REPORT TO: **CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON 21 NOVEMBER 2018**

SUBJECT: **STRATEGY TO IMPROVE EDUCATION AND CHILDREN'S SERVICES.**

BY: **ACTING CORPORATE DIRECTOR (EDUCATION AND SOCIAL CARE)**

1.   REASON FOR REPORT

1.1   To inform Committee about the strategy and series of Committee reports which will provide a clear plan to improve education and children's services whilst also delivering a sustainable school estate.

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

2.   RECOMMENDATION

2.1   It is recommended that Committee:-

   (i)   scrutinise and note the contents of this report; and

   (ii)   agree the suite of papers as detailed in 3.11 and in Appendix 1 to be reported to future meetings of this Committee and Moray Council.

3.   BACKGROUND

3.1   In 2012, a major a major restructure took place to create Education and Social Care department with 4 sections, Schools and Curriculum Development, Lifelong Learning, Culture and Sport, Integrated Children's Services and Social Care.

3.2   Most of Adult Social Care has now moved to the Moray Integrated Joint Board (IJB) and so the department now consists of Schools and Curriculum Development (all schools, music instruction and a small early years team, Integrated Children's Services (including Additional Support Needs, Educational Psychology and children's social work and youth justice), Lifelong Learning, Culture and Sport (including libraries, leisure services, sport and active schools and school buildings including new build projects) and some

remaining non-integrated adult social care services.   As a result of budget savings over the years, the culture team no longer exists and museums now sit within Development Services. The Early Years expansion programme lead currently reports to the Head of Lifelong, Learning, Culture and Sport with links to Schools and Curriculum Development. The Business Support Team report directly to the Director, however supports all aspects of the department.

3.3   As teams have reduced and priorities and direction of travel have changed, the challenges and gaps have become ever more apparent with an urgent need to review and refocus the vision and needs of the service moving forward including structure and governance.

3.4   The Scottish Government has the aspiration that Scotland is the best place in Scotland to grow up with an ambitious programme for Government which highlights the following areas of focus at this time:

- Getting the best start in life
- Early learning and childcare
- Outdoor learning and play
- Scottish Attainment Challenge
- Additional support for learning
- After-school and holiday childcare
- Putting teachers, parents and communities in the driving seat
- Science, Technology, Engineering and Maths (STEM)
- Choosing and staying on the right path
- Investing in looked after children, time, money and love
- Social work workforce
- Children's rights
- Incorporating the principles of the UN Convention on the Rights of the Child
- Adverse childhood experiences

3.5   This is an ambitious plan requiring equally ambitious plans, structures and strategies to both support and implement expectations. Our current and emerging response to this lies within a number of local plans including those with our community partners.

3.6   In addition to this there are a number of key national policy drivers and legislation within Education and Children's Services which we must also take cognisance of, namely:

- Getting it right for every child (GIRFEC)
- Curriculum for Excellence (including Developing Young Workforce, 1+2, 2 hours of Physical Education etc)
- National Improvement Framework (NIF)
- Scottish Attainment Challenge
- Child Protection Improvement Guidance
- Children and Young People (Scotland) Act 2014
- Children and Young People's Improvement Collaborative
- Meeting teacher number requirements
- Fulfilling requirements of Donaldson report
- The Education (Scotland) Act 2016
- United Nations Convention on the Rights of the Child
- Standards in Scotland's Schools etc Act 2000

- Scottish Schools (Parental Involvement) Act 2006
- Education (Additional Support for Learning) Acts 2004 and 2009
- Equality Act 2010
- The Community Empowerment (Scotland) Act 2015

3.7   The following risks for the service are –

- Failing to meet statutory obligations.
- Failing to implement legislative requirements.
- Failing to monitor and respond to performance information.
- Reputational damage to the Council
- Increasing complaints resulting in management time spent investigating and responding to them.
- Poor outcomes for children and young people
- Reduced performance during external inspection
- Risk of ASN tribunal and potentially losing
- Litigation resulting from a failure to protect or meet need
- Inability to fill posts, teaching and promoted
- Failure to support and challenge schools
- Failure to reduce bureaucracy/workload
- Failure to increase attainment and achievement
- Increase in the number of poor inspection evaluations
- Failure to attract teachers, social workers and leaders to Moray as it is not seen as a positive authority to work for

3.8   The Community Planning Partnership Plan – the Local Outcome Improvement Plan (LOIP), www.yourmoray.gov.uk/downloads/file118036.pdf , provides a vision with a number of priorities including:

Building a better future for our children and young people in Moray

3.8   In order to meet the needs of children in Moray we are required not only to deliver better outcomes within the Council but also to work jointly with our partners. In 2016 the Care Inspectorate undertook an inspection of Moray's Children's Services, a partnership with NHS, Police Scotland, Children's Social Work and Education. This was not a positive report and has resulted in a major change to multi-agency children's services working and a new governance structure. There was an ambitious five year plan created and developed to meet the main points for action with a vision that Moray will be:

- a place where children and young people will thrive
- a place where they have a voice, have opportunities, learn and get around
- a place where they have a home, feel secure, healthy and nurtured

3.9   The three priorities arising from the plan, which relate directly to national expectations and meet the improvement areas from the inspection are:

Ambitious and confident children – to improve the life chances of children, especially the most vulnerable, by supporting them and their families at the earliest stages

Healthier children – children get the healthiest start in life and are supported

to achieve the best possible mental health and wellbeing and there is equity for vulnerable groups

Safer children – to protect children from the risk of harm, abuse and neglect and promote and support safer environments and communities

3.10 All of the plans above, policy drivers and legislation give us a clear framework for improvement. It is then necessary to look at the Council and Services to see whether or not the correct vision, governance arrangements, strategies and plans support what we are trying to achieve. The main areas to consider in this context are:

- Do we have sufficient capacity and leadership to fulfil all of our ambitions? Is the service structure fit for purpose and able to deliver the ambitious priorities above, for now and in the future?
- Is there sufficient capacity to allow for adjustments in local priorities and for new national programmes, innovation and initiatives?
- Does the governance structure and performance reporting provide appropriate scrutiny for improvement?
- Are roles and responsibilities clear enough so that managers and leaders are given the correct level of autonomy whilst also empowered to lead and direct change?
- Is the school and wider estate sustainable and supporting integrated working as well as meeting the needs of our children and families?
- How effective are the quality assurance processes for the department and multi-agency working and what are our stretch aims?
- Are we utilising our school estate in a way that maximises integrated working
- Are there appropriate plans, based on evidence and self-evaluation processes which are driving improvements?
- Are there effective monitoring processes in place to ensure explicit and timely outcomes?
- How do we use opportunities to look outwards to learn and improve?

3.11 In order to answer these questions a suite of reports will be reported to this Committee and Moray Council which will provide a clear strategy for improvement whilst also delivering Education and Children's services in most efficient and effective way in order to improve outcomes for Children and Young People. An outline of this is seen in **Appendix 1** and listed below.

Review Vision, Values, Aims of Service (to be undertaken by the Acting Corporate Director(Education and Social Care)

Reports to Committee

Report	Committee	Date
Education Strategic Plan	Elsewhere on this agenda	21 November 2018
Report on Capacity to Improve	Moray Council	12 or 18 December 2018
New Governance Structure and Suite of Performance Reports	Children and Young People's Services Committee	6 February 2019
Children's Services Strategic	Children and Young	6 February 2019

Plan	People's Services Committee	
Strategy for a Sustainable School Estate	Moray Council	tbc

4.   SUMMARY OF IMPLICATIONS

(a)   Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))
This report relates the priority 'Provide a sustainable education service aiming for excellence' from the Corporate Plan and to 'Building a better future for our children and young people in Moray' from the LOIP.

(b)   Policy and Legal
None arising directly from the report

(c)   Financial implications
None arising directly from this report.

(d)   Risk Implications
None arising from this report.

(e)   Staffing Implications
None arising directly from this report.

(f)   Property
None.

(g)   Equalities
An Equality Impact Assessment is not required.

(h)   Consultations
Corporate Management Team, Senior Management in Education and Social Care, Quality Improvement Officers, Education Support Officers, the Early Years Project Manager, Paul O'Connor, Principal Accountant, the Legal Services Manager (Litigation and Licensing), the Equal Opportunities Officer, the Human Resources Manager, the Business Support Team Manager, Susan Slater, Joint Chair Local Negotiating Committee for Teachers, and Tracey Sutherland, Committee Services Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

5.   CONCLUSION

5.1   That the Committee considers the contents of the report and accepts the recommendations.

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Background Papers:
Ref: