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## Education, Children's and Leisure Services Committee

Wednesday, 24 August 2022

**NOTICE IS HEREBY GIVEN** that a Meeting of the **Education, Children's and Leisure Services Committee** is to be held at **Council Chambers, Council Office, High Street, Elgin, IV30 1BX** on **Wednesday, 24 August 2022** at **09:30**.

### **BUSINESS**

1. **Sederunt**
2. **Declaration of Group Decisions and Members Interests**  
\*
3. **Minutes of Meeting of 8 June 2022** **7 - 14**
4. **Written Questions \*\***
5. **Children and Families Social Work Services Revenue** **15 - 20**  
**Budget Monitoring to 30 June 2022**  
Report by Chief Officer, Health and Social Care Moray
- 6.\* **Education National Improvement Framework Report** **21 - 50**  
**and Plan**  
Report by the Depute Chief Executive (Education, Communities and Organisational Development)
- 7.\* **Scottish Attainment Challenge** **51 - 60**  
Report by the Depute Chief Executive (Education, Communities and Organisational Development)

- |      |   |          |
|------|---|----------|
| 8.*  | <b>Education Revenue Budget Monitoring to 30 June 2022</b><br>Report by the Depute Chief Executive (Education, Communities and Organisational Development)  | 61 - 66  |
| 9.*  | <b>Education Resources and Communities and Education Capital Budget Monitoring Report to 30 June 2022</b><br>Report by the Depute Chief Executive (Education, Communities and Organisational Development) | 67 - 74  |
| 10.* | <b>Education Resources and Communities Revenue Budget Monitoring to 30 June 2022</b><br>Report by the Depute Chief Executive (Education, Communities and Organisational Development)                      | 75 - 78  |
| 11.* | <b>Learning Estate - Closure of Inveravon Primary School - Statutory Consultation</b><br>Report by the Depute Chief Executive (Education, Communities and Organisational Development)                     | 79 - 142 |
| 12.  | <b>Question Time ***</b><br>Consider any oral question on matters delegated to the Committee in terms of the Council's Scheme of Administration.  |          |

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

### **Summary of Education, Children's and Leisure Services Committee**

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

### **Information Reports**

<b>Information Report - Moray Education ELC - Capacity and Demand for Funded Childcare Places</b>	<b>143 - 152</b>
<b>Information Report - Singleton Inspections of ELC Centres - Published Reports March-June 2022</b>	<b>153 - 156</b>

**Any person wishing to attend the meeting should contact customer services on 01343 563217 prior to the meeting as the number of attendees is restricted due to the recent Covid pandemic**

**You can however watch the webcast of the meeting by going to :  
[http://www.moray.gov.uk/moray\\_standard/page\\_43661.html](http://www.moray.gov.uk/moray_standard/page_43661.html)**

\* **Declaration of Group Decisions and Members Interests** - The Chair of the meeting shall seek declarations from any individual or political group at the beginning of a meeting whether any prior decision has been reached on how the individual or members of the group will vote on any item(s) of business on the Agenda, and if so on which item(s). A prior decision shall be one that the individual or the group deems to be mandatory on the individual or the group members such that the individual or the group members will be subject to sanctions should they not vote in accordance with the prior decision. Any such prior decisions will be recorded in the Minute of the meeting.

\*\* **Written Questions** - Any Member can put one written question about any relevant and competent business within the specified remits not already on the agenda, to the Chair provided it is received by the Proper Officer or Committee Services by 12 noon two working days prior to the day of the meeting. A copy of any written answer provided by the Chair will be tabled at the start of the relevant section of the meeting. The Member who has put the question may, after the answer has been given, ask one supplementary question directly related to the subject matter, but no discussion will be allowed.

No supplementary question can be put or answered more than 10 minutes after the Council has started on the relevant item of business, except with the consent of the Chair. If a Member does not have the opportunity to put a supplementary question because no time remains, then he or she can submit it in writing to the Proper Officer who will arrange for a written answer to be provided within 7 working days.

\*\*\* **Question Time** - At each ordinary meeting of the Committee ten minutes will be allowed for Members questions when any Member of the Committee can put a question to the Chair on any business within the remit of that Section of the Committee. The Member who has put the question may, after the answer has been given, ask one supplementary question directly related to the subject matter, but no discussion will be allowed.

No supplementary question can be put or answered more than ten minutes after the Committee has started on the relevant item of business, except with the consent of the Chair. If a Member does not have the opportunity to put a supplementary question because no time remains, then he/she can submit it in writing to the proper officer who will arrange for a written answer to be provided within seven working days.

# THE MORAY COUNCIL

## Education, Children's and Leisure Services Committee

### SEDERUNT

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

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

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

Clerk Name:	Tracey Sutherland
Clerk Telephone:	07971 879268
Clerk Email:	committee.services@moray.gov.uk



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

**Wednesday, 08 June 2022**

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

**PRESENT**

Councillor James Allan, Sheila Brumby, Councillor Neil Cameron, Councillor Tracy Colyer, Mrs Anne Currie, Councillor Juli Harris, Councillor Sandy Keith, Councillor Scott Lawrence, Councillor Marc Macrae, Councillor Neil McLennan, Councillor Bridget Mustard, Councillor Kathleen Robertson, Councillor Derek Ross, Mrs Susan Slater, Ms Angela Stuart, Emma Tunnard, Councillor Sonya Warren, Councillor Ben Williams

**APOLOGIES**

Reverend Tembu Rongong

**IN ATTENDANCE**

Also in attendance at the above meeting were the Depute Chief Executive (Education, Communities and Organisational Development), Head of Governance, Strategy and Performance, Head of Education, Head of Education Resources and Communities, Head of Housing and Property, Acting Head of Children, Families and Justice Social Work, Sport and Culture Service Manager, Interim Service Manager - Children and Families and Criminal Justice Social Work, Stewart McLaughlin, Quality Improvement Manager, Early Years Service Manager and Tracey Sutherland, Committee Services Officer.

**1. Chair**

The meeting was chaired by Councillor Kathleen Robertson, with the exception of Item 11 which was chaired by Councillor Neil McLennan.

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

In terms of Standing Order 20 and the Councillors' Code of Conduct, Councillors Robertson and Mustard declared an interest in Item 11 and would remove themselves from the meeting during the consideration of that item.

In respect of other items on the agenda there were no other declarations from Group Leaders or Spokespersons in regard to any prior decisions taken on how Members will vote on any item on the agenda or any declarations of Member's interests in respect of any items on the agenda.

**3. Welcome and Thanks**

The Committee joined the Chair in welcoming the new religious representative, Mrs Sheila Brumby and the new parent representative, Mrs Emma Tunnard to their first meeting of the Committee.

She further thanked Mrs Susan Slater and Ms Angela Stuart, the teacher representatives as this would be their final meeting of their 5 year term sitting on the Committee. Elections are underway for the appointment of new reps.

#### **4. Resolution**

The meeting resolved that in terms of Section 50A (4) and (5) of the Local Government (Scotland) Act 19973, as amended, the public and media representatives be excluded from the meeting for Item 19 of business on the grounds that it involves the likely disclosure of exempt information of the class described in the relevant Paragraphs of Part 1 of Schedule 7A of the Act.

Para Number of the Minute	Para Number of Schedule 7a
	Para 9
20	Information relating to terms proposed or to be proposed by or to the Authority

#### **5. Minute of Meeting of 9 March 2022**

The minute of the meeting of the Education, Children's and Leisure Services Committee dated 9 March 2022 was submitted and approved.

The Committee joined the Chair in thanking Councillor Warren, the previous Chair of the Committee for her work over the last few years.

#### **6. Written Questions \*\***

The Committee noted that no written questions had been submitted.

#### **7. Allocation of Education Funding Update**

Under reference to paragraph 12 of the minute of the meeting of 9 March 2022 a report by the Depute Chief Executive updated the Committee on progress with regards to the Allocation of Education Funding.

Councillor Ross moved that any secondary subject vacancies arising due to NQT's not taking up a place in Moray, are advertised as main grade teaching posts on a permanent basis, as he felt that in advertising the vacancies as temporary it would deter potential applicants from applying. This was seconded by Councillor Keith.

Following consideration, during which the Head of Governance, Strategy and Performance advised that a suspension of standing orders would be required, he further added that if Councillor Ross was so minded, it would be prudent to add 'subject to any additional financial permission required from Moray Council in terms of potential budget pressures' to the end of his motion as a precaution.

Councillor Ross confirmed he was happy to include the additional wording.

Following further consideration in which Officers responded to Members' questions, the Committee unanimously agreed to suspend Standing Order 83,

given that the motion represented a relevant and material change in circumstances and agreed:

- i) to note the allocation of newly Qualified Teachers (NQT's) to date including additional offer from the Scottish Government; and
- ii) that any secondary subject vacancies arising due to NQTs not taking up a place in Moray, are advertised as main grade teaching posts on a permanent basis, subject to any additional financial permission required from Moray Council in terms of potential future budget pressures.

## **8. Analysis of Secondary School Leavers Attainment 2020-2021**

Under reference to paragraph 7 of the minute of the meeting of 24 November 2021 a report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee of the SQA leaver attainment across the secondary schools and for this data to be fully scrutinised as part of the raising attainment and improvement strategy.

Following consideration the Committee agreed to:

- i) note the Senior Phase Leaver Attainment across the Secondary Schools in Moray for session 2020/21 with specific regard to the National Measures for leavers published on Insight in February 2022;
- ii) note the actions for improvement arising from the 2020/21 attainment performance; and
- iii) acknowledge and commend practitioner commitment, extensive preparation and support of young people throughout the session as the return to an examination based model as well as young people's resilience and dedication throughout last session's Alternative Certification Model period.

## **9. Moray Education Early Learning and Childcare Income Generation**

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee of the success of the Early Learning and Childcare (ELC) top up hours currently being offered at Linkwood Nursery and to seek approval to extend the ELC top up offer to all year round services in Moray.

Following consideration the Committee agreed to:

- i) note the ongoing success of the ELC top up hours at Linkwood Nursery, Elgin;
- ii) the extension of the top up offer to include all year round settings. This would also extend to offering to top up hours on the occasional day within each Associated School Group (ASG); and
- iii) note that the impact of the above offer will be assessed as part of the ongoing work to manage the cost of the ELC service downward to come

within budget and any future adjustments will be considered based on the operating experience and income generated.

#### **10. Q4 2021-22 Performance Report - Education - Period to March 2022**

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee of the performance of the service for the period to 31 March 2022.

Following consideration the Committee agreed to:

- i) note performance in the areas of Service Planning, Service Performance and other related data to the end of March 2022; and
- ii) note the actions being taken to improve performance where required.

#### **11. Education Revenue Budget Monitoring to 31 March 2022**

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee of the budget position for Education as at 31 March 2022.

Following consideration, the Committee agreed to:

- i) note the budget position at 31 March 2022; and
- ii) the revised carry forwards on Appendix 2.

Councillors Mustard and Robertson left the meeting at the conclusion of this item. Councillor McLennan took over as Chair for the next item.

#### **12. Instrumental Music Tuition Funding Allocation**

Under reference to para 13 of the minute of the Education, Children's and Leisure Services Committee on 24 November a report by the Depute Chief Executive (Education, Communities and Organisational Development) provided the Committee with a further update on proposals regarding the expansion of the Moray Music Instruction Service.

Following consideration the Committee agreed:

- i) note the outcomes of the consultation with children and young people and their families and carers to determine demand across a number of different musical instruments;
- ii) recommend to Corporate Committee on 14 June 2022 to allocate the additional funding of £35,000 from the Scottish Government towards an expansion of music making opportunities across Moray for academic year 2022/23;
- iii) allocate the funding as per option B at para 3.9; and

- iv) defer any further decisions on the expansion of the Music Instruction Service until the long-term funding position is known.

Councillors Mustard and Robertson re-joined the meeting following the conclusion of this item and Councillor Robertson resumed the role of Chair

### **13. Education Resources and Communities and Education Capital Budget Monitoring Report**

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee of projects actual expenditure for Capital Budgets within Education, Children's and Leisure Services for 2021/22.

Following consideration the Committee agreed to note the contents of the report.

### **14. Education Resources and Communities Revenue Budget Monitoring to 31 March 2022**

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee of the budget position for Education Resources and Communities as at 31 March 2022.

Following consideration the Committee agreed to note the budget position at 31 March 2022.

### **15. Q4 2021-22 Performance Report - Education Resources and Communities - Period to March 2022**

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee of the performance of the service for the period to 31 March 2022.

Following consideration the Committee agreed:

- i) note performance in the areas of Service Planning, Service Performance and other related data to the end of March 2022; and
- ii) note the actions being taken to improve performance where required.

### **16. Whole Family Wellbeing Fund**

A report by the Chief Officer, Health and Social Care Moray sought homologation of the decision made by the previous Chair and Council Leader on the spend of the money made available to families in Moray.

Councillor McLennan sought agreement to include an additional recommendation which stated that the Committee note the challenge of SIMD only as a means of distribution of funds, whilst also asking for consideration of other factors such as rurality to be discussed before distributing such funds.

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

- i) homologate the decision made by the previous Chair and Council Leader with regards to the spend on the Whole Family Wellbeing Fund, within social work as Section 12 (Social Work Scotland) Act 1968 and Section 22 payments (Children (Scotland) Act 1995) for families in financial and immediate need;
- ii) note that a paper will be prepared for the Scottish Government on how the money has been distributed; and
- iii) note the challenge of SIMD only as a means of distribution of funds, whilst also asking for consideration of other factors such as rurality to be discussed before distributing such funds.

**17. Children and Families Social Work Services Revenue Budget Monitoring to 31 March 2022**

A report by the Chief Officer, Health and Social Care Moray informed the Committee of the budget position for Children and Families Social Work Services as at 31 March 2022.

Following consideration the Committee agreed to note the budget position at 31 March 2022.

**18. Q4 2021-22 Performance Report - Children and Families and Criminal Justice Social Work - Period to March 2022**

A report by the Chief Officer, Health and Social Care informed the Committee of the performance of the service for the period to 31 March 2022.

Following consideration the Committee agreed:

- i) note performance in the areas of Service Planning, Service Performance and other related data to the end of March 2022; and
- ii) note the actions being taken to improve performance where required.

**19. Question Time \*\*\***

Under reference to para 4 of the Minute of the meeting of 9 March 2022, Councillor Warren sought an update on the timing of the payment of the free school meal payments to senior pupils and the petition process to allow the Council to accept petitions from younger people.

In response, the Head of Governance, Strategy and Performance confirmed that the petition process is being reviewed during the summer recess.

In regards to the timing of the payment of free school meals, the Head of Education advised that work is ongoing with colleagues in catering but was unable to confirm a timeline for the conclusion of the work.

Under reference to para 14 of the minute of the meeting of 9 March 2022, Councillor Warren sought an update on the appointment of an external consultant to undertake a review of the Early Learning and Childcare Service.

In response the Continuous Improvement Officer (Early Years) confirmed that a consultant has now been appointed and it anticipated that an update will be provided to Committee in October.

Councillor McLennan sought clarification on how much value there is in comparing the Council schools against the artificial constructs of the Northern Alliance in which the other authorities are much larger than Moray.

He further sought clarification on what support do the Northern Alliance provide to assist the schools and what is the cost benefit analysis of both the inputs from the Northern Alliance and National Education Agencies who are tasked with supporting improvements in Education.

In response the Head of Education confirmed that the comparison with the Northern Alliance was done as part of developing and reviewing attainment papers and it was a request from the previous Council that the comparisons were made as this had not been done previously.

She further added that if these comparisons are not helpful, the comments made can be taken away and the information presented in a way that provides a better comparison.

With regards to the cost benefits, this would require further work a report back to Committee at a later date.

Councillor McLennan further sought clarification on whether there was a value in officer time in comparing Moray schools with the Northern Alliance and would the time be better spent comparing with national figures and the virtual comparator,

In response, the Head of Education confirmed that she would go away and look at the issue and consider the pros and cons of the current comparisons and discuss further with members at an attainment briefing.

Councillor Williams left the meeting during the discussion of this question.

Councillor Keith sought an update on what the Council is doing to encourage the young people in the area to take up the free bus travel passes as Moray has currently only issued to 26% of those eligible which is below the national average.

In response, the Head of Education confirmed that the Council has been very proactive in encouraging the uptake.

The Depute Chief Executive (Education, Communities and Organisational Development) further added that work is also being done via the Wellbeing Partnership to promote the scheme.

## **20. Early Learning and Childcare - Lease Update and Proposed Share Property Costs Methodology [Para 9]**

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee of the options for the proposed methodology for shared property costs related to lease agreements with private and third sector providers.

To also inform the Committee of plans for further consultation with private and third sector providers related to the proposed shared property costs methodology and to update the Committee on lease agreement progress for private and third sector Early Learning and Childcare (ELC) providers that currently operate from Moray Council premises.

Following consideration the Committee agreed:

- i) note the options highlighted in Appendix 1 for approaches to a proposed methodology for share property costs and that all options including yearly percentage increase increments be included in the consultation;
- ii) notes that further consultation exercises are required with private and third sector Early Learning and Childcare (ELC) providers regarding share property costs, following which an updated report will be submitted to Committee with recommendations to consider; and
- iii) note the updated status of lease agreements as outlined in Appendix 2.



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**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES  
COMMITTEE ON 24 AUGUST 2022**

**SUBJECT: CHILDREN AND FAMILIES SOCIAL WORK SERVICES  
REVENUE BUDGET MONITORING TO 30 JUNE 2022**

**BY: CHIEF OFFICER HEALTH AND SOCIAL CARE MORAY**

**1. REASON FOR REPORT**

- 1.1 To inform the Committee of the budget position for Children and Families Social Work Services as at 30 June 2022.
- 1.2 This report is submitted to Council in terms of Section III (A) (2) of the Council's Scheme of Administration relating to the consideration of capital and revenue budgets and long term financial plans.

**2. RECOMMENDATION**

- 2.1 **It is recommended that Committee scrutinises and notes the budget position at 30 June 2022**

**3. BACKGROUND**

- 3.1 The report highlights those areas of the budget where there is a significant percentage variance identified at 30 June 2022.

**4. BUDGET POSITION**

- 4.1 The spend at 30 June 2022 is £5,316,000 against a budget to date of £5,579,000, giving an underspend of £263,000 as shown in **Appendix 1**.
- 4.2 Corporate Parenting and Commissioning has an underspend of £272,000. A contract for residential care in Moray ended in March 2021 generating an underspend of £573,000, a report recommending the re-investment of this underspend was approved at Education, Children's and Leisure Services Committee on 26 January 2022 (para 10 of the minute refers). Part of the re-investment was in two new contracts, the delay in procuring these has generated an underspend of £128,000, furthermore due to children transitioning to adult services there is an underspend on the children with disabilities residential contract of £79,000 at the end of quarter 1. There are additional underspends on adoption allowances and legal fees £19,000. There is also one-off income for adoption placements in Moray of £33,000.

- 4.3 Currently Childrens Services is forecase to have a one-off underspend overall in 2022-23 of £600,000 due to young people with disabilities in residential care transitioning to adult services and the delay in contract procurement as outlined above. The service is progressing with tendering a new contract and reviewing the needs of all young people with a disability.
- 4.4 Officers are comfortable that the underspend reflects both responses to our children, young people and their families changing needs and also reflects some of the capacity needed within the budget to respond as we may or may not be required to.

## **5. SUMMARY OF IMPLICATIONS**

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

The Children's Services Revenue Budget has particular reference to National Outcome 8 – we have improved the life chances for children, young people and families at risk.

**(b) Policy and Legal**

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

**(c) Financial implications**

The resource implications are set out in this report and at **Appendix 1**. The underspend as at 30 June 2022 is £263,000 against a budget to date of £5,579,000.

**(d) Risk implications**

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

**(e) Staffing implications**

There are no staffing implications associated with this report.

**(f) Property**

There are no property implications associated with this report.

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

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

**(h) Climate Change and Biodiversity Impacts**

No climate change and biodiversity impacts arise directly from this report.

(i) **Consultations**

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

**7. CONCLUSION**

**7.1 That Committee scrutinises and notes the budget position as at 30 June 2022.**

Author of Report: Tracy Stephen, Acting Head of Children's Services  
Nicky Gosling, Accountant  
Background Papers: With authors  
Ref: SPMAN-305227695-14 / SPMAN-305227695-15



# Children and Families Social Work Services

Appendix 1

## Budget Monitoring Report to 30th June 2022

Service	Revised Budget	Budget to Date	Actual to Date	Variance to Date	Variance
	£'000	£'000	£'000	£'000	%
<b>Children Services and Criminal Justice Management</b>	<b>55</b>	<b>27</b>	<b>27</b>	<b>-</b>	<b>-</b>
<b>Quality Assurance Team</b>	<b>264</b>	<b>97</b>	<b>93</b>	<b>4</b>	<b>4 %</b>
<b>Locality Planning Pilot</b>	<b>87</b>	<b>44</b>	<b>44</b>	<b>-</b>	<b>-</b>
<b>Children's Services Area Teams</b>	<b>4,389</b>	<b>993</b>	<b>1,001</b>	<b>(8)</b>	<b>(1)%</b>
<b>Corporate Parenting &amp; Commissioning</b>	<b>13,585</b>	<b>4,508</b>	<b>4,236</b>	<b>272</b>	<b>6 %</b>
<b>Justice Services</b>	<b>442</b>	<b>59</b>	<b>57</b>	<b>2</b>	<b>3 %</b>
<b>Reviewing Team</b>	<b>327</b>	<b>79</b>	<b>79</b>	<b>-</b>	<b>-</b>
<b>Children Services Additional Funding</b>	<b>339</b>	<b>(228)</b>	<b>(221)</b>	<b>(7)</b>	<b>-</b>
<b>Efficiency Savings-Children's Services</b>	<b>(199)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
				<b>-</b>	
<b>Children's Services Total</b>	<b>19,289</b>	<b>5,579</b>	<b>5,316</b>	<b>263</b>	<b>-</b>





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**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES  
COMMITTEE ON 24 AUGUST 2022**

**SUBJECT: EDUCATION NATIONAL IMPROVEMENT FRAMEWORK  
REPORT AND PLAN**

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

**1. REASON FOR REPORT**

- 1.1 To advise Committee of the annual National Improvement Framework (NIF) plan return which is submitted to the Scottish Government by the end of August.
- 1.2 This report is submitted to Committee in terms of Section III (D) (1) of the Council's Scheme of Administration relating to all the functions of the Council as an Education Authority.

**2. RECOMMENDATION**

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

- (i) scrutinise and note the contents of the Moray Self-evaluation document and National Improvement Framework Plan;
- (ii) recognise the work progressed in a year of significant Covid-19 disruption, staff absence and reduced capacity due to vacancies;
- (iii) recognise the resilience and dedication across the wider Education service to continue to provide creative learning experiences and to improve service offer where this has been possible given restrictions; and
- (iv) agrees the annual National Improvement Framework (NIF) which includes the Executive Summary return to be submitted to Scottish Government by 31 August 2022.

**3. BACKGROUND**

- 3.1 The NIF for Scottish Education was launched in January 2016. The framework supports the Scottish Government Ambition to achieve excellence

and equity for every child in Scotland and guides on the Raising Attainment for All (RAFA) agenda. It places a legal duty on local authorities to actively address the poverty related attainment gap.

3.2 The Framework is underpinned by a series of planning and reporting duties designed to support transparency and accountability. These legal duties have been integrated into the Standards in Scotland's Schools' etc Act 2000 through amendments contained in Part 1 of the Education (Scotland) Act 2016. The Scottish Government produces annual advice in December to provide the focus for the NIF for the following year. Prior to December 2021 there were 4 key priorities for action however the 2022 NIF has been updated with the following 5 priorities:

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people:
- Improvement in skills and sustained, positive school-leaver destinations for all young people. And
- Improvement in attainment, particularly in literacy and numeracy

3.3 The Scottish Government has published statutory guidance to support education authorities to carry out the legal responsibilities. The statutory guidance clarifies how the 2000 Act has been amended through the 2016 Act in order to:

- impose duties on education authorities to enhance equity and promote a reduction in inequalities of educational outcome experienced by pupils as a result of socio-economic disadvantage;
- impose a duty to secure improvement in the quality of school education with a view to achieving the strategic priorities of the NIF; and
- impose duties in relation to annual planning and reporting; and annual school improvement planning

3.4 Local Authorities must produce a NIF work plan on an annual basis which is then submitted to Scottish Ministers. The purpose of the plan is to outline key actions that the Local Authority will take to address the excellence and equity agenda. The Education Strategic Plan 2020-23 provides a vision for the Education department and for associated officers within Education Resources and Communities. Although the key priority areas do not exactly match the NIF priorities, there are clear links and associated actions within the service plan, cross referenced throughout. Officer work plans are reviewed annually with progress monitored by the Education, Children's and Leisure Services Committee on a quarterly basis.

3.5 Head Teachers are also expected to produce an Annual School Improvement Plan (SIP) which takes forward developments at a local level. These plans are informed by the NIF, the appropriate Local Authority strategic plan (Corporate Plan, Moray Children's Services Plan, Education Strategic Plan etc). The plans are submitted by 30 June each year and are subject to

scrutiny by the Quality Improvement Team. All Moray SIPs are aligned with the NIF and local priorities

- 3.6 The NIF plan is expected to be in place by the end of August each year.
- 3.7 In Moray, Officers and Head Teachers have continued to lead positive work in spite of the pandemic and raising attainment has been high on the agenda for all. This is particularly challenging given the context of lockdown and disruption with positive cases and periods of self-isolation. The impact of the pandemic cannot be underestimated however with local evidence of an impact on behaviours of children and young people and the loss of education during the 2 lockdowns has impacted negatively on Achievement of Curriculum for Excellence levels in numeracy and literacy at key stages ie P1, P4 and P7. Although additional staffing was provided to support recovery, the absence of staff over the course of the last year has been significant with additional staff being used to keep schools open rather than undertake targeted interventions. There was significant disruption to learning due to Covid outbreaks and absence and this will have had an impact on children's learning experiences and attainment. Although remote learning was provided, not all children and young people were able to undertake this due to illness or other reasons.
- 3.8 Over the course of session 2021-2022, central Officers were relocated to schools and nursery settings in order to keep as many schools and nurseries open. This impacted on the ability to take forward key work as part of our strategic priorities as previously reported to Committee.
- 3.9 The Education Strategic Plan 2020-23 was developed during the pandemic as a result of a review of the 2018-21 plan as well as the bridging plan for Education Recovery over the summer of 2020 to the latter part of the year. The Education Plan captures a combination of key strategic areas for improvement as well as aspects of development that will deliver the NIF priorities.
- 3.10 The Moray Education Self-evaluation 2021-22 document in **Appendix 1**, gives a fair and balanced overview of the Education Service and the improvement journey over the course of the last year and in particular, the ongoing impact of Covid-19 on children, young people and families in Moray as well as highlighting progress in key areas and next steps.
- 3.11 The NIF Plan 2022-23 is shown as an executive summary on the final page of the Self-Evaluation document. Officers report progress over the course of the year to Committee through various reports including performance, attainment and achievement. The Executive Summary illustrates a high level plan which is then supplemented by a suite of operational work plans produced by Officers and monitored by senior Officers. It should be noted that this work sits across the wider Education Service incorporating both Education and Education Resources and Communities teams. Committee is aware of the capacity issues within central teams and Officers will be ensuring that work plans include the key priorities. Care has been taken to identify key priorities and development work which can be progressed within current

capacity and will have potentially maximum outcomes measures which will contribute to the NIF.

- 3.12 Committee is reminded that there was no National collection of Curriculum for Excellence Achievement of a Level (ACEL) in 2020 due to Covid-19. From August 2021 there was a return to 'normal' reporting arrangements with ACEL returns and moderation processes currently being completed to meet Scottish Government deadlines.
- 3.13 As part of the NIF, Pupil Equity Funding (PEF) has been provided for almost all Moray schools. A separate report to this Committee provides information regarding the Scottish Attainment Challenge and the range of local funding received.

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

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

This report was informed by the priorities within the Corporate Plan and 10 Year Plan and in particular to Our People, Our Place and Our Future and A Growing and Diverse Economy and Building a better future for our children and young people in Moray.

**(b) Policy and Legal**

The Education Act and Standards in Scotland's Schools Act have been adhered to.

**(c) Financial implications**

The cost of all improvement actions are undertaken within schools existing budgets and through the central Education budget. Any additional funding has been through Pupil Equity Fund (PEF) allocations as well as any additional Covid-19 grants received.

**(d) Risk Implications**

Covid-19 absence continues to impact on service and service delivery which could have a negative impact on progress throughout the session. Vacancies in key strategic roles will also have an impact. Lack of progression in recruiting additional Research and Information Officer to support Education's plan to explore Power BI to improve data access, and reporting. Potential risk that even with the planned work, the Council does not close the poverty related attainment gap.

**(e) Staffing Implications**

Staff absence, including those in leadership roles, has an impact on the ability to improve service offer.

**(f) Property**

There are no property issues arising from this report.

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

The National Improvement Framework is aimed at reducing inequalities.

**(h) Climate Change and Biodiversity Impacts**

None

**(i) Consultations**

The Head of Education Resources and Communities, the Head of Financial Services, Head of HR, ICT and OD, Quality Improvement Manager, the Business Support Team Manager, and Tracey Sutherland, Committee Services Officer, have been consulted on this report and agree with the sections of the report relating to their areas of responsibility.

**5. CONCLUSION**

**5.1 Committee is asked to review the evidence provided in the NIF return documents, acknowledge the continued impact of the pandemic and agree the submission to Scottish Government due by the end of August 2022.**

Author of Report: Vivienne Cross, Head of Education

Background Papers: [National Improvement Framework](#)

Ref: SPMAN-1315769894-325 / SPMAN-1315769894-326





## Appendix 1

# Moray Education Self-evaluation 2021-2022

*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 2023



St Gerardine Primary School  
P1 Problem Solving

# Table of Contents

Item	Page
Our Moray Context	3
Our Improvement Journey	4
Our Service and Structure	6
Leading through change: Covid-19	9
Our Moray Education Priorities	13
Improving Outcomes for all	14
Curriculum	18
Learning, Teaching and Assessment	19
Supporting all Learners	20
Leadership	21
Self-evaluation for self-improvement	22
Celebrating Success	23
Executive Summary – NIF Action Plan 2022/2023	24



Lossiemouth High School Campus – Summer 2021

Logie  
 Elgin High  
 Millbank Hythehill West End  
 Milne's High  
 Rother Lhanbryde  
 Linkwood Elgin Academy St Thomas  
 Portgordon Glenlivet Newmill  
 East End Lossiemoth High Greenwards  
 Crossroads Keith Primary Knockando  
 Bottriphnie Moray Schools Cullen  
 St Sylvester's St Peter's Cragielachie  
 New Elgin Buckie Community High Findochty  
 Applegrove Forres Academy Rothiemay  
 Hopenman Keith Grammar Burghead  
 Andersone Speyside High Mortlach  
 Mosstownie Aberdeen Kinloss Seafeld  
 Cluny Dyke Milne's Primary Dallas  
 Pilmuir St Gerardine Mosstodloch  
 Bishopmill  
 Tomintoul

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.

As an authority keen to further improve, Moray Education's core aim is to raise attainment across our schools and Early Learning centres in order to improve outcomes for all Moray's children and young people, ensuring progression to positive and sustained school leaver destinations.

# 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

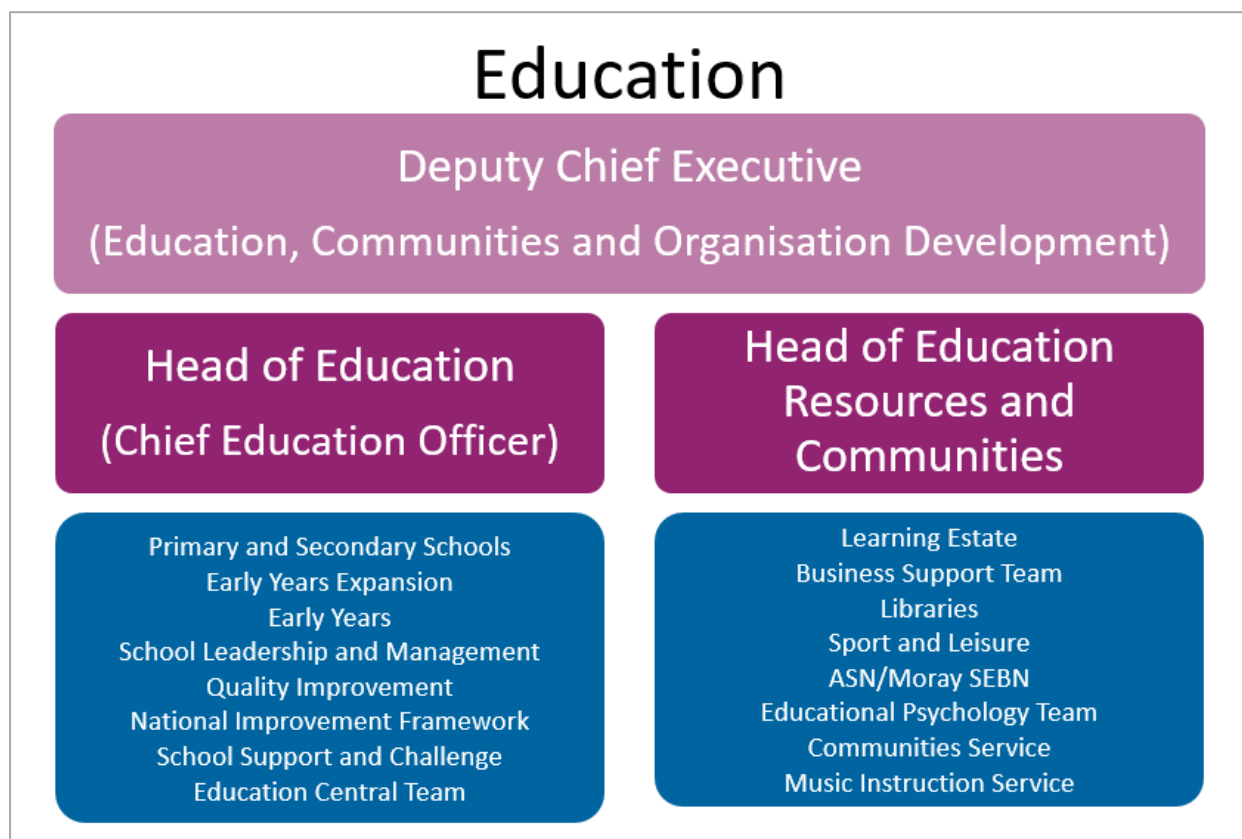
The Education Strategic Plan reflects the four National Improvement Framework priorities and the accompanying document outlines our National Improvement Framework Plan and Education Service plan. In Moray, through the National Improvement Framework drivers our aims are:



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



Seafeld 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.

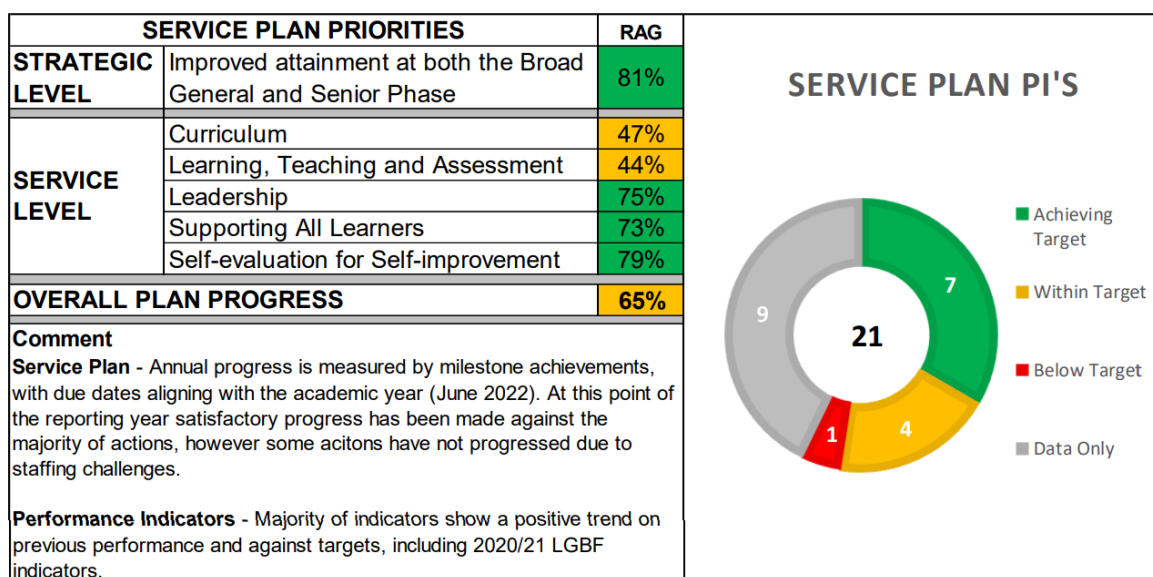
As reported last session, our strategic priorities focus on the key areas of:

- 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 (%)					
		Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5	Unknown
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

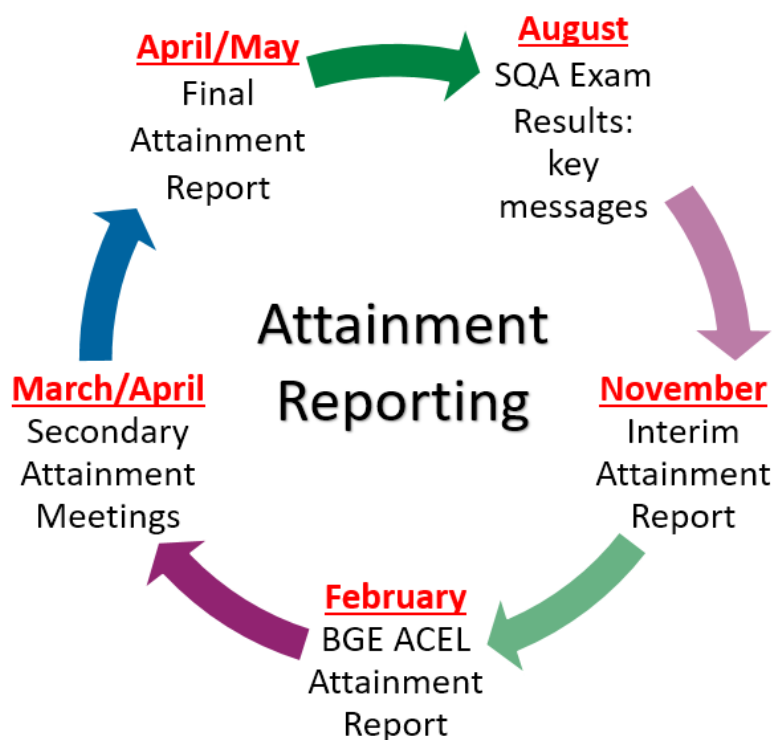
Overall, key Performance and Improvement highlights for Moray are as follows:

	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

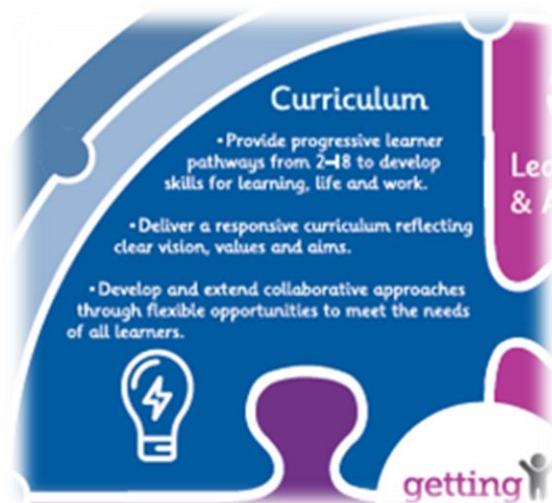
In Moray, we continue to work towards reduced exclusions in line with our Exclusion Policy and national guidance. Where possible, interventions are enacted to ensure all children and young people are included, engaged and involved in learning activities and supported to achieve their full potential. 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.



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

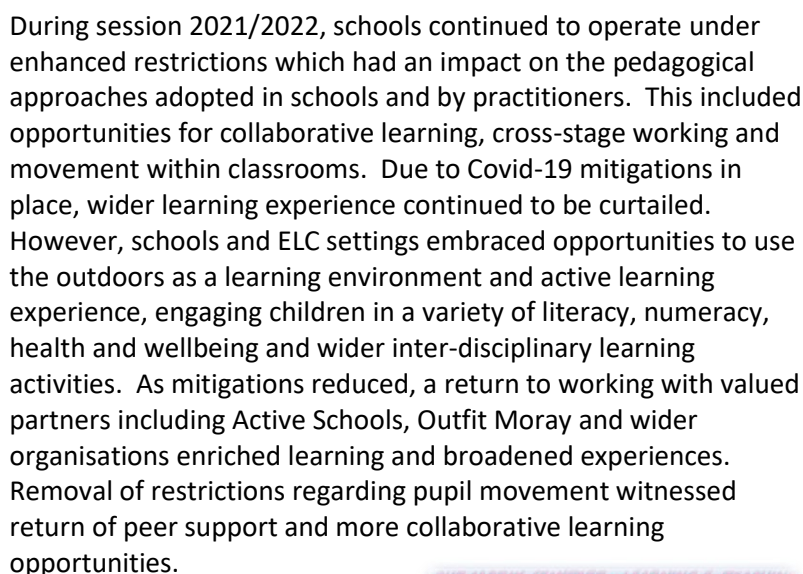
Quality Improvement Officer (QIO) for Curriculum for schools, further work is planned to ensure progression and cohesion.

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.



**DOK MURAT STANFORD - LEARNING & TEACHING**

Curriculum progression & pathway

Active stress & high expectations

Edutainment: well planned & balanced curriculum

Extending knowledge & developing skills

Collaboration & continuous dialogue

Effective leadership at all levels

Respectful & nurturing relationships

Order, logic, professional learning

Education theory & practice

Motivation & enthusiasm of all

Feeling, managing & data handling by all

**COURTY & EXCELLENCE**

**RAISED ACHIEVEMENT & ACHIEVEMENT**

**INCLUSION FOR ALL**

**POSITIVE RELATIONSHIPS**

**LEARNING OPPORTUNITIES**

**SUCCESS CRITERIA**

**LEARNING EXPERIENCES**

**ASSESSMENT**

**PRICE, CHALLENGE & REPRESENTATION**

**EFFECTIVE QUESTIONING**

**VARIETY OF FEEDBACK**

**SELF EVOLUTION**

KETH A/S

FOFES A/S

ELGIN HIGH A/S

ELGIN ACADEMY A/S

LOISMOUNT A/S

BUCKLE A/S

Working with the National Improvement Framework Officer, a rejuvenated strategy and plan for Moderation in the Broad General Education has been developed with introductory planning sessions held. Quality Assurance and Moderation Support Officers (QAMSOs) have been recruited across Moray, with 65 QAMSOs commencing key National training in August 2022. Focus on target ACEL areas identified above – Literacy (Writing) and Numeracy – will form the basis for Associated Schools Group and individual school level moderation activities throughout next session facilitated by QAMSOs and central officers. This will lead to improved confidence and understanding of National standards, developing leadership across practitioners at all levels and improving rigour of ACEL data judgments. Following roll-out of revised tracking and monitoring approaches through Seemis Progress + Achievement across our secondary schools and with pilot complete with two of our Moray Primary Schools, full roll-out of Seemis Progress + Achievement is now planned for session 2022/2023 following positive feedback and increased rigour in tracking and monitoring of children and young people’s progress across the Broad General Education.

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



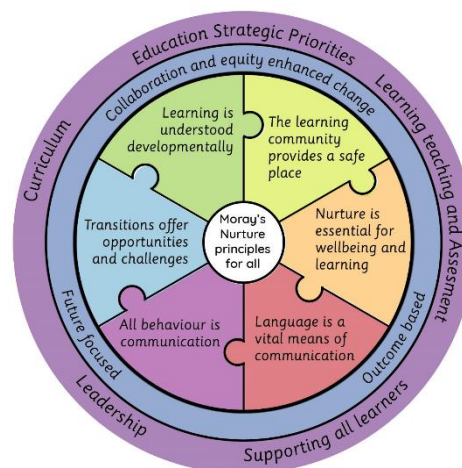
Following an extensive consultation process with a focus on the responsibility of all across the service to support and meet the needs of all learners, a 'Supporting All Learners' Strategy has been developed with three key focus areas:

- 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

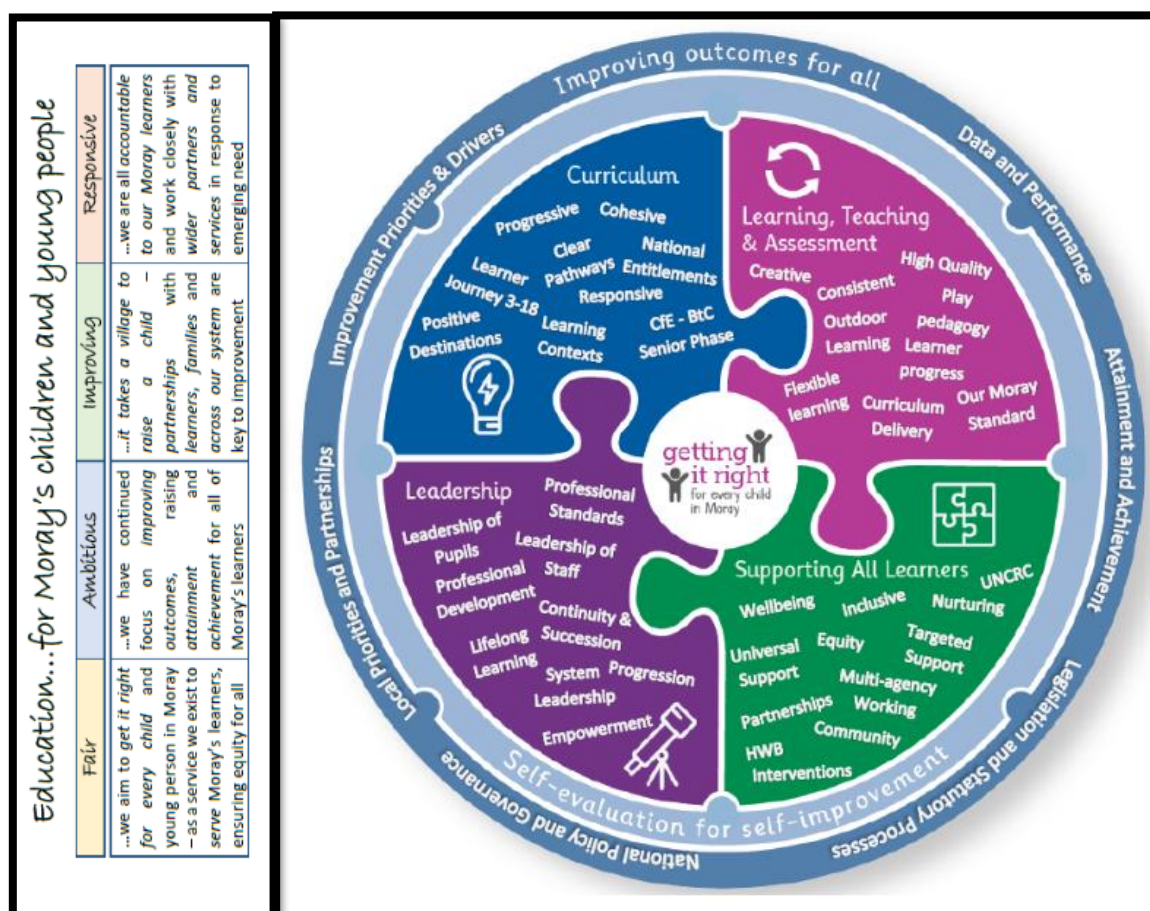
# Self-evaluation for self-improvement

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>	




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**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES  
COMMITTEE ON 24 AUGUST 2022**

**SUBJECT: SCOTTISH ATTAINMENT CHALLENGE**

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

**1. REASON FOR REPORT**

- 1.1 To provide Committee with an update on the refreshed Scottish Attainment Challenge (SAC) which is supported by funding through the Attainment Scotland Fund, the aims of which are to address the challenges of the poverty-related attainment gap. The report also provides information regarding planned spend for the coming session.
- 1.2 This report is submitted to Committee in terms of Section III (D) (1) of the Council's Scheme of Administration relating to all the functions of the Council as an Education Authority.

**2. RECOMMENDATION**

**2.1 It is recommended that Committee:**

- i) consider and note the update on 2022 Scottish Government Pupil Equity Funding (PEF), and planned expenditure, based on the Education service self-evaluation gathered across the year, for Strategic Equity Funding (SEF) and Care Experienced Young People Funding (CEYPF), working with Social Work colleagues;
- ii) note the strategic guidance at Scottish Government and local Authority levels to support the implementation of the funding;
- iii) note the forthcoming requirement to set stretch aims linked to key baseline data (including attainment) as required by the Scottish Attainment Challenge;
- iv) note the planned use of SEF for session 2022/23;
- v) note the early plans for CEYPF; and

vi) instruct officers to provide further updates in line with Scottish Government reporting requirements to be presented at future Committee meetings.

### 3. **BACKGROUND**

- 3.1 The Attainment Scotland Fund is made up of a number of funding streams totalling £1 billion. This targeted funding includes the SEF, PEF and CEYFPF which Moray receives and is the focus of this paper.
- 3.2 This paper will include an overview of the 2022-23 PEF funding allocations for Moray Schools eligible to receive PEF funding (**Appendix 1**).
- 3.3 The refreshed SAC, launched in March 2022 does not introduce a new policy but rather builds on the existing policy that has been in place since 2015. The main aim of the policy is to provide a framework to support recovery from the COVID-19 pandemic and accelerate progress in closing the poverty related attainment gap.
- 3.4 The policy's aim is to 'use education to improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty related attainment gap'. It is well known that education cannot do this alone with the adage of 'it takes a village to raise a child'. Therefore schools and central officers plan use of the funding which includes working with partners and key stakeholders in order to support children and families.
- 3.5 A new requirement by the Scottish Government as part of SAC is that all local authorities set out 'stretch aims' as detailed in the guidance Framework for Recovery and Accelerating Progress. This includes 5 'core' aims and additional 'plus' aims. This paper will detail the process the Education service has taken in developing these stretch aims and the current draft stretch aims for Moray. Stretch aims have to be agreed by September each year working closely with the Senior Regional Advisor for the Northern Education Scotland Team, our Attainment Advisor and the National Improvement Framework Officer.
- 3.6 This paper provides Committee with updated information on the continued intention of the Scottish Government, as part of the Scottish Attainment Challenge, to disperse £1.48m in PEF, £170k in SEF funding and £158k in CEYFPF for Moray for the 2022-23 session. In addition, national funding for Community Learning and Development has been announced but as yet there is no indication of the local breakdown - this funding will be overseen by Education Resources and Communities.

### 4. **PROGRESS TO DATE**

- 4.1 The first five years of the SAC saw progress in closing the poverty-related attainment gap across Scotland. With the disruption to learning as a result of the Covid-19 pandemic we have seen an impact on attainment of children, with those affected by poverty impacted at disproportionately higher levels.

4.2 The Framework for Recovery and Accelerating Progress (the Framework) aims to:

- Mitigate the impact of poverty on children's outcomes by tackling the poverty-related attainment gap;
- Set high expectations through annual, locally identified stretch aims to ensure progress in recovering from the impact of the Covid-19 pandemic;
- Build on the investment in the Scottish Attainment Challenge to make a greater difference, more quickly for children and young people;
- Build consistency on processes used across the country to build a more accurate national picture;
- Drive improved outcomes for children and young people impacted by poverty;
- Ensure elements of local planning and decision making while driving strategic direction.

4.3 The aim of the framework is to contribute to improved outcomes for children and young people recognising the importance of attainment, achievement and health and wellbeing. The 'core plus' model of stretch aims reflects this.

4.4 All local authorities are expected to set stretch aims for the following five measures and report on these annually to Scottish Government. Officers await further guidance from the Scottish Government in order to finalise the Stretch aims which have to be submitted to Education Scotland by the end of September. In addition further work needs to take place between the Education Service and Education Scotland after the Scottish Government Insight Benchmarking Tool update in September. Furthermore, local quality assurance of Achievement of curriculum for Excellence levels is underway and will also support the finalisation of the stretch aims. These will be reported to Committee at a future date and are subject to review as this is the first year of introduction. Based on current guidance these will focus on:

- Achievement of Curriculum for Excellence Levels (literacy combined and numeracy combined);
- The proportion of school leavers attaining one or more pass at Scottish Credit and Qualifications Framework (SCQF) level 5 based on the "summary statistics for attainment and initial leaver destinations" publication
- The proportion of school leavers attaining one or more pass at SCQF level 6 based on the "summary statistics for attainment and initial leaver destinations" publication
- The proportion of 16-19 year olds participating in education, employment or training based on the Annual Participation Measure produced by Skills Development Scotland (SDS); and
- A locally identified aim for health and wellbeing, to be measured using local datasets

4.5 In setting the Moray 'core' stretch aims collaborative work has been undertaken with Education Scotland colleagues. This included examining trends, considering targets within the Moray Raising Attainment Strategy and reviewing the impact of the pandemic on learners locally. Working with school

leaders in secondary schools and partners, an Insight Strategy has been devised to improve data literacy as well as a key improvement focus on improving opportunities for accreditation across the senior phase.

- 4.6 This work along with further planned development of our senior phase curriculum strategy offer working with the Education Scotland Curriculum Innovation Team, SQA and SCQF partnership will have a focus on curriculum redesign, accreditation, consortia arrangements, virtual delivery, moderation, tracking and monitoring across both the Broad General Education and Senior phase providing a clear local strategic framework for improvement. This will also be reported to Committee at a future date.
- 4.7 Whilst considering the Moray draft stretch aims, a number of weighting factors were identified which have either a positive or negative impact on pupil's achievements which include

<b>Positive contributors</b>	<b>Risks to be mitigated against</b>
Curriculum change/models	Pandemic disruption and effects
Local strategies, associated plans and leadership opportunities	Increase in Additional Support Needs, Mental health and wellbeing needs and behavioural needs
Consortia and college options	Alternative certification model impact
Interventions/additional funding	Budget pressures and cessation of Covid additional posts

- 4.8 As the SAC is related to the Poverty related attainment gap, Scottish Index of Multiple Deprivation (SIMD) data was used where the Scottish Government take the 10 indicators and round to 5 quintiles where quintile 1 (SIMD1/2) hosts children in the most deprived areas of Moray to quintile 5 (SIMD9/10) which hosts children in the least deprived areas of Moray. The majority of Moray's children are in quintiles 3 and 4 however there is an increasing number in quintile 1 and a proportion in quintile 2. Due to the number in quintile 2, draft stretch aims have been set to look at quintiles 1 and 2 in comparison with attainment levels at quintile 5.
- 4.9 On examining performance data trends across the Broad General Education, key gaps appear in writing at quintile 2 in P1, P4 and P1/4/7 combined. In addition there are gaps in quintile 2 for numeracy in P1, 4, 7 and P1/4/7 combined.
- 4.10 Additional 'plus' aims are included in this model with local authorities charged with choosing an aim specific to their own context and datasets. Work is ongoing to ascertain this through our data intelligence.
- 4.11 Schools eligible, continue to benefit from PEF funding as committed by the Scottish Government for the remainder of the parliamentary term. School level allocations are shown in **Appendix 1**. All schools in Moray are eligible except one, Dallas Primary.
- 4.12 PEF funding is allocated directly to schools to be used to provide targeted support and interventions to children, and families if appropriate, affected by

poverty. School leaders plan for this funding in tandem with existing School Improvement Planning processes with a separate template, where funding is significant to show outcomes and measures. National operating guidance is provided for PEF funding and in addition local Moray guidance is updated annually working collaboratively with the Attainment Advisor. Published annual school Standards and Quality Reports evidence the impact of the use of PEF within the school to meet the needs of targeted groups.

- 4.13 The initial tranche of SAC monies included Challenge Authorities and Schools and a Universal programme with Moray in the latter. This has been replaced by Strategic Equity Funding and sees all 32 local authorities receiving a proportion of SEF funding. Moray previously had no children in SIMD1 however Elgin South is now classified as having areas in this decile. Moray received £170,500 through SEF funding for session 2022-23. This will grow year on year as follows:

Moray SEF allocations 2022/23 – 2025/26

<b>Local Authorities</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>
<b>Moray</b>	£170,500	£338,950	£507,400	£675,851

- 4.14 Planning for the spend of SEF funding for the first year's allocation includes a pilot project in Elgin High School to build on the work started with Covid recovery posts, now deleted, to target a number of young people on part-time timetables with an alternative curricula to improve accreditation routes and a transition project in the Buckie High School Associated Schools group. Both projects will be evaluated and reported on with a view to disseminating progress and impact for consideration in future years. As Dallas Primary has not been allocated PEF, SEF funding will be used to provide the minimum allocation to the school which is in line with good practice in other Local Authorities and taking in to consideration current cost of living and challenges facing families
- 4.14 In addition to PEF and SEF, we also receive CECYPF which we jointly plan for with colleagues from Children's Social Work. Funding is provided annually and for this session, at a figure of £1,200 per looked after child aged 5-15 as outlined in the Children's Social Work Statistics Scotland 2020-21. Funding is provided to local authorities in order to improve educational outcomes for CECYP supported by the strategic goals of the Promise and Scottish Attainment Challenge. All CECYP aged from 0-26 are eligible for support and Local Authorities as Corporate Parents should determine the best ways that funding can improve attainment of their CECYP.
- 4.15 In Moray the plan is to continue work so far in mentoring CEYP as they prepare to leave school and enter a positive sustained post school destination. Part of the funding will support the Mentoring Young Talent initiative which has proved successful. The remainder of the funding will be used to employ a virtual Head Teacher who will oversee CECYP working closely with Social Work partners. This new post has been successful in other Authorities and will bring value to our CECYP and their families as well

as closely monitoring and supporting projects to raise their attainment and wellbeing.

- 4.16 Progress with funding will be evidenced via our annual National Improvement Framework return which is reported to Committee annually and also supported by our Education Scotland Attainment Advisor.

## **5. NEXT STEPS**

- 5.1 A consultation will be undertaken with the head teacher consultative group regarding our local approaches to setting the stretch aims. We await the national Guidance to support these conversations and further engagement with Education Scotland. Further consultation with the system including professional associations will also take place. A head teacher briefing will give further opportunity for comment prior to final discussions with Education Scotland prior to stretch aims being submitted in September as per statutory requirement.
- 5.2 Reporting requirements are clear and will be quarterly with further reports back to this Committee on progress and impact. Stretch Aims will form a key basis of our scrutiny and support work with our schools moving forwards, with planned revision to our Performance Management framework underway.

## **6. SUMMARY OF IMPLICATIONS**

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

This report was informed by the priorities within the Corporate Plan and 10 Year Plan and in particular to Our People, Building a better future for our children and young people in Moray.

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

Attainment Scotland Funding through the Scottish Attainment Challenge supports the central purpose of the Scottish Government to accelerate recovery and progress in the delivery of national outcomes. The Council requires to meet their statutory duties in terms of the Standards in Scotland's Schools etc, Act 2000.

### **(c) Financial Implications**

Pupil Equity funding is allocated across the financial year however can be spent across the school session. Head Teachers hold plans for PEF as part of their school improvement planning. Strategic Equity and other funding is allocated on a similar basis with Moray's allocation noted above. As previously stated this will fund two projects with impact reports coming back to Committee There are current underspends in PEF and CECYP which are under review and planned expenditure has been identified.

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

Officer capacity to plan for SEF and CEYPF will mean a delay in projects starting and posts being filled in the first year of funding. Recruitment may not be successful in the first round leading to delays in work

commencing, progress made and impact being evident. Lack of progression in recruiting additional Research and Information Officer to support Education's plan to explore Power BI to improve data access, and reporting has the potential risk that officers may not have capacity to analyse data required for quarterly reporting requirements. Potential risk that even with the planned work, the Council does not close the poverty related attainment gap due to multiple factors including, interventions may not work and a review and replan to take place, difficulty in recruitment, training required for new staff etc. In addition, some short term interventions will not realise sustainability or improvement for a number of years.

**(e) Staffing Implications**

Potential implications due to the time limited nature of the funding and inability to offer staff permanent posts as a result.

**(f) Property**

There are no property issues arising from this report.

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

The Scottish Attainment Challenge is aimed at reducing inequalities and SEF funding targets key protected characteristic groups.

**(h) Climate Change and Biodiversity Impacts**

None

**(i) Consultations**

The Head of Education Resources and Communities, the Head of Financial Services, Head of HR, ICT and OD, Quality Improvement Manager, the Business Support Team Manager, and Tracey Sutherland, Committee Services Officer, have been consulted on this report and agree with the sections of the report relating to their areas of responsibility.

## **7. CONCLUSION**

- 7.1 The refreshed Scottish Attainment Challenge and associated funding streams focuses on and accelerates targeted improvement activity to reduce the poverty related attainment gap. Through planned and targeted interventions and approaches in line with the Scottish Government Scottish Attainment Challenge guidance for PEF, CECYP and SEF as outlined in the Framework for Recovery and Accelerating Progress, ongoing monitoring will be undertaken against Stretch Aims agreed with Education Scotland. Supported by our Education Scotland Attainment Advisor, this will determine impact and direction of interventions and future funding.**

Author of Report:

Vivienne Cross, Head of Education

Background Papers:

[Framework for Recovery and Accelerating Progress.](#)

Ref:

## Appendix 1

School Name	Stage	Allocation
Linkwood Primary	Primary	£ 73,500
Alves Primary School	Primary	£ 11,025
Bishopmill Primary School	Primary	£ 29,160
Burghead Primary School	Primary	£ 25,920
Dallas Primary School	Primary	£ -
Dyke Primary School	Primary	£ 14,700
East End Primary School	Primary	£ 37,800
Seafield Primary School	Primary	£ 58,800
St Sylvester's RC Primary Schl	Primary	£ 15,925
West End Primary School	Primary	£ 9,800
Anderson's Primary School	Primary	£ 31,850
Applegrove Primary School	Primary	£ 68,600
Hopeman Primary School	Primary	£ 7,560
Kinloss Primary School	Primary	£ 11,025
Knockando Primary School	Primary	£ 4,900
Lhanbryde Primary School	Primary	£ 29,400
Logie Primary School	Primary	£ 6,125
Hythehill Primary School	Primary	£ 46,550
St Gerardine Primary School	Primary	£ 38,880
Mosstodloch Primary School	Primary	£ 19,440
Mosstowie Primary School	Primary	£ 2,160
New Elgin Primary School	Primary	£ 95,040
Roths Primary School	Primary	£ 11,025
Milne's Primary School	Primary	£ 18,375
Botriphnie Primary School	Primary	£ 3,675
Cluny Primary School	Primary	£ 44,100
Millbank Primary School	Primary	£ 61,250
St Peter's RC Primary School	Primary	£ 40,425
Craigellachie Primary School	Primary	£ 3,675
Crossroads Primary School	Primary	£ 2,160
Cullen Primary School	Primary	£ 9,800
Findochty Primary School	Primary	£ 9,720
Glenlivet Primary School	Primary	£ 2,160
Keith Primary School	Primary	£ 57,575
St Thomas' RC Primary School	Primary	£ 18,375
Mortlach Primary School	Primary	£ 20,825
Newmill Primary School	Primary	£ 7,350
Portessie Primary School	Primary	£ 7,350
Portgordon Primary School	Primary	£ 6,480
Portknockie Primary School	Primary	£ 18,360
Rothiemay Primary School	Primary	£ 6,125
Tomintoul Primary School	Primary	£ 4,900
Aberlour Primary School	Primary	£ 7,350
Greenwards Primary School	Primary	£ 45,325
Pilmuir Primary School	Primary	£ 37,975
Elgin Academy	Secondary	£ 61,250
Milne's High School	Secondary	£ 19,440
Forres Academy	Secondary	£ 78,400
Lossiemouth High School	Secondary	£ 39,200
Buckie High School	Secondary	£ 78,400
Keith Grammar School	Secondary	£ 35,525
Speyside High School	Secondary	£ 17,280
Elgin High School	Secondary	£ 72,275
	Total	£ 1,484,285





**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES  
COMMITTEE ON 24 AUGUST 2022**

**SUBJECT: EDUCATION REVENUE BUDGET MONITORING TO 30 JUNE  
2022**

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

## **1. REASON FOR REPORT**

- 1.1 To inform the Committee of the budget position for Education as at 30 June 2022.
- 1.2 This report is submitted to Committee in terms of Section III (A) (2) of the Council's Scheme of Administration relating to the consideration of capital and revenue budgets and long term financial plans.

## **2. RECOMMENDATION**

- 2.1 **It is recommended that Committee considers and notes the budget position at 30 June 2022.**

## **3. BACKGROUND**

- 3.1 The report highlights those areas of the budget where there is a significant percentage variance identified at 30 June 2022.

## **4. BUDGET POSITION**

- 4.1 The spend at 30 June 2022 is £19,842,000 against a budget to date of £20,251,000, giving an underspend of £409,000 as shown in **Appendix 1**.
- 4.2 The main variance in Early Learning and Childcare is an underspend on the snack and fundraising accounts.
- 4.3 The main variance in primary and secondary schools relates to devolved school budgets comprising of £90,000 in primary schools which is 1.3% of the budget to date and £234,000 in secondary schools which is 3.1% of the budget to date. Any differential between the variances reported here and in the appendix link to the fact that school budgets have a devolved and non-devolved component and the differential are non-devolved variances. An example to explain the variance in a secondary school is that a member of staff may move post at the end of May and be replaced by an Newly Qualified Teacher in August so no salary paid from June.

4.4 Education Central Services has an underspend of £7,000 on period poverty, £7,000 on relocation costs and £13,000 on facilitating school improvement as the main variances, with other minor underspends. Period poverty underspend has been acknowledged and addressed.

4.5 Officers are satisfied that the variances are acceptable.

## 5. **SUMMARY OF IMPLICATIONS**

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

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

**(b) Policy and Legal**

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

**(c) Financial implications**

The resource implications are set out in this report and at **Appendix 1**.

The underspend as at 30 June 2022 is £409,000 against a budget to date of £20,251,000.

**(d) Risk implications**

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

**(e) Staffing implications**

There are no staffing implications associated with this report.

**(f) Property**

There are no property implications associated with this report.

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

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

**(h) Climate Change and Biodiversity Impacts**

No climate change and biodiversity impacts arise directly from this report.

**(i) Consultations**

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

**6. CONCLUSION**

**6.1 That Committee considers and notes the budget position as at 30 June 2022.**

Author of Report: Vivienne Cross, Head of Education  
Nicky Gosling, Accountant

Background Papers: with authors  
Ref: SPMAN-1315769894-307 / SPMAN-1315769894-305



# Educational Services

Appendix 1

## Budget Monitoring Report to 30 June 2022

Service	Revised Budget	Budget to Date	Actual to Date	Variance to Date	Variance
	£'000	£'000	£'000	£'000	%
Early Learning and Childcare	4,488	2,957	2,910	47	2 %
Primary Education	28,182	6,923	6,857	66	1 %
Secondary Education	31,808	7,663	7,405	258	3 %
Education Central Services	4,742	1,652	1,616	36	2 %
Management	118	29	27	2	7 %
Efficiency Savings-Education	(333)	-	-	-	-
Education COVID 19	1,051	1,027	1,027	-	-
				-	
<b>Educational Services Total</b>	<b>70,056</b>	<b>20,251</b>	<b>19,842</b>	<b>409</b>	<b>-</b>






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**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES  
COMMITTEE 24 AUGUST 2022**

**SUBJECT: EDUCATION RESOURCES AND COMMUNITIES AND  
EDUCATION CAPITAL BUDGET MONITORING REPORT TO 30  
JUNE 2022**

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

**1. REASON FOR REPORT**

- 1.1 To inform Committee of the capital budget position for Education Resources and Communities and Education as at June 2022
- 1.2 This report is submitted to Committee in terms of Section III (A) (2) of the Council's Scheme of Administration relating to the consideration of Capital and Revenue budgets and long term financial plans.

**2. RECOMMENDATION**

- 2.1 **It is recommended that the Committee scrutinises and notes the capital budget position at 30 June 2022.**

**3. BACKGROUND**

- 3.1 At the meeting of Moray Council on 22 February 2022 (paragraph 3 of the minute refers) Council approved the Capital Plan for 2022/23. At the same meeting the need for the Council to make £20 million savings in 2023/24 and 2024/25 was highlighted. As part of the financial planning process an early initial review of the capital plan was undertaken with departments to firm up on timing of projects given current market conditions and departmental capacity to deliver. Amendments to the capital plan were recommended as a result of this review and agreed at the meeting on Moray Council on 29 June (paragraph 17 of the minute refers).
- 3.2 This report highlights those areas of the capital budget relating to Education Resources and Communities and Education budgets where there is a significant percentage variance as at 30 June 2022, or the risk of a variance over the course of the financial year (highlighted as red or amber in the budget update at **APPENDIX 1**).
- 3.3 The report also provides a narrative update on major ongoing projects.

- 3.4 The capital budgets for the Education Resources and Communities and Education Services are listed in **APPENDIX 1**.

**4. BUDGET POSITION**

- 4.1 The total approved capital budget for Education Resources and Communities and Education for financial year 2022/23 is:

	<b>22/23 £000</b>
Land & Buildings	6,630
Vehicles Plant & Equipment	460
<b>Total</b>	<b>7,090</b>

- 4.2 Actual expenditure to end June 2022 is £674,000

- 4.3 Current variance (or risk of variance) in the Capital Plan relate to the following:

- £700,000 is provided for the development of a new 3G pitch in Forres. The Council is continuing to collaborate with the Forres Community Football Trust regarding the development of a new pitch and associated facilities. A decision is required regarding the location of a new pitch. This decision has been delayed due to the dependency on discussions regarding the future of Forres Academy. The Trust has elected to wait until these discussions have progressed.
- 2022/23 spend on the Findrassie project relates to Design Team costs. The Project Team are awaiting detailed costs from the Design Team to determine actual variances. There was an underspend in 2021/22 against this project of £188,000. A carry forward of £50,000 was agreed at the Council meeting on 29 June 2022 to meet the expected cost of design works. A further carry forward may be requested once detailed costs are known.
- £300,000 is provided for the refurbishment and upgrade of pools. Condition surveys of our leisure estate have been ongoing during the first quarter of 2022/23 and we are awaiting the outcome of these surveys prior to instructing any works on our pools.
- £400,000 is provided for plant and equipment at Moray Leisure Centre. Moray Leisure Centre are currently identifying the immediate asset repair or replacement requirements following receipt of their condition surveys and also from information gathered on recent breakdowns and damage.

## **5. MAJOR PROJECTS UPDATE**

### **Schools Essential Maintenance Programme 2022/23**

- 5.1 The total budget for this programme of work is £3.208m which is made up of a carry forward of £0.208m from last year and £3m from 2021/22 Capital Plan. This programme of work is a single line within the Capital Plan. However, the programme has been split into separate budgets for each individual project as detailed in **Appendix I** for budget monitoring purposes. The majority of this work programme is the phased work begun under the Make Do and Mend criteria, which was to address elements of schools in Condition D that have the possibility of failing. The scope of each of the projects is developed in consultation with the school and the contractor. The reactive nature of this programme does mean that individual project budgets do vary during the year of the programme.
- 5.2 Work to replace defective render with a new insulated render system at Hythehill Primary School completed on 25 April 2022.
- 5.3 Design work to upgrade the mechanical and electrical systems at Speyside High School, Cluny Primary School, Forres Academy, New Elgin Primary School, Anderson Primary School, Burghead Primary School, West End Primary School and Kinloss Primary School were completed during Quarter 1.
- 5.4 The quarter 1 projected expenditure at 30 June 2022 for this programme is £3.169m. The majority of this programme is carried out during the school summer holidays and at the time of drafting this report is complete. Work has progressed well on site with no major issues uncovered and very little of the contingency allowances required. Therefore it is expected that the quarter 2 projected figures will reduce within this budget heading.
- 5.5 Emergency works to replace corroded mains water pipework at Forres Academy were carried out and completed under this programme of work, but funded from the Repairs and Maintenance budget.
- 5.6 A carry forward of £208k from the 2021/22 budget appears in the budget line under Milnes High School Roof covering replacement. This carry forward was taken to support design work and as a contingency for the overall programme. The replacement of the roof covering at Milnes High School is a significant budget estimate and this type of work would be carried out during a summer period, therefore it is not projected that this budget line will be fully committed this financial year.
- ### **New Build Project (Lossiemouth High School)**
- 5.7 COVID-19 costs have been agreed with the contractor and submitted to the Scottish Government as indicated in previous reports to this Committee. The Scottish Government in a letter dated 24 June 2022 apologised for the long delay in replying, however have stated they are not able to support the Council with additional costs. The project is complete with planned payments for the completion of landscaping and the release of monies held for retention in the contract.

### **New Build Project (Linkwood Primary School)**

- 5.8 COVID-19 costs have been agreed with the contractor and submitted to the Scottish Government as indicated in previous Reports to this Committee. The Scottish Government in a letter dated 24 June 2022 apologised for the long delay in replying, however have stated they are not able to support the Council with additional costs.

### **New Build Project (Findrassie Primary School)**

- 5.9 Consultations with all stakeholder groups has concluded for this stage of the project with all relevant feedback included within the design brief. The internal design team has developed the design to RIBA stage 2, which provides the concept design for the building. The design is a two-storey building that works with the contours of the site to allow outdoor learning to be accessed from most classrooms. The initial cost model has been developed and is currently being reviewed. The Planning Application Notification (PAN) was submitted in June 2022 with an initial meeting held with statutory consultees. Work is currently ongoing to engage with a main Tier 1 contractor with a view to having them appointed by the end of August 2022 to support a Stage 3-4 design.

### **Early Learning and Childcare Expansion**

- 5.10 Additional Capital Plan spend on Early Learning and Childcare facilities (Aberlour, Kinloss, Findochty, Portgordon, Rothes and St Peters) was approved at Moray Council on 29 June 2022 (para 22 of the minute refers). Initial project timelines have been set out for these projects, with further information provided in the Early Learning and Childcare – Major and Minor Infrastructure Works Update (Information Report).

## **6. SUMMARY OF IMPLICATIONS**

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

The capital projects referred to in this report support the delivery of the LOIP outcome of building a better future for our children and young people in Moray and growing a diverse and sustainable economy, and are advancing the Corporate Plan priority of reviewing and transforming the learning environment, and creating a sustainable council.

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

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

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

The resource implication are set out in this report and at **Appendix 1**.

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

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

The school estate (excluding new build) continues to deteriorate. The level of investment that the Council is able to afford is insufficient to maintain all schools to B/B standard. The risk of building failures, temporary closures and/or health & safety continue to be a concern.

Construction costs are continuing to rise, which will impact on tender prices received for construction projects, which means additional budget may be required for projects as they progress.

**(e) Staffing Implications**

There no staffing implications arising directly from this report.

**(f) Property**

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

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

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

**(h) Climate Change and Biodiversity Impacts**

Where heat source replacements are planned a Heating Option Appraisal in accordance with current procedures will be carried out that includes renewable heating options. Where wall or roof replacements are programmed additional insulation to improve the performance of the fabric will be considered.

For new build projects we are considering options to meet energy and zero carbon targets.

**(i) Consultations**

Paul Connor, Principal Accountant; the Property Asset Manager; Design and Construction Manager; Learning Estate Programme Manager; Legal Services Manager; Equal Opportunities Officer, Head of Education and Tracey Sutherland, Committee Services Officer have been consulted and the comments received have been incorporated into the report.

**7. CONCLUSION**

**7.1 This report presents the Education Resources and Communities and Education Capital Works budget to 30 June 2022. It highlights and provides detail on any variances or projected variances and provides an update for Members on approved major projects.**

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

Background Papers:

Ref: SPMAN-9425411-53  
SPMAN-9425411-54



## APPENDIX 1

## EDUCATION RESOURCES &amp; COMMUNITIES AND EDUCATION CAPITAL PLAN

	Current Capital Plan 2022/23 £000	Actual Expenditure to 30 June 2022 £000	Total Projected Expenditure £000	Projected Variance £000	R/A/G
<b>LAND &amp; BUILDINGS</b>					
<b>B for condition and B for suitability</b>					
Cluny Primary School Mechanical and Electrical Works	49		49	0	G
Hyhehill Primary School External Insulated Render	319	106	319	0	G
Milnes HS Roof Covering Replacement	208		20	188	G
New Elgin PS Mechanical and Electrical Works	406	17	340	66	G
Speyside High School Mechanical and Electrical Works	370	1	370	0	G
St Gerardines Drainage	3		3	0	G
Pilmuir Primary School Roof Covering Replacement	9		9	0	G
Forres Academy Drainage	5		5	0	G
Forres Academy Mechanical and Electrical Works	617	190	674	-57	G
Burghead PS Heating and Pipework Upgrade	296		395	-99	G
Applegrove Primary School Drainage	5		5	0	G
Andersons Primary School Mechanical and Electrical Works	206	5	248	-42	G
Andersons Primary School Drainage	7	18	7	(0)	G
West End Primary School Heating Upgrade	305	2	305	(0)	G
Kinloss Primary School Heating and Pipework Upgrade	400	12	417	-17	G
<b>Balance</b>				39	G
<b>School 3G Pitches</b>					
New 3G Pitches	700		700	0	R
Resurface & rejuvenate 3G pitches in Moray	300		300	0	G
<b>Schools Health &amp; Safety</b>					
Fire, Safety and Security - Minor Works	150	17	150	0	G
Legionella works	15	2	15	0	G
Schools - Accessibility	46	7	46	0	G

<b>Other Schools</b>					
New primary school at Findrassie	350		450	-100	A
Lossiemouth High School	608	254	327	281	G
Elgin High School Modular Units	326		326	0	G
<b>Libraries &amp; Leisure</b>					
Condition Surveys - Other Leisure Facilities	60	20	20	40	G
Refurbishment & upgrade of pools	300		0	300	R
<b>ELC Settings</b>	347	22	347	0	G
<b>Allotments</b>	220		220	0	G
<b>VEHICULES PLANT &amp; EQUIPMENT</b>					
<b>Libraries &amp; Leisure</b>					
Leisure and Libraries Equipment	60		60	0	G
Moray Leisure Centre	400		0	400	A
	7,090	674	6,127	960	




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**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES  
COMMITTEE ON 24 AUGUST 2022**

**SUBJECT: EDUCATION RESOURCES AND COMMUNITIES REVENUE  
BUDGET MONITORING TO 30 JUNE 2022**

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

**1. REASON FOR REPORT**

- 1.1 To inform the Committee of the budget position for Education Resources and Communities as at 30 June 2022.
- 1.2 This report is submitted to Committee in terms of Section III (A) (2) of the Council's Scheme of Administration relating to the consideration of capital and revenue budgets and long term financial plans.

**2. RECOMMENDATION**

- 2.1 **It is recommended that Committee scrutinises and notes the budget position at 30 June 2022.**

**3. BACKGROUND**

- 3.1 The report highlights those areas of the budget where there is a significant percentage variance identified at 30 June 2022.

**4. BUDGET POSITION**

- 4.1 The spend at 30 June 2022 is £7,826,000 against a budget to date of £7,929,000, giving an underspend of £103,000 as shown in **Appendix 1**.
- 4.2 The COVID-19 pandemic had a significant impact on income and a £500,000 reduction in the income budget for leisure facilities was approved as part of the budget report to Moray Council 3<sup>rd</sup> March 2021. The income is gradually recovering post Covid and at the end of quarter one there is £106,000 over achievement on income in leisure facilities.
- 4.3 School repairs and maintenance and accessibility budgets are overspent by £36,000. These budgets relate to small scale, often reactive, spend and are

therefore difficult to predict. Large scale school improvement projects are included in the Capital Plan.

- 4.4 Other underspends within the service are Additional Support for Learning training £4,000 and school counselling £7,000. The underspend in Additional Support for Learning training is expected to reduce once the new academic session starts, with additional resource available to provide training from August onwards funded through the Improvement and Modernisation Programme. The underspend in school counselling relates to the difference in funding received from the Scottish Government and the contract spend following commissioning of an external provider.

## **5. SUMMARY OF IMPLICATIONS**

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

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

**(b) Policy and Legal**

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

**(c) Financial implications**

The resource implications are set out in this report and at **Appendix 1**. The underspend as at 30 June 2022 is £103,000 against a budget to date of £7,929,000.

**(d) Risk implications**

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

**(e) Staffing implications**

There are no staffing implications associated with this report.

**(f) Property**

There are no property implications associated with this report.

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

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

**(h) Climate Change and Biodiversity Impacts**

No climate change and biodiversity impacts arise directly from this report.

**(i) Consultations**

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

**6. CONCLUSION**

**6.1 That Committee scrutinises and notes the budget position as at 30 June 2022.**

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

Background Papers: with authors  
Ref: SPMAN-9425411-37/SPMAN-9425411-38



# Education Resources & Communities

Appendix 1

## Budget Monitoring Report to 30th June 2022

Service	Revised Budget	Budget to Date	Actual to Date	Variance to Date	Variance
	£'000	£'000	£'000	£'000	%
<b>Communities</b>	<b>1,247</b>	<b>261</b>	<b>256</b>	<b>5</b>	<b>2 %</b>
<b>Culture, Sport &amp; Leisure</b>	<b>4,231</b>	<b>1,117</b>	<b>1,016</b>	<b>101</b>	<b>9 %</b>
<b>Learning Estate</b>	<b>259</b>	<b>57</b>	<b>54</b>	<b>3</b>	<b>5 %</b>
<b>Additional Support Needs</b>	<b>15,368</b>	<b>3,964</b>	<b>3,934</b>	<b>30</b>	<b>1 %</b>
<b>Business Support Unit</b>	<b>1,587</b>	<b>374</b>	<b>370</b>	<b>4</b>	<b>1 %</b>
<b>Education Resources &amp; Communities Management</b>	<b>109</b>	<b>27</b>	<b>27</b>	<b>-</b>	<b>-</b>
<b>Schools Repairs &amp; Maintenance</b>	<b>1,065</b>	<b>137</b>	<b>173</b>	<b>(36)</b>	<b>(26)%</b>
<b>Public Private Partnership</b>	<b>5,728</b>	<b>1,982</b>	<b>1,987</b>	<b>(5)</b>	<b>-</b>
<b>Education Resources</b>	<b>95</b>	<b>14</b>	<b>13</b>	<b>1</b>	<b>7 %</b>
<b>Education Resources &amp; Communities COVID-19</b>	<b>-</b>	<b>(4)</b>	<b>(4)</b>	<b>-</b>	<b>-</b>
<b>Education Resources &amp; Communities Efficiency Savings</b>	<b>(538)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
				<b>-</b>	
<b>Education Resources &amp; Communities Total</b>	<b>29,151</b>	<b>7,929</b>	<b>7,826</b>	<b>103</b>	<b>-</b>






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**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES  
COMMITTEE 24 AUGUST 2022**

**SUBJECT: LEARNING ESTATE – CLOSURE OF INVERAVON PRIMARY  
SCHOOL STATUTORY CONSULTATION**

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

**1. REASON FOR REPORT**

- 1.1 The purpose of this report is to seek approval to undertake statutory consultation on the closure of Inveravon Primary School.
- 1.2 This report is submitted to the Council in terms of Section III (D) (7) of the Council's Scheme of Administration to consider the closure of schools and other educational establishments under the control of the Council as Education Authority.

**2. RECOMMENDATION**

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

- (i) **authorise a statutory consultation with local stakeholders (Parent Councils, parents, pupils, staff and the local community) on the proposal to close Inveravon Primary School attached as Appendix 1; and**
- (ii) **agree to receive a further report on the outcome of the consultation in January 2023.**

**3. BACKGROUND AND DECISION MAKING ROUTE**

- 3.1 The Schools (Consultation) (Scotland) Act 2010 requires that local authorities undertake a formal consultation process whenever changes are proposed to the school estate, including the proposed closure of a school.
- 3.2 The statutory consultation must run for at least 30 days during term time. The consultation exercise will ensure that any concerns or questions regarding the proposal can be addressed. A public meeting must be held as part of the consultation.

- 3.3 Inveravon Primary School is a remote rural school which is part of the Speyside Associated Schools Group (ASG). The Children and Young People's Committee agreed on 23 August 2017 (para 9 of the minute refers) to mothball the school from August 2017 as a consequence of the roll falling to zero at the end of the academic year 2017/8.
- 3.4 Consultation on mothballing the school took place with parents and interested parties in September 2017. There was no appetite for the school to remain open. Although there was a desire to make the building available for the local community as a hall for activities, this could not be facilitated during mothballing.
- 3.5 Since the school has been mothballed, there have been no requests from parents to enrol their children at the school during the Primary 1 enrolment periods in January 2018, January 2019, January 2020 and January 2021. Consequently, during this period the school has remained mothballed.
- 3.6 At its meeting of 24 November 2021 (paragraph 12 of the minute refers), the Education, Children's and Leisure Services Committee agreed to the preparation of an options appraisal regarding the future of Inveravon Primary School.
- 3.7 As part of the options appraisal process a number of engagement sessions were held with the wider Inveravon community. Comments boxes were made available in locations around the catchment and an online comments page was open from 16 February 2022 to gather views from all residents. The options appraisal document is attached as **Appendix 2** to this report, together with the comments/suggestions received at **Appendix 3**.
- 3.8 Following completion of the options appraisal, the majority of potential uses would require the building to be discontinued as a primary school for the Inveravon community.
- 3.9 In the event of the building no longer being used for education the land, and consequently the building, will be handed back to the Ballindalloch Estate. This limits the Council influence on future use of the land and building, although all potential uses proposed during the previous community engagement and future consultation will be passed to the Estate.

#### 4. **PROPOSAL**

- 4.1 The recommendation of this report is to launch a formal statutory consultation to permanently close Inveravon Primary School. The consultation is proposed to take place during school term time from 29 August to 7 October 2022.
- 4.2 To allow for Education Scotland reporting and analysis of the consultation responses, it is expected that a further report would be circulated for Committee consideration in November 2022.
- 4.3 To ensure a holistic approach officers sought to engage widely to explore ways to improve educational, social and related opportunities for all children, young people and the wider community within the Inveravon Primary School catchment area. Accordingly, engagement with parents and carers was an essential part of this process.

- 4.4 As part of the options appraisal process, the Inveravon community have been given the opportunity to present alternatives to closure and to present their views for the authority to consider.
- 4.5 Officers have taken many factors into account while completing the options appraisal and setting out the proposal for closure. However, the main driver must be that educational benefits are at the heart of any proposal to make a significant change to Inveravon Primary School, for current and future pupils in the area.
- 4.6 The proposal document regarding the closure of Inveravon Primary School will be the subject of consultation between 29 August and 7 October 2022. This adequately covers the required period of 30 days term time consultation.
- 4.7 Two public meetings for stakeholders will be held on 27 September 2022. The first at Inveravon Church at 1.30pm, the second at Speyside High School Community Centre at 7pm. An online meeting will held on 28 September 2022 at 7pm.

## **5. SUMMARY OF IMPLICATIONS**

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

This report supports the LOIP outcomes:

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

- Healthier Children: children get the healthiest start in life and are supported to achieve the best possible mental health and wellbeing and there is equity for vulnerable groups.

And the aims of the Corporate Plan to:

- Improve health and wellbeing for the people of Moray.

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

The Schools (Consultation) (Scotland) Act 2010 and Children and Young People (Scotland) Act 2014 have been referred to and adhered to and will continue to be during consultation and with respect to any future decisions on the future of Inveravon Primary School.

Title deeds indicate that the school building is on land not owned by the Local Authority, rather the Owner, Ballindalloch Estate, gave permission to use the building over a century ago. If there is a future decision to close the school it will revert back to the Owner.

The local authority purchased an area of land (0.305 acres) to extend the subjects in 1926 accordingly Moray Council retain title to that upon closure. Should the school be closed in the future it is expected this land will be given back to the Ballindalloch Estate.

**(c) Financial implications**

The mothballing of Inveravon Primary School over the last 5 years has resulted in an annual cost saving of just under £118K. A decision to close the school would realise a further annual saving of £45,175 (following the 3 year cash conserved salary period). A more detailed Financial Report is at **Appendix 4**.

The reopening of the school would require full remediation of the site, and significant capital works to the building to achieve overall Condition B status. The cost of this has been estimated to be over £206k to support reopening and a further investment of over £130k over the next 5 years. This capital sum is not within the current capital plan.

If Inveravon Primary School is closed the catchment rezoning options to adjacent schools in the Speyside ASG could result in an increase in costs for school transport provision, which would need to be met by Moray Council. The increase is not expected to be significant and may be managed within the value of the current Speyside ASG transport contracts.

**(d) Risk implications**

There is a risk, albeit assumed a low one, that the school may be required to re-open should more pupils come forward as a result of the community engagement.

Should the school be required to be operational in the future, Property have completed a full condition survey to determine any repair and maintenance costs to return to operational status and the costs of those are detailed in Section 5c above.

**(e) Staffing implications**

Inveravon Primary School is currently in a paired Head Teacher arrangement with Knockando Primary School. In the event of Inveravon Primary School closing the implications on Knockando based Teaching Staff are as per table below.

	FTE (during mothballing)	FTE (post closure)
Head Teacher	1.0 (SP4)	1.0 (SP2)
Principal Teacher	1.0	
Head Teacher Relief		0.46
Class Teacher	1.0	1.0
McCrone	0.28	0.28
Total	3.28	2.72

The Head Teacher would move to SP4 from SP2 – cash conserved for 3 years. The Principal Teacher would need to be redeployed and potentially cash conserved for 3 years

There are no non-teaching staffing implications should Inveravon Primary School close.

**(f) Property Impact**

Whilst the school has been mothballed, the state of the building has been maintained as wind and water tight. The building has been

drained down and regular janitor inspections conducted and any issues, e.g. water ingress, have been addressed. This minimal care and maintenance regime will continue during and to conclusion of the statutory consultation process.

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

An Equality Impact Assessment (EIA) is a statutory requirement on the Council to assess the policies and practices necessary to meet the requirements of anti-discrimination and equalities legislation. It also affords an opportunity for the Council to consider the impact on the education service. An assessment has been carried out, as part of the options appraisal process for Inveravon Primary School.

The main impact for children in the P1-7 age group is the length of journey from Inveravon to either Knockando, Aberlour or Glenlivet primary schools; however, as Inveravon Primary School has been mothballed since July 2017, the majority of the current pupils are already making the journey to either Knockando or Aberlour. Should there be future journeys to Glenlivet these would be of a similar distance and duration.

Under the Equality Act 2010 education providers must not treat disabled pupils less favourably and should take reasonable steps to avoid putting disabled pupils at a substantial disadvantage. Any existing arrangements in place for pupils within the schools affected with additional support needs will continue. As discussed in Appendix 1 Section 10.28 Aberlour Primary School is the enhanced provision hub for the Speyside ASG, and as such is fully adapted to meet the requirements of pupils with a range of additional support needs.

**(h) Climate Change and Biodiversity Impacts**

A carbon assessment of Inveravon Primary and Knockando Primary, where the majority of pupils moved to at the time of mothballing, has been undertaken by the Moray Council Climate Team.

Overall the carbon impact per pupil is substantially lower at Knockando – and that includes the pupils on the school roll from the Inveravon catchment from Aug 2017. The reopening of Inveravon Primary School would therefore significantly increase carbon emissions in the future, outweighing any additional transport emissions associated with longer pupil journeys. A closure of Inveravon Primary School is therefore predicted to lead to carbon savings.

Further detail on the carbon impacts can be found in **Appendix 1**, Sections 14.1 to 14.3

**(i) Consultations**

Senior Officers in Education, Education Resources and Communities, the Head of Housing and Property, the Head of Environmental and Commercial Services, the HR Manager, Paul Connor, Principal Accountant, the Legal Services Manager, the Equal Opportunities Officer and Tracey Sutherland, Committee Services Officer have all

been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

## **6. CONCLUSION**

- 6.1 The Committee is requested to consider this report and approve the recommendation herein to authorise a statutory consultation with local stakeholders (Parent Councils, parents, pupils, staff and the local community), in accordance with the statutory requirements of the Schools (Consultation) (Scotland) Act 2010, on the proposal to close Inveravon Primary School and rezone in accordance with one of the options detailed in Appendix 1.**
- 6.2 The Committee with receive a further report on the outcome of the consultation process in January 2023.**

Author of Report: Andy Hall (Programme Manager (Learning Estate))

Background Papers:

Ref: SPMAN-9425411-46  
SPMAN-9425411-47  
SPMAN-9425411-48  
SPMAN-9425411-49  
SPMAN-9425411-50



## **Proposal Document**

### **Closure of Inveravon Primary School**

Consultation open 29<sup>th</sup> August 2022 to 7<sup>th</sup> October 2022

**MORAY COUNCIL IS PROPOSING, SUBJECT TO THE OUTCOME OF THE STATUTORY CONSULTATION PROCESS:**

- **To discontinue education at Inveravon Primary School, which is currently mothballed and re-assign its catchment area to that of Knockando and Glenlivet**
- **The proposal would apply to the primary school stages (P1-P7) of education in Inveravon, as there is no pre-school education provided at the school.**
- **The proposed changes, if approved, will take place immediately after the conclusion of the statutory process relating to school closures.**

This document has been issued by Moray Council in accordance with the Schools (Consultation) (Scotland) Act 2010 as amended. The Act requires that changes to the school estate, including the proposed closure of a school, are subject to rigorous statutory consultation.

The schools affected by this proposal are:

- Inveravon Primary School
- Knockando Primary School
- Aberlour Primary School
- Glenlivet Primary School

**DISTRIBUTION**

A copy of this document is available on the Moray Council website: [http://www.moray.gov.uk/moray\\_standard/page\\_105407.html](http://www.moray.gov.uk/moray_standard/page_105407.html) or by emailing [learningestate@moray.gov.uk](mailto:learningestate@moray.gov.uk)

This document will be made available to:

- Parent Councils of the schools listed above
- Parents of the pupils at the schools listed above
- Pupils at the schools listed above
- Parents of pre-school age children living within the Inveravon catchment
- Staff at the schools listed above
- Trade union representatives of the above staff
- Speyside Community Council
- Inveravon Community Association
- Knockando Community Association
- Glenlivet and Tomintoul Development Trust
- Education Scotland

- Inveravon catchment residents

Read copies of this document is also available at:

- Aberlour Library
- Knockando Primary School
- Aberlour Primary School
- Glenlivet Primary School
- Glenlivet Medical Practice
- Ballindalloch Post Office
- Community Centre, Speyside High School
- Elgin Central Library

## **1. Legislative Background**

- 1.1. The proposal is advanced within the context of all applicable legislation. Amongst other duties, education authorities are required to secure adequate and efficient provision of school education (S.1 of the Education Act 1980); and to endeavour to secure improvement in the quality of school education in schools that are managed by them (S.3 of the Standards in Scotland's Schools Act 2000).
- 1.2. Inveravon Primary School is classed as remote rural school within the terms of the Schools (Consultation) (Scotland) Act 2010 and the Council has had regard to the provisions of that Act, in particular the heightened consideration to be given to rural school closures. In terms of that Act, S7 requires a public meeting to be held as part of the consultation process.

## **2. Introduction**

- 2.1. Moray Council strives to allocate its resources in a way that ensures the quality of all of its services. It attaches particular importance to providing the best possible educational experience for all of the pupils in its schools.
- 2.2. This proposal document is focussed upon Inveravon Primary School, located within Speyside area of Moray, and part of the Speyside Associated School Group.
- 2.3. This proposal document contains several maps. PDF copies of all maps will be available on the Moray Council website at the address given on page 34 of this document. Printed copies of the maps will also be available on request in each of the schools affected by the consultation and at Aberlour Library.

The consultation will run from Monday 29 August 2022 until Friday 7 October. Two public meetings will be held on Tuesday 27 September 2022 at Speyside High School between 7pm and 8pm and Inveravon Church between 1.30pm and 2.30pm. An online meeting will be held on Wednesday 28 September 2022 between 7pm and 8pm.

- 2.4. The consultation process for this proposal is set out in detail in Section 17 of this document.

## **3. Reason for Proposal**

- 3.1. This proposal is being advanced for the following reasons:
  - No children have attended Inveravon Primary School since the end of session 2016/17, when the school was mothballed. The decision to mothball was taken as no pupils were enrolled from Aug 17.

- No parents have chosen to enrol their children at Inveravon Primary School for the 2017/18, 2018/19, 2019/20, 2020/21, 2021/22 or 2022/23 sessions.
  - Although the number of primary school children in the Inveravon Primary School catchment totals 15 for the 2022/23 session those families who have formally indicated their choice (9 in total) do not wish to send their children to Inveravon Primary School as they have settled elsewhere.
  - A school roll of fewer than 15 pupils provides significant impediments to the successful implementation of a Curriculum for Excellence.
  - A school roll of fewer than 15 pupils hampers social interaction opportunities for children, who conversely benefit from attending larger schools amongst more children of their own age.
  - The Council has explored alternatives in arriving at this proposal, explained further below.
  - Alternative uses of the school building are restricted as the land is owned by the Ballindalloch Estate and was gifted to Moray Council more than a hundred years ago. The 'deeds' state that in the event of the site not being used for the education of children the land shall be returned to the Estate
- 3.2. The current proposal follows informal discussions between Moray Council officials; local elected members, the community council and community members. Informal meetings with the community were held as follows:
- Community engagement session (virtual) - Wednesday 9 February 2022
  - Community engagement session (virtual) - Tuesday 8 March 2022
  - Community engagement session at Speyside High School – Tuesday 8 March 2022
- 3.3. Letters were sent to every property within the catchment area to inform residents of the meetings in February 2022, with other contact details if they were unable to attend.
- 3.4. In addition to the engagement session's comments boxes were made available in locations around the Inveravon catchment as well as in Glenlivet, Knockando and Aberlour, and an online comments page was open on the Moray Council website from 16 February 2022 to gather views from all residents and people could telephone or email the Learning Estate team.
- 3.5. Despite a small uptake in numbers, these sessions proved useful and a number of suggestions were made over the course of the sessions for use of the school building – albeit with the understanding that should the school close these would need to be pursued with the Ballindalloch Estate.

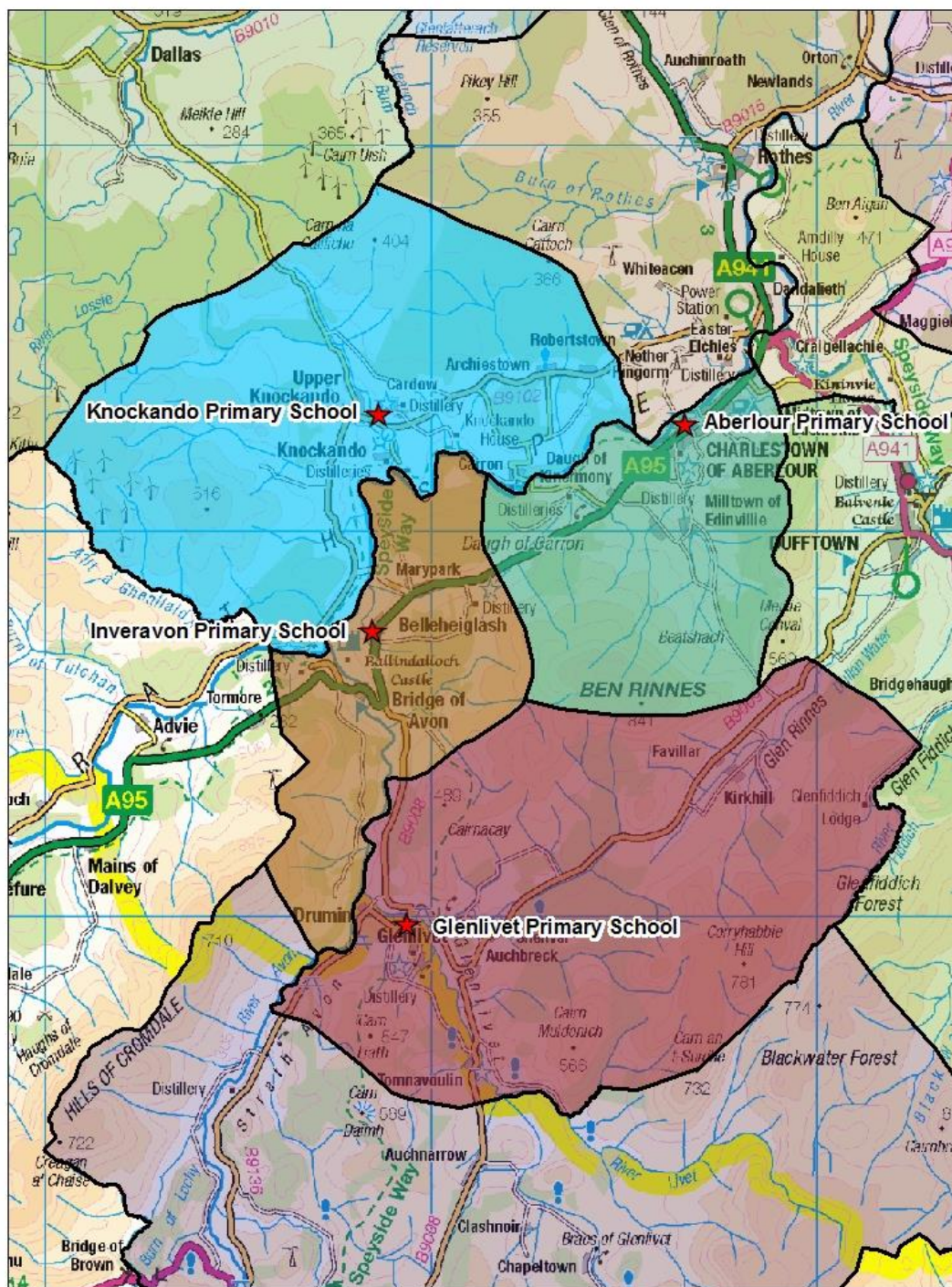
#### **4. Examination of Alternatives**

- 4.1. In bringing forward this proposal for closure, the Council must have special regard to any viable alternatives to closure. The alternatives to closure would be:
- to re-open Inveravon Primary School with its current catchment area or;
  - to continue with the current “mothballing” arrangement.
- 4.2. During the community engagement sessions, officers sought suggestions of alternatives to closure, although it was made clear that where the suggestion was not education related Moray Council could only note these and would forward these onto the Ballindalloch Estate for consideration as the land (and by inference the school building) would be returned to them in the event of a closure decision. The suggestions included:
- Community space for activities
  - Outdoor activity centre
  - Community cafe
  - Rural business centre
  - Residential property
- 4.3. As none of them involve the building operating as a primary school for local pupils, they would not be a viable alternative to closure.
- 4.4. In the event of a school closure being approved, consideration is required of the most appropriate way to re-zone the school catchment area. Further discussion of this is included in Section 7 of this report.
- 4.5. The detail of the Council's consideration of the alternatives is set out throughout this proposal paper and the Options Appraisal.

#### **5. Inveravon Primary School**

- 5.1. During the build up to the closing months of the 2017/18 session it was noted that a number of children on the school roll were electing to move to Knockando and Aberlour primary schools.
- 5.2. In August 2017, due to no children attending the school from the start of the new 2017/18 session, the Education Service was left with no alternative but to take the decision to mothball Inveravon.
- 5.3. The Speyside Associated School group consists of 8 primary schools, Aberlour, Craigellachie, Glenlivet, Inveravon, Knockando, Mortlach, Rothes and Tomintoul. Each of these schools is in the catchment for Speyside High School in Aberlour.

- 5.4. Inveravon Primary School was built in the early 20<sup>th</sup> century. The school is non-denominational and serves properties within the rural area of the Ballindalloch Estate. It is located by the A95 just north of the Bridge of Avon 6.5 miles from Aberlour.
- 5.5. Inveravon Primary School catchment is bordered by Aberlour, Glenlivet, Knockando and Tomintoul schools within the Moray Learning Estate. It is also bordered to the west by Granttown Primary School in the Highlands Council area. Map 1 below shows the catchment area for Inveravon Primary School and the neighbouring schools.



Map 1 – Catchment area for Inveravon Primary School and surrounding schools

- 5.6. As mentioned in 1.2 under the Scottish Government Guidelines Inveravon primary school is classed as a remote rural school – that is it serves a population of less than 3,000 and is more than 30 minutes' drive from a settlement of 10,000 or more.
- 5.7. Inveravon Primary School has a functional capacity of 50 pupils. It is a single storey building with two classrooms, kitchen, hall, resources room, library reception/staff room. The hall doubles as both a dining room and indoor PE area. The school has a servery kitchen which served meals that were prepared at Aberlour Primary and delivered to Inveravon Primary School on a daily basis. The outside areas consists of a small concrete play area on the north aspect of the building which extends to adjacent grassed area.
- 5.8. Inveravon Primary School delivered primary education from P1-P7. There is no nursery on site and local children often attended Knockando or Aberlour nursery. The school did not operate a breakfast club or after school club outwith school hours.
- 5.9. When the school was last in operation, it was managed with a paired head teacher arrangement with Knockando Primary School. If the school were to re-open with one class, the staffing entitlements (Full Time Equivalent (FTE)) could be as follows:
- Head Teacher - 0.5 FTE
  - Principal Teacher - 1 FTE
  - McCrone support - 0.12 FTE
  - Pupil Support Assistant - 25 hours
  - Senior Catering Assistant -10 hours
  - Playground assistance - 7 hours
  - Lunchtime supervisor – 7.5hours

This would be dependent upon actual school roll and in line with the Moray Devolved School Management Scheme staffing formula.

- 5.10. In addition, any ASN teaching and pupil support staff would be allocated to the school in accordance with an annual assessment of need across the Speyside Associated Schools Group.
- 5.11. Every local authority in Scotland is required to grade their schools for condition and suitability. The grades range from A to D for each category with the following values:
- A: Good - Performing well and operating efficiently (the school buildings and grounds support the delivery of services to children and communities)

- B: Satisfactory - Performing adequately but with minor problems (the school buildings and grounds support the delivery of services to children and communities);
- C: Poor - Showing major problems and/or not operating adequately (the school buildings require continuous repair and does show signs of age/the school buildings and grounds impede the delivery of activities that are needed for children and communities in the school)
- D: Bad – Economic life expired and/or risk of Failure (the school buildings and grounds do not support the delivery of services to children and communities).

5.12. Inveravon Primary School was assessed as B for suitability and C for condition prior to mothballing. A more recent condition survey in June 2022 has assessed the overall condition remains at C although a number of elements are condition D. A breakdown of the condition elements is shown in the table below.

Roofs	Floors and Stairs	Ceilings	Ext Walls, Windows and Doors	Int Walls and Doors	Sanitary Services	Mechanical	Electrical	Decoration	Fixed Int Fixtures, Furniture and Fittings	External Areas	Outdoor Sports Facilities	Overall Score	Condition Category
C	D	C	C	B	C	D	D	C	B	D	N/A	42.27%	C

Table 1. Core Condition Assessment (Overall and Individual Elements)

5.13. There is no current Education Scotland Inspection report available for Inveravon Primary School. The last report HMIE Inspection Report was January 2012.

## 6. Details of Proposal

- 6.1. The Council proposes that Inveravon Primary School should be closed on a permanent basis. This would be with immediate effect from the completion of the consultation process. The Council also proposes that all existing primary aged pupils should continue their education at the schools they are currently attending. If the proposals are implemented any siblings of these current pupils would be able to join their brother/sister(s) at the same school.
- 6.2. The school catchment area would be reassigned to one of the neighbouring primary schools. Discussion of these options is set out in Section 7.
- **Option 1** - Close Inveravon Primary School and rezone to Knockando Primary School.

- **Option 2** - Close Inveravon Primary School and split catchment between Knockando and Aberlour Primary School.
- **Option 3** - Close Inveravon Primary School and split catchment between Knockando, Aberlour and Glenlivet primary schools.

#### **Discounted options and alternatives to closure:**

- **Option 4** - Close Inveravon Primary School and rezone with Aberlour Primary School.
- **Option 5** - Close Inveravon Primary School and rezone with Glenlivet Primary School.
- **Alternative 1** - Re-open Inveravon Primary School.
- **Alternative 2** - Continuation of mothballing Inveravon Primary School

Details of the Council's consideration of the alternatives is set out in Section 8 and the discounted options in Section 9.

- 6.3. The options identified above would have a minor impact on the rolls of the schools affected. Table 1 below details the current roll and capacity of these schools over the next five years as per the Moray Council School Roll Forecast, using the census taken in September 2021.

School	Suitability Rating	Condition Rating	Functional Capacity	Current Roll (Sep 21)	2022/ 2023	2023/ 2024	2024/ 2025	2025/ 2026
Inveravon	B	C	50					
Knockando	B	C	75	46	47	51	57	56
Aberlour	B	B	183	116	111	111	117	119
Glenlivet	B	C	42	20	19	18	18	18

Table 2. School Roll Forecast

- 6.4. Birth rate data included in previous school roll forecasts, indicate that within the Inveravon catchment area there are around seven that would be expected to attend Inveravon School within the next three years. These pupils could be accommodated at either Knockando, Aberlour or Glenlivet primary schools.
- 6.5. Alternative uses for the building will be further explored with the community during the consultation period and beyond. Although in the event of closure the land and school building will be 'returned' to the Ballindalloch Estate, officers will seek to support individuals and community groups in ensuring any potential alternative uses suggested are forwarded to the Ballindalloch Estate for consideration.
- 6.6. It is important that this proposal does not have a negative impact upon any children currently attending schools affected by this proposal and that they have continuity in their education.

## **7. Options Assessment**

- 7.1. Officers applied an objective methodology to the assessment of the options which are discussed in Appendix A.

7.2. Together with each school's baseline score and outcome of the options appraisal matrix, other aspects that were taken into account for the overall recommendations were:

- Transport
- Outcome of surveys representing the views of the Inveravon School catchment parents and wider Inveravon community
- Views of parents and public expressed during engagement sessions
- Financial qualitative information
- Viability and timescale for option to be completed

7.3. Table 3 below shows the Options final rankings. Option 1, close Inveravon Primary School has the highest ranking although Option 2 and 3 also score highly and warrant consideration during the statutory consultation.

Options	Final Ranking
Option 1 - Close Inveravon Primary School and rezone to Knockando Primary School.	1
Option 2 - Close Inveravon Primary School and split catchment between Knockando and Aberlour Primary School.	2
Option 3 - Close Inveravon Primary School and split catchment between Knockando, Aberlour and Glenlivet primary schools.	3

Table 3 – Outcome of options appraisal

#### 7.4. **Option 1 - Close Inveravon Primary School and rezone to Knockando Primary School**

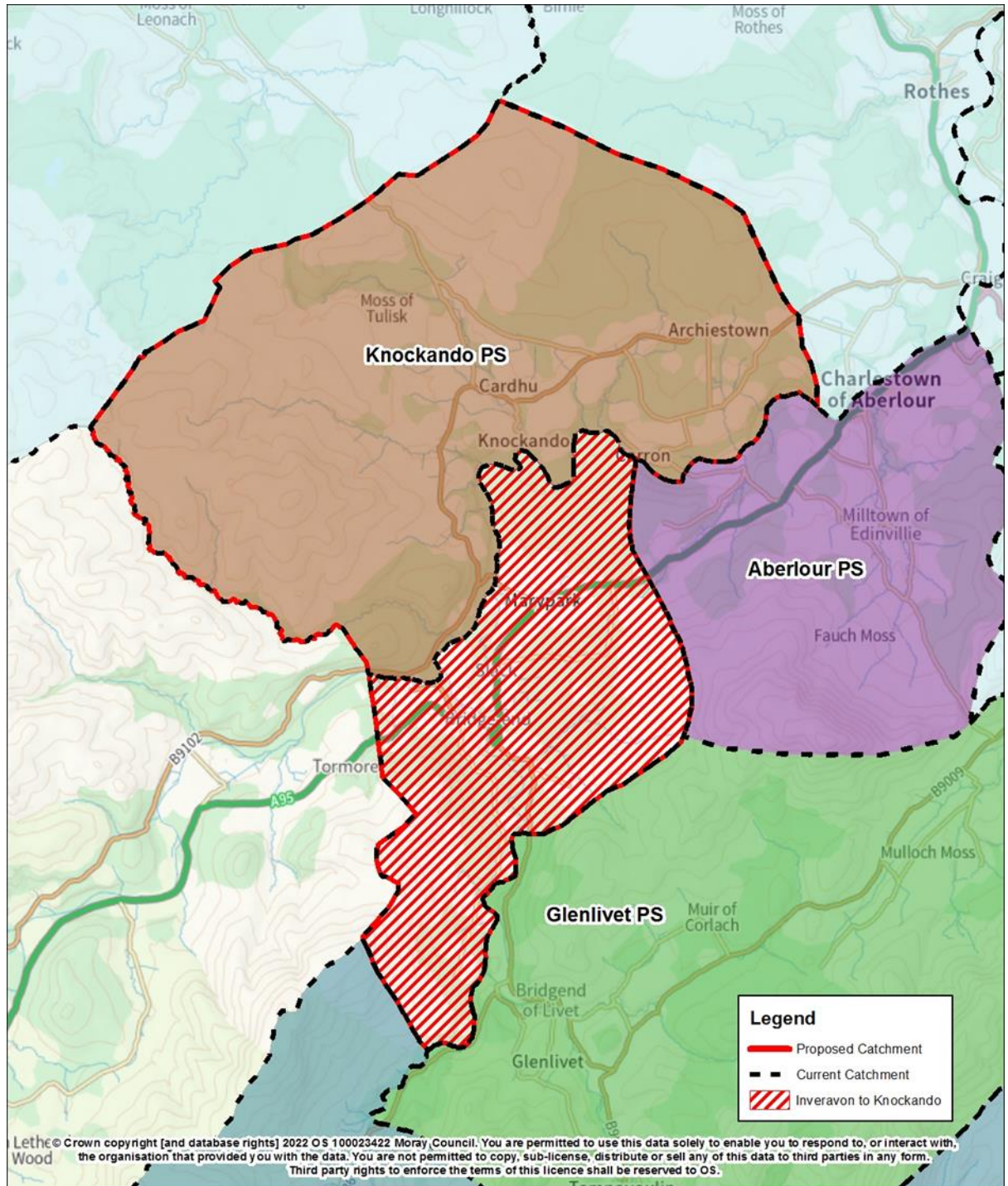
7.4.1 The proposed catchment for this area for this option is shown below in Map 2.

7.4.2 Knockando Primary School is a multi-building school. The main school building was built in the early 1900's with additional two buildings, a gym hall built in and a dining room and additional classroom constructed in 1960s. It is situated in the rural area of Knockando, 9.8 miles west of Aberlour and some 6.6 miles from Inveravon Primary School by road. During the period of mothballing Knockando Primary School has been the designated schools for pupils in the Inveravon catchment area and has a shared head teacher with Inveravon Primary School. The school is non-denominational and is classed as "remote rural" school according to Scottish Government classification.

7.4.3 The school offers both primary education from P1-P7 and a partner operated nursery on site. Accommodation consists of three classrooms for school age children and one for nursery, a games hall used for PE and a dining block with both dining room and classroom area. The main building has multiple general-purpose rooms, library, Head Teacher office, school office and staff room. The

school has a servery which is designed to provide meals prepared at Rothies Primary School and delivered to the school on a daily basis. The outside areas are a concrete area with a small tarmac playground and grassed playing field area.

- 7.4.4 Knockando Primary School has a functional capacity of 75 pupils and a current roll of 46 P1-P7 pupils (September 2021). These are distributed across 3 classes. The school roll forecast suggests pupil numbers will see a small increase to a max of 58 in 2026. This represents a 58% use of capacity.



Map 2 – Proposed catchment area with rezoning Inveravon to Knockando Primary School

7.4.5 The class structure for the 2021/22 session is shown in Table 4 below

Stage	Class structure
P1/2	9/8
P3/4/5	5/7/4
P6/7	7/6

Table 4 – Knockando Primary School Class Structure on Census Day

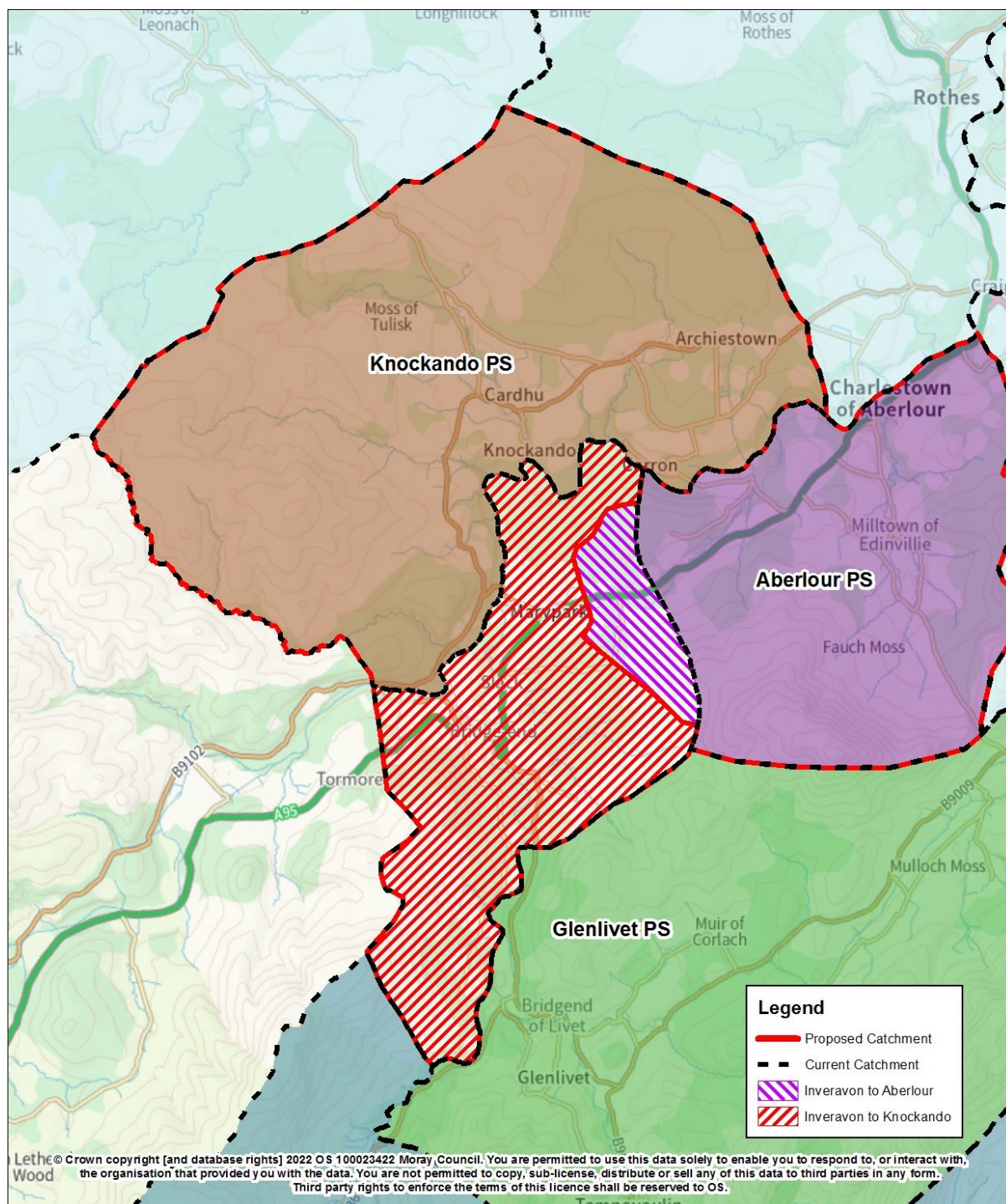
7.4.6 On census day, there were 14 children from out of zone (including pupils from Inveravon) who were attending Knockando Primary and 6 children who were zoned for Knockando who were attending elsewhere.

7.4.7 Knockando Primary School is currently assessed as B (81.9%) for Suitability (satisfactory – performing well but with minor problems) and C for Condition (satisfactory – performing adequately but showing minor deterioration).

7.4.8 There are pupils from the Inveravon catchment area currently attending Knockando School who are transported to school within current transport contracts. With the permanent closure of Inveravon Primary School this number would remain unchanged.

7.5. **Option 2 - Close Inveravon Primary School and split catchment between Knockando and Aberlour Primary School**

7.5.1. The proposed catchment for this area for this option is shown below in Map 3



Map 3 – Proposed catchment area with rezoning Inveravon to Knockando and Aberlour primary schools

7.5.2. Information on Knockando Primary School remains as per Section 7.4

7.5.3. The main Aberlour Primary School building was built in 1897. It is situated in the centre of Aberlour to the south of the A95, 15 miles south of Elgin and is 6.6 miles from Inveravon Primary School by road. During mothballing a small number of pupils from the Inveravon catchment have been on the Aberlour Primary School roll. The school is non-denominational and is classed as “accessible rural” school according to Scottish Government classification.

7.5.4. The school offers both primary education from P1-P7 and both a council and partner operated nursery. Accommodation consists of eight classrooms for school aged children, a shared dining room/PE hall, multiple general-purpose rooms, a library, Head Teacher office, school office, staff room and kitchen. Aberlour Primary School also hosts the Primary Enhanced Provision base for children with Additional Support Needs for the Speyside Associated Schools Group. The outside areas are a concrete area with a tarmac playground and small grassed play area with access to larger grass playing field across a residential access road.

7.5.5. Aberlour Primary School has a functional capacity of 183 pupils and a current roll of 116 P1-P7 pupils (September 2021). These are distributed across 6 classes. The school roll forecast suggests pupil numbers will remain steady over the next five years – with a max of 120 in 2027 before falling to 114. This represents a 58% use of capacity.

7.5.6. The class structure for the 2021/22 session is shown in Table 5 below

Stage	Class structure
P1	19
P2/3	12/7
P3/4/5	9/7/4
P4/5	7/11
P6	18
P7	22

Table 5 – Aberlour Primary School Class Structure

7.5.7. On census day, there were 31 children from out of zone who were attending Aberlour Primary and 3 children who were zoned for Aberlour who were attending elsewhere.

7.5.8. Aberlour Primary School is currently assessed as A (88.9%) for Suitability (satisfactory – performing well but with minor problems) and C for Condition (satisfactory – performing adequately but showing minor deterioration).

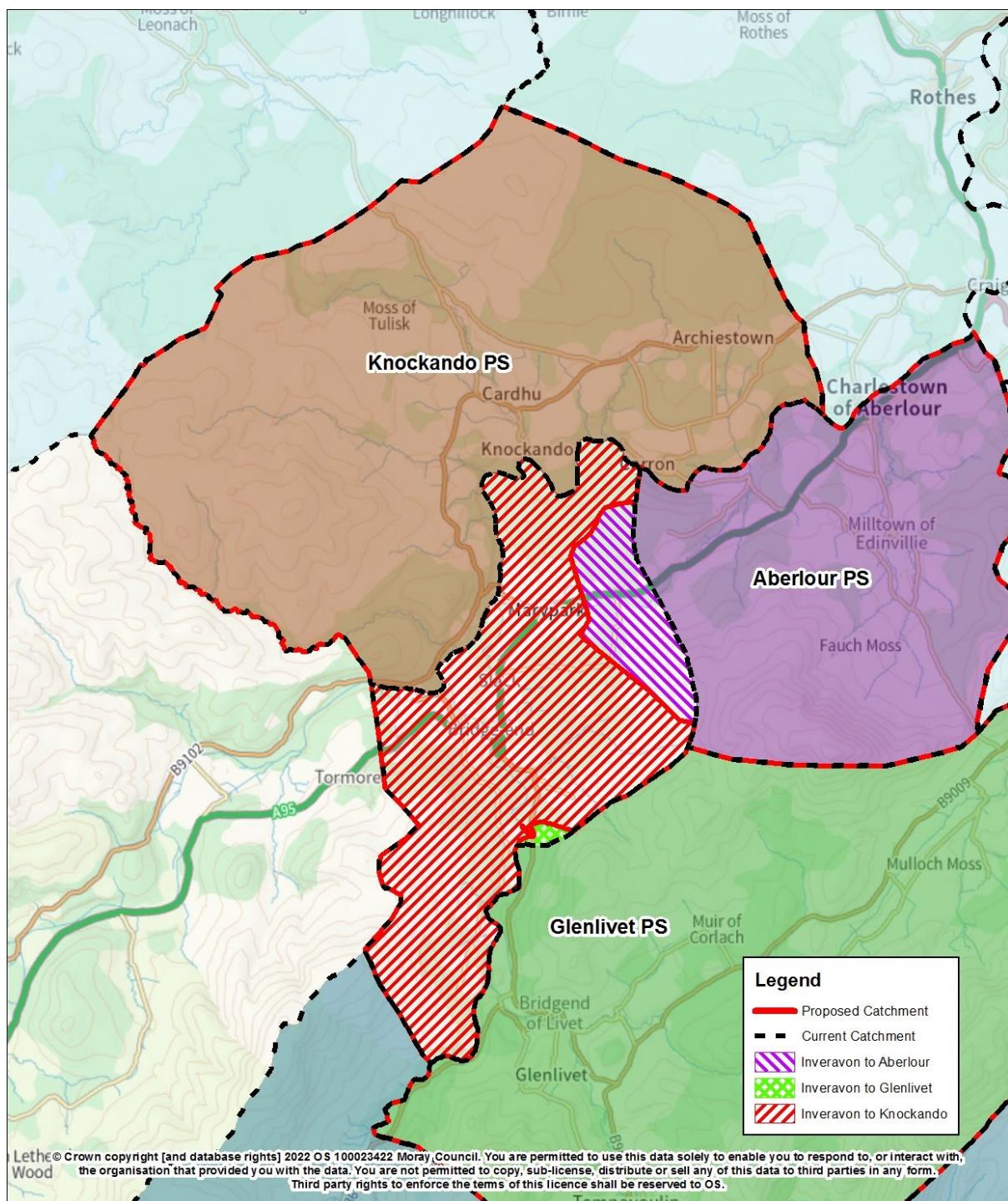
7.5.9. There are a small number of pupils from the Inveravon catchment area who currently attend Aberlour Primary School who do not have an entitlement to council provided school transport. With this option the permanent closure of Inveravon Primary School would likely see a small increase in the number of children entitled to council provided school transport to Aberlour Primary.

#### 7.6. **Option 3 - Close Inveravon Primary School and split catchment between Knockando, Aberlour and Glenlivet primary schools**

7.6.1 The proposed catchment for this area for this option is shown below in Map 4

7.6.2 Information on Knockando and Aberlour primary schools remains as per Sections 7.4 and 7.5.

- 7.6.3 The main Glenlivet Primary School building was built in 1900. It is situated in the rural community of Glenlivet to the south of the A95, 12 miles south-west of Aberlour and is 5.6 miles from Inveravon Primary School by road. The school is non-denominational and is classed as “remote rural” school according to Scottish Government classification.
- 7.6.4 The school offers primary education from P1-P7. Accommodation consists of two classrooms for school age children, a shared dining room/PE hall, a library and office/staff room. The school has a servery which is designed to provide meals prepared at Aberlour Primary School and delivered to the school on a daily basis. The outside areas are a mix of small tarmac and grass play areas.
- 7.6.5 Glenlivet Primary has a functional capacity of 47 pupils and a current roll of 20 P1-P7 pupils (September 2021). These are distributed across 2 classes. The school roll forecast suggests pupil numbers will remain steady over the next five years – with a max of 21 in 2027. This represents a 44% use of capacity.



Map 4 – Proposed catchment area with rezoning Inveravon to Knockando, Aberlour and Glenlivet primary schools

7.6.3 The class structure for the 2021/22 session is shown in Table 4 below

Stage	Class structure
P1-4	4/1/2/3
P5-7	3/4/4

Table 6 – Glenlivet Primary School Class Structure

- 7.6.4. On census day, there were 0 children from out of zone who were attending Glenlivet Primary and 4 children who were zoned for Glenlivet who were attending elsewhere.
- 7.6.5. Glenlivet Primary School is currently assessed as B (81.6%) for Suitability (satisfactory – performing well but with minor problems) and C for Condition (satisfactory – performing adequately but showing minor deterioration).
- 7.6.6 There are a number of pupils from the Inveravon catchment area currently attending Glenlivet Primary School. With this option the permanent closure of Inveravon Primary School would see a small increase in the number of children entitled to council provided school transport to either Knockando, Aberlouror Glenlivet.

## **8. Alternatives to the Proposal**

- 8.1. In bringing forward this proposal for closure, the Council must have special regard to any viable alternatives to closure.
- 8.2. The detail of the Council's consideration of the alternatives is set out below.
- 8.3. Re-open Inveravon Primary School with Current Catchment Area
- 8.3.1 There are currently 15 children of P1-7 age living within the catchment area of Inveravon School (SEEMIS extract December 2021). These children all attend other schools in the area, having submitted successful out of zone placing requests to attend other schools.
- 8.3.2 There are only 12 new houses either allocated within the local development plan or with approved planning permission within the Inveravon School catchment area. The site is constrained and no development has yet taken place, therefore it cannot be guaranteed that new housing will generate any primary aged pupils in the near future.
- 8.3.3 If the school were to re-open, the pupils that reside within Inveravon, who enrol at the school, would have a slightly shorter journey time than they do at present.
- 8.3.4 Reopening of the school would require full remediation of the site, and significant capital works to the building to achieve overall Condition B status. The cost of this has been estimated to be over £206k to support reopening and a further investment of over £130k over the next 5 years. This capital sum is not within the current capital plan and would need to be approved as an additional spend by elected members if Inveravon Primary School were to be reinstated.

#### 8.4 Continuation of “Mothballing” Inveravon Primary School

- 8.4.1 Although it would be possible to continue with the current mothballing arrangement, Moray Council does not consider that would represent the best option for the community or taxpayer. Mothballing would mean the continuation of the current lack of clarity regarding the future status of the school. The Council would also be responsible for the costs of maintaining a mothballed building.
- 8.4.2 Scottish Government guidance relating to the mothballing of schools makes it clear that mothballing is a temporary measure and should not be used to undermine the requirements to undertake a statutory school closure consultation. Inveravon Primary School will have been mothballed for 5 years at the time this report is submitted.
- 8.4.3 As previously stated Inveravon School has not been operational since August 2017. During this period pupils have been either attending Knockando or Aberlour Primary Schools. This has been a significant period of uncertainty for families, a continuation of mothballing does not provide clarity to the situation.

### 9 **Discounted Options**

- 9.1 The detail of the Council's consideration of the discounted options is set out below:
  - 9.1.1 Option 4 - Close Inveravon Primary School and rezone with Aberlour Primary School. Although some children within the current Inveravon catchment do attend Aberlour Primary, and this would remain a parental choice in the future no matter the outcome of the statutory process, the majority of current parents have elected to send their children to Knockando. The reasons for this relate to a smaller school and less distance to travel for the majority of children. There was no parental support for this full rezoning option.
  - 9.1.2 Option 5 - Close Inveravon Primary School and rezone with Glenlivet Primary School. Due to the topographical area – especially the location of school in relation to the rivers Spey, Avon and Livet and their respective road crossing this creates excess travel distances between much of the Inveravon catchment and Glenlivet Primary School. These roads are also predominantly rural B roads which experience disruption during the winter months. There was no parental support for this full rezoning option.

### 10. **Education Benefits Statement**

- 10.1. In 2009, the Scottish Government set out its Vision for the Future School Estate in Scotland, in ‘Building Better Schools: Investing in Scotland’s Future’.
- 10.2. In September 2019, this was updated with Scotland’s Learning Estate Strategy ‘Connecting People, Places and Learning’ which was developed by

Scottish Government and COSLA. This contains ten guiding principles. Local Authorities are required to take account of these principles in planning changes to their school estate, namely:

- Learning environments should support and facilitate excellent joined up learning and teaching to meet the needs of all learners;
- Learning environments should support the wellbeing of all learners, meet varying needs to support inclusion and support transition for all learners;
- The learning estate should be well-managed and maintained, making the best of existing resources, maximising occupancy and representing and delivering best value;
- The condition and suitability of learning environments should support and enhance their function;
- Learning environments should serve the wider community and where appropriate be integrated with the delivery of other public services in line with the place principle;
- Learning environments should be greener, more sustainable, allow safe and accessible routes for walking, cycling and wheeling and be digitally enabled;
- Outdoor learning and the use of outdoor learning environments should be maximised;
- Good consultation about learning environments, direct engagement with learners and communities about their needs and experiences, and an involvement in decision making processes should lead to better outcomes for all;
- Collaboration across the learning estate, and collaboration with partners in localities, should support maximising its full potential;
- Investment in Scotland's learning estate should contribute towards improving learning outcomes and support sustainable and inclusive economic growth.

10.3. In May 2016, Moray Council approved the 'Schools for the Future': A policy for Sustainable Schools' in order to monitor schools provision in Moray and ensure provision continues to meet the needs of learners, parents and the community and enable the Council to meet its requirements to ensure best value, as per the Local Government Scotland Act 2003. This policy contributes to the aim of ensuring all children and young people in Moray have equality of opportunity in terms of access to educational provision and facilities.

- 10.4. Within this policy, Moray Council set criteria and indicators in determining optimum quality education experience which include provision of accommodation as reported to Children and Young People's Services Committee for:
- The range of curricular and wider school activities available for children to enable them to achieve in a range of activities for personal and wider achievement (e.g. physical education, music, art, drama) ;
  - The ability of the school to cater for children with Additional Support Needs;
  - The school's ability to provide access to a suitably broad and balanced curriculum;
  - The quality of the physical environment for learning and teaching
    - Condition - minimum standard B
    - Suitability – minimum standard B
  - No more than two composite year groups in a single classroom at primary school level.
  - A minimum of four teachers at a primary school. This recognises both the needs of pupils and the demands on teachers; and.
  - Ideally, at least seven classrooms (one for each year group).
- 10.5. Key statutory requirements are further subsumed including delivery of 2 hours minimum Physical Education as part of National standards, compliance with statutory legislation in relation to school accommodation and Additional Support Needs, UNCRC and the overall extent of on-site accommodation and facilities (including required general purpose spaces, play and social spaces, staff rest areas and outdoor spaces).
- 10.6. Moray's vision and strategic direction for all involved in Moray Education as set out in our Education Strategic Plan and Priorities 2020-2023 – *improving outcomes for all Moray's children and young people* – is underpinned by the core entitlements of Curriculum for Excellence in order to ensure all children and young people maximise development in the four capacities: Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens. This stems from Early Learning and Childcare, across the Broad General Education and through into the Senior Phase, working across our system to ensure our learners progress to positive and sustained post-school destinations. Underpinned by our Council values of Fair, Ambitious, Improving and Responsive *we are ambitious to achieve excellence together* in benefit of all Moray's children and young people.

10.7. In order to deliver on our Education strategic vision and priorities, all Moray schools thus work towards:

- *Improving outcomes for all:* help improve levels of children and young people's achievements and broaden the range of opportunities for young people to develop their skills;
- *Curriculum:* provide a quality curriculum and create positive environments for effective learning and teaching matched to the needs of learners;
- *Learning, teaching and assessment:* create the conditions for greater personalisation and choice for children and young people with improved continuity and progression in their learning; create more opportunities for children and young people to participate in well-judged paired and group activities;
- *Supporting all learners:* develop a supportive ethos where children and young people's learning, personal, social, health and emotional needs address the care and welfare of children and young people and their personal and social development.
- *Leadership at all levels:* strong, sustainable schools providing quality education and access to the full curriculum are central to the achievement of this vision and delivering these entitlements.

10.8. As further educational context, *Curriculum for Excellence* guides us to achieve transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18 firmly focused on the needs of the child and young person and designed to enable them to become successful learners, confident individuals, responsible citizens and effective contributors. All children and young people are entitled to experience:

- a coherent curriculum from 3 to 18;
- a broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland's place in it and understanding of the environment;
- a senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities;
- opportunities for developing skills for learning, skills for life and skills for work;
- opportunities to achieve to the highest levels they can through appropriate personal support and challenge; and,

- opportunities to move into positive and sustained destinations beyond school;
- 10.9. Educational benefits are considered below for pupils in respect of options previously outlined in this proposal document.
- 10.10. In December 2020, Moray Council approved the approach to the Moray Learning Estate Strategy, setting out the vision of providing a sustainable education service aiming for excellence. As well as improving condition and suitability as noted in 10.4 above, among wider outcomes this strategy aims to ensure our learning estate enriches the learner journey and supports curricular delivery noting the quality of learning environment as having a direct impact on learning and achievement of children and young people.
- 10.11. Ensuring all young people develop in the four Curriculum for Excellence capacities through the learner entitlements in 10.8 above would prove more challenging if Inveravon Primary School were to reopen with a reduced number of pupils across the Primary age range. This will also place discrete pressures on staff, for example in planning for a wide range of needs, year groups and abilities, in developing the curriculum and managing educational change. As a result, multi-stage composite classes can prove challenging to recruit teachers compared with larger schools where classes have single or few stage composite arrangements.
- 10.12. Pupils attending schools within the Speyside Associated Schools Group in closest proximity to Inveravon Primary School; Aberlour, Glenlivet and Knockando Primary Schools, regularly work in pairs and groups on shared learning tasks and cooperative learning activities. A school size low in pupil numbers, for example in a school of 5 or fewer children, based on potential future intake if Inveravon Primary School re-opened, would mean that groups would be curtailed in size restricting activities to those of a paired nature, with little to no flexibility in change or rotation of participants in pairings or groupings. Pupils could be spread multi-stage across P1 to P7, and while benefitting cross-stage working, this may result in reduced peer challenge in learning or potential for sibling pairing/groups. The variety of skills, knowledge and wider experiences brought to the groups would be further restricted by roll size and may result in gender imbalances and inequity in provision of a full programme of wider school activities.
- 10.13. In comparison as the smallest school based on the three named closest to Inveravon Primary School, Glenlivet Primary School operates within a pairing under a shared Head Teacher, school roll projections over the next five years remain near to 20 children on roll, with partnership approaches in place with the paired school; Tomintoul Primary School. This includes joined projects and staff professional and collegiate development activities while both schools retain their own unique identities. Children have regular opportunities to self and peer assess in each school as well as work in stage and cross stage pairings and groups.

- 10.14. In Aberlour and Knockando Primary Schools, children have regular opportunities to work in cooperative learning groups, on paired and in group activities with five and three classes formed in each school respectively. This further supports discussions and debate with a range of viewpoints and background of learners contributing to such activities. Class organisation within each school offers a blend of individual, group and class learning and teaching over the session.
- 10.15. The reopening of Inveravon would prove more restrictive for children to develop skills for learning, life and work with fewer or no opportunities to work with others of a similar age and stage, which is not possible in a school size low in pupil numbers, for example in a school of 5 or fewer children based on potential future intake. Pupils may miss opportunities to develop wider skills for life in particular with limited immersion and interaction with a wide range of peers, where levels of attendance and participation may also impact further on this.
- 10.16. In Knockando, a skills framework has been developed following refresh of the school's Curriculum Rationale. This promotes equity of opportunity, supporting successes and achievement of all pupils within the formal and informal curriculum. Children use learning logs to reflect on skills development. In Glenlivet, curricular programmes that support sustained development of skills for learning, life and work have been developed where STEM (Science, Technology, Engineering and Maths), and the Career Education Standards/Career Management Skills are specific within the school's skills development pathway and staff continually look for ways to ensure children are challenged and motivated in learning. As the largest school in the Associated Schools Group, children at Aberlour Primary School benefit from wider skills development and transferability through various community projects and whole-school initiatives supported by partners including Primary Engineer, Christmas Enterprise, DYW initiatives and Moray Primary Science. Aberlour Primary School's Skills Progression "Skills for Stars" lead to weekly OSCARS (Our School Can Achieve Results) which link to profiling and the Moray Skills Pathway.
- 10.17. Collaboration with wider staff in order to ensure a coherent and progressive curriculum can prove more difficult in a school with low roll size. As noted with Glenlivet Primary School paired with Tomintoul Primary School, a progressive curriculum differentiated to meet the needs of each child with a focus on engaging and active learning experiences is in place with opportunities for personalisation and choice across the four contexts for learning. Rich contexts for learning including the outdoor areas are embraced with child-led developments.
- 10.18. In Aberlour Primary School, the curriculum supports children to develop in the four capacities with planned inter-disciplinary learning for the transfer of skills and knowledge with a commitment to active learning and purposeful play. At Knockando Primary School, there is a focus on skills development and building on prior learning through cohesive learner pathways making the best use of the outdoors and local context. Children are increasingly benefitting

from a range of play contexts that are adult-led, adult-guided or child-initiated. Pupils are developing social skills for sharing, co-operation, turn-taking, listening and organising through play. At Glenlivet Primary School, children have 'independent learning time' each day with child-led and adult-led play. A dedicated outdoor space supports development of a range of play and skills-based activities.

- 10.19. Strong partnerships across the Speyside Associated Schools Group exist with previous joint working on moderation, numeracy, health and wellbeing policy and wider curriculum development. Each school values community and wider partnerships for supporting the Developing the Young Workforce agenda and ensuring children are prepared for the future world of work and employability. At Glenlivet Primary School, partnership working further supports skills development and curriculum enrichment where involvement in partnership projects enables pupils to build confidence and take increasing responsibility for their own learning – for example, learning for sustainability, science, expressive arts and literacy. Key partnerships with Tomintoul and Glenlivet Landscape, Crown Estates, Spey Fishery Board and Glenlivet Wildlife group have supported this.
- 10.20. In Knockando Primary School, a range of partners and local employers including Tamdhu Distillery, Knockando Estate, Knockando Athletics Club and the Shielling Project offer opportunities to learn and be active outdoors. Pupils at Aberlour Primary School have opportunities to engage with local employers and parents as employees for future employability and pathway opportunities, alongside working closely with partner agencies as the Enhanced Provision school for the Associated Schools Group. Schools in the Associated Schools Group also collaborate, including a week's residential stay at Abernethy Outdoor Centre for wider outdoor pursuit experience, team building and transition support.
- 10.21. Larger schools provide greater opportunities for pupil leadership and involvement in the ethos and wider life of the school as well as provision of a wider range of clubs and extra-curricular activities. At Aberlour Primary School, P7 House Captains and P6 Vice-Captains are elected each year to lead 'houses', pupil voice activities and inter-house challenges including sporting events, and contribute to whole school change initiatives. Community groups include Eco-schools, Rights Respecting Schools group (successful in achieving 'Gold' status), philanthropic and community engagement activities. Staff lead a range of clubs and activities for all children including Bikeability, Running, Languages, Outdoor Learning, Choir, Nurture, Craft, Netball, Gardening and Leadership. P7 Play Leaders further develop their leadership skills through the 'Playground Squad', leading play activities and supporting lunchtime interaction sessions for younger pupils.
- 10.22. Play leaders at Knockando Primary School have been working with Active Schools to support play and lunchtime interactions and activities for younger pupils. This ensures that all pupils feel included at playtimes and lunchtimes and for the P6 and P7 pupils involved, this is further developing skills of

leadership, organisation and problem solving. Other opportunities include Pupil Council, Global Citizenship, Community groups and wider pupil projects to enhance the school and local community. Lunchtime clubs include Club Doodle, Netball Club, Book Club and Gardening Club where pupils also engage in dance/performance, athletics and wider Moray Badge participation.

- 10.23. At Glenlivet Primary School, child-led developments have led to enhancements to school grounds and a cross-pollination investigation led to bee-keeping at the school. Real-life scientific and environment studies including Citizen Science research, the Big Wasp survey and RSPB Bird Watch further promote curiosity among learners, where a range of Monday clubs are also offered including Health club, STEM club and Rights Respecting School club led by the pupils. Through 'Glenlivet Go Getters' (Pupil Council) all children make a significant contribution to school leadership of change and views are taken on board. Bronze 'Rights Committed' accreditation has been achieved at Glenlivet with the school currently working towards Rights Respecting Schools' Silver 'Rights Aware' accreditation.
- 10.24. The range of interactions offered by all schools and the leadership and wider skills development opportunities presented strengthen capacity to work with others as part of a team, problem solve, make decisions and increase confidence in learners. As part of a peer group of a sufficient size, social interaction will enable further development of skills for learning life and work and build self-efficacy and esteem. A school size low in pupil numbers, for example in a school of 5 or fewer children based on potential future intake severely restricts opportunities for team sports, meaningful pupil leadership opportunities, clubs and other active recreational activities.
- 10.25. Aberlour, Glenlivet and Knockando Primary Schools are established as caring, nurturing and inclusive environments for learning. Aberlour Primary School as the largest Primary School in the Speyside Associated Schools Group holds Gold Rights Respecting Schools status and through their positive relationships policy, aim to ensure all in the learning community are committed to the school vision – 'we show respect and have fun so we can learn from everyone'. Pupil achievements are regularly celebrated and 'OSCARS' (Our School Can Achieve Results) focused on the four CfE capacities in 10.8 above, are awarded to pupils in recognition of their positive contribution and achievements in learning.
- 10.26. Knockando Primary School is a caring and inclusive school, where staff work hard to get to know pupils and families well, supporting individual needs. A relational and restorative approach is taken to positive relationship management where the school is on the journey to Gold Rights Respecting School status. The school's Positive Relationship Policy has been developed and shared with the school community with focus on inclusion, safeguarding, mental and emotional wellbeing and accessing supports.
- 10.27. Glenlivet Primary School has a very caring, nurturing and inclusive ethos with strong community identity due to unique school location. Individual reflective portfolios and learning logs support children to reflect on their learning against

the four capacities and development of skills. Regular reflection against the school's 'Smarts' is undertaken by children to understand aspects of their own wellbeing. Staff actively promote inclusion and equity for all children and due to size of school and one large multi-composite class, pupils are grouped by ability as opposed to stage, strengthening pace and challenge in learning. In collaboration with all children, Glenlivet Primary School has developed a new Positive Relationships Policy reflecting the United Nations Convention on the Rights of the Child (UNCRC).

- 10.28. Aberlour Primary School has the Primary Enhanced Provision base for children with Additional Support Needs for the Associated Schools Group. Most children attend for part of the time, also attending mainstream classes. 'The Rainbow Room' provides specialist support for identified young people and support on group and one-to-one basis. Multi-agency links are in place with key partners including Health, Social Work and 3<sup>rd</sup> sector.
- 10.29. At Knockando Primary School, class teachers support all children where required with support assistant input for targeted need. Currently the Head Teacher in class contact time supports in provision of additional Support for Learning Teacher time, ensuring all children are supported as part of Moray's approach to staged intervention. In Glenlivet Primary School, effective planning to meet the needs of all learners, with clear progression pathways and universal/targeted interventions where necessary. A Support for Learning teacher works with identified pupils over two days per week with Pupil Support Assistant time for targeted needs.
- 10.30. All schools within Speyside Associated Schools Group benefit from their location in an area of outstanding natural beauty with access to extensive grounds and countryside. As a town school, Aberlour Primary School is in close proximity to Speyside High School as the local secondary school, with access to a range of external areas including a playing field, outdoor garden area and hard-standing playground/parking area. The school currently houses a local authority and partner nursery. The school is within walking distance of the secondary school's swimming pool, community sport facilities and multi-use games area.
- 10.31. The catchment of Knockando Primary School enjoys large grounds with easy access to woodland, fields, burns and wildlife supporting outdoor learning contexts. During snowy weather, the hill next to the school is used as a sledge/ski run. The school is well resourced with outdoor playing fields and play areas and additional multi-use spaces. With extensive outdoor areas or within close proximity to wider facilities in the case of Aberlour Primary School, opportunities for team sports and game-based activities can be maximised with a number of pupils on the roll of all three schools enabling such activities. A larger staffing complement and parent body further increases the likelihood of interested adults leading a broader range of activities. Glenlivet Primary School pupils regularly use the woods located behind the school for outdoor learning. A community playpark organised by the Go Getters funded by Pupil Equity Funding and other community monies (Paul's Hill Windfarm and the Glenlivet and Inveravon Community

Association) is used by children during school time and is available for community use outwith school times.

- 10.32. Aberlour, Glenlivet and Knockando Primary Schools are committed to the 1+2 languages agenda. French is offered across all three schools with the addition of German in P5-P7. This provides the opportunity to work as a whole class and in small groups or pairings in participatory learning activities. Emphasis is on the spoken word and opportunities are planned through enjoyable activities such as group and class games, role-play and songs. Delivery of language learning would be restricted within the multi-stage context of a school size low in pupil numbers, for example in a school of 5 or fewer children based on potential future intake. At Glenlivet Primary School, to meet the needs of current children in school, British Sign Language (BSL) will be delivered as a third language this coming year instead of German.
- 10.33. Aberlour, Glenlivet and Knockando Primary Schools benefit from a very small amount of Pupil Equity Funding and use this creatively to support identified children, with interventions reaching further than those where impact is directed. Aberlour Primary School focus in on Literacy interventions, Numeracy and Health & Wellbeing approaches. Glenlivet Primary School has identified gaps in Health and Wellbeing and run a successful Breakfast club, improving engagement in learning. In order to support Health and Wellbeing for all, swimming lessons have been provided where half of the school had never swam, building confidence in swimming, team working and wider mental, physical and social wellbeing effects. Knockando Primary School has supported literacy, numeracy and Health and Wellbeing with the purchase of various learning supports including additional Pupil Support Assistant hours for targeted support and Health and Wellbeing inputs.
- 10.34. Schools also look outwards and seek to source additional supports and wider experiences for children. Heritage Lottery Funding supported Glenlivet Primary School in a four year programme with a group of artists, significantly developing children's artistic and digital technology skills. Although this project has now finished, a legacy of skills and equipment remain which Glenlivet continues to make use of for learning and teaching.
- 10.35. Aberlour, Glenlivet and Knockando Primary Schools all have Parent Councils formed who meet regularly throughout the year. Aberlour Primary School Parent Council represent the views and interests of parents and pupils and support school improvement where there are currently ten parent members. Glenlivet Primary School regularly engages with parents and a supportive Parent Council take forward an active role in driving forward school improvement. There is a very strong sense of community with the school vision 'success for all' understood by all. Sustainable partnerships with parents and the wider community further enrich the curriculum and children are supported to take an active part in the school and wider community.
- 10.36. At Knockando, an active and supportive Parent Council fundraise for school trips and activities and also contribute to bringing in specialists to enhance the curriculum with dance, sport, music, drama and outdoor education. Parents

may also use their individual skills to support learners through 'Activity Afternoons'. If Inveravon were to re-open then there would be potential for a Parent Council to operate. However, with a small pupil cohort there would be a limited number of families able to participate – particularly where sibling groups may feature – resulting in greater reliance on a few individuals to support the school in this way.

10.37. Aberlour, Glenlivet and Knockando Primary Schools are central establishments within their respective communities with strong links to other organisations including local churches. Effective transition programmes and links with other Associated School Group schools including Speyside High School as the local secondary school are in place. Working in collaboration across the Associated Schools Group, Head Teachers and schools ensure all children continue to access a wide range of experiences and activities, ensuring their location does not detract from opportunities available. Glenlivet, Knockando, Tomintoul and Craigellachie Primary Schools also work in partnership to organise transition events throughout the year for Primary 7 pupils, to support team building and wider skills development in advance of secondary transition.

10.38. Section 3 of the Standards in Scotland's Schools etc Act 2000 requires local authorities to endeavour to raise standards and secure improvement in the quality of school education provided in our schools for all learners. It is Moray Council's view that the pupils from the Inveravon catchment derive educational benefits from their current attendance at other larger neighbouring schools. Formalising the current arrangements would provide a number of such benefits, judged against both the Moray and National criteria set out above.

10.39. As all pupils from the Inveravon Primary School catchment currently attend Knockando Primary School or Aberlour Primary School depending on current zoning arrangements or parental choice, no adverse effects for those pupils are expected to arise from the permanent closure of Inveravon Primary School.

## **11. Effect on the Local Community**

11.1. Moray Council recognise that the uncertainty surrounding the future of the school has impacted on the community and it is hoped that this statutory consultation to close Inveravon Primary School will give clarity to the community and a sense of certainty regarding their children's education.

11.2. Inveravon Primary School is situated in a rural location, with no public/community buildings close by. Inveravon Church is a short distance from the school with a limited amount of dedicated parking.

11.3. Several meetings have been held with the local community and parents in the catchment area of the school. Although attendance at these meetings was low, representatives from the Community Association raised concerns that

there would be no community space in the area such as a meeting place, picnic or play area for the community.

- 11.4. Prior to the school closing the church had occasional community use of Inveravon Primary School and there was also a badminton club that used the school hall. There has been no community use of the land or building since the school was mothballed in 2017.
- 11.5. The site is owned by the Ballindalloch Estate and was 'gifted' to Banffshire Council in early 20th century for educational use. Moray Council are currently 'custodians' of that gift and if the school is closed the land and buildings would revert back to estate ownership. Ballindalloch Estate would welcome input from the community as to sustainable options for the building and land use should the proposal to close the school be approved.
- 11.6. Tomintoul and Glenlivet Development Trust conducted some consultation with the community in April 2021 about general community priorities, including community assets. The community expressed three favoured options for the future use of the school:
  - Reinstated as a school
  - Community space for activities
  - Outdoor activity centre
- 11.7. Aberlour is the closest town, approximately 6 miles from the school, with public amenities, including a swimming pool, high school, local shops and public parks. Knockando and Glenlivet Primary School are equidistance from the school, approximately 6 miles.

## **12. School Transport**

- 12.1. During the 2016/17 session entitled pupils were provided with transport to Inveravon Primary School at a cost of £208.34 per day. With mothballing pupils were provided transport to Knockando Primary School on existing contracts at no additional cost.
- 12.2. Three new contracts currently support ALL pupils attending Knockando Primary School at a total cost of £557.55 per day. Ten pupils within the Inveravon catchment are transported to Knockando schools.
- 12.3. The closure of Inveravon School will not impact upon the current journey times for the majority of catchment pupils as they are currently being transported to Knockando. The average travel time compared to travelling to/from Aberlour or Glenlivet primary schools would be the same as Knockando Primary School under normal conditions.

- 12.4. It is recognised that rezoning some areas of the Inveravon catchment to Aberlour or Glenlivet primary schools may increase the number of children entitled to school transport.

### 13. Financial Implications

- 13.1. As mentioned in Section 12 above the proposed changes could result in an increase in costs for school transport provision, which would need to be met by Moray Council. The increase is expected not to be significant and may be managed within the value of the current Speyside ASG transport contracts.
- 13.2. Further details of the financial impact of this proposal are included in the financial template provided at Appendix B. The costs provided in the template derive from 2016/17 when the school was last operational for a full session, which has been corrected for inflation to provide a forecast for 2022/23 if Inveravon Primary School was reopened. With a potential school roll of 5 this would equate to a cost of £31,415 per pupil per year against a Moray average of £7,225 per pupil per year (2019/2020 data).

### 14. Sustainability

- 14.1. A carbon assessment of Inveravon Primary and Knockando Primary - where the majority of pupils moved to at the time of mothballing - by the Climate Change Strategy Officer is summarised in the table below:

	Building Heat		Electricity		Water		Total
	CO2 Emissions (Tonnes)	Carbon Impact per Pupil	CO2 Emissions (Tonnes)	Carbon Impact per Pupil	CO2 Emissions (Tonnes)	Carbon Impact per Pupil	Annual CO2 Emissions (Tonnes)
Inveravon (2016/17)	27.2	3.0	3.4	0.4	0.06	0.007	30.66
Knockando (2017/18)	24.4	0.4	14.9	0.3	0.16	0.003	39.46

- 14.2. The additional school transport mileage associated with travel to and from Knockando Primary School for pupils local to Inveravon Primary School requires to be considered but as there are no fixed school transport routes - contractors are given a pupil address list and work out the most efficient route - it is therefore not possible to assess the detailed impact of the additional mileage with mothballing or closure of Inveravon Primary School.
- 14.3. Overall the carbon impact per pupil is substantially lower at Knockando – and that includes the pupils on the school roll from the Inveravon catchment from Aug 2017. The reopening of Inveravon Primary School would therefore significantly increase carbon emissions in the future, outweighing any additional transport emissions associated with longer pupil journeys. The

closure of Inveravon Primary School is therefore predicted to lead to carbon savings for Moray Council.

- 14.4. Teacher recruitment and retention is a challenge faced by many rural authorities in Scotland. Rural schools with small numbers of pupils on roll changes the teaching dynamic, requiring teachers to be highly adept in managing the curriculum, differentiation and assessment for pupils from primary 1 - 7 in one or just two classes to ensure an educational benefit is maintained. Due to the staffing complement within these establishments the opportunities for collegiate and stage partner working requires carefully planning with their paired school or others local schools within the ASG and increased use of digital resources to allow online communities, however some rural settings also have connectivity difficulties.

## 15. Implications for Staff

- 15.1. As a consequence of mothballing an interim teaching staff arrangements were implemented as per the table below. There were no changes to non-teaching support staff.

	FTE (before mothballing)	FTE (post mothballing)
Head Teacher	0.5	1.0
Principal Teacher	1.0	1.0
Class Teacher	1.0	1.0
McCrone	0.28	0.28
Total	2.78	3.28

- 15.2. In the event of Inveravon Primary School closing the amended teaching staff arrangement are as per table below

	FTE (during mothballing)	FTE (post closure)
Head Teacher	1.0 (SP4)	1.0 (SP2)
Principal Teacher	1.0	
Head Teacher Relief		0.46
Class Teacher	1.0	1.0
McCrone	0.28	0.28
Total	3.28	2.72

The Head Teacher would move to SP4 from SP2 – cash conserved for 3 years. The Principal Teacher would need to be redeployed and potentially cash conserved for 3 years.

## 16. Equal Opportunities

- 16.1. An Equality Impact Assessment (EIA) is a statutory requirement on the Council to assess the policies and practices necessary to meet the requirements of anti-discrimination and equalities legislation. It also affords an

opportunity for the Council to consider the impact on the education service. An assessment has been carried out, as part of the options appraisal process.

- 16.2. The aim of an EIA is to examine policies and practice in a structured way to make sure that adverse effects on groups with protected characteristics are avoided. It is also a tool to enable the Council to assess what positive steps it can take to promote equality of opportunity and measure the results of the actions that have been taken.
- 16.3. The main adverse effect for children in the P1-7 age group is the length of journey from Inveravon to Knockando, Aberlour or Glenlivet, however, as the school has been mothballed since July 2017, all the current pupils are already making the journey to either Knockando or Aberlour. Should there be future journeys to Glenlivet these would be of a similar distance and duration.
- 16.4. Funded school transport would be provided for all entitled P1-7 pupils attending Knockando, Aberlour or Glenlivet primary schools from the current Inveravon catchment area, if one of the proposed options is approved.
- 16.5. As part of the consultation process the Council will consult with a wide range of stakeholders, including staff, parents/carers and young people, and will address comments about equality during this consultation.
- 16.6. Under the Equality Act 2010 education providers must not treat disabled pupils less favourably and should take reasonable steps to avoid putting disabled pupils at a substantial disadvantage. Any existing arrangements in place for pupils within the schools affected with additional support needs will continue. As discussed in 10.28, Aberlour Primary School is the enhanced provision hub for the Speyside ASG, and as such is fully adapted to meet the requirements of pupils with a range of additional support needs.

## **17. Consultation Arrangements**

- 17.1. At its meeting on 24 August 2022, Moray Council's Education, Communities and Leisure Services Committee were asked to agree that a proposal document should be issued as a basis for consultation. No decision will be taken by the Council on the proposal contained in the paper until after the end of the consultation period. The Council will then receive a report on the consultation and will reach a view on the proposal.
- 17.2. A copy of this document will be issued to all of the consultees listed on the first page of this document and it will also be published on the Council's website: [http://www.moray.gov.uk/moray\\_standard/page\\_105407.html](http://www.moray.gov.uk/moray_standard/page_105407.html)
- 17.3. Reading copies of this proposal document will be made available at Speyside High School Community Centre, Aberlour Library, Glenlivet Medical Centre, Ballindalloch Post Office, Elgin Library, Knockando Primary School, Aberlour Primary School and Glenlivet Primary School.

- 17.4. The period for consultation will run from 29 August 2022 until 7 October 2022 which adequately covers the statutory requirement period of 30 school days.
- 17.5. A face-to-face public meeting will be held at 1:30pm on Tuesday 27 September 2022 at Inveravon Church, Ballindalloch AB37 9BA. A further public meeting will be held at 7pm on Tuesday 27 September at Speyside High School, Mary Avenue, Aberlour AB38 9QU. Anyone wishing to attend the meetings are welcome.
- 17.6. An online meeting will be planned for Wednesday 28 September and anyone wishing to attend this meeting should express their interest by emailing [learningestate@moray.gov.uk](mailto:learningestate@moray.gov.uk)
- 17.7. The meetings will be convened by the Council and the Council will present the reasons for bringing forward the proposal. There will be an opportunity for questions and comments at both meetings. A minute will be taken so that comments can later be summarised and considered.
- 17.8. Opportunities will be provided for the staff working in Knockando, Aberlour and Glenlivet primary schools to discuss the proposals. Opportunities will also be arranged for impacted primary pupils at each of the schools to engage in the consultation in a manner appropriate to their age.

An online survey will be available as part of the consultation. This can be completed at the following address - [http://www.moray.gov.uk/moray\\_standard/page\\_105407.html](http://www.moray.gov.uk/moray_standard/page_105407.html) - or by scanning the QR code below:



- 17.9. The Council will also consider any written comments which should be emailed to [LearningEstate@moray.gov.uk](mailto:LearningEstate@moray.gov.uk). Alternatively, any comments can be sent to **Community Support Officer (Learning Estate), HQ Room 207a, Elgin Council Offices, High Street Elgin IV30 1BX**. Comments should be received no later than 4pm on 7 October 2022.
- 17.10. A copy of this document will also be sent to Education Scotland. They will also receive a copy of any relevant written representations that are received by the Council during the consultation period. They will also receive a copy of any oral representations made at the public meeting and a copy of any other

relevant documentation. Education Scotland will then prepare a report on the educational aspects of the proposal. In preparing their report, they may visit the school and make such reasonable enquiries as they consider appropriate.

## **18. Consideration of Consultation Responses**

- 18.1. The Council will review the proposal having regard to the Education Scotland Report, survey results, written representations that it has received, and oral representations made to it by any person at the public meeting. It will then prepare a report on the consultation. This report will be published in electronic format and will be available on the Council website. Anyone making written representations during the consultation period will be informed about the report.
- 18.2. The report will include a record of the total number of written representations made during the consultation period, a summary of the written representations and a summary of the oral representations made at the public meeting. The report will also include the Authority's response to the Education Scotland Report, a response to issues raised through any written or oral representations it has received, together with a copy of the Education Scotland Report and any other relevant information, including details of any alleged inaccuracies and how these have been handled. The report will also contain a statement explaining how the Council has complied with the requirement to review the proposal in light of the Education Scotland Report and representations (both written and oral) that it received.
- 18.3. The last section of the report will include an officer recommendation as to whether the proposals should be adopted and implemented. The Consultation Report will be published at least three weeks prior to the Council making a decision.
- 18.4. A final report on the consultation process with recommendations will be submitted to the Education, Childcare and Leisure Services Committee in January 2023.

## **19. Decision Making**

- 19.1. The consultation report will be considered by Education, Communities and Leisure Services Committee who will be asked to review and make a comment on the officer recommendation.
- 19.2. Following discussion and recommendation at the Education, Communities and Leisure Services Committee, Full Council will consider the report and be asked to approve the officer recommendation in the report. This is expected to be February 2023.
- 19.3. At the end of the consultation process, Section 15 of the Schools (Consultation) (Scotland) Act 2010 enables ministers to call-in a decision to implement the proposed closure of Inveravon Primary School.

- 19.4. Beginning on the day that the final decision is taken, the Council has a period of six working days to notify Scottish Ministers of the decision. Scottish Ministers then have a period of eight weeks from and including the date of decision to decide if they will call in the proposal. The Council must publish the fact that the Scottish Ministers have been notified and that representations can be made to the Scottish Ministers within the first three weeks of the eight-week period. The Scottish Ministers will take into account any relevant representations that were made to them by any person within the first three weeks. The Council may not proceed with the implementation of the proposal until this eight-week period has passed.
- 19.5. If the Scottish Ministers decide to call in a closure proposal, it is then referred to the Convener of the School Closure Review Panels who has a period of seven days after a call-in notice is issued to constitute a School Closure Review Panel. The Panel may decide to refuse consent to the proposal, refuse consent and remit it to the education authority for a fresh decision or grant consent to the proposal, either subject to conditions, or unconditionally. The Panel must notify the education authority of its decision within eight weeks from when the Panel was constituted or within 16 weeks if the Panel has issued a notice to the education authority that a decision has been delayed. The Council may not proceed with the implementation of the proposal until the outcome of the call-in has been notified to the Council.

## **20. Conclusion**

- 20.1. Taking the above into account Moray Council recommends that Inveravon Primary School, currently mothballed, is closed and the catchment area re-assigned to either Knockando Primary School, a combination of the Knockando and Aberlour primary schools or a combination of Knockando, Aberlour and Glenlivet primary schools as outlined in Options 1-3 above.
- 20.2. Whichever decision is taken with respect to catchment areas, existing pupils will not be required to change schools. This will also apply to any younger siblings of such pupils, provided they remain at the same primary school.
- 20.3. This proposal paper is issued in terms of the authority's procedures to meet the relevant statutory requirements.

Appendix A - Inveravon Primary School Options Appraisal  
Appendix B – Inveravon Primary School Financial Report



## Appendix 2

# Inveravon Primary School Options Appraisal

## 1. Introduction

Moray Council strives to allocate its resources in a way that ensures the quality of all its services. It attaches particular importance to providing the best possible educational experience for all pupils within its schools.

The Strategic Approach to the Learning Estate was agreed at a Special Meeting of the Moray Council on 9 October 2020 in accordance with Scotland's Learning Estate Strategy (Connecting People, Places and Learning). The Council's strategy sets out the council's aspirations for our schools using a holistic place-based approach, which will ensure that services can be delivered in an optimum way, making best use of available assets.

The Schools (Consultation) (Scotland) Act 2010 requires that educational benefits should be at the heart of any proposal to make a significant change to schools, for current and future pupils in the area.

At its meeting on 24 November 2021, the Education, Children's and Leisure Services Committee agreed to the preparation of an options appraisal regarding the future of Inveravon Primary School and supported community engagement as part of the options appraisal process to identify alternative options to consider.

## 2. Background / Discussion

During the 2016/2017 school session the school roll at Inveravon Primary School dropped due to a number of families moving schools for several reasons. As the school session drew to a close it was clear that there was a risk that at the start of the 2017/2018 session that the school roll would be significantly lower than the total catchment of 13. In fact, as of August 2017 the school roll was zero as all catchment children were enrolled at either Knockando or Aberlour Primary.

Due to no children attending the school for the start of the new 2017/18 session, the Education Service was left with no alternative but to mothball Inveravon Primary

School. Mothballing is a temporary closure of a school which does not in itself lead to statutory consultation. Reference is made to the report considered by the Children and Young People's Committee on 23 August 2017 where this decision was ratified.

The Primary 1 admission period for all Moray Schools takes place in January each year. No applications to Inveravon Primary School have been received since the school was mothballed.

The deadline for submitting out of zone placing requests is March each year. There have been no applications received for pupils wishing to attend Inveravon Primary School through the placing requests process over the last three years.

As there continues to be no expectation of pupils enrolling at Inveravon Primary School, the school remains mothballed.

### **3. Community Engagement**

The Learning Estates Team conducted the following engagements with the wider Inveravon community to keep them fully informed and to explore potential options for the future of Inveravon Primary School.

- Wednesday 9 February 2022 – A virtual community engagement session facilitated by MS Teams.
- Tuesday 8 March 2022 - A virtual community engagement session facilitated by MS Teams.
- Tuesday 8 March 2022 - Community engagement session at Speyside High School
- February to June – A comments form was provided – both online and mailed to parents within catchment – to allow community stakeholders to provide informal comments and suggestions on the future of Inveravon Primary School. This has been available since 16 February 2022 to 28 June 2022.

A summary of all comments gathered during and following the meetings and the online survey is at Appendix A to this report.

### **4. Options Appraisal**

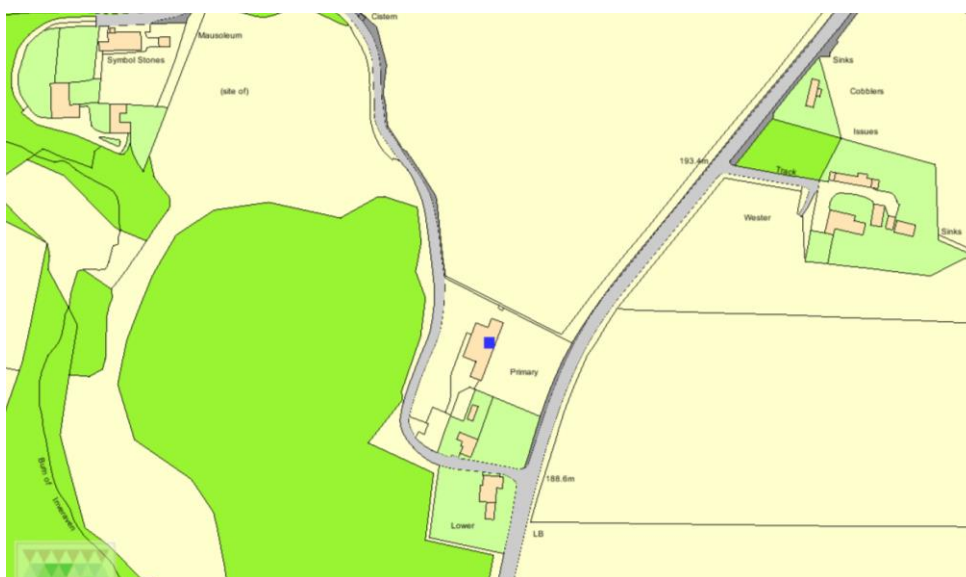
An options appraisal has been undertaken to consider the future of Inveravon Primary School to ensure the best educational and wellbeing benefits for Inveravon children. The appraisal considered the current mothballing and the schools the families had chosen to attend prior to and during mothballing.

## 4.1 Inveravon Primary School

The majority of the Inveravon Primary School was 'gifted' to the Council by the Ballindalloch Estate in 1910 as a site for a school. A further area of land was purchased by the Council in 1926 to increase the available land for outdoor play. In the event of a school closure the land, and by implication the school building would be returned to the Ballindalloch Estate. The plot of land purchased is deemed of having no value in isolation and it is proposed that this is gifted to Ballindalloch Estate at no cost in the event of school closure.

Inveravon Primary School was built in the early 20th century. The school is non-denominational and serves properties within the rural area of the Ballindalloch Estate. It is located by the A95 just north of the Bridge of Inveravon 6.5 miles from Aberlour.

Inveravon Primary School has a functional capacity of 50 pupils. It is a single storey building with two classrooms, kitchen, hall, resources room, library reception/staff room. The hall doubles as both a dining room and indoor PE area. The school floorplan is attached as Appendix B and a map of the school ground and its surrounding amenities is shown in Map 1 below.



Map 1 – Inveravon Primary School

The school has a servery kitchen which served meals that were prepared at Aberlour Primary and delivered to Inveravon Primary School on a daily basis.

The outside areas consists of a small concrete play area on the north aspect of the building which extends to adjacent grassed area

Inveravon Primary School delivered primary education from P1 to P7. There was no nursery on site and local children often attended nursery at other nearby schools.

Condition is an assessment of the physical condition of the school building and its grounds. Inveravon Primary School was assessed **C** for condition a number of years prior to mothballing. A more recent condition survey in June 2022 has assessed that the overall condition remains at **C** (Poor - Showing major problems and/or not operating adequately - the school buildings require continuous repair and shows signs of age), although a number of elements are now at condition **D** (Bad – Economic life expired and/or risk of Failure (the school buildings and grounds do not support the delivery of services to children and communities)). A breakdown of the condition elements is shown in the table below.

Roofs	Floors and Stairs	Ceilings	Ext Walls, Windows and Doors	Int Walls and Doors	Sanitary Services	Mechanical	Electrical	Decoration	Fixed Int Fixtures, Furniture and Fittings	External Areas	Outdoor Sports Facilities	Overall Score	Condition Category
C	D	C	C	B	C	D	D	C	B	D	N/A	42.27%	C

Table 1. Core Condition Assessment (Overall and Individual Elements)

Suitability is an assessment of the school as a whole, the buildings, the grounds and the impact they have on teaching and learning, leisure and social activities, as well as the health and wellbeing of users. The Suitability assessment of Inveravon Primary School was carried out in 2013 the school was graded as **B**, satisfactory – performing well but with minor problems (school buildings and grounds generally support the delivery of services).

## 4.2 Inveravon and Local Area

The Scottish Government Urban Rural Classification defines Inveravon Primary School as “remote rural”, meaning that it serves a population of less than 3,000 and is more than 30 minutes’ drive from a settlement of 10,000 or more.

The Inveravon Primary School catchment is bordered by Aberlour, Glenlivet, Knockando and Tomintoul schools within the Moray Learning Estate. It is also bordered to the west by Grantown Primary School in the Highlands Council area. Map 2 below shows the catchment area for Inveravon Primary School and the neighbouring schools.

Distances between Inveravon School and surrounding schools sourced from Google Maps are listed below:

Knockando Primary School	6.6 miles
Aberlour Primary School	6.6 miles
Glenlivet Primary School	5.5 miles

In addition, the distance to the Speyside High School, in Aberlour is 6.7miles

The Scottish Index of Multiple Deprivation (SIMD) is a measure of deprivation across 6,976 data zones. SIMD ranks data zones from most deprived (ranked as 1) to least deprived (ranked as 6,976) and the Inveravon data zone (South Speyside and Cabrach) is ranked at 3696. Within this ranking geographical access is the biggest level of deprivation, followed by Education/Skills. Income and Employment are relatively good while Crime and Health are ranked as the least deprived. A graphical breakdown of this information is below.



Table 2. SIMD 2020 Ranking - South Speyside and Cabrach

### 4.3 Rural Sustainability and Housing Development

Inveravon is within a community located within the Ballindalloch Estate area with basic services including a combined rural shop and post office. The community straddles a fast-flowing section of the main Elgin to Grantown-on-Spey trunk road (A95).

Information received from The Council's Community Economic Development Team indicates that there are no significant new business activities in the Inveravon area.

There is no significant housing development for the Inveravon catchment within the current Local Development Plan.

### 4.4 Demographics and Pupil Numbers

In the 5 years up to the mothballing of Inveravon Primary School in Aug 2017 the school roll remained steady at between 14-15 pupils with few placing requests to and from the catchment.

The school roll had been low for a number of years. The P1 intake had ranged from zero to four pupils in each of these years. The position is shown in the table below:

Census data	2014	2015	2016	2017	2018	2019	2020	2021
P1-P7	15	15	13	0	0	0	0	0

Table 3 - School Roll Data 2014-2021

There are currently 15 children of P1-P7 age residing within the catchment area of Inveravon School (Census data extract September 2021). These children all attend other schools in the area, all by parental choice. The majority attend Knockando Primary School with a smaller number at Aberlour School.

School roll forecasts show a very small number of families living in the catchment area with children that are under school age. SEEMIS data indicates there were 2 children within the Inveravon catchment that could have enrolled for P1 in August 2022 but no requests were made. A similar number of children can enrol in 2023 and 2024 but if they did the school roll numbers would remain below 10.

### 4.5 Occupancy

In line with the Learning Estates Strategy an ideal school occupancy level would be approximately 80%, aspiring to the occupancy band of between 60% and 80%.

At its peak the school roll had 15 pupils in the 2014-2015 session – an occupancy of just 30%. Such a low occupancy level is unsustainable, unaffordable and does not offer best value.

## 4.6 Pupil Enrolments

No families have approached Moray Council to enrol their children at Inveravon School, either as a new P1 start or as a placing request. Additionally, no families have approached officers to indicate that if there were sufficient other families in a similar position that they would consider moving their children back to the school.

## 4.7 Inveravon Community

While in operation, the school did not operate a breakfast or after school club and there were no formal lets of the school. The children and the community did have free access to the school garden and the hall for badminton.

Speyside Community Centre is adjacent to Speyside High school and is approximately 6.7 miles away. The Community centre has a swimming pool, fitness suite, climbing wall and outdoor pitches with a regular programme of activities. Both the School and Community centre has a range of rooms and facilities for hire for activities such as exercise classes, courses, committee meetings, sports and hobbies, counselling sessions, training sessions and rehearsals.

Glenlivet Public Hall is approximately 6.1 miles away, the hall is used by a number of groups for regular weekly meetings involving sports, music, dancing and more. Beside these regular user the hall aims to provide a venue for other public events. Behind the hall there is a football pitch. The football pitch is used regularly by the football and archery clubs and can be booked for private events.

## 4.8 Options for Consideration

Some comments proposed that the school reopen. However, this requires families wishing to send their children to the school. As no new pupil enrolments had been received for the 2022-23 session, reopening of the school was not possible. On this basis the school continues to be mothballed.

Alternative suggestions for the school building were received with the focus on community use and economic development. Due to the land ownership situation these options would require commitment from other agents. These options cannot be implemented without the formal closure of the school.

A full list of suggestions and comments with an overview of the requirements for them to be implemented can be found in the below table.

No.	Comment/Suggestion	Requirement for implementation
1	Community space for activities	School closure process - private provider commitment
2	Outdoor activity centre	School closure process - involvement of private provider

3	Community cafe	School closure process - private provider commitment
4	Rural business centre	School closure process - private provider commitment
5	Residential property	School closure process - private land owner commitment

Table 4 – Alternative use suggestions

The following options were considered for the future of Inveravon Primary School as part of the options appraisal:

1 Reopen the school – No pupils have enrolled at the school and no families have indicated that they would wish to attend the school. This option has been discounted.

2 Continue Status Quo – School remains mothballed for a further session and potentially beyond. The school has been mothballed since August 2017, such prolonged time has already caused uncertainty for families and the community. Therefore, this option has been discounted.

3 Consider closing Inveravon Primary School and rezoning pupils to attend another school in the Speyside Associated Schools Group.

## 5. Conclusion

One of the options identified as part of the appraisal is to close Inveravon School. This is currently considered to be the only viable option for the school; therefore, Moray Council must undertake a statutory consultation under the Schools (Consultation) (Scotland) Act 2010. As a rural school there is a presumption against closure and Moray Council must ensure all other alternatives have been identified and robustly considered prior to undertaking any statutory consultation on this matter.

Appendix A - Community Engagement Comments and Suggestions

Appendix B - Inveravon School Floorplan

## Appendix A – Community Engagement Comments and Suggestions

*(Received during informal engagement)*

The Learning Estate team engaged with the community over 4 sessions in order to fully inform and explore the potential options on the future for Inveravon Primary School.

- 7 December 2021 – online Public meeting with the community and parents to outline future engagement.
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The table below provides an overview of the Comments and Suggestions from community engagements (February 2022 - June 2022)

Ref No.	Comment/Suggestion	Wants	Requirements for implementation
1	<b>Email – Parent (Inveravon Catchment)</b> Whilst it would be lovely for our son to attend school much closer to home than Knockando, I strongly feel that the quality of his social and academic education should come first. Unless the school roll can be reliably and consistently at a level to facilitate age appropriate group learning and play activities then I would not support the reopening of Inveravon Primary. By this, I'm not an expert, but I would be thinking in the order of 25+ pupils. There is so much to be gained in the social interactions and the things that are possible with the increased	School closure	School closure Process

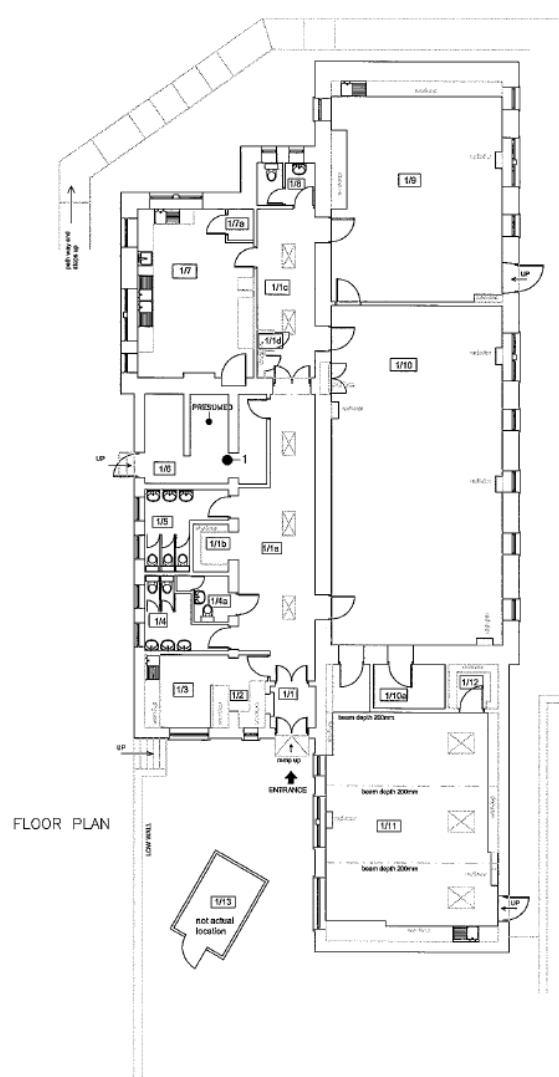
	<p>numbers at the combined provision, but for current skills development and in preparation for high school and beyond.</p> <p>A number of years ago there was suggestion of a new build combined school for Knockando, Inveravon and Glenlivet at a site in Marypark. This would have been excellent.</p> <p>I am very happy with the calibre of teaching and support at Knockando, but modern facilities (and space!) would really benefit all the pupils.</p> <p>Whatever decision is made it must be one that is in the best interests of current and future pupils.</p> <p>I am well aware personally and professionally of the implications in regard to transport etc., but do not find these unresolvable.</p> <p>There are of course wider community benefits that come from having a school facility in a rural community, but these should not overshadow the main function of the building.</p>		
<b>2</b>	<p><b>Inveravon Community Resident (Meeting):</b></p> <p>Any local parent looking for options for schools would not see the school on any part of the council website.</p>	School closure	School closure Process
<b>3</b>	<p><b>Survey – Parent (Inveravon Catchment)</b></p> <p>Children at Knockando their whole school life. Another starting in August. If they went to Inveravon they would be in class by themselves which would be unsettling for the child.</p>	School closure	School Closure Process
<b>4</b>	<p><b>Inveravon Community Resident (Meeting):</b></p> <p>Would love to make use of the school if possible for community-based activities.</p>	Community Space	School closure Process – Community Commitment
<b>5</b>	<p><b>Inveravon Community Resident (Meeting):</b></p> <p>Just looks like closing by stealth, take the teachers away, head hunted, supply teachers, no wonder the pupils were taken elsewhere, a calculated move to close it.</p>		Addressed at meeting
<b>6</b>	<b>Tomintoul and Glenlivet Trust</b>		

	<p>The trust conducted some consultation with community in April 2021 about general community priorities. Included community assets within the survey.</p> <p>3 main views around the school:</p> <ul style="list-style-type: none"> <li>○ (1) Reinstated as school,</li> <li>○ (2) Community space for activities</li> <li>○ (3) Outdoor activity centre</li> </ul>	<p>School re-opened</p> <p>Community Space</p>	<p>School closure Process – Community Commitment</p>
7	<p><b>Inveravon Community Resident (Meeting):</b></p> <p>How irritating it is when you keep saying that there has been no-one interested in joining the school, it was taken off the website and people told on the phone that school was closed, no wonder there has been no interest, teacher head hunted</p>		<p>Addressed at meeting</p>
8	<p><b>Inveravon Community Resident (Meeting):</b></p> <p>How many schools have been mothballed in the last 10 years?</p>		<p>Addressed at meeting</p>
12	<p><b>Inveravon Community Resident (Meeting):</b></p> <p>Problem with getting roll over 10, unless you get 10 sets of parents, it's a catch-22</p>		<p>Addressed at meeting</p>
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14	<p><b>Inveravon Community Resident (Meeting):</b></p> <p>Why did it take so long from mothballing in 2017 until now to progress the future of Inveravon PS?</p>		<p>Addressed at meeting</p>
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16	<p><b>Inveravon Community Resident (Meeting):</b></p> <p>Has and will the building be kept wind and water tight and repair and maintenance be undertaken while school remains moth balled?</p>		<p>Addressed at meeting</p>
17	<p><b>Inveravon Community Resident (Meeting):</b></p>		<p>Addressed at meeting</p>

	Will this repair and maintenance activity include the garden and grounds?		
18	Is there anything of any value within the school that could be reused – or donated (e.g. Ukrainian appeal)?		Followed up post meeting
19	<b>Inveravon Community Resident (Meeting):</b> Can you confirm who would be responsible for the building in the event of its closure?		Addressed at meeting
20	<b>Inveravon Community Resident (Meeting):</b> Having attended Inveravon Primary myself as a child and now seeing my children currently attend Knockando Primary I feel the resources are/can be better used by directing them fully to Knockando. I feel the school at Knockando is very well run (in our experience) and being part of a slightly larger school community with access to better resources is far more beneficial for our children. Families have the option of applying to Aberlour & Glenlivet also which again fields resources/funding to established learning communities. Rural schools are very important but in this case our family feels there are better opportunities at other schools which would be further enhanced if funding was not re-directed to re-opening Inveravon and rather put towards the other 'rural' schools still open in the area. I have very fond memories of my time at Inveravon but in this current age, this school is no longer sustainable in my opinion.	School Closure	School Closure Process
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22	<b>Survey – Parent (Inveravon Catchment)</b> As a parent of 2 school aged children, I feel Inveravon needs closed completely, ASAP. My children are very happy attending Knockando Primary School and I would not be moving then under any circumstances.	School Closure	School Closure Process

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## Appendix B: Inveravon School Floorplan



Room Number	Room Usage	Nat. Floor Area	Ceiling Height approx.	Floor Area Minus Fixed Furniture etc.	Max. Capacity (No. of Children)
1/1	Entrance Porch	3sq.m.	2400mm		
1/7a	Access Corridor	28sq.m.	2400mm		
1/7b	Library	28sq.m.	2400mm		
1/7c	Access Corridor	14sq.m.	2400mm		
1/7d	Electric	6sq.m.	2400mm		
1/2 & 1/3	Reception / Staff Room	13sq.m.	2400mm		
1/4	Boys Toilet	6sq.m.	2400mm		
1/5a	Disinfectant Personals Toilet	2.4sq.m.	2400mm		
1/5	Girls Toilet	7.5sq.m.	2400mm		
1/6	Boiler Room	19sq.m.			
1/7	Kitchen	38sq.m.	4000mm		
1/7a	Store	1.5sq.m.	2200mm		
1/8	Staff Toilet	5.7sq.m.	2000mm		
1/9	Classroom	28sq.m.	6000mm	51.2sq.m.	54 (13)
1/10	Hall	80sq.m.	4000mm	88.9sq.m.	89
1/10a	Classroom	84sq.m.	4000mm	83.8sq.m.	88 (13)
1/11	Classroom	84sq.m.	4000mm		
1/12	Classroom	84sq.m.	4000mm		
1/13	Shed	7.3sq.m.			

TOTAL NET INTERNAL FLOOR AREA = Approx. 1051.4sq.m.

### ASBESTOS LESCHED

- 1 = AREA (NUMBERED)
- = ASBESTOS SAMPLES TAKEN / SAMPLE REFERENCE NUMBER
- = NON ASBESTOS SAMPLES TAKEN / SAMPLE REFERENCE NUMBER

BUILDING REFERENCE No. 627428

### LEGEND

TOTAL GROSS INTERNAL FLOOR AREA OF SCHOOL = Approx. 200 sq.m.

SINGLE STOREY BUILDING

DRAWING UPDATES		
DATE	DRAWN	CONTRACT NO.
MARCH 1996	VB	NEW FORMAT

Project : INVERAVON PRIMARY SCHOOL INVERAVON		Drawing Title : PLANS AS EXISTING	
	Scale : 1:150	Date : 07/01/04	Environmental Services Department Property Manager  The Moray Council Council Office, High Street, Elgin, AB20 1BX Telephone 01343 543451 Telefax 01343 551929
	Drawn : VB	Drawing Number : SCHOOLS/INVER/VB/01	

## Appendix 3

**Community Engagement Comments and Suggestions***(Received during informal engagement)*

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Appendix 4  
Inveravon Primary School - Financial Report

Table 1	Column 1Column 2Column 3Column 4Column 5				
Row 1	Current revenue costs for school proposed for closure				
Row 2	Name of School	Costs for full financial year (2016/2017 annual costs)	Costs financial year (2022/23 Forecast annual costs IF REOPENED)	Additional financial impact on receiving schools [Knockando] - note 2	Annual recurring savings (column 3 minus column 4)
Row 3	Inveravon Primary School				
Row 4	School Costs				
Row 5	Employee Costs				
Row 6	Staff Costs - note 1	£ 113,106.00	£ 142,721.00	£ 38,730.00	£ 103,991.00
Row 7					
Row 8	Property Costs:				
Row 9	property insurance	£ 460.92	£ 460.92		£ 460.92
Row 10	non domestic rates	100% rural relief	100% rural relief	100% rural relief	
Row 11	water & sewerage charges	£ 347.00	£ 795.00		£ 795.00
Row 12	energy costs	£ 6,577.00	£ 8,415.00		£ 8,415.00
Row 13	cleaning (contract or inhouse)	£ 81.00	£ 82.00		£ 82.00
Row 14	building repair & maintenance	£ 576.00	£ 576.00		£ 576.00
Row 15	grounds maintenance	£ 650.00	£ 650.00		£ 650.00
Row 16	facilities management costs - note 6	£ -			£ -
Row 17	revenue costs arising from capital	£ -			£ -
Row 18	other	£ -			£ -
Row 19	PROPERTY COSTS SUB-TOTAL	£ 8,691.92	£ 10,978.92		£ 10,978.92
Row 20	School Operational Costs:				
Row 21	learning materials	£ 1,460.00	£ 1,449.00		£ 1,449.00
Row 22	catering (contract or inhouse)				£ -
Row 23	furniture and equipment	£ 231.00	£ 230.00		£ 230.00
Row 24	other school operational costs (e.g. licences)	£ 485.00	£ 484.00		£ 484.00
Row 25	Curricular and Staff Support	£ 350.00	£ 346.00		£ 346.00
Row 26	Transport costs: note 3	£ 208.34	£ 557.55	£ 557.55	£ -
Row 27	staff travel	£ 309.00	£ 310.00		£ 310.00
Row 28					£ -
Row 29	SCHOOL OPERATIONAL COSTS SUB-TOTAL	£ 3,043.34	£ 3,376.55		£ 3,376.55
Row 30	SCHOOL COSTS	£ 124,841.26	£ 157,076.47		£ 118,346.47
Row 31	UNIT COST PER PUPIL PER YEAR (5)	£ 24,968.25	£ 31,415.29		

Assumed No of Pupils 5

Notes
1. The annual recurring savings on staff is the difference between school open and mothballed. A further saving of £45,175 will be realised if Inveravon is closed and after cash conserved salary periods end (3 years from closure).
2. Due to small pupil numbers and no staff taken on during mothballing of Inveravon there is no impact on staff costs at either Aberlour or Glenlivet primary schools if rezoned
3. Cost for pupil transport was not impacted when temporary rezoning to Knockando on mothballing of Interavon. Similarly the recontracting for 21/22 would not be impacted in Inveravon did reopen

Column 6Column 7Column 10		
Table 2		
Capital Costs	School Proposed for Closure	Receiving School
Capital Life Cycle cost - note 7	-	-
Third party contributions to capital costs	-	-

Table 3		
Annual Property costs incurred (mothballing) until closure		
property insurance	£	460.92
non domestic rates		100% rural relief
water & sewerage charges	£	141.00
energy costs	£	439.00
cleaning (contract or inhouse)	£	
building repair & maintenance - note	£	1,336.00
grounds maintenance	£	655.00
facilities management costs - note 6	£	-
revenue costs arising from capital	£	-
other		
TOTAL ANNUAL COST UNTIL DISPOSAL	£	3,031.92

Table 4	
Non-recurring revenue costs	
	£ -
TOTAL NON-RECURRING REVENUE COST	£ -





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**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES  
COMMITTEE ON 24 AUGUST 2022**

**SUBJECT: INFORMATION REPORT: EARLY LEARNING AND CHILDCARE –  
CAPACITY AND DEMAND FOR FUNDED CHILDCARE PLACES  
UPDATE**

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

**1. REASON FOR REPORT**

- 1.1 To inform the Committee of the registration process for funded Early Learning and Childcare (ELC) places, the current demand for ELC places within Moray including projected population by each Associated School Group (ASG) area and the capacity for funded ELC places within Moray.
- 1.2 This report is submitted to Committee in terms of Section III (D) (1) of the Council's Scheme of Administration relating to all the functions of the Council as an Education Authority.

**2. BACKGROUND**

- 2.1 Local authorities in Scotland have a statutory legislative duty to provide 1140 hours of funded early learning and childcare to all 3-4 year olds and eligible 2 year old children.
- 2.2 This is delivered by a combination of local authority nurseries, independent (private and third sector) ELC partner provider nurseries and partner provider childminders. Moray currently has 24 local authority nurseries, 39 partner provider nurseries and 37 partner provider childminders.
- 2.3 Attendance at early learning and childcare is not statutory, and it is for parents to decide whether they want their child to participate.
- 2.4 Children's eligibility for funded childcare is determined by date of birth as per the below chart:

Session 2022/2023

<b>A child whose date of birth is between:</b>	<b>Will be eligible for a funded place from:</b>	<b>Type of place:</b>
16 August 2017 and 28 February 2018	16 August 2022	Deferred Entry

1 March 2018 and 28 February 2019	16 August 2022	Pre-school
1 March 2019 and 31 August 2019	16 August 2022	Ante pre-school
1 September 2019 and 31 December 2019	9 January 2023	Ante pre-school
1 January 2020 and 29 February 2020	17 April 2023	Ante pre-school

- 2.5 Eligibility for 2 year old funded childcare is dependent on criteria relating to parents/carers receiving qualifying benefits such as income support, income-based job seekers allowance etc. This also includes children that are looked after, under a kinship care order or under a guardianship order. Once the child becomes eligible and takes up their place, they stay entitled to a place even if their parent's circumstances change (for example, if they no longer receive one of the qualifying benefits); however, parents must re-apply for their child's place as a 3 year old.
- 2.6 Registration for a 2 year old placement requires parents/carers to complete a registration form available to download from Moray Council's website or by contacting the ELC administration team to receive a hard copy of the form by post. Eligibility is then confirmed by the ELC administration team. It is the responsibility of the parent to contact the provider they wish to use once their eligibility has been confirmed.
- 2.7 Parents of 3-4 year old children are able to register during a two week period via an online application process in January for the following academic year that begins in August. For those families unable to utilise online registration, they are able to contact the ELC administration team by email or phone to receive a hard copy of the registration form or alternatively, they can request a hard copy from their nursery of choice.
- 2.8 Parents may choose to defer entry to primary school and elect to have their child attend nursery for one additional year if their child's 5<sup>th</sup> birthday falls between start of term in August and the end of February of the following year.
- 2.9 Parents of funded 3 and 4 year olds are asked to select up to three ELC provider settings in order of preference with the option to have their funded entitlement split between 2 providers. Where possible parents are awarded a place at their first choice, but as there are a limited number of places in each setting this is not always achievable. This is particularly the case for those children that do not start their funded place until January or April due to their date of birth.
- 2.10 Funded childcare places are allocated with priority given as follows:
- Child with existing attendance in the nursery
  - Child resident in secondary catchment area and sibling in the nursery
  - Child resident in secondary catchment
  - Child with [Co-ordinated Support Plan \(CSP\)](#), and/or assessment by the Education Authority
  - Child outwith secondary catchment area and sibling in the nursery

- Child outwith the secondary catchment area

Priority within any of the six categories above, where it is necessary to be determined, will be given to older children first and then to those resident closest to the setting (distance being calculated by the straight line method).

- 2.11 All registration records for nursery children are maintained on the operating system known as the Nursery Application Management System (NAMS) which allows projected figures to be extracted in advance of each scheduled intake period in August, January and April.
- 2.12 The current forecasted figures extracted from NAMS indicate that demand for ELC funded places for August 2022 will be accommodated within each ASG area. Further details are noted within **Appendix 1**.
- 2.13 The NAMS figures for August 2022 do not include uplifts for January and April intakes of children in the 2-3 age group that will turn 3 and become eligible for funded childcare throughout the year. As a comparison, in August 2021 the projected nursery enrolment was 1,314 children between ages 3-5 which then increased to 1,848 children by April 2022. This takes account of families accessing any level of funded hours.
- 2.14 Nursery age population figures based on CHI data from 2021, project that the population for this age group will continue to be similar each subsequent year from 2022-2024. This indicates that we will be able to continue meeting the demand for ELC funded places in the immediate future. Additional information is broken down within **Appendix 1** by each ASG area.
- 2.15 It is important to note that the projected population figures only provide the potential number of children that are eligible for funded early learning and childcare and do not reflect how many parents/carers will choose to take up their entitlement of 1140 hours or any part thereof.

### **3. SUMMARY OF IMPLICATIONS**

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

The report links to the priority of working towards a financially stable Council that provides valued services to our Communities and providing a sustainable education service aiming for excellence as referred to in the Moray Council Corporate Plan.

The report links to 'Building a better future for our children and young people in Moray' from the LOIP.

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

The Care Inspectorate inspects all registered services regulated under the Public Services Reform (Scotland) Act 2010, which includes nursery classes and playgroups.

Local authorities have a statutory legislative requirement to provide 1140 hours of funded early learning and childcare hours to all 3-4 year olds and eligible 2 year old children.

**(c) Financial implications**

As providing 1140 hours of funded early learning and childcare is a statutory legislative requirement, there will ongoing financial implications for Moray Council in regards to ensuring all eligible children and families have access to this service.

There are no further financial implications arising directly from this report.

**(d) Risk Implications**

There are no risk implications arising directly from this report.

**(e) Staffing Implications**

There are no staff implications arising directly from this report.

**(f) Property**

There are no property implications arising directly from this report.

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

There is no requirement for an equality impact or socio economic impact assessment to be carried out.

**(h) Climate Change and Biodiversity Impacts**

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

**(i) Consultations**

Depute Chief Executive, Head of Education (Chief Education Officer), Early Years Service Manager, Susan Walker, Business Support Administrator and Tracey Sutherland, Committee Services Officer have been consulted.

**4. CONCLUSION**

**4.1 Committee is asked to note the registration process for funded early learning and childcare hours.**

**4.2 Committee is asked to note the current demand for ELC places within Moray and projected population by each ASG area.**

**4.3 Committee is asked to note the capacity for funded ELC places within Moray.**

Author of Report:	Jennie Ordonez, Early Years Project Officer
Background Papers:	N/A
Ref:	SPMAN-1315769894-317 / SPMAN-1315769894-318

Provider Name	Associated School Group (ASG)	Partner Provider/Local Authority	Current Registration August 22 *	Care Inspectorate (CI) Registered Capacity **	Registered to offer funded 2 year olds places	Service Model ***	Notes
Cullen Primary School Nursery	Buckie	Local Authority	18	56	Yes	46 week and 50 week	
Findochty Primary School Nursery	Buckie	Local Authority	14	20	No	Term time	
Lady Cathcart Nursery	Buckie	Local Authority	34	50	Yes	46 week and 50 week	
Millbank Nursery	Buckie	Local Authority	31	40	No	Term time	
Portessie Playgroup	Buckie	Partner Provider	16	26	Yes	Term time	
Portgordon Primary School Nursery	Buckie	Local Authority	6	20	No	Term time	
Portknockie Nursery	Buckie	Partner Provider	13	20	Yes	Term time	
Rainbow Days	Buckie	Partner Provider	30	34	Yes	Term time	
St. Peter's RC Primary School Nursery	Buckie	Local Authority	39	40	No	Term time	
Total Buckie ASG			201	306			
Bishopmill Pre-school Centre	Elgin Academy	Partner Provider	32	40	Yes	Term time	
Curious Minds Education Centre	Elgin Academy	Partner Provider	47	40	Yes	Term time	
Earthtime Elgin Forest School Nursery	Elgin Academy	Partner Provider	14	16	No	46 week	
East End School Nursery	Elgin Academy	Local Authority	14	20	No	Term time	
Liberty Kids	Elgin Academy	Partner Provider	35	95	Yes	Term time	
Rainbow Castle Childcare	Elgin Academy	Partner Provider	27	85	Yes	Term time	
Seafield Primary School Nursery	Elgin Academy	Local Authority	49	40	No	46 week and 50 week	
St. Sylvester's Nursery	Elgin Academy	Partner Provider	15	44	Yes	Term time	
Stramash Outdoor Nursery, Elgin	Elgin Academy	Partner Provider	38	42	Yes	Term time and 50 week	
The College Nursery	Elgin Academy	Partner Provider	23	60	Yes	Term time	
V.I.P. Childcare - Moray	Elgin Academy	Partner Provider	33	67	Yes	Term time and 50 week	
Total Elgin Academy ASG			327	549			
Ark Childcare Ltd	Elgin High	Partner Provider	36	90	Yes	Term time and 50 week	
Jack and Jill Nursery School	Elgin High	Partner Provider	29	60	Yes	Term time	
Linkwood Nursery	Elgin High	Local Authority	46	56	No	46 week and 50 week	
Magic Roundabout Childcare Centre	Elgin High	Partner Provider	27	40	No	Term time	
Magic Roundabout Childcare Centre	Elgin High	Partner Provider	58	86	Yes	46 week	
Milnorduff Pre-school Group	Elgin High	Partner Provider	13	26	Yes	Term time	
New Elgin Primary School Nursery	Elgin High	Local Authority	21	24	No	Term time	
Total Elgin High ASG			230	382			
Drumduan School	Forres	Partner Provider	12	38	No	Term time	
Dyke Pre-school Centre	Forres	Partner Provider	15	20	Yes	Term time	

Hop, Skip & Jump Nursery	Forres	Partner Provider	23	34 Yes	Term time	
Kinloss Primary School Nursery	Forres	Local Authority	15	15 No	Term time	
			29			does not operate at full capacity due to functional capacity issues
Noah's Ark Day Care	Forres	Partner Provider		42 Yes	Term time	
Pilmuir Primary School Nursery	Forres	Local Authority	28	60 Yes	46 week and 50 week	
Rainbow Childcare and Education Ltd	Forres	Partner Provider	43	34 Yes	46 week	
Spring Kinloss	Forres	Partner Provider	29	100 Yes	Term time and 46 week	
		Total Forres ASG	194	343		
Flexible Childcare Services Keith	Keith	Partner Provider	41	63 Yes	Term time, 46 and 50 week	
Keith Play Centre Nursery & Rising 3's	Keith	Partner Provider	13	35 Yes	Term time and 46 week	
Keith Primary School Nursery	Keith	Local Authority	25	30 No	Term time	
Newmill Nursery and Little Stars	Keith	Partner Provider	14	15 Yes	Term time	
Rothiemay Playgroup	Keith	Partner Provider	8	12 No	Term time	
St. Thomas Primary School Nursery	Keith	Local Authority	12	20 No	Term time	
		Total Keith ASG	113	175		
Burghead Primary School Nursery	Lossiemouth	Local Authority	25	20 No	Term time	
Earthtime's Forest School Nursery	Lossiemouth	Partner Provider	28	50 Yes	Term time	
East Beach Nursery	Lossiemouth	Partner Provider	27	44 Yes	Term time and 50 week	
Hopeman Primary School Nursery	Lossiemouth	Local Authority	14	20 No	Term time	
Hythehill Primary School Nursery	Lossiemouth	Local Authority	22	20 No	Term time	
Ladybird Development Group	Lossiemouth	Partner Provider	8	15 Yes	Term time	
Little Learners	Lossiemouth	Partner Provider	3	34 Yes	50 week	
RAF Lossiemouth Childcare Centre	Lossiemouth	Partner Provider	49	131 Yes	Term time and 50 week	
			23			does not operate at full capacity due to functional capacity issues
St. Gerardine Primary School Nursery	Lossiemouth	Local Authority		40 No	Term time	
		Total Lossiemouth ASG	199	374		
Fochabers Nursery and Out of School	Milnes	Partner Provider	33	50 Yes	Term time	
Garmouth & Kingston Pre-School Group	Milnes	Partner Provider	6	40 Yes	Term time	
Lhanbryde Primary School Nursery	Milnes	Local Authority	20	48 Yes	46 week and 50 week	
Milne's Primary School Nursery	Milnes	Local Authority	9	24 No	Term time	
Mosstodloch Early Learning & Childcare	Milnes	Partner Provider	28	32 No	Term time	

Total Milnes ASG			96	194	
Aberlour and Craigellachie Pre School	Speyside	Partner Provider	19	24 Yes	Term time
Aberlour Primary Nursery School	Speyside	Local Authority	12	20 No	Term time
Busy Bee's Childcare	Speyside	Partner Provider	9	16 Yes	50 week
Knockando Playgroup	Speyside	Partner Provider	13	14 No	Term time
Mortlach Primary School Nursery	Speyside	Local Authority	7	15 No	Term time
Roths Primary School Nursery	Speyside	Local Authority	16	17 No	Term time
The Cabin	Speyside	Partner Provider	11	24 Yes	Term time
Tomintoul Primary School Nursery	Speyside	Local Authority	8	20 No	Term time
Total Speyside ASG			95	150	
Total Moray			1455	2473	

In addition to current registration of 1455 children, there are an additional 36 children receiving funded hours from August 2022 with childminders throughout Moray.

\*Please note current registration figures do not include January and April intake children.

\*\* Capacity figures do not take into account non-funded places for children at partner provider settings as these are not held in the NAMS system which records funded childcare places only. Some partner provider nurseries are registered with Care Inspectorate to provide service to children from varying ages ranging from birth through 14 years of age; therefore, a registered capacity does not indicate all places will be for funded 3-4 year olds and eligible 2 year olds.

\*\*\* Settings which operate on a 46 week or 50 week model are able to provide up to 2 sessions per day so registered capacity has potential to double number of children served.

**Nursery Population Forecasts 2022- Based on  
CHI data from 2021**

	<b>CHI Data</b>				
<b>ASG</b>	<b>1-2</b>	<b>2-3</b>	<b>3-4</b>	<b>4-5</b>	<b>Total 3-5s</b>
Buckie High	128	145	110	136	246
Elgin Academy	148	150	142	151	293
Elgin High	149	143	137	133	270
Forres Academy	132	139	148	122	270
Keith Grammar	66	62	69	80	149
Lossiemouth High	99	103	109	116	225
Milne's High	63	66	71	73	144
Speyside High	53	67	62	69	131
<b>Total</b>	<b>838</b>	<b>875</b>	<b>848</b>	<b>880</b>	<b>1728</b>

**Nursery Population Forecasts 2024- Based on  
CHI data from 2021**

	<b>CHI Data</b>		
<b>ASG</b>	<b>3-4</b>	<b>4-5</b>	<b>Total 3-5s</b>
Buckie High	128	145	273
Elgin Academy	148	150	298
Elgin High	149	143	292
Forres Academy	132	139	271
Keith Grammar	66	62	128
Lossiemouth High	99	103	202
Milne's High	63	66	129
Speyside High	53	67	120
<b>Total</b>	<b>838</b>	<b>875</b>	<b>1713</b>

**Nursery Population Forecasts 2023- Based on  
CHI data from 2021**

	<b>CHI Data</b>			
<b>ASG</b>	<b>2-3</b>	<b>3-4</b>	<b>4-5</b>	<b>Total 3-5s</b>
Buckie High	128	145	110	255
Elgin Academy	148	150	142	292
Elgin High	149	143	137	280
Forres Academy	132	139	148	287
Keith Grammar	66	62	69	131
Lossiemouth High	99	103	109	212
Milne's High	63	66	71	137
Speyside High	53	67	62	129
<b>Total</b>	<b>838</b>	<b>875</b>	<b>848</b>	<b>1723</b>





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**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES  
COMMITTEE 24 AUGUST 2022**

**SUBJECT: INFORMATION REPORT: SINGLETON INSPECTIONS OF EARLY  
LEARNING AND CHILDCARE CENTRES – PUBLISHED  
REPORTS MARCH 2022 TO JUNE 2022**

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

**1. REASON FOR REPORT**

- 1.1 To inform the Committee of the content of singleton inspection reports of Early Learning and Childcare (ELC) centres by Care Inspectorate which were published between March 2022 and June 2022. These were:

Linkwood Nursery, Elgin  
Portgordon Nursery, Portgordon  
Rainbow Days Nursery, Buckie  
Aberlour & Craigellachie Pre School, Aberlour  
Mosstodloch Nursery, Mosstodloch  
Pilmuir Nursery, Forres

- 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. BACKGROUND**

- 2.1 The Care Inspectorate carries out inspections of care services, including day care of children's services. Providers are inspected against a Framework of Quality Themes and Statements and the National Standard.
- 2.2 The Care Inspectorate resumed face to face ELC scrutiny in Autumn 2021 after COVID-19 restrictions impacted on their work.
- 2.3 The six services noted are the last to have scrutiny under the old quality framework and subsequently have reports finalised and published.
- 2.4 Until end of June 2022, Care Inspectorate Officers graded services and published these grades as part of their duty to provide information to the public about the quality of care services.

The six point grading scale:

6	excellent
5	very good
4	good
3	adequate
2	weak
1	unsatisfactory

- 2.5 Following publication, inspection reports are available through ELC centres and online at [www.careinspectorate.com](http://www.careinspectorate.com).
- 2.6 The education authority will give guidance and support, as appropriate, to both school nursery settings and partner providers of ELC education. Following a Singleton Inspection, the ELC centre is asked to prepare an action plan indicating how they will address the main findings of the report and to share the plan with parents and carers.
- 2.7 During this reporting period there were 6 Singleton Inspection reports received.

Name of Early Learning and Childcare Provider	Date of Inspection
Linkwood Nursery, Elgin	18 March 2022
Portgordon Nursery, Portgordon	30 March 2022
Rainbow Days, Buckie	26 April 2022
Aberlour & Craigellachie Pre School, Aberlour	5 May 2022
Mosstodloch Nursery, Mosstodloch	23 May 2022
Pilmuir Nursery, Forres	8 June 2022

- 2.8 The Gradings, Recommendations and Requirements arising from the reports are summarised in **Appendix 1**.
- 2.9 Linkwood, Mosstodloch and Pilmuir received grades 4 or above which means they are meeting the [National Standard](#).
- 2.10 These services continue to work in partnership with Moray Council and have access to the Early Years Teaching Team alongside their respective Continuous Improvement Officer.
- 2.11 Portgordon, Rainbow Days and Aberlour and Craigellachie Pre-School all dropped below grade 4 in one area of their inspection. Recommendations are summarised in **Appendix 1**.

- 2.12 The table below highlights the area where the grade has dropped and the planned improvement work to support ELC settings;

ELC setting	Quality Framework area	Plans for improvement/support
Portgordon Nursery	Quality of Management and Leadership	Recruitment of new nursery manager. Ongoing support from Continuous Improvement Officer (East) Minor works planned for 2023 will enhance open ended play opportunities.
Rainbow Days	Quality of Management and Leadership	Safer recruitment practices developed.
Aberlour & Craigellachie Pre-school	Quality of Environment	Support from Continuous Improvement Officer (East) with environment audit. Capital works planned for 2023 which will enhance environment.

- 2.13 Each of the services is in the East of Moray and will receive continued support from Teaching and Learning Teachers as well as the support noted above. Portgordon Nursery has a new nursery manager that will start on 5<sup>th</sup> September therefore meeting one of the outstanding requirements.
- 2.14 The current gradings of these three services will not impact on their partnership agreement with Moray Council to deliver funded Early Learning and Childcare hours.

### 3. **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**

The Care Inspectorate inspects all registered services regulated under the Public Services Reform (Scotland) Act 2010, which includes nursery classes and playgroups.

The authority has a duty to provide a quality early learning and childcare place for every 3 and 4 year old whose parents wish it and for eligible 2 year olds.

- (c) **Financial implications**  
None arising directly from the report.
- (d) **Risk Implications**  
None arising directly from the report.
- (e) **Staffing Implications**  
None arising directly from the report.
- (f) **Property**  
None arising directly from the report.
- (g) **Equalities/Socio Economic Impact**  
An Equality Impact Assessment is not required as this report is to inform Committee on performance.
- (h) **Climate Change and Biodiversity Impacts**  
None arising directly from the report.
- (i) **Consultations**  
Head of Education (Chief Education Officer), Continuous Improvement Officer (West), Continuous Improvement Officer (East), Early Years Project Officer and Principal Teacher Early Years Education Service have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

#### **4. CONCLUSION**

##### **4.1 That the Committee scrutinise and note the contents of this report.**

Author of Report: Hazel Sly, Early Years' Service Manager  
Background Papers:

<https://www.careinspectorate.com/berengCareservices/html/reports/getPdfBlob.php?id=309996>  
<https://www.careinspectorate.com/berengCareservices/html/reports/getPdfBlob.php?id=309979>  
<https://www.careinspectorate.com/berengCareservices/html/reports/getPdfBlob.php?id=310259>  
<https://www.careinspectorate.com/berengCareservices/html/reports/getPdfBlob.php?id=310617>

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**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES  
COMMITTEE ON 24 AUGUST 2022**

**SUBJECT: INFORMATION REPORT: EARLY LEARNING AND CHILDCARE –  
MAJOR AND MINOR INFRASTRUCTURE WORKS UPDATE**

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

**1. REASON FOR REPORT**

- 1.1 To inform the Committee of plans for Early Learning and Childcare (ELC) major and minor infrastructure works in 2022 and 2023.
- 1.2 To inform the Committee of capital spend budget plans approved by Council on 29 June 2022 which include completion of infrastructure works for identified local authority nursery settings.
- 1.3 This report is submitted to Committee in terms of Section III (D) (1) of the Council's Scheme of Administration relating to all the functions of the Council as an Education Authority.

**2. BACKGROUND**

- 2.1 Since August 2018, Moray Council's Early Learning and Childcare (ELC) team has been preparing for the expansion of funded ELC hours to increase from 600 to 1140. This expansion was originally scheduled to be completed by August 2020; however, due to the pandemic this was delayed by the Scottish Government until August 2021.
- 2.2 As part of the expansion programme, four new build nurseries have been constructed throughout various Associated School Group (ASG) areas in Moray including:
  - Strathisla Children's Centre - Keith ASG
  - Pilmuir Primary School Nursery - Forres ASG
  - Cullen Primary School Nursery - Buckie ASG
  - Linkwood Primary School Nursery - Elgin High ASG

- 2.3 In addition to new build facilities, six major refurbishments and three minor refurbishments of existing spaces were carried out including works at:
- Lady Cathcart Centre – Buckie ASG
  - Burghead Primary School Nursery – Lossiemouth ASG
  - Lhanbryde Primary School Nursery – Milnes ASG
  - Mortlach Primary School Nursery – Speyside ASG
  - Mosstodloch ELC Centre at Mosstodloch Primary School – Milnes ASG
  - New Elgin Primary School Nursery – Elgin High ASG
  - St Thomas Primary School Nursery – Keith ASG
  - Hythehill Primary School Nursery – Lossiemouth ASG
  - Kinloss Primary School Nursery – Forres ASG
- 2.4 One major refurbishment project remains outstanding at Aberlour Primary School which includes setting up one outdoor nursery space and siting one temporary bespoke nursery unit to serve as decant spaces during the refurbishment process. Following completion of works, both Aberlour Primary School Nursery (local authority operated) and Aberlour & Craigellachie Pre-School Nursery (partner provider operated) will return to the facilities in line with current operating arrangements.
- 2.5 Additionally, five minor refurbishment projects remain outstanding at Kinloss Primary School Nursery (Forres ASG), Findochty Primary School Nursery (Buckie ASG), Portgordon Primary School Nursery (Buckie ASG), St Peters Primary School Nursery (Buckie ASG) and Rothes Primary School Nursery (Speyside ASG).
- 2.6 The minor works at Kinloss Primary School Nursery were planned in 3 phases to allow works to be carried out during school holiday periods. Phase 1 and 2 are now complete and included upgrades to the toilets, kitchen and playroom areas. Phase 3 remains outstanding and will include re-location of one primary school classroom door out with the nursery area and the installation of a fob security system on nursery doors.
- 2.7 Delays were encountered in these remaining projects as a result of COVID-19 and ELC budget pressures.
- 2.8 Identified works were based on meeting National Standards and Care Inspectorate requirements and are essential in order to ensure facilities remain operational and thereby meet the capacity for current and future demand of funded ELC places within respective ASG areas. Local authorities have a statutory legislative requirement to provide 1140 hours of funded early learning and childcare to all 3-4 year olds and eligible 2 year olds as mandated by the Scottish Government.
- 2.9 A summary of recent Care Inspectorate inspection results can be found in the corresponding information report: Singleton Inspections of Early Learning and Childcare Centres – Published Reports March 2022 to June 2022. This report includes 2 settings which are part of the planned works, Portgordon Primary School Nursery and Aberlour & Craigellachie Pre-School Nursery. These settings both received lowered grades in areas which will be addressed as part of the works programme.

- 2.10 3 minute briefs and project mandates were completed for the above noted outstanding projects and submitted to the ELC Programme Board, Asset Management Working Group and Corporate Management Team (CMT) for consideration. Following these submissions, it was recommended that a request to complete infrastructure works for identified local authority nursery settings be included in the capital spend budget plans for review by Moray Council on 29 June 2022.
- 2.11 It was agreed at Moray Council on 29 June 2022 (para 22 of the minute refers) to include in capital budget plans:
- £900,000 – Aberlour Primary School project for the 2 associated nurseries
  - £20,000 – Kinloss Primary School Nursery project
  - £92,000 – Findochty Primary School Nursery project
  - £110,000 – Portgordon Primary School Nursery project
  - £137,000 – St Peters Primary School Nursery project
  - £131,000 – Rothes Primary School Nursery project.
- 2.12 Above figures were provided by the Quantity Surveying (QS) team and are subject to fluctuation depending on the timeline for works to be completed which may impact on overall budget due to inflationary costs of building materials. The QS team will provide updated figures and any changes to original costings will be submitted at the meeting of Moray Council on 7 December 2022 for review of the capital plan.
- 2.13 A proposed timeline for the completion of the above noted projects is as follows:

Nursery	Planned works	Proposed timeline
Kinloss Primary School Nursery	Fob system to be installed on nursery doors connected to primary school and nursery exit door leading to outdoor play area; door leading into primary school classroom to be relocated outwith nursery area	Potentially summer 2022 holidays if Morrisons can include as part of heating upgrade works, otherwise October 2022 holidays
Findochty Primary School Nursery	Kitchen refurb/existing nursery toilets to be re-configured to include private nappy changing space (if possible replacement of flooring to be included)	October 2022 holidays with option to extend toilet works during out of school hours until completed – nursery would use PS toilets in the interim

Nursery	Planned works	Proposed timeline
Portgordon Primary School Nursery	Fob system to be installed on nursery exit doors; kitchen refurb/existing nursery toilets re-configured to include private nappy changing space	Fob works can be put through help desk as soon as possible and carried out after hours if required; kitchen/toilet works potentially October 2022 or Easter 2023
Roths Primary School Nursery	Kitchen refurb/re-configure disabled toilet area to include nappy changing space	Easter 2023 holidays for kitchen refurb and summer 2023 holidays for toilet reconfiguration
St Peters Primary School Nursery	Kitchen refurb/addition of nursery & staff toilets including private nappy changing space (if possible replacement of flooring to be included)	Summer 2023 holidays
Aberlour Primary School Nursery/Aberlour and Craigellachie Pre-School Nursery at Aberlour Primary School	Siting of 1 temporary unit at Aberlour PS/decanting of partner nursery in temporary unit/decanting of local authority nursery to outdoor space/major refurbishment of existing premises with both nurseries returning following completion of works	-October 2022 drainage works -Temporary unit to be in place following Easter holidays 2023/outdoor nursery decant to be in place following Easter holidays 2023 -Refurbishment works to begin following Easter holidays 2023 for approximately 4 months

The proposed timeline is dependent on availability of DLO and external contractors. Head teachers and nursery managers will be kept informed of proposed works and timelines in order to ensure transparency at each stage and allow processes to be finalised through open discussion.

Advice from the Climate Change (CC) team notes that outdoor nursery provision produces considerably less carbon emissions. The CC team recommend adding a checkpoint review of the temporary outdoor provision utilised during the decant period to determine if there would be an opportunity to continue provision in this way for the local authority operated nursery setting.

### **3. SUMMARY OF IMPLICATIONS**

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

The report links to the priority of working towards a financially stable Council that provides valued services to our Communities and providing a sustainable education service aiming for excellence as referred to in the Moray Council Corporate Plan.

The report links to 'Building a better future for our children and young people in Moray' from the LOIP.

**(b) Policy and Legal**

The Care Inspectorate inspects all registered services regulated under the Public Services Reform (Scotland) Act 2010, which includes nursery classes and playgroups.

Local authorities have a statutory legislative requirement to provide 1140 hours of funded early learning and childcare hours to all 3-4 year olds and eligible 2 year old children.

**(c) Financial implications**

The estimated costs to complete outstanding major and minor infrastructure projects are currently expected to be approximately as follows:

- £900,000 – Aberlour Primary School for Aberlour Primary School Nursery/Aberlour & Craigellachie Pre-School Nursery
- £20,000 – Kinloss Primary School Nursery
- £92,000 – Findochty Primary School Nursery
- £110,000 – Portgordon Primary School Nursery
- £137,000 – St Peters Primary School Nursery
- £131,000 – Rothes Primary School Nursery

These estimated costs are subject to change depending on inflationary costs of building materials and overall timeline of work completion. Any update to above noted figures will be provided to Education, Children's And Leisure Services Committee accordingly and to full Council 7 December 2022 for consideration.

Investment of capital budget is required in order to meet National Standards and Care Inspectorate requirements to ensure continued operation of identified nursery settings in order to meet current and future demand for capacity of funded early learning and childcare spaces in respective ASG areas.

The timeline for works to be completed will be over 2022 and 2023 financial years. If slippage in proposed timeline occurs, works may extend until 2024 financial year. Where possible, works will be carried out as soon as possible in order to prevent further uplift in costs related to inflation and building material cost increases.

**(d) Risk Implications**

There is a risk that general inflation and the rise in building material costs will have an impact on the overall budget estimated for the outstanding projects to be completed. This would result in the need for additional capital funding to be requested in order to ensure identified works could be completed.

There is also a risk that the proposed timeline for the works will require to be altered depending on the availability of internal and external contractors. Furthermore, there is a risk for disruption of service for

settings in the event scheduled works take longer to complete than expected. This risk can be mitigated by developing a contingency plan to run services in an outdoor location on a short-term basis to allow any slight delays to be addressed.

There is a risk that Care Inspectorate grades will be negatively affected if inspections take place before remaining works can be completed. This has been evidenced at Aberlour Primary School Nursery, Aberlour & Craigellachie Pre-School Nursery and Portgordon Nursery where grades from recent inspections have been lowered from previous results. On-going communication with Care Inspectorate will be maintained throughout each project's timeline in an effort to assure Care Inspectorate plans are in place for National Standards to be met in identified settings.

**(e) Staffing Implications**

The proposed works require staff input from the Early Years team, Finance, Property (including QS and Design teams) and Estates. However there are no direct staffing implications.

**(f) Property**

The proposed works would have impact on six primary school nursery locations in Speyside ASG, Buckie ASG and Forres ASG areas.

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

There are no implications arising directly from this report, however equalities impacts and considerations have been taken into account in previous ELC reports

**(h) Climate Change and Biodiversity Impacts**

This proposal has the potential to increase the Council's carbon emissions due to the building refurbishments and siting of temporary accommodation units. However, the option of refurbishment of the existing nurseries means that the carbon emissions are considerably less than that of any new build.

A positive implication is that substantial carbon savings and wider climate behavioural influence are possible via the provision of outdoor nursery facilities. It is therefore very important that a review point is included in plans to enable permanent continuation of this service if successful.

To address the negative implications, advice on further carbon reduction measures will be sought if required from the Council's Climate Change Team.

**(i) Consultations**

Depute Chief Executive, Head of Education (Chief Education Officer), Property Asset Manager, Chief Financial Officer, Asset Manager (Commercial Buildings), Principal Climate Change Strategy Officer, George Gunn, Climate Change Strategy Officer, Early Years' Service Manager, and Tracey Sutherland, Committee Services Officer have been consulted.

#### **4. CONCLUSION**

- 4.1 Committee is asked to note the plans for Early Learning and Childcare major and minor infrastructure works in 2022 and 2023.**
- 4.2 Committee is asked to note the investment of capital budget to complete outstanding ELC major and minor infrastructure works in identified nursery settings.**
- 4.3 Committee is asked to note that any changes to original costing estimates will be submitted at the Moray Council meeting 7 December 2022 for review of the capital plan.**

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