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## Education, Children's and Leisure Services Committee

Wednesday, 08 June 2022

**NOTICE IS HEREBY GIVEN** that a Meeting of the **Education, Children's and Leisure Services Committee** is to be held at **Council Chambers, Council Office, High Street, Elgin, IV30 1BX** on **Wednesday, 08 June 2022** at **09:30**.

### **BUSINESS**

1. **Sederunt**
2. **Declaration of Group Decisions and Members Interests**  
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3. **Resolution**  
Consider, and if so decide, adopt the following resolution:  
"That under Section 50A (4) and (5) of the Local Government (Scotland) Act 1973, as amended, the public and media representatives be excluded from the meeting for Item 19 of business on the grounds that it involves the likely disclosure of exempt information of the class described in the relevant Paragraphs of Part 1 of Schedule 7A of the Act."
4. **Minute of Meeting of 9 March 2022** **7 - 12**
5. **Written Questions** \*\*
- 6.\* **Allocation of Education Funding Update** **13 - 18**  
Report by Depute Chief Executive (Education, Communities and Organisational Development)
- 7.\* **Analysis of Secondary School Leavers Attainment** **19 - 38**  
**2020-2021**  
Report by Depute Chief Executive (Education, Communities and Organisational Development)

8.*	<b>Moray Education Early Learning and Childcare Income Generation</b>	39 - 48
	Report by Depute Chief Executive (Education, Communities and Organisational Development)	
9.*	<b>Q4 2021-22 Performance Report - Education - Period to March 2022</b>	49 - 56
	Report by Depute Chief Executive (Education, Communities and Organisational Development)	
10.*	<b>Education Revenue Budget Monitoring to 31 March 2022</b>	57 - 64
	Report by Depute Chief Executive (Education, Communities and Organisational Development)	
11.*	<b>Instrumental Music Tuition Funding Allocation</b>	65 - 76
	Report by Depute Chief Executive (Education, Communities and Organisational Development)	
12.*	<b>Education Resources and Communities and Education Capital Budget Monitoring Report</b>	77 - 84
	Report by Depute Chief Executive (Education, Communities and Organisational Development)	
13.*	<b>Education Resources and Communities Revenue Budget Monitoring to 31 March 2022</b>	85 - 90
	Report by Depute Chief Executive (Education, Communities and Organisational Development)	
14.*	<b>Q4 2021-22 Performance Report - Education Resources and Communities - Period to March 2022</b>	91 - 98
	Report by Depute Chief Executive (Education, Communities and Organisational Development)	
15.	<b>Whole Family Wellbeing Fund</b>	99 - 106
	Report by Chief Officer, Health and Social Care Moray	
16.	<b>Children and Families Social Work Services Revenue Budget Monitoring to 31 March 2022</b>	107 - 112
	Report by Chief Officer, Health and Social Care Moray	

17. **Q4 2021-22 Performance Report - Children and Families and Criminal Justice Social Work - Period to March 2022** 113 - 122

Report by Chief Officer, Health and Social Care Moray

18. **Question Time \*\*\***

Consider any oral question on matters delegated to the Committee in terms of the Council's Scheme of Administration.

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

**Item(s) which the Committee may wish to consider with the Press and Public excluded**

19. **Early Learning and Childcare - Lease Update and Proposed Shared Property Costs Methodology [Para 9]**

- Information on terms proposed or to be proposed by or to the Authority;

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

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

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

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



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

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

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

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

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

# **THE MORAY COUNCIL**

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

### **SEDERUNT**

Councillor Kathleen Robertson (Chair)  
Councillor Neil McLennan (Depute Chair)

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

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

Clerk Name:	Tracey Sutherland
Clerk Telephone:	07971 879268
Clerk Email:	tracey.sutherland@moray.gov.uk

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

**Wednesday, 09 March 2022**

**Remote Locations via Video Conference**

**PRESENT**

Councillor George Alexander, Councillor James Allan, Councillor Frank Brown, Councillor Lorna Creswell, Mrs Anne Currie, Councillor Claire Feaver, Councillor Graham Leadbitter, Councillor Aaron McLean, Councillor Shona Morrison, Councillor Derek Ross, Mrs Susan Slater, Ms Angela Stuart, Councillor Amy Taylor, Councillor Sonya Warren

**APOLOGIES**

Councillor Tim Eagle, Councillor Ryan Edwards, Councillor Laura Powell, Reverend Tembu Rongong

**IN ATTENDANCE**

Also in attendance at the above meeting were the Depute Chief Executive (Education, Communities and Organisational Development), Head of Governance, Strategy and Performance, Head of Education, Head of Education Resources and Communities, Head of Housing and Property, Design Manager, Head of Internal Audit, Continuous Improvement Officer (Early Years) and Tracey Sutherland, Committee Services Officer.

**1. Chair**

The meeting was chaired by Councillor Sonya Warren.

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

In terms of Standing Order 20 and the Councillors' Code of Conduct, there were no declarations from Group Leaders or Spokespersons in regard to any prior decisions taken on how Members will vote on any item on the agenda or any declarations of Member's interests in respect of any item on the agenda.

**3. Resolution**

The meeting resolved that in terms of Section 50A (4) and (5) of the Local Government (Scotland) Act 19973, as amended, the public and media representatives be excluded from the meeting for Item 13 of business on the grounds that it involves the likely disclosure of exempt information of the class described in the relevant Paragraphs of Part 1 of Schedule 7A of the Act.

Para Number of the Minute	Para Number of Schedule 7a
14	Para 1 and 11 Information relating to Staffing Matters

	and Information relating to any consultations or negotiations in connection with any labour relations
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#### **4. Petition**

The Chair advised the Committee that she had received a petition from Pupils at Buckie High School, which is supported by senior pupils from the other secondary schools in the area. The petition had been circulated to all Members of the Committee prior to the meeting.

The petition was in regards to the timing of the payment of the free school payments to senior pupils.

The Chair confirmed that the pupils had highlighted an important issue and Officers are currently determining whether a solution can be determined with a report coming to a future meeting of this Committee.

The Chair advised that the petition doesn't currently fall with in the Council's petition process but felt it was important to listen to the young people. The Chair confirmed that she had discussed the petition process with the Chair of Corporate Committee and which he would raise later in the meeting.

#### **5. Minutes of meeting - 26 January and 2 February 2022**

The minute of the meetings of Education, Children's and Leisure Services Committee on 26 January and 2 February 2022 were submitted and approved.

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

The Committee noted that no written questions had been submitted.

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

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee of projects and proposed expenditure for Capital Budgets within Education, Children's and Leisure Services for 2021/22 and sought approval for the proposed programme of Schools BB projects for financial year 2022/23.

Following consideration the Committee agreed to:

- i) note the contents of the report; and
- ii) approve the proposed programme of projects for financial year 2022/23 under the Schools BB budget heading detailed in Appendix II.

#### **8. Elgin Community Centre**

A report by the Depute Chief Executive (Education, Communities and Organisational Development) provided the Committee with an update in relation to Elgin Community Centre (Elgin CC) and asked the Committee to agree to defer a decision on the future of this facility until the end of 2022.



Following consideration the Committee agreed to:

- i) note the information in relation to the current operation of Elgin CC; and
- ii) extend the period for review work on the future of Elgin Community Centre until the end of 2022.

#### **9. Education Resources and Communities Revenue Budget Monitoring to 31 December 2021**

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee of the budget position for Education Resources and Communities as at 31 December 2021.

Following consideration the Committee agreed to note the budget position at 31 December 2021.

#### **10. Education and Education Resources and Communities Service Plans 2022-23**

A report by the Depute Chief Executive (Education, Communities and Organisational Development) invited the Committee to consider the Education and Education Resources and Communities Services' Service Plans for 2022-23.

Following consideration the Committee agreed to approve the Service Plans for services within Education (Schools and Early Years) and Education Resources and Communities.

#### **11. Education Revenue Budget Monitoring to 31 December 2021**

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee of the budget position for Education as at 31 December 2021.

Following consideration the Committee agreed to note the budget position as at 31 December 2021.

#### **12. Allocation of Education Funding**

A report by the Depute Chief Executive (Education, Communities and Organisational Development) updated the Committee on allocation of the funding for Education in the 2022/23 revenue grant settlement, to raise known budget pressures, the ongoing impact of the Covid-19 pandemic and to ask the Committee to consider the allocation of the funding taking account of these issues.

Following consideration, Councillor Warren moved to accept the recommendations as printed and in relation to recommendations (iv) agree option (d) request 21 additional NQTs across Primary and Secondary. This was seconded by Councillor Brown.

Councillor Alexander sought clarification on what would happen if the Council were unsuccessful in obtaining a further 21 NQTs. The Head of Education confirmed that if the Council did not receive all 21 NQTs requested a report would come back to Committee for decision on how to spend the remaining money.

As there was no one otherwise minded, the Committee agreed to:

- i) meet the budget pressure relating to school roll increases for primary schools which has been re-assessed as £533k;
- ii) meet the now known budget pressure in relation to Additional Support Needs of £1.1m;
- iii) fund the post of Principal Teacher Flexible Education which is a new budget pressure, at a cost of £63k;
- iv) allocate £220k for the 9 support staff posts allowed for in the additional grant funding; and
- v) request 21 additional NQTs across Primary and Secondary.

### **13. Question Time \*\*\***

Councillor Ross sought an update on the Ventilation and CO<sup>2</sup> Monitoring in Schools and Nurseries report which he had requested at the previous meeting of the Committee.

In response, the Head of Education Resources and Communities confirmed that the report had been included as an Information Report on this meetings Additional Meeting Documents section.

The Programme Manager (Learning Estate) joined the meeting at this juncture and gave a brief verbal update on the Ventilation Programme.

Councillor A McLean, as Chair of Corporate Committee acknowledged, the previously raised issue around petitions from our pupils and that there is currently no process for dealing with these. He confirmed that the Head of Governance, Strategy and Performance is currently reviewing the Petitions Policy and sought confirmation that this will include petitions from young people.

In response, the Depute Chief Executive (Education, Communities and Organisational Development) confirmed that this is a piece of work being carried out and that other avenues would also be explored to make sure there are a range of appropriate places that children and young people can be heard.

Councillor Feaver sought clarification from the Chair on why performance reports were included as Additional Meeting Documents rather than being included on the main agenda for the meeting to allow scrutiny.

In response, the Chair confirmed that where reports (with the exception of performance and budget reports) are for considering and noting they are additional meeting documents. She further added that there is a process for members to call in these reports to the next meeting, as had been done by Councillor Feaver at the previous meeting of this Committee, should they have any concerns about the reports. The reason for this process is to better manage the Committee time.

The Depute Chief Executive (Education, Communities and Organisational Development) further confirmed the rationale described by the Chair, which had been agreed by the Council and is followed through by this and other service Committees.

This was as part of the Governance Review. Reports come forward as Information Reports in order to make the most effective use of Committee time .

The reports are available to members of the public and members and can be called in, if there is an issue which requires debate and a decision.

The Depute Chief Executive (Education, Communities and Organisational Development) for clarity confirmed that the reports Councillor Feaver was referring to are inspection reports that have been carried out by Education Scotland and not routine Performance Reports which are brought to Council and Committees as part of the Council's performance management framework.

#### **14. Moray Early Learning and Childcare Service Delivery [Para 1 and 11]**

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee of the suggested approaches to contain costs within Early Learning and Childcare (ELC) whilst continuing to support growing demand.

During consideration the Chair sought agreement in terms of Standing Order 80, to suspend Standing Order 75 in order to conclude the meeting past 12.45pm. This was unanimously agreed.

Following lengthy consideration Councillor Alexander moved the recommendations as printed and with regards to recommendation (v) agreed to pursue the appointment of an external consultant to undertake a complete review of the service and structure and to seek the budget from Council. This was seconded by Councillor Warren.

Councillor Feaver sought the inclusion of the scope of work to be carried out by the consultant be included in the report to Council. In response, the Depute Chief Executive (Education, Communities and Organisational Development) confirmed that the scope would be included in the report.

As there was no one otherwise minded the Committee agreed to:

- i) the proposed initial measures to contain escalating ELC costs notably option 2 on Appendix 1 and option 2 on Appendix 2;
- ii) note the outcome of the Internal Audit investigation;
- iii) notes that work undertaken to date to identify savings has amounted to £175k and that this is insufficient to bring the service within budget;
- iv) a trial period for a limited number of local authority ELC services to offer top up hours to generate income; and
- v) pursue the appointment of an external consultant to undertake a complete review of the service and structure and to report to the Council to seek budget for this.





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**REPORT TO: EDUCATION CHILDREN'S AND LEISURE SERVICES  
COMMITTEE ON 8 JUNE 2022**

**SUBJECT: ALLOCATION OF EDUCATION FUNDING (UPDATE)**

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

**1. REASON FOR REPORT**

- 1.1 To update the Committee on progress with agreed action from this Committee on 9 March 2022 (para 12 of the minute refers) with regards to the Allocation of Education Funding.
- 1.2 This report is submitted to Committee in terms of Section III (D) (1) of the Council's Scheme of Administration relating to all the functions of the Council as an Education Authority.

**2. RECOMMENDATION**

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

- i) **considers and notes the allocation of Newly Qualified Teachers (NQTs) to date including additional offer from Scottish Government:**
- ii) **agrees that any secondary subject vacancies arising due to NQTs not taking up a place in Moray, are advertised as maingrade teaching posts on a temporary basis as set out in para 3.9 this report as soon as possible after this Committee so that appointments can be made in time for the new school term in August.**

**3. BACKGROUND**

- 3.1 A report was presented to this Committee on 26 January 2022, (para 14 of the minute refers) providing detail of additional education funding and options for spend as laid down in the recommendations of the report.

- 3.2 A further report was presented to this Committee on 9 March 2022, (para of the minute refers) to update Committee on the allocation of funding for Education in the 2022/23 revenue grant settlement from Scottish Government. The paper included the raising of known budget pressures, the ongoing impact of the Covid-19 pandemic and asked Committee to consider the allocation of the funding, taking account of these issues.
- 3.3 A number of options were discussed by Committee and it was agreed to request additional 21 NQTs across Primary and Secondary and officers were instructed to do this along with the annual return to Scottish Government. This was broken down to 13 secondary NQTs and 8 primary NQTs.
- 3.4 The normal annual staffing exercise was undertaken by officers in order to complete the return. Head Teachers in Primary identified where they were requesting NQTs for any staffing vacancies or using their devolved powers within the Devolved Management Scheme (DSM) for example to cover the class commitment of a senior leader where there is budget to do so.
- 3.5 In addition to this, officers worked with Secondary Head Teachers to identify subjects where there were vacancies from August 2022.
- 3.6 Within the annual return to Scottish Government on the 18 March 2022, where the formal request for vacancies were noted, 13 secondary NQTs were requested in identified subject areas and 8 primary NQTs over and above the normal request for newly qualified teachers to fill vacancies in schools. The total number of NQTs therefore requested for session 2022-23 was 36 Primary and 18 Secondary. Within the secondary return, individual subject requests are noted.
- 3.7 Scottish Government have given authorities an early indication of how successful these requests have been in a report received on the 13 April 2022. To date we are aware that we have not been successful in gaining an NQT in all secondary subjects requested, leading to challenging staffing situations in some secondary schools where timetables and subject choices cannot yet be confirmed.
- 3.8 Officers will start to confirm placements once offers are made to students. This occurs over the course of the month of May once allocation letters are sent out. There are always risks once this happens which include:
- The student teacher failing their degree or post graduate certificate
  - The student not wishing to take a place in Moray
  - The student deciding to take the alternative route which is not a mentored NQT experience in a school (this often happens when they have family commitments and wish to work closer to home)
  - Any other reasons personal to the NQT
  - Some NQTs may also withdraw from the scheme once they have started in post

- 3.9 In order that schools can be fully staffed in August it is essential that the service can advertise posts as soon as they arise once a vacancy as a result of an NQT not taking up their place in Moray is known. Subsequent information has been received from Scottish Government and early indications of those NQTs who will not be coming to Moray for reasons detailed in para 3.8 above. At the time this report was finalised the up-to-date position is that 7 of the 13 subject secondary NQTs will not be coming and so these posts will have to be advertised in order for secondary timetables to run in August. The differential in cost between an NQT and teacher appointed will be subsumed by the school Devolved School Management (DSM) budget.

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

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

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

**(b) Policy and Legal**

There are no legal implications arising directly from this report.

**(c) Financial implications**

The financial figures presented in previous reports did not include any pay awards for this year. Teacher pay awards have now been agreed and will cost an additional £12,000, this can be funded from the current budget allocation. However if an additional NQT is filling a vacancy and the NQT withdraws for any reason, they would need to be replaced by a main grade teacher at an additional cost of £29,750 per position. In order to accommodate this change, the number of posts to be recruited to would be reduced to ensure that the overall spend remains within budget. As an indication, the budget for an NQT would fund approximately 0.75 fte of a maingrade teacher depending upon the placing on the salary scale. The maximum differential between an NQT and a top of the scale teacher is £29,750 with on costs. Any deficit in budget will be charged to DSM.

**(d) Risk Implications**

The issues being observed and experienced during the covid pandemic have been summarised in previous reports to this Committee. There are risks that these impacts cannot be fully addressed as a result of the ongoing pandemic and of restrictions on the budget and human resources available. Raising attainment is a key priority of the Council, however available monies will not provide the capacity or ability to pursue or continue efforts to date to raise standards in all of our schools.

Additional monies were received to provide additional staffing to schools however staff absence has been an issue and continues to have an impact across schools. Failure to secure the number of NQTs required puts an additional strain on school staffing, particularly if these vacancies were for particular subject areas or to fill known vacancies.

There is also a risk that as the funding for teaching and support roles continues to increase nationally that demand for employees outstrips supply. The Education and Human Resources services will work together to develop and update a workforce plan to ensure effective arrangements and monitoring are in place to manage this risk. There is a national informal agreement that all teaching posts for session 2022/23 are advertised on 18 February and so there may be a risk that the current NQTs already have a full-time permanent posts in Moray or elsewhere.

In addition, due to the rural location of Moray, many NQTs, once allocated a post, decide not to take this up which adds additional risk and pressure to fill vacancies when posts elsewhere in Scotland have been advertised and filled. Being able to advertise posts as soon as we know there is a vacancy is a key mitigation to support schools and the Education service.

Furthermore if staff absences, either Covid related or for other reasons, continue over session 2022/23, we may have a shortage of staff and this will impact on the continuity of learning for pupils and may result in classes or year groups being sent home for remote learning or, and particularly in secondary, not having access to a subject specialist.

With the previous Committee decision taken that posts should not be permanent in order to provide flexibility to meet future budget pressures, we will not meet the Scottish Government commitment to increase the number of permanent teacher posts in Moray. Committee should also be aware that with class contact time due to reduce in future, that we may be at risk of not having enough staff to meet this manifesto commitment.

A further risk has been identified if any of the 7 posts cannot be filled in August then supply cover will be required which may not be in the specific subject area and so this will impact negatively on pupil experience, and learning and teaching in that particular subject which will impact on workload for the Principal Teacher and potentially other staff in the department as well as this could impact on pupil attainment.

**(e) Staffing Implications**

The budget pressures set out in the paper would require the recruitment of additional teaching staff from August 2022. A number of staff are currently employed on a temporary contract basis due to previous covid funding and these arrangements will come to an end in June 2022. With the decision to request additional NQTs, we were unable to offer permanent posts to the current year's NQTs and so they may now have achieved posts elsewhere. However, if not, this could have a positive impact on our supply lists where we may have additional teachers applying to be on the list.

**(f) Property**

There are no property issues arising from this report.



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

There are no implications arising directly from this report, however, equalities impacts and considerations have been taken into account in the previous deployment of resources to support the covid impacts and would be factored into any development of options directed by the committee beyond the budget pressures set out.

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

None

**(i) Consultations**

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

**5. CONCLUSION**

- 5.1 **This paper updates Committee on the current position with regards to NQTs in Moray and officers seek approval to advertise and fill any posts where vacancies arise due to an NQT not taking up an allocated post in Moray for reasons identified within the report.**

Author of Report:	Vivienne Cross, Head of Education
Background Papers:	<a href="#">ECLS Committee 09 March 2022</a> (Item 11) <a href="#">ECLS Committee 26 January 2022</a> (Item 8a)
Ref:	SPMAN-1315769894-303





**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES  
COMMITTEE ON 8 JUNE 2022**

**SUBJECT: ANALYSIS OF SECONDARY SCHOOL LEAVER ATTAINMENT  
2020-2021**

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

## **1. REASON FOR REPORT**

- 1.1 To inform Committee of the SQA leaver attainment across our secondary schools and for this data to be fully scrutinised as part of our raising attainment and improvement strategy. This is an update to the Initial Attainment Report for Secondary Schools 2021 previously presented to Committee on 24 November 2021, updated and now presented to Committee at first opportunity following local government elections in May 2022.
- 1.2 This report is submitted to Committee in terms of Section III (D) (1) of the Council's Scheme of Administration relating to all the functions of the Council as an Education Authority.

## **2. RECOMMENDATION**

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

- (i) **scrutinise and note the Senior Phase Leaver Attainment across our Secondary Schools in Moray for session 2020/2021 with specific regard to the National Measures for leavers published on Insight in February 2022;**
- (ii) **scrutinise and note the actions for improvement arising from the 2020/2021 attainment performance; and**
- (iii) **acknowledge and commend practitioner commitment, extensive preparation and support of young people throughout the session as we return to an examination based model as well as young people's resilience and dedication throughout last session's Alternative Certification Model period.**

### **3. BACKGROUND**

#### **SQA Attainment – Session 2020/21**

- 3.1 Contextual background is provided in order to support review of data presented in subsequent sections. Following continued disruption due to the Covid-19 public health emergency, the Deputy First Minister announced cancellation of National 5 examinations for 2021 and requested that SQA develop an Alternative Certification Model (ACM) to replace 2021 exams for National 5. This was to be based on teacher judgement and supported by assessment resources and quality assurance instead of a final examination based assessment process.
- 3.2 On 8 December 2020, the Deputy First Minister further announced the cancellation of 2021 exams for Higher and Advanced Higher, and instructed SQA to extend the 2021 ACM to Higher and Advanced Higher.
- 3.3 From the start of Term 3 in January 2021, a second period of National lockdown commenced following the announcement by Scotland's First Minister on 19 December 2020 due to impact of Covid-19. In January 2021, online learning and Remote Learning approaches were re-established across all schools alongside childcare provision for critical key workers and identified vulnerable children and Additional Support Needs (ASN) pupils across all of the schools in Moray.
- 3.4 Return of some Senior Phase (S4-S6) learners to our school buildings in support of practical based subjects was provided in line with Scottish Government guidance and mitigations from early March 2021. This enabled completion of practical work which could not be undertaken at home. SQA following advice from the National Qualifications 2021 group revised guidance on course content and assessment, further removing requirement for submission of coursework as part of evidence requirement for SQA courses.
- 3.5 For session 2020/2021, provisional results were shared with learners by schools in advance of the 25 June deadline for initial result submission to SQA. Subsequently, SQA progressed with formal certification of these results as scheduled on 10 August 2021 with further opportunity as required for appeals of which few were submitted for Moray learners due to rigour of the ACM quality assurance process in place across Moray schools.
- 3.6 For learners in S5 and S6, session 2020/2021 was the second year of disruption faced by them in relation to their schooling and to the SQA examination system with move to an ACM. Learners in S4, S5 and S6 have not yet participated in an examination diet or related experience (e.g. in-school preliminary examinations or 'prelims') as was in place prior to session 2019/2020. As noted nationally, many young people have reported their mental health and wellbeing has been adversely impacted as a result of the Covid-19 pandemic, where schools have continued focus on supporting and monitoring wellbeing while also aiming to raise attainment and achievement for all in a very different school experience. Increased anti-social behaviour

has also arisen in certain localities involving some young people, with increase in exclusion across some schools.

### **Leaver Attainment**

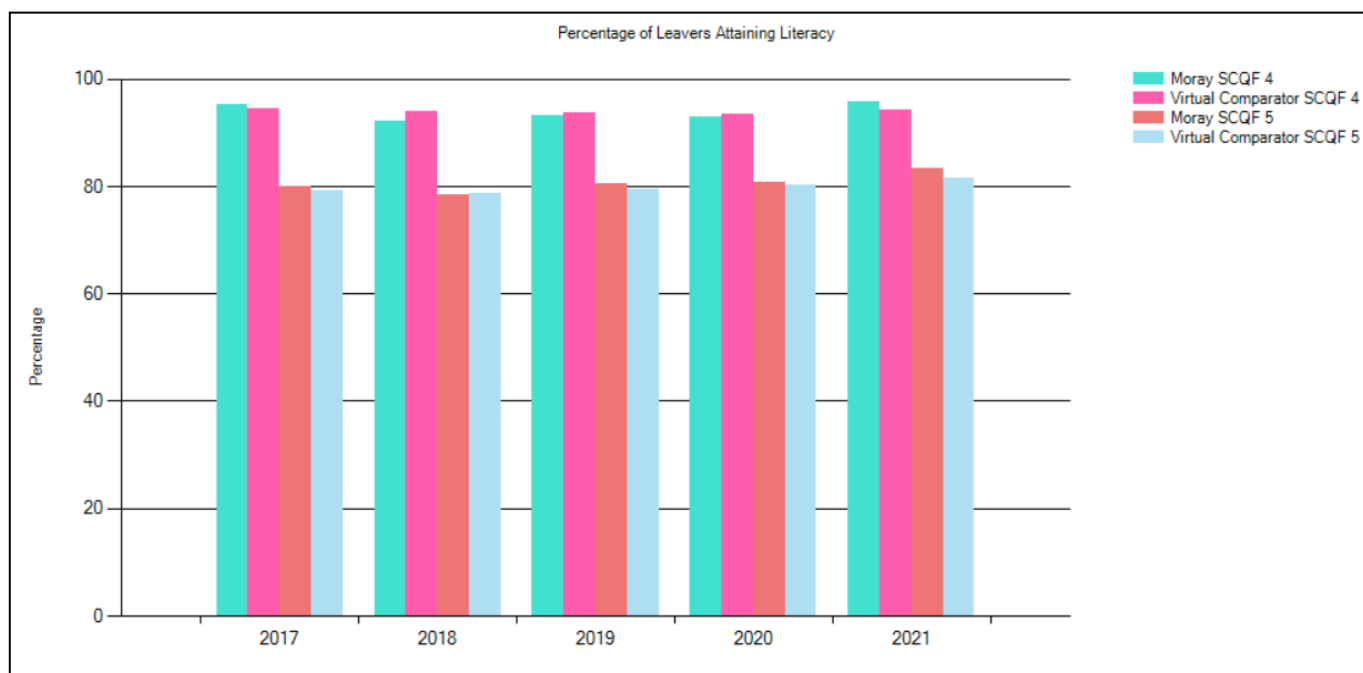
- 3.7 The Insight data we receive each year for cohort attainment across S4, S5 and S6 focuses on performance in the Senior Phase across four key national benchmarking measures:
- Improving attainment in Literacy and Numeracy
  - Improving attainment for all
  - Increasing post-school destinations
  - Tacking disadvantage by improving the attainment of lower attainers relative to high attainers
- 3.8 Insight encourages us to take a holistic approach to evaluating attainment and achievement that takes into account the performance within Moray across all four measures in 3.7 above. We also use our breadth and depth of SCQF level qualifications for leavers as a measure against our virtual comparator.
- 3.9 Senior Phase Attainment meetings have taken place with secondary schools to analyse the SQA performance data and to set actions for improvement appropriate to all schools on an individual basis. Final meetings occurred in December 2021 with previous ACM Quality Assurance and Data Meetings taking place during March to June 2021 analysing data sets forming the basis for this report, now in final format.
- 3.10 In addition to Senior Phase Attainment meetings and central local authority scrutiny and support visits, working with the Scottish Government advisor for Insight, we have embarked on a 2-year pan-authority Insight Strategy for Moray with analysis and discussion sessions held during March to May 2022 for colleagues within Education across our Moray system including the Central Education Team, School Leaders, Academic and wider partners, Subject leaders and Subject colleagues. Through sessions held, data literacy and awareness of critical attainment messages has been raised, with next steps planned for continuous improvement.
- 3.11 A complete picture of the performance of a school, local authority or Scotland in totality requires data from all four key measures to be considered together. However, as indicated in the Insight update letter of 21 February 2022 to Directors of Education in Scotland, caution is expressed with year on year comparisons due to different approaches to assessment and certification in place. “Results will be affected by the coronavirus (COVID-19) pandemic. In particular, the cancellation of exams and external assessment of coursework in 2020, and the use of the Alternative Certification Model in 2021, will have affected the attainment of many 2020/21 school leavers. It is also likely that the pandemic will have continued to affect the destination choices made by, and opportunities available to, some school leavers in 2020/21”.

- 3.12 Although the latest set of annual exam results become available on Insight in September each year, the school leaver destination data is not available until December. This appears in Insight following update in February of the following year. Therefore, it is only possible to provide a complete picture of attainment and achievement from March/April onwards each year, this paper presented to Committee at earliest opportunity following local government elections in May 2022.
- 3.13 Our Best Value Audit Report for Moray highlighted scope for improvement in levels of attainment for a number of measures; this was extracted from our attainment data for session 2017/18. Within this Committee report, data from 2017/18 is noted along with data from 2018/19, 2019/20 and 2020/21 in order to demonstrate progress made to date as well as actions that are planned for improvement, albeit within very different assessment processes and educational environments to previous sessions when arriving at final grades, making 'like for like' comparisons difficult.
- 3.14 Committee should also be aware that over the course of session 2020/21 there was significant disruption to learning. The 'new' timetable did start early during the first lockdown however learning was being undertaken remotely and approaches to remote learning, including roll out of devices were in the early stages. S4 learners in particular were not used to timed in-class assessments during August to December – this time was identified as a key opportunity to cover as much content as possible.
- 3.15 In normal sessions prelims would take place in January, however they did not take place due to the second lockdown and examinations had already been cancelled. As a result young people had limited opportunities to undertake controlled assessments under examination conditions until they returned to school in April 2021. Although the period for gathering evidence was extended, some young people will have found this a particularly anxious time.

## 4 SENIOR PHASE ATTAINMENT ANALYSIS OVERVIEW – LEAVERS' DATA

### Improving attainment in Literacy and Numeracy

- 4.1 This measure presents the percentage of leavers achieving an award in Literacy and Numeracy at Scottish Credit and Qualifications Framework (SCQF) Levels 4 and 5 by the end of their school experience in Moray, compared with pupils with identified similar characteristics across Scotland (Virtual Comparator) for each of the last five years. This is shown in graph form below for Moray (all leavers, percentage attaining Literacy and Numeracy at SCQF level 4 and 5).



*Five-year analysis: Moray performance at SCQF level 4 and 5 against Virtual Comparator*

Literacy & Numeracy	Year	% Level 4 Literacy	% Level 4 Numeracy	% Level 5 Literacy	% Level 5 Numeracy
<b>Moray</b>	<b>2021</b>	95.90	93.29	83.39	69.85
VC	2021	94.32	91.18	81.62	70.07
<b>Moray</b>	<b>2020</b>	92.95	88.29	80.88	63.56
VC	2020	93.57	91.97	80.13	69.65
<b>Moray</b>	<b>2019</b>	93.30	87.16	80.46	63.89
VC	2019	93.73	91.13	79.46	65.04
<b>Moray</b>	<b>2018</b>	92.22	87.46	78.38	62.38
VC	2018	93.89	90.28	78.64	66.63
<b>Moray</b>	<b>2017</b>	95.26	87.07	80.06	60.78
VC	2017	94.43	90.51	79.30	67.87

- 4.2 The information in the graphs and table in 4.1 show that with regards to literacy and numeracy, Moray has improved leaver attainment overall at SCQF level 4 and level 5 Literacy and SCQF level 4 Numeracy against the Virtual Comparator (VC). On review of the past four year's data, this is a positive and improving trend overall, particularly with regard to SCQF level 4 Numeracy. Numeracy at level 5 has also notably improved, with positive increase in performance of 6.29% on 2020 leaver cohort attainment. Green shading indicates positive and improving performance on previous session against VC, amber indicating performance marginally below VC and red shading highlighting trend performance not in line with VC.
- 4.3 Compared with targets set for Literacy and Numeracy within our current Raising Attainment Strategy for Moray for the current session for learners achieving SCQF 4 level or above, Literacy and Numeracy, overall we have met our Literacy and Numeracy targets set. Buckie High School, Forres Academy, Keith Grammar School, Lossiemouth High School and Milne's High School exceed target set for Literacy. Almost all secondary schools meet or exceed target set for Numeracy: Buckie High School, Elgin Academy, Elgin High School, Keith Grammar School, Lossiemouth High School, Milne's High School and Speyside High School. Almost all schools perform above VC data set for 2021 for school leavers.

*Moray's Raising Attainment Strategy Target Analysis:*

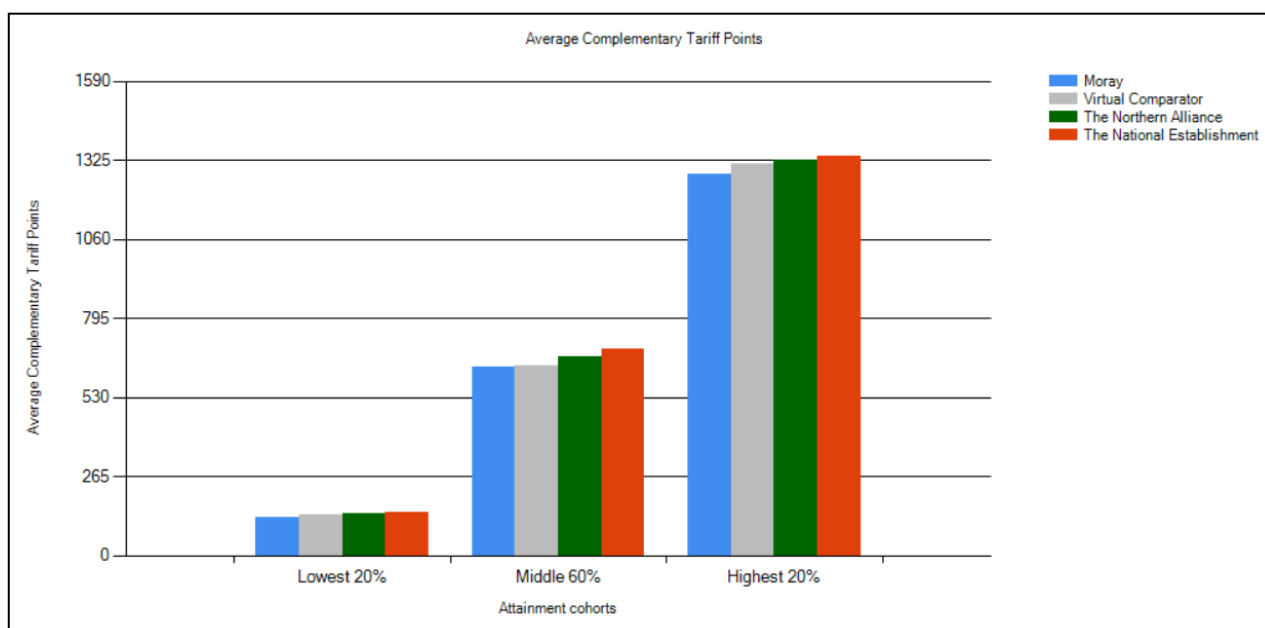
Literacy & Numeracy	Year	% Level 4 Literacy	% Level 4 Numeracy
<b>Moray</b>	<b>2021</b>	95.90	93.29
Target	2021	96.00	92.00
<b>Variance</b>	<b>2021</b>	-0.10	+1.29



- 4.4 Focus on ensuring our young people leave with highest possible levels of Literacy and Numeracy continues across our secondary schools. Our Senior Leadership Teams and subject leaders continue to scrutinise cohort data and supported by wider equity teams and Principal Teachers of Raising Attainment and Alternative Curriculum, have supported young people in accessing additional interventions in order to secure core Literacy and Numeracy qualifications at the highest possible SCQF level appropriate for them, by their point of exit – S4, S5 or S6 – from secondary schools.
- 4.5 Further initiatives and interventions to support improvement in attainment for literacy and numeracy across Moray has included:
- Use of additional Covid monies to support recovery and intervention, with staff deployed to support literacy and numeracy and assessments. This has included teachers of literacy/numeracy and Principal Teachers of Raising Attainment/Equity
  - Robust tracking and monitoring across our schools of Literacy and Numeracy attainment, to ensure best possible outcomes for all learners
  - Increased focus on literacy and numeracy throughout Covid-19 disruption, strengthening skills development and focussed time
  - Scrutiny of literacy and numeracy across our schools, supported by the Insight analytical dataset for highlighting any underperformance and identifying wider attainment gaps
  - Additional time in the Broad General Education and Senior Phase to support literacy and numeracy, including working with ASG Primary Schools and focus on Numeracy interventions and strategies

#### **Improving attainment for all**

- 4.6 This measure allows us to examine how different ability cohorts are attaining in relation to the appropriate virtual and national cohorts. Attainment is measured using the tariff scale, which was developed for Insight. This allocated a specific number of points to each qualification (including non-examination, unit-based courses). More demanding qualifications gain more points than less demanding ones and in graded courses, a grade 'A' is equivalent to more points than a grade 'C' for example, within the same course
- 4.7 Three ability cohorts are identified for each school, the VC, the Northern Alliance (Regional Improvement Collaborative) and Scotland as a whole: those in the bottom 20% of tariff points achieved, those in the top 20% and those that fall within the middle 60% of tariff points achieved based on the courses they have undertaken and completed.



- 4.8 Complementary tariff is a score that looks at parity of achievement of young people in their top five qualifications studied. It is not affected by the number of qualifications and units a young person completed; this removes the inequality and anomalies with different curriculum structures across Scotland of which there are many.

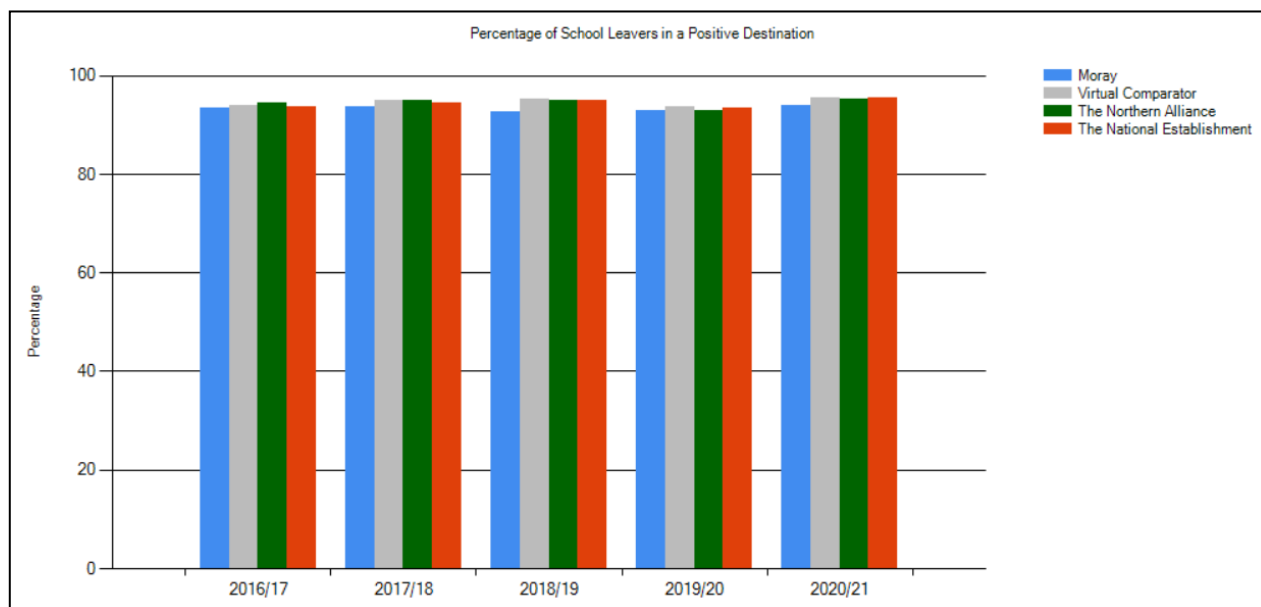
*3-year analysis: Moray performance at SCQF level 4 and 5 against VC*

Complementary Tariff	Year	Lowest 20%	Middle 60%	Highest 20%
<b>Moray</b>	<b>2021</b>	129	631	1,277
VC	2021	137	638	1,315
Northern Alliance	2021	143	669	1,328
National	2021	144	692	1,339
<b>Moray</b>	<b>2020</b>	117	595	1,284
VC	2020	130	610	1,286
Northern Alliance	2020	142	654	1,321
National	2020	133	657	1,313
<b>Moray</b>	<b>2019</b>	127	555	1,205
VC	2019	130	568	1,244
Northern Alliance	2019	133	591	1,252
National	2019	134	623	1,267

- 4.9 The graph and data table in 4.6 above shows attainment of our young people leaving school in 2021. They show that in Moray, the lowest 20% are slightly below the VC (8 points). However, schools in Moray including Keith Grammar and Lossiemouth High School perform above the VC for the lowest 20% of pupils, with key learning shared regarding course choices and options available. As part of our Moray approach to Curriculum review and our Insight Strategy for Moray, performance at this level is being considered in addition to course options available to suit young people and cohort interests and need.
- 4.10 The middle 60% of leavers are broadly in line with the VC (7 points below) but are below the Northern Alliance and National average. However, this is an improvement in session 2020 by 36 tariff points, which is broadly equivalent to a course award at SCQF level 4. Forres Academy, Lossiemouth High School and Milne's High School perform well for this group of leavers. Schools are continuing to review their Curriculum offer for this group of learners, with further move to review Curriculum offer in line with our Insight Strategy for Moray.
- 4.11 The highest 20% of leavers in Moray performed lower than the VC (38 points) which is broadly equivalent to learners achieving top grades in most subjects but not all (e.g. grade 'A' in all subjects except one at Grade 'B'). It is noted that this gap has widened and schools are continuing to review through their Tracking and Monitoring of Senior Phase students, how to maximise attainment and achievement by point of exit. Tracking throughout the session along with coaching conversations with Senior Phase students on an ongoing basis is ensuring both coursing of young people along with levels of achievement are appropriate against individual targets set.
- 4.12 Underperformance in specific subject areas remains a focus for Senior Leaders through our Insight Strategy, with next steps identified at individual school levels. It is noted that Elgin Academy, Elgin High School and Forres Academy perform well in this area (highest 20%). Progress with our Insight and Curriculum strategies for Moray and review of our Raising Attainment Strategy will support improvement in our performance.

### Leaver Initial destinations – Increasing post-school participation

- 4.13 This measure shows the percentage of young people securing an initial positive post-school destination when they leave school at their point of exit in S4, S5 or S6.



- 4.14 Destination figures reflect choices made by pupils along with opportunities available to them upon leaving school. The availability of particular opportunities (e.g. employment opportunities) have been impacted upon by the Covid-19 pandemic and options available to school leavers may also have been further impacted upon by approaches to certification in 2020 and 2021, and attainment levels achieved. This should be considered when reviewing this measure as outlined in 3.1-3.15 above.
- 4.15 The above graph shows 5-year data on the percentage of Moray school leavers progressing on to positive destinations compared to their VC, Moray, the Northern Alliance and National comparators. The data table below highlights data trends and performance, in percentage terms.

Year	Moray	VC	Northern Alliance	National Establishment
2021	94.08	95.64	95.32	95.48
2020	93.07	93.78	92.99	93.36
2019	92.76	95.30	94.98	95.05
2018	93.62	95.05	94.99	94.40
2017	93.53	94.02	94.39	93.72

Positive trend improvement is noted for Moray from 2019 to 2021, whereby 2021 holds the highest positive destination figure for Moray across the past 5 years. However, in 2021 Moray remains marginally below the VC, Northern Alliance and National Establishment.

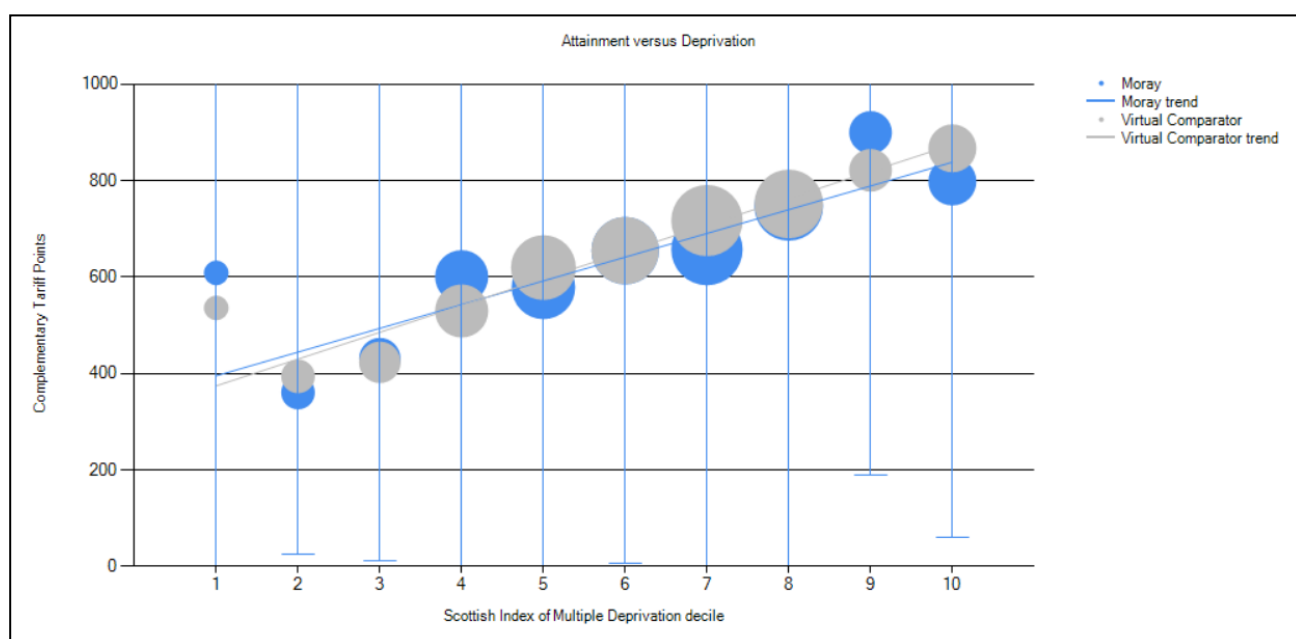
- 4.16 In reviewing our destinations, figures of particular note are shaded in yellow in the table below. In Moray, those entering employment is higher than the VC but in line with Northern Alliance local authorities and National. Those entering Further Education is higher than VC, Northern Alliance and National averages.

	Year	% Employed	% Further Education	% Higher Education	% Not known	% Personal Skills Development	% Training	% Unemployed Not Seeking	% Unemployed Seeking	% Voluntary Work
Moray	2020/21	27.42	26.62	37.09	0.23	0.46	2.28	2.16	3.53	0.23
VC	2020/21	25.53	24.81	40.91	0.25	0.50	3.58	1.73	2.38	0.31
Northern Alliance	2020/21	27.47	22.80	41.67	0.46	0.34	2.75	1.89	2.33	0.31
National	2020/21	22.58	23.29	45.11	0.30	0.47	3.67	1.69	2.53	0.37

- 4.17 Numbers entering Higher Education in Moray are lower than VC, Northern Alliance and National, which may be offset against more young people progressing to Further Education.
- 4.18 Of particular note, are the numbers of young people entering a less positive destination, with those 'unemployed seeking' and 'unemployed not seeking' higher than the VC, Northern Alliance and National averages. Work continues with our schools in partnership with Skills Development Scotland and DYW Moray to strengthen pathways to post-school destinations. Pathway planning continues in our schools with focus on all young people and particularly those with an unconfirmed or unknown post-school destination.
- 4.19 The positive destination breakdown for Moray is collated from 8 very different schools and operational contexts. Covid-19 has continued to impact on session 2020/2021 with related economic downturn nationally and locally. This has potentially contributed to unemployed figures noted above.
- 4.20 Schools overall are marginally below VC, with Elgin High School and Lossiemouth High School operating above the VC. We will continue to work with partners including Skills Development Scotland and DYW to ensure all Moray learners have access to information in support of accessing appropriate post-school pathways based on interest and individual talents.

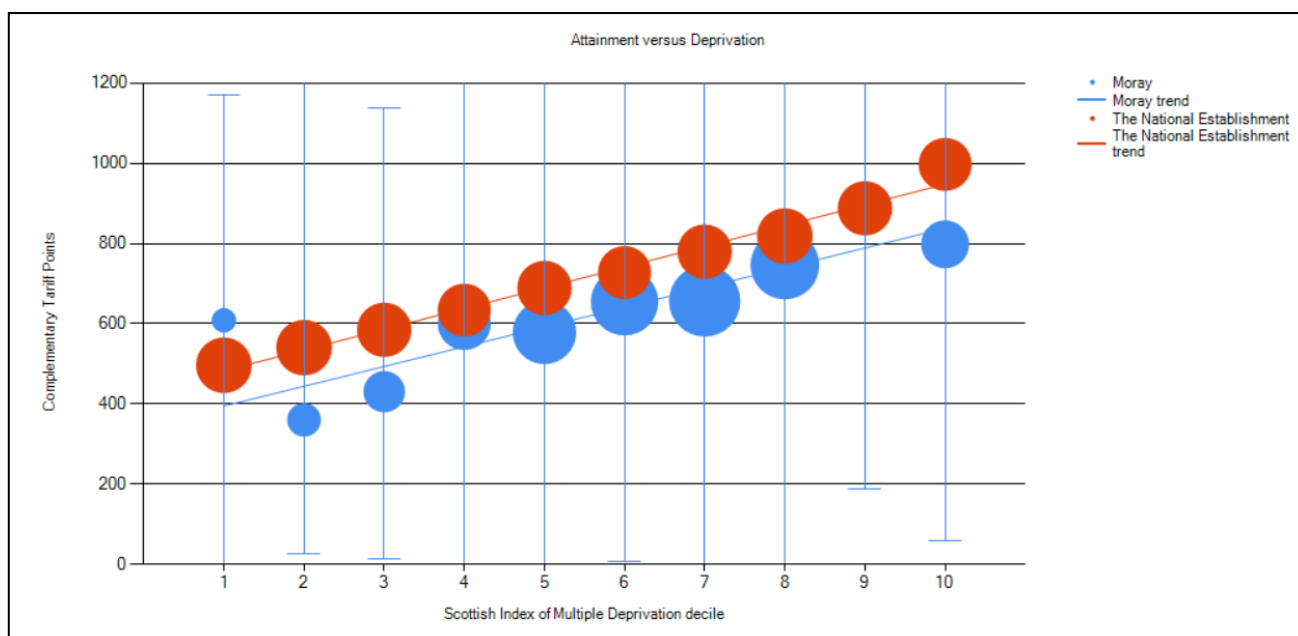
## Tacking disadvantage by improving the attainment of lower attainers relative to higher attainers

- 4.21 The graph below shows 2020/2021 leaver attainment data (using complementary tariff scores) for Moray against the Virtual Comparator, broken down into the ten deciles according to the Scottish Index of Multiple Deprivation (SIMD). Decile 1 refers to attainment of young people living in areas with postcodes considered the 10% most deprived in Scotland according to SIMD. Decile 10 refers to those young people living in postcodes identified as the 10% least deprived datazones according in SIMD. In Moray, following reclassification of SIMD criteria, we now have young people within decile 1 within Elgin High School ASG. We continue to monitor the use of SIMD as a measure in authorities where rural poverty and other wider poverty related factors are of concern; however, these are not fully considered nationally within SIMD classification.



- 4.22 The graph suggests that school leavers in Moray compare well within decile 1, 3, 4, 6, 8 and 9 against the VC, either above or overall, in line with the VC. It is noted that young people in SIMD 2 and 5 are achieving in line or below the VC and in SIMD 7 and 10, below the VC. This was similar to last session with regard to young people in SIMD 7 and 10. It is important to note that the number of young people within each decile is represented on the graph by the size of the circle presented. In this regard, the highest number of young people in Moray fall within SIMD 4 to SIMD 8. Vertical lines within each SIMD show the range of attainment for young people across each decile.

- 4.23 The comparison can also be made against the National picture rather than VC. The graph below shows this performance – Moray against National Establishment:



- 4.24 This graph highlights that young people in SIMD deciles 2 to 8 and 10 perform less well against the National average. This was similar to performance in session 2019/2020. The leavers in SIMD decile 1 compares well nationally and SIMD 9 performed in line with the National average. However, SIMD is not reflective of rurality or similar local authority contexts to Moray, noting caution in data interpretation.
- 4.25 In Moray, we continue to review our Senior Phase Curriculum offer and through careful pathway planning, ensure our young people where at all possible progress to positive post-school destinations as highlighted in 4.17-4.20 above. We continue to work towards consistency in approach across our Moray Secondary schools and work on Curriculum cohesion and review of alternative course awards and approaches to Curriculum delivery including partnership with Moray College UHI, we aim for all learners to achieve suitable qualifications by point of exit from Moray schools.

### **Breadth and Depth of Qualifications**

- 4.26 This measure considers the breadth (number) and depth (SCQF ladder level studied) of qualifications achieved by our young people in Moray. This demonstrates the suite of qualifications that our 837 leavers gained throughout their Senior Phase by point of exit, whether in S4, S5 or S6 as they reach school leaving age or natural point of exit from their secondary schooling based on their chosen pathway and qualifications required.

- 4.27 The table below considers our Moray leavers' attainment against overall leaver attainment in 2019/2020. Where green shading is shown, a higher percentage of leaver overall attainment than session 2019/2020 has been achieved. While some gains are marginal, of particular note are the achievement of young people at SCQF level 5, 6 and 7 achieving a greater number of qualifications by point of exit from school than in previous sessions. For example, 45.85% of leavers left school with 7 or more SCQF level 5 (National 5 equivalent) qualifications. At SCQF level 6, 34.24% of leavers attained 5 or more SCQF level 6 courses (Higher equivalent). In 2020/2021 10.24% of leavers also left school with 2 or more SCQF level 7 (Advanced Higher equivalent) courses.

Awards	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
1 or more	97.72%	97.61%	97.38%	96.81%	88.74%	63.94%	23.66%
2 or more	96.13%	96.02%	95.68%	94.31%	83.28%	56.54%	10.24%
3 or more	93.63%	93.40%	93.06%	91.92%	79.29%	49.72%	2.73%
4 or more	90.78%	90.33%	90.10%	88.51%	72.81%	42.43%	0.11%
5 or more	85.89%	85.32%	85.10%	83.16%	65.76%	34.24%	0.00%
6 or more	77.36%	76.79%	76.56%	74.74%	57.34%	23.55%	0.00%
7 or more	64.85%	64.39%	64.05%	62.91%	45.85%	14.33%	0.00%
8 or more	50.28%	50.06%	49.72%	48.81%	33.79%	6.48%	0.00%
9 or more	31.06%	30.94%	30.94%	29.58%	19.68%	1.82%	0.00%
10 or more	17.06%	16.95%	16.84%	16.15%	9.56%	0.57%	0.00%

- 4.28 Within Moray, work continues on improving Curriculum offer for wider breadth and depth. This includes working with partners, Moray College UHI and intra-authority on consortia curriculum arrangements and shared delivery. Further work will follow post pandemic, in session 2021/2022.
- 4.29 The table below highlights overall performance across key breadth and depth measures against the VC. This measures how many qualifications learners achieved at all SCQF level qualifications (SCQF level 5, 6, 7); this includes National 5, Higher and Advanced Higher awards as well as other qualifications, including Skills for Work and National Progression Awards at level 5. Key measures are:
- 1+, 3+, 5+ and 6+ qualifications at SCQF level 5
  - 1+, 3+ and 5+ qualifications at SCQF level 6
  - 1+ qualifications at SCQF level 7



	SCQF level 5				SCQF Level 6			SCQF level 7
	1+	3+	5+	6+	1+	3+	5+	1+
<b>2021</b>								
Moray	88.7%	79.3%	65.8%	57.3%	63.9%	49.7%	34.2%	23.7%
VC	89.0%	78.7%	67.4%	60.5%	65.5%	52.0%	37.6%	24.1%
<b>2020</b>								
Moray	87.6%	74.6%	61.9%	55.1%	61.2%	48.5%	34.2%	22.0%
VC	87.6%	76.5%	65.0%	57.4%	63.1%	50.3%	36.8%	22.6%
<b>2019</b>								
Moray	88.6%	74.9%	61.6%	50.3%	58.7%	44.5%	29.5%	18.7%
VC	87.8%	74.0%	60.7%	52.7%	60.6%	46.5%	32.3%	19.1%

4.30 The green highlight within the table in 4.29 above indicates an increase in leaver attainment between cohorts from session 2019/2020. Across breadth and depth measures, there continues to be improvement. However, across most measures it is noted that Moray continues to perform marginally below the VC.

4.31 The table below considers performance of Moray's leavers in comparison with our target for leavers at SCQF level 5 and SCQF level 6, achieving 5 or more awards by point of exit.

	SCQF Level 5	SCQF Level 6
	5+	5+
<b>2021</b>		
Moray	65.8%	34.2%
Target	67.0%	38.0%
Variance	-1.2%	-3.8%
Number of leavers	10	32

4.32 At SCQF level 5 and level 6, while improvements in performance continue we remain marginally below local authority targets set for SCQF level 5 (5+ awards) and SCQF level 5 (5+ awards) by point of leaving school. Schools which have performed well in relation to this target at SCQF level 5 are Keith Grammar School, Lossiemouth High School and Milne's High School. Schools performing well for SCQF level 6 in relation to target above are Elgin Academy, Forres Academy, Lossiemouth High School and Milne's High School. Study at level 7 is appropriate based on individual learner pathways where for some learners, additional SCQF level 6 qualifications may be more suitable for University entry (breadth as opposed to depth achieved through Advanced Higher Study). Elgin Academy, Forres Academy, Lossiemouth High School and Speyside High School perform well in this area in relation to local authority average.

### **Summary**

- 4.33 Following an uncertain year with unprecedented times and disruption due to Covid-19, the leaver attainment in Moray shows a number of improvements against previous session's attainment and wider comparator data. We continue to monitor our data noting data comparison caution in 3.11 above. Work continues with all schools to ensure more pupils across Moray have the opportunity to undertake 7 and more level 5 qualifications in S4 with this initially being for Application of Maths but will extend to other subject areas as appropriate. We continue to review approaches in line with recent OECD reports relating to the review of Curriculum for Excellence into the future and work underway on review of Senior Phase qualifications following the Stobart report on upper-Secondary education student assessments and National reviews underway.
- 4.34 Schools continue to work individually and collectively on ensuring their Curriculum remains current and responsive to learner needs, with further approaches underway in extending our Moray Curriculum offer. Data literacy and interrogation continues to strengthen with support from the Scottish Government Insight Advisor as part of our Moray Strategy, supported by our continued focus on raising attainment and improving outcomes. Support and challenge of school activities and key messages from attainment continue to be a focus with Secondary Head Teachers, through in-school activities and from the central Education Quality Improvement team as part of our school visit programme. Developments which continue to contribute to our Raising Attainment agenda across our Education service will continue to be reported to Education, Children's and Leisure Services Committee. Actions for improvement to breadth and depth of attainment were previously reported to Committee in November 2021.

## **5 SENIOR PHASE SQA EXAM PROCESS FOR 2021/2022**

- 5.1 On 18 August 2021, it was announced by the Cabinet Secretary for Education and Skills that examinations will be held for National 5, Higher and Advanced Higher Courses for session 2021/2022. This decision was informed by the views of stakeholders including the National Qualifications Group, and by public health advice. Learning Experiences akin to Prelims (LEAPs) were undertaken in Moray in January/February 2022 to prepare learners for return to SQA Examination based model in May 2022.
- 5.2 SQA examinations are currently underway, commencing on 26 April 2022 and running until 1 June 2022, with relaxations in public health requirements in April 2022 enabling these nationally. In Moray, we continue to build on the good practice across schools with SQA coordinators working closely with the local authority SQA lead QIM to ensure pupils and staff are supported in delivery and assessment preparation.

- 5.3 Modifications to assessment requirements for National 5, Higher and Advanced Higher courses were announced by SQA to support reduction in the volume of assessment and ensure learners continue to achieve credible qualifications. For most courses, these modifications remain the same as those that were put in place for session 2020/2021. Further study support materials were also published in March 2022. Exceptional Circumstances arrangements are also in place should candidates be unable to sit their examination due to illness (e.g. Covid-19 related) with a post-certification appeals system in place from August 2022 should this be required.
- 5.4 Sincere gratitude is expressed to all Moray secondary schools and practitioners in supporting our young people to maximise their achievement and attainment.

## **6 SUMMARY OF IMPLICATIONS**

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

Reflective of priorities within the Corporate Plan with particular regard to (3) provide a sustainable education service aiming for excellence and (4) day to day service delivery in line with council values of ambitious, improving and responsive. With regards to the 10 Year Plan (Local Outcomes Improvement Plan LOIP), (2) building a better future for our children and young people in Moray through equity of learning experience offered across our schools.

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

There are no legal implications arising from this report.

### **c) Financial implications**

There are no financial implications arising directly from this report.

### **d) Risk Implications**

There are risk implications as to how this attainment dataset will continue to be used as comparator data for the next 3-5 years and may skew future performance reporting. The data presented herein reflects year 1 of reversion to an examination based system, differing to the previous two session's ACM and the examinations in place during session 2018/2019.

There is also the consideration that more young people will continue to stay on at school beyond S4 and S5 due to coronavirus pandemic and the associated uncertainty with labour market related factors to consider. Likewise, concerns regarding wellbeing and Mental Health and impact on learner outcomes and attainment.

Schools further identify increases in Additional Support Needs among pupils, impacting on number of courses studied and levels of study. This has noted impact on attainment measures outlined above and is anticipated to increase based on Broad General Education cohort information. A number of young people, due to their additional support

needs, access a personalised curriculum with individual targets and outcomes. An increase in Additional Assessment Arrangements (AAA) required by young people undertaking examinations has resulted this session, including Reader/Scribes, extra time, separate accommodation and access to ICT for answering examination questions.

Uncertainty surrounds potential change as a result of the unknown direction of the Covid-19 pandemic as outlined above with relaxation in mitigations around Covid-19. A number of young people have been impacted by Covid-19 during the session – both with their own absence and that of their teachers – impacting on in-school learning and teaching.

Funding for a number of key posts which have strengthened the Raising Attainment agenda across our schools, noting positive improvements in performance reported within this committee paper (e.g. Principal Teachers of Raising Attainment; Covid-19 Recovery Teachers) has not been continued post-June 2022 per March 2022 Children and Young People's Services Committee. In consequence, there is a risk regarding 2022/2023 attainment levels in regard to this and early caution is expressed.

All of the above are likely to have an effect on SQA results and overall performance data in future years. Changes in assessing qualifications in 2020 and 2021 as a result of cancellation of examinations as well as return to examinations this session creates risks relating to accountability and data comparability. This has been further noted in 3.11 above.

**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) Climate Change and Biodiversity Impacts**

No climate change or biodiversity implications have been determined due to the scrutiny based nature of activities reported and no findings related to such implications contained herein.

**i) Consultations**

Senior Officers in Education, Communities and Organisational Development, Paul Connor, Principal Accountant, Equal Opportunities Officer, Human Resources Manager, 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 The Committee is invited to consider and note the SQA assessment process completed and leaver attainment data presented based on Alternative Certification model and disruption due to Covid-19, experienced during session 2020/2021**
- 6.2 The Committee is asked to acknowledge work underway in order to prepare young people for examinations across Moray Schools during the continued Covid-19 pandemic and associated uncertainty in session 2021/2022**
- 6.3 The Committee is asked to consider the potential impact on examination performance for session 2021/2022 with reversion to an examination based model after two different years of Alternative Certification Model and disruption experienced over the year, in advance of Initial Attainment Report to Committee in September 2022**

Author of Report: Stewart McLauchlan, Quality Improvement Manager

Background Papers:  
Ref: SPMAN-1315769894-311





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**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES  
COMMITTEE 8 JUNE 2022**

**SUBJECT: MORAY EDUCATION – EARLY LEARNING AND CHILDCARE  
INCOME GENERATION**

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

**1. REASON FOR REPORT**

- 1.1 To inform the Committee of the success of the Early Learning and Childcare (ELC) top up hours currently being offered at Linkwood Nursery.
- 1.2 To seek approval to extend the ELC top up offer to all year round services in Moray.
- 1.3 This report is submitted to Committee in terms of Section III (D) (1) of the Council's Scheme of Administration relating to exercising the functions of the Council as an Education Authority.

**2. RECOMMENDATION**

**2.1 It is recommended that Committee:**

- i) **note the ongoing success of the ELC top up hours at Linkwood nursery;**
- ii) **agree to the extension of the top up offer to include all year round settings. This would also extend to offering top up hours on the occasional day within each Associated School Group (ASG); and**
- iii) **note that the impact of the above offer will be assessed as part of the ongoing work to manage the cost of the ELC service downward to come within budget and any future adjustments will be considered based on the operating experience and income generated.**

### 3. **BACKGROUND**

- 3.1 To date the Scottish Government have provided a capital and a revenue element to support the provision of the expansion of ELC to 1140 hours, as per the statutory requirement referred to in a previous report to this Committee on 26 January 2022 (para 16 of the minute refers). A key priority of this commitment was to provide a flexible service which provides parents/carers with choice of times and provider to allow them to return to, or continue with, work.
- 3.2 In Moray there was a phased approach taken to expand all services by August 2020. The impact of the COVID pandemic meant that this was not realised until August 2021.
- 3.3 When the delivery plan for 1140 hours was developed by the ELC expansion team, it was recognised that there would be potential scope to generate income however work was never done around this due to the COVID pandemic.
- 3.4 From inception the delivery plan noted that 8 of the 24 local authority settings would offer a year round service with varying hours between 8am and 6pm. The remaining 16 settings remained term time with an offer replicating the 6 hour day that is followed by schools.
- 3.5 The initial 8 year round settings were; Seafield Nursery, Millbank Nursery, Lady Cathcart Nursery, Lhanbryde Nursery, Linkwood Nursery, Cullen Nursery, Pilmuir Nursery and Aberlour Nursery.
- 3.6 The 8 year round settings monitored the uptake of 1140 hours throughout the phased approach, including during the COVID pandemic and recovery. The monitoring of child figures highlighted 2 settings where families were not using the full, year round offer. However the remaining 6 saw an increased uptake in the 1140 hours.
- 3.7 Both Millbank Nursery, Buckie and Aberlour Nursery, Aberlour families are not using the year round offer and we are currently working on a Change Management Plan (CMP) to potentially revert these services back to term time. If the CMP is agreed then this would start in August 2022, at the start of the new academic year.
- 3.8 The remaining 6 nurseries are experiencing a high volume of uptake for year round 1140 hours but nursery managers are also receiving requests for additional top up hours to meet childcare needs.
- 3.9 Following agreement at this Committee on 9 March 2022 (para 14 of the minute refers) work started to trial top up hours at Linkwood Nursery, Elgin. The success of this work is showcased with actual and projected income generation and parental feedback in **Appendix 1**.



- 3.10 After research amongst partner ELC providers, including childminders, proposed costings for the top up are based on available session times and would not require additional cost/staffing as already within contracted hours. The basis of this would be;

Timings	Indicative cost (families)	Average hourly rate
1-3pm	£9.50	£4.75
3-5pm	£9.50	£4.75
5-6pm	£5.00	£5

- 3.11 Given the remaining 5 year round nurseries are also receiving similar requests and interest from parents/carers there would be scope to generate income for ELC that would potentially offset some of the budget pressures as previously highlighted in the report to this Committee on 9 March 2022 (para 14 of the minute refers). **Appendix 2** highlights costings and how this compares with privately funded ELC settings.
- 3.12 Each of the 5 year round nursery managers have services that are open 50 weeks and staff are already employed, on a rota basis, to cover Monday to Friday typically between the hours of 8am and 6pm. There is a legislative requirement to offer families a year round model to incorporate the 1140 hours however we have identified timings where there are less children. The aim is to optimise the childcare non-funded offer without incurring additional staff costs.
- 3.13 Reduced costs could also be achieved by reducing the operating hours of these nurseries which would reduce staff costs. However, the 8am to 6pm hours enable more places to be offered and there is a risk that a reduction in operating hours provides insufficient places to enable the delivery of 1140 hours to all eligible children. Therefore, preference has been given to the income generation option which provides the benefit of a more flexible service to parents, supporting employment options for them and ensures the provision of sufficient 1140 hours places. This approach will be reviewed and assessed based on experience as part of the wider work to manage the ELC budget pressures.

- 3.14 The table below gives an example of capacity for offering non-funded hours at 2 of the proposed settings;

Example setting	No of spaces for additional chargeable hours (within current staffing complement)	No of existing staff to support additional chargeable hours	Potential hours on offer for “top up”
Seafield Nursery, Elgin <i>Accommodates 3-5 year olds</i>	Up to 25 additional spaces (depending on day and needs of child)	Staffed to capacity	8:00am – 12:45 pm 12:45 – 5:45pm 8:00am – 5:30pm
Lhanbryde Nursery, Lhanbryde <i>Accommodates Eligible 2's and 3-5 year olds</i>	20-28 additional spaces (depending on day/needs and age)	10 perm staff 3 temp staff	1-6pm

- 3.15 The income generation would also offer parents/carers additional childcare on occasional days in each ASG. Staff will still be working on these days however children will not be entitled to use funded hours therefore top up fees could be applied.

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

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

This report relates to 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**

The Financial implications would be for income generation rather than expenditure.

**(d) Risk Implications**

The risk implications could be that ELC services offer top up hours and are not able to meet legislative requirement for funded 3 and 4 year olds. Nursery Managers will ensure spaces for funded children are protected to mitigate this risk.

**(e) Staffing Implications**

No staffing implications as Nursery Managers will ensure that top up hours are only offered within current staffing structures and session times.

**(f) Property**

There are no property implications arising directly from this report.

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

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

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

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

**(i) Consultations**

Depute Chief Executive, Head of Education (Chief Education Officer), Head of Education Resources and Communities, Chief Financial Officer, Head of Human Resources, ICT and Organisational Development Manager, Equal Opportunities 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 The option to offer top up hours at local authority year round services aims to provide a more flexible option of wrap around childcare for parents and carers of pre-school children whilst also generating income for the Council. Although the initial projected income from Linkwood Nursery, Elgin is not a substantial amount when factored in an additional 6 settings providing this offer, including the occasional day, a steadier stream of income generation is anticipated.**

Author of Report:

Hazel Sly

Background Papers:

Ref:

SPMAN-1315769894-308 / SPMAN-1315769894-310 /  
SPMAN-1315769894-309



**Appendix 1****Linkwood Nursery – Non-Funded Hours 1<sup>st</sup> Month Review**

On Monday 18<sup>th</sup> April Linkwood Nursery began offering additional non-funded ELC hours. On commencing this new service we initially had 2 families use our non-funded hours' facility and within the first month this has already increased to 7 families. We are confident that the number of families using our non-funded hours' service will continue to increase steadily (within nurseries capacity of 56 and not impacting on funded hours) and that the option to be able to pay for additional hours will continue support to our community's ELC needs. The offer of non-funded ELC hours has no additional cost to the Council as we are offering year round hours from 8am-6pm as part of the Scottish Government legislation around the 1140 hour commitment.

**Linkwood Nursery Non-Funded Hours Income**

April 2022 = £256.50 (Actual)

May 2022 = £570.00 (Actual/Projected)

June 2022 = £684.00 (Projected)

**Parental Feedback – 13/05/2022**

"The extra hours have really helped me. The staff are so lovely, kind and helpful. B loves being at nursery and always comes out smiling and happy. We just love Linkwood Nursery. B's confidence has also increased since having the extra time in nursery and it has allowed me to work extra shifts."

"The extra non-funded hours have been extremely helpful to me meaning I can work extra on those days without the stress of having to rely on other people collecting A from nursery. It also means I can pick both my children up from school/nursery at the same time. Hoping it continues."

"First of all I would like to thank you for offering the non-funded hours service at H's nursery. This is a great service and has allowed me to be able to work longer hours while H is in nursery. All the staff have worked very well to enable this service to run smoothly. My daughter has settled really well doing the extra hours and hope the nursery will continue this opportunity, thank you."



**Appendix 2**Non funded hours – Proposed costingsPrivate funded setting rates

<b>Nursery</b>	<b>Times</b>	<b>Prices</b>	<b>Average hourly rate</b>
Ark childcare	9-1 (lunch included) 1-5 (Tea included) 5-6.30	£19.50 £19.50 £2.95 per half hour	£4.87
VIP	8 – 5.30 8 – 1 1 – 5.30	£48 £27 £23	£5.11
Stramash	8.30 – 1 8.30 – 3.30 8.30 – 5.30 1 – 5.30	£25 £38 £45 £25	£5.55
Magic Roundabout	9 – 1 1 – 5 8 - 9	£18.50 £18.50 £4.50	£4.62
Rainbow Castle	Various	£6.00 per hour after funded hours	£6.00
Childminder's Moray	Various	£4-£5 per hour	£4.17 per hour (although can vary between childminders)

Local Authority rate

Linkwood Nursery (current)	1pm – 3pm 3pm – 5pm 5pm – 6pm	£9.50 £9.50 £5.00	£4.75-£5.00
Seafeld Nursery Millbank Nursery Lady Cathcart Nursery Lhanbryde Nursery Cullen Nursery Pilmuir Nursery	1pm – 3pm 3pm – 5pm 5pm – 6pm	£9.50 £9.50 £5.00	£4.75-£5.00







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**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES  
COMMITTEE ON 8 JUNE 2022**

**SUBJECT: PERFORMANCE REPORT (EDUCATION) – PERIOD TO MARCH  
2022**

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

**1. REASON FOR REPORT**

- 1.1 To inform the Committee of the performance of the service for the period to 31 March 2022.
- 1.2 This report is submitted to the Committee in terms of section III (D) (1) of the Council's Scheme of Administration in relation to the functions of the Council as an Education Authority.

**2. RECOMMENDATION**

**2.1 It is recommended that Committee:**

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

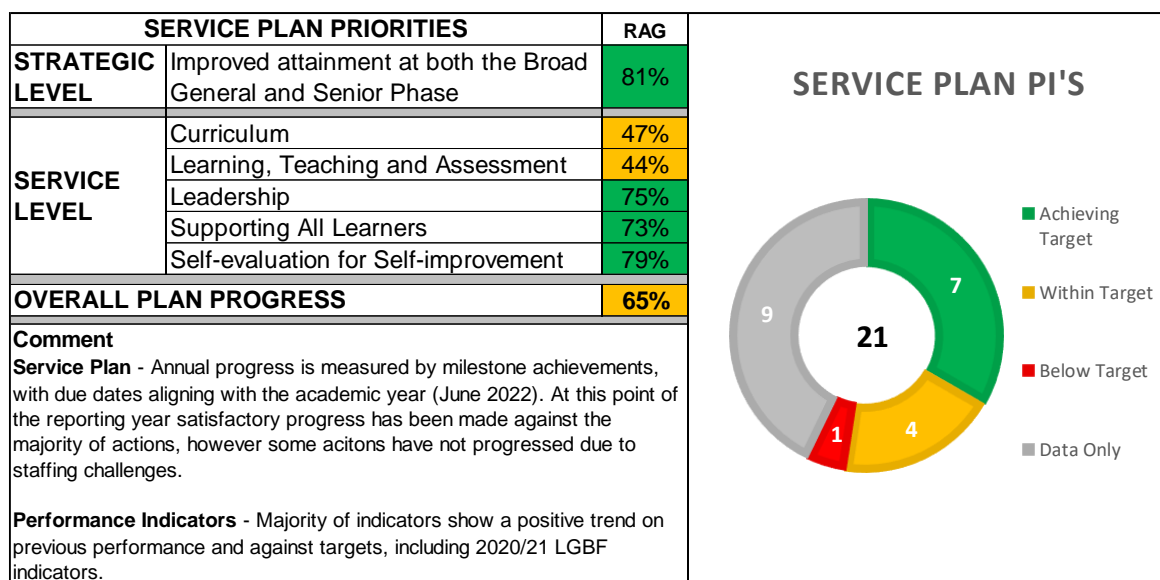
**3. BACKGROUND**

- 3.1 On 7 August 2019, the Moray Council, approved a revised Performance Management Framework for services (para 5 of the minute refers).

**4. SERVICE PLANNING**

- 4.1 Each service plan sets out the planned strategic and service level priorities and outcomes it intends to deliver in the coming year aligning closely with financial planning, corporate and community planning partnership strategic priorities. This report provides an interim update on progress on the service plan, key outcomes and performance indicators. Committee is invited to review progress to secure assurance that is satisfactory and to provide scrutiny and further direction where performance requires attention.

- 4.2 The narrative included is by exception, links to Service Plan Actions and Performance Indicators can be accessed within the Background Papers section of this report.



### Strategic Outcomes - successes

- 4.3 Work continues to progress on improving attainment at both Broad General and Senior Phase levels. Development of resources to support data literacy and analysis including sharing of key data sets in relation to Achievement of Curriculum for Excellence Levels (ACEL) and Senior Phase attainment continue. Sessions on Insight, the Senior Phase Benchmarking Tool, for school leaders, central officers and partners across Moray are currently being delivered by Education Scotland. Further work will include Curriculum sessions in June to maximise curriculum offer and attainment / tariff awards available from enhanced supports. ACEL early indication data and June predictions collected have been used to support and challenge school target setting. (Action EDU STRAT 2.1 and 2.3)
- 4.4 Senior Phase 2020-21 leaver attainment results were published at the end of March through Insight. Moray results show an improving trend across the majority of key national indicators, including literacy and numeracy, positive leaver destinations and accumulated tariff points. However, in a number of the key indicators Moray continue to perform below that of our virtual comparator and nationally. A full report on the school leaver attainment data has been submitted to this committee by the Quality Improvement Manager for Performance, titled Analysis of Secondary School Leaver Attainment 2020-21. In addition an Education Public Performance Report (PPR) 2020-21 is available on the Moray Council website, providing further breakdown of school performance data including attainment, leaver destinations, attendance and exclusion, and staying on rates at an ASG level. (Indicators EdS412.25, 413.01, 413.01a-c, 413.11, 413.12, 099a-b and CHN4, 5, 11)
- 4.5 Development of a post-Covid Parental Engagement Strategy has been prepared with strong links to key national and local priorities including the Raising Attainment Strategy. The draft strategy is currently out for consultation with central officers, after which it will go to the Parental Involvement and Engagement (PIE) strategy group for consideration. Further work continues to support the strategy with schools providing information to highlight aspects of PIE that can be included in the strategy, and an online

page will be developed where practitioners can share learning. (Action EDU STRAT 2.4)

### **Strategic Outcomes – challenges and actions to support**

- 4.6 Collaborative working across the Community Planning Partnership has been a priority, with the central team successfully supporting a wide range of groups across the partnership. However, staffing challenges and increased demands on the team have impacted on officer time and availability for core education work. This has been carried forward as an action in the 2022-23 Service Plan but consideration of partnership tasks will be RAG rated based on priority and level of engagement required from Education. (Action EDU STRAT 2.2)
- 4.7 The majority of education service Local Government Benchmarking Framework (LGBF) indicators for 2020-21 show Moray has improved performance compared to the previous year. However the pace of improvement has not been enough to pull Moray out of the bottom quartile for performance in a number of indicators. These include ACEL rates for Numeracy across P1, P4 and P7 combined of 68%, ranking Moray 29<sup>th</sup>; the percentage of senior phase pupils gaining 5 or more awards at Level 6 increased to 33%, behind the national average of 41%, ranking Moray 27<sup>th</sup>. Average tariff points achieved by leavers increased to 885, remaining well behind the national average of 972, ranking Moray 26<sup>th</sup>; positive leaver destination rates improved by 1% to 94.1%, however nationally the rate increased to 95.5%, leaving Moray ranked 29<sup>th</sup>. As noted in para 4.3 above there is a focus on raising attainment at both broad general and senior phase, with particular attention on ACEL and Insight data to drive improvement across attainment indicators. Evidence of improvement was highlighted to this committee through the Initial attainment report for 2020-21, submitted to committee on 24<sup>th</sup> November (item 7 of the agenda), with improvements noted for cohorts across secondary schools. (Indicators CHN5, 11, 12a and 13b).

### **Service Level Outcomes - successes**

- 4.8 Moray is progressing Learning and Teaching through pedagogical developments and digital approaches. Work continues with central officers around Play Pedagogy and Our Moray Standard, developing a shared standard / understanding of expectations around key areas of Learning and Teaching. The Pedagogical Plan for 2022-2023 is being developed, including dedicated time at in-service for Primary schools to engage. Currently 17 schools are engaging with the Early Years Education Service teachers and positive feedback is being received from all about personalisation of approach. Links with the SEBN service to investigate where Play fits are also being considered. Digital approaches to learning and teaching are being further promoted through Digital Schools Award Scotland (DSAS), with 16 schools now having registered for the awards. Ongoing work to promote use of digital approaches to enhance teaching and learning are being highlighted through Quality Assurance visits with evidence of schools building on work undertaken during Covid-19 lockdowns. (Actions EDU SERV LTA 2.1, 2.4 and 2.5)
- 4.9 Good progress continues in the actions around Leadership and professional development. The redrafted Professional Learning Strategy is being discussed with the Senior Leadership Team (SLT) and Professional Learning and Leadership (PLL) Working Group with a finalised draft to go to the Local Negotiating Committee for Teachers (LNCT) in June 2022 then brought to

Committee. Revised GTCS Professional Standards have been shared and plans are being drawn up to support senior staff in working with the revised standards. There will be a number of toolkits to support the strategy which will provide practitioners with further information and support. (Actions EDU SERV L3.1-3.4)

- 4.10 The initial draft of the Supporting All Learners (SAL) strategy has been presented to the core SAL Strategic group. A second and third draft with amendments was presented to Headteachers and Central Officers for further consultation. Final consultation with children, young people parents and partners will be undertaken by the core SAL strategic group members and their departments in term 4 with a finalised version to be presented to LNCT at the end of the term. The strategy will then be launched in Term 1 and 2 in session 2022-23. A further three schools have achieved either a Gold or Silver Rights Respecting School Award (RRSA), recognising schools work in empowering children to promote and embed children's rights into the ethos and culture of their school and extending this in to the community. Currently 86% of Moray schools are engaged in the RRSA programme. A number of Education policies and guidelines have been reviewed and updated in line with UN Convention of the rights of the child (UNCRC) and "The Promise", these include our School Child Protection Guidelines, Flexible Education Guidance and Morays' Anti-Bullying policy. (Actions EDU SERV SAL 4.1-4.5)
- 4.11 Schools continue to be supported in preparation for HM Inspectors 'recovery' visits, where the focus is on the response to the impact of the COVID pandemic and sharing emerging data / practice that can support schools in the recovery process. Officers are engaged in a number of working groups locally and nationally where shared experiences and approaches in dealing with the pandemic and supporting wellbeing for all have enabled us to consider our next steps post pandemic. All Early Learning Centres (ELC) are meeting legislative requirements in offering 1140 hours to families and children of 3 and 4 year olds. Of the 63 ELC providers 55 (87%) are meeting national standards across Care Inspectorate quality themes. The remaining eight ELC providers' not meeting standards have subsequently achieved Key question 5 requirements at grade 4 or above. Care Inspectorate are now resuming scrutiny across all quality themes, the eight outstanding services would expect to be scrutinised over the course of 2022-23. (Actions EDU SERV SELF 5.1-5.3)

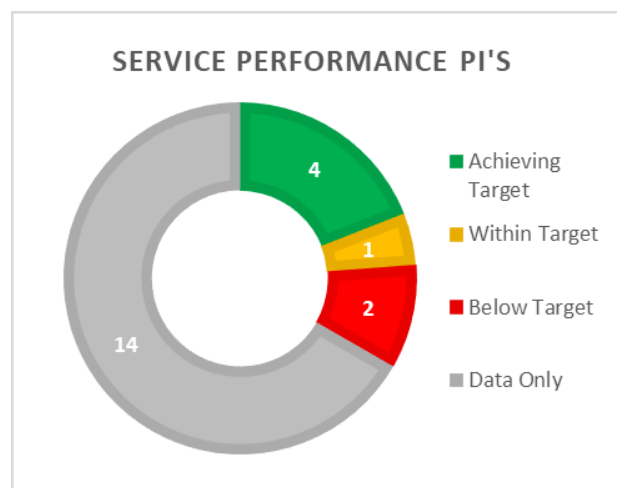
#### **Service Level Outcomes – challenges and actions to support**

- 4.12 Actions around the Moray Learner Pathways, BGE Curriculum development (literacy and numeracy focus) and curricular transition approaches have not progressed as planned due to ongoing staffing challenges within the Quality Improvement Team. Revised Curriculum and consortia arrangements are to be planned following pan-authority discussions post-Insight sessions (noted in 4.3 above). These will be facilitated by the Quality Improvement Manager for Performance and Education Scotland working in partnership to further review timetabling structures, curriculum offer and consortia working. The Quality Improvement Officer for Senior Phase Curriculum post was appointed but the candidate was successful in appointment for another Senior Leadership role in Moray. The Curriculum post is to be reviewed and these actions have been carried forward to the 2022-23 Service Plan. (Actions EDU SERV C1.1, 1.2 & 1.4)

- 4.13 Some Learning and Teaching actions around strengthening approaches to assessment and moderation and supporting practitioner pedagogical developments in line with GTCS standards have been delayed due to staffing challenges. An officer is now in post and progress is being made across these actions including the development of Moray Moderation Guidance and the delivery of awareness training around current pedagogical developments that are carried forward to the 2022-23 Service Plan. (Actions EDU SERV LTA2.2 & 2.3 Indicator CHN18)
- 4.14 Initial work on strengthening Curricular Health and Wellbeing (HWB) offer across Moray has progressed this reporting period, however the action has been delayed due to staffing vacancies. An officer is now in post and has commenced reviewing the Curricular HWB offer, this includes providing appropriate training and teaching materials. This action will progress over term 4 of the academic year and be reported as part of 2022-23 Service Plan. (Action EDU SERV SAL4.2)

## 5. **SERVICE PERFORMANCE**

- 5.1 In line with the Performance Management Framework, operational performance is reviewed quarterly by departmental management. Areas performing well and/or areas subject to a decreasing trend or where benchmarking results show performance significantly below comparators will be reported to this committee for member scrutiny. Regular attainment reports are presented at Committee as and when local and national data is available.
- 5.2 Initial publication of 2020-21 Local Government Benchmarking Framework Indicators in February 2022 will be refreshed in early June. The full suite can be viewed within the Background Papers section of this report. . Published indicators for this service have been incorporated within the relevant section of this report depending on whether results are used to evidence progress against strategic, service level or operational priorities.
- 5.3 The narrative included is by exception, links to Service Performance Indicators can be accessed within the Background Papers section of this report.



### **Operational Indicators - successes**

- 5.4 Moray have improved or maintained performance across a number of Local Government Benchmarking Framework (LGBF) education indicators for 2020-21. The percentage of adults satisfied with local schools has improved, with the rate of satisfaction increasing to 77%, well above the national figure (71.8%) and ranking Moray 10<sup>th</sup> overall. The percentage of children meeting developmental milestones (early years) continues to be high with 96% meeting expected levels in 2020-21, exceeding the national average (85.1%) and ranking Moray 3<sup>rd</sup> in Scotland. (Indicators CHN10 and CHN17)

### **Operational Indicators - challenges**

- 5.5 Attainment measures for average total tariff scores for pupils in senior phase by Scottish Index of Multiple Deprivation (SIMD) quintile, show Moray performing below the national average in four of the five SIMD quintiles. Moray pupils from SIMD quintile 1 areas (20% most deprived areas in Scotland) perform well with an average 897 tariff points achieved in 2020-21, ranking Moray 3<sup>rd</sup> in Scotland. However, average tariff points achieved across SIMD quintiles 2 to 5 are below the national average, with Moray ranked in the bottom quarter of Scottish local authorities for each SIMD quintile. As noted in paragraph 4.3 above, tariff points is a key priority within Curriculum and current Insight training with education staff is focused in enhancing the curriculum offer and maximising tariff points for all senior phase learners. (Indicators CHN12c-f)

## **6. OTHER PERFORMANCE RELATED DATA**

### **Complaints & MP/MSP Enquiries**

- 6.1 In line with the Performance Management Framework, complaints are reviewed quarterly by departmental management in terms of time taken to respond, outcome and learning points. Detailed tables can be accessed within the Background Papers section of this report.
- 6.2 A total of 40 complaints were received during the second half of 2021/22 with 34 complaints closed. Of those, 24 were at frontline stage (60%), four being upheld, three with resolution agreed and 17 not upheld. The average time to resolve frontline complaints was 5 working days, with 15 of the 24 frontline complaints responded within the 5 working day target.
- 6.3 Due to their complexity, a number of complaints require further investigation in order to achieve a resolution. A total of 10 investigative / escalated complaints were closed in the second half of 2021/22, with three complaints upheld, three partially upheld and four were not upheld. The average time taken to resolve investigative complaints was 20 days, achieving the 20 working day target. Five of the complaints were resolved within the 20-day timescale, of the five not resolved within timescale four were granted an extension.
- 6.4 Complaints range across nursery, primary and secondary settings and of the 10 upheld or resolution agreed related mainly to process/procedure and staff reinforcement.
- 6.5 A total of 30 MP/MSP enquiries were received during the second half of 2021/22, with all enquiries resolved. During the full year a total of 51 MP/MSP complaints were received, a reduction on the 77 received in 2020/21.

## **Other Performance (not included within Service Plan)**

6.6 No information to report.

## **Case Studies**

6.7 No case studies available for this report.

## **Consultation and Engagement**

6.8 Regular meetings of the Local Negotiating Committee for Teaching staff have taken place as well as the Moray Parent Forum.

## **7. SUMMARY OF IMPLICATIONS**

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

Performance measurement is used to ensure the efficient and sustainable delivery of services to meet the Council's priorities in both the Corporate Plan and the LOIP.

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

The Council has a statutory requirement to publish a range of information that will demonstrate that it is securing best value and assist in comparing performance both over time and between authorities where appropriate.

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

None.

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

None.

### **(e) Staffing Implications**

None.

### **(f) Property**

None.

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

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

### **(h) Consultations**

The Head of Education (Chief Education Officer), Depute Chief Executive (Education, Communities & Organisational Development), Service Managers, Legal Services, the Equal Opportunities Officer, and Lissa Rowan, Committee Services Officer have been consulted with any comments received incorporated into this report.

## **8. CONCLUSION**

8.1 As at 31 March 2021, overall progress against the service plan for 2021/22 was 65% complete, slightly behind schedule for the academic year. Actions subject to slippage have been impacted by staffing challenges within the Central Team. Outstanding actions at the end of the academic year will be reviewed for 2022/23.

Author of Report:	Neil Stables, Research & Information Officer
Background Papers:	<a href="#"><u>Service Plan Actions</u></a> <a href="#"><u>Performance Indicators</u></a> <a href="#"><u>Public Performance Report 2020-21 (PDF)</u></a> <a href="#"><u>LGBF Indicators</u></a> <a href="#"><u>Service Complaints</u></a>
Ref:	SPMAN-1315769894-298






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**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES  
COMMITTEE ON 8 JUNE 2022**

**SUBJECT: EDUCATION REVENUE BUDGET MONITORING TO 31 MARCH  
2022**

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

**1. REASON FOR REPORT**

- 1.1 To inform the Committee of the budget position for Education as at 31 March 2022.
- 1.2 This report is submitted to Committee in terms of Section III (A) (2) of the Council's Scheme of Administration relating to the consideration of capital and revenue budgets and long term financial plans.

**2. RECOMMENDATION**

**2.1 It is recommended that Committee:**

- (i) considers and notes the budget position at 31 March 2022; and**
- (ii) agrees the revised carry forwards on Appendix 2**

**3. BACKGROUND**

- 3.1 The report highlights those areas of the budget where there is a significant percentage variance identified at 31 March 2022.

**4. BUDGET POSITION**

- 4.1 The spend at 31 March 2022 is £68,694,000 against a budget of £71,454,000, giving an underspend of £2,760,000 as shown in **Appendix 1**.
- 4.2 The main variance in Early Learning and Childcare is an underspend on the milk and healthy snack funding.

- 4.3 The main variance in primary and secondary schools relates to devolved school budgets comprising of £601,136 in primary schools and £805,930 in secondary schools. As part of the Devolved School Management Scheme schools are allowed to carry forward up to 2.5% of an underspend or a 5% overspend on their devolved budget. At the end of the 2021/22 primary schools had exceeded their 2.5% underspend limit by £148,728 and secondary schools by £215,342. Due to delays in supply of IT equipment and building works it is proposed to increase the limit of some schools for this year only to cover these outstanding costs for orders placed during the year but not yet received due to the impact on the supply chain from the covid pandemic. **Appendix 2** shows the original restriction to be applied to schools over the 2.5%, the adjustment to cover outstanding costs of £245, 091 and the revised restriction to be applied. The revised restriction shows £118,979 of the school underspends will not be carried forward but will be retained in the General Fund.
- 4.4 Education Central Services has an underspend of £28,000 on period poverty and £12,000 on the 1+2 budget. The Pupil Equity Fund grant shows an underspend of £1,046,000 as it is used over an academic year and so the balance will be carried forward as an ear marked reserve.
- 4.5 Staff savings from vacancies and appointment below top of scale exceed the budget by £206,000

## 5. **SUMMARY OF IMPLICATIONS**

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

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

**(b) Policy and Legal**

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

**(c) Financial implications**

The resource implications are set out in this report and at **Appendix 1 and 2**. To further breakdown the £245,091 carry forward request, this is broken down:

Primary ICT orders	£34,347
Secondary ICT orders	£55,744
Secondary Building works	\$£155,000

The underspend as at 31 March 2022 is £2,760,000 against a budget of £71,454,000.

**(d) Risk implications**

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

**(e) Staffing implications**

There are no staffing implications associated with this report.

**(f) Property**

There are no property implications associated with this report.

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

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

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

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

**(i) Consultations**

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

**6. CONCLUSION**

**6.1 That Committee considers and notes the budget position as at 31 March 2022 and approves the revised school carry forwards.**

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

Background Papers: with authors

Ref: SPMAN-1315769894-307 / SPMAN-1315769894-305



## Educational Services

Appendix 1

### Budget Monitoring Report to 31st March 2022

Service	Revised Budget	Budget to Date	Actual to Date	Variance to Date	Variance
	£'000	£'000	£'000	£'000	%
Early Learning and Childcare	3,720	3,720	3,675	45	1 %
Primary Education	28,396	28,396	27,867	529	2 %
Secondary Education	31,638	31,638	30,777	861	3 %
Education Central Services	5,149	5,149	4,038	1,111	22 %
Management	118	118	110	8	7 %
Efficiency Savings-Education	206	206	-	206	-
Education COVID 19	2,227	2,227	2,227	-	-
				-	
<b>Educational Services Total</b>	<b>71,454</b>	<b>71,454</b>	<b>68,694</b>	<b>2,760</b>	<b>-</b>



SCHOOL CARRY FORWARD BALANCES 2021-22							Appendix 2
School	Original Carry Forward 2021-22	2.5% Underspend	5% Overspend	Original Restriction	Adjustment to cover IT equipment & building works	Revised Restriction	Revised Carry Forward 2021-22
Buckie High School	104,099	112,976					104,099
Elgin Academy	103,524	135,278					103,524
Elgin High School	45,523	108,051					45,523
Forres Academy	81,059	109,307					81,059
Keith Grammar	148,010	72,896		75,115	75,115	0	148,011
Lossie High School	41,355	85,014					41,355
Milnes High School	69,152	71,790					69,152
Speyside High School	213,208	72,981		140,227	135,629	4,598	208,610
	<b>805,930</b>	<b>768,293</b>	<b>0</b>	<b>215,342</b>	<b>210,744</b>	<b>4,598</b>	<b>801,332</b>
Cluny Primary	30,316	28,020		2,296		2,296	28,020
Cullen Primary	10,153	11,766					10,153
Findochty Primary	5,793	8,354					5,793
Millbank Primary	33,739	23,043		10,696	10,131	565	33,174
Portessie Primary	3,182	11,317			Item 10.*		3,182
Portgordon Primary	-372	5,762	-11,524				-372
Portknockie Primary	38,604	7,649		30,955		30,955	7,649
St Peters Primary	10,450	11,310					10,450
Bishopmill Primary	48,048	32,610		15,438	9,800	5,638	42,410
East End Primary	5,676	17,658					5,676
West End Primary	16,758	18,578					16,758
Seafield Primary	-1,635	31,249	-62,498				-1,635
St Sylvesters Primary	9,530	12,843					9,530
Greenwards Primary	-2,208	27,739	-55,479				-2,208
Mosstowie Primary	5,538	7,378					5,538
New Elgin Primary	55,603	36,622		18,980	9,752	9,228	46,374
Linkwood Primary	-1,007	22,225					-1,007
Alves Primary	9,593	9,225		368		368	9,225
Andersons Primary	22,117	21,940		176		176	21,940
Applegrove Primary	24,489	27,759					24,489
Dallas Primary	941	5,628					941
Dyke Primary	2,648	8,809					2,648
Kinloss Primary	22,638	23,002					22,638
Logie Primary	1,539	5,731					1,539
Pilmuir Primary	14,958	14,717		240		240	14,717
Botriphnie Primary	4,592	3,785		807		807	3,785
Crossroads Primary	4,733	3,741		993	622	371	4,363
Keith Primary	12,758	26,805					12,758
Newmill Primary	7,500	7,984					7,500
Rothiemay Primary	11,081	7,003		4,079	1,974	2,105	8,977
St Thomas Primary	6,244	7,471					6,244
Burghead Primary	7,973	12,804					7,973
Hopeman Primary	6,238	17,708					6,238
Hythehill Primary	11,685	28,179					11,685
St Gerardine Primary	29,111	28,460		651	651	0	29,111
Lhanbryde Primary	-6,333	18,263	-36,525				-6,333
Milnes Primary	9,715	18,375					9,715
Mosstodloch Primary	39,281	17,017		22,264	160	22,104	17,177
Aberlour Primary	2,877	12,881					2,877
Craigellachie Primary	4,495	5,433					4,495
Glenlivet Primary	30,466	4,790		25,676		25,676	4,790
Knockando Primary	5,615	6,382					5,615
Mortlach Primary	19,031	13,880		5,151	286	4,865	14,166
Roths Primary	14,000	10,452		3,547		3,547	10,452
Tomintoul Primary	12,982	6,571		6,411	971	5,440	7,542
	<b>601,136</b>	<b>688,918</b>	<b>-166,026</b>	<b>148,728</b>	<b>34,347</b>	<b>114,381</b>	<b>486,755</b>
Retained in General Fund						118,979	








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**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES  
COMMITTEE ON 8 JUNE 2022**

**SUBJECT: EXPANSION OF MUSIC INSTRUCTION SERVICE**

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

**1. REASON FOR REPORT**

- 1.1 To provide Committee with a further update on proposals regarding the expansion of the Moray Music Instruction Service.
- 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:-**

- (i) Consider and note the outcomes of the consultation with children and young people and their families and carers to determine demand across a number of different musical instruments;
- (ii) Determine whether to recommend to Corporate Committee on 14 June 2022 to allocate the additional funding of £35,000 from the Scottish Government towards an expansion of music making opportunities across Moray for academic year 2022/23.
- (iii) If the decision is to recommend the allocation of the additional funding to the expansion of music making opportunities, make recommendations regarding how the funding should be utilised.
- (iv) Agree to defer any further decisions on the expansion of the Music Instruction Service until the long-term funding position is known.

### **3. BACKGROUND**

- 3.1 In 2021, the Scottish Government agreed to remove fees for instrumental music tuition in schools for 2021/22. Ministers and COSLA Leaders agreed to the initial one-year removal of fees through supported funding from the Scottish Government to allow existing levels of provision to be maintained in the academic year.
- 3.2 The funding for each Local Authority was based on the school roll, however it was acknowledged that this approach could leave some authorities with an in-year budget deficit as they were expecting to charge for this tuition. To this end, it was agreed that certain authorities would receive 'top up' funding to ensure that no cost would be associated with any part of an individual's music lesson.
- 3.3 On 14 July 2021 the Council received confirmation from the Scottish Government of one year removal of fees. The funding for 2021-22 was intended to see the pre-pandemic level of provision in local authorities sustained at no cost to families. The funding did not allow for any expansion of the service either by increasing pupil numbers or by expanding the service offer.
- 3.4 On 15 February 2022 the Council received notification of funding for the continued removal of instrumental music tuition fees for the academic year 2022-23, while the Scottish Government continues to work with local authorities to develop a model for a long-term sustainable music tuition service, which includes sustainable funding arrangements. The funding allocated this year allows for some expansion of music services within local authorities in line with the overarching ambition for increased provision. In Moray there is £35,000 available for potential expansion. This additional funding will be paid as redetermination to the General Revenue Grant at the end of March 2023, therefore a decision is required regarding the allocation of funds. As there is still work ongoing regarding the impact and broader implications of the free music tuition policy, it is currently assumed that this additional funding is for one year only.
- 3.5 The Council Music Tuition and Performance Team is currently delivering brass, strings, woodwind and percussion tuition to 662 children and young people across 48 primary and secondary schools. There are 149 children and young people on a waiting list connected to our current instrument offering.
- 3.6 At its meeting on 24 November 2021, Education, Children's and Leisure Services Committee agreed to consult with children/young people and their families and carers to determine demand across a number of different instruments to inform potential service expansion (para 13 of the minute refers).

3.7 Analysis of the consultation is contained in **Appendix 1**, however a summary of the findings is as follows;

- 406 responses to the surveys from children and young people, parents/carers, Headteachers and Principal Teachers of Music.
- Guitar, piano, bagpipes, drumming and voice were the most requested instruments/areas for potential expansion
- Highly valued service currently and support for expansion opportunities and being universally available to all pupils
- Importance of marketing/communication in regards to this learning opportunity

3.8 Members also agreed on 24 November 2021 to further consider investment in a Moray Music Fund and to defer a decision on longer term expansion of the music service and the inclusion of Pipes and Drums tuition until such time as the consultation had taken place and the funding positions had been clarified.

3.9 At this stage the longer-term funding arrangements for music tuition are still unclear, and a sustained expansion of the service would not be possible unless Moray Council were to commit additional funds. If Members were supportive of allocating the additional 2022-23 budget to support the vision of an expanding music instruction service the options for consideration would therefore include:

- a. Allocating the £35,000 (or a proportion thereof) to a Moray Music Fund open to all eligible groups through a bidding process. The fund would be open to pipes and drums and other music groups. If Members were interested in this approach they could remit to the Head of Education Resources & Communities to develop eligibility criteria for a Moray Music Fund based on the fulfilment of agreed educational and cultural priorities.
- b. Allocating the funding to the Music Instruction and Performance team to develop project based music opportunities that would enable the team to:
  - support the 149 children and young people currently on the music instruction waiting list by providing to opportunities to start learning a musical instrument;
  - focus these opportunities on new instruments for the team (piano, guitar (including ukulele), bagpipes, drumming and voice) in response to the demand that is evident through the consultation;
  - work with freelance practitioners to help deliver these project based opportunities;
  - develop wider collaborations with music making organisations in Moray and the wider region;
  - purchase more equipment and materials to enable more learners to become involved in music making.

The project based approach is the recommended option as it would ensure our Music Instruction and Performance team is better prepared for expansion once the longer-term funding model is known and understood.

3.10 Council Officers have been evaluating the impact of the free music tuition policy, and a summary of the findings are set out below;

- There was a large increase in the number of applications for music tuition at the start of the 21/22 academic year (which is reflected in the large waiting list).
- Instructors have reported an increase in non-attendance at lessons throughout the academic year – mixture of Covid absence and lack of interest (possible exacerbated by the removal of charges). We intend to address this in 2022/23 academic year by setting out minimum attendance criteria that will be shared with parents/carers;
- A number of learners who would have previously been unable to apply for music instruction due to the cost barrier are truly benefitting from this provision and making promising progress and making the most of the opportunity.

3.10 The Music Instruction and Performance team in conjunction with the Research and Information team are currently undertaking some analysis work to determine whether free access to music tuition has resulted in learners from lower SIMD areas and/or families on low income applying for this opportunity. The outcomes of this analysis will be reported back to the Scottish Government and will be used for future planning purposes.

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

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

In relation to the LOIP, this report supports three of the main priority areas which are building a better future for our children and young people in Moray, empowering and connecting communities and improving the wellbeing of our population.

In relation to the Corporate Plan, this report contributes to three of the main priority areas which are providing opportunities for people to be the best they can be throughout their lives with a strong and sustained focus on those individuals and groups in our society who experience the most disadvantage and discrimination, empower and support communities to build capacity and creating a sustainable council that provides valued services to our communities.

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

There are no policy or legal implications arising directly from this report.

Evidence demonstrates that music education can improve attainment for all learners particularly around numeracy, literacy and cognitive function. Music education also helps to develop life lessons such as social and personal development skills.

**(c) Financial implications**

As per financial regulations 2.16 any additional funding from the Scottish Government from a redetermination of General Revenue Grant must be approved at Service Committee followed by Corporate Committee.

If Members choose to recommend the allocation of the additional funding to a Moray Music Fund or to the Music Instruction and Performance team it will be utilised to support a short term fund or project based opportunities and there is therefore no long term financial commitment by the Council.

**(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 issues arising directly from this report.

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

An expansion of the Music Instruction and Performance team in line with our Corporate and LOIP priorities would enable the service to contribute to reducing inequalities of outcome caused by socioeconomic disadvantage.

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

No climate change or biodiversity implications have been determined for this report because at this stage acceptance of additional funding has still to be confirmed. However Officers will ensure that if approval is granted any project based expansion work will adhere to the Council's climate change commitments and this would be included in any partnership/procurement discussions.

**(i) Consultations**

The Head of Education, Head of Education Resources and Communities, Principal Teacher of Music Instruction and Performance, the Legal Services Manager, Tracey Sutherland, Committee Services Officer, Nicky Gosling, Accountant, the Human Resources Manager and the Equal Opportunities Officer have been consulted and the comments received have been incorporated into the report.

**5. CONCLUSION**

- 5.1 That the Committee notes the outcomes of the music instruction consultation and determines whether to recommend to Corporate Committee to allocate the additional temporary funding from the Scottish Government to either a Moray Music Fund or to short-term music instruction projects.**

Author of Report:	Kim Slater, Sport and Culture Service Manager
Background Papers:	
Ref:	SPMAN-9425411-10
	SPMAN-9425411-11

## Appendix 1

## Instrumental Music Tuition Funding Allocation - Analysis of Music Instruction Expansion Surveys

**1. Children & Young People Survey Analysis**

83 children and young people responded

**1. Do you currently receive lessons on an instrument delivered by a Moray Council Music Service instructor?**

Yes – 33

No – 50

**2. Was this the instrument you wanted to learn?**

Yes – 26

No – 7

**3. Please tell us which instrument you wanted to play and why this is not the instrument you are learning.**

Guitar

Drums x 2

Violin x 3

Flute

I didn't really want to learn any instruments

**4. Do you currently receive lessons on an instrument delivered by a private music instructor?**

Yes – 21

No – 29

**5. Please tell us which instrument you are learning.**

Chanter/Pipes x 7

Piano x 4

Guitar x 5

Singing

Drums x 2

Clarinet

Flute

Tuba

Violin

**6. Do you attend a Moray Music Centre ensemble or a privately run ensemble?**

Yes – 24

No – 55

**7. If yes, please tell us which one.**

Pipe Band - 7  
Moray Music Centre - 8  
School – 7  
Strathspey Fiddlers – 1  
Private - 2

**8. Instruction on the following instruments is currently on offer (strings, woodwind, brass, percussion) – do you feel the current offer is enough?**

Yes – 22  
No – 61

**9. If the Music Service were to offer instruction on additional instruments, which instrument(s) would you like to learn?**

Piano – 47  
Guitar – 40  
Bagpipes and Drumming – 37  
Voice – 27  
I'm happy with the instrument I am learning - 14  
Cello – 11  
Other – 3  
    Caribbean kettle drum, percussion, electronic/electric guitar  
    Drums  
    Flute

**10. Please add any additional comments you wish to share in relation to the current instrumental offer or a potential expansion of the Music Instruction & Performance team**

- Really like my lessons x 3
- Love music centre (playing in a band) x 2
- Would save my parents money if bagpipe tuition was free – playing this instrument for my exam
- Music lessons are too expensive for working parents via school – cheaper to pay private tuition
- Should be free for all and open to all (it's the universal language of mankind)
- Should be allocated on the basis of natural/initial talent
- Younger age groups should be offered
- Not all instruments offered at my school
- Lucky my parents can afford it, many families can't
- Don't know what is on offer



## **2. Parent/Guardian Survey Analysis**

286 responses to survey

**1. Do you have a child learning an instrument with a Moray Council Music Service instructor?**

Yes – 88

No – 198

**2. Which instrument do they learn?**

Brass – 18

Woodwind – 21

Upper Strings – 43

Percussion – 6

**3. Do you have a child learning an instrument with a private music instructor?**

Yes – 61

No – 130

**4. Please tell us which instrument your child is learning?**

Piano – 22

Chanter/Pipes – 17

Drums – 10

Guitar – 9

Keyboard – 5

Ukulele – 4

Violin – 4

Voice – 3

Cello – 2

Clarinet – 1

**5. Do you have a child attending a Moray Music Centre ensemble or a privately run ensemble?**

Yes – 31 (Moray Music Centre, Pipe Band, School)

No – 100

**6. Instruction on brass, woodwind, upper strings and percussion is currently on offer – do you feel the current offer is sufficient?**

Yes – 120

No – 166

**7. Please give some detail as to why you think the current offer is not sufficient.**

- Restricted options – 102
- Need instrument with Scottish heritage – 21
- Never been offered - 11
- Not enough spaces – 10
- Options old fashioned – 5
- Not given choice they wanted – 5
- More traditional instruments – 5

- Child interested in other instruments – 5
- Affordable instruments required – 4
- Ability to take exams in wider options – 1
- Lack of follow on – 1
- Taster sessions before they choose option – 1
- More lessons (twice per week) – 1
- Not consistent offering across schools – 1

**8. If the Music Service were to offer instruction on additional instruments, which instruments would you like to see offered to children and young people in Moray?**

Piano – 214

Guitar (including ukulele) – 210

Bagpipes and drumming – 187

Voice – 130

Cello – 60

Other – 25

Recorder/sing/percussion

Bass guitar/guitar

Banjo

Trumpet

Tin whistle

Drums – 5

Keyboard – 3

Violin – 2

Harp – 2

Flute

Saxophone – 2

Accordion

**9. Please add any additional comments you wish to share in relation to the current instrumental offer or a potential expansion of the Music Instruction & Performance team.**

- Positive move to expand – good planning and liaison needed
- Group lessons in Primary a great success
- Lucky to have team of high quality instructors in Moray
- Importance of music – confidence, bonding, well-being, future opportunities, expression, rhythm, co-ordination
- Wider choice = more desire from pupils
- Learning songs that interest the pupils
- Cost before 'free' was prohibitive
- Lack of awareness/advertising/inclusivity/communication re this offering from schools
- Not enough teachers employed
- If expanding instructors need proper qualifications – same as current level
- Ability to start young to achieve necessary standard once at exam stage
- Some schools no music provision/lack of equity
- Appreciation of what is currently offered
- Communication between parents/guardians and instructor would be good

- Bagpipes essential to our Scottish culture
- Option of additional private tuition with instructors
- Current process ('test') to choose those to offer unfair
- Pupils attending music lessons should not consistently miss lessons on same subject
- Working towards a performance for parents would be good
- Should be universal to all
- If interest spread across schools – option to offer in central place after school?
- Music instruction helping child with other struggles in school
- Teach children how to write their own music
- 'Well to do' schools seem to get plenty provision – schools with high need demographic get less
- Ridiculous every child gets given a recorder when the majority have no interest in the instrument

### **3. Headteacher and Principal Teacher of Music Survey Analysis**

37 responses to survey

**1. Instruction on the following instruments (brass, woodwind, upper strings, percussion) is currently on offer – do you feel the current offer is sufficient?**

Yes – 9

No – 28

**2. Please give some detail as to why you think the current offer is not sufficient.**

- Wider variety (and availability) that appeal to pupils and allow them to excel beyond the broad general education x 3
- Guitar and piano very popular so some need to get private tuition as not enough instructors in schools (excludes those that cannot afford it) x 5
- Guitar not included x 2
- Some of the instruments do not offer enough scope to develop instrumental skills in other areas
- Gender imbalance in pupils – boys prefer percussion/guitar but with guitar not included this results in smaller number of boys learning music
- Not even aware the above was on offer x 3
- Bagpipes, guitar, voice and piano x 5
- Violin
- Lower strings
- Include popular/traditional instruments – bodhran, guitar and chanter
- Violin, accordion, piano, keyboard
- Bagpipes x 4
- Instruments available only useful if you intend to play in an orchestra – would like to see more standalone instruments – piano, guitar, bagpipes
- Music taught earlier

**3. From a Head Teacher/Principal Teacher of Expressive Arts perspective, would specialist instruction on any of the following instruments be beneficial to the children and young people at your school?**

Piano – 30

Guitar (including ukulele) – 30

Bagpipes and Drumming – 29

Voice – 27

Cello – 14

Other – 2

Keyboard

Double bass

**4. Does your school offer music instruction delivered by a private instructor or external agency?**

Yes – 8

No – 29

**5. Please detail the instruments offered and/or external agencies involved.**

Piping and drumming - 4

Drum – 3

Guitar – 3

Voice - 1

Keyboard – 1

**6. Please add any additional comments you wish to share in relation to the current instrumental offer or a potential expansion of the Music Instruction & Performance team.**

- Increased violin capacity.
- Children really enjoy their music lessons so would like to encourage more opportunities x 4
- More performance opportunities for non-orchestral players
- Real concern on the concept of offering access to paid private instruction in school – equity issue
- Offered to all from a young age – integral part of curriculum x 2
- Children actually getting their choice and not 2<sup>nd</sup> or 3<sup>rd</sup> option
- Previously offered private guitar tuition – would like to resume but not as a private provider
- Fantastic that it is now a free service, wider scope rather than traditional orchestral ones
- Pipes, drums, guitar and piano need to be offered – orchestral learners have plummeted



**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES  
COMMITTEE ON 8 JUNE 2022**

**SUBJECT: EDUCATION RESOURCES AND COMMUNITIES AND  
EDUCATION CAPITAL BUDGET MONITORING REPORT 31  
MARCH 2022**

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

### **1. REASON FOR REPORT**

- 1.1 This report is to inform Committee of projects actual expenditure for Capital Budgets within Education, Children's and Leisure Services for 2021/2022.
- 1.2 This report is submitted to Committee in terms of Section III (A) (2) of the Council's Scheme of Administration relating to the consideration of Capital and Revenue Budgets and long term financial plans.

### **2. RECOMMENDATION**

- 2.1 **It is recommended that the Committee scrutinises and notes the contents of the report.**

### **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 3 March 2021 (paragraph 2 of the minute refers) Council approved the Capital Plan for 2021/22. At the meeting of the Moray Council on 30 November 2021 (paragraph 7 of the minute refers) Council approved carry forwards for Budgets within Education.
- 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 Resources and Communities and Education Capital Plan under **APPENDIX I**.

#### 4. **BUDGET FOR 2021/22**

- 4.1 The total approved Capital Budget for Education Resources and Communities and Education for financial year 2021/22, including carry forwards from 2020/21, is as follows:-

	<b>20/21 £000</b>
Land & Buildings	9,655
Vehicles, Plant & Equipment	281
<b>Totals</b>	<b>9,936</b>

- 4.2 Actual expenditure up to 31 March 2021 is £10,038m.

#### 5. **MAJOR PROJECTS**

##### **Schools Essential Maintenance Programme 2021/22**

- 5.1 The total budget for this programme of work is £4.655m which is made up of a carry forward of £1.655m from last year and £3m from 2021/22 Capital Plan. This programme of work is a single line within the Capital Plan. However, the programme has been split into separate budgets for each individual project as detailed in **APPENDIX I** for budget monitoring purposes. The majority of this work programme is the phased work begun under the Make Do and Mend criteria, which was to address elements of schools in Condition D that have the possibility of failing. The scope of each of the projects is developed in consultation with the school and the contractor. The reactive nature of this programme does mean that individual project budgets do vary during the year of the programme.
- 5.2 The total spend for this programme of work during 2021/22 was £4.447m. The underspend was mainly due to the delays to the Burghead Primary School heating and pipework replacement and Milnes High School roofing upgrade projects. Following condition reports by the Maintenance team of failing building elements at Mosstodloch Primary School, Speyside High School, Aberlour, East End Primary School, Elgin, Millbank Primary School, Buckie and Seafield Primary School, Elgin design work was undertaken to minimise the budget underspend.
- 5.3 Work to upgrade the mechanical and electrical systems at Speyside High School, Aberlour, Cluny Primary School, Buckie, Forres Academy, New Elgin Primary School, Elgin, and Anderson Primary school, Forres was completed during the school summer holidays.
- 5.4 Work to replace the heating system at Burghead Primary School was unable to progress while discussions were ongoing with a local distillery to establish if waste heat from the facility could be used at the school. To allow the pipework replacement to begin, the heat source needed to be known because the lower temperature of the waste heat directly affects radiator sizes. Those discussions were concluded in October 2021 and the heating option appraisal has now been updated.

- 5.5 Work to replace roofing at Milnes High School, Fochabers was delayed following a detailed inspection which revealed a greater extent of roof replacement being required and a 20% increase in material prices particularly for roof insulation. The extent of work required to replace the roof while the school remains operational requires a detailed project plan to be produced and agreed.
- 5.6 Work to upgrade the drainage systems at Andersons Primary School, Forres, Forres Academy and Applegrove Primary School, Forres were completed during the school summer holidays.
- 5.7 Work to replace defective render with a new insulated render system at Hythehill Primary School, Lossiemouth was completed on 28 April 2022, five weeks after the previously stated completion date of 25 March 2022. Work had been delayed on site because of adverse weather conditions and the availability of skilled workforce. There has been an overspend of £161k as a result of unforeseen work. This included the condition of the light fittings and fixings which, when removed, could not be reattached to the new wall surface. There were considerable areas on the three-storey block which were out of level that needed additional work to square off the surfaces, and an out building was damaged by fire in a bin area.

## **6. NEW BUILD (SCHOOLS)**

### **Lossiemouth High Replacement Project**

- 6.1 The final phase of the project was completed on 21 April 2022 including the artificial pitch and new pedestrian access footpath, five weeks behind the revised completion date of 21 March 2022.
- 6.2 Lossiemouth Community Council have been in communication with Officers to raise concerns regarding the remoteness of the public car park to the entrance of the Community facilities. Following completion of the new pedestrian access footpath, which has shortened the route to the main entrance, Officers will meet with the Community Council to seek their feedback.
- 6.3 COVID-19 costs have been agreed with the contractor and submitted to the Scottish Government as indicated in previous reports to this Committee. The Scottish Government have acknowledged receipt of our documentation and had indicated that a decision may be made before the end of the 2021/22 financial year. Currently the Scottish Government continue to review the claim.

### **Linkwood Primary School, Elgin**

- 6.4 COVID-19 costs have been agreed with the contractor and submitted to the Scottish Government as indicated in previous reports to this Committee. The Scottish Government have acknowledged receipt of our documentation and had indicated that a decision may be made before the end of the 2021/22 financial year. Currently the Scottish Government continue to review the claim.

- 6.5 The Scottish Government are not funding the project, but have been provided with the agreed COVID-19 costs to determine if they will contribute to the costs.

**Findrassie Primary School, Elgin**

- 6.6 Stakeholder consultation on the project within the Elgin Academy ASG has completed. Consultations with both educational and community users was concluded during February 2022. Procurement options are currently being evaluated with the Scottish Procurement Alliance and Hubco North. The time required to recruit the Project Manager (Learning Estate) and arrange the consultation process has delayed expenditure on professional fees during 2021/22. The balance of this unspent budget will form a carry forward request to the Moray Council meeting 29 June 2022.

**7. EARLY LEARNING CHILDCARE EXPANSION**

- 7.1 The Early Learning Childcare (ELC) Capital Programme includes 4 new build nurseries and 7 refurbishments. The completed projects are as follows:

- Lady Cathcart, Buckie;
- Lhanbryde Primary;
- Burghead Primary;
- New Elgin Primary, Elgin;
- Cullen Nursery;
- Mortlach Primary, Dufftown;
- Linkwood Primary School, Elgin;
- Pilmuir Nursery, Forres;
- Strathisla Nursery Keith; and
- Mosstodloch Primary.

**Aberlour Primary School Nursery**

- 7.2 Planning and Listed Building Consent has been approved to carry out a full refurbishment and extension to the existing nursery. Temporary decant accommodation has been manufactured for both the school and private nursery. The intention was that the school nursery be decanted to accommodation on the primary school site and the private nursery to a site adjacent to Speyside High School. Meetings have been held with the Head Teachers at Speyside High School and Aberlour Primary School and further options for the location of the temporary units are being considered. The programme of work at Aberlour has been paused in order to carry out option appraisals at each school which have been considered by the ELC Project Board and Asset Management Working Group. Further information is being gathered before being reported to this Committee.
- 7.3 The ELC Capital Programme for 2021/22 was funded by the transfer of Scottish Government revenue funding to the Capital Plan for the construction and refurbishment of nursery facilities. The Capital allocation for the 2021/22 programme is overspent by £1,198k with no remaining revenue budget available to fund the shortfall. The budget pressures within the ELC Revenue budget and the Internal Audit investigation into the management of the ELC budgets was reported to this Committee on 9 March 2022 (paragraph 14 of the draft minute refers).



## **8. LEISURE AND LIBRARIES**

### **Condition Surveys – Other Leisure Facilities**

- 8.1 The condition surveys of our leisure facilities were delayed due to specialist contractor availability. The survey work has now concluded, with condition survey reports due in June 2022.

### **8.2 Underwater Swimming Pool Camera Replacements**

Pool camera replacements at Buckie, Forres and Keith have now been completed.

## **9. 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.

### **(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 Report sets out the following financial implications of; uncertainty of receiving funding from the Scottish Government to support the COVID costs of the Lossiemouth High School and Linkwood Primary Schools; a potential carry forward request for the new Findrassie Primary School project; and the overspend in the Early Years Capital budget.

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

The school estate (excluding new build) continues to deteriorate. The level of investment that the Council is able to afford is insufficient to maintain all schools to B/B standard. The risk of building failures, temporary closures and/or health and safety risks continue to be a concern. The programming of work within schools is subject to change as government guidance is issued in relation to COVID-19 restrictions. The latest construction sector guidance is indicating that manufacturing lead in times and costs for building products are increasing rapidly due to the effects of COVID restrictions, Brexit and the conflict in Ukraine. This will, in turn, impact tender prices received for construction projects, therefore additional budget may be required for projects after they return from tender or projects postponed.

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

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

**(i) Consultations**

Consultations have been undertaken with Head of Financial Services; Principal Accountant; Property Asset Manager; Design and Construction Manager; Legal Services Manager; PPR and Communications Officer; Equal Opportunities Officer; Head of Education Resources and Communities, Head of Education and Tracey Sutherland (Committee Services Officer). Where comments have been received, these have been included within the report.

**10. CONCLUSION**

**10.1 This report presents the Education Capital Works budget to 31 March 2022. It clarifies the status of a number of capital projects and the financial implications associated with each of them where appropriate.**

Author of Report:	Moray Macleod, Design and Construction Manager
Background Papers:	Education Capital Budgets 2021/2022
Ref:	SPMAN-1285234812-1084




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**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES  
COMMITTEE ON 8 JUNE 2022**

**SUBJECT: EDUCATION RESOURCES AND COMMUNITIES REVENUE  
BUDGET MONITORING TO 31 MARCH 2022**

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

**1. REASON FOR REPORT**

- 1.1 To inform the Committee of the budget position for Education Resources and Communities as at 31 March 2022.
- 1.2 This report is submitted to Committee in terms of Section III (A) (2) of the Council's Scheme of Administration relating to the consideration of capital and revenue budgets and long term financial plans.

**2. RECOMMENDATION**

- 2.1 **It is recommended that Committee scrutinises and notes the budget position at 31 March 2022.**

**3. BACKGROUND**

- 3.1 The report highlights those areas of the budget where there is a significant percentage variance identified at 31 March 2022.

**4. BUDGET POSITION**

- 4.1 The spend at 31 March 2022 is £20,833,000 against a budget to date of £21,777,000, giving an underspend of £944,000 as shown in **Appendix 1**.
- 4.2 The COVID-19 pandemic has had a significant impact on income and a £500,000 reduction in the income budget for leisure facilities was approved as part of the budget report to Moray Council 3<sup>rd</sup> March 2021. With this saving implemented there was an underspend of £33,000 on leisure income.
- 4.3 There is an overspend on school repairs and maintenance and accessibility of £236,000, this is partly due to additional repairs following storm Arwen.

- 4.4 Other underspends within the service are Additional Support for Learning training £23,000, home tuition £43,000, Speech and Language Therapy contract £65,000 and staff travel across the service £53,000.
- 4.5 Staff savings from vacancies and appointment below top of scale have exceeded the budget by £986,000 (4.8% of service staff budget). The staff savings are across the service, with the largest proportion (59%) relating to ASN positions centrally and within schools (including ASN teaching staff and PSAs) where there has been normal staff turnover, some posts have proven difficult to fill, and other centrally managed posts have been held as they under review as part of the wider review of ASN Services.

## **5. SUMMARY OF IMPLICATIONS**

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

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

**(b) Policy and Legal**

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

**(c) Financial implications**

The resource implications are set out in this report and at **Appendix 1**. The underspend as at 31 March 2022 is £944,000 against a budget of £21,777,000.

**(d) Risk implications**

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

**(e) Staffing implications**

There are no staffing implications associated with this report.

**(f) Property**

There are no property implications associated with this report.

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

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

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

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

**(i) Consultations**

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

**6. CONCLUSION**

**6.1 That Committee scrutinises and notes the budget position as at 31 March 2022.**

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

Background Papers: with authors  
Ref: SPMAN-9425415-16/SPMAN-9425411-16



## Education Resources & Communities

Appendix 1

### Budget Monitoring Report to 31st March 2022

Service	Revised Budget	Budget to Date	Actual to Date	Variance to Date	Variance
	£'000	£'000	£'000	£'000	%
<b>Communities</b>	<b>1,008</b>	<b>1,008</b>	<b>985</b>	<b>23</b>	<b>2 %</b>
<b>Culture, Sport &amp; Leisure</b>	<b>3,787</b>	<b>3,787</b>	<b>3,743</b>	<b>44</b>	<b>1 %</b>
<b>Learning Estate</b>	<b>147</b>	<b>147</b>	<b>126</b>	<b>21</b>	<b>14 %</b>
<b>Additional Support Needs</b>	<b>13,712</b>	<b>13,712</b>	<b>13,593</b>	<b>119</b>	<b>1 %</b>
<b>Business Support Unit</b>	<b>1,401</b>	<b>1,401</b>	<b>1,399</b>	<b>2</b>	<b>-</b>
<b>Education Resources &amp; Communities Management</b>	<b>106</b>	<b>106</b>	<b>106</b>	<b>-</b>	<b>-</b>
<b>Schools Repairs &amp; Maintenance</b>	<b>1,066</b>	<b>1,066</b>	<b>1,302</b>	<b>(236)</b>	<b>(22)%</b>
<b>Public Private Partnership</b>	<b>(582)</b>	<b>(582)</b>	<b>(572)</b>	<b>(10)</b>	<b>2 %</b>
<b>Education Resources</b>	<b>115</b>	<b>115</b>	<b>116</b>	<b>(1)</b>	<b>(1)%</b>
<b>Education Resources &amp; Communities COVID-19</b>	<b>31</b>	<b>31</b>	<b>35</b>	<b>(4)</b>	<b>(13)%</b>
<b>Education Resources &amp; Communities Efficiency Savings</b>	<b>986</b>	<b>986</b>	<b>-</b>	<b>986</b>	<b>-</b>
				<b>-</b>	
<b>Education Resources &amp; Communities Total</b>	<b>21,777</b>	<b>21,777</b>	<b>20,833</b>	<b>944</b>	<b>-</b>








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**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES  
COMMITTEE ON 8 JUNE 2022**

**SUBJECT: PERFORMANCE REPORT (EDUCATION RESOURCES AND  
COMMUNITIES) – PERIOD TO MARCH 2022**

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

**1. REASON FOR REPORT**

- 1.1 To inform the Committee of the performance of the service for the period to 31 March 2022.
- 1.2 This report is submitted to the Committee in terms of section III (D) (1) of the Council's Scheme of Administration in relation to the functions of the Council as an Education Authority.

**2. RECOMMENDATION**

**2.1 It is recommended that Committee:**

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

**3. BACKGROUND**

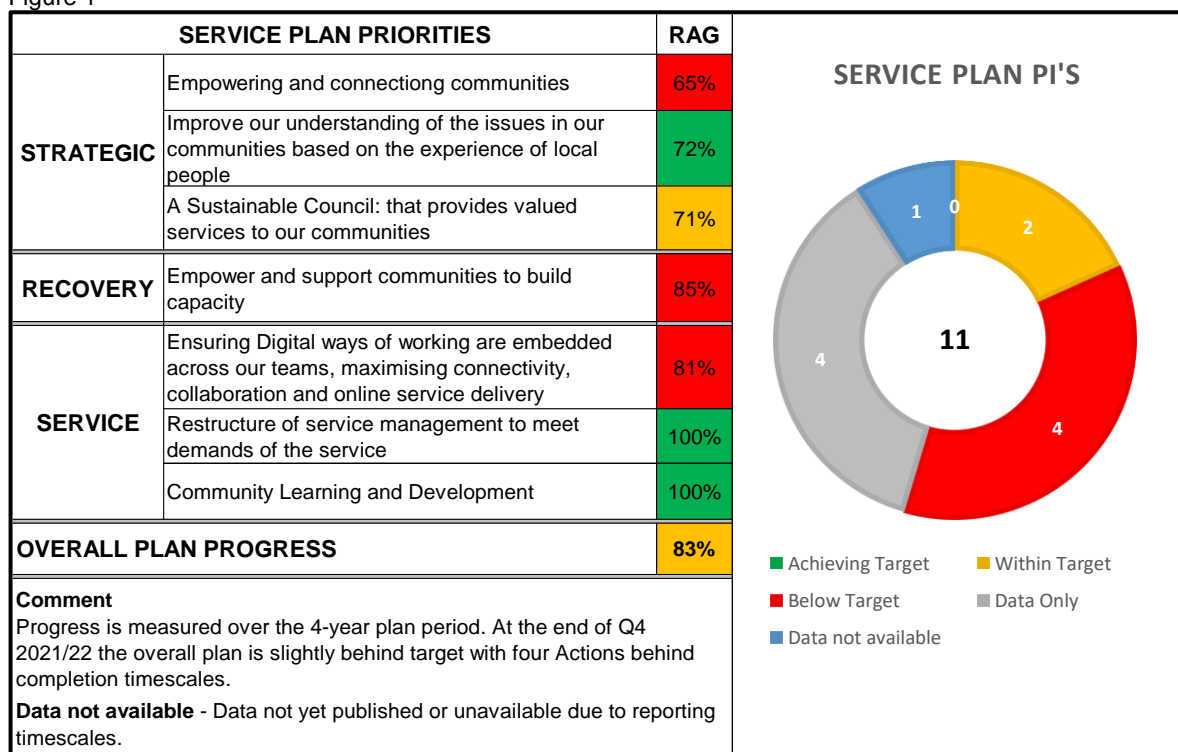
- 3.1 On 7 August 2019, the Council, approved a revised Performance Management Framework for services (para 5 of the minute refers).

**4. SERVICE PLANNING**

- 4.1 Each service plan sets out the planned strategic and service level priorities and outcomes it intends to deliver in the coming year aligning closely with financial planning, corporate and community planning partnership strategic priorities. This report provides an interim update on progress on the service plan, key outcomes and performance indicators. Committee is invited to review progress to secure assurance that is satisfactory and to provide scrutiny and further direction where performance requires attention.

- 4.2 The narrative included is by exception, links to Service Plan Actions and Performance Indicators can be accessed within the Background Papers section of this report.

Figure 1



### Strategic Outcomes - successes

- 4.3 Developing engagement with the public on the future of council services has made good progress in the second half of 2021/22. Suggestions raised at the 'Power to the People' session hosted by tsiMoray are to be incorporated into refreshed Community Planning Partnership (CPP) Community Engagement Strategy. Following elections Community Councils are now operational with members completing a survey shaping augural meetings and identifying ongoing training needs. A programme of training is being planned for 2022/23. An engagement event was held in Buckie in March, the outcome of which is a commitment to re-establish the Moray Transport Forum. (Action STRATEGIC ERC 2.1)
- 4.4 The development of locality engagement has progressed well with work ongoing within five identified areas at varying stages of development. Engagement in the Buckie and New Elgin areas has been ongoing for several years supported by the community Support Unit (CSU). As a result of a Development Trust Association Scotland meeting held in February discussions are underway to explore establishing a development trust for Buckie. The consultation of local priorities in Buckie has been analysed and the provision of support to existing activities and matters arising will be progressed in consultation with the Community Planning Partnership. In New Elgin the working group have revised their Locality Plan to clearly identify the four main themes and will move forward with the delivery of actions within these themed areas. Both Buckie and New Elgin areas have identified the

need for community spaces where partners and community residents can meet, options are being explored in Buckie, at present however no appropriate space has been sourced. The other three areas (Lossiemouth, Forres and Keith) are at earlier stages in the eight-stage process, good progress has been made in all three with support from the CSU. (Action STRATEGIC ERC 2.2)

- 4.5 In February 2022 the Transform Learning Board approved the closure of the Leisure Services Review. Significant progress has been made in the delivery of a more efficient and effective leisure estate. This has been achieved with the strategic group working closely together, driving forward the implementation of a Business Plan and developing shared service delivery opportunities and an improved commercial approach to the service as well as being responsive to customer needs. (Action STRATEGIC 3.2, PI's SCC1, SCC2)

**Strategic Outcomes – challenges and actions to support**

- 4.6 Whilst good progress has been made during quarter 4 the target completion date for Community Asset Transfer (CAT) has not been met. Of the target of eight transfers three completed during 2021/22. The COVID pandemic severely hindered the processes for progressing transfers as planned. A revised Allotments Policy was passed at Corporate Committee on 15 March 2022. The refreshed policy identifies the services within the council working together to progress the development of an allotments site at Pinefield in Elgin. The CSU will provide support for the development. (Action STRATEGIC ERC 1.1, PI ERC002)
- 4.7 The 1% target for 2021/22 has not been achieved. The Participatory Budgeting (PB) Steering Group are continuing work with SMT/CMT to identify budgets for PB. Work continues to raise awareness across the council in order to make progress towards the 1% PB requirement set by Scottish Govt. The CSU continue to explore mainstream options generated through the input at Leadership Forum to look at budget options for PB. Cullen and Findochty Play area PB exercises are ongoing with consultations now complete, the CSU are working with colleagues in Lands and Parks on drawing up tender documents. (Action STRATEGIC 1.2, PI FS214)
- 4.8 The long-term plan to tackle the affordability and standard of our schools has progressed well but fallen short of meeting the target completion date. The action is nearing completion with the governance process approval sought at the May 2022 programme board. Moving into 2022/23 the overall aim of this action will be carried forward. A new set of sub-actions have been agreed and will be put in place to effectively monitor progress. The percentage of schools rated B or better for condition has improved from 45.3% to 56.6% during 2021/22, this has resulted in 1,614 less pupils being educated in school buildings rated as 'Poor'. Whilst improving the percentage did not achieve the target set at 60.9%. Improvement in condition is a long-term aim and the target has been set to allow progressive annual improvement. Latest national data shows that 90% of Scottish schools are rated B or better for condition. (STRAT3.1, PI EdS100)

### **Service Level Outcomes - successes**

- 4.9 Five of the six service level actions in the plan have completed. The completion of these actions have previously been reported to this committee. (Actions SERVICE ERC 1.2, 1.3, 1.4, 2.1 & 3.1, PI's CLS05a, CLS05c, SCC5c)

### **Service Level Outcomes – challenges and actions to support**

- 4.10 Originally due to complete by March 2021, the review of school business admin was subsequently extended to end March 2022 due to the impact of COVID-19. The project continues to be impacted by operational challenges and has not completed by the amended date. The Senior Reviewing Officer and Service Manager are aware and are looking to put measures in place to support. Although subject to ongoing monitoring, revised timelines have been agreed by the Project Management Group and will be reported to the Transform Learning Board, however it is anticipated that the delivery date for all phases of the plan will need to extend to 31 March 2023. (Action SERVICE ERC 1.1)

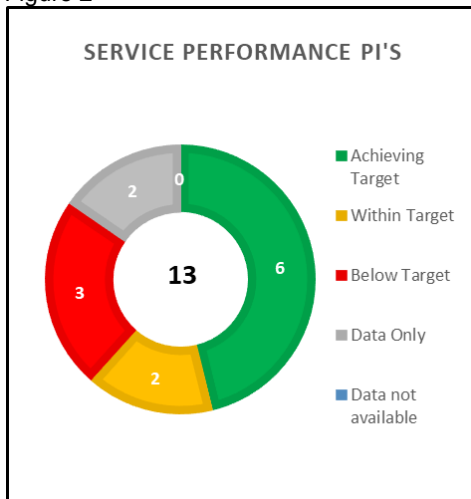
### **Recovery and Renewal Actions**

- 4.11 Development of community resilience plans did not complete by 31 December 2021 as anticipated. This action will be refreshed and carried forward in the revised 2022/25 service plan (para 4.2 refers). Work to create a framework for Community Resilience Plans continues with the development of a Resilience Plan template and a guidance document is being progressed. Work is ongoing to refresh the Council Volunteer Policy with an intention to include Resilience type volunteering within that refreshed document. (Action COVID ERC 1.1)

## **5. SERVICE PERFORMANCE**

- 5.1 In line with the Performance Management Framework, operational performance is reviewed quarterly by departmental management. Areas performing well and/or areas subject to a decreasing trend or where benchmarking results show performance significantly below comparators will be reported to this committee for member scrutiny.
- 5.2 Initial publication of 2020-21 Local Government Benchmarking Framework (LGBF) Indicators in February 2022 will be refreshed in early June. The full suite can be viewed within the Background Papers section of this report. Published indicators for this service have been incorporated within the relevant section of this report depending on whether results are used to evidence progress against strategic, service plan or service performance priorities. LGBF indicators for Education, Resources and Communities are identifiable with the CLS prefix.
- 5.3 The narrative included is by exception, links to Service Performance Indicators can be accessed within the Background Papers section of this report.

Figure 2



### Operational Indicators - successes

- 5.4 The percentage of schools that are rated B or better for suitability remains at the same level as 2020/21 (98.1%) exceeding the target of 95%, above the national average of 87%. (PI EdS101)
- 5.5 The number attending holiday and term-time sports coaching sessions at 6,059 is significantly above target and is the highest annual amount ever recorded. The securing of additional funding for the summer programme enabled enhanced provision. (PI EdS006.2).
- 5.6 Whilst the cost per attendance of sports facilities appear to have significantly increased between 2019/20 and 2020/21, previous results were skewed by the COVID-19 pandemic. As the numbers attending sports facilities remain significantly lower than pre- pandemic, costs are expected to be higher. As attendances increase it is expected that costs per attendance will be significantly lower in 2021/22. In 2020/21 Moray ranks as being the 5<sup>th</sup> lowest cost local authority in Scotland and 2nd lowest within the comparator authority group, at £18.71 Moray is well below the median comparator group target (£50.35). (PI CLS01)
- 5.7 To compensate for the downturn in attendance due to the impact of COVID-19 attendance targets were adjusted. There were 95,552 attendances at health and fitness leisure services in 2021/22 exceeding the target set at 82,500. This shows a near return to the levels witnessed prior to the pandemic in 2019/20 (118,091). (PI EdS407.2)
- 5.8 There was a downturn in library visits in 2020/21 due to the restrictions in place. The cost per library visit increased as a result. Latest LGBF data shows that Moray ranks as 10/32 for Scotland's local authorities and 3/8 in the comparator authority group, where 1 has the lowest costs and at £2.94 is below the comparator authorities median target (£4.29). (PI CLS02)

### Operational Indicators – challenges and actions to support

- 5.9 Although targets were adjusted for attendance at swimming pools and leisure services at community centres operated by Moray council neither achieved the annual targets. Consistent increases were witnessed in both as 2021/22 progressed, with quarters 3 & 4 accounting for 58% of annual attendances at

swimming pools and 64% at community centres. Provided no further restrictions are imposed, it is anticipated that 2022/23 will see attendances return to pre-pandemic levels. (PI's EdS407.1 & EdS407.5)

- 5.10 The number of library borrowers as a percentage of the population were below target during 2021/22 due the restrictions in place, but almost double the percentage in 2020/21. Historically the number of library borrowers have reduced year on year from 25% in 2010/11 to 16.9% in 2019/20 (pre-pandemic). (PI EdS11.2)

## **6. OTHER PERFORMANCE RELATED DATA**

### **Complaints & MP/MSP Enquiries**

- 6.1 In line with the Performance Management Framework, complaints are reviewed quarterly by departmental management in terms of time taken to respond, outcome and learning points. Detailed tables can be accessed within the Background Papers section of this report.
- 6.2 A total of seven complaints were received during the second half of 2021/22 with nine complaints closed. Of those, two were at frontline stage (22%), one being upheld and the other not upheld. Both frontline complaints were closed within the 5-day target timescale.
- 6.3 Seven investigative complaints were closed in the same period, one complaint was upheld, three were partially upheld and the remaining three were not upheld. The learning outcome from the upheld complaint has led to a review of process to reflect current best practice. The three partially upheld complaints require corrective actions with regards staff processes and training to avoid similar future occurrences. Four of the seven closed complaints were resolved within the target 20-day timescale.
- 6.4 Of the nine complaints resolved four were regarding ASN services, of those four one was upheld, two were partially upheld and the remaining complaint was not upheld.
- 6.5 Five MP/MSP enquiries were received during the second half of 2021/22 and six were closed within the period. All enquiries were resolved.

### **Other Performance (not included within Service Plan)**

- 6.6 No information to report.

### **Case Studies**

- 6.7 No information to report.

### **Consultation and Engagement**

- 6.8 No information to report.

## **7. SUMMARY OF IMPLICATIONS**

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

Performance measurement is used to ensure the efficient and sustainable delivery of services to meet the Council's priorities in both the Corporate Plan and the LOIP.

**(b) Policy and Legal**

The Council has a statutory requirement to publish a range of information that will demonstrate that it is securing best value and assist in comparing performance both over time and between authorities where appropriate.

**(c) Financial implications**

None.

**(d) Risk Implications**

None.

**(e) Staffing Implications**

None.

**(f) Property**

None.

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

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

**(h) Consultations**

The Head of Education Resources & Communities, Deputy Chief Executive (Education, Communities & Organisational Development), Service Managers, Legal Services, the Equal Opportunities Officer, and Tracey Sutherland, Committee Services Officer have been consulted with any comments received incorporated into this report.

## **8. CONCLUSION**

- 8.1 By 31 March 2022, the Service Plan actions are 83% complete with most actions progressing well. The five actions subject to slippage is a consequence of the COVID pandemic. Outstanding actions will be refreshed, carried forward and reported on in the revised 2022-25 service plan.**

Author of Report: Iain Sneddon, Research & Information Officer  
Background Papers: [Service Plan Actions](#)  
[Performance Indicators](#)  
[Service Performance Indicators](#)  
[LGBF Indicators](#)  
[Service Complaints](#)

Ref: SPMAN-9425411-14





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**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES  
COMMITTEE ON 8 JUNE 2022**

**SUBJECT: WHOLE FAMILY WELLBEING FUND**

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

**1. REASON FOR REPORT**

1.1 This report is submitted to the Committee to homologate the decision made by the previous Chair and Council Leader on the spend of the money made available to families in Moray.

1.2 The 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:**

- i) agree to homologate the decision made by the previous Chair and Council Leader with regards to the spend on the Whole Family Wellbeing Fund, within social work as Section 12 (Social Work (Scotland) Act 1968 and Section 22 payments (Children (Scotland) Act 1995) for families in financial and immediate need; and**
- ii) note that a paper will be prepared for the Scottish Government on how the money has been distributed.**

**3. BACKGROUND**

3.1 The Scottish Government have pledged to give £500 million for Whole Family Wellbeing Fund over the course of the next 3 years, and a particular part of the fund, totalling £37,000 is available for Moray immediately. This part of the fund has been given to social work departments, and is based on population and the Scottish Index of Multiple Deprivation (**Appendix 1**).

3.2 The £37,000 was awarded to address immediate and financial need for families in Moray, with a view to it being used to support fuel, food and clothing/ household poverty. As this funding is to be delivered through Section

12 and 22 payments, the responsibility sits with social work who have authority to distribute this fund.

- 3.3 On the basis that there would be no immediate committee meeting at which to ratify spend of this fund due to the local government elections, and to avoid any delay in supporting families in immediate need, the Interim Head of Children and Families and Justice Social Work requested agreement to enact the spend from the outgoing Committee Chair and Council Leader.
- 3.4 Social workers identified families who they understood to be experiencing particular financial hardship, particularly with a focus on fuel poverty. Work continues to ensure the Council have equity as work progresses to the point of releasing payments to individual families.

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

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

The issue of poverty and financial hardship is one of the high level priorities within Moray's Children's Services Plan 20-23.

This recommendation is sighted on and committed to upholding the principles of keeping The Promise and the UNCRC Incorporation Bill. There are no contraventions of child's rights to consider as part of this report.

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

There are no policy or legal implications. We are acting within a national framework.

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

Funding is being provided centrally and we will only distribute within the parameters of the allocation.

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

There are no specific risk implications associated with this report.

##### **(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**

The funding supports the ongoing work to tackle inequalities with a focus on poverty and hardship.

##### **(h) Climate Change and Biodiversity Impact**

There are no climate change or Biodiversity implications associated with this paper.

**(i) Consultations**

Chief Officer Health and Social Care, Equal Opportunities Officer, Senior Human Resources Advisor, Principal Accountant, Head of Governance, Strategy and Performance and Tracey Sutherland, Committee Services Officer.

**5. CONCLUSION**

**5.1 The purpose of this report is to request that the Committee homologate the decision made to spend of the Whole Family Wellbeing Fund tranche that is intended to be distributed by the social work department.**

**5.2 A paper shall be prepared to report to the Scottish Government on how the money has been distributed.**

Author of Report: Tracy Stephen, Interim Head of Children, Families and Justice Social Work

Ref: SPMAN-305227695-12  
SPMAN-305227695-13





Chief Social Work Officers  
Directors of Finance

9 February 2022

Dear Colleague

### **WHOLE FAMILY WELLBEING FUNDING – 2021-22**

I am writing to inform you of the details of a 2021-22 allocation of Whole Family Wellbeing Funding to your local authority. Details of the allocations are set out in the Annex.

As you may know, the Scottish Government's Programme for Government committed to investing £500 million in Whole Family Wellbeing Funding, over the lifetime of the Parliament, to help ensure that it will #KeepThePromise to improve person-centred holistic support for children and their families, with £50 million in 2022-23. We are currently engaging with partners on proposals for the design of the Whole Family Wellbeing Funding and, in particular, the framework for spend of £50m in 2022-23. In the meantime, as a visible signal of our commitment and as a precursor to the Whole Family Wellbeing Funding starting properly later this year, we are providing £3 million to local authorities and £275,000 to a small number of third sector organisations to provide cash support to families in financial and immediate need.

The purpose of the funding is to support low income families, including those with children who are looked after, or on the edge of care, and need help to pay for food, fuel and clothing and practical items needed in the home etc. It is the intention of the Scottish Government that funding is made available for Direct Aid (sections 12 and 22) budgets within social work departments in local authorities to support services for children, young people and their families. This will enable social workers to provide direct cash support based on assessments of the needs and strengths of individual families, and help prevent crisis interventions.

The funding has been allocated on the basis of the Scottish Welfare Fund distribution which uses the income deprivation element of Scottish Index of Multiple Deprivation (SIMD). To enable flexibility, and carry over to 2022-23, the funding will be paid through a redetermination of the General Revenue Grant and paid in the last two weeks of March 2022.

Finally, local authorities will wish to have an awareness of how the aforementioned third sector organisations (Aberlour, Quarriers, Includem and Children 1st) in their area are spending their funding to avoid duplication, and maximise scale and spread of support.

I hope this is helpful, and if you have any questions, please contact [mary.sloan@gov.scot](mailto:mary.sloan@gov.scot).

Yours sincerely

A handwritten signature in black ink that reads "Jane Moffat". The script is cursive and fluid, with the first name "Jane" and the last name "Moffat" clearly distinguishable.

**Jane Moffat**

Deputy Director for Strategy, GIRFEC and The Promise

Local Authority	Allocation
	£m
Aberdeen City	0.090
Aberdeenshire	0.076
Angus	0.054
Argyll & Bute	0.039
Clackmannanshire	0.033
Dumfries & Galloway	0.078
Dundee City	0.112
East Ayrshire	0.085
East Dunbartonshire	0.035
East Lothian	0.049
East Renfrewshire	0.029
Edinburgh, City of	0.204
Eilean Siar	0.012
Falkirk	0.083
Fife	0.203
Glasgow City	0.549
Highland	0.105
Inverclyde	0.064
Midlothian	0.045
Moray	0.037
North Ayrshire	0.106
North Lanarkshire	0.233
Orkney	0.007
Perth & Kinross	0.055
Renfrewshire	0.106
Scottish Borders	0.050
Shetland	0.006
South Ayrshire	0.063
South Lanarkshire	0.187
Stirling	0.037
West Dunbartonshire	0.072
West Lothian	0.096








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**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES  
COMMITTEE ON 8 JUNE 2022**

**SUBJECT: CHILDREN AND FAMILIES SOCIAL WORK SERVICES  
REVENUE BUDGET MONITORING TO 31 MARCH 2022**

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

**1. REASON FOR REPORT**

- 1.1 To inform the Committee of the budget position for Children and Families Social Work Services as at 31 March 2022.
- 1.2 This report is submitted to Council in terms of Section III (A) (2) of the Council's Scheme of Administration relating to the consideration of capital and revenue budgets and long term financial plans.

**2. RECOMMENDATION**

- 2.1 **It is recommended that Committee scrutinises and notes the budget position at 31 March 2022**

**3. BACKGROUND**

- 3.1 The report highlights those areas of the budget where there is a significant percentage variance identified at 31 March 2022.

**4. BUDGET POSITION**

- 4.1 The spend at 31 March 2022 is £17,321,000 against a budget of £19,685,000, giving an underspend of £2,364,000 as shown in **Appendix 1**.
- 4.2 Corporate Parenting and Commissioning has an underspend of £2,247,000. This is mainly due to an underspend in out of area and additional resource packages of £1,180,000, a saving of £800,000 has been approved for 2022/23. A contract for residential care in Moray has ended giving an underspend of £573,000, a report recommending the re-investment of this underspend was approved at Education, Children's and Leisure Services Committee on 26 January 2022 (para 10 of the minute refers). Due to children transitioning to adult services there is an underspend on the children with disabilities contract of £322,000. There are additional underspends on adoption allowances and legal fees £58,000 and throughcare/aftercare grants

£56,000. There is also one-off income for an adoption placement in Moray of £32,000.

- 4.3 Staff savings from vacancies and appointment below top of scale have exceeded the budget by £114,000.
- 4.4 Covid expenditure relating to cover for staff who are self-isolating or have long covid is £89,000.

## 5. **SUMMARY OF IMPLICATIONS**

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

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

(b) **Policy and Legal**

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

(c) **Financial implications**

The resource implications are set out in this report and at **Appendix 1**. The underspend as at 31 March 2022 is £2,364,000 against a budget to of £19,685,000.

(d) **Risk implications**

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

(e) **Staffing implications**

There are no staffing implications associated with this report.

(f) **Property**

There are no property implications associated with this report.

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

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

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

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

(i) **Consultations**

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

**6. CONCLUSION**

**6.1 That Committee scrutinises and notes the budget position as at 31 March 2022.**

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



# Children and Families Social Work Services

Appendix 1

## Budget Monitoring Report to 31st March 2022

Service	Revised Budget	Budget to Date	Actual to Date	Variance to Date	Variance
	£'000	£'000	£'000	£'000	%
Children Services and Criminal Justice Managen	55	55	109	(54)	(98)%
Quality Assurance Team	206	206	187	19	9 %
Locality Planning Pilot	74	74	74	-	-
Children's Services Area Teams	4,038	4,038	4,079	(41)	(1)%
Corporate Parenting & Commissioning	13,876	13,876	11,629	2,247	16 %
Justice Services	476	476	449	27	6 %
Reviewing Team	315	315	313	2	1 %
Children Services Additional Funding	531	531	392	139	-
Efficiency Savings-Children's Services	114	114	-	114	-
Children's Services COVID 19 costs	-	-	89	(89)	-
				-	
<b>Children's Services Total</b>	<b>19,685</b>	<b>19,685</b>	<b>17,321</b>	<b>2,364</b>	<b>-</b>





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**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES  
COMMITTEE ON 8 JUNE 2022**

**SUBJECT: PERFORMANCE REPORT (CHILDREN AND FAMILIES AND  
CRIMINAL JUSTICE SOCIAL WORK) – PERIOD TO MARCH 2022**

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

**1. REASON FOR REPORT**

1.1 To inform the Committee of the performance of the service for the period to 31 March 2022.

1.2 This report is submitted to the Committee in terms of section III (D) (2) of the Council's Scheme of Administration in relation to the functions of the Council as a Social Work Authority.

**2. RECOMMENDATION**

2.1 **It is recommended that Committee:**

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

**3. BACKGROUND**

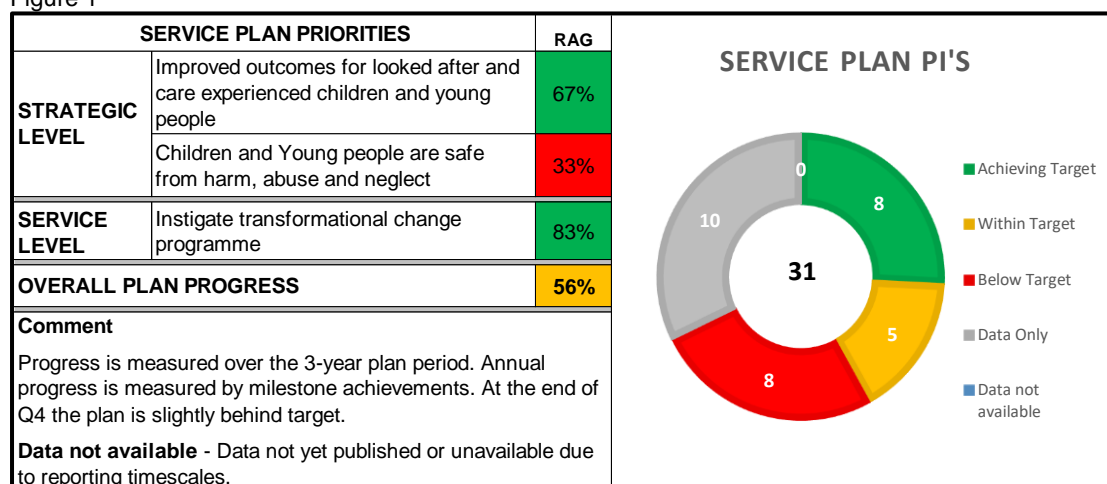
3.1 On 7 August 2019, the Council, approved a revised Performance Management Framework for services (para 5 of the minute refers).

**4. SERVICE PLANNING**

4.1 Each service plan sets out the planned strategic and service level priorities and outcomes it intends to deliver in the coming year aligning closely with financial planning, corporate and community planning partnership strategic priorities. This report provides an interim update on progress on the service plan, key outcomes and performance indicators. Committee is invited to review progress to secure assurance that is satisfactory and to provide scrutiny and further direction where performance requires attention.

- 4.2 The narrative included is by exception, links to Service Plan Actions and Performance Indicators can be accessed within the Background Papers section of this report.

Figure 1



### Strategic Outcomes – successes

- 4.3 As at 31 March 2022 there were 178 Looked after Children (LAC) in Moray at a rate of 9.8 per 1,000, continuing to remain below that of the comparator authority median of 11. The proportion of LAC accommodated in Moray Council Foster Care placements is achieving target and the proportion of LAC in residential placements outwith Moray has remained below the target throughout the course of 2021/22. In addition, the number of fostering households have increased by two during 2021/22. Work to promote and market fostering services to recruit carers has accelerated during the past year, with a greater web and social media presence being used as key platforms of recruitment. (Action STRAT1.1, PI's CSCF100, LAC003, Eds606.03, CSCF104).
- 4.4 Disrupted by the COVID pandemic the Permanence and Care Excellence (PACE) working group was re-established during quarter 4 and is working to addressing the barriers to effective permanence planning. With the courts service remaining as mainly a remote service new ways of working have been adopted to ensure permanence orders can be progressed efficiently. The LGBF performance indicator measuring the proportion of LAC with more than one placement in the last year has reduced significantly. Moray has improved from 29/32 to 6/32 within Scottish local authorities and from 7/8 to 1/8 in the comparator authority group, where 1 has the lowest rate. (Action STRAT1.2, PI CHN23)

### Strategic Outcomes – challenges and actions to support

- 4.5 Two LGBF indicators measuring the cost of provision for both community and residential placements per week reduced in 2020/21, neither however have achieved target. There has been significant improvement in ranking for residential costs from 29/32 in 2019/20 to 21/32 in 2020/21. In many cases residential placements are specialist for which Moray has no provision, for these placements children are accommodated in other local authority areas incurring higher direct and associated costs. Community placement cost rankings have remained fairly static and Moray remains in the bottom quartile



of Scottish local authorities. Figures 2 & 3 show that gross annual costs have reduced in recent years, this in part is due to improvements in the proportion of children accommodated in community-based placements and an overall reduction in the number of children looked after. (Action STRAT1.1, PI's CHN8a, CHN8b, CHN9, EdS606.1, EdS606.9, CSCF102).

Figure 2

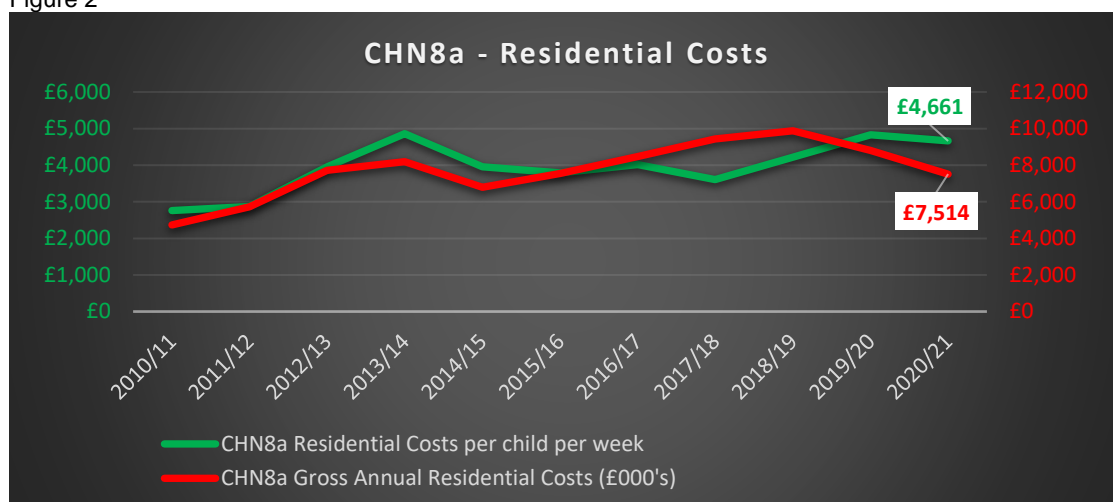
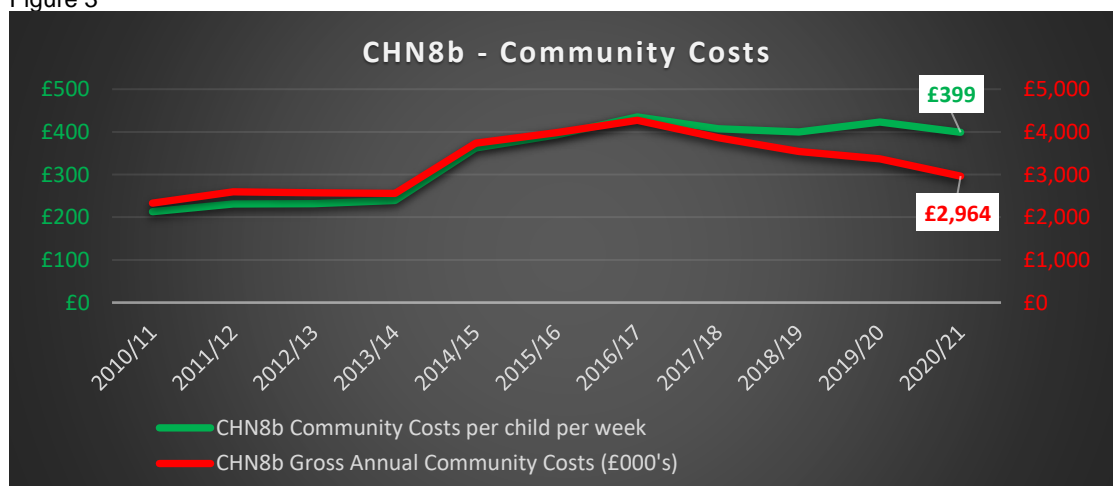


Figure 3



- 4.6 Neglect concerns feature highly for children currently on the Child Protection Register (CPR). Whilst the proportion has reduced during the second half of 2021/22 neglect concerns are recorded in more than a third of all children on the CPR and the target of 24.8% has not been achieved since quarter 1. The implementation plan for the National Society for the Prevention of Cruelty to Children (NSPCC) Graded Care Profile is in progress and will outline 20 staff being trained as trainers for the model, with the training being rolled out during 2022/23. Plans are in place to hold workshops during the coming year which will highlight the issue of the neglect and its link with child protection. Child protection training was delivered during the second half of 2021/22, feedback from the staff was positive, after a period of consolidation for participants' evaluation of learning outcomes will be carried out. (Action STRAT2.1, PI CMS021c1).
- 4.7 Domestic abuse concerns for children registered on the CPR have risen steeply and consistently over the course of 2021/22. At the end of quarter 4

2020/21 27% of children registered had this concern registered, at the end of quarter 4 2021/22 it has risen to almost 68%. The rise in incidences of domestic abuse during COVID-19 lockdown periods is likely to be a contributory driver in the increases witnessed in child protection cases. As part of the process to become accredited “Safe and Together” trainers, social work practitioners are preparing to deliver the first training sessions to the senior social workers in the team. This will be an important shift in culture, skills and knowledge around the impact of domestic violence. (Action STRAT 2.3, PI CMS021f1).

- 4.8 The action to minimise the impact of parental substance use has made mixed progress. The proportion of children on the CPR as a result of parental alcohol misuse has consistently reduced throughout the course of the past year, those registered due to parental drug misuse however has fluctuated but ended the year 13% higher than recorded at the start of the year. Both indicators used to monitor progress regarding alcohol and drug misuse concerns did not achieve target at the end of 2021/22. Partnership working continues around parental drug and alcohol misuse including a bespoke Quality Improvement (QI) project that is being supported by the Scottish Government QI team. This multi-agency project will support families of children on the CPR due to parental substance misuse. (Action STRAT2.2, PI's CMS021g1 & CMS021h1).

#### **Service Level Outcomes - successes**

- 4.9 The reinvestment of savings to transform the children's social work model of practice was approved by the Education, Children's and Leisure Services committee on 26 January 2022 (para 10 of the minute refers). The service model was introduced to staff during development days to gain feedback. The service will now move forward in developing a social work innovation site and introduce the “3 conversation” model as the new practice model. The test of change family feedback process took place in quarter 4, the learning experienced from the process will allow the programme to be rolled out across the service. This Action has completed within the agreed timescale. (Action SERV1.2)

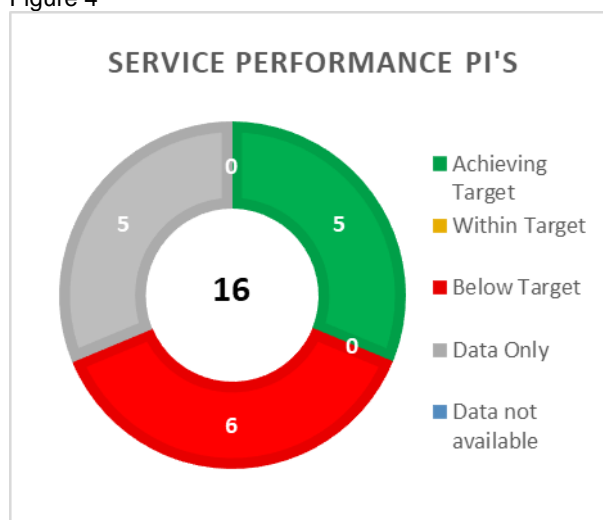
#### **Service Level Outcomes – challenges and actions to support**

- 4.10 Changes to the commissioning model have been made, but the end goal has not yet been reached. The recruitment of a service manager to progress the new commissioning model is in the final stages with an anticipated start date during quarter 1 2022/23. This pivotal role will drive commissioning, quality assurances systems, policy development and the implementation of a robust framework to help develop a better range of services to meet the needs of children, young people and their families. The implementation of new commissioned services are on track to be completed during 2022/23. Approval has been given at committee and these services are currently within the procurement stage, prior to implementation. During quarter 4 the appointment of an Interim Senior Commissioning Officer has allowed a number of contracts and tenders to be reviewed and progressed through the Additional Resource and Allocation Group (ARAG). It is anticipated that the quality assurance and commissioning functions within Children & Families & Criminal Justice will be significantly more robust as a result. (Action SERV 1.3).

## 5. **SERVICE PERFORMANCE**

- 5.1 In line with the Performance Management Framework, operational performance is reviewed quarterly by departmental management. Areas performing well and/or areas subject to a decreasing trend or where benchmarking results show performance significantly below comparators will be reported to this committee for member scrutiny.
- 5.2 Initial publication of 2020-21 Local Government Benchmarking Framework (LGBF) Indicators in February 2022 will be refreshed in early June. The full suite can be viewed within the Background Papers section of this report. Published indicators for this service have been incorporated within the relevant section of this report depending on whether results are used to evidence progress against strategic, service plan or service performance priorities. LGBF indicators for Children's and Families & Criminal Justice social work are identifiable with the CHN prefix.
- 5.3 The narrative included is by exception, links to Service Performance Indicators can be accessed within the Background Papers section of this report.

Figure 4



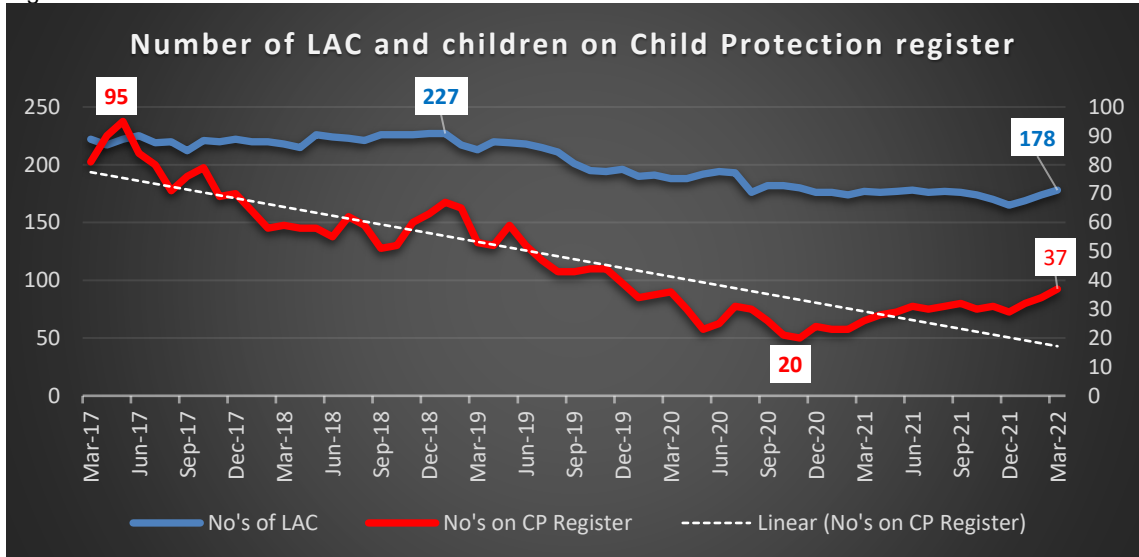
### **Operational Indicators - successes**

- 5.4 The proportion of initial child protection case conferences held within the planned timescales maintained the 100% target throughout 2021/22. This shows an improvement from the 89% meeting the timescales in 2020/21. (PI CMS001a)
- 5.5 96% of agencies practitioners attended case conference meetings during quarter 4, the highest level recorded since recording began in 2010/11. Over the course of the year to March 2022 attendance was recorded at 92.5%, exceeding the values of all previous years. (PI CMS004).
- 5.6 The submission of criminal justice reports to courts continues to maintain the 100% target. (PI CJ01).

### Operational Indicators - challenges and actions to support

- 5.7 As Figure 5 below shows, both the number of Looked After Children (LAC) and the number of children on the Child Protection register (CPR) have risen in the past year, the long-term trends however are reducing. After four years of decline 2021/22 has seen a significant rise in numbers of Children on the CPR. Rates per 1,000 for LAC and children on the CPR are both significantly below the median of comparator authorities. (PI's CSCF100, CMS013)

Figure 5



- 5.8 6% of LAC were in foster care placements purchased by the Council as at 31 March 2022, whilst above target (4%) it does show a slight reduction from 2020/21. The Council continues its drive to recruit and increase the range of foster carers employed by Moray Council which is hoped will reduce the need for agency placements. (PI LAC007).
- 5.9 Throughout 2021/22 the proportion of LAC accommodated in paid placements has remained fairly static and above target. Although the long-term trend is on a reducing path there remains a significant distance to meet the median of comparator authorities' target (65%). Whilst this shows this indicator as underperforming, the increase in proportion of children within community-based placements (para 4.5 refers), at a lower cost, will lead to a reduction of the overall placement costs. (PI LAC006).
- 5.10 In the second half of 2021/22, 8 of the 26 (31%) Child Protection review case conferences were not held within the planned timescales, exceeding the 15% target. The most common reason for these to breach timescales is an essential practitioner being unable to attend, which in many cases is due to illness. (PI CMS002b&d).
- 5.11 Throughout the course of 2021/22 the proportion of children on the CPR for longer than 12 months has continuously risen with the greatest rise witnessed in quarter 4. A rise in the average number of concerns per child within quarter 4 is an indication of a rise in complexity of cases leading to a long period spent on the CPR. (PI CMS017f)
- 5.12 The percentage of offenders with community payback orders seen by their supervising officer within 7 days of the order made has failed to make target in

all quarters of 2021/22, in part due to COVID-19. In comparison to 2020/21 where COVID-19 was a major detrimental factor the proportion has increased significantly. (PI CJ02)

## **6. OTHER PERFORMANCE RELATED DATA**

### **Complaints & MP/MSP Enquiries**

- 6.1 In line with the Performance Management Framework, complaints are reviewed quarterly by departmental management in terms of time taken to respond, outcome and learning points. Detailed tables can be accessed within the Background Papers section of this report.
- 6.2 A total of 11 complaints were received during the second half of 2021/22, four less than for the same period of 2020/21. 12 complaints were resolved and closed during the period. Of those, three were at frontline stage (25%), one being partially upheld and the remaining two not upheld. The average time to resolve frontline complaints achieved target of 5 working days.
- 6.3 Nine investigative complaints were closed in the same period. Of those one was upheld (11%) and three were partially upheld (33%). The remaining five investigative complaints were not upheld. Time taken to close Investigative complaints varied. In quarter 3 it took an average of 21 days to close complaints with 3 (50%) complaints closing within the 20-day time period. In quarter 4 investigative complaints took an average of 40 days to be resolved with none of the three complaints closing within 20 days.
- 6.4 All complaints were of a differing nature with the most common category being Process or Policy/Procedure (5 complaints), one was upheld and another partially upheld. One complaint made against staff was not upheld
- 6.5 A total of 4 MSP enquiries were received in the period between 1 October 2021 and 31 March 2022, all were resolved.

### **Other Performance (not included within Service Plan)**

- 6.6 The process of gaining family feedback in a systematic manner has been piloted, once collated and analysed it will show a sense of where the service areas of strength are and where improvements are needed.

### **Case Studies**

- 6.7 First offender in 2018 for a sexual offence, sentenced to a short-term custodial sentence and released into the community on a short term sex offender licence. A subsequent Community Payback Order for a period 3 years was imposed with a requirement to complete the Moving Forward: Making Changes Programme. This individual was supported on release from prison to temporary housing and then onto a permanent local authority tenancy which the person continues to manage without support. The individual fully complied with the Order imposed and became a positive member of the group work programme offering support and advice to peers, whilst also showing insight into their own offending and areas of risk. Prior to the Order finishing this individual secured employment and continues to have support from immediate family, all factors which have lowered his overall risk level of reoffending.

- 6.8 A young person aged 10, open to the department on and off for concerns regarding parenting, poor attendance at medical appointments and low school attendance. The young person was made subject to a Compulsory Supervision Order (CSO) due to school attendance. Due to continued declining attendance a decision was made that the young person should reside in alternative care for a period of time to allow for assessment of need and to try and engage the family. At the time of relocation the young person had been out of education for almost 12 months despite the order being in place and the family were also facing eviction. Within the alternative care the placement direct reparative work took place with the young person who was able to transition back to school full-time which was a significant outcome. The parent began to engage with a reunification assessment, had access to independent advocacy and in working relationally with the social worker and family support worker began to reflect and show insight into their own difficulties and the impact on their child. Following a period of time and support in rebuilding the relationship the young person made a very successful transition home to parental care whilst remaining on the compulsory supervision order. After a period of continued support the CSO was terminated. The family continued to work positively with agencies and the parent felt confident in advocating for themselves with education. A very positive outcome with sustained support being in place following the reunification has been achieved. This case is now moving towards being closed to the social work department.

#### **Consultation and Engagement**

- 6.9 Nothing to report.

### **7. SUMMARY OF IMPLICATIONS**

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

Performance measurement is used to ensure the efficient and sustainable delivery of services to meet the Council's priorities in both the Corporate Plan and the LOIP.

**(b) Policy and Legal**

The Council has a statutory requirement to publish a range of information that will demonstrate that it is securing best value and assist in comparing performance both over time and between authorities where appropriate.

**(c) Financial implications**

None.

**(d) Risk Implications**

None.

**(e) Staffing Implications**

None.

**(f) Property**

None.

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

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

**(h) Consultations**

The Head of Children and Families & Criminal Justice Social Work, Chief Officer (Health and Social Care), Deputy Chief Executive (Education, Communities & Organisational Development), Service Managers, Legal Services, the Equal Opportunities Officer, and Tracey Sutherland, Committee Services Officer have been consulted with any comments received incorporated into this report.

## **8 CONCLUSION**

**8.1 As at 31 March 2022, of the 12 service plan actions, one strategic level and two service level actions have completed. Anticipated progress for four strategic actions is behind schedule for this stage of the plan but there is sufficient time to catch up before the end date of March 2023. The remaining actions are either performing to or above target levels at this stage of the plan, which is 56% complete.**

**8.2 Working within the limits imposed by COVID-19 restrictions has proven challenging in the past year, for what is predominantly a service underpinned by working in a face-to-face manner. Staff have adapted to the changing working environment and have continued to deliver unbroken service provision, albeit using different methods, to the children and young people of Moray. As the working environment continues to transition from the impositions of the COVID-19 pandemic the manner in which services will be delivered will also. It is not anticipated that the service will return to pre-COVID ways of working, but instead by embracing the new delivery methods and skills learned will allow a more effective and blended way of service delivery. Further challenges lie ahead to progress the integration of the service into the Integrated Joint Board (IJB).**

Author of Report: Iain Sneddon, Research & Information Officer  
Background Papers: [Service Plan Actions](#)  
[Performance Indicators](#)  
[Performance Indicators](#)  
[My Local Council](#)  
[Service Complaints](#)

Ref: SPMAN-305227695-11

