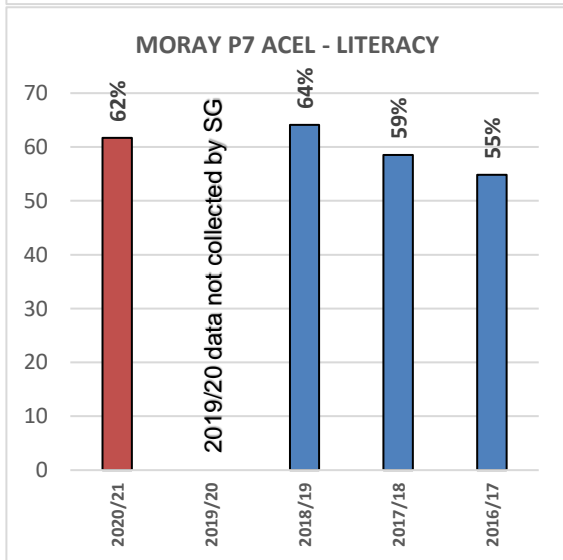
- Data trend over time shows reduction (5%) in ACEL level achievement compared with session 2018/2019, returning to attainment level witnessed in 2017/2018 (71%).
- 2020/2021 achievement at 71% is second highest ACEL level achievement over time for P7 Reading





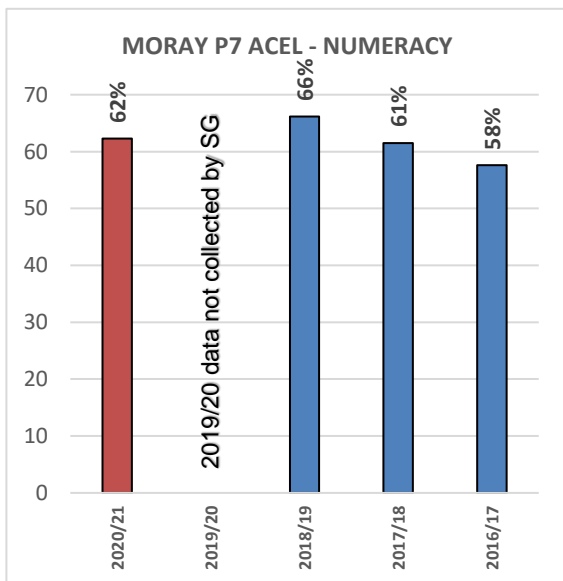
### P7 Writing

- Data trend over time shows slight reduction (3%) in ACEL level achievement compared with session 2018/2019, remaining higher than ACEL data in 2017/2018 (61%) and 2016/17 (59%)
- 2020/2021 achievement at 71% is second highest ACEL level achievement over time for P7 Writing



### P7 Literacy

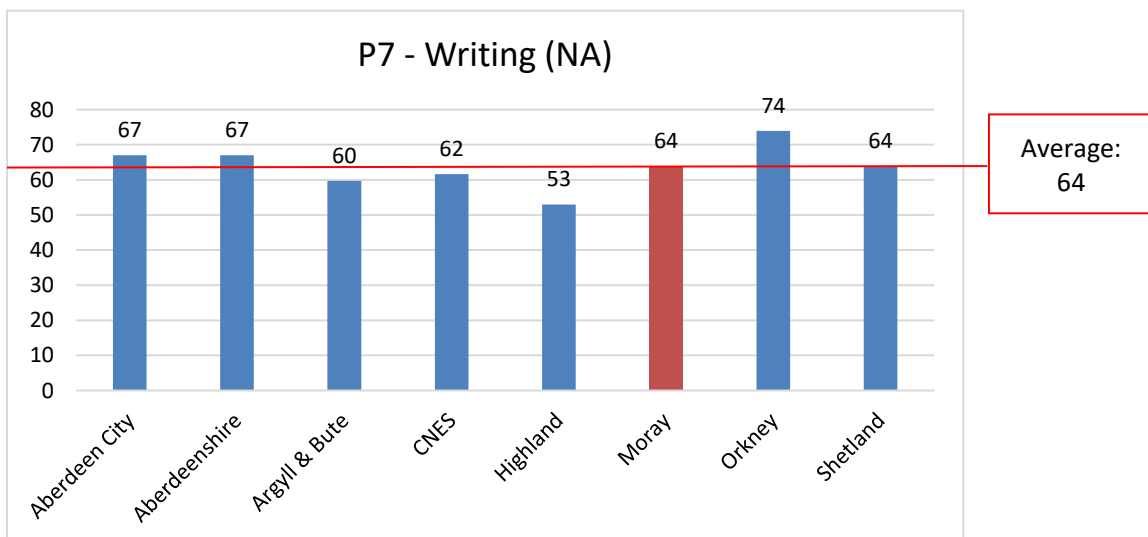
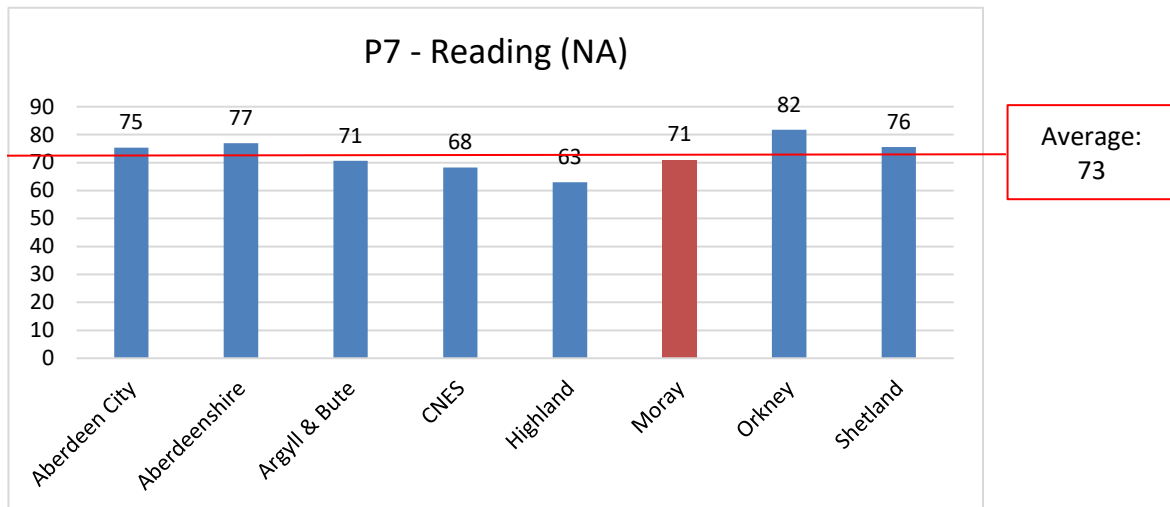
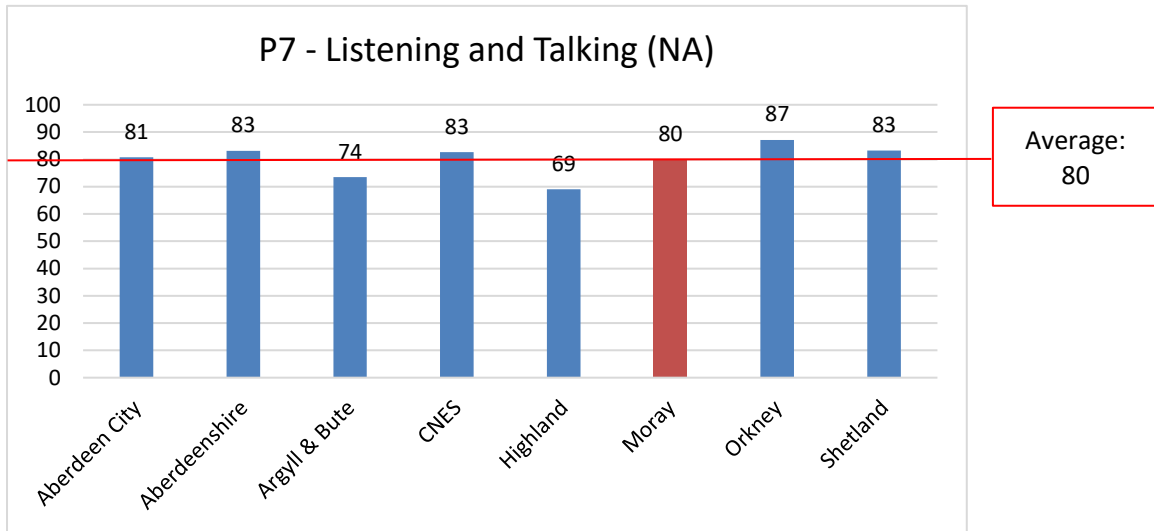
- Data trend over time shows slight decrease in ACEL data in 2020/21 (2%) compared with pre-pandemic data in 2018/19 (64%)
- 2020/2021 achievement at 62% is second highest ACEL level achievement over time for P7 Literacy overall

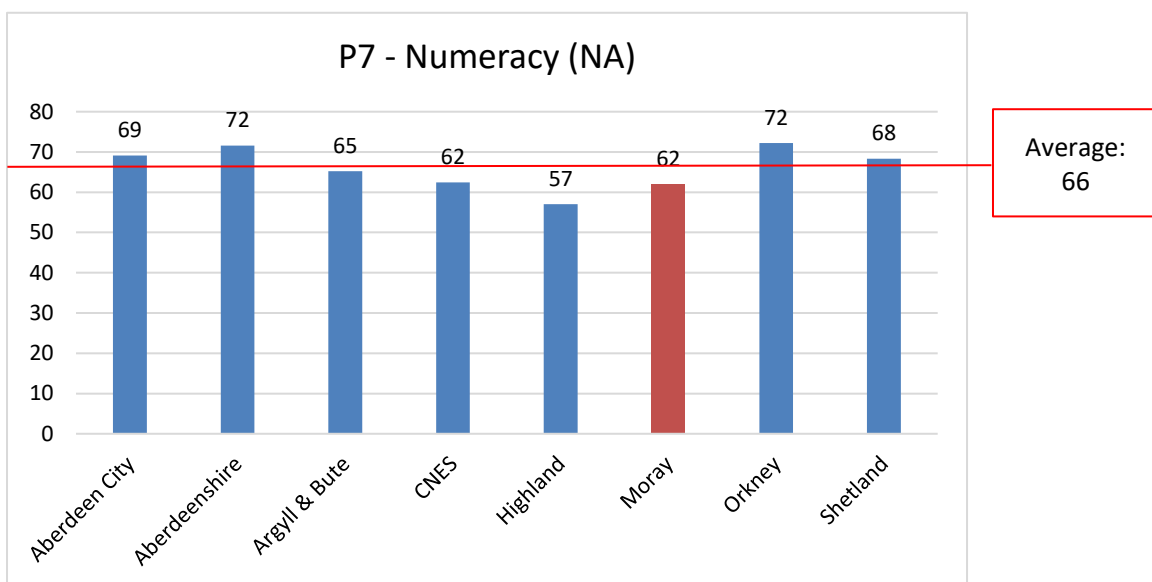
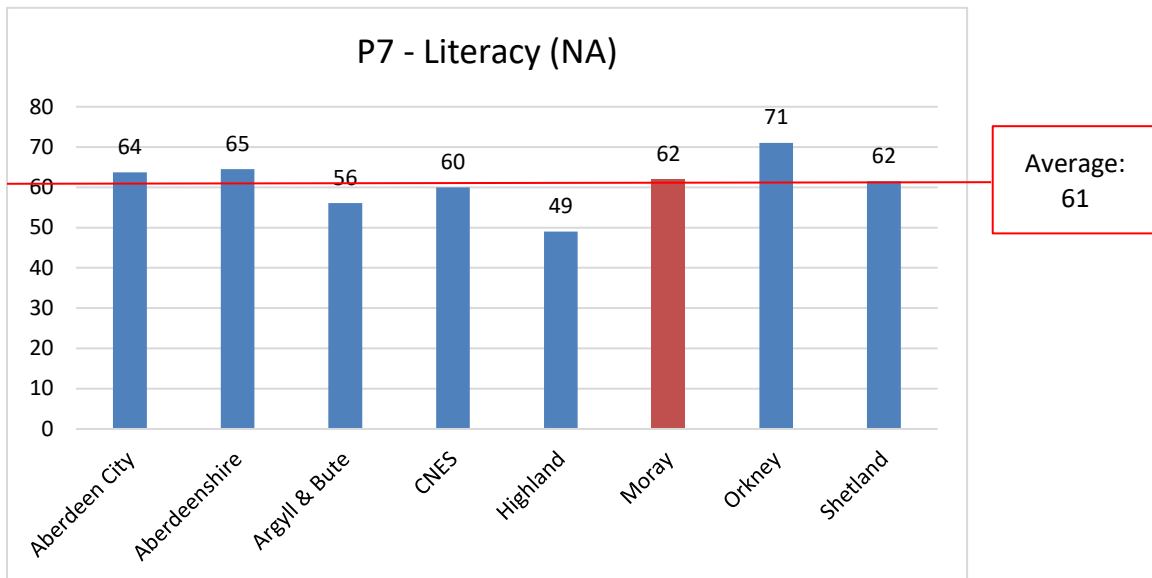


### P7 Numeracy

- Data trend over time shows reduction in ACEL data in 2020/21 (4%) compared with pre-pandemic data in 2018/19.
- 2020/21 data remains higher than 2017/18 and 2016/17 ACEL data and second highest ACEL over time for P7 Numeracy

3.35 The following extracted data set as published by the Scottish Government is presented in graph form below for Moray alongside 7 other local authorities forming our Regional Improvement Collaborative; The Northern Alliance (NA).





3.36 P4 ACEL data for Literacy measures (Listening and Talking, Reading) equals the Northern Alliance mean average (80% and 64% respectively). Reading (71%) is slightly below the Northern Alliance average (73%) with Literacy overall (62%) slightly above Northern Alliance mean average (61%).

3.37 Numeracy is marginally below the mean average for the Northern Alliance by 4% (Moray – 62%; Northern Alliance – 66%).

3.38 On review of data sets presented and on analysis, the following areas are noted for specific focus from data and trends reviewed:

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

3.39 In order to build and maintain improvement while further cognisant of ongoing disruption to our Education system as a result of the Coronavirus pandemic, we will work towards the following in our Moray Primary Schools:

- Continued focus on maximising learner outcomes in our schools with focus on Health and Wellbeing, Literacy and Numeracy as core foundations of our Curriculum and focus for key learning activities
- 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 focus 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 activity in our schools, within and across stages to ensure shared understanding of National standards for learner achievement of a level
- Where mitigations allow, moderation activity between schools (including use of virtual platforms) to ensure continued shared understanding across Moray of ACEL and application of national benchmarks
- Development of core progressions and learning pathways in specific curriculum areas, led by newly appointed QIO (Curriculum) and supported by local roll-out and development in line with OECD review and forthcoming next steps based on recommendations presented
- Continued engagement with the Education Scotland Quality Assurance and Moderation Support Officer (QAMSO) training offered to all Moray practitioners, providing knowledge of common understanding of standards and expectations for Associated Schools Group working and planning together
- 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
- Review of curriculum content and coverage – ELC to Primary – including quality of play based approaches in line with Moray’s Play Strategy to ensure learner attainment is maximised by point of P1 ACEL data collection based on TPJ
- Engagement with Northern Alliance and Education Scotland offers of support, in line with the NIF Improvement Plan 2022 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 Attainment Advisor for Numeracy interventions in order to close poverty related and wider attainment gaps

3.40 Where it is noted that the Scottish Government did not collect National ACEL data in session 2019/20 common with Primary ACEL data as with session 2020/21, we continue 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, we will:

- Review impact of bespoke Literacy and Numeracy periods across the BGE in addition to English and Maths provision to further strengthen attainment.

This is particularly relevant to P7 Literacy and Numeracy data highlighted, in order to close identified attainment gaps (where P7 in session 2020/21 are now in S1 in session 2021/22)

- Further development of Curriculum and Subject Group meetings with specific focus on Broad General Education and Senior Phase attainment and interventions for raising attainment
- Offer opportunities for cross-sector (Primary-Secondary) moderation of learning, teaching and assessment
- Continued moderation within and across secondary schools supported by QAMSOs where appropriate to support clarity in standards and expectations for ACEL
- Continued emphasis on tracking and monitoring learner progress and achievement throughout the year with progress meetings built in to Quality Assurance calendars in our schools to support Teacher Professional Judgements on learner level achievement
- Further extend the use of attainment datasets across all schools and departments, supported by professional learning opportunities to upskill all staff in this area
- Review of the local authority Raising Attainment Strategy and targets in light of the Coronavirus pandemic as further intelligence and data emerges, supporting scrutiny activities and targeted support provision
- Review of the impact of additional staffing in schools through additional Covid monies, Pupil Equity Funding and other funding streams including Principal Teachers (Raising Attainment)/Principal Teachers (Alternative Curriculum)
- Working with Head Teachers (Primary and Secondary), continue to drive forwards improvements in performance as a Moray Education System, looking inwards and outwards for improvement strategies
- Continue to build capacity in Senior and Middle leaders, strengthening data literacy to drive forward school and system level improvement

#### **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 8 of Standards in Scotland's Schools etc Act 2000).

**(c) Financial implications**

There are no financial implications arising directly from this report.

**(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 failure 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 on National Improvement Framework areas.

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 remain unknown 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 across Scotland, this may present inequity in data profiles presented due to local circumstances experienced.

**(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 (including Curriculum and Subject Groups; QA meetings) 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, Paul Connor, Principal Accountant, 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 It is recommended that Committee scrutinises and notes the contents of this report which details Teacher Professional Judgements (TPJ) on Achievement of Curriculum for Excellence Levels (ACEL) in P1, P4 and P7 and;**

**5.2 That Committee further note progress of Moray schools and practitioners to close poverty related and wider attainment gaps identified while operating with notable challenges due to the Covid-19 pandemic; key focus areas have been identified for targeted intervention.**

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