Children and Young People's Committee

Wednesday, 30 October 2019

NOTICE IS HEREBY GIVEN that a Meeting of the **Children and Young People's Committee** is to be held at **Council Chambers**, **Council Office, High Street, Elgin, IV30 1BX** on **Wednesday, 30 October 2019** at **09:30**.

BUSINESS

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

Summary of Children and Young People's Services Committee functions:

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.

Any person attending the meeting who requires access assistance should contact customer services on 01343 563217 in advance of the meeting.

GUIDANCE NOTES

*   **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.

Clerk Name: Tracey Sutherland
Clerk Telephone: 01343 563014
Clerk Email: tracey.sutherland@moray.gov.uk

THE MORAY COUNCIL

Children and Young People's Committee

<u>SEDERUNT</u>

Councillor Sonya Warren (Chair)
Councillor Shona Morrison (Depute Chair)
Ms Nicola Belcher (Member)
Mrs Anne Currie (Member)
Mr John Morrison (Member)
Reverend Tembu Rongong (Member)
Mrs Susan Slater (Member)
Ms Angela Stuart (Member)
Caitlin Thomson-Gardner (Member)
Councillor George Alexander (Member)
Councillor James Allan (Member)
Councillor David Bremner (Member)
Councillor Frank Brown (Member)
Councillor Paula Coy (Member)
Councillor Lorna Creswell (Member)
Councillor Tim Eagle (Member)
Councillor Ryan Edwards (Member)
Councillor Claire Feaver (Member)
Councillor Aaron McLean (Member)
Councillor Derek Ross (Member)

Clerk Name: Tracey Sutherland
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MORAY COUNCIL

Item 3.

Minute of Meeting of the Children and Young People's Committee

Wednesday, 28 August 2019

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

PRESENT

Councillor George Alexander, Councillor James Allan, Ms Nicola Belcher, Councillor Lorna Creswell, Councillor Tim Eagle, Councillor Claire Feaver, Councillor Louise Laing, Councillor Aaron McLean, Mr John Morrison, Councillor Shona Morrison, Reverend Tembu Rongong, Councillor Derek Ross, Caitlin Thomson-Gardner, Councillor Sonya Warren

APOLOGIES

Councillor Frank Brown, Councillor Paula Coy, Mrs Anne Currie, Councillor Ryan Edwards, Mrs Susan Slater, Ms Angela Stuart

IN ATTENDANCE

Also in attendance at the above meeting were Head of Schools and Curriculum Development, the Joint Acting Heads of Integrated Children's Services, Educational Resources Manager, Transformation Officer, Head of Instrumental Instruction, Legal Services Manager and Tracey Sutherland, Committee Services Officer.

1. Chair

The meeting was chaired by Councillor Sonya Warren.

2. Welcome and Goodbyes

The Committee joined the Chair in welcoming Mr John Morrison, Church of Scotland representative and Caitlin Gardner-Thomson the new pupil representative from Elgin High School to their first meeting. They also welcomed Joyce Johnston and Jackie Stevenson, the joint Acting Heads of Integrated Children's Services.

The Committee also joined the Chair in thanking Mr Nick Goodchild, Education Resources Manager for his services at his last meeting of the Committee before he retires.

3. Forres Credit Union

At the request of the Chair, Councillor Creswell introduced a video which highlighted the benefits of the Forres Credit Union prior to the Committee viewing a video about the service.

4.   St Peter's Primary School

Councillor Warren informed the Committee that St Peter's Primary School in Buckie has become the only school in Moray to be awarded a Teracycle Recycling point for old pens, highlighters, and correction pens/bottles.

Councillor Warren encouraged all Members to support the initiative and if anyone wanted any further information to contact the School or Councillor Warren.

5.   Declaration of Group Decisions and Members Interests *

In terms of Standing Order 20 and the Councillors' Code of Conduct, Councillor Eagle declared an interest in Item 11 in respect of Portessie Primary only and confirmed he would leave the meeting at the start of the discussion on Portessie Primary.

6.   Minute of Meeting on 29 May 2019

The minute of the meeting of the Children and Young People's Committee dated 29 May 2019 was submitted and approved subject to a change to reflect the break for lunch during the meeting.

7.   Written Questions **

The Committee noted that a question had been submitted by Mrs Nicola Belcher, Parent Representative.

To ask the Committee to consider changes to the Active Schools booking system.

On the last two occasions, the Active Schools booking system has opened on close of business or later on a Friday. If there are any issues with booking, particularly for parents and carers in the Buckie ASG, Council staff have been unavailable until Monday to resolve these. Parents/Carers then have to submit their enquiry to the team in the form of an email and by the time the issue is resolved, there are no spaces left.

On the most recent occasion, the council's social media and booking instructions email stated that it would be live from 6pm to book, however, it went live at least 15/20 minutes early. This meant that people who logged on at 6pm found that some classes were full or only had 1 or 2 spaces.

Would it be possible to allow people to phone Council staff to sort out booking issues or open the booking through the week so that parents/carers can get a response more quickly? It would also be helpful if there was the ability to link family accounts to save signing in/out again for each child.

Lastly, when there are waiting lists of 10+ children for specific activities, is it possible to expand the number of times the popular activities are on offer?

The programme is excellent and my own children attend/have attended many of the courses available and enjoy them thoroughly. I really value the opportunity the team are able to offer our children so it would be better if it was fair for everyone. When so

much work has been put into FitLife sign-ups it would be a shame for there to be continuous issues with the booking process as this may put some families off.

RESPONSE

The service thanks Mrs Belcher for her question and is grateful for her positive comments about the quality of the courses provided and the suggestions made.

This term the process for opening the booking system began at 6pm on Friday 16 August and finished approximately 20 minutes later. The number of places taken on courses is currently 746 out of a total of 1082. There are 71 people on the waiting list for the most popular courses.

A range of actions were taken following the first launch in January when booking queries totalled 400. The main issues for customers were unfamiliarity with the online process, forgotten passwords, parents booking themselves on rather than their children and the system not recognising MLC members. To address these issues an email was sent to all customers in advance of the bookings going live to advise them of the information they would require and to provide a step by step explanation of the process. The step by step guide was also on the front page of the system. As a result of these actions and due to customers being more familiar with the process queries for this term have reduced to 60.

The service recognises that further improvements can be made and we will review the process next month to identify and consider any changes. One of the changes introduced for this term was the Friday opening as we had received complaints that for people in work mid-week openings meant that courses were sometimes fully booked by the time they got home. An alternative might be to open bookings midweek at 6pm which could address both their needs and the issues raised by Mrs Belcher.

Unfortunately staff resources dictate that we are unable to deal with telephone enquiries. In addition dealing with email enquiries enables the team to ensure that all enquiries are dealt with in strict chronological order.

Unfortunately the software we use requires separate bookings for individual children. In terms of putting on additional courses where waiting lists exceed 10 people we always consider doing this. Organising these however depends upon the availability of coaches and facilities.

Mrs Belcher acknowledged the response but said it did not answer her question regarding the early opening of the booking system before 6pm. She further asked whether the age limit on less popular classes could be lowered to help fill them.

In response the Education Resources Manager confirmed that he had spoken to his team and they had confirmed that the booking system process started at 6pm however, if Mrs Belcher's experience was different he would check again.

He further added that Mrs Belcher had raised some good suggestions for improving the Active Schools service and was happy to discuss these further following the meeting and pass them onto the Active Schools Team.

8.   Education Governance - Education Reform and School Empowerment

A report by the Chief Executive updated Committee on progress in relation to

education governance and the school empowerment agenda.

During the discussion, Councillor Eagle requested a report to review the 6 subject choices in the senior phase as part of the 33 period week review as Councillor Eagle was aware that other Local Authorities offer 8 subjects in the senior phase at secondary school.

In response the Head of Schools and Curriculum Development advised that this would be included as part of the 33 period a week review but added that there are pupils within Moray who are studying up to 8 subjects in the senior phase as part of the 'getting it right for every child' agenda.

Following lengthy discussion Committee agreed to note the report and that a report reviewing the 33 period week will be presented to a future Committee which will include a review of the 6 subject choices for senior phase secondary pupils.

9. Education and Social Care Capital Budgets 2019-20 to 30 June 2019.xlsx

A report by the Chief Executive informed the Committee of projects and proposed expenditure for Capital Budgets within Education and Social Care.

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

10. Education and Children and Families Revenue Budget Monitoring Report June 2019

A report by the Chief Executive informed Committee of the budget position for Education and Children and Families Services as at 30 June 2019.

Following consideration the Committee agreed to note the budget position at 30 June 2019.

11. Performance Report - Education and Social Care - Half Year to March 2019

A report by the Chief Executive outlined the performance of services for the period from 1 October 2018 to 31 March 2019.

During consideration, Councillor Eagle sough clarification on the care experienced children who have had more than 1 placement. In response, Joyce Johnston, the Joint Acting Head of Integrated Children's Services confirmed that this is an area that the Council will be focussing on as it does suggest that the current system is not working as it should be. She further added that a report will be brought back to Committee to identify where the thinking and understanding is with regards to Re-aligning Children's Services work and the Independent Care Review and how it all fits in at a strategic level to link in with the timings of the Children's Services Plan which is due for publication in 2020.

Councillor Morrison requested an update report on the Criminal Justice Service for the next Committee in October. In response, Joyce Johnston, the Joint Acting Head of Integrated Children's Services agreed to provide an update report on the criminal justice and community justice services.

Councillor Eagle sought an update on Additional Support Needs and SEBN review and asked if there would be a report coming to Committee soon. In response Jackie Stevenson, Joint Acting Head of Integrated Children's Services confirmed that a report can be written following the final sense checking after the 23 September 2019.

Following consideration the Committee agreed to: -

(i) note performance against Education and Social Care Performance Indicators as at the end of March 2019;

(ii) welcome good performance as indicated in the report and note actions being taken to seek improvements where required; and

(iii) approve the revised performance indicators for Education and Social Care as shown in Appendix 1.

12. Education Scotland Inspection of Glenlivet Primary School

A report by the Chief Executive invited the Committee to scrutinise and note the outcomes of the recently published report on Glenlivet Primary School following an inspection by Education Scotland.

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

13. Education Scotland inspection of Cluny Primary School Buckie

A report by the Chief Executive invited the Committee to scrutinise and note the outcomes of the recently published report on a Cluny Primary School following an inspection by Education Scotland.

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

14. Education Scotland Progress Reports following Inspection - Newmill, Crossroads and Portessie Primary Schools

A report by the Chief Executive invited the Committee to scrutinise and note the progress reports fro three schools following Education Scotland Inspections in October 2017 for Newmill Primary School, in November 2017 for Crossroads Primary School and in March 2018 for Portessie Primary School.

Councillor Eagle sought assurance that the reports have been sent to all Parent Council's and parents in the schools. In response the Head of Schools and Curriculum Development confirmed that the 3 head teachers had taken the decision not to send the reports out before the school holidays, as they were concerned that if parents had any queries there would be no one available to answer any questions. She further added that all Parent Council's will have received a copy by the end of the week and parents would receive copies following that.

Councillor Eagle expressed concern that the Parent Councils and parents had not yet had the opportunity to see the reports and requested that the report be deferred

until this had happened. In response the Head of Schools and Curriculum Development further added that a review of the procedures will take place and will include tightening up on timescales.

Councillor Eagle welcomed the review however, he was concerned that the Parent Council's and parents had not had the chance to view the reports and took the view that the reports should be brought back to the Committee in October to allow parental engagement to take place and as part of any progress report there is a section for parental feedback where the Chair of the Parent Council states that they have discussed the report and provided any comments.

In response, the Head of Schools and Curriculum Development expressed caution about discussing individual schools however, she was aware that there had been some engagement with parents.

Following that response, Councillor Eagle moved to defer the item until the next meeting of the Committee to allow Parent Councils and parents the opportunity to comment and engage regarding the Inspection reports. This was seconded by Councillor Feaver

The Chair asked for a short recess to seek legal advice regarding Councillor Eagle's motion. This was agreed.

On resumption of the meeting, Councillor Eagle summarised his motion. In response the Legal Services Manager confirmed that there is not a set process in place, however it was not unreasonable or inappropriate for the Committee to scrutinise and note the contents of the report for their interest as the role of the school and parents was different.

Councillor Morrison, seconded by Councillor proposed an amendment to approve the recommendations as stated in the report.

On the division there voted:

For the Motion (4)	Councillors Eagle, Feaver, Creswell and Ross
For the Amendment (8)	Councillors Morrison, Laing, Alexander, Allan, McLean, Warren, Mr Morrison and Reverend Rongong
Abstentions (0)	Nil

Accordingly the amendment became the finding of the meeting and the Committee agreed to note the content of the report.

15. Singleton Inspections of Early Learning and Childcare Centres - Published reports from February to May 2019

A report by the Chief Executive informed Committee of the content of singleton inspection reports of Early Learning and Childcare (ELC) centres by the Care Inspectorate which were published during January to March 2019.

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

16.   Music Instruction

A report by the Chief Executive updated Committee on the Music Instruction Service.

Following consideration the Committee agreed to note the report.

17.   Question Time ***

Under reference to paragraph 17 of the minute of the meeting of 29 May 2019, Councillor Laing sought an update on automated benefit payments for parents/carers applying for school clothing grants and free school meals.

In response, the Head of Schools and Curriculum Development agreed to provide an update for Councillor Laing following the meeting.

Under reference to paragraph 8 and 10 of the minute of the meeting of 29 May 2019, Councillor Feaver requested whether it would be possible to expand the minute of meetings to include the discussion points from the meetings for ease of reference in the future.

In response, the Clerk advised that she was aware that the same issue had been raised at Communities Committee on 27 August 2019 and that the issue would be discussed with the Democratic Services Manager in consultation with CMT and Committee Chairs to take forward.

Under defence to paragraph 17 of the minute of the meeting 29 May 2019, Councillor Ross sought an update on the replacement of Mr Jarvis, the Acting Corporate Director (Education and Social Care). Councillor Ross was aware that the future management structure was currently out for consultation but requested an update on the interim arrangements.

In response the Head of Schools and Curriculum Development indicated that she had been given additional responsibilities for 2 months during the consultation period.

Councillor Ross sought clarification on whether there were procedures for Head Teachers to share good practice with each other.

In response the Head of Schools and Curriculum Development advised that the sharing of good practice already happens within the department and every opportunity to do so is taken.

REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON 30 OCTOBER 2019

SUBJECT: EARLY LEARNING AND CHILDCARE EXPANSION – PARTNER GRANTS

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

1.   REASON FOR REPORT

1.1   To provide an update to Committee on grant funding offered to Early Learning and Childcare partner providers to enable them to prepare for the expansion of Early Learning and Childcare (ELC).

1.2   To request support for additional grant funding for partner providers in Moray to support them in their preparations for the expansion of ELC funded hours from August 2020.

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

2.   RECOMMENDATION

2.1   It is recommended that Committee:

(i)   Grant delegated authority to the Head of Education to authorise payments from indicative grant funding for 2019/20 of £200,000 to funded providers, for infrastructure, training and development, with payments:

   a. being made on a priority basis determined by Head of Education;
   b. subject to an agreed list of conditions, in consultation with Legal Services; and
   c. being reported periodically to the Children and Young People's Services Committee.

(ii)   Approve the addition of a 'small grant' criterion within the overall infrastructure grant scheme to enable partners to make small adjustments to their settings, or purchase the necessary equipment, to be ready for August 2020.

3. BACKGROUND

3.1 On 27 September 2017 Moray Council (paragraph 20 of the minute refers) granted delegated authority to the Head of Lifelong Learning, Culture and Sport to authorise payments from indicative grant funding of £100,000 to ELC partner providers for infrastructure improvement projects and staff training and development proposals.

3.2 On 6 June 2018 Moray Council granted delegated authority to the Acting Corporate Director (Education and Social Care) to authorise payments from additional indicative grant funding of £110,000 (year 2 of grant funding). (paragraph 8 of the minute refers).

3.3 The grant funding has been made available from the ELC expansion budget (2017/18 and 2018/19 allocations) provided as a ring-fenced grant by the Scottish Government. The total indicative grant funding agreed for the two years was £180,000 for infrastructure projects and £30,000 for training and development. The offer of grant funding was open to all current and potential future partner providers until 31 March 2019.

3.4 The offers of grant made to partners over the two year period are as follows:

Infrastructure

Setting	Grant Criteria	Grant Offer
A	Increase capacity/improve outdoor space	£3,350
B	Increase capacity/improve outdoor space	£3,350
C	Improve outdoor space	£8,000
D	Increase capacity/improve outdoor space	£14,320
E	Increase capacity	£25,000
F	Increase capacity	£18,568
G	Increase capacity	£16,500
H	Increase capacity	£11,531
I	Increase capacity/improve outdoor space	£21,709
J	Increase capacity/improve outdoor space	£16,242
K	Increase capacity	£4,656
L	Increase capacity	£25,000
M	Increase Capacity/improve outdoor space	£10,890
	Total	**£179,116**

Training

Setting	Grant Criteria	Grant Offer
A	Funding for external trainer/professional input in setting	£560
B	Support for individuals seeking to gain ELC qualifications	£624
C	Funding for external trainer/professional input in setting	£2,740
D	Drama Therapy training	£845
E	Specialist training	£757
F	Conference/seminar attendance Outdoor Learning Training	£327 £950
G	Funding for external trainer/professional input for up to 30 practitioners/teachers from partner settings and Moray Council schools and nurseries	£4,050
H	Forest schools course for member of staff	£1,785
I	KSEY Consultancy courses for staff	£700
J	Woodland Activity Leader training	£875
Total		**£14,213**

3.5 The Moray Council ELC Delivery Plan states that the Council is committed to the current mixed economy of ELC provision anticipating that we will continue to commission the majority of our provision through the independent sector. The Council will only look to create additional capacity where it is unable to commission the necessary capacity from our partners. The infrastructure grant offer has encouraged partner providers to look at innovative ways of increasing their capacity, investing in their businesses or settings with support from the Council. The grant funding offer is proving to be a cost effective way of developing additional quality ELC capacity across Moray. It is therefore proposed that the remaining £16,671 of indicative grant funding for phases 1 and 2 is rolled forward to 2019/20 and a further £200,000 is set aside from the Scottish Government 2019/20 ring-fenced ELC grant allocation, for additional grant funding for 2019/20.

3.6 The Blueprint for 2020 and the new National Standard for Funded Early Learning and Childcare Providers (published December 2018) includes a number of new requirements for funded ELC providers which they are required to implement prior to August 2020. These include the requirement to provide meals for all children attending funded sessions, and the requirement to ensure all children have daily access to outdoor play and regularly experience outdoor play in a natural environment as part of their funded ELC offer. Within our local authority settings we are investing in commercial dishwashers to facilitate the provision of meals, vinyl flooring for settings that were previously carpeted, outdoor clothing for staff and children, outdoor equipment for some settings, and outdoor training for staff. It is proposed that

the grant offer for 2019/20 includes an additional 'small grant' criterion (up to a maximum of £5,000) that would enable all partners to apply for assistance to make similar small adjustments to their settings, or purchase the necessary equipment to be ready for August 2020. The small grant offer would be included in the additional indicative grant funding of £200,000.

4. **SUMMARY OF IMPLICATIONS**

   (a) Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))
   This project links to the following priorities in the Corporate Plan:
   a. Providing a sustainable education service aiming for excellence
   b. Promoting economic development and growth
   c. Ensuring caring and healthy communities

   This project links to the following priorities in the 10 Year Plan (Local Outcomes Improvement Plan):
   a. Building a better future for our children and young people in Moray
   b. Growing, diverse and sustainable economy

   (b) Policy and Legal
   Early Learning and Childcare duties form part of the Children and Young People (Scotland) Act 2014. Scottish Ministers can, by order, modify the mandatory amount of early learning and childcare hours to be made available. Currently the requirement is for 600 hours but on 23 March 2017 the Minister for Childcare & Early Years confirmed an expansion to 1140 hours by August 2020.

   (c) Financial implications
   Moray Council has received £5,505,000 of ring-fenced ELC expansion revenue grant funding from the Scottish Government for 2019/20

   The indicative breakdown of headline revenue spends for 2019/20 (ELC expansion funding) is as follows:

Description	£
Proposed grant funding for funded provider projects	200,000
Capital from current revenue (CFCR) funding transfer to capital (new build and refurbishment) programme	1,300,000
Local authority staffing costs	2,380,000
Partnership payments	1,190,000
Catering costs	45,000
ASN support	40,000
Other running costs (including training)	350,000
Total	**5,505,000**

   (d) Risk Implications
   There are no risk implications. The terms and conditions attached to the offers of grant are designed to mitigate any potential risks.

   (e) Staffing Implications
   There are no major staffing implications. The grant process is managed by the ELC expansion team.

(f)   Property

As a result of the grant offer partner providers are seeking to expand and improve their assets, potentially requiring input from Planning and Building Standards.

(g)   Equalities/Socio Economic Impact

Expanding the entitlement to ELC is seen as one of the most important tools to support long-term inclusive growth in Scotland's economy. Parents and carers (predominantly women) will benefit from a high quality, flexible system as it can help support them into work, training or further study, which may not have been previously accessible.

(h)   Consultations

Senior Officers in Education & Social Care, Committee Services Officer (Tracey Sutherland), Chief Financial Officer, Morag Smith, Senior Solicitor (Litigation and Social Care), Equal Opportunities Officer have been consulted and their views have been incorporated into the report.

5.   CONCLUSION

5.1   That Council considers delegating authority to the Head of Education to authorise payments from indicative ELC grant funding for 2019/20 of £200,000.

Author of Report: Joanna Shirriffs (Senior Project Manager: Early Learning
                                      & Childcare Expansion)

Background Papers:
Ref:

REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICE COMMITTEE ON 30 OCTOBER 2019

SUBJECT: THE COST OF THE SCHOOL DAY PROJECT WORKERS

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

1.   REASON FOR REPORT

1.1   To inform the Committee of the success in securing funding to provide capacity within Education to support work to tackle poverty and the cost of the school day.

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 Education Authority.

2.   RECOMMENDATION

2.1   It is recommended that the Committee:-

(i)   welcomes the success of this bid to add capacity with the appointment of two project workers; and

(ii)   approves the formation of an Education Poverty Steering Group, led by the Education Officer (Pastoral Care) to take the child poverty agenda forward in Education over the next two years.

3.   BACKGROUND

3.1   School costs can put pressure on low-income families and put children at risk of missing out on opportunities and feeling different, excluded and unhappy. The Cost of the School Day (COTSD) Project is delivered by the Child Poverty Action Group (CPAG). CPAG is a registered charity that collects evidence from families living in poverty and push forward achievable and long-term solutions to tackling poverty. The COTSD project involves children and young people, parents/carers and school staff in identifying financial barriers and taking action to remove them. Since 2014, CPAG has worked with schools and local authorities across Scotland in a range of ways including direct work in schools, training, resource development and practice gathering and sharing. The work to date has been funded through the Scottish Attainment Challenge and has been focused on delivering a 3 year project with Dundee

schools (as they were a Scottish Attainment Challenge authority) whilst still providing support and training to a range of other local authorities.

3.2   To expand the Cost of the School Day Project to rural areas in Scotland, the Child Poverty Action Group (CPAG) submitted a bid to The National Lottery Community Fund. They were successful in their bid which will be a three year project with funding for two 0.8 Project Officers posts over two years. Seventeen authorities expressed an interest in hosting COTSD staff and working in partnership with CPAG, but Moray was selected due to the work already going on.

3.3   These posts will build on the actions identified at the Cost of the School Day Moray Conference in February 2019, the interventions or supports schools have put in place using funding from the Pupil Equity Fund (PEF) and actions in the Moray's Child Poverty Action Plan.

3.4   The following activities will be part of the project:

- Direct work in 35 schools over two years beginning in December 2019: poverty proofing audits and action plans with children, staff and parents alongside support for other schools in the area to consult on the cost of their school days. The schools will be identified once the two project workers are in place.
- Cost of the School Day professional learning for school staff and input to Parent Councils, focusing on the impact of child poverty and school costs - wider awareness raising via relevant local groups and forums
- Local authority wide Cost of the School Day report with recommendations, drawn from findings across schools
- Local Practice Networks and Regional Practice Networks to share current practice and challenges and plan further action
- Development of tools and resources based on learning from direct work in schools, hosted on CPAG online Practice Hub and relevant local channels

3.5   To support this work and the actions within Moray's Child Poverty Action Plan, an Education Poverty Steering Group, led by the Education Officer (Pastoral Care), will be established in October to drive work forward in this area for education over the next two years. The Education Officer is a member of Fairer Moray Forum and will report to them the progress being made in education with regards to the child poverty agenda.

4.   **SUMMARY OF IMPLICATIONS**

(a)   **Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))**
       The report was informed by the priorities within the Corporate Plan and 10 Year Plan and in particular to Ambitious and Confident Children and Young People and A Growing and Diverse Economy.

(b)   **Policy and Legal**
       The Child Poverty (Scotland) Bill is an Act of the Scottish Parliament to set targets relating to the eradication of child poverty; and to make provision about plans and reports relating to the targets.

The Moray Poverty Action Plan 2018-2021which incorporates the statutory requirements of the Child Poverty (Scotland) Act and the local implementation of *Every Child, Every Chance*

(c) **Financial implications**

The employment and management of the two practitioners will be directly through the CPAG.

(d) **Risk Implications**

There are no risk implications arising directly from this report.

(e) **Staffing Implications**

There are no staffing implications arising directly from this report.

(f) **Property**

Moray Council will accommodate the project workers centrally in offices allocated for education use.

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

An Equality/Socio Economic Impact Assessment is not required as this report is to inform Committee on performance.

(h) **Consultations**

Chief Executive, Senior Officers in Education and Social Care, Paul Connor, Principal Accountant, Equal Opportunities Officer, Human Resources Manager, and Tracey Sutherland, Committee Services Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

5. **CONCLUSION**

5.1 **That the Committee welcomes the success of this bid for the appointment of two project workers in Moray as it is a welcome opportunity to develop the council's approach to identifying financial barriers and taking action to remove them.**

5.2 **That the Committee endorses the formation of the Education Poverty Steering Group led by the Education Officer (Pastoral Care) to take the child poverty agenda forward in education over the next two years**

Author of Report: Lynne Riddoch, Education Officer

Background Papers:

Ref:

REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON
30 OCTOBER 2019

SUBJECT: ACCESS TO COUNSELLING SERVICES

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

1.   REASON FOR REPORT

1.1   To inform the Committee of the introduction of funding by the Scottish
Government for access to counselling services through schools.

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 Education Authority.

2.   RECOMMENDATION

2.1   It is recommended that Committee:

(i)   scrutinises and notes the content of this report; and

**(ii)   agrees to a further report with detailed plans of how this will
operate across Moray**

3.   BACKGROUND

3.1   The Scottish Government have confirmed they will be providing £12 million
funding to local authorities for 2019/2020 to support delivery of the access to
school counselling service, in line with the commitment set out in the
Programme for Government published last September. The initial tranche of
funding will be supported by a further £16 million in each of the three financial
years 2020/2021, 2021/2022 and 2022/23 and baselined in the Local
Government Settlement thereafter.

3.2   The delivery of the service is a joint approach between national and local
government and will enable children and young people to be supported more
efficiently and effectively with issues affecting their mental health and
wellbeing. The provision of counselling will help school staff to engage
children and young people with appropriate support services from within their
local communities at an early stage.

3.3   The funding is being distributed based on a fixed sum of £45,000 allocated to each Local Authority, seven per cent on "schools located in remote rural areas" (as defined by the Scottish Government's urban/rural indicator), and the remainder distributed on secondary pupil numbers. Moray will receive £208,000 in 2019/2020 which will increase to £270,000 the following three years.

3.4   The set of aims and principles for delivery of counselling through schools (**Appendix 1**) was received mid-September. The aims and principles have been agreed to ensure the policy intent behind the commitment of increasing access to children and young people, while enabling local authorities to ensure any provision is complimentary and linked to existing local provisions. Access to counselling will be available to all children and young people aged 10 and over in primaries and secondaries across Moray.

3.5   A short life working group comprised of representatives from Education, Health, Social Work and 3rd Sector was established in March 2019 to begin looking at models of support that would work in Moray and complement services already being delivered. A number of proposals are currently being considered, but will have to be reviewed in light of the aims and principles for implementing counsellors in schools which was issued by the Scottish Government recently. As such it still has to be decided if we will employ directly or commission a service.

3.6   Details of plans for the implementation of access to counselling services must be reported to the Scottish Government by 31 December 2019 and will be submitted to Committee for approval prior to this date.

4.   **SUMMARY OF IMPLICATIONS**

(a) **Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))**
The report was informed by the priorities within the Corporate Plan and 10 Year Plan and in particular to Ambitious and Confident Children and Young People and A Growing and Diverse Economy.

(b) **Policy and Legal**
This report relates to priorities in the Scottish Government's programme for Government 2018.

(c) **Financial implications**
There are no financial implications arising directly from this report.

(d) **Risk Implications**
There are no risk implications arising directly from this report.

(e) **Staffing Implications**
Recruitment of suitably qualified counsellors could prove challenging in Moray.

(f) **Property**
There are no property implications arising directly from this report.

(g) Equalities/Socio Economic Impact

An Equality/Socio Economic Impact Assessment is not required as this report is to inform Committee on performance.

(h) Consultations

Chief Executive, Senior Officers in Education and Social Care, Paul Connor, Principal Accountant, Equal Opportunities Officer, Human Resources Manager, and Tracey Sutherland, Committee Services Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

5.   CONCLUSION

5.1   That Committee are aware of the additional monies Moray will receive to provide access to counselling services for young people and that a further report will be received with a detailed delivery plan.

Author of Report: Lynne Riddoch, Education Officer

Background Papers:
Ref:

Counsellors Through Schools

Aims

To provide, in partnership between local and national government

- Access to counselling through schools, enabling locally provided support for children and young people towards positive mental health and wellbeing.
- High quality and effective counselling support as part of a range of supports available locally to children and young people.
- Counsellors who are accredited and working to an agreed standard across Scotland.
- Access to counselling through primary, secondary and special schools, ensuring consistently high quality services available locally, for pupils aged 10 and over.

Principles

- The commitment to the provision of counselling through schools should be delivered in partnership between national and local government, and relevant partners, and should build upon the services already in place wherever possible.
- The provision of counselling should be part of a holistic (child centred) approach to improving the mental health and wellbeing of the children and young people.
- Counselling services should be delivered within an agreed definition of counselling by qualified counsellors registered with an appropriate registered body.
- Counselling services should be available to secondary school pupils primarily and primary, and special school in communities for pupils aged 10 years and over.
- In recognition of the need to ensure young people are safe, services should ensure a robust assessment is carried out and that young people are supported to access alternative services where counselling may not be appropriate.
- There should be availability of counselling services during school holidays, to ensure continued support to vulnerable young people.
- The provision of counselling through schools should align to, and/or enhance the local services to support the mental health and wellbeing of children and young people.
- Counselling services should be accessible. Utilising technology, virtual approaches and delivery in non-educational settings where communities need it, particularly in rural communities.
- Local policies and procedures in relation to child protection and information sharing should be followed. The requirements of the registering body, for example in terms of professional conduct and supervision should also be followed.
- The commitment to counselling through school will be delivered in 2 phases, with full delivery expected by September 2020.

REPORT TO: **CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON 30 OCTOBER 2019**

SUBJECT: **NORTHERN ALLIANCE: PHASE 3 REGIONAL IMPROVEMENT PLAN**

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

1. REASON FOR REPORT

1.1 To update Committee on progress to date with the Northern Alliance Phase 2 Regional Improvement Plan and outlines the priorities which are to be taken forward in the Phase 3 Regional Improvement Plan.

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

2. RECOMMENDATION

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

   (i) **note the progress made in the Phase 2 plan; and**

   (ii) **endorse the Northern Alliance Phase 3 Regional Improvement Plan.**

3. BACKGROUND

3.1 The Northern Alliance is a Regional Improvement Collaborative (RIC) between eight local authorities across the North of Scotland: Aberdeen City, Aberdeenshire, Argyll and Bute, Eilean Siar [Western Isles], Highland, Moray, Orkney Islands and Shetland Islands. The Northern Alliance is committed to improving the educational and life chances of children and young people.

3.2 Each RIC has to produce a Regional Improvement Plan . The Regional Improvement Plan is tasked with outlining how the RIC intends to reduce inequalities and target improvement in the four national priorities from the National Improvement Framework [NIF]. The Phase 3 Regional Improvement Plan for the Northern Alliance was submitted to Education Scotland on 2 September 2019.

3.3   The Phase 3 Regional Improvement Plan was approved by the Northern Alliance Regional Improvement Forum and will be presented to the Northern Alliance Convention of Convenors at their meeting on Friday 11 September.

4.   **Discussion**

4.1   The Northern Alliance Phase 3 Regional Improvement Plan can be accessed at **Appendix 1** and the Phase 3 Plan also includes a summary of progress made throughout the Phase 2 Plan.

4.2   The Phase 2 Plan was significant in scale and ambition and the challenges of recruiting people to lead on specific work streams was significant given that we did not receive our funding allocations from Scottish Government until December 2018. Given time for adverts to placed and interviews to be held, leads were not identified for all areas of work until March 2019 and the progress report on the use and impact of the funding had to be submitted to Scottish Government by 31 July 2019. This had an impact on the Northern Alliance's ability to truly add value as a collaborative, although there have been some significant successes in areas such as Emerging Literacy and Learning Estates where really positive collaborative working has been demonstrated and where real value is being added to the work of individual local authorities.

4.3   The geography of the Northern Alliance and the lack of ability to release staff from schools to work together due to staffing constraints have also had an impact on the pace of improvement and whilst technology has been used to great effect across the Alliance, it has not always proved reliable. Furthermore, some of the local authorities within the Alliance have different permissions with regards the IT systems which can be used. For example, not all local authorities allow the use of Office 365, which offers key tools for collaboration.

4.4   At a meeting of the Northern Alliance Regional Improvement Forum in June 2019, it was agreed that the Phase 3 Regional Improvement Plan needed to be more streamlined and more focused on what would make a clear and demonstrable difference to individual teachers and schools and be more closely aligned to the National Improvement Framework (NIF). A questionnaire was sent to all teachers across the Northern Alliance to ask what areas of support they would be looking for from the collaborative in order to add value to their work. A copy of the survey responses can be accessed at **Appendix 2**. Furthermore, an analysis of each of the eight NIF plans from the constituent local authorities was undertaken to look for the areas of greatest commonality where the Northern Alliance could add the greatest value.

4.5   The Northern Alliance Phase 3 Regional Improvement Plan will have four key workstreams, which are:

- Curriculum
- Raising Attainment and Closing the Gap
- Sustaining Education
- Leadership

4.6   The Northern Alliance has also submitted a funding request to the Scottish Government for additional resource to support the collaborative activity to be undertaken.

4.7   Education Scotland has been restructured and the support/development functions of the agency have been split from the scrutiny side. The support/development functions have been aligned to the RIC areas and a Northern Team is in place, led by a Senior Regional Advisor. This team will work with the Northern Alliance local authorities to deliver the Phase 3 Plan. The Education Scotland Northern team will also be available to provide bespoke support for individual local authorities as required.

5.   SUMMARY OF IMPLICATIONS

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

(b)   Policy and Legal
None arising from this report.

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

(d)   Risk implications
The risks lie with the Alliance and the ability to get leads for each workstream and to implement all aspects of the plan.

(e)   Staffing implications
The staffings implications are that work stream leads need to be identified and put in place for each of the four work streams and additional staff will be required to lead on specific areas of development and improvement across the Alliance.

(f)   Property
There are no property issues arising directly from this report.

(g)   Equalities
None arising directly from this report

(h)   Consultations
Chief Executive, Education and Social Care SMT, Quality Improvement Officers, Education and Integrated Children's Services officers, the HR Manager, Paul Connor, Principal Accountant, Tracey Sutherland, Committee Services Officer, and the Equal Opportunities Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

6. CONCLUSION

6.1 This report updates Committee on the latest version of the Northern Alliance Regional Improvement Plan.

Author of Report: Vivienne Cross (Head of Schools and Curriculum Development)

Background Papers: https://www.gov.scot/publications/education-bill-policy-ambition-joint-agreement/
https;//education.gov.scot/improvement/Documents/EmpoweringSchoolLeadersFinal.pdf
https://www.gov.scot/publications/devolved-school-management-guidelines-draft/pages/4/

THE NORTHERN ALLIANCE

REGIONAL IMPROVEMENT PLAN 2019-20

PHASE 3

CONTENTS

The Northern Alliance is a Regional Improvement Collaborative between eight local authorities, across the North and West of Scotland: Aberdeen City, Aberdeenshire, Argyll and Bute, Eilean Siar (Western Isles), Highland, Moray, Orkney Islands and Shetland Islands, with a shared vision to improve the educational and life chances of our children and young people.

Unique to the Northern Alliance is its rurality, covering 58.4% of the landmass of Scotland yet representing a small percentage of the Scottish population. The geography and common challenges experienced across the region moved the collaborative to identify new ways of working and adopt a shared approach to the communities it represents in the North and West of Scotland and the islands.

The Northern Alliance continues to develop its culture of collaboration, sharing expertise and creating local and regional networks. Equity in educational outcomes with focus on the poverty related attainment continues to feature centrally in the work of the collaborative, and the four key priorities align with those of the National Improvement Framework.

- Priority 1: Improvement in attainment, particularly literacy and numeracy
- Priority 2: Closing the poverty related attainment gap between most and least disadvantaged children
- Priority 3: Improving the structure which help children and young people's health and wellbeing
- Priority 4: Improvement in employability skills and sustained, positive school leaver destinations for all young people

As a group of eight local authorities, the Northern Alliance remains committed to improving outcomes and closing the gap which exists across our wide and varied communities and crucially, championing a child and family-centred approach to address achievement and to drive improvement.
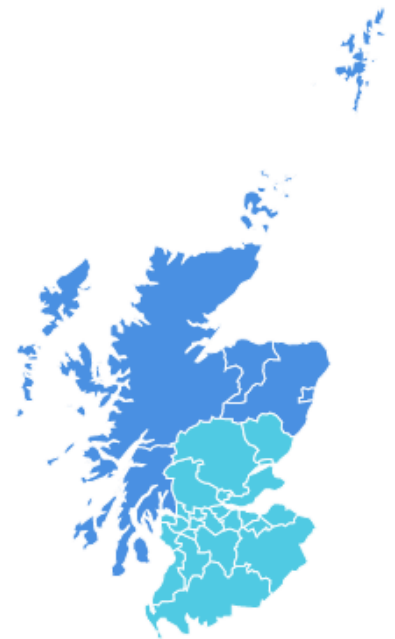
Over the last year the Northern Alliance has continued to progress the plan of collaborative improvement activities. Progress has been made across the workstreams as detailed below.

Workstream	Progress to Date
Early Years	• Development of **ELC Project Assurance Toolkit** to frame discussions with local authority teams regarding progress towards the delivery of the ELC expansion. This toolkit will also support local authorities in their ongoing evaluation of progress towards August 2020. • **Visits to six Northern Alliance authorities** to discuss progress, risk, issues and next steps using the toolkit with individual reports prepared for each local authority **highlighting progress** against each of the eight criteria within the toolkit and agreed next steps. • Focus will now move towards the **quality of ELC provision** across the Northern Alliance ELC settings. • Subscription to Vscene has enabled monthly meetings of the Early Years workstream to be held virtually to facilitate more **effective collaboration and use of time.**

Emerging Literacy	• Launch of **Emerging Literacy in Early Learning and Childcare Online Professional Learning Toolkit**. A toolkit designed to support Early Learning and Childcare (ELC) settings through self-facilitated professional learning in taking a developmental approach to Emerging Literacy.
	• [Whole-School Literacy, Language and Communication Toolkit](#) launched.
	• **Emerging Literacy Senior Management Team and Allied Health Professionals Sessions** in a whole-school approach have been delivered across six of the local authorities, updating school SMT with the whole-school resource hub being created and to support strategic and operational improvement planning using HGIOS4 Emerging Literacy audit tool and the ADKAR model of change.
	Workstream Engagement:
	   - Aberdeen City – 31/47 (66%) (Early Level) and 32/47 (Whole-School)
	   - Aberdeenshire – 55/100 (55%)
	   - Argyll & Bute – 9/22 (41%)
	   - Moray – 24/37 (65%)
	   - Shetland – 9/25 (36%)
	   - Western Isles – 15/22 (68%)
	• **Emerging Literacy Buddy Network Sessions** delivered in 81 different locations across the Northern Alliance in small groups, facilitated by an online professional learning module developed by the workstream lead.
	• Online platform through Glow developed with Education Scotland to support the collation of **Foundational Literacy Skills Data**. **The pilot platform will be investigated further with the aim of extending its applications across other workstream innovations.**
	• Facilitated by the Scottish Government's Allied Health Professional Lead (Children and Young People), Pauling Beirnie, **Planning for Sustainability Sessions** delivered across all eight authorities and health board level to support planning next steps for the Emerging Literacy workstream and sustaining a whole-school approach.

Equalities	• **Data has been collected from a variety of settings across the Northern Alliance.** This information will be collated to demonstrate the proportion of settings with specific equality & diversity policies, as well as key working groups within those settings who can be engaged collaboratively. **From the**

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	data collection exercise, analysis revealed ~ 50% of settings identifying that they had a setting specific equality and diversity policy. In addition, at least 14 individual equalities working groups exists across schools within the Northern Alliance, with the likelihood of more. • The Equalities Group within Nairn Academy (Highland) has agreed to contribute to a **revised Equalities Charter and Policy**, which will maximise pupil voice. • **An agreement has been reached between *Stonewall***, who can offer a reduced rate for Local Authorities within the Northern Alliance to complete their benchmarking exercise. This will recognise their contributions to being an inclusive employer.
Community, Learning and Development	• **Leadership Pack** completed and circulated. Designed in collaboration with Professor McArdle of Aberdeen University for use across the Northern Alliance. • **Family Learning pack** distributed across all 8 authorities. • **Digital skills in CLD** strengthened through 6 sessions run by the CLD Standards Council on their refreshed online learning platform for CLD practitioners – over 60 participants. • Successful **event in Sweden** involving young people from across the North Sea boundaries region. • **Briefing sessions** under way bringing multi-agency groupings together to create common understandings of **Family Learning** and to plan for next steps delivery as relevant to setting. • Dialogue continuing around **development of common outcome language**. Meeting hosted by High Life Highland and Education Scotland to explore performance information gathering and sharing. Attendance from other NA authority CLD staff. An invitation to attend a similar event in Dundee is being taken up. • **Collaboration between Aberdeen City, Aberdeenshire and the Aberdeen Science Centre** resulting in a funding award from Education Scotland (**one of only 3 CLD focussed projects in Scotland**) to Unlock STEM in CLD Practice. To date over 60 staff have taken part in a co-designed programme and impact is being seen in practice on the ground.
IT-Transformation (e-Learning)	• **e-Learning initiatives across the Northern Alliance** are attracting attention from throughout Scotland and educationalists from places such as Japan, Australia, America, Wales, Ireland and the Channel Isles. • **Suite of 'e-Sgoil in a Nutshell' guides** are now available for pupils, parents, teachers and classroom facilitators. • Current contract for **Subject Delivery of 28 certificated subjects** across seven local authorities with increased demand anticipated. • **Facilitation of music lessons** on a range of instruments. • Development of an **Interrupted Learner Pilot Project** of English and Maths Nat 4/5 involving engagement with key professionals who are involved in supporting children and young people with additional support needs, with the aim of gathering a qualitative data set which will inform next steps to promote accessibility and maximise efficiency of the development. • **Increased staff interest in online delivery** in both the Primary and Secondary sectors with full sessions or short to medium term emergency cover provided in a number of subjects across local authorities. • **Pilot projects with partner agencies** providing opportunities to bring non-teacher expertise into classrooms equitably and affordably, irrespective of geographical location. • Successful **pilot projects encouraging school involvement** in pupil led learning with very positive feedback from both Primary and Secondary schools.
1+2 Modern Languages	• Online training/CLPL being developed in local authorities responding to identified need. • Improved engagement with languages shown in 1+2 Government Survey responses authority wide with increased Primary engagement with both L2

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	and L3. **The number of entries in National 2 and 3 increased from 16 in 2017 to 39 in 2018. A slight increase was observed in National 5, from 1900 to 1953.** • Tailored local authority strategies under development. • Language and Gaelic online resources under development.
Leadership	• Three meetings held with representation from all eight local authorities. • **Focus on developing a strategic approach to leadership development**, i.e. not focussing on styles of or approaches to leadership. • Leadership frameworks from different local authorities shared and discussed. **Agreed that all local authorities should have such a framework** suitable for their context. • Development strategy paper produced which is informing Phase 3 of the Regional Improvement Plan. • **Agreed aspiration emerged:** *"all schools or groups of schools are able to articulate their approach to leadership development at all levels."*
Numeracy	• A **data driven approach** is currently being taken to identify needs. The data will be sourced from a practitioner survey and the P1, P4 and P7 Scottish National Standardised Assessments. **40 responses to the practitioner survey and data on approx.3000 children and young people and their performance on the numeracy SNSAs.** • Ongoing development of **Online Diagnostic Assessment Training**.
Poverty/Closing the Gap	• A **suite of workshops** is under development as an offer of support to local authorities to remove barriers to learning created by poverty. • **Project Worker** appointed as part of Moray Foodbank Plus to develop existing project work. • A detailed analysis of the Scottish Household Survey is due to take place. This will aim to replicate the work done in Shetland and examine the prevalence of poverty in light of the minimum income standard for rural areas.
Secondary Maths	• **Communication** with maths teachers across the NA. • **Positive engagement** of and with Education Scotland. • Emergent engagement of practitioners with Professional Learning Resource. • **National 5 Improvement Conference** organised to share best practice, the national standard, learner pathways, digital technologies and research-based pedagogies.
Sustaining Education	• **Learning Estates Strategy** and **Toolkit** development. • **Learning Estates Audit** across the Northern Alliance and report of recommendations complete. • **Local authority visits** to evaluate capacity of schools. • **Suitability Assessments and Training** and a **Learning Estate Strategy Workshop** facilitated, raising awareness of the importance of a strategy, key drivers and consistency.
Systems and Quality Improvement	• Existing collaborative **self-evaluation practice and processes and school improvement partnership programmes** identified and discussed with Aberdeen City and Aberdeenshire. • Partnership created with Aberdeenshire Council to support the development of a collaborative approach to **Validated Self-Evaluation** with a view to sharing this practice with other LAs.

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	• Future development of a **Shetland approach to collaborative approaches to self-evaluation** based on existing practice elsewhere within the Northern Alliance. • Use of **National Inspection data** to identify areas of strengths and for improvement across NA – ongoing. • In collaboration with Aberdeen University, the Northern Alliance has created a **Learning Hub** to provide and promote opportunities for collaboration on the four workstreams. Learning informally and formally, digitally or face-to-face, the Hub will provide opportunities to shape, enhance and transform learning.

For more data examining the progress & performance of the Northern Alliance, please click on this icon:

Progress-and-Perfor
mance-Report-2.html

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DIFFERENCES WE HOPE TO SEE

INDICATORS	2017-2018 BASELINE			2018-2019 VALUE	2019-2020 VALUE	2020-2021 VALUE	2021-2022 TARGET
% of P1 Pupils achieving early level literacy (based on reading, writing, talking & listening)	R 77.7	W 74.6	T&L 84.2				
% of P1 Pupils achieving early level numeracy		80.4					
% of P4 Pupils achieving first level literacy (based on reading, writing, talking & listening)	R 75.7	W 69.9	T&L 82.3				
% of P4 Pupils achieving first level numeracy		74.4					
% of P7 Pupils achieving second level literacy (based on reading, writing, talking & listening)	R 77.10	W 74.6	T&L 82.0				
% of P7 Pupils achieving second level numeracy		73.6					
% of S3 Pupils achieving Level 3 or better literacy (based on reading, writing, talking & listening)	R 88.4	W 87.1	T&L 89.5				
% of S3 Pupils achieving Level 3 or better numeracy		88.7					
% of S4 Pupils achieving Level 4 literacy (based on reading, writing, talking & listening)	R 52.7	W 49.6	T&L 53.3				
% of S3 Pupils achieving Level 4 numeracy		55.5					
% of School Leavers entering an initial positive destination		95.8					
% of Leavers 1+ SCQF at Level 5		87.1					
% of Leavers 1+ SCQF Level 6		60.8					
% of Leavers Attaining Literacy by SCQF Level	4 93.6	5 81.7	6 53.7				

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	4	5	6				
% of Leavers Attaining Numeracy by SCQF Level	91.2	68.4	30.0				
% of establishments evaluated as good or better for leadership of change	G 30.3	VG 6..06	E 0				
% of establishments evaluated as good or better for learning, teaching and assessment	G 25.8	VG 4.5	E 0				
% of establishments evaluated as good or better for raising attainment & achievement	G 25.6	VG 7.0	E 0				
% of establishments evaluated as good or better for ensuring wellbeing, equality & inclusion	G 39.4	VG 12.1	E 0				
% of establishments evaluated as good or better for securing children's progress	G 31.3	VG 3.1	E 0				
% of establishments evaluated as good or better for self-evaluation for self-improvement	G 25.0	VG 50.0	E 0				

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KEY THEMES, NIF PRIORITIES AND WORKSTREAMS

The Northern Alliance Regional Improvement Plan was previously developed with 13 workstreams aiming to work collaboratively across the region. On reflection of the past year, and following feedback from Officers, Head Teachers and Teachers, a streamlined approach will help focus activity. There are a number of key themes throughout the existing workstreams which aligned through the National Improvement Framework (NIF) priorities, have formed four new Workstreams.

KEY THEMES FOR COLLABORATION			
Attainment Gap	Empowerment	Excellence & Equity	Improvement
Digital	Leadership	Parental Engagement	Place
NIF PRIORITIES			
1. Improvement in attainment, literacy and numeracy	2. Closing the poverty related attainment gap between the most and least disadvantaged children	3. Improving the structures which help children and young people's health and wellbeing	4. Improvement in employability skills and sustained, positive school leaver destinations for all young people
WORKSTREAMS			
CURRICULUM	**RAISING ATTAINMENT AND CLOSING THE POVERTY GAP**	**SUSTAINING EDUCATION IN OUR COMMUNITIES**	**LEADERSHIP**
- Develop curriculum-specific supports and CLPL for key curricular areas; - Develop specific supports for Head Teachers in developing their curriculum rationales for the BGE and Senior Phase; - Develop and share practice in relation to the development of skills for learning, life and work, linked to DYW; - Develop digital approaches to curriculum delivery.	- Practitioners and young people will have an understanding of poverty within their context and place. - Agree measurement tools for rural poverty in collaboration with communities. - Educational establishments will plan interventions for children, young people and families using the appropriate measurement tool(s) where appropriate. - To close the attainment gap more effectively, including the use of Attainment Scotland Funding.	- Develop a Learning Estates Strategy for the whole RIC area; - Develop a toolkit for use by individual authorities; - Exploring framework to facilitate change in our communities; - Develop the e-learning model across the Northern Alliance, widening access to curriculum; - Improve the digital CLPL offer for staff; - Improve environments for learning across the Northern Alliance.	- Develop leadership at all levels; - Develop RIC wide leadership development programmes for classroom, middle, senior and system leaders; - Develop and share succession planning approaches across the RIC; - Champion school empowerment and self-improving schools approaches across the RIC.

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WORKSTREAM 1 – CURRICULUM

	IMPROVEMENT ACTIVITY	HOW WILL THIS BE ACHIEVED	EVIDENCE OF PROGRESS	LINK TO NIF PRIORITY

WORKSTREAM 1	Improve access to professional learning by establishing a digital approach which utilises strength from across the system;	• Development of refresher training package for Glow leads with accompanying easy to use guide
		• Develop/agree a simple and clear digital portal which is accessible to all staff across the Northern Alliance. Portal must:
		  - Be easily accessible
		  - Allow the posting of short films
		  - Encourage digital collaboration
		  - Allow clear links with already published information
		  - Show links with GTCS Standards.
		• Use of the portal to be closely monitored to support improvement and should enable a 'sign up for alerts' and 'feedback' feature to increase reach and impact.
			• Number of colleagues accessing the portal.
			• Increase in the number of colleagues accessing professional learning through the Northern Alliance.
				All

	Improve the development of a bespoke curriculum rationale based on local need by sharing best practice;	• Each Local Authority to identify best practice to enable the development of several short films exploring how a rationale was developed, what that looks like in practice and what the impact on children has been. • Publish films on digital portal alongside national and local guidance • Provide a Q&A those featured in films with opportunities for on-going dialogue and support. • Evaluate effectiveness of approach with a sample of Q&A participants and plan next steps.	• Number of colleagues accessing resources. • Number of colleagues engaging with Q&A. • Improvement in self-evaluation of QI 2.1. • Inspection findings. • Improvement in 5 key measures.	All

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WORKSTREAM 1	Improve learning, teaching and assessment practice across all curricular areas (with key curriculum areas to be determined following Insight release);	• Collate tools from across the Northern Alliance which support self-improvement and self-evaluation of excellent learning and teaching and make available digitally.
		• Audit current vulnerabilities in Learning, Teaching and Assessment to help develop a series of multi-media workshops which explore pedagogy. Workshops to be utilised at setting/local authority level.
		• Collate Local Authority examples of effective differentiation and develop multi-media programme of three professional learning sessions to be used at school/Local Authority level.
		• Establish digital subject/stage collaboration with a focus on sharing best practice and addressing areas of vulnerability including planning and moderation of a level. Approach to provide opportunities to link with other school across the Alliance and further digital or face to face collaboration. Groups likely to comprise:
		  - Early years
		  - Early stages (primary)
		  - Middle stages (primary)
		  - Upper stages (primary)
		  - Secondary subjects
		• Identify best moderation practice and use of triangulated evidence and exemplify digitally.
			• Improvement in core QIs.
			• Improvement in moderation across the BGE (value added and professional judgement more aligned).
			• Level of engagement with professional learning.
				All

	Improve the development of skills for learning, life and work by sharing best practice and supporting areas of common weakness	• Work with SDS to audit current practice in planning for skills development and share best practice digitally and through a series of 'Talking Heads'. • Consideration of the development of an exemplar skills framework for the Northern Alliance. • Establish a focus group to work with SDS to identify skills gaps and agree appropriate means of addressing them. • Exploration of how best to support the provision of appropriate Learning pathways and skills development for vulnerable learners.	• Improvement in positive and sustained destinations.	Priority 4

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	IMPROVEMENT ACTIVITY	HOW WILL THIS BE ACHIEVED	EVIDENCE OF PROGRESS	LINK TO NIF PRIORITY
WORKSTREAM 2	Create a Northern Alliance workshop on understanding poverty within context and place. Northern Alliance workshop to be delivered in all educational establishments. Empower managers and Head Teachers to use this Career Long Professional Learning with all staff. Creating activity to support schools gather the pupil voice relating to poverty. Highlight how poverty can be taught within the curriculum to increase pupil awareness.	• Lead Officers to create workshop based on information from NHS, Local Child Poverty Action Reports and Education Scotland. • Lead Officers to liaise with Local Authorities as to how this will be delivered. E.g. HT Conference, Area Days etc. Present Workshop. • Creation of Support Pack for schools. • Adapt and Share Argyll & Bute's model for gathering pupil voice to support improvement in schools. • Identify and share events relating to poverty to all schools within local authorities. e.g. EIS PACT programme, Challenge Poverty Week	• Workshop created and shared with all 8 Local Authorities within the Northern Alliance. • Agreed set of dates. • Workshop delivered to almost all HTs across Northern Alliance by June 2020. • Measurement on the uptake of schools. • Percentage of Schools will have used materials to gather information on poverty from children.	Priority 2

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WORKSTREAM 2	Liaise with others to explore characteristics which have specific impact on rural poverty. Collaborating with the third sector and partnership agencies to inform the measurement tool.	• Work with research assistant to gather relevant data from local authorities. Liaise with Borders Council to discuss the process of how Borders Child Poverty Index was created. • Work with researchers to ensure current research impacts on our work including the work from Shetland and across the Northern Alliance. • Meet with Higher Education Establishments to discuss viability of creating measurement tool.	• Measurement Tool is created.	Priority 2
	Educational establishments will apply the cost of the school day toolkit to their setting.	• The cost of the school day toolkit will be disseminated to all educational establishments. • Northern Alliance Lead Officers will support schools in tackling the cost of the school day with Child Poverty Action Group Project Officers based in Moray.	• Almost all schools will be aware of the Cost of the School Day Toolkit. • Most of our schools will have used toolkit and made changes within to school to barriers that poverty creates.	Priority 2
	Each educational establishment will know their gap and plan interventions to close it. Gather case studies of how Pupil Equity Funding has been implemented effectively across the Northern Alliance.	• Lead Officers to support Local Authorities to identify their gap by building a network of QIOs to look at data and tracking and monitoring processes. • School Visits & Interpretation of school level data. • Create directory of opportunities to work with partners and third sectors.	• Increase in HT confidence in using PEF effectively to remove barriers to learning.	Priority 2

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WORKSTREAM 3 – SUSTAINING EDUCATION IN OUR COMMUNITIES

	IMPROVEMENT ACTIVITY	HOW WILL THIS BE ACHIEVED	EVIDENCE OF PROGRESS	LINK TO NIF PRIORITY
WORKSTREAM 3	Develop a Learning Estates Strategy alongside teachers, young people and partners to secure delivery of sustainable education across the Northern Alliance.	• Work with Elected Members – engagement across the Northern Alliance. • Collate and share case studies of successful approaches to increasing sustainability of education. • Build on Young People's Voice 'Imagine If' approach – Parental Engagement. • Develop a framework to facilitate change within local authorities. • Provide support to identify changing pedagogy to support sustaining learning environments. • Analysis of rural school inspection evidence to identify common challenges or issues in relation to sustaining education.	• Learning Estates Strategy in place by September 2020. • CLPL offer on pedagogy for new environments.	ALL

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| WORKSTREAM 3 | Increase the delivery of e-learning across the Northern Alliance to maximise opportunities for greater choice and equity for all young people. | • Emphasising choice and equity across the Northern Alliance using modern medium.

• Promotion of e-learning data gathering to promote positives of e-learning.

• Review staff deployment across the Northern Alliance and identify any surplus staff who could work and deliver via e-learning.

• Develop 'flip' learning across subjects.

• Fund secondary head to come together to build e-learning strategy.

• Support timetabling guidance to maximise choice.

• Build a pack to support Headteachers to engage with parents on e-learning.

• Promote small Group Digital Learning – spaces for teacher to teach a number of small groups. | • Closer timetabling

• Continuing increase in e-learning

• More efficient delivery and more effective use of staff

• In in numbers of young people achieving their learner pathways

• Aligned IT approaches for teachers across the Northern Alliance

• Long-term Impact:

  - Headteachers have the expectation that e-learning can deliver the needs of young people

  - Increased confidence of staff re digital skills. | Priorities 1, 2, 4 |

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	IMPROVEMENT ACTIVITY	HOW WILL THIS BE ACHIEVED	EVIDENCE OF PROGRESS	LINK TO NIF PRIORITY
WORKSTREAM 4	Create a leadership database illustrating leadership pathways and signpost teachers to professional learning activities at all stages of the leadership journey	• Identify leadership development opportunities locally and nationally. • Liaise with schools to identify teachers participating in leadership development activities, courses an programmes and provide updates enabling the Northern Alliance to track progress and destinations.	• Establish baseline for leadership development. • Bi-annual professional learning/leadership bulletin prepared and distributed across Northern Alliance Authorities.	ALL
	Northern Alliance Leadership Accreditation/Award	• Group will explore how this is delivered.	• Completion rates of high-level leadership activities; such as Into Headship, Middle Leadership programmes.	ALL
	Revisit /confirm commitment to "Leadership Development at All Levels"	• Update report. • Education Scotland evaluations.	• Increase in establishments evaluated as good or better for leadership of change.	ALL
	Development of coaching programmes	• Workstream will involve Education Scotland in delivery of coaching programmes.	• Numbers of staff involved in coaching programmes, both delivering and receiving.	ALL
	Northern Alliance Learning Hub at Aberdeen University becoming Centre of Excellence for Leadership	• Colleagues in Ed Scot will work with group and Aberdeen University to establish principles	• Numbers of interactions with resource.	ALL

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GOVERNANCE

The governance of the Northern Alliance is designed to ensure a focus on collaborative professionalism at all levels with improving outcomes within an empowered system at the heart of our work.

REGIONAL IMPROVEMENT FORUM

The REGIONAL IMPROVEMENT FORUM is comprised of senior education officers from the eight local authorities, the Regional Improvement Lead and Project Officer as well as the Senior Regional Advisor from Education Scotland.

The REGIONAL IMPROVEMENT FORUM develops the Improvement Plan, agrees priorities and workstreams, scrutinises performance and allocates appropriate resources in order to drive improvement across the Regional Improvement Collaborative.

WORKSTREAM LEADS

The WORKSTREAM LEADS report monthly to the REGIONAL IMPROVEMENT FORUM with progress updates. The process of monthly reporting ensures activity remains focused and continues to contribute to the successful delivery of the vision of the REGIONAL IMPROVEMENT COLLABORATIVE.

Each workstream has a steering group, made up of participants from each local authority, and Education Scotland, to focus on delivery of the work stream. The Regional Improvement Lead has oversight of each of the four steering groups and workstream leads to ensure consistency of approach across the work streams.

REGIONAL IMPROVEMENT ADVISORY FORUM

The REGIONAL IMPROVEMENT ADVISORY FORUM is comprised of representation from senior education officers, local authority Education Conveners/Chairs, Head Teachers, Educational Psychology, Children's Services, Higher Education, LNCT and Public Health, and includes links from Education Scotland, Care Inspectorate and the Scottish Government.

The role of the REGIONAL IMPROVEMENT ADVISORY FORUM is to scrutinise, support and challenge the work, progress and priorities of the Northern Alliance, the Improvement Plan and strategy. Acting as a 'critical friend' the Advisory Forum will review the reporting performance and associated activities of the Regional Improvement Plan.

CONVENTION OF CONVENERS

The CONVENTION OF CONVENORS is comprised of Education Convenors/Vice Convenors, Chairs/Vice Chairs and senior officers from the eight local authorities.

The role and purpose of the group is to discuss, scrutinise and advise on the strategy of the Northern Alliance to ensure key objectives are met and to ensure each local authority has a strong voice in the work of the Regional Collaborative at a political and senior officer level.

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NORTHERN ALLIANCE REGIONAL IMPROVEMENT PLAN: PHASE 3

PRACTITIONER SURVEY RESPONSE SUMMARY

1. **The Northern Alliance Regional Improvement Plan will be focussing on 4 thematic areas of improvement:**
   1. Curriculum
   2. Raising Attainment and Closing the Poverty Gap
   3. Sustaining Education in Our Communities
   4. Leadership.

   What area of professional learning would you like to be offered through support from the Northern Alliance?

Empowering leadership	Developing the curriculum	Using data for analysis and improvement
Aspects of numeracy	Aspects of literacy	Leading change
Learning and Teaching aspects of pedagogy	Assessment & Moderation	Identifying key indicators of poverty
e-Learning	Parental Engagement	Other

Category	Count
Empowering leadership	29
Developing the curriculum	67
Using data for analysis and im...	25
Aspects of numeracy	48
Aspects of literacy	41
Leading change	18
Learning and Teaching aspect...	37
Assessment & Moderation	58
Identifying key indicators of p...	11
e-Learning	22
Parental Engagement	36
Other	2
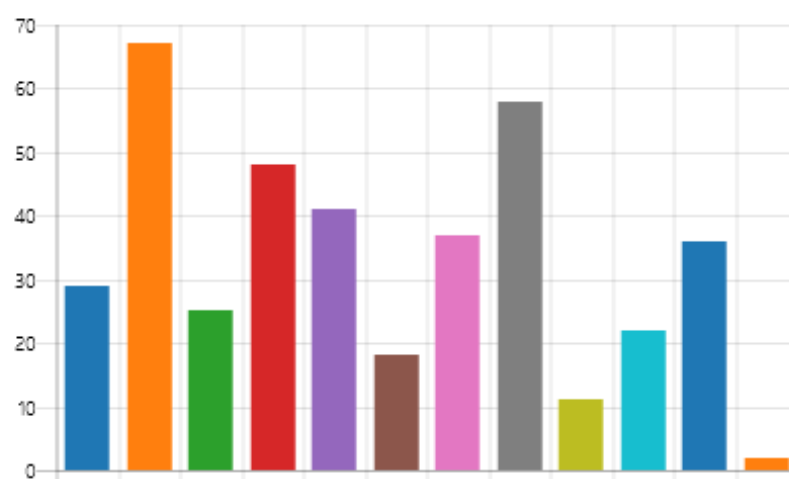
'Other Responses:

"Nature and place-based education."   *"Workload and HWB staff."*

2. Which curriculum area(s) do you think would benefit from regional collaboration?

Health & Wellbeing	Languages	Technologies
Expressive Arts	Sciences	Numeracy & Mathematics
Social Studies	Other	

🔵 Health & Wellbeing	62	
🟠 Languages	45	
🟢 Technologies	38	
🔴 Expressive Arts	32	
🟣 Sciences	34	
🟤 Numeracy & Mathematics	64	
🩷 Social Studies	31	
⚫ Other	7	
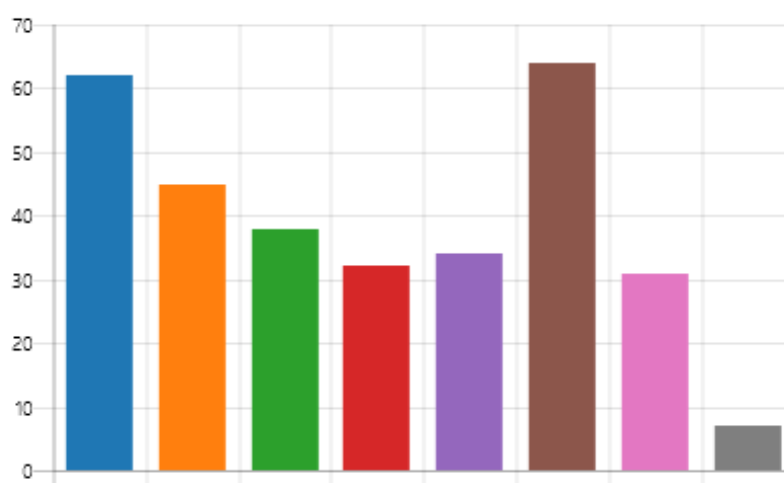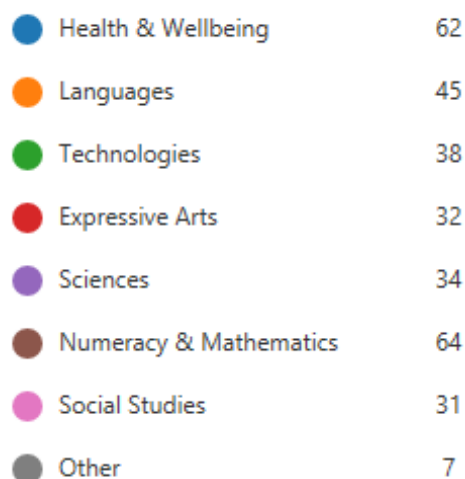
'Other' Responses:

ALL of them!	*PEF*	*Literacy & English*
Music Instruction Services	*RME*	*Literacy*

"I think it would be helpful for all subject specialists to have opportunities to work with colleagues from elsewhere, as this has been limited to Lit and Num so far."

3. What would you want your school to gain from being part of our Regional Improvement Collaborative?

Learn from other schools' good practice	Close the poverty related attainment gap
Gain a different perspective on our work	Moderate CfE on a wider scale
Leadership opportunities beyond LA	Improve performance through working together on shared strategies
Work on self-evaluation	Other

● Learn from other schools' goo...	86
● Close the poverty related attai...	42
● Gain a different perspective o...	38
● Moderate CfE on a wider scale	52
● Leadership opportunities bey...	21
● Improve performance through...	57
● Work on self evaluation	21
● Other	2
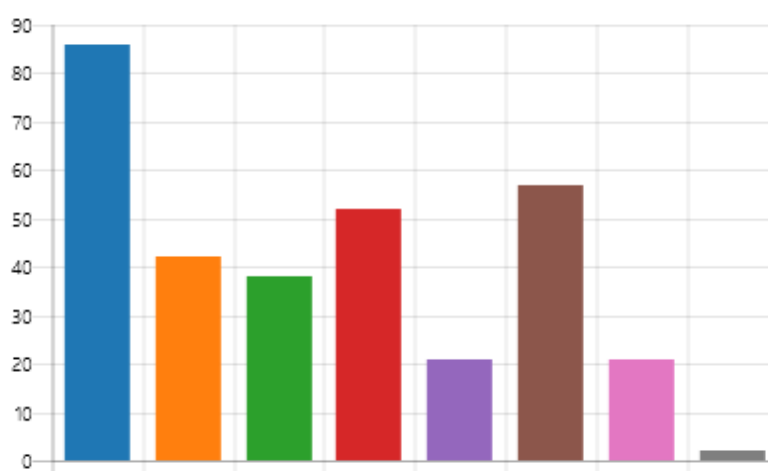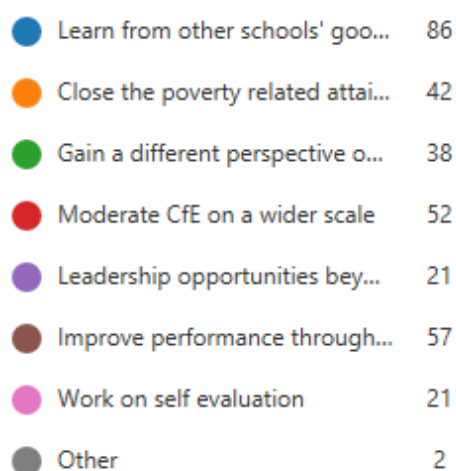
'Other' Responses:

"And then I would hope all of other things listed (particularly the attainment gap) would be improved as a result of these things."
"All of the above!"

4. Please tell us what support you would need to use Glow as a sharing platform for information and learning.

1	None
2	Improved search facility
3	Taking over as HT in 2018, I have created a staff glow site which we have been slowly transferring relevant info across to. As staff use this they will become more confident. However, I would like them to have access to glow training to use with the children and enhancing learning and teaching.
4	Once a term twilight would be very useful.
5	i don't use GLOW
6	Refresh training in school provided to staff but this is really HT responsibility and not that of the NA.
7	Training
8	More access to all that Google Classroom can offer
9	Training on using it for the basics - this is still very inconsistent. Ensuring it can be used for VC and e-training - ie. making sure the internet is good enough to allow for this.
10	Further training
11	n/a
12	Needs to be streamlined - it's getting too big with too many add-ons
13	Easier navigation through the website
14	Moderation and consistency of resources.
15	None
16	Time - when teaching on minimum time and trying to deliver best lessons and support for pupils there is no time built in for developing/practicing other skills
17	Glow as a sharing platform needs to a worthwhile resource in order for teachers to use valuable time going on there. Support that doesn't overwhelm already very busy professionals.
18	How to setup a pupil share group
19	Better, reliable and consistent connectivity Training to make the most of GLOW
20	Training to all staff on how it has changed.
21	Easy to navigate around Glow
22	None
23	Better sharing of where to go in to Glow to find the things that are meant to be on there - I can't find half the things I'm told will be put on it...!
24	no support personally although our local authority does not really promote the use of glow
25	Further opportunity to find out how best to navigate and utilise the platform - awareness of what is available and how to use it.
26	A face-to-face training session followed up by regular requirement to use it, but the danger

	is that this would become demanding.
27	Clarity on approach, eg Glow Groups or Teams?
28	Consistent and effective access to it.
29	Refresher training and step by step guide to the new platform to ensure support for staff to sustain usage.
30	How to improve pupil participation in Glow?
31	Just need more practise in-house.
32	Additional training on Glow and consistency across the ASG in regards to relevant resources and priorities within the area.
33	How do you join Yammer groups on Glow? Finding shared resources from other schools.
34	More Training More consistent use Improved IT resources, equipment and connections
35	Strategic managers plan to use this in a more integrated manner.
36	NA
37	CPD training on the wider possibilities of using GLOW in schools
38	Step by step
39	Extensive training- no idea how to use it
40	none
41	Refresher
42	Not required.
43	N/A - Familiar with glow
44	We are becoming more familiar with Glow and more able to use it confidently so we would be able to share more information.
45	Sharing good practice and resources.
46	Additional training.
47	More training
48	None
49	clearer input on how to use GLOW and what information can be put on GLOW.
50	Refresher course
51	Easier to navigate and more user-friendly.
52	Navigation of this resources can be very challenging
53	We have a specialist in school who could upskill staff on Glow
54	It to be easier to access
55	Refresher on how to make best use of glow.
56	Computers that are up to date and actually work
57	IT Skills development
58	how to use glow

59	GLOW would need to be used consistently. Currently I rarely use GLOW as our council have their own email system and find it too hard to find what I need from GLOW. I only go there if there is something specific that I know to find.
60	Already use it effectively.
61	I currently use Glow for the onedrive facility but a course explaining how the tiles are used etc would be helpful. I know I do not make full use of the resources currently.
62	I am comforatble using Glow, as long as I know where to access resources.
63	No support to use glow
64	Training
65	time... to have a go and to discuss with colleagues
66	Time to navigate and discuss and explore with colleagues.
67	Make it easier to navigate. Time given to share.
68	training
69	Advice on how to share.
70	None
71	Refresher on how to use
72	A well designed platform that links the GTC standards to specific professional development courses/learning opportunities.
73	in house training
74	Revisit Glow so that all staff / children can log in and use regularly.
75	Use this already.
76	Short online training session to demonstrate the opportunities for sharing information and learning
77	I would need training on how to use it in that way
78	Glow integration with a systems like Google Classrooms would be useful, we're still to gain access to this in the Western Isles despite it being readily available.

5. What other areas would you want your school to collaborate on as part of our Regional Improvement Collaborative?

1	Numeracy and Mathematics
2	The use of Digital Technologies in the classroom
3	HWB - strategies and sharing successful approaches.
4	Our main focus would be assessment and moderation in the BGE - very keen to do any collaborative work in this area.
5	Share resources across faculties
6	Mastery of Maths - being able to continue to train staff in the Mastery of Maths approach like I did last school year. Real shame to not have funding to do this and spread this excellent practice far and wide.
7	n/a
8	Developing a shared understanding of rurality and how it impacts on children. How multi-level teaching and learning is a positive not a negative
9	Unsure
10	Moderation
11	Diversity and Inclusion, specifically LGBT+
12	Hear from pupils who have successfully achieved despite their circumstances - what helped them achieve, what support did they need?
13	Showcasing what excellence looks like in Aberdeenshire schools. The schools who are excellent sharing what it is that they are doing and what it looks like in their setting.
14	How crossmarking is done in rural schools, with one teacher per subject
15	Use the newsletter to share information about really effective resources that are both pupil and teacher friendly.
16	Self evaluation
17	Facilitating of CPD events across the authority to enable us to work together to support each other.
18	Maybe shared religious leaders etc. either visiting around or doing discussions on Skype (or equivalent) so that we can hear first hand from those in the North of Scotland who are benefiting from their religious beliefs and more about them - it's hard for all rural areas to adequately represent the key religions in a meaningful way. Sharing more equipment and science experts around the area - maybe doing blocks of experiments? We don't all have the storage, money and expertise to do some really interesting experiments once a year and hook kids into science the way we should be, linking to real life and job skills. Create more career cards with photos and people examples talking about their day, their qualifications and what they like about their jobs - a whole set for land-based industries, hospitality (food and drink?), etc etc. around Scotland. Is there anything we can do with procurement - ALL buying certain items in bulk and distributing on a much larger (and more affordable) level? More linking of schools that are comparative and having termly calls/video conferencing to discuss effective initiatives?
19	sustaining schools in small rural communities - assisting with inspection and improvement

	criteria/approach for very small rural school (which in the main inspectors neither understand or like) - it is a very different job being HT of an isolated rural school - poverty is the same as in urban areas but the systems of support and access are severely lacking - how do we bring about systemic change and also find a different way to express our successes and achievements which is a more effective measure of our performance and improvement.
20	Any opportunities to reduce 'reinventing the wheel'
21	Small rural schools working together to establish ways of working to maximise efficiency and effectiveness particularly with multi-composite classes. Shared ideas of ways to keep it fresh for pupils and teachers who have been working together for 2+ years.
22	Areas highlighted above are main priorities.
23	Reporting to parents
24	ASN
25	Having the opportunity to observe fellow colleagues within, and outwith, our ASG to observe good practice and share effective strategies.
26	Skills through Play and Outdoor Learning.
27	Streamlined planning to allow for more focused assessment and moderation Stronger resources
28	Sharing resources across the whole curriculum
29	outdoor learning
30	n/a
31	attainment in rural situations professional development opportunities north of Perth rights respecting
32	Digital Training
33	N/A
34	N/A
35	Early years play based learning.
36	Digital learning
37	Please see above.
38	transition from primary to secondary science, transition from nat 5 courses to higher
39	How to develop the work of the visiting specialist teacher
40	Development time with other teachers of the Expressive Arts. Discussion on Assessment in BGE, specifically Drama.
41	literacy, tracking
42	Teacher leadership
43	Mental Health
44	Sharing resources
45	Numeracy and Literacy
46	Taking a collaborative approach to all/SIP aspects of education could benefit all - expertise, reduce workload...

47	Development of early numeracy.
48	Play throughout the stages.
49	Breaking down experiences and outcomes to ensure streamlined coverage of the curriculum across an authority / Scotland
50	Making thinking visible
51	Improving appropriate curricular choices and experiences for our pupils, not all linked to conventional attainment.
52	Global Citizenship and Community Partnerships Outdoor Learning Schools
53	Family Learning. Examples of taking forward Learning Logs, Rights Respecting Schools, outdoor education.
54	Health and Well being Numeracy Closing the gap
55	As a teacher who has not been teaching n Scotland for very long I would love to have some support with standards at N5 and Higher.

6. **What support would you require to engage more effectively with the Regional Improvement Collaborative?**

1	Given the geographical size of our Alliance, travel time and transport costs would be a challenge
2	HT currently get emails for NA. Is there a way to sign up for alerts at all re: any updates? I will follow on Twitter. Can those who sit on the NA for our LA be more visible or vocal?
3	Access to different authority approaches
4	Everyone says this but if staff aren't given time to engage with the RIC and then take their learning forward then they will not - and should not - be able to do it properly.
5	Funding
6	Time, a central contact to co-ordinate any support offered.
7	Feel very removed from the RIC - something that is mentioned in Area days but have no ownership of it
8	Face-to-face meetings
9	Round table opportunities for face to face discussion.
10	Effective communication
11	Again - time
12	Not sure
13	requlat emails and possibly a sharepoint just for Regional Improvement Collaborative
14	Time - that priceless commodity!
15	Who to contact and know what support is available.
16	More opportunities for other staff to attend sessions, other than SMT
17	Time - inservice? Although being part of an authority where inservice days are not consistent throughout the authority creates difficulties.
18	I'd like to do more, but the workload at school is just too much and the budget constraints prevent long distance travel/accommodation.
19	travel and accommodation funding and cover funding
20	Improve my IT Skills and awareness
21	Ways of working which do not entail another layer of expectation on an already over-whelming workload.
22	time and money
23	Training and coaching in the above mentioned areas and opportunity for this to be in our authority area.
24	None
25	Time constraints make this difficult.
26	more e.mail info please :)
27	Effective communication and time management.

28	Continue to offer opportunities for training within ASGs Consider webinar or training via live links
29	More time set aside for collaborative work across cluster schools and ASG.
30	Access to online learning/resources which can be done at a time and place of your choosing.
31	Workshops
32	regular up-dates
33	n/a
34	a point of contact
35	On-going communication and updates.
36	On going information and communication (including updates)
37	Collaboration and discussion with colleagues at school
38	CPD opportunities in Moray.
39	Time
40	BGE level moderation and standardisation, differentiation materials
41	Advanced planning/notice for collaboration to allow time to include in school WTA/planning
42	Visits from workstream members to school to share knowledge.
43	Again, better IT with faster broadband and upi to date PCs and iPads
44	Time to meet with colleagues
45	resources, links with departments
46	Time to meet together or engage in the RIC. Greater understanding of the purpose of it.
47	time and money
48	More direct information i.e. direct to our staff email accounts
49	Time
50	Unknown
51	CPD
52	Organisation of creating support groups would be needed
53	More information
54	Advice on its role.
55	Not sure as yet
56	Quality Assurance and Moderation
57	Continue regular information sharing
58	Keeping resources streamlined is important. Often there are too many emails and materials which means that staff is overloaded.
59	Access on line/via GLOW for training and to share knowledge/experiences to allow me to engage at time/place of my choosing

| 60 | I would need to know what it was and who was in it. I would also want to talk to real people rather than doing things over video links. In practice this would mean meetings with a specific and narrow focus. |

7. Please add any ideas that you have to support the development of the Northern Alliance. In doing so, please consider how you could contribute and what added value could there be from your experience?

1	Keep the number of streams small - we can't do everything at the same time and it is better to do a few things well rather than a lot of things badly.
2	More Northern Alliance Progressions like the numeracy one would be excellent.
3	A hub for faculty resources from all contributors
4	There needs to be a clearer link to what the NA RIC is doing that is having a direct impact on learners in each area covered by the RIC and also, for teaching staff, what the RIC can do for teachers to improve practise.
5	I didn't know this existed until the Headteacher sent an email out asking us to complete a survey.
6	Focus groups that include teachers and PSAs
7	Professional knowledge and understanding of ACES, and the impact of trauma and loss on behaviour to support behaviour management in school. Mental health. I am a trained level 8 Forest School Leader, Head Teacher and professional with a passion for supporting children and families, using restorative approaches to behaviour management, and nurturing approaches, with successful results.
8	Regularly network events for specific areas: literacy, attainment, LGBT+ etc.
9	Communicate. Presently very little idea about this.
10	.
11	Nothing beats face to face meetings as it allows also a sharing of ideas with colleagues in a natural, discussion way that simply cannot be replicated by technology-assisted meeting. An annual meeting at the very least is hugely valuable, as proven by the NAEL meetings
12	I think most teachers, and SMT in schools are working at capacity, as far as time and budget. We must get creative to help reduce this, and associated stress, to allow more time for contributions to the NA and similar groups. There seems to be a lot of 'reinventing the wheel' happening all around Scotland - surely there could be basic shared lessons online across all stages and curricular areas with links to tried and tested resources by now? I think we should get better at linking businesses and schools, teaching skills as the focus and giving children real-life taster sessions to build work ethic and resilience. I also think we need to think across the NA about issues affecting the region and plan accordingly - what skills are lacking? Where are the gaps? What can we do to prevent children from heading into a life of drugs and addiction? What can we do to better prepare people to look after their physical and mental health? What support can we offer young people who are heading down a difficult path? (As a region - as a larger, more powerful group of professionals with a wide range of skills and expertise?) How could I contribute? I will do what I can. I have experience in different areas within the Northern Alliance.
13	would love to contribute, but as a HT with no class teacher I have no chance of getting out of

	school and can't afford to travel for work and pay my own expenses.
14	Being part of the Emerging Literacy Workflow has been inspiring and an excellent example of how shared working can have impact. To have this approach for other Curricular areas would be amazing.
15	I would be pleased to work with a group of headteachers from one or two-teacher schools to explore ways of streamlining the role of a teaching head and keeping relationships fresh and learning approaches varied to improve engagement.
16	There is no point having fancy plans without providing money to release teachers (and not just for one-off events, but for linked collaboration and development time) and for resources and materials; or without providing time and space for collaboration and reflection.
17	Better communication and clarity.
18	Formation of a Northern Alliance Music Heads of Service/Instructors Forum for sharing geographically specific ideas.
19	Ongoing literacy development...happy to share with others.
20	We're looking forward to what is being developed as part of the numeracy project.
21	Recognising good practice in all schools and allowing for this to be shared. Could curricular coordinators be organised from across the cluster schools to allow for the development of consistency, best practice and perhaps directed by Northern Alliance.
22	N/A
23	n/a
24	representative within schools (secondary)
25	N/A
26	N/A
27	Regular updates regarding progress / documentation etc. Video / Skype Presentations available for Collegiate / Professional Development.
28	lots of resources for curriculum development, leadership experience and knowledge
29	Use short films to promote Northern Alliance, own TV channel on You Tube or equivalent
30	Any opportunities for teachers of the Expressive Arts to share good practice and also to share development of materials would be appreciated. The impact our subjects can have within schools is limited, with Moray being a small authority and also with limited EA provision across both the primary & secondary sectors.
31	I feel that I don't know much about the Northern Alliance and its remit - this would be a good start.
32	Bring together teachers with similar interests to collaborate and feed back to their schools.

33	Improved professional practise.
34	Drop box for ideas
35	I have really enjoyed being part of the emerging literacy group. I would be interested in a similar group for number, especially in the upper years.
36	Experienced colleagues that could work with teachers, in the classroom, on implementing/demonstrating said initiatives.
37	Extending Early Years practice and pedagogy as a model to close attainment gaps in early primary.
38	A link on GLOW to areas of development within the Northern Alliance would be good. Sending resources to this one location, rather than to staff would encourage use of the site and would save time finding materials.
39	Gross motor control Fine motor control Assessing memory and activities to promote short term memory
40	I am, at this stage unsure exactly what the remit of the Northern Alliance is and what its intended purpose is. Once I know this I am certain that there is a lot I could contribute.
41	Workload issues must be addressed before any thought will be given to developing Northern Alliance - tackling the bureaucracy and needless paperwork that is demanded by the current systems in place and ensuring that pupil well-being is concentrated on before any new initiatives are introduced.

Item 9.*

REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON
30 OCTOBER 2019

SUBJECT: ANALYSIS OF INTERIM SECONDARY SCHOOL ATTAINMENT
2018/19

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

1.   REASON FOR REPORT

1.1   The report is to update Committee on the attainment of secondary schools in
Moray for session 2018/19

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 Education Authority.

2.   RECOMMENDATION

2.1   It is recommended that Committee:

**(i)   scrutinise and note the position in respect of attainment of the
young people in Moray;**

**(ii)   note that as a result of attainment meetings, Head Teachers and
central officers will agree actions for improvement; and**

**(iii)   note that a follow up meeting of this committee will take place in
April 2020, when the performance of individual schools will be
scrutinised along with the school actions for improvement.**

3.   BACKGROUND

3.1   Performance in the Senior Phase is profiled by four key national measures on
Insight, the Senior Phase Benchmarking Toolkit. This provides a holistic
approach to:

- Improving attainment in Literacy and Numeracy
- Improving attainment for all
- Increasing post-school destinations

- Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers

3.2 The exam results are available to schools in August each year and analysis of these results for cohort groups appear within the Insight toolkit in September; the data relating to leaver destinations is not available until December and therefore, this information does not appear in Insight till February of the following year; the complete picture of leaver attainment and the achievement of young people in Moray will be available from March onwards each year.

3.3 <u>Insight Benchmarking Measures – National Measures</u>

As noted in paragraph 3.2 above, the data for the four national benchmarks will be available each year in late February, once the school leavers data has been compiled. It is especially important to reiterate that this represents data for all school leavers from S4-6 for the school year 2018/19, as opposed to individual cohorts of learners. The National Measures exclusively profile our school performance for learners at the point of exit from secondary school education.

3.4 <u>Insight Benchmarking Measures – Local Measures</u>

In September each year it is possible to profile school performance within the local measures and in the breadth and depth of awards gained by learners on a cohort by cohort basis (i.e. for S4, S5 and S6 pupils).

The Local measures that are pertinent to report on a cohort by cohort basis at this time are:

- Improving attainment in Literacy and Numeracy
- Improving attainment for all
- Tacking disadvantages by improving the attainment of lower attainers relative to higher attainers

3.5 <u>Virtual Comparator</u>

Insight creates a virtual comparator school based on selecting young people from across Scotland that matches the characteristics of the young people in the school or local authority in question. The performance of the school can then be assessed in relation to that of the virtual school. A similar methodology is used in Insight to generate a virtual local authority for benchmarking local authority performance. It is important to note that features such as similar curriculum models or structures are not included in the comparison.

3.6 <u>Breadth and Depth</u>

Insight allows us to profile the breadth and depth of qualifications completed by learners in each year in the senior phase. This is seen as a direct alternative to the previous method of reporting on performance of pupils attaining 1+, 3+ and 5+ awards at SCQF levels 5, 6 and 7 in the previous format in STACs (Standard Tables and Charts). This year we are again able

to profile the attainment of our S6 cohort throughout the senior phase (from S4-S6).

3.7   Tariff Score Methodology

In the local measures of Improving Attainment for All and Tackling Disadvantage by improving the attainment of lower attainers relative to higher attainers, learner performance is measured by the number of tariff points they have accrued during the Senior Phase. The number of tariff points a young person accrues in their school career is currently based on their 'latest and best performance' i.e. if a learner achieves an A pass at National 5 in S4 this would accrue 84 points, but would be superseded by their performance at Higher in the same subject in S5 and again by performance at Advanced Higher in S6. The points are not aggregated for an improved performance in a given subject area.

The total tariff points for the candidate across all of their subjects is calculated as a cumulative measure of their latest and best attainment in each subject to the given point in time plus points for any standalone units which are unrelated to any other subject qualification. Measures presented in the tool are then an average of the total tariff points for the relevant candidates in the cohort.

The complementary tariff measure is the sum of tariff points accumulated across the latest and best achievement in subjects which a learner has achieved, up to a maximum of 120 SCQF credit points. The subjects which contribute to the 120 SCQF credit points in the complementary tariff measure are those in which the learner has achieved the highest tariff points relative to the amount of learning in that subject (subject tariff points/SCQF credit points for that subject).

For purposes of this paper, we will consider complementary tariff points as that gives a truer reflection of a young person's attainment regardless of school curricular models.

3.8   Local Measure – Improving Attainment in Literacy and Numeracy

S4 based on S4 cohort

	Moray			VC		
Local Measure	2017	2018	2019	2017	2018	2019
Level 4 Literacy and Numeracy	80%	73%	78%	88%	84%	85%
Level 5 Literacy and Numeracy	46%	42%	46%	56%	53%	57%
Further information	2017	2018	2019	2017	2018	2019
Level 4 Literacy	93%	90%	91%	94%	92%	92%
Level 5 Literacy	73%	71%	72%	74%	73%	75%
Level 4 Numeracy	82%	78%	81%	90%	87%	88%
Level 5 Numeracy	48%	44%	51%	61%	53%	61%

The levels for Literacy and Numeracy for the S4 cohort in 2019 has improved from last session in all measures, with Level 4 Literacy remaining stable. This is broadly in line with a decrease evident in our virtual comparator data.

Schools performing well and above the virtual comparator for literacy at both levels 4 and 5 are Buckie High School, Forres Academy and Keith Grammar School. For numeracy, Keith Grammar and Speyside High School have performed above the virtual comparator at Level 4.

S5 based on S5 cohort

	Moray			VC		
Local Measure	2017	2018	2019	2017	2018	2019
Level 4 Literacy and Numeracy	89%	91%	89%	94%	94%	94%
Level 5 Literacy and Numeracy	64%	66%	65%	74%	74%	74%
Further information	2017	2018	2019	2017	2018	2019
Level 4 Literacy	96%	96%	96%	97%	97%	97%
Level 5 Literacy	84%	86%	87%	88%	89%	89%
Level 4 Numeracy	90%	91%	90%	95%	95%	95%
Level 5 Numeracy	65%	67%	66%	77%	76%	76%

For S5 young people, Literacy and Numeracy has broadly maintained performance at level 4 and seen an increase in Level 5 in Literacy from previous years. Moray is performing slightly below the VC for Literacy measures, with a more marked difference for the Numeracy VC.

Schools performing above the VC in Literacy are Buckie High School and Milne's High School and for Numeracy, Elgin Academy at Level 4 and Buckie High School at Level 5.

S6 based on S6 cohort

	Moray			VC		
Local Measure	2017	2018	2019	2017	2018	2019
Level 4 Literacy and Numeracy	96%	94%	95%	97%	96%	97%
Level 5 Literacy and Numeracy	84%	83%	85%	87%	87%	87%
Further information	2017	2018	2019	2017	2018	2019
Level 4 Literacy	97%	97%	97%	98%	98%	98%
Level 5 Literacy	96%	95%	95%	96%	96%	96%
Level 4 Numeracy	96%	94%	96%	98%	97%	98%
Level 5 Numeracy	85%	84%	87%	88%	87%	88%

For S6 young people, Literacy been broadly consistent over the last 3 years; Numeracy has improved in performance at level 5 and consistent at Level 5 from previous years. Moray is performing slightly below the VC for both measures.

There has been focused work on the S5 cohort to close the literacy and numeracy gaps which were evident in their S4 attainment. This is a strategy which will continue for S5 pupils and extend to S4 and S6 pupils with the restructuring of the secondary school week enabling flexibility in order for this to be undertaken by all our schools.

Schools have used the restructure of the secondary school week during session 2018/19 to provide additional Literacy and Numeracy periods in the senior phase to ensure learners have access to opportunities to achieve at the highest levels; this has been particularly successful in many of our schools to close the gaps in this area.

3.9   Local Measure – Improving Attainment for All (using Complementary Tariff)

This measure allows us to examine how different ability cohorts are attaining in relation to the appropriate virtual and national cohorts. Three ability cohorts are identified for the school, its VC and Scotland as a whole: those in the bottom 20% of tariff points scored, those in the top 20% of tariff points scored, and those that fall within the middle 60% of tariff points scored. The tables below show the average number of tariff points, using the Complementary tariff score method, accrued by learners in each year group during the last three academic sessions.

S4 (based on S4 roll)

S4 Tariff scores	Lowest 20%			Middle 60%			Highest 20%		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Moray	102	95	94	306	291	295	421	423	426
VC	133	114	115	331	320	326	428	427	428
National	115	100	98	317	308	311	424	425	425

Our S4 cohort of the lowest 20% are performing less well in comparison with both the VC and the national figures; our attainment for our lowest 20% of attainers is on a downward trend. The middle attainers perform slightly lower than both the VC and the Scottish figures, although this has improved from last session. Our highest attainers have improved from last session although are performing slightly below the VC but above the national average.

For lowest 20% of attainers, schools which have performed above both the VC and National are Buckie High School and Keith Grammar School and for the highest 20%, Milne's High School and Speyside High School.

S5 (based on S5 roll)

S5 Tariff scores	Lowest 20%			Middle 60%			Highest 20%		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Moray	173	171	170	551	587	532	946	950	925
VC	211	219	201	624	635	617	971	974	966
National	193	192	175	588	595	574	964	964	954

The S5 group have reduced the tariff points achieved from last year's level for the lowest 20%. The middle 60% are fluctuating over the 3 year period and is below the VC and the national figures. The highest 20% have fallen over a 3 year period and are below comparator figures.

Schools which have performed well against both VC and National measures for the lowest 20% of attainers is Buckie High School, and highest 20% is Elgin High School.

S6 (based on S6 roll)

S6 Tariff scores	Lowest 20%			Middle 60%			Highest 20%		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Moray	398	376	387	904	902	900	1376	1383	1352
VC	409	385	392	912	907	900	1378	1385	1390
National	368	376	358	870	878	867	1360	1373	1365

The S6 leavers have improved from last session for tariff points for the lowest 20% and are above the national figures. The middle 60% have fairly consistent levels of attainment and compare favourably with VC and national data. The highest 20% has fallen from last session and is below VC and national levels.

S6 performance in this measure against both VC and National comparators for the lowest 20% is Speyside High School, middle 60% are Elgin High School, Forres Academy and Milne's High School and for the highest 20% of attainers, Keith Grammar School.

The restructured secondary school week has provided opportunity for innovative practice in some areas of curricular provision and wider accreditation in the senior phase to secure appropriate learner pathways to broaden opportunities to gain a range of tariff points; this has been particularly successful in many of our schools to meet the needs of a wide range of young people.

3.10   Local Measure – Initial Leaver Destination – post school destinations

This will be reported on as both a Local and National Measure in March each year, when leaver's data becomes available.

3.11 <u>Local Measure - Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers – Attainment vs deprivation</u>

The graphs show 2017/18 attainment data for S4, S5 and S6 (using complementary tariff scores) for Moray profiled against national data, broken down into ten deciles according to Scottish Index of Multiple Deprivation (SIMD) data. Thus, decile 1 refers to the attainment of young people with postcodes within data zones identified as being the 10% most deprived in Scotland according to SIMD, whilst decile 10 refers to those young people with postcodes in the top 10% of the least deprived data zones according to SIMD. In Moray there are no data zones ranked in decile 1.

Attainment versus Deprivation
Average Tariff Score of S4 learners by SIMD decile (2019)
(Moray versus Scotland)

Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers

Attainment versus Deprivation
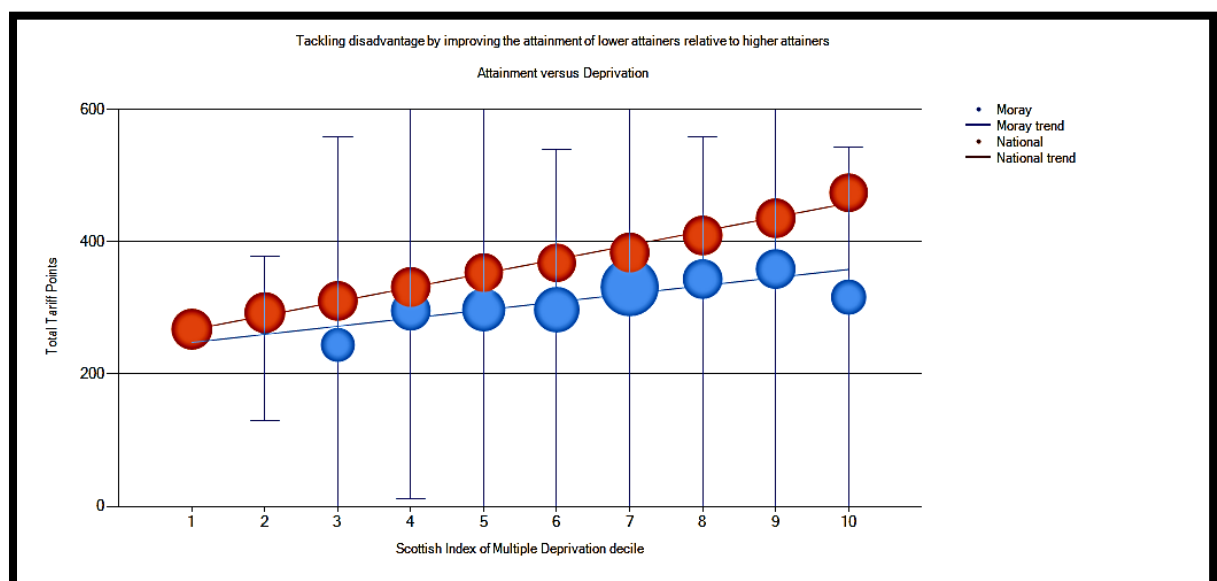
The S4 cohort in 2018/19 is much lower than the national level of attainment within this measure of attainment versus deprivation.

Attainment versus Deprivation
Average Tariff Score of S5 learners by SIMD decile (2019)
(Moray versus Scotland)

Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers

Attainment versus Deprivation
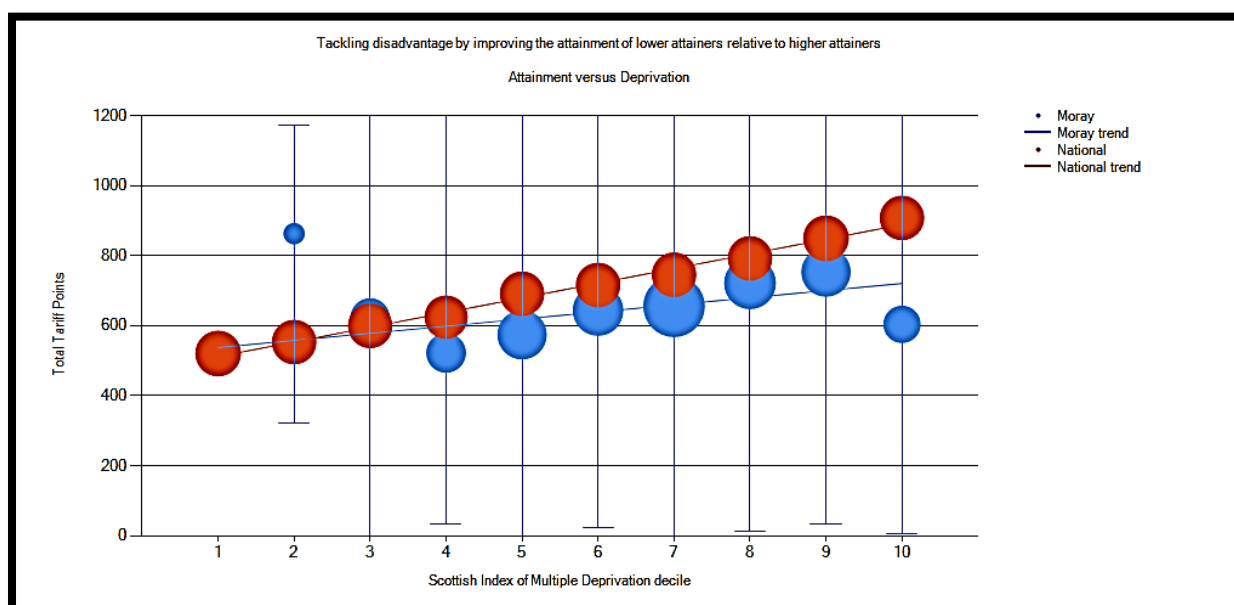
For the S5 cohort in session 2018/19, the performance of young people in decile 2 is much greater than the national position; deciles 5, 7 and 10 are much lower than the national trend.

Attainment versus Deprivation
Average Tariff Score of S6 learners by SIMD decile (2019)
(Moray versus Scotland)

Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers

Attainment versus Deprivation
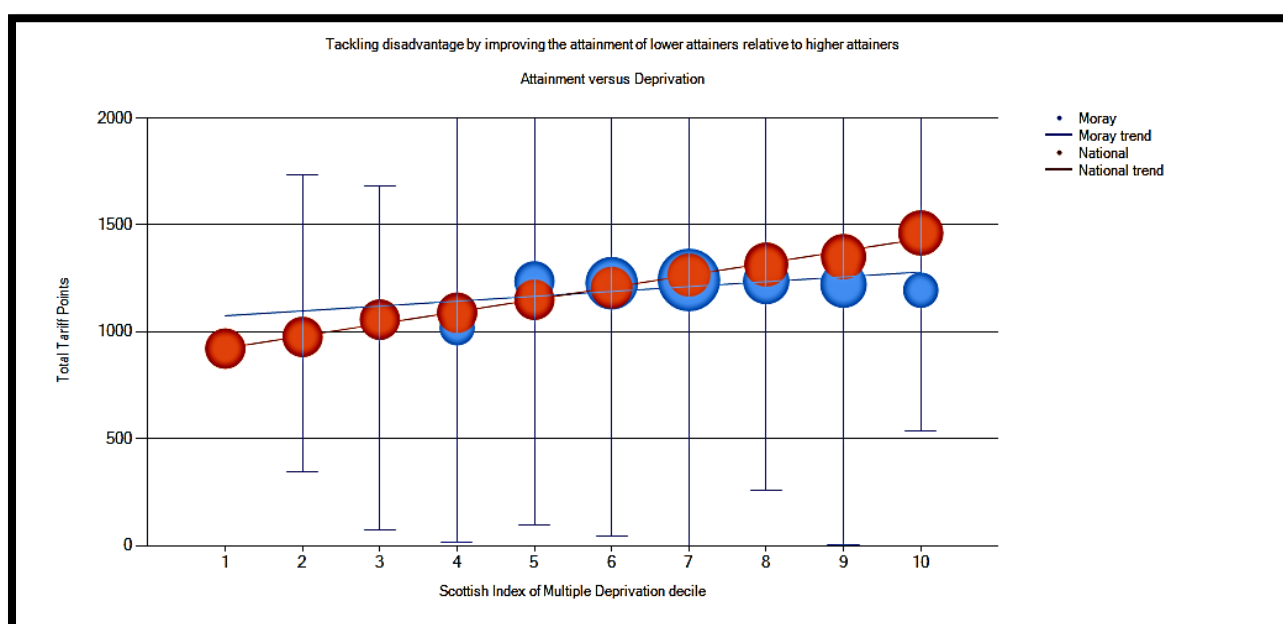
For the young people in S6 their performance in decile 5 is greater than the national attainment levels with decile 10 much lower than the national trend.

Within Moray, there is a greater emphasis on the range of data which is available to secondary schools; this includes data on the SIMD which supports schools to identify the areas in which they should focus their improvement planning in order to close the attainment gap.

3.12 For the S4 cohort in 2017 it is now possible to consider the breadth and depth of qualifications which they went on to study in S6 in 2019 and to profile their journey through the whole Senior Phase. The tables below illustrate the number of awards accrued at each level during S4 in 2017 and by the equivalent cohort in S5 (based on the original S4 roll) in 2018, and their final attainment at point of exit in 2019.

S4 Moray Breadth and Depth 2017							
Awards	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	No in Cohort
1 or more	95.97%	95.62%	95.62%	94.93%	81.91%	1.96%	868
2 or more	94.35%	94.01%	93.89%	92.17%	71.89%	0.23%	868
3 or more	92.05%	91.94%	91.82%	89.75%	63.13%	0.00%	868
4 or more	88.59%	88.48%	88.48%	84.22%	53.92%	0.00%	868
5 or more	80.41%	80.41%	80.41%	73.27%	42.86%*	0.00%	868
6 or more	54.84%	54.84%	54.61%	50.58%	28.00%	0.00%	868
7 or more	13.71%	13.48%	13.36%	12.79%	2.30%	0.00%	868
8 or more	1.61%	1.38%	1.38%	1.38%	0.00%	0.00%	868
9 or more	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	868
10 or more	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	868

S5 Moray Breadth and Depth 2018							
Awards	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	No in Cohort
1 or more	96.47%	96.12%	96.12%	95.44%	85.06%	57.81%	877
2 or more	94.87%	94.41%	94.30%	92.93%	78.68%	47.21%	877
3 or more	92.59%	92.36%	92.25%	90.88%	71.72%	36.83%	877
4 or more	90.42%	90.19%	90.19%	86.89%	65.22%	27.25%	877
5 or more	85.40%	85.40%	85.40%	80.27%	56.21%*	16.88%**	877
6 or more	70.35%	70.35%	70.13%	66.82%	43.67%	1.03%	877
7 or more	44.13%	43.79%	43.67%	41.28%	20.30%	0.23%	877
8 or more	18.70%	18.36%	18.36%	17.10%	6.16%	0.00%	877
9 or more	5.25%	5.25%	5.25%	4.79%	1.14%	0.00%	877
10 or more	2.17%	2.17%	2.17%	1.71%	0.11%	0.00%	877

S6 Moray Breadth and Depth 2018								
Awards	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	No in Cohort
1 or more	96.57%	96.22%	96.11%	95.42%	85.47%	60.98%	19.34%	874
2 or more	95.31%	94.85%	94.62%	93.14%	79.18%	53.43%	8.92%	874
3 or more	92.79%	92.33%	92.22%	90.85%	72.77%	46.11%	2.29%	874
4 or more	90.73%	90.39%	90.27%	87.30%	68.19%	39.02%	0.11%	874
5 or more	85.93%	85.70%	85.58%	80.89%	60.76%*	31.92%**	0.00%	874
6 or more	74.14%	73.80%	73.57%	70.59%	50.80%	20.82%	0.00%	874
7 or more	58.47%	57.89%	57.78%	55.61%	38.33%	12.01%	0.00%	874
8 or more	41.19%	40.73%	40.62%	39.02%	26.20%	5.26%	0.00%	874
9 or more	23.46%	23.46%	23.46%	22.88%	13.96%	0.80%	0.00%	874
10 or more	11.90%	11.90%	11.90%	11.33%	6.98%	0.11%	0.00%	874

*42.86% of learners from this cohort in Moray had achieved 5 or more awards at level 5 (or greater) by the end of S4 in 2017. For the same cohort, by the end of S5 in 2018, 56.21% of learners had achieved 5 or more awards at level 5 (or greater) and by the end of S6 60.76% of young people had achieved 5 or more awards at level 5. This is an improvement in breadth and depth attainment for the previous cohort displayed previously.

This was lower than the VC figure in S4 of 52.33% achieving 5 or more awards at level 5; 63.18% with the same qualification set at the end of S5 and 67.16% by the end of S6.

**For the same cohort, 16.88% of the young people achieved 5 or more qualifications at level 6 by the end of S5; this had increased to 31.92% having achieved 5 level 6 awards at the end of S6. This was lower than the VC who had achieved 22.37% level 6 awards at the end of S5 and 38.68% at end of S6.

It is clear that, irrespective of which level is selected and independent of the variance in curricular models between local authorities, the most recent cohort of learners in Moray who attempt a suite of national qualifications are currently on average achieving fewer qualifications in the Senior Phase by the end of S6 than our VC authority. However, within Moray we are improving year on year for this particular measure and will continue to focus on approaches which will ensure we maintain this trend.

3.13 **Appendix 1** provides an overview of school by school and Moray attainment data with the Virtual Comparator for each as well as the National average. This is the data measures from Insight from which this report is derived and focuses on the following measures:

- Literacy and Numeracy – S4, S5 based on S5 cohort, S6 based on S6 cohort
- Improving Attainment for All (Complementary tariff) – S4, S5 based on S5 cohort, S6 based on S6 cohort
- Breadth and Depth Measures – S4, S5 based on S5 cohort, S6 based on S6 cohort

3.14 Within Moray, we have a wide range of partnership approaches for curriculum provision and also use increasing consortia arrangements across our schools. This includes a range of National Qualification provisions across our schools; Young Applicants in Schools Scheme (YASS) which provides S6 pupils the chance to study Open University modules; wider achievement through a range of partners and accreditation in partnership with Moray College, UHI. The attainment through Moray College is not at a standard we would wish and has, for some young people, prevented them from achieving breadth and depth measures as well as the full number of tariff points; this will be addressed and actions agreed at the forthcoming College Attainment meeting. We continue to support and develop our partnership opportunities across Moray to ensure a positive and improving array of subjects and qualifications for our young people, in line with national guidelines and expectations.

3.15   Officers provide schools with centrally collated attainment data immediately following the publication of SQA exam results in August, both to enable them to compare their performance and identify best practice across subject areas within the authority and inform initial discussions regarding attainment and progress in this area. This has also extended to all schools receiving a data pack of 5 year data for all Moray Schools as well as data for Moray averages, VC, Northern Alliance and National attainment levels in a range of measures to support the use of data in raising attainment and identifying trends as well as recognising gaps and ensuring interventions are in place. This is also being supported by more rigorous tracking and monitoring of pupil progress and anticipated levels of attainment; schools have provided early indication of attainment last session and this will be a focus for forthcoming attainment meetings.

Central officers are conducting further attainment analysis using Insight on a school by school basis to assist schools in evaluating their current Senior Phase provision, including curriculum offer and approaches to learner pathways. Subject group meetings have also taken place with a set agenda in order to discuss fully the attainment in subject levels and components and have also included an aspect of sharing good practice across Moray to support improvement.

3.16   Actions for Improvement

There are a number of initiatives being undertaken in Moray and across the Northern Alliance to support raising attainment.

- The launch and implementation of the Moray Raising Attainment Strategy
- Consistent and supported use of data for analysis and improvement across all schools
- Rigorous and consistent tracking and monitoring of pupil progress across all schools
- Launch and implementation of Moray Learning and Teaching Strategy
- Suite of resources for schools to support high quality learning and teaching, assessment and moderation and tracking and monitoring
- Ongoing support for middle leaders in schools through SQA appointee opportunities, subject group meetings and forthcoming middle leader conference
- Central officer focus on school visits on attainment, data analysis and improvement; for which next steps and actions are followed up on subsequent visits
- SQA and Timetabling Working Groups ongoing to support SQA good practice and approaches and development of a consortia approach to curricular opportunities
- Additional period allocation in the senior phase in all secondary schools to provide additional time in S4 for National Qualifications and more opportunity for literacy and numeracy interventions across S4-6
- Practitioner support through a range of professional learning opportunities
- Thematic approach to raising attainment through Headteacher meetings and Professional Learning Workshops during the session – Learning and Teaching, Raising Attainment, Supporting Learners, Self Evaluation for Self Improvement, Curriculum, Leadership at all Levels

- Northern Alliances range of initiatives; Emerging Literacy, Stages of Early Arithmetic Learning, Maths and Numeracy, Leadership
- Each Head Teacher will have a plan for improvement which will be the subject of peer scrutiny at attainment meetings during September and October
- Continued review through school attainment meetings with a focus on areas for improvement which will be monitored
- Follow-up school attainment meetings will take place post February with elected members scrutinising ward schools

4. SUMMARY OF IMPLICATIONS

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

The Policy was informed by the priorities within the Corporate Plan and 10 Year Plan and in particular to Ambitious and Confident Children and Young People and A Growing and Diverse Economy.

(b) Policy and Legal

It is the duty of the council to secure improvement and the quality of school education which is provided in schools managed by Head Teachers and to raise standards of education (Section 8 of Standard in Scotland Schools Act 2000).

For the purpose of securing improvement and quality of education annual school improvement plans require setting out objectives for the school in consultation with Parent Councils and teachers employed in the school (Section 6 of the Standards in Scotland Schools Act 2000). Schools will review their plans (due by end of June) in line with August SQA results and modify appropriately.

(c) Financial implications

There are no 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 staffing implications arising directly from this report.

(f) Property

None.

(g) Equalities/Socio Economic Impact

An Equality/Socio Economic Impact Assessment is not required as this report is to inform Committee on performance.

(h) Consultations

Senior Officers in Education and Social Care, Paul Connor, Principal Accountant, Morag Smith, Senior Solicitor, Equal Opportunities Officer, Human Resources Manager, Secondary Headteachers and Tracey Sutherland, Committee Services Officer have been consulted and are in

agreement with the contents of this report as regards their respective responsibilities.

5. <u>CONCLUSION</u>

5.1 That Committee scrutinises and notes the position in respect of attainment of young people in Moray with regard to National Qualifications in 2019.

Author of Report: Karen Lees, Quality Improvement Officer
Background Papers:
Ref:

LITERACY - S4 - LEVELS 4 /5 /6

	Improving Attainment in Literacy and Numeracy																							
	%achieving at end of S4																							
	%Level 4 Literacy								%Level 5 Literacy								%Level 6 Literacy							
School	2015/16		2016/17		2017/18		2018/19		2015/16		2016/17		2017/18		2018/19		2015/16		2016/17		2017/18		2018/19	
	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC
Buckie High	94.7%	91.2%	95.7%	96.2%	90.0%	91.2%	96.8%	92.0%	76.0%	64.6%	82.1%	79.4%	85.0%	70.2%	81.5%	75.8%								
Elgin Academy	93.4%	91.7%	94.6%	94.4%	89.6%	92.1%	88.2%	91.7%	70.7%	69.7%	86.8%	74.8%	67.8%	72.8%	75.9%	75.3%								
Elgin High	84.4%	91.4%	85.3%	90.7%	89.6%	90.6%	88.9%	94.1%	62.3%	58.2%	63.7%	63.0%	60.4%	68.6%	62.0%	75.2%								
Forres Academy	97.2%	93.0%	94.0%	95.2%	92.8%	94.1%	93.6%	91.8%	65.0%	75.6%	69.1%	79.5%	87.6%	79.4%	81.6%	75.3%								
Keith Grammar	97.6%	92.3%	94.8%	89.4%	90.1%	91.7%	98.7%	91.3%	84.3%	64.4%	64.6%	62.5%	62.0%	70.4%	77.3%	74.1%								
Lossiemouth High	96.5%	94.6%	95.8%	94.3%	85.9%	94.3%	83.9%	93.4%	69.6%	75.0%	65.3%	75.0%	65.7%	73.5%	64.5%	77.6%								
Milne's High	93.1%	88.3%	94.0%	91.5%	96.1%	90.8%	90.7%	92.3%	52.5%	60.1%	74.6%	69.0%	77.9%	67.3%	73.3%	75.7%								
Speyside High	69.9%	90.8%	92.1%	95.7%	82.2%	93.1%	85.1%	91.9%	45.8%	68.1%	72.4%	79.7%	45.6%	75.3%	35.8%	73.4%								
Moray	91.8%	91.7%	93.4%	93.7%	89.7%	92.3%	90.8%	92.3%	66.7%	67.4%	73.4%	73.5%	70.8%	72.9%	71.5%	75.4%	0.0%	0.03%	0.0%	0.13%	0.11%	0.13%	0.0%	0.17%
National	91.0%		92.4%		91.0%		90.6%		65.6%		70.3%		70.5%		71.8%		0.03%		0.16%		0.12%		0.16%	

NUMERACY - S4 - LEVELS 4 /5 /6

	Improving Attainment in Literacy and Numeracy																							
	%achieving at end of S4																							
	%Level 4 Numeracy								%Level 5 Numeracy								%Level 6 Numeracy							
School	2015/16		2016/17		2017/18		2018/19		2015/16		2016/17		2017/18		2018/19		2015/16		2016/17		2017/18		2018/19	
	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC
Buckie High	76.7%	85.8%	75.2%	92.5%	76.4%	86.4%	80.7%	87.7%	29.3%	54.4%	48.7%	65.1%	33.6%	54.1%	34.7%	61.4%								
Elgin Academy	82.8%	87.8%	78.3%	90.4%	66.4%	88.0%	78.0%	86.8%	40.9%	56.3%	47.0%	59.5%	41.2%	57.5%	53.3%	62.0%								
Elgin High	78.7%	86.0%	79.4%	86.4%	83.0%	85.5%	87.0%	86.9%	35.3%	47.2%	37.3%	49.5%	43.4%	52.8%	47.2%	58.7%								
Forres Academy	77.6%	91.4%	75.8%	92.2%	78.4%	90.9%	74.5%	88.6%	44.1%	63.8%	47.7%	67.7%	45.1%	60.7%	51.1%	63.6%								
Keith Grammar	89.2%	86.3%	91.7%	83.9%	77.5%	84.5%	97.3%	91.3%	51.8%	50.6%	47.9%	51.4%	38.0%	51.7%	58.7%	59.6%								
Lossiemouth High	93.0%	93.0%	91.6%	91.4%	90.9%	89.7%	81.7%	89.0%	59.1%	63.9%	53.7%	63.2%	63.2%	63.7%	57.0%	63.0%								
Milne's High	87.1%	83.2%	85.1%	88.1%	75.3%	88.1%	66.7%	87.9%	57.4%	47.3%	53.7%	56.9%	41.6%	49.4%	49.3%	61.2%								
Speyside High	80.7%	88.0%	85.5%	92.1%	86.7%	89.9%	89.6%	87.3%	30.1%	55.2%	48.7%	65.1%	48.9%	57.4%	64.2%	57.5%								
Moray	82.6%	87.8%	81.7%	90.0%	77.7%	88.1%	80.9%	87.8%	42.7%	55.4%	47.7%	60.3%	43.8%	56.4%	50.9%	61.2%	0.10%	0.15%	0.12%	0.10%	0.21%	0.04%	0.0%	0.09%
National	86.1%		87.6%		85.8%		85.5%		52.5%		56.3%		53.0%		57.4%		0.08%		0.06%		0.06%		0.08%	

LITERACY - S5 (BASED ON S5) - LEVELS 4 /5 /6

Improving Attainment in Literacy and Numeracy

% achieving at end of S5 (based on S5 cohort)

School	%Level 4 Literacy								%Level 5 Literacy								%Level 6 Literacy							
	2015/16		2016/17		2017/18		2018/19		2015/16		2016/17		2017/18		2018/19		2015/16		2016/17		2017/18		2018/19	
	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC
Buckie High	97.6%	96.2%	96.1%	94.5%	97.1%	97.9%	98.3%	96.0%	91.1%	83.7%	85.2%	82.5%	94.2%	91.2%	93.1%	87.9%	54.5%	50.8%	47.7%	52.5%	60.2%	67.7%	55.2%	57.5%
Elgin Academy	98.0%	97.4%	97.1%	96.6%	97.3%	97.8%	92.9%	95.9%	93.4%	88.7%	88.2%	87.8%	93.8%	90.3%	87.8%	88.1%	68.2%	59.3%	61.8%	58.9%	70.6%	65.1%	54.3%	58.3%
Elgin High	97.6%	96.9%	91.7%	94.8%	92.8%	95.2%	95.0%	97.0%	85.7%	84.4%	77.1%	80.1%	72.3%	78.9%	77.5%	86.4%	50.0%	49.2%	43.8%	48.0%	51.8%	49.0%	41.3%	54.3%
Forres Academy	95.4%	97.2%	96.8%	98.1%	93.8%	96.7%	97.6%	97.8%	85.5%	87.6%	81.5%	90.3%	78.3%	88.5%	92.8%	92.1%	54.6%	60.4%	53.2%	60.7%	53.5%	63.1%	60.8%	61.8%
Keith Grammar	96.9%	94.0%	100.0%	96.5%	95.4%	96.5%	96.1%	96.3%	81.5%	78.8%	88.4%	85.4%	84.6%	85.7%	80.4%	87.8%	50.8%	48.6%	63.8%	52.9%	47.7%	58.0%	29.4%	54.3%
Lossiemouth High	97.9%	97.5%	98.9%	97.9%	98.8%	98.2%	97.5%	96.8%	89.3%	90.4%	85.9%	89.2%	86.8%	91.0%	86.1%	90.4%	45.2%	61.8%	46.7%	60.9%	53.0%	65.2%	55.7%	64.4%
Milne's High	100%	97.2%	96.3%	96.8%	96.1%	98.7%	98.5%	97.9%	88.4%	83.8%	85.2%	84.2%	88.2%	84.5%	89.2%	89.1%	42.1%	51.0%	37.0%	53.0%	58.8%	61.2%	52.3%	58.9%
Speyside High	92.0%	96.4%	90.6%	97.2%	93.9%	97.0%	93.2%	97.5%	74.7%	81.9%	78.1%	88.1%	83.3%	88.0%	81.4%	90.0%	37.3%	53.5%	46.9%	58.9%	63.6%	65.3%	45.8%	59.2%
Moray	97.0%	96.8%	96.1%	96.5%	95.7%	97.2%	95.9%	96.8%	87.2%	85.6%	84.1%	86.1%	85.7%	87.9%	87.3%	89.0%	52.3%	55.2%	51.1%	56.0%	58.4%	62.4%	51.8%	58.8%
National	96.3%		96.5%		96.6%		96.1%		84.0%		86.1%		86.5%		86.4%		52.5%		55.7%		59.0%		54.7%	

NUMERACY- S5 (BASED ON S5) - LEVELS 4 /5 /6

Improving Attainment in Literacy and Numeracy

% achieving at end of S5 (based on S5 cohort)

School	%Level 4 Numeracy								%Level 5 Numeracy								%Level 6 Numeracy							
	2015/16		2016/17		2017/18		2018/19		2015/16		2016/17		2017/18		2018/19		2015/16		2016/17		2017/18		2018/19	
	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC
Buckie High	91.1%	93.6%	82.8%	93.1%	86.4%	95.0%	94.8%	94.1%	54.5%	72.3%	49.2%	72.4%	63.1%	77.2%	63.8%	75.5%	22.8%	28.3%	17.2%	28.8%	20.4%	32.7%	12.9%	29.2%
Elgin Academy	96.0%	96.0%	91.2%	93.9%	93.8%	95.9%	82.7%	94.4%	81.5%	76.7%	64.1%	75.4%	67.1%	77.7%	61.9%	74.9%	36.4%	31.5%	25.9%	32.0%	32.2%	35.6%	21.3%	30.7%
Elgin High	91.7%	93.2%	87.5%	91.7%	86.8%	92.7%	91.3%	95.1%	61.9%	68.8%	60.4%	66.8%	56.6%	65.2%	61.3%	73.0%	16.7%	22.7%	24.0%	23.8%	16.9%	23.9%	26.3%	26.8%
Forres Academy	81.6%	95.3%	95.5%	95.3%	83.7%	94.8%	90.4%	96.2%	59.2%	77.5%	63.7%	78.6%	64.3%	77.0%	67.2%	79.4%	21.1%	30.3%	16.9%	34.4%	25.6%	33.0%	25.6%	31.5%
Keith Grammar	86.2%	89.9%	100.0%	93.8%	98.5%	93.4%	90.2%	94.3%	67.7%	66.8%	78.3%	73.9%	66.2%	68.0%	58.8%	74.3%	29.2%	26.6%	39.1%	28.3%	35.4%	26.5%	19.6%	26.1%
Lossiemouth High	100.0%	95.6%	96.7%	94.9%	98.8%	94.6%	92.4%	95.6%	73.1%	78.1%	79.4%	80.3%	84.3%	78.0%	79.8%	79.0%	28.0%	34.2%	28.3%	37.4%	27.7%	35.1%	22.8%	32.3%
Milne's High	92.6%	93.8%	93.8%	92.7%	92.2%	93.7%	92.3%	95.7%	79.0%	69.7%	67.9%	71.5%	58.8%	73.9%	64.6%	72.3%	17.9%	27.1%	24.7%	26.4%	37.3%	32.0%	29.2%	29.2%
Speyside High	93.3%	92.0%	87.5%	95.0%	98.5%	95.3%	98.3%	97.0%	74.7%	81.9%	78.1%	88.1%	83.3%	88.0%	81.4%	90.0%	37.3%	53.5%	46.9%	58.9%	63.6%	65.3%	45.8%	59.2%
Moray	91.3%	94.1%	89.9%	93.8%	91.5%	94.6%	90.2%	95.1%	68.3%	73.2%	65.2%	74.6%	67.4%	74.8%	66.1%	75.8%	24.5%	29.0%	23.8%	30.6%	28.5%	32.3%	22.2%	29.6%
National	93.0%		93.3%		93.7%		93.6%		70.8%		72.9%		72.4%		71.8%		27.6%		29.5%		29.6%		26.9%	

LITERACY - S6 (BASED ON S6) - LEVELS 4 /5 /6

	Improving Attainment in Literacy and Numeracy																							
	% achieving at end of S6 (based on S6 cohort)																							
	% Level 4 Literacy								% Level 5 Literacy								% Level 6 Literacy							
School	2015/16		2016/17		2017/18		2018/19		2015/16		2016/17		2017/18		2018/19		2015/16		2016/17		2017/18		2018/19	
	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC
Buckie High	95.5%	95.4%	94.5%	96.9%	94.2%	96.7%	98.2%	98.4%	92.5%	90.2%	93.2%	93.3%	94.2%	94.9%	98.2%	96.4%	67.2%	69.4%	72.6%	76.6%	72.5%	81.3%	83.9%	83.6%
Elgin Academy	100.0%	99.0%	99.0%	99.0%	99.1%	98.4%	97.3%	98.2%	100.0%	95.4%	98.1%	97.4%	95.3%	96.5%	94.6%	96.6%	83.1%	78.9%	88.4%	82.7%	84.9%	80.1%	81.3%	82.1%
Elgin High	94.5%	97.7%	95.8%	97.9%	93.9%	98.2%	95.1%	98.5%	91.8%	94.1%	93.8%	93.5%	87.8%	95.9%	92.7%	95.4%	82.2%	75.8%	79.2%	78.1%	73.5%	78.4%	75.6%	74.4%
Forres Academy	99.1%	98.6%	97.0%	99.3%	96.3%	95.6%	97.2%	97.9%	99.1%	97.0%	96.0%	97.6%	96.3%	94.2%	93.1%	95.6%	68.8%	82.1%	78.2%	82.6%	79.0%	80.1%	76.4%	82.8%
Keith Grammar	100.0%	98.2%	100.0%	99.3%	100.0%	98.2%	97.7%	99.6%	100.0%	95.0%	100.0%	96.3%	95.6%	94.0%	97.7%	97.7%	82.1%	80.0%	85.2%	76.7%	86.7%	75.3%	77.3%	84.3%
Lossiemouth High	100.0%	99.3%	100.0%	99.5%	100.0%	99.4%	95.9%	98.8%	96.5%	96.7%	98.3%	98.3%	98.2%	98.0%	93.9%	96.9%	68.4%	86.3%	69.5%	85.9%	75.9%	88.9%	77.6%	82.5%
Milne's High	100%	98.8%	100%	98.6%	94.1%	98.4%	96.6%	99.0%	97.5%	96.3%	98.0%	96.0%	94.1%	96.3%	96.6%	97.2%	67.5%	76.0%	82.0%	80.6%	82.4%	81.0%	93.1%	82.1%
Speyside High	97.6%	96.9%	97.4%	99.5%	97.6%	99.0%	100.0%	98.1%	85.7%	93.6%	94.9%	98.2%	95.1%	97.6%	97.6%	95.7%	54.8%	76.7%	71.8%	84.6%	65.9%	83.9%	81.0%	85.0%
Moray	98.3%	98.1%	97.8%	98.7%	97.0%	97.8%	97.3%	98.5%	96.1%	94.9%	96.4%	96.4%	94.8%	95.9%	95.3%	96.4%	73.0%	78.4%	78.8%	81.3%	78.4%	81.0%	80.2%	82.2%
National	98.4%		98.5%		98.5%		98.5%		95.0%		95.8%		96.3%		96.1%		76.4%		78.6%		80.5%		79.6%	

NUMERACY- S6 (BASED ON S6) - LEVELS 4 /5 /6

	Improving Attainment in Literacy and Numeracy																							
	% achieving at end of S6 (based on S6 cohort)																							
	% Level 4 Numeracy								% Level 5 Numeracy								% Level 6 Numeracy							
School	2015/16		2016/17		2017/18		2018/19		2015/16		2016/17		2017/18		2018/19		2015/16		2016/17		2017/18		2018/19	
	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC
Buckie High	92.5%	93.9%	94.5%	96.0%	92.8%	95.9%	96.4%	96.4%	70.2%	81.0%	71.2%	87.1%	76.8%	87.8%	82.1%	87.7%	32.8%	38.2%	34.3%	41.6%	37.7%	47.8%	41.1%	40.9%
Elgin Academy	96.6%	97.5%	96.1%	98.5%	93.4%	97.5%	95.5%	97.6%	89.8%	87.6%	87.4%	88.6%	78.3%	87.0%	81.3%	89.4%	52.5%	44.9%	48.5%	45.9%	41.5%	47.1%	42.9%	45.9%
Elgin High	93.2%	95.3%	93.8%	95.8%	91.8%	96.5%	92.7%	97.3%	86.3%	82.6%	85.4%	83.5%	87.8%	85.1%	92.7%	82.0%	39.7%	38.6%	35.4%	40.4%	46.9%	41.4%	39.0%	32.7%
Forres Academy	97.3%	97.3%	95.1%	97.9%	91.4%	95.1%	95.8%	97.5%	81.3%	87.4%	78.2%	89.8%	82.7%	87.3%	87.5%	88.1%	42.0%	49.6%	31.7%	45.3%	28.4%	47.7%	36.1%	43.5%
Keith Grammar	100.0%	97.1%	96.3%	98.2%	100.0%	97.1%	97.7%	98.2%	96.4%	85.0%	88.9%	90.7%	95.6%	82.4%	88.6%	85.2%	32.1%	45.0%	59.3%	43.7%	53.3%	37.6%	54.6%	39.3%
Lossiemouth High	100.0%	97.9%	100.0%	98.5%	98.2%	99.1%	93.9%	97.4%	87.7%	90.4%	94.9%	90.5%	96.3%	93.7%	89.8%	88.0%	42.1%	49.5%	44.1%	52.9%	48.2%	53.0%	44.9%	45.5%
Milne's High	97.5%	97.0%	96.0%	97.4%	94.1%	97.7%	93.1%	98.6%	87.5%	83.8%	94.0%	87.2%	76.5%	86.7%	82.8%	89.0%	42.5%	46.5%	30.0%	42.6%	39.2%	41.8%	51.7%	44.5%
Speyside High	95.2%	94.5%	97.4%	98.5%	97.6%	97.6%	100.0%	97.9%	85.7%	93.6%	94.8%	98.2%	95.1%	97.6%	97.6%	95.7%	45.2%	36.7%	35.9%	44.1%	31.7%	49.0%	59.5%	48.3%
Moray	96.3%	96.5%	96.0%	97.6%	94.4%	96.9%	95.7%	97.5%	85.1%	85.5%	84.8%	88.5%	84.3%	87.4%	86.7%	87.7%	42.6%	44.2%	39.0%	44.9%	40.1%	46.1%	44.7%	43.1%
National	96.4%		97.2%		97.2%		97.4%		84.5%		86.6%		86.9%		86.5%		42.9%		41.8%		43.4%		41.5%	

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Improving Attainment for All (complimentary tariff) - S4 S5 S6

S4

	2015/16						2016/17						2017/18						2018/19					
	Lowest 20%		Middle 60%		Highest 20%		Lowest 20%		Middle 60%		Highest 20%		Lowest 20%		Middle 60%		Highest 20%		Lowest 20%		Middle 60%		Highest 20%	
School	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC
Buckie High	91	112	289	312	417	425	119	159	315	347	407	430	126	103	297	312	425	426	139	117	297	326	414	429
Elgin Academy	118	116	302	326	419	426	145	137	330	334	418	430	91	109	304	323	424	428	89	106	306	325	420	430
Elgin High	70	104	262	291	403	422	57	100	274	298	396	420	86	103	285	308	423	426	75	123	283	319	423	427
Forres Academy	113	139	295	342	408	431	76	155	288	349	414	431	104	140	303	338	420	430	90	114	299	332	417	429
Keith Grammar	173	116	323	309	418	422	94	97	281	305	418	423	87	108	236	309	382	422	140	111	306	319	433	425
Lossiemouth High	111	151	296	345	413	428	120	140	309	342	421	430	67	138	276	337	410	431	36	123	266	335	412	427
Milne's High	136	94	317	295	430	419	120	108	308	314	416	432	110	100	297	305	425	425	114	120	307	328	467	424
Speyside High	98	108	275	320	432	426	152	161	341	346	469	430	102	120	281	327	439	431	88	117	270	321	436	430
Moray	109	116	296	319	419	426	104	131	308	332	421	429	96	115	291	322	423	428	94	115	295	326	426	428
National	107		312		424		115		319		425		101		309		425		98		311		425	

S5 (based on S5 cohort)

	2015/16						2016/17						2017/18						2018/19					
	Lowest 20%		Middle 60%		Highest 20%		Lowest 20%		Middle 60%		Highest 20%		Lowest 20%		Middle 60%		Highest 20%		Lowest 20%		Middle 60%		Highest 20%	
School	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC
Buckie High	208	193	517	577	954	953	152	171	489	570	894	959	220	242	546	658	881	982	208	192	481	612	876	980
Elgin Academy	292	236	684	636	1004	976	188	205	617	625	993	975	237	228	649	653	975	983	166	187	554	614	960	977
Elgin High	195	188	491	547	905	948	118	165	496	532	914	952	93	155	4878	513	885	946	127	196	545	585	989	971
Forres Academy	160	222	612	637	961	971	146	235	545	646	942	976	100	212	563	634	955	977	184	231	606	640	955	982
Keith Grammar	129	151	489	554	836	955	235	199	569	577	906	954	170	193	575	577	971	932	167	182	409	588	777	963
Lossiemouth High	201	242	569	654	956	977	199	229	561	662	929	987	211	253	570	659	915	982	147	217	495	673	949	992
Milne's High	227	202	535	572	895	958	219	193	565	571	948	950	170	200	614	627	951	980	180	200	578	604	942	971
Speyside High	218	177	576	585	975	970	177	212	533	634	932	972	286	222	658	652	1002	973	170	219	520	592	946	956
Moray	203	204	573	603	959	966	173	198	552	605	947	969	172	210	588	628	951	974	170	201	532	617	950	977
National	189		580		962		194		589		965		192		595		965		175		574		966	

S6 (based on S6 cohort)																								
	Improving Attainment for All																							
	Average Complimentary Tariff Scores																							
	2015/16						**2016/17**						**2017/18**						**2018/19**					
School	Lowest 20%		Middle 60%		Highest 20%		Lowest 20%		Middle 60%		Highest 20%		Lowest 20%		Middle 60%		Highest 20%		Lowest 20%		Middle 60%		Highest 20%	
	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC
Buckie High	352	265	835	805	1304	1304	257	333	790	866	1372	1333	306	366	844	913	1360	1404	383	395	912	908	1257	1400
Elgin Academy	434	400	906	881	1510	1369	504	418	996	920	1489	1403	406	383	1009	908	1475	1423	362	406	877	914	1358	1380
Elgin High	289	336	823	843	1209	1314	310	354	830	873	1283	1393	266	347	894	854	1328	1372	289	340	876	813	1324	1357
Forres Academy	442	445	1003	910	1436	1366	454	443	976	918	1438	1401	348	355	908	919	1370	1396	364	375	961	901	1382	1387
Keith Grammar	425	388	715	876	1155	1372	305	387	776	875	956	1360	392	348	849	848	1164	1334	428	411	889	874	1420	1359
Lossiemouth High	309	469	862	953	1351	1408	400	492	878	962	1327	1423	546	523	886	996	1380	1464	382	403	799	918	1294	1408
Milne's High	424	399	944	906	1323	1369	548	371	892	893	1285	1393	371	394	955	891	1413	1353	387	433	942	920	1223	1420
Speyside High	323	359	860	889	1324	1356	423	463	894	935	1256	1393	407	442	759	946	1323	1370	576	402	876	923	1344	1424
Moray	**380**	**380**	**892**	**884**	**1390**	**1359**	**399**	**408**	**908**	**909**	**1384**	**1391**	**376**	**386**	**908**	**912**	**1390**	**1398**	**387**	**392**	**900**	**900**	**1352**	**1390**
National	360		858		1358		368		871		1362		376		880		1375		358		867		1365	

Breadth and depth - S4 (Level 5)

S4 (Level 5)

School	1 or more @ Level 5 or better by end of S4						3 or more @ Level 5 or better by end of S4						5 or more @ Level 5 or better by end of S4						6 or more @ Level 5 or better by end of S4					
	2016/17		2017/18		2018/19		2016/17		2017/18		2018/19		2016/17		2017/18		2018/19		2016/17		2017/18		2018/19	
	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC
Buckie High	91.5%	89.5%	90.7%	82.9%	94.4%	86.9%	72.7%	72.8%	70.0%	66.2%	72.6%	71.4%	38.5%	54.7%	38.6%	48.5%	42.7%	54.5%	24.8%	42.5%	23.6%	38.3%	25.8%	43.6%
Elgin Academy	89.2%	86.9%	85.3%	83.9%	83.6%	84.8%	70.5%	70.0%	65.4%	69.2%	66.2%	70.1%	51.2%	51.8%	45.5%	52.5%	47.7%	54.4%	34.3%	40.1%	32.2%	42.3%	32.3%	46.0%
Elgin High	73.5%	78.9%	76.4%	82.1%	76.9%	86.0%	54.9%	58.3%	59.4%	64.3%	59.3%	69.5%	33.3%	39.4%	38.7%	49.7%	37.0%	51.0%	2.0%	30.5%	29.3%	38.0%	28.7%	41.3%
Forres Academy	73.2%	88.5%	86.3%	89.1%	83.0%	86.7%	54.4%	75.0%	67.3%	75.0%	65.3%	71.8%	39.6%	56.5%	43.1%	57.6%	39.0%	55.6%	28.9%	43.6%	29.4%	45.2%	29.1%	46.1%
Keith Grammar	75.0%	78.4%	73.2%	82.8%	86.7%	85.3%	53.1%	59.2%	46.5%	66.5%	66.7%	68.8%	38.5%	41.2%	28.2%	48.0%	48.0%	52.7%	25.0%	30.5%	15.5%	35.5%	41.3%	42.3%
Lossiemouth High	81.1%	85.8%	75.8%	88.0%	78.5%	86.9%	63.2%	71.0%	60.6%	72.4%	55.9%	74.7%	46.3%	53.8%	38.4%	57.3%	39.8%	58.2%	34.7%	42.1%	27.3%	46.4%	30.1%	47.5%
Milne's High	80.6%	80.8%	83.1%	81.3%	80.0%	86.0%	61.2%	61.9%	64.9%	63.9%	64.0%	71.5%	40.3%	44.8%	45.5%	47.0%	52.0%	56.8%	35.8%	34.3%	36.4%	38.7%	36.0%	45.9%
Speyside High	90.8%	89.0%	81.1%	86.4%	82.1%	86.3%	75.0%	73.0%	57.8%	69.8%	56.7%	68.4%	54.0%	55.1%	42.2%	54.6%	32.8%	53.9%	40.8%	42.5%	26.7%	42.7%	19.4%	41.9%
Moray	81.9%	85.2%	82.8%	84.8%	83.5%	86.1%	63.1%	68.4%	63.0%	68.9%	64.1%	70.8%	42.9%	50.3%	41.0%	52.3%	42.7%	54.6%	28.0%	38.8%	28.2%	41.4%	30.3%	44.6%
National	82.6%		82.2%		83.1%		64.0%		64.9%		66.2%		46.0%		48.4%		49.8%		35.1%		38.0%		40.0%	

S5 (based on S5 cohort) - Level 6

School	1+ @ Level 6 or better by end of S5						3+ @ Level 6 or better by end of S5						5+ @ Level 6 or better by end of S5					
	2016/17		2017/18		2018/19		2016/17		2017/18		2018/19		2016/17		2017/18		2018/19	
	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC
Buckie High	59.4%	64.2%	67.0%	77.3%	64.7%	74.0%	29.7%	42.7%	35.0%	54.0%	32.8%	52.4%	8.6%	22.1%	12.6%	26.5%	10.3%	29.0%
Elgin Academy	66.5%	71.3%	78.1%	75.1%	67.0%	73.6%	50.6%	49.2%	52.1%	53.4%	45.2%	53.4%	24.1%	25.5%	27.4%	27.9%	23.4%	29.6%
Elgin High	59.4%	60.8%	54.2%	60.0%	57.5%	71.4%	38.5%	39.5%	31.3%	35.9%	41.3%	48.9%	13.5%	18.7%	13.3%	18.1%	21.3%	25.5%
Forres Academy	63.7%	74.5%	66.7%	71.1%	72.8%	78.4%	41.9%	51.5%	45.0%	51.3%	51.2%	55.6%	16.9%	26.6%	18.6%	26.5%	20.8%	29.0%
Keith Grammar	68.1%	68.6%	66.2%	66.3%	45.1%	71.8%	42.0%	45.1%	38.5%	45.5%	33.3%	49.4%	14.5%	19.4%	20.0%	18.8%	5.9%	24.7%
Lossiemouth High	69.6%	74.8%	69.9%	77.1%	59.5%	77.5%	45.7%	53.3%	47.0%	53.9%	39.2%	61.7%	15.2%	30.0%	18.1%	28.9%	21.5%	32.9%
Milne's High	60.5%	67.2%	68.6%	71.6%	67.7%	74.2%	43.2%	43.2%	52.9%	50.6%	47.7%	52.2%	22.2%	19.4%	27.5%	27.5%	32.3%	28.3%
Speyside High	67.2%	71.7%	86.4%	75.5%	61.0%	76.4%	37.5%	51.3%	54.6%	52.1%	40.7%	49.0%	12.5%	23.9%	27.3%	27.7%	18.6%	22.7%
Moray	64.1%	69.4%	69.8%	72.2%	64.0%	74.7%	41.6%	47.1%	44.5%	50.2%	42.4%	53.3%	16.5%	23.6%	20.4%	25.6%	19.8%	28.4%
National	68.2%		69.4%		70.2%		45.2%		46.5%		48.5%		22.3%		23.2%		25.2%	

S6 (based on S6 cohort) - Level 6 / 7

	Examination Results within SCQF																	
	Percentage of the relevant September S6 roll achieving:																	
	3+ @ Level 6 or better by end of S6						5+ @ Level 6 or better by end of S6						1+ @ Level 7 or better by end of S6					
School	2016/17		2017/18		2018/19		2016/17		2017/18		2018/19		2016/17		2017/18		2018/19	
	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC
Buckie High	54.8%	70.7%	68.1%	75.2%	73.2%	77.9%	43.8%	51.9%	46.4%	56.1%	48.2%	57.0%	38.4%	33.7%	36.2%	40.3%	51.8%	39.5%
Elgin Academy	83.5%	75.7%	84.9%	74.8%	77.7%	79.8%	64.1%	58.7%	67.9%	56.2%	54.5%	60.1%	43.7%	37.4%	50.9%	41.0%	36.6%	38.1%
Elgin High	70.8%	71.7%	79.6%	71.4%	73.2%	71.0%	47.9%	51.7%	61.2%	49.2%	58.5%	48.1%	33.3%	36.7%	32.7%	32.5%	29.3%	29.8%
Forres Academy	83.2%	76.7%	74.1%	74.7%	79.2%	76.1%	62.4%	57.9%	48.2%	57.7%	63.9%	57.4%	47.5%	37.9%	38.3%	41.4%	43.1%	39.7%
Keith Grammar	66.7%	72.2%	68.9%	67.3%	75.0%	77.3%	55.6%	51.1%	55.6%	49.8%	59.1%	56.1%	3.7%	34.8%	37.8%	34.4%	40.9%	32.5%
Lossiemouth High	74.6%	80.7%	88.9%	85.0%	71.4%	78.8%	55.9%	61.0%	48.2%	68.0%	44.9%	59.8%	37.3%	42.5%	35.2%	47.2%	30.6%	38.6%
Milne's High	84.0%	75.4%	72.6%	75.1%	86.2%	79.3%	54.0%	54.2%	58.8%	56.1%	69.0%	58.3%	36.0%	34.0%	47.1%	34.5%	37.9%	37.9%
Speyside High	84.6%	76.7%	61.0%	79.8%	90.5%	81.9%	71.8%	60.8%	39.0%	60.7%	66.7%	61.4%	20.5%	40.8%	26.8%	42.0%	26.2%	40.2%
Moray	76.2%	75.2%	76.0%	75.4%	77.8%	78.0%	57.4%	56.5%	54.4%	56.8%	57.1%	57.7%	37.2%	37.3%	39.7%	39.6%	37.8%	37.5%
National	71.5%		72.7%		74.0%		52.5%		53.6%		54.7%		34.6%		36.4%		35.0%	

REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON
             30 OCTOBER 2019

SUBJECT: EDUCATION AND SOCIAL CARE CAPITAL BUDGET
             MONITORING REPORT TO 31 AUGUST 2019

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

1.   REASON FOR REPORT

1.1   The purpose of this report is to inform Committee of projects and proposed
      expenditure for Capital Budgets within Education and Social Care for 2019/20.

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:**

      i)   **scrutinises the Education and Social Care Capital Budgets to 31
             August 2019;**

      ii)   **considers the financial challenges that lie ahead in terms of
             developing a Capital Programme of Works for schools for
             2021/22;**

      iii)   **agrees that an update of costs relating to Linkwood Primary and a
             re-profiling of Early Learning Childcare Capital Projects will be
             provided to this Committee on 18 December 2019; and**

      iv)   **notes that the estimated savings from the closure of Auchernack
             is projected to reduce from £27k to £13.5k due to delays in
             completing office works at Forres House.**

3.   BACKGROUND

3.1   It is the practice of this Committee to receive regular reports both providing an
      update on the current financial position of the capital programme and seeking

approval to implement projects when they arrive at a suitable point of development.

3.2 At the meeting of the Moray Council on 27 February 2019 (item 4 of the minute refers) Council approved the Financial Plan for 2019/20.

3.3 The capital budgets covered in this report and a list of the major projects from this financial year are contained within the Education and Social Care Capital Plan at **APPENDIX I**.

4. BUDGET FOR 2019/20

4.1 The total approved Capital Budget for Education and Social Care for financial year 2019/20 is as follows:-

	19/20 £000
Land & Buildings	39,068
Vehicles, Plant & Equipment	392
Totals	**39,460**

4.2 Actual expenditure up to 31 August 2019 including carry forwards from 2018/19 is £11.525m.

5. MAJOR PROJECTS

Schools Essential Maintenance Programme (Make do and Mend):

5.1 Of the 6 (Make Do and Mend) Projects programmed for completion before the start of the autumn term, 5 are now complete with only the roofing works at Keith Grammar left to conclude (revised date for completion is 30 October 2019). Actual expenditure to date show underspends in all Make Do and Mend programmes but final accounts have still to be received and settled. The cost per programme will increase from the budget position at 31 August 2019 but collectively they are not expected to exceed the £2.3m total expenditure projected for the year.

Project	Planned Works	Phase
Speyside High School	Replace domestic hot & cold water supply	Phase 1
Cluny Primary	Full electric upgrade Replace domestic hot & cold water supply Replace heating system, distribution pipe work and heat emitters.	Phase 3
Forres Academy	Electric power upgrade Replace heat distribution pipework and emitters Replace gas distribution pipework	Phase 3
New Elgin Primary	Replace heating plant Replace domestic hot & cold water pipework	Phase 2

	Replace heating pipework and heat emitters	
Andersons Primary, Forres	Full electrical upgrade. Replace heating distribution pipework and heat emitters	Phase 2

5.2   The Committee will note that most programmes of works are structured in phases. This is because the scope and/or scale of works cannot always be completed while the school is in session. Phasing is normally matched to school holiday periods. This is to avoid school disruption and/or potential health and safety risks. Work can often extend across a number of holiday periods slowing down the overall time taken to complete works. Different lengths of holiday periods also impact on the type of work that can be scheduled and the restriction of available working days means that planning the right works remains complex and challenging for Property Services.

5.3   A budget of £3.2m was allocated for Make Do and Mend in 2019/20. Current projections suggest that the budget will outturn lower than expected at £2.3m. This underspend allows the roof works at Hythehill Primary to be brought forward into this financial year. The cost of these works is estimated at £211k and can be contained within the 2019/20 budget.

Hythehill Primary
5.4   The contract to replace the roof at Hythehill Primary has been awarded to a contractor and works are scheduled to commence in November 2019 and be completed by February 2020.

6.   **MAKE DO AND MEND POLICY**

6.1   The Council ended its Make Do and Mend Policy on 27 February 2019 (paragraph 4 of the Minute refers). Property Services will not be able to disengage from its existing work programmes until 2020/21 at the earliest. This is due to the different phases of current work. A revised programme for school improvements will need to be developed for 2021/22 but this remains challenging. The school estate will now be expected to meet B/B standard (condition and suitability). This remains unaffordable at this time due to the Council's current financial situation.

7.   **NEW BUILD (SCHOOLS)**

Lossiemouth High Replacement Project:
7.1   The Project is currently half way through phase 1 of its construction programme. The main teaching block structure is complete with windows installed on both first and second floors (apart from the loading bays). The installation of ground floor windows is ongoing and internal partitioning is also progressing well. Mechanical and Electrical works commenced on 23 September 2019 and the steel structure for the sports block is complete with the roof installation well progressed. All drainage is installed and the swimming pool base fitted.

7.1.1 The car park has been resurfaced and is back in use for the school. The mains gas connection is underway and due to complete within 6 weeks. The main access road has been installed and partially surfaced. The suds pond and flood basin works are also complete.

7.1.2 The project is slightly ahead of programme; remains within budget; and is on target for completion by August 2020.

Linkwood Primary School:

7.2 Linkwood is currently progressing to programme with the steel frame, stairwells and roof all complete. Works to fit roof lights is ongoing and windows are currently being installed. The next phase of work will include curtain walling, wall cladding and Mechanical and Electrical works. The project is in week 29 of a 66 week programme and is still on target for completion by 19 June 2020.

7.2.1 To date, the Project has incurred additional expenditure that has not been budgeted for. These costs include the provision of electricity, sewerage and appropriate access onsite. To ensure that all budget implications are identified early, a review of non-budgeted costs will be completed and an updated budget position will be reported to this Committee on 18 December 2019.

7.2.2 On 27 September 2019, the Heads of Housing and Property and Development Services met with the Chief Executive of Springfield Properties. This was to discuss outstanding works (linked to the new school) that were prescribed in the Section 75 agreement relating to the Elgin South planning consent. Their Chief Executive has provided assurances to Officers that all school related works that they are responsible for will be completed no later than 31 March 2020. They will also submit a Programme of Works with timescales for completion and it has been agreed that this will be jointly monitored by both parties (i.e. Springfield Properties and the Council). This Committee will be kept updated on progress and/or any potential issues should they arise.

Findrassie Primary School

7.3 An options appraisal for a new school at Findrassie is still required. This appraisal will inform the size of school, its estimated cost and include design concepts to help improve the educational outcomes for the children who are educated there. A business gateway proposal will thereafter be prepared and the Asset Management Working Group will consider how best to progress this.

8. OTHER SCHOOLS

8.1 The Other Schools Budget includes provision for remedial works at Milnes Primary School (Early Learning and Childcare) and other legislative health and safety works (as required). It is currently expected that this budget will outturn on target at year-end.

9. EARLY LEARING CHILDCARE EXPANSION

9.1 The Early Learning Childcare (ELC) Capital Programme includes 4 new build nurseries and 7 refurbishments. Due to an increase in building works and construction costs, the budget was recently projected to overspend by £1.101m. Other local authorities are also experiencing similar budget pressures in terms of their delivery programmes.

9.2 On 25 June 2019, the Scottish Government wrote to all local authorities to inform them that "some local authorities were experiencing financial pressures in delivering their ELC capital programmes due mainly to cost increases within the construction industry". In such circumstances the Scottish Government have confirmed that underspends in ELC revenue funding can be used to bridge the capital gap. Officers intend to re-profile the ELC capital budget and where appropriate, use ELC revenue funding to ensure that the £7.78m capital budget (over 3 years) is not exceeded. An updated budget position will be provided to this Committee on 18 December 2019.

9.3 Progress on individual ELC projects to date is provided below:

Lady Cathcart, Buckie
9.3.1 All works relating to the major refurbishment of Lady Cathcart are now complete.

Cullen Nursery
9.3.2 The new build at Cullen is now expected to complete in January 2020. Once completed, the demolition of the existing nursery building will follow. All works onsite are projected to end by 31 January 2020.

Pilmuir Nursery
9.3.3 An alteration required to the timber kit for the new nursery building has delayed progress. The project is now expected to complete in March 2020. Once the new building is finished, the existing nursery will be refurbished and the play areas completed.

Lhanbryde Primary School (refurbishment)
9.3.4 This was a major refurbishment programme and all works were completed in September 2019.

Burghead Primary (refurbishment)
9.3.5 The refurbishment of the nursery was partially completed in August 2019. The contractor will complete all outstanding works in the October school holiday period.

New Elgin Primary (refurbishment)
9.3.6 The refurbishment of the nursery completed on programme in August 2019.

10.   LESSONS LEARNED

10.1   To fit construction works into defined holiday periods places significant planning and resourcing pressures on Schools, Contractors and Property Services. All must ensure that works finish on time and buildings are fully operational for the return of teachers, pupils and those younger children who attend nurseries.

10.2   During the year, a number of "construction" and "school" issues have impacted on the smooth handover of some buildings. This has caused short-term disruption to services.

10.3   A short-life working group will be tasked to look at "lessons learned" and agree appropriate actions to ensure that future handover arrangements improve.

11.   LEISURE AND LIBRARIES

Public Facilities
11.1   The £10k public facilities budget provides funding for replacement fixtures and fittings within public buildings. No commitment has been required of this budget to date.

Community Centres
11.2   The £30k budget allocated to the community centres budget was to fund office improvements at Forres House. Staff from Auchernack will move there once the works are complete and Auchernack will close. Delays in appointing a contractor has pushed back the project completion date from 30 August 2019 to 6 December 2019. A revised date for closure has been set for 20 December 2019.

Swimming Pool: Equipment
11.3   The purchase of new fitness room equipment for Keith Sports and Community Centre (£36k) is the only expenditure within this budget to date. The full budget of £50k is currently expected to fully expend by 31 March 2019.

Moray Leisure Centre: Equipment
11.4   A budget of £12k for equipment at Moray Leisure Centre was carried forward from the previous financial year. This was to fund gym refurbishment and gym equipment. Costs to date include £9k for the gym equipment and £5k for the refurbishment. No further expenditure is expected leaving the budget with a £2k overspend.

Moray Leisure Centre: Dehumidifiers
11.5   A tender for the replacement of the dehumidifiers in the ice rink was returned within budget and has been accepted. A pre-start meeting will be held in

October 2019 to agree an installation time to avoid disruption to the ice rink activities.

<u>Moray Leisure Centre: Combined heat and power unit (CHP) replacement:</u>
11.6 The tender for the replacement of the Combined Heat and Power plant at the Moray Leisure Centre was returned within budget and has been accepted. A pre-start meeting is arranged for October 2019 to allow the detailed programme for the manufacture and installation of the unit to be developed. This is expected to complete by June 2020.

12. SUMMARY OF IMPLICATIONS

(a) Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP)).
This report supports the Council's corporate working principles of efficiency, effectiveness and economy and the Education and Social Care Department's objective of providing effective, efficient and sustainable premises.

(b) Policy and Legal
Future programmes of work funded from the Capital Programme will require policy decisions to help inform how schools projects will be prioritised and in the case of refurbishments - to what standard.

(c) Financial Implications
The approved capital budget for 2019/20 is £39m. The major financial risks are:

i)   Additional un-budgeted costs incurred at Linkwood Primary School are currently being costed. This Committee will receive an update of any potential budget implications at its Committee on 18 December 2018.

ii)   The approval by the Scottish Government to allow local authorities to use underspends in ELC revenue budgets to meet legitimate ELC capital costs enables the Council to re-profile its budget commitments to date for the ELC Capital Programme. It is intended to present an updated financial position to this Committee on 18 December 2019.

iii)   The Capital Programme of Works for schools still needs to be developed for 2021/22. This will be financially challenging and will require corporate agreement on how this will be prioritised and funded.

iv)   Auchernack was originally expected to close by 30 August 2019. Delays in securing a contractor pushed back the closure date to 20 December 2019. Savings of £27k were originally projected from the closure based on the August date but this will reduce to £13.5k providing the revised closure date is met.

(d)   **Risk Implications**

The school estate (excluding new build schools) 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 and safety risks continue to be an ongoing concern for Property Services.

(e)   **Staffing Implications**

There are no staffing implications associated with 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)   **Consultations**

Consultations have been undertaken with Paul Connor, Principal Accountant; the Property Resources Manager; the Design Manager; the Legal Services Manager, the PPR and Communications Officer, Equal Opportunities Officer; the Head of Development Services, Education and Social Care Senior Management Team and Tracey Sutherland, Committee Services Officer. Where comments have been received, these have been included within the report.

13.   **CONCLUSION**

13.1   **This report presents the Education and Social Care Capital Works budget to 31 August 2019. The Committee is asked to note that Linkwood has incurred additional expenditure and this will be costed and reported back to this Committee on 18 December 2019. The ELC budgets is also under pressure and will be re-profiled and the position reported back to this Committee on 18 December 2019. The closure of Auchernack has been delayed which reduces the projected savings that were previously calculated for this financial year and Committee is asked to note the financial challenges that lie ahead for the Council in terms of developing a new Capital Programme for schools for 2021/22.**

Author of Report: Richard Anderson, Head of Housing and Property (currently seconded to the Modernisation and Improvement Programme)
Background Papers:
Ref: Education and Social Care Capital Budgets 2019/20

Land & Buildings	Current Capital Plan 2019/20 £000	Actual Expenditure £000	Total Projected Expenditure £000
School Estate – Make Do and Mend			
Speyside High School (M & E) works 619381 268 9 268	268	125	208
Cluny Primary School M&E Works 619086C 701 9 701	701	288	504
Forres Academy M&E Works 619429C 765 33 765	765	264	543
New Elgin Primary School M&E Works 619274B 284 31 284	284	125	204
Keith Grammar School Roofing Works 619481 642 642	642	230	513
Andersons Primary School M&E Works & Windows 619027/619025B 616 616	616	191	370
Hythehill Primary	0	2	211
Schools – New Build			
Lossiemouth High School	21,273	7,087	21,273
Linkwood Primary School Elgin	10,067	1,838	10,067
Findrassie Primary, Elgin	0	26	26
Other Schools			
Milnes Primary School Early Learning and Childcare	127	38	127
Legionella works – schools	15	4	15
Fire safety – schools	25	1	2
School fire audits – works required above normal budget provision	140	88	155
Schools Accessibility	38	0	40
Early Learning and Childcare			
Expansion of Early Learning and Childcare	4,067	1,168	4,067

Land & Buildings	Current Capital Plan 2019/20 £000	Actual Expenditure £000	Total Projected Expenditure £000
Leisure and Libraries			
All Public Facilities	10	0	10
Community Centres	30	0	30
Total Land and Buildings	**39,068**	**11,475**	**38,365**

Vehicles, Plant and Equipment	Current Capital Plan 2019/20 £000	Actual Expenditure £000	Total Projected Expenditure £000
Leisure and Libraries			
Swimming Pool Equipment	50	36	50
Moray Leisure Centre Equipment	12	14	14
Moray Leisure Centre Dehumidifiers	60	0	60
Moray Leisure Centre Combined Heat Unit	270	0	270
Total Vehicles, Plant and Equipment	**392**	**50**	**394**

REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON 30 OCTOBER 2019

SUBJECT: EDUCATION AND CHILDREN AND FAMILIES REVENUE BUDGET MONITORING TO 31 AUGUST 2019

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

1. REASON FOR REPORT

1.1 To inform the Children and Young People's Services Committee of the budget position for Education and Children and Families Services as at 31 August 2019.

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 31 August 2019.

3. BACKGROUND

3.1 The report highlights those areas of the budget where there is a significant percentage variance identified at 31 August 2019.

4. BUDGET POSITION

4.1 The spend at 31 August 2019 is £37,801,000 against a budget to date of £38,606,000, giving an underspend of £805,000 as shown in **Appendix 1**.

4.2 The main variance in primary schools and secondary schools relates to devolved school budgets comprising of £230,000 in primary schools and £447,000 in secondary schools.

4.3 Lifelong Learning, Culture and Sport has an underspend of £19,000. The main variance is a £14,000 underspend on the Active Schools operational budget.

4.4 The main variance in Education Central Services is a £161,000 overspend in central supply. This is due to maternity leaves and also being unable to cover the absence in Music Instruction Service.

4.5 Integrated Children's Services has an underspend of £260,000. This is mainly due to an underspend of £26,000 on the area teams operational budget, an underspend on adoption placements through external providers of £40,000 and £136,000 on the children with disabilities residential contract. Two children within the residential provision have transitioned to adult services.

5. SUMMARY OF IMPLICATIONS

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

The Education and Children and Families 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 31 August 2019 is £805,000 against a budget of £101,117,000.

(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)   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 31 August 2019.

Author of Report: Vivienne Cross, Head of Schools and Curriculum Development
Richard Anderson, Transformation Officer
Joyce Johnston, Acting Head of Integrated Children's Services (Social Work)
Jackie Stevenson, Acting Head of Integrated Children's Services (ASN)

Background Papers: with authors and finance

Educational Services

Budget Monitoring Report to 31st August 2019

Element Code	Service	Revised Budget	Budget to Date	Actual to Date	Variance to Date	Variance
		£'000	£'000	£'000	£'000	%
ZNURS	Early Learning and Childcare	1,259	(3,267)	(3,260)	(7)	-
ZPRIM	Primary Education	25,972	10,167	9,953	214	2 %
ZSECN	Secondary Education	27,228	10,147	9,670	477	5 %
LLCSP	Lifelong Learning Culture and Sport	9,906	4,716	4,697	19	-
ZM&EF	Education Central Services	3,659	2,025	2,180	(155)	(8)%
YC000	Integrated Children's Services	32,131	14,180	13,920	260	2 %
ZALLO	Management	299	111	108	3	3 %
ZMBSU	Business Support Unit	1,386	527	533	(6)	(1)%
ZMSAV	Efficiency Savings-Education	(56)	-	-	-	-
LLSAV	Efficiency Savings-LLCSP	(46)	-	-	-	-
YCSAV	Efficiency Savings-ICS	(621)	-	-	-	-
					-	
	Educational Services Total	101,117	38,606	37,801	805	-

REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON 30 OCTOBER 2019

SUBJECT: UPDATE ON THE WORK OF THE CRIMINAL JUSTICE SOCIAL WORK TEAM

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

1.   REASON FOR REPORT

1.1   To inform the Committee of the work of the Criminal Justice Social Work (CJSW) team and the preparations for the potential impact arising from the Presumption Against Short Sentences (PASS).

2.   RECOMMENDATION

2.1   **It is recommended that the Committee scrutinise and note the contents of this report.**

3.   BACKGROUND

3.1   The statutory presumption against short-term sentences (PASS) was approved by the Scottish Parliament through the Criminal Justice and Licensing (Scotland) Act 2010. Scottish courts therefore must not pass a sentence of imprisonment for 12 months or less on a person unless it considers that no other sentence is appropriate.

3.2   This new legislation aims to increase the use of more effective methods of both addressing offending and rehabilitation, such as Community Payback Orders (CPOs). The change will apply to cases where the offence was committed on or after 4 July 2019.

3.3   An increase in community sentences impacts on the Criminal Justice Team (CJT) in Moray who have the statutory duty to deliver CPOs. The Court can impose CPO's with up to 9 conditions attached, such as unpaid work, substance misuse treatment, mental health treatment and supervision, which ensure that those sentenced have timeous access to relevant support. Compliance with CPOs is also monitored and the Court retains the power to re-sentence, including a custodial sentence, should a person fail or be unable to comply

3.4   The CJT in Moray are supportive of this new legislation. It is generally accepted that people receiving short-term prison sentences do not get the help they need to stop offending and the re-offending rates are poor compared to community sentences. It is understood that some estimates put forward by the Scottish Government points to a 20% reduction in custodial sentences and a 7.5% increase in CPOs as a result of PASS. Moray saw a 10% increase in CPOs from 2016/17 (325 CPO's) to 2017/18 (357 CPO's) and are currently sitting above the Scottish average for CPO's per 10,000 population.

4.   IMPACT AND PREPARATION

4.1   Community Sentences funding contained in Part 2 of the local authority grant funding for CJSW was provided to develop capacity in preparation for PASS. Moray therefore received an additional £56,247 in 17/18. The funding was used to employ a further Senior Social Worker to the team to support staff and have better oversight of caseload management as caseloads had increased.

4.2   In order for the team to prepare further for PASS, over the past two years the Unpaid Work Team have developed and established a female only squad; it is recognised that the profile of women with convictions means the reform could have the greatest impact upon them – with around 90% of custodial sentences imposed on females being under a year in length. A shorter day's squad has also been introduced and an evening squad to accommodate those with more complex needs or with childcare and who cannot attend unpaid work for a full 7 hour day.

4.3   In addition to strengthening the Unpaid Work Team there is a commitment to staff training and development. Most recently this has been focused on training social workers to become group work facilitators. This means the staff team can deliver programs using cognitive behavioral techniques depending on risks and needs. This is an effective way of delivering a service and can maximise on staff time. A drop in/group work program for women (supported by partner agencies) has been piloted and should the numbers of females increase this will be revisited.

5   SUMMARY OF IMPLICATIONS

(a)   **Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))**
The report was informed by the priorities within the Corporate Plan and 10 Year Plan.

(b)   **Policy and legal**
The underlying assumption is that community supervision is an effective means of protecting the public and victims of crime while protecting the rights and interests of the offender. Section 204(3A) of the Criminal Procedure (Scotland) Act 1995, as amended, introduced a statutory presumption against short prison sentences for less than 12 months in respect of all offences committed on or after 4 July 2019.

(c)   **Financial Implications**

There are none for the Council as a result of PASS. Criminal Justice Social Work receives a ring-fenced grant provided under sections 27A and 27B of the Social Work (Scotland) Act 1968 as amended.

(d) Risk Implications
None highlighted in this report

(e) Staffing Implications
There are no staffing implications arising from this report.

(f) Property
There are no property issues arising from this report.

(g) Equalities/Socio Economic Impact
An Equality/Socio Economic Impact Assessment is not required as this report is to inform Committee on performance.

(h) Consultations
Chief Executive, Senior Officers in Education and Social Care, Paul Connor, Principal Accountant, the Equal Opportunities Officer, Morag Smith, Senior Solicitor (Litigation and Licensing) and Tracey Sutherland, Committee Services Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

6 CONCLUSION

6.1 That Committee scrutinises and notes the content of the report and that the Criminal Justice Team will continue to monitor statistical trends in Moray in order to identify and respond to the impact of PASS.

Author of Report: Tish Richford, Acting Criminal Justice Social Work Service Manager

Background Papers:
Ref:

REPORT TO: **CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON 30 OCTOBER 2019**

SUBJECT: **NATIONAL EDUCATION PRIORITIES – EXCELLENCE AND EQUITY**

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

1. REASON FOR REPORT

1.1 The purpose of this report is to advise Committee on the annual National Improvement Plan return which is submitted to the Scottish Government.

1.2 This report is submitted to Committee in terms of Section III (C) 1 of the Council's Scheme of Administration relating to exercising all of the functions of the Council as Education Authority within the terms of relevant legislation with regard to nursery, primary and secondary education.

2. RECOMMENDATION

2.1 It is recommended that Committee:

(i) scrutinises and notes the contents of the report; and

(ii) notes the annual NIF return submitted to Scottish Government.

3. BACKGROUND

3.1 The First Minister launched the Scottish Attainment Challenge (SAC) in February 2015 to achieve equity in educational outcomes for all children and young people irrespective of their economic background. It is underpinned by the National Improvement Framework (NIF), Curriculum for Excellence (CfE) and Getting it Right for Every Child (GIRFEC).

3.2 A report outlining the SAC and the then draft NIF was presented to Committee on 9 December 2015 (para 8 of the minute refers).

3.3 An Attainment Scotland Fund of £100m was made available initially targeting schools in the local authorities with the highest concentration of deprived

areas as measured by the Scottish Index of Multiple Deprivation (SIMD). In addition 53 schools across Scotland benefitted from dedicated support due to the numbers of children in SIMD deciles 1 and 2. Universal support was offered to all other authorities which included Moray. We have had input from a part-time Attainment Advisor who has worked with a number of schools including those with acting or newly appointed headteachers as well as providing ad hoc support to others regarding school improvement.

3.4 Schools were invited to bid for funding in 2016/17 from the Attainment fund and Moray successfully received some awards.

3.5 From April 2017 a further £120m has been provided directly to Head Teachers to use for additional staffing or resources they consider will help to reduce the poverty related attainment gap. This Pupil Equity Fund (PEF) is allocated directly to schools and targeted at those children most affected by the poverty related attainment gap. The funding is allocated to schools in every local authority in Scotland and has been distributed on the basis of the numbers of pupils in P1-S3 known to be eligible and registered for free school meals. A report on the PEF was presented to Committee on 8 March 2017 (para 12 of the minute refers).

3.6 Almost all schools have received funding although a few have either never received or have not received in one particular year. As separate report is provided to this Committee on PEF funding for the last academic year.

4. **STANDARDS IN SCOTLAND'S SCHOOLS ACT**

4.1 The NIF for Scottish Education was launched by the First Minister in January 2016. The Framework supports Scottish Government ambition to achieve excellence and equity for every child in Scotland and builds on the Raising Attainment for All agenda. Importantly it places a legal duty on local authorities to actively address the poverty related attainment gap.

The National Improvement Framework identifies 4 key priorities for action:

- Improvement in attainment, particularly literacy and numeracy
- Closing the attainment gap between most and least disadvantaged children
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

The Framework is underpinned by a series of new 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 has published statutory guidance to support education authorities to carry out their new legal responsibilities.

4.2 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 National Improvement Framework; and
- impose duties in relation to annual planning and reporting; and annual school improvement planning

4.3 A revised approach to planning and reporting based on NIF priorities was introduced in order to improve the quality of information to:

- children, young people, parents and carers;
- support education authorities and Community Planning Partnerships in planning and delivering services, and
- support the development of national education policy

4.4 School improvement plans (SIP) should be informed by the priorities of:

- the NIF
- the appropriate Local Authority strategic plans (Corporate Plan, Moray Children's Services Plan and the Schools and Curriculum Development Strategic plan)
- the priorities of the school community plan

The process should be underpinned by consultation and engagement with stakeholders.

SAC and PEF plans are incorporated within the school improvement planning documentation thereby reducing the need for additional bureaucracy and considering workload. The advice and guidance to schools on their plans was approved by LNCT and is updated on a yearly basis. PEF planning must be aligned to pupils, levels of attainment and the impact of this has to be in measurable outcomes for children and young people. This is a key focus during an inspection of a school for Quality Indicator 3.2 Raising attainment and achievement. Headteachers are allocated PEF to use knowing the context of their school, community and learners, making local decisions which make a difference.

5. <u>PROGRESS, PLANS AND REPORTING</u>

5.1 Local plans are aligned with the priorities in the NIF. In the first year that a NIF plan was required, officers produced a separate plan, however when the Schools and Curriculum Development strategic plan was reviewed in 2018, the NIF plan was incorporated into the Service plan making it much easier for schools to align their SIPs to one plan which dovetails with National Priorities.

5.2 Quality Improvement Officers review school SIPs and provide feedback to

Headteachers over the summer period. It is good practice for schools to use the SIP as a working document and a few review this over the course of the academic year to ensure that areas for improvement are closely aligned to school context, areas for improvement identified and, where applicable any Education Scotland Inspection activity. In addition to this Secondary Headteachers would review their improvement plans after the August release of senior phase attainment data.

5.3   A copy of the current Schools and Curriculum Development Plan priorities are attached in **Appendix 1** - this incorporates the NIF plan and is due to be reviewed in 2020 after the management restructure of the Council so that the current Integrated Children's Services Plan and the Schools and Curriculum Plan are merged into an Education plan moving forwards.

5.4   Each year in August a return is made to the Scottish Government to report on progress towards meeting the NIF priorities. The 2018-19 report is attached in **Appendix 2**. In addition Education Scotland gather evidence for the NIF as part of their inspection processes which feeds into the annual NIF progress report produced by the Scottish Government in December each year.

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

   (c)   Financial implications
   The cost of all improvement actions will be undertaken within schools existing budgets and any additional funding through PEF or SAC funding streams.

   (d)   Risk implications
   Risks are related to any inability to raise standards or improvements in relation to the NIF priorities and aims of the PEF.

   (e)   Staffing implications
   Many schools hope to recruit additional staff in order to maximise use of PEF funding. Due to delays in recruitment imposed by HR for the start of the new session, this will have an impact on work starting to target individuals and groups of children and young people. Teacher shortages continue to cause problems and will have an impact on some of the NIF priorities particularly raising attainment.

   (f)   Property
   There are no property issues arising directly from this report.

(g) Equalities
Non arising directly from this report

(h) Consultations
Senior Officers in Education and Social Care, Quality Improvement Officers, HR Manager, Paul Connor, Principal Accountant, Tracey Sutherland, Committee Services Officer and the Equal Opportunities Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

7. **CONCLUSION**

7.1 Committee should be assured that plans are in place to meet the requirements of the National Improvement Framework and Pupil Equity Fund by all schools in Moray and that there is a clear plan for the National Improvement Framework priorities with progress reported annually.

Author of Report: Vivienne Cross (Head of Schools and Curriculum Development)

Background Papers: Standards in Scotland's School etc Act 2000 through amendments contained in Part 1 of the Education (Scotland) Act 2016
Ref:

For Moray's Children
Education Vision and Strategy
2018-2021

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Introduction

In Moray, we have a clear vision to be Ambitious to Achieve Excellence Together for Moray's children and young people. We are ambitious to ensure that their needs are met and that they benefit from planned pathways in order that they progress to their chosen destination, whilst building the necessary skills, resilience and flexibility to be prepared for life. Nationally, strategies and policies are in place for an excellent education system in order to reach the ambition of making Scotland the best place in the world for a child to grow. Working with our partners, our priorities of having 'Ambitious and Confident, Healthier and Safer children', will be achieved by planning and working in partnership through focused effort.

Through our Moray Children's Services Plan and Education Plan we have clear priorities and actions, linked to national policy and we work hard to produce strategy and guidance to our Schools and Early Learning and Childcare Centres. Everyone has the responsibility to contribute to the delivery of our priority actions. Our guidance clearly supports our school and Early Learning and Childcare Centres where plans at all levels dovetail with our high level objectives while allowing continued flexibility for establishments to respond to their local context and community.

We want Moray to be the best place in Scotland for children and young people to grow and learn. We want our children and young people and families to remain in this area and to enjoy all the advantages that Moray has to offer. If our young people leave for any reason, we would like them to return, bringing others with them.

For Moray's Children
Education Vision and Strategy

5

The Vision: For Moray's Children

Our strategy includes objectives and priorities and will be supported by a plan that sets out the specific actions we will take to deliver Moray's vision for children and young people including who will lead this forwards. We will report annually on our progress through our Standards and Quality Report.

Our aspiration is that Moray will be the best place in Scotland for our children to grow up; we are **ambitious to achieve excellence together**. This vision clarifies our desire to provide the best possible education and care for Moray's children. Moray Council's core values are: **ambitious, fair, responsive** and **improving** – during the course of this plan, work will be undertaken to develop our service values in order to improve outcomes for our children and young people.

We will:

* raise **Attainment** and **Achievement** for all,

* provide the highest quality **Learning and Teaching** delivered by our practitioners;

* review and improve our **Curriculum** in the Broad General Education and Senior Phase;

* strengthen our processes for Self-evaluation for **Self-improvement**;

* meet the needs of all by **Supporting Learners**;

* build practitioner and learner capacity through **Leadership at all Levels**.

Our themes are underpinned by working collaboratively with a range of partners. It is the responsibility of all of our stakeholders to meet our objectives and to deliver our key priorities and actions. We will achieve this through improvement planning in schools, establishments and services, ensuring our values are reflected in all we do. Our priorities have been agreed and are displayed in every classroom in Moray, where in Moray we are **ambitious to achieve excellence together**.

Policy Context

Change is a constant for Education and Social Care. The pace of change, drive to improve our service, financial and staffing context combine to place increasing demands on the delivery of education. Challenges aside, it is vital that we remain ambitious to ensure the very best outcomes for our children and young people.

The National Outcomes for Scotland include:

* our children have the **best start in life** and are ready to succeed

* young people are equipped through their education to become **successful learners, confident individuals, effective contributors** and **responsible citizens**

* we have tackled the **significant inequalities** in Scottish Society

* we have **improved the life chances for children,** young people and families at risk

These outcomes provide the direction for the work we do and are reflected in the **National Improvement Framework** (NIF) for Scottish Education and in our local strategies for delivering services in Moray.

The NIF, along with the Education (Scotland) Act 2016 seek to draw a number of these areas together at a national level and clarify the vision as delivering **Excellence through attainment** and **achieving equity**.

The NIF is supported by 4 national priorities:

* improvement in attainment, particularly in literacy and numeracy

* closing the attainment gap between the most and least disadvantaged children

* improvement in children and young people's health and wellbeing

* improvement in employability skills and sustained, positive school leaver destinations for all young people

The national vision and key priorities will support us in improving outcomes for children and young people in Moray and help us to deliver on the Local Outcomes and Improvement Plan (LOIP) with the Scottish Government.

With our local Community Planning Partnership we will deliver our vision:

- growing, diverse and sustainable economy;

- building a better future for our children and young people in Moray;

- empowering and connecting communities;

- changing our relationship with alcohol.

The LOIP can be found here: www.yourmoray.org.uk/downloads/file118306.pdf

Locally we work in partnership with others to identify and deliver on clear shared objectives through our Moray Children's Service Plan (MCSP) 2017-2020 which is reviewed regularly. The MCSP outlines our vision that Moray will be:

- a place where children and young people thrive

- a place where they have a voice, have opportunities, learn and get around

- a place where they have a home, feel secure, healthy and nurtured

- a place where they are able to reach their full potential

Our three priorities are:

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

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

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

Themes and Legislative Compliance

There are 4 themes which cut across and influence our priorities:

- legislative compliance

- getting it right for every child (GIRFEC)

- prevention and early intervention

- evidence based practice, including the use of appropriate data

Legislative Compliance

It is vital that all policy, guidance and practice comply with the legislations that determines how education should be delivered to meet the needs of all children and young people. The key legislation that guides our service delivery includes:

- The Education (Scotland) Act 1980

- United Nations Convention on the Rights of the Child

- Standards in Scotland's Schools etc Act 2000

- Scottish Schools (Parental Involvement) Act 2006

- Education (Additional Support for Learning) (Scotland) Acts 2004 and 2009

- Equality Act 2010

- Children and Young People (Scotland) Act 2014

- Education (Scotland) Act 2016

- The Community Empowerment (Scotland) Act 2015

Getting it right for every child (GIRFEC)

Getting it right for every child is the approach used across Scotland which is about keeping the child and family at the centre and working alongside the child and family to promote well-being and positive outcomes ensuring that all agencies work in partnership. At the heart of the GIRFEC approach are the Wellbeing Indicators. These provide a framework in which to assess a child's progress and ensure that the support offered is appropriate, proportionate and timely. The indicators are: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included. Children learn about the indicators in Early Learning and Childcare and reflect on them until they leave school with the ambition that these will become embedded through life.

Every child in Moray has a named person, a health visitor for pre-school children and a member of staff from within Schools and Curriculum Development from school age onwards. Central staff provide a named person service over holiday periods ensuring continuity of care about our children's wellbeing. If a child's progress would benefit from multi-agency working, a child's plan may be developed. We involve the child and their family in any discussions to agree any support or actions around the planning process.

Prevention and Early Intervention

Staged intervention is used as a means of identification, assessment, planning, recording and review to meet the learning needs of children and young people. It provides a solution-focused approach to meeting needs at the earliest opportunity and with the least intrusive level of intervention. The process involves the child, parents/carers, school staff and, at some levels, other professionals working in partnership to get it right for every child.

Where possible we will seek to address issues before they become difficulties through preventative approaches.

Evidence Based Practice

In order to improve we will refer to research and look outwards to learn from others. Across all of our priorities it is important that we consider what we are doing, how we are doing it and identify the difference that this is making. We will work collaboratively within our service, the Council and also with our local and Northern Alliance partners. As well as referring to evidence we will also use the wide-ranging data we have to aid, drive and measure improvement. Our actions and developments must improve outcomes for our children and young people whilst providing best value for money.

Self-evaluation, reporting to committee, reporting etc

Local Context

Moray is diverse, rural area of natural beauty where many people choose to live, learn, work and enjoy life. We have a large geographical area with a relatively small population in comparison to other Scottish local authorities. It has high levels of employment, low levels of benefits claimants but low average wage. The largest employers are in the public sector including the armed forces, food processing and construction. There are a significant number of small and medium sized businesses.

Within the Council, the department of Education and Social Care has 3 sections:

- Schools and Curriculum Development

- Integrated Children's Services

- Lifelong Learning, Culture and Sport

Although this is an Education Plan, the priorities permeate and link through the other sections as well as the corporate priorities.

Learning takes place in a range of settings through a variety of approaches, including:

- Early Learning and Childcare

- Primary and Secondary Schools

- Locality Management Groups

- Partnerships

The size of schools vary significantly across the authority with primary school rolls ranging from around 15 to 531 and secondary school rolls ranging from less than 400 to more than 1000. The needs of almost all pupils are met within mainstream classes or in enhanced provisions situated within mainstream school. A very small number of children are educated in establishments outwith Moray.

We are part of the Northern Alliance working closely with 7 other local authorities:

- Aberdeen City

- Aberdeenshire

- Argyll and Bute

- Eilean Siar (Western Isles)

- Highland

- Moray

- Orkney Islands

- Shetland Islands

The Northern Alliance builds on the strengths of shared service development, creates professional networks and aims to deliver continuous professional development.

Education Strategy Service Overview

A range of plans influence the content and direction of our strategic plan as well as the National Priorities set by the Scottish Government.

Our Community Partnership Plan

Local Outcome Improvement Plan (LOIP)

- Priority 1: Growing a diverse and sustainable economy

- Priority 2: Building a better future for our children and young people

Our Partnership Children's Services Plan

Moray Children's Services Plan

- Priority 1: Ambitious and confident children

- Priority 2: Healthier children

- Priority 3: Safer Children

Our Regional Collaborative Plan

Northern Alliance Plan

- Priority 1: Improvement in attainment, particularly literacy and numeracy

- Priority 2: Closing the outcome gap between the most and least disadvantaged children

- Priority 3: Improvement in children and young people's health and wellbeing

- Priority 4: Improvement in employability skills and sustained, positive school leaver destinations for all young people

Our Local Authority Plan

Moray Council Corporate Plan 2026

- Priority 3: Provide a sustainable education service aiming for Excellence

Moray Education Priorities

These priorities have been identified on reviewing the outgoing plan and taking into consideration national guidance and expectations as well as local evidence.

Raise Attainment and Achievement for all

- To develop collaborative approaches to improve attainment and achievement at all stages, 3-18

- To identify gaps in attainment and achievement within establishments, creating and implementing strategies to ensure equity for all learners

- To engage families in developing opportunities to ensure positive relationships, improved behaviour and better learning

- To create opportunities which empower children and young people to actively engage and participate

Provide the highest quality Learning and Teaching delivered by our practitioners

- To review and embed the learning and teaching strategy in order to ensure high quality learning experiences for all

- To further strengthen planning of learning, teaching and assessment, including moderation, to support robust and reliable teacher professional judgement

- To secure improved outcomes for all learners, through effective tracking and monitoring approaches, supported by rigorous data analysis by all

Review and improve our Curriculum in the Broad General Education and Senior Phase

- To support the development of curriculum rationale based on clear vision, values and aims

- To ensure a responsive curriculum is in place to meet the needs of all learners, reflecting CfE design principles

- To provide progressive learner pathways from 3-18, to develop skills for learning, life and work

Strengthen our processes for Self-evaluation for Self-improvement

- To develop our support for self-evaluation for self-improvement, at all levels

- To create a culture of self-reflection in all establishments, leading to improvement

- To promote collaborative approaches to validate self-evaluation, reviewing and further developing quality improvement engagement with establishments

Meet the needs of all by Supporting Learners

- To promote approaches to wellbeing which underpins children and young people's ability to maximise their successes, progressions and achievements

- To develop a culture of inclusion, equality, and diversity leading to improved outcomes for all children

- To establish robust quality assurance procedures and processes to support the wellbeing of children and young people

- To embed the collective 'Responsibility of All' across establishments

- To improve employability skills and sustained positive destinations for all young people

Build practitioner and learner capacity through Leadership at all Levels

- To build and sustain a culture of leadership at all levels

- To promote personal and collegiate responsibility through collaboration and sharing learning to foster a coherent approach to professional development and leadership

- To support and nurture Moray's Education workforce and provide sustained support for professional development

- To encourage and enable leadership of learning by developing understanding of how research and theory inform and underpin practice

Action Plans

An annual action plan will give work plans for officers and working groups and will be reviewed and reported on annually.

Strategies and Guidance

Everything we do and produce to guide our schools and establishments is linked to National and Local Policy. All strategies and guidance documents interlink providing a streamlined framework for schools. A small central team work with colleagues in schools through working groups and collaborative working to produce and review Strategy and Guidance documents which we will build on:

- 1+2 Strategy and Guidance

- Admissions Policy

- ASN Handbook – range of policies and procedures

- Assessing Progress and Moderation in the BGE – Guidelines and Procedures

- Broad General Education – Curriculum Rationale Guidance

- Broad General Education – Curriculum Strategy Overview

- Broad General Education – Data Analysis – Assessment, Tracking and Monitoring

- Broad General Education – Guidance for Tracking and Monitoring

- Broad General Education – Guidance on Planning in the BGE

- Broad General Education – Practitioner Self-Reflection – Assessment, Tracking and Monitoring

- Broad General Education –Summary Guidance for Practitioners for Tracking and Monitoring

- Child's Planning Guidance – under review

- Leadership and Management Strategy

- Moray Leadership Framework

- Strategic Plan for Professional Learning in Moray

- Moray ASN Strategy 2017/27

- Moray BGE Tracking and Monitoring Strategy

- Moray Included, Engaged, Involved

- Moray Learning and Teaching Strategy/Cycle

- Moray Moderation Strategy

- Moray Skills Pathway – our Strategy for Developing the Young Workforce

- Moray STEM Strategy

- Parental Engagement Strategy/Family Learning – under review

- School Improvement Planning and Pupil Equity Fund Guidance

- Schools for the Future policy – to be reviewed

- Transitions Policy

The support materials listed above are available on Moray GLOW. New support materials will be added over time.

We will continue to review and publish new guidance in line with our priorities and actions during the period 2018-2021.

Our Offer to Establishments

We will provide support and challenge to our schools and establishments regularly with a framework of visits and reviews shared with leaders and managers annually. We will continue to provide opportunities for colleagues to work with us by developing and growing our Peer Reviewers. Establishments will benefit from support pre and post inspection. Acting and newly appointed senior leaders will be offered a mentor. An annual calendar of meetings and professional development workshops will be shared including the Moray Parent Forum dates.

Risks

We recognise that as with all strategic plans, there are risks associated in delivery which includes:

- operational issues which impact on actions failing to progress
- ongoing budgetary constraints
- failure to meet national priorities
- loss of key staff or reduction in capacity
- external scrutiny increases expectations

Establishments should focus on a manageable number of improvement priorities expressed as outcomes for learners.

For Moray's Children Strategy and Governance Group

Aims to:

- review national and local priorities, plans and guidance
- set and review priorities and actions, monitoring progress against agreed benchmarks
- ensure best value for Education and Social Care resource whilst ensuring improved outcomes for children and young people
- scrutinise progress against milestones
- agree and direct interventions where required
- develop a communication strategy to ensure participation of all stakeholders

Representation will be agreed annually and the group will meet up to four times per year. A Children and Young People's Participation Group, a Practitioner Group and Moray Parent Forum will provide a learner and parent perspective.

Reporting on Outcomes

Progress reports will go to Education and Social Care Senior Management Team and the Children and Young People's Services Committee. An annual Standards and Quality Report will also evidence improvement and impact on our children and young people as per the requirements of the National Improvement Framework.

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National Improvement Framework Evidenc

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

Effectiveness of moderation of teacher judgement of CfE levels in literacy and numeracy

Family learning

Impact of parents on improvement

School improvement planning is done in collaboration with teachers and parents

School Improvement plans reflect the national priorities as set out in the NIF

Progress with the priorities set out in the NIF
• Improvement in attainment, particularly in literacy and numeracy
• Closing the attainment gap between the most and least disadvantaged children
• Improvements in children and young people's health and wellbeing
• Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Practitioners have a common understanding of expectations in literacy and numeracy across all curriculum areas

Leadership in a few primary schools is very good as evidenced in school inspections, although overall leadership of change continues to be variable across all schools.The majority of schools would be deemed satisfactory with the capacity to support and improve increasing. Where schools have embraced the empowerment agenda, headteachers and other senior leaders are building capacity in leadership at all levels across the school which is impacting positively in improvements over time. Almost all schools have a clear vision and values, setting the direction for improvement. An increasing number are developed in partnership and is growing through a sound understanding of local intelligence and data. The majority of schools have created an ethos and culture of change and improvement with school improvement priorities forming a clear improvement pathway. An increasing no of staff are contributing to the improvement agenda with a few examples of effective practice where parents, pupils and partners are also involved. In the most effective schools, improvements are clearly evidenced through improved outcomes for learners. Learning, teaching and assessment is satisfactory and improving across schools. Positive relationships exist in almost all schools in Moray with an increasing amount of schools embracing a rights based approach. Almost all children are well-behaved and engaged in their learning. In a few schools there are examples of effective practice where learners are highly challenged and experience learning well matched to their needs. The quality of learning intentions and success crteria is improving although this could be improved further. Benefits would be gained in the majority of schools of an increased focus on pedagogy and improving the consistency of teaching. The sustained focus on moderation has ensured that assessment is increasingly integral to planning. Assessment approaches are variable and assessment evidence is wide ranging and the resulting teacher professional judgement is increasingly reliable. Moderation across ASGs and curriculum groups is increasing and as a result there is an improving trend in attainment in the BGE. Attainment across some key measures in the senior

Overall good progress continues to be made in developing teacher confidence across the authority in their teacher professional judgment. There is a clear moderation strategy (revised for session 2019/2020) and shared expectations for all schools in terms of making judgements of CfE levels. Over the last four sessions, a QIO has led on this, working in collaboration with central and school practitioners in order to provide schools with a range of guidance, support and events. There is a continued commitment to QAMSOs with almost all Associated Schools' Groups having access to at least one QAMSO to support learning and building capacity. Secondary subject groups have been replaced with Curricular groupings and four meetings per year have been used to develop staff's understanding of CfE levels, particularly in the responsibility of all in literacy and numeracy and understanding of assessment approaches. In addition to this, in-service days across this session were planned to include moderation activities to further enhance our shared understanding of expectations and standards across the authority. This has resulted in almost all staff being aware of national expectations, having completed exercises in line with national training materials and ongoing engagement with benchmarks. There continues to be a clear expectation that moderation activity should continue to happen within and across schools, Associated Schools Groups as well as across Moray, evident through SIPs and Working Time Agreements. Practice in moderation is developing and there are examples where confidence in CfE teacher professional judgement has developed. Overall, we have increasing confidence in the reliability of

SIPs and PEF Action Plans continue to evidence school focus on Family Learning initiatives linked with other key National and local priorities. There are some examples of very good practice where schools and partners universally consult with and support families and routinely share learning using a range of events, home learning supports and initiatives to engage families and share strategies for learning together. Schools evidence their approaches, the majority using Social Media, Newsletters, Websites and events to showcase the impact of family learning. School self-evaluation reports positive impact of these family learning opportunities, including rights based focus and strengthened home-school links which are improving outcomes for learners. Schools continue to look for creative approaches to further engage families, including those hard to reach families and those affected by poverty related factors.   This includes specific family learning targets as evidenced through the Child Planning process which is reviewed for progress and measures impact for children

Our schools work in partnership with parents to shape priorities, contributing to self-evaluation activities for

school improvement. Parental views are sought through a variety of forums including Parent Council, Parent Partnerships and through emerging examples of parent participation on school Working Groups. In wider Moray, parents are also an integral part of recruitment panels for promoted posts in Primary and Secondary Schools (Depute Head Teacher and Head Teacher appointments). The Moray Parent Forum is used to keep parent council office bearers up to date with national priorities and local plans to improve educational experience and meet children's needs. A biannual parental survey was completed last year, providing information on parental views. Many of our parents are employers and our Moray workforce, contributing to wider Careers Education and DYW related initiatives in our schools including work-related learning and interactions. Cognisance is being taken of work in our Early Years' strategic group so that any Education strategy ties in with the wider Community partnership plans. Relationships with parents and families are strong across our Moray schools where relational based approaches are commonplace. A strategy is currently in place where it has been identified that this now requires review in partnership with wider stakeholders.

In formulating School Improvement Plans, support of key stakeholders is sought across our schools including teachers and parents, using self-evaluation evidence gathered as a basis. There are a growing number of schools who are developing collaboration in improvement planning with pupils, staff and parents in development of pupil and parent versions of School Improvement Plans, with shared responsibility for achievement of key outcomes. Schools are focused in on wellbeing, equality and inclusion for all in Moray. In all schools, time is set aside at meetings to discuss, agree and action school priorities and take forward improvements. In line with local priorities and in taking forward learning from Head Teacher meetings and Professional Learning events, Head Teachers are empowered to develop and embrace the culture of leadership at all levels using resources and strategies provided. Schools continue to refresh their vision and values on an ongoing basis, ensuring they reflect their communities and local contexts. In collaboration with pupils, teachers, parents and wider partners, most of our schools have developed their curriculum and curriculum rationale, embracing the four contexts for learning. All staff are clear on school strengths and areas for improvement, support by authority processes including 'Schools for the Future' visits, QIO support and

All schools have been given clear guidance on national and local priorities. School Improvement Plans in turn reflect these priorities. All schools have plans reflective of this guidance and are clearly linked to the NIF drivers, raising attainment and closing the equity gap. Quality Improvement Officers provide ongoing support and challenge to schools to improve the quality of plans and to ensure that they have appropriate purpose, providing feedback on key documentation. A few schools review their plans after authority visits or post-inspection activity. Revised guidance for School Improvement Planning and self-evaluation have been produced centrally and issued to schools in order to further support improvement. School Improvement Plans reflect the local authority Schools and Curriculum Development Strategic Plan, which was developed in line with National Priorities. Head Teacher meetings focus on our Strategic Plan, ensuring all schools embrace relevant National Priorities and key learning relating to key National Priorities is offered locally. Schools work collegiately and in collaboration with a range of central and support services to ensuring National Priorities

• There is an improvement in attainment over time for some measures and teacher professional judgements are improving. In some schools, staff shortages remain and continue to impact on attainment levels. In secondary, this is clearly evident in some subjects and one teacher departments. There are a growing number of schools involved in Northern Alliance Emerging Literacy in order to support early stage literacy and targeted intervention for identified pupils across stages. Northern Alliance evidence of impact highlights positive trends at this stage.   In addition, practitioners from 25 identified schools were trained in SEAL (Strategies for Early Arithmetical Learning) focusing in on identifying gaps in learning in core numeracy skills for intervention and raising attainment. Senior Phase attainment is variable across our schools with collaborative working on curriculum offers, learner pathways, learning and teaching and supporting learners beginning to have positive impact. Some schools are using flexibility of the 33-period week to provide universal and targeted literacy and numeracy interventions supported by PEF initiatives.

• Most schools are using data more robustly to inform priorities. Supported by the local authority, all schools receive a range of data and the 'Moray Tracker' spreadsheet for data analysis identified as good practice by Education Scotland is being rolled out across our schools. This provides opportunities to analyse groups and cohorts, leading to universal and targeted intervention. Class teachers are more involved in conversations with senior leaders about pupil progress, developing approaches to data analysis at all levels, understanding and removing barriers to learning. Schools continues to embrace plans for PEF funding and have trialled a number of interventions in support of targeted groups/individuals and cohorts. Updated local guidance and support to ensure greater quality, data driven interventions should lead to greater positive impact on our children and young people.

• As a result of our revised Child Planning process, practitioners at all levels have a greater understanding of the staged intervention process which is leading to more robust universal and targeted interventions to meet the needs of all learners. Collaboration with wider multi-agency partners in a variety of forums is leading to improved outcomes for children and young people and shared learning. The revised Child Planning process ensures the 'voice of the child' is central and empowers families in becoming active partners in their child's development and wellbeing. Most Moray schools engage with UNICEF's Rights Respecting Schools award with almost all schools registered, the majority of schools having achieved Bronze level and a number having achieved Silver and Gold levels. Overall, Gold level schools are reporting a reduction in behaviour, attendance and exclusion rates as a result of their engagement with this programme. In partnership with Educational Psychology, schools are engaging with the "Building Relationships" programme which focuses on relational based approaches. Almost all children feel safe and happy and know who to go to when necessary for help or advice, as noted through Education Scotland inspection activity and school self-evaluation. An Inclusive

An area of emerging practice, practitioners across Moray are growing in confidence in their understanding of expectations in literacy and numeracy across the curriculum. Work in this area has been linked to the moderation strategy, with time set aside across a number of our Associated School Groups during recent Inset Days for cross-sector and school based collaboration. Working Groups supported by authority QAMSOs are leading this area of work forwardin the coming session. There is an increasing awareness of staff responsibility for this which is becoming evident through school visits and authority in-service activity, notable in secondary with a few moving towards 'driver subjects' contributing to overall literacy and numeracy judgments. Focus on Literacy and Numeracy continues at pace with developments in Emerging Literacy, SEAL, Numicon (and concrete based approaches to Numeracy Learning) and past Numeracy event. This is an identified area for development and will be the focus for the sessions ahead with bid for Education Scotland grant funding submitted to progress work in this area.
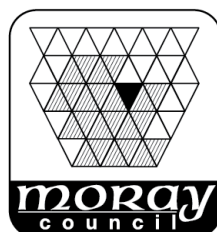
REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON 30 OCTOBER 2019

SUBJECT: SINGLETON INSPECTIONS OF EARLY LEARNING AND CHILDCARE CENTRES – PUBLISHED REPORTS JULY AND AUGUST 2019

BY: DEPUTE CHIEF EXECUTIVE (EDUCATION, COMMUNITIES AND ORGANISTIONAL 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 the Care Inspectorate which were published during July and August 2019. These were:

Earthtime's Forest School Nursery, Duffus
Keith Play Centre Nursery (and Nippers 2-3 Group), Keith
Fochabers Nursery and Out of School, Fochabers
Ark Childcare, Mosstowie
Rainbow Castle Childcare, Elgin
RAF Lossiemouth Childcare Centre, Lossiemouth

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

2.   RECOMMENDATION

2.1   It is recommended that Committee scrutinise and note the contents of this report.

3.   BACKGROUND

3.1   The Care Inspectorate carries out inspections of care services, including day care of children's services. Providers are inspected against the National Care Standards and a Framework of Quality Themes and Statements.

3.2   Care Inspectorate Officers will grade services and publish 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

3.3   Following publication, inspection reports are available through ELC centres and online at www.careinspectorate.com.

3.4   The education authority will give guidance and support, as appropriate, to both school nursery classes 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.

3.5   During this reporting period there were **6 Singleton Inspection** reports received.

Name of Early Learning and Childcare Provider	Date of Inspection
Earthtime's Forest School Nursery, Duffus	17.05.19
Keith Play Centre Nursery (and Nippers 2-3 Group)	31.05.19
Fochabers Nursery and Out of School, Fochabers	14.06.19
Ark Childcare, Mosstowie	18.06.19
Rainbow Castle Childcare, Elgin	21.06.19
RAF Lossiemouth Childcare Centre, Lossiemouth	26.07.19

The Gradings**,** Recommendations and Requirements arising from the reports are summarised in **Appendix 1.**

4.   <u>**SUMMARY OF IMPLICATIONS**</u>

(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 from this report.

(e) **Staffing Implications**
None.

(f) **Property**
None.

(g) **Equalities**
An Equality Impact Assessment is not required as this report is to inform Committee on performance.

(h) **Consultations**
Senior Management Officers in Education and Social Care, Quality Improvement Officers, Paul Connor, Principal Accountant, the Equal Opportunities Officer, HR Manager and Tracey Sutherland, Committee Services Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

5. <u>CONCLUSION</u>

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

Author of Report: Vivienne Cross, Head of Schools and Curriculum Development
Background Papers:
Ref:

Summary of numbers of recommendations and requirements made to providers.

Provider	Number of Recommendations	Number of Requirements
Earthtime's Forest School Nursery, Duffus	0	0
Keith Play Centre Nursery, Keith	5	0
Fochabers Nursery and out of School, Fochabers	0	0
Ark Childcare, Mosstowie	9	1
Rainbow Castle Childcare, Elgin	4	0
RAF Lossiemouth Childcare Centre, Lossiemouth	0	0

Details of gradings, recommendations and requirements made to providers.

Earthtime's Forest School Nursery, Duffus

Gradings

Quality of Care and Support	4	Good
Quality of Environment	4	Good
Quality of Staffing	4	Good
Quality of Management and Leadership	4	Good

Recommendations
• None

Requirements
• None

Keith Play Centre, Keith

Gradings

Quality of Care and Support	3	Adequate
Quality of Environment	3	Adequate
Quality of Staffing	3	Adequate
Quality of Management and Leadership	3	Adequate

Recommendations
• The personal (care) plan for the child should provide an accurate reflection of a child's needs and any necessary support. Information should be well organised and include identified strategies/actions that are monitored, updated and implemented, making a difference to children's wellbeing.

• The managers and staff should expand and extend children's play experiences, so that creativity and exploration can naturally evolve, with a view to, capturing children's individual needs and interests. Children should be involved in snack learning self-help skills, independence with staff providing positive role models.

- Children should be able to enjoy a rich environment that has a wealth of interesting opportunities and encourages them to be imaginative, inventive and creative. This could be achieved through:
  a) play areas that are well thought out and arranged to provide greater choice
  b) a wider variety of resources/play equipment that includes real life, scrap and natural materials both indoors and outdoors

- The manager should ensure that training and development supports staff to provide quality experiences for children. This should be achieved through:
  a) tiered line management induction/supervision with individual staff
  b) how training will be implemented in practice with a view to making a difference
  c) shared learning within the staff team and an opportunity to reflect on practice and methods of recording/evaluation such as personal care plans/medication for example

- A continuous and well-judged pace of change linked to strong self evaluation for improvement should be established, so that there is a positive impact on outcomes for children. This could be achieved through:
  a) an evaluation of the outcomes related to area for improvement
  b) the involvement of staff, children and parents/carers
  c) observation and reflection by both the manager and staff.

Requirements
- None

Fochabers Nursery and Out of School, Fochabers

Gradings

Quality of Care and Support	5	Very Good
Quality of Environment	5	Very Good
Quality of Staffing	N/A	
Quality of Management and Leadership	N/A	

(N/A = not assessed)

Recommendations
- None

Requirements
- None

Ark Childcare, Mosstowie

Gradings

Quality of Care and Support	3	Adequate
Quality of Environment	2	Weak
Quality of Staffing	2	Weak
Quality of Management and Leadership	2	Weak

(N/A – Not Assessed)

Recommendations

- The personal (care) plan for the child should provide an accurate reflection of a child's needs. Information should be well organised and updated so that it is meaningful and incorporates identified strategies/actions that help to maintain a co-ordinated approach to wellbeing.

- Children should have positive eating experiences that provides the following:
a) a quiet, peaceful area with appropriate tables, chairs and cutlery
b) encourages independence and self-help skills
c) staff sitting with children to enhance social interaction and to support a positive learning experience.

- To support children's wellbeing, medication should always be provided in its original container with the dispensing/product label, has not expired and is stored safely.

- The provider/manager should put methods in place so that good infection control practices are consistently followed to promote the safety and wellbeing of the children. The environment should be clean and well maintained and take into consideration, design guidance for early learning and childcare and out of school care settings.

- Children should be able to enjoy a rich and challenging environment that is equipped and furnished to meet needs and provides a wealth of rich and interesting opportunities. This would encourage creativity and exploration to evolve naturally, to support wellbeing and learning. This could be achieved through:
a) play areas that are well thought out and arranged to provide greater choice; storage should give consideration to accessibility and appeal, for children of all ages
b) a wider variety of inspirational play resources/play equipment that include real life, open ended and natural materials both indoors and outdoors
c) cosy and inviting quiet spaces for children to recuperate and relax and sleep equipment that promotes wellbeing and comfort.

- The manager/provider should ensure that staff are supported to develop the necessary skills to provide quality experiences for children. This should be achieved through:
a) tiered line management induction/supervision with individual staff
b) the development of a central training plan that identifies individual and group learning needs that is effectively monitored
c) an evaluation of the impact of training, how it will be implemented in practice with a view to making a difference
d) shared learning within the staff team and an opportunity to reflect on practice and methods of recording/evaluation such as personal care plans/medication for example.

- The provider/manager should consider what action to take for staff that have not gained their registration within six months. Such as carrying out a risk assessment or creating an action plan for the worker to achieve registration, suspending the worker's contract or redeploying the worker to a role that does not need registration.

- The manager should establish a continuous and well-judged pace of change linked to strong self evaluation for improvement, so that there is a positive impact on outcomes for children. This could be achieved through:
  a) a robust evaluation of the outcomes related to area for improvement, staff meetings could be a conduit for monitoring through a concise minute and action plan
  b) the involvement of staff, children and parents/carers
  c) observation and reflection by both the manager and staff
  d) monitoring methods of practice such as administration of medication, personal care plans, accidents/incidents, for example.

- The provider and manager should undertake a thorough evaluation of the premises that incorporates and embraces change, that leads to creating a high quality caring and learning environment. Giving recognition to the importance of interactions and experiences for children. Taking account of the following:
  a) sufficient and appropriate dispersal of staff
  b) space ratios
  c) the location of and design of facilities related to tasks such as nappy changing, toileting and hand washing.

Requirements
- In order to ensure that staff required to register with the Scottish Social Services Council complete registration within six months of commencing in post. The provider must ensure that staff make an application to do so as soon as possible following appointment, so that they are registered by the required date of registration by 30 August 2019.

Rainbow Castle Childcare, Elgin

Gradings

Quality of Care and Support	4	Good
Quality of Environment	3	Adequate
Quality of Staffing	3	Adequate
Quality of Management and Leadership	3	Adequate

Recommendations
- Children should have an environment that has measures in place to reduce noise levels to minimise the potential for a detrimental effect on children. Consideration should be given to introducing more soft furnishing, drapes and quiet/relaxing areas, including a well resourced, stimulating and inviting home corner.

- Children should be able to enjoy a rich environment that is well thought out and includes a wealth of open ended, real life and natural materials both inside and outside, that encourage children to be imaginative, inventive and creative.

- The manager should ensure that training and development supports staff at an individual level and as a team to establish an inspiring physical environment and quality learning experiences for children.

- A continuous and well-judged pace of change linked to strong self evaluation for improvement should be established, that has a positive impact on outcomes for children. This could be achieved through:
  a) clearly identified and measurable targets
  b) monitoring methods of practice such as personal care plans, learning journals, accidents/incidents, for example
  c) observation and reflection of practice by the manager and staff.

Requirements
- None

RAF Lossiemouth Childcare Centre, Lossiemouth

Gradings

Quality of Care and Support	5	Very Good
Quality of Environment	5	Very Good
Quality of Staffing	N/A	
Quality of Management and Leadership	N/A	

(N/A = not assessed)

Recommendations
- None

Requirements
- None

REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON 30 OCTOBER 2019

SUBJECT: THE IMPLEMENTATION OF PUPIL EQUITY FUNDING IN MORAY SCHOOLS – PROGRESS UPDATE

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

1.   REASON FOR REPORT

1.1   The purpose of this report is to inform the Committee about progress made with the implementation of Pupil Equity Funding (PEF) in schools and the evidence of impact to date.

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 the Committee scrutinises and notes the content of this report.

3.   BACKGROUND

3.1   The Scottish Government established PEF in 2017/18as part of the Scottish Attainment Challenge (SAC) and to support the achievement of the four priorities of the National Improvement Framework (NIF):

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Education Scotland information on the SAC may be viewed at; https://education.gov.scot/improvement/learning-resources/Scottish%20Attainment%20Challenge

3.2   As part the Attainment Scotland Fund the SAC is a targeted initiative focused on closing the attainment gap between the most and least deprived children.

There are nine Challenge Authorities at present, namely; Glasgow, Dundee, Inverclyde, West Dunbartonshire, North Ayrshire, Clackmannanshire, North Lanarkshire, East Ayrshire and Renfrewshire. The fund was initially focused on primary schools and targeted improvements in Literacy, Numeracy and Health and wellbeing.

3.3 The Schools Programme initially supported primary schools out-with the Challenge Authorities. These schools were been identified on the basis of supporting a significant proportion of pupils and families from communities which are facing some of the greatest challenges across Scotland. The scope of these programmes was extended in 2016 to support a number of secondary schools across Scotland.

3.4 The Innovation Fund was introduced in 2016/17 only to identify and fund projects to improve Literacy, Numeracy and Health and wellbeing for children adversely impacted by deprivation. It was open to primary, special and secondary schools that were not already benefitting from Attainment Scotland Funding, opening up opportunities for all authorities to receive support. This has now been subsumed into the Schools Programme as PEF was introduced.

3.5 Scottish Government announced in February 2017 that it was establishing the Pupil Equity Fund as a part of the £750m Attainment Scotland Fund. PEF is additional funding to be allocated directly to schools. Publicly funded primary, secondary and special schools receive PEF. National Operational Guidance has been published on the Scottish Government website and can be viewed at:
https://www.gov.scot/publications/pupil-equity-funding-national-operational-guidance-2019/

3.6 The funding is intended to be available on an annual basis for the duration of the current parliament (2016-2021) and the first release of funds was made in the 2017-18 school session to the value of £120m nationally. PEF is expected to be available for the duration of the current parliament and a recent announcement has extended the funding to March 2022. School session 2018/19 represented the second year of delivery. It should be noted that the funding is allocated by financial year rather than academic year although Scottish Government has allowed schools to carry over monies as posts are appointed across the academic year.

3.7 The aim of PEF is to provide equity in Scottish education through the funding of targeted interventions to close the poverty-related attainment gap: the difference in attainment outcomes between the most and least disadvantaged children and young people, a defining priority of the NIF.

3.8 The amount of PEF a school receives is determined by a government formula based on known free school meal (FSM) eligibility in P1-S3 and allocates £1,200 per notionally eligible child in the school. The funding is provided directly to head teachers to spend at their discretion with the requirement that they work in partnership with each other and their local authority. Concerns have been raised with Scottish Government about the equity of allocations

across Scotland and the adverse impact of rurality in terms of social deprivation due to isolation and the distances required to be travelled to attend school and other activities which can enhance a child's life chances. The Northern Alliance is looking into the issue of rural poverty and its impact on children and young people in rural communities across the north of Scotland.

3.9 It is a requirement of the funding that it provides additionality in schools and does not replace any existing services or provision. Headteachers must have access to the full amount of the allocated PEF and should work in partnership with each other, and their local authority, to agree the use of the funding. They must take account of the statutory responsibilities of the authority to deliver educational improvement, secure Best Value, and the authority's role as employer. Schools are to plan for its use in School Improvement Plans and report on their spend via their annual Standards & Quality Reports. These documents are sampled nationally by the Scottish Government by accessing them through school websites and the current programme of school inspections will include an evaluation of PEF delivery and impact. Of the 250 annual Education Scotland inspections there is an agreed sample to look at how schools are addressing the NIF priorities. During a school inspection, whether short or full model, when rating the Quality Indicator (QI) 3.2 Raising Attainment and Achievement, the school must demonstrate knowledge of their attainment gap and provide details of how they are 'closing the gap' by means of which PEF interventions.

3.10 The allocation of Pupil Equity Funding to Moray schools in 2017-18 was £1,270,800, in 2018-19 it was £1,341,960 and in 2019-20 it is £1,416,960. Headteachers have worked collaboratively at ASG level or within their schools to deliver the desired outcomes, dependent on the local context. In terms of funding this means that in Moray last year one primary school received no funding and the other primary schools received funding ranging from the lowest at £1,200 to the highest at £109,200. In our secondary schools the range of funding was from the lowest at £15,120 to the highest at £66,000.

3.11 Headteachers, working collaboratively with their school communities, have been identifying poverty-related gaps in attainment by focusing on children who have free school meal entitlement. The flexibility in the Scottish Government guidelines allows Headteachers to use their professional judgment to bring additional children into the targeted interventions and approaches to ensure excellence and equity for all. An analysis of the attainment of children eligible for PEF against those who are not from the Scottish National Standardised Assessment (SNSA) data for 2018/19 should enable schools to better plan interventions for eligible children to positive effect. Headteachers will monitor the progress of identified children and young people alongside normal tracking and monitoring of pupil progress. In addition they will all look at the value added in using certain interventions and see where particular interventions have improved outcomes in terms of attainment in literacy and numeracy and also the wellbeing of pupils.

3.12 Moray schools have used PEF to deliver a range of interventions to support disadvantaged learners and work to close the poverty-related attainment gap.

As well as reporting on progress through their annual Standards & Quality Reports, schools are using some or all of the five key measures to track children's progress, namely: attainment, attendance, inclusion, participation and engagement. Obviously attainment, attendance and inclusion are easier to measure and so assessing intervention impact is easier. These interventions have been implemented in the light of the six strategic areas from the Moray Schools and Curriculum Development Department Strategic Action Plan 2018-21which informs all school improvement planning. Work is ongoing to ensure that School PEF Plans take account of the current Moray (Child) Poverty Action Plan and good practice from other local authorities. These six strategic areas inform the Moray Schools and Curriculum Development Strategic Plan 2018-21.

3.13   Schools and ASGs have undertaken a range of activities, including:

- Targeted Literacy and Numeracy intervention group work led by teachers, classroom assistants or pupil support assistants to raise levels of Literacy and Numeracy with eligible pupils and also to enhance the chances of secondary pupils as they progress through to the senior phase.
- Subscription to Accelerated Reader including teacher training sessions to raise levels of Literacy among targeted groups of eligible pupils
- Breakfast clubs that provide breakfast and a morning snack, and in some cases food for children's lunches so that children are better prepared for learning; and to work with families to understand the importance of their children having a healthy breakfast and a healthy diet whilst engaging positively with the school. In addition to this, schools are working with families who are entitled to claim for Free School Meals to take advantage of this.
- Soft-start and transition time and activities ease pupils into the beginning of the school day to aid transition from home to school and classroom and learning as some eligible pupils are coming from unsettled home-lives
- Whole school restorative training to augment the school Positive Relationships Policy so that staff are better trained to engage relationally with pupils in general and eligible pupils in particular
- SkillForce activities to engage with eligible pupils to build their levels of self-confidence and self-efficacy
- Family Support Workers (FSW) to support a more stable family home life so that eligible pupils have support at home which enhances their educational experience
- Home School Link Workers (HSLW) to be a conduit for liaison between school and home when challenges arise with low engaging families
- Northern Alliance Emerging Literacy and TalkBoost activities specifically to improve levels of literacy in eligible children
- Secondary mathematics teacher working in a primary school to improve transition from primary to secondary within the ASG to improve numeracy levels and confidence in mathematics
- Healthy activity and cookery club during the summer holidays to encourage parental engagement with the parents of eligible children
- Woodwork and outdoor learning to boost enjoyment and confidence in learning so leading to greater confidence overall

- Musical instrument class teaching and choir activities to develop a 'growth mindset' attitude in an environment where it is acceptable to 'have a go' with other learners
- Break-time and lunch drop-in sessions and homework support sessions to help raise aspiration and attainment for eligible pupils
- Working with Third Sector partners to provide support to vulnerable families to help foster a positive attitude and culture towards learning, and school where often parents have had a negative school experience
- Bounceback resources to teach pupils about resilience so that they will develop a 'growth mindset' and persist in the midst of learning and social challenges
- Interventions in secondary schools to ensure that pupils are better placed through work across S1-3 to prepare them to leave school with at least National 3 in Literacy and Numeracy to enhance the life chances of eligible pupils and their families

3.14 PEF is part of a strategy to improve the outcomes for our most disadvantaged children. In Moray, Headteachers work with partners and the local authority to plan their PEF spends and are endeavouring to make a long term difference to our poverty related attainment gap. There have been some quick fixes whilst other solutions will take longer with schools adapting interventions to 'close the gap' in the medium to longer term as a lack of positive engagement with education is deeply entrenched in the families of some eligible children. Schools are expected to show the impact of their interventions and this requires central team officers working with schools to do this effectively. Schools are using an 'Adopt/Adapt/Abandon' approach to those interventions recommended by our Education Attainment Advisor. The Council has a new attainment Advisor appointed on a 0.8 full time equivalent capacity which will bring more capacity to close the attainment gap as part of the Education Scotland Northern Team offer.

3.15 Key messages for the 2018/19 session are attached at **Appendix 1**. Next steps are to gather evidence of impact although early indications are that the following interventions are adding value ie nurture and relational approaches adopted by schools ensuring that children and young people are better prepared for learning. Numeracy interventions and the emerging literacy approach is also showing some impact.

4. **SUMMARY OF IMPLICATIONS**

   (a) **Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))**
   The report was informed by the priorities within the Corporate Plan and 10 Year Plan and in particular to Ambitious and Confident Children and Young People and A Growing and Diverse Economy.

   (b) **Policy and Legal**
   This report relates to Section 66 of the Education (Scotland) Act 1980, which concerns the inspection of educational establishments.

   (c) **Financial implications**

There are no 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 staffing implications arising directly from this report.

(f) Property
There are no property implications arising directly from this report.

(g) Equalities/Socio Economic Impact
An Equality/Socio Economic Impact Assessment is not required as this report is to inform Committee on performance.

(h) Consultations
Chief Executive, Education and Social Care SMT, Senior Officers in Education and Social Care, Paul Connor, Principal Accountant, the Equal Opportunities Officer, the Human Resources Manager and Tracey Sutherland, Committee Services Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

5. **CONCLUSION**

5.1 That Committee scrutinises and notes the contents of this report.

Author of Report: Willem Smit, Quality Improvement Officer

Background papers:

https://education.gov.scot/improvement/learning-resources/Scottish%20Attainment%20Challenge

https://www.gov.scot/publications/pupil-equity-funding-national-operational-guidance-2019/

Ref:

Key Messages from the 2018/19 year Pupil Equity Funding (PEF) Review

- 53 out of the 54 Moray schools received PEF ranging from £1,200 to £109,200 per school.

- In total there were 117 separate interventions in schools; 102 in primary schools and 15 in secondary schools.

- Measures
  All schools report positively on the impact of PEF across a variety of interventions in Literacy, Numeracy or Health and Wellbeing.

- Quantitative / Qualitative data
  38 (70%) schools report improvements based on quantitative and qualitative evidence. Some report impact still to be realised.

  Examples include:

  Primary School – *Spelling: assessments demonstrate almost all children are making good progress - assessments report 5 minute box intervention is making a difference. 5 minute box numeracy intervention: is also being used. TalkBoost: assessments demonstrate progress for each pupil and development of solid foundational literacy skills.*

  Primary School - *Writing workshops: All pupils attainment in writing (teacher judgement) raised after workshops, 5/10 targeted pupils moved up two thirds of a level (i.e. 2 years progress in one year - more than expected progress) the rest made 1/3 progress but all made more than predicted progress. Reading groups: Yarc reading ages against chronological reading ages - for 6/11 pupils narrowed, for 4/11 remained the same and 1 showed a widening (no impact) Emerging Literacy: All pupils made progress over 6 months 5/10 significant progress Nurture groups - pupils reported positive wellbeing impact but teachers felt that attainment / behaviour improved for only 2 out of 6 pupils*

  Primary School – *Attendance: improved in 100% of targeted pupils. Lateness: improved in 70% of targeted pupils. Emerging Literacy: improved achievement of a level at P1. Family Support Worker (FSW): 100% of families working with FSW reported that they found the experience positive and helpful.*

  Primary School – *Talk Boost: substantial increases of % of pupils working at expected levels after 10 week blocks of intervention. Number Talks: improved oracy in mathematics and number. Sharing of strategies and methodologies modelled by staff has impacted on attainment across the school. Participation in after-school activities: Chanter lessons, Drama Club, Homework Club etc.: impact on learning in class due to support from Homework Club; greater involvement in activities in and out of school. Family support: HSLW, Seasons*

for Growth, parent support group, 1:1 support: reduction of exclusions; increase in attendance; increase of parental engagement.

Secondary School - Key interventions in support of learning needs. Due to the impact of work in S1-3 the PT PEF has seen an impact in S4 pupils achieving the relevant Literacy and Numeracy qualification (Nat3/4/5), and will continue through identifying eligible S3 students. As a result staff have an awareness of the equity and excellence agenda and can understand the PEF funding approaches in the school. There is also very close working between the PT PEF and Guidance staff to ensure additional support is in place for those for whom there are specific barriers due to home financial situations. These include: S1 Nurture Group and BGE Breakfast Club: (HWB) target pupils are attending. Targeted numeracy /literacy interventions: pupils in S1/2. Personal Development and Employability Awards: offered to S2/3 pupils and we are currently embarking on family cooking sessions for targeted families.

Secondary School - Attendance of long term absent students: improvement for two students. Attendance at Brunch Club: in conjunction with foodbank averaging 8 pupils per day. Exclusion data: highlights 80% reduction in exclusion for eligible pupils.

- Evaluations
  Evaluations varied from little evaluation due to small numbers of pupils to more in-depth evaluations detailing impact from PEF interventions.

- Finance
  PEF Plans change over the academic year due to the 'Adopt, Adapt or Abandon' philosophy which is an approach suggested by the Attainment Advisor on evidence of impact. There was a 93% spend of the 2018/19 allocation of £1.342 million, as at 16 September 2019. In percentage terms interventions were classified as follows:
  Additional staff – 50%
  Resources – 31%
  Staff training – 9%
  Improving children's health and well-being – 12%

- Reporting
  Schools report on PEF spending through their Standards and Quality Reports or directly to a request made during Term 3 to inform the Moray Council return to Scottish Government.

Measurements outlined from end of session evaluations

Attendance	Inclusion/Exclusion	Attainment	Participation	Engagement	Qualitative
Attendance and lateness figures	Exclusion rates	Assessments, eg, Scottish National Standardised Assessments (SNSA), PIPS, INCAS, NA	SHANARRI Wheels	Attendance at HW Club, Lunch Club and Library sessions	Questionnaires

		Emergent Literacy testing			
Positive destination data	Boxall Profile (Nurture)	Teacher Professional Judgment (TPJ)	Behaviour monitoring	Observation of pupil engagement in class	Feedback from staff and pupils
		INSIGHT – SQA data for targeted pupils – Literacy, Numeracy and other measures	Violence and Aggression Forms	Parental/carer engagement	
			Third Sector observations – SkillForce – S3 pupils leading primary project	P7-S1 transition	

Willem Smit, Quality Improvement Officer

REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE
             30 OCTOBER 2019

SUBJECT: PROGRESS REPORT ON DEVELOPING THE YOUNG
             WORKFORCE PARTNERSHIP

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

1.   REASON FOR REPORT

1.1   The purpose of this report is to invite the Committee to scrutinise and note the
      the progress made across Moray in relation to Developing the Young
      Workforce (DYW) in response to Scotlands Youth Employment Strategy.

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 Education Authority.

2.   RECOMMENDATION

**2.1   It is recommended that the Committee scruitinises and notes the
      content of this report.**

3.   BACKGROUND

3.1   When The Commission for developing Scotland's young workforce was set up
      in January 2013 under the chairmanship of Sir Ian Wood its purpose was to
      consider:

      - How a high quality intermediate vocational education and training system,
        which complements our world-class higher education system, can be
        developed to enhance sustainable economic growth with a skilled
        workforce.
      - How to achieve better connectivity and cooperation between education
        and the world of work to ensure young people at all levels of education
        understand the expectations of employers, and that employers are
        properly engaged.
      - How to achieve a culture of real partnership between employers and
        education, where employers view themselves as co-investors and co-
        designers rather than simply customers.

3.2   In response to the report, the Scottish Government laid out how this would be
      achieved over a 7 year period in the Scotland Youth Employment Strategy.

This report will give a update on progress to the end of year 5 of the 7 year programme.

3.3   A report to this Committee on 24 September 2014 (para 6 of the minute refers) introduced the Wood Commission, now referred to as Developing the Young Workforce (DYW) The Report outlined the Moray position broadly in relation to the recommendations but awaited guidance on moving the agenda forward.

3.4   A report to this Committee on 7 October 2015 (para 15 of the minute refers) outlined the service level agreement with Moray Chamber of Commerce around the formation of a Regional Investors in Youth Group.

3.5   A report outlining the funding that the Council had received in connection with DYW and how the funding would be spent was presented to this Committee on 2 March 2016 (para 16 of the minute refers).

3.6   A progress report on Moray's progress with Career Ready one of the Council's key programmes in Developing the Young workforce was presented to this Committee on 13 December 2017 (para 13 of the minute refers) The report outlined the role out to all 8 secondaries the career ready programme.

3.7   A report to this Committee on 3 April 2019 (para 17 of the minute refers) outlined the Introduction of Sector Days as part of Moray Skills Pathway.   The report also outlined the significant progress that had been made in the introduction of 7 sector days alignment with Growth and Volume Sectors.

3.8   The publication of the 15-24 learner review on the 10 May 2018 has intensified the approach to DYW and the importance of the approach we have taken throught the Moray Skills Pathway to embed practice in the curriculum through learning and teaching so all children and young people benefit.

3.9   The Developing the Young Workforce Progress Report 2018/19 (**APPENDIX 1**) has been produced by the DYW partnership group.

       (i)   The DYW Partnership group oversee the governance of the Moray Skills Pathway and report to the Employabilty and Skills group.

       (ii) Since the launch of the Moray Economic Strategy 2019 – 2029 plan, the proposal is to align the 8 key growth and volume sectors to support this. They would become Learning and Childcare, Health and Life Sciences, Engineering and Manufacturing, Construction, Food and Drink/Tourism, Creative and Digital, Business and Defence and Land Based.

       (iii) The DYW Partnership action plan has 5 themes, Pathways, Quality Assurance, Early Intervention and Prevention, Promoting Equity and Culture & Practice.

       (iv) Moray is currently working towards the 2020-2021 next steps in the Youth Employment Strategy, which puts us ahead of expectations from

Scottish Government , however we are not complacent and continues to work to exceed expectations to support our children, young people and economy.

(v) The Review of DYW Partnership Action, during the RAG rating mainly sit at Amber. As with all the work in this area it is ongoing and we are always working toward excellence and equity for all children and young people in Moray.

3.10 The Moray picture has moved at a pace and we are currently working towards the 2020 – 2021 next steps in the Youth Employment Strategy. We intend to develop structures to allow full access for all equalities groups. We continue to promote a full range of positive destinations amongst all stakeholders.

3.11 Within each sector group we continue to make clear pathways supporting linking the curriculum to the world of work, ensuring progession of experiences from early level to senior phase.and a broad understanding of each sector leading to a better understanding of future career paths.

3.12 The follow up attainment paper in February will look further at school leaver desitnations.

3.13 The chairperson of DYW Moray furture commits to supporting the work of the Moray Skills Pathway and DYW Partnership (**APPENDIX 2**). The Council will continue to work in partnership with the DYW Moray Board and Employers to ensure that this approach results in value added to both Education and Employers and that young people are better prepared and are aware of the employment opportunities available to them.

4. <u>**SUMMARY OF IMPLICATIONS**</u>

(a) **Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))**
The Policy was informed by the priorities within the Corporate Plan and the LOIP and in particular to Ambitious and Confident Children and Young People and A Growing and Diverse Economy.

(b) **Policy and Legal**
There are no policy and legal implications arising directly from this report.

(c) **Financial implications**
There are no 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 staffing implications arising directly from this report.

(f)   Property
None.

(g)   Equalities/Socio Economic Impact
DYW has the potential to encourage young people to think beyond traditional gender roles in career choices and to try this out in practice. This can contribute to Moray Council's Public Sector Equality Duties of having due regard to the need to

- Promote equality of opportunity on the grounds of gender
- Foster good relations by challenging traditional gender roles in the career development of young people.

(h)   Consultations
Senior Officers in Education and Social Care, MSP Leads, Jim Royan, DYW Chair, DYW Partnership Group, Jim Grant, Head of Development Services, Paul Connor, Principal Accountant, Equal Opportunities Officer, Human Resources Manager, and Tracey Sutherland, Committee Services Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

5.   CONCLUSION

5.1   That Committee scrutinises and notes the contents of this report.

Author of Report: Maxine Garson, Education Support Officer - Skills

Background papers:

Developing the Young Workforce: Scotlands youth employment strategy.

DEVELOPING THE YOUNG WORKFORCE

PROGRESS REPORT
2018/19

CONTENTS

BACKGROUND

Nationally, Developing the Young Workforce (DYW) was published in 2014 as a direct result of a commission under Sir Ian Wood and set out an ambitious set of recommendations.

DYW is a seven-year programme (2014-2021) that aims to better prepare children and young people aged 3–18 for the world of work.

This programme builds on the foundations already in place through Curriculum for Excellence.

The headline aim of DYW is to reduce youth unemployment by 40% by 2021, this was achieved nationally in 2017.

This has been supported by the establishment of 21 regional groups of which DYW Moray is one, with the key objective to engage employers with education.

Education Scotland and Scottish Government released a suite of key documents in collaboration with SDS and parent and employer representations:

- Career Education Standards (3-18)
- Work Placements Standards
- School/Employer Partnerships

An ambition of DYW is that education and employers work closely together to equip all young people with the skills and knowledge they will need to flourish in work, and to support diversity in the workforce.

The key measures from the youth engagement strategy were:
- increased uptake of work-related learning from 3-18, including vocational qualifications
- and opportunities for example in Foundation Apprenticeships in the senior phase
- earlier careers guidance available from 2015/16
- new standard for work experience by 2015/16
- new 'pre-apprenticeship' (now known as Foundation Apprenticeships) pilot to help those furthest from the labour market by 2015/16
- all secondary schools to have active partnerships with employers by 2018/19
- all secondary schools to have active partnerships with regional colleges by 2018/19

The collective approach from existing good partnerships allows for the Moray Skills Pathway structure to be supported. An agreed bid to form the DYW Moray employers group was agreed collectively with Moray Chamber of Commerce; from this the DYW Moray regional group was formed in April 2016.

CONTEXT

Moray is in the North-East of Scotland and is strategically located between the two cities of Inverness and Aberdeen. In 2018, the Moray population stood at 95520, and in 2017 22902 (24%) of these were between the age of 3-24 years old. Moray has 60 Early Years, 45 Primary schools and 8 secondary schools, learning also takes place through Moray College UHI and through Addition Support Provision. Moray has 3,832 16-19 year olds in the area with 91.2% of them now participating in Education, Training or Work, a 1.4% increase since 2016.

Moray is a mixture of rural and urban communities with Scottish Index of Multiple Deprivation (SIMD) indicators between 2-10, connectivity both in transport and digital area both area which cause barriers to progression.

Moray has an area of 2,238 km^2 and is the 11th most sparsely populated area in Scotland; 42.2% of the population live in a rural area and 4.1% live in settlements with fewer than 500 people.

In 2019, Moray's participation measure was 91.3% a 1.4% rise from 2017, the national average is 91.8%

Moray College Students (2017/18) presented 69% successful completions in Further Education, with the Scottish average 74.6% and had 1,962 full time/part time students (up from 1,556 in 2012/13).

The qualifications of the working age population in 2018 had 38.5% with NVQ 4+ (Scotland: 44.2%) and 8.2% have no qualifications (Scotland: 9.7%).

The 2019–2029 Moray Economic Strategy was published and supports the Skills Investment Plan (SIP) for the area. Within the SIP, Moray Skills Pathway provides a structured pathway for young people from age 3–24 years into education, training or work. This coordinated approach links labour market information, learning pathways and local employers with the provision of careers advice and guidance. The Moray SIP is focused on working with Education and Training providers to ensure that there are enhanced curriculum and training opportunities available locally that are aligned to local, regional and national priorities.

Vision

The vision of the DYW Partnership Group is to develop the capacity of all young people in Moray to be successful in their learning, have confidence in their ability, effectively contribute to the school, community and society and able to make responsible decisions now and in the future.

Values

Person-centred values, culture and practice ensures positive outcomes for all Children and Young People in Moray.

Aims

- All young people in Moray throughout the Broad General Education (3-14 years) will have 4 activities with each key sector prior to Senior Phase choices
- There are clear pathways developed for each key sector with young people progressing through these within the Senior Phase and beyond
- An increase in the number of opportunities for young people who may have barriers to employment by addressing inequalities
- A partnership approach to the joint design and delivery of the learning offer within the curriculum
- Science, Technology, Engineering and Maths (STEM) will sit at the heart of the development of the Moray Skills Pathway

Purpose

A proactive partnership approach to provide a framework to ensure young people develop the skills, knowledge and attitudes throughout the curriculum which are required for the workplace thus supporting employers and Moray's growing economy.

THE MORAY SKILLS PATHWAY

The Moray Skills Pathway is a single framework to progress gainful employment for all young people through offering opportunities to develop the skills, knowledge and attitudes required for the workplace thus supporting employers and Moray's economy. This is achieved through ensuring that all young people, 3-15, have exposure to at least 4 meaningful engagements with each of the key volume and growth sectors prior to making subject choices and clear pathways within the senior phase and beyond to support each sector and pupils aspirations.

The Moray Skills Pathway is primarily supported by 4 key partners:
- Moray Council
- Moray College UHI
- Skills Development Scotland, Moray
- DYW Moray Regional Group

This supports the delivery of Key Performance Indicators and ensures that entitlements for young people from the Career Education Standards are met.

The 2016-19 growth sectors within the Moray Skills Pathway were:
- Early Learning and Childcare
- Health and Social Care
- Engineering
- Construction
- Food and Drink/Tourism
- IT and Creative Industries
- Business and Professional Services
- Land Based

In line with the Moray Economic Strategy the proposal for 2019 onwards for growth & volume sectors are:
- Learning and Childcare
- Health and Life Sciences
- Engineering and Manufacturing
- Construction
- Food and Drink/Tourism
- Creative and Digital
- Business and Defence
- Land Based

The key outcomes of the sectoral and ASG programmes are:
- Delivery the aims of the Moray Skills Pathway
- Establish the sector network and learn from good practice
- Develop and review activity overview guides
- Plan and delivery sector taster days for S3 students
- Influence senior phase and post school pathways in line with local labour market needs
- Maximise the accreditation of wider achievement
- Actively engage with the Career Education Standards

REVIEW OF DYW PARTNERSHIP ACTION PLAN

THEME	OUTCOME	RAG
Pathways	All children & young people have a pathway profile – 3-24 years	
	All children and young people requiring additional support have a transition plan in place – 3-24 years	
	All post-school young people are entitled to have support to ensure they sustain positive destinations	
	Clear pathways established for the 8 key sector for children & young people to progress from ages 3-24 years (Moray Skills Pathway Governance) • Key Outcomes Sectoral Programme • Key Outcomes ASG Programme	
	Increase the number of Work Related Qualifications offered in the Senior Phase	
	Pathways are linked to the Skills Investment Plan and Moray's Economy	

Moray Skills Pathway is embedded in almost all schools with in Moray, the interactions created for the children and young people has given a better understanding of the world of work and are in line with Labour Market information for Moray. Sector Days have been introduced in all Volume and Growth Sector areas for S3 pupils to allow them to make more informed choices in the Senior Phase.

All secondary schools now have embedded pathway planning meetings to support the needs of the learners allowing for individual pathways to be supported.

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.

The My World of Work profile through SDS is available from session 2019/20 and roll out for this has started which should support a significant increase in children & young having a profile. All schools and key partners have access to Moray Skills Pathway, Skills Cards which have been developed over session 2018/19 to support profiling development.

THEME	OUTCOME	RAG
Quality Assurance	Our data is accurate – valid and reliable	
	Annual data analysis to identify areas for improvement in line with QI's	
	Review data of young people not participating in learning, training or work	
	Gathering and learning from Partners Voice (parents/young people/employers)	
	Robust data sharing agreement between DYW Partnership group	

All schools have had training on SEEMIS to support data accuracy particularly in relation to ASN and other equity groups; this data is being used to inform future planning through pathway planning meetings. Through the datahub Moray College UHI is using the data to inform curriculum planning, Moray College report their data to be very accurate.

School leaver data is more accurate and plans are underway to further improve the accuracy of post school data. Employability is embedded in the Local Outcome Improvement Plans (LOIP) with Moray Skills Pathway and Moray Pathways Consortium leading under Education and Employment.

Data sharing is now place between some partners and work is being undertaken to expand this particularly to support equality groups so early interventions can be put in place.

THEME	OUTCOME	RAG
Early Intervention & Prevention	All partners understand the interventions and can access these in a timely manner	
	All young people in Moray throughout the BGE (3-14 years) will have 4 activities with each key sector prior to Senior Phase	
	Pilot Authority for Raising Attainment in Science Education (RAiSE)	
	Parental Engagement	

Moray Pathways website was launched in May 2019 as a one stop shop for all age Employability in Moray. All schools have links through the Moray Skills Pathway to enable networks allowing the 4 interactions in each sector to take place. The Activity Overview Guide template is in place to ensure co-design and co-deliver of activities can take place supporting the Career Education Standard and the Work Placements Standard. The Sector Days and Moray College taster days are available to all S3 students in Moray to support them in making decisions about their senior phase pathways. Through the introduction of the 33pw almost all schools have a more relevant offer within the senior phase supporting young people to achieve and realise individual aspirations and providing pathways supporting young people to achieve these. A fuller data set around the Moray Skills Pathway will be available in Dec 2019, this will allow targeted support to be put in where required, significant work has been done by almost all schools in embedding interventions through the Moray Skills Pathway.
As a RAiSE authority all primary and early year setting had access to training to upskill teachers in the delivery of STEM curriculum, the STEM Strategy for Moray further supports this with STEM in the WORKPLACE and STEM week being embedded in the annual calendar
Children and Young People are developing an awareness and language of skills and have an understanding of how this supports them in their future, in best practice schools are sharing skills development through profiles and annual reports.
While parental engagement was the focus, much more work has been done through community engagement with intergenerational projects, credit union projects, Rotakids, John Muir awards and young people's participatory budget to name a few.

THEME	OUTCOME	RAG
Promoting Equity	Early identification of pupils experiencing barriers to full participation through Pathway Planning	
	Gender balance, unconscious bias training	
	An increase in the number of opportunities for young people with barrier to employment.	
	All schools achieved Rights Respecting Schools Awards (RRSA) Bronze level, now known as ROC	

All secondary schools now have embedded pathway planning meetings to support the needs of the learners allowing for individual pathways to be supported.
Gender balance and unconscious bias training is on offer to all schools and partners the training has been adapted to be offered to Primary pupils and initial evaluations are very positive.
Funding through Care Experience Attainment Fund has been secured to test a new employability mentoring programme in 2 schools.
Pupil equity funding has been used in almost all schools to develop skills for life, work and learning as well as Health & Wellbeing.
41 schools are now involved in Rights Respecting Schools in Moray, with 8 schools achieved silver and 3gold level.

THEME	OUTCOME	RAG
Culture & Practice	Shared language between partners to ensure common understanding of vision, values, aims and purpose	
	Secure a greater understanding of the pathway planning process	
	A partnership approach to the co-design and co-delivery of the learning offer	
	STEMD rich economy and curriculum in Moray	

The Moray Skills Pathway is a shared strategy across the partnership to ensure all partners have a common approach.

Significant work has been done to support schools to implement Pathway Planning which involves key partners, through close partnership working with Skills Development Scotland both schools and college has improved their data.

Following the introduction of the 33period week a short life working group of all key partners worked to develop a better learning offer, this is still in development and aligned to the Labour Market Information available.

In seeking a diverse and partnership approach, DYW Partnership group has established some good workforce connections within the third sector, and continues to work with tsiMoray, to see where new opportunities for employers and for young people may be developed. Third Sector representation is evident in at least five of the growth sectors and scoping exercises are ongoing, so that new opportunities can emerge.

Moray has a partnership STEM strategy which fully supports the Moray Skills Pathway, this has seen significant additional offers being made.

KEY ACHIEVEMENTS

- **All schools** involved in Career Education Standards in service training delivered through partnership, upskilling all in Local Labour Market information.

- STEM in the workplace delivered in partnership with RAF Lossiemouth and Moray Council in year 3 had **every P6 pupil** (1200) attend over the 3 days, sponsorship from Veolia UK we offered equity for transport.

- **634** S3 pupils attended Sector days over the course of 2018/19 all employer led through the Moray Skills Pathway
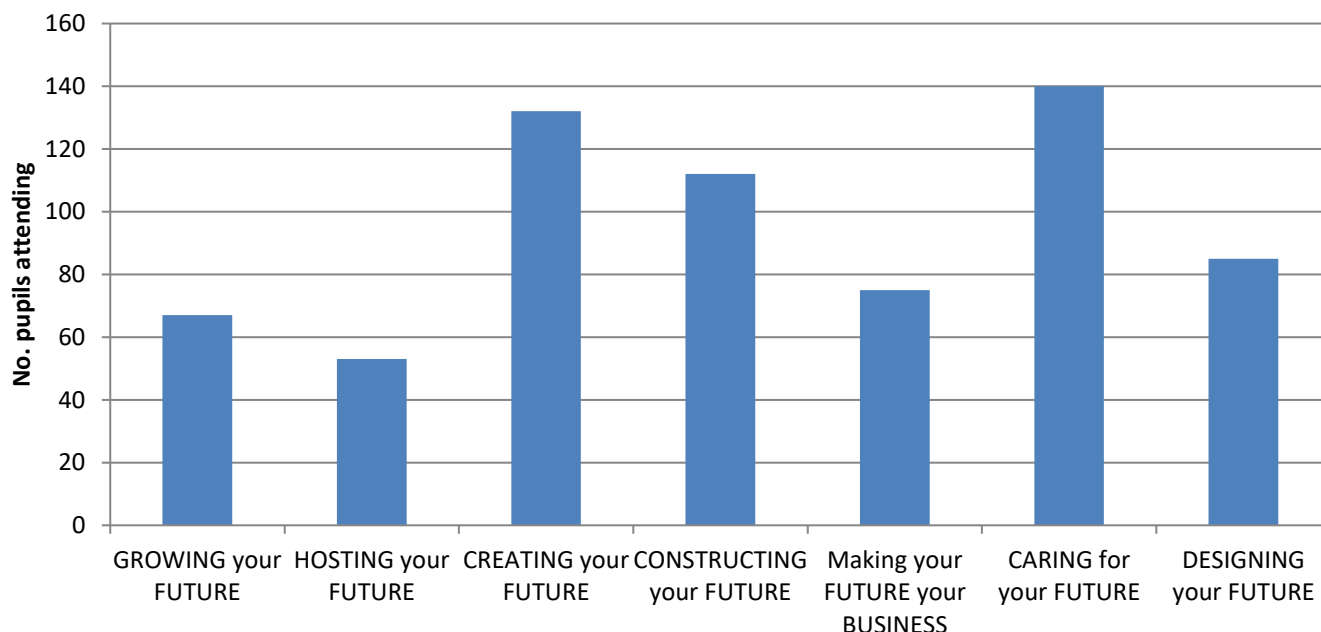
- Through Creativity funding 80 early years setting have received a **Talking Tub** which supports the 8 keys sectors and allows child led discussion around skills for work, this fund has also supported the development of **Moray Skills Pathway Skills Cards** supporting profiling and learning conversations in primary, secondary and post school.

- Career Ready is now embedded in **all 8 secondary schools** with annual growth in both students and companies supporting.

Programme Year	Young People Graduated/Participating.
2014 - 2016	22
2015 - 2017	28
2016 – 2018	36
2017 - 2019	39
2018 - 2020	44
2019 - 2021	55

- Pathway planning for all S3-S6 pupils in place in all secondary schools involving school/college links **to support our most vulnerable and disengaged young people**.

- Employer engagement supporting education has increased, in **2018/19 158 employer engaged, 84 collaborated and 17 employer influenced**.

- The number of Work Related Learning placements are available, currently on the Work-it database **845 placements** are available nearly all placements are now individual to the learner and vary from week placements, day a week placement to more significant blocks of time in the workplace.

- **All** S3 pupils from all 8 secondary schools attended taster days at Moray College UHI, to ensure they understand the options available throughout the Senior Phase.

- All secondary schools are involved in partnerships with Moray College UHI, the courses range from N5, H and Advanced Higher to vocational courses.

2017 – 2018	2018 - 2019	2019 - 2020
349	386	452

Further breakdowns are below:

Foundation Apprenticeships are offered in 6 of the 11 frameworks in line with the key sectors, the offer is increasing annual.

Foundation Apprenticeship	2017 - 18	2018 – 19	2019 - 20
Business Skills	7	6	10
Children & Young People	6	14	23
Healthcare	10	15	29
Creative & Digital Media	-	9	18
Hardware & System Support	-	-	5
Engineering	-	-	5
Total	23	44	90

Senior phase pathways in secondary schools have broadened the range of work related qualifications offered to pupils, these include NPAs and Skills for Work courses. Over the course of 3 years the uptake has increased.

2017 – 2018	2018 - 2019	2019 - 2020
190	187	225

All secondary schools are involved in partnerships with Moray College UHI, the courses range from N5, H and Advanced Higher to vocational courses

2017 – 2018	2018 - 2019	2019 - 2020
349	386	452

- Primary and Secondary pupils **are increasingly being provided** with opportunities to engage with local employers; evidence abounds in this area through school newsletters, Twitter feed and school webpage activity, further data capture is done by the schools to ensure all young people have a broad range of experiences.

- All secondary schools and more primaries are promoting My World of Work in Moray through PSE, UPS and parental engagement sessions. During session 2017/18, 3606 young people in Moray secondary schools were active users of My World of Work (**77% of Moray young people which compares to 74% nationally**)

- Moray schools and partners are promoting a **range of pathways** post-school including the apprenticeship family through pupil and parent engagement

- The **#nowrongpaths** campaign which has been led by DYW Moray takes place annually in August and was supported by a wide variety of employers.

- A large number of work place visits have taken place for educators and other partners as **CLPL** to support their understanding of Morays Economy and Skills for Work required by young people.

- The DYW Moray Board represents a wide range of local employers, local authority officers, partners and college representatives. During session 2018/19 there was **16 active** board members.

- All secondary schools have agreed an additional block of time in addition to the traditional Wednesday (Moray College UHI Senior Phase day) to enable **consortia approaches** to delivery.

- All National 4 pupils are offered an Employability programme, **Meaningful May** for the duration of exam leave – this includes a 2 week work related learning placements. Through this pupils gain the Nat 4 employability award and the Nat 4 Work placement unit. Over the **4 years 393 young people** have been part of the programme.

- There has been an increase in engagement with schools at job centres and for post-school young people through **employability programmes**.

- In seeking a diverse and partnership approach, the Moray Skills Pathway has established some **good workforce connections within the third sector**, and continues to work with tsiMoray, to see where new opportunities for employers and for young people may be developed. Third Sector representation is evident in at least five of the growth sectors and scoping exercises are ongoing, so that new opportunities can emerge – there has been significant increase in engagement with schools.

WHAT ARE OUR NEXT STEPS?

- Equity of access to the breadth of the senior phase offer across Moray continues in terms of:
  - Transport and access to partner institutions and employers for all schools
  - Availability of teacher/lecturer staff capacity to deliver STEM subjects
  - Variable size of senior phase cohorts within the 8 Moray Schools
  - Technology issues which have prevented timely progress of digital and VLE opportunities

- Development of a Moray Skills Progression to support Profiling and Reporting

- Development of pupil owned profiles that allows all young people to understand skills, next steps and where it might lead them

- Continue to develop the range of work related qualifications on offer to learners.

- There are a limited number of large businesses in Moray; only 10 are classified as large, making interactions with and coordination of a large number of Small and Medium Enterprises a challenge. This makes the coordination of Sector and ASG meetings a challenge in many of the sectors; consideration to be given how this can be addressed.

- School buildings not fit for purpose to deliver a number of industry-focussed courses in schools; progress re consortia approaches and partnership working to support this initiative.

- Teaching staff require further training and development for industry focussed courses.

- Gender stereotypes remain very strong within Moray communities; further roll out Gender bias training to schools, partners and employers.

- Clear data on the impact of DYW activities in equality groups is lacking; there is some additional tracking and analysis being undertaken in this area.

- Enterprise building and self-employment skills could be more fully developed within all stages of the curriculum; consider school and partner approaches for this within BGE and also senior phase, aligning to Moray Skills Framework.

- Support mechanisms for young people with limited support, challenge and networks at home are limited, particularly for young people who are care experienced and other equality groups. Evaluate the actions within the Corporate Parenting education and employability action plan sub group.

- Deliver and evaluate the new Mentoring Young Talent (MYT) employability programme. This programme is being tested out in session 2019/20 with S3 pupils in Elgin High School and Buckie High School. This will be provide group work, work related learning and 1:1 mentoring support to care experienced and other disadvantaged young people.
- Range of courses that meet the young persons need/work based learning reacts to the need of young people; schools to be more responsive, using a range of data to be able to develop this at an early stage.

- Ensure all courses and curricular pathways lead to a positive sustained destination.

EXTERNAL VALIDATION

Moray Council – CLD Inspection

In April 2018, HM Inspectors published a report on community learning and development (CLD) in Moray Council and in the Buckie area and to a lesser extent Portknockie, Cullen, Findochty and Portgordon. A further monitoring visit was carried out in October 2018.

This report extract is based on a continuing engagement which was carried out in March 2019.

… "During this visit we met with a range of staff, volunteers and partners. We focused on the areas for improvement identified in the original inspection. As a result, we were able to find out how well partners across the authority are now working together to support learners and communities to improve life chances CLD work across the Buckie area remains good overall.

… Young people in Buckie High School continue to gain important life skills through a range of youth work programmes. Increasing numbers are gaining awards although there is scope to better track and monitor this.

… High numbers of young people attend the primary transition programme and the Steps to Work group are improving skills and confidence. Young people facing challenges enjoy good support from the Activity Agreement programme. Several are gaining awards as a result.

… Community groups across Buckie continue to thrive. Several are tackling social isolation and improving health and wellbeing. Those seeking to secure community asset transfer are well supported by Community Support Unit (CSU) staff. Volunteers are now improving local community facilities such as the Cullen Men's Shed. The Lampie Hoose, Buckie Community Theatre and the Well Park Road group all engage well with their local community and enhance the volunteering offer."

Moray SDS – CIAG Inspection

The external review by Education Scotland took place between 10 and 14 September 2018. The review focused on Career Information, Advice and Guidance (CIAG) services delivered by Skills Development Scotland (SDS) in Moray.

The main findings which relate to the DYW Partnership Group Action Plan are noted below.

Customer progression and achievement
- In all schools in Moray, careers staff are highly accessible and deliver a flexible service. All young people value the support they receive to make decisions about pathways and future career choices
- The percentage of targeted S4-S6 pupils receiving coaching guidance with two or more Career Management Skills (CMS) assessments showing improved CMS, has increased significantly over the last three years and is now above the minimum expectation
- The proportion of P7-S1 pupils receiving a group engagement has improved significantly over the last two years from 35% to 97%, and is now above the national performance figure
- The percentage of S2-S3 pupils making subject choice with a one-to-one engagement has increased significantly from 25% in 2016-17, to 90% in 2017-18
- Overall, the percentage of secondary school pupils in Moray with a My World of Work (MyWoW) registration is above the national performance figure
- The percentage of Next Steps customers supported by SDS, progressing to learning, training or work is 62%. This is above the minimum expectation of 50%
- The percentage of Next Steps customers supported by SDS, progressing to learning, training or work, sustaining for six months is 61%, above national performance level of 58%

Delivery of key services
- Pathway Planning meetings are supported well by SDS staff to support transition planning, particularly for those customers at risk of not entering a positive destination on leaving school
- Strong links between school and SDS staff in the development and the promotion of the Moray Skills Pathway, are effective in supporting further employment and training opportunities for pupils in Moray
- The use of skills profiling for all third year pupils in secondary schools, has increased their awareness of the importance of developing and using their CMS as they progress through school to plan for their future opportunities
- There are strong relationships between careers staff and school guidance teams which ensure timely and effective referrals for pupils, in accordance with their individual needs
- The delivery of services by careers staff helps pupils to explain confidently, the importance of developing their CMS, to understand the vocabulary of the CMS framework, and relate it to examples where they have developed relevant skills
- The area team contribute to both the planning and delivery of opportunities for targeted S4 pupils. For example, the Meaningful May programme includes a range of appropriate activities to assist young people in further developing their CMS and their knowledge of the world of work.

Management of service delivery
SDS staff have worked well with local schools to raise awareness of the importance of accurate data capture within management information systems (MIS). Schools are now more aware of the importance of the Data Hub in planning for positive destinations

Area of Excellent Practice:
- There is one example of excellent practice identified during the review.
- The use of targeted, seasonal Activity Agreement programmes to support vulnerable young people to progress to a positive destination.

- Activity agreements are individualised programmes, designed to allow young people, who are at risk of not entering a positive destination on leaving school, to develop their skills and confidence. Through engagement in a variety of activities, young people are supported to prepare for employment, training, education or volunteering. The majority of young people who are referred to an activity agreement experience barriers to progression, such as lacking in confidence, having low self-esteem, or experiencing social anxiety. Due to the nature and complexity of these support needs, many are initially difficult to access or have problems sustaining engagement.

- In Moray, the activity agreement programme is delivered on an individual basis. Staff from SDS and partners identified that this approach proved difficult to sustain during peak times, particularly for referral of school leavers in May or December. In response to the unmet need of this targeted group of post-school customers, SDS careers staff and Activity Agreement co-ordinators, led the development of an innovative new approach. The revised programmes, based on seasonal provision, is planned to coincide with peak demand, such as with summer and winter school leavers.

- A more coordinated and systematic approach, builds on and utilises, the resources and skills of a range of partners. These include SDS careers staff, The Moray Council community learning and development team, and a range of employability providers, to broaden the number of activities available to customers. The introduction of a group-based approach supports young people well to develop both as individuals, and as part of a team, to gain new skills and build confidence. This approach also allows careers staff and other support agencies, to keep in touch more easily with traditionally hard-to-reach customers. Regular access to a range of key staff is supporting young people well to discuss and review their progress and plan for their next steps. In turn, careers staff and other agencies can intervene quickly if required, to provide additional, individualised support.

- Engagement with the new programme supported 24 young people to access tailored CIAG services, develop their CMS, and build and improve their self-confidence. The programme is successfully supporting these vulnerable young people to enter a positive destination, with 80% of those who started the programme progressing to either further education, training or employment.

- Feedback from young people who have engaged with the new programme is very positive. Some of the young people involved describe their experience in the following short film clip: https://vimeo.com/261092692.

LINKS TO USEFUL DOCUMENTS

National Improvement Framework
https://www.gov.scot/publications/2019-national-improvement-framework-improvement-plan-summary-document/

Moray 10-Year Plan - Local Outcomes Improvement Plan (Loip) – Moray 2027
http://www.moray.gov.uk/downloads/file119323.pdf

Corporate Plan
http://www.moray.gov.uk/downloads/file119976.pdf

Regional Improvement Collaborative – Northern Alliance Workstreams
https://northernalliance.scot/

Moray Children's Services Plan 2017-2020
http://www.moray.gov.uk/downloads/file112627.pdf

Moray Economic Strategy 2019-2029
http://www.moray.gov.uk/downloads/file123287.pdf

Moray Community Planning Partnership – Community Engagement Strategy
Moray CPP Community Engagement Strategy

DYW – Youth Employment Strategy
https://www.gov.scot/publications/developing-young-workforce-scotlands-youth-employment-strategy/

No One Left Behind – Scottish Government
https://www.gov.scot/publications/one-left-behind-next-steps-integration-alignment-employability-support-scotland/

DWY – Education Scotland
https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/Developing%20the%20Young%20Workforce%20(DYW)

Education Scotland - Moray CLD Inspection Report – Continuing Engagement
https://education.gov.scot/assets/contactorganisationinspectionreports/cldmoraycouncil100619.pdf

Education Scotland - Moray SDS CIAG Report
https://education.gov.scot/assets/contactorganisationinspectionreports/morayciag091118.pdf

15-24 Learner Journey Review
https://www.gov.scot/publications/15-24-learner-journey-review-9781788518741/

DYW PARTNERSHIP GROUP MEMBERSHIP.

Tuesday, 1ST October 2019

DYW Moray response to the Report to the Committee Report and Appendix to the Children and Young People Committee of the Moray Council.

Prepared by:
Jim Royan, Chair of DYW Moray and endorsed by the DYW Moray Board 1st Oct.

Background:
In June 2019 following the resignation of the DYW Moray Chair, Mrs Jill Armit, I was invited to join the Board as Interim Chair which I accepted given the important nature of the employability agenda.

Overview:
My appointment coincided with the DYW Moray contract being transferred from the Moray Chamber of Commerce to the Moray College UHI. At the end of July following 1x1 meetings with all Board members a number of board workshops and a unique review, sponsored and facilitated by Pernod Ricard-Chivas of DYW Moray from an employer's perspective took place. This also embraced the Moray Skills Pathway.

The board is currently reviewing the detail of the Chivas report and further engagement with employers is planned during the autumn.

It is the intention of the board of DYW Moray, that with the benefit of a more strategic focus we will commence the planning for our 2020-21 delivery programme in October this year.

In addition to our current programme I am proactively engaging with the national DYW chairs group and exploring other effective models of good practice.

The Board of DYW Moray, as an employer led organisation, are unanimous in the commitment to the concept of DYW however, like many other DYW boards the growing pains are passing and the true meaning and practice of 'partnership' is starting to emerge. As partners the Moray Council has a critical role to play in addition to their statutory obligations. It is a complex but not insurmountable agenda I and the board of DYW Moray look forward to working with all partners in supporting the young people of Moray to believe in their own ability. The real challenge is turning the rhetoric into reality.

Jim Royan
Chair, DYW Moray
1st October 2019.