



National Improvement Framework for Scottish Education Education Scotland Data Gathering Exercise 2020

Self-evaluation Excel spreadsheet

For each school please provide evaluations, as at June 2020, against the three following quality indicators from *How Good is our School?* 4:

- 1.3 Leadership of change
- 2.3 Learning, teaching and assessment
- 3.2 Raising attainment and achievement

For each school, please provide a rating for each quality indicator on the numerical scale below (these options are in a dropdown list on each cell, please use whole numbers only, any decimals will be rounded down). In most cases this may be lifted from data you already hold centrally or from your schools' standards and quality reports.

6	Excellent
5	Very good
4	Good
3	Satisfactory
2	Weak
1	Unsatisfactory

National Improvement Framework for Scottish Education- NIF Return 2020

Priority: Improvement in attainment, particularly in literacy and numeracy

	Successes and impact	Challenges and Next steps
<p>Please highlight successes, challenges and next steps relating to improvement in literacy and numeracy in your local authority. This should be high-level and evaluative in nature.</p> <p><u>Prompts</u></p> <ul style="list-style-type: none"> • Key areas of interventions/actions which have had the biggest impact on improving literacy and numeracy. • Professional learning opportunities which have had significant impact on the skills and competences of school leaders and teachers. • How is data being used to inform next steps for improvement? • Family learning programmes which have been specifically targeted to improve literacy and numeracy. 	<ul style="list-style-type: none"> • Targeted Literacy interventions – emerging literacy across ELC and all schools, positive impact on majority of schools • Targeted Numeracy interventions – SEAL maths, Numicon – improved targeted assessment and resulting interventions to close attainment gaps • Moray Maths Conference with national speakers and follow-on “Teach meets” with Northern Alliance/Education Scotland – greater staff confidence, sharing practice and introduction of new approaches to delivery of maths across Moray • Working in partnership with Education Scotland and Northern Alliance Numeracy leads, target Secondary schools identified with practice development visits – actions identified and implemented • Family learning programmes - families better able to support their children supported by Family Support Workers (FSW) and Home School Link Workers (HSLW) • Breakfast clubs and soft-start transition activities – increased readiness to learn and reduced late arrivals to school (improved attendance) • Whole school training in restorative approaches – improved ethos and culture and positive behaviour approaches adopted in most schools trained • Ongoing nurture provision in schools – has led to nurture school accreditation in some of our schools and wider adoption almost all of our schools 	<ul style="list-style-type: none"> • Establishing a shared understanding of what Achievement of a Level looks like across all curricular areas needs in order to raise attainment in line with National averages • Embedding the use of the Moray Tracker in all schools will help inform staff to ensure that pupils make the best possible progress as they move through school. Tracking of wider achievements and successes will provide a more holistic picture of a pupil's learning experiences across Moray • Continue to develop the use of robust attainment information to identify gaps and to effectively plan learning which meets the needs of all learners • Ongoing data driven focus to identify areas for professional learning in schools • Redevelopment of assessment and moderation in line with local and national interpretation of good practice and expectations • Consolidation of the ESO L&T role to support work on literacy and numeracy development – progressions, benchmarks, assessment frameworks and planning guidance and pedagogy developments

	<ul style="list-style-type: none"> • Head Teacher meetings with focus on raising attainment and interventions for literacy/numeracy/pedagogy – altered approaches to curriculum and delivery of learning and teaching • Professional Development Workshops – linked to all areas of our Strategic Plan and including a focus throughout on improving outcomes (supported by wider partners) • Improving 4 year trend in ACEL data for 2016-2019 in both Literacy and Numeracy for primary which was the 4 year collection period for SG • Within the senior phase, achievement in literacy for leavers at Levels 4 and 5 has improved from previous years and is broadly in line with national comparisons; for numeracy attainment Levels 4 and 5 have improved for leavers from previous years and at level 5 is a four year high for leavers in session 2018/19 • Tracking and monitoring of literacy and numeracy in the senior phase has been developed to measure progression and attainment through interventions 	<ul style="list-style-type: none"> • Schools need to ensure that they are looking closely at tracking and monitoring data to improve interventions in order to raise attainment • A regular and robust review of the senior phase in secondary schools should include Associated Schools Groups improvements to support the success of pupils in Mathematics particularly in Higher/National 5 Mathematics • Embedding Our Moray Standard for learning and teaching to ensure high quality learning experiences for all supported by ongoing CLPL
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National Improvement Framework for Scottish Education- NIF Return 2020

Priority: Closing the attainment gap between the most and least disadvantaged children

	Successes and impact	Challenges and Next steps
<p>Please highlight successes, challenges and next steps relating to the extent to which your local authority is closing the poverty related attainment gap. This should be high-level and evaluative in nature.</p> <p><u>Prompts</u></p> <ul style="list-style-type: none"> Please note the interventions/actions which have had the most impact. Any joint working with partners which has had significant impact on addressing the poverty related attainment gap. 	<ul style="list-style-type: none"> Targeted Literacy interventions Targeted Numeracy interventions Family learning programmes Breakfast clubs Soft-start transition activities Whole school training in restorative approaches Family Support Workers (FSW) Home School Link Workers (HSLW) Holiday clubs The above range of activities are adopted in the majority of our schools to close the poverty-related attainment gap and address aspects of rural inequity Schools value the autonomy provided to them through PEF as it allows them to be creative and meet the needs of pupils within their local context Across Associated Schools Groups (ASGs), most schools are collaborating and sharing practice Schools are increasingly using data and baseline assessments to inform progress and impact of interventions The Education Scotland Attainment Adviser for Moray has been proactive in working with schools to maximise the impact of their PEF 	<ul style="list-style-type: none"> Improve base-line measures of interventions in order to more fully evaluate the impact of PEF on outcomes for children and young people Better targeting of PEF money is also required to close the poverty related attainment gap. Schools need to ensure that they are looking outwards to other local authorities and schools in order to share/identify where good practice is happening and have led to improvements To continue to collate and share good practice across Moray, as well as nationally At the National, Northern Alliance and Moray level more precise measures of poverty could be sought as the measures currently used do not take into account rurality or areas such as Moray which have attainment gaps in the upper deciles around decile 7. This is something that is being worked on within the Northern Alliance Addressing Poverty Work-stream.

National Improvement Framework for Scottish Education- NIF Return 2020

Priority: Improvements in children and young people's health and wellbeing

	Successes and impact	Challenges and Next steps
<p>Please highlight successes, challenges and next steps relating to measures which you have taken to develop the understanding of staff in key areas relating to health and wellbeing (processes and outcomes). This should be high-level and evaluative in nature.</p> <p><u>Prompts</u></p> <ul style="list-style-type: none"> • Training which you have provided as a local authority which has led to positive outcomes. For example- childhood adversity, child trauma, child exploitation, mental health, sexual health and relationships, bullying, nurture and Adverse Childhood Experiences. • Refer to any local authority survey data related to improvements in health and wellbeing you may have for children and young people which indicates positive outcomes. • How does your local authority ensure children and young people's views are at the centre of all stages of planning, provision and delivery of education? 	<ul style="list-style-type: none"> • Almost all pupils were able to speak about their rights with rights being embedded across the curriculum and in most schools children feel they are listened to and their opinions and ideas are acted upon – most of our schools engage with UNICEF Rights Respecting Schools as a vehicle for understanding. In Moray the number schools that have achieved the Rights Respecting School Award at the following levels are: Bronze – 16 primaries and 6 secondaries; Silver – 7 primaries and 1 secondary; Gold – 3 primaries. • Almost all children are included in the life and work of the school and are provided with a range of opportunities to develop their voice. • Across Moray, almost all learners are included and feel involved in many aspects of the life of schools. Pupils, parents and partners feel that they are treated with respect. In most schools there are effective interventions to improve attainment and achievement for children and young people from Moray's most deprived areas. In most schools staff use their knowledge of children to plan effectively to meet their needs. • The development of Child Planning Process provides a consistent recording tool for all agencies involved with young people in meeting needs and improving outcomes for our learners. • All schools undertook a survey through Realigning Children's Services which provided data as part of our Strategic Needs Analysis for the Children's 	<ul style="list-style-type: none"> • Continue to fully embed the rights agenda across our schools • Ensure consistency in procedures, relationships and behaviour utilising systems and training for staff to include our Educational Psychology Service's Building Positive Relationships training package and other identified supports • Schools and Early Learning settings should continue to develop the Health & Wellbeing delivered through the curriculum • Schools should look for more opportunities to work across the Associated Schools Groups and improve transitions with regards to Health & Wellbeing. • Schools should continue using data available to identify gaps in learning that are attributed to poverty and identify ways in which to remove barriers • Schools should continue to look for opportunities for joint Pupil Equity Funding working across Associated Schools Groups or with local comparator schools • Staff should look to increase the use of established digital forums such as Glow to share ongoing work and case studies • Embed and further develop Getting It

	<p>Services Plan identifying key areas of need, moving forwards</p> <ul style="list-style-type: none"> • Through Locality Management Groups (LMGs) we maintain a multi-agency approach to planning and intervention for our communities based on need • Moray Youth Forum ensures the voice of young people is integral to decision making and universal approaches to supporting wellbeing of young people • In most schools it was evident that ASN staff work extremely well together to support and develop the learners in line with GIRFEC and the wellbeing indicators. In most schools there is range of opportunities in and out with School to allow pupils to be included in the life and work of the school. • Almost all of our schools have participated in training to develop knowledge and understanding of wellbeing and how this can be supported and promoted, for example, Rights Respecting Schools, Zones of Regulation and Building Better Relationships programmes in partnership with Education Psychology. • In almost all schools Wellbeing and rights are evident and understood. Almost all schools demonstrate a very good understanding of the wellbeing of children and young people • Relationships across almost all schools are positive. • In almost all schools all staff and pupils demonstrate respectful behaviour and positive relationships. Staff care about the wellbeing of pupils and pupils feel listened to and valued. However, the number of incidents of exclusion has decreased over the past three years (2016/17 to 2018/19) in both primary (-33%) and secondary schools (-37%). In the same period the number of Violence and Aggression Reporting Forms filled in by members of staff has increased in both primary (+88%) and secondary (+79%) schools. Schools are working with these pupils on various alternative to exclusion 	<p>Right For Every Child (GIRFEC) processes to include robust ways of including the voices of young people and their carers/parents.</p> <ul style="list-style-type: none"> • Exclusions have shown a decreasing trend but data shows increasing reports of violence and aggression in both Primary and Secondary sectors. Further training in relational practice and needs analysis to actively support staff to maintain the decreasing trend of exclusions and reduce the incidents of violence and aggression in our schools
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	programmes to ensure minimum disruption to their education.	
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National Improvement Framework for Scottish Education- NIF Return 2020

Priority: Improvement in employability skills and sustained, positive school-leaver destinations for all young people

	Successes and impact	Challenges and Next steps
<p>Please highlight successes, challenges and next steps relating to how your local authority is developing their young workforce programme from Early Years to Senior Phase. This should be high-level and evaluative in nature.</p> <p><u>Prompts</u></p> <ul style="list-style-type: none"> Developing Young Workforce in the BGE and Senior Phase. The range of work placement opportunities schools are offering to learners. The range of models, extent of coverage e.g. all learners in secondary schools will have received work placements by the end of Senior Phase. Information on the diverse pathways on offer in secondary schools in order to broaden learner pathways. The range and quality from 'engaging' to 'influencing' of education-employer partnerships. Data including school leaver destinations, participation measure and proportion of leavers with vocational qualifications. 	<ul style="list-style-type: none"> Across 3 to 18 provision all children and young people benefit from a broad curriculum covering all curricular areas The Developing the Young Workforce (DYW) partnership approach incorporating the Moray Skills Pathway continues to be further embedded in our schools and is of national recognition Partnership event to support the review of the MSP to ensure that it is a 3-18 approach with pathways and initiatives to suit all learners and contexts with particular reference to labour market intelligence All secondary schools now have embedded pathway planning meetings to support the needs of the learners allowing for individual pathways to be supported, ensuring positive and sustained destinations The pathway planning approach provides a multi-agency position to allow for flexible and bespoke packages for our most at risk young people to gain work or further learning opportunities The 2018/19 destinations for S4 leavers were particularly positive with 97% moving into a positive destination which is in line with national and virtual comparators Successful working with SDS to ensure an improvement in our positive destination figures following 2018/19 data for all leavers was below national and virtual comparators; this was the development of an online forms and collaborative approaches to provide accurate data during the 	<ul style="list-style-type: none"> To broaden the curricular provision to meet the needs of all our learners in terms of SQA and other qualifications which are focused on opening up more diverse and relevant learner pathways in a time of budget reduction with schools being creative Consider E-sgoil to widen the number of courses open to available to learners from across the Northern Alliance by linking Moray learners and teacher to virtual classrooms Review and improve the provision from Moray College to meet the needs of learners for whom this is the best learning opportunity to achieve Development of a revised work based learning strategy to support creative use of work placement opportunities across secondary schooling Further develop the MSP across the full 3-18 range, with particular focus on primary stages Ensure skills for life, learning and work are fully embraced as a vital component of curriculum development and delivery Further develop skills progressions to ensure these are tracked across the curriculum and stages

	<p>pandemic</p> <ul style="list-style-type: none"> • The Moray Pathways programme for school leavers supports transition from school to post-school destinations • The use of the data collection as above to support curriculum development in line with labour market intelligence • Through the introduction of Foundation Apprenticeships, widening the schools' Senior Phase offer and creating more bespoke work related learning placements like Career Ready the offer of work related qualifications has broadened. • Senior pupils have a range of work based learning opportunities through formal means such as FAs and Career Ready as well as readiness for medical careers, vocational learning, DYW opportunities and interactions within our Moray Skills Pathway • In terms of the 1+2 initiative a variety of CLPL opportunities are available to upskill teachers which include twilight, ASG and online courses. The initiative is beginning to show some impact with most secondary schools showing a modest increase in uptake of modern foreign languages in the Senior Phase. • The learning from our data gathering and self-evaluation is establishing a foundation to develop a wide range of pathways, making better use of the SCQF framework 	
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Initial response to supporting children, families and school communities throughout the Covid-19 crisis		
	Successes and impact	Challenges and Next steps
<p>Please provide an initial overview around the successes of your local authority response to supporting children, families and school communities during the Covid-19 crisis.</p> <p><u>Prompts</u></p> <ul style="list-style-type: none"> • Home learning and the use of digital platforms including managing the 'digital divide'. • Identifying any groups that are being disadvantaged, particularly those in digitally excluded or marginalised households which are likely to be less engaged with home learning, and those with complex needs. • Capturing pupil voice, for example surveys about home learning. • Sharing effective practice. • Cross-sector working, for example links to charitable organisations. • Engagement with parents- supporting and seeking views. • The measures taken to support the wellbeing of staff. 	<ul style="list-style-type: none"> • BGE weekly home learning tasks and activities were set focussing on literacy, numeracy, health and wellbeing and IDL. Some schools provided family learning challenges in support of parents balancing 'working from home' commitments with home schooling • Guidance issued to schools in support of care and learning for all learners with further guidance issued to Childcare Hubs • Physical packs were provided for families where necessary, ensuring equity for all learners • A pro-forma 'My Learning Diary' was issued to capture learning, knowledge development, experiential learning and wider skills development • Early years retained focus on play pedagogy and a key programme of professional learning with staff across early level continued throughout the remote learning period with staff trained across Moray – attainment remains a key priority area • In the absence of one universal digital solution, learners engaged with learning across a range of platforms already in use. This changed as the lockdown continued with the use of Microsoft Teams and Google Classrooms within Glow emerging as the most commonly used digital platforms • Over 80 iPads, 400 laptops and 30 Wifi connections were distributed to families to ensure digital equity across moray in support of blended learning approaches • Connect team service established to model relational practice, offer support to vulnerable families and minimise the impact of isolation, trauma, loss and change – signposted to a number of supports and also interventions eg wellbeing walks, phone calls etc • Multi agency screening hub (MASH) introduced as escalation from connect – SW referrals to childcare hub, 	<ul style="list-style-type: none"> • Following National Guidance and implementing local strategies to support this • Planning for the unknown if there is a spike in Covid-19 cases locally or nationally requiring further local response • Assessing where learners are in learning and identifying attainment gaps • Supporting wellbeing for all moving forwards in an uncertain climate • Supporting staff personally and professionally through a period of constant change (and supporting anxiety) • Blended learning guidance • Live learning guidance and training support • Maintaining the positive engagement with online platforms • Pressure of heightening scrutiny, locally and nationally while recovering from Covid-19 • Gathering baseline assessment of progress during lockdown to enable continuation of raising attainment • Preparing Senior Phase learners for an unknown SQA diet 2021 and readiness for undertaking formal examinations • Ensuring enough devices at

	<p>Moray Resilience team, third sector input etc</p> <ul style="list-style-type: none"> • Head Teachers and central officers have proactively engaged and shared practice and knowledge – through weekly brief and other means - including feedback from learners and parents to shape up and understanding and picture of how Moray staff and families have been affected at this time • During Covid-19 we undertook online e-form surveys with our schools, learners and their parents. All schools embraced virtual learning platforms and professional learning required for upskilling by practitioners in a very short time • Microsoft Teams were embraced by 70% of our schools with Google Classrooms embraced by 36% (practitioner choice of platform). Other schools used a mix of GLOW tools (including blogs), schools websites and other provider apps. 94% of our schools issued paper based packs/resources to identified families requesting and requiring these to ensure inclusion and equity for all, with teaching and support staff often performing ‘doorstep drops’ of paper packs as part of their own daily exercise • Overall, we reported 68% engagement in remote learning at a peak (beginning of June 2020) with reductions as the month continued • Our Moray Learner questionnaire received 1,873 responses with 73% of learners believing they were receiving the right amount of work and 20% believing they were receiving too much work. Over 81% of learners responding believed work was of the right level or offering challenge. 91% of learners received work daily, weekly or more than once a week with 69% of learners either unphased or having enjoyed learning at home during Covid-19 • Of 1206 parent survey responses, most found the experience positive initially with time to spend with family, but tricky balancing home learning commitments and concerns around wider wellbeing and socialisation for their children and young people. Most parents were 	<p>school once learners return</p> <ul style="list-style-type: none"> • Planning for local lockdown • Ensuring workforce planning throughout the session ahead • Development of Digital strategy in line with Scottish Government grant to support digital inclusion • Producing: Head Teacher guide, Staff Guide, Parent and Carer Guide
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	<p>positive about home-school interactions, wellbeing check-ins and home learning resources and delivery throughout Covid-19</p> <ul style="list-style-type: none"> • ELC settings and schools routinely engaged with families and views gathered via learner survey and Moray Parent Forum virtual meetings • Weekly staff brief provided up-to-date corporate and other supports for staff – focus on this on first day back Powerpoint for all staff • Regular virtual Head Teacher meetings with key focus on learner and staff wellbeing along with learning and teaching supports intervention 	
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Planning for improvement in a new context

Please provide detail around your local recovery authority planning in the following areas-

- The measures being taken to support the health and wellbeing of children and young people.
- Approaches to assessment to identify gaps in learning.

- Wellbeing of children and young people will be a key focus on return to school in August
- Staff have been encouraged to undertake professional learning relating to trauma, attachment, nurture and relational approaches
- The development of multi-agency wellbeing hubs will be progressed, building on the Connect service in place during lockdown period
- Schools to review approaches to Positive Relationships, Nurture, Trauma and attachment/detachment according to identified pupil needs
- Data has been gathered from March tracking runs for ACEL data to give a baseline when learners started remote learning
- Teachers will assess where learners are in August and identify gaps in learning as well as those who have progressed well
- Early tracking runs will ensure that there is data and moderation strategy has been updated to
- Update moderation strategy and develop rigorous assessment frameworks

Support required in the new context (optional)

Any support appreciated in light of information above.

Build on strong partnerships already in place. For example, ADES networks (been reassuring and invaluable during Covid-19 period), Northern Alliance, Northern Team etc